BOARD OF PUBLIC EDUCATION MEETING AGENDA

November 20-22, 2024

Willson School, Boardroom
404 W Main Street
Bozeman, MT

AGENDA

BOARD OF PUBLIC EDUCATION
MEETING AGENDA

November 20-22, 2024
Willson School, Boardroom
404 W Main Street
Bozeman, MT

Wednesday, November 20, 2024
12:00 PM

- **BOARD OF PUBLIC EDUCATION AND MONTANA COUNCIL OF DEANS OF EDUCATION LUNCH AND DISCUSSION**

12:00 PM **Room 425, Reid Hall, Montana State University**
Corner of S 11th Ave and W Grant St, Bozeman, MT

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Item 3 **STATE SUPERINTENDENT REPORT** – *1 Hour, page #29*
State Superintendent Elsie Arntzen

- **Assessment Update**
- **Federal Update**
- **Annual Data Collection**
- **Data Modernization Update**
- **Accreditation Report**
- **Content Standards Revision Update**

Item 4 **COMMISSIONER OF HIGHER EDUCATION REPORT** – *15 Minutes, page #54*
Dr. Angela McLean

❖ **MSDB LIAISON – Lisa Schmidt (Item 5)**

Item 5 **MSDB REPORT** – *30 Minutes, page #55*
Paul Furthmyre

ACTION ITEMS:

- **Action on Out of State Travel Request**
- **Action on Personnel Items**
- **Final Reading of Policies**

❖ **MACIE LIAISON – Susie Hedalen (Item 6)**

Item 6 **MACIE REPORT –** *15 Minutes, page #249*
Jordann Lankford Forster

ACTION ITEMS:

- **Action on SAM Representative**
- **Action on MTSBA Representative**

Thursday, November 21, 2024
9:00 AM

❖ **BOARD OF PUBLIC EDUCATION TOURS**

9:00 AM **MONTANA STATE UNIVERSITY COLLEGE OF EDUCATION EDUCATOR PREPARATION PROVIDER TOUR**
Reid Hall, Montana State University
Corner of S 11th Ave and W Grant St, Bozeman, MT

10:00 AM **BOZEMAN READS EARLY LEARNING CENTER (BRELC) TOUR**
Morning Star Elementary
830 W Arnold St., Bozeman, MT

11:15 AM **BRIDGER CHARTER ACADEMY TOUR AND ROUNDTABLE DISCUSSION**
Bozeman High School
205 N 11th Ave, Bozeman, MT

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**********RECONVENE AT 1:00 PM**********

CALL TO ORDER

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

- **ASSESSMENT COMMITTEE – Ron Slinger (Item 7)**

Item 7 **ACTION AND PANEL PRESENTATION ON THE APPLICATION AND CRITERIA FOR THE LIST OF APPROVED EARLY LITERACY SCREENING TOOLS** – *45 Minutes, page #255*
McCall Flynn; Craig Buscher, EdD, Attain Education Consulting; Genevieve Thomas, Director of Professional Learning, School Services of Montana; Danielle 'Nell' Thompson, Ph.D. CCC-SLP, The Transformative Reading Teacher Group

- **REPORTS – Dr. Tim Tharp (Items 8-9)**

Item 8 **STUDENT REPRESENTATIVE REPORT** – *15 Minutes, page #260*
Gavin Mow

Item 9 **ANNUAL HISET REPORT –** *15 Minutes, page #261*
Katie Madsen

- **CHARTER COMMITTEE – Jane Hamman (Items 10-14)**

Item 10 **UPDATE ON COMMUNITY CHOICE SCHOOL COMMISSION** – *15 Minutes, page #269*
Trish Schreiber

Item 11 **INFORMATION AND REVIEW OF PUBLIC CHARTER SCHOOL 2024-25 FALL DATA REPORTING –** *15 Minutes, page #270*
Christy Mock-Stutz

Item 12 **UPDATE ON PUBLIC CHARTER SCHOOL APPLICATIONS AND SPECIAL MEETING –** *15 Minutes, page #274*
Jane Hamman

Item 13 **REVIEW OF PUBLIC CHARTER SCHOOL APPLICATION AND CRITERIA** – *15 Minutes, page #276*
McCall Flynn

Item 14 **INFORMATION ON UPDATED PUBLIC CHARTER SCHOOL PERFORMANCE FRAMEWORK –** *15 Minutes, page #288*
McCall Flynn

- **LICENSURE COMMITTEE – Susie Hedalen (Items 15-19)**

Item 15 **INFORMATION ON THE ANNUAL PROFESSIONAL DEVELOPMENT UNIT PROVIDERS LIST** – *15 Minutes, page #303*
Marie Judisch

Item 16 **ACTION ON SUPERINTENDENT'S RECOMMENDATION ON EDUCATOR LICENSURE ANNUAL AND FILING FEE AMOUNTS** – *30 Minutes, page #333*
April Grady

Item 17 **NOTICE OF THE SURRENDER OF BPE CASE #2024-11** – *5 Minutes, page #338*
Rick Wootton

Item 18 **ACTION ON INITIAL REVIEW OF BPE CASE #2024-09, EVANS** – *15 Minutes, page #339*
Rick Wootton

Item 19 **ACTION ON INITIAL REVIEW OF BPE CASE #2024-10, MAHERAS** – *15 Minutes, page #340*
Brenton Craggs

Friday, November 22, 2024
8:30 AM

CALL TO ORDER

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

- **LICENSURE COMMITTEE (cont.) – Susie Hedalen (Items 20-22)**

Item 20 **ACTION ON THE SITE VISIT AND STATE EXIT REPORT OF SALISH KOOTENAI COLLEGE EDUCATOR PREPARATION PROVIDER IN THE DIVISION OF EDUCATION** – *15 Minutes, page #342*
Crystal Andrews

Item 21 **FOLLOW UP REPORT ON PRAXIS TEST SCORES IN HARD-TO-FILL ENDORSEMENT AREAS** – *15 Minutes, page #379*
Crystal Andrews

Item 22 **ANNUAL PROFESSIONAL EDUCATOR PREPARATION PROVIDER REPORT** – *15 Minutes, page #383*
Crystal Andrews and Michelle Price

- **ACCREDITATION COMMITTEE – Madalyn Quinlan (Items 23-27)**

Item 23 **ACTION ON VARIANCE TO STANDARDS** – *30 Minutes, page #417*
Ellery Bresler and Crystal Andrews

ACTION ITEMS:
- **Initial Applications**
- **Renewal Applications**

Item 24 **ACTION ON CORRECTIVE PLANS FOR DEFICIENT AND ADVICE STATUS ACCREDITATED SCHOOLS** – *15 Minutes, page #968*
Crystal Andrews

Item 25 **ACTION ON RESOLUTION TO ENCOURAGE A 3RD YEAR OF MATHEMATICS AND SUPPORT FOR MATHEMATICS ATTAINMENT AND PROFICIENCY –** *15 Minutes, page #1003*
McCall Flynn

Item 26 **INFORMATION ON UPATED ECONOMIC IMPACT STATEMENT TO ARM TITLE 10, CHAPTER 53, MATHEMATICS CONTENT STANDARDS –** *15 Minutes, page #1005*
Marie Judisch

Item 27 **ACTION ON AND RESPONSE TO PUBLIC COMMENTS SUBMITTED ON REVISIONS TO ARM TITLE 10, CHAPTER 53, MATHEMATICS CONTENT STANDARDS** – *5 Minutes, page #1032*
Madalyn Quinlan

- **EXECUTIVE COMMITTEE – Dr. Tim Tharp (Items 28)**

Item 28 **INFORMATION ON FOUR DAY SCHOOL WEEK RESEARCH REPORT –** *45 Minutes, page #1033*
Dr. Erica Allen, University of Montana; Dr. John Matt, University of Montana; Dr. Bill McCaw, University of Montana; Dr. Liqin Tang, University of Montana; Dr. Dan Lee, University of Montana

FUTURE AGENDA ITEMS – January 16-17, 2025 – Helena, MT
Exiting Board Member – Last Meeting and Recognition
MACIE Update
Review individual Community Choice Schools' Annual Reports
ABCTe Interim Report
Action on Authorizing Public Charter Schools
Transportation Report
Assessment Update
Federal Update
Accreditation Report
Teacher Licensure Report
Qualify Transformational Learning & Advanced Opportunity Grant Applications
Quality Educator Loan Assistance Program Report
Content Standards Revision Update
Action on MSDB Superintendent Contract Extension
MSDB Superintendent Performance Evaluation & Contract Extension Discussion

PUBLIC COMMENT

This time will be provided for public comment on items not listed on the agenda. This meeting is open tothe public both in person and electronically. For those wishing to give virtual public comment, please contact bpe@mt.gov to request the Zoom link for the meeting. Members of the public who have joined virtually on Zoom may "raise their hand" at the appropriate time to participate after being recognized bythe Board Chair. Members of the public who wish to share written public comment with the Board members must submit written public comment to the Executive Director at bpe@mt.gov no later than two (2) business days before the start of the meeting. Any written public comment received after this deadline will be shared with the Board members after the meeting. All written public comment will be included as part of the official public record.

ADJOURN

The Montana Board of Public Education is a Professional Development Unit Provider. Attending a Board of Public Education Meeting either in person or via Zoom may qualify you to receive professional development units. Please complete the necessary information on the sign-in sheet if you are applying for professional development units.

Agenda items are handled in the order listed on the approved agenda. Items may be rearranged unless listed "time certain". Public comment is welcome on all items listed as "Action" and as noted at the beginning and end of each meeting.

The Board of Public Education will make reasonable accommodations for known disabilities that may interfere with an individual's ability to participate in the meeting. Individuals who require such accommodations should make requests to the Board of Public Education as soon as possible prior to the meeting start date. You may write to: Kris Stockton, PO Box 200601, Helena MT, 59620, email at: kmstockton@mt.gov or phone at 406-444-0302.

Friday, November 22, 2024
12:00 PM

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November 20, 2024

12:00 PM **BOARD OF PUBLIC EDUCATION AND MONTANA COUNCIL OF DEANS OF EDUCATION LUNCH AND DISCUSSION**

Room 425, Reid Hall, Montana State University
Corner of S 11th Ave and W Grant St, Bozeman, MT

RECONVENE AT 2:00 PM

CALL TO ORDER

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

CONSENT AGENDA

Items may be pulled from Consent Agenda if requested

A. September 12-13, 2024 and October 10, 2024 Meeting Minutes

B. Financials

CONSENT AGENDA

MINUTES

BOARD OF PUBLIC EDUCATION
MEETING MINUTES

September 12-13, 2024
Park High School
Library
102 View Vista Dr., Livingston, MT

Thursday, September 12, 2024
8:30 AM

CALL TO ORDER – 00:02:38
Chair Tharp called the meeting to order at 8:30 AM. The Chair led the Board in the Pledge of Allegiance and Ms. Kris Stockton took Roll Call. The Chair read the Statement of Public Participation and welcomed guests.

Board members: Dr. Tim Tharp, Chair; Ms. Susie Hedalen, Vice Chair; Dr. Ron Slinger; Ms. Renee Rasmussen; Ms. Madalyn Quinlan; Ms. Jane Hamman; Ms. Lisa Schmidt; Mr. Gavin Mow, Student Representative. Ex Officio members: Dr. Angela McLean, Office of the Commissioner of Higher Education (OCHE); Mr. Dylan Klapmeier, Governor's Office; Assistant Superintendent Christy Mock-Stutz, Office of Public Instruction (OPI). Staff: Ms. McCall Flynn, Executive Director; Ms. Kris Stockton, Administrative Specialist; Ms. Julie Balsam, Accounting Technician; Ms. Jenny Murnane Butcher, Program Officer. Guests: Superintendent Chad Johnson, Livingston Public Schools; Superintendent Paul Furthmyre, Montana School for the Deaf and Blind (MSDB); Ms. Jordann Lankford Forster, Chair, Montana Advisory Council on Indian Education (MACIE); Mr. Brenton Craggs, Attorney, OPI; Ms. Aislinn Brown, Board Legal Counsel, Agency Legal Services Bureau; Ms. Trish Schreiber, Chair, Community Choice Schools Commission; Mr. Patrick Cates, OPI; Ms. Danni McCarthy, OPI; Dr. Jason Neiffer, Montana Digital Academy (MTDA); Mr. Mike Agostinelli, MTDA; Dr. Dan Lee, University of Montana (UM); Ms. Kristi Steinberg, UM; Ms. Kim Popham, Montana Federation of Public Employees (MFPE); Dr. Julie Murgel, OPI; Ms. Cedar Rose, OPI; Ms. Julia Caro, OPI; Ms. Marie Judisch, OPI; Dr. Robert Clausen, OPI; Ms. Wendi Fawns, OPI; Dr. Erica Allen, UM; Mr. Frank No Runner; Mr. Brendan O'Connor, Wyoming Professional Teaching Standards Board (PTSB); Ms. Jillian Reagan, PTSB.

PUBLIC COMMENT – 00:05:17
No public comment was made.

CONSENT AGENDA – 00:05:28

Board member Quinlan moved to adopt the Consent Agenda as presented. Motion seconded by Vice Chair Hedalen.

Chair Tharp requested Ms. McCall Flynn highlight revisions that were made to the Strategic Plan and the Meeting and Agenda Calendar. Ms. Flynn answered Board members' questions.

Board member Rasmussen requested Lewistown be prioritized as the location for the September 2025 meeting.

Chair Tharp noted that the schedule has two meetings in Helena in 2025 and that he appreciates the opportunity for the Board to visit locations across the state.

Board member Quinlan thanked Ms. Flynn for her work revising the documents in the Consent Agenda.

No further discussion. Motion passed unanimously.

DRAFT

ADOPT AGENDA – 00:12:21

Board member Slinger moved to adopt the agenda. Motion seconded by Board member Schmidt.

No discussion. Motion passed unanimously.

Chair Tharp noted that the appeal in Item 27 has been withdrawn.

- **REPORTS – Dr. Tim Tharp (Items 1-5)**

Item 1 **CHAIRPERSON REPORT** – 00:13:35
Dr. Tim Tharp

Livingston Public Schools Superintendent Chad Johnson welcomed the Board to Livingston and reviewed the schedule of events over the noon hour.

Chair Tharp reviewed meetings and events he has attended on behalf of the Board since the July 2024 Board meeting, reviewed the new Board Committee assignments, and thanked Board members for their committee work.

Item 2 **EXECUTIVE DIRECTOR REPORT** – 00:21:23
McCall Flynn

Ms. McCall Flynn opened her report by thanking Livingston Public Schools for hosting the Board. Ms. Flynn reviewed work the Board staff has completed since the July 2024 Board meeting, including hiring Ms. Jenny Murnane Butcher as the new Program Officer who began her work with the Board on September 9, 2024. Ms. Murnane Butcher introduced herself to the Board and summarized the work she will be doing administering the Public Charter School Program. Ms. Flynn continued her report by noting the opening of the new Public Charter Schools for the 2024-2025 school year, reviewing the upcoming application cycle for Public Charter Schools, and asking Board members for any revisions for the next Public Charter School application cycle. Ms. Flynn concluded her report by stating she will be attending all of the Fall 2024 Montana Association of School Superintendent (MASS) meetings across the state.

Item 3 **COMMISSIONER OF HIGHER EDUCATION REPORT** – 00:33:38
Dr. Angela McLean

Dr. Angela McLean reviewed a request from OCHE to open the Chapter 55 Accreditation Standards to add a third year of math to the graduation requirements. Ms. Crystine Miller and Ms. Ciera Franks-Ongoy presented the Math Attainment Action Plan, requesting that the Board and OPI work with OCHE to discuss the possibility of adding a third year of math to the high school graduation requirements and present the plan at the November 2024 Board of Education meeting. Board members questioned the group about adding the new graduation requirement and what implementation might look like. Chair Tharp referred the Math discussion to the Board Accreditation Committee and requested a formal recommendation from OCHE at the November 2024 Board meeting.

Item 4 **GOVERNOR'S OFFICE REPORT** – 01:05:40
Dylan Klapmeier

Mr. Dylan Klapmeier reviewed schools Governor Gianforte has visited as the new school year begins, and referenced the Cell Phone Free Policy the Governor is urging school districts to adopt. The Governor has spent time speaking with students and educators on the implementation of Cell Phone Free Policies and has held discussions with schools. Mr. Klapmeier reviewed work by the State Workforce Innovation Board, summarized the Education Commission of the States National Forum held in July, shared changes to Title IV from the Department of Education, and reminded Board members that the annual Board of Education meeting will be held in November. The Board will be asked to adopt the Unified Education Budget and discuss other P-20 education topics.

Item 5 **STUDENT REPRESENTATIVE REPORT** – 01:12:55
Gavin Mow

Mr. Gavin Mow reviewed the upcoming Montana Association of Student Council (MASC) meeting November 17-19, 2024, and extended an invitation to Board members to attend. Mr. Mow noted that he will be working with the

MASC Board on the next application cycle for the Student Representative to the Board. Mr. Mow announced he will be attending the New Student Membership meeting held by the National Association of State Boards of Education and updated the Board on the Student Input Survey he is working on and the possibility of rolling the survey out at the state conference. Board member Quinlan asked that Mr. Mow ask student leaders and students to work with the Board about the possibility of adding a third year of math as a graduation requirement. Dr. McLean requested that OCHE be included in the discussions as well, and to work with students to spread information regarding the Free Application for Federal Student Aid, College Application Week, and Apply Montana.

- **MSDB LIAISON – Lisa Schmidt (Item 6)**

Item 6 **MSDB REPORT** – 01:26:08
Paul Furthmyre

Ms. Lisa Schmidt shared information on her recent visit to the MSDB before asking Superintendent Furthmyre for his report. Superintendent Furthmyre reviewed the action items contained in the agenda packet and requested Board action.

Ms. Lisa Schmidt moved to approve the MSDB Personnel Action Items as listed in the agenda packet. Motion seconded by Board member Rasmussen.

No discussion. Motion passed unanimously.

Ms. Lisa Schmidt moved to approve the MSDB Out of State Travel Requests as listed in the agenda packet. Motion seconded by Board member Rasmussen.

No discussion. Motion passed unanimously.

Ms. Lisa Schmidt moved to approve the OPI Discretionary Grant for MSDB. Motion seconded by Board member Rasmussen.

No discussion. Motion passed unanimously.

Ms. Lisa Schmidt moved to approve the Final Reading of MSDB Policies as listed in the agenda packet. Motion seconded by Board member Rasmussen.

Board member Quinlan asked if the policies address the Cognia Accreditation recommendations, and Superintendent Furthmyre answered that they do.

No further discussion. Motion passed unanimously.

Superintendent Furthmyre reported that they have had a successful beginning to the new school, in services training has been held for teachers and staff, implementation of a mentoring program in cooperation with Montana State University (MSU), update on campus projects, and a review of the MSDB Annual Report. Superintendent Furthmyre answered Board members' questions.

- **MACIE LIAISON – Susie Hedalen (Item 7)**

Item 7 **MACIE REPORT** – 01:50:04
Jordann Lankford Forster

Ms. Jordann Lankford Forster reviewed the August MACIE meeting and the upcoming October MACIE meeting. Ms. Lankford Forster reviewed items scheduled on the October agenda including Election of Officers, a discussion about the American Indian student achievement gap, and formal recommendations to address these challenges. Ms. Lankford Forster requested the Board's action to renew MACIE in accordance with statute.

Vice Chair Hedalen moved to approve the extension of MACIE as an advisory council to the Board of Public Education and the Office of Public Instruction in accordance with 2-15-122, MCA. Motion seconded by Board member Hamman.

Dr. McLean thanked MACIE for their partnership with OCHE.

No further discussion. Motion passed unanimously.

Chair Lankford Forster shared information on the most recent nomination to MACIE from the Montana School Board's Association. Vice Chair Hedalen noted that a formal recommendation and Board action will be made at the November Board meeting.

- **EXECUTIVE COMMITTEE – Dr. Tim Tharp (Items 8-9)**

Item 8 **ANNUAL SPECIAL EDUCATION REPORT** – 02:15:3
Patrick Cates

Mr. Patrick Cates presented the Annual Special Education Report and reviewed changes in the data from last year in different categories for Special Education students and answered Board members' questions.

Item 9 **MONTANA DIGITAL ACADEMY UPDATE** – 02:36:18
Dr. Jason Neiffer and Mike Agostinelli

Dr. Jason Neiffer and Mr. Mike Agostinelli presented the MTDA update reviewing the MTDA Annual Report, the new Clearinghouse, courses offered, and a Student Satisfaction Survey, before answering Board members' questions.

- **CHARTER COMMITTEE – Jane Hamman (Item 10)**

Item 10 **UPDATE ON COMMUNITY CHOICE SCHOOL COMMISSION** -03:12:33
Trish Schreiber

Ms. Trish Schreiber reviewed ongoing work by the Commission including mapping seven phases to implement the choice school provisions in law. Ms. Schreiber noted that Phase 2, which includes incorporating a Steering Committee, has been completed, and that the Committee met on September 9, 2024. The Commission will meet on September 25, 2024, to review Phase 2 and move to Phase 3. The Commission projects completion of all seven phases by the end of the third quarter in 2025. The Commission Fundraising Committee continues to meet and explore fundraising opportunities for the Commission.

- **REPORTS – Dr. Tim Tharp (Item 11)**

Item 11 **STATE SUPERINTENDENT REPORT** -05:47:41
Assistant Superintendent Christy Mock-Stutz

Ms. Mock-Stutz introduced the Superintendent's Report before OPI staff reported on specific areas.

Assessment Update: Ms. Cedar Rose discussed the upcoming MAST window, the testlet windows, the MAST Roadshow, listening sessions, and the MAST Virtual Summit. Ms. Rose completed her presentation with the Statewide Data Overview.

Federal Update: Dr. Julie Murgel discussed the statewide E-Grants tour to assist districts working with the E-Grants system, a Risk Assessment that was completed on the Assurance Standards, and a Department of Education wavier OPI applied for to hold the Targeted and Comprehensive Schools harmless, which was denied by the Department of Education. Ms. Wendi Fawns gave a brief overview of the ESSER close out noting that the OPI is working with schools to complete the process.

Data Modernization Update: Ms. Julia Caro presented the Educational Data Integrative Report, which was also presented to the Legislature and gave an update on integrating Power School into the project.

Content Standards Revision Update: Ms. Marie Judisch reviewed the progress of the revisions to the English Language Arts Content Standards and answered Board members' questions.

Four Day School Week Research: Dr. Robin Clausen~~,~~ and Dr. Erica Allen, UM, presented their research on Four Day School Weeks. The final report will come out on September 30, 2024, and will be presented at the November 2024 Board meeting.

❖ **LICENSURE COMMITTEE – Susie Hedalen (Items 12-14)**

Item 12 **NOTICE OF THE SURRENDER OF BPE CASE #2024-08** -06:57:41
Brenton Craggs

Mr. Brenton Craggs notified the Board of the surrender in BPE Case #2024-08 stating the educator surrendered their license prior to the Board's Initial Review of the revocation request.

Item 13 **ACTION ON MOTION TO DISMISS OF BPE CASE #2023-01, CASE** – 06:58:39
Brenton Craggs

Mr. Brenton Craggs reviewed BPE Case #2023-01 referencing the July 2023 Board meeting, where Counsel for the defendant presented a Motion to Continue, which the Board granted, while the verdict in the criminal case was awaiting review by the Montana Supreme Court. The Montana Supreme Court upheld the verdict in August 2024 and the defendant has voluntarily surrendered his teaching license via his Power of Attorney. Mr. Craggs requested the Board approve a Motion to Dismiss based upon this information.

Vice Chair Hedalen moved to approve the Motion to Dismiss in BPE Case #2023-01, Case. Motion seconded by Board member Quinlan.

No discussion. Motion passed unanimously.

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Vice Chair Hedalen moved to approve the request from the State Superintendent to revoke the Class 1 Montana Professional Educator License and Class 3 Administrative License in BPE Case #2024-03, No Runner. Motion seconded by Board member Schmidt.

Board member Hamman stated she does not see the evidence to support the request and will abstain from voting.

Board member Quinlan stated her support for the motion and noted the thoroughness of the investigation in Wyoming.

Vice Chair Hedalen noted the difficult decision before the Board but agreed with Board member Quinlan's comments regarding the Wyoming investigation.

Board member Rasmussen noted that Mr. No Runner did not bring any evidence forward to support his claims.

Chair Tharp echoed the previous statements and explained that the determining factor for the Boards' decision is the preponderance of evidence.

No further discussion. Motion passed, with Board member Hamman abstaining.

Board member Rasmussen clarified that she voted in favor of the motion.

Chair Tharp recessed the meeting at 4:51 PM.

Friday, September 13, 2024
8:30 AM

CALL TO ORDER – 00:00:01
Chair Tharp called the meeting to order at 8:30 AM. The Chair led the Board in the Pledge of Allegiance and Ms. Kris Stockton took Roll Call. The Chair read the Statement of Public Participation and welcomed guests.

Board members: Dr. Tim Tharp, Chair; Ms. Susie Hedalen, Vice Chair; Dr. Ron Slinger; Ms. Renee Rasmussen; Ms. Madalyn Quinlan; Ms. Jane Hamman; Ms. Lisa Schmidt; Mr. Gavin Mow, Student Representative. Ex Officio members: Assistant Superintendent Christy Mock-Stutz, OPI. Staff: Ms. McCall Flynn, Executive Director; Ms. Kris Stockton, Administrative Specialist; Ms. Julie Balsam, Accounting Technician. Guests: Mr. Kernard Jones, Waterford; Ms. Ellery Bresler, OPI; Ms. Crystal Andrews, OPI; Dr. Julie Murgel, OPI; Ms. Michelle Price, OPI; Dr. Rob Watson, School Administrators of Montana (SAM); Ms. Kim Popham, MFPE; Dr. Dan Lee, UM; Dr. Tricia Seiffert, MSU; Ms. Kristi Steinberg, UM; Dr. Beth Durodoye, Montana State University Northern (MSUN); Mr. Dan Stusek; Ms. Marie Judisch, OPI; Dr. Tammy Elser, Salish Kootenai College (SKC); Dr. Doug Ruhman, SKC; Dr. Rebecca Turk, MSU.

- **ASSESSMENT COMMITTEE – Ron Slinger (Items 15-16)**

Item 15 **WATERFORD INTRODUCTION AND EARLY LITERACY TARGETED INTERVENTION HOME-BASED PROGRAM PRESENTATION** – 00:02:36
Kernard Jones, Senior Vice President of Government Relations

Mr. Kernard Jones presented the Waterford home--based learning program by explaining the reading, math, and science curriculums, the mindset skills taught to engage learning, and how the program supports families with their child's learning. Mr. Jones reviewed the Upstart Reading program aimed at increasing students' reading skills and noted that students who have been in the Upstart Reading program show above average reading scores. Mr. Jones answered Board members' questions.

Item 16 **INFORMATION ON EARLY LITERACY SCREENING PROTOCOL TEAM'S RECOMMENDATION ON THE APPLICATION AND CRITERIA FOR THE LIST OF APPROVED EARLY LITERACY SCREENING TOOLS** – 00:19:34
McCall Flynn

Ms. McCall Flynn provided information on the Early Literacy Screening Protocol Team's recommendations for the list of Early Literacy Screening Tools. Ms. Flynn described the process used by the team to design and review the application and to determine the criteria for approving the screening tools. Ms. Flynn noted that districts will be able to choose the screening tool that works best for their district.

- **ACCREDITATION COMMITTEE – Madalyn Quinlan (Items 17-21)**

Item 17 **ACTION ON THE PROPOSED NOTICE OF PUBLIC HEARING AND TIMELINE PERTAINING TO RULEMAKING IN ARM TITLE 10, CHAPTER 53, MATHEMATICS CONTENT STANDARDS, AND AUTHORIZE FILING OF THE NOTICE WITH THE SECRETARY OF STATE FOR PUBLICATION IN THE MONTANA ADMINISTRATIVE REGISTER** – 00:31:28
Madalyn Quinlan

Board member Quinlan discussed a meeting between the Board Accreditation Committee and Cognia regarding integrating the Cognia Accreditation process into the Montana Accreditation process. Board member Quinlan noted that an update will be given at a future Board meeting.

Board member Quinlan turned it over to Ms. Flynn to discuss and review the timeline, as well as several revisions that the Board Accreditation Committee would like to include prior to going out for rulemaking on the proposed revisions to the Mathematics Content Standards. Ms. Marie Judisch summarized the OPI proposed revisions and the major shifts in the proposal and Board member Quinlan thanked the Task Force for their hard work. Ms. Judisch and Dr. Julie Murgel explained that OPI continues to work with schools to gather responses on the Economic Impact Survey. Board members made comments and asked questions on the proposed revisions before the Board acted.

Board Member Quinlan moved to approve the proposed Notice of Public Hearing and Timeline as revised pertaining to rulemaking in ARM Title 10, Chapter 53, Mathematics Content Standards, and authorized filing of the notice with the Secretary of State for Publication in the Montana Administrative Register. Motion seconded by Board member Slinger.

Board member Hamman thanked everyone for their hard work on this project.

No further discussion. Motion passed unanimously.

Item 18 **ACTION ON AND RESPONSE TO PUBLIC COMMENTS SUBMITTED ON REVISIONS TO ARM TITLE 10, CHAPTER 54, WORLD LANGUAGE CONTENT STANDARDS** – 00:59:00
Madalyn Quinlan

Board member Quinlan stated that no public comments were received so the Proposal Notice will move on to the next stage of rulemaking. Ms. Flynn stated that until the Education Interim Budget Committee reviews the Economic Impact Statement, the Board cannot adopt the proposal. The Board will act on the Notice of Adoption at the January 2025 Board meeting. Dr. Julie Murgel discussed responses in the Economic Impact Statement.

Item 19 **ACTION ON ADDENDUMS TO ACCREDITATION STATUS FOR 2023-24 SCHOOL YEAR** – 01:05:11
Ellery Bresler and Crystal Andrews

Ms. Ellery Bresler reviewed fifteen addendums to the 2023-2024 Annual Montana Accreditation Report and requested the Board's approval.

Board Member Quinlan moved to approve the addendums to the 2023-2024 Annual Montana Accreditation Report. Motion seconded by Board member Rasmussen.

Chair Tharp noted that the fifteen addendums change the school's accreditation status from deficient or advice to regular accreditation status.

Dr. Rob Watson gave public comment on the accreditation and addendum processes.

No further discussion. Motion passed unanimously.

Item 20 **INFORMATION ON CORRECTIVE PLANS FOR DEFICIENT AND ADVICE STATUS ACCREDITATED SCHOOLS** – 01:16:42
Crystal Andrews

Ms. Crystal Andrews reviewed the process for schools in Advice or Deficiency status requiring schools to provide a Corrective Plan and Timeline to outline how the school will remedy the deviations. Ms. Andrews compared the current year's data to the previous year's data and answered Board members' questions.

Item 21 **ACTION ON ACCREDITATION PROCESS AND SCHEDULE FOR 2024-2025 SCHOOL YEAR** – 01:22:08
Dr. Julie Murgel and Crystal Andrews

Ms. Crystal Andrews reviewed the accreditation process and schedule for 2024-2025 stating that the submission process has been changed this year to allow the Board to act on the Annual Accreditation Report at the May 2025 Board meeting. Dr. Julie Murgel thanked superintendents across the state for their work and input into the process.

Board member Quinlan moved to approve the proposed accreditation process and schedule for the 2024-2025 school year as recommended by the State Superintendent. Motion seconded by Board member Hamman.

Dr. Watson provided public comment regarding the proposed process for 2024-2025.

Board member Rasmussen questioned Dr. Watson on what his proposed timeframe would be.

Vice Chair Hedalen asked Ms. Andrews how rural schools will be supported.

Board member Quinlan stated she supported a discussion about adjusting pieces of the process for the upcoming year and asked for input from OPI of any conversations by the think tank about holding some pieces out for this year. Dr. Murgel responded that rural schools work with their consortiums and that assists them in providing information for the accreditation report. Dr. Murgel stated that the goal is to get to the three-year cycle where accreditation reports are gathered every three-years and not annually.

Chair Tharp noted that many schools are implementing pieces of the process, but he would appreciate further thought on what the rubric looks like for small schools. Chair Tharp noted that many schools are ready to go and will be granted three-year status, but that other schools will need more support and may only be granted accreditation for one year.

Board member Quinlan noted that it may result in more schools being in Corrective Action but that the goal is for the process to move along and for schools to improve.

Board member Rasmussen stated her concerns that new superintendents will need more support with the process and may not be ready to move to the three-year cycle. She would support allowing those schools to be able to move through at a slower pace.

Board member Hamman asked for an amendment to the motion pertaining to the small schools.

Chair Tharp noted that the Board can make changes in the future if necessary and that OPI has been open to working with the Board to do so.
Assistant Superintendent Mock-Stutz stated that the goal is for a smoother process next year and that continual feedback from the schools will let OPI know if changes are necessary.

No further discussion. Motion passed, with Board member Rasmussen dissenting.

❖ **LICENSURE COMMITTEE – Susie Hedalen (Items 22-27)**

Item 22 **REPORT ON PRAXIS TEST SCORES IN HARD-TO-FILL ENDORSEMENT AREAS** – 02:30:26

Crystal Andrews

Ms. Crystal Andrews provided data requested by the Board on PRAXIS test scores in endorsement areas that are considered hard to fill. Ms. Andrews explained how the data was gathered, then presented test scores in the areas which are considered hard to fill. Ms. Andrews noted that panels will be held in the next month to review scores for Family and Consumer Science, Technical Education, and Social Studies, and answered Board members' questions. Vice Chair Hedalen expressed concerns about the areas that have a pass rate of less than 80% and that those areas may need to be reviewed to see if there are issues with the test or the preparation. Board member Rasmussen echoed those concerns.

Item 23 **INFORMATION ON THE SITE VISIT AND STATE EXIT REPORT OF SALISH KOOTENAI COLLEGE EDUCATOR PREPARATION PROVIDER IN THE DIVISION OF EDUCATION** – 02:37:58

Crystal Andrews and Michelle Price

Ms. Crystal Andrews reviewed the Site Visit and the State Exit Report for SKC, noting that the Board will be asked to act on the State Exit Report at the November 2024 Board Meeting. Ms. Michelle Price provided additional information regarding the accreditation review process at SKC, noting areas in which the school excels. Dr. Doug Ruhman made comments on the review process and the value the review process brings to the program. Dr. Tammy Elser provided additional comments regarding the review process.

Item 24 **ACTION ON THE RECOMMENDATION FOR INITIAL APPROVAL OF THE UNIVERSITY OF MONTANA REQUEST TO IMPLEMENT A HEALTH AND PHYSICAL EDUCATION ENDORSEMENT AND A SECONDARY EDUCATION ENDORSEMENT** – 02:50:06

Crystal Andrews

Ms. Crystal Andrews reviewed the presentation made at the July 2024 Board meeting regarding UM's request to add endorsements in Health and Physical Education and Secondary Education. Dr. Dan Lee and Ms. Kristi Steinberg spoke about the proposal for the new endorsement areas. Vice Chair Hedalen thanked the university for being responsive to the need for these endorsements.

Vice Chair Hedalen moved to approve the State Superintendent's recommendation for initial approval of the University of Montana's request to implement a Health and Physical Education Endorsement and a Secondary Education Endorsement. Motion seconded by Board member Quinlan.

No discussion. Motion passed unanimously.

Item 25 **ACTION ON THE VIRTUAL JOINT SITE VISIT AND STATE EXIT REPORT OF MONTANA STATE UNIVERSITY EDUCATOR PREPARATION PROVIDER IN THE DEPARTMENT OF EDUCATION** – 02:54:40

Crystal Andrews

Ms. Crystal Andrews reviewed the initial presentation of the MSU Joint Site Visit made at the July 2024 Board meeting. Dr. Tricia Siefert commented on the review process and its value to the program. Dr. Rebecca Turk echoed Dr. Siefert's comments and thanked the OPI Accreditation team for their diligent work.

Vice Chair Hedalen moved to approve the State Exit Report and the State Superintendent's recommendation of Regular Accreditation Status of the Montana State University Educator Preparation Program in the Department of Education. Motion seconded by Board member Slinger.
No discussion. Motion passed unanimously.

Item 26 **ACTION ON THE SITE VISIT AND STATE EXIT REPORT OF MONTANA STATE UNIVERSITY NORTHERN EDUCATOR PREPARATION PROVIDER IN THE COLLEGE OF ARTS, SCIENCES, AND EDUCATION** – 02:59:15

Crystal Andrews and Dr. Julie Murgel

Ms. Crystal Andrews reviewed the initial presentation of the MSUN site review given at the July 2024 Board meeting and reviewed the three areas in which improvements are needed. Dr. Beth Durodoye reiterated comments she made at the July 2024 Board meeting and stated her appreciation for the feedback the school received from the review. Dr. Durodoye stated that improvements have begun to address the three areas of concern. Ms. Andrews and Dr. Julie Murgel answered questions from the Board.

Vice Chair Hedalen moved to approve the State Exit Report and the State Superintendent's recommendation of Accreditation with Stipulation Status of Montana State University Northern Educator Preparation Provider in the College of Arts, Sciences and Education. Motion seconded by Board member Quinlan.

No discussion. Motion passed unanimously.

At the conclusion of Item 26, Chair Tharp requested a continued discussion pertaining to Item 22 and the Praxis scores in the hard to fill areas and requested the Board Licensure Committee meet to review the issue. Board member Quinlan asked if research could be done to determine if people are using the test as a pathway to add an endorsement to their license. Vice Chair Hedalen noted that she would like to find out how Montana compares to surrounding states. Ms. Kristi Steinberg commented that as a member of the Praxis Working Group, she can bring that information to the Board at a future meeting.

Item 27 ACTION ON APPEAL HEARING OF BPE CASE #2024-04, OLIVER
Aislinn Brown

The educator withdrew their appeal, and the item was removed from agenda at the beginning of the meeting on September 12, 2024.

- **EXECUTIVE COMMITTEE – Dr. Tim Tharp (Item 28)**

Item 28 ELECTION OF OFFICERS – 03:10:05
McCall Flynn

Ms. McCall Flynn explained the process for the Election of Officers and opened the floor for nominations for Chair.

Board member Slinger nominated Dr. Tharp for Chair.

No additional nominations were made. Nomination passed unanimously.

Ms. McCall Flynn opened the floor for Vice Chair nominations.

Chair Tharp nominated Board member Hedalen for Vice Chair.

No additional nominations were made. Nomination passed unanimously.

Ms. McCall Flynn previewed the November Board meeting in Bozeman, which will include the Board of Education meeting and noted that it is likely the Board meeting will begin Wednesday afternoon with tours of Bozeman schools. Ms. Flynn reviewed items that may be included on the November agenda.

FUTURE AGENDA ITEMS November 20-22, 2024 – Bozeman, MT
Board of Education Meeting
Montana Council of Deans of Education Update
MACIE Update
Assessment Update
Federal Update
Annual Data Collection
Variance to Standards Requests & Renewals
Accreditation Report
Annual Professional Development Unit Providers List
Content Standards Revision Update

PUBLIC COMMENT – 03:16:23
Dr. Rob Watson gave public comment regarding Ms. Flynn's participation in the statewide MASS meetings and stated that the superintendents appreciate her attendance. Dr. Watson discussed upcoming conferences and extended an invitation to the Board to attend the conferences as well as an invitation for members to attend any of the webinars offered by SAM on the second Thursday of every month.

Dr. Tharp thanked Livingston Public Schools for hosting the Board stating his appreciation that the Board is able to travel across the state and to visit schools.

ADJOURN
Meeting adjourned at 11:51 AM.

The Montana Board of Public Education is a Professional Development Unit Provider. Attending a Board of Public Education Meeting either in person or via Zoom may qualify you to receive professional development units. Please complete the necessary information on the sign-in sheet if you are applying for professional development units.

Agenda items are handled in the order listed on the approved agenda. Items may be rearranged unless listed "time certain". Public comment is welcome on all items listed as "Action" and as noted at the beginning and end of each meeting.

The Board of Public Education will make reasonable accommodations for known disabilities that may interfere with an individual's ability to participate in the meeting. Individuals who require such accommodations should make requests to the Board of Public Education as soon as possible prior to the meeting start date. You may write to: Kris Stockton, PO Box 200601, Helena MT, 59620, email at: kmstockton@mt.gov or phone at 406-444-0302.

DRAFT

CONSENT AGENDA

FINANCIALS

51010 Board of Public Education
ORG Budget Summary by OBPP Prog, Subclass, Fund

Data Selected for Month/FY: 01 (Jul)/2025 through 05 (Nov)/2025

This report compares ORG Budgets (ORG_BD) to Actuals expended amounts

Business Unit	(All)
Program Year	(All)
FY_BudPer	(All)
Month	(All)
Source of Auth	(All)
Fund Type	(All)
Account	(All)
Acct Lvl 2	(All)
Account Type	E
Project	(All)
Ledger	(All)

Return to Menu

OBPP Program	Subclass	Fund	Acct Lvl 1	Org	ORG Budget	Actuals Amt	A Accrual Amt	ORG Bud Balance
01 K-12 EDUCATION					**591,202.00**	**145,425.35**	**0.00**	**445,776.65**
	235H1 ADMINISTRATION				**546,722.00**	**136,773.79**	**0.00**	**409,948.21**
		01100 General Fund			**535,164.00**	**136,773.79**	**0.00**	**398,390.21**
			61000 Personal Services		**344,908.00**	**93,584.93**	**0.00**	**251,323.07**
				1 BOARD OF PUBLIC EDUCATION	344,908.00	93,584.93	0.00	251,323.07
			62000 Operating Expenses		**190,256.00**	**43,188.86**	**0.00**	**147,067.14**
				1 BOARD OF PUBLIC EDUCATION	190,256.00	43,188.86	0.00	147,067.14
			(blank)		**0.00**	**0.00**	**0.00**	**0.00**
				ALL All Organization Rollup	0.00	0.00	0.00	0.00
		02122 Advisory Council			**11,510.00**	**0.00**	**0.00**	**11,510.00**
			61000 Personal Services		**11,510.00**	**0.00**	**0.00**	**11,510.00**
				1 BOARD OF PUBLIC EDUCATION	11,510.00	0.00	0.00	11,510.00
			(blank)		**0.00**	**0.00**	**0.00**	**0.00**
				ALL All Organization Rollup	0.00	0.00	0.00	0.00
		02219 Research Fund			**48.00**	**0.00**	**0.00**	**48.00**
			61000 Personal Services		**0.00**	**0.00**	**0.00**	**0.00**
				1 BOARD OF PUBLIC EDUCATION	0.00	0.00	0.00	0.00
			62000 Operating Expenses		**48.00**	**0.00**	**0.00**	**48.00**
				1 BOARD OF PUBLIC EDUCATION	48.00	0.00	0.00	48.00
			(blank)		**0.00**	**0.00**	**0.00**	**0.00**
				ALL All Organization Rollup	0.00	0.00	0.00	0.00
	235H4 SITSD RST				**44,480.00**	**7,865.06**	**0.00**	**36,614.94**
		01100 General Fund			**44,480.00**	**7,865.06**	**0.00**	**36,614.94**
			62000 Operating Expenses		**44,480.00**	**7,865.06**	**0.00**	**36,614.94**
				1 BOARD OF PUBLIC EDUCATION	44,480.00	7,865.06	0.00	36,614.94
			(blank)		**0.00**	**0.00**	**0.00**	**0.00**
				ALL All Organization Rollup	0.00	0.00	0.00	0.00
	235V1 RENEWAL COMM PRIVATE FUNDS				**0.00**	**520.30**	**0.00**	**(520.30)**
		08084 Community Choice Schools			**0.00**	**520.30**	**0.00**	**(520.30)**
			62000 Operating Expenses		**0.00**	**520.30**	**0.00**	**(520.30)**

OBPP Program	Subclass	Fund	Acct Lvl 1	Org	ORG Budget	Actuals Amt	A Accrual Amt	ORG Bud Balance
01 K-12 EDUC/	235V1 RENE\	08084 Community Choice Schools	62000 Operating Expenses	20 Community Choice Schools	0.00	520.30	0.00	(520.30)
	235V3 CCS COMMISSION UNSP				**0.00**	**266.20**	**0.00**	**(266.20)**
		08084 Community Choice Schools			**0.00**	**266.20**	**0.00**	**(266.20)**
			62000 Operating Expenses		**0.00**	**266.20**	**0.00**	**(266.20)**
				20 Community Choice Schools	0.00	266.20	0.00	(266.20)
	235Z1 WORKERS COMP. REDUCTION				**0.00**	**0.00**	**0.00**	**0.00**
		01100 General Fund			**0.00**	**0.00**	**0.00**	**0.00**
			61000 Personal Services		**0.00**	**0.00**	**0.00**	**0.00**
				1 BOARD OF PUBLIC EDUCATION	0.00	0.00	0.00	0.00
			(blank)		**0.00**	**0.00**	**0.00**	**0.00**
				ALL All Organization Rollup	0.00	0.00	0.00	0.00
		02219 Research Fund			**0.00**	**0.00**	**0.00**	**0.00**
			61000 Personal Services		**0.00**	**0.00**	**0.00**	**0.00**
				1 BOARD OF PUBLIC EDUCATION	0.00	0.00	0.00	0.00
			(blank)		**0.00**	**0.00**	**0.00**	**0.00**
				ALL All Organization Rollup	0.00	0.00	0.00	0.00
Grand Total					**591,202.00**	**145,425.35**	**0.00**	**445,776.65**

❖ REPORTS – (Items 1-4)

Dr. Tim Tharp

ITEM 1

CHAIRPERSON'S REPORT

- **Welcome from Superintendent Casey Bertram, Bozeman Public Schools**

Dr. Tim Tharp

ITEM 2

EXECUTIVE DIRECTOR REPORT

- **Montana Systems of Education Report, Board member Quinlan**

McCall Flynn

ITEM 3

STATE SUPERINTENDENT REPORT

- **Assessment Update**
- **Federal Update**
- **Annual Data Collection**
- **Data Modernization Update**
- **Accreditation Report**
- **Content Standards Revision Update**

State Superintendent Elsie Arntzen

Elsie Arntzen, Superintendent
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OFFICE OF PUBLIC INSTRUCTION
STATE OF MONTANA

Putting Montana Students First

Superintendent Arntzen's Report to the Board of Public Education as of November 6, 2024

Superintendent Arntzen's Message:



November is Native American Heritage Month. Honoring the uniqueness of our 12 federally recognized Tribal Nations' culture and heritage is embedded in our constitution. This promise is reflected through the work of OPI's Indian Education for All (IEFA) Unit. Our IEFA Unit's dedication to putting Montana students first was showcased on Q2 News in Billings. Please click to read the story: Montana's Indigenous education curriculum sets bar nationwide.

WHOLE CHILD APPROACH HOPE MONTANA OFFICE OF PUBLIC INSTRUCTION
TEACHER & EDUCATIONAL LEADERS TEACH MONTANA OFFICE OF PUBLIC INSTRUCTION
ACADEMIC ACHIEVEMENT LEARN MONTANA OFFICE OF PUBLIC INSTRUCTION
COMMUNITY, COLLEGE & CAREER READY MONTANA OFFICE OF PUBLIC INSTRUCTION

2025 Montana Teacher of the Year Dawn Sievers:



Superintendent Elsie Arntzen, along with Power School students, teachers, administrators, and representatives celebrated the 2025 Montana Teacher of the Year, Dawn Sievers. Dawn teaches 7-12 grade Spanish and Art and 7 grade English at Power Schools. Mrs. Sievers obtained her Bachelor of Arts in English with minors in Spanish and Art Teaching from the University of Great Falls and attended the Montana Writing Program at the University of Montana. She will go on to represent Montana in the National Teacher of the Year competition. **Please watch Mrs. Sievers talk about why she became a teacher.**

Elementary and Secondary School Emergency Relief Funds (ESSER) Update:

The **ESSER Close-Out Process**: In partnership with the district, the ESSER Team is closing out the ESSER Grant. This process aims to ensure district documentation and processing comply with grant regulations and best accounting/grant management practices. Thank you to the 184 districts who have already completed their full ESSER Closeout. We greatly appreciate your working with us to ensure compliances are met.

ESSER III Closeout Deadlines:

- Cash Requests(final request for reimbursements) were due by October 25, 2024.
- Final Expenditure Reports(FERs) due by November 10, 2024.

The state-wide ESSER allocation through October 23, 2024, is:

State Level ESSER Activity

Program	Allocated	Expended	Balance	Percentage Expended
ESSER I	$ 41,295,230	$ 41,295,230	$ -	100%
ESSER II	$ 170,099,465	$ 170,099,465	$ -	100%
ESSER III	$ 382,019,236	$ 339,387,485	$ 42,631,751	89%
Totals	**$ 593,413,931**	**$ 550,782,180**	**$ 42,631,751**	**93%**

For more information on ESSER please click here or contact Wendi Fawns at wendi.fawns@mt.gov.

Teacher Incentive Program Applications:

The applications for the Teacher Incentive Program, better known as the TEACH Act, are open through December 1, 2024, per § 20-9-324(3), MCA. The Teach Act was established during the 2021 legislative session to incentivize and enhance competitive base pay for early-career teachers. The 2024-2025 school year will be the fourth year for the TEACH Act. Districts must submit separate applications for each school, or Legal Entity, applying for the program.

As of November 5, 2024, 219 districts have applied, and 135 districts qualified:

- First-class districts who applied: 43
- First-class districts who qualified: 21
- Second and Third-class districts who applied: 176
- Second and Third-class districts who qualified: 114

Districts must complete the application for the Teacher Incentive Program funding to demonstrate:

- 2nd and 3rd class districts: Base pay equal to 10 times the Quality Educator Component amount for the application year.
- 1st class districts: Base pay requirements above and base pay not less than 70% of average teacher pay.

A virtual training session for districts was held on October 8, 2024. Click here to view the training.

Important Reminder for Schools:
Principals and Superintendents are encouraged to follow up with their teachers to ensure their licensing is up to date. All licensing and verifications must be complete by the December 1st deadline. This will impact the Quality Educator Component Payment.

If you have questions, please contact **Laci Novark** at (406) 444-4401, or **Autumn Belmont** at (406) 444-9852, or by email at opischoolfinance@mt.gov.

Public Charter Schools:

Seventeen public charter schools opened their doors, either in-person or virtually, for the 2024-2025 school year. The BPE approved two others that will open in the 2025-2026 school year, and the OPI is working to ensure those public charter schools open just as smoothly next year. Public Charter School applications for the 2024-2025 school year were due to the Board of Public Education on November 1, 2024. The following 11 applications were received by the Board of Public Education:

- Big Horn Academy
- Central Montana Career and Technical Education Academy
- Laurel Virtual Academy
- Libby Central Charter School
- Liberty Academy Charter School
- Lion's Path Academy Charter School
- Mission Career Forward Charter Academy
- Montana Connections Academy
- Ronan Charter Academy
- SOAR Academy
- Yellowstone Experience School (YES)

In addition, the OPI is looking forward to working with any newly approved innovative charter schools proposed in the recent round of applications to the BPE. Public charter schools provide flexibility for families, communities, and schools to improve all our students' educational outcomes.

Yellowstone Boys and Girls Ranch and Yellowstone Academy:

OPI staff conducted a site visit of the Yellowstone Academy on November 12. Yellowstone Academy is a public school district located on the grounds of the Yellowstone Boys and Girls Ranch, a non-profit, private mental health care facility for children located west of Billings. The visit included a tour of both the Academy and Ranch facilities, a discussion with staff about special education and other programs and funding, and an overview of the collaboration between the Academy and Ranch.

Purple Star School and Champion Applications:

Purple Star School Designation is a recognition of military-friendly schools that show a major commitment to students and families connected to our nation's military. Schools that earn the award will receive a special Purple Star recognition plaque to display onsite. Purple Star Champion is a designation for a military-friendly administrator, educator, community supporter, or school staff member who has shown a major commitment to military-connected students and/or families. **The Military Interstate Children's Compact Commission (MIC3) is accepting Purple Star Champion and Purple Star Designation nominations from September 1st through November 30th, 2024.**

Link for Purple Star Campion Nomination:
https://docs.google.com/forms/d/e/1FAIpQLScWNumSICglgoJDzJeLe5c72cylbiqOuWfhy4_kBL46QtNAow/viewform?usp=sf_link

Link for Purple Star Designation Nomination:
https://docs.google.com/forms/d/e/1FAIpQLSfWGKjxfFnY45NSHW3talpibANV_HqswEsO3XCwEKYyWFr-Fw/viewform?usp=sf_link

For additional information, please contact Ms. Lisa Sapp, School Liaison Specialist for Malmstrom AFB at lisa.sapp.1@us.af.mil (406-217-1173) or Katie Bloodgood, OPI Legislative Liaison at katie.bloodgood@mt.gov.

OPI's Legislative Proposals:

The 69th legislative session is set to begin in two short months on January 6, 2024. My office is tracking education legislation and creating a list of priority legislation.

The top priority is A Promise is a Promise: Base Requirement. The total BASE aid to be distributed to school districts is estimated to be $1,039.444 billion in FY 2026 and $1,097.861 billion in FY 2027. BASE Aid is funded first by the guarantee account and second by the school equalization and property tax reduction account (SEPTR) with the balance funded from the state general fund. Funding increases are predominantly driven by changes to ANB and inflation of 3.00% in FY 2026 and 3.00% in FY 2027 as required by section 20-9-326, MCA.

Other priorities include:

- Pupil/parental data privacy
- Apply open meeting laws to public associations
- Special Education Savings Accounts fixes
- Allow schools to facilitate access to chaplains for students
- Paraprofessional pathways
- Clarify notifications for sexual instruction for parents
- TEACH Act reporting date alignment
- Privacy Protection for Investigative Integrity
- Cultural Public Charter Schools
- Textbook content alignment to state standards
- Charter School fixes
- Tuition reserve fund
- Require teacher licensees and teacher license applicants to keep contact information current and allow service of process via mail

Assessment Update:

Please see the Assessment Update attached at the end of this report.

Cedar Rose, Assessment Director, is standing by for questions.

Federal Update:

Please see the Federal Update attached at the end of this report.

Carrie Kouba, Innovation and Improvement Senior Manager, is standing by for questions.

Annual Data Collection Update:

Please see the Annual Data Collection Update at the end of this report.

Julia Caro, Senior Data Operations Manager, is standing by for questions.

Data Modernization Update:

Please see the Data Modernization Project Status and Overview Update at the end of this report.

Julia Caro, Senior Data Operations Manager, is standing by for questions.

Accreditation Update:

Please see the Accreditation Update at the end of this report.

Crystal Andrews, Accreditation and Licensure Director, is standing by for questions.

State Content Standards Revision Update:

Please see the K-12 State Content Standards Revisions Update attached at the end of this report.

Marie Judisch, Teaching and Learning Senior Manager, is standing by for questions.

Thank You:



I am appreciative of the work that the Board and my office have accomplished during the last eight years. Together we have added innovation and flexibility to public education in Montana.

Nearly all of our state content standards have been revised for the first time in over a decade, our teacher licensing rules were updated to focus on teacher recruitment and retention, our school accreditation rules changed from a check-the-box system to a student-centric model that includes community engagement, teacher mentorship, and civics and financial literacy requirements for graduation. Montana is leading the nation in reimagining student assessments through our MAST program which offers timely feedback to students, parents, and teachers to guide teaching and learning throughout the year. Montana children and families now have expanded opportunities for early literacy and school choice through the early literacy program and public charter schools.

Serving as superintendent has been an honor. Thank you for your partnership in focusing on my Montana Hope, which is the whole child approach to education; Montana Teach, which promotes teacher leaders; Montana Learn, which focuses on academic achievement; and Montana Ready, which prepares students to be community, college, and career ready initiatives and putting our Montana students first.

Congratulations to our new Montana Superintendent-elect Susie Hedalen. I have begun working with Superintendent-elect Hedalen to ensure a smooth transition at OPI to continue serving our Montana families, schools, and students.

Elsie Arntzen, Superintendent
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Assessment Update

MAST Window 1 Update

Students are Testing

- The first statewide operational MAST testing window opened successfully on October 14, with students beginning assessments on day one. In the first three days:
  - 17,500 ELA testlets were completed
  - 10,000 math testlets were completed
- Window 1 testing will continue through November 22.

Score Report Delivery

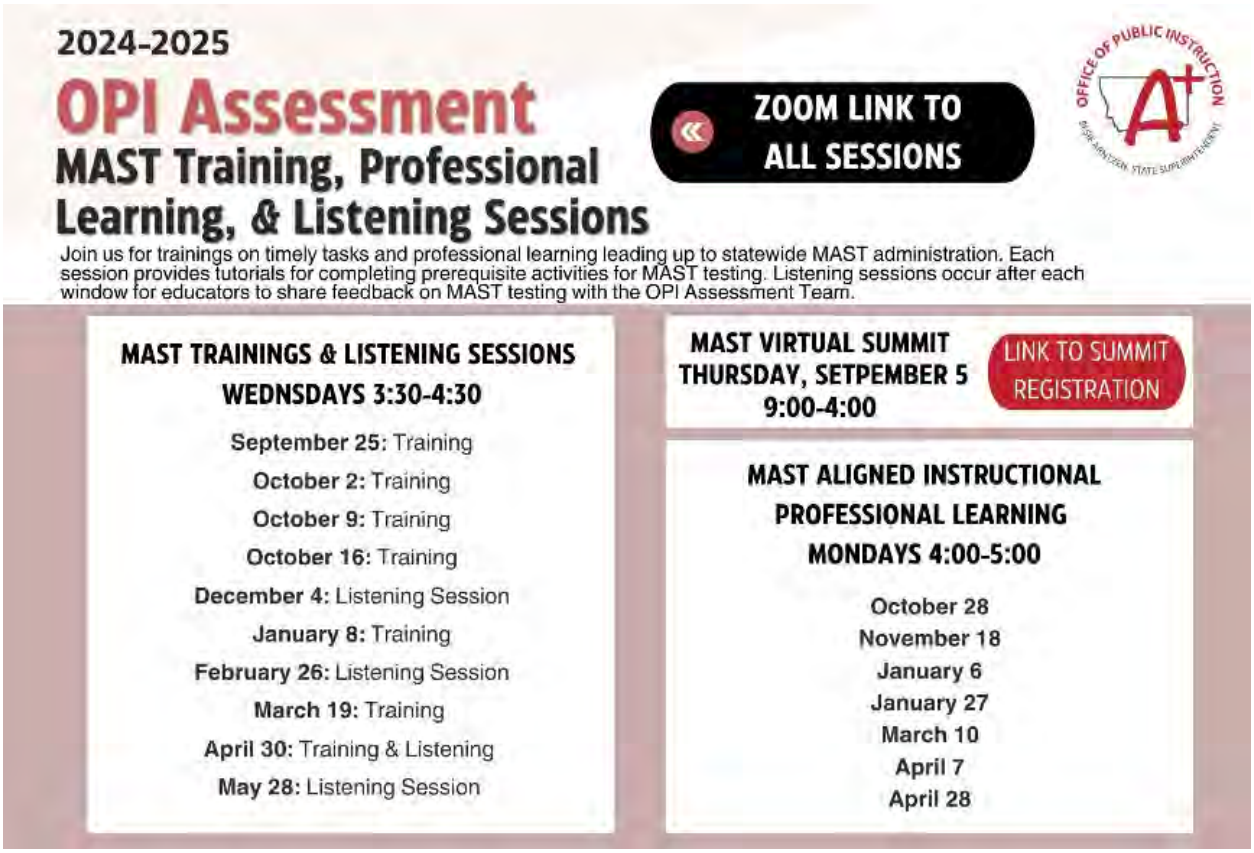
- Initial score reports were distributed for all students who tested in the first week on Thursday, October 24.
- Reports are provided at both individual student and classroom-levels with data including overall performance, math misconceptions, individual Montana content standard performance, and item-level insights.
- Score report delivery will continue each Thursday throughout the testing window.

Training and Professional Learning

- The OPI Assessment team completed three days of in-depth training during October's STC Workshop Series, covering MAST, test planning and security, statewide assessment setup and delivery, and accessibility.
- MAST support is shifting from training to ongoing professional learning, focused on using score reports to enhance instruction. Monthly live learning sessions will be available throughout the school year.
- OPI has partnered with Education First to create an assessment Community of Practice, designed to support districts in strengthening and aligning local assessment systems.

Monitoring and Feedback

- OPI is actively supporting and engaging with districts to gather feedback throughout MAST administration.
- Site monitoring is ongoing, with nine observations scheduled during Window 1, and additional monitoring planned for subsequent windows.
- The Assessment Team will hold a Window 1 Live Listening Session on December 4 to gather insights and feedback from schools and educators.



If you have any questions, please contact:
Cedar Rose, Assessment Director
cedar.rose@mt.gov

Elsie Arntzen, Superintendent
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Helena, MT 59620-2501
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OFFICE OF PUBLIC INSTRUCTION
STATE OF MONTANA

Putting Montana Students First

Update on Federal Programs

Supporting Student Attendance and Engagement in Schools identified as Comprehensive Support and Improvement
The Office of Public Instruction, specifically the School Improvement and the Tribal Student Achievement and Relations Units are partnering with the University of Montana, College of Education to research significant factors affecting student attendance and engagement. The goal of the community based participatory research model is to pilot an innovative approach to support schools and districts to develop sustainable efforts to improve school attendance and enhance student engagement. Chronic absenteeism rates show the percentage of students in a given school or district who miss 10% or more of school days. In Montana, this would be 18 or more days over a 180-day school year. The concern is that students who miss valuable instructional time, pose serious implications for students' overall academic success and wellbeing.

Teacher Mentorship Project
The Office of Public Instruction, specifically the School Improvement and the Tribal Student Achievement and Relations Units are partnering with Montana State University and their established mentoring program to pair 108 teachers from our schools identified as Comprehensive Support and Improvement or in Rigorous Action who are new to teaching, new to a school, new content or grade, and those teachers serving in our state from other countries.
With this project, we have four goals:

1. Enhance Teacher Recruitment and Retention
2. Develop Culturally Responsive Educators
3. Create Collaborative Networks
4. Nurture Teachers in the Profession

If you have any questions, please contact: Carrie Kouba, Innovation and Improvement Senior Manager at carrie.kouba@mt.gov

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OFFICE OF PUBLIC INSTRUCTION
STATE OF MONTANA

Putting Montana Students First

Annual Collections Update

Beginning July 1, 2023, district-level calendars, personnel, and teacher-class reporting was conducted through the state's student information system, Infinite Campus. Calendars were attached to schools, for calculation of both overall aggregate hours and individual course instruction times. Calendars also included PIR dates and durations. Personnel reporting included Terms of Employment (TOE), Contractors, Special Education, Alternative Education, Coordinators, Paraprofessionals, Professional Licensure, and Teacher-Incentive and Compensation Expenditure TOE. Courses and sections were tied to calendars and individual students, and included NCES course code information, dual enrollment, distance learning and CTE components.

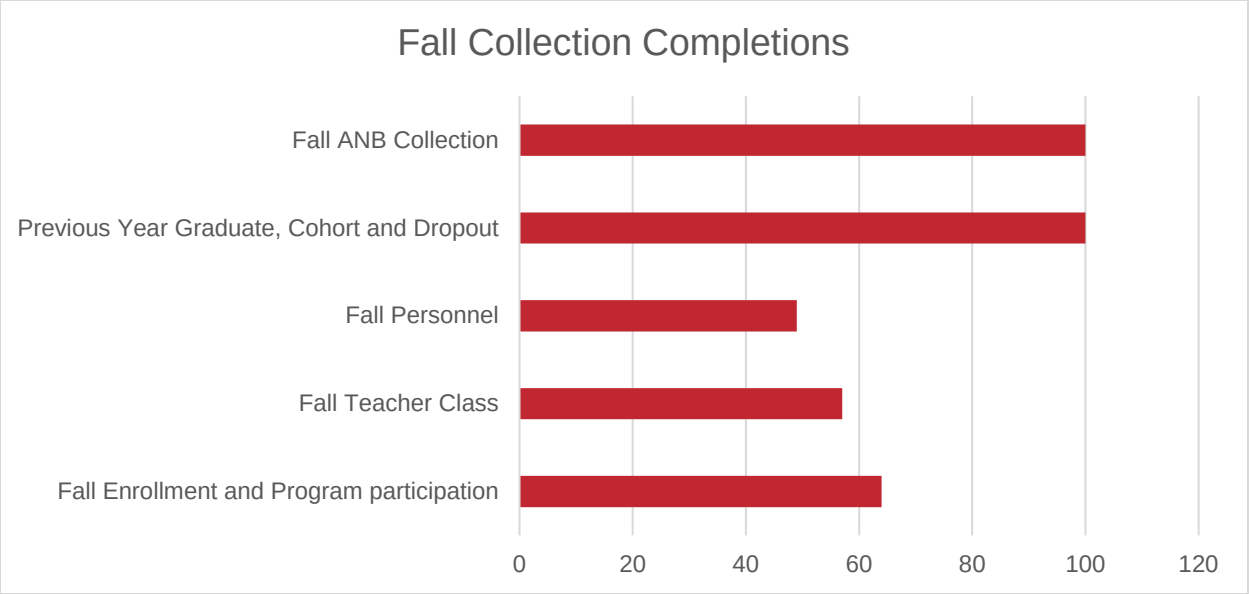
Starting July 1, 2024, additional components were added for the Early Literacy programs (Jumpstart, Classroom Based, and Home Based), Charter Schools, and the Educational Savings Account Program.

The OPI's Achievement in Montana (AIM) Unit provided individual and group online and in-person training sessions through the months of July, August, and September. In September we traveled to 7 locations across Montana, providing full day, in person training/work sessions for districts. In October and will continue throughout November, we are continuing to provide in-person and online training sessions both individually and through "office hours" sessions where districts can log in and get their questions answered. More than 100 districts attended the live sessions and we have conducted more than 75 individual sessions (both in-person and online).All the MT Cooperatives have access to Infinite Campus to enter data, and the AIM Unit continues to provide 1-1 online support for their applications.

To assist districts with data collection we have prepared written instructional materials and a library of validation reports. Additionally, there are upload files for districts to transfer the personnel and teacher class data from their financial and non-Infinite Campus data systems. All these upload files have been reviewed and verified for the 24/25 school year. The Data Validation & Certification process allows districts to validate and certify their submission within a set collection window.

The AIM Unit has been busy assisting schools with Fall Data Collections, including, Previous Year Graduate, Cohort, and Dropout; Fall Mode of Instruction; Fall Enrollment and Program Participation; Fall ANB Collection, Fall Teacher Class, and Fall Personnel. The data collections for Previous Year Graduate, Cohort, and Dropout along with Fall ANB are complete and the OPI AIM Staff are on target to complete the remaining collections by the first week of November.

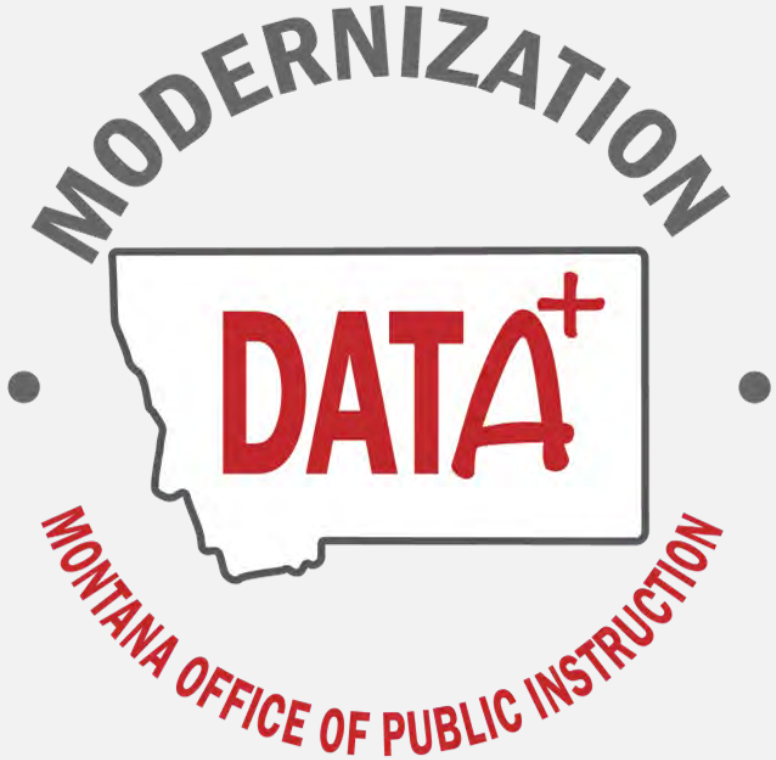
The following graph shows the validation and certification percentages for all the schools.



The AIM Data Collection Schedule is organized for the user in a Table to illustrate the OPI's required timeframes for each state collection, the collection name, the purpose of the collection, the collection type (financial, accountability, Federal Report, State requirement) and the Montana Code Annotated (MCA), Administrative Rules of Montana (ARM), and/or Federal Report (OMB) associated with each collection. There are resources available to assist school districts with complying with these data collections on the OPI's AIM Webpage: AIM Main Webpage

Calendar Link: AIM Data Collection Schedule

If you have any questions, please contact: Julia Caro, Senior Data Operations Manager at julia.caro2@mt.gov.



DATA MODERNIZATION PROJECT UPDATE

Julia Caro
Julia.Caro2@mt.gov
Anna Hoerner
Anna.Hoerner@mt.gov

Putting Montana Students First

OFFICE OF PUBLIC INSTRUCTION
ELSIE ARNTZEN, STATE SUPERINTENDENT
OPI.MT.GOV

November 2024

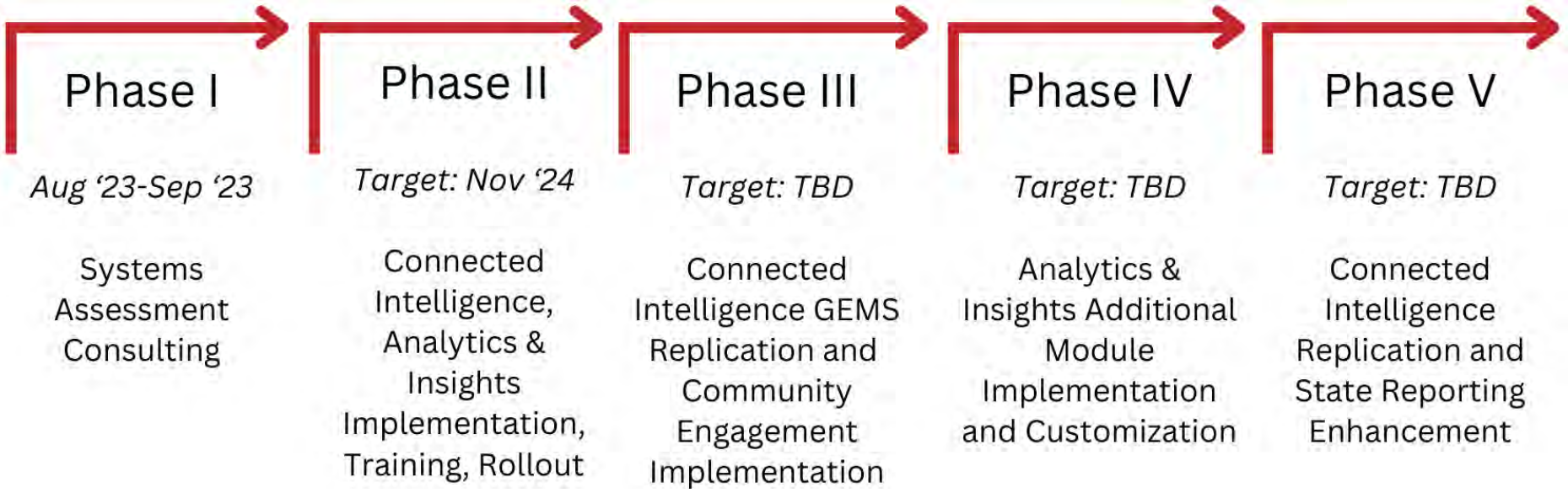
OPI DATA MODERNIZATION PROJECT OVERVIEW

OPI Data Modernization Status and Overview Report

Activities

- Ongoing data replication from Infinite Campus State Edition to PowerSchool's Connected Intelligence.
- OPI staff continue to meet with the steering committee of key district staff and receive valuable feedback on the project and data collections.
- Delivered our most recent Educational Data Integration legislative report on October 21, detailing project progress and key insights of our Data Modernization project.
- OPI is an active participant in the Education and Workforce Data Governing Committee and has been attending the ongoing meetings of the three working groups.
- OPI and PowerSchool are working with the remaining districts that use a self-hosted PS SIS to set up VPN connections for better data flow.
- Analysis is in progress for the additional modules of Analytics & Insights (Student Readiness, Risk Analysis, and Community Engagement).
- Identifying and testing possible security solutions for school user access to the Analytics & Insights system.
- Data is populating in dashboards and we are moving into dashboard fitting and QA.
- GEMS data is being loaded into CI, which will then populate Community Engagement.
- Assessment data is being loaded into the dashboards.

Data Modernization Timeline



PHASE I COMPLETE

Category (Milestone)	Task	Progress Update
Systems Assessment Consulting (1-3)	Delivery of Draft Assessment Output	**Completed**
	Montana Review and Feedback	**Completed**
	Deliverable Updates and Final Approval	**Completed**

Phase I was completed by September 22, 2023. It encompassed elements from project milestones 1-3.

PHASE II & III PROGRESS

Category (Milestone)	Task	Progress Update
Connected Intelligence (4a)	OPI CI Onboarding, including Platform Setup and Configuration	**Completed**
	OPI CI Security and Governance Implementation	**Completed**
	OPI CI Technical Training	**Completed**
Connected Intelligence: Infinite Campus (IC) State Edition Integration (4a)	Finalize and share Data Dictionary/list of approved data elements	**Completed**
	ODBC Setup for IC State Edition	**Completed**
	Initial replication of AIM and AIM Datamart Data	**Completed**
	Ongoing Replication of AIM and AIM Datamart Data	**Completed**
Analytics and Insights (5a)	Complete Custom Connector Analysis	**Completed**
	Build Custom Connector	**In Progress**
	Complete Analytics and Insights Implementation	**In Progress**
	Complete Analytics and Insights Technical Training	**In Progress**
Customer Education (4/5)	Create Training Plan	**In Progress**
	State-level Analytics and Insights End User Training	**Completed**
	District-level Analytics and Insights End User Training	Not Started
	Building-level Analytics and Insights End User Training	Not Started
Phase III (4-5)	Analytics and Insights Risk Analysis Implementation	**In Progress**
	Analytics and Insights Student Readiness Implementation	**In Progress**
	Analytics and Insights Customizations	Not Started

UPCOMING PHASES

Category (Milestone)		Progress Update
Phase IV (4)	Complete PS SIS Custom Connector Analysis	**In Progress**
	Build Custom Connector for PS SIS Replication	**In Progress**
	Replicate data to CI for hosted districts	Not Started
	Set up VPNs for 6 On-Premise Districts	**In Progress**
	Replicate Data to CI for 6 On-Premise Districts	Not Started
	Connected Intelligence: State Reporting Enhancement	Not Started
Phase V (4-5)	Replicate up to 6 additional data sources	**In Progress**
	Complete Community Engagement Implementation	Not Started
Final Sign Off (6-7)	Complete Post-Deployment and Final Sign Off	Not Started

The Data Modernization project has a total of seven milestones. To get a more detailed look at the particular steps in each of the milestones, these were further broken down and organized into phases, recognizing that steps from different milestones may be co-occurring in the same phase. These phase items reflect what has been completed and items that are currently in progress or upcoming.

QUESTIONS?

Elsie Arntzen, Superintendent
PO Box 202501
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Accreditation Update

Criterion Reference Guide

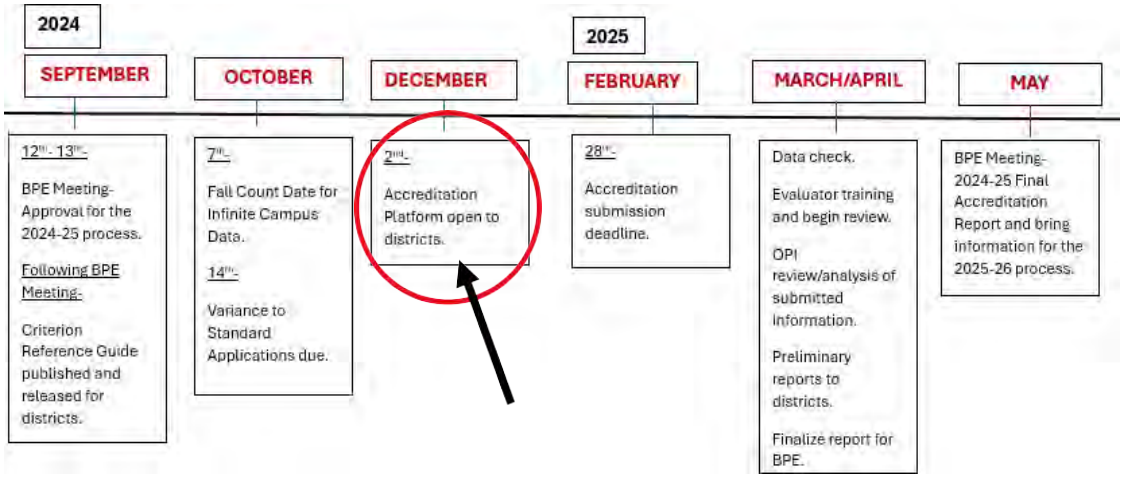
Major Changes-

- Removal of strong, moderate, limited language
- Alignment with ARM
- Guidance section
- Sample evidence

Sample Accreditation Template

- Language matches the rubrics

Timeline



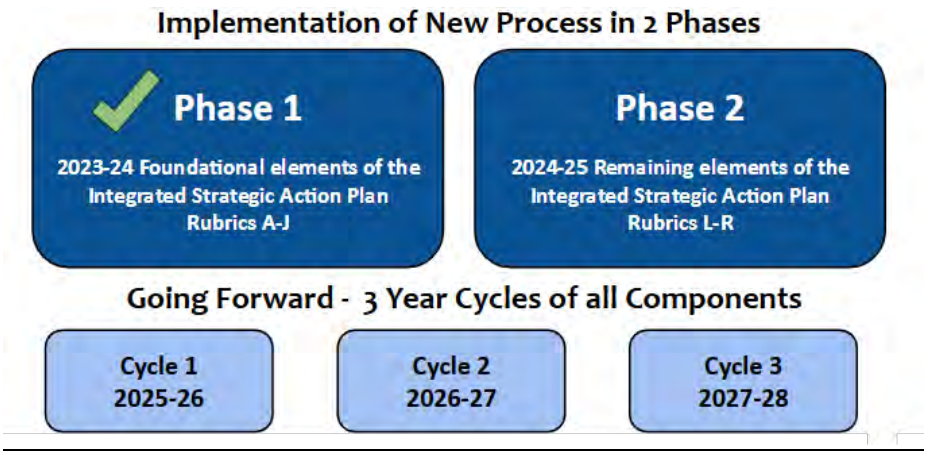
Public Charter Schools

- 2024-25 is the first year Public Charter Schools will be included in the accreditation process
- Public Charter Schools will be submitting evidence for Part 1 and Part 2 rubrics along with the BPE framework criteria

Summary from 2024 Think Tank

- Timeline: 11 work sessions from April to September
- Participants: 18 district administrators and education partners
- Task:
  - Reviewed rubrics and made notes of any questions and/or suggestions
  - Provided a list of evidence for each rubric
  - Provided a list of definitions for any words that needed to be defined
- Outcome/Purpose:
  - Provided feedback and guidance to the OPI for the Criteria Reference Guide which included scoring rubrics for both Assurance and Student Performance Standards.
  - Created rubrics for Part 2 (Rubrics L-R) and updated rubrics for Part 1 (A-K)
- Goal: Published Criteria Reference Guide available for districts on September 23, 2024

Year 1 and Year Two Expectations



Year 1:

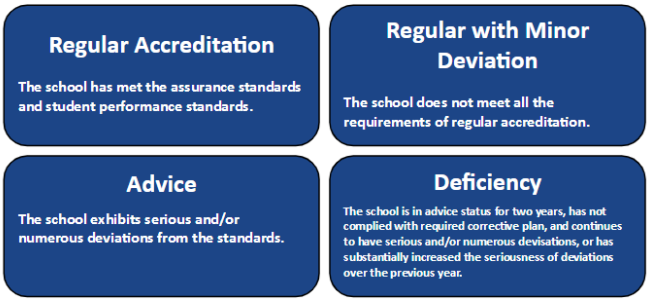
ISAP Components	Assurance Standards	Student Performance Standards
• **CNA with Gap Analysis** to set goals and academic programming • **Family and Community Engagement Plan** • **Graduate Profile**- a plan to show progress (2-3 action steps to meet graduate profile) ▫ no set template - districts have flexibility to individualize	**General Assurances:** • School Leadership • Academic Requirements	**Proficiency, Progress and Growth**: • SBAC • MAPS • I-Ready • STAR • Dibels **A valid and reliable assessment the district is already using.* ** MAST Pilot cannot be used as it is a pilot program.*

Year 2:

ISAP Components	Assurance Standards
Remaining Areas: • Graduate Profile- finalized plan • Proficiency-Based Learning Model • Educator Effectiveness • School Climate	**General Assurances:** • School Leadership • Academic Requirements • IEFA Requirements

Corrective Action

- 129 schools will submit correction action plans (110 advice, 19 deficiency)
- ARM 10.55.605 (6) states: For a district with a school in advice or in deficiency status, the district administrator and the chair of the local board of trustees shall submit to the Superintendent of Public Instruction a corrective plan, including a systematic procedure and timeline for resolving the deviations noted



Contact

Crystal Andrews, Accreditation and Licensure Senior Manager, 444-6325 crystal.andrews@mt.gov

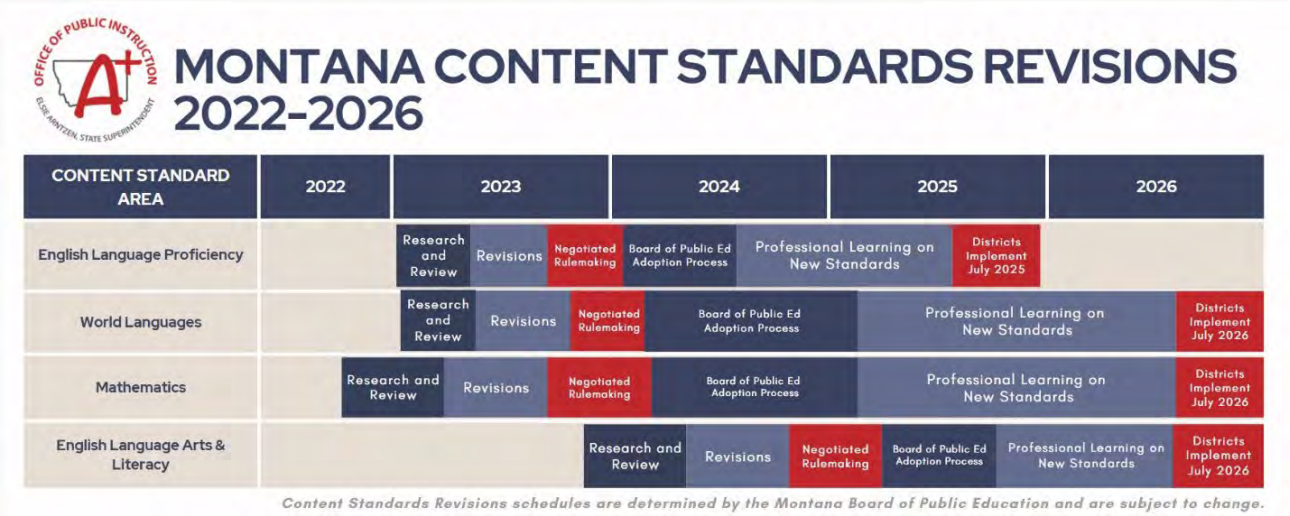
WHOLE CHILD APPROACH HOPE MONTANA OFFICE OF PUBLIC INSTRUCTION
TEACHER & EDUCATIONAL LEADERS TEACH MONTANA OFFICE OF PUBLIC INSTRUCTION
ACADEMIC ACHIEVEMENT LEARN MONTANA OFFICE OF PUBLIC INSTRUCTION
COMMUNITY, COLLEGE & CAREER READY MONTANA OFFICE OF PUBLIC INSTRUCTION

Elsie Arntzen, Superintendent
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OFFICE OF PUBLIC INSTRUCTION
STATE OF MONTANA

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Content Standards Revisions Update



English Language Arts – Content Standards Revisions

Task Force Revisions

- Reconciliation meetings concluded with two additional in-person days, October 7 & 8th
- Final adjustments included additional collaboration with our IEFA team on the final proposals, building in scaffolded expectations, vertical alignment, horizontal alignment between the different domains, and finalizing Literacy Practices.
- Document cleanup for Rulemaking and public view is in progress.

Overview of *Proposed* Revisions

- Restructuring to **Grade Level Standards** within ARM to match the rest of the content areas
  - Currently listed by domain areas (Reading, Language, Writing, etc.)
- Moving to Four Domains: **Reading, Writing, Research and Inquiry, and Speaking and Listening**
  - Moving interdisciplinary and anchor standards to guidance documents
- Establishing new **Literacy Practices**, much like Mathematical Practices
- **Condensing** standards to a main standard and moving sub-standards to guidance documents, removing redundant standards and examples.
- More explicit standards focused on Early Literacy, emphasizing foundational reading development and incorporating the Science of Reading principles
- A refreshed approach to the authentic integration of IEFA, to be followed with robust guidance documents

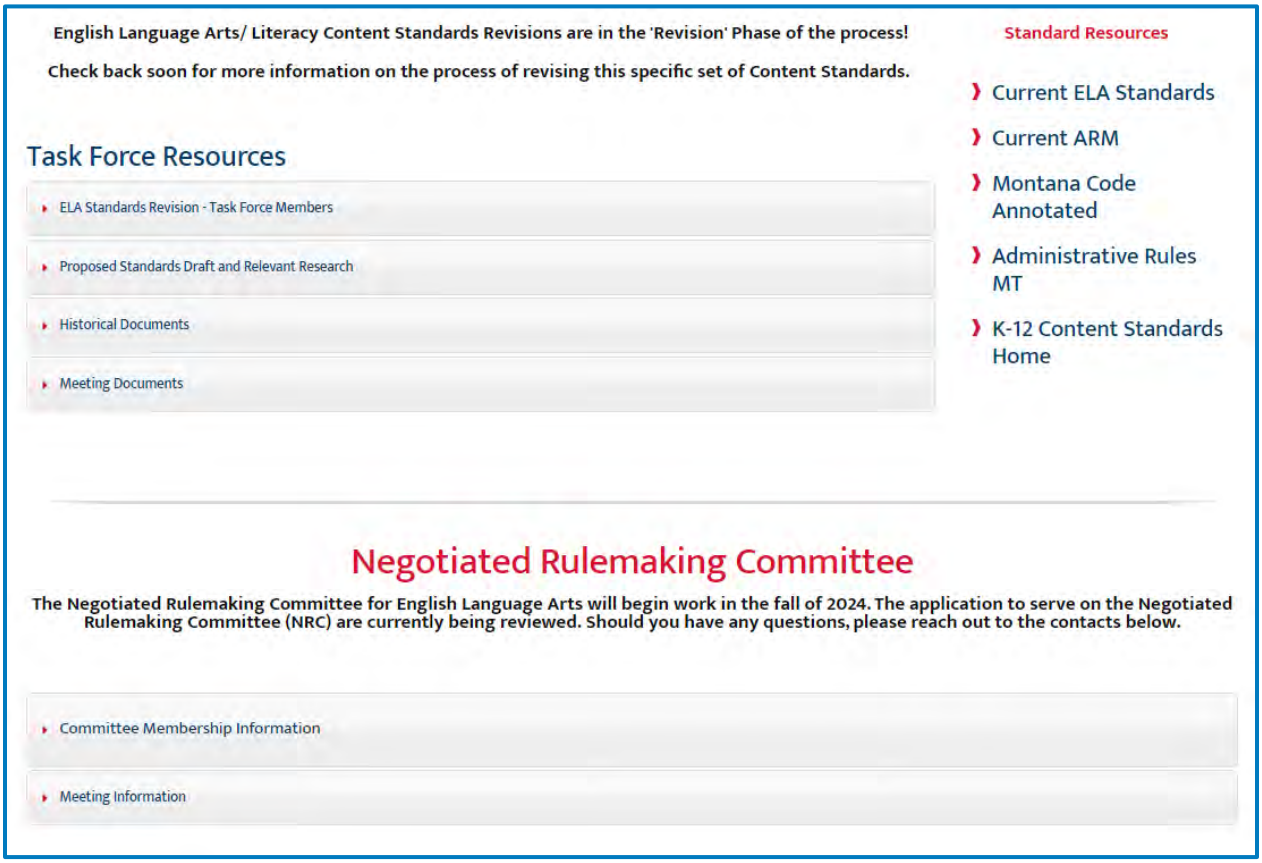
- Expanded guidance documents, after adoption of standards is complete
    - Potentials Include but are not limited to:
        - *Glossary of Terms*
        - *IEFA: Tribally Specific Aligned Texts*
        - *Interdisciplinary Standards*
        - *English Language Learner Supports*
        - *Specified subskills*
            - *Language*
            - *Grammar*
            - *Phonemic Awareness*
            - *Phonics*
            - *Morphology & Syntax*
            - *Comprehension*
            - *Writing*
        - *Expanded Literacy Practices*

Negotiated Rulemaking

- Finalized Committee October 24, 2024, see attached*
- Meeting Dates:
    - Negotiated Rulemaking for ELA Content Standards - Orientation
        - December 18, 4:00-6:00pm - Virtual
- Rulemaking Sessions #1, #2, #3 - Helena, MT or Virtual
    - January 6, 2025 - 12:00pm - 5:00pm
    - January 7, 2025 - 8:30am - 4:30pm
    - January 8, 2025 - 8:30 am - 1:00pm
- Rulemaking Sessions #4 & 5 - Virtual Only
    - January 23, 2025 - 8:30am - 4:30pm
    - January 24, 2025 - 8:30am - 4:00pm

Website Presence & Resources

- ***ELA Standards Revision Homepage***



Thank you to the Task Force Members who have dedicated their time and expertise to this work over the past year. Their efforts have made the revised standards a genuine collaboration among Montana educators and experts, enhancing the standards to benefit our students.

OPI Staff Facilitating ELA Standards Revisions

Claire Mikeson, ELA & Literacy Instructional Coordinator
Aimee Konzen, Professional Learning Manager
Marie Judisch, Senior Manager of Teaching and Learning
Christy Mock-Stutz, Assistant Superintendent
Julie Murgel, Chief Program Officer

English Language Arts & Literacy Content Standards
Negotiated Rulemaking Committee

Name	Location	Role Served	Background
Justine Alberts	Helena	K-12 School Administrators, Parents, Taxpayers	Helena SD Curriculum Director, Former Elementary Principal and Higher Education, Served on NRC for Assessment
Nicole Simonsen	Culbertson	K-12 School Administrators	Former 1st Grade and Elementary Teacher, School Administrator in Culbertson School District
Tawny Cale	Great Falls	K-12 Educator, MT Tribe Representative	HS English Educator and current Indian Education for All Instructional Coach for Great Falls Public Schools
Jodi Carlson	Billings	Higher Education Faculty	Director of Education and Teacher Preparation at Rocky Mountain College, previously a 1st Grade teacher for bilingual students
Clifton Grilley	Power	Parent	Montana parent, has served on prior committees for agency
Janelle Beers	Dillon	Parent, Taxpayer, K-12 Educator	MT Small Schools Alliance Executive Director, previously a school administrator and secondary ELA educator
Barbara Frank	Missoula	K-12 Administrators, Parents, Taxpayers	Montana Educator for 20+ years, former Elementary principal, and current Curriculum Director for MCPS
Crystal Kain	Polson	K-12 School Administrators, K-12 Teachers, Parents	7-12 Educator, Taught in Class C-AA, Innovation Coordinator for Polson Schools
Erin Ellis	Missoula	School Administrator, K-12 Educator	Hellgate Elementary Director of Pk-8 Assessment and Curriculum, P-6th Grade and Higher Education experience
Logan Brower	Boulder	K-12 Educator	HS Teacher in Jefferson School District, State Writing Project in Idaho,
Sue Corrigan	Kalispell	School District Trustees, K-12 Teachers, Parents, Taxpayers	Retired Nationally Board-Certified Special education teacher, MTSBA President
Allissa Christensen	Whitehall	Business Official, Taxpayers	School District Business Official for Whitehall School District
Jacie Jeffers	Billings	K-12 Educator, MT Tribe Representative	Indian Education Instructional Coach, K-12 Educator, Billings SD
Christy Mock-Stutz	Helena	OPI	OPI Assistant Superintendent
Marie Judisch	Ledger	OPI	Senior Manager of Teaching and Learning

If you have any questions, please contact: Marie Judisch, Teaching and Learning Senior Manager at marie.judisch@mt.gov

ITEM 4

COMMISSIONER OF HIGHER EDUCATION REPORT

Dr. Angela McLean

❖ **MSDB LIAISON – (Item 5)**

Lisa Schmidt

ITEM 5

MSDB REPORT

Paul Furthmyre

ACTION ITEMS:

- **Action on Out of State Travel Requests**
- **Action on Personnel Items**
- **Final Reading of Policies**

Montana School for the Deaf and the Blind
Board of Public Education Report
November 2024

Agenda Action Items:

1. **Personnel Action Report**
   8 Hires
   1 Resignations
   2 Retirements

2. **Out of State Travel Requests**
   National Student Life Conference

3. **Final Reading for Policy Changes**
   3000 Series - New Policies
   6000/7000 Series - New Policies
   5000 Series - Updated Policies
   8000 Series - Updated Policies

4. **First Reading for Policy Changes**
   5000 Series - New Policies
   8000 Series - New Policies

Attached Documents:

- MSDB Committee Bi-Monthly Meeting Agenda
- MSDB Committee Bi-Monthly Meeting Minutes
- Organizational Chart with Proposed Staff
- Teacher Retirement System Update
- MSDB Foundation October Agenda
- Foundation Goals
- Public Relations Report
- 10/27/24 Financial Report
- Current Numbers
- Referral Status

MSDB Personnel Action for BPE Meeting
November Meeting 2024

MSDB asks that the board please approves the following personnel actions:

Hire
Rena DeShaw - Substitue Paraprofessional
Family Advisor - Shannon Carollo
Family Advisor - Geri Darko
Family Advisor - Virginia Paulson
Family Advisor - Denise Rutledge
Family Advisor - Sherri Widhalm
Family Advisor - Cille Pattern
Family Advisor - John Burke

Resignation
Taylor Davis - Paraprofessional

Retirement
Carrie Dawes - TVI Teacher (June 20, 2025)
Catherine Griffin - DHH Outreach Consultant (January 2025)

Probationary Layoff

Nonrenewal of Nontenure Teacher

Positions currently advertised
1 - Teacher of the Deaf Outreach Consultant - Bozeman Area
1 - Teacher of the Deaf Outreach Consultant - Dillon Area
2 - Teacher of the Deaf
LPN
Residential Advisor 1

Positions to be advertised

Positions on hold as a result of bargaining
LEAP Resident Advisor
School Psychologist

STATE OF MONTANA

REQUEST AND JUSTIFICATION FOR OUT-OF-STATE TRAVEL

1) Agency Number/Name	2) Division
Montana School for the Deaf and the Blind	Student Services (Program 3)

3) Org Number	4) Name of Person(s) Traveling/Employee ID#
	J. Kelly, TBD, D. Hale, M. DeSilva, D. Nutter and A. Crachy

5) Justification

To attend National Student Life Conference for Deaf and Hard of Hearing. This conference is geared towards adminstrators, counselors and front line workings for residential programs such as ours. This conference will provide us with new ideas, recent trends and methods for residential programs like ours. This will also give participants to network with others working the same jobs with the similar population that we serve here at MSDB.
This conference is held every two years and is really the conference of its kind for Student Life departments.

6) Itinerary

Destination: St. Augustine, FL (Conference hosted at Florida School for the Deaf and the Blind)

Travel Dates: July 6--11, 2025 (conference is June 23-27 but may need a day to travel)

7) Estimated Costs

Transportation $ 5100 Meals $ 1470 Lodging $ 1200 Other $ 1650

Total estimated cost $ 9420

Provide details to support estimated costs:
(Example: registration, taxi, etc. Provide Hotel Name and Phone Number if your Agency requires this information)

Cost per person: Transportation: airfare $650 + ground $200, Meals not coverd by registration $245, Lodging (1 night before conference) $200, registration $275 includes, room on FSDB campus and 9 meals. Total cost per person $15700 x 6 people $6420

8) Submitted By	Title	Date
Jim Kelly II	Director Of Student Life	10/30/2024

Approval of Authorized Agency Personnel per Department Policy

Supervisor	Date	Administrator	Date
Dept. Head/Designee	Date		

NOTE: A travel expense voucher form must be filed within three months after incurring the travel expenses, otherwise the right to reimbursement will be waived.

REVISED 11/17

STATE OF MONTANA

REQUEST AND JUSTIFICATION FOR OUT-OF-STATE TRAVEL

1) Agency Number/Name	2) Division
MSDB	

3) Org Number	4) Name of Person(s) Traveling/Employee ID#
	Jennifer Wasson/007805 & Tearra Donovan/039635

5) Justification

Travel expenses for MSDB's Academic Bowl six-member team to travel to competition in Fremont, CA, January 30-February 4, 2025. The Gallaudet Academic Bowl is a cornerstone event for Deaf and hard of hearing high school students, offering a multitude of benefits that significantly enhance their educational and personal development.

6) Itinerary

Destination: Fremont, CA

Travel Dates: January 30-February 4, 2025

7) Estimated Costs

Transportation $ 3000 Meals $ 1500 Lodging $ 600 Other $ 2000

Total estimated cost $ 7100

Provide details to support estimated costs:
(Example: registration, taxi, etc. Provide Hotel Name and Phone Number if your Agency requires this information)

Airfare for 6, meals for 6 for 4 days at out of state rate, 2 nights/2 hotel rooms, rental car $545 estimate, and money for incidentals.

8) Submitted By	Title	Date
Jennifer Wasson	Teacher & Academic Bowl Head Coach	11/12/24

Approval of Authorized Agency Personnel per Department Policy

Supervisor	Date	Administrator	Date
Dept. Head/Designee	Date		

NOTE: A travel expense voucher form must be filed within three months after incurring the travel expenses, otherwise the right to reimbursement will be waived.

REVISED 11/17

Final Reading
November 2024

Policy 3130: Students of Legal Age
Policy 3221: Student Publications
Policy 3222: Distribution and Posting of Materials
Procedure 3225-P(1): Sexual Harassment of Students - Procedure - Required
Notice Form 3225-NF(1): Sexual Harassment of Students - Sexual Harassment
** Policy 3233: Student Use of Buildings
Policy 3235: Video Surveillance
Policy 3305: Seclusion and Restraint
Procedure 3310-P(2): Student Discipline - Academic Honesty and Responsible Use of
** Form 3413-F(1): Student Immunization - Medical Exemptions
** Form 3413-F(2): Student Immunization - Religious Exemptions
Procedure 3510-P(1): School-Sponsored Activities - Permission/Authorization
Policy 3530: Student Fund-Raising Activities
Policy 3550: Student Clubs
Notice Form 3550-NF(1): Student Clubs - School Club Application
Form 3600-F(1): Student Records - Student Directory Information Notification
Procedure 3612-P(1): School-Provided Access to Electronic Information, Services, Equipment, and Networks - District-Provided Access to Electronic Information, Services, Equipment, and Networks
** Policy 3650: Montana Pupil Online Personal Information Protection Act

First Reading September
Final Reading November

** Indicate Required Policy

Policy 3130: Students of Legal Age

Status: DRAFT

Original Adopted Date: Pending

Every student eighteen (18) years of age or older like all other students, will comply with the rules established by the School, pursue the prescribed course of study, and submit to the authority of teachers and other staff members as required by policy and state law. The administration is authorized to make exceptions to this policy for students related to reasons that include but are not limited to homelessness, emancipation, or applicable court order.

Forms

Adult students who reside with parents or guardians and/or are classified as dependents of parents or guardians for tax purposes must have applicable forms completed by parents or guardians.

Admission to School

The residence of an adult student who is not residing with a parent or guardian will be considered the residence for school purposes.

Field Trips/Athletic Programs

Approved forms for participation will be required of all students. The form should indicate that the signature is that of the parent.

Absence/Lateness/Truancy

Absence notes will be signed by parents or guardians. Excessive absences will result in consequences according to policy 3122 and will be reported on the report card.

Suspension/Expulsion

All suspension and/or expulsion proceedings will conform to the requirements of state statutes. Notification of all such proceedings will be sent to parents or guardians.

Permission to Inspect Student Records

A student that attains the age of legal majority is an "eligible student" under FERPA. An eligible student has the right to access and inspect their student records. An eligible student may not prevent their parents from accessing and inspecting their student records if they are a dependent of their parents in accordance with Internal Revenue Service regulations.

Report Cards

Progress reports will be sent to the parent or legal guardian.

Excuses From School

The school will verify requests from students who wish to leave school early for reasons such as job interviews, college visits, driver testing, etc., with the organization being visited. Permission to leave school early may be denied for what is considered a non-valid reason.

Financial Responsibility

Adult students can be held financially responsible for damage to school property.

Policy 3221: Student Publications

Status: DRAFT

Original Adopted Date: Pending

Student publications produced as part of the school's curriculum or with the support of student body funds are intended to serve both as vehicles for instruction and student communications. They are operated and substantively financed by the student body and the School.

Material appearing in such publications should reflect all areas of student interest, including topics about which there may be controversy and dissent. Controversial issues may be presented provided they are treated in depth and represent a variety of viewpoints. Such materials may not be libelous, obscene, or profane nor may they cause a substantial disruption of the school, invade the privacy rights of others, demean any race, religion, gender, or ethnic group, or advocate the violation of the law. They may not advertise tobacco, nicotine, liquor, illicit drugs or drug paraphernalia.

The Superintendent shall develop guidelines to implement these standards and shall establish procedures for the prompt review of any materials which appear not to comply with the standards.

Policy 3222: Distribution and Posting of Materials

Status: DRAFT

Original Adopted Date: Pending

Distribution and Posting of Student Materials

The Superintendent, building principal, or designee must approve all materials before they may be distributed or posted. Materials distributed or posted will include an notation to inform the recipient if the material is from a curricular student club or non-curricular student group.

To facilitate the distribution of materials with information about student activities, each school may maintain a centrally located bulletin board for the posting of materials, and/or maintain a table available to students for placing approved materials. Materials may also be posted on designated walls in the school buildings.

Materials from a curricular student club or non-curricular student group, which provide information valued or needed by the students of the school district may be distributed, except those that would:

A. Disrupt the educational process;

B. Violate the rights of others;

C. Invade the privacy of others;

D. Infringe on a copyright;

E. Violate District policy, procedure, or administrative directive;

F. Be obscene, vulgar or indecent; or

G. Promote violence, discriminatory conduct, the use of drugs, alcohol, tobacco, nicotine and any other tobacco innovation, firearms, or certain products that create community concerns.

All non-student community materials must be reviewed and approved by the Superintendent, building principal, or designee in accordance with Policy 4331.

Procedure 3225-P(1): Sexual Harassment of Students - Procedure **Status:** DRAFT

Original Adopted Date: Pending

Sexual Harassment Grievance Procedure - Students

The School requires the following grievance process to be followed for the prompt and equitable resolution of student complaints alleging any action that would be prohibited as sexual harassment by Title IX. The School directs the process to be published in accordance with all statutory and regulatory requirements.

Definitions

The following definitions apply for Title IX policies and procedures:

"Actual knowledge:" notice of sexual harassment or allegations of sexual harassment to the School's Title IX Coordinator or any official of the School who has authority to institute corrective measures on behalf of the School, or to any employee of an elementary or secondary school.

"Education program or activity:" includes locations, events or circumstances over which the School exercised substantial control over both the individual who has been reported to be the perpetrator of conduct that could constitute sexual harassment, and the context in which the sexual harassment occurs.

"Complainant:" an individual who is alleged to be the victim of conduct that could constitute sexual harassment.

"Respondent:" an individual who has been reported to be the perpetrator of conduct that could constitute sexual harassment.

"Formal complaint:" a document filed by a Complainant or signed by the Title IX Coordinator alleging sexual harassment against a Respondent and requesting that the School investigate the allegation of sexual harassment.

"Supportive measures:" non-disciplinary, non-punitive individualized services offered as appropriate, as reasonably available and without fee or charge to the Complainant or Respondent before or after the filing of a formal complaint or where no formal complaint has been filed.

School Requirements

When the School has actual knowledge of sexual harassment in an education program or activity of the School, the School will respond promptly in a manner that is not deliberately indifferent. When the harassment or discrimination on the basis of sex does not meet the definition of sexual harassment, the Title IX Coordinator will direct the individual to the applicable sex discrimination process, bullying and harassment policy, or public complaint procedure for investigation.

The School treats individuals who are alleged to be the victim (Complainant) and perpetrator (Respondent) of conduct that could constitute sexual harassment equitably by offering supportive measures. Supportive measures are designed to restore or preserve equal access to the School's education program or activity without unreasonably burdening the other party, including measures designed to protect the safety of all parties or the School's educational environment, or deter sexual harassment. Supportive measures may include counseling, extensions of deadlines or other course-related adjustments, modifications of work or class schedules, mutual restrictions on contact between the parties, leaves of absence, increased security and monitoring of certain areas of the School's property, campus escort services, changes in work locations and other similar measures.

The Title IX Coordinator is responsible for coordinating the effective implementation of supportive measures. Upon the receipt of a complaint, the Title IX Coordinator must promptly contact the Complainant to discuss the availability of supportive measures, consider the Complainant's wishes with respect to supportive measures, inform the Complainant of the availability of supportive measures with or without the filing of a formal complaint, and explain to the Complainant the process for filing a formal complaint. If the School does not provide the Complainant with supportive measures, then the School must document the reasons why such a response was not clearly unreasonable in light of the known circumstances.

Timelines

The School has established reasonably prompt time frames for the conclusion of the grievance process, including time frames for filing and resolving appeals and informal resolution processes. The grievance process may be temporarily delayed or extended for good cause. Good cause may include considerations such as the absence of a party, a party's advisor, or a witness; concurrent law enforcement activity; or the need for language assistance or accommodation of disabilities. In the event the grievance process is temporarily delayed for good cause, the School will provide written notice to the Complainant and the Respondent of the delay or extension and the reasons for the action.

Response to a Formal Complaint

At the time of filing a formal complaint, a Complainant must be participating in or attempting to participate in the education program or activity of the School with which the formal complaint is filed. A formal complaint may be filed with the Title IX Coordinator in person, by mail, by electronic mail, or other means designated by the School.

The School must follow the formal complaint process before the imposition of any disciplinary sanctions or other actions that are not supportive measures. However, nothing in this policy precludes the School from removing a Respondent from the School's education program or activity on an emergency basis, provided that the School undertakes an individualized safety and risk analysis, determines that an immediate threat to the physical health or safety of any student or other individual arising from the allegations of sexual harassment justifies removal, and provides the Respondent with notice and an opportunity to challenge the decision immediately following the removal. A period of removal may include the opportunity for the student to continue instruction in an offsite capacity. The School may also place a non-student employee Respondent on administrative leave during the pendency of the grievance process. This provision may not be construed to modify any rights under the Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act of 1973, or the Americans with Disabilities Act.

Upon receipt of a formal complaint, the School must provide written notice to the known parties including:

1. Notice of the allegations of sexual harassment, including information about the identities of the parties involved in the incident, the conduct allegedly constituting sexual harassment, the date and location of the alleged incident, and any sufficient details known at the time. Such notice must be provided with sufficient time to prepare a response before any initial interview;

2. An explanation of the School's investigation procedures, including any informal resolution process;

3. A statement that the Respondent is presumed not responsible for the alleged conduct and that a determination regarding responsibility will be made by the decision-maker at the conclusion of the investigation;

4. Notice to the parties that they may have an advisor of their choice who may be, but is not required to be, an attorney, and may inspect and review any evidence; and

5. Notice to the parties of any provision in the School's code of conduct or policy that prohibits knowingly making false statements or knowingly submitting false information.

If, in the course of an investigation, the School decides to investigate allegations about the Complainant or Respondent that are not included in the notice initially provided, notice of the additional allegations must be provided to known parties.

The School may consolidate formal complaints as to allegations of sexual harassment against more than one Respondent, or by more than one Complainant against one or more Respondents, or by one party against the other party, where the allegations of sexual harassment arise out of the same facts or circumstances.

Investigation of a Formal Complaint

When investigating a formal complaint and throughout the grievance process, the School must:

1. Ensure that the burden of proof and the burden of gathering evidence sufficient to reach a determination regarding responsibility rests on the School and not the parties';

2. Provide an equal opportunity for the parties to present witnesses and evidence;

3. Not restrict either party's ability to discuss the allegations under investigation or to gather and present relevant evidence;

4. Allow the parties to be accompanied with an advisor of the party's choice who may be, but is not required to be, an attorney. The School may establish restrictions regarding the extent to which the advisor may participate in the proceedings, as long as the restrictions apply equally to both parties;

5. Provide written notice of the date, time, location, participants, and purpose of any interview or meeting at which a party is expected to participate, with sufficient time for the party to prepare to participate;

6. Provide the parties equal access to review all the evidence collected which is directly related to the allegations raised in a formal complaint and comply with the review periods outlined in this process;

7. Objectively evaluate all relevant evidence without relying on sex stereotypes;

8. Ensure that Title IX Coordinators, investigators, decision-makers and individuals who facilitate an informal resolution process, do not have a conflict of interest or bias for or against Complainants or Respondents generally or an individual Complainant or Respondent;

9. Not make creditability determinations based on the individual's status as Complainant, Respondent or witness;

10. Not use questions or evidence that constitute or seek disclosure of privileged information unless waived.

Dismissal of Formal Complaints

If the conduct alleged in the formal complaint would not constitute sexual harassment even if proved, did not occur in the School's education program or activity, or did not occur against a person in the United States, then the School must dismiss the formal complaint with regard to that conduct for purposes of sexual harassment under this policy.

The Title IX Coordinator also may dismiss the formal complaint or any allegations therein at any time during the investigation or hearing, if applicable, when any of the following apply:

1. a Complainant provides written notification to the Title IX Coordinator that the Complainant would like to withdraw the formal complaint or any allegations therein;

2. the Respondent is no longer enrolled or employed by the School or;

3. specific circumstances prevent the School from gathering evidence sufficient to reach a determination as to the formal complaint or allegations therein.

Upon dismissal, the Title IX Coordinator promptly sends written notice of the dismissal and the reasons for dismissal simultaneously to both parties. The grievance process will close in the event a notice of dismissal is provided to the parties. Support measures may continue following dismissal.

Evidence Review

The School provides both parties an equal opportunity to inspect and review any evidence obtained as part of the investigation so that each party can meaningfully respond to the evidence prior to the conclusion of the investigation. The evidence provided by the School must include evidence that is directly related to the allegations in the formal complaint, evidence upon which the School does not intend to rely in reaching a determination

regarding responsibility, and any inculpatory or exculpatory evidence whether obtained from a party or other source. Prior to completion of the investigative report, the Title IX Coordinator must send to each party and the party's advisor, if any, the evidence subject to inspection and review in an electronic format or a hard copy. The parties have 10 calendar days to submit a written response to the Title IX Coordinator, which the investigator will consider prior to completion of the investigative report.

Investigative Report

The investigator must prepare an investigative report that fairly summarizes relevant evidence and send the report to the Title IX Coordinator. The Title IX Coordinator must send to each party and the party's advisor, if any, the investigative report in an electronic format or a hard copy, for their review and written response. The parties have 10 calendar days to submit a written response to the Title IX Coordinator.

Decision-Maker's Determination

The investigative report is submitted to the decision-maker. The decision-maker cannot be the same person(s) as the Title IX Coordinator or the investigator. The decision-maker cannot hold a hearing or make a determination regarding responsibility until 10 calendar days from the date the Complainant and Respondent receive the investigator's report.

Prior to reaching a determination regarding responsibility, the decision-maker must afford each party the opportunity to submit written, relevant questions that a party wants asked of any party or witness, provide each party with the answers, and allow for additional, limited follow-up questions from each party. Questions and evidence about the Complainant's sexual predisposition or prior sexual behavior are not relevant, unless such questions and evidence about the Complainant's prior sexual behavior are offered to prove that someone other than the Respondent committed the conduct alleged by the Complainant, or if the questions and evidence concern specific incidents of the Complainant's prior sexual behavior with respect to the Respondent and are offered to prove consent. Questions must be submitted to the Title IX Coordinator within three calendar days from the date the Complainant and Respondent receive the investigator's report.

The decision-maker must issue a written determination regarding responsibility based on a preponderance of the evidence standard. The decision-maker's written determination must:

1. Identify the allegations potentially constituting sexual harassment;

2. Describe the procedural steps taken, including any notifications to the parties, interviews with parties and witnesses, site visits, methods used to gather evidence, and hearings held;

3. Include the findings of fact supporting the determination;

4. Draw conclusions regarding the application of any School policies and/or code of conduct rules to the facts;

5. Address each allegation and a resolution of the complaint including a determination regarding responsibility, the rationale therefor, any recommended disciplinary sanction(s) imposed on the Respondent, and whether remedies designed to restore or preserve access to the educational program or activity will be provided by the School to the Complainant and

6. The procedures and permissible bases for the Complainant and/or Respondent to appeal the determination.

A copy of the written determination must be provided to both parties simultaneously, and generally will be provided within 60 calendar days from the School's receipt of a formal complaint.

The determination regarding responsibility becomes final either on the date that the School provides the parties with the written determination of the result of the appeal, if an appeal is filed, or if an appeal is not filed, the date on which an appeal would no longer be considered timely.

Where a determination of responsibility for sexual harassment has been made against the Respondent, the School will provide remedies to the Complainant that are designed to restore or preserve equal access to the School's education program or activity. Such remedies may include supportive measures; however, remedies need not be non-disciplinary or non-punitive and need not avoid burdening the Respondent. The Title IX Coordinator is

responsible for effective implementation of any remedies. Following any determination of responsibility, the School may implement disciplinary sanctions in accordance with State or Federal law and or/the negotiated agreement. For students, the sanctions may include disciplinary action, up to and including permanent exclusion.

Appeals

Either the Complainant or Respondent may appeal the decision-maker's determination regarding responsibility or a dismissal of a formal complaint, on the following bases:

1. Procedural irregularity that affected the outcome of the matter;

2. New evidence that was not reasonably available at the time that could affect the outcome and

3. The Title IX Coordinator, investigator, or decision-maker had a conflict of interest or bias for or against Complainants or Respondents generally or an individual Complainant or Respondent that affected the outcome.

The School also may offer an appeal equally to both parties on additional bases.

The request to appeal must be made in writing to the Title IX Coordinator within seven calendar days after the date of the written determination. The appeal decision-maker must not have a conflict of interest or bias for or against Complainants or Respondents generally or an individual Complainant or Respondent and cannot be the Title IX Coordinator, the investigator, or the decision-maker from the original determination.

The appeal decision-maker must notify the other party in writing when an appeal is filed and give both parties a reasonable equal opportunity to submit a written statement in support of, or challenging, the outcome. After reviewing the evidence, the appeal decision-maker must issue a written decision describing the result of the appeal and the rationale for the result. The decision must be provided to both parties simultaneously, and generally will be provided within 10 calendar days from the date the appeal is filed.

Informal Resolution Process

Except when concerning allegations that an employee sexually harassed a student, at any time during the formal complaint process and prior to reaching a determination regarding responsibility, the School may facilitate an informal resolution process, such as mediation, that
does not involve a full investigation and determination of responsibility, provided that the School:

1. Provides to the parties a written notice disclosing:

   A. The allegations;

   B. The requirements of the informal resolution process including the circumstances under which it precludes the parties from resuming a formal complaint arising from the same allegations, provided, however, that at any time prior to agreeing to a resolution, any party has the right to withdraw from the informal resolution process and resume the Title IX formal complaint process with respect to the formal complaint; and

   C. Any consequences resulting from participating in the informal resolution process, including the records that will be maintained or could be shared.

2. Obtains the parties' voluntary, written consent to the informal resolution process.

The informal resolution process generally will be completed within 30 calendar days, unless the parties and the Title IX Coordinator mutually agree to temporarily delay or extend the process. The formal grievance process timelines are stayed during the parties' participation in the informal resolution process. If the parties do not reach resolution through the informal resolution process, the parties will resume the formal complaint grievance process, including timelines for resolution, at the point they left off.

Recordkeeping

The School must maintain for a period of seven years records of:

1. Each sexual harassment investigation, including any determination regarding responsibility, any disciplinary sanctions imposed on the Respondent, and any remedies provided to the Complainant designed to restore or preserve equal access to the School's education program or activity;

2. Any appeal and the result therefrom;

3. Any informal resolution and the result therefrom; and

4. All materials used to train Title IX Coordinators, investigators, decision-makers, and any person who facilitates an informal resolution process. The School must make these training materials publicly available on its website.

The School must create, and maintain for a period of seven years, records of any actions, including any supportive measures, taken in response to a report or formal complaint of sexual harassment. In each instance, the School must document the basis for its conclusion that its
response was not deliberately indifferent, and document that it has taken measures designed to restore or preserve equal access to the School's education program or activity.

Montana Code Annotated References	**Description**
20-5-201	Duties and Sanctions
20-5-202	Suspension and expulsion
20-7-118	Offsite Provision of Educational Services
49-3-101, et seq.	Montana Human Rights Act

Montana Constitution References	**Description**
Article X, section 1	Educational Goals and Duties

Administrative Rules of Montana References	**Description**
10.55.701	Board of Trustees
10.55.719	Student Protection Procedures
10.55.801	School Climate

United States Code References	**Description**
20 U.S.C. 1681, et seq.	Title IX of the Education Amendments of 1972
42 USC 2000d et seq.	Civil Rights Act, Title VI
42 USC 2000e et seq.	Civil Rights Act, Title VII

Code of Federal Regulations References	**Description**
34 CFR Part 106	Nondiscrimination on the basis of sex in education programs or activities receiving Federal financial assistance

Notice Form 3225-NF(1): Sexual Harassment of Students - Sexual Harassment Reporting/Intake Form for Students

Status: DRAFT

Original Adopted Date: Pending

Sexual Harassment Reporting/Intake Form for Students

This form is not required. Complaints may be submitted in any manner noted in Policy 3225. The form may be used by the

Title IX Coordinator to document allegations.

School _____ Date _____

Student's name _____

- Who was responsible for the harassment or incident(s)? _____
  _____
- Describe the incident(s). _____
  _____
  _____
- Date(s), time(s), and place(s) the incident(s) occurred. _____
  _____
  _____
- Were other individuals involved in the incident(s)? ___ yes ___no
  If so, name the individual(s) and explain their roles. _____
  _____
  _____
  _____
- Did anyone witness the incident(s)? ___ yes ___ no
  If so, name the witnesses. _____
  _____
  _____
  _____
- Did you take any action in response to the incident? ___ yes ___ no
  If yes, what action did you take? _____
  _____
  _____
  _____
- Were there any prior incidents? ___ yes ___ no
  If so, describe any prior incidents. _____
  _____
  _____

Signature of complainant _____

Signatures of parents/legal guardians _____

Retaliation is prohibited by federal law and district policy. The identity of the individual signing this form will remain confidential in accordance with law and policy.

Montana Code Annotated References	**Description**
20-5-201	Duties and Sanctions

Montana Code Annotated References	Description
20-5-202	Suspension and expulsion
20-7-118	Offsite Provision of Educational Services
49-3-101, et seq.	Montana Human Rights Act

Montana Constitution References	Description
Article X, section 1	Educational Goals and Duties

Administrative Rules of Montana References	Description
10.55.701	Board of Trustees
10.55.719	Student Protection Procedures
10.55.801	School Climate

United States Code References	Description
20 U.S.C. 1681, et seq.	Title IX of the Education Amendments of 1972
42 USC 2000d et seq.	Civil Rights Act, Title VI
42 USC 2000e et seq.	Civil Rights Act, Title VII

Code of Federal Regulations References	Description
34 CFR Part 106	Nondiscrimination on the basis of sex in education programs or activities receiving Federal financial assistance

Policy 3233: Student Use of Buildings

Status: DRAFT

Original Adopted Date: Pending

Student Use of Buildings: Equal Access

Non-curricular groups of students not previously recognized as curricular student organization under Policy 3510 or 3550 may gather on school premises under the following guidelines without restriction on the basis of the religious, political, philosophical, or other content of the meeting. Students wishing to form curricular groups or organizations recognized by the school administration may do so in accordance with policy 3510 or 3550.

This policy shall be made available to all interested individuals upon request and posted on the School's website. Parents and families shall be provided information about the nature and purpose of student clubs and groups meeting at the school and methods to consent to participation or opt out of participation consistent with parent/family rights.

The following guidelines must be met:

1. The meeting is voluntary and student-initiated.
2. There is no sponsorship of the meeting by the school district, or its agents or employees.
3. The meeting must occur during non-instructional time on regular school days.
4. Employees or agents of the school district are present only in a capacity outside of their official duties.
5. The meeting does not materially and substantially interfere with the orderly conduct of educational activities within the school.
6. Non-school persons may not direct, conduct, control, or regularly attend activities.

Although the school assumes no sponsorship of these kinds of meetings, all meetings held on school premises must be scheduled and approved by the principal.

This policy pertains to student meetings. The school has the authority, through its agent or employees, to maintain order and discipline on school premises and to protect the well-being of students and faculty.

Montana Code Annotated References	**Description**
20-5-201	Duties and Sanctions
40-6-701	Interference with fundamental parental rights restricted

Montana Constitution References	**Description**
Article II, section 6	Freedom of Assembly

United States Code References	**Description**
20 USC 4071	Equal Access Act

United States Supreme Court References	**Description**
496 U.S. 226 (1990)	Board of Education v. Mergens

Policy 3235: Video Surveillance **Status:** DRAFT

Original Adopted Date: Pending

Video Surveillance

The Superintendent authorizes the use of video cameras on School property to ensure the health, welfare, and safety of all staff, students, and visitors to School property and to safeguard School buildings, grounds, buses, and equipment. The Superintendent will approve appropriate locations for video cameras.

The Superintendent will notify staff and students, through staff and student handbooks or by other means, that video surveillance may occur on School property. A notice will also be posted at the main entrance of all School buildings, and on all buses, indicating the use of video surveillance.

The School may choose to make video recordings a part of a student's educational record or of a staff member's personnel record. The School will comply with all applicable state and federal laws related to record maintenance and retention. The Superintendent and designee will have access to the system for monitoring, maintenance, and necessary retention.

All surveillance capabilities shall be implemented in accordance with the Montana Pupil Online Personal Information Privacy Act as required by Policy 3650.

Video recordings will include audio. The Superintendent will notify staff and students through staff and student handbooks or by other means that video surveillance, with audio, may occur on School property. A notice will also be posted at the main entrance of all School buildings, and on all buses, in which video/audio surveillance may occur.

Policy 3305: Seclusion and Restraint **Status:** DRAFT

Original Adopted Date: Pending

Use of Restraint, Seclusion, and Aversive Techniques for Students

Conduct of Employees Directed Toward Students

The use by appropriately trained personnel towards or directed at any student of any form of restraint or seclusion as defined in this policy, is prohibited except in circumstances where proportional restraint or seclusion of a student is necessary when a student's conduct creates a reasonable belief in the perspective of an employee, that the conduct of the student has placed the student, the employee, or any other individual in imminent danger of serious bodily harm.

The employee or any employee who is a witness to this event shall immediately seek out the assistance of the school's administration or, if such administrator is not available, a certified or classified employee with special training in seclusion and restraint, if available. Upon the arrival of such individual, the administrator or if no administrator is available, the most senior trained individual on seclusion or restraint shall take control over the situation. The most senior trained individual shall direct another available staff member to notify the student's parent or guardian of the situation consistent with Policy 3431.

Seclusion or restraint of a student shall immediately be terminated when it is decided that the student is no longer an immediate danger to him or herself or to any other third person or if it is determined that the student is exhibiting extreme distress or at such time that appropriate administrative personnel have taken custody of the child or upon such time that the parent/legal guardian of the child has retaken custody of the child.

Regardless of employee training status, no personnel shall use any form of aversive technique or corporal punishment against any student. All seclusion will be in compliance with a student's IEP or Section 504 Plan.

If a situation occurs where a properly trained employee must use acts of restraint or seclusion against a school student, the following shall occur:

1. The employee shall immediately report to their building principal, in writing, the following information:
   A. The date the event occurred;
   B. The circumstances leading to the event;
   C. The student involved; and
   D. Other witnesses or participants to the event.

2. The building principal shall notify the Superintendent's office of the event, providing the Superintendent's office with a copy of the report of events.

3. The building principal shall ascertain if any of the school's video equipment captured the event on a recording. If such event was captured on recording, the principal shall take all best efforts to maintain a copy of the recording and provide such to the Superintendent's Office for the Superintendent's official records of the event.

4. The Superintendent or designee shall ascertain the special needs status of the student involved in the seclusion or restraint and shall ascertain and maintain documentation as to whether or not such events were consistent with or contraindicated due to the student's psychiatric, medical, or physical condition(s). Parental consent is required prior to any psychiatric, medical, or physical examination or services.

5. The Superintendent or designee of the Superintendent shall notify the parent or legal guardian of the subject

student of the situation and the event of restraint or seclusion via telephone and provide the parent/legal guardian with the name and telephone contact information of the building principal where the parent may obtain additional information regarding the event.

6. The Superintendent or designee of the Superintendent shall provide the parent/legal guardian of the student with written notice of the event of restraint or seclusion of their student.

7. The Superintendent's office shall maintain documentation as to events of restraint and seclusion and shall prepare any and all necessary reports to legal entities upon whom such reports are or may become due pursuant to State and federal regulations.

Training of School Personnel

As part of the training and preparation of each certified administrator, certified teacher, and in-building classified employee, the following shall occur:

1. Training to personnel as to proper situations and events leading to student seclusion and intervention, including possible preventative alternatives to seclusion and restraint, safe physical escort, de-escalation of student crisis situations, and positive behavioral intervention techniques and supports;

2. Training of personnel in crisis/conflict management and emergency situations which may occur in the school setting, including examples and demonstrations of proper activities and techniques and trainers observing employee use of proper activities and techniques in the training setting;

3. Techniques to utilize to limit the possibility of injury to the student, the employee and any other third party in the area;

4. Information as to the school's student seclusion areas in each respective school building to which the employee is assigned; and

5. Provision of the employee with a copy of this policy.

Employees authorized to engage in seclusion and restraint will also be trained in CPR and basic first aid.

It is a goal that all new employees are trained in the area of student restraint and seclusion during their first week of employment. However, this may not be possible due to realities of the operation of a school district. If an employee has not yet undergone training and a situation necessitating student restraint or seclusion occurs, and another properly trained employee is present at the event, the properly trained employee shall take the lead in addressing the student crisis.

Designated Locations

Each school building for which students are present must have a building designated location for student seclusion. It is the responsibility of the building's principal, or designee of the principal, to assure that the building's designated seclusion location is a safe and clean location and that such location has appropriate supervision when any student has been placed into seclusion pursuant to this policy. All seclusion will be in compliance with a student's IEP or Section 504 Plan. Appropriate supervision shall include an adult in the seclusion location which has continuous visual observation of the secluded student.

Definitions

For the purposes of this policy, the following definitions shall apply:

Restraint: The immobilization or reduction of a student's freedom of movement for the purpose of preventing harm to students or others through chemical, manual method, physical, or mechanical device, material, or equipment.

Seclusion: Involuntary confinement in a room or other space during which a student is prevented from leaving or reasonably believes that the he or she can leave or be prevented from leaving through manually, mechanically, or electronically locked doors that, when closed, cannot be opened from the inside; blocking or other physical interference by staff; or coercive measures, such as the threat of restraint, sanctions, or the loss of privileges that the student would otherwise have, used for the purpose of keeping the student from leaving the area of seclusion.

Aversive Technique: Physical, emotional, or mental distress as a method of redirecting or controlling behavior including but not limited to corporal punishment.

Montana Code Annotated References	**Description**
20-3-324	Powers and duties
20-4-302	Discipline and punishment of pupils – definition of corporal punishment – penalty – defense
40-6-701	Interference with fundamental parental rights restricted

Administrative Rules of Montana References	**Description**
10.16.3346	Aversive Treatment Procedures
37.111.825	Health Supervision and Maintenance

United States Code References	**Description**
20 USC 1232h	Protection of pupil rights

Procedure 3310-P(2): Student Discipline - Academic Honesty and Responsible Use of Resources

Status: DRAFT

Original Adopted Date: Pending

Academic Honesty and Responsible Use of Resources

The School believes that academic honesty and personal integrity are fundamental components of a student's education and character development. The School expects that students will not engage in acts of academic dishonesty.

Academic dishonesty is defined as a breach of standards of academic integrity may include but is not limited to plagiarism, collusion, falsifying academic records, and any other act designed to give unfair academic advantage to the student. Such a breach of standards may also include any attempt to deceive or mislead a teacher in arriving at an honest evaluation of learning. This includes aiding other students in acts of academic dishonesty and using programmable calculations, artificial intelligence or other technology in a manner not specified or authorized by the teacher. The act of knowingly and intentionally presenting materials, work, or concepts taken from sources of another person, publication, or program as one's own work product without appropriate documentation, teacher authorization, or citation is also considered to be academic dishonesty.

Students, parents/guardians, staff, and administrators shall be responsible for creating and maintaining a positive school climate that encourages honesty. It is the intent of the School that academic dishonesty be dealt with consistently and effectively in a manner aimed at addressing the specific incident, as well as changing the student's future behavior.

Engaging in any type of academic dishonesty will result in consequences consistent with District Policy 3300, 3310, and the Student Handbook.

This policy does not prohibit use of technology, artificial intelligence, sources, or techniques authorized by the classroom teacher as part of training or educational coursework in responsible and appropriate manner consistent the curriculum or lesson plan. Violation of classroom teacher directive or exceeding the scope of the classroom teacher's permission to utilize technology, sources, or techniques may be considered a violation of the policy. Teachers are encouraged to incorporate responsible use of technology into coursework consistent with the School's acceptable use protocols at Policy 3540 and explain appropriate use for specific assignments in a consistent manner.

Montana Code Annotated References	Description
16-11-302	Definition of tobacco and vapor products
16-12-108	Limitations of Marijuana Regulation Act
20-3-324	Powers and duties
20-4-302	Discipline and punishment of pupils - definition of corporal punishment - penalty - defense
20-5-202	Suspension and expulsion
20-7-118	Offsite Provision of Educational Services
20-9-205	Self-defense in schools
40-6-701	Interference with fundamental parental rights restricted
45-5-624	Possession of intoxicating substance
45-5-637	Possession of tobacco products
45-8-213	Privacy in communications
45-8-361	Possession of weapon in a school building

Administrative Rules of Montana References	Description
10.16.3346	Aversive Treatment Procedures

United States Code References	Description
20 U.S.C. § 1232g, et seq.	Family Education Rights and Privacy Act
20 USC 1232h	Protection of pupil rights
29 USC 701, et seq	Section 504 of the Rehabilitation Act

Form 3413-F(1): Student Immunization - Medical Exemptions **Status:** DRAFT

Original Adopted Date: Pending

See PDF on the next page.

Medical Exemption Statement

Form HES 101A
Montana Schools

MONTANA DPHHS
Healthy People. Healthy Communities.
Department of Public Health & Human Services

For questions, contact the Montana Department of Immunizations at (406) 444-5580

A prospective student seeking to enroll in a Montana school is not required to receive any immunizations for which they are medically contraindicated. The Medical Exemption Statement, may be completed by a qualifying healthcare provider and utilized as an exemption. In lieu of this form, a written and signed statement from a qualifying healthcare provider will also be accepted under the conditions outlined in ARM 37.114.715.

Pursuant to HB 334 (Ch. 294, L. 2021), a qualifying healthcare provider means a person who: (1) is licensed, certified, or authorized in any U.S. State or Canada to provide health care; (2) is authorized within the person's scope of practice to administer the immunization(s) to which the exemption applies; and (3) has previously provided health care to the student *or* has administered a vaccine to which the student has had an adverse reaction. Once completed, this form should be filed at the student's school along with their most current immunization record.

Student Name: _____ **Parent/Guardian Name:** _____

Student Address: _____ **Student Date of Birth:** _____

Select the vaccine(s) needing medical exemption, then provide a brief description of the contraindication or precaution for each vaccine:

- ☐ DTaP (Diphtheria, Tetanus, and Pertussis)
- ☐ Tdap (Diphtheria, Tetanus, and Pertussis)
- ☐ Varicella (Chickenpox)
- ☐ Hib (*Haemophilus influenzae* type b)
- ☐ MMR (Measles, Mumps, and Rubella)
- ☐ IPV (Polio)
- ☐ Other: _____

Contraindication/Precaution:

_____

_____

_____

_____

A complete list of medical contraindications and precautions can be found on the Centers for Disease Control and Prevention's website: https://www.cdc.gov/vaccines/hcp/acip-recs/general-recs/contraindications.html.

Duration of exemption: _____

Provider's Name (print): _____ **Title:** _____ **Phone:** _____

Address: _____

Provider's Signature: _____ **Date:** _____

Montana Code Annotated
20-5-403: MT School Immunization Requirements, Immunization Records
20-5-405: MT School Immunization Requirements, Exemptions

Administrative Rules of Montana
37.114.701-721: Immunization of K-12, Preschool, and Post-Secondary Schools

Montana Code Annotated References	Description
20-3-324	Powers and duties
20-5-403	Immunization
20-5-403	Immunization required – release and acceptance of immunization records
20-5-404	Conditional Attendance
20-5-405	Medical or religious exemption
20-5-406	Immunization record
20-5-407	Rulemaking
20-5-408	Enforcement
20-5-409	Failure to immunize or claim exemption -- injunction
20-5-410	Civil penalty
40-6-701	Interference with fundamental parental rights restricted
49-2-312	Discrimination Based On Vaccination Status

Form 3413-F(2): Student Immunization - Religious Exemptions

Status: DRAFT

Original Adopted Date: Pending

See PDF on the next page.

Religious Exemption Statement

Form HES 113
Montana Schools

MONTANA DPHHS
Healthy People. Healthy Communities.
Department of Public Health & Human Services

For questions, contact the Montana Immunization Program at (406) 444-5580

Student's Full Name **Birth Date** **Age** **Sex**

School: _____

If student is under 18, name of parent, guardian, or other person responsible for student's care and custody:

_____

Street address and city: _____

Telephone: _____

I, the undersigned, swear or affirm under oath that immunization against the following is contrary to my religious tenets and practices:

- ☐ *Diphtheria, Pertussis, Tetanus (DTaP, DT, Tdap)*
- ☐ *Measles, Mumps and Rubella (MMR)*
- ☐ *Haemophilus Influenzae type b (Hib)*
- ☐ *Polio*
- ☐ *Varicella (chickenpox)*
- ☐ *Other:* _____

I also understand that:

Pursuant to section 20-5-405, MCA, in the event of an outbreak of one of the diseases listed above, the above-exempted student may be excluded from school by the local health officer or the Department of Public Health and Human Services until the student is no longer at risk for contracting or transmitting that disease.

Signature: _____ Date: _____

HES-113 School
revised 06/2023

Montana Code Annotated References	Description
20-3-324	Powers and duties
20-5-403	Immunization
20-5-403	Immunization required – release and acceptance of immunization records
20-5-404	Conditional Attendance
20-5-405	Medical or religious exemption
20-5-406	Immunization record
20-5-407	Rulemaking
20-5-408	Enforcement
20-5-409	Failure to immunize or claim exemption -- injunction
20-5-410	Civil penalty
40-6-701	Interference with fundamental parental rights restricted
49-2-312	Discrimination Based On Vaccination Status

Policy 3510: School-Sponsored Activities **Status:** DRAFT

Original Adopted Date: Pending

School Sponsored Activities

This policy shall be made available to all interested individuals upon request and posted on the School's website. Parents and families shall be provided information about the nature and purpose of student clubs and groups meeting at the school and methods to consent to participation or opt out of participation consistent with parent/family rights.

1. Student Organizations:

    a. All curricular student clubs or organizations must be approved by the administration. Secret or clandestine organizations or groups will not be permitted.

    b. Bylaws and rules of curricular student clubs or organizations must not be contrary to policy or to administrative rules and regulations.

    c. Procedures in curricular student clubs or organizations must follow generally accepted democratic practices in the acceptance of members and nomination and election of officers.

    d. Student led and initiated non-curricular student groups may meet at school in accordance with Policy without the sponsorship of the School District.

2. Social Events

    a. Social events must have prior approval of the administration.

    b. Social events must be held in school facilities unless approved by the Superintendent.

    c. Social events must be chaperoned at all times.

    d. Attendance at high school social events and dances shall be limited to high school students, and middle school social events shall be limited to middle school students, unless prior permission is received from the principal.

3. Extracurricular Activities

    a. Academic and behavior eligibility rules are established by MHSA rules and School policy.

    b. High school activities are for students consistent with MHSA rules

    c. The Board authorizes the administration to consider requests to approve participation in high school activities by 8th grade students in consultation with parents at the request of the advisor or coach, consistent with this policy and MHSA rules. Additional coaches or chaperons may be required at the discretion of the administration if middle school and high school students are participating together.

    d. Any student convicted of a criminal offense may, at the discretion of school officials, become ineligible for such a period of time as the school officials may decide.

    e. In establishing an interscholastic program, the Board directs the administration to:

        i. Open all sports to all students enrolled with an equal opportunity for participation.

        ii. Open all sports to residents of the school district and who is at least 5 years of age and not more than 19 on or before September 10 of the year in which participation in extracurricular activities is sought by such child in accordance with the provisions of this policy.

        iii. Recommend sports activities based on interest inventories completed by the students.

4. Designation of Athletic Teams
    a. males, men, or boys;

    b. females, women, or girls; or

    c. coed or mixed.a

Unless otherwise prohibited by Policy 3210 or federal law, School sponsored athletic teams or sports designated for females, women, or girls may not be open to students who are biologically of the male sex. School sponsored athletic teams or events may be designated as one of the following based on biological sex in accordance with applicable MHSA rules, this Policy, federal law, Policy 3210, or the provisions of Section 6 of Chapter 405 (2021). This section of this Policy is void 21 days after the date the United States Secretary of Education files a written report with the proper committees of the United States House of Representatives and the United States Senate as required by 34 CFR 100.8(c) due to the enforcement of Chapter 405 (2021).

Montana Code Annotated References	**Description**
20-5-112	Participation in extracurricular activities
20-9-311	Calculation of Average Number Belonging
40-6-701	Interference with fundamental parental rights restricted
40-6-703	Increase parental involvement in education

Code of Federal Regulations References	**Description**
34 CFR 100.8(c)	Procedure for Effecting Compliance

Policy 3530: Student Fund-Raising Activities

Status: DRAFT

Original Adopted Date: Pending

The Board acknowledges that the solicitations of funds from students, staff, and citizens must be limited since students are a captive audience and since solicitation can disrupt the program of the schools. Solicitation and collection of money by students for any purpose, including the collection of money by students in exchange for tickets, papers, magazine subscriptions, or for any other goods or services for the benefit of an approved school organization, may be permitted by the Superintendent, providing that the instructional program is not adversely affected.

Policy 3550: Student Clubs

Status: DRAFT

Original Adopted Date: Pending

Student Clubs and Groups

The School recognizes that student clubs are a helpful resource for schools and supports their formation. Student clubs must complete an application process. The Superintendent or designee is delegated the authority to approve or deny club applications.

This policy shall be made available to all interested individuals upon request and posted on the School's website. Parents and families shall be provided information about the nature and purpose of student clubs and groups meeting at the school and methods to consent to participation or opt out of participation consistent with parent/family rights.

Curricular Student Clubs

The School authorizes the administration to approve and recognize curricular student clubs or organizations in a manner consistent with this policy and administrative procedure. Curricular Student clubs are those approved student clubs that directly relate to the body of courses offered by the school. Curricular student clubs that are recognized by the District are permitted to use School facilities, use the School's name, or the School's team name or any logo attributable to the School, and raise and deposit funds with the School.

In order for the administration to approve and recognize a curricular student club the group must submit an application to the building administrator containing the following:

1. The organization's name and purpose.

2. The portion of the curriculum that forms the basis of the club. The portion of the curriculum that forms the basis of the club or the course offered at the school enhanced by the club's functions. This step is required for consideration as a curricular club. Applications that do not satisfy this step may be permitted to meet at the school as a non-curricular student group.

3. The staff employee designated to serve as the group's advisor.

4. The rules and procedures under which it operates.

5. A statement that the membership will adhere to applicable policies and administrative procedures.

Upon approval of a new curricular student club, the administration will notify the business office so the group may have any funds raised for its operations so designated in accordance with financial practices.

Approved curricular student clubs will appear in the student handbook and other appropriate School publications. Advisors of new student clubs may be eligible for a stipend in accordance with applicable collective bargaining agreement provisions and available district resources. Approved curricular student clubs may also have limited access as designated by the administration to distribute messages through official communications of the district (e.g. intercom announcements, district newsletters, group emails, etc.).

Career and Technical Student Curricular Clubs Performance Grants

The School authorizes approved chapters of the follow Career and Technical Student Curricular Clubs within the District to apply for performance grants distributed by the Office of Public Instruction in accordance with Section 20-7-320, MCA:

(a) Montana HOSA: future health professionals;
(b) Montana BPA (business professionals of America);
(c) Montana DECA (distributive education clubs of America);
(d) Montana FFA (future farmers of America);
(e) Montana TSA (technology student association);
(f) skillsUSA Montana; and

(g) Montana FCCLA (family, career and community leaders of America).

Any application submitted under this provision shall be reviewed and approved prior to submission by the club advisor, building principal, and superintendent or designee.

Non-Curricular Student Groups

Student-led and initiated groups of similar interests that do not meet the requirements to be an approved curricular student club as outlined in this policy shall be designated as noncurricular student groups. Noncurricular student groups include any student group that does not directly relate to the body of courses offered by the School but has a regular meeting schedule and established operational structure. Employees that are present at meetings in a supervisory capacity are not eligible for a stipend. Student meetings must be supervised by an adult. Employees or agents of the School that are present at student group meetings must only serve in a supervisory capacity.

The School approves a limited open forum, within the meaning of that term as defined U.S. Code § 4071, for non-curricular student groups to meet on school premises during non-instructional time. Noncurricular student groups wishing to conduct a meeting within this limited forum are subject to the following fair opportunity criteria, which shall be uniformly administered consistent with 20 U.S. Code § 4071:

1. All such meetings must be voluntary and student-initiated;

2. There shall be no sponsorship of the meeting by the District or its agents or employees;

3. Employees or agents of the District that are present at religious meetings must be only in a nonparticipatory capacity;

4. All meetings must not materially and substantially interfere with the orderly conduct of educational activities within the District; and

5. Nonschool persons may not direct, conduct, control, or regularly attend activities of the non-curricular student groups.

Meeting is defined as a gathering of a group of students for the purposes of discussing group beliefs or engaging in group operations. An event that does not meet this definition will be required to comply with the Community Use of District Facilities Policy and Procedure.

Fundraising

Noncurricular student groups may post notice of gatherings in accordance with Policy 3222. Noncurricular student groups may be authorized by the Superintendent to have the name of the school to appear as part of their group's name. A name or logo attributable to the school may not be used by a noncurricular group. The permission to post notice of gatherings or use the school name does not constitute sponsorship of the group by the School.

Informal Gatherings

Students are permitted to informally gather at the school in accordance with Policy 3233. Informal gatherings of students are not permitted to use name or logo attributable to the school may not raise and deposit funds with the School. Informal student gatherings may not post notices or other materials in accordance with Policy 3222 but may request to post items in accordance with Policy 4331.

Financial Operations

All funds raised by recognized curricular student clubs are subject to applicable policies regarding financial management. All funds raised by recognized curricular student clubs that are donated to the School become public funds when placed in a School account. All public funds must be monitored in accordance with state law. Deposits must be reviewed to ensure compliance with equity rules, amateur rules and appropriateness under district policy.

Funds spent by the School will be done in accordance with School purchase order policy and spending limits regardless of the source of the donation. All expenditures should be preapproved to ensure equity and auditing standards are met.

The administration is authorized to develop procedures to implement this policy.

Montana Code Annotated References	Description
20-5-203	Secret Organization Prohibited
20-7-320	CTE Organization Grants
40-6-701	Interference with fundamental parental rights restricted
40-6-703	Increase parental involvement in education
Title 20, chapter 7, part 3	Vocational and Technical Education

United States Code References	Description
20 USC 4071	Equal Access Act

Notice Form 3550-NF(1): Student Clubs - School Club Application **Status:** DRAFT

Original Adopted Date: Pending

MDSDB STUDENT CLUB APPLICATION

___ This application is for a new club ___ This application is to renew an existing club

This application is to request approval of a student club at MSDB. The application must be fully completed for the application to be considered. Incomplete or incorrectly prepared applications will not be considered. All applications will be considered in accordance with Policy 3550 and guidelines. Copies of the policy and guidelines can be obtained at: _____. Approved clubs that violate Policy, Montana law or federal law are subject to suspension or termination.

Step 1. General Club Information and Bylaws, Charter, or Statement of Purpose

Proposed Club Name: _____

Proposed Club Supervisor Name: _____

Faculty supervisors do not sponsor or participate in non-curricular clubs; however, an adult supervisor must be present.

Step 2. Club's bylaws, charter, or statement of purpose.

Please attach any documents outlining the rules and procedures under which the club will operate. These documents may include but are not limited to bylaws, membership expectations, or a national charter. If the documents are not yet available, drafts may be attached, or a detailed statement of purpose can be provided until documents are available.

Step 3. Basis for Curriculum Related Status *(For consideration as a curricular club. Groups that do not satisfy this step may be permitted to operate as a non-curricular student group.)*

To be approved as a curricular club, the club must be based upon an aspect of the school's curriculum or the functions of the club must enhance a course offered at the school. Please attach a description of why the proposed club should be designated as a curricular club providing specific facts supporting such status.

Step 4. Time, frequency, location, and notice of anticipated club meetings and functions

Please attach a statement of the proposed use of school facilities, including at the specific areas or facilities of the school for which use is requested and the proposed nature of the use of those facilities. Attach or describe any examples of materials which the club plans to use to tell students about the club's existence or to invite students to join.

Step 5. Submission and Acknowledgment

By signing this application form the students and advisor acknowledge that the club's members and operations will adhere to applicable policies and administrative procedures governing curricular clubs.

_____ _____

Requesting Student Date Proposed Supervisor Date

FOR SCHOOL DISTRICT USE ONLY

Application Received By: _____ Date: _____

Approved as Curricular Club By:_____ Date: _____

Operating as Non-Curricular Student Group By:_____ Date: _____

NOTES: _____

The administration will retain all records related to this application. The administration will report to the requesting students and advisor when new curricular student clubs have been approved.

Montana Code Annotated References	Description
20-5-203	Secret Organization Prohibited
20-7-320	CTE Organization Grants
40-6-701	Interference with fundamental parental rights restricted
40-6-703	Increase parental involvement in education
Title 20, chapter 7, part 3	Vocational and Technical Education

United States Code References	Description
20 USC 4071	Equal Access Act

Form 3600-F(1): Student Records - Student Directory Information Notification **Status:** DRAFT

Original Adopted Date: Pending

See PDF on the next page.

Student Directory Information Notification

Please sign and return this form to the school within ten (10) days of the receipt of this form ONLY if you do not want directory information about your child disclosed to third parties in accordance with the Family Educational Rights and Privacy Act (FERPA). If we receive no response by that date, we will disclose all student directory information at our discretion and/or in compliance with law.

_____
Date

Dear Parent/Eligible Student:

This document informs you of your right to direct the District to withhold the release of student directory information for _____.
Student's Name

Following is a list of items this District considers student directory information.
Please review School District Policy 3600P for complete information.

-Student's name -Address -Telephone listing -Electronic mail address -Photographs, Audio, Video -Date and place of birth -Major field of study -Dates of attendance -Grade level	-Enrollment status (e.g., undergraduate or graduate; full-time or part-time) -Participation in officially recognized activities and sports -Weight and height of members of athletic teams -Degrees -Honors and awards received -Most recent educational agency or institution attended

If you do NOT want directory information provided to any of the following while allow release to other entities, please check the appropriate box. If a form is returned without any box selected, no information will be provided to any entity.

Institutions of Higher Education,	Potential Employers,	Armed Forces Recruiters, Government Agencies	Other

NOTE: If information such as a student's name, grade level, or photograph, and other listed information is to be withheld, the student will not be included in the school's yearbook, program events, and similar School District publications or other statewide programs related to student safety, research, and scholarship. Please review School District Policy 3600P for complete information.

_____ _____
Parent/Eligible Student's Signature ***Date***

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Montana Code Annotated References	Description
20-1-212	Destruction of Records by school officer
20-5-201	Duties and Sanctions
20-7-104	Transparency and public availability of public school preformance data
20-7-1317	Electronic directory photograph repository
40-4-225	Access to records by parent
40-6-701	Interference with fundamental parental rights restricted
41-3-201	Reports
41-5-215	Youth court and department records

Administrative Rules of Montana References	Description
10.55.909	Student Records
10.55.910	Student Discipline Records

United States Code References	Description
20 U.S.C. § 1232g, et seq.	Family Education Rights and Privacy Act

Code of Federal Regulations References	Description
34 C.F.R. 99 et seq.	Family Education Rights and Privacy Act

Procedure 3612-P(1): School-Provided Access to Electronic Information, Services, Equipment, and Networks - District-Provided Access to Electronic Information, Services, Equipment, and Networks

Status: DRAFT

Original Adopted Date: Pending

All use of equipment and electronic networks shall be consistent with the District's goal of promoting educational excellence by facilitating resource sharing, innovation, and communication. These procedures do not attempt to state all required or proscribed behaviors by users. **However, some specific examples are provided. The failure of any user to follow these procedures will result in the loss of privileges, disciplinary action, and/or appropriate legal action.**

Terms and Conditions

1. Acceptable Use - Access to the District's equipment and electronic networks must be: (a) for the purpose of education or research and consistent with the educational objectives of the District; or (b) for legitimate business use.

2. Privileges - The use of the District's equipment and electronic networks is a privilege, not a right, and inappropriate use will result in cancellation of those privileges. The system administrator (and/or principal) will make all decisions regarding whether or not a user has violated these procedures and may deny, revoke, or suspend access at any time. That decision is final.

3. Unacceptable Use - The user is responsible for his or her actions and activities involving the equipment and network. Some examples of unacceptable uses are:

    a. Using the equipment and network for any illegal activity, including violation of copyright or other contracts, or transmitting any material in violation of any federal or state law;

    b. Unauthorized downloading of software, regardless of whether it is copyrighted or devirused;

    c. Downloading copyrighted material for other than personal use;

    d. Using the equipment or network for private financial or commercial gain;

    e. Wastefully using resources, such as file space;

    f. Hacking or gaining unauthorized access to files, resources, or entities;

    g. Invading the privacy of individuals, which includes the unauthorized disclosure, dissemination, and use of information of a personal nature about anyone;

    h. Using another user's account or password;

    i. Posting material authored or created by another, without his/her consent;

    j. Posting anonymous messages;

    k. Using the equipment or network for commercial or private advertising;

    l. Accessing, submitting, posting, publishing, or displaying any defamatory, inaccurate, abusive, obscene, profane, sexually oriented, threatening, racially offensive, harassing, or illegal material; and

    m. Using the equipment or network while access privileges are suspended or revoked.

4. Network Etiquette - The user is expected to abide by the generally accepted rules of network etiquette. These include but are not limited to the following:

    a. Be polite. Do not become abusive in messages to others.

    b. Use appropriate language. Do not swear or use vulgarities or any other inappropriate language.

c. Do not reveal personal information, including the addresses or telephone numbers, of students or colleagues.

d. Recognize that electronic mail (e-mail) is not private. People who operate the system have access to all mail. Messages relating to or in support of illegal activities may be reported to the authorities.

e. Do not use the network in any way that would disrupt its use by other users.

f. Consider all communications and information accessible via the network to be private property.

5. No Warranties – The District makes no warranties of any kind, whether expressed or implied, for the service it is providing. The District will not be responsible for any damages the user suffers. This includes loss of data resulting from delays, non-deliveries, missed deliveries, or service interruptions caused by its negligence or the user's errors or omissions. Use of any information obtained via the Internet is at the user's own risk. The District specifically denies any responsibility for the accuracy or quality of information obtained through its services.

6. Indemnification – The user agrees to indemnify the District for any losses, costs, or damages, including reasonable attorney fees, incurred by the District, relating to or arising out of any violation of these procedures.

7. Security – Network security is a high priority. If the user can identify a security problem on the Internet, the user must notify the system administrator or building principal. Do not demonstrate the problem to other users. Keep your account and password confidential. Do not use another individual's account without written permission from that individual. Attempts to log on to the Internet as a system administrator will result in cancellation of user privileges. Any user identified as a security risk may be denied access to the network.

8. Vandalism – Vandalism will result in cancellation of privileges, and other disciplinary action. Vandalism is defined as any malicious attempt to harm or destroy equipment, data of another user, the Internet, or any other network. This includes but is not limited to uploading or creation of computer viruses.

9. Telephone Charges – The District assumes no responsibility for any unauthorized charges or fees, including telephone charges, long-distance charges, per-minute surcharges, and/ or equipment or line costs.

10. Copyright Web Publishing Rules – Copyright law and District policy prohibit the republishing of text or graphics found on the Web or on District Websites or file servers, without explicit written permission.

    a. For each republication (on a Website or file server) of a graphic or text file that was produced externally, there must be a notice at the bottom of the page crediting the original producer and noting how and when permission was granted. If possible, the notice should also include the Web address of the original source.

    b. Students and staff engaged in producing Web pages must provide library media specialists with e-mail or hard copy permissions before the Web pages are published. Printed evidence of the status of "public domain" documents must be provided.

    c. The absence of a copyright notice may not be interpreted as permission to copy the materials. Only the copyright owner may provide the permission. The manager of the Website displaying the material may not be considered a source of permission.

    d. The "fair use" rules governing student reports in classrooms are less stringent and permit limited use of graphics and text.

    e. Student work may only be published if there is written permission from both the parent/guardian and the student.

Internet Safety

1. Internet access is limited to only those "acceptable uses," as detailed in these procedures. Internet safety is almost assured if users will not engage in "unacceptable uses," as detailed in these procedures, and will otherwise follow these procedures.

2. Staff members shall supervise students while students are using District Internet access, to ensure that the students abide by the Terms and Conditions for Internet access, as contained in these procedures.

3. Each District computer with Internet access has a filtering device that blocks entry to visual depictions that are: (1) obscene; (2) pornographic; or (3) harmful or inappropriate for students, as defined by the Children's Internet Protection Act and determined by the Superintendent or designee.

4. The district shall provide age-appropriate instruction to students regarding appropriate online behavior. Such instruction shall include, but not be limited to: positive interactions with others online, including on social networking sites and in chat rooms; proper online social etiquette; protection from online predators and personal safety; and how to recognize and respond to cyberbullying and other threats.

5. The system administrator and principal shall monitor student Internet access.

Montana Code Annotated References	**Description**
20-5-201	Duties and Sanctions

United States Code References	**Description**
47 U.S.C. 254(h) and (l)	Universal service
P.L. 106-554	Children's Internet Protection Act,
P.L. 110-385	Broadband Data Services Improvement Act/Protecting Children in the 21st Century Act of 2008

Policy 3650: Montana Pupil Online Personal Information Protection Act

Status: DRAFT

Original Adopted Date: Pending

Compliance

The Schoolwill comply with the Montana Pupil Online Personal Information Protection Act. The School shall execute written agreements with operators who provide online applications for students and employees in the school district. The School will execute written agreements with third parties who provide digital educational software or services, including cloud-based services, for the digital storage, management, and retrieval of pupil records. The written agreements will require operators and third parties to the School for K-12 purposes or the delivery of student or educational services to comply with Montana and federal law regarding protected student information. All pupil records accessed by the operator or third party during the term of the agreement or delivery of service to the application will continue to be the property of and under the control of the school district.

Operators of Online Applications

Operators providing online applications to the School shall not target advertising to students, sell student information, or otherwise misuse student information. Operators shall not use information to amass a profile about a pupil, except in furtherance of K-12 school purposes. Operators shall not sell a pupil's information, including protected information unless authorized by law. Operators shall not disclose protected information unless the disclosure is made in accordance with School policy, state or federal law, or with parent consent. Operators shall implement and maintain reasonable security procedures and practices appropriate to the nature of the protected information and safeguard that information from unauthorized access, destruction, use, modification, or disclosure. Operators shall delete a pupil's protected information if the school or district requests the deletion of data under the control of the school or district.

Third Parties Providing Software and Services

Third parties providing digital education software and services to the School shall certify that pupil records will not be retained or available to the third party upon completion of the terms of the agreement. Furthermore, third parties shall not use any information in pupil records for any purpose other than those required or specifically permitted by the agreement with the operator. Third parties shall not use personally identifiable information in pupil records to engage in targeted advertising.

Third parties providing digital education software and services to the School shall provide a description of the means by which pupils may retain possession and control of their own pupil-generated content. Third parties shall provide a description of the procedures by which a parent, legal guardian, or eligible pupil may review personally identifiable information in the pupil's records and correct erroneous information. Third parties shall provide a description of the actions the third party will take, including the designation and training of responsible individuals, to ensure the security and confidentiality of pupil records. Third parties shall provide a description of the procedures for notifying the affected parent, legal guardian, or pupil if 18 years of age or older in the event of an unauthorized disclosure of the pupil's records;

Failure to Comply and Legal Review

An operator's or third party's failure to honor the law, agreement or School policy will result in termination of services. The School will report any operator who fails to honor the law to the appropriate authorities for criminal prosecution.

All contracts and agreements executed under this agreement will be reviewed by the School's legal counsel.

Montana Code Annotated References	**Description**
Title 20, Chapter 7, Part 13	Montana Pupil Online Personal Information Protection Act

United States Code References	**Description**
20 U.S.C. § 1232g, et seq.	Family Education Rights and Privacy Act

Policy 6140: Duties and Qualifications of Administrative Staff Other Than Superintendent
Policy 6410: Evaluation of Administrative Staff
Policy 6420: Professional Growth and Development
Policy 7535: Electronic Signatures

First Reading September
Final Reading November

** Indicates Required Policy

Policy 6140: Duties and Qualifications of Administrative Staff Other Than Superintendent

Status: DRAFT

Original Adopted Date: Pending

Duties and Qualifications of Administrative Staff Other Than Superintendent

Duty and Authority

As authorized by the Superintendent, administrative staff will have full responsibility for day-to-day administration of the area to which they are assigned. Administrative staff are governed by Board policies and are responsible for implementing administrative procedures relating to their assigned responsibilities.

Each administrator's duties and responsibilities will be set forth in a job description for that particular position.

Qualifications

All administrative personnel must be appropriately licensed and endorsed in accordance with state statutes and Board of Public Education rules, or be considered appropriately assigned if the administrator is enrolled in an internship as defined in ARM 10.55.602 and meets the requirements of ARM 10.55.607, and must meet other qualifications as specified in their position's job description.

Administrative Work Year

The administrators' work year will correspond with the School's fiscal year, unless otherwise stated in an employment agreement. In addition to legal holidays, the administrators will have vacation periods as approved by the Superintendent.

Compensation and Benefits

Administrators will receive compensation and benefits as stated in their employment agreements.

Montana Code Annotated References	**Description**
20-4-401	Appointment and dismissal of district superintendent or county high school principal
20-4-402	Duties of district superintendent or county high school principal

Administrative Rules of Montana References	**Description**
10.55.602	Definition of Internship
10.55.607	Internships
10.55.701	Board of Trustees
10.55.702	Licensure and Duties of District Administrator –

Policy 6410: Evaluation of Administrative Staff

Status: DRAFT

Original Adopted Date: Pending

Evaluation of Administrative Staff

Each administrator will be evaluated annually, in order to provide guidance and direction to the administrator in the performance of his/her assignment. Such evaluation will be based on job descriptions, accomplishment of annual goals and performance objectives, and established evaluative criteria.

The Superintendent shall establish procedures for the conduct of these evaluations. Near the beginning of the school year, the Superintendent shall inform the administrator of the criteria to be used for evaluation purposes, including the adopted goals for the School. Such criteria shall include performance statements dealing with leadership; administration and management; school financing; professional preparation; effort toward improvement; interest in students, staff, citizens, and programs; and staff evaluation.

Both the evaluator and the administrator involved in the evaluation will sign the written evaluation report and retain a copy for their records. A person being evaluated has the right to submit and attach a written statement to the evaluation within a reasonable time following the evaluation conference.

Administrative Rules of Montana References	Description
10.55.701	Board of Trustees

Policy 6420: Professional Growth and Development

Status: DRAFT

Original Adopted Date: Pending

Professional Growth and Development

The Board recognizes that training and study for administrators contribute to skill development necessary to better serve the School's needs.

The Administrator is encouraged to be a member of and participate in professional associations which have as their purposes the upgrading of school administration and the continued improvement of education in general.

Montana Code Annotated References	Description
20-1-304	Pupil Instruction Related Day

Policy 7535: Electronic Signatures

Status: DRAFT

Original Adopted Date: Pending

Electronic Signatures

"Electronic signature" means an electronic sound, symbol, or process attached to or logically associated with a record and executed or adopted by a person with the intent to sign the record.

Electronic signatures or digital signatures can take many forms and can be created using many different types of technology. For the purpose of this policy an electronic signature means any electronic identifier intended by the person using it to have the same force and effect as a manual signature.

School Use of Electronic Signatures

When not practical or possible to have an approved individual physically sign a document, and not otherwise prohibited by applicable laws, electronic signatures may satisfy the requirement of a written signature when transacting business with and/or for the School and/or with parents/guardians when the authenticity and reliability of such electronic signature(s) meets the provisions of this policy. In such instances, the electronic signature shall have the full force and effect of a manual signature.

In order to qualify for acceptance of an electronic signature the following additional requirements are applicable:

1. The electronic signature identifies the individual signing the document by his/her name and title;
2. The identity of the individual signing the document with an electronic signature is capable of being validated through the use of an audit trail;
3. The electronic signature, as well as the documents to which it is affixed, cannot be altered once the electronic signature is affixed. If the document needs to be altered, a new electronic signature must be obtained; and
4. The electronic signature conforms to all other provisions of this policy.

The School shall maintain School electronically signed records in a manner consistent with the School's document retention policies yet also capable of accurate and complete reproduction of the electronic records and signatures in their original form. Such retention should include a process whereby the School can verify the attribution of a signature to a specific individual, detect changes or errors in the information contained in the record submitted electronically and protect and prevent access and/or manipulation or use access/use by an unauthorized person.

The School shall maintain a hardcopy of the actual signature of any School employee authorized to provide an electronic signature in connection with school board business.

Abuse of the electronic signature protocols by any School employee serves as grounds for disciplinary action up to and including termination.

Parent/Student Use of Electronic Signatures

With regard to documentation received by the School with an electronic signature from a parent/legal guardian, so long as the following provisions are met, the School may receive and accept such electronic signature as an original document:

1. Such communication with signature, of its face, appears to be authentic and unique to the person using such signature;
2. The School is unaware of any specific individualized reason to believe that the signature has been forged;
3. The School is unaware of any specific reason to believe the document has been altered subsequent to the electronic signature; and
4. The signature is capable of verification.

The School's Superintendent or designee may, at his or her discretion, request that an original of the electronic communication, signed manually by hand, be forwarded to the School in a timely manner.

School personnel may periodically audit the authenticity of such signature via a security procedure including such acts as making follow-up inquiry to the individual/entity who has submitted such electronic signature.

Should it be discovered that a student has falsified a parent's electronic signature on an official School document, the student may be subjected to discipline and the Administrators of the School are authorized, at their discretion, to thereafter only accept manual signatures associated with any submitted school document.

Montana Code Annotated References	**Description**
30-18-102(9)	Definitions
30-18-106(4)	Legal recognition of electronic records, electronic signatures, and electronic contracts

Administrative Rules of Montana References	**Description**
42.8.106	Electronic submission of documents and electronic signatures

Replace Policy Entirely
Policy 5010: Equal Employment Opportunity, Nondiscrimination, and Sex Equity
Policy 5012: Sexual Harassment of Employees
Policy 5015: Bullying/Harassment/Intimidation
Policy 5121: Applicability of Personnel Policies and Professional Development
Policy 5223: Personal Conduct
Policy 5230: Prevention of Disease Transmission
Policy 5232: Abused and Neglected Child Reporting
Policy 5420: Paraprofessionals

Minor Changes (Underlined)
Policy 5120: Hiring Process and Criteria
Policy 5140: Classified Employment and Assignment

Renumbered Policies
Procedure 5210-P(1): Assignments, Reassignments, Transfers - Employee Sign Language Skills
Form 5210-F(1): Assignments, Reassignments, Transfers - Sign Language Skills P
Reassignments, Transfers
Procedure 5210-P(2): Assignments, Reassignments, Transfers - Supervisory Meals
Procedure 5210-P(3): Assignments, Reassignments, Transfer - Student Supervision
Policy 5221: Work Day
Procedure 5221-P(1): Work Day - Approval of Time Worked Outside of the Regular Schedule or Contract or Duties as Assigned
Procedure 5221-P(2): Work Day - Telework Definition and Guidelines
Procedure 5223-P(1): Personal Conduct - Consulting Services
Procedure 5223-P(2): Personal Conduct - Answering Subpoenas
Procedure 5223-P(3): Personal Conduct - Employee Contact With Students
Procedure 5223-P(4): Personal Conduct - Use of Force/Abuse
Procedure 5223-P(5): Personal Conduct - Use of Physical Restraint
Policy 5226: Drug-Free Workplace
Procedure 5230-P(1): Prevention of Disease Transmission - Food Borne Illness
Policy 5314: Substitutes
Procedure 5321-P(1): Leaves of Absence - Employee Leave During School Closure Inaccessibility
Policy 5450: Employee use of Electronic Mail, Internet, and District Equipment
Policy 5460: Electronic Resources and Social Networking

Delete Policies
Policy 5225 - Tobacco Free - Addressed in Policy 8225
Policy 5240 - Resolution of Staff Complaints - Addressed in Policy 1700

Final Reading November

Policy 5010: Equal Employment Opportunity, Nondiscrimination, and Sex Equity

Status: DRAFT

Original Adopted Date: Pending

Equal Employment Opportunity, Non-Discrimination, and Sex Equity

The District will provide equal employment opportunities to all persons, regardless of their race, color, religion, creed, national origin, genetic information, sex, age, ancestry, marital status, military status, citizenship status, use of lawful products while not at work physical or mental disability. The District will make reasonable accommodation for an individual with a disability known to the District, if the individual is otherwise qualified for the position, unless the accommodation would impose undue hardship on the District.

Inquiries regarding sexual harassment, sex discrimination, or sexual intimidation should be directed to the District Title IX Coordinator, to the Assistant Secretary for Civil Rights of the Department of Education, or both.

Inquiries regarding discrimination on the basis of disability or requests for accommodation should be directed to the District Section 504 Coordinator.

Any individual may file a complaint alleging violation of this policy, Policy 5012/512P – Sexual Harrassment, or Policy 5015-Bullying/Harassment/Intimidation/Hazing by following those policies or Policy 1700-Uniform Complaint Procedure.

The District, in compliance with federal regulations, will notify annually all students, parents, staff, and community members of this policy and the designated coordinator to receive inquiries. This annual notification will include the name and location of the coordinator and will be included in all handbooks.

The District will not tolerate hostile or abusive treatment, derogatory remarks, or acts of violence against students, staff, or volunteers with disabilities. The District will consider such behavior as constituting discrimination on the basis of disability, in violation of state and federal law.

All complaints about behavior that may violate this policy shall be promptly investigated.

Retaliation against an employee who has filed a discrimination complaint, testified, or participated in any manner in a discrimination investigation or proceeding is prohibited.

Montana Code Annotated References	**Description**
49-2-303	Discrimination in Employment
49-3-102	What local governmental units affected
49-3-201	Employment of state and local government personnel

Administrative Rules of Montana References	**Description**
10.55.801	School Climate

United States Code References	**Description**
20 U.S.C. 1681, et seq.	Title IX of the Education Amendments of 1972
29 U.S.C. 621	Age Discrimination in Employment Act
29 U.S.C.206(d)	Equal Pay Act
29 USC 701, et seq	Section 504 of the Rehabilitation Act
42 USC 12101, et seq.	Title II of the Americans with Disabilities Act of 1990
42 USC 2000d et seq.	Civil Rights Act, Title VI
42 USC 2000e et seq.	Civil Rights Act, Title VII

Code of Federal Regulations References	Description
34 CFR Part 106	Nondiscrimination on the basis of sex in education programs or activities receiving Federal financial assistance

Policy 5012: Sexual Harassment of Employees

Status: DRAFT

Original Adopted Date: Pending

The District does not discriminate on the basis of sex in any education program or activity that it operates. The District is required by Title IX of the Education Amendments of 1972 and the regulations promulgated through the U.S. Department of Education not to discriminate in such a manner. Inquiries about the application of Title IX to the District may be referred to the District's Title IX Coordinator, to the Assistant Secretary for Civil Rights of the Department of Education, or both.

Any person may report sex discrimination, including sexual harassment, at any time, including during non-business hours. Such a report may be made using the attached form, in person, by mail, by telephone or by electronic mail, using the contact information listed for the Title IX Coordinator, or by any other means that results in the Title IX Coordinator receiving the person's verbal or written report.

For purposes of this policy and the grievance process, "sexual harassment" means conduct on the basis of sex that satisfies one or more of the following:

1. A District employee conditioning the provision of an aid, benefit, or service of the District on an individual's participation in unwelcome sexual conduct;

2. Unwelcome conduct determined by a reasonable person to be so severe, pervasive and objectively offensive that it effectively denies a person equal access to the District's education program or activity; or

3. "Sexual assault" as defined in 20 USC 1092(f)(6)(A)(v), "dating violence" as defined in 34 USC 12291(a)(10), "domestic violence" as defined in 34 USC 12291(a)(8) or "stalking" as defined in 34 USC 12291(a)(30).

When the harassment or discrimination on the basis of sex does not meet the definition of sexual harassment, the Title IX Coordinator shall direct the individual to the applicable sex discrimination process for investigation.

An individual is not required to submit a report of sexual harassment involving the Title IX coordinator. In the event the Title IX Coordinator is responsible for or a witness to the alleged harassment, the individual may report the allegations to the building principal or superintendent or other unbiased school official.

Retaliation Prohibited

The District prohibits intimidation, threats, coercion or discrimination against any individual for the purpose of interfering with any right or privilege secured by Title IX or this policy, or because the individual has made a report or complaint, testified, assisted, or participated or refused to participate in any manner in an investigation proceeding or hearing, if applicable. Intimidation, threats, coercion, or discrimination, including charges against an individual for code of conduct violations that do not involve sex discrimination or sexual harassment, but arise out of the same facts or circumstances as a report or complaint of sex discrimination, or a report or formal complaint of sexual harassment, for the purpose of interfering with any right or privilege secured by Title IX or this part, constitutes retaliation.

Confidentiality

The District must keep confidential the identity of any individual who has made a report or complaint of sex discrimination, including any individual who has made a report or filed a formal complaint of sexual harassment, any individual who has been alleged to be the victim or perpetrator of conduct that could constitute sexual harassment, and any witness, except as may be permitted by Family Educational Rights and Privacy Act (FERPA) or as required by law, or to carry out the purposes of the Title IX regulations, including the conduct of any investigation, hearing or judicial proceeding arising thereunder.

Notice Requirements

The District provides notice to applicants for admission and employment, students, parents or legal guardians of elementary and secondary school students, employees and the union(s) with the name or title, office address, email address and telephone number of the Title IX Coordinator and notice of the District grievance procedures and process, including how to report or file a complaint of sex discrimination, how to file a formal complaint of sexual harassment and how the District will respond. The District also posts the Title IX Coordinator's contact information

and Title IX policies and procedures in a prominent location on the District website and in all handbooks made available by the District.

Training Requirements

The District ensures that Title IX Coordinators, investigators, decision-makers, and any person who facilitates an informal resolution process, receives training on the definition of sexual harassment, the scope of the District's education program or activity, how to conduct an investigation and grievance process including hearings, appeals and informal resolution processes, when applicable, and how to serve impartially including by avoiding prejudgment of the facts at issue, conflicts of interest and bias. The District also ensures that decision-makers and investigators receive training on issues of relevance of questions and evidence, including when questions and evidence about the complainant's sexual predisposition or prior sexual behavior are not relevant as set forth in the formal procedures that follow, and training on any technology to be used at a live hearing, if applicable. Investigators also receive training on issues of relevance to create an investigative report that fairly summarizes relevant evidence. All materials used to train individuals who receive training under this section must not rely on sex stereotypes and must promote impartial investigations and adjudications of formal complaints of sexual harassment and are made publicly available on the District's website.

Conflict of Interest and Bias

The District ensures that Title IX Coordinators, investigators, decision-makers, and any person who facilitates an informal resolution process do not have a conflict of interest or bias for or against complainants or respondents generally or an individual complainant or respondent.

Determination of Responsibility

The individual who has been reported to be the perpetrator of conduct that could constitute sexual harassment is presumed not responsible for alleged conduct. A determination regarding responsibility will be made by the decision-maker at the conclusion of the investigation in accordance with the process outlined in Policy 5012P. No disciplinary sanctions will be imposed unless and until a final determination of responsibility is reached.

Administrative Rules of Montana References	**Description**
10.55.701	Board of Trustees
10.55.801	School Climate

United States Code References	**Description**
20 U.S.C. 1681, et seq.	Title IX of the Education Amendments of 1972
42 USC 2000d et seq.	Civil Rights Act, Title VI
42 USC 2000e et seq.	Civil Rights Act, Title VII

Code of Federal Regulations References	**Description**
34 CFR Part 106	Nondiscrimination on the basis of sex in education programs or activities receiving Federal financial assistance

Policy 5015: Bullying/Harassment/Intimidation

Status: DRAFT

Original Adopted Date: Pending

Bullying/Harassment/Intimidation

The School will strive to provide a positive and productive working environment. Bullying, harassment, or intimidation between employees or by third parties, are strictly prohibited and shall not be tolerated. This includes bullying, harassment, or intimidation via electronic communication devices.

Definitions

- "Third parties" include but are not limited to coaches, school volunteers, parents, school visitors, service contractors, or others engaged in School business, such as employees of businesses or organizations participating in School work programs with the School, and others not directly subject to School control at inter-School and intra-School athletic competitions or other school events.
- "School" includes School facilities, School premises, and non-School property if the employee is at any School-sponsored, School-approved, or School-related activity or function, such as field trips or athletic events, where the employee is engaged in School business.
- "Harassment, intimidation, or bullying" means any act that substantially interferes with an employee's opportunities or work performance, that takes place on or immediately adjacent to school grounds, at any school-sponsored activity, on school-provided transportation, or anywhere such conduct may reasonably be considered to be a threat or an attempted intimidation of a staff member or an interference with school purposes or an educational function, and that has the effect of:

a. Physically harming an employee or damaging an employee's property;
b. Knowingly placing an employee in reasonable fear of physical harm to the employee or damage to the employee's property; or
c. Creating a hostile working environment.

Reporting

All complaints about behavior that may violate this policy shall be promptly investigated. Any employee or third party who has knowledge of conduct in violation of this policy or feels he/she

has been a victim of harassment, intimidation, or bullying in violation of this policy is encouraged to immediately report his/her concerns to the building principal or the School Administrator, who have overall responsibility for such investigations. Complaints against the building principal shall be filed with the Superintendent.

The complainant may be provided a summary of the findings of the investigation and, as appropriate, that remedial action has been taken.

Responsibilities

The School Administrator shall be responsible for ensuring that notice of this policy is provided to staff and third parties.

When an employee has actual knowledge that behavior is in violation of this policy is sexual harassment, the employee must contact the Title IX Coordinator. The Title IX sexual harassment grievance process will be followed, if applicable, prior to imposing any discipline that cannot be imposed without resolution of the Title IX process.

Consequences

Staff whose behavior is found to be in violation of this policy will be subject to discipline up to and including termination of employment. Third parties whose behavior is found to be in violation of this policy shall be subject to appropriate sanctions as determined and imposed by the School Administrator. Individuals may also be referred to law enforcement officials.

Retaliation and Reprisal

Retaliation is prohibited against any person who reports or is thought to have reported a violation, files a complaint, or otherwise participates in an investigation or inquiry. Such retaliation shall be considered a serious violation of

School policy, whether or not a complaint is substantiated. False charges shall also be regarded as a serious offense and will result in disciplinary action or other appropriate sanctions.

Administrative Rules of Montana References	**Description**
10.55.701	Board of Trustees
10.55.801	School Climate

Policy 5120: Hiring Process and Criteria

Status: DRAFT

Original Adopted Date: Pending

Hiring Process and Criteria

The Superintendent is responsible for recruiting personnel, in compliance with Board policy, and for making hiring recommendations to the Board. The principal and dean of students will initially screen applicants for Education and Student Services program positions. The School will hire highly qualified personnel consistent with budget and staffing requirements and will comply with Board policy and state law on equal employment opportunities and veterans' preference. All applicants must complete a School application form to be considered for employment.

Every applicant must provide the School with written authorization for a criminal background investigation. The Superintendent will keep any conviction record confidential as required by law and School policy. Every newly hired employee must complete an Immigration and Naturalization Service form, as required by federal law.
Every newly hired employee must provide the School documentation of the results of a tuberculin skin test done within the year prior to initial employment, along with the name of the tester and the date and type of test administered, unless the person provides written medical documentation that he/she is a known tuberculin reactor.

Certification

The School requires it's contracted certified staff to hold valid Montana teacher or specialist certificates endorsed for the roles and responsibilities for which they are employed. Failure to meet this requirement shall be just cause for termination of employment. Every teacher and administrator under contract must bring their current, valid certificate to the personnel office at the time of initial employment, as well as at the time of each renewal of certification.

The personnel office will register all certificates, noting class and endorsement of certificates, and will update permanent records as necessary. The personnel office also will retain a copy of each valid certificate of a contracted certified employee in that employee's personnel file.

Reference Checks
The Superintendent or the Superintendent's designee is authorized to inquire of past employers about an applicant's employment on topics including but not limited to: title, role, reason for leaving, work ethic, punctuality, demeanor, collegiality, putting the interests of students first, and suitability for the position at the School. Responses to these inquiries should be documented and considered as part of the screening and hiring process.

Professional Staff Appointments and Salaries

The Board of Public Education authorizes the Superintendent of the Montana School for the Deaf and Blind to appoint professional staff subject to Board confirmation and consistent with professional practices and standards within the specialized fields. At the April Board meeting each year the Superintendent will submit to the Board for approval a listing of all professional personnel by name, position, contract days, employment base, if other than Great Falls, and salary.
The Superintendent shall submit a staffing pattern and job description for each administrative staff member with the April quarterly report each year.

Montana Code Annotated References	Description
20-3-324	Powers and duties
20-4-202	Teacher and specialist certification registration
39-29-102	Point preference or alternative preference in initial hiring for certain applicants – substantially equivalent selection procedure
44-5-301	Dissemination of public criminal justice information
44-5-302	Dissemination of criminal history record information that is not public criminal justice information

Montana Code Annotated References	Description
44-5-303	Dissemination of confidential criminal justice information – procedure for dissemination through court

United States Code References	Description
Public Law 105-251	Volunteers for Children Act

Policy 5121: Applicability of Personnel Policies and Professional Development

Status: DRAFT

Original Adopted Date: Pending

Applicability of Personnel Policies

Except where expressly provided to the contrary, personnel policies apply uniformly to the employed staff of the District. However, where there is a conflict between terms of a collective bargaining agreement and District policy, the terms of the collective bargaining agreement shall prevail for staff covered by that agreement.

Board policies will govern when a matter is not specifically provided for in an applicable collective bargaining agreement.

Each personnel position in the District will be directed by a position description that delineates the responsibilities of the employee. The employee will receive the position description with the employment contract. Position descriptions are available upon request. The Board of Trustees will regularly review the position descriptions.

Professional Development

In accordance with the commitment of the Board of Public Education and the requirements of A.R.M. 10.55.714 for professional development of School personnel, all employees will have opportunities to participate in short-term, job-related training programs for the purpose of upgrading skills. When M.S.D.B. requires the training, all costs of the programs will be covered by the School. However, the School does not pay costs involved for teachers to secure or maintain certification or endorsements.
The Board shall establish an advisory committee to evaluate the school's current school year professional development plan; and develop and recommend a plan for the subsequent school year.

1. The advisory committee shall include, but not be limited to trustees, administrators, and teachers. A majority of the committee shall be teachers.
2. Each school year the Board shall adopt a professional development plan for the subsequent school year on the recommendation of the advisory committee.
3. The plan recommended by the advisory committee and adopted by the Board shall outline how, when, and from whom the teachers and specialists shall meet their professional development PIR day expectations.
4. The plan adopted by the Board must take into consideration the advisory committee's recommendations and include two professional development days in October which the school must close in order to permit teachers and specialists to attend the annual professional development meetings of state professional associations.
5. The adopted plan may include alternatives but shall not interfere with or prohibit teacher and specialist attendance at the annual October professional development meetings of state professional associations.
6. Teachers and specialists who do not attend the annual professional development October meetings of state professional associations or school approved alternative professional development PIR days shall not e paid for the days they are absent.
7. Teachers, specialists, administrators, and school districts shall not substitute for professional development PIR days purposes professional development opportunities not specifically outlined in the school district's adopted professional development plan.
8. The Board shall make their plan available to employees and the public.

Mentorship and Induction

The Board of Trustees authorizes the District Administrator to collaborate with educational staff of the District to implement a mentorship and induction program within each school in the District consistent with the terms of the District's integrated strategic action plan and 10.55.723 ARM.

Administrative Rules of Montana References	**Description**
10.55.701	Board of Trustees
10.55.714	Professional Development
10.55.723	Integrated Strategic Action Plan

United States Code References	Description
39-31-102	Chapter not limit on legislative authority

Policy 5140: Classified Employment and Assignment **Status:** DRAFT

Original Adopted Date: Pending

Classified Employment and Assignment

Employees designated as "classified" employees include all non-teaching positions or duties in the District.

Each newly hired classified employee will either be hired: (1) as a probationary employee, or (2) immediately be placed on a written contract for a specific term with a beginning and ending date, within the meaning of Section 39-2-912(2), MCA. Employees initially hired on a written contract for a specific term will have no expectation of continued employment beyond the current contract term, and in the absence of Board action to offer a subsequent contract, the employment will automatically conclude at the conclusion of the contract term.

Probationary Period

Newly hired employees who are covered by a collective bargaining agreement which establishes a probationary period to be served shall serve a probationary period per the agreement.

Newly hired employees who are not covered by a collective bargaining agreement shall serve a probationary period of one year (see A.R.M. Section 2.21.3808(2)).
The School shall inform the employee of the length of the probationary period at the time of employment.

The School is permitted to, but not required to, credit time in an approved leave of absence without pay toward completion of a probationary period. Employees returning from an approved leave of absence without pay are not required to begin a new probationary period.

The School shall complete at least one performance appraisal for an employee in a permanent position during the first six months of the probationary period.
Unless the employee receives written notification that the employee has not satisfactorily completed the established probationary period on or before the end of the probationary period, the employee attains permanent status.

Extension of Probationary Period

The School may extend the length of a probationary period for a maximum of 6 additional and consecutive calendar months.
When the probationary period is extended, the School must notify the employee in writing on or before the end of the established probationary period that the probationary period has been extended and the School must inform the employee of the length of the extension.

An employee whose probationary period has been extended does not attain permanent status until the employee successfully completes the additional probationary period.

Discharge of a Probationary Employee

An employee who has not attained permanent status may be discharged at any time during the probationary period. The School shall take reasonable steps necessary to verify the reason for discharge prior to discharge and the reason for discharge shall be communicated to the employee.

Types of Classified Employees

Designation 1: If, before the probationary period concludes, the employee is placed on a written employment contract, the employment contract shall be a written contract of employment for a specific term with a beginning and ending date, within the meaning of Section 39-2-912(2), MCA. The employee will have no expectation of continued employment beyond the current contract term, and in the absence of Board action to offer a subsequent contract, the employment will automatically conclude at the conclusion of the contract term.

If the employee is issued subsequent contracts for a specific term following the initial contract, a probationary period will not apply. The employee will be subject to terms of the contract including the beginning and ending date, within the meaning of Section 39-2-912(2), MCA. The employee will have no expectation of continued employment beyond the current contract term, and in the absence of Board action to offer a subsequent contract, the employment will

automatically conclude at the conclusion of the contract term.

Designation 2: If, after the probationary period concludes, the employee is not placed on a written employment contract for a specific term, the employee's service to the District will be subject to the provisions in Title 39, Chapter 2, Part 9, MCA.

Designation 3: If, after the probationary period concludes, the employee is subject to the provisions of a collective bargaining agreement, the employee's service to the District will be subject to the terms of the collective bargaining agreement within the meaning of Section 39-2-912, MCA.

Subject to any applicable collective bargaining agreement, the District reserves the right to: (1) change employment conditions affecting an employee's duties, assignment, supervisor, or grade and/or (2) determine the salary and benefits for classified employees.

Promoted or Reassigned Employees

An employee who has attained permanent status and who is internally promoted, reassigned or whose position is reclassified shall serve a trial period of one year.
The trial period will be used to determine if the employee will be retained in the new position or returned to the former or an equivalent position.

During the trial period, an employee who has attained permanent status in the former position shall upon promotion, reassignment or reclassification retain all rights extended by virtue of having attained permanent status, except that, the School may return an employee to the former or an equivalent position without following the provisions of grievance policy, the reduction-in-work force policy or the discipline handling policy.

Adoption of this policy does not obligate the School to return the employee to the former or an equivalent position in lieu of other personnel actions which could be taken consistent with the discipline handling, grievance and reduction-in-work force policies.

Transferred Employees - Voluntary and Involuntary

An employee who has attained permanent status at M.S.D.B. and who applies for and is transferred to another agency loses permanent status at M.S.D.B. and shall have no rights to the position held at M.S.D.B.

Where a position or work unit is transferred from M.S.D.B. to another agency as a result of reorganization, the employee shall have no rights to a position at M.S.D.B.

Montana Code Annotated References	**Description**
39-2-903	Definitions
39-2-904	Elements of wrongful discharge – presumptive probationary period
39-2-912	Exemptions

Procedure 5210-P(1): Assignments, Reassignments, Transfers - Employee Sign Language Skills

Status: DRAFT

Original Adopted Date: Pending

Employee Sign Language Skills

It shall be required that all permanent employees at the School have sign language skill commensurate with the requirements of their positions. This policy and related procedures applies to staff hired into or voluntarily transferred to positions with Sign Language Skill Standards (SLSS) after July 1, 2012. Job position SLSS either established or raised after staff members' job entry dates will not apply to these staff. The requirement for a professional development plan to increase sign language skills applies to all staff hired before July 1, 2012 and who have not achieved their Target Skill Level Standard in two consecutive Sign Language Proficiency Interview (SLPI) evaluations.

Purpose

The Montana School for the Deaf and the Blind (MSDB) recognizes the fundamental need and purpose of clear, consistent, and dependable communication as (1) a foundation for the development of language skills, (2) the basis for the development of interpersonal skills, and (3) critical to the sharing of information among all of the members of the MSDB campus community.

For some members of the MSDB community, the primary and most efficient method of communication is American Sign Language (ASL), Manually Coded English such as Signing Exact English (SEE) or some other form of manual communication, speech reading, or use of residual hearing. The primary purpose of the Employee Sign Language Skill policy is to encourage and support an optimal setting of signed communication for all students and staff across the MSDB campus. In recognition of and respect for the diversity of the MSDB student and staff population, MSDB staff need to possess the skills and knowledge needed to communicate and work effectively with all students and staff. MSDB recognizes that the level of these skills and the importance of acquiring these skills vary across MSDB job positions. Procedures for implementing this policy include a process for determining reasonable accommodations that may be needed for some staff.

Rating Standards and Process

The Superintendent shall establish a sign language skill review system which specifies the required skill level for each position at the School. Frequency, length, and type of communication required for interaction with students and staff who are deaf or hard of hearing are primary factors used in determining sign language skill level standards for selected MSDB staff positions. These standards are based on the Sign Language Proficiency Interview (SLPI:ASL) Rating Scale. SLPI:ASL entry and target skill level standards for MSDB staff positions and the SLPI Rating Scale are listed in Employee Sign Language Skills 5124F and Employee Sign Language Skills 5124F.

MSDB Job Position Skill Level Standards are included in staff position descriptions. For selected new positions or for potential changes to current skill level standards, the immediate supervisors, program administrators and Coordinating Interpreter meet to discuss standards for these positions. The administrators and Coordinating Interpreter make their recommendations for standards to the Superintendent. The Superintendent makes final decisions for standards and informs the immediate supervisors and administrators for positions and the Coordinating Interpreter of his/her decisions.

All MSDB Staff members, regardless of their date of hire, who have achieved their Target Skill Level Standard will not be required to be reassessed and will not be required to have a professional development plan for sign language skill development.

MSDB staff, hired after July 1, 2012 who are not at their SLPI Target Skill Level Standard at job entry are required to take the SLPI: ASL within 60 days of job entry dates unless they sign a statement indicating that they have no sign language skills.

All employees, regardless of their date of hire, not at their SLPI Target Skill Level Standard are required to have a professional development plan for sign language skill development approved by their immediate supervisor. A professional development plan may include participation in MSDB-supported sign language skill development training and activities during duty time as well as participation in training and activities during non duty time.

Employees not within one level of their Target Skill Level Standard are required to take the SLPI: ASL annually.

Employees hired after July 1, 2012 who are within one level of their target skill level are required to take the SLPI:ASL every three years until they achieve their standards. Staff are expected to achieve their standards within three (3) years from their job entry dates.

If a Deaf staff member is hired into a department/program and the current staff 's Target Skill Level is less than "Intermediate," staff in that department will be required to improve the sign language skills to at least the "Intermediate Level" incompliance with the process outlined in this section of the policy.

Performance Requirement and Waivers for Employees hired after July 1, 2012

Competency in sign language may be required to successfully perform the duties in some positions. Sign language skill development toward the target skill level must be demonstrated during the initial 3-year period after hire. For employees who have not achieved their sign language skill target, lack of participation in a professional development plan to improve sign language skills during this period may constitute grounds for termination. Employees who have a professional development plan in place, but have not achieved their target skill level after 3 years, may apply for a waiver to the target skill level, "Sign Language Entry/Target Skill Level Waiver Request" 5124F2 and submit it to their immediate supervisor. All waivers must be approved by the Program Administrator and Superintendent. Waivers may be renewable.

Recruitment and Hiring

MSDB will extend every effort to recruit and hire people with sign language communication skills, taking into consideration other expertise and skills required for each job position. For positions with sign language skill level standards, efforts will be extended to recruit people who are at or above the target skill level at time of hire. If there are no applicants who possess both the entry skill level and other needed job qualifications, the Program Administrator may submit a "Sign Language Entry/Target Skill Level Waiver Request" 5124F2 to the Superintendent. The waiver must be approved by the Superintendent prior to an offer of employment being extended to a new employee or the transfer of an existing employee.

Montana Code Annotated References	**Description**
20-4-402	Duties of district superintendent or county high school principal
39-31-303	Management rights of public employers
Title 39, Chapter 31	Collective bargaining for public employees

Montana Supreme Court References	**Description**
2008 MT 9	Bonner School District No. 14 v. Bonner Education Association, MEA- MFT, NEA, AFT, AFL-CIO

Form 5210-F(1): Assignments, Reassignments, Transfers - Sign Language Skills

Status: DRAFT

Original Adopted Date: Pending

See PDF on the next page.

MSDB
PESONNEL

Employee Sign Language Skills

Sign Language Proficiency Interview (SLPI) Rating Scale: ASL

RATINGS	DESCRIPTORS[c]
Superior Plus	**Able to have a fully shared and natural conversation, with in-depth elaboration for both social and work topics.** All aspects of signing are native-like.
Superior	**Able to have a fully shared conversation, with in-depth elaboration for both social and work topics.** Very broad sign language vocabulary, near native-like production and fluency, excellent use of sign language grammatical features, and excellent comprehension for normal signing rate.
Advanced Plus	Exhibits some superior level skills, but not all and not consistently.
Advanced	**Able to have a generally shared conversation with good, spontaneous elaboration for both social and work topics.** Broad sign language vocabulary knowledge and clear, accurate production of signs and fingerspelling at a normal/near-normal rate; occasional misproductions do not detract from conversational flow. Good use of many sign language grammatical features and comprehension good for normal signing rate.
Intermediate Plus	Exhibits some advanced level skills, but not all and not consistently.
Intermediate	**Able to discuss with some confidence routine social and work topics within a conversational format with some elaboration; generally 3-to-5 sentences.** Good knowledge and control of everyday/basic sign language vocabulary with some sign vocabulary errors. Fairly clear signing at a moderate signing rate with some sign misproductions. Fair use of some sign language grammatical features and fairly good comprehension for a moderate-to-normal signing rate; a few repetitions and rephrasing of questions may be needed.
Survival Plus	Exhibits some intermediate level skills, but not all and not consistently.
Survival	**Able to discuss basic social and work topics with responses generally 1-to-3 sentences in length.** Some knowledge of basic sign language vocabulary with many sign vocabulary and/or sign production errors. Slow-to-moderate signing rate. Basic use of a few sign language grammatical features. Fair comprehension for signing produced at a slow-to-moderate rate with some repetition and rephrasing.
Novice Plus	Exhibits some survival level skills, but not all and not consistently.

Novice	**Able to provide single sign and some short phrase/sentence responses to basic questions signed at a slow-to-moderate rate with frequent repetition and rephrasing.** Vocabulary primarily related to everyday work and/or social areas such as basic work-related signs, family members, basic objects, colors, numbers, names of weekdays, and time. Production and fluency characterized by many sign production errors and by a slow rate with frequent inappropriate pauses/hesitations.
Below Novice/No Functional Skills	**(May be) Able to provide short single sign and "primarily" fingerspelled responses to some basic questions signed at a slow rate with extensive repetition and rephrasing.**

[a] Adapted from U.S. Foreign Service Institute & ACTFL LPI rating scales by William Newell and Frank Caccamise.

[b] The SLPI was referred to as the Sign Communication Proficiency Interview (SCPI) from 1983 to May 2006.

[c] For all SLPI rating descriptors, **first statement (in bold type) always a statement of sign language communicative functioning**, with all remaining statements (regular type) descriptors of ASL form (vocabulary, production, fluency, grammar, and comprehension).

MSDB
PERSONNEL
MSDB Job Position Sign Language Skill Level Standards

PROGRAM	POSITION	ENTRY/MINIMUM SKILL LEVEL	TARGET/ACCEPTABLE SKILL LEVEL
Administration	Superintendent	Intermediate	Advanced
	Business Manager	None	Survival Plus
	Benefits Specialist	None	Survival Plus
	Executive Secretary	None	Intermediate
	Network Manager	None	Intermediate
	Accounting Technician	None	Survival
Student Services-Administration	Dean of Students	Intermediate	Advanced
	Supervising Counselor	Intermediate	Advanced
	Receptionist/Secretary	None	Survival
Counselors/Recreation/Support	Activities Director	None	Survival Plus
	Lifeguard	None	Novice
	Counselor	Survival	Advanced
Cottage Life	Lead Houseparent	Intermediate	Advanced
	Cottage Life Attendants	None	Intermediate
	AM Cottage Life Attendants	None	Intermediate
	Nightwatch	None	Survival
Health Services	Director	Novice	Intermediate
	Health Service Staff	Novice	Intermediate
Dining Services	Cook	None	Survival Plus
	Baker/Cook	None	Survival Plus
	Dining Room	None	Survival Plus
Education	Principal	Intermediate	Advanced
	Secretary/Education	None	Intermediate
	Scheduling Secretary	None	Intermediate
Outreach	Director of Outreach Services	None	Survival Plus
	VI Outreach Consultant	None	Survival
	Deaf/Hard of Hearing Outreach Consultant	Intermediate	Advanced
	Consulting Audiologist	None	Novice
Support Services	Occupational Therapist	None	Intermediate
	Audiologist	Novice	Intermediate
	Speech Pathologist	Novice	Survival Plus

	School Psychologist	Novice	Intermediate
	Physical Therapist	None	Intermediate
	Orientation & Mobility	None	Intermediate
	Behavior Specialist	None	Intermediate
	Communication Technician	Survival	Intermediate
	Guidance Counselor	None	Intermediate
Library	Librarian	None	Intermediate
	Library Clerk	None	Survival
Visually Impaired Dept	Supervising Teacher	None	Survival Plus
	VI Teacher	None	Survival
	VI TA	None	Survival
Deaf/Hard of Hearing Dept	Supervising Teacher Elementary Level	Intermediate	Advanced
	Transition Coordinator	Survival	Intermediate
	Teacher	Intermediate	Advanced
	Teacher Assistant	Survival	Intermediate
	Coordinating Interpreter	Advanced	Advanced Plus (EIPA 4.5 or higher)
	Interpreters	Intermediate Plus	Advanced (or EIPA 4.0 or higher)
Maintenance	Maintenance Supervisor	None	Survival Plus
	Maintenance	None	Survival Plus

MSDB
PERSONNEL

Sign Language Skill Level Standard Request for Accommodations

Instructions: Staff member should complete Section A and give to immediate supervisor. All requests for accommodations must be made within six (6) months of hire or transfer to a position or within six (6) months of the date the accommodations become necessary.

Section A

1. Staff Member's Name:
   _____
2. Request
   Date:_____
3. Program/Department:_____
4. Position
   Title:_____
5. SLPI Entry Skill
   Level:_____
6. Staff Member's Current Skill
   Level:_____

Reasons accommodation(s) are necessary:_____

_____

_____

_____

_____

_____

_____

_____

What do you believe would be a reasonable accommodation(s):

_____

_____

_____

Section B
Immediate Supervisor and Coordinating Interpreter recommendation:

Revise SLPI Standard to _____

Comments:_____

_____

_____

Keep SLPI Standard as currently required and make the following accommodations:

_____

_____

Reasonable accommodations not supported.

Comments:_____

_____

_____

Final decision by MSDB

Superintendent:_____

_____

_____

Immediate Supervisor's Signature:_____ Date: _____

Coordinating Interpreter's Signature:_____ Date: _____

Superintendents' Signature: _____ Date: _____

Distribution of final decision: Staff Member, Immediate Supervisor, Coordinating Interpreter, Personnel File

MSDB
PERSONNEL

Sign Language Entry Skill Level Waiver Request

SECTION A
(This section to be completed by Program Administrator)
(Upon completion of Section A, Program Administrator is to forward this form to Coordinating Interpreter for completion of Section B if this is for a current MSDB Employee. If this is for an outside applicant, forward this to the Superintendent for completion Section C.)

Program: _____ Program Administrator: _____

1. Name of individual needing Waiver: _____
2. What position is this Waiver request for? _____
3. What is the Entry Skill Level for this position? _____
4. What is the Target Skill Level for this position? _____
5. Is this individual a current MSDB employee? (Circle one) YES NO

If YES, please forward this form to Coordinating Interpreter for completion of Section B (after completing the remaining questions and signing as indicated below). If NO, please forward to HR Director for review.

6. If you answered NO to #5 above, has this individual already been placed in the position requiring a waiver? (Circle one) YES NO If YES, date of placement:

_____

(YES means you are requesting an after the fact waiver.)

7. Has a SLPI been conducted with this individual? (Circle one) YES NO

If you answered NO to the above question, please explain why this individual has not had a SLPI conducted. If you answered YES, please give the date and results of the individual's SLPI.

_____

_____

8. In which school department/cottage wing will this individual be placed?

_____

9. What duties will be performed? _____

_____

_____

_____

10. Will this individual be working alone in a building with Deaf and/or Hard of Hearing students? (Circle one) YES NO

11. If you answered *NO to #10 above, will there be any employees available for assistance who are capable of effective communication (for example, have Intermediate or above skills [as determined by the SLPI])? (Circle one) YES NO

**NO implies that the individual will not be "alone," therefore, there should be an employee or some employees in the building.*

12. If you answered YES to #11 on the above, have any of the employees who will provide assistance met his/her Sign Language Target Skill Level? (Circle one) YES NO

If you answered YES, list the names of the employees and their most recent SLPI results:

_____

_____

_____

13. Describe your plans for this individual's sign language training. For example, how will you ensure coverage so that this individual may take advantage of sign language training opportunities? How will you monitor this individual's progress towards achieving his/her recommended Sign Language Target Skill Level?

_____

_____

_____

In the event this request for waiver is approved by the Superintendent, we understand that it is our responsibility to see that this individual is granted ample sign language training opportunities as sponsored by the Coordinating Interpreter both on and off campus if appropriate.

_____ _____

Program Administrator Date

_____ _____

Department Supervisor (If applicable) Date

SECTION B
This section to be completed by Coordinating Interpreter for current MSDB employees ONLY ***(Upon completion of Section B, forward this form to the Superintendent for completion of Section C)***

1. Have previous waivers been approved for this individual? (Circle one) YES NO
   If YES, provide documentation of waiver history below and attach copies of previous waivers.

   _____
   _____

2. SLPI Evaluation History:

   _____
   _____

3. Sign Language Training History:

   _____
   _____
   _____
   _____

_____ _____
Coordinating Interpreter Date

SECTION C
(This Section to be completed by the Superintendent)

_____Approved _____Denied

Rationale:

_____
_____
_____

_____ _____
Superintendent Date

Distribution to be handled by: Superintendent's Office with original going to Personnel File and copies to Staff Member, Program Administrator, and Coordinating Interpreter.

Montana Code Annotated References	Description
20-4-402	Duties of district superintendent or county high school principal
39-31-303	Management rights of public employers
Title 39, Chapter 31	Collective bargaining for public employees

Montana Supreme Court References	Description
2008 MT 9	Bonner School District No. 14 v. Bonner Education Association, MEA- MFT, NEA, AFT, AFL-CIO

Procedure 5210-P(2): Assignments, Reassignments, Transfers - Supervisory Meals

Status: DRAFT

Original Adopted Date: Pending

Supervisory Meals

The Montana School for the Deaf and the Blind (MSDB) operates a school lunch program along with breakfast and dinner services to students. This policy provides clarification for meal sales to eligible students, staff, and stakeholders in compliance with USDA and National School Lunch Program guidelines.

Meals for Staff and Stakeholders

1. Staff – Individuals from other agencies or schools performing regular duties on-site shall be considered "staff" for the purposes of this policy. Meals will not be sold to the general public except in the case of visiting individuals that are on campus from another school or on an agency-related business matter.
a. Food Service Workers and Nurses are entitled to MSDB-paid meals during their shift.
b. Staff members who are directly interacting and/or supervising students during the meal period are entitled to MSDB-paid meals (e.g. teachers, teacher assistants, and residential staff). We encourage staff with a duty-free lunch period to eat with students in the dining hall to provide adult interactions during lunch.
i. To qualify for an MSDB-paid lunch, staff must be actively engaged, interacting, or supervising students throughout the lunch period.
ii. Staff sitting with deaf and hard of hearing students should be signing to provide equal access to communication.
iii. Staff sitting with students who are blind or have visual impairments are encouraged to continue signing to respect the deaf and hard of hearing staff and students in the dining hall.
iv. Staff members should contact their immediate supervisor if they have questions regarding this procedure.
2. Volunteers – Individuals working a minimum of four (4) hours on any given day may be eligible for an MSDB-paid meal. It is the responsibility of the department supervisor for whom the volunteer is working to make that determination.
3. Visitors (Family, Students, Children, Special Guests including the Board of Public Instruction and our MSDB Foundation Members) – People visiting MSDB for a campus visit may be served a meal at no cost (with prior arrangement through our Food Services Program) to the visitor.

Meal prices

Meal prices are reviewed and set annually. The Superintendent is directed to develop procedures to ensure that the necessary fiscal requirements are met regarding this policy.

Montana Code Annotated References	Description
20-4-402	Duties of district superintendent or county high school principal
39-31-303	Management rights of public employers
Title 39, Chapter 31	Collective bargaining for public employees

Montana Supreme Court References	Description
2008 MT 9	Bonner School District No. 14 v. Bonner Education Association, MEA- MFT, NEA, AFT, AFL-CIO

Procedure 5210-P(3): Assignments, Reassignments, Transfers

Status: DRAFT

Original Adopted Date: Pending

Student Supervision

It is a policy of the Montana School for the Deaf and the Blind that the care and supervision of the students is the responsibility of their assigned adult supervisors. This responsibility is never to be relinquished by an employee to a student.

This policy affects both the academic and residential components of the School and includes both on and off campus events.
As clarification, at no time will a student or group of students be held solely responsible for:

1. escorting students from one area to another; i.e. between buildings or departments
2. accompanying and/or supervising a student or group of students to the restroom
3. supervising a student or group of students when an adult is not present

Staff members are not permitted to assign students to work with other students under any circumstance. Programs of this nature must be authorized by MSDB administrative staff prior to their inception.

When a student is performing a service involving other children as part of a preestablished and administratively sanctioned job for which the student is being paid, it is required that the performance of that job remain within the direct visual or physical supervision of an employee at all times.

A teacher shall not, at any time, leave students unattended (without adult supervision) in his/her classroom.

Montana Code Annotated References	Description
20-4-402	Duties of district superintendent or county high school principal
39-31-303	Management rights of public employers
Title 39, Chapter 31	Collective bargaining for public employees

Montana Supreme Court References	Description
2008 MT 9	Bonner School District No. 14 v. Bonner Education Association, MEA- MFT, NEA, AFT, AFL-CIO

Policy 5221: Work Day

Status: DRAFT

Original Adopted Date: Pending

Length of Work Day

The current collective bargaining agreement sets forth all conditions pertaining to the work day. Arrival time shall generally be as stipulated in the agreement.

Montana Code Annotated References	Description
39-3-405	Overtime compensation
39-4-107	State and municipal governments, and school districts
Title 39, Chapter 31	Collective bargaining for public employees

Administrative Rules of Montana References	Description
10.65.103(2)	Program of Approved Pupil Instruction-Related Days
24.16.1006	Rest and Meal Periods

United States Code References	Description
29 U.S.C. §201 et seq	Fair Labor Standards Act

Code of Federal Regulations References	Description
29 C.F.R. Part 516, et seq.	Records to be kept by employers

Procedure 5221-P(1): Work Day - Approval of Time Worked Outside of the Regular Schedule or Contract or Duties as Assigned

Status: DRAFT

Original Adopted Date: Pending

Approval of Time Worked Outside of the Regular Schedule or Contract or Duties as Assigned

All work schedules for education staff are determined and assigned by the principal. Schedules for residential staff are determined by the dean of students. This includes, but is not limited to, work associated with student activities such as extra-curricular sports, clubs, organizations, programs and special projects. This does not include work that is part of the contracted work assignment such as attendance at meetings or class preparation.

To be eligible for compensation all time worked outside of the regular contracted duty day must be requested and approved in writing by the principal, or dean of students or his/her designee. To request approval the employee must complete a "Request for Leave" form for "school related duty" submitted to the principal or dean of students at least (10) working days, when possible, prior to the date(s) of the additional work assignment. A detailed explanation of the duty must accompany the request including the following information: a description and the location of the activity, students involved, the beginning and ending dates for the activity, and the total number of hours to be worked. Only after approval has been granted, may the employee work additional hours or days. If the request is not approved, compensation will not be made. For unique circumstances and at the discretion of the administration, requests may be approved for time worked prior to the submission of the form.

Montana Code Annotated References	**Description**
39-3-405	Overtime compensation
39-4-107	State and municipal governments, and school districts
Title 39, Chapter 31	Collective bargaining for public employees

Administrative Rules of Montana References	**Description**
10.65.103(2)	Program of Approved Pupil Instruction-Related Days
24.16.1006	Rest and Meal Periods

United States Code References	**Description**
29 U.S.C. §201 et seq	Fair Labor Standards Act

Code of Federal Regulations References	**Description**
29 C.F.R. Part 516, et seq.	Records to be kept by employers

Procedure 5221-P(2): Work Day - Telework Definition and Guidelines

Status: DRAFT

Original Adopted Date: Pending

Telework Definition and Guidelines

Definition
Telework means a flexible work arrangement where a designated school employee may work from home or an alternative work site one or more days a week instead of physically traveling to and working out of the school's campus located at 3911 Central Avenue, Great Falls, MT 59405.

Guidelines
It is the policy of the Montana School for the Deaf and the Blind to allow employees to work from home or an alternate work site under the following guidelines:

- When proximity to clients being served promotes efficient service delivery and is cost effective.
- When it is deemed in the best interest of the school to allow employees to access specified systems from their home in order to maintain continuity of service(s). Examples would include payroll processing and monitoring and maintaining the school's Local Area Network. Allowing employees to access other systems from their home will be considered on a case-by-case basis provided it is deemed in the best interest of the school, is cost effective, and does not compromise security of data systems.
    - Security protocols are to be established and monitored for employees allowed access from their home to payroll or other data systems.

Montana Code Annotated References	**Description**
39-3-405	Overtime compensation
39-4-107	State and municipal governments, and school districts
Title 39, Chapter 31	Collective bargaining for public employees

Administrative Rules of Montana References	**Description**
10.65.103(2)	Program of Approved Pupil Instruction-Related Days
24.16.1006	Rest and Meal Periods

United States Code References	**Description**
29 U.S.C. §201 et seq	Fair Labor Standards Act

Code of Federal Regulations References	**Description**
29 C.F.R. Part 516, et seq.	Records to be kept by employers

Policy 5223: Personal Conduct

Status: DRAFT

Original Adopted Date: Pending

Personal Conduct

School employees will abide by all district policies, state and federal laws in the course of their employment. Where applicable, employees will abide by and honor the professional educator code of conduct.

All employees are expected to maintain high standards of honesty, integrity, professionalism, decorum, and impartiality in the conduct of School business. All employees shall maintain appropriate employee-student relationship boundaries in all respects, including but not limited to personal, speech, print, and digital communications. Failure to honor the appropriate employee student relationship boundary will result in a report to the Department of Public Health and Human Services and the appropriate law enforcement agency.

In accordance with state law, an employee shall not dispense or utilize any information gained from employment with the School, accept gifts or benefits, or participate in business enterprises or employment that creates a conflict of interest with the faithful and impartial discharge of the employee's School duties. An employee shall not perform an official act directly and substantially affecting its economic benefit to a business or other undertaking in which the employee either has a substantial financial interest or is engaged as counsel, consultant, representative, or agent. An employee shall not perform an official act directly and substantially impacting another business or other undertaking which is of economic detriment when the employee has a substantial personal interest in a competing firm or undertaking.

A School employee, before acting in a manner which might impinge on any fiduciary duty, shall disclose the nature of the private interest which would create a conflict to avoid disruption to School operations. Care should be taken to avoid using or avoid the appearance of using official positions and confidential information for personal advantage or gain. An employee shall not act as an agent or solicitor in the sale or supply of goods or services to a district. An employee shall not use School time, facilities, equipment, supplies, personnel, or funds for the officer's or employee's private business, political, or commercial purposes. Curriculum or materials created within the course of the employee's duties for the School using School resources are considered to be the property of the School.

An employee shall not assist any person for a fee or other compensation in obtaining a contract, claim, license, or other economic benefit from the School. An employee shall not solicit or accept employment or engage in negotiations or meetings to consider employment, with a person whom the officer or employee regulates in the course of official duties without first giving written notification to the School.

Further, employees are expected to hold confidential all information deemed not to be for public consumption as determined by state law and policy. Employees also will respect the confidentiality of people served in the course of an employee's duties and use information gained in a responsible manner. The School may discipline, up to and including discharge, any employee who discloses confidential and/or private information learned during the course of the employee's duties or learned as a result of the employee's participation in a closed session. Discretion should be used even within the school system's own network of communication and confidential information should only be communicated on a need to know basis. Employees shall not record or cause to be recorded a conversation by use of a hidden electronic or mechanical device which may include any combination of audio or video that reproduces a human conversation without the knowledge of all parties to the conversation.

Administrators and supervisors may set forth specific rules and regulations governing staff conduct on the job within a particular building.

Firearms and Weapons

Employees of the District shall not injure or threaten to injure another person; damage another's property or that of the School; or possess any firearm or other non-firearm weapon on school property at any time.

For the purposes of this policy, the term "firearm" means (A) any weapon which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device pursuant to 18 U.S.C. 921 (4). Such term does not include an antique firearm pursuant to 18 U.S.C. 921 (16). For purposes of this policy, "non-firearm weapon" means any object, device, or instrument designed as a weapon or through its use is capable of intimidating threatening or producing bodily harm or which may be used to inflict injury, including but not limited to air guns;

pellet guns; BB guns; fake or facsimile weapons; all knives; blades; clubs; metal knuckles; nunchucks; throwing stars; explosives; fireworks; mace or other propellants; stun guns; ammunition; poisons; chains; arrows; and objects that have been modified to serve as a weapon.

School administrators are authorized to appropriate action, as circumstances warrant, to enforce this section of the policy including but not limited to requesting the assistance of law enforcement in accordance with Montana law.

For the purposes of this policy, "school property" means within school buildings, in vehicles used for school purposes, or on owned or leased school land or grounds. "Building" specifically means a combination of any materials, whether mobile, portable, or fixed, to form a structure and the related facilities for the use or occupancy by persons or property owned or leased by a local school district that are used for instruction or for student activities as specified in Section 50-60-101(2), MCA and Section 45-8-361, MCA. The term is construed as though followed by the words "or part or parts of a building" and is considered to include all stadiums, bleachers, and other similar outdoor facilities, whether temporary or permanently fixed.

This section does not apply to a law enforcement officer acting in the officer's official capacity or an individual previously authorized by the Board to possess a firearm or weapon in a school building.

The School shall annually review this policy and update this policy as determined necessary by the trustees based on changing circumstances pertaining to school safety.

Montana Code Annotated References	**Description**
2-2-102	Definitions
2-2-103	Public Trust
2-2-104	Rules of Conduct
2-2-105	Ethical Requirements
2-2-121	Rules of Conduct
20-1-201	School Officials not to Act as Agents
20-3-324	Powers and duties
45-5-501	Definitions
45-5-502	Sexual assault
45-8-213	Privacy in communications
45-8-361	Possession of weapon in a school building
Title 2, Chapter 2, Part 1	Standards of Conduct

Montana Constitution References	**Description**
Article X, section 8	School District Trustees

Administrative Rules of Montana References	**Description**
10.55.701	Board of Trustees

Procedure 5223-P(1): Personal Conduct - Consulting Services

Status: DRAFT

Original Adopted Date: Pending

Consulting Services

School personnel may serve as private consultants during non-duty days or hours. The Superintendent shall be provided advance written notification of consulting agreements.

Any outside employment must not present a conflict of interest or prevent the employee from performing his/her assigned duties, and must be done during off-duty hours. It will be considered a conflict of interest for employees of MSDB to privately contract services with any school district, local education agency or parent who would otherwise be entitled to the services of MSDB. It will also be considered a conflict of interest for employees of MSDB to privately contract services with any education or childhood services agency, to provide consultative services for a child who would otherwise be entitled to the services of the Montana School for the Deaf and the Blind. Employees found to be in violation of this policy will face disciplinary action, up to and including termination.

In the event a staff member is required to be absent from their regular assigned duties to fulfill their consulting contract, prior approval for their absence must be obtained from the Superintendent and annual or personal leave will be charged for the time absent. If the employee does not have sufficient annual or personal leave balances to cover the absence, leave without pay will be charged.

Montana Code Annotated References	**Description**
2-2-102	Definitions
2-2-103	Public Trust
2-2-104	Rules of Conduct
2-2-105	Ethical Requirements
2-2-121	Rules of Conduct
20-1-201	School Officials not to Act as Agents
20-3-324	Powers and duties
45-5-501	Definitions
45-5-502	Sexual assault
45-8-213	Privacy in communications
45-8-361	Possession of weapon in a school building
Title 2, Chapter 2, Part 1	Standards of Conduct

Montana Constitution References	**Description**
Article X, section 8	School District Trustees

Administrative Rules of Montana References	**Description**
10.55.701	Board of Trustees

Procedure 5223-P(2): Personal Conduct - Answering Subpoenas

Status: DRAFT

Original Adopted Date: Pending

Answering Subpoenas

Employees of MSDB may confer for up to, but not more than, one hour with a party/parties who have a legal right to confidential information, in cases of a civil action in which MSDB is not a party. Employees must notify the Superintendent whenever such conferences have occurred. It is the responsibility of the MSDB employee to inform interested parties that a subpoena will be required for any conference time beyond one hour and that the interested party will be responsible for compensation to MSDB for regular pay and benefits paid to the employee for time spent answering the subpoena as provided by MCA 26.2.515. Employees found to be in violation of this policy will face disciplinary action, up to and including termination.

Montana Code Annotated References	Description
2-2-102	Definitions
2-2-103	Public Trust
2-2-104	Rules of Conduct
2-2-105	Ethical Requirements
2-2-121	Rules of Conduct
20-1-201	School Officials not to Act as Agents
20-3-324	Powers and duties
45-5-501	Definitions
45-5-502	Sexual assault
45-8-213	Privacy in communications
45-8-361	Possession of weapon in a school building
Title 2, Chapter 2, Part 1	Standards of Conduct

Montana Constitution References	Description
Article X, section 8	School District Trustees

Administrative Rules of Montana References	Description
10.55.701	Board of Trustees

Procedure 5223-P(3): Personal Conduct - Employee Contact With Students

Status: DRAFT

Original Adopted Date: Pending

Employee Contact With Students

It is the responsibility of the Montana School for the Deaf and the Blind to provide a positive and nurturing environment for the students who attend School and reside on the MSDB campus. The School recognizes that positive relationships between staff and students are critical for successful communication, instruction and mentoring. The School also recognizes that all students and their families have certain guaranteed rights to privacy, and those unique relationships between students and MSDB staff exist only because the student has been placed at MSDB under an IEP. In the absence of that placement, no faculty or staff would have access to a student. The School also recognizes that all students must be provided equal access to social and recreational activities by MSDB's programs, faculty and staff. Under these unique conditions, the School may choose to exercise control over the interaction that faculty and staff have with students both inside and outside of their assigned work schedule.

All staff is prohibited from taking students to, or supervising students at, any home or residence which is not controlled by a parent or guardian, or where a parent or guardian is not present.

All staff must receive prior approval from the administration before asking a parent for permission to invite a student to join them in off-campus activities, outside of their scheduled work hours and before inviting the student to do so.

Parents or guardians must authorize all contact between off-duty faculty or staff and students.

The administration may deny parent authorized contact between faculty/staff and students, in off-campus activities outside of their scheduled work hours when that contact may be disruptive to the residential or education programs or when the administration believes that such contact may not be in the best interest of any student.

Montana Code Annotated References	**Description**
2-2-102	Definitions
2-2-103	Public Trust
2-2-104	Rules of Conduct
2-2-105	Ethical Requirements
2-2-121	Rules of Conduct
20-1-201	School Officials not to Act as Agents
20-3-324	Powers and duties
45-5-501	Definitions
45-5-502	Sexual assault
45-8-213	Privacy in communications
45-8-361	Possession of weapon in a school building
Title 2, Chapter 2, Part 1	Standards of Conduct

Montana Constitution References	**Description**
Article X, section 8	School District Trustees

Administrative Rules of Montana References	**Description**
10.55.701	Board of Trustees

Procedure 5223-P(4): Personal Conduct - Use of Force/Abuse **Status:** DRAFT

Original Adopted Date: Pending

Use of Force/Abuse

Ensuring the health, safety and security of the students enrolled at MSDB is the paramount concern of everyone employed by the School. To this end, every employer who has regular supervised or unsupervised contact with students will be familiar with and comply with the procedures outlined within the "progressive discipline plan" contained in the "MSDB Student Handbook". This plan is designed to provide students and staff opportunities to work cooperatively to promote student behaviors necessary and conclusive to learning in a positive learning environment.

Physical or psychological abuse or neglect, as defined in MCA 41-3-102 and MCA 45-5-625, which is inflicted on a student for the purpose of intimidation or coercion, constitutes "Abuse of Force". In no case will faculty or staff utilize an abuse of force to obtain compliance of a student with any directive. In the event that a student demonstrates noncompliant, disrespectful and/or disorderly behavior, faculty and staff are to refer the student to their immediate supervisor for progressive disciplinary action.

Faculty or staff may use physical restraint, intervention techniques or force only in cases when by his/her actions, a student poses a clear and present danger to him/herself or others or to protect property from serious harm. Only in these instances may a faculty or staff member use physical force or restraint to protect herself/himself, another student or another staff member, or to protect property from serious harm as defined in MCA 20-4-302.

When physical restraint is necessary to protect students from injuring himself or others, an administration approved program of restraint techniques will be utilized. Faculty and staff will receive appropriate training before being allowed to use restraint techniques.

If a faculty or staff member is unfamiliar with, untrained or uncomfortable in utilizing approved techniques, he/she must request immediate assistance from an administrator or employee trained to utilize restraint techniques.

In the event that a faculty/staff member uses physical force against a student for any reason, the immediate supervisor or an administrator is to be notified immediately, and a written summary is to be prepared by the employee and submitted to the administration before the end of their scheduled duty day.

Any employee who doesn't have regular supervised or unsupervised contact with students is to avoid any interaction with a noncompliant, disrespectful or disorderly student and is to make an immediate report to their supervisor or administrator.

Any faculty or staff member found to have subjected a student to physical force for any reason other than to protect the student from harming himself or others will be subject to disciplinary action up to and including termination.

Faculty and staff discovered to have subjected any student to any form of abuse; sexual, physical or psychological will be reported to the Department of Public Health and Human Services and/or local law enforcement for investigation as outlined in MCA 41-3-201.

Any faculty /staff reported for investigation is subject to immediate suspension and possible termination pending the outcome of any investigation.

Montana Code Annotated References	**Description**
2-2-102	Definitions
2-2-103	Public Trust
2-2-104	Rules of Conduct
2-2-105	Ethical Requirements
2-2-121	Rules of Conduct
20-1-201	School Officials not to Act as Agents
20-3-324	Powers and duties

Montana Code Annotated References	Description
45-5-501	Definitions
45-5-502	Sexual assault
45-8-213	Privacy in communications
45-8-361	Possession of weapon in a school building
Title 2, Chapter 2, Part 1	Standards of Conduct

Montana Constitution References	Description
Article X, section 8	School District Trustees

Administrative Rules of Montana References	Description
10.55.701	Board of Trustees

Procedure 5223-P(5): Personal Conduct - Use of Physical Restraint

Status: DRAFT

Original Adopted Date: Pending

Use of Physical Restraint

Faculty or staff may use physical restraint, intervention techniques or force only in cases when by his/her actions, a student poses a clear and present danger to him/herself or others. Only in these instances may a faculty or staff member use physical force or restraint to protect himself, another student or another staff member from serious harm as defined in MCA 20-4-302.

In this statute there are 6 reasons identified in which a School employee may use restraint on a student: 1) to stop a fight 2) to protect oneself 3) to protect a student or to protect one student from another, 4) to take a weapon or dangerous object from a student, 5) to move a student from one area to another, and 6) to protect School property. Using force or restraint is clearly justified with reasons 1, 2, 3, and 4, which constitute emergency situations. It is less clear when a teacher, cottage life attendant or other staff person would be justified in using force to move or redirect a student or to protect property, which are not emergency situations, when the use of force could result in injury to the student or the staff person.

Any adult who uses restraint or force on a student runs the risk of being charged with a misdemeanor, under MCA 20-4-302 section 7, or being held liable, in a civil case under MCA 20-4-302 section 8, for assault or physical abuse if it is found by a injury that the restraint or force was unnecessary or unreasonable.

Procedure

1) To protect everyone, students and staff alike, teachers, teacher assistants, cottage life attendants, or other staff WILL NOT put their hands on, use physical restraint, or use other force on a student to: 1) relocate a student or 2) protect property.

a) When a student needs to be relocated or restrained from leaving an area or restrained to prevent the destruction of property the staff or faculty is to immediately call a supervisor or administrator or the education, cottage or administrative office for assistance.

b) An emergency number will be provided to staff or faculty so that they can contact the on-duty supervisor for assistance.

c) If the on-duty supervisor does not respond, staff or faculty are to contact the education, cottage or administrative office for assistance.

While waiting for assistance, staff or faculty are to:

i) Clear the area of other students if the offending student's behavior is posing a potential risk to others.

ii) Give the offending student space and disengage in communicating with the student.

iii) Seek assistance from another staff person, in the immediate area, to monitor the student while waiting for the on-duty supervisor.

iv) Attend to the other students after assistance has arrived.

2) To protect everyone, students and staff alike, teachers, teacher assistants, cottage life attendants, or other staff MAY use reasonable or necessary physical restraint to protect a student from harming him/herself, other students or staff, or the staff member.

a) This includes instances whereby allowing the student to leave an area the student places him/herself in danger or by allowing the student to destroy property the student is at risk of hurting him/herself or others.

i) When physical restraint is necessary to protect students from injuring himself or others, a program of administration approved techniques i.e. the Mandt System, David Mandt and Associates, will be utilized. Faculty and staff will receive appropriate training before being allowed to use restraint techniques.

ii) If a faculty or staff member is unfamiliar, untrained or uncomfortable in utilizing approved techniques, he/she must request immediate assistance from an administrator or employee trained to utilize restraint techniques.

b) In the event that a faculty/staff member uses physical force against a student for any reason, the immediate supervisor or an administrator is to be notified immediately and a written summary is to be prepared by the employee and submitted to the administration before the end of their scheduled duty day.

c) Any employee who does not have regular supervised or unsupervised contact with students is to avoid any interaction with a noncompliant, disrespectful or disorderly student and is to make an immediate report to their supervisor or administrator.

Montana Code Annotated References	Description
2-2-102	Definitions
2-2-103	Public Trust
2-2-104	Rules of Conduct
2-2-105	Ethical Requirements
2-2-121	Rules of Conduct
20-1-201	School Officials not to Act as Agents
20-3-324	Powers and duties
45-5-501	Definitions
45-5-502	Sexual assault
45-8-213	Privacy in communications
45-8-361	Possession of weapon in a school building
Title 2, Chapter 2, Part 1	Standards of Conduct

Montana Constitution References	Description
Article X, section 8	School District Trustees

Administrative Rules of Montana References	Description
10.55.701	Board of Trustees

Policy 5226: Drug-Free Workplace

Status: DRAFT

Original Adopted Date: Pending

All School workplaces are drug- and alcohol-free. All employees are prohibited from:

- Unlawfully manufacturing, dispensing, distributing, possessing, using, or being under the influence of a controlled substance while on School premises or while performing work for the School, or;
- Distributing, consuming, using, possessing, or being under the influence of alcohol while on School premises or while performing work for the School.

For purposes of this policy, a controlled substance is defined as:

- Not legally obtainable;
- Being used in a manner other than as prescribed;
- Legally obtainable but has not been legally obtained;
- Marijuana or marijuana paraphernalia that is possessed or consumed on the grounds of any property owned or leased by a school district, a public or private preschool, school, or postsecondary school or in a school bus;
- Marijuana purchased, consumed, transported, possessed, or used of by a person under 21 years of age;
- Marijuana smoked in a location where smoking tobacco is prohibited;
- Marijuana consumed in a manner that endangers others; or
- Referenced in federal or state controlled-substance acts.

As a condition of employment, each employee will:

- Abide by the terms of the School policy respecting a drug- and alcohol-free workplace; and
- Notify his or her supervisor of his or her conviction under any criminal drug statute, for a violation occurring on School premises or while performing work for the School, no later than five (5) days after such conviction.

In order to make employees aware of dangers of drug and alcohol abuse, the School will endeavor to:

- Provide each employee with a copy of the School drug- and alcohol-free workplace policy;
- Post notice of the School drug- and alcohol-free workplace policy in a place where other information for employees is posted;
- Enlist the aid of community and state agencies with drug and alcohol informational and rehabilitation programs, to provide information to School employees; and
- Inform employees of available drug and alcohol counseling, rehabilitation, reentry, and any employee-assistance programs.

District Action Upon Violation of Policy

An employee who violates this policy may be subject to disciplinary action; up to and including termination of employment. Alternatively, the School may have an employee to successfully complete an appropriate drug- or alcohol-abuse, employee-assistance rehabilitation program.

Should School employees be engaged in the performance of work under a federal contract or grant, or under a state contract or grant, the Superintendent will notify the appropriate state or federal agency from which the School receives contract or grant moneys of an employee's conviction, within ten (10) days after receiving notice of the conviction.

Montana Code Annotated References	Description
16-12-108	Limitations of Marijuana Regulation Act
20-3-324	Powers and duties

United States Code References	Description
41 USC 702, et seq	Drug-free workplace requirements for federal grant reciepients

Policy 5230: Prevention of Disease Transmission

Status: DRAFT

Original Adopted Date: Pending

All District personnel shall be advised of routine procedures to follow in handling body fluids. These procedures, developed in consultation with public health and medical personnel, shall provide simple and effective precautions against transmission of diseases to persons exposed to the blood or body fluids of another. The procedures shall follow standard health and safety practices. No distinction shall be made between body fluids from individuals with a known disease or infection and from individuals without symptoms or with an undiagnosed disease.

The District shall provide training on procedures on a regular basis. Appropriate supplies shall be available to all personnel, including those involved in transportation and custodial services.

The District shall provide soap and disposable towels or other hand-drying devices shall be available at all handwashing sinks. Common-use towels are prohibited. The District shall provide sanitary napkin disposal in teachers' toilet rooms and nurses' toilet rooms. The District shall provide either sanitary napkin dispensers in the girls', nurses', and teachers' toilet rooms or some other readily available on-site access to sanitary napkins.

If a staff member develops symptoms of any reportable communicable or infectious illness while at school, the responsible school officials shall do the following:

a. isolate the staff member immediately from students or staff

b. consult with a physician, other qualified medical professional, or the local county health authority to determine if the case should be reported.

Healthy Hand Hygiene Behavior

All staff and volunteers present in any school building should engage in hand hygiene at the following times, which include but are not limited to:

a. Arrival to the facility and after breaks

b. Before and after preparing, eating, or handling food or drinks

c. Before and after administering medication or screening temperature

d. After coming in contact with bodily fluid

e. After recess

f. After handling garbage

g. After assisting students with handwashing

h. After use of the restroom

Hand hygiene includes but is not limited to washing hands with soap and water for at least 20 seconds. If hands are not visibly dirty, alcohol-based hand sanitizers with at least 60% alcohol can be used if soap and water are not readily available.

Staff members shall supervise children when they use hand sanitizer and soap to prevent ingestion. Staff members shall place grade level appropriate posters describing handwashing steps near sinks.

Confidentiality

This policy in no way limits or adjusts the School District's obligations to honor staff privacy rights. All applicable district policies and handbook provision governing confidentiality of staff medical information remain in full effect.

Exposure Control Plan for Bloodborne Pathogens

There are many diseases carried by blood. The two most common are the hepatitis B virus (HBV) and the human

immunodeficiency virus (HIV). Bloodborne pathogens can cause infection by entering your body in a variety of ways, including:

a. open cuts
b. nicks
c. skin abrasion
d. dermatitis
e. acne
f. the mucous membranes of your mouth, eyes or nose

Bloodborne diseases can also be transmitted indirectly. This can happen when you touch an object or surface contaminated with blood or other infectious materials and transfer the infection to your:

a. mouth
b. eyes
c. nose
d. open skin

Contaminated surfaces are a major cause of the spread of hepatitis. HBV can live on environmental surfaces dried and at room temperatures for at least one week. All staff who are considered during the performance of their regular duties, to be at risk for excessive exposure to body fluids shall:

a. received the proper series of HBV inoculations
b. wear rubber, latex or vinyl gloves
c. attend an in-service presented by the Director of Health Services
d. exercise all precautions necessary and appropriate to the work environment and assigned duties
e. be meticulous in handwashing Groups who shall have HBV immunizations are:

a. nurses
b. education and student support staff who serve multi-handicapped students Those who should consider receiving the immunizations are:

a. preschool staff
b. housekeeping staff
c. maintenance staff
d. other staff working closely with students determined to be at risk of infection

The cost of the immunizations will be paid by MSDB. Any employee who does not wish to be immunized, must sign the following waiver:

I _____recognize and have been advised completely as to the risk of hepatitis B virus (HBV) and have been advised to receive the proper series of immunizations. Please be advised that I will not volunteer to take the recommended course of immunization.

Signed _____

Note: For purposes of this policy, the term "communicable diseases" refers to the diseases identified in 16.28.202, ARM, Reportable Diseases, with the exception of common colds and flu.

Administrative Rules of Montana References	**Description**
37.111.825	Health Supervision and Maintenance
37.114.101, et seq.	Communicable Disease Control

Procedure 5230-P(1): Prevention of Disease Transmission **Status:** DRAFT

Original Adopted Date: Pending

Employee Illness and Food Services

An array of infections and communicable diseases possibly can be transmitted by infected Food Service employees to the students and or staff at the Montana School for the Deaf and Blind. Any employees who handle food must maintain proper management of the food, maintain a high degree of personal cleanliness and understand the risk of transmitting foodborne pathogens to the students and or staff at the Montana School for the Deaf and Blind.

ARM 37.110.210 FOOD EMPLOYEES 1. No person, while infected with a disease in a communicable form that can be transmitted by foods or who is a carrier of organisms that cause such a disease or while afflicted with a boil, an infected wound, diarrheal illness or acute gastrointestinal illness or an acute respiratory infection, shall work in a food service establishment in any capacity in which there is a likelihood of such a person contaminating food or food contact surfaces with pathogenic organisms or transmitting disease to other persona. Food employees experiencing persistent sneezing, coughing or runny nose that causes discharges from the eyes, nose or mouth may not work with exposed food; clean equipment, utensils, and linens; or unwrapped single-service or single-use articles.

If a Food Service employee becomes symptomatic with any of the conditions below, they have been instructed to notify their employer so preventable measures can be taken.

All Food Service employees are aware of the extreme importance of a high degree of personal cleanliness and know they must adhere to strict hygienic practices during their working periods in the Food Service establishment.

Symptoms which may exclude an infected individual from food handling duties are:

- Jaundice
- Vomiting
- Diarrhea
- Upper respiratory infection (sneezing, coughing, or runny nose)
- Fever
- Sore throat with fever
- Lesions containing pus on any exposed body part

Specific illnesses which may exclude an infected individual from food handling duties are:

- Typhoid fever (salmonella typhi)
- Shigellosis
- Amebiasis
- Cholera
- Giardiasis
- Salmonellosis
- Escherichia coli 0157:H7
- Hepatitis A
- Campylobacter
- Cryptosporidiosis
- Poliomyelitis
- Tuberculosis
- Diarrheal disease outbreak
- Yersiniosis

Any contagious illness or disease

Copies of the ADMINISTRATIVE RULES OF MONTANA for food service establishments are on file in the Food Service area. The Food Service Manager also has a copy on file.

Administrative Rules of Montana References	Description
37.111.825	Health Supervision and Maintenance
37.114.101, et seq.	Communicable Disease Control

Policy 5232: Abused and Neglected Child Reporting

Status: DRAFT

Original Adopted Date: Pending

Child Abuse, Neglect, and Sex Trafficking Reporting

A School employee who has reasonable cause to suspect, as a result of information they receive in their professional or official capacity, that a child is abused, neglected, or subjected to sex trafficking by anyone regardless of whether the person suspected of causing the abuse, neglect, or trafficking is a parent or other person responsible for the child's welfare, shall report the matter promptly to the Department of Public Health and Human Services or local law enforcement.

Child abuse or neglect means actual physical or psychological harm to a child, substantial risk of physical or psychological harm to a child, exposure to or involvement with sex trafficking, and abandonment. This definition includes sexual abuse and sexual contact by or with a student. The obligation to report suspected child abuse or neglect also applies to actual or attempted sexual or romantic contact between a student and a staff member.

The School administration is authorized to provide access to educational resources for interested parents, teachers, and students on how to prevent and report child abuse, neglect and sex trafficking; identify the warning signs of child abuse, neglect and sex trafficking; recognize predatory behaviors; and coordinate efforts with law enforcement, the Department of Public Health and Human Services, and local organizations on these topics.

A School employee who makes a report of child abuse, neglect, or sex trafficking is encouraged to notify the building administrator of the report. An employee does not discharge the obligation to personally report by notifying the Superintendent.

Any School employee who fails to report a suspected case of abuse, neglect, or sex trafficking to law enforcement or the Department of Public Health and Human Services, or who prevents another person from doing so, may be civilly liable for damages proximately caused by such failure or prevention and is guilty of a misdemeanor. The employee will also be subject to disciplinary action up to and including termination.

When a School employee makes a report, the Department of Public Health and Human Services may share information with that individual or others as permitted by law. Individuals in the School who receive information related to a report of child abuse, neglect, or sex trafficking shall maintain the confidentiality of the information.

Montana Code Annotated References	Description
20-7-1316	Child Sex Trafficking Prevention
41-3-201	Reports
41-3-202	Action on reporting
41-3-203	Immunity from liability
41-3-205	Confidentiality - disclosure exceptions
41-3-207	Penalty for failure to report
45-5-501	Definitions
45-5-502	Sexual assault

United States Code References	Description
38 U.S.C. 4301-4334	The Uniformed Services Employment and

Policy 5314: Substitutes **Status:** DRAFT

Original Adopted Date: Pending

Substitutes
Any non-licensed substitute teacher must complete a minimum of three hours of training, as approved by the Board of Public Education. This training will consist of:

1 hour - Orientation to campus programs and safety policies and procedures
1 hour - Orientation to classroom procedures
1 hour - Orientation to lifting, positioning and feeding of multi-handicapped students

An non-licensed substitute must have received a high school diploma or attained a passing score on the general education development assessment.
A fingerprint background check must be conducted on each non-licensed substitute teacher and the teacher cannot be employed until state and federal authorities have reported the results of the background check or until the School has conducted a reference check of the applicant.

Administrative Rules of Montana References	Description
10.55.716	Substitute Teachers
10.57.107	Emergency Authorization of Employment

Procedure 5321-P(1): Leaves of Absence - Employee Leave During School Closure Inaccessibility

Status: DRAFT

Original Adopted Date: Pending

Employee Leave During School Closure Inaccessibility

When the School is temporarily closed by the Superintendent or declared inaccessible because of severe weather, civil disturbance, loss of utilities or other disruption, affected employees shall be authorized administrative leave with pay to cover their scheduled hours of work during the closure or inaccessibility.

An employee who works at the School during such closure (with administrative approval) shall be, in addition to regular salary, granted time off equal to the number of hours worked. If overtime is involved, it shall be compensated as provided by law.

When a severe storm or other major disruption occurs during the day and the Superintendent or designated representative authorizes early release of employees, the resulting time off shall be charged to administrative leave with pay.

It is each employee's responsibility to make the decision if it is too dangerous to come to work due to severe weather, civil disturbance, loss of utilities, or other disruption. If an employee chooses to stay home and the Superintendent does not close the school, the employee will be granted personal leave, vacation leave, or leave without pay depending on the leave they have available.

Montana Code Annotated References	**Description**
2-18-601(15)	Definitions
2-18-618	Sick leave
2-18-619	Jury Duty - Service as Witness
39-2-104	Mandatory leave of absence for employees holding public office
49-2-311	Reinstatement to job following pregnancy
Title 39, Chapter 31	Collective bargaining for public employees

United States Code References	**Description**
42 U.S.C 2000e	Equal Employment Opportunities

Policy 5420: Paraprofessionals

Status: DRAFT

Original Adopted Date: Pending

Paraprofessionals, as defined in the appropriate job descriptions, are under the supervision of a principal and a teacher to whom the principal may have delegated responsibility for close direction. The nature of the work accomplished by paraprofessionals will encompass a variety of tasks that may be inclusive of "limited instructional duties."

Paraprofessionals are employed by the School mainly to assist the teacher. A paraprofessional is an extension of the teacher, who legally has the direct control and supervision of the classroom or playground and responsibility for control and the welfare of the students.

It is the responsibility of each principal and teacher to provide adequate training for a paraprofessional. This training should take into account the unique situations in which a paraprofessional works and should be designed to cover the general contingencies that might be expected to pertain to that situation. During the first thirty (30) days of employment, the supervising teacher or administrator shall continue to assess the skills and ability of the paraprofessional to assist in reading, writing, and mathematics instruction.

The School shall develop and implement procedures for an annual evaluation of paraprofessionals. Evaluation results shall be a factor in future employment decisions.

Administrative Rules of Montana References	Description
10.55.715	Instructional paraprofessionals: qualifications and supervision

United States Code References	Description
20 U.S.C. 6319	Qualifications for teachers and paraprofessionals

Policy 5450: Employee use of Electronic Mail, Internet, and District Equipment

Status: DRAFT

Original Adopted Date: Pending

Network Acceptable Use – Electronic Information, Services and Networks

Overview
MSDB recognizes that as telecommunications and other new technologies shift the ways that information may be accessed, communicated and transferred, those changes may also alter instruction. In a free and democratic society, access to information is a fundamental right of citizenship.

Telecommunications, because they may lead to any publicly available file server in the world, will open classrooms to broader array of resources. Electronic information research skills are now fundamental to preparation of citizens and future employees during an Age of Information. MSDB expects that staff will blend thoughtful use of such information throughout the curriculum and that the staff will provide guidance and instruction to students in the appropriate use of such resources. MSDB requires that all such materials support and enrich the curriculum while taking into account the varied instructional needs, learning styles, abilities and developmental levels of the students.

General school rules for behavior and communications apply to use of the network and Internet access. Network storage is school property. Users should not expect that files stored on servers and workstations will be private. Network administrators may review files and communications to maintain system integrity and to ensure that staff members are using the system responsibly.

Communication over networks should NOT be considered private. Messages may sometimes be diverted accidentally to a destination other than the one intended. Electronic mail and telecommunications are to be utilized with care to share confidential information about students or other employees, as messages are not entirely secure. All communications on the network are under the jurisdiction of FERPA. This law states that no one can share confidential information about students or coworkers without permission. Parental permission is required for sharing information and pictures of minors (under 18). Courts have ruled that old messages may be subpoenaed, and network supervisors may examine communications in order to ascertain compliance with network guidelines for acceptable use.

MSDB uses filtering software that prohibits access by staff to content that is defined in section 1460 of Title 18 US code as obscene or defined in Section 2256 of Title 18 as child pornography or "harmful to minors". Our filter technology is up and running at all times. System administrators regularly schedule a check of the system to ensure functionality. MSDB endeavors to block all on-line mail, social media sites including chat rooms, and other forms of direct communication from outside our network to ensure the safety and security of minors. Staff will actively supervise all Internet access and report any sites they observe as being inappropriate to the administration or network manager.

Staff Rights and Responsibilities
MSDB expects that all employees will learn to use electronic mail and telecommunications tools and apply them daily in appropriate ways to the performance of tasks associated with their positions and assignments. MSDB may rely upon this medium to communicate information, and all staff will be responsible for checking and reading messages daily. Toward that end, the Board of Public Education directs the Superintendent to provide staff with training in the proper and effective use of telecommunications and electronic mail.

MSDB encourages staff to make use of telecommunications to explore educational topics, conduct research, and contact others in the educational world. MSDB believes that access to the internet will expedite the sharing of effective practices and lessons and will help staff stay on the leading edge of practice by forming partnerships with others across the nation and around the world.

MSDB expects staff to teach proper computer usage and network/Internet access to the students under their supervision. It is the responsibility of each staff member to observe and supervise his or her students' access to the Internet. The primary purpose of technology is for education. Using entertainment (non-educational programs/arcade-type programs) on the computers should only be utilized for appropriate reasons and/or at appropriate times. For students in the residential program, it is the cottage staff members' responsibility for such guidance as they do with other information sources such as television, telephones, movies, radio and other potentially offensive media.

Employees are expected to communicate in a professional manner consistent with state laws governing the behavior

of school employees and with federal laws governing copyrights. The Montana State Ethics Law stipulates that state-owned computers not be used for personal or
(outside agency) business reasons.

Procedure for Changing or Securing New Passwords
If a staff member forgets or misplaces his/her password, he/she is to report to either the Network Manager or Technology Coordinator to have the password reset. The Network Manager or Technology Coordinator will then reset that person's password and inform him/her of the change. At the next logon, the staff member will enter the password assigned by either the Network Manager or Technology Coordinator, but will be required to change it immediately upon logon, and will not be allowed access to the computer or network until the password is changed.

Rules
The following are NOT permitted:
1. Sharing confidential information including pictures, addresses, phone numbers, passwords and financial account numbers
2. Sending or displaying offensive messages or pictures
3. Using obscene language
4. Harassing, intimidating, cyberbullying, insulting or attacking others
5. Using on-line e-mail, social networks, instant messaging or chat rooms
6. Using others' passwords and/or accessing their profiles, folders, documents, or files without permission
7. Using the school's internet through either a wired or wireless connection without a signed agreement form
8. Allowing students to use the internet without supervision
9. Engaging in practices that threaten or disrupt the network or workstation function (e.g., breaking computers, downloading files that may introduce a virus, intentionally wasting network resources, etc.)
10. Unauthorized access including "hacking" and other unlawful activities
11. Employing the network for commercial purposes
12. Assisting a campaign for election of any person to any office or for the promotion of or opposition to any ballot proposition
13. Promoting, supporting, or celebrating religion or religious institutions

MSDB's internet access has expanded to include wireless access to "outside" internet portals that may not provide the same level of security as the school's secure network. The use of personal equipment including wireless or mobile computers, tablets or cell phones that connect to the internet is allowed with some restrictions and with prior administrative approval. All use of personal, wireless equipment must comply with the rules listed in this policy.

Sanctions
1. Violations may result in a loss of access.
2. Additional disciplinary action may be determined at the building level in line with existing practice regarding inappropriate language or behavior.
3. When applicable, law enforcement agencies will be involved.

Montana Code Annotated References	**Description**
2-2-102	Definitions
2-2-103	Public Trust
2-2-104	Rules of Conduct
2-2-105	Ethical Requirements
2-2-121	Rules of Conduct

Policy 5460: Electronic Resources and Social Networking

Status: DRAFT

Original Adopted Date: Pending

Use of Social Media

Purpose

The Montana School for the Deaf and the Blind recognizes that employees and students participate in the use of social media networking tools such as Facebook, MySpace, LinkedIn, Flickr, Blogspot, Youtube, Twitter etc. The creators of these systems and tools have incentives to design their systems so that users are encouraged to reveal as much information about themselves and their friends as possible. Thus, users share personal information such as photos, interests, contact information and their whereabouts. These powerful communication tools can have significant impacts on organizational and professional reputations. Because the systems can blur the line between "personal voice" and "professional voice", MSDB has crafted this policy to help clarify the potential consequences of social media use as it relates to the workplace and to provide guidelines as to how employees of MSDB can protect their and the School's professional reputation. This clarification and guidance is especially important as every employee of MSDB is a mandated reporter, responsible for ensuring the highest possible level of protection for students.

Protect confidential and proprietary information

Do not post confidential or proprietary information about the School, personnel, students or their families on social media networks. Employees are expected to adhere to all federal and state requirements regarding FERPA and HIPAA; as well as, all applicable agency privacy and confidentiality policies. Employees who share confidential information will be disciplined up to and including dismissal from employment.

Use of social media for school business

The creation or use of social media sites for school business must be approved by the administration. All content on school approved social media sites must be approved by the superintendent or a designee. Employees are not permitted to "friend" or engage in any way with students' personal social media network accounts.

Use of personal cell phones for school business

Unless a student's health or safety is in jeopardy employee contact with students via personal cell phones or text messages must be school related and pre-approved by the Superintendent, Principal or Dean of Student. Students are to be discouraged from contacting staff via personal cell phones for social purposes. Employees who violate this directive will be disciplined up to and including dismissal from employment.

Personal online activity and connection to the School

Employees' personal social-networking sites should remain personal in nature and should not be used for work-related purposes.
Users of social media sites should take into consideration the lack of anonymity and exercise sound judgment. Use should reflect positively on the work place.

Acts occurring in the context of social media during off duty time may be grounds for disciplinary action if said activities are in conflict with Personnel Policy 5223, MSDB Core Competencies, or are detrimental to the employee's work performance or the programs of the School.

Use of state equipment to access personal social media accounts

While MSDB allows limited personal use of state equipment such as telephones or e-mail pursuant to 2-2-121 (2)(a), MCA employees may not use personal social media accounts from state owned computers. All electronic information stored or transacted on state equipment is subject public disclosure. Messages on MSDB equipment (blackberries, computers, laptops and cell phones) are not private.

Employees using the agency's electronic communication systems should understand that they have no expectation of privacy in connection with use of this equipment or with transmission, use or storage of information in the equipment, including uploaded/downloaded information. The MSDB reserves the right to monitor Internet usage at

such times and in such circumstances as appropriate.

Failure to abide by this policy may result in loss of computer network privileges and may also result in disciplinary action, up to and including dismissal.

Montana Code Annotated References	Description
2-2-102	Definitions
2-2-103	Public Trust
2-2-104	Rules of Conduct
2-2-105	Ethical Requirements
2-2-121	Rules of Conduct

Minor Changes (Underlined)
Policy 8121: District-Owned Vehicles
Policy 8132: Activity Trips
Policy 8300: Risk Management
Policy 8301: District Safety
Policy 8410: Operation and Maintenance of District Facilities

Renumbered Policies
Policy 8320: Property Damage
Procedure 8410-P(1): Snow Removal
Policy 8420: District-Wide Asbestos Program
Policy 8430: Records Management

Delete Policies
Policy 8230 - Addressed in Policy 2510
Policy 8303 - Addressed in Policy 3235
Policy 9261 - Addressed In Policy 7521
Remainder of 9000 Series as Addressed in 8000 series

Final Reading November

Policy 8121: District-Owned Vehicles

Status: DRAFT

Original Adopted Date: Pending

School-Owned Vehicles

MSDB owns and maintains certain vehicles. Included among them are vans, sedans, pickups, and school buses. These are for use by properly authorized personnel of the School for school business purposes.

Accidents involving District-owned vehicles, regardless of citation or injury, will be reported to the Superintendent or designee immediately. Drivers shall make themselves readily available for questioning by the District or its designees, absent the need for immediate medical attention.

Any driver who receives a citation for a driving violation wile operating a School vehicle shall personally pay all fines levied. All citations received while an employee of MSDB, operating a School vehicle, must be reported to the Superintendent and may result in disciplinary action up to and including termination.

Bus and Vehicle Maintenance
Buses used in the School's transportation program shall be in safe and legal operating condition. All buses shall be inspected by the Department of Justice, Montana Highway Patrol, before the beginning of each semester. The Business Manager shall establish a specific list of tasks that bus drivers shall perform on a regular basis. All other School vehicles shall be maintained following established programs as developed by the Business Manager.

Guidelines for Use of State-Owned Vehicles

Restrictions on Use of State-Owned Vehicles

State employees with a valid driver's license appropriate to the type of vehicle may drive a state vehicle as part of their work assignment for the purposes of traveling and conducting business on behalf of the state. Employees must always have the license in his/her possession while operating a state-owned vehicle. Employees may park a state vehicle overnight at his/her residence if the employee must begin travel the next day or if the employee is subject to emergency response, on-call or other off-shift duties associated with employment. Employees on authorized, work-related overnight travel away from home may drive to a cultural, recreational, leisure activity or to conduct personal business if the activity is within 30 miles of the employee's lodging.

Only authorized passengers are allowed in state vehicles. Authorized passengers include state employees conducting business on behalf of the state, students enrolled at the school and non-state employees who are: independent contractors conducting business on behalf of the state, rendering assistance to a disabled state employee, a guest or client of the state if conducting or providing service that is a benefit to the business of the state. This includes parents/guardians of students served by MSDB if the purpose for transportation is connected to the business of the School or outreach program. Any exceptions must have prior written approval of the Risk Management and Tort Defense Division (RMTD).

Employees must immediately report to their supervisor, any traffic citations for a moving violation for which he/she has been cited while operating a state vehicle. Executive Order No. 9-70 requires the following action for speeding violations while driving a state vehicle:

- First offense-notification to agency
- Second Offense-official written reprimand with a copy placed in the personnel file
- Third Offense- dismissal from state employment

A state employee required to drive as part of his/her duties must report any single driving infraction of 5 or more conviction points according to the schedule in 61-11-203, MCA, accumulated while driving a state vehicle or a personal vehicle for state business.

A non-probationary employee who has accumulated 12 or more conviction points while driving a state vehicle or a personal vehicle for state business over the most recent 36 months may not drive a state or personal vehicle for state business until having successfully completed a certified safe driver course approved by the RMDT and have received authorization to drive from the Superintendent and RMTD. State employees who have accumulated 15 or more conviction points may not drive a state vehicle or personal vehicle for state vehicle business until the accumulated points total is less than 12 within the past 36 months.

A non-probationary employee who has accumulated 18 or more conviction points while driving a state vehicle or a personal vehicle for state business over the most recent 36 months may not drive a state or personal vehicle for state business until 2 years have passed during which time they have not accumulated any conviction points and have successfully completed a certified safe driver course approved by the RMDT and have received authorization to drive from the Superintendent and RMTD.

Authorized drivers are responsible for promptly paying all penalties following the court procedures established for contesting citations. The Superintendent has the authority to restrict employees otherwise authorized as drivers from using state vehicles when it knows they are unsafe drivers from means other than the accumulation of conviction points.

Rules of Operation

- Employees must operate state vehicles in compliance with all applicable state and local traffic regulations, Administrative Rules of Montana, Executive Orders and Agency policies. State employees shall drive in a careful and prudent manner so as not to unduly or unreasonably endanger the life, limb, property or rights of another person or pedestrian.

- No person under the influence of alcohol, illegal drugs, or is impaired by the proper or improper use of prescription drugs may drive a vehicle for state business. No person may have an alcoholic beverage container in a state-owned vehicle.

- Employees operating state vehicles shall be responsible for ensuring that all occupants of the vehicle use seat belts at all times and that children under 6 years of age, 40 pounds are properly restrained in a child safety seat. Employees operating vehicles transporting students are responsible for ensuring that students are seated at all times. Students must be facing forward with arms, hands, legs and feet inside the vehicle at all times.

- Employees will ensure that vehicles are returned to campus with no less than ¼ tank of gas. If transporting of students makes a gas stop unsafe or impractical, employees shall notify his/her supervisor. MSDB staff who are operating vehicles transporting students are responsible to see that that vehicle interiors are returned to campus free of trash and any spills are appropriately cleaned.

- All vehicles must be checked out in advance from the school or cottage office.

- Employees will park vehicles in safe and appropriate locations and ensure that vehicles are locked and the windows are rolled up when unattended.

- Employees may not affix bumper stickers or other items, or alter state-owned vehicles in any manner.

School-Owned Vehicle Emergencies

In the event of an accident or other emergency, the driver of any school-owned vehicle or bus shall follow the emergency procedures developed by the Superintendent. A copy of the "Emergency Procedures Manual" shall be located in each vehicle and bus. To ensure the success of such emergency procedures, each driver shall conduct an emergency evacuation drill within the first six (6) weeks of each school semester. MSDB shall conduct such other drills and procedures as may be necessary.

Use of Personal Cars for School Business

When travel related to work is necessary, all employees will use state-owned vehicles which can be signed out for use through the Administration or Cottage Offices. In specific limited cases, employees may use their personal vehicles related to their work assignment during the duty day. In order to use a personal vehicle for work purposes, the following conditions must be met:

1) employees must have prior written approval from the program administrator before using their personal vehicle for work related purposes.
2) employees must also maintain registration and liability insurance within the limits of state law.

Students may never be transported in a personal car unless the previously listed conditions have been met.

1) the employee receives prior written approval to use his/her personal car for work related business
2) the employee must drive between two or more work assignments during the duty day
3) there are no state vehicles available for use at the time that transportation is necessary

Mileage reimbursement for use of personal cars will be provided at the "State" rate only if:

According to administrative rule, when a state vehicle is available and an employee is given approval to use his/her personal car, the mileage reimbursement rate will be at a reduced "motorpool' rate.

Reference: ARM 2.6.201-2.6.210

Policy 8132: Activity Trips

Status: DRAFT

Original Adopted Date: Pending

Activity Trips

Transportation

1. The Administration Office will furnish buses for all transportation involving the following:
   a. Trips approved by the Principal or Dean of Students.
   b. Inter-city and intra-state transportation involving a school or cottage group engaged in extracurricular or co-curricular activity.
   c. Transportation for athletic events which are arranged by a head coach or the Athletic Director through the Administration Office.
   d. Transportation for all instructionally related field trips which are approved by the Principal.
   e. Transportation for any group(s) of students engaged in extracurricular activity.
   f. Transportation may be furnished for picnics, club field trips, social/recreational activities, or groups viewing athletic events, if approved by the Principal or Dean of Students.
   g. Other transportation authorized by the Superintendent.

2. Except with a parent as specifically arranged for through the sponsor and approved by the office prior to the trip, students cannot under any circumstances ride in private automobiles during the course of traveling to or from an out-of-town school event in which they are a member of the school's team or group.
   a. Except as provided in paragraph #3 below, a student must remain with the group at all times in traveling to or from, and during, an out-of-town/in-town school event. A written release of responsibility signed by the parent or guardian of the student is required prior to permitting a student to separate from the group. The student may only be released directly to a parent as specified in the parental release for which approval is at the discretion of the administration and activity sponsor.
   b. Although it is an exception to the general rule, for good cause students may request permission to travel with a parent/guardian to or from school-sponsored trips. "Good cause" includes but is not limited to conflicts with other school-sanctioned events and medical emergencies. "Good cause" does not include failure to plan, a desire to travel with family rather than the team or school organization, inconvenience, dislike or planned travel times, or mode of transportation or similar reasons.
   c. For purposes of this regulation the term "a parent/guardian" means the parent, legal guardian or grandparent of the affected student or the parent of another student whom the student's parent has designated. Permission forms are available in the administration and cottage offices and must be completed and submitted, absent an emergency, at least one-week prior to the commencement of the scheduled event.

3. The above regulations do not prohibit furnishing necessary transportation to students in cases of emergency.

Lodging

Students and staff shall be lodged at safe and suitable hotels or rental properties for all School-approved or sponsored activities, events, and trips. When utilizing a rental property, the premises shall be reviewed by the administration to confirm it is in an appropriate location and that the host/owner does not reside in the property or will otherwise have access to students. Steps shall be taken to ensure students do not engaged in improper conduct including review of the floorplan to ensure separation and placement of supervisors. The rental platform should have terms of service which shall permit the district to cancel or seek redress in the event the property is unsatisfactory or unsafe. Students and staff shall not be lodged in private residences without the authorization of the administration and consent of parents. Any person present in a private residence lodging students and staff shall comply with the provisions of Policy 5430.

Room Assignments

The School shall promptly notify parents if, and provide the opportunity to consent before, the parent's student would share a room or sleeping quarters with an individual of the opposite sex on a school-sponsored trip. A child whose parent does not provide consent must be permitted to attend the trip and must be provided with reasonable accommodations that do not require the child to share a room or sleeping quarters with an individual of the opposite sex.

School Policy

All student and staff policies and procedures will be in effect during School-approved or sponsored activities, events, and trips. Each chaperone present on the activity, trip or event shall comply with Policy 5430 and complete a volunteer agreement form at Policy 5430F. No improper conduct is permitted under any circumstances.

Montana Code Annotated References	**Description**
20-10-129	Transportation for Special Activities
40-6-701	Interference with fundamental parental rights restricted

Policy 8300: Risk Management

Status: DRAFT

Original Adopted Date: Pending

The School must identify and measure risks of loss which may result from damage to or destruction of School property or claims against the School by persons claiming to have been harmed by action or inaction of the School, its officers or staff. The School will implement a risk management program to reduce or eliminate risks where possible. Such program will consider the benefits, if any, of joining with other units of local government for joint purchasing of insurance, joint self-insuring, or joint employment of a risk manager. The School will assign primary responsibility for administration and supervision of the risk management program to a single person and will review the status of the risk management program each year.

Security

Security means not only maintenance of buildings, but also protection from fire hazards and faulty equipment, and safe practices in the use of electrical, plumbing, and heating equipment. The Board requires close cooperation with local police, fire, and sheriff's departments and with insurance company inspectors. Security also means ensuring the protection of student, faculty and staff from the threat of intruders or unauthorized persons in the school buildings or on the campus grounds at any time.

The Superintendent shall develop and implement a procedure for the control of access to school buildings and grounds during all hours of operations. Access to the academic buildings, the Mustang Center and grounds outside of regular school hours shall be limited to staff whose work requires access. Access to the residential buildings during the late evening and nighttime hours shall be limited to staff whose work requires such access. An adequate key control system shall be established, which shall limit access to buildings to authorized staff and shall safeguard against the potential entry of unauthorized persons.

MSDB maintains a locked door policy, as the doors to the school buildings, Mustang Center and cottages will remain locked throughout the day except for single points of entry to each building which are within site of administrative offices. With the exception of activities or events, all visitors must register in the main school or cottage office prior to visiting any building or area of campus.

Locks and other protective devices designed to be used as safeguards against illegal entry and vandalism shall be installed when appropriate to the individual situation. Nightwatch attendants will be employed in each residential building during late evening and nighttime hours whenever students are in residence. Employment of watchmen may be approved in situations where special risks are involved. All incidents of vandalism and burglary shall be reported to the Superintendent immediately and to law enforcement agencies as appropriate.

Records and funds shall be kept in a safe place and under lock and key when required.

Procedure for the Control of Access to School Buildings and Grounds

Procedures for Signing In and Out

Each building will have a designated single point of entry. This entry is to be used by all students, staff and visitors during hours of operation.
There will be a procedure for sign-in of all visitors and all persons doing business with the school. Sign-in will require the name, purpose of the visit, location on campus and estimated length of stay. Each building will have proper signage instructing visitors to report to a central location so that they may sign-in.
Each visitor or person doing business on school grounds or in any building will wear an identification badge.

All visitors will be required to sign-out at the end of the visit or after completing business.

Securing of Door and Issuing Keys

Keys will be issued for buildings to employees for purposes related to their work. All doors with the exception of those specified as single points-of-entry, are to be remained locked at all times. If an employee unlocks a door for any reason, he or she must lock the door immediately behind himself or herself. Doors may never be propped open and security bars must remain in place after regular school hours. Security systems may never be tampered with, left unsecured or disarmed. Doing so may be cause for immediate termination.

Keys will be issued for specific buildings based on the following criteria:

1. The employee has a work assignment in a specific building on a regularly scheduled basis.
2. The employee must have access to a specific building in the event of an emergency.
3. The employee must have access to a specific building to perform required maintenance.
4. The employee must sign for each key issued and is responsible for it's safekeeping. The employee may be responsible for costs associated with the rekeying of building(s) if his or her key is lost.
5. Employees who have work assignments in more than three buildings on campus, may be issued a campus master key, at the discretion of the Superintendent.
6. At the discretion of the Superintendent any program administrator or supervisor may be issued a campus master key.
7. Campus master keys will be maintained in lock boxes in education, cottage and administration offices as well as on the outside of the main entrance to Bitterroot Hall in a location which will be made known to city police and fire services.

Montana Code Annotated References	**Description**
2-9-101, et seq.	Liability Exposure
2-9-211	Political subdivision insurance
2-9-501, et seq	General Provisions Related to Official Bonds
20-3-331	Purchase of insurance – self-insurance plan
20-6-608	Authority and duty of trustees to insure district property

Policy 8301: District Safety **Status:** DRAFT

Original Adopted Date: Pending

Safety Program

For purposes of this policy, *"disaster means the occurrence or imminent threat of damage, injury, or loss of life or property".*

The School acknowledges the importance of safety for students, staff, and others having business with the School. Safety education, accident prevention, and proper supervision are important as protective measures and also OSHA means to promote a culture of safety awareness.

The School has formed of a Safety Committee comprised of employer and employee representatives, as outlined in the Montana Safety Culture Act.

The School has developed an Exposure Control Plan for employees, to eliminate or minimize work-related exposure to bloodborne pathogens, particularly Human Immunodeficiency Virus (HIV) and Hepatitis B Virus (HBV).

The School has identified local hazards which may exist within the community that include but are not limited to fire, natural disasters, intruders, weapons, and man-made disasters. The School shall adopt a school safety plan or emergency operations plan for such hazards relating to school buildings and facilities, communications systems, and school grounds with the input from the local community and that addresses coordination, with the county or regional interdisciplinary child information and school safety team provided for in Policy 4410. The plan shall be reviewed annually.

The School will develop and maintain a comprehensive emergency response plan that addresses all threats to students, staff, visitors and property. The plan will address all threats caused by individuals, nature or weather and will provide guidelines and procedures for an immediate and safe response that protects human welfare as well as property. Students and staff will receive regular training on the implementation of safety procedures outlined in the emergency response plan.

The School will participate in the prosecution of any individual(s) who may disturb any school or school meetings, insult or abuse any school employee or student during the course of the school/work day, or otherwise violate the laws of the State of Montana regarding school disturbance or individual protection for school employees or students.

It shall be the Superintendent's responsibility to execute this program. The Superintendent may delegate this responsibility to other staff members. The Superintendent shall develop safety and health standards which comply with the Montana Safety Culture Act.

Dangerous Person on Campus

The Superintendent shall establish procedures for action in the event that dangerous person(s) are identified on the grounds or in the buildings on campus. Steps outlined in the "Emergency Response Manual" will be taken to address the threat.

1. Staff who have become aware of the danger will immediately move students to the closest, safe area and contact the administration office sending a voice or text message through the safest and most expedient means possible, i.e., in person, via phone/TTY or e-mail.
2. Staff will account for all students keeping them together and follow emergency instructions from the administration.
3. Program administrator/supervisors will send a pre-arranged message via phone/TTY alerting faculty and staff of the danger.
4. Administrators/supervisors will lock all exterior doors and contact law enforcement.
5. Staff will shelter students in place until they are directed by a program administrator or supervisor that the campus is clear.

Safety Regulations

To ensure a safe school setting and to comply with regulations governing schools in Montana, the following safety

measures shall be implemented in the District:

a. Janitorial and other storage areas that contain toxic or hazardous materials must be kept locked between periods of use. Custodial closets, boiler rooms, and other areas where hazardous or poisonous compounds are stored must be inaccessible to students.

b. All cleaning compounds and other toxic chemicals not stored in the product container or package in which it was obtained must be stored in a labeled container that clearly identifies the product by name.

c. Chemicals must be stored as specified by the chemical's Safety Data Sheet.

d. The school and school site must be free of objects or conditions which create unreasonable or unnecessary dangers to health or safety.

e. First aid kits and AEDs must be provided and stored in accessible locations that are easily identifiable to staff and trained personnel.

f. Playground and school yards must be inspected every month by the facility manager or other school personnel and the inspection must be recorded and records kept on the school site. Inspections must be conducted using a playground safety checklist approved by DPHHS.

g. Playground inspection results must be made available for review by the local health authority or DPHHS upon request.

h. Periodic maintenance and repair must be performed on playground equipment according to the manufacturer's specifications. Repairs, not including the leveling of fall protection material, must be documented.

i. Playground equipment must be maintained in a safe condition.

Disaster Drills and Emergency Evacuation

Disaster drills will occur on a regular basis. The principal, Dean of Students and Business Manager shall develop a plan of fire, civil defense, tornado and earthquake warning, protection and evacuation for MSDB and for each building. There shall be at least eight (8) disaster drills a year, four (4) of which shall be fire drills. The drills shall be held at different hours of the day or evening to avoid distinction between drills and actual disasters. A record will be kept of all fire drills.

The principal and/or dean of students shall be responsible for organizing and conducting such emergency evacuation drills as are necessary and shall objectively evaluate the activity following each such drill. The principal and/or dean of student's office shall instruct staff including teachers, assistants, secretaries, cottage life attendants, food services workers and maintenance workers as to their respective responsibilities in an evacuation exercise.

Appropriate procedures for disaster drills will be discussed with students at the beginning of the school year by all teachers and cottage life attendants. Evacuation routes and procedures will be posted in a conspicuous place near the exit door of every classroom, conference room, living area, activity room and gymnasium.
An "Emergency Action Manual' outlining procedures which address general emergencies, natural and human caused disasters or disturbances will be reviewed with all faculty and staff at the beginning of the school year. Copies of the manual will be maintained in each classroom and living area and drills for room clear, shelter in place, lockdown and evacuation procedures will be conducted quarterly.

Emergency Evacuation

The Superintendent shall establish procedures for the emergency closure of a building or a program. The principal and dean of students shall establish emergency evacuation procedures for each of the buildings in their programs.

When an emergency on campus or within a building threatens the safety and well being of students, and/or interferes in the normal operation of the school necessitating total or partial closure of the campus, the following procedure shall be followed:

1. The report of the emergency shall be directed to the Superintendent, principal or dean of students office.

2. If the nature of the emergency calls for immediate action on the part of the principal, dean of students or supervisor, he/she shall take necessary action following procedures outlined in the "Emergency Action Manual' and immediately report such action to the Superintendent.
3. The Superintendent, principal or dean of student's office shall contact those departments and/or schools who must assist in the emergency action.
4. When appropriate, the Superintendent's office shall contact local fire and/or law enforcement agencies.

Montana Code Annotated References	**Description**
20-1-401	School Safety Teams
20-1-401	Disaster drills to be conducted regularly – districts to identify disaster risks and adopt school safety plan
20-1-402	Number of disaster drills required - time of drills to vary
39-71-1501, et seq.	Montana Safety Culture Act

Administrative Rules of Montana References	**Description**
37.111.812	Safety Requirements

Policy 8320: Property Damage

Status: DRAFT

Original Adopted Date: Pending

The School will maintain a comprehensive insurance program which will provide adequate coverage in the event of loss or damage to school buildings and/or equipment, including motor vehicles. The comprehensive insurance program will maximize the School's protection and coverage while minimizing costs for insurance.

Privately Owned Property

The School shall not assume responsibility for the maintenance, repair or replacement of any privately-owned property brought to a school or School function unless the use or presence of such property has been specifically requested in writing by the administration.

Montana Code Annotated References	Description
20-6-608	Authority and duty of trustees to insure district property

Policy 8410: Operation and Maintenance of District Facilities

Status: DRAFT

Original Adopted Date: Pending

Operation and Maintenance of School Facilities

The School seeks to maintain and operate facilities in a safe and healthful condition. The business manager, in cooperation with the principal, dean of students, fire chief and county sanitarian, shall periodically inspect plant and facilities. S/he shall provide for a program to maintain the School physical plant by way of a continuous program of repair, maintenance and reconditioning. Budget recommendations shall be made each year to meet these needs and any such needs arising from an emergency.

The business manager shall formulate and implement energy conservation measures. Program managers and staff are encouraged to exercise other cost-saving procedures in order to conserve the resources of the School within their buildings.

The School recognizes the importance the physical plant plays in enhancing the instructional program. The Superintendent shall develop a program to maintain and/or upgrade the buildings and grounds of the School. Facilities represent a long term investment of the School. The functional utility of such facilities can be increased with a regular maintenance program monitored by staff.

The Board further recognizes the importance of planning in order to provide the anticipated facility needs of the future. When the School considers major remodeling or building of a facility, it shall endeavor to seek facility expertise in all affected program areas, as well as comments from faculty, students, and community.

The operation of the School's facilities shall be the responsibility of the Superintendent through the business manager in cooperation with the principal and dean of students. The business manager shall manage the operation of the facilities through the maintenance supervisor of the School's school facilities. An adequate staff of custodial personnel will be employed by the School to operate the School's facilities. This responsibility shall include, but not necessarily be limited to, the following:

1. Adequate and timely maintenance and operation of each facility's heating and/or cooling system.
2. Proper cleaning and maintenance of the School's physical properties, including walls, floors, roofs, ceilings, and equipment in those facilities.
3. Adequate care of and timely lamp replacement in each facility's lighting system.
4. Proper care of each facility's grounds including shrubs and trees, and playground areas and equipment.
5. Timely removal of snow and ice from sidewalks and parking lots.

Because of the nature of facility operations, this service shall be provided not only during the normal scheduled working day and working year, but shall also occur during those times when the building is occupied outside of regular hours.

Inspections

The School shall permit representatives of DPHHS or local health authority to enter any school at any reasonable time for the purpose of making inspections to determine compliance with applicable regulations. DPHHS or local health authority may determine that special circumstances or local conditions warrant inspections with greater or less frequency. Upon receiving a complaint, the local health authority may determine if more inspections are necessary.

Inspections of school facilities shall be done using forms approved by the DPHHS. Inspection records shall be kept on file at the school for at least three years from the time of inspection. Following each inspection, representatives of the DPHHS or local health authority shall give the school administration a copy of an inspection report which notes any deficiencies and sets a time schedule for compliance. The report shall document deficiencies.

The School shall comply with the Building and Fire Safety Codes administered by the State Building Codes Division and the State Fire Marshal or by local building officials.

Laundry Facilities

Laundries operated in conjunction with or utilized by the School shall be provided with:

a. a mechanical washer and hot air tumble dryer. Manual washing and line drying of towels and other laundry items is prohibited. Dryers shall be properly vented to prevent maintenance problems and buildup of moisture.

b. a hot water supply system capable of supplying water at a temperature of 120°F to the washer during all periods of use.

c. sufficient separation between the area used for sorting and storing soiled laundry and the area used for folding and storing clean laundry to prevent the possibility of cross-contamination.

d. separate carts for transporting soiled and clean laundry.

e. handwashing facilities including sink, soap, and disposable towels. A soak sink may double as a handwashing sink.

Towels and other laundry items shall be machine washed at a minimum temperature of 120°F for a minimum time of ten minutes and dried to greater or equal to 130°F for ten minutes in a hot air tumble dryer.

Solid Waste and Recycling

In order to ensure that solid waste, including recycling material, is safely stored and disposed of, the School shall:

a. store all solid waste between collections in containers which have lids, are corrosion-resistant, and are constructed to minimize pest attraction and harborage;

b. clean all solid waste containers with sufficient frequency to maintain them in a condition which minimizes pest attraction;

c. for exterior containers other than dumpsters or compactors, utilize stands which prevent the containers from being tipped, protect them from deterioration, and allow easy cleaning below and around them. Further, dumpsters or compactors shall be located on or above a smooth surface of non-absorbent material, such as concrete or asphalt, that is maintained in clean and good condition;

d. transport, or utilize a private or municipal hauler to transport, the solid waste at least weekly to a landfill site approved by the DEQ in a covered vehicle or covered containers.

Physical Requirements

The School shall comply with the following physical requirements:

a. Floors, walls, and ceilings in toilet, locker, and shower rooms, laundries, janitorial closets, and similar rooms subject to large amounts of moisture shall be maintained in a smooth and non-absorbent condition. Non-absorbent, non- skid floor matting may be used where appropriate to prevent injury.

b. Adequate coat/jacket and book storage for each student shall be provided;

c. Livestock and poultry shall be located more than 50 feet from food service areas, offices, or classrooms except those offices and classrooms associated with animal husbandry activities or other demonstrations as approved by the school administration. In classrooms, offices, or food service areas where livestock and poultry are approved by the administrator, animals shall not have contact with eating or serving surfaces.

Administrative Rules of Montana References	**Description**
10.55.701	Board of Trustees
10.55.908	School Facilities
37.111.810	Inspections
37.111.811	Physical Requirements

Administrative Rules of Montana References	Description
37.111.834	Solid Waste
37.111.840	Laundry Facilities

Policy 8420: District-Wide Asbestos Program

Status: DRAFT

Original Adopted Date: Pending

It is the intent of the School that the Asbestos Hazard Emergency Response Act (AHERA) and all of its amendments and changes be complied with by all District employees, vendors, and contractors.

United States Code References	Description
15 USC 2641	Congressional findings and purpose

Policy 8430: Records Management

Status: DRAFT

Original Adopted Date: Pending

Records Management

All agency and student special education records generated by the School will be managed according to applicable federal and state statutes. Records may be destroyed as set forth in 34 C.F.R. 300.573 and § 20-1-212, MCA. At the beginning of each fiscal year, an application for destruction of records will be completed and forwarded to the State Records Committee for approval. Upon approval from the committee, the records will be shredded.

For the purpose of this policy, "records" are all documentary materials, regardless of media or characteristics, made or received and maintained by the school unit in transaction of its business. Records include email and other digital communications sent and received.

Records may be created, received, and stored in multiple formats, including but not limited to print, microfiche, audio and videotapes, and various digital forms (on hard drives, computer disks and CDs, servers, flash drives, etc.).

The Superintendent will be responsible for developing and implementing a records management program for the cataloging, maintenance, storage, retrieval, and disposition of school records. The Superintendent will also be responsible for developing guidelines to assist school employees in understanding the kinds of information that must be saved and those which can be disposed of or deleted. The Superintendent may delegate records-management responsibilities to other school personnel at his/her discretion to facilitate implementation of this policy.

All recorded and non-recorded agency records will be retained according to the General Records Retention Schedule. Student special education records will be retained according to the Montana Government Retention and Disposition Schedule; Schedule Title: School Districts, XIII Special Education Records.

Information Security Breach

Information security breaches shall be handled in accordance with 30-14-1704, MCA, Computer Security Breach, including, but not limited to, investigations and notifications.

Montana Code Annotated References	Description
20-1-212	Destruction of Records by school officer
20-9-215	Destruction of certain financial records
30-14-1704	Computer Breach Security

Administrative Rules of Montana References	Description
24.9.805	Employment Records

1st Reading
November 2024

** Policy 5002: Accommodating Individuals with Disabilities
** Form 5012-F(1): Sexual Harassment of Employees - Reporting/Intake Form
** Procedure 5012-P(1): Sexual Harassment of Employees - Sexual Harassment Grievance Procedure Employees
** Policy 5125: Whistle Blowing and Retaliation
** Policy 5210: Assignments, Reassignments, Transfers
** Policy 5220: Prohibition of Aiding Sexual Abuse
** Policy 5224: Political Activity
** Policy 5322: Military Leave
** Policy 5325: Breastfeeding in the School and Workplace
** Policy 5328: Family Medical Leave
** Policy 5330: Maternity and Paternity Leave
Notice Form 5430-NF(1): Volunteers - Volunteer Agreement Form

First Reading November
Final Reading January

** Indicate Required Policy

Policy 5002: Accommodating Individuals With Disabilities

Status: DRAFT

Original Adopted Date: Pending

Accommodating Individuals With Disabilities and Section 504 of the Rehabilitation Act of 1973

It is the intent of the District to ensure that qualified employees with disabilities under Section 504 of the Rehabilitation Act of 1973 are identified, evaluated, and provided with appropriate accommodations or other positive actions in assistance.

The District will not discriminate against a qualified individual on the basis of disability in regard to job application procedures, the hiring, advancement, or discharge of employees, employee compensation, job training, or other terms, conditions, and privileges of employment.

The Superintendent is designated the Section 504 and Americans with Disabilities Act Title II Coordinator and, in that capacity, is directed to:

1. Oversee District compliance efforts, recommend to the Board necessary modifications, and maintain the District's final Title II self-evaluation document and keep it available for public inspection.

2. Make information regarding Title II protection available to any interested party.

3. Coordinating and monitoring the district's compliance with Section 504 and Title II of the ADA, as well as state civil rights requirements regarding discrimination and harassment based on disability.

4. Overseeing prevention efforts to avoid Section 504 and ADA violations by necessary actions, including by not limited to, scheduling Section 504 meetings, implementing and monitoring Section 504 plans of accommodation and providing information to employees and supervisors.

5. Implementing the district's discrimination complaint procedures with respect to allegations of Section 504/ADA violations, discrimination based on disability, and disability harassment; and

6. Investigating complaints alleging violations of Section 504/ADA, discrimination based on disability, and disability harassment.

The District's procedure for resolution of complaints alleging violation of this policy is set forth in Policy 1700.

United States Code References	**Description**
29 USC 701, et seq	Section 504 of the Rehabilitation Act
42 USC 12101, et seq.	Title II of the Americans with Disabilities Act of 1990

Form 5012-F(1): Sexual Harassment of Employees - Reporting/Intake Form

Status: DRAFT

Original Adopted Date: Pending

See PDF on the next page.

Sexual Harassment Reporting/Intake Form for Employees

This form is not required. Complaints may be submitted in any manner noted in Policy 5012. The form may be used by the Title IX Coordinator to document allegations.

School _____ Date _____

Employee's name _____

- Who was responsible for the harassment or incident(s)? _____

_____

- Describe the incident(s). _____

_____

_____

- Date(s), time(s), and place(s) the incident(s) occurred. _____

_____

_____

- Were other individuals involved in the incident(s)? ☐ yes ☐ no

If so, name the individual(s) and explain their roles. _____

_____

_____

_____

- Did anyone witness the incident(s)? ☐ yes ☐ no

If so, name the witnesses. _____

_____

_____

_____

- Did you take any action in response to the incident? ☐ yes ☐ no

If yes, what action did you take? _____

_____

_____

_____

- Were there any prior incidents? ☐ yes ☐ no

If so, describe any prior incidents. _____

_____

_____

Signature of complainant _____

Retaliation is prohibited by federal law and district policy. The identity of the individual signing this form will remain confidential in accordance with law and policy.

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Administrative Rules of Montana References	Description
10.55.701	Board of Trustees
10.55.801	School Climate

United States Code References	Description
20 U.S.C. 1681, et seq.	Title IX of the Education Amendments of 1972
42 USC 2000d et seq.	Civil Rights Act, Title VI
42 USC 2000e et seq.	Civil Rights Act, Title VII

Code of Federal Regulations References	Description
34 CFR Part 106	Nondiscrimination on the basis of sex in education programs or activities receiving Federal financial assistance

Procedure 5012-P(1): Sexual Harassment of Employees - Sexual Harassment Grievance Procedure-Employees

Status: DRAFT

Original Adopted Date: Pending

Sexual Harassment Grievance Procedure - Employees

The School requires the following grievance process to be followed for the prompt and equitable resolution of employee complaints alleging any action that would be prohibited as sexual harassment by Title IX. The School directs the process to be published in accordance with all statutory and regulatory requirements.

Definitions

The following definitions apply for Title IX policies and procedures:

"Actual knowledge:" notice of sexual harassment or allegations of sexual harassment to the School's Title IX Coordinator or any official of the School who has authority to institute corrective measures on behalf of the School, or to any employee of an elementary or secondary school.

"Education program or activity:" includes locations, events or circumstances over which the School exercised substantial control over both the individual who has been reported to be the perpetrator of conduct that could constitute sexual harassment, and the context in which the sexual harassment occurs.

"Complainant:" an individual who is alleged to be the victim of conduct that could constitute sexual harassment.

"Respondent:" an individual who has been reported to be the perpetrator of conduct that could constitute sexual harassment.

"Formal complaint:" a document filed by a Complainant or signed by the Title IX Coordinator alleging sexual harassment against a Respondent and requesting that the School investigate the allegation of sexual harassment.

"Supportive measures:" non-disciplinary, non-punitive individualized services offered as appropriate, as reasonably available and without fee or charge to the Complainant or Respondent before or after the filing of a formal complaint or where no formal complaint has been filed.

School Requirements

When the School has actual knowledge of sexual harassment in an education program or activity of the School, the School will respond promptly in a manner that is not deliberately indifferent. When the harassment or discrimination on the basis of sex does not meet the definition of sexual harassment, the Title IX Coordinator will direct the individual to the applicable sex discrimination process bullying and harassment policy, or public complaint procedure for investigation.

The School treats individuals who are alleged to be the victim (Complainant) and perpetrator (Respondent) of conduct that could constitute sexual harassment equitably by offering supportive measures. Supportive measures are designed to restore or preserve equal access to the School's education program or activity without unreasonably burdening the other party, including measures designed to protect the safety of all parties or the School's educational environment, or deter sexual harassment. Supportive measures may include counseling, extensions of deadlines or other course-related adjustments, modifications of work or class schedules, mutual restrictions on contact between the parties, leaves of absence, increased security and monitoring of certain areas of the School's property, campus escort services, changes in work locations and other similar measures.

The Title IX Coordinator is responsible for coordinating the effective implementation of supportive measures. Upon the receipt of a complaint, the Title IX Coordinator must promptly contact the Complainant to discuss the availability of supportive measures, consider the Complainant's wishes with respect to supportive measures, inform the Complainant of the availability of supportive measures with or without the filing of a formal complaint, and explain to the Complainant the process for filing a formal complaint. If the School does not provide the Complainant with supportive measures, then the School must document the reasons why such a response was not clearly unreasonable in light of the known circumstances.

Timelines

The School has established reasonably prompt time frames for the conclusion of the grievance process, including time frames for filing and resolving appeals and informal resolution processes. The grievance process may be temporarily delayed or extended for good cause. Good cause may include considerations such as the absence of a party, a party's advisor, or a witness; concurrent law enforcement activity; or the need for language assistance or accommodation of disabilities. In the event the grievance process is temporarily delayed for good cause, the School will provide written notice to the Complainant and the Respondent of the delay or extension and the reasons for the action.

Response to a Formal Complaint

At the time of filing a formal complaint, a Complainant must be participating in or attempting to participate in the education program or activity of the School with which the formal complaint is filed. A formal complaint may be filed with the Title IX Coordinator in person, by mail, by electronic mail, or other means designated by the School.

The School must follow the formal complaint process before the imposition of any disciplinary sanctions or other actions that are not supportive measures. However, nothing in this policy precludes the School from placing a non-student employee Respondent on administrative leave during the pendency of the grievance process. The School may also remove a student Respondent alleged to have harassed an employee Complainant from the education setting. The student may receive instruction in an offsite capacity during the period of removal. This provision may not be construed to modify any rights under the Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act of 1973, or the Americans with Disabilities Act.

Upon receipt of a formal complaint, the School must provide written notice to the known parties including:

1. Notice of the allegations of sexual harassment, including information about the identities of the parties involved in the incident, the conduct allegedly constituting sexual harassment, the date and location of the alleged incident, and any sufficient details known at the time. Such notice must be provided with sufficient time to prepare a response before any initial interview;

2. An explanation of the School's investigation procedures, including any informal resolution process;

3. A statement that the Respondent is presumed not responsible for the alleged conduct and that a determination regarding responsibility will be made by the decision-maker at the conclusion of the investigation;

4. Notice to the parties that they may have an advisor of their choice who may be, but is not required to be, an attorney, and may inspect and review any evidence; and

5. Notice to the parties of any provision in the School's code of conduct or policy that prohibits knowingly making false statements or knowingly submitting false information.

If, in the course of an investigation, the School decides to investigate allegations about the Complainant or Respondent that are not included in the notice initially provided, notice of the additional allegations must be provided to known parties.

The School may consolidate formal complaints as to allegations of sexual harassment against more than one Respondent, or by more than one Complainant against one or more Respondents, or by one party against the other party, where the allegations of sexual harassment arise out of the same facts or circumstances.

Investigation of a Formal Complaint

When investigating a formal complaint and throughout the grievance process, the School must:

1. Ensure that the burden of proof and the burden of gathering evidence sufficient to reach a determination regarding responsibility rests on the School and not the parties';

2. Provide an equal opportunity for the parties to present witnesses and evidence;

3. Not restrict either party's ability to discuss the allegations under investigation or to gather and present relevant evidence;

4. Allow the parties to be accompanied with an advisor of the party's choice who may be, but is not required to

be, an attorney. The School may establish restrictions regarding the extent to which the advisor may participate in the proceedings, as long as the restrictions apply equally to both parties;

5. Provide written notice of the date, time, location, participants, and purpose of any interview or meeting at which a party is expected to participate, with sufficient time for the party to prepare to participate;

6. Provide the parties equal access to review all the evidence collected which is directly related to the allegations raised in a formal complaint and comply with the review periods outlined in this process;

7. Objectively evaluate all relevant evidence without relying on sex stereotypes;

8. Ensure that Title IX Coordinators, investigators, decision-makers and individuals who facilitate an informal resolution process, do not have a conflict of interest or bias for or against Complainants or Respondents generally or an individual Complainant or Respondent;

9. Not make creditability determinations based on the individual's status as Complainant, Respondent or witness;

10. Not use questions or evidence that constitute or seek disclosure of privileged information unless waived.

Dismissal of Formal Complaints

If the conduct alleged in the formal complaint would not constitute sexual harassment even if proved, did not occur in the School's education program or activity, or did not occur against a person in the United States, then the School must dismiss the formal complaint with regard to that conduct for purposes of sexual harassment under this policy.

The Title IX Coordinator also may dismiss the formal complaint or any allegations therein at any time during the investigation or hearing, if applicable, when any of the following apply:

1. a Complainant provides written notification to the Title IX Coordinator that the Complainant would like to withdraw the formal complaint or any allegations therein;

2. the Respondent is no longer enrolled or employed by the School; or

3. specific circumstances prevent the School from gathering evidence sufficient to reach a determination as to the formal complaint or allegations therein.

Upon dismissal, the Title IX Coordinator promptly sends written notice of the dismissal and the reasons for dismissal simultaneously to both parties. The grievance process will close in the event a notice of dismissal is provided to the parties. Support measures may continue following dismissal.

Evidence Review

The School provides both parties an equal opportunity to inspect and review any evidence obtained as part of the investigation so that each party can meaningfully respond to the evidence prior to the conclusion of the investigation. The evidence provided by the School must include evidence that is directly related to the allegations in the formal complaint, evidence upon which the School does not intend to rely in reaching a determination regarding responsibility, and any inculpatory or exculpatory evidence whether obtained from a party or other source. Prior to completion of the investigative report, the Title IX Coordinator must send to each party and the party's advisor, if any, the evidence subject to inspection and review in an electronic format or a hard copy. The parties have 10 calendar days to submit a written response to the Title IX Coordinator, which the investigator will consider prior to completion of the investigative report.

Investigative Report

The investigator must prepare an investigative report that fairly summarizes relevant evidence and send the report to the Title IX Coordinator. The Title IX Coordinator must send to each party and the party's advisor, if any, the investigative report in an electronic format or a hard copy, for their review and written response. The parties have 10 calendar days to submit a written response to the Title IX Coordinator.

Decision-Maker's Determination

The investigative report is submitted to the decision-maker. The decision-maker cannot be the same person(s) as the

Title IX Coordinator or the investigator. The decision-maker cannot hold a hearing or make a determination regarding responsibility until 10 calendar days from the date the Complainant and Respondent receive the investigator's report.

Prior to reaching a determination regarding responsibility, the decision-maker must afford each party the opportunity to submit written, relevant questions that a party wants asked of any party or witness, provide each party with the answers, and allow for additional, limited follow-up questions from each party. Questions and evidence about the Complainant's sexual predisposition or prior sexual behavior are not relevant, unless such questions and evidence about the Complainant's prior sexual behavior are offered to prove that someone other than the Respondent committed the conduct alleged by the Complainant, or if the questions and evidence concern specific incidents of the Complainant's prior sexual behavior with respect to the Respondent and are offered to prove consent. Questions must be submitted to the Title IX Coordinator within three calendar days from the date the Complainant and Respondent receive the investigator's report.

The decision-maker must issue a written determination regarding responsibility based on a preponderance of the evidence standard. The decision-maker's written determination must:

1. Identify the allegations potentially constituting sexual harassment;

2. Describe the procedural steps taken, including any notifications to the parties, interviews with parties and witnesses, site visits, methods used to gather evidence, and hearings held;

3. Include the findings of fact supporting the determination;

4. Draw conclusions regarding the application of any School policies and/or code of conduct rules to the facts;

5. Address each allegation and a resolution of the complaint including a determination regarding responsibility, the rationale therefor, any recommended disciplinary sanction(s) imposed on the Respondent, and whether remedies designed to restore or preserve access to the educational program or activity will be provided by the School to the Complainant; and

6. The procedures and permissible bases for the Complainant and/or Respondent to appeal the determination.

A copy of the written determination must be provided to both parties simultaneously, and generally will be provided within 60 calendar days from the School's receipt of a formal complaint.

The determination regarding responsibility becomes final either on the date that the School provides the parties with the written determination of the result of the appeal, if an appeal is filed, or if an appeal is not filed, the date on which an appeal would no longer be considered timely. Where a determination of responsibility for sexual harassment has been made against the Respondent, the School will provide remedies to the Complainant that are designed to restore or preserve equal access to the School's education program or activity. Such remedies may include supportive measures; however, remedies need not be non-disciplinary or non-punitive and need not avoid burdening the Respondent. The Title IX Coordinator is responsible for effective implementation of any remedies. Following any determination of responsibility, the School may implement disciplinary sanctions in accordance with State or Federal law and or/the negotiated agreement. For employees, the sanctions may include any form of responsive discipline, up to and including termination.

Appeals

Either the Complainant or Respondent may appeal the decision-maker's determination regarding responsibility or a dismissal of a formal complaint, on the following bases:

1. Procedural irregularity that affected the outcome of the matter;

2. New evidence that was not reasonably available at the time that could affect the outcome and

3. The Title IX Coordinator, investigator, or decision-maker had a conflict of interest or bias for or against Complainants or Respondents generally or an individual Complainant or Respondent that affected the outcome.

The School also may offer an appeal equally to both parties on additional bases.

The request to appeal must be made in writing to the Title IX Coordinator within seven calendar days after the date of the written determination. The appeal decision-maker must not have a conflict of interest or bias for or against Complainants or Respondents generally or an individual Complainant or Respondent and cannot be the Title IX Coordinator, the investigator, or the decision-maker from the original determination.

The appeal decision-maker must notify the other party in writing when an appeal is filed and give both parties a reasonable equal opportunity to submit a written statement in support of, or challenging, the outcome. After reviewing the evidence, the appeal decision-maker must issue a written decision describing the result of the appeal and the rationale for the result. The decision must be provided to both parties simultaneously, and generally will be provided within 10 calendar days from the date the appeal is filed.

Informal Resolution Process

Except when concerning allegations that an employee sexually harassed a student, at any time during the formal complaint process and prior to reaching a determination regarding responsibility, the School may facilitate an informal resolution process, such as mediation, that does not involve a full investigation and determination of responsibility, provided that the School:

1. Provides to the parties a written notice disclosing:

    A. The allegations;

    B. The requirements of the informal resolution process including the circumstances under which it precludes the parties from resuming a formal complaint arising from the same allegations, provided, however, that at any time prior to agreeing to a resolution, any party has the right to withdraw from the informal resolution process and resume the Title IX formal complaint process with respect to the formal complaint; and

    C. Any consequences resulting from participating in the informal resolution process, including the records that will be maintained or could be shared.

2. Obtains the parties' voluntary, written consent to the informal resolution process.

The informal resolution process generally will be completed within 30 calendar days, unless the parties and the Title IX Coordinator mutually agree to temporarily delay or extend the process. The formal grievance process timelines are stayed during the parties' participation in the informal resolution process. If the parties do not reach resolution through the informal resolution process, the parties will resume the formal complaint grievance process, including timelines for resolution, at the point they left off.

Recordkeeping

The School must maintain for a period of seven years records of:

1. Each sexual harassment investigation, including any determination regarding responsibility, any disciplinary sanctions imposed on the Respondent, and any remedies provided to the Complainant designed to restore or preserve equal access to the School's education program or activity;

2. Any appeal and the result therefrom;

3. Any informal resolution and the result therefrom; and

4. All materials used to train Title IX Coordinators, investigators, decision-makers, and any person who facilitates an informal resolution process. The School must make these training materials publicly available on its website.

The School must create, and maintain for a period of seven years, records of any actions, including any supportive measures, taken in response to a report or formal complaint of sexual harassment. In each instance, the School must document the basis for its conclusion that its response was not deliberately indifferent, and document that it has taken measures designed to restore or preserve equal access to the School's education program or activity.

Administrative Rules of Montana References	Description
10.55.701	Board of Trustees
10.55.801	School Climate

United States Code References	Description
20 U.S.C. 1681, et seq.	Title IX of the Education Amendments of 1972
42 USC 2000d et seq.	Civil Rights Act, Title VI
42 USC 2000e et seq.	Civil Rights Act, Title VII

Code of Federal Regulations References	Description
34 CFR Part 106	Nondiscrimination on the basis of sex in education programs or activities receiving Federal financial assistance

Policy 5125: Whistle Blowing and Retaliation

Status: DRAFT

Original Adopted Date: Pending

When School employees know or have reasonable cause to believe that serious instances of wrongful conduct (e.g., mismanagement of district resources, violations of law and/or abuse of authority) have occurred, they should report such wrongful conduct to the Superintendent.

For purposes of this policy, the term "wrongful conduct" shall be defined to include:

- theft of district money, property, or resources;
- misuse of authority for personal gain or other non-district purpose;
- fraud;
- violations of applicable federal and state laws and regulations; and/or
- serious violations of district policy, regulation, and/or procedure.

The School will not tolerate any form of reprisal, retaliation or discrimination against:

- Any employee, or applicant for employment, because he/she opposed any practice that he/she reasonably believed to be made unlawful by federal or state laws prohibiting employment discrimination on the basis of sex, sexual orientation, race, color, national origin, age, religion, height, weight, marital status, handicap or disability.
- Any employee, or applicant for employment, because he/she filed a charge, testified, assisted or participated, in any manner, in an investigation, proceeding or hearing under federal or state laws prohibiting employment discrimination on the basis of sex, sexual orientation, race, color, national origin, age, religion, height, weight, marital status, handicap or disability or because he/she reported a suspected violation of such laws according to this policy; or,
- Any employee or applicant because he/she reported, or was about to report, a suspected violation of any federal, state or local law or regulation to a public body (unless the employee knew that the report was false) or because he/she was requested by a public body to participate in an investigation, hearing or inquiry held by that public body or a court.

An employee or applicant for employment who believes that he/she has suffered reprisal, retaliation or discrimination in violation of this policy shall report the incident(s) to the Superintendent or his/her designee. The Board of Trustees guarantees that no employee or applicant for employment who makes such a report will suffer any form of reprisal, retaliation or discrimination for making the report. Individuals are forbidden from preventing or interfering with whistle blowers who make good faith disclosures of misconduct.

The School or its agents will not discharge, discipline or otherwise penalize any employee because the employee or someone acting on the employee's behalf, reports, verbally or in writing, a violation or suspected violation of any state or federal law or regulation or any town/city ordinance or regulation to a public body, or because an employee is requested by a public body to participate in an investigation, hearing or inquiry held by that public body, or a court action. Further, the School or its agents will not discharge, discipline or otherwise penalize any employee because the employee, or a person acting on his/her behalf, reports, verbally or in writing, to a public body, as defined in the statutes, concerning unethical practices, mismanagement or abuse of authority by the employer. This section does not apply when an employee knowingly makes a false report.

The School will exercise reasonable efforts to:

- investigate any complaints of retaliation or interference made by whistle blowers;
- take immediate steps to stop any alleged retaliation; and
- discipline any person associated with the District found to have retaliated against or interfered with a whistle blower.

The School considers violations of this policy to be a major offense that will result in disciplinary action, up to and including termination, against the offender, regardless of the offender's position.

This policy shall be available all employees.

United States Code References	Description
20 U.S.C. 1681, et seq.	Title IX of the Education Amendments of 1972
29 U.S.C. §158(a)	National Labor Relations Act
29 U.S.C. §201 et seq	Fair Labor Standards Act
29 U.S.C. §2601, et seq	Family and Medical Leave Act
29 U.S.C. §6660(c)	Occupational Safety and Health Act
29 USC 701, et seq	Section 504 of the Rehabilitation Act
42 USC 12101, et seq.	Title II of the Americans with Disabilities Act of 1990
42 USC 2000d et seq.	Civil Rights Act, Title VI
42 USC 2000e et seq.	Civil Rights Act, Title VII

Policy 5210: Assignments, Reassignments, Transfers

Status: DRAFT

Original Adopted Date: Pending

Teachers will be assigned at the levels and in the subjects for which they are licensed and endorsed, or for which they are enrolled in an internship as defined in ARM 10.55.602 and meet the requirements of ARM 10.55.607. The Superintendent will provide for a system of assignment, reassignment, and transfer of classified staff, including voluntary transfers and promotions. Nothing in this policy prevents reassignment of a staff member during a school year.

Montana Code Annotated References	Description
20-4-402	Duties of district superintendent or county high school principal
39-31-303	Management rights of public employers
Title 39, Chapter 31	Collective bargaining for public employees

Montana Supreme Court References	Description
2008 MT 9	Bonner School District No. 14 v. Bonner Education Association, MEA- MFT, NEA, AFT, AFL-CIO

Policy 5220: Prohibition on Aiding Sexual Abuse

Status: DRAFT

Original Adopted Date: Pending

The School prohibits any employee, contractor or agent from assisting a school employee, contractor or agent in obtaining a new job if the individual or district knows or has probable cause to believe that such school employee, contractor or agent engaged in sexual misconduct regarding a minor or a student in violation of the law. This prohibition does not include the routine transmission of administrative and personnel files.

This prohibition does not apply under certain conditions specified by Every Student Succeeds Act (ESSA) such as:

1. The matter has been reported to law enforcement authorities and it has been officially closed or the school officials have been notified by the prosecutor or police after an investigation that there is insufficient information to establish probable cause, or;

2. The individual has been acquitted or otherwise cleared of the alleged misconduct, or;

3. The case remains open without charges for more than 4 years after the information was reported to a law enforcement agency.

Montana Code Annotated References	Description
45-2-302, MCA	When accountability exists.

United States Code References	Description
20 USC 8546	Prohibition on aiding and abetting sexual abuse

Policy 5224: Political Activity

Status: DRAFT

Original Adopted Date: Pending

The School recognizes its employees' rights of citizenship, including but not limited to engaging in political activities. A School employee may seek an elective office, provided the employee does not campaign on school property during working hours, and provided all other legal requirements are met. The School t assumes no obligation beyond making such opportunities available. An employee elected to office is entitled to take a leave of absence without pay, in accordance with the provisions of § 39-2-104, MCA.

No person, in or on School property, may attempt to coerce, command, or require a public employee to support or oppose any political committee, the nomination or election of any person to public office, or the passage of a ballot issue.

No School employee may solicit support for or in opposition to any political committee, the nomination or election of any person to public office, or the passage of a ballot issue, while on the job or in or on School property.

Nothing in this policy is intended to restrict the right of District employees to express their personal political views.

Montana Code Annotated References	Description
13-35-226	Unlawful acts of employers and employees
2-2-102	Definitions
2-2-103	Public Trust
2-2-104	Rules of Conduct
2-2-105	Ethical Requirements
2-2-121	Rules of Conduct
39-2-104	Mandatory leave of absence for employees holding public office

United States Code References	Description
5 U.S.C. 7321	Hatch Act

Policy 5322: Military Leave

Status: DRAFT

Original Adopted Date: Pending

Pursuant to the Uniformed Services Employment and Reemployment Rights Act (USERRA) and the Montana Military Service Employment Rights, the Superintendent shall grant military leave to employees for voluntary or involuntary service in the uniformed services of the United States, upon receipt of the required notice. Benefits shall be maintained for these employees as required by law and/or collective bargaining agreements. A service member who returns to the School for work following a period of active duty must be reinstated to the same or similar position and at the same rate of pay unless otherwise provided by law.

Time spent in active military service shall be counted in the same manner as regular employment for purposes of seniority or School service unless otherwise provided in a collective bargaining agreement.

The School will not discriminate in hiring, reemployment, promotion, or benefits based upon membership or service in the uniformed services.

All requests for military leave will be submitted to the Superintendent, in writing, accompanied by copies of the proper documentation showing the necessity for the military leave request.

When possible, all requests for military leave will be submitted at least one (1) full month in advance of the date military service is to begin.

Persons returning from military leave are asked to give the Superintendent notice of intent to return, in writing, as least one (1) full month in advance of the return date.

The School shall post notice of the rights, benefits, and obligations of the School and employees in the customary place for notices.

Montana Code Annotated References	Description
10-1-1001, et seq	Montana Military Service Employment Rights

Policy 5325: Breastfeeding in the School and Workplace

Status: DRAFT

Original Adopted Date: Pending

Breastfeeding in the School and Workplace

Recognizing that breastfeeding is a normal part of daily life for mothers and infants and that Montana law authorizes mothers to breastfeed their infants where mothers and children are authorized to be, the School shall support women who want to continue breastfeeding after returning from maternity leave.

The School shall provide reasonable unpaid break time each day to an employee who needs to express milk for a child. The School is not required to provide break time if to do so would unduly disrupt the School's operations. Supervisors are encouraged to consider flexible schedules when accommodating employees' needs. Building administrators are authorized to work with teachers to provide students necessary time to express milk for a child.

The School shall make reasonable efforts to provide a room or other location, other than a toilet stall, where an employee or student can express breast milk and access to a place to store expressed breast milk safely in accordance with generally accepted safety standards. The available space shall include the provision for lighting and electricity for the pump apparatus. If possible, supervisors and building administrators shall ensure that those employees or students in need of such accommodations shall be aware of them prior to maternity leave.

Montana Code Annotated References	Description
39-2-215	Public employer policy on support of women and
39-2-216	Private Place for nursing mothers
39-2-217	Break time for nursing mothers

Administrative Rules of Montana References	Description
37.111.811	Physical Requirements

Policy 5328: Family Medical Leave

Status: DRAFT

Original Adopted Date: Pending

Family Medical Leave

In accordance with provisions of the Family Medical Leave Act of 1993 (FMLA), a leave of absence of up to twelve (12) weeks during a twelve-(12)-month period may be granted to an eligible employee for the following reasons: 1) birth of a child; 2) placement of a child for adoption or foster care; 3) a serious health condition which makes the employee unable to perform functions of the job; 4) to care for the employee's spouse, child, or parent with a serious health condition; 5) because of a qualifying exigency (as the Secretary shall, by regulation, determine) arising out of the fact that the spouse or a son, daughter, or parent of the employee is on active duty (or has been notified of an impending call or order to active duty) in the Armed Forces in support of a contingency operation.

Servicemember Family Leave

Subject to Section 103 of the FMLA of 1993, as amended, an eligible employee who is the spouse, son, daughter, parent, or next of kin of a covered servicemember shall be entitled to a total of twenty-six (26) workweeks of leave during a twelve-(12)-month period to care for the servicemember. The leave described in this paragraph shall only be available during a single twelve-(12)-month period.

Eligibility

An employee is eligible to take FMLA leave, if the employee has been employed for at least twelve (12) months and has worked at least one thousand two hundred fifty (1,250) hours during the twelve (12) months immediately prior to the date leave is requested, and there have been at least fifty (50) District employees within seventy-five (75) miles for each working day during twenty (20) or more workweeks in the current or preceding calendar year.

The Board has determined that the twelve-(12)-month period during which an employee may take FMLA leave is July 1 to June 30 or other specific dates.

Coordination of Paid Leave

Employees will be required to use appropriate paid leave while on FMLA leave. Workers' compensation absences will be designated FMLA leave.

Medical Certification

The Superintendent has discretion to require medical certification to determine initial or continued eligibility under FMLA as well as fitness for duty.

Who Is Eligible

Employees are eligible if they have worked for the School for at least one (1) year, and for one thousand two hundred fifty (1,250) hours over the previous twelve (12) months, and if there have been at least fifty (50) School employees within seventy-five (75) miles for each working day during twenty (20) or more workweeks in the current or preceding calendar year.

Benefit

Under certain conditions, eligible employees, if qualified, may be entitled to up to twelve (12) weeks or twenty-six (26) weeks leave with continuing participation in the School's group insurance plan.

Reasons for Taking Leave

Unpaid leave will be granted to eligible employees for any of the following reasons:

a. To care for the employee's child after birth, or placement for adoption or foster care;
b. To care for the employee's spouse, child, or parent (does not include parents-in-law) who has a serious health condition;
c. For a serious health condition that makes the employee unable to perform the employee's job;

Military Family Leave

a. Military Caregiver Leave

   An eligible employee who is a relative of a servicemember can take up to 26 weeks in a 12 month period in order to care for a covered servicemember who is seriously ill or injured in the line of duty.

b. Qualified Exigency Leave

   An eligible employee can take up to the normal 12 weeks of leave if a family member is on covered active duty. Covered active duty includes duty of a member of a regular component of the Armed Forces during deployment to a foreign country, and duty of a member of a reserve component of the Armed Forces during deployment to a foreign country under a call or order to active duty in support of specified contingency operations.

Qualifying Exigencies include:

- Short-notice deployment
- Military events and related activities
- Childcare and school activities
- Financial and legal arrangements
- Counseling

- Rest and recuperation
- Post-deployment activities; and
- Additional activities agreed to by the employer and the employee.

Substitution of Paid Leave

Paid leave will be substituted for unpaid leave under the following circumstances:

a. Accumulated sick/personal leave will be utilized concurrently with any FMLA leave that is taken for a serious health reason as described in (b) or (c) above.
b. Accumulated vacation/personal leave will be utilized concurrently with any FMLA leave that is taken for a family reason as described in (a) above.
c. Accumulated sick leave will be utilized concurrently with FMLA leave, whenever the FMLA leave is taken for reasons which qualify for sick leave benefits pursuant to School policy or an applicable collective bargaining agreement.
d. Whenever appropriate workers' compensation absences shall be designated FMLA leave.
e. Servicemember FMLA runs concurrent with other leave entitlements provided under federal, state, and local law.

When Both Spouses Are School Employees

When spouses work for the same employer and each spouse is eligible to take FMLA leave, the FMLA limits the combined amount of leave they may take for some, but not all, FMLA-qualifying leave reasons.

For purposes of FMLA leave, spouse means a husband or wife as defined or recognized in the state where the individual was married and includes individuals in a common law or same-sex marriage. Spouse also includes a husband or wife in a marriage that was validly entered into outside of the United States, if the marriage could have been entered into in at least one state.

Eligible spouses who work for the same employer are limited to a combined total of 12 workweeks of leave in a 12-month period for the following FMLA-qualifying reasons:

- the birth of a son or daughter and bonding with the newborn child,
- the placement of a son or daughter with the employee for adoption or foster care and bonding with the newly-placed child, and
- the care of a parent with a serious health condition.

Eligible spouses who work for the same employer are also limited to a combined total of 26 workweeks of leave in a single 12-month period to care for a covered servicemember with a serious injury or illness (commonly referred to as "military caregiver leave") if each spouse is a parent, spouse, son or daughter, or next of kin of the servicemember. When spouses take military caregiver leave as well as other FMLA leave in the same leave year, each spouse is

subject to the combined limitations for the reasons for leave listed above.

The limitation on the amount of leave for spouses working for the same employer does not apply to FMLA leave taken for some qualifying reasons. Eligible spouses who work for the same employer are each entitled to up to 12 workweeks of FMLA leave in a 12-month period, without regard to the amount of leave their spouses use, for the following FMLA-qualifying leave reasons:

- the care of a spouse or son or daughter with a serious health condition;
- a serious health condition that makes the employee unable to perform the essential functions of his or her job; and
- any qualifying exigency arising out of the fact that the employee's spouse, son, daughter, or parent is a military member on "covered active duty."

Employee Notice Requirement

The employee must follow the employer's standard notice and procedural policies for taking FMLA.

Employer Notice Requirement (29 C.F.R. §825.300)

Employers are required to provide employees with notice explaining the FMLA through a poster and either a handbook or information upon hire. If an employee requests FMLA leave, an employer must provide notice to the employee within five (5) business days of whether the employee meets the FMLA eligibility requirements. If an employee is not eligible to take FMLA, the employer must provide a reason. The employer must also provide a rights and responsibilities notice outlining expectations and obligations relating to FMLA leave. If FMLA leave is approved by the employer, it must provide th employee with a designation notice stating the amount of leave that will be counted against an employee's FMLA entitlement.

Notice for Leave Due to Active Duty of Family Member

In any case in which the necessity for leave is foreseeable, whether because the spouse or a son, daughter, or parent of the employee is on active duty or because of notification of an impending call or order to active duty in support of a contingency operation, the employee shall provide such notice to the employer as soon as is reasonable and practicable.

Requests

A sick leave request form is to be completed whenever an employee is absent from work for more than three (3) days or when an employee has need to be absent from work for continuing treatment by (or under the supervision of) a health care provider.

An employer may require that a request for leave be supported by a certification issued at such time and in such manner as the Secretary may by regulation prescribe. If the Secretary issues a regulation requiring such certification, the employee shall provide, in a timely manner, a copy of such certification to the employer.

Medical Certification

The School will require medical certification to support a request for leave or any other absence because of a serious health condition (at employee expense) and may require second (2nd) or third (3rd) opinions (at the employer's expense) and a fitness-for-duty report or return-to-work statement.

Intermittent/Reduced Leave

FMLA leave may be taken "intermittently or on a reduced leave schedule" under certain circumstances. Where leave is taken because of birth or placement of a child for adoption or foster care, an employee may take leave intermittently or on a reduced leave schedule only with School approval. Where FMLA leave is taken to care for a sick family member or for an employee's own serious health condition, leave may be taken intermittently or on a reduced leave schedule when medically necessary. An employee may be reassigned to accommodate intermittent or reduced leave. When an employee takes intermittent leave or leave on a reduced

leave schedule, increments will be limited to the shortest period of time that the School's payroll system uses to account for absences or use of leave.

Insurance

An employee out on FMLA leave is entitled to continued participation in the appropriate group health plan, but it is incumbent upon the employee to continue paying the usual premiums throughout the leave period. An employee's eligibility to maintain health insurance coverage will lapse if the premium payment is more than thirty (30) days late. The School will mail notice of delinquency at least fifteen (15) days before coverage will cease.

Return

Upon return from FMLA leave, reasonable effort shall be made to place the employee in the original or equivalent position with equivalent pay, benefits, and other employment terms.

Recordkeeping

Employees, supervisors, and building administrators will forward requests, forms, and other material to payroll to facilitate proper recordkeeping.

Summer Vacation

The period during the summer vacation or other scheduled breaks (i.e., Christmas) an employee would not have been required to work will not count against that employee's FMLA leave entitlement.

SPECIAL RULES FOR INSTRUCTIONAL EMPLOYEES

Leave More Than Five (5) Weeks Before End of Term

If an instructional employee begins FMLA leave more than five (5) weeks before the end of term, the School may require the employee to continue taking leave until the end of a semester term, if:

a. The leave is at least three (3) weeks; and
b. The employee's return would take place during the last three-(3)-week period of the semester term.

Leave Less Than Five (5) Weeks Before End of Term

If an instructional employee begins FMLA leave for a purpose other than that employee's own serious health condition less than five (5) weeks before the end of term, the School may require the employee to continue taking leave until the end of a semester term, if:

a. The leave is longer than two (2) weeks; and
b. The employee's return would take place during the last two-(2)-week period of the semester term.

Leave Less Than Three (3) Weeks Before End of Term

If an instructional employee begins FMLA leave for a purpose other than that employee's own serious health condition less than three (3) weeks before the end of term, the School may require the employee to continue taking leave until the end of the academic term if the leave is longer than five (5) days.

Intermittent or Reduced Leave

Under certain conditions, an instructional employee needing intermittent or reduced leave for more than twenty percent (20%) of the total working days over the leave period may be required by the School to:

a. Take leave for a period(s) of particular duration not to exceed the duration of treatment; or
b. Transfer to an alternate but equivalent position.

Montana Code Annotated References	**Description**
49-2-303	Discrimination in Employment

United States Code References	Description
29 U.S.C. §2601, et seq	Family and Medical Leave Act
Public Law 110-181	National Defense Authorization Act for FY 2008

Code of Federal Regulations References	Description
29 C.F.R. Part 825	Family and Medical Leave Regulations

Policy 5330: Maternity and Paternity Leave

Status: DRAFT

Original Adopted Date: Pending

The School's maternity leave policy covers employees who are not eligible for FMLA leave at Policy 5328. Maternity leave includes only continuous absence immediately prior to adoption, delivery, absence for delivery, and absence for post-delivery recovery, or continuous absence immediately prior to and in the aftermath of miscarriage or other pregnancy-related complications.

The School shall not refuse to grant an employee a reasonable leave of absence for pregnancy or require that an employee take a mandatory maternity leave for an unreasonable length of time. Employees may use accumulated leave for maternity and paternity leave and upon the expiration of accumulated leave be placed on unpaid leave.

The School shall not deny to the employee who is disabled as a result of pregnancy any compensation to which the employee is entitled as a result of the accumulation of disability or leave benefits accrued pursuant to plans maintained by the employer, provided that the employer may require disability as a result of pregnancy to be verified by medical certification that the employee is not able to perform employment duties.

An employee who has signified her intent to return at the end of her maternity leave of absence shall be reinstated to her original job or an equivalent position with equivalent pay and accumulated seniority, retirement, fringe benefits, and other service credits.

The School will review requests for Paternity Leave in accordance with any applicable policy or collective bargaining agreement provision governing use of leave for family purposes.

Montana Code Annotated References	**Description**
49-2-310	Maternity leave – unlawful acts of employers
49-2-311	Reinstatement to job following pregnancy
Title 39, Chapter 31	Collective bargaining for public employees

Administrative Rules of Montana References	**Description**
24.9.1201—1207	Maternity Leave

United States Code References	**Description**
29 U.S.C. §2601, et seq	Family and Medical Leave Act
42 USC 2000e et seq.	Civil Rights Act, Title VII

Notice Form 5430-NF(1): Volunteers - Volunteer Agreement Form **Status:** DRAFT

Original Adopted Date: Pending

VOLUNTEER AGREEMENT FORM
COACH/HELPER/AIDE/CHAPERONE

I, _____ (the Volunteer) hereby agree to serve MSDB on a volunteer basis as a _____.

Please initial next to each statement:

_____ The Volunteer understands any volunteer services will not be compensated now or in the future.

_____ The Volunteer has been informed and understands that volunteer services rendered do not create an employee-employer relationship between the Volunteer and the School for the position stated above.

_____ The Volunteer understands that the School may not carry worker's compensation insurance and does not carry medical insurance for a person serving as a volunteer in the position stated above.

_____ The Volunteer understands that the mutually established schedule of services for the position stated above carries no obligation for either party and maybe adjusted at any time.

_____ The Volunteer understands that services as a volunteer may be terminated at any time.

_____ The Volunteer understands that they are under the direction of the school district at all times during their service as a volunteer and must follow directives given by district employees.

_____ The Volunteer understands that they are to follow all laws, policies, and rules regarding student and employee confidentiality during their service as a volunteer.

_____ The Volunteer understands that they are to follow School policy as well as local, state, federal and other applicable law during their service as a volunteer.

_____ The Volunteer understands that they are not to use alcohol, tobacco or other drugs around students at any time whether on school property or not.

_____ The Volunteer understands that they are not to encourage students to violate district policy. The Volunteer further understands that if they observe a student violating district policy they are to report the behavior to the supervising district employee immediately.

_____ The Volunteer understands that any violation of this agreement, School policy or any local, state, federal or other applicable law can result in permanent termination of volunteer privileges and possible legal action.

_____ The Volunteer is 18 years of age or older.

_____ The Volunteer understands that his authorization only applies to the ____/____ school year.

_____ The Volunteer understands that if the position stated above involves regular unsupervised access to students in the School they shall submit to a name-based and fingerprint criminal background investigation conducted by the appropriate law enforcement agency prior to consideration of this agreement.

I understand that should I have been found to have violated these rules, I will not be used again as a chaperone for any School-sponsored field trips or excursions and may be excluded from using School-sponsored transportation for the remainder of the field trip or excursion and that I will be responsible for my own transportation back home.

_____ _____
MSDB REPRESENTATIVE DATE

VOLUNTEER SIGNATURE DATE

United States Code References	Description
Public Law 105-251	Volunteers for Children Act

Policy 8200: Food Services
Policy 8225: Tobacco Free Policy
** Policy 8411: Water Supply and Wastewater Systems
Policy 8421: Lead Renovation
Policy 8440: Computer Software

First Reading November
Final Reading January

** Indicates Required Policy

Policy 8200: Food Services

Status: DRAFT

Original Adopted Date: Pending

The School supports the philosophy of the National School Lunch Program and shall provide wholesome, appetizing, and nutritious meals for children in District schools. The Board may authorize a portion of federal funds received in lieu of taxes to be used to provide free meals for federally connected indigent students.

Because of the potential liability of the School, the food services program shall not accept donations of food without approval of the Superintendent . If approved, the Superintendent shall establish inspection and handling procedures for the food and determine that provisions of all state and local laws have been met before selling the food as part of school meals.

As an integral part of a school, the School's food service is operated in compliance with ARM Title 37, chapter 110, subchapter 2, rules for food service establishments.

Commodities

The District shall use food commodities made available under the Federal Food Commodity Program for school meals.

Montana Code Annotated References	Description
20-10-207	School food services fund
20-10-204	Duties of trustees
20-10-205	Allocation of federal funds to school food services fund for federally connected, indigent pupils

Administrative Rules of Montana References	Description
37.111.842	Food Service Requirements

Policy 8225: Tobacco Free Policy

Status: DRAFT

Original Adopted Date: Pending

The School maintains tobacco-free buildings and grounds. Tobacco includes but is not limited to cigarettes, cigars, snuff, pipe smoking tobacco, smokeless tobacco, vapor product, alternative nicotine product or any other tobacco or nicotine delivery innovation.

Use of tobacco or nicotine products in a public school building or on public school property is prohibited, unless used in a classroom or on other school property as part of a lecture, demonstration, or educational forum sanctioned by a school administrator or faculty member, concerning the risks associated with using tobacco products or in connection with Native American cultural activities.

For the purpose of this policy, "public school building or public school property" means:

- Public land, fixtures, buildings, or other property owned or occupied by an institution for the teaching of minor children, that is established and maintained under the laws of the state of Montana at public expense; and
- Includes playgrounds, school steps, parking lots, administration buildings, athletic facilities, gymnasiums, locker rooms, and school vehicles.

Violation of the policy by students and staff will be subject to actions outlined in District discipline policies.

Use of FDA-approved cessation devices may be permitted at school buildings and on school grounds with the approval of the building administrator.

Montana Code Annotated References	Description
16-11-302	Definition of tobacco and vapor products
16-12-108	Limitations of Marijuana Regulation Act
20-1-220	Use of tobacco product in public school building or on public school property prohibited

Administrative Rules of Montana References	Description
37.111.825	Health Supervision and Maintenance

United States Code References	Description
42 U.S.C. 1996	American Indian Religious Freedom Act

Policy 8411: Water Supply and Wastewater Systems

Status: DRAFT

Original Adopted Date: Pending

The School shall ensure an adequate and potable supply of water for school buildings and properties by either:

a. connecting to a compliant public water supply system; or

b. utilizing a non-public system whose construction and use meet the standards published by DPHHS if the school is not utilized by more than 25 persons daily at least 60 days out of the calendar year, including staff and students, and a compliant public water supply system is not accessible. When using a system outlined in this subsection (b) a school shall submit a water sample at least quarterly to a laboratory licensed by the DPHHS to perform microbiological analysis of the water supplied in order to determine that the water does not exceed the maximum microbiological contaminant levels acceptable to DPHHS.

A water supply system of a type other than described in subsections (a) or (b) may be utilized only if it is designed by a professional engineer and offers equivalent sanitary protection as determined by DPHHS or local health authority. When using a system outlined in this paragraph, the School shall submit a water sample at least quarterly to a laboratory licensed by DPHHS to perform microbiological analysis of the water supplied in order to determine that the water does not exceed the maximum microbiological contaminant levels acceptable to DPPHS, DEQ, or local health authority.

The School shall replace or repair the water supply system serving it whenever the water supply:

a. contains microbiological or other contaminants in excess of the maximum levels acceptable to DPPHS, DEQ, or local health authority.

b. does not have the capacity to provide adequate water for drinking, cooking, personal hygiene, laundry, and water-carried waste disposal.

If the School cannot make water under pressure available, the drinking water from an approved source shall be stored in a clean and sanitized container having a tight-fitting lid and a suitable faucet apparatus for filling individual cups. In this situation, single service drinking cups shall be provided.

Flushing and Testing

The School shall review water systems and features including but not limited to sink faucets, drinking fountains, decorative fountains to ensure they are safe to use after a prolonged facility shutdown. Drinking fountains shall be regularly cleaned and sanitized. The School shall create and implement a flushing program unless it meets the established waiver requirements established by DEQ. Flushing shall be required following any period of time during which the school is inactive.

The School shall maintain a schematic and inventory of fixtures in accordance with DEQ protocols as part of the District's water testing program. The School shall sample all water fountains and sinks used for food preparation. All other potential human consumption fixtures shall be sampled, unless the School receives approval for a testing plan from DEQ to test a representative sample of potential fixtures in the school in accordance with DEQ protocols. All samples shall be analyzed by a Montana certified lab using EPA-approved standard drinking water methods for the detection and quantification of lead. All test results will be considered public records.

Wastewater

The District shall ensure wastewater is completely and safely disposed of by:

a. connecting to a compliant public wastewater system; or

b. if the school is not utilized by more than 25 persons daily at least 60 days out of the calendar year, including staff and students, and a compliant public wastewater system is not available, utilizing a non-public system whose construction and use meet DEQ construction and operation standards.

If the School uses pit privies, the privies shall be operated and maintained in compliance with the standards specified in DEQ Circular 4. If the School uses a wastewater system design of a type other than described in this policy, it shall

be designed by a professional engineer and offers equivalent sanitary protection as determined by the DPPHS, DEQ, or local health authority.

Administrative Rules of Montana References	Description
10.55.701	Board of Trustees
17.38.207	Maximum Microbiological Containment Levels
37.111.832	Water Supply System
Title 17, chapter 38, subchapter 1	Public Water and Sewer Plans, Cross Connections, and Drilling Water Wells

Policy 8421: Lead Renovation

Status: DRAFT

Original Adopted Date: Pending

In accordance with the requirements of the Environmental Protection Agency (EPA), the District has this Lead Renovation Policy that is designed to recognize, control and mitigate lead hazards at all District owned facilities and grounds.

The Lead-based paint renovation, repair and painting program (RRP) is a federal regulatory program affecting contractors, property managers, and others who disturb painted surfaces. It applies to child-occupied facilities such as schools and day-care centers built prior to 1978.

"Renovation" is broadly defined as any activity that disturbs painted surfaces and includes most repair, remodeling, and maintenance activities, including window replacement.

The School has implemented this policy to identify, inspect, control, maintain and improve the handling of lead related issues across the district facilities and grounds. In an effort to reduce potential hazards, the School through training has put together maintenance programs that will not only better protect the environment, but the students and employees of the School as well.

The School's Lead Renovation Policy shall apply too not only employees of the maintenance department but to outside contractors as well. No outside painting contractor will be permitted to work for the School after April 22, 2010 unless they can show proof of training relative to lead renovation or maintenance from an accredited training institution.

Information Distribution Requirements

No more than 60 days before beginning renovation activities in any school facility of the School, the company performing the renovation must:

1. Provide the Superintendent with EPA pamphlet titled Renovate Right: *Important Lead Hazard Information for Families, Child Care Providers and Schools.*

2. Obtain, from the School, a written acknowledgement that the School has received the pamphlet.

3. Provide the parents and guardians of children using the facility with the pamphlet and information describing the general nature and locations of the renovation and the anticipated completion date by complying with one of the following:

    i. Mail or hand-deliver the pamphlet and the renovation information to each parent or guardian of a child using the child-occupied facility. The School will also include information about how parents and guardians may choose to receive the pamphlet via email in a consent and enrollment form.

    ii. While the renovation is ongoing, post informational signs describing the general nature and locations of the renovation and the anticipated completion date. These signs must be posted in areas where they can be seen by the parents or guardians of the children frequenting the child-occupied facility. The signs must be accompanied by a posted copy of the pamphlet or information on how interested parents or guardians can review a copy of the pamphlet or obtain a copy from the renovation firm at no cost to the parents or guardians.

4. The renovation company must prepare, sign, and date a statement describing the steps performed to notify all parents and guardians of the intended renovation activities and to provide the pamphlet.

Recordkeeping Requirements *

All documents must be retained for three (3) years following the completion of a renovation.

- Records that must be retained include:
    - Reports certifying that lead-based paint is not present.

- Records relating to the distribution of the lead pamphlet.
- Documentation of compliance with the requirements of the Lead-Based Paint Renovation, Repair, and Painting Program.

United States Code References	Description
15 U.S.C. 2682 and 2886	Toxic Substances Control Act

Code of Federal Regulations References	Description
40 CFR Part 745, Subpart E	Lead-based paint poisoning in certain residential structures

Policy 8440: Computer Software

Status: DRAFT

Original Adopted Date: Pending

Unauthorized copying of any computer software licensed or protected by copyright is theft. Failure to observe software copyrights and/or license agreements may result in disciplinary action by the District and/or legal action by a copyright owner.

No School-owned computing resources should be used for unauthorized commercial purposes.

MSDB / BOPE Bi-Monthly Meeting Agenda
9:00 - 11 AM

Date: 10/29/2024	Attendees:

Meeting Objectives: • Provide BOPE Information about all MSDB Programs • Seek guidance from the BOPE	Future Agenda Items:

Program	Agenda Items	Items Needing Follow-Up

Administration	• Personnel Action Plan
	• Out of State Travel
	  ○ National Student Life Conference
	• Policy Reviews
	  ○ MTSBA Suggested Policy Edits
	  ■ Final Reading on Policy
	  • 3000 Series
	  • 6000/7000 Series
	  • 5000 Series
	  • 8000 Series
	  ■ First Reading on Policy
	  • 5000 Series
	  • 8000 Series
	• Deaf Mentor / Family Advisor Contract Changes
	• Organizational Chart with Proposed Staff
	• Teacher Retirement System Update
	• Specialist Pay
	• AED Update
	• Reading Grant Amendment
	• Safety Committee
	• Foundation Update
		• Action Items Needed
		  ○ Personnel Action
		  ○ Out of State Travel
		  ○ Final Reading Policies
		  ○ 1st Reading of Policies

	○ October Agenda ○ Foundation Goals ○ Public Relations Report ○ Investment Report	
Business Office	• 10/27/24 Financial Report • Large repair bills ○ Johnson Controls $2,935.45 - Glacier fire panel repairs. ○ FICO $7,334.50 - Service work HVAC system. ○ CAT/Tractor & EQuipment $1,441.68 - Repairs to tractor. • Bed Bug Mitigation - Orkin $5,310 • Cell Phone/home internet for Outreach • Lead Mitigation Grant from DEQ - Received $38,746.73. • AED's - Received $7,200 from Town Pump Charitable Foundation. Total cost $7,661.00 • TRS Audit, Corrections. $19,222.34 for two Employees. 5 more coming.	
Residential	• Travel weekends • Cottage Learning Communities (4) • Staffing - Good • September 2024.pdf • October 2024.pdf	
Education: School	• Current Numbers • Referral Status • End of 1st Quarter • OPI Training: Pre-monitoring • High school students attended ○ Career & College Fair ○ World of Work	

	• Homecoming
	• ELVS
	  ○ Albertsons - Donation collection for St. Vincent De Paul Food Distribution Center and Men's and Women's Veterans' Homes
	  ○ Lisa's Ranch
	• Halloween - MAFB collaboration
	• Red Ribbon Week
	• Professional Development
	  ○ NRAER
	  ○ Literacy 2024 (DHH)
	• Up-coming
	  ○ PLC Coaching
	  ○ Montana Youth Transition Conf
	  ○ Campus Enrichment Days
	  ○ Goalball Tournament
	  ○ ELVS
	  ○ Winter Programs - EOS 12/15 @ 1pm; Schoolwide Program 12/19 @ 1pm	

Education: Outreach	• Kitty Griffin resigned as DHH consultant, effective January 1. • Two applicants for Outreach DHH. Will begin reviewing application materials and conducting interviews. • VIEW and DEW, now called CED (Campus Enrichment Days) will be a combined DHH and VI event on campus November 15 and 16. • Family Advisor contracts were updated with new pay scales. Deaf Mentor contracts will be updated soon.	

Board of Public Ed Meeting

BOPE Meeting – October 29, 2024

Those in attendance - Paul Furthmyre, Ron Slinger, Lisa Schmidt, Jim Kelly, Julie-Dee Alt, Miranda Briggs, Donna Schmidt

Absent- Tim Tharp, McCall Flynn

Note Taker – Paula Mix

Approval of Agenda

Meeting Objectives:

- Provide BOPE information about all MSDB Programs
- Seeking guidance from the BOPE

Administration

- Personnel Action Plan
- **Hires**
  - Rena DeShaw - Substitue Paraprofessional
  - Family Advisors & Deaf Mentors- tied to a grant that ends in Sept. and we hire them in October.
- **Resignations**
  - Taylor Davis - Paraprofessional - we have the correct amount that the State says we should have.
  - **Lisa-** have you asked for more Paraprofessionals positions with the Legislature
  - **Paul-** No, looking at working with a Legislature during the session. This all happened in June with our EPP.
- **Retirements**
  - Carrie Dawes - TVI Teacher (June 20, 2025)
  - Catherine Griffin - DHH Outreach Consultant (Jan, 2025
- **Positions currently advertised**
  - 1 - Teacher of the Deaf Outreach Consultant - Bozeman Area
  - 1 - Teacher of the Deaf Outreach Consultant - Dillon Area
  - 2 - Teacher of the Deaf
  - LPN
  - Residential Advisor 1
- Out of State Travel
  - National Student Life Conference
- Policy Reviews
  - MTSBA Suggested Policy Edits
    - Final Reading on Policy
      - 3000 Series
      - 6000/7000 Series
      - 5000 Series
      - 8000 Series
    - First Reading on Policy
      - 5000 Series
      - 8000 Series

- Deaf Mentor / Family Advisor Contract Changes
- Broadband - Electronics in our room
  - **Paul** - we need Microsoft Teams. Microsoft is saying that we are not aSchool. Going to ask McCall to send a letter from the board of Public Ed saying that you are the Accrediting agency for the State of Montana. And we are an Accredited school from the State of Montana. Broadband would get us more referrals.
- Organizational Chart with Proposed Staff
  - Highlighted items- Position name changes, New positions that we asked for
  - We asked for all our employees to be put to 1.0, EPP request was denied and the state is going in a different direction.
- Teacher Retirement System Update
- Specialist Pay
  - EPP Request, $30,000 to bring them up to GFPS Pay. There is a new form D6 for this
- AED Update
- Reading Grant Amendment. 4 years, needs to be spent by Dec. 31
- Safety Committee
  - State Agencies are Mandatory to have one.
- Foundation Update
- October Agenda
- Foundation Goals they know that Lisa is now our Liaison and will be invited to their meetings- Jan, April
- **Paul -** Foundation meet and greet Nov. 13 - students lead the tour on campus, student, Mark, and Paul will give a presentation, Foundation has a grab and go lunch.
- **Lisa-** I will be there.
- Public Relations Report
- Investment Report

Business Office - Donna Schmidt

- 10/27/24 Financial Report
  - no concerns, financials are normal for this time of year
  - **Paul-** Family Engagement Personal, this is helping us change the pay for the Family Advisors and Deaf Mentors. We received this last session and it is now in our Budget.
- Large repair bills
  - Johnson Controls $2,935.45 - Glacier fire panel repairs.
    - **Paul** - all of our Fire Panels are obsolete, need to be replaced. Working with Cushing Terrell, have them design a new system.
  - FICO $7,334.50 - Service work HVAC system.
  - CAT/Tractor & EQuipment $1,441.68 - Repairs to tractor.
    - **Lisa-** How old is the Tractor? Do we need to look at getting another tractor?
    - **Donna-** It is about 6 yrs. old and it gets used alot
    - **Paul-** we just purchased 2 yrs ago - new Bobcat- bucket, forklift, brush. We need to look at a different Maintenance truck with a plow
    - **Lisa** - do we have a five year plan on Maintenance and Equipment?
    - **Paul-** we are working on this with our New Maintenance Supervisor. Our Business and Outreach office was built in the 50's. Hopefully the Legislature will approve and up to code with plumbing, etc. Cottages with HVAC. We have a program that tracks maintenance data.
  - Water Break - still waiting to hear from the insurance
- Bed Bug Mitigation - Orkin $5,310
  - this was done in one of the wings

- Cell Phone/home internet for Outreach
  - Outreach staff paying for their home internet, cell phone, jet pack, one staff also has a landline we pay for.
  - Dean Mack - after Covid they stopped paying for home internet, cell phones have hotspots on them. His recommendation is to set a date to pay only for cell phones and not home internet.
  - We are still researching this and will make a decision at the beginning of the year or next fall.
  - **Paul-** we have negotiations coming up soon, will be discussed then.
  - **Lisa-** Can you educate me on Contract Process, Teachers Union
  - **Paul-** we negotiate every two years, money raises come from what the Legislatures give us. After we know the amount of the raises the Union will ask us to open up for negotiations. The state provides us a Labor Relation individual that negotiates on behalf of the state.
  - The other Union - Residential and Maintenance staff
- Lead Mitigation Grant from DEQ - Received $38,746.73 - faucets, drinking foundations
  - DEQ - State bill to have this updated, and this amount is to offset the work completed
- AED's - Received $7,200 from Town Pump Charitable Foundation. Total cost $7,661.00
  - We received three machines, training is this Friday.
- TRS Audit, Corrections. $19,222.34 for two Employees that are part time nurses. Will pay the employer and employee cost on this
  - 5 more coming from the audit
  - The State Legislature Audit division did the audit in the past. They stopped and TRS started doing their own audits and found this information.
  - **Ron**- Paul, can you ask the Legislature for an OTO on this?
  - **Paul** - when we get the final dollar amount, we will get Nancy Hall to help. We are going to make corrections for seven employees but there are seven others that they are not having us change. When the positions retire we put them in TRS.

Residential - Jim Kelly

- Travel weekends - one in Sept, Oct.
- Cottage Learning Communities (4)
  - Direct care staff working with the students that meet weekly
    - Communication, Collaborative Learning,Cleaning Rooms
- Staffing - Good
- September 2024.pdf
- October 2024.pdf
- Formal Dinners - we invite BOPE to the - Thanksgiving, Christmas and Easter Dinner. Nov. 24 at 5:00 in the Dining room

Education: Julie-Dee Absent, Paul Reported

- Current Numbers
  - 39 students
- Referral Status
  - highlighted items are ones that have changed
  - 5th grader shared placement with GFPS
  - 10th grader, part time, 3 weeks
  - 2 students, DHH/VI
  - Preschool - DHH, 10 day in process
  - PreK - will start 10 day in the Spring 2025
  - 4th grade - 2 students have been placed

- End of 1st Quarter

- OPI Training: Pre-monitoring
  - Trained our staff on what we need to know when they come back in March. They will review our Special Ed Files. We have done some research regarding prior written notice, how to handle families, IEP teams in the fifth year for HS students.
- High school students attended
  - Career & College Fair
  - World of Work
- Homecoming
- ELVS
  - Albertsons - Donation collection for St. Vincent De Paul Food Distribution Center and Men's and Women's Veterans' Homes
  - Lisa's Ranch - Staff and kids are still talking about it.
- Halloween - MAFB collaboration- Obstacle course, Robots, Carnival, Trunk A Treat
- Red Ribbon Week
- Professional Development
  - NRAER - VI Specific
  - Literacy 2024 (DHH)
- Up-coming
  - PLC Coaching
  - Montana Youth Transition Conf
  - Campus Enrichment Days
  - Goalball Tournament
  - ELVS
  - Winter Programs - EOS 12/15 @ 1pm;
  - Schoolwide Program 12/19 @ 1pm

Education: Outreach - Miranda Briggs

- Kitty Griffin resigned as DHH consultant, effective January 1.
- Two applicants for Outreach DHH. Will begin reviewing application materials and conducting interviews.
- VIEW and DEW, now called CED (Campus Enrichment Days) will be a combined DHH and VI event on campus November 15 and 16. They will be attending class on Friday. Saturday will have people coming in from MAFB.
- Family Advisor contracts were updated with new pay scales. Deaf Mentor contracts will be updated soon

MONTANA SCHOOL *for the* Deaf & *the* Blind

Montana Board of Public Education Governing Board

Montana School for the Deaf and the Blind
Administration Structure & Assignments

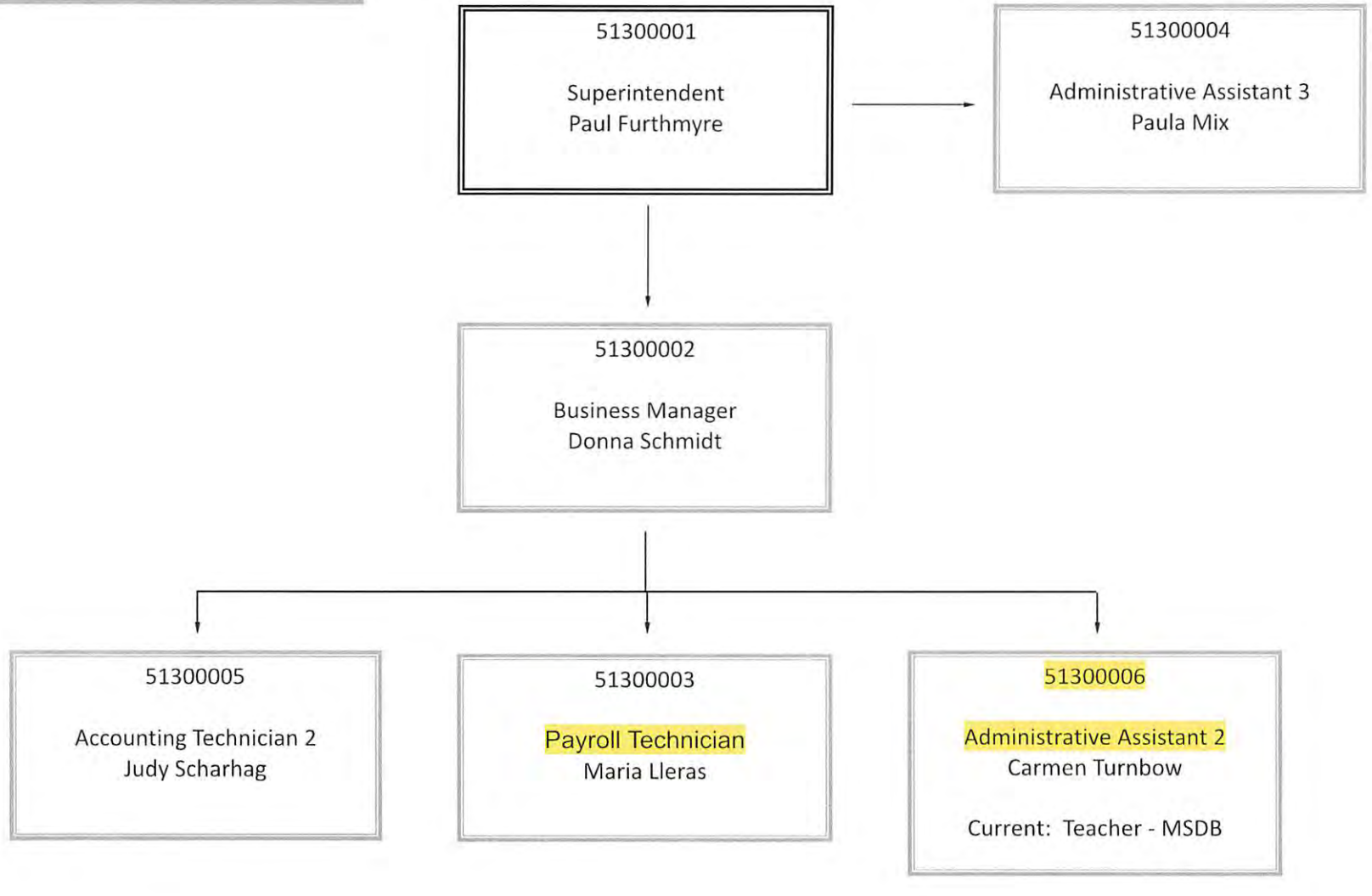
Page 1 School Structure Overview
Page 2 Administrative Program
Page 3 General Services Program
Page 4 Student Services Program
Page 5 Student Services Program Resident Life
Page 6 Education Program Campus Specialists
Page 7 Education Program Campus Teachers
Page 8 Education Program Campus Support
Page 9 Education Program Outreach

51300001
Superintendent
Paul Furthmyre

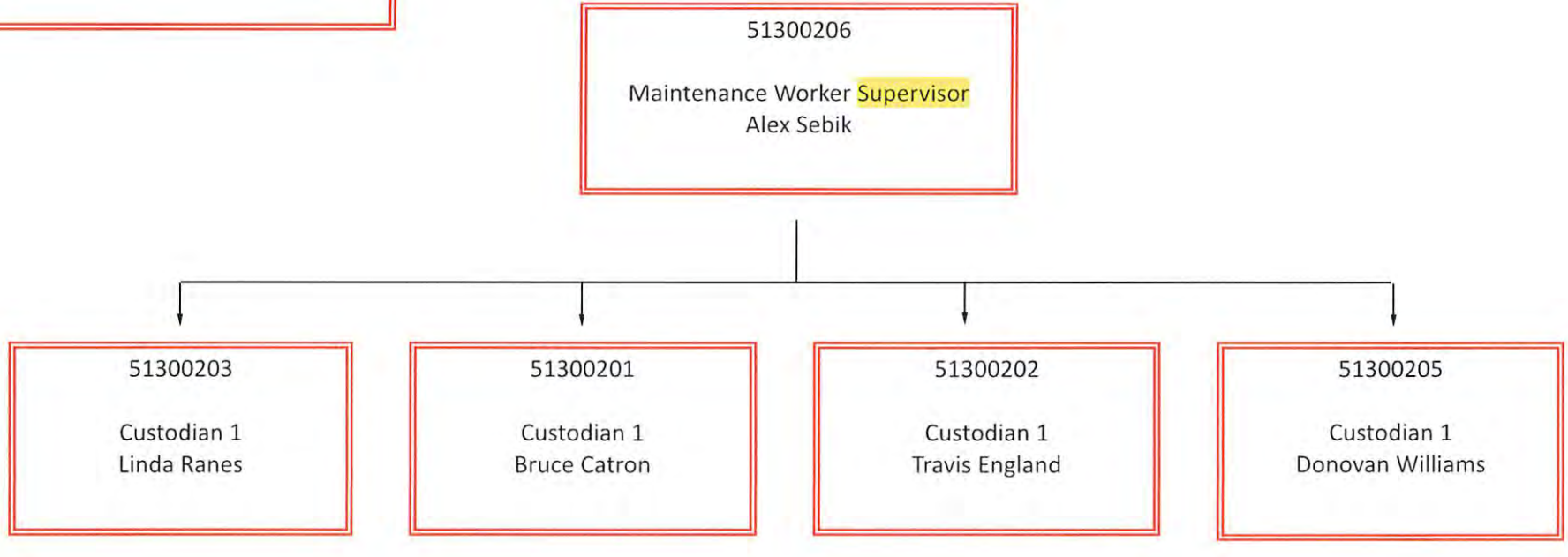
51300206
Maintenance Worker Supervisor
Alex Sebik

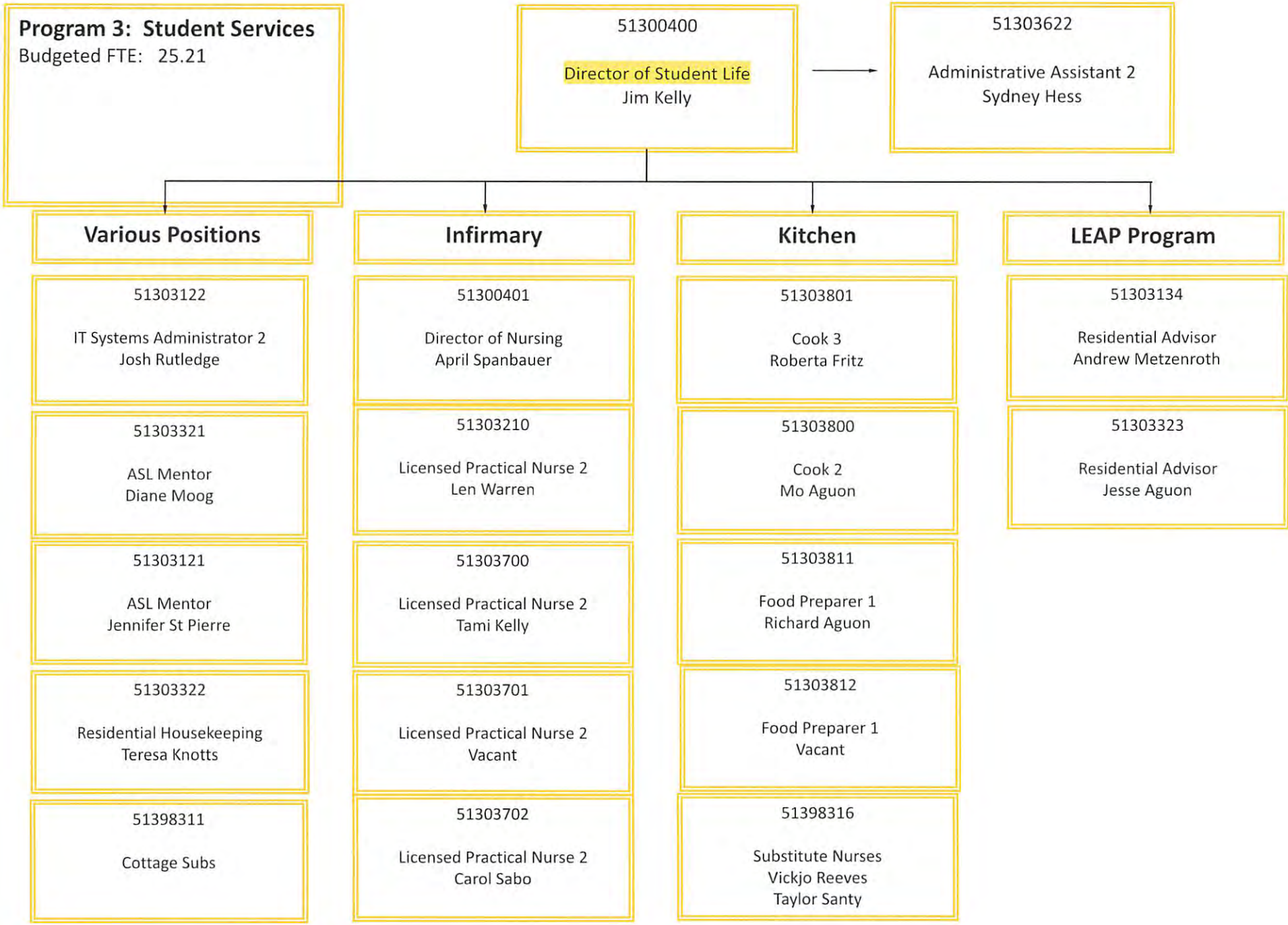
51300002	51300400	51304001	51300327
Business Manager Donna Schmidt	Director of Student Services Jim Kelly	Principal Julie Dee Alt	Director of Outreach Miranda Briggs
Business Operations	Kitchen	Visually Impaired Teachers	Outreach Audiologist
	Infirmary	Shared Teachers	Visually Impaired Consultants
	LEAP Program	Specialists	Deaf/Hard of Hearing Consultants
	Resident Life	Deaf/Hard of Hearing Teachers	Family Advisors
	Various Positions	Interpreters	Deaf Mentors
		Paraprofessionals	
		Substitutes	

Program 1: Administration Program
Budgeted FTE: 5.0
Proposed FTE: 5.5



Program 2: General Services
Budgeted FTE: 4.57




Program 3: Student Services
Budgeted FTE: 25.21
51300400
Director of Student Life
Jim Kelly
51303622
Administrative Assistant 2
Sydney Hess
Various Positions
51303122
IT Systems Administrator 2
Josh Rutledge
51303321
ASL Mentor
Diane Moog
51303121
ASL Mentor
Jennifer St Pierre
51303322
Residential Housekeeping
Teresa Knotts
51398311
Cottage Subs
Infirmary
51300401
Director of Nursing
April Spanbauer
51303210
Licensed Practical Nurse 2
Len Warren
51303700
Licensed Practical Nurse 2
Tami Kelly
51303701
Licensed Practical Nurse 2
Vacant
51303702
Licensed Practical Nurse 2
Carol Sabo
Kitchen
51303801
Cook 3
Roberta Fritz
51303800
Cook 2
Mo Aguon
51303811
Food Preparer 1
Richard Aguon
51303812
Food Preparer 1
Vacant
51398316
Substitute Nurses
Vickjo Reeves
Taylor Santy
LEAP Program
51303134
Residential Advisor
Andrew Metzenroth
51303323
Residential Advisor
Jesse Aguon

Behavioral Counselors

51303105

Cottage Counselor
Megan DeSilva
Currently in Program 4

51300412

Cottage Counselor
Darreck Hale

51303116

Cottage Counselor
Erin Faulkner
Currently in Program 4

Night Watch

51303100

Residential Advisor
Fran Augon

51303221

Residential Advisor
Wanda Sutinen

51303522

Residential Advisor
Crystal Case

Girls Cottage Staff

51303422

Residential Advisor 2
Amy Crachy

51303421

Residential Advisor 2
Dorothy Nutter

51303223

Residential Advisor
Christine Lay

51303410

Residential Advisor
Amanda Kauffman

51303133

Residential Advisor
Cheyanne Tucker

51303102

Residential Advisor
Thersa Leese

51303131

Residential Advisor
Vacant

51303621

Residential Advisor
Amanda Stoner

Boys Cottage Staff

51303510

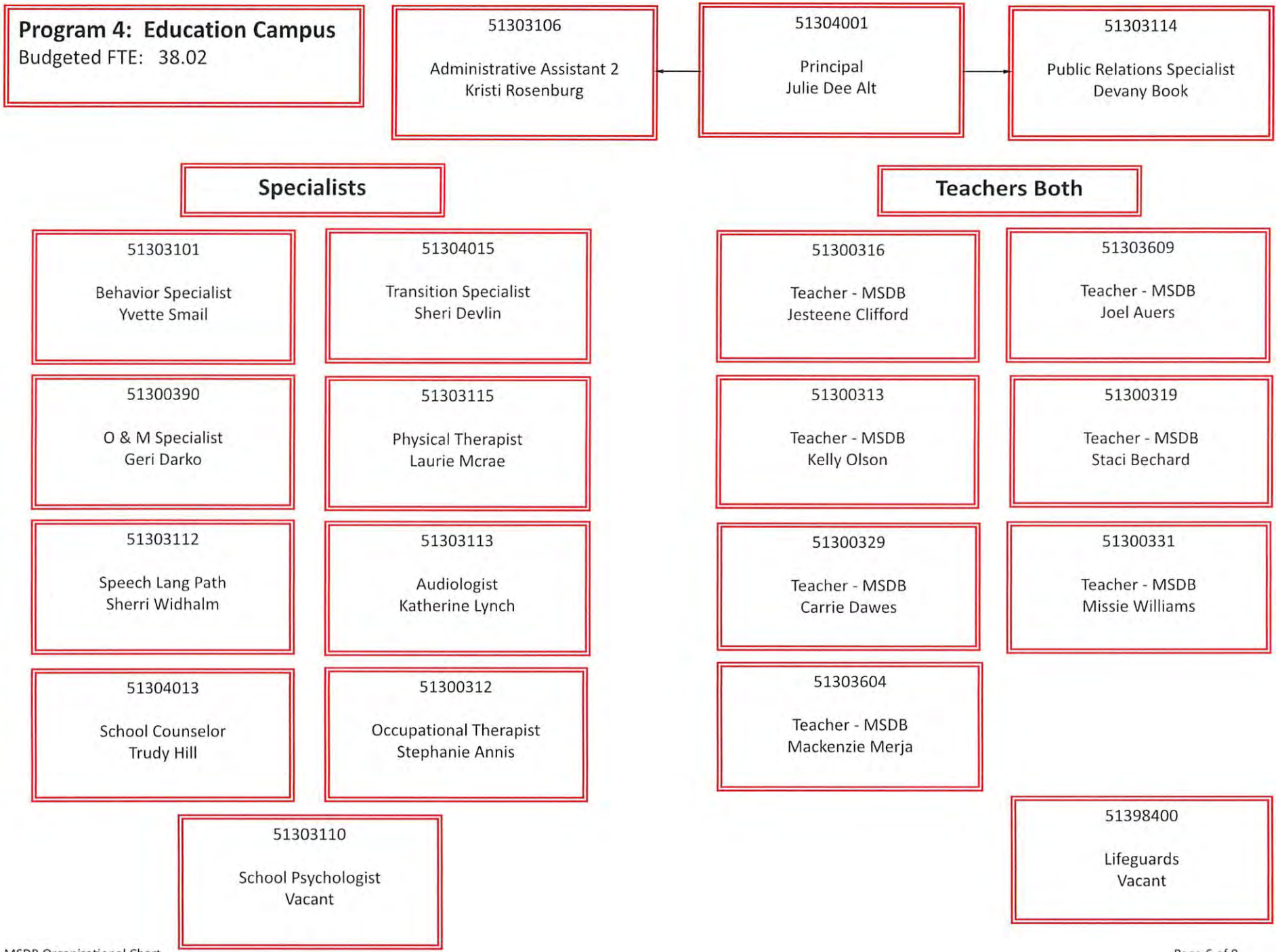
Residential Advisor 2
Bill Andrews

51303521

Residential Advisor
Trevor Morse

51303132

Residential Advisor
Andrew Kauffman


Program 4: Education Campus
Budgeted FTE: 38.02
51303106
Administrative Assistant 2
Kristi Rosenburg
51304001
Principal
Julie Dee Alt
51303114
Public Relations Specialist
Devany Book
Specialists
Teachers Both
51303101
Behavior Specialist
Yvette Smail
51304015
Transition Specialist
Sheri Devlin
51300316
Teacher - MSDB
Jesteene Clifford
51303609
Teacher - MSDB
Joel Auers
51300390
O & M Specialist
Geri Darko
51303115
Physical Therapist
Laurie Mcrae
51300313
Teacher - MSDB
Kelly Olson
51300319
Teacher - MSDB
Staci Bechard
51303112
Speech Lang Path
Sherri Widhalm
51303113
Audiologist
Katherine Lynch
51300329
Teacher - MSDB
Carrie Dawes
51300331
Teacher - MSDB
Missie Williams
51304013
School Counselor
Trudy Hill
51300312
Occupational Therapist
Stephanie Annis
51303604
Teacher - MSDB
Mackenzie Merja
51303110
School Psychologist
Vacant
51398400
Lifeguards
Vacant

Teachers of the Visually Impaired

51300325

Teacher - MSDB
Erin Barr

51300302

Teacher - MSDB
Naomi Witham Travers

51300360

Teacher - MSDB
Melissa Miller

51300315

Teacher - MSDB
Jamie Jones

51303611

Teacher - MSDB
Miche Jarvey

51300350

Teacher - MSDB
Denise Rutledge

51300330

Teacher - MSDB

Filled with PT Admin Assist and Custodian 1

Teachers of the Deaf

51300310

Teacher - MSDB
Mikhael Rosenburg

51300353

Teacher - MSDB
Morgan Makar

51300311

Teacher - MSDB
Alyssa Kline

51300332

Teacher - MSDB
Brenda Warren

51300326

Teacher - MSDB
Vacant

51300382

Teacher - MSDB
Tearra Donovan

51300318

Teacher - MSDB
Jen Wasson

Interpreters

51307008

Interpreter
Sonja Van Hee

51307002

Interpreter
Cecilia Prefontaine

51307005

Interpreter
Lynda Loney

51307003

Interpreter
Erika Baisch

51307001

Interpreter
Bonnie Joslyn

51307004

Interpreter
Gary Shular

51307007

Interpreter
Sarah Trimble

51307006

Interpreter
Sandra Vantighem

Substitutes

51398301
1.43 FTE / Varied
Board Of Education - Prof
Ed Subs
Melanie Broshi
TJ Kelly
Stefani Brewer
Jonathan Brady
Kaylynn Forward

Paraprofessionals

51308006

Para Educator
Reena Roberson

51308002

Para Educator
Christina Haagenson

51308005

Para Educator
Sue Steward

51308004

Para Educator
Mary Thompson

51308001

Para Educator
Aubry Williams

51308003

Para Educator
Leah Buska

51300327

Director of Outreach
Miranda Briggs

Program 4: Education Outreach
Budgeted FTE: 18.17

51300328

DHH Outreach Director

51304017
Administrative Assistant 2

Visually Impaired Consultants

51300323

Outreach Consultant
Michelle Cross

51304002

Outreach Consultant
Kerri Norick

51303108

Outreach Consultant
Barb Peterson

51304004

Outreach Consultant
Kacie Wilmoth

51304005

Outreach Consultant
Jennifer Norlander

51304010

Outreach Consultant
Susan Davis

51304014

Outreach Consultant
Heather Hill

51304003

Outreach Consultant
Shawn Erickson

Deaf Mentors

51398312

Deaf Mentors
Several DM's

Family Advisors

51398301

Family Advisors
Several FA's

Deaf/Hard of Hearing Consultants

51300324

Outreach Consultant
Katelyn James

51304008

Outreach Consultant
Kitty Griffin

51303107

Outreach Consultant
Vacant

51304009

Outreach Consultant
Leann Goss

51304007

Outreach Consultant
Emily Lasalle

51304011

Outreach Consultant
Amber Bateen

51300321

Outreach Consultant
Lace Lesofski

51304016

Outreach Consultant
Amy Tangen

51304006

Outreach Audiologist
Lisa Cannon

51304012

Outreach Consultant
Alice Anderson

TEACHERS' RETIREMENT SYSTEM

GREG GIANFORTE, GOVERNOR

www.trs.mt.gov

STATE OF MONTANA

100 N PARK AVENUE, SUITE 110
PO BOX 200139
HELENA, MONTANA 59620-0139

1-866-600-4045
406-444-3134

September 13, 2024

Paul Furthmyre, Superintendent
Montana School for the Deaf and Blind
3911 Central Avenue
Great Falls, MT 59405

Superintendent Furthmyre,

Upon review of issues identified in the Montana Teachers' Retirement System's (TRS) recent audit of the Montana School for the Deaf and Blind (MSDB), and pursuant to application of current TRS law, the following employee positions of MSDB are positions reportable to TRS. Each of these positions is either expressly identified in current TRS law (see §19-20-302, MCA) as a TRS reportable position or is clearly an educational services position as referenced in that statute and determined by application of the criteria described in TRS's Fact Sheet: *Which Positions Are Reportable to TRS*. A copy of the Fact Sheet is enclosed for reference.

Dean of Students
Nurse
Substitute Nurse
ASL Mentor
Occupational Therapist
Interpreter
Audiologist
Physical Therapist

Each of these positions is currently filled by one or more individuals who have not been reported to TRS but have instead been reported to the Montana Public Employees' Retirement System (PERS). Proper retirement system reporting of the current employees is set forth below. **Any individuals hired in the future to fill one of these positions must be reported to TRS.**

Employees Required to Remain Members of PERS While Employed by MSDB

Based upon review of TRS statutes in place at the times each of the following individuals was first employed by MSDB and reported to PERS, TRS has determined that a reasonable interpretation of then

"AN EQUAL OPPORTUNITY EMPLOYER"

existing law by MSDB could have resulted in a good faith determination by MSDB that they were appropriately reported to PERS rather than to TRS.

Jim Kelly (Dean of Students)
Tamara Kelly (Nurse)
Stephanie Annis (Occupational Therapist)
Lynda Loney (Interpreter)
Gary Shular (Interpreter)
Sandra VanTighem (Interpreter)
Laurie McRae (Physical Therapist)

Based on the relevant facts and circumstances, TRS and PERS agree that these individuals are eligible and required to continue participation in PERS with respect to continuing employment in the position they currently hold with MSDB and, upon retirement with PERS, they will remain subject to PERS membership with respect to any post-retirement employment with MSDB that would otherwise be reportable to TRS under current law. Their current or future employment with any other TRS employer in a TRS reportable position must be as a member of TRS.

Employees Reported in Error to PERS and Required to be Transferred to TRS

TRS has determined that TRS law clearly required TRS participation by the following individuals at the time they were first employed by MSDB and were reported, in error, to PERS.

Carol Sabo (Substitute Nurse)
Lendon Warren (Substitute Nurse)
Jennifer St. Pierre (ASL Mentor)
Katherine Lynch (Audiologist)
Sarah Trimble (Interpreter)
Vicky Jo Reeves (Substitute Nurse – no wages yet reported)
Sonia Van Hee (Interpreter – no wages yet reported)

TRS staff will work with MSDB to move these employees from PERS to TRS and to ensure proper wage reporting and remittance of contributions based on application of TRS law. Member and Employer contributions on account with PERS will be transferred to TRS and MSDB will be responsible to pay any additional employer and employee contributions required under TRS law pursuant to §19-20-1204(1).

TRS does not currently have mailing addresses or contact information for the seven identified individuals that are required to remain in PERS or the seven identified individuals that are required to be transferred to TRS. We ask that MTSDB print and provide a copy of this letter to each of the identified individuals so they are aware of the determination and know what to expect in the coming weeks.

Sincerely,

Shawn Graham
Executive Director
406-444-3376

Montana Teachers' Retirement System FACT SHEET:

Which Positions are Reportable to TRS?

A position is reportable to TRS when:

(a) it is a position of a TRS employer[1], and

(b) the duties and functions of the position constitute "educational services." To evaluate this, TRS applies the educational/instructional services criteria described in this Fact Sheet.

Why is this important? TRS is authorized – and required – to provide retirement benefits to individuals who work in an educational services capacity in Montana's public education system. The TRS employer is primarily responsible for identifying all positions reportable to TRS and for submitting all required employer and employee contributions to the retirement system. However, TRS members, and especially TRS retirees who return to work for a TRS employer, do have some independent responsibility to ensure their service is properly reported.[2]

Failure to identify positions reportable to TRS could mean individuals who are eligible to participate in TRS do not receive the creditable service and retirement benefits they are entitled to receive and the employer is required to provide. It also could mean that TRS overpays retirement benefits to a retiree who returns to work in a TRS reportable position but exceeds the limitations imposed by law. Because TRS is required to collect unpaid contributions as well as any overpaid benefits, such reporting errors can be costly for both the TRS employer and the member or retiree.

Position Titles

TRS law (§19-20-302, MCA) specifically identifies several positions by title, because individuals in these positions provide educational services. They include:

- Teachers and substitute teachers
- Principals
- Superintendents
- Speech language pathologists
- School nurses
- Paraprofessionals and teachers' aides
- Deans of students
- School psychologists
- The Superintendent of Public Instruction
- County Superintendents of Schools, and
- Professionally qualified persons as defined in 20-7-901, MCA.
    - *Note:* This section of the law includes curriculum specialists, artists, and musicians, and identifies "others with special training" who are qualified to appraise pupils' special competencies.

Remember: The duties and functions of any position in this list would constitute a TRS reportable position, even if the position were given a different title.

Position *categories* and *educational services criteria* are described in the following sections.

---

[1] TRS applies the definition of "employer" as specified in §19-20-101, MCA.

[2] TRS Fact Sheet ***Working After Retirement*** provides more information about a TRS retiree's reporting responsibility.

Position Categories – Administrative Officers, Scientific Staff

19-20-302, MCA also identifies certain broad *categories* which may encompass many position *titles*:

- An administrative officer of a unit of the Montana University System or a community college
- A member of the instructional staff of the Montana University System or a community college
- A member of the scientific staff of a unit of the Montana University System or a community college
- A person employed in a teaching or an educational services capacity by the office of county superintendent, an education cooperative, a public institution of the state of Montana, the Montana school for the deaf and blind, or a school district;
- A person who is an administrative officer or a member of the instructional staff of the board of public education
- A person employed in an educational services capacity by the office of public instruction
- A person employed in a non-clerical position

To determine whether a specific position falls within these categories, TRS applies the following criteria:

- An administrative officer of the Board of Public Education, a unit of the Montana University System (MUS) or a community college is in a TRS reportable position if the individual has primary administrative authority over the operation of the organization or over a specific educational/instructional division or program within that organization. The administrative officer need not directly provide educational or instructional services.
- A scientific staff member of a unit of the Montana University System (MUS) or a community college is reportable to TRS if the individual:
    - designs scientific research protocols or performs or conducts any research activities;
    - directs, supervises, or oversees scientific research or researchers; or
    - has primary administrative authority for a scientific research program or project.

Educational/Instructional Services Criteria – For All Other Positions of TRS Employers

TRS applies the following educational/instructional services criteria for all positions not specifically addressed above to determine whether they are TRS-reportable positions.

Note: The examples provided in this section do not constitute a complete list of the positions that would meet these criteria. A position need only meet one of the criteria to be reportable to TRS.

A position of a TRS employer is an *educational services position* if the individual:

1. Directly teaches or instructs students.
    - **Examples:** Teacher, teacher's aide, paraprofessional, science lab monitor or assistant, coach
2. Provides professional or educationally-related services that assist students in participating in and/or receiving the full benefit of an educational program.
    - **Examples:** School counselor, advisor, school nurse or aide, speech/language pathologist or aide, audiologist or aide, physical/occupational therapist or aide, paraprofessional, behavior modification specialist, school to home or family outreach coordinator, school to workforce advisor or program coordinator

3. Evaluates the competencies and/or the proper placement of students; determines or implements student-specific educational programs or plans; and/or disciplines students.
    - **Examples:** Teacher, principal, superintendent, advisor, coach, or a person involved in testing and identifying students eligible for or in need of special services
4. Determines the proper curriculum and/or educational standards applicable to the program; determines the appropriate educational and instructional methodologies; selects or creates the instructional materials, and/or trains teachers or other staff responsible for implementing the curriculum, standards, and methodology of the program.
    - **Examples:** Teacher/instructor, principal, superintendent, curriculum director, professional development staff, curriculum coach
5. Directs, supervises, or oversees the work of other individuals employed in an educational/instructional services capacity.
    - **Examples:** Teachers who direct teachers' aides and paraprofessionals, superintendents who supervise principals and teachers, deans of colleges who oversee the work of college faculty, educational program administrators who oversee the program's faculty and instructors, OPI staff who oversee educational services provided by school districts
6. Is the primary administrator of an employer entity that provides educational services or the primary administrator of an educational program of such an employer.
    - **Examples:** Executive directors of educational cooperatives, executive directors of curriculum consortiums

Questions?

If you have any questions about whether a specific position is reportable to TRS, please contact us. We are here to assist you.

Montana Teachers' Retirement System • 406-444-3134 • 866-600-4045 • trs.mt.gov

Please Note: *This Fact Sheet is intended to provide a concise, easy-to-understand summary of TRS law and policy. The actual application of TRS law will depend upon the specific circumstances and facts presented. In determining the rights and obligations of any person, TRS law will supersede any contradictory information provided in this Fact Sheet.*

cc: William Holahan, Executive Director MPERA

Michelle Dietrich, Assistant Attorney General
PO Box 201440
Helena, MT 59620

MTSDB to provide copies to: Jim Kelly, Tamara Kelly, Stephanie Annis, Lynda Loney, Gary Shular, Carol Sabo, Lendon Warren, Jennifer St. Pierre, Katherine Lynch, Sarah Trimble, Vicky Jo Reeves and Sonia Van Hee

Enc: Which Positions are Reportable to TRS – Fact Sheet

MSDB FOUNDATION BOARD MEETING
Monday, October 21, 2024

8:00—8:45 Sign Language Class

9:00—9:15 Call meeting to order. Take attendance. Mission, Vision, Beliefs Statement. Approve last meeting's minutes.

9:15—9:45 President's Report

- Retreat discussion and goals
- Purchase of sander for the shop
- Next year's board meeting dates
- Vote on a vice president for next year
- Pictures to EOS
- Update on board members and terms
- Montana Nonprofit Association membership
- Bowling Alley fundraiser

9:45—9:50 Administrative Assistant's Report - Carmen

9:50—10:00 Grant Writer's Report - Heidi

10:00—10:15 Student Life Director's Report - Jim

10:15 – 10:30 BREAK

10:30 —11:00	Finance Committee Report – Laura & Kevin
11:00—11:30	Rhad Keel's Presentation
11:30—12:15	LUNCH
12:15 – 12:45	Tour of the bowling alley
12:45—1:15	Development Committee Report – Bonnie
1:15—1:45	Public Relations Committee Report - Tammy
1:45 – 2:00	Policy Committee Report - Todd
2:00 – 2:15	Superintendent's Report - Paul
2:15 – 2:30	Old Business New Business
2:30	Adjourn Meeting

Actions Taken:

MONTANA SCHOOL for the DEAF & the BLIND
MSDB FOUNDATION

VISION

To lift our students beyond what the world expects.

MISSION

The MSDB Foundation provides funding for academic opportunity and social development for Montana's deaf children and blind children to better prepare them for independent lives.

As a foundation, we believe ...

- Each child deserves the right to receive a safe and fair education.
- Our students are capable of becoming productive and contributing members of society.
- Every child should have the best trained educators.
- We help close the gap between state funding and our student's opportunity for success.
- We are stewards of the foundation's funds.

GOALS FOR 2024-2025

DEVELOPMENT COMMITTEE

Goal 1 – Complete the Bowling Alley Project

Why does this goal matter?

In the next 12 months	Results/Steps during the year	Who is responsible	By when?
1. October deadline to raise an additional $48,000.	• $25,000 from the First Interstate Bank donation • $23,000 form Schmitz/Burke Trust • Raise $23,000	Doug	r

Goal 2 – Cottage Upgrade

Why does this goal matter? It will make the cottages from welcoming for current and incoming students. It will also be more welcoming for family events and retreats.

In the next 12 months	Results/Steps during the year	Who is responsible	By when?
1. Cottage upgrade (21-35 bedrooms)	• Purchase new mattresses • Purchase new sheets and bedding	• Jim • Sponsors for rooms	

		• $16,000 already in the budget that can be used • Request from Mattress stores • Solicit student feedback	
2. Foyer	• Paint the walls • Purchase new seating		
3. Upgrade the Activity Room	• New couches and table • Paint the walls • New electronics and TV	• Community • Feedback from students • Find donors	

Goal 3 – Music Department Upgrade

Why does this goal matter? We have outdate musical instruments and material and need new ones. Music is a universal language.

In the next 12 months	Results/Steps during the year	Who is responsible	By when?
1. Need to get feedback from the Music Department as to what they need.	• Contact the Music Department before we decide what we need to raise money for.		

PUBLIC RELATIONS

Goal 4 – Improve our Public Relations

Why does this goal matter?

In the next 12 months	Results/Steps during the year	Who is responsible	By when?
1. Develop a new website for the Foundation.	• Access to software at MSDB • Develop content • Include a platform for on-line giving		
2. Improve communication	• Create a content calendar • Develop a new brochure • Focus on radio/news stories to get the word out		

3. Increase our efforts with Outreach	• Register for Trade Show booths – get a list of conferences • Create a Civic Club Directory • Send the Express to more of our stakeholders		
4. MSDB Documentary	• Select a videographer • History of MSDB • Virtual tour of the campus • Create a separate Outreach video?	1. MSDB 2. Public Relations Committee 3. Specialist 4. Student Ambassadors for Virtual Tour	

FINANCE COMMITTEE

Goal 6 – Work to make sure QuickBooks is accurate and timely
Why does this goal matter?

In the next 12 months	Results/Steps during the year	Who is responsible	By when?
1. Accounts reconciled within 10 days of month end	•	1. Kevin & Shirley	
2. Financial statements reviewed for accuracy within 10 days of month end	• Kevin & Shirley	1. Kevin & Shirley	
3. Ensure that Boomerang and QuickBooks are reconciled with donations	• Kevin, Shirley & Carmen	1. Kevin, Shirley & Carmen	
4. Bookkeeper prepares the reports for the Finance Committee monthly and for board meetings	• Training in QuickBooks through Douglas Wilson & Company • Bookkeeper is held accountable • Balance the restricted funds	1. Laura Walker 2. Kevin & Finance Committee	

	• Adjust the Merrit Account		
5. Board reviews the payroll monthly		1. Finance Committee or designated board member	

Goal 7 – Complete financial policies and procedures

Why does this goal matter? Ensures accuracy, compliance and making sound financial decisions

In the next 12 months	Results/Steps during the year	Who is responsible	By when?
1. Conduct a review of the Foundation books in 2025	• Sign a contract with Pinion to do the review • Include the payment in the budget for this year	• Kevin • Board	
2. Work with the Policy Committee to create and/or update the financial policies	• Develop a table of contents as a guide • Have Carmen type up new policies		

Public Relations Committee Report

MONTANA SCHOOL for the DEAF & the BLIND
FOUNDATION

Board Meeting
October 2024

PR Committee Members:

Board Members:
- Tammy Lacey (Chair)
- Gary McManus
- Travis Stephenson

Staff Members:
- Paul Furthmyre
- Heidi Gibson
- Missie Williams
- Devany Book*
- Carmen Turnbow



Ad Hoc Members:
- Lanni Klasner, City of Great Falls Communications Specialist
- Paul Sanchez, KRTV

PR Committee Goals

The MSDB Foundation Public Relations Committee seeks to obtain additional and sustainable funding:

1. To provide opportunities that lift MSDB students beyond the world's expectations;
2. To support MSDB in reaching its goals as outlined in its Strategic Plan; and
3. To finance robust and successful operations of the Foundation.

24/25 Meeting Dates:

1. October 7, 2024
2. November 15, 2024
3. December 19, 2024
4. January 10, 2025
5. February 21, 2025
6. March 14, 2025
7. April 11, 2025
8. May 2, 2025



Brand Recognition:

- New Bannerstand
- Multi-Channel Public Relations:
  - Facebook
  - Instagram
  - YouTube
- Eblasts
- "Meet the Board" Social Media Campaign
- Employee Spotlights
- Content Calendar





Media Highlights:

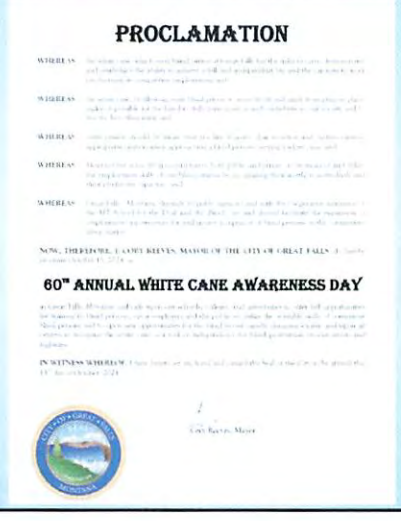








County and City Proclamations!



PROCLAMATION

WHEREAS

WHEREAS

WHEREAS

WHEREAS

WHEREAS

NOW, THEREFORE, I, [illegible], MAYOR OF THE CITY OF GREAT FALLS, [illegible]

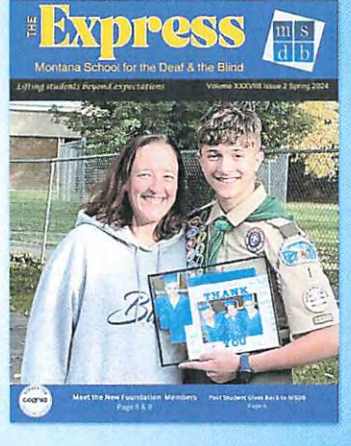
60th ANNUAL WHITE CANE AWARENESS DAY

IN WITNESS WHEREOF, I have hereunto set my hand and caused the Seal of the City to be affixed this [illegible] day of October 2024.

[illegible], Mayor

Express Newsletter:

- Kudos to **Editor Missie Williams!!**
  - **She's received lots of compliments on the new format: more pictures…less words**
- New Name–The Mustang Express
- Need: an outside editor and a centerfold content creator



Other:

- Town Pump Grant for 3 AEDs
- Optomentrist Conference in February
  - New Outreach Coordinator: Miranda Briggs

- Website Development

MSDB
MONTANA SCHOOL for the DEAF & the BLIND
FOUNDATION

51130 School for the Deaf & Blind
ORG Budget Summary - No A Accruals

Data Selected for Month/FY: 01 (Jul)/2025 through 04 (Oct)/2025

This report compares ORG Budgets (ORG_BD) to Actuals expended amounts

Business Unit	(All)
Program Year	2025
FY_BudPer	(All)
Month	(All)
Source of Auth	(All)
Org	(All)
Fund Type	(All)
Account	(All)
Acct Lvl 2	(All)
Account Type	E
Project	(All)
Ledger	(All)

Menu!A1

Menu!A1

OBPP Program Fund	Subclass	Acct Lvl 1	ORG Budget	Actuals Amt	Balance
01 ADMINISTRATION PROGRAM			**720,823.00**	**281,367.79**	**439,455.21**
01100 General Fund			**717,429.00**	**281,367.79**	**436,061.21**
	300H1 ADMINISTRATION		**558,882.00**	**205,316.73**	**353,565.27**
		61000 Personal Services	499,706.00	158,957.49	340,748.51
		62000 Operating Expenses	59,176.00	46,359.24	12,816.76
	300H5 STATE ITSD (RST)		**158,547.00**	**76,051.06**	**82,495.94**
		62000 Operating Expenses	158,547.00	76,051.06	82,495.94
02050 School Trust Interest/Income			**3,394.00**	**0.00**	**3,394.00**
	300H1 ADMINISTRATION		**3,394.00**	**0.00**	**3,394.00**
		61000 Personal Services	3,394.00	0.00	3,394.00
02 GENERAL SERVICES			**607,407.00**	**242,867.03**	**364,539.97**
01100 General Fund			**607,407.00**	**242,867.03**	**364,539.97**
	305H1 GENERAL SERVICES		**607,407.00**	**242,867.03**	**364,539.97**

	61000 Personal Services	349,222.00	104,184.82	245,037.18
	62000 Operating Expenses	228,734.00	136,464.21	92,269.79
	68000 Transfers-out	1,000.00	0.00	1,000.00
	69000 Debt Service	28,451.00	2,218.00	26,233.00
03 STUDENT SERVICES		**2,126,572.00**	**560,502.92**	**1,566,069.08**
01100 General Fund		**2,091,843.00**	**559,802.61**	**1,532,040.39**
310H1 STUDENT SERVICES		**1,979,343.00**	**548,783.60**	**1,430,559.40**
	61000 Personal Services	1,846,103.00	512,628.41	1,333,474.59
	62000 Operating Expenses	133,240.00	36,155.19	97,084.81
310H4 FAMILY ENGAGEMENT OPP		**42,500.00**	**0.00**	**42,500.00**
	61000 Personal Services	42,500.00	0.00	42,500.00
310H6 STUDENT TRAVEL		**45,000.00**	**4,031.31**	**40,968.69**
	62000 Operating Expenses	45,000.00	4,031.31	40,968.69
310H7 STUDENT EXTRACURIC TRAVEL		**25,000.00**	**6,987.70**	**18,012.30**
	62000 Operating Expenses	25,000.00	6,987.70	18,012.30
03167 National School Lunch		**34,729.00**	**700.31**	**34,028.69**
310H1 STUDENT SERVICES		**34,729.00**	**700.31**	**34,028.69**
	62000 Operating Expenses	34,729.00	700.31	34,028.69
04 EDUCATION		**6,708,097.92**	**1,798,998.12**	**4,909,099.80**
01100 General Fund		**6,033,580.00**	**1,719,126.60**	**4,314,453.40**
315H1 EDUCATION		**5,971,642.00**	**1,715,868.86**	**4,255,773.14**
	61000 Personal Services	5,721,509.00	1,533,578.52	4,187,930.48
	62000 Operating Expenses	250,133.00	182,290.34	67,842.66
315H3 PROFESSIONAL DEVELOPMENT		**35,000.00**	**3,257.74**	**31,742.26**
	62000 Operating Expenses	35,000.00	3,257.74	31,742.26
315H4 EXTRACURIC COMP		**26,938.00**	**0.00**	**26,938.00**
	61000 Personal Services	26,938.00	0.00	26,938.00
02050 School Trust Interest/Income		**302,341.00**	**0.00**	**302,341.00**
315H1 EDUCATION		**302,341.00**	**0.00**	**302,341.00**
	61000 Personal Services	302,341.00	0.00	302,341.00

02243 Medicaid		**11,534.00**	**0.00**	**11,534.00**
315H1 EDUCATION		**11,534.00**	**0.00**	**11,534.00**
	62000 Operating Expenses	11,534.00	0.00	11,534.00
03012 E.C.I.A. Chapter I		**52,861.00**	**0.00**	**52,861.00**
315H1 EDUCATION		**52,861.00**	**0.00**	**52,861.00**
	61000 Personal Services	52,861.00	0.00	52,861.00
03064 EHA, Part B		**119,219.00**	**514.50**	**118,704.50**
315H1 EDUCATION		**119,219.00**	**514.50**	**118,704.50**
	61000 Personal Services	109,219.00	0.00	109,219.00
	62000 Operating Expenses	10,000.00	514.50	9,485.50
03590 Federal Literacy Grant		**188,562.92**	**79,357.02**	**109,205.90**
315AR LITERACY GRANT 9/30/24		**188,562.92**	**79,357.02**	**109,205.90**
	61000 Personal Services	73,296.00	11,836.08	61,459.92
	62000 Operating Expenses	115,266.92	67,520.94	47,745.98
Grand Total		**10,162,899.92**	**2,883,735.86**	**7,279,164.06**

Student Enrollment Summary Report

Effective Date: 10/29/2024 Enrollment Types: P, S, N
Total Race/Ethnicities: 6 of 7 Total Schools: 2
Race/Ethnicity Source: Federal Male/Female/Total: 22/17/39

Student Population by Race/Ethnicity and Grade Level (Male/Female/Total)

MT Sch For Deaf & Blnd El

Grade	1:Hispanic/Latino	2:American Indian or Alaska Native	3:Asian	4:Black or African American	5:Native Hawaiian or Other Pacific Islander	6:White	7:Two or more races	Total
02	-	-	-	-	-	2/1/3	-	2/1/3
04	-	-	-	-	-	2/3/5	-	2/3/5
05	-	-	-	-	-	1/0/1	1/1/2	2/1/3
07	-	-	1/0/1	-	-	0/2/2	-	1/2/3
08	-	-	1/0/1	-	-	-	-	1/0/1
KF	-	-	-	-	-	2/1/3	-	2/1/3
PK	-	-	-	-	-	2/0/2	-	2/0/2
PS	1/0/1	-	-	-	-	0/1/1	-	1/1/2
All Grades	1/0/1	-	2/0/2	-	-	9/8/17	1/1/2	13/9/22

MT Sch For Deaf & Blnd HS

Grade	1:Hispanic/Latino	2:American Indian or Alaska Native	3:Asian	4:Black or African American	5:Native Hawaiian or Other Pacific Islander	6:White	7:Two or more races	Total
09	-	1/0/1	-	-	-	0/2/2	-	1/2/3
10	-	1/0/1	-	-	-	1/2/3	-	2/2/4
11	-	1/0/1	-	-	-	2/1/3	-	3/1/4
12	-	0/1/1	-	0/1/1	-	2/1/3	1/0/1	3/3/6
All Grades	-	3/1/4	-	0/1/1	-	5/6/11	1/0/1	9/8/17

Student Population Excluding White not of Hispanic Origin

School	Total	Percentage
MT Sch For Deaf & Blnd El	5	22.73%
MT Sch For Deaf & Blnd HS	6	35.29%
Total	11	28.21%

Montana School for the Deaf and the Blind

3911 Central Ave; Great Falls, MT 59405

Referral Updates

2024-25 School Year

Updated: 10/29/2024

VI/DHH	Grade	Status
VI -	Preschool	No documents (Spring 2024)
VI -	PreK	Collecting documents (Spring 2024); Moved to Ohio
VI -	2nd	Collecting documents - recently moved to GF; Moved back to Helena
VI -	5th	Completed 10-day Observation - Oct 2024 Shared placement with GFPS
VI -	5th	No documents (Spring 2024)
VI -	7th	Collecting documents (Spring 2024) - Student is at EMS - have received emails from the district asking about the referral process. We were told this family has moved to Boston.
VI -	10th	Collecting documents (Spring 2024) - Completed 10-day Observation - Oct 2024 Shared placement with Corvallis
DHH/VI -	1st	Beginning the Process - 9/26; File review 10/23/2024; Gathering additional info/scheduling 10-day observation (family hoping for a few days a month)
DHH/VI -	11th	9/5/2024 - Browning - No documents
DHH -	Preschool	Beginning the process - collecting docs; File Review completed; 10-day Observation in progress 10/21/2024
DHH -	PreK	Ready for 10-day observation (Spring 2024) - Talked with Mom, ready for observation, beginning process to get CIs - Identifying dates for a 10-day - 10-day starts 9/23/2024 - Family has asked to suspend the process for now
DHH -	2nd	9/4/2024 - GF- No Documents

DHH -	4th	Recently moved back to Montana - beginning the process (former student) - File review completed - 10-day Obs beginning Sept. 2nd - Post observation meeting 9/19/2024 - Placed MSDB
DHH -	4th	Recently moved to GF - beginning the process - File review completed - 10-day Obs beginning Sept. 2nd - Post observation meeting 9/19/2024 - Placed MSDB
DHH -	9th	Beginning the process Trying to schedule a family meeting. No recent updates
DHH -	10th	Collecting documents (Spring 2024) - Has decided to stay at CMR at this time Aug. 2024

❖ **MACIE LIAISON - (Item 6)**

Susie Hedalen

ITEM 6

MACIE REPORT

- **Action on SAM Representative**
- **Action on MTSBA Representative**

Jordann Lankford Forster

MONTANA ADVISORY COUNCIL ON INDIAN EDUCATION
ADVISORY TO THE BOARD OF PUBLIC EDUCATION AND
SUPERINTENDENT OF PUBLIC INSTRUCTION

Montana Board of Public Education
MACIE Summary
November 2024

Presentation	MACIE Report
Presenter	Jordann Lankford Forster
Position Title	MACIE Chair
Overview	The purpose of MACIE is to provide recommendations and guidance to the Board of Public Education and the Office of Public Instruction on initiatives and actions aimed at increasing American Indian student achievement. As your advisory board, and partner in American Indian education improvement, we offer the following report:
Requested Decision	Approve SAM and MTSBA Representatives
Related Issue(s)	October MACIE Meeting
Recommendations	Approve SAM and MTSBA Representatives

SAM Representative
Edward Parisian
Box Elder, MT
Mr. Parisian has served many years in education leadership. He previously served a term at Rocky Boy, as well as head of educational programs at the Bureau of Indian Affairs. Given his experience and willingness to serve, Mr. Parisian is an excellent candidate to represent SAM on the MACIE Board.

MTSBA Representative
Yancey Beston
Frazer, MT
Yancey is an elected trustee on the Frazer School Board and is also the Vice Chair of MTSBA's Indian School Board Caucus (ISBC). The ISBC has traditionally had its Vice Chair serve as MTSBA's designated representative on the MACIE Board.

Please fill out this form and return to:
Joan Franke
Office of Public Instruction
PO Box 202501
Helena, MT 59620-2501
(406) 444-3924 (fax)
jfranke@mt.gov

X Yes, our organization wishes to appoint the person listed below as our representative to the Montana Advisory Council on Indian Education (MACIE).

Name: EDWARD PARISIAN, SUPT. BOX ELDER
Address: 410 E. MAIN ST.
City, ZIP BOX ELDER, MT 59521
Phone 406-352-4195
Cell Phone 406-399-2909
Email EPARISIAN@BOXELDER.K12.MT.US

Please provide a brief bio articulating the nominee's qualifications for membership on MACIE.

MR. PARISIAN HAS MANY YEARS IN EDUCATIONAL LEADERSHIP. NOT ONLY A PREVIOUS TERM AT Rocky Boy, BUT ALSO SERVICE AS HEAD OF EDUCATIONAL PROGRAMS AT BIA. FROM HIS EXPERIENCE AND WILLINGNESS TO SERVE MACIE, WE BELIEVE MR. PARISIAN WILL MAKE AN EXCELLENT REPRESENTATIVE FOR SAM.

X **Yes, I have contacted our nominee who has agreed to represent our tribe/organization as an active member of MACIE.**

____ No, our tribe/organization does not wish to be represented on the Montana Advisory Council on Indian Education.

Organization: SCHOOL ADMINISTRATORS OF MONTANA

President/Chairperson/Director signature: Rob Watson

Date: SEPT. 10, 2024 ROB WATSON, EXEC. DIRECTOR

Please fill out this form and return to:
Joan Franke
Administrative Assistant
jfranke@mt.gov

X Yes, our tribe/organization wishes to appoint the person listed below as our representative to Montana Advisory Council on Indian Education (MACIE).

Name: Yancey Beston

Address: P.O. Box 488

City, ZIP Frazer, MT 59225

Phone (406)650-6797

Cell Phone (406)650-6797

Email ybeston@mtsba-board.org

Please provide a brief bio articulating the nominee's qualifications for membership on MACIE.

Yancey is an elected trustee on the Frazer School Board and is also the Vice Chair of MTSBA's Indian School Boards Caucus (ISBC). The ISBC has traditionally had its Vice Chair serve as MTSBA's designated representative on the MACIE Board.

X **Yes, I have contacted our nominee who has agreed to represent our tribe/organization as an active member of MACIE.**

_____ No, our tribe/organization does not wish to be represented on the Montana Advisory Council on Indian Education.

Tribe/Organization: Montana School Boards Association - Indian School Boards Caucus

President/Chairperson/Director signature: [signature]

Date: September 13, 2024

November 21, 2024

BOARD OF PUBLIC EDUCATION TOURS

9:00 AM **MONTANA STATE UNIVERSITY COLLEGE OF EDUCATION EDUCATOR PREPARATION PROVIDER TOUR**
Reid Hall, Montana State University
Corner of S 11th Ave and W Grant St, Bozeman, MT

10:00 AM **BOZEMAN READS EARLY LEARNING CENTER (BRELC) TOUR**
Morning Star Elementary
830 W Arnold St., Bozeman, MT

11:15 AM **BRIDGER CHARTER ACADEMY TOUR AND ROUNDTABLE DISCUSSION**
Bozeman High School
205 N 11th Ave, Bozeman, MT

RECONVENE AT 1:00 PM

CALL TO ORDER

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

❖ **ASSESSMENT COMMITTEE – (Item 7)**

Ron Slinger

ITEM 7

ACTION AND PANEL PRESENTATION ON THE APPLICATION AND CRITERIA FOR THE LIST OF APPROVED EARLY LITERACY SCREENING TOOLS

McCall Flynn; Craig Buscher, EdD, Attain Education Consulting; Genevieve Thomas, Director of Professional Learning, School Services of Montana; Danielle 'Nell' Thompson, Ph.D. CCC-SLP, The Transformative Reading Teacher Group

Board of Public Education
List of Approved Screening Tools
Application

Purpose: According to ARM 10.54.901, the Board of Public Education must review the list of approved evaluation methodology screening tools in odd years to ensure continuous adherence to developmentally appropriate and research-based screening tool requirements. This document is for application to the List of Approved Evaluation Methodology Screening Tools.

Submission Procedures: Applications must be received by the Board of Public Education at bpe@mt.gov between December 1, 2024 and January 1, 2025 at 5PM. The Board will take action on the applications and recommendations at their March 2025 Board meeting.

Name of Assessment: **Date of Application**:

Name of Applicant:

1. The evaluation methodology denotes the instrument or assessment used to determine if the child is above, at, or below a developmental trajectory leading to reading proficiency upon completion of 3rd grade and may address one or all of the following domains. **Please check the boxes to indicate which domain(s) are assessed in the instrument(s) and provide links to supporting documents for reviewers** (check all that apply).
   - ☐ Oral language
   - ☐ Phonological Awareness
   - ☐ Alphabet Knowledge
   - ☐ Phonemic Awareness
   - ☐ Listening Comprehension
   - ☐ Developmental Spelling
   - ☐ Vocabulary
   - ☐ Word Reading
   - ☐ Connected Text Fluency
   - ☐ Connected Text Accuracy
   - ☐ Reading Comprehension
   - ☐ Reading Composite Score

2. Is this evaluation methodology (an) (check all that apply):
   - ☐ Early Literacy Screener
   - ☐ Early Oral Language Screener
   - ☐ Early Literacy and Oral Language Screener
   - ☐ Criterion-Referenced
   - ☐ Norm-Referenced

Please provide evidence to support responses to the following questions.

3. Is the assessment developmentally appropriate?

4. Is the assessment research-based?

5. Does the assessment reliably predict future reading proficiency?

6. Does the assessment demonstrate construct and criterion validity for predicting future reading proficiency?

7. Is the assessment sensitive enough to identify true positives for early literacy difficulties?

8. Is the assessment specific enough to identify true negatives for early literacy difficulties?

9. Is the assessment sensitive enough to identify true positives for oral language difficulties?

10. Is the assessment sensitive enough to identify true positives for oral language difficulties?

11. Is the assessment available for use across 3.5 years of age through age 9 (third grade)?

12. Has a new edition of the assessment been published within the last 20 years?

13. Has a normative update of the assessment been published within the last 10 years?

14. Is the assessment clearly described as a “screener”?

15. Is the assessment clearly described as an efficient protocol with an administration time of 20 minutes or less?

16. Is the assessment aligned with formative assessments?

17. Can the assessment be given in English and Spanish?

18. Under 20-7-1803, MCA, the evaluation must be cost-effective. What is the average per year cost, and please describe how you determine these rates.

Board of Public Education
List of Approved Screening Tools
Criteria

Purpose: According to ARM 10.54.901, the Board of Public Education must review the list of approved evaluation methodology screening tools in odd years to ensure continuous adherence to developmentally appropriate and research-based screening tool requirements. This document is for application to the List of Approved Evaluation Methodology Screening Tools. Applications will be reviewed and approved based on the following criteria and timeline.

Name of Assessment: **Date of Application**:

Name of Applicant: **Name of Reviewer**:

1. The evaluation methodology denotes the instrument or assessment used to determine if the child is above, at, or below a developmental trajectory leading to reading proficiency upon completion of 3rd grade and may address one or all of the following domains. **Please check the boxes denoting which of the following criteria are addressed in the assessment and provide links to supporting documents for reviewers** (check all that apply).
   - ☐ Oral language
   - ☐ Phonological Awareness
   - ☐ Alphabet Knowledge
   - ☐ Phonemic Awareness
   - ☐ Listening Comprehension
   - ☐ Developmental Spelling
   - ☐ Vocabulary
   - ☐ Word Reading
   - ☐ Connected Text Fluency
   - ☐ Connected Text Accuracy
   - ☐ Reading Comprehension
   - ☐ Reading Composite Score

2. Is this evaluation methodology (an) (check all that apply):
   - ☐ Early Literacy Screener
   - ☐ Early Oral Language Screener
   - ☐ Early Literacy and Oral Language Screener
   - ☐ Criterion-Referenced
   - ☐ Norm-Referenced

Attributes	Minimal Evidence	Moderate Evidence	Strong Evidence
Is the assessment developmentally appropriate? (appropriateness of the constructs/content measured by the instrument for determining risk of reading difficulties)			
Is the assessment research-based? (clear and compelling theoretical framework and evidence through the age and grade range specified)			
Does the assessment have reliability for later reading success? (.8 or higher)			
Does the assessment have construct and criterion validity for later reading success? (.8 or higher)			
Does the assessment have sensitivity for finding true positives for early literacy difficulties? (.8 or higher, preferably .9 for sensitivity).			
Does the assessment have specificity for finding true negatives for early literacy difficulties? (.8 or higher).			
Does the assessment have sensitivity for finding true positives for oral language difficulties? (.8 or higher, preferably .9 for sensitivity).			
Does the assessment have specificity for finding true positives for oral language difficulties? (.8 or higher)			
Is the assessment available for use across 3.5 years of age through age 9 (third grade)?			
Has a new edition of the assessment been published within the last 20 years?			
Has a normative update of the assessment been published within the last 10 years?			
Is the assessment clearly described as a “screener”?			
Is the assessment clearly described as an efficient protocol with an administration time of 20 minutes or less?			
Is the assessment aligned with formative assessments?			
Can the assessment be given in English and Spanish?			

Recommendation:

REPORTS – (Item 8-9)

Dr. Tim Tharp

ITEM 8

STUDENT REPRESENTATIVE REPORT

Gavin Mow

ITEM 9

ANNUAL HISET REPORT

Katie Madsen

Montana Board of Public Education
Executive Summary

Date: November 2024

Presentation	HiSET Annual Report
Presenter	Katie Madsen Career Technical and Adult Education Division Office of Public Instruction
Position Title	Adult Education State Director/High School Equivalency State Administrator
Overview	Overview of high school equivalency testing for 2023
Requested Decision(s)	Informational
Related Issue(s)	None
Recommendation(s)	None

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OFFICE OF PUBLIC INSTRUCTION
STATE OF MONTANA

Putting Montana Students First

High School Equivalency 2023 Summary

Katie Madsen – Adult Education State Director/High School Equivalency State Administrator

Overview

Provide the Board of Public Education with an update of high school equivalency testing utilizing the HiSET exam published by PSI, the HiSET test vendor.

Update

HiSET has been the sole high school equivalency (HSE) exam in Montana since 2014. In October 2022, the HiSET test vendor changed from ETS to PSI. It is important to note the transitional challenges from one vendor/platform to another. As a result of the transition, HiSET testing throughout the state of Montana experienced challenges that involved additional time and effort to troubleshoot ongoing issues.

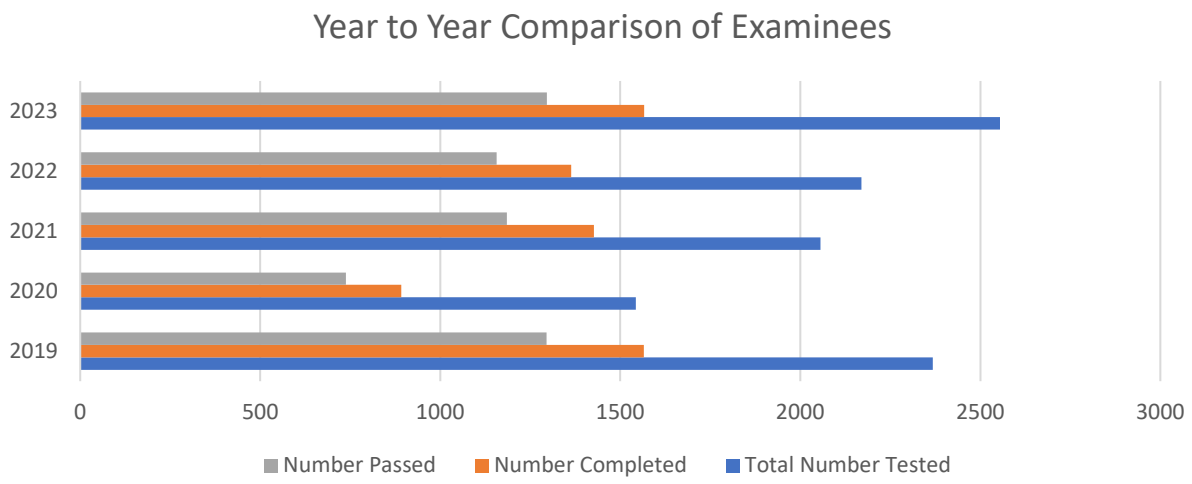
The OPI remained committed to serving adult learners in Montana and continued to advocate to mitigate challenges. It is imperative that the clients served, those seeking a HSE credential, have access to HSE exam options. Ultimately, attainment of the HSE credential is often critical for employment, admission to postsecondary education or the military, release from incarceration, compliance with court orders, etc. Therefore, in 2023, the agency pursued the return of GED testing to allow for choice and provide opportunities for constituents. In January 2024, GED testing officially became available once again in Montana – more data to share in the coming years.

Historically, the number of completers and passing rates have remained consistent in Montana throughout the years. In 2023, the overall testing volume surpassed pre-pandemic numbers.

Year to Year Comparison of Examinees														
Total Number Tested					Completed					Passed				
2019	2020	2021	2022	**2023**	2019	2020	2021	2022	**2023**	2019	2020	2021	2022	**2023**
2,368	1,543	2056	2170	**2555**	1,565 66.1%	892 57.8%	1427 69.4%	1364 62.9%	**1566** **61.3%**	1,295 82.7%	738 82.7%	1185 83.0%	1157 84.8%	**1296** **82.8%**

*Passing rates are reflective of the best attempt.

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HiSET Details

The cost of the HiSET varies based on version. The computer-based test is $53.75 for all five subtests, $10.75 per test. The paper-based test is $75.00 for all five subtests, $15.00 per test. An individual must take and pass all five subtests to receive a high school equivalency. This testing fee is paid directly to HiSET through an online registration process. The price includes two free retests, within 12 months of the original purchase, if necessary. The individual test center fee varies from center to center. Test centers in the state of Montana charge up to $5 per subtest.

The HiSET exam is offered in two formats, a paper-based testing system (PBT) and a computer-based testing system (CBT). There are 10 test centers that exclusively offer PBT, 21 test centers that exclusively offer CBT, and 7 that offer both PBT and CBT. Computer based testing is the wave of the future and we are encouraging the test centers to move toward computer-based testing. With computer-based testing, the examiners have a more secure testing environment and testers receive immediate test results.

As a result of the COVID-19 Pandemic, HiSET testing is also offered via a secure virtual platform/proctoring service. The HiSET Exam at Home is identical in content, format, and on-screen experience to exams taken at a test center. There is a $17.50 fee per subtest for this delivery method, but this additional testing option offers increased flexibility for individuals seeking their high school equivalency credential.

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Montana Demographics/Statistics

Test taker demographics have changed slightly over the course of the past several years.

Percent of Completers Tested by Age										
	2019	Passing Rate – Best Attempt	**2020**	Passing Rate – Best Attempt	**2021**	Passing Rate – Best Attempt	**2022**	Passing Rate – Best Attempt	**2023**	Passing Rate – Best Attempt
16-18	46.9%		46.4%		47.4%		56.9%		**58.9%**	
19-24	30.4%		31.0%		32.6%		25.8%		**21.8%**	
25-29	7.9%		7.6%		7.1%		6.0%		**7.2%**	
30-34	6.3%		6.5%		5.3%		4.3%		**4.2%**	
35-39	4.0%		4.0%		3.2%		2.8%		**3.6%**	
40-49	2.9%		2.8%		3.7%		3.0%		**3.2%**	
50-59	1.5%		1.3%		0.6%		0.9%		**1.0%**	
60+	0.3%		0.3%		0.2%		0.2%		**0.1%**	
Total Number of Completers	1,565	82.7%	892	82.7%	1427	83.0%	1364	85.2%	**1566**	**82.8%**

*Passing rates are reflective of the best attempt. Including 84 individuals who previously failed the battery (prior to 2023) and passed in 2023.

The breakdown of examinees by the following categories has remained relatively consistent over the course of the past several years.

Gender	2019	2020	2021	2022	2023
Male	59.2%	56.6%	58.2%	53.1%	**57.1%**
Female	40.8%	43.4%	41.8%	46.1%	**39.5%**

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Completers Reported by Race								
	Percent Response Rate	American Indian or Alaskan Native	Asian	African American	Pacific Islander	White	Other	Chose not to respond
2019	99.1%	18.1%	0.9%	2.6%	1.4%	69.8%	4.5%	10.4%
2020	98.3%	16.4%	0.7%	1.8%	0.7%	73.7%	4.2%	8.4%
2021	99.2%	20.1%	1.2%	2.5%	0.8%	68.9%	4.4%	9.7%
2022	99.3%	19.5%	0.7%	2.5%	0.6%	61.6%	4.9%	16.0%
2023	**100%**	**17.0%**	**0.9%**	**2.8%**	**0.6%**	**59.3%**	**2.7%**	**20.5%**

*Response rate of this particular section varies. Of the examinees reporting, the majority have consistently classified themselves as white.

Reported Education Level									
	Percent Response Rate	5th	6th	7th	8th	9th	10th	11th	12th
2019	67.5%	0.3%	0.7%	0.9%	6.4%	18.1%	28.6%	36.3%	8.7%
2020	64.7%	1.6%	0.9%	1.0%	7.5%	14.2%	29.6%	35.0%	10.2%
2021	62.0%	0.8%	0.5%	0.7%	5.2%	15.5%	28.2%	41.1%	8.0%
2022	58.2%	7.8%	0.6%	1.1%	4.9%	14.6%	26.2%	36.6%	8.1%
2023	**32.0%**	**22.2%**	**0.4%**	**0.4%**	**4.4%**	**10.6%**	**19.8%**	**34.3%**	**8.0%**

*Response rate of this particular section varies. Of the examinees reporting, the majority have consistently had some high school (9-12) education.

Reported Employment Status					
	Percent Response Rate	Part-time	Full-Time	Unemployed	Not in the labor force
2019	69.7%	26.7%	22.5%	29.9%	20.9%
2020	68.0%	22.6%	28.3%	30.1%	18.9%

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2021	65.1%	24.3%	25.2%	26.4%	24.1%
2022	60.5%	32.4%	25.0%	21.6%	21.1%
2023	**32.6%**	**38.4%**	**26.1%**	**21.2%**	**14.3%**

One of the more interesting statistics offered from the demographic information gathered is the following reasons for taking the HiSET exam.

Reported Reasons for Taking the test												
	Tech	2-yr College	4-yr College	Get a Job	Keep Current Job	RM	SAT	Public Assist	Mil	Early Release	Court Order	Other
2019	11.9%	10.4%	15.1%	19.7%	2.6%	2.0%	21.8%	0.1%	4.4%	0.6%	2.4%	8.9%
2020	11.3%	10.0%	16.4%	18.3%	2.3%	2.8%	20.4%	0.6%	4.7%	0.4%	1.7%	11.1%
2021	13.8%	10.6%	14.8%	15.0%	1.9%	2.9%	21.4%	0.1%	4.6%	1.7%	2.4%	10.9%
2022	18.6%	10.2%	12.9%	16.2%	2.5%	2.9%	22.5%	0.1%	2.9%	0.5%	2.1%	8.3%
2023	**33.2%**	**6.7%**	**10.6%**	**13.4%**	**1.5%**	**3.4%**	**17.5%**	**0.0%**	**4.5%**	**1.5%**	**0.6%**	**7.1%**

*Response rate of this particular section varies.

Abbreviations
Tech = Technical School
RM = Role Model
SAT = personal satisfaction
MIL = Military

Reported Ways of Preparing for the Test							
	Percent Response Rate	Hard Copy Book	eBook	Computer Software	Online	Prep Class	Did Not Prepare
2019	63.1%	24.2%	0.9%	1.9%	31.2%	48.0%	21.5%
2020	58.0%	22.2%	1.0%	1.7%	35.4%	42.0%	21.9%
2021	57.3%	20.7%	1.2%	1.7%	37.0%	45.7%	21.3%
2022	46.9%	23.3%	2.5%	1.3%	38.6%	44.7%	21.6%
2023	**16.3%**	**15.3%**	**0.4%**	**0.0%**	**37.3%**	**31.8%**	**15.3%**

*Response rate of this particular section varies. Of the examinees reporting, the majority have consistently reported online prep or prep classes prior to taking the exam.

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Note: Data compiled from Annual Statistical Reports on the HiSET Exam published by the HiSET vendor.

For more information please contact Katie Madsen at katie.madsen@mt.gov.

❖ **CHARTER COMMITTEE – (Items 10-14)**

Jane Hamman

ITEM 10

UPDATE ON COMMUNITY CHOICE SCHOOL COMMISSION

Trish Schreiber

ITEM 11

INFORMATION AND REVIEW OF PUBLIC CHARTER SCHOOL 2024-25 FALL DATA REPORTING

Christy Mock-Stutz

Montana Board of Public Education
Executive Summary

Date: November 2024

Presentation	Public Charter School Fall Data Reporting
Presenter	Christy Mock-Stutz Office of Public Instruction
Position Title	Assistant Superintendent
Overview	Overview of the fall data reporting and enrollment counts for public charter schools
Requested Decision(s)	None
Related Issue(s)	None
Recommendation(s)	None

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OFFICE OF PUBLIC INSTRUCTION
STATE OF MONTANA

Putting Montana Students First

Public Charter School Fall Enrollment Counts

as of October 30, 2024

The Public Charter School Act, § 20-6-801-814, MCA, provides expansion for educational opportunities for K-12 education in Montana. Public charter schools were provided funding through a basic entitlement based upon their anticipated Annual Number of Belonging (ANB) count. **Table 1**, below, shows the district and charter school name, budget unit, anticipated ANB count, fall ANB count, and the basic entitlement provided to each budget unit.

Each charter school is assigned a budget unit for each of the grade level bands it serves. The budget unit is the unit for which the ANB of a district is calculated separately, per § 20-9-306, MCA. Budget units are assigned according to grade levels, E= elementary, M= Middle School, H= High School. For funding purposes, § 20-6-812, MCA, states that a public charter school district is not eligible for basic entitlement unless its ANB is greater than 70 for an elementary school or program, 20 for a middle school or program, or 40 for a high school or program.

Table 1: **Public Charter School codes, budget units, enrollment, and basic entitlement**

District	School Name	Budget Unit	District Initial Anticipated ANB	Basic Entitlement amount FY25*	Fall Student Count for ANB	Over or Under Requirement
Billings Elem	Billings Multilingual Academy	E2	71	$58,963	21	Under 70
Billings H S	Billings Multilingual Academy	H2	40	$353,787	22	Under 40
Billings H S	Billings Early College School	H3	125	$353,787	60	Over 40
Billings H S	Billings Opportunity School	H4	80	$353,787	76	Over 40
Bozeman H S	Bridger Charter School	H2	82	$353,787	101	Over 40
Corvallis K-12	Rise Charter & Distance	E2	77	$58,963	181	Over 70
Corvallis K-12	Rise Charter & Distance	M2	21	$117,928	47	Over 20
Corvallis K-12	Rise Charter & Distance	H2	73	$353,787	50	Over 40
Corvallis K-12	Rise Charter & Pathways	E3	71	$58,963	262	Over 70
Corvallis K-12	Rise Charter & Pathways	M3	35	$117,928	25	Over 20
Corvallis K-12	Rise Charter & Pathways	H3	112	$353,787	124	Over 40
East Helena K-12	227 Academy	E2	10	-	10	Under 70
East Helena K-12	227 Academy	M2	21	$117,928	11	Under 20
Flathead H S	Flathead Pace Academy	H2	48	$353,787	158	Over 40
Flathead H S	Kalispell Rising Wolf Charter	H3	48	$353,787	317	Over 40
Frenchtown K-12	Bronc Fast Track	H2	56	$353,787	53	Over 40
Great Falls Elem	CORE School at Morningside	E2	350	$58,963	297	Over 70
Hamilton K-12	Bitterroot Polytech	M2	25	$117,928	28	Over 20
Hamilton K-12	Bitterroot Polytech	H2	50	$353,787	360	Over 40
Helena Elem	Helena Montessori Charter Schl	E3	198	$58,963	198	Over 70
Helena Elem	Mount Ascension Learning Academy	E2	31	-	49	Under 70
Helena Elem	Mount Ascension Learning Academy	M2	21	$117,928	21	Over 20

District	School Name	Budget Unit	District Initial Anticipated ANB	Basic Entitlement amount FY25*	Fall Student Count for ANB	Over or Under Requirement
Helena H S	Mount Ascension Learning Academy	H2	41	$353,787	45	Over 40
Helena H S	Helena P.A.L.	H3	75	$353,787	58	Over 40
Missoula Elem	Missoula Connect Academy	E2	10	-	3	Under 70
Missoula Elem	Missoula Connect Academy	M2	21	$117,928	12	Under 20
Missoula Elem	Missoula TEACH Academy	E3	80	$58,963	84	Over 70
Missoula H S	Missoula Connect Academy	H3	41	$ 353,787	90	Over 40
East Helena K-12	227 Academy	H2	41	$353,787	57	Over 40

* Basic entitlement was calculated using the anticipated enrollment in the public charter application.

Table 2: Student enrollment: Full and Part-time enrollment

All charter schools opened in SY2024 are operating as a school within an existing district. These districts already had existing budget units. The new charter schools were assigned new budget unit(s) and corresponding grade-level signifier(s) (for example, E2 or H3). Highlighted in yellow below are the new charter school budget units. The chart shows the following:

- Total student enrollments at each budget unit (includes part time and full time enrollment)
- The number in *(parentheses)* indicates the number of part time enrollments within the full-time calculation.

Table 2

District Name	E1	E2	E3	H1	H2	H3	H4	M1	M2	M3
Billings Elem	8496	21 (5.25)						2523		
Billings H S				5370 (73)	22 (6)	60 (30)	76 (3)			
Bozeman H S				2783	101 (46)					
Corvallis K-12 Schools	643 (264)	185 (5)	645 (384)	415 (53)	50 (8)	124 (82)		170 (30)	47 (4)	202 (178)
East Helena K-12	1022(2)	10		555 (9)	57 (3)			322	11	
Flathead H S				3000 (149)	317 (62)	158 (53)				
Frenchtown K-12 Schools	671			364	53			218		
Great Falls Elem	5043	297 (21)						1526 (5)		
Hamilton K-12 Schools	832			545 (127)	357 (235)			242	28	
Helena Elem	3741 (8)	65 (44)	198					1112 (5)	37 (17)	
Helena H S				2293 (22)	65 (22)	58				
Missoula Elem	4027 (2)	3 (1)	84					1099 (4)	16 (5)	
Missoula H S				3765 (43)	85 (3)	98 (9)				

For more information please contact Christy Mock-Stutz at christy.mock-stutz@mt.gov.

ITEM 12

UPDATE ON PUBLIC CHARTER SCHOOL APPLICATIONS AND SPECIAL MEETING

Jane Hamman

State of Montana

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Board of Public Education

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Commissioner of
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Elsie Arntzen,
Superintendent of
Public Instruction

Greg Gianforte,
Governor

EXECUTIVE DIRECTOR:

McCall Flynn

List of 2024 Public Charter School Applications

1. Big Horn Academy
2. Central Montana Career and Technical Education Academy
3. Laurel Virtual Academy
4. Libby Central Charter School
5. Liberty Academy Charter School
6. Lion's Path Academy Charter School
7. Mission Career Forward Charter Academy
8. Montana Connections Academy
9. Ronan Charter Academy
10. SOAR Academy
11. Yellowstone Experience School (YES)

ITEM 13

REVIEW OF PUBLIC CHARTER SCHOOL APPLICATION AND CRITERIA

McCall Flynn

Montana Board of Public Education

Public Charter School Application

June 2024

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Community Support and Need 8
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INTRODUCTION

HB 549 (2023), now codified in Title 20, Chapter 6, Part 8 of Montana Code Annotated, authorized the establishment of public charter schools in Montana and tasked the Montana Board of Public Education as the sole entity authorized to enter into public charter contracts with a governing board. There are two types of public charter schools – those operating under an existing local school board and those operating as a new school district under a separate governing board. This Public Charter School Application is for both options.

A public charter school means a public school that has autonomy over decisions including, but not limited to, matters concerning finance, personnel, scheduling, curriculum, and instruction as defined in a public charter contract. Public charter schools are governed by a local school board, or in the case of a governing board other than a local school board, by the governing board of the public charter school district of which the public charter school is a part. Public charter schools are established and operated under the terms of a public charter contract and allow parents to choose to enroll their children. Public charter schools must admit students based on a lottery if more students apply for admission than can be accommodated.

Public charter schools provide a program of education that may include any or all grades from kindergarten through grade 12 and vocational education programs and operate in pursuit of a specific set of educational objectives as defined in its public charter contract.

The evaluation of your application will focus on whether implementing the proposals in your application will lead to the academic, organizational, and financial performance you are promising in exchange for potential broad flexibility from Montana's education standards. The evaluation will also determine whether:

- There is an established need for the proposed public charter school;
- The proposed public charter school meets the needs of all its students;
- The proposed public charter school is of the highest academic quality;
- The proposed public charter school will provide a healthy learning environment and positive school climate;
- The proposed governing board demonstrates the capacity to implement the plan outlined in the application with fidelity; and
- The proposed public charter school will provide an educational opportunity to students that they would not otherwise receive at the traditional school they are zoned to attend.

SUBMISSION PROCEDURES

To facilitate the Montana Board of Public Education's review of public charter school applications, applicants must submit the application to bpe@mt.gov between the dates of October 28 and November 1, 2024, with a deadline of November 1, 2024 at 5PM. All submission materials must be submitted in a single electronic submission. Multiple attachments will not be accepted in the submission. The Board will review the public charter school application, and if determined complete, will facilitate an interview, and take public comment on the application in November. Final approval of the application will take place at the January 2025 Board of Public Education meeting. Please note the timeline on the Board's webpage under the Public Charter School tab.

We recognize that this application may not provide the space to fully respond to each of the questions in the application. Please provide a brief, direct response to each question, with reference to attachments, appendices, and weblinks to lengthier handbooks, policies, and additional information. Please make sure to clearly state where any corresponding responses are located within the application and limit application pages to 26, plus any attachments and letters of support.

Please note that submitting a public charter school application does not guarantee approval and that a public charter school contract will be granted. Failure to adhere to any requirements may lead to an incomplete application that is rejected before consideration. In addition, complete applications that are not strong enough to guarantee a successful public charter school implementation will be recommended for denial.

PUBLIC CHARTER APPLICATION COVER PAGE

Check One: ___ New Public Charter under existing local school board ___ New Public Charter District

Name of Public Charter School _____

Local school district in which the public charter school will be physically located: _____

_____

Contact Information for the Governing Board Chair

Contact Person: _____
Name **Title**

Contact Address: _____

Telephone Number: _____

E-mail Address: _____

Contact Information for the Person Completing this Application

Contact Person: _____
Name **Title**

Contact Address: _____

Telephone Number: _____

E-mail Address: _____

Local Board of Trustee Evidence

Check One: ___ Approved by existing local school board ___ Refused approval by existing local school board

Provide copy of local school board minutes as evidence.

PUBLIC CHARTER APPLICATION

Name of Public Charter School: _____

Provide an executive summary with the general purpose and rationale for the creation of the public charter school, and explain how the proposed public charter school is different from a program that you could operate or are currently operating without the public charter designation.

Opening Date: _____ Public Charter Term Length: _____
Grades to be served: _____
Minimum Enrollment Per Year: _____
Planned Enrollment Per Year: _____
Maximum Enrollment Per Year: _____

During the proposed public charter 5-year term, indicate the specific grade-level programs that you plan to serve:
Check all that apply: ___ Elementary Program ___ Middle Grades Program ___ High School Program

For each year of the public charter term, estimate the number of students the public charter school plans to serve in each grade:

	Elementary							Middle		High School				
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Year 1														
Year 2														
Year 3														
Year 4														
Year 5														

ACADEMIC PROGRAM

See Submission Procedures

1. State the public charter school's mission and vision and describe why this initiative is important to the community it will serve.

2. Identify the targeted student population and the community the public charter school proposes to serve.

3. Describe plans and timelines for student recruitment and enrollment, including lottery procedures.

4. Describe the public charter school's academic program, specifically focusing on why it is innovative in your school district. Include plans to formally assess student achievement on an annual basis.

5. Describe any variances to existing standards that the public charter school requires to enhance educational opportunities.

6. Describe the instructional design, including the type of learning environment, class size and structure, curriculum overview, and teaching methods.

7. Describe plans for identifying and successfully serving students with disabilities, students who are English Language Learners, students who are academically challenged, and gifted students, including compliance with applicable laws and regulations.

8. Describe student discipline policies, including those for special education students.

SCHOOL GOVERNANCE

See Submission Procedures

9. Describe the public charter school's organizational chart that clearly presents the proposed organizational structure, including lines of authority and reporting between the governing board, staff, related bodies such as advisory bodies or parent and teacher councils, and external organizations that will play a role in managing the public charter school.

10. Describe the roles and responsibilities of the governing board, the proposed leadership management team, and other entities shown in the organizational chart.

11. Provide a staffing chart for the public charter school's first year and a staffing plan for the term of the public charter school.

12. Detail the public charter school startup plan, identifying tasks, timelines, and responsible individuals.

13. Describe the plans for recruiting and developing school leadership and staff.

14. Describe the proposed leadership and teacher employment policies, including performance evaluation plans.

15. State the proposed governing bylaws.

16. Explain any partnerships or contractual relationships central to the operations and mission of the public charter school.

17. Provide the proposed calendar and sample daily schedule.

BUSINESS OPERATIONS

See Submission Procedures

18. Describe plans for providing transportation, food service, and all other significant operational or ancillary services.

19. Describe cocurricular and extracurricular programs and how the programs will be funded and delivered.

20. Describe the proposed financial plan and policies, including financial controls and audit requirements.

21. Describe the insurance coverage that will be obtained.

22. Describe the startup and five-year budgets with clearly stated assumptions.

23. Describe the startup and first year cash flow projections with clearly stated assumptions.

24. Describe anticipated fundraising contributions and evidence, if applicable.

25. Describe the facilities plan, including backup or contingency plans.

COMMUNITY SUPPORT AND NEED

See Submission Procedures

26. Describe the specific evidence of significant community support.

27. Describe the opportunities and expectations for parent involvement.

NOT AN EXISTING LOCAL SCHOOL BOARD? COMPLETE THE FOLLOWING INFORMATION

See Submission Procedures

1. Provide specific evidence that the applicant has sought from the local school board the creation of a school or program of the located school district serving the mission and vision of the proposed public charter school.

2. Provide specific evidence that the local school board declined to create the school or program and declined to submit a proposal for the creation of a public charter school to the Board of Public Education.

3. Provide a legal description of the property of the existing school district from which the boundaries of the public charter school district are proposed to be formed.

4. Share background information on the initial governing board members and, if identified, the proposed school leadership and management team.

Questions? Contact bpe@mt.gov

Montana Board of Public Education

Public Charter School Application Evaluation Criteria
2024-2025

HB 549 (2023), now codified in Title 20, Chapter 6, Part 8 of Montana Code Annotated, authorized the establishment of public charter schools in Montana and tasked the Montana Board of Public Education as the sole entity authorized to enter into public charter school contracts with a governing board. 20-6-805, MCA, requires the Board to issue the criteria that will guide the Board's decision to approve or deny a charter proposal. This document is designed to fulfill that obligation, yet not intended to limit review or feedback on the Board's application review and evaluation process.

APPLICATION No. & NAME _____

GENERAL ASSURANCES

Does the proposal include:

The school district in which the public charter school is proposed to be located and operate;	Y N
The grades to be served each year for the full term of the charter contract;	Y N
The minimum, planned, and maximum enrollment per year for the term of the charter contract;	Y N
An executive summary;	Y N
Is the applicant a group of residents of the located school district or county of the located school district?	Y N
Is the applicant a school board of the located school district?	Y N

Is there an overall intent to create INNOVATIVE public charter schools?

Is the application innovative?	Y N

How is that demonstrated?

Is there an overall intent to create HIGH-PERFORMING public charter schools?

Does the application provide for a high performing charter?	Y N

How is that demonstrated?

Additional Comments:

ACADEMIC PROGRAM

Does the proposal include:

Mission & vision of proposed public charter school;	Y N
Identification of targeted student population & community the school proposes to serve;	Y N
Plans and timelines for student recruitment and enrollment, including lottery procedures;	Y N
Description of the academic program, including:	
(i) plans to formally assess student achievement on an annual basis; and	Y N

(ii) variances to existing standards that the proposed public charter school requires; Y N
Description of proposed public charter school's instructional design, including the type of learning environment, class size & structure, curriculum overview, teaching methods; Y N
Proposed public charter school's plans for identifying and successfully serving students with disabilities, students who are English language learners, students who are academically challenged, and gifted students, including but not limited to compliance with applicable laws and regulations; and Y N
Proposed public charter school's student discipline policies, including those for special education students. Y N

Overall, the ACADEMIC PROGRAM of the proposed charter school is:

□ Consistent with a high-quality public charter school.
□ Partially consistent with high-quality public charter school.
□ Inconsistent with a high-quality public charter school.

Additional Comments:

SCHOOL GOVERNANCE

Does the proposal include:

An organizational chart that clearly presents the proposed public charter school's organizational structure, including lines of authority and reporting between the governing board, staff, related bodies such as advisory bodies or parent and teacher councils, and external organizations that will play a role in managing the school; Y N
Clear description of the roles/responsibilities for the governing board, the proposed public charter school's leadership & management team, and other entities shown in the organizational chart; Y N
A staffing chart for the proposed public charter school's first year and a staffing plan for the term of the charter; Y N
A detailed school startup plan, identifying tasks, timelines, and responsible individuals; Y N
Plans for recruiting and developing school leadership and staff; Y N
Proposed public charter school's leadership and teacher employment policies, including performance evaluation plans; Y N
Proposed governing bylaws; Y N
Explanations of partnerships/contractual relationships central to the proposed public charter school operations/ mission; and Y N
Specific evidence of the proposed public charter school's proposed calendar and sample daily schedule. Y N

Overall, the SCHOOL GOVERNANCE of the proposed charter school is:

□ Consistent with a high-quality public charter school.
□ Partially consistent with high-quality public charter school.
□ Inconsistent with a high-quality public charter school.

Additional Comments:

BUSINESS OPERATIONS

Does the proposal include:

Proposed public charter school's plans for providing transportation, food service, all other significant ancillary services; Y N
Description of cocurricular or extracurricular programs, if any, and how the programs will be funded and delivered; Y N
Description of proposed public charter school's financial plan & policies, including financial controls/audit requirements; Y N
A description of the insurance coverage the proposed public charter school will obtain; Y N
Startup and 5-year budgets with clearly stated assumptions; Y N
Startup and first-year cash flow projections with clearly stated assumptions; Y N
Evidence of anticipated fundraising contributions, if claimed in the proposal; and Y N
A sound facilities plan, including backup or contingency plans, if appropriate. Y N

Overall, the BUSINESS OPERATIONS of the proposed charter school is:

□ Consistent with a high-quality public charter school.
□ Partially consistent with high-quality public charter school.
□ Inconsistent with a high-quality public charter school.

Additional Comments:

COMMUNITY SUPPORT AND NEED

Does the proposal include:

Specific evidence of significant community support for the proposed public charter school; and	Y	N
Opportunities and expectations for parent involvement.	Y	N

Overall, the COMMUNITY SUPPORT AND NEED of the proposed charter school is:

□ Consistent with a high-quality public charter school.
□ Partially consistent with high-quality public charter school.
□ Inconsistent with a high-quality public charter school.

Additional Comments:

BOARD ROLES AND RESPONSIBILITIES

Does the proposal meet identified education needs AND promote a diversity of education choices, including:

Increasing standards for student achievement;	Y	N
Closing achievement gaps between high-performing and low performing groups of public school students;	Y	N
Increasing educational opportunities within the public education system;	Y	N
Providing alternative learning environments for students who are not thriving in traditional school settings;	Y	N
Lowering the dropout rate;	Y	N
Creating new professional opportunities for teachers/school personnel;	Y	N
Encouraging the use of different models of teaching and learning; and	Y	N
Providing students, parents, community members, local entities with expanded opportunities for involvement.	Y	N

The Board is tasked with denying charter proposals that fail to provide clear and convincing proof of likelihood of success.

Has the applicant demonstrated clear and convincing proof of the likelihood of success?	Y	N

The Board shall grant charters only to applicants that have demonstrated competence in each element of the board's published approval criteria and are likely to open and operate a successful public charter school; base decisions on documented evidence collected through the proposal review process; follow charter-granting policies and practices that are transparent and are based on merit and avoid conflicts of interest or any appearance of conflict; and weigh heavily evidence of community support, projected student enrollment, input received under subsection; only approve charters whose promise of improved educational outcomes outweighs potential increased costs to state & local taxpayers.

Has the applicant demonstrated that they are likely to open and operate a successful public charter school?	Y	N

Overall, it is recommended that the Montana Board of Public Education:

□ Authorize the proposed public charter school based on the current application.
□ Authorize the proposed public charter school if the public charter school is able to clarify the aspects of its current application as identified below.
□ Decline to authorize the proposed public charter school at this time.

Additional Comments:

ITEM 14

INFORMATION ON UPDATED PUBLIC CHARTER SCHOOL PERFORMANCE FRAMEWORK

McCall Flynn

Montana Board of Public Education
Public Charter School Performance Framework
Evaluation Criteria

OVERVIEW

Public charter schools must adhere to the provisions in Title 20 of the Montana Code Annotated and Title 10 of the Administrative Rules of Montana and any state or local rule, regulation, policy, or procedure relating to noncharter public schools within the located school district, unless a variance to standard was awarded.

Public charter schools shall identify a performance framework as prescribed in 20-6-809, MCA, that clearly sets forth the academic and operational performance indicators, measures, and metrics which include:

- School achievement goals
- Student academic proficiency
- Student academic growth
- Achievement gaps in both proficiency and growth between major student subgroups
- Attendance
- Recurrent enrollment from year to year
- Postsecondary readiness
- Financial performance and sustainability
- Charter Governing Board performance and stewardship, including compliance with all applicable laws, regulations, and terms of the charter contract

The Public Charter School Performance Framework Work Group also included additional performance indicators, measures, and metrics which include:

- Graduation Rate
- Student Engagement
- Support for Transitions

These performance framework indicators, measures, and metrics must align to mission-specific goals, and when possible, exceed provisions in Title 20 of the Montana Code Annotated and Title 10 of the Administrative Rules of Montana. The performance framework indicators, measures, and metrics must be reported to the Board of Public Education no later than October 30 of the first year of operation.

Public charter schools shall submit information in accordance with the Office of Public Instruction Accreditation Process documenting adherence to the performance framework to support the Board of Public Education's evaluation and annual reporting process.

The Board shall publish an annual report that includes a comparison of the performance of public charter school students with the performance of academically, ethnically, and economically comparable groups of students in noncharter public schools.

PERFORMANCE TARGETS AND RATINGS

Authorizers establish performance targets that honor their unique contexts. These targets establish the levels of performance corresponding to the ratings for a given measure. Authorizers begin by setting targets for the Meets Standard rating category, which establish expectations and definitions of a quality performance on a given measure. Potential ratings include:

Exceeds Standard	This rating is reserved for performance that far exceeds expectations, demonstrating exceptional performance on a particular measure. This rating may be used in the academic framework, but it is not typically used in the financial or organizational framework.
Meets Standard	The target for this rating category sets the expectation for charter school performance in all measures in all frameworks—academic, financial, and organizational. Schools earning this rating on a particular measure are performing well in that area.
Approaches Standard	Schools with this rating are approaching but have not fully met expectations for performance on a given measure. While these schools have achieved some of the minimum expectations on the measure in question, these schools may be subject to further analysis and potentially closer monitoring. This rating may be used for academic measures and qualitative measures in the organizational and financial frameworks.
Does Not Meet Standard	Schools with this rating on a measure are performing below the authorizer's expectations, and the school is subject to further analysis, closer monitoring, and possibly intervention. This rating is used on all measures in all frameworks.

PERFORMANCE FRAMEWORK – ACADEMIC

Is the public charter school academically successful?

The Board of Public Education places emphasis on multiple measures of student success. Strong literacy and numeracy skills are critical for success in life. There are also additional ways schools impact student learning, wellness, and other life outcomes consistent with their mission. The Board of Public Education encourages charter schools to think more broadly about excellence by setting expectations for, and evaluating progress against, other aspects of students' learning and achievement unique to each school and its particular mission.

Student Achievement Goals

Guiding Question: Is the public charter school meeting mission- or school-specific student achievement goals? (Public Charter Schools must submit between 1-3 student achievement goals to highlight innovative efforts.)

Student Achievement Goals Rubric	
Meets Standard (1)	**The public charter school has provided relevant and reliable evidence to show that they have met their mission- or school-specific student achievement goal.**
Does Not Meet Standard (0)	The public charter school has no evidence to support meeting their mission- or school-specific student achievement goal.

Student Academic Proficiency/Growth

Guiding Question: How is the public charter school ensuring all students are learning in Math?

Math Performance Rubric	
Exceeds Standard (3)	The public charter school has met the minimum requirements and has provided evidence that they have gone significantly above and beyond the minimum standard.
Meets Standard (2)	**The public charter school has provided evidence of the use of a valid and reliable tool for measuring student math performance, and data evidence demonstrating an increase in student learning progression, growth, or proficiency with overall group performance data, and evidence of how the data from the tool is used to inform teaching and learning.**
Approaches Standard (1)	The public charter school has provided evidence of the use of a valid and reliable tool for measuring student math performance and data evidence demonstrating an increase in student learning progression, growth, or proficiency with overall group performance data.
Does Not Meet Standard (0)	The public charter school has no evidence to support student learning in math.

Definitions:

"Overall Group Performance Data" means the whole school.

"Learning progression" means the specific performance expectations in each content area and grade-level or grade-band from kindergarten through grade 12.

"Measure" means a way to assess the level of proficiency on a performance indicator aligned to the district graduate profile.

"Proficient" means that a student demonstrated a level of knowledge and skills that are expected to be learned signaling that a student is well prepared to progress on the learning continuum aligned to the content standards, learning progressions, and necessary readiness skills.

"Student performance standards" means the measurement of student performance and proficiency on annual state level summative assessments and graduation rates used to determine the accreditation status of a school.

"Student growth" means changes in student learning as measured from one point in time to another as determined by state or local measures, or both. The federal accountability system uses a growth model to demonstrate student learning across time as measured by statewide assessments.

Guiding Question: How is the public charter school ensuring all students are learning in ELA?

ELA Performance Rubric	
Exceeds Standard (3)	The public charter school has met the minimum requirements and has provided evidence that they have gone significantly above and beyond the minimum standard.
Meets Standard (2)	**The public charter school has provided evidence of the use of a valid and reliable tool for measuring student ELA performance, and data evidence demonstrating an increase in student learning progression, growth, or proficiency with overall group performance data, and evidence of how the data from the tool is used to inform teaching and learning.**
Approaches Standard (1)	The public charter school has provided evidence of the use of a valid and reliable tool for measuring student ELA performance and data evidence demonstrating an increase in student learning progression, growth, or proficiency with overall group performance data.
Does Not Meet Standard (0)	The public charter school has no evidence to support student learning in ELA.

Definitions:
"Overall Group Performance Data" means the whole school.
"Learning progression" means the specific performance expectations in each content area and grade-level or grade-band from kindergarten through grade 12.
"Measure" means a way to assess the level of proficiency on a performance indicator aligned to the district graduate profile.
"Proficient" means that a student demonstrated a level of knowledge and skills that are expected to be learned signaling that a student is well prepared to progress on the learning continuum aligned to the content standards, learning progressions, and necessary readiness skills.
"Student performance standards" means the measurement of student performance and proficiency on annual state level summative assessments and graduation rates used to determine the accreditation status of a school.
"Student growth" means changes in student learning as measured from one point in time to another as determined by state or local measures, or both. The federal accountability system uses a growth model to demonstrate student learning across time as measured by statewide assessments.

Achievement gaps in both proficiency and growth between major student subgroups

Guiding Question: How is the public charter school ensuring students in major student subgroups are learning in Math? Please name those subgroups. (This refers to a subgroup of students identified by a particular characteristic. The student subgroups used for the accountability system includes economically disadvantaged students, students from major racial and ethnic groups (White, American Indian, and Hispanic), children with disabilities, and English learners.)

Math Subgroup Performance Rubric	
Exceeds Standard (3)	The public charter school has met the minimum requirements and has provided evidence that they have gone significantly above and beyond the minimum standard.
Meets Standard (2)	**The public charter school has provided evidence of the use of a valid and reliable tool for measuring math performance for major student subgroups, and data evidence demonstrating an increase in student learning progression, growth, or proficiency with subgroup performance data, and evidence of how the data from the tool is used to inform teaching and learning.**
Approaches Standard (1)	The public charter school has provided evidence of the use of a valid and reliable tool for measuring math performance for major student subgroups and data evidence demonstrating an increase in student learning progression, growth, or proficiency with subgroup performance data.
Does Not	

Meet Standard (0)	The public charter school has no evidence to support student learning for major student subgroups in Math.

Definitions:

"Learning progression" means the specific performance expectations in each content area and grade-level or grade-band from kindergarten through grade 12.

"Measure" means a way to assess the level of proficiency on a performance indicator aligned to the district graduate profile.

"Proficient" means that a student demonstrated a level of knowledge and skills that are expected to be learned signaling that a student is well prepared to progress on the learning continuum aligned to the content standards, learning progressions, and necessary readiness skills.

"Student performance standards" means the measurement of student performance and proficiency on annual state level summative assessments and graduation rates used to determine the accreditation status of a school.

"Student growth" means changes in student learning as measured from one point in time to another as determined by state or local measures, or both. The federal accountability system uses a growth model to demonstrate student learning across time as measured by statewide assessments.

Guiding Question: How is the public charter school ensuring students in major student subgroups are learning in ELA? Please name those subgroups.(This refers to a subgroup of students identified by a particular characteristic. The student subgroups used for the accountability system includes economically disadvantaged students, students from major racial and ethnic groups (White, American Indian, and Hispanic), children with disabilities, and English learners)

ELA Subgroup Performance Rubric	
Exceeds Standard (3)	The public charter school has met the minimum requirements and has provided evidence that they have gone significantly above and beyond the minimum standard.
Meets Standard (2)	**The public charter school has provided evidence of the use of a valid and reliable tool for measuring ELA performance for major student subgroups, and data evidence demonstrating an increase in student learning progression, growth, or proficiency with subgroup performance data, and evidence of how the data from the tool is used to inform teaching and learning.**
Approaches Standard (1)	The public charter school has provided evidence of the use of a valid and reliable tool for measuring ELA performance for major student subgroups and data evidence demonstrating an increase in student learning progression, growth, or proficiency with subgroup performance data.
Does Not Meet Standard (0)	The public charter school has no evidence to support student learning for major student subgroups in ELA.

Definitions:

"Learning progression" means the specific performance expectations in each content area and grade-level or grade-band from kindergarten through grade 12.

"Measure" means a way to assess the level of proficiency on a performance indicator aligned to the district graduate profile.

"Proficient" means that a student demonstrated a level of knowledge and skills that are expected to be learned signaling that a student is well prepared to progress on the learning continuum aligned to the content standards, learning progressions, and necessary readiness skills.

"Student performance standards" means the measurement of student performance and proficiency on annual state level summative assessments and graduation rates used to determine the accreditation status of a school.

"Student growth" means changes in student learning as measured from one point in time to another as determined by state or local measures, or both. The federal accountability system uses a growth model to demonstrate student learning across time as measured by statewide assessments.

Attendance

Guiding Question: Is the public charter school's annual attendance rate meeting the state average of 33% of students attending school 95% or more?

Attendance Rate Rubric	
Meets Standard (1)	**The public charter school has provided relevant and reliable evidence to show that their average daily attendance rate meets the state average.**
Does Not Meet Standard (0)	The public charter school's average daily attendance rate does not meet the state average.

Comment for Context: If the public charter school does not meet this standard, provide any applicable context related to the mission of the charter school to address the discrepancy.

Guiding Question: Provide evidence to show how students are engaged in their learning.

Student Engagement Rubric	
Exceeds Standard (3)	The public charter school has met the minimum requirements and has provided evidence that they have gone significantly above and beyond the minimum standard.
Meets Standard (2)	**The public charter school has provided at least two pieces of relevant and reliable evidence to show that students are engaged in their learning.**
Approaches Standard (1)	The public charter school has provided one piece of relevant and reliable evidence to show that students are engaged in their learning.
Does Not Meet Standard (0)	The public charter school has no evidence to show that students are engaged in their learning.

Graduation Rate (Grades 9-12 Only)

Guiding Question: Does the public charter school meet the four-year adjusted cohort graduation rate for all students and for each student group who meet the state standards with a regular high school diploma.

Graduation Rate Rubric	
Meets Standard (1)	**The public charter school has provided relevant and reliable evidence to show that it meets the state four-year adjusted cohort graduation rate.**
Does Not Meet Standard (0)	The public charter school's graduation rate does not meet the state average.

Comment for Context: If the public charter school does not meet this standard, provide any applicable context related to the mission of the charter school to address the discrepancy.

Support for Transitions (Grades K-8 Only)

Guiding Question: How is the public charter school supporting students as they transition into a new school setting, for example, kindergarten entry or transition to middle school or high school?

Transitions Rubric	
Meets Standard (1)	**The public charter school has submitted relevant and reliable evidence to support transitions into new school settings for students.**
Does Not Meet Standard (0)	The public charter school has no evidence to support transitions into new school settings for students.

Postsecondary Readiness (Grades 9-12 Only)

Guiding Question: How is the public charter school ensuring that students graduate college and career ready?

Postsecondary Readiness Rubric (College and Career Readiness)	
Exceeds Standard (3)	The public charter school has met the minimum requirements and has provided evidence that they have gone significantly above and beyond the minimum standard.
Meets Standard (2)	**The public charter school has provided two or more pieces of evidence to show that students are graduating ready for college and/or career opportunities**
Approaches Standard (1)	The public charter school has provided one piece of evidence to show that students are graduating ready for college and/or career opportunities
Does Not Meet Standard (0)	The public charter school has provided no evidence to ensure students are graduating ready for college and/or career opportunities.

PERFORMANCE FRAMEWORK – FINANCIAL

Is the public charter school financially healthy?

Public charter schools have the autonomy to manage their finances, consistent with state and federal law. The Board of Public Education's role is to define clear, measurable, and attainable financial standards and targets that a school must meet as a condition of renewal. The Board of Public Education has developed and utilized a good set of tools to assess and monitor a school's financial health while respecting a school's autonomy.

Financial Performance and Stability

Guiding Question: Does the public charter school materially comply with applicable laws, rules, regulations, and provisions of the Charter Contract relating to financial reporting requirements including timely and complete submission of required documents.

Financial Performance and Stability Rubric	
Meets Standard (1)	**The public charter school has provided relevant and reliable evidence that it materially complies with applicable laws, rules, regulations, and provisions of the Charter Contract relating to financial reporting requirements including timely and complete submission of required documents, such as:** • **Public Charter Initial Statement.** • **Public Charter Financial Summaries.** • **Trustee Financial Summaries.**
Does Not	The public charter school does not materially comply with applicable laws, rules, regulations, and provisions of the charter contract relating to financial reporting

Meet Standard (0)	requirements due to failure to make timely and complete submission of required documents, including failure or unwillingness to provide additional information requested by the Board of Public Education.

Recurrent enrollment from year to year

Guiding Question: What targets has the public charter school set for recurrent enrollment from year to year and provide evidence of how the public charter school is meeting these targets. (Recurrent enrollment is the number of students continuing to be enrolled in the school from one year to the next expressed as a percentage of the total number of students eligible to continue their enrollment at the school.)

Recurrent Enrollment Rubric	
Meets Standard (1)	**The public charter school meets their recurrent enrollment targets and has provided relevant and reliable evidence to support these targets.**
Does Not Meet Standard (0)	The public charter school does not meet their recurrent enrollment targets and does not provide sufficient evidence to support these targets.

Comment for Context: If the public charter school does not meet this standard, provide any applicable context related to the mission of the charter school to address the discrepancy.

PERFORMANCE FRAMEWORK – ORGANIZATIONAL

Is the public charter school organizationally sound?

The Board of Public Education is responsible for holding public charter schools accountable for sound and well-functioning organizational practices to protect the public interest. The Organizational Framework provides a comprehensive lens to the extent to which public charter schools are meeting operational expectations and protecting student and public interests while simultaneously honoring public charter schools' rightful autonomy to design and deliver school models that meet students' needs.

Charter Governing Board performance and stewardship, including compliance with all applicable laws, regulations, and terms of the charter contract

Guiding Question: Does the Charter Governing Board comply with basic governance requirements?

Governance Oversight Rubric	
Meets Standard (1)	**The Charter Governing Board has provided relevant and reliable evidence that it complies with basic governance requirements such as:** • **monitoring academic performance at least once a quarter.** • **reviewing financial reports at each board meeting.** • **engaging in strategic planning.** • **conducting evaluations of its school leader, in accordance with Charter Governing Board policies.** • **monitoring compliance with its charter contract.** • **monitoring compliance with applicable law and regulations.** • **ensuring compliance with the family and community engagement plan.**
Does Not Meet Standard (0)	The Charter Governing Board fails to materially comply with any one of the activities outlined above.

OPEN ENDED QUESTIONS

1. How has the public charter school prioritized innovation different from a program that the school district could operate or currently operates without the public charter designation?

2. Why is the public charter school innovating? What are the student needs in the community that are trying to be met?

3. How is the public charter school flexible and nimble in response to the needs of students?

4. What roadblocks or challenges is the public charter school encountering in efforts to innovate in the public charter school?

Montana Board of Public Education

Public Charter School Performance Framework

School and Mission Specific Goals Summary

OVERVIEW

As part of the Public Charter School Performance Framework, Public Charter Schools must submit between 1-3 student achievement goals to highlight innovative efforts. These goals were due to the Board of Public Education on October 30 and are compiled below. Evidence to support these goals will be submitted through the regular OPI accreditation portal by February 28, 2025.

School	Goals
Billings Early College School	Goal 1: 90% of BECS students will earn 5 college credits by the end of their first full year at BECS.
	Goal 2: 80% of BECS students will demonstrate the following measures of college readiness by the end of their first full year at BECS: a. 2.5 GPA or higher b. 90% daily attendance at BECS
	Goal 3: For students not meeting the above goals at the end of each semester, BECS staff will work individually with students to identify supportive measures and action steps for improvement.
Billings Multilingual Academy	Goal 1: 70% of BMA students will demonstrate positive progress toward growing their academic English, as measured by growth on: a. The WIDA ACCESS Overall Composite Scaled Scores; b. Student Work Portfolio for ELA and Social Studies.
	Goal 2: 70% of BMA students will demonstrate growth towards their career interests and personal goals as measured by their BEABLE RIASEC-LEXILE progress.
	Goal 3: Students who are not on track to meet these goals will have an alternative Individualized Learning Plan (ILP) focused on additional targeted supports provided by ESL trained staff.
Billings Opportunity School	Goal 1: To support progress towards a high school diploma, 100% of BOS students will have an Individual Learning Plan (ILP) by the end of their first full semester at BOS.
	Goal 2: 65% of BOS students will be on track to earn their high school diploma by the end of each school year as reflected in their ILP.
	Goal 3: For students not on track for graduation, BOS staff will work individually with each student to identify and implement alternative interventions and supports that will be reflected in their ILP.
Bitterroot Polytech	Goal 1: 30% of Bitterroot Polytech students will be enrolled in at least one dual enrollment learning opportunity that allows them to save time and money as they strive to prepare themselves for post-secondary life.
	Goal 2: Bitterroot Polytech will provide access to at least 3 industry-specific certifications and/or work-based learning opportunities by the end of the school year in an effort to maximize future employability and earning potential.

	Goal 3: Tailor specific learning opportunities and plans in our alternative learning settings that cater directly to student interests, goals and needs. Use proficiency based learning models to allow students to move at their own pace and demonstrate proficiency outside the traditional school model.
Bridger Charter Academy (Bozeman)	Goal 1: Students at Bridger Charter Academy will improve and grow their social emotional learning skills by: a. Engaging in the process of mentoring. b. Engaging in BCA community activities. c. Learning in an environment focused on whole student education.
Bronc Fast Track Public Charter School (Frenchtown)	Goal 1: Establish a forward-thinking program within the public school system that expands quality school choice options for families and students. We aim to empower high school students by granting access to early post-secondary credit opportunities, driving academic excellence and equipping them for success in higher education and future careers. Every Bronc Fast Track student will have access to at least two college courses through Missoula College.
	Goal 2: The Bronc Fast Track Public Charter School aims to bridge the gap between high school and post-secondary education by offering students the opportunity to earn college credits during their high school years. By integrating post-secondary coursework into our curriculum, we offer students the opportunity to earn up to 30 college credits.
	Goal 3: Increase Bronc Fast Track enrollment 25% by the start of the Spring Semester 2025.
CONNECT Academy (Missoula)	Goal 1: By the end of the 2024-25 school year, Connect Academy aims for students to demonstrate a minimum 3-5% increase in literacy proficiency, as measured by benchmarking assessments. To achieve this, the school will implement targeted online reading interventions and personalized learning plans, with student progress monitored regularly throughout the year.
	Goal 2: Connect Academy will improve student achievement in math by offering a variety of instructional methods tailored to different learning preferences. By June 2025, the goal is for students to achieve a minimum 3-5% increase in math proficiency, based on school-wide benchmark assessments.
	Goal 3: Connect Academy recognizes the importance of social-emotional learning (SEL) and will implement an evidence-based SEL curriculum to foster positive peer relationships and student well-being. By the end of the 2024-25 school year, at least 75% of students and families will report positive engagement and connection to the school community, as measured by surveys and feedback forms.
East Helena 227 Academy	Goal 1: By the end of the academic year, the percentage of students passing core classes at the 227 Academy will increase by 5% from the prior year through the implementation of targeted tutoring sessions, small group instruction, and intervention groups within the classroom.
	Goal 2: By the end of the next three academic years, 227 Academy will increase dual enrollment in college courses by 30% by establishing partnerships with local colleges, enhancing marketing efforts, and providing informational sessions for students and parents.

	Goal 3: By the end of the next three academic years, 227 Academy will increase the graduation rate by 15% through the implementation of targeted academic support programs, mentoring initiatives, and regular progress monitoring for at-risk students with providing opportunities for credit recovery.
Flathead PACE Academy (Kalispell)	Goal 1: 80% or more of PACE Academy Charter School students, who participate in the flexible scheduling offered by PACE courses, explore additional opportunities within Flathead High School and the community, including the following: a. Customized and specialized Flathead High School elective course sequences. b. IB courses. c. College Courses/ Running Start. d. Work based learning internship. e. Employment. f. Early graduation.
	Goal 2: PACE Academy Charter School students have a proficiency rate at or greater than same-aged peers enrolled in standard Flathead High School core courses.
	Goal 3: The PACE Academy Charter School increases work based learning placements by 10% from 2023-24 work based learning placement data at Flathead High School.
Great Falls Core Elementary School	Goal 1: Students will demonstrate deeper understanding and increased engagement through active participation in experiential learning, field trips, and collaborative activities, as evidenced by: a. Student self-reflection on learning process. b. Teacher documentation of student application of concepts. c. Family and community feedback on observable student growth/engagement. d. Active student voice in planning and executing group projects. e. Student leadership in presenting and explaining their work. f. Increased depth of student questions and discussion contributions. g. Pre and post-assessment data showing growth in targeted skills.
	Goal 2: Accelerate both pre-service teacher effectiveness and elementary student achievement through an immersive partnership between Great Falls Public Schools and the University of Montana Western that provides extended, scaffolded learning opportunities to pre-service teachers based on best practices as evidenced by: a. Growth in pre-service teacher effectiveness as measured by student learning outcomes. b. Development of differentiation strategies for diverse learners. c. Evidence of increasing instructional autonomy. d. Student academic growth rates in core subjects being comparable to district benchmarks. e. Student engagement levels during pre-service teacher-led instruction.
Helena Montessori Charter School	Goal 1: At least 180 students will participate in Montessori Method and earn promotion to the next grade level by the end of the school year.
	Goal 2: At least 144 students will be proficient in utilizing Self-Correction and Self-Assessment as measured by teacher classroom assessments.

Helena Project for Alternative Learning Center	Goal 1: At least 24 new students will succeed in graduating through the orientation phase of learning at PAL and presenting to their adult/or parent their success by the end of the school year.
	Goal 2: At least 90% of graduating PAL students will achieve a combination of the following by the time they graduate: have taken dual-enrollment classes, be presently employed, have a plan for an internship, or be registered/enrolled in a post-secondary school
Mount Ascension Learning Academy (Helena)	Goal 1: At least 85% of MT Ascension Charter students will participate in creating a personalized learning plan by the end of the school year.
	Goal 2: At least 20 students will achieve earned credits at a faster rate than they have in their past by the end of the school year.
RISE Charter and Distance Learning Academy (Corvallis)	Goal 1: The Rise Charter and Distance Learning Academy's (RCDLA) provides academic programming that will promote student learning through a mix of on-line and in person curriculum, high standards, effective instruction strategies and meaningful assessments that are based on data research.
	Goal 2: The District and the RCDLA will promote learning environments that are positive and welcoming to students, staff, parents and the community. By providing numerous pathways and alternatives including on-line and in person placements it is the intent of the charter to improve student behavior by meeting every student's needs.
	Goal 3: Create strong partnerships that provide a welcoming environment and encourage community engagement at all levels, resulting in support of school programs and services.
RISE Charter and Pathway Learning Academy (Corvallis)	Goal 1: The RISE Charter and Pathway Learning Academy (RCPLA) provides academic programming that promotes student learning through a rigorous curriculum, high standards, effective instructional strategies and meaningful assessments based on data and research. By the end of 2028 ACT Composite scores will increase to 22, with sub-group scores of Math> 22, English> 20, and Science> 23. By the end of 2028 K-9 NWEA scores will reflect 70% proficiency for 50% of the grade level from end of year Fall to Spring RIT scores.
	Goal 2: The District and the RCPLA will promote a school climate that is positive and welcoming to students, staff, parents and community. By providing numerous pathways and alternative placements it is the intent of the charter to improve student behavior by meeting every student's needs. By the end of 2028 discipline office referrals will decrease by 10%.
	Goal 3: Create strong partnerships that provide a welcoming environment and encourage community engagement at all levels, resulting in support of school programs and services.
Rising Wolf Charter School (Kalispell)	Goal 1: The Outdoor Education block through expanded experiential learning opportunities (min.10 trips), will provide exposure to career pathways in outdoor-related fields, and college readiness measured by AP Environmental Science curriculum.
	Goal 2: Increase proficiency rates in core subject area blocks compared to traditional year-long courses.
	Goal 3: Rising Wolf Charter will increase WBL intern opportunities by 10% from the previous school year.

TEACH Academy (Missoula)	Goal 1: By the end of 2024-25, TEACH Academy will improve student achievement in math by a minimum of 3-5% as measured by district assessments.
	Goal 2: By the end of the 2024-25 school year, TEACH Academy will improve student achievement in literacy by a minimum 3-5% as measured by grade district benchmarking.
	Goal 3: By the end of the 2024-25 school year, at least 75% of students and families will report positive school culture characteristics as measured by the school climate tool administered in the 24/25 school year.

❖ **LICENSURE COMMITTEE – (Items 15-19)**

Susie Hedalen

ITEM 15

INFORMATION ON THE ANNUAL PROFESSIONAL DEVELOPMENT UNIT PROVIDERS LIST

Marie Judisch

Montana Board of Public Education
Executive Summary

Date: November 2024

Presentation	Professional Development Unit Provider System (PDUPS) 2023-2024 Annual Report
Presenter	Marie Judisch
Position Title	Senior Manager of Teaching and Learning
Overview	Review of the Annual Report for the PDUPs
Requested Decision(s)	Information Item
Related Issue(s)	N/A
Recommendation(s)	N/A

Montana Office of Public Instruction

Professional Development Unit Provider Annual Report

July 2023 – June 2024

Report Created by:

Standards, Instruction, and Professional Learning Unit, Aimee Konzen Unit Manager

Marie Judisch, Teaching and Learning Department Senior Manager

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Professional Development Unit Provider System Overview

The Professional Development Unit Provider System (PDUPS) is used by approved professional development unit providers to report professional development unit activities to the Office of Public Instruction (OPI). The data gathered in the system includes the activity title, the date(s) and location(s) of the activity, and the number of participants.

Certificates are generated from the information entered into the Professional Development Unit Provider System by the approved professional development unit providers' users that manage those accounts. This information then feeds into the TeachMT Licensure system that was updated on June 1, 2022 for educators to find their professional development sessions in order to recertify their educator licenses.

The management of the Professional Development Unit Provider System and its processes is transitioning into an updated system. Currently the data is manually manipulated in order to derive the information for this report. The upcoming system will be able to provide the data at any given time and will also establish levels of Professional Development that can be provided to Montana Educators.

Provider Criteria and Requirements

Per the Administrative Rule of Montana 10.57.216 Approved Professional Development Activity, "organizations wishing to offer professional development activities for the award of Professional Development units must receive approval from the Superintendent of Public Instruction prior to offering activities." Status as an approved provider will continue as long as the provider meets the following guidelines by:

- Providing activities deemed appropriate for professional development in compliance with ARM 10.55.714 and 10.57.215,
- Following the professional development unit activity certificate reporting process, and
- Maintaining records of all professional development activities for which professional development unit certificates were awarded for five years following the date of completion.

All providers are assigned provider categories for reporting. The categories are County Superintendents, Government Agencies, Professional Education Associations, School Districts, Tribal, and Universities and Colleges.

Data Analysis

The data for this report includes all professional development unit activities entered into the Professional Development Unit Provider System for fiscal year 2024, July 1, 2023 through June 30, 2024. Professional learning providers that did not issue OPI Professional Development Unit Certificates during this time period were omitted from this report. For a complete list of approved OPI Professional Development Unit Providers and their managers, please see the Approved Professional Development Unit Provider Directory, (updated every two weeks).

The Teacher Learning Hub data is included in this report but currently the categories do not always align with the PDUP system as this data is collected from the Moodle system rather than through the PDUP system. Due to this misalignment,

the Teacher Learning Hub Data is listed separately in this report. As of the date of this report, providers are required to report the following data points to the OPI:

- Description of the Activity
- Professional Development Unit Activity Category
- Instructor's Name
- Starting and Ending Dates of the Activity
- Location of the Activity
- Number of Hours
- Number of Certificates Issued

During the timeframe of this report, some providers may have canceled professional development unit activities that were already logged in the system and may not have followed the procedure to get those events removed from their provider records. Additionally, some providers may not have returned to the professional development unit activity to report the number of certificates issued. The OPI Professional Learning staff is working with those providers to ensure they return to the Professional Development Unit Provider System to report the number of certificates issued.

Fiscal 2024 Provider Report Summary

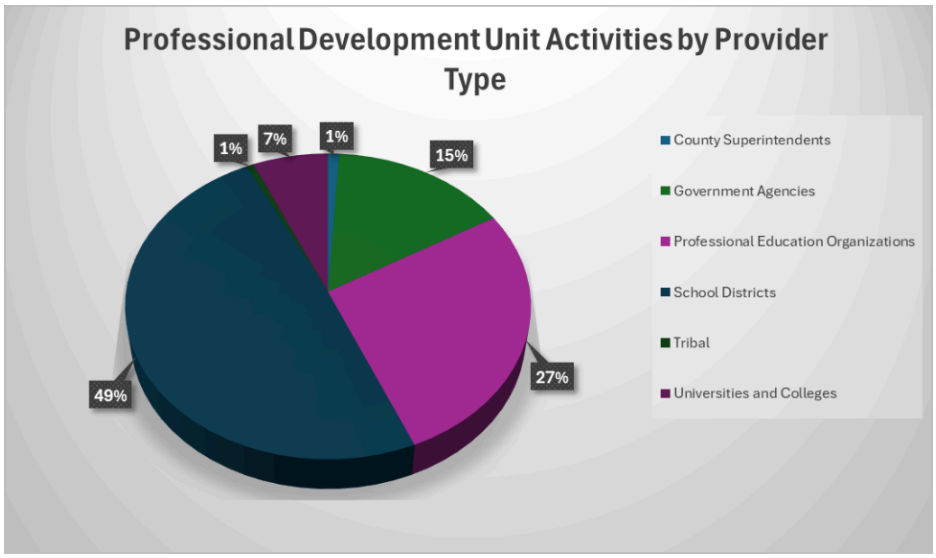
A total of 844 providers are registered as of June 30, 2024. Of those, 376 conducted professional development unit activities. There were 3,964 events recorded through the PDUP System and these activities were cumulatively worth 26,496 professional development units. The number of certificates reported as issued throughout FY2024 was 43,439. School Districts and Professional Education Organizations provided the majority of the professional development unit activities, units, and certificates. The Teacher Learning Hub data is not included in the previous numbers. The Teacher Learning Hub recorded 12,186 attended courses and issued 33,800 professional development units. The tables in the Appendix contain individual provider data, such as the number of professional development unit activities, the number of professional development units, the number of certificates issued per provider, and the number available online. The following graphs and tables provide a brief analysis of the data collected.

Key Data Points

This report provides a comprehensive overview of professional development unit (PDU) activities conducted by approved providers in Montana during fiscal year 2024. Key findings including the OPI Teacher Learning Hub are:

- Total PDUs Issued: 60,296 PDUs were issued across 15,905 events.
- Top Providers: The Teacher Learning Hub, School Districts, and Professional Education Organizations provided the majority of PDU activities and hours.
- Online Participation: 91% of online PD events were delivered through the Teacher Learning Hub.
- Certificates Issued: 57,035
- Teacher Learning Hub: 12,186 events attended, representing 77% of all attended PD.
- Online PD total: 13,577 online events.

Professional Development Unit Events Per Provider Type

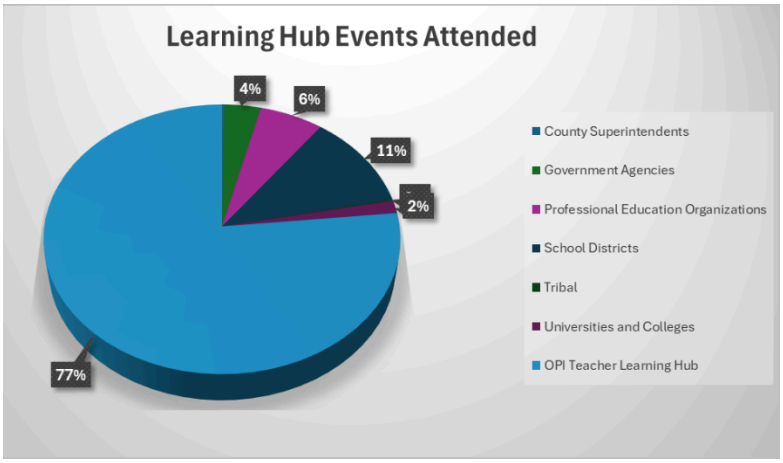


School Districts provided the most professional development unit activities. The 1,830 events equate to 49% of all events.

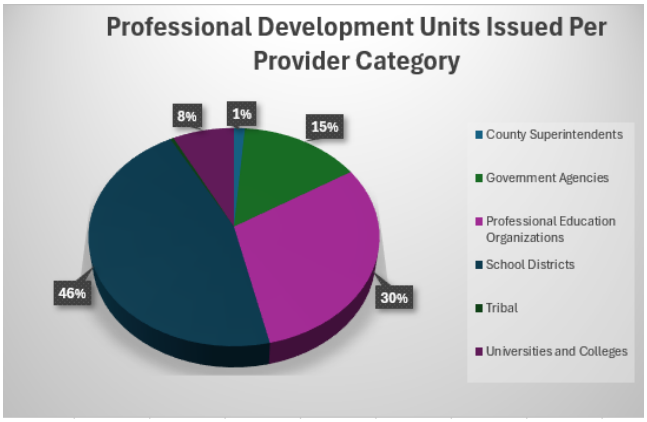
Professional Education Associations provided 1,009 (27%) activities. Governmental Agencies provided 577 (15%) of the events. Universities and Colleges provided 245 (7%), County Superintendents provided 1%, and Tribal organizations provided 1% of the overall professional development unit activities.

Professional Development Unit Activities:Teacher Learning Hub

The 12,186 activities in the Teacher Learning Hub were highly attended. These opportunities constitute 77% of attended professional development.



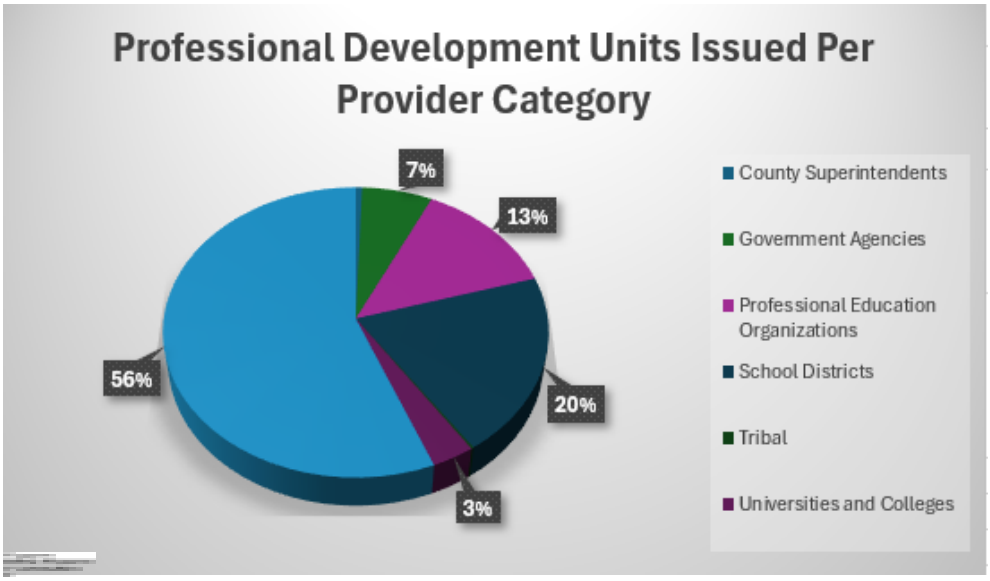
Professional Development Units (PDUs) Issued Per Provider Types



School Districts issued the majority of the professional development units at 46% and 30% of the overall professional development units were issued by Professional Education Organizations. Government Agencies represented 15%, Universities and Colleges represented 8%, County Superintendents represented 1%, and those listed under Tribal were less than 1% so they are not shown on the pie chart.

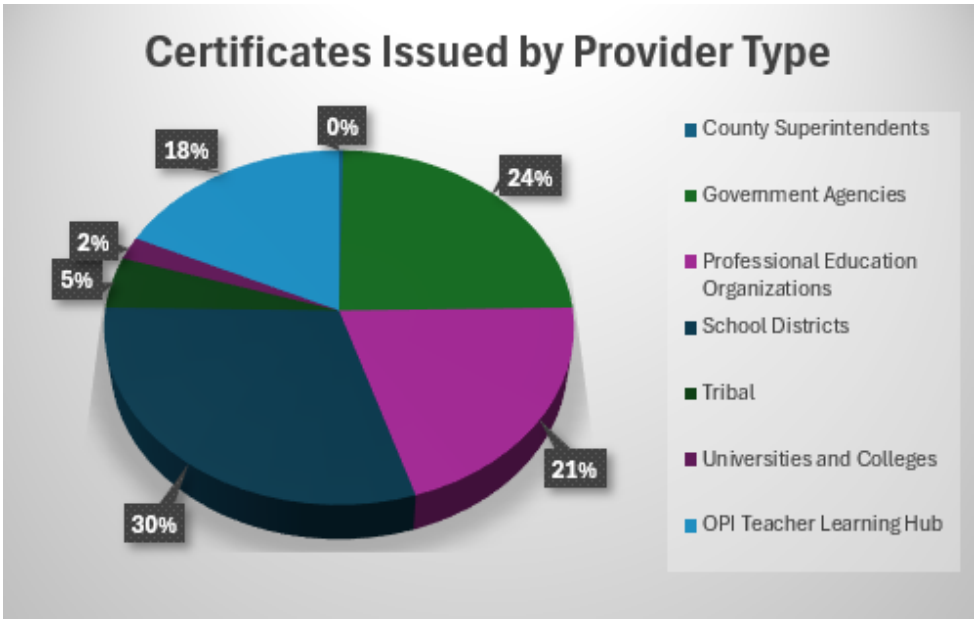
Professional Development Including the Teacher Learning Hub: Total Units Issued Per Provider Type

The Teacher Learning Hub issued 33,800 PDUs which is 56% of all PDUs, which adjusts the percentages in the following manner: School Districts represent 20%, Professional Education Organizations represent 13%, Governmental Agencies besides the Teacher Learning Hub represent 7%, Universities and Colleges represent 3%, and both Tribal and County Superintendents fell below 1% so they are not listed in the pie chart.



Certificates Issued per Provider Type Including the Teacher Learning Hub

The total number of certificates issued in fiscal year 2024 by Provider Type show that most certificates were issued by School Districts consuming 30% of all certificates issued. Professional Education Organizations make up 21%, Government Agencies 24%, the Teacher Learning Hub represent 18%, professional development labeled as Tribal type issued 5%, Universities and Colleges issued 2%, and County Superintendents issued less than 1% so they are not shown in the pie chart.

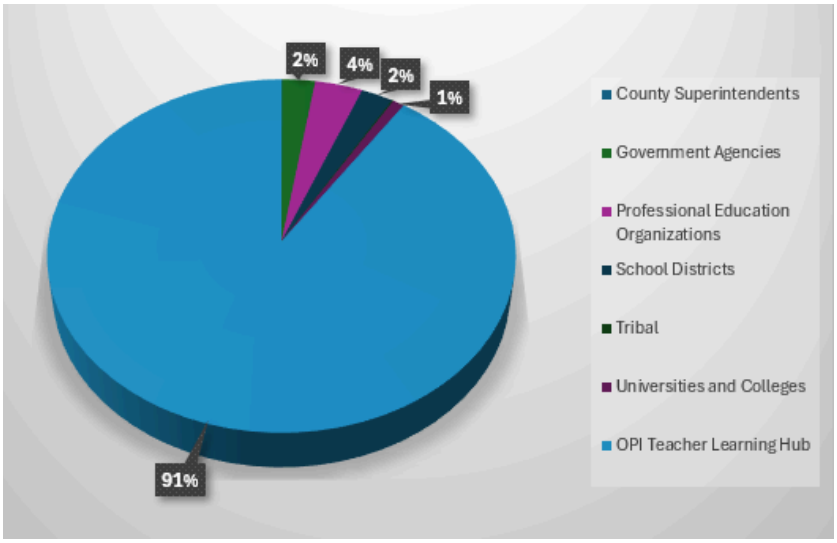


Numbers of Certificates Issued (as reported) by Provider Type

Professional Development Provider Type	County Superintendents	Government Agencies	OPI Teacher Learning Hub	Professional Education Organizations	School Districts	Tribal	Universities and Colleges
Number of Certificates	217	4,364	12,186	13,873	20,404	3,171	1,410

Online Professional Development Offerings

The Professional Development Unit Provider System recorded a total of 3,719 events, 2,539 of those were online, these numbers exclude the Teacher Learning Hub. The Teacher Learning Hub has 154 active and visible courses.
From July 1, 2023 - June 30, 2024, 91% of the online PD opportunities were from the Teacher Learning Hub, 4% from Professional Education Organizations, 2% from other Government Agencies and School Districts, 1% by Universities and Colleges, while Tribal and County Superintendents were less than 1% and therefore not reflected in the pie chart.



Number of Certificates Issued for Online Learning Opportunities

County Superintendents	Government Agencies	Professional Education Organizations	School Districts	Tribal	Universities and Colleges	The Teacher Learning Hub
7	331	481	323	13	118	12,186

Categories in the Professional Development Provider System

The following table reflects the frequency of each professional development category selection for each professional development unit activity entered in the Professional Development Unit Provider System. Please note that providers can select more than one category and "none of the above" if needed. Social/Emotional/Behavioral and Special Education were chosen most frequently.

Frequency of Selected Professional Development Category

Category	Selection Frequency
Assessment	4
Career and Technical Education	53
English Language Arts & Literacy	1239
Fine Arts	261
General School Issues and Administration	1757
Indian Education for All	1746
Mathematics	664
Mental Health & Behavior	2413
MTSS	122
Science	376
Social Studies	187
Special Education	566
Suicide Prevention	305
Support Staff	800
Technology	523
Universal Instructional Strategies	1023
Other (OPI Training, Driver Testing, and Montana Digital Academy Students as Facilitators)	127
Special Education	510
Technology	409
Not Listed (other/null)	387

Teacher Learning Hub Categories

Category	Selection Frequency
Arts	204
Assessment/Evaluation/Data	267
Career and Technical Education	201
Differentiation	210
English Language Arts & Literacy	386
English Language Proficiency	108
General Montana Content Standards	407
General School Issues and Administration	527
Health and Physical Education	250
Indian Education for All	297
Integration with Other Subjects	310
Library Media	102
Mathematics	255
Mentoring/Induction	145
Nutrition	60
Science	263
Social Studies	222
Social/Emotional/Behavioral	774

The upgrades to the Professional Development Unit Provider System will continue to improve our understanding of the professional development unit activities offered across the state, thus positively impacting future strategic planning at the state and local level.

Appendix A – Professional Development Data Tables by Type

County Superintendents

Provider Name	Number of Activities	Number of PDUs	Number of Certificates Issued	Online Offering
Lake County Superintendent	1	6	13	0
Fergus County Superintendent of Schools	6	43	61	0
Gallatin County Superintendent of Schools	2	14	10	0
Montana Catholic Schools	10	94	13	2
Powell County Schools	13	157	64	5
Richland County Superintendent of Schools	4	37	56	0

Government Agencies

Provider Name	Number of Activities	Number of PDUs	Number of Certificates Issued	Online Offering
Dept of Labor & Industry Employment Relations Division	2	25	8	0
DLI/Jobs for Montana's Graduates	4	45	45	2
DPHHS - Early Childhood Services Bureau	1	9	14	0
Fergus County Sheriff's Office	1	4	12	0
Helena-Lewis and Clark National Forest	1	2	0	0
Mineral County Health Dept.	2	9	4	0
Missoula Fire Sciences Laboratory	1	16	0	0
Montana Arts Council	1	11	0	0
Montana Board of Public Education	11	57	37	1

Provider Name	Number of Activities	Number of PDUs	Number of Certificates Issued	Online Offering
Montana Department of Labor and Industry/Montana Career Information System	2	68	16	1
Montana Fish Wildlife & Parks	13	87	96	0
Montana Historical Society	26	219	102	8
Montana School for the Deaf and the Blind	53	161	528	0
Montana State Library	13	34	23	11
Montana Teachers' Retirement System	3	3	121	2
Montana Youth Challenge Academy	10	41	84	0
OPI - Accreditation and Licensure	6	30	14	6
OPI - Assessment	9	83	356	8
OPI - Coordinated School Health	9	52	96	0
OPI - CTAE	30	250	386	6
OPI - Indian Education	84	162	481	82
OPI - School Support	18	122	0	6
OPI - Special Education	101	407	1567	77
OPI - Standards, Instruction, and Professional Learning	24	87	170	21
OPI - School Improvement and Engagement	6	17	44	2
OPI - Single Event Providers	131	1742	140	88
OPI - Transformational Learning	7	45	20	5
OPI-MAST/Assessment	1	3	0	0
STARBASE Montana	1	14	0	0

Professional Education Organizations

Provider Name	Number of Activities	Number of PDUs	Number of Certificates Issued	Online Offering
Accelerate Montana	1	10	0	1
ACE-Alliance for Curriculum Enhancement	14	138	1504	4
Action Potential Learning, LLC DBA Model Teaching	1	16	1	1
American Foundation for Suicide Prevention	1	5	0	0
Angst Learning Services, LLC	1	3	42	0
Archie Bray Foundation	3	7	0	0
AVID Center	7	150	0	5
Big Sky Kodály (affiliate of the Organization of American Kodály Educators)	1	6	0	0
Big Sky Special Needs Coop	3	13	28	0
Billings Area Family Violence Task Force	1	12	0	0
Bitterroot Valley Education Coop	2	12	1	0
Bozeman Fencing Association	1	12	0	0
Bridgercare	1	2	3	0
Brightways Learning	6	33	98	2
Buffalo Bill Center of the West	3	56	0	2
Cabinet Mountain Cooperative	4	25	41	0
Carbon County Arts Guild & Depot Gallery	1	2	11	0
Carter County Museum	11	21	11	0
CE Credits Online	44	1815	1	43
Central Montana Learning Resource Center Co-op	4	18	10	1

Provider Name	Number of Activities	Number of PDUs	Number of Certificates Issued	Online Offering
Central Montana Literacy Association	1	12	0	0
Chickadee Community Services	1	45	52	1
Child Care Connections	1	2	0	0
Child Care Resources	1	3	0	1
Childhelp Speak Up Be Safe Curriculum	12	24	0	12
Chrysalis School	3	26	0	0
Clark City Counseling, LLC	1	2	0	0
Compassion Project	1	2	3	0
Discovery Education	47	73	727	34
Drama Teacher Academy	1	3	0	1
Dreambox Learning	13	14	212	8
Ecology Project International	10	132	31	8
Edufest	26	103	7	0
EF Education First	1	25	1	1
Flathead Reservation Human Rights Coalition, Inc.	3	6	0	0
Flathead Special Education Cooperative	4	25	28	0
Global Leadership Network	1	12	0	0
Golden Triangle Cooperative	58	512	738	8
Great Divide Education Services	3	18	0	0
High Trust Teacher Center	2	60	47	0
HRDC Head Start	2	12	6	0
Inspired Classroom	6	20	0	0

Provider Name	Number of Activities	Number of PDUs	Number of Certificates Issued	Online Offering
Institute for Multi-Sensory Education	3	90	15	0
Jack Creek Preserve Foundation - Conservation Field School	2	30	13	0
Jamazon Journeys	1	45	0	0
Jeremy Bullock Safe Schools Summit	1	12	66	0
JIGSAW Consulting	1	12	12	1
Journeys With PDA	1	18	2	0
Kaleva Law Office	5	33	414	2
Kasey Anderson Counseling, LLC	1	4	0	0
Koterba-Coach, Life Couch for Teachers	2	12	0	0
Land To Hand Montana	1	4	20	0
MALT (Montana Association of Language Teachers)	2	10	40	0
MFPE (Montana Federation of Public Employees)	13	82	2083	3
MindSpark	2	32	0	0
Missoula Area Education Cooperative	1	2	10	0
Missoula Writing Collaborative	1	4	3	0
Montana 4-H	2	15	2	0
Montana Afterschool Alliance	8	24	16	6
Montana Art Education Association	1	7	3	0
Montana Association for Career and Technical Education	2	18	0	0
Montana Association for Pupil Transportation	8	83	34	0

Provider Name	Number of Activities	Number of PDUs	Number of Certificates Issued	Online Offering
Montana Association for the Education of Young Children	2	22	0	0
Montana Association of Family and Consumer Sciences	1	12	0	0
Montana Association of Gifted and Talented Education	4	29	57	2
Montana Association of School Business Officials	1	7	1	0
Montana Association of School Psychologists	10	15	72	6
Montana Coaches Association	1	19	273	0
Montana Council for Computers & Technology in Education	2	13	0	0
Montana Council for Exceptional Children (MCEC)	1	11	5	0
Montana Council of Teachers of Mathematics	1	18	13	1
Montana Council on Economic Education	5	31	29	2
Montana Environmental Education Association	1	12	0	0
Montana Forensics Educators Association	1	2	5	0
Montana Health Research and Education Foundation	1	6	0	1
Montana High School Association MHSA	9	9	0	9
Montana Indian Education Association	1	3	0	0
Montana Learning Center	2	48	37	1
Montana Library Association	3	31	3	0
Montana Music Educators Association	2	19	274	0
Montana PBS	29	76	1348	29

Provider Name	Number of Activities	Number of PDUs	Number of Certificates Issued	Online Offering
Montana Post Secondary Educational Opportunities Council	2	10	0	0
Montana Professional Learning Collaborative (MTPLC)	1	30	0	1
Montana School Boards Association	12	77	0	11
Montana School Counselor Association	2	13	214	1
Montana Small Schools Alliance	9	41	212	5
Montana State Literacy Association	1	20	167	0
Montana State Music Teachers Association	1	10	5	0
Montana Traffic Education Association	1	18	0	0
Montana Youth in Transition	1	12	0	0
Mountain Goat Instructional Design, LLC	1	15	0	0
Northwest Earth and Space Sciences Pathways at Central Washington University	1	13	15	1
Northwest Montana Reading Council	1	6	0	0
Ortho Montana	1	6	35	0
Pacific Northwest Library Association	1	13	0	0
Park County Special Education Coop	4	23	0	0
PESI, Inc	8	40	10	1
Prairie View Curriculum Consortium	28	61	364	14
Project WET	2	6	0	0
Ready to Educate	2	90	0	2
Red Lodge Clay Center	2	25	4	0
Redgrave Education, LLC	12	376	83	8

Provider Name	Number of Activities	Number of PDUs	Number of Certificates Issued	Online Offering
Region I CSPD	32	176	897	17
Region II CSPD	28	137	498	18
Region III CSPD/Montana Center	46	231	553	17
Region IV CSPD	10	77	36	4
Rural Behavioral Health Institute	1	2	1	0
School Administrators of Montana	39	419	0	12
School Services of Montana	85	226	433	6
Society of Health & Physical Educators (SHAPE) Montana	2	17	195	0
Stillwater Historical Society/Museum of the Beartooths	1	7	0	0
STRIVE	1	17	389	0
Tamarack Grief Resource Center	2	13	1	0
Teaching Channel	3	135	2	3
TeachMe Professional Development	54	164	0	54
The Educator Summit	1	30	0	1
The Family Tree Center	1	6	0	0
The Foundation for Montana History	1	5	0	0
The Gilder Lehrman Institute of American History	6	66	0	6
The National Energy Education Development Project	1	6	0	0
The Source for Learning	45	56	24	45
Thrive Education	1	8	0	0

Provider Name	Number of Activities	Number of PDUs	Number of Certificates Issued	Online Offering
Tim Tharp, Certified Instructor for Youth MHFA and QPR	4	34	196	0
Transformative Reading Teacher Group	1	24	0	0
Treasure State Orff (Montana Chapter of American Orff Schulwerk Association)	3	14	0	0
Trish Schreiber, M.A., C.E.T.	1	6	1	1
Walsworth Yearbooks	5	35	0	0
Western Montana Professional Learning Collaborative (WMPLC)	8	330	8	8
WM-CSPD	57	192	800	38
WM-PLC/WM-RESA	10	121	5	8
Yellowstone Art Museum	6	37	14	0
Yellowstone Forever	1	40	0	0
Yellowstone-West/Carbon County Special Services Coop	10	31	209	0
Youth Entrepreneurs	2	26	32	0
Zero to Five Montana	5	32	17	3

Schools

Provider Name	Number of Activities	Number of PDUs	Number of Certificates Issued	Online Offering
Absarokee Public Schools	3	16	8	0
Amsterdam School District	1	3	11	0

Provider Name	Number of Activities	Number of PDUs	Number of Certificates Issued	Online Offering
Anaconda School District #10	20	170	382	2
Arlee Joint School District #8	1	5	11	0
Ashland Public School	6	70	13	0
Bainville Public School	5	40	0	1
Baker Public Schools	2	95	50	1
Bear Paw Cooperative	3	41	8	0
Beaverhead County High School	4	13	42	1
Belfry School District	3	22	47	1
Belgrade Public Schools	69	272	285	18
Big Sandy Public Schools	6	36	0	0
Big Sky School District #72	1	16	1	1
Big Timber Grade School	1	2	12	1
Bigfork School District #38	4	118	0	1
Billings Catholic Schools	2	18	85	0
Billings Public Schools	205	1619	2251	55
Blue Creek School	1	6	12	0
Box Elder School District 13G	3	110	12	1
Bozeman Public Schools	43	370	1625	22
Bridger Educational Services, LLC	1	24	0	0
Bridger School District	2	13	40	1
Broadus Public Schools	1	10	30	0
Brockton Public Schools	12	44	0	0
Browning Public Schools	25	329	294	1

Provider Name	Number of Activities	Number of PDUs	Number of Certificates Issued	Online Offering
Butte Central Catholic High School	2	12	0	0
Butte Central Catholic Schools	7	11	180	0
Butte School District #1	27	154	917	3
Cayuse Prairie School	1	12	8	0
Chinook Public Schools	3	7	31	0
Choteau School District 1	1	6	0	0
Clancy Elementary	1	6	21	0
Colstrip Public Schools	3	12	176	1
Columbia Falls Schools	37	267	0	6
Columbus Public Schools	1	6	0	0
Conrad Public Schools	1	6	25	0
Corvallis School District	4	44	39	0
Cottonwood Day School	5	30	12	2
Culbertson K-12 Schools	6	98	42	1
Cut Bank Public Schools	45	222	273	0
Darby Public Schools	3	15	0	1
De La Salle Blackfeet School	6	23	68	0
Deer Lodge Elementary	2	6	80	0
DeSmet Independent School District #20	1	18	0	0
Dillon Elementary	2	31	1	1
Dixon Public School	2	13	32	0
Dodson School District	3	50	15	0
East Helena Public Schools District #9	16	62	0	0

Provider Name	Number of Activities	Number of PDUs	Number of Certificates Issued	Online Offering
Elder Grove School	3	18	135	0
Elysian School	3	15	0	0
Ennis School District #52	2	12	36	2
Eureka Public Schools	9	44	170	8
Evergreen School District # 50	13	63	183	0
Fairfield Public Schools - District #21	2	16	0	0
Fairview Public Schools	3	12	81	0
Florence-Carlton School	2	15	0	0
Fort Benton High School/Middle School	1	8	0	0
Fortine School	1	9	0	0
Frenchtown School District #40	3	15	460	0
Fromberg School	5	25	55	0
Glasgow K-12 Schools	8	31	249	6
Glendive Public Schools	8	27	31	3
Great Falls Public Schools	89	563	2087	1
Hamilton K-12 Schools	21	86	460	0
Hardin Public Schools	10	70	276	0
Harlem Public Schools District #12	4	11	251	1
Harlowton Public Schools	1	6	3	1
Havre Public Schools	43	247	0	0
Helena Christian School	1	2	1	0
Helena Flats School District	1	6	0	0
Helena Public Schools	154	1059	1514	19

Provider Name	Number of Activities	Number of PDUs	Number of Certificates Issued	Online Offering
Hellgate Elementary School District	1	17	0	0
Heritage Academy	3	12	14	1
Heritage Christian School	9	13	0	0
Huntley Project K-12 Schools	1	9	0	0
Hysham Public Schools	3	18	46	0
Independent Elementary School District 52	3	42	26	0
Jefferson High School	6	17	76	0
Joliet Public School	2	11	0	1
Jordan Public Schools	3	30	33	0
Kalispell Public Schools	168	1236	953	20
Lame Deer Public Schools	10	66	151	3
Laurel Public Schools	26	162	484	1
Lewistown Public Schools	3	40	0	1
Libby K-12 Schools	7	79	218	0
Lima School District #12	2	21	18	0
Lincoln K-12 Schools	2	49	20	2
Livingston School District #1 and #4	20	128	279	0
Lockwood School	3	14	6	2
Lolo School District	2	29	62	0
Lone Rock School District	4	38	0	0
Manhattan Christian School	4	27	96	1
Manhattan Public Schools	5	31	0	2
Marion Public Schools	3	20	0	1

Provider Name	Number of Activities	Number of PDUs	Number of Certificates Issued	Online Offering
Medicine Lake School	2	45	15	2
Miles City Unified School District	9	36	143	1
Missoula Catholic Schools	1	3	0	1
Missoula County Public Schools	153	897	2040	6
Monforton School District #27	15	64	33	9
Montana City School	5	22	104	1
Montana Digital Academy	55	75	97	50
Montana Mindfulness Project	4	9	2	0
Moore Public School	3	3	3	0
Nashua K-12 Schools	3	18	0	0
Noxon School District #10	7	59	34	4
Pine Hills Correctional Facility	1	18	0	0
Plains Public Schools	2	12	32	0
Plentywood K-12 Schools	3	28	82	0
Plevna School District	14	36	0	11
Polson Public Schools	17	53	681	0
Poplar Elementary	5	36	23	0
Potomac School District #11	8	97	12	1
Ramsay Schools	3	22	0	0
Richey Public Schools	1	2	0	0
Ronan School District #30	12	44	62	0
Roundup School District 55 & 55H	5	40	0	0
Ryegate Public Schools	1	16	6	0

Provider Name	Number of Activities	Number of PDUs	Number of Certificates Issued	Online Offering
Scobey K-12 Schools	3	23	29	2
Shepherd Public Schools	3	23	0	0
Sheridan School District #5	4	11	0	3
Sidney Public Schools	4	113	18	1
Smith Valley School District 89	10	40	150	1
Somers School District 29	11	52	199	0
St Labre Catholic School	8	57	240	0
St Regis K-12 School District	3	18	0	0
St. Ignatius School District	5	36	50	2
St. Jude Thaddeus School	7	35	32	3
Stevensville Public Schools	2	12	0	0
Superior K-12 Public Schools	10	24	0	8
Swan Valley Elementary School	2	12	5	1
Sweetgrass County High School	1	4	0	0
Target Range School District #23	4	52	0	0
Thompson Falls Public Schools	4	11	126	0
Three Forks Schools	7	13	204	0
Townsend School District #1	2	12	0	0
Trinity Lutheran School - Billings	9	20	37	0
Troy Public Schools	9	50	0	2
Twin Bridges K-12 School District #7	4	172	0	1
Two Eagle River School	1	24	0	0
Ulm Elementary School	1	3	0	1

Provider Name	Number of Activities	Number of PDUs	Number of Certificates Issued	Online Offering
Upper West Shore- Dayton	1	3	0	0
Valley Christian School	2	11	0	0
West Glacier Elementary	1	6	7	0
West Valley School District	11	24	189	0
West Yellowstone School District 69	2	12	20	0
Westby School District	1	6	0	0
Whitefish Public Schools	68	413	40	11
Wibaux Public Schools	5	18	68	1
Willow Creek Schools	5	35	8	2
Winnett Schools	1	2	0	0
Wolf Point High School	2	14	0	0
Wolf Point School District	6	49	0	0
Yellowstone Academy	1	16	0	0
Yellowstone Boys and Girls Ranch	1	6	0	0

Tribal

Provider Name	Number of Activities	Number of PDUs	Number of Certificates Issued	Online Offering
Blackfeet Community College	1	45	0	0
CSKT Education Department	21	63	3171	13

Universities and Colleges

Provider Name	Number of Activities	Number of PDUs	Number of Certificates Issued	Online Offering
Carroll College	1	7	2	0
Dawson Community College	4	36	145	2
Provider Name	**Number of Activities**	**Number of PDUs**	**Number of Certificates Issued**	**Online Offering**
DIG Field School - University of Washington	1	40	0	0
Flathead Valley Community College	4	46	8	1
Fort Peck Community College	1	60	0	0
Great Falls College MSU	14	50	251	2
Helena College	4	87	4	3
Maureen and Mike Mansfield Center at the University of Montana	10	10	8	6
Michael Cunningham AGBU Armenian Virtual College, Yerevan, Armenia	4	50	0	4
Miles Community College	3	55	0	2
Missoula College UM, Outreach Office	2	48	1	2
Montana State University - EQ STEMM Grant	2	8	0	0
Montana State University - Modern Languages and Literature	1	20	5	0
Montana State University - Storytelling Grant	1	40	7	0
Montana State University American Choral Directors Chapter	1	12	0	0
Montana State University Billings - Elk River Writing Project	1	32	16	0
Montana State University Dyslexia & Innovation Symposium	1	6	5	0
Montana State University Extension - Remote Work Professional Certificate	1	4	0	1
Montana State University Music Department	2	28	0	0
Montana State University Teacher Education Program	4	5	4	3
Montana Team Nutrition Program	3	18	27	0

Provider Name	Number of Activities	Number of PDUs	Number of Certificates Issued	Online Offering
Montana Tech - Petroleum Engineering Dept	1	31	4	0
Montana Tech Athletics	1	7	0	0
Montana Tech of the University of Montana	2	15	6	0
MSU - Department of Education	2	2	1	2
MSU Center for Research on Rural Education	4	8	0	0
MSU Extension Family and Consumer Sciences Program	2	32	11	0
MSU Valley County Extension	2	100	0	1
MSUBillings College of Education	2	30	6	1
Osher Lifelong Learning Institute at University of Montana	74	448	4	46
Salish Kootenai College	3	48	0	0
spectrUM Discovery Area (University of Montana science museum)	7	27	43	5
Stone Child College	3	18	0	0
The Art of Education	13	40	13	13
The University of Montana - Montana Safe Schools Center	4	39	129	2
UM - Center for Children, Families and Workforce Development	30	154	644	16
UM - College of Education	9	108	0	0
UM - Rural Institute	1	6	7	0
UM - Western	3	42	2	1
UM Dept of English	1	2	0	0
University of Kansas Center for Research on Learning	3	24	0	3
University of Montana - Computer Science	1	24	7	0
University of Montana Conference Services	4	54	6	0
University of Montana Department of Psychology	2	7	12	1

Provider Name	Number of Activities	Number of PDUs	Number of Certificates Issued	Online Offering
University of Montana Linguistics Program	3	10	29	0
University of Montana School of Music	1	33	3	0
University of Montana School of Speech, Language, Hearing & Occupational Sciences	1	10	0	1
Yellowstone Writing Project	1	7	0	0

For more information please contact Aimee Konzen at aimee.konzen@mt.gov or Marie Judisch at marie.judisch@mt.gov.

ITEM 16

ACTION ON SUPERINTENDENT'S RECOMMENDATION ON EDUCATOR LICENSURE ANNUAL AND FILING FEE AMOUNTS

April Grady

Montana Board of Public Education
Executive Summary

Date: November 2024

Presentation	Teacher Licensure Fee Recommendation
Presenters	April Grady
Position Title	Chief Financial Officer
Overview	Proposed fee changes to the teacher licensure fees schedule.
Requested Decision(s)	Action Item
Related Issue(s)	None
Recommendation(s)	None

Montana Teacher Licensure System

Education Interim Budget Committee Review November 2024

Introduction

The Teach Montana (TMT) Teacher Licensure System was put in place in FY 22, and the new licensing fee structure, approved by the Montana Board of Public Education, was implemented on January 1, 2024. The Montana Office of Public Instruction (OPI) now has two years of actual cost and revenue collection data to reevaluate the cost of teacher licenses.

To not burden teachers with excessive fees, OPI has negotiated with the TMT vendor to reduce annual license and support costs to $135,250 per year. This reduction in costs allows for the elimination of the technology fee that was previously included to cover the higher cost of system support.

The proposed fee change must be approved by the Montana Board of Public Education at the November 2024 meeting so the system can be changed to reflect the reduced fee starting January 1, 2025.
Link to TMT

Licensure Staffing:

The efficiencies created by the TMT system will allow OPI to eliminate 1.00 FTE License Examiner, through attrition, on July 1, 2025. This will result in a reduction of approximately $80,000 annually in personal services costs.

	Specialist FTE	Director FTE
July 1, 2022 to June 30, 2023	3.0	0.5
July 2, 2023 to November 10, 2023	3.0	0.5
November 13, 2023 to June 30, 2025	2.0 (1.0 FTE, 0.5 FTE, 0.5 FTE)	0.5

Ongoing Annual Costs:

TeachMT Licenses and Maintenance	$ 135,250.00
Support Costs e.g. SITSD support, IDC	$ 70,098.00
.50 Lic. Director	$ 60,741.02
.50 FTE Lic. Examiner w/benefits	$ 42,500.00
1.00 FTE Lic. Examiner w/benefits	$ 81,693.00
.50 FTE Lic. Examiner w/benefits	$ 39,047.00
Total costs for FY 2025	$ 429,329.02

Licenses Issued:

FY Years	# of Applications Processed
July 1, 2022 to June 30, 2023	7,587
July 1, 2023 to June 30, 2024	5,141
July 1, 2024 to October 31, 2024	1,329
Projected Licenses FY 2025*	5,316

*Projection based on 1,329 divided by three months actual data and multiplied by 12.

Actual Licensure Revenue from License Fees:

FY Years	Revenue
July 1, 2023 to December 31, 2023	$42,711.95
January 1, 2024 to June 30, 2024*	$379,845.02
July 1, 2024 to October 28, 2024	$120,499.00

*Date new fee structure was put in place.

Projected Licensure Revenues from License Fees:

FY	Projected Revenue
FY 25 Projected Revenues	$ 550,070 w/Tech Fee $436,095 w/o Fee
FY 26 Projected Revenues	$ 550,070 w/Tech Fee $436,095 w/o Fee
FY 27 Projected Revenues	$ 550,070 w/Tech Fee $436,095 w/o Fee

OPI must ensure that Teacher Licensing Fees only cover the cost of administering the program and licenses and support of the TMT system. With the current technology fee, OPI is projecting to collect $120,741 more than the costs for the program. Eliminating the technology fee brings the difference of revenues over expenses to $6,766.

With the fee reduction, the OPI projects the state special revenue fund for teacher license fees will have a fund balance of approximately $160,000 at 2025 fiscal year end. This balance is a result of ESSER funds being utilized for the initial purchase and maintenance of the TMT system. Some of this balance will be required for operation of the program or increases in system support but a portion of this fund balance could cover future costs calculated into the teacher license fee structure. OPI does not expect to continue to have a $160,000 fund balance in future years but will continue to evaluate the system for increased efficiencies and added benefit to our MT educators.

***New Licensure Fee Schedule**
Effective January 1, 2024 new licensure fees took effect.
The new licensure fees were set by the Montana Board of Public Education, per House Bill 403.

Montana Educator Licensure
Effective January 1, 2024

Fees

Class of License	Fee	Length of License
Class 1, 3, 6	First-Time MT License - $95.00* Subsequent License(s)- $85.00	5 years
Class 2, 4, 5, 7, 8	First-Time MT License- $80.00* Subsequent License(s)- $70.00	Class 2,4,7,8- 5 years Class 5A- 1 year Class 5B/C- 3 years
**The non-refundable $10.00 processing fee for all initial applications is included above.* *Montana Code Annotated 2021, 20-4-109*		
Non- License	**Fee**	**Expiration**
Emergency Authorization of Employment (EAE)	First-Time Applicant- $12.00* Subsequent Applicant- $6.00	1 year
Internship	$17.00	1 year
**The non-refundable $6.00 processing fee for all initial applications is included above.* *Montana Code Annotated 2021, 20-4-111*		
Additional Fees	**Fee**	**Description**
Technology Fee	$25.00 (per application)	Add-on to all applications submitted *except EAEs.*
Reinstatement of License	Varies depending on the license	See the first table for subsequent license fees.
Upgrade a License	$70.00 $85.00 $85.00	Upgrade a Class 5 to a Class 2 license. Upgrade a Class 2 *or* 5 to a Class 1 license. Upgrade a Class 5 to a Class 3 license.
Adding an Endorsement to License	Varies depending on the license	See the first table for subsequent license fees.

How To Pay

Payments are part of the application process in the TeachMT licensure system. Electronic payment is the only acceptable payment method. Applicants are responsible for payment except for Emergency Authorization of Employment. The school district that is applying is responsible for payment.

Refund Policy

Fees are NOT refundable. Please ensure you select and submit the correct application as the OPI fee will not apply toward a future or corrected application and will need to be paid with each application submitted. Once an individual submits an application and related processing fee, OPI will under no circumstances refund the fee.

Information:

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April Grady, Chief Financial Officer
Montana Office of Public Instruction
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ITEM 17

NOTICE OF THE SURRENDER OF BPE CASE #2024-11

Rick Wootton

ITEM 18

ACTION ON INITIAL REVIEW OF BPE CASE #2024-09, EVANS

Rick Wootton

ITEM 19

ACTION ON INITIAL REVIEW OF BPE CASE #2024-10, MAHERAS

Brenton Craggs

November 22, 2024

CALL TO ORDER

E. Pledge of Allegiance
F. Roll Call
G. Statement of Public Participation
H. Welcome Visitors

❖ **LICENSURE COMMITTEE – (Items 20-22)**

Susie Hedalen

ITEM 20

ACTION ON THE SITE VISIT AND STATE EXIT REPORT OF SALISH KOOTENAI COLLEGE EDUCATOR PREPARATION PROVIDER IN THE DIVISION OF EDUCATION

Crystal Andrews

Montana Board of Public Education
Executive Summary

Date: November 20-22, 2024

Presentation	Recommend Approval of the State Exit Report and Regular Accreditation Status of the Montana Educator Preparation Program (EPP) in the Division of Education at the Salish Kootenai College.
Presenter	Crystal Andrews
Position Title	Accreditation and Licensure Senior Manager Office of Public Instruction
Overview	The State Superintendent of Public Instruction recommends approval of the 2024 State Exit Report of the EPP at Salish Kootenai. State Superintendent Arntzen also recommends approval of regular accreditation effective through the Spring of 2031. The State Exit and Narrative Reports are included in the BPE Agenda Packet. Doug Ruhman, Dean of Education will be available to provide final comments and respond to questions from the BPE.
Requested Decision(s)	Action Item
Related Issue(s)	
Recommendation(s)	Approve the State Exit Report and Regular Accreditation Status of the Montana Educator Preparation Provider (EPP) at Salish Kootenai College, as recommended by State Superintendent Arntzen.

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OFFICE OF PUBLIC INSTRUCTION
STATE OF MONTANA

Putting Montana Students First

Salish Kootenai College
Educator Preparation Provider
State Exit Program Report
Sept 12-13, 2024

Crystal Andrews, Director of Accreditation and Educator Preparation Programs

From May 15-16, 2024, the Accreditation review of the Educator Preparation Provider (EPP) in the Division of Education occurred onsite at Salish Kootenai College in Pablo. This site review was conducted by the Montana Office of the Public Instruction (OPI). Prior to the onsite visit, a cadre of qualified educators including teacher, college professors, administrators and content specialists reviewed the Institutional Reports provided by Salish Kootenai College for the endorsement areas.

The purpose of the review was to verify that the Institutional Report of the EPP meets the requirements of the Montana Professional Educator Preparation Program Standards (PEPPS) for both unit and program standards. The report provides the results of the review relating to PEPPS as outlined in ARM 10.58:

- 10.58.311 INITIAL CONTENT AND PEDAGOGICAL KNOWLEDGE
- 10.58.312 INITIAL CLINICAL PARTNERSHIPS AND PRACTICE
- 10.58.313 INITIAL CANDIDATE QUALITY RECRUITMENT, PROGRESSION, AND SUPPORT
- 10.58.314 INITIAL PROGRAM IMPACT
- 10.58.315 INITIAL PROVIDER QUALITY ASSURANCE AND CONTINUOUS IMPROVEMENT
- 10.58.501 TEACHING STANDARDS
- 10.58.518 MATHEMATICS
- 10.58.521 READING SPECIALIST
- 10.58.522 SCIENCE
- 10.58.531 EARLY CHILDHOOD EDUCATION
- 10.58.532 ELEMENTARY
- 10.58.605 ADVANCED CONTENT AND PEDAGOGICAL KNOWLEDGE
- 10.58.606 ADVANCED CLINICAL PARTNERSHIPS AND PRACTICE
- 10.58.607 ADVANCED CANDIDATE QUALITY, RECRUITMENT, PROGRESSION, AND SUPPORT
- 10.58.608 ADVANCED PROGRAM SATISFACTION WITH PREPARATION
- 10.58.609 ADVANCED PROVIDER QUALITY ASSURANCE AND CONTINUOUS IMPROVEMENT

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DEFINITIONS WHICH PERTAIN TO THIS REPORT

Standard is met: Regular accreditation for a period of seven years.

Standard is met with notation: Regular accreditation with minor deviations with most of the components of a standard met. This could involve incomplete items on the Institutional Report or clarification/corrections needed. As those items are rectified, the recommendation to the BPE will reflect the current and corrected status.

Area for Improvement (AFI): Standard is met with weakness. The site review team identified a weakness in the evidence for a standard or component. Area for Improvement should be remediated by the next accreditation cycle, and progress toward improvement is reported annually through the annual report to the OPI/BPE. During the next accreditation review, the EPP must demonstrate that the AFIs have been corrected. If the AFIs have not been corrected, a stipulation may be cited in the same area.

Stipulation: A standard or component is not met. The site visiting team identified a deficiency related to one or more components or the BPE standard. A stipulation is of sufficient severity that a standard may be determined to be unmet. A stipulation must be addressed within two years to retain accreditation.

Initial Program Standards

ARM	TITLE	STATUS
10.58.311	**Initial Content and Pedagogical Knowledge**	Met
10.58.312	**Initial Clinical Partnerships and Practice**	Met with Notation
10.58.313	**Initial Candidate Quality, Recruitment, Progression, and Support**	Met
10.58.314	**Initial Program Impact**	Met with Notation
10.58.315	**Initial Provider Quality Assurance and Continuous Improvement**	Met with Area for Improvement

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Advanced Program Standards

ARM	TITLE	STATUS
10.58.605	**Advanced Content and Pedagogical Knowledge**	Met
10.58.606	**Advanced Clinical Partnerships and Practice**	Met with Notation
10.58.607	**Advanced Candidate Quality, Recruitment, Progression, and Support**	Met
10.58.608	**Advanced Program Satisfaction with Preparation**	Met with Notation
10.58.609	**Advanced Program Quality Assurance and Continuous Improvement**	Met with Notation

Teaching Program Standards

ARM	TITLE	STATUS
10.58.501	**Teaching Standards** Early Childhood Elementary Secondary	 Met with Notation Met with Notation Met with Notation
10.58.518	**Mathematics**	Met with Notation
10.58.521	**Reading Specialist K-12** Undergraduate Graduate	Met
10.58.522	**Science** Broadfield	Met
10.58.531	**Early Childhood**	Met
10.58.532	**Elementary**	Met

COMMENDATIONS:

10.58.312 Initial Clinical Partnerships and Practice: The EPP provides the Transition to Professional Teaching seminar prior to student teaching which is conducted in collaboration with some of the clinical partners. This seminar provides candidates with the expectations of the professional aspects of their clinical practice as well as communicates the collaborative efforts of the EPP and its partners. The dispositions are clearly evaluated through self reflections and the evaluations from the cooperating mentor teachers.

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10.58.313 Initial Candidate Quality Recruitment, Progression, and Support: The EPP provides support for the candidates above and beyond the typical academic supports by addressing the needs of the whole person rather than just how it pertains to the academic programs. Candidates are provided resources for transportation, child care, and other supports in addition to a Cultural Specialist providing connection to the local tribal languages.

10.58.315 Initial Provider Quality Assurance and Continuous Improvement: The EPP has built a strong network for stakeholder input on voicing improvement areas and identifying areas of excellence through formal and informal channels. Cooperation with the Confederated Salish and Kootenai Tribal Education Department, tribal leaders, school partners, and the community are well documented.

10.58.605 Advanced Content and Pedagogical Knowledge: The action research project and literacy assessments provide thorough and practical application of collecting and analyzing data. Data is used to drive many components of coursework and reflective practices throughout the program.

10.58.501 Teaching Standards: SKC's syllabi and course materials consistently show links between the course and standards as well as the Division of Education's Central Beliefs and 4 C's. The materials demonstrate the amount of work they've put into making sure that both faculty and candidates understand how this guides their work. The early childhood program should also be commended for its focus on families, communities, and leadership via specific coursework, clinical work, and community activities in these areas.

10.58.518 Mathematics: As a relatively small institution, SKC has developed an impressively in-depth secondary mathematics program, highlighting important content knowledge and best practices while remaining flexible. Offering courses in alternate years, sharing courses with other secondary STEM majors, and using SKC mathematics courses (M108/M109) as a venue for internships are strategies that enable a sustained program. The texts featured in the EDUC mathematics courses represent effective and research-informed approaches to mathematics teaching and learning. Overall, this program contributes to building a diverse and well-prepared teaching force with experience to support Montana's Native American learners.

10.58.521 Reading Specialist: There is a robust section on evaluating and applying research. The assignments are clearly aligned across courses and build upon one another.

10.58.522: Science: Field work and research represent local and current science, as well as ways of knowing.

10.58.531 Early Childhood Education: The pervasive integration of foundational elements of child development throughout all coursework is noteworthy.

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10.58.532 Elementary: The reviewer commends SKC for its comprehensive documentation of standards with supporting evidence throughout the submitted course syllabi as well as the Assignment Matrix. Further, SKC appears to be well-grounded in its Conceptual Framework. Courses show an intentional adherence to the Key Foundations of the Teacher Education Program and Central Beliefs.

Standard Met with Notation

10.58.312 Initial Clinical Partnerships and Practice 1(b): Evidence concerning the continuous improvement in preparation and evaluation of the clinical experiences in collaboration with clinical partners in the form of sharing data collected by the EPP is primarily limited to the Education Advisory Board.

10.58.314 Initial Program Impact 1(b): It is recommended the surveys are consistently and routinely provided to gain information on areas of concern within the field.

10.58.606 Advanced Clinical Partnerships and Practice 1(c): It is recommended that formal input and feedback from clinical partners are planned and communicated prior to conducting the proposed surveys.

10.58.608 Advanced Program Satisfaction with Preparation 1(d): Considering the advanced program has had one group of completers at the time of this review, a plan for implementing formal means of completer and employer feedback prior to the completion of the surveys is recommended.

10.58.609 Advanced Provider Quality Assurance and Continuous Improvement: As the cohorts complete the program and the data from the Cohort P-12 Impact Report and other key assessments are analyzed, it is important to document the ongoing improvement and program decisions.

10.58.501 Teaching Standards 1(b), (e), (k): The program's syllabi show links to standards, but how the assessments are tied to standards is shown in some, but not all, syllabi. This may be a good extension of the work the program has already done. Clarification and evidence are not provided for how candidates engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

10.58.518 Mathematic: ARM Standard 1(e) emphasizes the latter stages of the modeling cycle such as interpreting and analyzing results and validating the model's effectiveness. The M350 syllabus seems to focus only on the early stages: recognizing different types of mathematical models and using strategies, techniques, and technology to construct models.

ARM Standard 1(i)(iii) addresses designing effective mathematical learning environments. EDUC313 touches on some of these issues in a general sense, and fragments of this standard align with the EDUC mathematics course syllabi. It would be helpful to collect these fragments into a body of evidence showing how the program addresses topics such as productive struggle, mathematical disposition, engaging all students in worthwhile mathematics, and developing mathematical mindset. This standard can also be addressed by the eight Mathematical Practices arising from the Common Core Standards and embraced in modern curricula (e.g., perseverance, explaining reasoning).

ARM Standard 1(j)(iii) addresses both geometry and trigonometry, but trigonometry is not mentioned in the content course syllabi. Trig functions are typically studied as part of the calculus series; perhaps this gap can be remedied simply by confirming that calculus of trigonometric functions is studied in M111/112.

ARM Standard 1(j)(vi) includes topics in statistics that are not mentioned in the M241 syllabus. More information would complete the alignment.

AREAS FOR IMPROVEMENT (AFI)

10.58.315 Initial Provider Quality Assurance and Continuous Improvement 1(c, d): Based on ARM, a quality assurance system is a system composed of key assessments to measure candidates outcomes and progress against the standards. The data generated from the multiple measures or key assessments must be relevant, verifiable, representative, and cumulative. The QA system is also designed to ensure that data from the multiple measures are reviewed on a regularly ongoing basis through an established data cycle process. The data cycle process involves analyzing the data, interpreting the data, and using the data to inform program decisions and continuous improvement. The actions generated from the data are then documented, shared with stakeholders, reviewed, and monitored. Different platforms or tools are used by education departments to systemize the process. At the time of this review, the quality assurance system was still under development and not fully implemented. The Critical Assessment tool composed of multiple measures aligned to the goals and relevant standards is being finalized. In order to have a complete quality assurance system that leads to collaborative data analysis and ongoing program improvements, the EPP needs to complete the common platform shared among the faculty, conduct the data cycle with the defined review schedule and process, and document and follow-up on action steps.

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Initial Standards Narrative Report

Number and Name of Standard: 10.58.311 Initial Content and Pedagogical Knowledge

Summary of findings: Based on the evidence provided through the Institutional Report, course syllabi, Student Handbook, Conceptual Framework, assessment tools, and various support services and information, Salish Kootenai College has firmly aligned the education programs to ARM 10.58.311 Initial Content and Pedagogical Knowledge.

The EPP offers four undergraduate degrees that lead to licensure and endorsement in the areas of Early Childhood, Elementary Education, Science Broadfield 5-12, and Mathematics 5-12.

Evidence consistent with meeting the standard: The understanding of the critical concepts, principles of the candidate's discipline, and ability to use discipline-specific practices are monitored effectively through various means throughout the program, such as portfolios, evaluations, lesson planning, artifacts, the Montana Assessment of Content Knowledge (MACK), and personal growth presentations.

The EPP provides in depth applications of action research across the coursework which scaffolds the candidates understanding of how to engage in, use, and reflect on research based implementations and the data and evidence gained from implementation to monitor the P-12 students' learning in classroom settings.

The course syllabi are aligned to state and national content standards, as well as InTASC and Montana PEPPS. The Assignment Matrix identifies how each assignment is crosswalked with the InTASC and the categories within the 11 Montana teaching standards.

Evidence inconsistent with meeting the standard: None

Recommendations for New Areas for Improvement and/or Stipulations Including a Rationale for Each:
None

Recommendation:

- **Meets Standard**

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Initial Standards Narrative Report

Number and Name of Standard: 10.58.312 Initial Clinical Partnerships and Practice

Summary of findings:
Salish Kootenai College presented evidence within the Institutional Report consisting of a narrative, handbooks, syllabi, meeting agendas and minutes, various assessment tools, and its Division of Education documents which show an alignment with notation to ARM 10.58.312 Initial Clinical Partnerships and Practice.

Evidence consistent with meeting the standard:
The effective partnerships and clinical practice are essential components of Salish Kootenai College's programs as several opportunities for candidates to observe and practice in schools and communities are provided beginning in the second year of the programs.

Formal and informal settings have been developed to provide the clinical partners the ability to collaborate with the EPP concerning the needs of the schools and tribal communities. The Education Advisory Board is composed of essential stakeholders which includes current and former public school staff, the Tribal Education Department of the Confederated Salish and Kootenai Tribes, as well as the EPP's leadership and faculty.

Evidence inconsistent with meeting the standard:
Evidence concerning the continuous improvement in preparation and evaluation of the clinical experiences in collaboration with clinical partners in the form of sharing data collected by the EPP is primarily limited to the Education Advisory Board.

Recommendations for New Areas for Improvement and/or Stipulations Including a Rationale for Each:
None

Recommendation:
- **Met with Notation**

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Initial Standards Narrative Report

Number and Name of Standard: 10.58.313 Initial Candidate Quality Recruitment, Progression, and Support

Summary of findings: Salish Kootenai College is a tribal college which provides four undergraduate degrees in education, Early Childhood, Elementary, Mathematics-Secondary, and Science-Broadfield. The evidence provided through the Institutional Report confirms alignment with ARM 10.58.313 Initial Candidate Quality, Recruitment, Progression, and Support.

Evidence consistent with meeting the standard: The EPP demonstrates attention to maintain the quality of the candidates from recruitment to licensure and beyond. Advisors are included in the acceptance process to ensure candidates are placed in the appropriate track for courses. After enrollment, Student Support Specialists are available to offer extended study times, guidance toward financial and health assistance. Retention-Success Coaches provide support for candidates who are referred usually by instructors, staff, or even peers. Conferences and evaluations are spaced throughout the program to ensure candidates are developing and on track for graduation and licensure. Criteria for advancement to the different stages of the programs and program completion are clearly documented and monitored by faculty and staff. Once candidates graduate, they are able to continue receiving support opportunities through Flathead Reservation Educator Support Hub (FRESH) which is made up of teachers, candidates, and SKC faculty and staff.

Salish Kootenai College is a tribal college which must maintain an enrollment of at least fifty percent American Indian students. It currently has sixty percent American Indian candidates and works closely with the community, tribes of Montana, and regions to ensure the candidates are able to address the needs of the schools. An Educational Advisory Board meets to address those needs and is made up of diverse stakeholders that represent the local schools and tribal communities.

The development of the candidates is tracked using the Assessment Matrix that aligns each assignment with InTASC standards and provides an understanding of candidate progress. A baseline for dispositions is established at the beginning of the programs and are assessed throughout using self-evaluations and the evaluations of the Cooperating Mentor Teachers. Corrective measures are implemented using the support staff mentioned above to ensure candidates receive the help needed.

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Evidence inconsistent with meeting the standard: None

Recommendations for New Areas for Improvement and/or Stipulations Including a Rationale for Each:
None

Recommendation:

- **Meets Standard**

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Initial Standards Narrative Report

Number and Name of Standard: 10.58.314 Initial Program Impact

Summary of findings: The Division of Education at Salish Kootenai College has provided evidence in the form of a narrative in the Institutional Report, interview and exit surveys, syllabi, rubrics, various evaluations, and the Assignment Matrix which meets ARM 10.58.314 Initial Program Impact with notations.

SKC is a tribal college that has infused indigenous language, culture, and methodologies into its programs. The Division of Education focuses on building relationships that go beyond the classroom and encompass the person as a whole. These characteristics and methods are steadily being transferred into the school systems that hire the completers and have instituted a cultural impact as well as an academic one.

Evidence consistent with meeting the standard: Salish Kootenai College has demonstrated the impact of its completers on P-12 student learning and development and the satisfaction of the completers with the relevance and effectiveness of their preparation through the Graduate/New Teacher Interviews, Senior Exit Surveys, and the Montana Continuous Improvement Collaborative (CIC) Talking Circle conducted in Spring of 2021. The information from these tools have been recorded and are used to enhance and strengthen the program and show an overall satisfaction in preparation they have received from SKC.

The Student Teaching Evaluation form, the Methods Course Field Experience Evaluation form, the Teacher Education Program Portfolio stages and rubrics, and the Critical Assignments database are used to demonstrate the effective application of the professional knowledge, skills, and dispositions for each candidate and completer. The combination of these instruments provide consistent and ongoing monitoring of the program and its impact on the P-12 students and their communities.

Evidence inconsistent with meeting the standard: Although the use of data to gauge program impact is in place, the use of completer and employer surveys has not been consistently utilized.

Recommendations for New Areas for Improvement and/or Stipulations Including a Rationale for Each:
None

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Recommendation:

- **Met with Notation**

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Initial Standards Narrative Report

Number and Name of Standard: 10.58.315 Initial Provider Quality Assurance and Continuous Improvement

Summary of findings: Based on the evidence provided within the Institutional Report and subsequent on-site interviews, the Division of Education at Salish Kootenai College meets ARM 10.58.315 Initial Provider Quality Assurance and Continuous Improvement with an area for improvement. The evidence consisted of the Division of Education's programmatic documents, rubrics and criteria for evaluations and culminating projects, the Critical Assignment Data Tool which houses all essential data, as well as meeting agendas with notations.

SKC's quality assurance system is a combination of candidate portfolios and the Critical Assignments which track the development of InTASC and PEPPS throughout the program. The candidate portfolio portion is broken into three stages: the Initial Conference, Candidate Showcase, and the Final Conference. The Critical Assignment data tool is updated and monitored continuously and the data can be generated into reports for candidate progress and institutional review and planning. The EPP has made a change in the Candidate Portfolio used until 2022 to the Candidate Showcase. The major area of change centers on a shift from student interviews and artifact-based rubrics to the Candidate Showcase involving three stages, Stage 1- an Initial Conference, Stage 2- the Candidate Showcase including a display of experiences and artifacts that best demonstrate the candidates' growth, and Stage 3- the Final Conference. The Critical Assignment data tool is under development.

Evidence consistent with meeting the standard: The EPP has developed a quality assurance system that comprises multiple measures that monitor candidate progress, completer achievements, and provider operational effectiveness. Not only are there multiple measures, the measures reflect multiple forms, such as artifacts, communication, and presentation.

Stakeholders are an important part of the EPP's quality assurance system. Candidates, completers, employers, tribal, school, and community partners are provided ample opportunity to engage in the evaluation and improvement process of the education programs. The Education Advisory Board and FRESH meetings are routinely scheduled and provide opportunities for engagement as well as periodic meetings with tribal, community, and school based stakeholders.

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Evidence inconsistent with meeting the standard: A regular and systematic assessment of performance against standards that is tracked over time is not fully evidenced. Although standards are assessed individually or in subsets through assignments, the regular and systematic assessment of standards needs to occur that is relevant, verifiable, representative, and cumulative in order to track progress over time. The Critical Assessment data tool is currently under development.

Recommendations for New Areas for Improvement and/or Stipulations Including a Rationale for Each: Based on ARM, a quality assurance system is a system composed of key assessments to measure candidates outcomes and progress against the standards. The data generated from the multiple measures or key assessments must be relevant, verifiable, representative, and cumulative. The QA system is also designed to ensure that data from the multiple measures are reviewed on a regularly ongoing basis through an established data cycle process. The data cycle process involves analyzing the data, interpreting the data, and using the data to inform program decisions and continuous improvement. The actions generated from the data are then documented, shared with stakeholders, reviewed, and monitored. Different platforms or tools are used by education departments to systemize the process. At the time of this review, the quality assurance system was still under development and not fully implemented. The Critical Assessment tool composed of multiple measures aligned to the goals and relevant standards is being finalized. In order to have a complete quality assurance system that leads to collaborative data analysis and ongoing program improvements, the EPP needs to complete the common platform shared among the faculty, conduct the data cycle with the defined review schedule and process, and document and follow-up on action steps.

Recommendation:

- **Met with an Area for Improvement**

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Advanced Standards Narrative Report

Number and Name of Standard: 10.58.605 Advanced Content and Pedagogical Knowledge

Summary of findings: The Institutional Reports, syllabi, Masters Assignment Matrix, and on-site interviews provide evidence that aligns with ARM 10.58.605 Advanced Content and Pedagogical Knowledge.

The Salish Kootenai College offers two advanced programs in education with only one leading to an endorsement. The Master of Education in Curriculum and Instruction for Literacy, Equity, and Excellence (LEE) with a Reading Specialist endorsement is offered in a cohort system along with the Master of Education in Curriculum and Instruction for Integrative Indigenous Education which is not an endorsable area. The coursework is provided from Summer I, through Fall and Spring, and ends in Summer II and includes twenty courses. The LEE program provides intensive literacy concepts and knowledge while integrating indigenous perspectives, research methods, and specializing in the unique needs of Indigenous students and communities.

Evidence consistent with meeting the standard: The advanced program provides coursework in research based literacy education, writing, the use assessments, and training in dyslexia. Knowledge in the critical concepts of literacy are developed through deep dives into theory, the science of reading, evaluation systems, and the analysis of data in order to apply this knowledge in the classroom setting.

Action research applied in the classrooms of the advanced candidates provides the demonstration and application of skills specific to literacy. Coursework and check ins allow supportive environments for feedback to ensure development of skills.

The action research is built upon throughout all courses. Advanced candidates have a culminating action research project as a final evaluation and demonstration of their skills and knowledge. The candidates' classroom environments allow the P-12 students' learning and the implementation of the project to be assessed and analyzed.

Technology standards are integrated through the advanced candidates' design of their own data management system as well as their use of technology on a daily basis within the classrooms and literacy assessments. Candidates are monitored on their use of technology through course assignments, the culminating action research project, and in the successful completion of the

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weekly online course requirements which include Zoom discussions, presentations, and remote access tools.

Evidence inconsistent with meeting the standard: None

Recommendations for New Areas for Improvement and/or Stipulations Including a Rationale for Each:
None

Recommendation:

- **Meets Standard**

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Advanced Standards Narrative Report

Number and Name of Standard: 10.58.606 Advanced Clinical Partnerships and Practice

Summary of findings: The EPP has provided evidence of aligning to ARM 10.58.606 with notation. The evidence used in the review included narratives through the Institutional Report, syllabi, Masters Assignment Matrix, advanced program documents, and on-site interviews.

Evidence consistent with meeting the standard: Effective partnerships and high-quality clinical practice are evidenced in the requirements for an advanced candidate. The candidates must be under contract and have the permission and recommendation of the clinical partners. Rapport is already established between the candidate and the clinical partner which aids in the development of knowledge and skills acquired through the advanced program.

The clinical experiences are designed around the needs of the P-12 students and are unique to the learning environment. They provide multiple performance-based assessments designed to scaffold the action research development for the identified needs of the clinical environment. The components of the action research involve the clinical partners through various roles and through the development and implementation of the projects.

Evidence inconsistent with meeting the standard: As this is a new program, evidence of partner involvement in maintaining and refining criteria for selection, performance evaluation, and continuous improvement is not clearly demonstrated. Although the partners are essential in the recommendation of the advanced candidates and the collaboration surrounding the action research projects, their role in future improvement of the program has not been implemented as the program has recently produced its first completers.

Recommendations for New Areas for Improvement and/or Stipulations Including a Rationale for Each:
None

Recommendation:

- **Met with Notation**

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Advanced Standards Narrative Report

Number and Name of Standard: 10.58.607 Advanced Candidate Quality, Recruitment, Progression, and Support

Summary of findings: Based on the evidence provided through the Institutional Report and on-site interviews, the advanced programs at Salish Kootenai College align to ARM 10.58.607 Advanced Candidate Quality, Recruitment, Progression, and Support.

The EPP provides two advanced programs with only one leading to endorsement. The Literacy, Equity, and Excellence (LEE) program offers a Reading Specialist endorsement and focuses on integrating literacy and linguistics while integrating indigenous perspectives, research methods, and specializing in the unique needs of Indigenous students and communities.

The advanced program is offered in a cohort system allowing only one cohort at a time to provide individualized support. The cohort begins in Summer I, runs through the Fall and Spring semesters, and ends in Summer II totaling fifteen months.

Evidence consistent with meeting the standard: From admission to completion, the EPP demonstrates that the quality of the advanced candidates and their development through the program are part of its responsibility. Prior to being admitted into the program, advanced candidates must show success by being under a current contract with at least two years of experience. The course progression builds on foundational elements to culminate with the completion of Masters level assignments. There are high standards for completion of courses with at least a “B” and maintaining a GPA of 3.0 or higher.

Being a tribal college, at least fifty percent of the enrolled candidates must be American Indian. The plans and goals for recruitment incorporate this requirement while still recruiting people of diverse backgrounds. The primary focus of recruitment is on the teachers who are currently working in schools located on or around the reservations of Montana, and those schools with a significant population of American Indian students.

The Masters Assignment Matrix provides multiple measures to demonstrate advanced candidate success throughout the program. The data from these measures is compiled and used to provide improvement opportunities. Between cohorts, faculty will use the data to revise areas within the program that need improvement.

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The EPP establishes and monitors attributes and dispositions beyond academic ability through the Masters Assignment Matrix and the Professional Responsibilities section of assignments. These include self-studies, commitment to reciprocity, professionalism while conducting action research, collaborative projects, and professional learning opportunities.

The EPP documents the advanced program candidates have reached high standards for recommendation for completion and have developed the understanding of expectations of the profession through the content knowledge based on PRAXIS 5206, performance-based assessments within courses, the culmination of the action research project outcomes, and data collected from classroom based interventions. In order to conduct the action research project, documentation of Collaborative Institutional Training Initiative (CITI) training on human test subjects must be completed upon admission, and the research must comply with Institutional Review Board (IRB) research review protocols.

Evidence inconsistent with meeting the standard: None

Recommendations for New Areas for Improvement and/or Stipulations Including a Rationale for Each:
None

Recommendation:

- **Meets Standard**

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Advanced Standards Narrative Report

Number and Name of Standard: 10.58.608 Advanced Program Satisfaction with Preparation

Summary of findings: Using syllabi, the Masters Assignment Matrix, action research document, the Institutional Report narrative, and subsequent interviews the advanced program appears to align to ARM 10.58.608 Advanced Program Satisfaction with Preparation with notation.

Evidence consistent with meeting the standard: The action research projects provide evidence of impact on P-12 student learning and development with data collection, tracking, and analysis being the focus of the determination of successful implementations. The data from a collaborative writing program developed and then implemented in the individual classrooms is analyzed prior to completion using multiple metrics.

The advanced program completers' impact on P-12 student learning is measured through SBAC data, school data, and formative and summative assessments. Progress monitoring and screening data is also used to document impact on the completers' classrooms.

Evidence inconsistent with meeting the standard: Employer and completer surveys are under development at the time of this review. Once the surveys have been completed, they will be conducted at 6 month, 1 year, and 2 year intervals. Besides candidate reflections and Exit Interviews, no other structured and validated instruments specifically addressing the advance program have been employed.

Recommendations for New Areas for Improvement and/or Stipulations Including a Rationale for Each:
None

Recommendation:

- Met with notation

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Advanced Standards Narrative Report

Number and Name of Standard: 10.58.609 Advanced Provider Quality Assurance and Continuous Improvement

Summary of findings: The Salish Kootenai College's advanced programs in the Division of Education are in the first two years of implementation and have one group of completers at the time of this review. Only one of the advanced programs offered leads to endorsement. The advanced program under review is the Masters of Education in Curriculum and Instruction for Literacy, Equity, and Excellence with the Reading Specialist endorsement option.

Evidence consistent with meeting the standard: Multiple measures are in place and will be conducted in the future to maintain the quality assurance system. The Cohort P-12 Impact Report from the action research conducted by each cohort, candidate reflections and the components under development will assist in evaluating the effectiveness of its completers and support continuous improvement.

Measures of advanced candidate progress are evident in the Masters Assignment Matrix which build upon each other and allow for progress to be documented and support to be given as needed. Course grades and candidate self-studies are also used to measure progress. Completer achievements are collected and measured through professional papers, showcase presentations, and the multiple Action Research Projects with the culminating project for the showcase.

A plan for the collection of relevant, verifiable, and representative data is evident using interview protocol for the Focus-group Feedback Forum under development, program specific Completer and Employer Surveys, and the impact measurements and reports previously mentioned.

A plan for stakeholder involvement in program evaluation, improvement, and identification of models of excellence has been developed. The plan involves the Education Advisory Board, the Confederated Salish and Kootenai Tribes' Education Department, alumni, and school and district representatives. Sustained quarterly meetings, annual gatherings of completers/graduates, and participation in Flathead Reservation Educator Support Hub (FRESH) are some of the events planned to generate and document the involvement.

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Evidence inconsistent with meeting the standard: As the cohorts complete the program and the data from the Cohort P-12 Impact Report and other key assessments are analyzed, it is important to document the ongoing improvement and program decisions.

Recommendations for New Areas for Improvement and/or Stipulations Including a Rationale for Each:

Recommendation:

- Met with Notation

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Narrative Report

Number and Name of Standard: <u>ARM 10.58.501 Teaching Standards, Early Childhood Education P-3</u>

Validating Statement:
Evidence has been presented that early childhood education candidates at SKC are exposed to and provided with opportunities to demonstrate their knowledge and skills in the areas of learner development, learning differences, learning environments, content knowledge, application of content, assessment, planning for instruction, instructional strategies, professional learning/reflective practice, work and collaborate with P-12 students, families, and communities, and demonstrate leadership. This is done through campus-based coursework along with clinical experiences (practicum hours and student teaching) in schools and the community.

Sources of Evidence:
SKC provided an assessment matrix with courses and assignments related to the InTASC and PEPP standards in addition to the 501 narrative document. Each of these is linked to evidence examples including course syllabi, course assignments, program plans, outreach activities, and examples of program assessments such as the lesson and unit plan, classroom management plan, and applied research project.

Assessment Aligned to Standard:
There are 12 components in ARM 10.58.501. Detailed notes are included in the Institutional Report which describes how the components are met. The review found sufficient evidence to address 11 of those 12 components. There are a few remaining questions regarding the components related to ELL students (b).

Evaluation:
SKC provided clear, well-articulated, and extensive documentation and evidence of how the early childhood education program meets nearly all of the components of this standard. Additional information is needed to show how SKC prepares candidates to teach ELL students.

Commendations:
SKC's syllabi and course materials consistently show links between the course and standards as well as the Division of Education's Central Beliefs and 4 C's. The materials demonstrate the

amount of work they've put into making sure that both faculty and candidates understand how this guides their work. The early childhood program should also be commended for its focus on families, communities, and leadership via specific coursework, clinical work, and community activities in these areas.

Improvements:
As stated above, the program's syllabi show links to standards, but how the assessments are tied to standards is shown in some, but not all, syllabi. This may be a good extension of the work the program has already done.

Accreditation Recommendation:

- **Met with Notation**

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Narrative Report

Number and Name of Standard: ARM 10.58.501 Teaching Standards, Elementary Education K-8

Validating Statement:
Evidence has been presented that elementary education candidates at SKC are exposed to and provided with opportunities to demonstrate their knowledge and skills in the areas of learner development, learning differences, learning environments, content knowledge, application of content, assessment, planning for instruction, instructional strategies, professional learning/reflective practice, work and collaborate with P-12 students, families, and communities, and demonstrate leadership. This is done through extensive campus-based coursework along with clinical experiences (practicum hours and student teaching) in P-12 schools and the community.

Sources of Evidence:
SKC provided an assessment matrix with courses and assignments related to the InTASC and PEPP standards in addition to the 501 narrative document. Each of these contains linked evidence including, course syllabi, course-based assignments, program plans, outreach activities, and examples of program-wide assessments such as the lesson and unit plan, classroom management plan, and applied research project.

Assessment Aligned to Standard:
There are 12 components in ARM 10.58.501. Detailed notes are included in the Institutional Report which describes how the components are met. The review found sufficient evidence to address 10 of those 12 components. There are a few remaining questions regarding the components related to ELL students (b) and leadership and collaboration (k). Additionally, while critical thinking, creativity, and problem-solving (e) are a direct part of SKC's central beliefs in the 4 C's, it is not fully clear how that translates to candidate instruction of P-12 students.

Evaluation:
SKC provided clear, well-articulated, and extensive documentation and evidence of how the elementary education program meets most of the components of this standard. The remaining questions regarding how SKC prepares candidates to teach ELL students, participate in professional development and learning activities, and prepare candidates to teach P-12

students critical thinking, creativity, and problem-solving require additional follow-up at the site visit.

Commendations:
SKC's syllabi and course materials consistently show links between the course and standards as well as the Division of Education's Central Beliefs and 4 C's. The materials demonstrate the amount of work they've put into making sure that both faculty and candidates understand how this guides their work. Additionally, the program should be commended on their connection to their community and sense of place which is seen throughout the course requirements but also in activities they do in and with the community.

Improvements:
As stated above, the program's syllabi show links to standards, but how the assessments are tied to standards is shown in some, but not all, syllabi. This may be a good extension of the work the program has already done.

Accreditation Recommendation:

- **Met with Notation**

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Narrative Report

Number and Name of Standard: ARM 10.58.501 Teaching Standards, Secondary Education

Validating Statement:
Evidence has been presented that secondary education candidates in math and science at SKC are exposed to and provided with opportunities to demonstrate their knowledge and skills in the areas of learner development, learning differences, learning environments, content knowledge, application of content, assessment, planning for instruction, instructional strategies, professional learning/reflective practice, work and collaborate with P-12 students, families, and communities, and demonstrate leadership. This is done through extensive campus-based coursework along with clinical experiences (practicum hours and student teaching) in P-12 schools and the community.

Sources of Evidence:
SKC provided an assessment matrix with courses and assignments related to the InTASC and PEPP standards in addition to the 501 narrative document. Each of these contains linked evidence including, course syllabi, course-based assignments, program plans, and examples of program-wide assessments such as the lesson and unit plan, classroom management plan, and applied research project.

Assessment Aligned to Standard:
There are 12 components in ARM 10.58.501. Detailed notes are included in the Institutional Report which describes how the components are met. The review found sufficient evidence to address 9 of those 12 components. There are a few remaining questions regarding the components related to ELL students (b) and leadership and collaboration (k). Additionally, while critical thinking, creativity, and problem-solving (e) are a direct part of SKC's central beliefs in the 4 C's, it is not fully clear how that translates to candidate instruction of P-12 students.

Evaluation:
SKC provided clear and well-articulated documentation and evidence of how the secondary education program meets most of the components of this standard. The remaining questions regarding how SKC prepares candidates to teach ELL students, participate in professional development and learning activities (documented more in math than science), and prepare candidates to teach P-12 students critical thinking, creativity, and problem-solving require additional follow-up at the site visit. Specifically, the secondary program linked coursework to

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(k) but the syllabi lacked details on the tasks/assignments thereby making it difficult to determine how the standard was met (i.e. lesson plans in methods, authentic literacy lesson).

Commendations:
SKC's syllabi and course materials consistently show links between the course and standards as well as the Division of Education's Central Beliefs and 4 C's. The materials demonstrate the amount of work they've put into making sure that both faculty and candidates understand how this guides their work. Additionally, the program should be commended on including coursework specific to parent partnerships and community collaboration as this is not often included in such a direct way in secondary education programs.

Improvements:
As stated above, the program's syllabi show links to standards, but how the assessments are tied to standards is shown in some, but not all, syllabi. This may be a good extension of the work the program has already done. Clarification and evidence are not provided for how candidates engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Accreditation Recommendation:

- **Met with Notation**

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Salish Kootenai College
Educator Preparation Provider Accreditation Review
May 15-16, 2024

Narrative Report

Number and Name of Standard: 10.58.518 Mathematics

Validating Statement:
Evidence has been provided verifying that candidates have the opportunity to develop and apply the content knowledge for the Bachelors in Mathematics - Secondary Education.

Sources of Evidence:
The review was conducted using syllabi, course descriptions, and the SKC Degree Plan for secondary mathematics teaching. Course syllabi were reviewed for 12 mathematics content courses, 4 general secondary education (EDUC) courses, and 4 mathematics-specific EDUC courses with field experience components. The 12 content courses are fairly standard among similar programs. The EDUC mathematics sequence is unique with an introductory course, two methods courses, and an internship.

Assessment Aligned to Standard:
The review included point-by-point assessment of each standard and substandard in ARM 10.58.518. The four general EDUC courses are closely aligned to PEPP and INTASC standards; they contribute to ARM 1(i) parts (ii) and (iii) but are not "specific to mathematics teaching and learning" as stated in 1(i). All four mathematics-specific EDUC courses use textbooks that imply alignment with NCTM standards for teaching. EDUC398/399 and EDUC212 align with explicitly stated PEPP, INTASC, and NCTM standards for teaching.

Evaluation:
The Secondary Mathematics program at Salish Kootenai College is innovative and still relatively new. There is evidence that the program was deliberately designed to meet standards for K-12 mathematics, for the teaching profession, and for Montana ARM. When fully implemented, the program provides a foundation of mathematics content knowledge enriched by knowledge specific to teaching mathematics.

Commendations:
As a relatively small institution, SKC has developed an impressively in-depth secondary mathematics program, highlighting important content knowledge and best practices while remaining flexible. Offering courses in alternate years, sharing courses with other secondary STEM majors, and using SKC mathematics courses (M108/M109) as a venue for internships are strategies that enable a sustained program. The texts featured in the EDUC mathematics

courses represent effective and research-informed approaches to mathematics teaching and learning. Overall, this program contributes to building a diverse and well-prepared teaching force with experience to support Montana's Native American learners.

Improvements:
Suggested improvements are based on observed gaps between ARM standards and the information available from syllabi, which sometimes speak in broad terms that do not tell the entire story of a program.

Notes highlight the following missing evidence:

- ARM Standard 1(e) emphasizes the latter stages of the modeling cycle such as interpreting and analyzing results and validating the model's effectiveness. The M350 syllabus seems to focus only on the early stages: recognizing different types of mathematical models and using strategies, techniques, and technology to construct models.
- ARM Standard 1(i)(iii) addresses designing effective mathematical learning environments. EDUC313 touches on some of these issues in a general sense, and fragments of this standard align with the EDUC mathematics course syllabi. It would be helpful to collect these fragments into a body of evidence showing how the program addresses topics such as productive struggle, mathematical disposition, engaging all students in worthwhile mathematics, and developing mathematical mindset. This standard can also be addressed by the eight Mathematical Practices arising from the Common Core Standards and embraced in modern curricula (e.g., perseverance, explaining reasoning).
- ARM Standard 1(j)(iii) addresses both geometry and trigonometry, but trigonometry is not mentioned in the content course syllabi. Trig functions are typically studied as part of the calculus series; perhaps this gap can be remedied simply by confirming that calculus of trigonometric functions is studied in M111/112.
- ARM Standard 1(j)(vi) includes topics in statistics that are not mentioned in the M241 syllabus. More information would complete the alignment.

Accreditation Recommendation:

- **Met with Notation**

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May 15-16, 2024

Narrative Report

Number and Name of Standard: 10.58.521 Reading Specialist

Validating Statement:
Ample evidence was provided outlining how all standards were met. Course objectives are aligned to InTasc Principles, PEPP Standards and the Danielson Framework.

Sources of Evidence:
Course syllabi were reviewed along with an additional alignment document that includes an overview of the alignment of courses as well as a matrix of how assignments are aligned to standards.

Assessment Aligned to Standard:
A matrix was included that outlined how each standard was assessed through the course assignments.

Evaluation:
The Institutional Report and Alignment documents presented clear evidence that all 10.58.521 standards are met. It is easy to see the interconnectedness of the courses and how they build upon each other and address each standard. The reviewer is satisfied that all standards are met.

Commendations:
There is a robust section on evaluating and applying research. The assignments are clearly aligned across courses and build upon one another.

Improvements:
None

Accreditation Recommendation

- **Met Standard**

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Narrative Report

Number and Name of Standard: 10.58.522 Science

Validating Statement:
Evidence has been provided verifying that candidates taking the the Bachelor of Science in Secondary Education - Broadfield Science (BSSE) program at the Salish Kootenai College (SKC) have ample opportunity to develop and implement a Broadfield course that meets P-12 students' needs thus giving them an opportunity to a healthy science education. Course syllabi include opportunities in the field, in the lab, within the reservation, with an emphasis on disciplinary core ideas, science practices, STEM, and crosscutting concepts.

Sources of Evidence:
Course syllabi, task assignments for internships, and course descriptions.

Assessment Aligned to Standard:
The courses, fieldwork, and practicums correlate to the PEPP Standards.

Evaluation:
Evidence has been presented to verify the focus for each aspect of the program on the PEPP Standards.

Commendations:
Field work and research represent local and current science, as well as ways of knowing.

Improvements:
It is hard to decipher from the syllabi if P-12 students are exposed to phenomena in order to develop their own questions, design and develop their own investigations and models. These components are the majority of the conceptual change from how science has been taught in the past. It may be happening but it would be beneficial to have that outlined in the syllabi.

Accreditation Recommendation:

- **Meets Standard**

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Narrative Report

Number and Name of Standard: 10.58.531 Early Childhood Education

Validating Statement: Comprehensive evidence was provided outlining how standards were met. An assignment matrix was provided that demonstrated how course assessments are aligned to InTasc.

Sources of Evidence: An assignment matrix was reviewed, as well as individual course syllabi with assessment descriptions and rubrics.

Assessment Aligned to Standard: An assessment matrix was provided with clear evidence of course alignment to standards. This was also evident within individual course syllabi.

Evaluation: The documents provided present clear evidence that all 10.58.531 standards are met. The intentional sequence of coursework, applied clinical experiences, and assessment opportunities for candidates is clear. The reviewer is satisfied that all standards are met.

Commendations: The pervasive integration of foundational elements of child development throughout all coursework is noteworthy.

Improvements: none

Accreditation Recommendation:

- **Met Standard**

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Narrative Report

Number and Name of Standard: 10.58.532 Elementary

Validating Statement:
The Institutional Report submitted clearly details how SKC addresses all standards outlined in 10.58.532. The program provides both depth and breadth of content and pedagogical knowledge, as well as a diverse range of field experiences for teacher candidates. Notably, SKC strives to provide a culturally responsive program, ensuring teacher candidates develop a well-rounded understanding of the diverse communities they will serve.

Sources of Evidence:
Assignment matrix, course syllabi, course descriptions, Division of Education Conceptual Framework.

Assessment Aligned to Standard:
Assessment and standard alignment are clearly documented.

Evaluation:
The institutional report presents clear and thorough evidence from course syllabi demonstrating how the program ensures teacher candidates develop the knowledge and skills outlined in 10.58.532. The report shows a breadth and depth of the curriculum, as well as the diverse range of field experiences across a variety of subjects. Course syllabi present clear connections between standards and assessment evidence. Overall, the reviewer is satisfied that the program fully meets the standards for Elementary Education.

Commendations:
The reviewer commends SKC for its comprehensive documentation of standards with supporting evidence throughout the submitted course syllabi as well as the Assignment Matrix. Further, SKC appears to be well-grounded in its Conceptual Framework. Courses show an intentional adherence to the Key Foundations of the Teacher Education Program and Central Beliefs.

Improvements:
Nothing to note of major significance. Consider adding more evidence for “economics” knowledge (standard f) and theater (standard g).

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Accreditation Recommendation:

- **Met Standard**

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ITEM 21

FOLLOW UP REPORT ON PRAXIS TEST SCORES IN HARD-TO-FILL ENDORSEMENT AREAS

Crystal Andrews

Montana Board of Public Education
Executive Summary

Date: November 20-22, 2024

Presentation	Praxis Test Score Report
Presenter	Crystal Andrews
Position Title	Accreditation and Licensure Senior Manager Office of Public Instruction
Overview	This is a follow up to the September BPE Meeting. Data will be provided for the tests with the lowest scores over a five year trend along with the national average.
Requested Decision(s)	Information Only
Related Issue(s)	
Recommendation(s)	None

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Praxis Test Score Report
Board of Public Education-Information Item

Montana Pass Rate by Volume (from September BPE Meeting)

Praxis Exam/ Test Number	Pass Rate	MT Qualifying Score	Last Review Date
Elem. Ed./5018	6.0.9%	163	2015
English Lang. Arts/ 5038	89.7%	167	2015
Special Education/ 5354	96.4%	159	2024
Health and PE/ 5857	78.6%	155	2016
Social Studies/ 5081	83.3%	155	2016
Early Childhood/ 5025	86.7%	156	2015
World and US Hist./ 5941	66.7%	146	2009
Art/ 5134	55.6%	158	2015
Music/ 5113	75%	152	2016
Business Education/ 5101	60%	154	2016

Montana Pass Rate 5 Year Trend

Elementary Education: 5018					
Testing Year	# Exams Taken	# Individuals	# Passing	% Passing	National % Passing
2019-20	254	238	167	70.17	59.19
2020-21	377	340	230	67.65	61.07
2021-22	303	272	169	62.13	57.32
2022-23	239	214	125	58.41	53.14
2023-24	152	145	85	58.62	47.61

World and US History: 5941					
Testing Year	# Exams Taken	# Individuals	# Passing	% Passing	National % Passing
2019-20	19	18	14	77.78	83.59
2020-21	19	19	17	89.47	80.09
2021-22	23	22	18	81.82	77.29
2022-23	22	19	15	78.95	76.28
2023-24	11	10	6	60.00	72.94

Art: 5134					
Testing Year	# Exams Taken	# Individuals	# Passing	% Passing	National % Passing
2019-20	23	23	18	78.26	70.15
2020-21	22	22	18	81.82	71.58
2021-22	28	28	19	67.86	68.80
2022-23	15	12	7	58.33	65.59
2023-24	10	9	5	55.56	63.62

Music: 5113					
Testing Year	**# Exams Taken**	**# Individuals**	**# Passing**	**% Passing**	**National % Passing**
2019-20	13	13	11	84.62	87.84
2020-21	34	32	31	96.88	88.79
2021-22	18	18	17	94.44	85.71
2022-23	21	18	17	94.44	83.24
2023-24	8	8	6	75.00	81.62

Business Education: 5101					
Testing Year	**# Exams Taken**	**# Individuals**	**# Passing**	**% Passing**	**National % Passing**
2019-20	6	6	6	100.00	89.36
2020-21	13	13	13	100.00	87.08
2021-22	4	4	*	*	86.27
2022-23	8	8	8	100.00	84.31
2023-24	5	5	3	60.00	82.58

Elementary Education: 5018 vs Elementary Education Subtests: 5002. 5003, 5004, 5005

	Elementary Ed: 5018 Content Knowledge	**Elementary Ed: 5002 Reading & Lang. Arts Subtest**	**Elementary Ed: 5003 Mathematics Subtest**	**Elementary Ed: 5004 Social Studies Subtest**	**Elementary Ed: 5005 Science Subtest**
Testing Year	**National % Passing**	**National % Passing**	**National % Passing**	**National % Passing**	**National % Passing**
2019-20	59.19	90.41	86.12	83.80	87.95
2020-21	61.07	90.41	86.11	84.11	88.53
2021-22	57.32	89.17	83.95	82.42	86.99
2022-23	53.14	87.56	81.54	80.13	85.90
2023-24	47.61	86.69	79.89	76.78	84.06

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ITEM 22

ANNUAL PROFESSIONAL EDUCATOR PREPARATION PROVIDER REPORT

Crystal Andrews
Michelle Price

Montana Board of Public Education
Executive Summary

Date: November 20-22, 2024

Presentation	Presentation for Educator Preparation Program Report
Presenter	Michelle Price Crystal Andrews
Position Title	Accreditation Specialist Director of Accreditation Office of Public Instruction
Overview	This presentation will provide an overview of Montana's ten Educator Preparation providers as outlined in ARM Chapter 10.58.104(1) and 10.58.104(2). The report will cover the following topics: The accreditation review schedule for the ten educator preparation programs. ● The accreditation status of the ten educator preparation programs, including the corresponding regional and national accreditation agencies, the initial and expiration dates of all accredited programs. ● The endorsement areas offered at the ten educator preparation programs. ● Key indicators used to measure the effectiveness and impact of completers ● Information demonstrating progress and efforts in addressing Areas for Improvement and/or Stipulations from prior accreditation decisions ● Data on enrollment, number of completers, and completers by subject area from the ten accreditation programs. ● Praxis scores- Elementary Ed: Content Knowledge
Requested Decision(s)	Informational Item
Related Issue(s)	None
Recommendation(s)	None

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OPI 2024 Educator Preparation Program Report

Compiled October 2024

Introduction:

This report provides an overview of Montana's ten Educator Preparation providers as outlined in ARM Chapter 10.58.104(1) and 10.58.104(2).

> 10.58.104 ACCREDITED PROGRAMS
> (1) The Superintendent of Public Instruction shall report to the public the educator preparation providers' accreditation status in meeting the Board of Public Education's standards for professional educator preparation.
> (2) Pursuant to 20-4-121, MCA, the report shall include educator preparation providers and the corresponding regional and national accreditation agencies. The report shall include the initial and expiration dates of all accredited programs.

The report covers the following topics:

- The accreditation review schedule for the ten educator preparation programs.
- The accreditation status of the ten educator preparation programs, including the corresponding regional and national accreditation agencies, the initial and expiration dates of all accredited programs.
- The endorsement areas offered at the ten educator preparation programs.
- Key indicators used to measure the effectiveness and impact of completers
- Information demonstrating progress and efforts in addressing Areas for Improvement and/or Stipulations from prior accreditation decisions
- Data on enrollment, number of completers, and completers by subject area from the ten accreditation programs.
- Praxis scores- Elementary Ed: Content Knowledge

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Section 1: Accreditation Review Schedule

MONTANA EDUCATOR PREPARATION PROVIDERS (EPPs) ACCREDITATION SITE VISIT SCHEDULE

Seven-year Cycles: Current – 2017-2024; Future – 2024-2031

EPP	SCHEDULE 2017-2024	SCHEDULE 2024-2031
Montana State University-Billings	S2017 CAEP-MT	S2025 CAEP-MT*
Carroll College	S2019 STATE *S2021**	S2026 STATE
Stone Child College	S2019 STATE	S2026 STATE
University of Providence	S2019 STATE *S2022**	F2026 STATE
University of Montana-Missoula	S2020 CAEP-MT *2022**	S2027 CAEP-MT
Rocky Mountain College	F2020 STATE *S2021**	F2027 STATE
University of Montana-Western	F2022 CAEP-MT	F2029 CAEP-MT
Montana State University-Bozeman	F2022 CAEP-MT *F2023**	F2029 CAEP-MT
Salish Kootenai College	S2024 STATE	S2031 STATE
Montana State University-Northern	S2024 STATE	S2031 STATE

CAEP Council for the Accreditation of Educator Preparation
NCATE National Council for Accreditation of Teacher Education

* Good Cause Extension

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Section 2: Accreditation Status

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Director of Teacher Education	Joe Helbling, Ph.D.
Email Address	jhelbling@carroll.edu
Licensure Official	
Email Address	
Telephone	(406) 447-4354
Regional Accreditor	Northwest Commission on Colleges and Universities (NWCCU)

Accreditation Status	Regular Accreditation	**Accrediting Entity**	Board of Public Education
BPE Site Review	April 2021	**Required Action**	None

Program/ Title	Undergrad	Graduate	Date of Initial Approval	Date Discontinued	YES if active	Month/ Year of Site Review-Approval
Biology			1970	2019		
Chemistry			1970 (no program from 91-95)	2019		
Computer Science			1992	2012		
Economics			1970	1991		
Elementary Education	Major		1970		YES	April 2021
Elementary Ed & Special Education Combined	Major				YES	April 2021
English	Major		1970		YES	April 2021
English as a Second Language			1997	2004		
French			1992	2019		
French 7-12			1970	1982		
History			1970	2019		
Latin			1970	1982		
Mathematics	Major		1970		YES	April 2021
Health and Physical Education 7-12			1970	1986		

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Health and Physical Education K-12			1987	2012		
Physics			1980	2019		
Government/ Political Science			1970	2019		
Psychology			1970	1991		
Psychology			1992	2019		
Reading Specialists K-12	Minor		1987		YES	April 2021
Science Broadfield	Major		2021		YES	April 2021
Social Studies Broadfield	Major		1970		YES	April 2021
Sociology			1970	1991		
Spanish			1991	2019		
Spanish 7-12			1970	1990		
Special Education			1970	1985		
Special Education P-12	Major/ Minor		1991		YES	April 2021
Speech Drama			1970	1990		

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MONTANA STATE UNIVERSITY BILLINGS- COLLEGE OF EDUCATION

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Regional Accreditor	Northwest Commission on Colleges and Universities (NWCCU)

Accreditation Status	Regular Accreditation	**Accrediting Entity**	Board of Public Education
BPE Site Review	April 2017: Joint Review with CAEP 2019 MSUB COE Program Prioritization Updates	**Required Action**	None

Program/ Title	Undergrad	Graduate	Date of Initial Approval	Date Discontinued	YES if active	Month/ Year of Site Review-Approval
Art K-12	Major/ Minor		1978		YES NASAD	April 2017
Biology	Major/ Minor		1978	2019		April 2017
Business Education			1978	Graduate 1986 Major/ Minor 1993		
Chemistry	Major/ Minor		1978	2019		April 2017
Computer Science			1999	2003		
Dramatics			1978	1982		
Early Childhood Education P-3	Minor		2016		YES	May 2016
Earth Science			1978	2019		
Economics			1978	2017		
Economics-Sociology			1986	1989		

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Educational Technology- Area of Permissive Special Competency			2009	2017		
Elementary Education	Major	Graduate	1986		YES	April 2017
English/Language Arts	Major/ Minor		1978		YES	April 2017
Exceptional Children			1978	1986		
French			1978	2005		
Geography			1978	2019		
German			1978	Major 1996		
Health	Minor		1984		YES	April 2017
History	Major/ Minor		1978	Graduate 1996	YES	April 2017
History- Political Science			1986	1997		
Library Media K-12			1978	1992		
Mathematics	Major/ Minor		1978	Graduate 1996	YES	April 2017
Music K-12	Major		1978	Minor 1985, Graduate 1996	YES NASM	April 2017
Physical Education and Health	Major/ Minor		1978		YES	April 2017
Physical Science			1978	Discontinued from 1981-1991 and in 1997		
Physics			1978	2019		
Government / Political Science	Minor		1978		YES	April 2017
Psychology			1978	2019		
Reading Specialists K-12	Minor	Graduate	1978	Major 1985	YES	April 2017
Science Broadfield	Major		1978		YES	April 2017
Social Studies Broadfield	Major		1978		YES	April 2017
Sociology			1978	2019		
Spanish			1978	2019		

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Special Education K-12	Double Major	Graduate	1978		YES	April 2017
Speech-Communication			1978	2017		
Speech- Drama			1982	2019		
Special Education Supervisor		Graduate	1978		YES	April 2017
School Counseling		Graduate	1978		YES	April 2017

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MONTANA STATE UNIVERSITY- COLLEGE OF EDUCATION HEALTH AND HUMAN DEVELOPMENT

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Telephone	(406) 994-6227
Regional Accreditor	Northwest Commission on Colleges and Universities (NWCCU)

Accreditation Status	Regular Accreditation	**Accrediting Entity**	Board of Public Education
BPE Site Review	September 2023: Joint Review with CAEP	**Required Action**	None

Program/ Title	Undergrad	Graduate	Date of Initial Approval	Date Discontinued	YES if active	Month/ Year of Site Review-Approval
Agriculture	Major	Graduate 1986	1973		YES	September 2023
American Indian Education			1973	1983		
Art K-12	Major/ Minor		1973		YES	September 2023
Biology	Major/ Minor		1973		YES	September 2023
Business Education			1973	1983		
Chemistry	Major/ Minor		1973		YES	September 2023
Computer Science	Minor		2019	2024		September 2023
Distributive Education			1973	Minor 1981, Major 1989		
Drama			1973	2002		
Earth Science	Minor		1973		YES	September 2023
Economics	Minor		1973		YES	September 2023
Early Childhood Education P-3	Major		2017		YES	September 2023
Elementary Education	Major		1973		YES	September 2023

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English	Major/ Minor		1973	Minor 2021	Major YES	September 2023
Family and Consumer Sciences	Major/ Minor		1973		YES	September 2023
French	Major/ Minor		1973		YES	September 2023
Geography			1973	1985		
German	Major/ Minor		1973		YES	September 2023
Government	Minor		1980		YES	September 2023
Health			1973	2001		
History	Major/ Minor		1973		YES	September 2023
Industrial Trades & Technology Ed	Major/ Minor		1973		YES	September 2023
Library Media K-12	Minor	Graduate	1973	Major 1986 Minor 2010		
Library Media Certificate		Graduate	2009		YES	September 2023
Mathematics	Major/ Minor		1973		YES	September 2023
Music K-12	Major		1973	Minor 1983	YES	September 2023
Physical Education and Health	Major		1973	Minor 1998	YES	September 2023
Physical Science			1973	Major 2000		
Physics	Major/ Minor		1973		YES	September 2023
Psychology			1973	2001		
Reading Specialists K-12	Minor		1973		YES	September 2023
Science Broadfield	Major		1973		YES	September 2023
Social Studies Broadfield	Major		1973, Minor 1980	Minor 1982	YES	September 2023
Sociology			1973	2002		
Spanish	Major/ Minor		1973		YES	September 2023
Speech-Communication			1973	1985		
Theatre Art			1980	2002		
K-12 Principal		Graduate	1950		YES	September 2023

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Superintendent		Graduate	1950		YES	September 2023
Supervisor		Graduate	1950	2018		
School Counseling		Graduate	1993		YES CACREP	September 2023
Master of Arts in Teaching Elementary		Graduate	2019		YES	September 2023
Master of Arts in Teaching Secondary		Graduate	2019		YES	September 2023

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MONTANA STATE UNIVERSITY NORTHERN - TEACHER EDUCATION PROGRAM

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Regional Accreditor	Northwest Commission on Colleges and Universities (NWCCU)

Accreditation Status	Regular Accreditation	**Accrediting Entity**	Board of Public Education
BPE Site Review	April 2024	**Required Action**	Areas of stipulation will be addressed in Spring 2026 to retain accreditation.

Program/ Title	Undergrad	Graduate	Date of Initial Approval	Date Discontinued	YES if active	Month/ Year of Site Review-Approval
Art K-12	Minor		1982		YES	April 2024
Biology			1977	2001		
Business Education			1977	2013		
Chemistry			1977	2001		
Computer Science			1995	On Moratorium		
Drama			1977	2000		
Elementary Education	Major		1977	Graduate 2005	YES	April 2024
English Language Arts	Major		1977	Minor 2017	YES	April 2024
French			1977	1997		
Health			1977	1989		
History			1977	2001		
Industrial Trades and Technology Education	Major		1977, Minor 1982	Minor 1990	YES	April 2024
K-12 Principal			2001	2009		

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Mathematics			1977	Major 2016, Minor 2000		
Music K-12			1977, Minor 1982	Major 1982 Minor 1990		
Health and Physical Education	Major		1977	Minor 2017	YES	April 2024
Government/ Political Science			1977	1989		
Reading Specialists K-12	Minor		1977, Minor 1982	Major 1986	YES	April 2024
School Counseling		Graduate	1977, Minor 1984	Major/ Minor 2004	YES	April 2024
Science Broadfield 5-12	Major		1982		YES	April 2024
Social Studies Broadfield 5-12	Major		1977		YES	April 2024
Supervisor			1986			
Trade and Industry			1977	Major 2016, Minor 1986		
Traffic Education	Minor		1977		YES	April 2024

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ROCKY MOUNTAIN COLLEGE- TEACHER EDUCATION PROGRAM

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Regional Accreditor	Northwest Commission on Colleges and Universities (NWCCU)

Accreditation Status	Regular Accreditation	**Accrediting Entity**	Board of Public Education
BPE Site Review	March 2021	**Required Action**	None

Program/ Title	Undergrad	Graduate	Date of Initial Approval	Date Discontinued	YES if active	Month/ Year of Site Review-Approval
Art K-12	Major/ Minor		1977, Minor 1996		YES	March 2021
Biology	Major/ Minor		1977		YES	March 2021
Business Education			1977	1986		
Chemistry			1977	2005		
Earth Science			1977	1992		
Economics			1977	2005		
Elementary Education	Major		1977		YES	March 2021
English/Language Arts	Major		1977		YES	March 2021
English Education	Minor		2008		YES	March 2021
Geology			1977	1983		
History	Major/ Minor		1977, Minor 1989		YES	March 2021
History- Political Science	Major		1977		YES	March 2021
Mathematics	Major		1977	Reinstated 1993	YES	March 2021

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Music K-12	Major		1977		YES	March 2021
Physical Education and Health K-12	Major/ Minor		1977		YES	March 2021
Government/ Political Science	Minor		1977		YES	March 2021
Psychology	Major/ Minor		1977		YES	March 2021
Reading Specialists K-12	Minor		2008		YES	March 2021
Science Broadfield- *Broadfield with Chemistry or *Broadfield with Biology	Major		1977, 2012	1999, Provisional 2012	YES	March 2021
Social Studies Broadfield	Major		1977		YES	March 2021
Spanish			1977	1991		
School Principals, Superintendents, Supervisors, and Curriculum Directors		Graduate	2008		YES	March 2021
Theatre Arts in Education			2005			

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SALISH KOOTENAI COLLEGE- EDUCATION DIVISION

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Regional Accreditor	Northwest Commission on Colleges and Universities (NWCCU)

Accreditation Status	Regular Accreditation	**Accrediting Entity**	Board of Public Education
BPE Site Review	November 2024 (pending)	**Required Action**	2024 Approval (pending)

Program/ Title	Undergrad	Graduate	Date of Initial Approval	Date Discontinued	YES if active	Month/ Year of Site Review-Approval
Broadfield Science	Major		2010		YES	May 2024
Early Childhood Education	Major		2015		YES	May 2024
Elementary Education	Major		2007		YES	May 2024
Mathematics	Major		2014		YES	May 2024
M.Ed. in Curr. & Instr.- K-12 Reading		Major	2023		YES	May 2024

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STONE CHILD COLLEGE- EDUCATION DIVISION

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Regional Accreditor	Northwest Commission on Colleges and Universities (NWCCU)

Accreditation Status	Regular Accreditation	**Accrediting Entity**	Board of Public Education
BPE Site Review	November 2019	**Required Action**	None

Program/ Title	Undergrad	Graduate	Date of Initial Approval	Date Discontinued	YES if active	Month/ Year of Site Review-Approval
Elementary Education	Major		2019		YES	November 2019

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THE UNIVERSITY OF MONTANA- COLLEGE OF EDUCATION

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Accreditation Status	Regular Accreditation	**Accrediting Entity**	Board of Public Education
BPE Site Review	April 2022: Joint Review with CAEP and BPE	**Required Action**	None

Program/ Title	Undergrad	Graduate	Date of Initial Approval	Date Discontinued	YES if active	Month/ Year of Site Review-Approval
Art K-12	Major		1977	Graduate 1982, Minor 1996	YES	April 2022
Biology	Major/ Minor		1977	Graduate 1982	YES	April 2022
Business Education			1977	Major/ Minor Graduate 1982		
Chemistry	Major/ Minor	Graduate	1977		YES	April 2022
Computer Science				Minor 2017, 2022		
Theatre	Major		1977	Graduate 1982; Minor 2006	YES	April 2022
Earth Science	Major/ Minor		1977	Graduate 1982	YES	April 2022
Economics	Major/ Minor		1977	Graduate 1982	YES	April 2022

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Early Childhood Education P-3		Graduate	2015		YES	April 2022
Early Childhood Education P-3	Major/ Minor		Minor 2015, Major 2017		YES	April 2022
Elementary Education	Major		1977	Graduate 1982	YES	April 2022
English	Major/ Minor	Graduate	1977		YES	April 2022
English as a Second Language	Minor		1992		YES	April 2022
French	Major/ Minor		1977	Graduate 1982	YES	April 2022
Geography	Major/ Minor		1977	Graduate 1982	YES	April 2022
German	Major/ Minor		1977	Graduate 1982	YES	April 2022
History	Major/ Minor	Graduate	1977		YES	April 2022
Latin	Major/ Minor		1977	Graduate 1982	YES	April 2022
Library Media K-12	Minor	Graduate	1977		YES	April 2022
Mathematics	Major/ Minor	Graduate	1977		YES	April 2022
Music K-12	Major	Graduate	1977		YES	April 2022
Physical Education and Health K-12	Major	Graduate	1977, 2024	Minor 2006	YES	September 2024
Physics	Major/ Minor	Graduate	1977		YES	April 2022
Government/ Political Science	Major/ Minor		1977	Graduate 1982	YES	April 2022
Psychology	Major/ Minor		1977	Graduate 1982	YES	April 2022
Reading Specialists K-12	Minor	Graduate	1977		YES	April 2022
Russian	Major/ Minor		1977	Graduate 1982	YES	April 2022
Science Broadfield	Major	Graduate	1977		Major YES	April 2022
Social Studies Broadfield	Major		1977	Graduate 1982	YES	April 2022

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Sociology	Major/ Minor		1977	Graduate 1982	YES	April 2022
Spanish	Major/ Minor		1977	Graduate 1982	YES	April 2022
Special Education K-12	Minor		1977	Graduate 1982	YES	April 2022
School Counseling		Graduate	1977		Yes CACREP	Spring 2022
School Principals, Supervisors, and Curriculum Directors		Graduate	1977		YES	April 2022
School Superintendent		Graduate	1977		YES	April 2022
School Psychologists		Graduate	1977		YES NASP	April 2022

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UNIVERSITY OF MONTANA WESTERN- EDUCATION DEPARTMENT

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Regional Accreditor	Northwest Commission on Colleges and Universities (NWCCU)

Accreditation Status	Regular Accreditation	**Accrediting Entity**	Board of Public Education, CAEP, NWCCU
BPE Site Review	October 2022: Joint Review with CAEP	**Required Action**	None

Program/ Title	Undergrad	Graduate	Date of Initial Approval	Date Discontinued	YES if active	Month/ Year of Site Review-Approval
Art K-12	Major/ Minor		1978		YES	October 2022
Biology	Major/ Minor		1978		YES	October 2022
Business Education	Major/ Minor		1978		YES	October 2022
Chemistry			1978	2009		
Computer Science	Minor		1999		YES	October 2022
Theatre	Minor		1999		YES	October 2022
Early Childhood Education P-3	Major/ Minor		2002		YES	October 2022
Earth Science	Major/ Minor		2006/ 1998		YES	October 2022
Elementary Education	Major		1978		YES	October 2022
English	Major/ Minor		1978		YES	October 2022
History	Minor		1978		YES	October 2022

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Industrial Trades and Technology Education			1978	2015		
Library Media K-12	Minor		1981		YES	October 2022
Mathematics	Major/ Minor		1978		YES	October 2022
Music K-12	Major/ Minor		1978		YES	October 2022
Physical Education and Health K-12	Major/ Minor		1978		YES	October 2022
Physical Science			1978	2004		
Physics			1978	1986		
Reading Specialist K-12	Minor		1981		YES	October 2022
School Counseling			1983	Graduate 1989		
General Science (Broadfield)	Major		1978		YES	October 2022
Social Studies Broadfield	Major		1978		YES	October 2022
Special Education	Minor		1999		YES	October 2022

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UNIVERSITY OF PROVIDENCE- TEACHER EDUCATION PROGRAM

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Accreditation Status	Regular Accreditation	**Accrediting Entity**	Board of Public Education
BPE Site Review	October 2022	**Required Action**	None

Program/ Title	Undergrad	Graduate	Date of Initial Approval	Date Discontinued	YES if active	Month/ Year of Site Review-Approval
Art K-12			1979	2019		
Biology			1979	2019		
Chemistry			1979	2019		
Computer Science			1992	Major 1996 Minor 1998		
Elementary Education	Major		2020		YES	October 2022
English/ Language Arts			1979	2019		
French			1979	1981		
German			1979	1981		
History			1979	2019		
History and Political Science			1979	1997		
K-12 Principal			1988	2001		
Library Media K-12			1979	1981		
Master of Arts in Teaching			1995/ 2006	2012		
Master of Education			1996/2005	2012		
Mathematics			1979	2019		
Music K-12			1979	Major 1981 Minor 1996		

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Permissive Special Competencies: Gifted Education				2019		
Physical Education and Health K-12	Major/ Minor		2020		YES	October 2022
Government/ Political Science			1979	2019		
Psychology			2005	2019		
Reading Specialists K-12			1979	2019		
School Counseling K-12			1998	2001		
Science Broadfield			1983	2019		
Social Studies Broadfield			1979	2019		
Sociology			1979	2019		
Spanish			1979, Minor 1994	Minor 2019 Major 1981		
Special Education K-12			Minor 1998	2019		
Speech-Communication			1979	2001		

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Section 3 Endorsement Areas

M = Major m = Minor G = Graduate	Montana Educator Preparation Programs									
Endorsement Areas	Carroll College	MSU-B	MSU	MSU-N	Rocky Mountain College	Salish Kootenai College	Stone Child College	U of M	U of M Western	U of Providence
Agriculture 5-12			M							
Art K-12		Mm	Mm	m	Mm			M	Mm	
Biology 5-12			Mm		Mm			Mm	Mm	
Business Ed									Mm	
Chemistry 5-12			Mm					MmG		
Computer Science									m	
Drama/Theatre								Mm	m	
Early Childhood P-3		m	M			M		MG	Mm	
Earth Science 5-12			m					Mm	Mm	
Economics 5-12			m					Mm		
Elementary K-8	M	MG	M	M	M	M	M	M	M	M
Elem/Sp. Ed. Combo	M									
English 5-12	M	Mm	M	M	Mm			MmG	Mm	
ESL								m		
FCS			Mm							
French K-12			Mm					Mm		
Geography								Mm		
German K-12			Mm					Mm		
Government		m	m		m			Mm		
Health 5-12		m								
History 5-12		Mm	Mm		Mm			MmG	m	
Industrial Trades & Technology Ed			Mm	M						
Latin								Mm		
Library Media K-12			G					mG	m	
Mathematics 5-12	M	Mm	Mm		M	M		MmG	Mm	
Music K-12		M	M		M			MG	Mm	

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PE & Health K-12		Mm	M	M	Mm			MG	Mm	Mm
Physical Science										
Physics 5-12			Mm					MmG		
Political Science 5-12		m			m			Mm		
Principal K-12			G		G			G		
Psychology 5-12					Mm			Mm		
Reading K-12	m	mG	m	m	m	G		mG	m	
Russian								Mm		
School Counselor		G	G	G				G		
School Psychologist								G		
Science BF 5-12	M	M	M	M	M	M		MG	M	
Social Studies BF 5-12	M	M	M	M	M			M	M	
Sociology 5-12								Mm		
Spanish K-12			Mm					Mm		
Special Education	Mm	MG						m	m	
Superintendent			G		G			G		
Supervisor		G			G			G		
Tech Ed 5-12										
Traffic Ed				m						
Teaching Elem			G							
Teaching Secondary			G							
P-3 to K-8 Bridge									m	
Teaching & Learning in Early Childhood to P-3									m	
Curriculum & Instruction		G			G			G		

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Section 4: Title II Higher Education Report

The 2024 Montana State Reports includes data reported to the Department in October 2024. For many data elements, such as the number of individuals enrolled in teacher preparation programs, the OPI reported on AY 2022-2023 data.

Total State Enrollment

Year	Total Enrolled	Subset of Program Completers
2021-2022	1824	555
2022-2023	1755	547

Comparison of Completers over 3 years

Year	This Year	Last Year	Change over 1 Year
2022-2023	547	555	-1.44%
2021-2022	555	649	-14/48%
2020-2021	649	557	+16.52%

Total Enrollment by Program 2022-2023

Program	Total Enrolled	Subset of Program Completers
Carroll College	29	14
Montana State University-Billings	296	114
Montana State University-Bozeman	272	137
Montana State University-Bozeman Alt	30	21
Montana State University-Northern	31	14
Rocky Mountain College	63	15
Salish Kootenai College	33	3
Stane Child College	51	9
University of Montana	240	108
University of Montana-Western	683	110
University of Providence	27	2

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Section 5: Key Indicators Used to Measure Effectiveness and Impact of Completers

10.58.314 Initial Program Impact: Key indicators of Completer Effectiveness and Impact as Reported by EPPS.

When gauging the impact and effectiveness of the completer, the EPPs use a range of mechanisms:

- Montana Continuous Improvement Collaborative - Surveys and Case Studies
- Dispositional Assessments
- Montana Assessment of Content Knowledge (MACK)
- Assessments and/or evaluations aligned to Danielson Framework
- Portfolios
- Praxis
- Action research projects
- Annual program planning
- Assessments linked to PEPPS/InTASC
- Course assessments
- Exit interviews
- Field experience evaluations
- Institutional created assessments

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Section 6: Updates on Areas for Improvement and/or Stipulation

Summary of EPPs' Reported Progress by Standard

10.58.312 Initial Candidate Partnerships and Practice

- implementing onboarding program for cooperating teachers and university supervisors
- providing clinical experience guidelines to mentors, university supervisors, and administration which include goals, requirements, and expectations
- review meetings with mentor teachers, candidates, and university supervisors which help monitor and assess the candidate's competencies in meeting program standards
- additional field experience in which candidates co-plan lessons with experienced mentor teachers and provide instructional planning and delivery experiences

10.58.313 Initial Candidate Quality, Recruitment, Progression, and Support

- generating data-driven decision-making spreadsheet where faculty track discussions and results from data-driven conversations
- completing a Quality Matters (QM) review of course to help support online/blended courses

10.58.314 Initial Program Impact

- disseminating employer surveys
- disseminating completer surveys
- integrating survey findings in program reviews to identify emerging trends and to develop plans to address needs
- enhancing curriculum and practices to meet areas of need

10.58.315 Initial Provider Quality Assurance and Continuous Improvement

- digitizing assessments to aggregate and disaggregate by relevant factors
- designing systems for tracking and analyzing candidate competencies and progress, completer achievements, and/or provider results
- implementing more intentional and systematic assessment of dispositions that better evaluate at student and program levels
- creating an Assessment and Alignment committee to ensure collaborative decision making for programmatic adjustments
- planning data analysis of previous year's assessment data in collaboration with faculty, candidates, and other stakeholders to evaluate, revise, and implement program action plans
- refining assessment tools used in all levels of field experience

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10.58.609 Advanced Provider Quality Assurance and Continuous Improvement

- creating Advanced Education Advisory Council composed of diverse stakeholder groups

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Section 7: Praxis Scores:

5018 Elem Ed: Content Knowledge
5 Yr Trend

Carroll College

Testing Year	%Passing	N'tl % Passing
2018-19	91.67	67.75
2019-20	*	59.19
2020-21	76.92	61.07
2021-22	*	57.32
2022-23	80.00	53.14
2023-24	81.82	47.61

* No data are displayed because the test taker count is fewer than 10

Montana State University Billings

Testing Year	%Passing	N'tl % Passing
2018-19	68.42	67.75
2019-20	52.73	59.19
2020-21	72.41	61.07
2021-22	62.75	57.32
2022-23	69.05	53.14
2023-24	66.67	47.61

Montana State University Bozeman

Testing Year	%Passing	N'tl % Passing
2018-19	82.76	67.75
2019-20	82.35	59.19
2020-21	84.72	61.07
2021-22	85.94	57.32
2022-23	81.82	53.14
2023-24	*	47.61

* No data are displayed because the test taker count is fewer than 10

Montana State University Northern

Testing Year	%Passing	N'tl % Passing
2018-19	*	67.75
2019-20	*	59.19
2020-21	42.86	61.07
2021-22	52.17	57.32
2022-23	33.33	53.14
2023-24	40.00	47.61

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Rocky Mountain College

Testing Year	%Passing	N'tl % Passing
2018-19	*	67.75
2019-20	*	59.19
2020-21	60.00	61.07
2021-22	*	57.32
2022-23	66.67	53.14
2023-24	*	47.61

Notes:
* No data are displayed because the test taker count is fewer than 10

Salish Kootenai College

Testing Year	%Passing	N'tl % Passing
2018-19	30.00	67.75
2019-20	*	59.19
2020-21	*	61.07
2021-22	-	57.32
2022-23	*	53.14
2023-24	*	47.61

Notes:
* No data are displayed because the test taker count is fewer than 10
- No testing data

Stone Child College

Testing Year	%Passing	N'tl % Passing
2018-19	*	67.75
2019-20	*	59.19
2020-21	8.33	61.07
2021-22	*	57.32
2022-23	*	53.14
2023-24	*	47.61

Notes:
* No data are displayed because the test taker count is fewer than 10

University of Montana

Testing Year	%Passing	N'tl % Passing
2018-19	88.16	67.75
2019-20	89.29	59.19
2020-21	80.88	61.07
2021-22	75.00	57.32
2022-23	68.42	53.14
2023-24	63.64	47.61

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University of Montana Western

Testing Year	%Passing	N'tl % Passing
2018-19	36.84	67.75
2019-20	65.85	59.19
2020-21	55.93	61.07
2021-22	34.85	57.32
2022-23	41.27	53.14
2023-24	43.33	47.61

University of Providence

Testing Year	%Passing	N'tl % Passing
2018-19	*	67.75
2019-20	*	59.19
2020-21	*	61.07
2021-22	*	57.32
2022-23	*	53.14
2023-24	*	47.61

Notes:

* No data are displayed because the test taker count is fewer than 10

For more information please contact Crystal Andrews at crystal.andrews@mt.gov.

❖ ACCREDITATION COMMITTEE – (Items 23-27)

Madalyn Quinlan

ITEM 23

ACTION ON VARIANCE TO STANDARDS

ACTION ITEMS:

- **Initial Applications**
- **Renewal Applications**

Ellery Bresler
Crystal Andrews

Montana Board of Public Education
Executive Summary

Date: November 20-22, 2024

Presentation	Recommend Approval of the 2024-25 Initial and Renewal Variances to Standards (VTS) applications.
Presenter	Ellery Bresler; Crystal Andrews
Position Title	Accreditation Specialist; Director of Accreditation and Licensure
Overview	This presentation provides the Board of Public Education recommendations from Superintendent Arntzen to approve Initial and Renewal Variance to Standards. The primary report is attached.
Requested Decision(s)	Approval of the sixteen Variance to Standards applications.
Related Issue(s)	None
Recommendation(s)	Action 1: Approve State Superintendent Arntzen's recommendation of the eleven requests for Initial Variances to Standards. Action 2: Approve State Superintendent Arntzen's recommendations of the five requests for Renewal of Variances to Standards.

Elsie Arntzen, Superintendent
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OFFICE OF PUBLIC INSTRUCTION
STATE OF MONTANA

Putting Montana Students First

Agenda

November 6, 2024

1:00 PM Call to Order

- Roll Call
- Statement of Public Participation
    - *The Variance to standards Review Board encourages the public to participate in board discussions. Persons who wish to participate should sign the public comment sign-in sheet and identify themselves to the board chair prior to the board's consideration of the matter in which the person are concerned. Anyone wishing to participate in board discussions will be recognized by the chairperson in keeping with normal board parliamentary procedure. The public will be afforded the opportunity to comment before the Review board on every action item on the agenda prior to final board action.*
- Adoption of Agenda
- Review of ARM 10.55.604 & 10.55.608
- Board Terms.
- Approval of **October 27, 2023**, Meeting Minutes
- Review & Make Recommendations- Initial Applications
- Public Comment
- Adjourn

Initial Applications:

1. **Corvallis K-12 Schools – Quentin Brown Primary K-4 (SC: 1557), Corvallis High School (SC: 0964), Edna Thomas School (SC: 0963) – TENTATIVE, Corvallis 7-8 (SC: 1558) – TENTATIVE**
   10.55.710 – School Counselor FTE

2. **Corvallis K-12 Schools – Rise Charter & Distance EL (SC: 3010), Rise Charter & Distance 7-8 (SC: 3014), Rise Charter & Distance HS (SC:3012)**
   10.55.709 - Library Media Specialist FTE
   10.55.710 – School Counselor FTE

3. **East Helena K-12 Schools – 227 Academy High School (SC: 3029), 227 Academy Middle School (SC: 3028)**
   10.55.709 - Library Media Specialist FTE

4. **Frenchtown K-12 Schools – *Bronc Fast Track (SC: 3017)***
   10.55.709 - Library Media Specialist FTE

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5. **LaMotte Elementary – LaMotte 6-8 *(SC: 1825)***
   10.55.902 – Basic Education Program: Junior High School, 7th and 8th Grade Program, or Middle School

6. **Lockwood Public Schools – *Lockwood High School (SC: 1862)***
   10.55.709 - Library Media Specialist FTE

7. **Marion Elementary – *Marion School (SC: 0455) & Marion 7-8 (SC: 1697)***
   10.55.710 – School Counselor FTE

8. **Missoula County Public Schools – Missoula Connect Academy MS (SC: 3007) & Missoula Connect Academy HS (SC: 3008)**
   10.55.709 - Library Media Specialist FTE

9. **Missoula County Public Schools – Missoula TEACH Academy (SC: 3009)**
   10.55.709 - Library Media Specialist FTE

10. **Thompson Falls Public Schools – Thompson Falls Elementary School (SC: 1047) & Thompson Falls 7-8 (SC: 1764)**
    10.55.709 - Library Media Specialist FTE
    10.55.710 – School Counselor FTE

11. **Three Forks Public Schools – Three Forks 7-8 (SC: 1658) & Three Forks High School (SC: 0483)**
    10.55.709 - Library Media Specialist FTE

<u>Renewal Applications, Information Only:</u>

1. **Bonner Elementary – Bonner School (SC:0794) & Bonner 6-8 (SC:1734)**
   10.55.709 - Library Media Specialist FTE
2. **Columbia Falls Public Schools – Columbia Falls High School (SC:0425)**
   10.55.709 - Library Media Specialist FTE
3. **Havre Public Schools – Havre High School (SC: 1450)**
   10.55.709 - Library Media Specialist FTE
4. **Stevensville Public Schools – Stevensville K-6 (SC: 0965) & Stevensville 7-8 (SC: 1577)**
   10.55.709 - Library Media Specialist FTE
5. **Target Range Elementary – Target Range School (SC: 0797) & Target Range 7-8 (SC: 1737)**
   10.55.709 - Library Media Specialist FTE

2024-2025 Variance to Standards
Initial Application Summary

1) **Corvallis K-12 Schools – *Quentin Brown Primary K-4 (SC: 1557), Corvallis High School (SC: 0964), Edna Thomas School (SC: 0963), Corvallis 7-8 (SC: 1558)***
   a) 10.55.710 School Counselor FTE, (1) A minimum equivalent of one full-time counselor for each 400 elementary (K-8) students shall be provided. The counselor/student ratio shall be prorated. (2) A minimum equivalent of one full-time counselor for each 400 high school students (including grades 7 and 8 if high school funding is received) shall be provided. The counselor/student ratio shall be prorated.
   (3) Application Request: To have 3.0 total School Counselor FTE for all the Corvallis Schools.
   (4) Required School Counselor FTE for the above 4 schools is 3.173 FTE.
   (5) Workable Reasons
      (1) Additional counseling support of school psychologist
   (6) Ravalli County has a significant deficit of credentialed school counselors
   i) This is an Initial Request for two years.

2) **Corvallis K-12 Schools – *Rise Charter & Distance EL (SC: 3010), Rise Charter & Distance 7-8 (SC: 3014), Rise Charter & Distance HS (SC:3012)***
   a) 10.55.709(1(a),(2) Library Media Specialist FTE, (1)(a) .5 FTE for schools with 126-250 students. (2) Schools of fewer than 126 students shall employ or contract with a licensed and endorsed school.
      iv) Application Request: To have the charter school students utilize the available Library services of the main schools and not obtain additional FTE.
      v) Required Library Media Specialist FTE for the charters is 0.502 FTE
      vi) Workable Reasons
         (1) The majority of the charter students are not on the physical campus.
      i) This is an Initial Request for two years.
   b) 10.55.710 School Counselor FTE, (1) A minimum equivalent of one full-time counselor for each 400 elementary (K-8) students shall be provided. The counselor/student ratio shall be prorated. (2) A minimum equivalent of one full-time counselor for each 400 high school students (including grades 7 and 8 if high school funding is received) shall be provided. The counselor/student ratio shall be prorated.
      vii) Application Request: To have the charter school students utilize the available school counseling services of the main schools and not obtain additional FTE.
      viii) Required School Counselor FTE total for the charter schools is 0.636 FTE
      ix) Workable Reasons
         (1) Additional counseling support of school psychologist
         (2) The majority of the charter students are not on the physical campus.
         (3) There is 3.0 FTE of School Counselor FTE.
      ii) Ravalli County has a significant deficit of credentialed school counselors
      i) This is an Initial Request for two years.

3) **East Helena K-12 Schools – *227 Academy High School (SC: 3029), 227 Academy Middle School (SC: 3028)***
   a) 10.55.709(2) Library Media Specialist FTE, (2) Schools of fewer than 126 students shall employ or contract with a licensed and endorsed school.
      i) Application Request: To have the charter school students utilize the available Library services of the main schools and not obtain additional FTE.

ii) Required Library Media Specialist FTE for the charters is 0.002 FTE.
iii) Workable Reasons
(1) Between East Valley Middle School and East Helena High school there is a total of 2.5 FTE for Library Media Services.
(2) Shared Library services maximize resources
iv) This is an Initial Request for two years.

4) Frenchtown K-12 Schools – *Bronc Fast Track (SC: 3017)*

a) 10.55.709(2) Library Media Specialist FTE, (2) Schools of fewer than 126 students shall employ or contract with a licensed and endorsed school.
i) Application Request: To have the charter school students utilize the available Library services of the main schools and not obtain additional FTE.
ii) Required Library Media Specialist FTE for the charters is 0.001 FTE.
iii) Workable Reasons
(1) The Bronc Fast Track is held within Frenchtown High School allowing students to have access to the library support
(2) Combined enrollment of high school and Bronc Fast Track is 412, well within limits of the range for 1.0 FTE library.
(3) There is 1.0 Library Media Specialist FTE at the Frenchtown High School
iv) This is an Initial Request for two years.

5) LaMotte Elementary – LaMotte 6-8 *(SC: 1825)*

i) 10.55.902(4(c) BASIC EDUCATION PROGRAM: JUNIOR HIGH SCHOOL, 7TH AND 8TH GRADE PROGRAM, OR MIDDLE SCHOOL, All students must be allowed to elect from the following program area offerings: (ii)1/2 unit of music
ii) Application Request: To utilize the middle school model for music offerings only. Which would take away the unit requirement of music offerings.
iii) Workable Reasons
(1) Still allowing the students access to music, but unable to offer a full ½ unit opportunity due to lack of staff
(2) Available Music Curriculum, Classroom, and Instruments
iv) Unable to fill the music position due to no applicants.
v) This is an Initial Request for two years.

6) Lockwood Public Schools – *Lockwood High School (SC: 1862)*

a) 10.55.709(1)(c) Library Media Specialist FTE, (1)(c) 1.5 FTE for schools with 501-1000 students
i) Application Request: To utilize 1.2 Library Media Specialist FTE
ii) Required Library Media Specialist FTE is 1.5FTE.
iii) Workable Reasons
(1) Library will be open during all instructional class periods
(2) Library Media Specialists will be required to meet with the Professional Learning Communities content teams.
(a) Allows opportunities for collaboration
iv) This is an Initial Request for two years.

2024-2025 Variance to Standards
Initial Application Summary

7) **Marion Elementary** – ***Marion School (SC: 0455) & Marion 7-8 (SC: 1697)***
   a) 10.55.710 School Counselor FTE, (1) A minimum equivalent of one full-time counselor for each 400 elementary (K-8) students shall be provided. The counselor/student ratio shall be prorated. (2) A minimum equivalent of one full-time counselor for each 400 high school students (including grades 7 and 8 if high school funding is received) shall be provided. The counselor/student ratio shall be prorated.
      i) Application Request: To utilize a paraprofessional for the 0.400 FTE school counselor requirement.
      ii) Required School Counselor FTE is 0.400 FTE.
      iii) Workable Reasons
         (1) The paraprofessional is currently pursuing her school counseling degree and is close to being able to apply for license.
         (2) Students have a longstanding relationship with para
      iv) Unable to fill the school counseling position due to no applicants.
      v) This is an Initial Request for two years.

8) **Missoula County Public Schools** – ***Missoula Connect Academy MS (SC: 3007) & Missoula Connect Academy HS (SC: 3008)***
   a) 10.55.709(2) Library Media Specialist FTE, (2) Schools of fewer than 126 students shall employ or contract with a licensed and endorsed school.
      i) Application Request: To have the charter school students utilize Missoula Public Library bookmobile and a comprehensive online library in lieu of hiring librarian
      ii) Required Library Media Specialist FTE for the charters is 0.002 FTE.
      iii) Workable Reasons
         (1) Missoula Connect has partnered with the Missoula Public Library to provide students with weekly access to library book checkouts.
         (2) Students will still have access to online library resources through the MCPS schools.
      iv) This is an Initial Request for two years.

9) **Missoula County Public Schools** – ***Missoula TEACH Academy (SC: 3009)***
   a) 10.55.709(2) Library Media Specialist FTE, (2) Schools of fewer than 126 students shall employ or contract with a licensed and endorsed school.
      i) Application Request: To have the charter school students utilize Missoula Public Library bookmobile and a comprehensive online library in lieu of hiring librarian
      ii) Required Library Media Specialist FTE for the charters is 0.001 FTE.
      iii) Workable Reasons
         (1) Missoula TEACH Academy has partnered with the Missoula Public Library to provide students with weekly access to library book checkouts.
      iv) This is an Initial Request for two years.

10) **Thompson Falls Public Schools** – ***Thompson Falls Elementary School (SC: 1047) & Thompson Falls 7-8 (SC: 1764)***
   a) 10.55.709(1(a), (2) Library Media Specialist FTE, (1)(a) .5 FTE for schools with 126-250 students. (2) Schools of fewer than 126 students shall employ or contract with a licensed and endorsed school.
      i) Application Request: To utilize the 1.0 Library FTE to cover all 3 schools for library.

ii) Required Library Media Specialist FTE for the district is 1.100 FTE
iii) Workable Reasons
(1) Elementary and Junior High School are on the same campus.
(2) Paraprofessional is in the junior high library for part of the day.
iv) This is an Initial Request for two years.

b) 10.55.710 School Counselor FTE, (1) A minimum equivalent of one full-time counselor for each 400 elementary (K-8) students shall be provided. The counselor/student ratio shall be prorated. (2) A minimum equivalent of one full-time counselor for each 400 high school students (including grades 7 and 8 if high school funding is received) shall be provided. The counselor/student ratio shall be prorated.
i) Application Request: To utilize the 1.0 School Counselor to cover all three schools.
ii) Required School Counselor FTE total for the three schools is 1.23 FTE
iii) Workable Reasons
(1) Additional support from a teacher who previously worked in special education.
(2) Additional Counseling support from Western Montana Mental Health and the Cabinet Mountain Cooperative
(3) Additional support from school psychologist.
iv) This is an Initial Request for two years.

11) Three Forks Public Schools – *Three Forks 7-8 (SC: 1658) & Three Forks High School (SC: 0483)*

i) 10.55.709(1)(a) Library Media Specialist FTE, (1)(a) .5 FTE for schools with 126-250 students
ii) Application Request: To utilize 2.0 FTE to cover all three schools. 1.0 for the Elementary School (362 Enrollment) and 1.0 for the Middle School (185 enrollment) and High School (251 Enrollment).
iii) Required Library Media Specialist FTE for the Middle School is 0.5 FTE and 1.0 FTE for the High School.
iv) Workable Reasons
(1) All the schools are housed on 1 campus facility
(2) Within the campus there are only 2 libraries
(3) Both libraries are open the entire day.
v) This is an Initial Request for two years

Montana
Office of Public Instruction
opi.mt.gov Elsie Arntzen, Superintendent

VARIANCES TO STANDARDS APPLICATION

Initial Application (two years)

Purpose: ARM 10.55.604(1) "A local board of trustees may apply to the Board of Public Education through the Superintendent of Public Instruction to implement variance to an assurance standard or a section of assurance standards, excluding standards stating statutory criteria, standards pertaining to educator licensure or endorsement, and content standards as defined by the Board of Public Education and provided in guidance from the Superintendent of Public Instruction."

DUE DATE

First semester implementation; second Monday in October

COUNTY:

DISTRICT:

LIST EACH SCHOOL THAT IS REQUESTING THE VARIANCE:

227 Middle and High School Academy

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1. **Standard(s) for which a variance is requested, e.g., 10.55.709. If there is a program delivery standard, be sure to list it as well, e.g., 10.55.1801.**

10.55.709, Library Media Specialist- .001 FTE for 227 Middle School Charter and .001 FTE for 227 High School Charter.

2. Describe the variance requested.

Request for Variance: Both East Helena 227 Middle School Charter and East Helena 227 High School Charter are seeking a variance from Standard 10.55.709. This standard requires schools with fewer than 126 students to maintain a minimum staffing of 0.001 FTE (full-time equivalent) per student.

Current Enrollment:

East Helena 227 Middle School Charter: The current enrollment is 23 students.
East Helena 227 High School Charter: The current enrollment is 48 students.
FTE Calculations:

3. Describe how and why the proposed variance would be:

a. Workable.

Shared Media Specialists: By utilizing the media specialists from East Valley Middle School (EVMS) and East Helena High School (EHHS), students at both schools benefit equally from the resources and support provided by these specialists.

Student Enrollment at EVMS: EVMS has 477 students, which requires one full-time equivalent (FTE) media specialist. The 23 227 Middle School students are served by the EVMS 1.0 FTE librarian which is still below the threshold of 501 students.

Student Enrollment at EHHS: EHHS has 583 students. This enrollment supports 1.5 FTE media specialists. The 48 227 High School students are served by the EHHS 1.5 FTE librarians which falls within the range of 501 to 1000.

Total Media Specialists: Together, both schools have a total of 2.5 FTE media specialists, ensuring that all students' needs are met for the Academy's despite the varying enrollment numbers.

This setup allows for effective media support across both schools, maximizing resources based on student population.

b. Educationally sound.

Our media specialists are all licensed professionals under Montana Licensure, ensuring that our students receive high-quality support. We recognize the need for a 0.001 media specialist to support our additional 227 Academies.

In the interim, we believe our current media specialists can effectively fulfill these roles until we are able to hire an additional specialist. This approach allows us to maintain our commitment to providing comprehensive media services while we work toward expanding our team.

c. Designed to meet or exceed results under established standards.

We believe we are effectively exceeding our educational standards for our Academy by providing a dedicated media specialist for our students within the FTE framework. This approach allows us to enhance the learning experience without the need to increase our FTE count at the 227 Middle and High School Academy charter schools.

By integrating a media specialist into our existing staffing model, we ensure that our students receive specialized support in media literacy, research skills, and access to diverse resources. This strategy not only enriches their educational journey but also maintains the high qualified teacher.

d. **Where applicable, aligned with program standards under ARM 10.55.1101 through 10.55.2101.**

4. **Attach Board of Trustee meeting minutes that show the Board of Trustees adopted the application for a variance at an official, properly noticed meeting that provides evidence that local school community stakeholders were involved in the consideration and development of the proposed variance to an assurance standard or a section of assurance standards.**
(Stakeholder groups include trustees, administrators, teachers, classified school staff, families, community members, and students as applicable.)

Will be submitted in after approval at the November 11, 2024 board meeting.

Required school district signatures:

Board Chair Name: Scott Walter

Board Chair Signature: Scott A. Walter **Date:** Oct. 14, 2024

Superintendent Name: Dan Rispens

Superintendent Signature: [signature] **Date** 10-14-24

Email the signed form to:

OPIAccred@mt.gov

MINUTES

REGULAR MEETING OF THE BOARD OF TRUSTEES, EAST HELENA SCHOOL DISTRICT NO. 9

Call to Order: Trustees of School District No. 9 held a meeting on October 14, 2024. Chairman, Scott Walter called the meeting to order at 5 :31 pm.

Attendance and Introduction of Board Members

Trustees Present: Chairman Scott Walter, Vice Chair Tyrel Murfitt, Stacy Baird, Tristan Ulmer, Martin Balukas (@5:33), and Mark Diehl (@ 5:35)

Superintendent Dan Rispens, Clerk Jill Hoogerheide, Athletics Director Shaun Murgel, Student Representative Brooke Harris

Building Admin: Michael Kemper, Lynsi Morris, Trish Klock, Gus Somerfeld, Shaun Murgel, Paul Condon and Brandon Crusat

Visitors: Kate Johnson, Rebecca Bergman, Tamika Schoppe, K.D. Jones, Vashti Teders, Stewart St. Clair, Kari Speicher, Zachary Steward, Bridgit LeVie, Ashton Berg, Aric Curtiss, Vince Bray, Carrie Clement, Dani Mitchell, Mary Smith, Rachael Bray

Review the Agenda

No comments

Hear the Public

No comments

Reports

Student Report

Brooke Harris reported to the Board about Homecoming. She spoke about dress up day, Homecoming parade, volleyball game and football game. Homecoming dance on Saturday.

Administrator Reports

Radley Elementary Principal Gus Somerfeld wanted to add on to his Board report about the Olweas Bully Prevention kick off in a couple weeks. The sub committee has met a couple times already to plan some events to help with energy and positivity to get buy in from the students. He wanted to make sure the Board was aware that he has submitted an updated behavior report.

Eastgate and Prickly Pear Elementary Principal Brandon Crusat wanted to talk about the Donuts with Grownups event that took place at Eastgate last Friday. PPE will have one this coming Wednesday. They had great turnout and felt like it was hugely beneficial.

EVMS Principal Lynsi Morris spoke about some of the upcoming sports. The Admin are "flowing with evals" and everything is moving smoothly.

EVMS Vice Principal Michael Kemper wanted to talked about a great idea from his Instructional Coach using a universal tracking system for behavior reports. All the students have access and can track warnings across the school day to help everyone cut down on repeats and allow the students to realize that they are being tracked. The majority of problems and behavioral warnings seem to be from one grade level. The team is continually working on ways to mitigate the number of incidences.

EHHS Principal Paul Condon reported about Homecoming and the dance which he believes went well. The Admin team are meeting to talk about approving procedures.

EHHS Vice Principal Trish Klock highlighted the graph in the Board report about office referrals. She felt like a majority of students not having any referrals and the team feels like all of their proactive events have helped a lot. The Vigilante Star program received a Booster Club donation to help with incentive items. She feels like this has been very successful and many students have received the awards so far. The Healthy Youth Development program is under way with the afterschool tutoring program starting soon.

Athletic Director Shaun Murgel reported about our Fall sports and that they will be over in a couple weeks. Facility use is a work in progress and feels like things have been going well with scheduling. He also wanted to talk about realigning some of the football games to get the teams home earlier. He elicited responses from several other A.D.s to get their opinion and he felt like most were on board with the realignment.

Superintendent Rispens introduced Eric Power the District's New Technology Coordinator.

Trustee and Committee Reports of the K-12 Board

Chairman Walter solicited reports from the Trustees and Committees.

Chairman Walter shared MTSBA is focusing on MCEL this week so there have not been a lot of meetings. COSBA executive Director has tendered his resignation. This will be effective the end of June. There is a nationwide search for a new Executive Director. Chairman Walter is on the hiring committee.

No other reports from the Committees and Trustees.

Strategic Planning – Scan for Future Needs

Chairman Walter solicited comments and observations regarding the current strategic plan and planning needs.

Superintendent Rispens shared about the disparity in the High School student count from last month. He wanted to also talk about the Habitat for Humanity event that he attended. He encouraged people to read the write up about it. There was discussion about the naming of the project and fundraising plans. He also wanted the Board to know that there was a request from the community to have students picked up at Aaron Creek instead of Canyon Ferry Road which the district is reviewing.

Notifications of Retirements and Resignations

The Following Staff Resignations Have Previously Been Accepted:

- Ella Emmons Paraprofessional
- Kaydee Strum Head Cook
- Anthony Stenberg Bus Driver

Consent Action Items

Minutes of the Regular Meeting, September 9, 2024

Approval of the former and new warrants (Claims #) and (Payroll #)

Personnel Actions

Recommendation of Employment:

- Andrew Mazanec Tiger Program HS Aid
- Bridger Clark Tiger Program HS Aid
- Anthony Horner Tiger Program Site Coordinator
- Molly Moore Assistant Speech & Debate Coach
- Tanya Hauk Concessions Stand Manager
- Christina Broadhurst Paraprofessional
- ~~Jan Cookson EVMS VBall Coach~~
- Melinda Yeary Tiger Program Substitute
- Anna Reiff Tiger Program Substitute
- Eric Power Technology Coordinator
- Jordan Zoeckler EHHS At-Risk Tutor
- Randall Gillett Substitute
- Gracie Olds ASL Interpreter
- Marques Davis Paraprofessional
- Alyssa Oakes EVMS Volleyball Coach
- Zerich Richerson Asst Wrestling Coach
- Kevin Dighans Asst Wrestling Coach

East Helena School District Students Requesting Enrollment in Other School Districts for the 2024-2025 School Year

	Helena	Jefferson High	Montana City	Clancy
MM (PreK)	1			
Kindergarten				
1st grade	2			
2nd grade	3			
3rd grade	2			
4th grade				
5th grade	2			
6th grade	2			
7th grade	1			
8th grade	2			
9th grade	3			
10th grade	5			
11th grade	7			
12th grade	6			

Total: 36

Trustee Baird asked to pull the Personnel Actions to speak about Jan Cookson who is only a volunteer and not a Volleyball coach.

Motion by Vice Chair Murfitt, seconded by Trustee Ulmer to approve the consent action items without personnel actions as presented. Unanimous vote for the motion. The motion carries.

Motion by Vice Chair Murfitt, seconded by Trustee Baird to approve the personnel actions as amended to not include Jan Cookson. Unanimous vote for the motion. The motion carries.

Unfinished Business

EPA Rebate and Lion Bus Update

Superintendent Rispens updated the Board regarding the Clean School Bus Rebate Program and our progress with Lion Electric including the status of our current Lion bus.

Enrollment Report

Superintendent Rispens shared details about Fall enrollment trends and counts.

MCEL Updates and Information

Superintendent Rispens shared details of the upcoming MCEL conference in Missoula.

New Business

Consideration of EHHS Head Wrestling Coach

Superintendent Rispens recommended Tim Baird for the position of Head Wrestling Coach at EHHS.

Trustee Baird removed herself from voting due to nepotism rules.

Trustee Ellermeyer joined via Zoom at 6:20 p.m. for the vote.

Motion by Trustee Diehl, seconded by Trustee Ulmer to approve hiring Tim Baird for the EHHS head Wrestling Coach position. Unanimous vote for the motion. The motion carries.

Calendar Committee Report

The Committees presented their findings regarding 4-day school weeks. Paul Condon stressed that this was only informational tonight and that there would be surveys going out to the families to get their feedback.

Stewart St. Clair expressed his concerns with the 4th day school week.

Aric Curtiss asked some clarifying questions for the Committees regarding the 4-day school week.

Vince Bray asked some clarifying questions for the Committees regarding the 4-day school week.

Dani Mitchell asked some clarifying questions for the Committees regarding the 4-day school week.

Mary Smith had some questions regarding the 4-day school week.

Consideration of Variance to Standards Request – 227 Academy

Superintendent Rispens reported that the District is short of accreditation standards for our librarians in our 227 Academies and is requesting a variance for accreditation purposes.

Motion by Trustee Diehl, seconded by Trustee Balukas to approve the variance to standards request. Unanimous vote for the motion. The motion carries.

Consideration of Strategic Plan Language Addition

Superintendent Rispens reported that bargaining team committees and EHEA had some recommended changes to the language in the Strategic Plan regarding student/teacher load.

Motion by Trustee Baird, seconded by Vice Chair Murfitt to approve the strategic plan as presented. Unanimous vote for the motion. The motion carries.

Resolution #238 – Obsolete and Unusable Equipment

Superintendent Rispens asked for approval to properly dispose of the items listed in the resolution.

Motion by Vice Chair Murfitt, seconded by Trustee Baird to approve Resolution #238. Unanimous vote for the motion. The motion carries.

New Student Activity Account – Pride and Allies Club

Superintendent Rispens reported that the club has done some fundraising and needs an account for deposit of their funds.

Motion by Trustee Balukas, seconded by Trustee Diehl to approve the Pride and Allies Student Activity Fund. Unanimous vote for the motion. The motion carries.

EHHS Travel Club Request

The EHHS Travel Club shared details of their planned trip overseas in the Summer of 2025 to London, Paris, Rome and Florence.

Motion by Trustee Balukas , seconded by Vice Chair Murfitt to approve the travel request for Summer 2025. Unanimous vote for the motion. The motion carries.

EHHS Choir Travel Request

Superintendent Rispens reported that EHHS Choir is requesting to travel in 2025.

Ms. Schoppe, Ashton Burg and Zachary Steward spoke to the Board about their plans to attend the Vancouver Heritage Festival in Vancouver, WA in May 2025.

Motion by Trustee Ulmer, seconded by Trustee Diehl to approve the Choir travel request in 2025. Unanimous vote for the motion. The motion carries.

Consideration of Home Support Services Contract with Intermountain Children's Home

Superintendent Rispens shared that we would like to update our relationship with ICH by signing a contract for on site mental health services for EHPS students and a transition to the HSS delivery model.

Motion by Vice Chair Murfitt, seconded by Trustee Baird to approve the contract with Intermountain Children's Home. Unanimous vote for the motion. The motion carries.

Policy Review First Reading Policies #2309, #2314, and #3630

- 2309 School Library Program

Motion by Trustee Balukas, seconded by Trustee Baird to adopt policy 2309 on first reading. Unanimous vote for the motion. The motion carries.

- 2314 Instructional or Library Material Review

Motion by Trustee Baird, seconded by Trustee Diehl to approve the language of policy 2314 on first reading.

Motion by Chairman Walter, seconded by Vice Chair Murfitt to amend policy 2314 to include the language under line item 21 “or a student enrolled in the District may”. Unanimous vote for the motion. The motion carries.

- 3630 Cell Phones and Other Electronic Equipment

Motion by Trustee Baird, seconded by Trustee Balukas to approve option 2 under policy 3630 on first reading. Unanimous vote for the motion. The motion carries.

Dani Mitchell commented about the use of cell phones in the schools.

METG Meeting Annual Notice

Superintendent Rispens let the Board and public know that the trust has scheduled their annual public meeting for November 6th at 6:00 p.m. There is a virtual option available.

Adjournment

The meeting adjourned at 8:10 p.m.

Future Meeting Dates and Agenda Items

The next regular meeting will be held on Monday, November 11, 2024 @ 5:30 EVMS

Submitted by: _____ _____

Board Clerk, Jill Hoogerheide Date

Approved by: _____ _____

Chairman, Board of Trustees Date

Montana
Office of Public Instruction
opi.mt.gov Elsie Arntzen, Superintendent

VARIANCES TO STANDARDS APPLICATION

Initial Application (two years)

Purpose: ARM 10.55.604(1) "A local board of trustees may apply to the Board of Public Education through the Superintendent of Public Instruction to implement variance to an assurance standard or a section of assurance standards, excluding standards stating statutory criteria, standards pertaining to educator licensure or endorsement, and content standards as defined by the Board of Public Education and provided in guidance from the Superintendent of Public Instruction."

DUE DATE

First semester implementation; second Monday in October

COUNTY:

DISTRICT:

LIST EACH SCHOOL THAT IS REQUESTING THE VARIANCE:

Frenchtown Bronc Fast Track Public Charter School

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1. **Standard(s) for which a variance is requested, e.g., 10.55.709. If there is a program delivery standard, be sure to list it as well, e.g., 10.55.1801.**

10.55.709 Assignment of Library Media Specialist

2. Describe the variance requested.

10.55.709 Assignment of Library Media Specialist states schools with a student enrollment of 251-500 students shall require 1.0 FTE Library Media Specialist. Frenchtown Bronc Fast Track Public charter requests a variance to this standard.

3. Describe how and why the proposed variance would be:

a. Workable.

The proposed variance for the Frenchtown Bronc Fast Track Public Charter is workable for several reasons:

First, because Bronc Fast Track students are housed within Frenchtown High School, they will have full access to the school's resources, including the library, materials, and the librarian support. This access ensures Bronc Fast Track students can benefit from the same academic and research resources as other students, maintaining consistency in education quality across both programs.

Second, with a combined enrollment of 412 students (53 from the Bronc Fast Track Public Charter and 359 From Frenchtown High School), the student body housed within the school falls within the 251-500 range, which necessitates a full-time equivalent (1.0 FTE) Library Media Specialist according to Chaper 55 staffing requirements. The Frenchtown School District does employ 1.0 FTE Library Media Specialist housed in the Frenchtown High School.This allocation ensures adequate support for all students and facilitates a smooth integration of both student groups within the school's existing structure.

By leveraging shared resources and aligning curriculum standards, the proposed variance will meet established Chapter 55 requirements while providing necessary support for both Bronc Fast Track and Frenchtown High School students.

b. Educationally sound.

The proposed variance is educationally sound because it ensures equitable access to essential resources and support for all students, including those in the Bronc Fast Track program. High School and Fast Track students share the same librarian, who provides consistent supervision and guidance. In fact, Bronc Fast Track students complete their online college courses through Missoula College within the library, supervised by the librarian, ensuring they have direct support for their higher-level academic endeavors.

All students operate within the established framework of the Frenchtown High School Library, benefiting from the same organizational structure and resources. This includes access to library materials, technology devices like Chromebooks, printers, 3D printers, desktop computers, and internet connectivity. By utilizing shared resources, the variance promotes academic success, technological literacy, and research skills equally for both student populations, reinforcing the educational integrity of the program.

c. Designed to meet or exceed results under established standards.

The variance is designed to meet or exceed established standards by efficiently combining the Frenchtown Bronc Fast Track Public Charter students with Frenchtown High School students within the same library system. With a total combined enrollment of 412 students, the student body remains well within the range (251-500 students) that requires a 1.0 FTE Library Media Specialist.

This alignment ensures that the librarian can effectively meet the needs of all students, providing equal access to resources, technology, and academic support. By maintaining compliance with staffing requirements and ensuring full access to library services for both groups, the variance not only adheres to established standards but also fosters a well-supported learning environment that is conducive to academic success for all students.

d. Where applicable, aligned with program standards under ARM 10.55.1101 through 10.55.2101.

N/A

4. Attach Board of Trustee meeting minutes that show the Board of Trustees adopted the application for a variance at an official, properly noticed meeting that provides evidence that local school community stakeholders were involved in the consideration and development of the proposed variance to an assurance standard or a section of assurance standards.
(Stakeholder groups include trustees, administrators, teachers, classified school staff, families, community members, and students as applicable.)

Required school district signatures:

Board Chair Name: Debbie Lester

Board Chair Signature: Debbie J. Lester **Date:** 10-9-2024

Superintendent Name: Les Meyer

Superintendent Signature: **Date** 10/14/24

Email the signed form to:

OPIAccred@mt.gov

Assignment of School Administrators, Library Media Specialist, and School Counselor FTE

10.55.704 Assignment of District Superintendents

System FTE Licensed Staff	Required Superintendent FTE
14.00 or fewer	May use a supervising teacher and the services of the county superintendent to satisfy administrator requirements.
14.01-17.99	Minimum of .10 FTE superintendent. One individual may serve as both superintendent and principal.
18.00-30.99	Minimum of .5 FTE. One individual may serve as both superintendent and principal.
31.00 or more	1.0 FTE

10.55.705 Assignment of School Administrators/Principals

Student Enrollment	Required Principal FTE
1-124 students with *9 or fewer* licensed staff in school system	NO FTE Required
1-124 students with *more than 9* licensed staff in school system	Prorated FTE *(.002 x student enrollment)*
125-174	.25 FTE
175-249	.50 FTE
250-549	1.0 FTE
550-1049	2.0 FTE
1050-1549	3.0 FTE
1550-2049	4.0 FTE
2050 or more	5.0 FTE

10.55.709 Assignment of Library Media Specialist

District Student Enrollment	Required Library Media Specialist FTE
School district less than 126 students	May employ or contract with Library Media Specialist, or utilize a consortium, multidistrict agreement, or interlocal cooperative.
School Student Enrollment	
1-125	Minimum of .001 FTE
126-250	.50 FTE
251-500	1.0 FTE
501-1000	1.5 FTE
1001-1500	2.0 FTE
1501-2000	2.5 FTE
2001 or more	3.0 FTE

10.55.710 Assignment of School Counseling Staff

District Student Enrollment	Required School Counselor FTE
School district less than 126 students	May employ or contract with School Counselor, or utilize a consortium, multidistrict agreement, or interlocal cooperative.
School Student Enrollment	
All student enrollment levels	Ratio of 1.0 FTE per 400 students *(.0025 x student enrollment)*

Les Meyer <lesmeyer@ftbroncs.org>

Fast Track Variance request

1 message

Jake Haynes <JakeHaynes@ftbroncs.org> Wed, Oct 2, 2024 at 9:37 AM
To: DL-Highschool <dl-highschool@ftsd.org>

Staff,

In order to meet all accreditation standards for the Frenchtown Bronc Fast Track Public Charter we are applying for a variance to the standard of required Library Media Specialist. Part of the application says to inform staff of the application. If you want to read the entire application you are welcome to do so but in short this is my explanation on question number 1- Of why this is a workable solution---

The proposed variance for is workable for several reasons. First, students enrolled in the Bronc Fast Track Public Charter School will accrue credits from both the specialized Fast Track curriculum and standard high school courses. This dual enrollment ensures that students meet the necessary academic standards and graduation requirements set by Frenchtown High School. Second, because Bronc Fast Track students are housed within Frenchtown High School, they will have full access to the school's resources, including the library, materials, and librarian support. This access ensures that Fast Track students can benefit from the same academic and research resources as other students, maintaining consistency in educational quality across both programs. Furthermore, with a combined enrollment of 412 students (53 from Bronc Fast Track and 359 from Frenchtown High School), the student body falls within the 251-500 range, which necessitates a full-time equivalent (1.0 FTE) Library Media Specialist according to staffing requirements. This allocation ensures adequate support for all students and facilitates a smooth integration of both student groups within the school's existing structure.

Jake Haynes
Frenchtown High School Principal

BRONCS BE
RESPECTFUL
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Frenchtown School Board of Trustees Meeting
October 9, 2024 at 6:00 p.m. – Special School Board Meeting
Middle School Administrative Conference Room

I. **Call to Order:** Board Chair Debbie Lester called the Special School Board Meeting to order at 6:00 p.m. Trustees in attendance were Jami Romney FitzGerald, Rainier Batt, Dennis Normand, Holli Rankin and Noah Peters. Also in attendance were Superintendent Les Meyer, Principals Jake Haynes, Aaron Griffin and Riley Devins, Assistant Principal Beth Terzo, Activities Director Eli Field, Special Services Coordinator Jennifer Demmons and District Clerk Shauna Anderson.

II. **Pledge of Allegiance**
The meeting opened with the pledge at 6:00 p.m.

III. **Public Comment Period (for non-agenda items):** none

IV. **Review/Action: Approve Variance to Standards – Library Media Specialist – Bronc Fast Track Public Charter School**
Superintendent Les Meyer discussed the new public charter school program as being new to district's, the Board of Public Education and the Office of Public Instruction. Through trainings, it was determined that the Bronc Fast Track Public Charter School may need a variance to standards regarding the Library Media Specialist position. The standard for the charter school enrollment level would be .001 FTE for the Library Media Specialist. The District would apply for a variance because the combined enrollment in the Bronc Fast Track and Frenchtown High School currently has 1.0 FTE Library Media support. This falls within accreditation standards and the students are housed within Frenchtown High School and have access to all school resources. Holli Rankin made a motion to approve the variance to standards of the .001 FTE Library Media Specialist. Noah Peters seconded the motion. Public discussion – none. Board discussion – regarding how the Bronc Fast Track and FHS are considered the same entity by MHSA. Unanimous.

V. **Review/Action: Approve Hiring**
Superintendent Les Meyer recommended the hiring of part-time Custodian Treva Madonna. Dennis Normand made a motion to approve the hire as recommended. Jami Romney FitzGerald seconded the motion. Public discussion – none. Board discussion – none. Unanimous.

VI. **Information/Discussion: Policy 3310 Tiered Discipline System**
Board Chair Debbie Lester indicated that the District has an existing policy 3310. This discussion is an additional tiered system that covers drugs and alcohol. Superintendent Les Meyer discussed the tiered system review process, the numerous re-writes and committee meetings that have occurred. The idea behind the policy was to look at progressive discipline from a consequence standpoint and add an educational component. Chair Lester asked for discussion on the draft as included in the meeting materials.
Chair Lester began the discussion with concerns that the policy as written would be difficult to administer and manage, and does not include other offenses such as weapons or violence. Principal Jake Haynes indicated this policy is an addendum and specific to drugs, alcohol and tobacco. There is already a tiered system of discipline in the handbook. This addendum creates concerns about the educational component and confidentiality. Assistant Principal Beth Terzo and Special Services Coordinator Jennifer Demmons discussed concerns with regard to special education students and how this policy could be in conflict with special education law as written. Discussion was held regarding special education discipline requirements, the frequency of discipline with students with an IEP or 504 and the reasons for the concerns.
Further discussion was held regarding the tiered system severity and how to develop this in the best interest of all students, addressing the importance of keeping students in school as well as protecting students from those in violation of the policy. Many variables were discussed in detail, considering parent choice and possible flexibility for administration. Also discussed was the SRO involvement in discipline and how the existing tiered system is currently operating.
Chair Lester would like to take this discussion back to the policy committee to develop a document to be approved by the whole board.

Public discussion – community member Crystal Leishman was invited to speak to the board about this policy discussion. Ms. Leishman felt the education component of this policy is crucial and does not agree with long suspensions. Ms. Leishman feels the existing policy is too vague and students need to understand the consequences for these offenses. She appreciated the consideration of this policy addition knowing it would be a process to develop, and feels this should continue to be a priority for the District. Chair Lester indicated that education must be a critical piece of this policy and the goal of the board will be to expedite a resolution.

VII. **Information/Discussion: Policy 3510 School Sponsored Activities**

Activities Director Eli Field discussed this policy which addresses 8th grade participation in high school activities. This policy has been in place for a year and so far, it is working well. FHS programs are healthy now, but there may be a time when 8th grade participation will assist FHS in meeting scheduling responsibilities. The District policy on 8th grade participation is the most restrictive among area schools. AD Field asked for clarification language that after the district has identified a need to allow participation, it would then be up to the coaching staff to decide how these students will participate.

Discussion was held regarding the reason for this policy review. Board Chair Debbie Lester indicated that the previous chair asked that the policy be reviewed after a year of being in affect. Further discussion was held on clarifying the coach's ability to make decisions regarding participation levels. AD Field stated the language could state that once an 8th grader is allowed to participate, the coach decides their role in the program. The program was discussed in detail, including the impact on upperclassmen, competitive varsity programs, and what surrounding schools are allowing. AD Field indicated that the FHS policy is good and handles need well, clarified the "Phenom" clause, and indicated that 8th grade participation is allowed only to field full programs. Trustee Noah Peters is opposed to any high school student being cut because of this policy. The current policy states that this will not happen. Superintendent Les Meyer discussed two sentences in the policy that could be clarified and discussion was held on improving this language. Further discussion was held regarding the need to clarify that coaches have the discretion to decide the role of the students participating in the program.

VIII. **ADJOURNMENT**

ADJOURNED 7:14 p.m.

Approved: _____

Respectfully Submitted,

_____ _____

Board Chair District Clerk

MISSOULA COUNTY PUBLIC SCHOOLS

MISSOULA CONNECT ACADEMY

Variance of Standards

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VARIANCES TO STANDARDS APPLICATION

Initial Application (two years)

Purpose: ARM 10.55.604(1) "A local board of trustees may apply to the Board of Public Education through the Superintendent of Public Instruction to implement variance to an assurance standard or a section of assurance standards, excluding standards stating statutory criteria, standards pertaining to educator licensure or endorsement, and content standards as defined by the Board of Public Education and provided in guidance from the Superintendent of Public Instruction."

DUE DATE

First semester implementation; second Monday in October

COUNTY:

DISTRICT:

LIST EACH SCHOOL THAT IS REQUESTING THE VARIANCE:

Missoula Connect Academy

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1. **Standard(s) for which a variance is requested, e.g., 10.55.709. If there is a program delivery standard, be sure to list it as well, e.g., 10.55.1801.**

10-55-180: Request for a variance to the library standard

2. Describe the variance requested.

*MCPS requests to use weekly visits from the Missoula Public Library Bookmobile and Librarian in place of providing a physical library and librarian for the Missoula Connect Academy location.

*MCPS requests to use a comprehensive online library that offers access to a wide range of digital resources to Connect Academy students. Additionally, our website will feature information about local Montana public libraries, ensuring that students can find valuable resources in their communities.

3. Describe how and why the proposed variance would be:

a. Workable.

We are requesting a variance to the Requirement that each Montana School provide a library with appropriate staffing (Montana Code 20-7-202). This request is workable because the Missoula Connect Academy has partnered with the Missoula Public Library (MPL) to provide students with weekly access to library book checkouts. In traditional MCPS schools, students have access to the library to check out books and through this variance, our library access will be provided by the MPL. Students will also have access to a comprehensive online library.

b. Educationally sound.

In traditional MCPS schools, students have access to the library to check out books and through this variance, our library access will be provided by the MPL. Students will also have access to a comprehensive online library.

c. Designed to meet or exceed results under established standards.

The MPL Bookmobile Librarian is committed to partnering with MCPS to ensure the bookmobile programming and text access meet and exceed the Montana Library Content Standards. The MPL Bookmobile Librarian is committed to partnering with MCPS to ensure the bookmobile programming and text access meet and exceed the Montana Library Content Standards.

d. Where applicable, aligned with program standards under ARM 10.55.1101 through 10.55.2101.

MCPS is committed to supporting the general provisions of the Library Media Standards as defined in Montana program standard 10-55-180 and as required in Montana code 20-7-202. MCPS has collaborated with the MPL to operate satellite library locations at Big Sky and Seeley Swan High Schools for many years. We have MOUs that address student access to materials as well as MCPS and MPL staff collaboration. This extension of our partnership to use the MPL Bookmobile as a satellite library for the Missoula Connect Academy will provide " that libraries respond to information needs, foster intellectual curiosity, and support learning, " as required in the standards.

4. Attach Board of Trustee meeting minutes that show the Board of Trustees adopted the application for a variance at an official, properly noticed meeting that provides evidence that local school community stakeholders were involved in the consideration and development of the proposed variance to an assurance standard or a section of assurance standards.
(Stakeholder groups include trustees, administrators, teachers, classified school staff, families, community members, and students as applicable.)

Required school district signatures:

Board Chair Name: Wilena Old Person

Board Chair Signature: Wilena Old Person Date: 10/4/24

Superintendent Name: Micah Hill

Superintendent Signature: Micah B. Hill Date 10.4.24

Email the signed form to:

OPIAccred@mt.gov

MISSOULA COUNTY PUBLIC SCHOOLS
BOARD OF TRUSTEES
Meeting
Tuesday, October 24, 2023 – 6:00 p.m.
Administration Building A – Boardroom

Trustees Present: Board Chair Wilena Old Person, Jeffrey Avgeris, Grace Decker, Jen Vogel, Ann Wake, Meg Whicher, Keegan Witt
Others Present: Micah Hill, Amy Shattuck, Vinny Giammona, Trevor Laboski, Pat McHugh

MINUTES

1. CALL TO ORDER, WELCOME AND ROLL CALL: The meeting was called to order 6:01 p.m.
2. PLEDGE OF ALLEGIANCE was said by all.
3. REVIEW, REVISE, AND APPROVE AGENDA: Trustee Avgeris made a motion to move agenda action items 6, 7, 8.a.v., and 8.B.i before agenda item 4. Seconded by Trustee Wake. No comments. The motion passed unanimously by all Trustees present.

6. CONSENT AGENDA
   A. FINANCE, OPERATIONS and MAINTENANCE
      i. **Topic: Approve Revenue and Expenditure**
         - **Elementary Recommendation:** Trustee Avgeris made a motion to approve the elementary consent agenda items. Seconded by Trustee Witt. No comments. The motion passed unanimously by all Trustees present.
         - **Secondary Recommendation:** Trustee Witt made a motion to approve the high school consent agenda items. Seconded by Trustee Avgeris. No comments. The motion passed unanimously by all Trustees present.
7. OLD BUSINESS
   A. PERSONNEL, NEGOTIATIONS & POLICY
      i. **Topic: Approve Second Reading of Policy Revisions**: Superintendent Micah Hill explained the proposed policy revisions had been approved at first reading by the Board on September 12, 2023. The revised policies were posted for public comment. Trustee Decker inquired about any changes. No public comment received. Supt. Hill recommended Trustees approve the policies as written.

Policy Number	Policy Name	Information
1700	Uniform Grievance Procedure	Required Update
2120	Curriculum Development, Content, Assessment	Required Update
2140	Guidance and Counseling	Required Update
2159	Parent/Family Engagement	Required Update
2422	Proficiency	Required Update
2450	Recognition of Native American Cultural Heritage	Required Update
3110	Entrance, Placement and Transfer	Required Update
3120	Compulsory Attendance	Required Update
3150	Part-Time Attendance	Required Update
3235	Video Surveillance	Required Update
3310	Student Discipline	Required Update
3600	Student Records	Required Update

4520	Cooperative Programs with Other District and Public Agencies	Required Update

Trustee Avgeris made a motion to approve the policies revisions. Seconded by Trustee Wake. comments. The motion passed unanimously by all Trustees present.

8. NEW BUSINESS
   A. FINANCE, OPERATIONS and MAINTENANCE
      v. **Topic: Approve Transportation Route Mileage Changes**: Pat McHugh explained an agenda amendment was published that incorporated regular and special routes. This is a routine item. There is a scheduled county transportation committee tomorrow. Mileage calculated for state reimbursement by route, am/pm, grade school level, and number of students. Chair Old Person inquired who served on the transportation committee for MCPS. Terry Phelan. Trustee Wake made a motion to approve the bus route mileages for the first semester of the 2023-2024 school year. Seconded by Trustee Witt. No comments. The motion passed unanimously by all Trustees present.

   B. TEACHING AND LEARNING
      i. **Topic: Approve Public Charter School Applications**: Superintendent Micah Hill explained the two charter school applications must be submitted to the Board of Public Education (BOPE) by November 1st. BOPE will review applications November 15-17 and expect to announce approvals in January 2024. Applications have 4 main components – Academics, Governance, Community, Business and Operations. Upon approval the District would initiate the workplan – staffing, supplies, enrollment. The enrollment window would be April 1- May 1. If the District exceeded capacity for enrollment, a lottery system would be developed.

      Connect Academy: The academy would be open to students in grades 6-12. Would be a virtual format open to students across Montana. Would include synchronous and asynchronous courses and personalized learning plans. District currently is serving 53 students in the MOA which is funded by ESSER Funds. When funds go away this academy would be the replacement. Goal is to be a leader in competency. Shared the actions, outputs, and short term outcomes. The long term outcome would have the Connect Academy as a leader in personalized learning for all Montana students. Shared the mission and vision. Spoke to the flexible options including personalized pathways, challenging courses, responsive systems, and college and career pathways. Explained the business and operations including ANB. Proposing a head of school which would oversee both schools. Proposing six certified staff and one classified staff (secretary). Funding basic entitlement would be separate – High School $343,483, Elementary $114,493. ANB would be $312,994 (HS), $160,315 (MS), and $59,620 (EL). Explained 6th grades is different. Facilities not brick and mortar. Need space for staff but can accommodate in current office space. Trustee Witt inquired how many other districts may be trying to do the same thing. Supt. Hill shared within the AA districts, several others. Doesn't mean the District would be exclusive. District stands to lose students if not approved. Supt. Hill shared the other charter school bill is under legal review for constitutionality. Explained a company that owns Power School is heavily promoting in Montana. Seeking to lobby for their own brand of charter school. Trustee Witt inquired if the staff were union. Supt. Hill explained the staff would be covered under the collective bargaining agreement. Chair Old Person inquired about FTE and why the counselor number did not increase? Predicated on current staff. If the school were fully implemented it would be one counselor to approximately 70 students. Would continue to work into the budget. Trustee Decker inquired if the students would be able to graduate from the academy. Wanted to know the District's overall vision. Supt. Hill explained under the charter school bill schools have to be working towards graduation requirements. Have to offer the complete package. It would be up to the Board regarding credits. State of Montana requires 20 credits and the District requires 24. There is also a different law that allows for less credits due to extenuating circumstances. The vision would be that a high school student would graduate in 4 years or less. Student could be a part time enrollment and still have access to activities and organizations. Still working out answers regarding participation for students accessing the academy from another city in Montana. Provided an example. Trustee Decker questioned if all the coursework would be synchronous or would there be a more proficiency based approach. Academy would offer both asynchronous and synchronous.

Provided an example. Trustee Avgeris inquired about the budget and questioned if students would be responsible for their own laptop. Supt. Hill referred to the curriculum section and referenced the $900 which is an estimate. Trustee Whicher inquired what the parent responsibility would be for middle school students. Wanted to know if there was any middle school supervision. Supt. Hill explained it would be the parent's responsibility. This is an opportunity to attract new students to MCPS. Assistant Superintendent Giammona commented the key words in the application is the innovation side. Shared an example of the MOA in previous years. Middle school administration, counseling teams, teachers, etc. worked hard to do daily check-ins and had a matrix. Parent involvement is always a component.

Teach Academy: Assistant Superintendent Giammona explained the academy is a teaching experience in the arts and creative harmony. Looking to expand integration in the District. Creating project based and competency learning. Academy would be open to grades P-2 in year 1 and will expand P-5 by year 5. Interdisciplinary piece very important. Getting away from thinking about the current K-5 model where taught section by section. Will braid all the content together through a focus around the arts allowing kids to express in many different what they are learning. Not just a focus on the arts. Also, a focus on teacher education. Currently in staffing shortages across the State and country. This would be another way to leverage a lot of the resources to promote and retain aspiring teachers. It's about retention and trying to work with upcoming students looking into a career in education. Could involve them with the academy through different field experiences and working with classroom teachers. Referred to the presentation slide with the long term goals. Mirrors the Connect Academy. Identifying students to apply for the charter. Will have a lottery system if applications exceed capacity. Anyone can apply throughout the State. Looking at minimum enrollment of 80 students (4 classrooms). Supt. Hill explained the organizational structure. MCPS Board of Trustees will have oversite over the 2 charter schools. Obligated to have an advisory board and school leadership team. Trustee Whicher shared comments in praise for the work done to complete the applications. Asked questions regarding the application process, lottery system, and the facility that would house the academy. If there are more applicants than spots available, there will be a lottery. The Jefferson Center is the focus for now. Trustee Whicher shared comments of concern. Academy needs to be equitable for all families. Charter schools would naturally invite those with means. Looking to the Cabinet and the Board to make it a truly equitable process for families. Giammona echoed the comments. Supt. Hill explained public charter schools cannot charge a fee. Trustee Decker appreciated the work done on the applications in such a short amount of time. Excited about the Connect Academy but shared comments of concern about the Teach Academy. Currently doing arts integration in all schools. Worried about a small intensive integrated program that would really be appealing for parents looking at private school. Limited audience. Would be much more excited if we were targeting a specific audience/population. Further questioned the equity piece and wanted to hear about the core targeted group. Supt. Hill first acknowledged the hard work from Pat McHugh, Barbara Frank, and Shannon Rincker. In those discussions, the District had to start somewhere. Had less than a month to put the applications together. The District has the ability to flex, change, and modify as the programs progress. There is built in feedback and reporting. Recognizes that some students will not have access but may have the ability to expand earlier. Understands Decker's comments. Cannot identify the initial core group. To be successful have to have a specific number to start. Trustee Wake inquired about funding for the academy and the allowance of more students. District is funded in arrears so will use grant funding to cover the initial costs. Would be enrolling more students.

Trustee Wake made a motion to approve the Connect Academy and Teach Academy Public Charter School applications. Seconded by Trustee Avgeris. Public Comment: Christine Kolczak referred to a financial error on page 99 of the agenda. Found the program another $65K. If the pro rate is .34, $103K, the total should be $34K on the right and it carries over to the total of $704K for personnel. Actually, not quite that much. Addressed the affluent piece as far as the online program. District is currently serving 2 students who are parents and a great number of the students are FIT. Wanted to know how rigid the application was with the Board of Public Ed. Wondered if it could be adjusted after approval. Asked for a friendly edit to rename the Connect Academy. If the Montana Connections Academy is approved by the Board of Public Ed, it would be in direct competition with a

for profit agency that would confuse applicants. On the application the staffing is less. If going to individualized learning plans, 20% of current population right now is tier 3 and Special Ed. Goal of synchronous and asynchronous good. Inquired about the limits. The motion passed unanimously by all Trustees present.

Trustee Vogel left meeting at 6:52 p.m.

4. PUBLIC COMMENT/CORRESPONDENCE
   - Devan Leder commented that high school baseball was still not on the agenda and told the Trustees they will continue to hear from everyone. Read a prepared statement encouraging Trustees to put baseball on the agenda. Shared that he was a proud graduate of Sentinel High School. Wants the students to have the same opportunity to play baseball. Understands finances are a primary concern. Parents willing to help.
   - Jude Leder shared that 332 student have signed a survey along with 2 teachers. Of those students, 62 want to play baseball. Provided fundraising ideas. Wants to play in the State tournament in Missoula Spring of 2024.
   - Missy Miculka read a prepared statement in support of Missoula baseball. Parent group ready to help fundraise for the entire first year of baseball. Wants baseball on the next agenda. Happy to share information and a launch plan.
   - Rowan Miculka read a prepared statement. Commented high school baseball is a stepping stone for college. Asked Trustees to place baseball on the agenda. Wants to play in the state tournament next spring.
   - Ethan Paugh read a prepared statement. Has been playing baseball since he was five. Wants the opportunity to play high school baseball. Encouraged Trustees to put baseball on the next agenda.
   - Harley Paugh commented the Trustees had heard from all the amazing boys over the last two meetings. Boys want the Board of Trustees to make a decision or have a discussion on what they can expect. Boys want to play in 2024 but if in 2025, fair enough. Asked for baseball to be on the next agenda.
   - Jared Supola read a prepared statement in support of baseball. Wants baseball on the next agenda. Shared he is the father of two boys who want to play baseball. Provided history. Shared the skills learned playing baseball. Many of boys won't have – legion or high school travel club. People cannot afford time and money. Currently not enough available roster space. Parents willing to help.
   - Rob Wallace commented in support of baseball for the 2024 season. Challenge without baseball in high school, the boys do not get to play. When MHSA passed baseball, 22 communities acted. Boys deserve to know when and if they will play baseball. Needs to be on the agenda. Understands funding is tight. Parents willing to fundraise.
   - Joe Fulford read a prepared statement from his son. High School baseball would mean a lot. Putting baseball into high schools allows kids to continue. Separates Montana high schools from other states. Opportunity to play baseball in college. Shared his student's history. Implored the Board of Trustees to take action.
   - Kris Welker explained he played college baseball and played for the Chicago Red Sox. Shared his personal history. Montana did not have high school baseball. His younger brother moved to Washington and played high school baseball and was eventually drafted by the Pittsburgh Pirates. Questioned by pro baseball why there was no high school baseball in Missoula. Supports high school baseball and wants it on the next agenda.

5. REPORTS / ANNOUNCEMENTS
   A. **Announcements from the Superintendent:** No announcements.

8. NEW BUSINESS
   A. FINANCE, OPERATIONS and MAINTENANCE
      i. **Topic: General Fund Update:** Pat McHugh referred to page 58, the updated expenditures for last fiscal year. The two spreadsheets are shared on a quarterly basis. Will be the documents to initiate the budget conversation. Referred to the total salaries and benefits for elementary and high school -

$37.3M (elementary) and $28M (high school). Represents 89% and 84%, respectively, of those total expenditures. Remaining 11% and 16% are in the areas of utilities, contracted services, and transportation. Referred to the three digit numbers. Referred to 120, substitute expenditure. Expenditure right at budget. Pointed out when the District talks about permanent subs and adding permanent subs into the budget. The substitute expenditures were less in 2021. The elementary expenditures were $269K and high school $242K. Reduction in sub costs would translate to the District's ability to fund permanent subs. Referred to code 130, overtime salaries. Due to not having positions filled in service areas and others picking up those extra duties. Contracted services large category. Largest expenditure is the SRO and CRO contracts with the Missoula Police Department, $260K. Staffing costs for the preschool program $384K. Referred to the CSCT obligation the District is required to match. Between the elementary and the high school district it is $337K. Elections are $90K. Contract with SPARK is $45K. The audit is $35K. Contract for special education services including sign language interpreters, etc. is $80K. Professional training services for high school is $109K and the print shop contract is $190K. Utilities went up significantly compared to last year. Up almost $300K in the elementary and $170K in the high school. Property liability insurance went up to $980K. Supt. Hill inquired about the sub line code 130 where the District expended $540K (elementary) and $399K (high school). Wanted to know if that included permanent subs. No comments.

ii. **Technology Fund Update:** Pat McHugh referred to page 60 of the agenda. Annually levy $850K. District re-appropriates some per budget to have available $1.1M. The expenditures primarily in minor equipment. If we did not spend all the budget not an issue. Pushed over to the next year. Everything rolls over from one year to the next. High school $757K levy. Expenditures the same. Bulk in minor equipment. No comments.

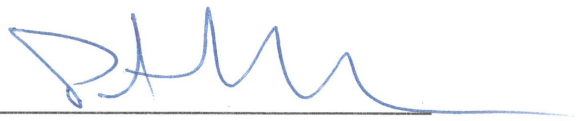
iii. **Topic: Transportation Fund Update:** Pat McHugh referred to page 62. Entirely a local levy. Levy amount $4.5M in support of transportation. There is some reimbursement for state and county but very small. Tied to mileage routes approved earlier. Portion of the principal salaries covered with the fund, 10%. Referred to page 63 for the high school which is similar. Fewer dollars levied for transportation and the expenditures are less. High school has a budget balance. Elementary did a budget amendment and ended the year at zero. Reserves low. No comments.

iv. **Topic: FY25 Budget Projections and Budget and Election Calendar:** Pat McHugh explained this is an early look at budget projections. Estimates. Base look into the general fund for FY25. District ran the October enrollment count and estimated the spring count. Incorporated the 3% inflationary increase from the state, and 3% is the max allowed by state law. Provided for a decent increase. In the elementary side an $800K increase with $166K levy. October enrollment went down 53 students in K-6 and 61 students in 7-8. High School had a 65 student increase. Bump in budget at $1.4M and a levy of $303K. Spreadsheet used older data but used as a placeholder to give an idea. Incorporated the need to build into the budget for FY25 those positions that are ESSER funded. On the elementary side it is $355K and high school $1.1M. Better in elementary than anticipated. Build the obligations into the General Fund. Do not have ESSER to fall back. Working with deficits of 760 and 395. Referred to the election calendar. Plan to have a monthly budget levy and committee meetings. First meeting November 17th. Identified a few budget items. Committee to work to develop the budget. Each month plan to have a general fund updates. Chair Old Person inquired trustees were on the committee – Koan Mercer, Keegan Witt, Meg Whicher, and Ann Wake.

9. ADJOURN: The meeting was adjourned 7:32 p.m.

As recording secretary for this Board meeting, I certify these minutes to be a true and correct copy of what was taken at the meeting.
Tracy Long, Minutes Recorder_____

Wilena Old Person, Board Chair_____

Pat McHugh, District Clerk 

MISSOULA COUNTY PUBLIC SCHOOLS
ELEMENTARY DISTRICT

Summary of Revenues and Expenditures - Year-to-Date

For the period July 1, 2022 through May 31, 2023

	Actual Revenues Year-to-date**	----------Expenditures---------- Budget	Year-to-date Expenditures	Encumbrances	Budget Balance
ELEMENTARY					
General Fund	$ 32,425,102	$ 42,151,020	$ 33,995,029	$ 411,036	$ 7,744,955
Transportation	2,771,366	5,030,480	4,475,993		554,487
Food Service*	1,916,046		2,018,199	222,311	
Tuition	654,096	1,192,534	2,156		1,190,378
Retirement	3,467,800	5,976,470	4,771,044		1,205,426
Miscellaneous*	4,526,774		8,807,250	121,768	
Adult Education	55,344	178,078	70,891	15,589	91,598
Rental Fund*					
Comp. Absences*					-
Litigation Reserve					-
Technology Fund	515,400	1,109,637	827,993	224,448	57,196
Flexibility Fund	48,356	54,873	26,003	1,260	27,609
Debt Service	3,533,753	6,425,700	1,356,024		5,069,676
Building Fund*	50		75,912		(75,912)
Building Reserve	472,372	2,045,292	405,957	92,889	1,546,445
Insurance Trust*	6,954,365		9,148,451		
Endowment Fund*	1,000		696		
Extracurricular Fund*	285,945		229,485		
	$ 57,627,768	$ 64,164,083	$ 66,211,084	$ 1,089,300	

* Budgets not required by state law for these funds.

** Excludes May 2023 tax revenue which have not yet been posted.

MISSOULA COUNTY PUBLIC SCHOOLS
ELEMENTARY DISTRICT

SUMMARY OF EXPENDITURES APPROVED

(Includes Payroll & Encumbered Reserves)

Meeting Date: October 24, 2023

Reporting Dates: May 1, 2023 ~ May 31, 2023

FUND #	FUND NAME	ELEMENTARY
01	General	$ 3,620,973.36
10	Transportation	$ 596,379.67
12	Food Service	$ 218,622.97
13	Tuition	
14	Retirement Fund	$ 520,195.98
15	Miscellaneous Federal	$ 936,232.93
17	Adult Education	$ 6,600.84
20	Rental	
21	Compensated Absences	
28	Technology Fund	$ 39,106.57
29	Flex Fund	$ 968.37
50	Debt Service	
60	Building	
61	Building Reserve	$ 18,528.50
78	Insurance Trust	$ 787,519.48
81	Endowment	$ 13.95
82	Interlocal Agreement	
84	Student Activity	$ 27,197.40
	TOTAL	$6,772,340.02

Approved By
Board of Trustees

MISSOULA COUNTY PUBLIC SCHOOLS
ELEMENTARY DISTRICT

Summary of Revenues and Expenditures - Year-to-Date

For the period July 1, 2022 through June 30, 2023

	Actual	----------Expenditures----------			
	Revenues		Year-to-date		Budget
	Year-to-date**	Budget	Expenditures	Encumbrances	Balance
ELEMENTARY					
General Fund	$ 42,139,506	$ 42,151,020	$ 41,953,983	$ 165,049	$ 31,989
Transportation(A)	4,996,714	5,350,480	5,317,066		33,414
Food Service*	2,377,765		2,609,289	221,923	
Tuition	1,181,726	1,192,534	1,192,534		-
Retirement(B)	5,861,800	6,301,470	5,980,014		321,456
Miscellaneous*	12,677,850		13,286,073	100,501	
Adult Education	100,604	178,078	86,144	4,390	87,544
Rental Fund*					
Comp. Absences*	8,503				-
Litigation Reserve					-
Technology Fund	893,050	1,109,637	503,829	107,215	498,593
Flexibility Fund	49,025	54,873	23,452	1,572	29,849
Debt Service	6,204,483	6,425,700	6,423,204		2,496
Building Fund*	549		4,925	4,900	
Building Reserve	663,936	2,045,292	432,486	36,870	1,575,935
Insurance Trust*	8,754,711		10,426,701		
Endowment Fund*	13,311		696		
Extracurricular Fund*	301,736		287,288		
	$ 86,225,270	$ 64,809,083	$ 88,527,683	$ 642,419	

* Budgets not required by state law for these funds.

(A) Budget includes Transportation Fund budget amendment of $320,000.

(B) Budget includes Retirement Fund budget amendment of $325,000.

MISSOULA COUNTY PUBLIC SCHOOLS
ELEMENTARY DISTRICT

SUMMARY OF EXPENDITURES APPROVED

(Includes Payroll & Encumbered Reserves)

Meeting Date: October 24, 2023

Reporting Dates: June 1, 2023 ~ June 30, 2023

FUND #	FUND NAME	ELEMENTARY
01	General	$ 10,050,253.79
10	Transportation	$ 872,917.98
12	Food Service	$ 315,100.16
13	Tuition	$ 3,228.85
14	Retirement Fund	$ 1,477,937.40
15	Miscellaneous Federal	$ 2,093,685.50
17	Adult Education	$ 14,905.20
20	Rental	
21	Compensated Absences	
28	Technology Fund	$ 111,766.91
29	Flex Fund	$ 2,955.09
50	Debt Service	$ 5,066,079.09
60	Building	
61	Building Reserve	$ 19,128.95
78	Insurance Trust	$ 1,162,704.31
81	Endowment	
82	Interlocal Agreement	
84	Student Activity	$ 93,524.93
	TOTAL	$21,284,188.16

Approved By
Board of Trustees

MISSOULA COUNTY PUBLIC SCHOOLS
HIGH SCHOOL DISTRICT

Summary of Revenues and Expenditures - Year-to-Date

For the period July 1, 2022 through May 31, 2023

	Actual Revenues Year-to-date**	Expenditures Budget	Year-to-date Expenditures	Encumbrances	Budget Balance
SECONDARY					
General Fund	$ 25,501,289	$ 33,410,120	$ 26,856,816	$ 190,940	$ 6,362,364
Transportation	1,464,601	2,689,573	2,078,198		611,375
Food Service*	18,235		531,218	40	
Tuition	364,231	658,166	25,948		632,218
Retirement(A)	2,719,188	4,895,682	3,825,849		1,069,833
Miscellaneous*	6,004,105		5,548,847	156,727	
Adult Education	645,030	983,115	764,113	1,985	217,017
Traffic Education*	126,938		295,710	300	
Rental Fund*					
Comp. Absences*					
Technology Fund	458,826	1,642,909	697,920	176,587	768,403
Flexibility Fund	211,910	301,351	138,772	4,912	157,667
Debt Service	2,859,952	5,102,000	1,085,940		4,016,060
Building Fund*	3,873		2,192		
Building Reserve	295,378	2,152,008	811,332	70,510	1,270,166
Data Processing*			502,372		
Warehouse*	13,551		412,736	20,496	
Print Shop*	9,356		275,257	17,130	
Insurance Trust*	4,731,003		4,193,293		
Endowment Fund*	41,100		46,358		
Interlocal*	3,509		179,288	22,643	
Extracurricular*	2,308,108		2,051,497		
	$ 47,780,183	$ 51,834,924	$ 50,323,654	$ 662,270	

* Budgets not required by state law for these funds.

** Excludes May 2023 tax revenue which have not yet been posted.

(A) Budget includes Retirement Fund budget amendment of $150,000.

MISSOULA COUNTY PUBLIC SCHOOLS

HIGH SCHOOL DISTRICT

SUMMARY OF EXPENDITURES APPROVED

(Includes Payroll & Encumbered Reserves)

Meeting Date: October 24, 2023

Reporting Dates: May 1, 2023 ~ May 31, 2023

FUND #	FUND NAME	SECONDARY
01	General	$ 2,916,499.44
10	Transportation	$ 263,511.49
12	Food Service	$ 63,363.38
13	Tuition	
14	Retirement Fund	$ 402,119.81
15	Miscellaneous Federal	$ 594,115.31
17	Adult Education	$ 73,827.02
18	Traffic Education	$ 15,357.59
20	Rental	
21	Compensated Absences	
28	Technology Fund	$ 33,859.03
29	Flex Fund	$ 3,983.41
50	Debt Service	
60	Building	
61	Building Reserve	$ 48,945.71
73	Data Processing	$ 48,529.68
74	Warehouse	$ 32,136.89
76	Printshop	$ 23,363.37
78	Insurance Trust	$ 398,443.50
81	Endowment	$ 4,680.00
82	Interlocal Agreement	$ 13,072.94
84	Student Activity	$ 140,382.96
	TOTAL	$5,076,191.53

Approved By
Board of Trustees

MISSOULA COUNTY PUBLIC SCHOOLS
HIGH SCHOOL DISTRICT

Summary of Revenues and Expenditures - Year-to-Date

For the period July 1, 2022 through June 30, 2023

	Actual Revenues Year-to-date	Budget	Expenditures Year-to-date	Encumbrances	Budget Balance
			Expenditures		
SECONDARY					
General Fund	$ 33,439,020	$ 33,410,120	$ 33,284,703	$ 93,327	$ 32,089
Transportation	2,618,494	2,689,573	2,481,644		207,929
Food Service*	406,711		461,664	40	
Tuition	648,419	658,166	658,166		0
Retirement(A)	4,568,896	4,895,682	4,641,071		254,611
Miscellaneous*	8,853,857		8,090,209	112,432	
Adult Education	983,978	983,115	870,566	8,753	103,796
Traffic Education*	236,327		329,605		
Rental Fund*					
Comp. Absences*	8,256				
Technology Fund	799,079	1,642,909	554,744	83,836	1,004,329
Flexibility Fund	215,881	301,351	149,082	601	151,668
Debt Service	4,944,700	5,102,000	5,096,893		5,107
Building Fund*	4,891		2,192		
Building Reserve	452,184	2,152,008	825,705	91,349	1,234,953
Data Processing*	596,188		569,188		
Warehouse*	654,219		484,033	137,063	
Print Shop*	341,247		328,427	1,885	
Insurance Trust*	5,961,288		4,801,899		
Endowment Fund*	49,210		48,628		
Interlocal*	893,872		216,878		
Extracurricular*	2,444,959		2,222,687		
	$ 69,121,676	$ 51,834,924	$ 66,117,984	$ 529,288	

* Budgets not required by state law for these funds.

(A) Budget includes Retirement Fund budget amendment of $150,000.

MISSOULA COUNTY PUBLIC SCHOOLS

HIGH SCHOOL DISTRICT

SUMMARY OF EXPENDITURES APPROVED

(Includes Payroll & Encumbered Reserves)

Meeting Date: October 24, 2023

Reporting Dates: June 1, 2023 ~ June 30, 2023

FUND #	FUND NAME	SECONDARY
01	General	$ 6,933,873.95
10	Transportation	$ 381,241.68
12	Food Service	$ 69,344.21
13	Tuition	$ 4,903.27
14	Retirement Fund	$ 976,750.81
15	Miscellaneous Federal	$ 1,188,833.29
17	Adult Education	$ 86,675.71
18	Traffic Education	$ 29,968.11
20	Rental	
21	Compensated Absences	
28	Technology Fund	$ 80,923.87
29	Flex Fund	$ 12,552.98
50	Debt Service	$ 4,010,953.02
60	Building	
61	Building Reserve	$ 10,420.75
73	Data Processing	$ 47,416.75
74	Warehouse	$ 91,970.60
76	Printshop	$ 124,297.15
78	Insurance Trust	$ 455,053.87
81	Endowment	$ 2,270.00
82	Interlocal Agreement	$ 31,707.84
84	Student Activity	$ 206,164.81
	TOTAL	$14,745,322.67

Approved By
Board of Trustees

Required Revisions to Existing Policies		
Policy Number	**Name**	**Legal Reference**
1700	Uniform Grievance Procedure	HB504
Revised to reflect requirements of House Bill 504. This bill requires school districts to have a uniform grievance procedure providing for both informal and formal resolution of complaints as well as providing a printed version of the grievance policy upon request. The law also requires that a formal grievance process have a timeline that starts 30 days from the completion of the informal process. Clarification language was also added to state that the grievance process does not apply to those complaints covered by state or federal law that supersedes the uniform process. These would include issues related to special education under IDEA as well as disability discrimination and sexual harassment.		
2120	Curriculum Development, Content, Assessment	HB214
Revised to reflect changes in the law related to remote and offsite instruction from House Bill 214. Changes are also made to reflect changes made to the accreditation rules in Chapter 10.55 of the Montana Administrative Rules. Legal references were also updated.		
~~2132~~	~~Student and Family Privacy Rights~~	~~HB676~~
Revised to reflect the language adopted in House Bill 676 regarding parental rights as well as participation in surveys.		
2140	Guidance and Counseling	HB458
Revised to reflect House Bill 458 which permits (but does not require) high schools to hire career coaches. Note that the language of the bill allows the use of a career coach to assist with K-12 career and vocational/technical training but most of the language is applicable to only high schools.		
2159	Parent/Family Engagement	HB676 HB518
Revised to reflect House Bill 676 and Senate Bill 518 regarding parental rights and parent and family engagement. It also reflects the changes made in Chapter 10.55 of the Montana Administrative Rules regarding family engagement. Cross references to other policies have also been added to address the notification requirements of House Bill 676 and Senate Bill 518 (please note that there is a reference to Policy 2170 which is an optional new policy addressed below – only include this reference if the new policy is adopted). • House Bill 676 revises MCA § 40-6-701 to define the fundamental rights of parents. Such rights are now enumerated to include: (1) directing the education of a child including choosing a public, home, or private school and "the right to make reasonable choices with public schools for the education of the child; (2) access and review written and electronic education records controlled by or in the possession of a school; (3) consent before an audio or video recording is made of the child except where it is part of the security or surveillance of buildings/grounds/transportation of the student or an ID card; (4) be notified if the school suspects abuse or neglect or a crime against the child unless the parent is the one perpetrating such conduct; (5) opt the child out of personal analysis, evaluation, survey, or data collected for inclusion		

into the statewide data system except data necessary and essential for the student's education record; (6) excuse the child from school attendance for religious purposes; (7) participate in PTAs and school organizations; and (8) be notified if and provide consent before their child is supposed to sleep in the same room as a transgender student on a school trip (if the parent does not consent, the child can still attend and must be provided with different sleeping quarters). The law also defines an "education record" as "attendance records, test scores of school-administered tests and statewide assessments, grades, school- sponsored or extracurricular activity or club participation, email accounts, online or virtual accounts or data, disciplinary records, counseling records, psychological records, applications for admission, health and immunization information including any medical records maintained by a health clinic or medical facility operated or controlled by the school district or located on the district property, teacher and counselor evaluations, and reports of behavioral patterns." Changes are made to the policy to recognize the fundamental rights; however, such rights are recognized only to the extent consistent with the law. While the bill defines education records, the rights regarding education records must be consistent with FERPA. Although the law defines what "education records" are considered, this does not create an obligation to maintain such records if none exist. If the record is maintained and exists, it would be part of the student's education records. Moreover, it is unclear what analysis/evaluation/survey/data collection would be done that would not be required for the student's education record. Student surveys are already governed by the Pupil Protection Rights Act (PPRA).

- Senate Bill 518 also addresses parent rights. It creates additional obligations for school districts to inform parents regarding certain matters including parental participation, information about how to participate in governance, how they may learn the "course of study", withdrawing their child from instruction or presentations/assemblies/lectures/educational events that "offend the parent's beliefs or practices," and information about the clubs and extracurricular activities offered by the school as well as the right to withdraw the child and give permission for the child to participate. There is also a provision requiring parental consent before a child uses a pronoun that does not align with the child's sex at birth; such provision, however, is in conflict with federal law. It also provides that if parental consent is provided, an individual may not be compelled to use such pronouns. Some changes related to the information about clubs and activities and consent for such as well as the notice of parent rights are included in the handbook. The law also requires annual notice about a district's educational opportunities; a template for this notice will be provided with the annual notices.

2422	Proficiency	SB8 HB214
Revisions were made to this policy to reflect Senate Bill 8 which changes the definition of "proficiency" and House Bill 214 which addresses remote instruction. Districts must include their own definition of proficiency in the space provided.		
2450	Recognition of Native American Cultural Heritage	HB338
Revised to reflect the requirement under House Bill 338 requiring the use of a certified staff member		

to provide instruction in American Indian studies if the District receives a Indian Education for All payment. Legal references were also updated to add citation to administrative rules incorporating education related to Native Americans.		
3110	Entrance, Placement and Transfer	HB946 HB352 HB396
Revised to reflect changes in the definition of "exceptional circumstances" under House Bill 946 for students under 5 and over 19. Districts who currently are operating an early kindergarten should also include the criteria for students to be admitted for such program – the board must approve each student admitted for such program. *Please note* that such programs will change pursuant to House Bill 352 starting July 1, 2024, and changes will be made to this policy after next school year to reflect this change. The language also reflects the requirement from House Bill 396 that a district enroll a home school or nonpublic school student part-time at the request of the parent.		
3120	Compulsory Attendance	HB676 SB518
Revised to reflect changes in language regarding compulsory enrollment under House Bill 676 and Senate Bill 518. Senate Bill 518 permits a parent to withdraw a student from instruction or presentations/assemblies/lectures/educational events that "offend the parent's beliefs or practices," which is a basis for excusal from compulsory attendance.		
3150	Part-Time Attendance	HB396
Revised to reflect House Bill 396 which requires the part- time enrollment of a nonpublic or homeschool student who is a resident of the district and meets the age requirements at the request of the parent.		
3235	Video Surveillance	HB676
Language was added to this policy to clarify that staff members cannot video a student in a classroom without permission of the parents, which is required by House Bill 676. That bill does not require parental permission for recording a student for purposes of security or surveillance.		
3310	Student Discipline	HB128 HB450 HB361
Revised to reflect House Bill 128 which prohibits the use of marijuana products (as well as tobacco products) on district/school property. "Marijuana products" are defined as those products which include but are not limited to edible products, ointments, tinctures, marijuana derivatives, marijuana concentrates, and marijuana intended for use by smoking or vaping. It also reflects the self-defense/defense of others exception to the use of physical force by a student adopted under House Bill 450. The legal references were also updated to reflect House Bill 361.		
3600	Student Records	HB676 SB213
Legal references were updated to reflect a parent's right to access and review student records under House Bill 676 as well as a reference to MCA § 52-2-211 (which was revised by Senate Bill 213) that allows for a county interdisciplinary team/school safety team to access student records.		

4520	Cooperative Programs with Other District and Public Agencies	HB214
Revised to incorporate language from House Bill 214 which permits districts to enter into multidistrict agreements for a district to provide “culturally rooted instruction aligned to a learning environment for English language learners or an Indian language immersion program.”		

Uniform Grievance Procedure

The Board establishes this Uniform Complaint Procedure as a means to address complaints arising within the District. This Uniform Grievance Procedure is intended to be used for all complaints except those involving challenges to educational material, those governed by a specified procedure in state or federal law that supersedes this grievance process, and those governed by a collective bargaining agreement.

All individuals should use this grievance procedure if they believe that the Board, its employees or agents have violated their rights guaranteed by the State or federal Constitution, State or federal statute, or Board policy.

The District will endeavor to respond to and resolve complaints without resorting to this grievance procedure and, if a complaint is filed, to address the complaint promptly and equitably. The right of a person to prompt and equitable resolution of the complaint filed hereunder shall not be impaired by the person's pursuit of other remedies. Use of this grievance procedure is not a prerequisite to the pursuit of other remedies, and use of this grievance procedure does not extend any filing deadline related to the pursuit of other remedies.

If a grievant is not sure of the appropriate person with whom to file a complaint, he/she may ask for assistance from the building principal or other administrator in identifying the appropriate individual.

Complaints against non-administrators (i.e., those other than principals, directors, or the Superintendent):

Level 1: Informal

An individual with a complaint ~~**is encouraged to first**~~ **should** discuss it with the teacher, counselor, or staff member involved, with the objective of resolving the matter promptly and informally. **In the event that resolution is not achieved, the individual may file a written complaint within thirty (30) days of completion of the informal resolution process.** An exception is that a complaint of sexual harassment should be discussed directly with an administrator not involved in the alleged harassment.

Level 2: Principal

If the complaint is not resolved at Level 1, the grievant may file a **formal** written grievance stating: 1) the nature of the grievance and 2) the remedy requested. It must be signed and dated by the grievant. The Level 2 written grievance must be filed with the principal within thirty (30) calendar days of the alleged violation of his or her rights guaranteed by the State or federal constitutions, State or federal statutes, or Board policy, or from the date the grievant could reasonably become aware of such occurrence **or**

completion of the informal resolution process.

If the complaint alleges a violation of Board policy or procedure, the principal shall investigate and attempt to resolve the complaint. The principal shall address the grievance in writing**.** If either party is not satisfied with the principal's decision, the grievance may be advanced to Level 3 by requesting in writing that the Superintendent review the principal's decision. This request must be submitted to the Superintendent within fifteen (15) days of the principal's decision.

Level 3: Superintendent

Upon receipt of the request for review, the Superintendent or designee shall schedule a meeting between the parties and the principal. The parties shall be afforded the opportunity to either dispute or concur with the principal's findings. The Superintendent or designee shall decide the matter within ten (10) days of the meeting and shall notify the parties in writing of the decision. If the Superintendent or designee agrees with the recommendation of the principal, the recommendation will be implemented. If the Superintendent or designee rejects the recommendation of the principal, the matter may either be referred to an outside investigator for further review or resolved by the Superintendent or designee.

If either party is not satisfied with the decision of the Superintendent or designee, the Board is the next avenue for appeal. A written appeal must be submitted to the Board within fifteen (15) days of receiving the Superintendent's or designee's decision. The Board is the policy-making body of the school, however, and appeals to that level must be based solely on whether or not policy has been followed. Any individual appealing a decision of the Superintendent or designee to the Board bears the burden of proving a failure to follow Board policy.

Level 4: The Board

Upon receipt of a written appeal of the decision of the Superintendent or designee, and assuming the appeal alleges a failure to follow Board policy, the matter shall be placed on the agenda of the Board for consideration not later than their next regularly scheduled meeting. A decision shall be made and reported in writing to all parties within thirty (30) days of that meeting. The decision of the Board will be final, unless appealed within the period provided by law.

Level 5: County Superintendent

If the case falls within the jurisdiction of the County Superintendent of Schools, the decision of the Board may be appealed to the County Superintendent by filing a written appeal within thirty (30) days after the final decision of the Board, pursuant to the Rules of School Controversy.

Complaints against Principals:

Level 1: Informal

An individual with a complaint is encouraged to first discuss it with the principal involved, with the objective of resolving the matter promptly and informally.

Level 2: ~~Executive Regional Director~~ **Assistant Superintendent**

If the complaint is not resolved at Level 1, the grievant may file a **formal** written grievance stating: 1) the nature of the grievance and 2) the remedy requested. It must be signed and dated by the grievant. The Level 2 written grievance must be filed with the ~~Executive Regional Director~~ **Assistant Superintendent** within thirty (30) calendar days of the alleged violation of his or her rights guaranteed by the State or federal constitutions, State or federal statutes, or Board policy, or from the date the grievant could reasonably become aware of such occurrence **or completion of the informal resolution process.**

If the complaint alleges a violation of Board policy or procedure, the ~~Executive Regional Director~~ **Assistant Superintendent** shall investigate and attempt to resolve the complaint. The ~~Executive Regional Director~~ **Assistant Superintendent** shall address the grievance in writing. If either party is not satisfied with the ~~Executive Regional Director's~~ **Assistant Superintendent's** decision, the grievance may be advanced to Level 3 by requesting in writing that the Superintendent review the ~~Executive Regional Director's~~ **Assistant Superintendent's** decision. This request must be submitted to the Superintendent within fifteen (15) days of the ~~Executive Regional Director's~~ **Assistant Superintendent's** decision.

Level 3: Superintendent

Upon receipt of the request for review, the Superintendent shall schedule a meeting between the parties and the ~~Executive Regional Director~~ **Assistant Superintendent**. The parties shall be afforded the opportunity to either dispute or concur with the ~~Executive Regional Director's~~ **Assistant Superintendent's** findings. The Superintendent shall decide the matter within ten (10) days of the meeting and shall notify the parties in writing of the decision. If the Superintendent agrees with the recommendation of the ~~Executive Regional Director~~ **Assistant Superintendent,** the recommendation will be implemented. If the Superintendent rejects the recommendation of ~~the Executive Regional~~ **Assistant Superintendent**, the matter may either be referred to an outside investigator for further review or resolved by the Superintendent.

If either party is not satisfied with the decision of the Superintendent, the Board is the next avenue for appeal. A written appeal must be submitted to the Board within fifteen (15) days of receiving the Superintendent's decision. The Board is the policy-making body of the school, however, and appeals to that level must be based solely on whether or not policy has been followed. Any individual appealing a decision of the Superintendent to the Board bears the burden of proving a failure to follow Board policy.

Level 4: The Board

Upon receipt of a written appeal of the decision of the Superintendent, and assuming the

appeal alleges a failure to follow Board policy, the matter shall be placed on the agenda of the Board for consideration not later than their next regularly scheduled meeting. A decision shall be made and reported in writing to all parties within thirty (30) days of that meeting. The decision of the Board will be final, unless appealed within the period provided by law.

Level 5: County Superintendent

If the case falls within the jurisdiction of the County Superintendent of Schools, the decision of the Board may be appealed to the County Superintendent by filing a written appeal within thirty (30) days after the final decision of the Board, pursuant to the Rules of School Controversy.

Complaints against ~~Executive Regional Directors~~ **Assistant Superintendents**:

Level 1: Informal

An individual with a complaint is encouraged to first discuss it with the ~~Executive Regional Director~~ **Assistant Superintendent** involved, with the objective of resolving the matter promptly and informally.

Level 2: Superintendent

If the complaint is not resolved at Level 1, the grievant may file a **formal** written grievance stating: 1) the nature of the grievance and 2) the remedy requested. It must be signed and dated by the grievant. The Level 2 written grievance must be filed with the Superintendent within thirty (30) calendar days of the alleged violation of his or her rights guaranteed by the State or federal constitutions, State or federal statutes, or Board policy, or from the date the grievant could reasonably become aware of such occurrence **or completion of the informal resolution process.**

If the complaint alleges a violation of Board policy or procedure, the Superintendent shall investigate and attempt to resolve the complaint. The Superintendent shall address the grievance in writing. If either party is not satisfied with the Superintendent's decision, the grievance may be advanced to Level 3 by requesting in writing that the Board review the Superintendent's decision. A written appeal must be submitted to the Board within fifteen (15) days of receiving the Superintendent's decision. The Board is the policy-making body of the school, however, and appeals to that level must be based solely on whether or not policy has been followed. Any individual appealing a decision of the Superintendent to the Board bears the burden of proving a failure to follow Board policy.

Level 3: The Board

Upon receipt of a written appeal of the decision of the Superintendent, and assuming the appeal alleges a failure to follow Board policy, the matter shall be placed on the agenda of the Board for consideration not later than their next regularly scheduled meeting. A decision shall be made and reported in writing to all parties within thirty (30) days of that meeting. The decision of the Board will be final, unless appealed within the period

provided by law.

Level 4: County Superintendent

If the case falls within the jurisdiction of the County Superintendent of Schools, the decision of the Board may be appealed to the County Superintendent by filing a written appeal within thirty (30) days after the final decision of the Board, pursuant to the Rules of School Controversy.

Complaints against the Superintendent:

Level 1: Informal

An individual with a complaint is encouraged to first discuss it with the Superintendent, with the objective of resolving the matter promptly and informally.

Level 2: The Board

If a complaint against the Superintendent is not resolved at Level 1, the grievant may ask for assistance from the Board Chair in identifying the appropriate manner in which to file a complaint. The grievant may file a **formal** written grievance with the Board stating: 1) the nature of the grievance and 2) the remedy requested. It must be signed and dated by the grievant. The written grievance against the Superintendent must be filed within thirty (30) calendar days of the alleged violation of his or her rights guaranteed by the State or federal constitutions, State or federal statutes, or Board policy, or from the date the grievant could reasonably become aware of such occurrence **or completion of the informal resolution process.**

If the complaint alleges a violation of Board policy or procedure, the Board shall place the matter on the agenda for the next regularly scheduled meeting. At that meeting, the Board may appoint an outside investigator and/or attempt to resolve the complaint. If the Board appoints an outside investigator, the Board shall place the matter on the agenda at the next regularly scheduled meeting after the investigation has concluded for consideration. The Board shall make a decision and address the grievance in writing to all parties within thirty (30) days of that meeting. The decision of the Board will be final, unless appealed within the period provided by law.

Level 3: County Superintendent

If the case falls within the jurisdiction of the County Superintendent of Schools, the decision of the Board may be appealed to the County Superintendent by filing a written appeal within thirty (30) days after the final decision of the Board, pursuant to the Rules of School Controversy.

Retaliation

Any individual participating in an investigation or proceeding under this policy shall notify the appropriate building administrator or ~~Executive Regional Director~~ **Assistant Superintendent** if

that person believes that he or she is being retaliating against for participating in the investigation or proceeding. The District prohibits retaliation against individuals making complaints under this policy and participating in any investigation that may ensue. The District may discipline students or staff members determined to have retaliated against any individual for participating in an investigation or proceeding under this policy.

An individual may obtain a written copy of this policy by requesting one through the Superintendent. This procedure is available on the District's website.

Cross References: Title IX Grievance Procedure
Section 504 Grievance Procedure
Board Policy 2159

Legal Reference: Title IX of the Education Amendments of 1972 (Civil Rights Act)
Title II of the Americans with Disabilities Act of 1990
§ 504 of the Rehabilitation Act of 1973
34 C.F.R. Part 106 Nondiscrimination on the Basis of Sex in Education
§ 20-3-323, MCA District policy and record of acts (*revised by House Bill 504)*

Procedure History:
Adopted on: November 11, 2003
Revised at PN&P committee on: September 26, 2012 and posted for public comment.
Approved on: November 13, 2012
Approved First Reading: September 12, 2023

INSTRUCTION

Curriculum Development and Assessment

The Board is responsible for curriculum adoption and must approve all significant changes, including the adoption of new textbooks and new courses, before such changes are made. The Superintendent is responsible for making curriculum recommendations. The curriculum shall be designed to accomplish the learning objectives and goals for excellence contained in the District's educational philosophy, mission statement, objectives, and goals.

Development and Assessment

A written sequential curriculum shall be developed for each subject area. The curricula shall address the appropriate content standards, grade-level **or grade-band** learning progressions and District education goals, and shall be constructed to include such parts of education as content, skills, and thinking. A curriculum review cycle and time lines for curriculum development and evaluations shall be developed as well.

The staff and administration will suggest materials and resources, to include supplies, books, materials and equipment necessary for development and implementation of the curriculum and assessment that are consistent with the goals of the education program. These materials shall be reviewed at least every five (5) years or in a manner consistent with the state's standards revisions schedule.

In all program areas and at all levels, the District shall assess student progress toward achieving content standards and content-specific grade-level learning progressions including: the content and data; the accomplishment of appropriate skills; the development of critical thinking and reasoning; and attitude. The District will use assessment results to improve the education program, and use effective and appropriate tools for assessing such progress. This may include, but is not limited to: standardized tests; criterion-referenced tests; teacher-made tests; ongoing classroom evaluation; actual communication assessments such as writing, speaking, and listening assessments; samples of student work and/or narrative reports passed from grade to grade; samples of students' creative and/or performance work; and surveys of carry-over skills to other program areas and outside of school.

The building principal shall be responsible for the supervision and implementation of the adopted curriculum. The teaching staff has a significant responsibility in the development of curricula and the primary responsibility for the implementation of curricula.

The District may receive and/or provide distance remote, or offsite learning programs, as provided in Montana law. These learning programs and/or courses shall meet the learner expectations adopted in the District and shall be aligned with state content standards and content-specific grade-level or grade-band learning progressions. The Superintendent/designee is directed to develop procedures regarding the District's distance, remote, or offsite delivered learning.

The District will provide gifted and talented coursework. The District will provide

structured support and assistance to teachers in identifying and meeting the diverse student needs of gifted and talented students and a framework for considering a full range of alternatives for addressing student needs.

Cross Reference: 2000 Goals

Legal Reference:

§ 20-1-101, MCA	**Definitions (*revised by House Bill 214)***
§ 20-3-324, MCA	Powers and duties
§ 20-4-402, MCA	Duties as district superintendent or county high school principal
§ 20-7-118, MCA	**Remote Instruction (*revised by House Bill 214*)**
§ 20-7-602, MCA	Textbook selection and adoption
10.55.603, ARM	Curriculum Development and Assessment
§ 20-7-902, MCA	**School district programs to identify and serve the gifted and talented child**

Policy History:

Adopted on: January 14, 2003
Revised at PN&P on: April 25, 2010 Posted for Public Comment
Approved on: June 8, 2010
Revised at PN&P on: August 28, 2013 Posted for Public Comment
Approved on: October 8, 2013
Approved First Reading: September 12, 2023

INSTRUCTION

Guidance and Counseling

The District recognizes that guidance and counseling is an important part of the total program of instruction and should be provided in accordance with state laws and regulations, District policies and procedures, and available staff and program support.

The general goal of this program is to help students achieve the greatest personal value from their educational opportunities. Such a program should:

1. Provide staff with meaningful information which can be utilized to improve the educational services offered to individual students.
2. Provide students with planned opportunities to develop future career and educational plans.
3. Refer students, when appropriate, to specialists and agencies.
4. Aid students in identifying options and making choices about their educational program.
5. Assist teachers and administrators in meeting academic, social and emotional needs of students.
6. Provide for a follow-up of students who further their education and/or move into the world of work.
7. Assist students in developing a sense of belonging and self-respect.

All staff shall encourage students to explore and develop their individual interests in career and vocational technical programs and employment opportunities without regard to gender, race, marital status, national origin or handicapping conditions, including reasonable efforts and encouraging students to consider and explore "nontraditional" occupations.

The District may utilize a career coach for educational and career counseling. A career coach may offer opportunities for internships or apprenticeships within the community and assist students with high school course offerings, career options, occupational training, and postsecondary opportunities associated with the student's field of interest.

Legal Reference:

10.55.710, ARM	Assignment of Guidance Staff
10.55.802, ARM	Opportunity and Educational Equity
§ 49-3-203, MCA	Educational, Counseling and Training Programs
House Bill 458	**Career Coaches**

Policy History:
Adopted on: January 14, 2003
Approved First Reading: September 12, 2023

Parent and Family Engagement

~~Missoula County Public Schools Board of Trustees recognizes the importance of engaging parents and families in the education of children, including in programs operated with Title I funding. The Superintendent shall undertake activities with respect to engagement for all aspects of its educational program designed to:~~

The Board believes that engaging parents/families in the education process is essential to improved academic success for students. The Board recognizes that a student's education is a responsibility shared by the District, parents, families and other members of the community during the entire time a student attends school. The Board believes that the District must create an environment that is conducive to learning and that strong, comprehensive parent/family involvement is an important component. Parent/family involvement in education requires a cooperative effort with roles for the Office of Public Instruction (OPI), the District, parents/families and the community.

Parent/Family Involvement Goals and Plan

The Board recognizes the importance of eliminating barriers that impede parent/family involvement, thereby facilitating an environment that encourages collaboration with parents, families and other members of the community. Therefore, the District will develop and implement a plan to facilitate parent/family involvement that shall include the following seven (7) goals:

1. Encourage parents and families to actively participate in the life of their children's school and feel welcomed, valued, and connected to each other, to school staff, and to what students are learning and doing in class;
2. Encourage families and school staff to engage in regular, two-way meaningful communication about student learning;
3. ~~Ensure parents and families feel welcomed, valued, and connected to one another, school staff, and to what students are learning and doing in class;~~ **Encourage families and school staff to continuously collaborate to support student learning and healthy development both at home and at school and have regular opportunities to strengthen their knowledge and skills to do so effectively;**
4. ~~Encourage families and school staff to engage in regular, two-~~way ~~meaningful communication about student learning;~~ **Empower parents to be advocates for their own and other children, to ensure that students are treated equitably and have access to learning opportunities that will support their success;**
5. ~~Ensure continuous collaboration between families and school staff to support student learning and healthy development both at home and at school and have regular opportunities to strengthen their knowledge and skills to do so effectively;~~ **Encourage**

families and school staff to be partners in decisions that affect children and families and together inform, influence, and create policies, practices, and programs;

6. ~~Empower families to be advocates for their own and other children to ensure that students are treated equitably and have access to learning opportunities that will support their success;~~ **Encourage families and school staff to collaborate with members of the community to connect students, families, and staff to expand learning opportunities, community services, and civic participation;**
7. ~~Allow families and school staff to partner in decisions that affect children and families and together inform, influence, and create policies, practices, and programs; and~~ **Encourage families and school staff collaborate with members of the community to connect students, families, and staff to post-secondary education opportunities, including workforce training, apprenticeship opportunities, career pathways, and degree programs, and encourage students to explore college and career planning tools (including Free Application for Federal Student Aid completion) and incentives provided by post-secondary institutions.**

~~To the extent feasible and appropriate, the District will attempt to coordinate and integrate parent and family engagement strategies with other relevant federal, state, and local laws and programs, including but not limited to Title I programs.~~

~~Title I~~

~~In addition, schools operating Schoolwide Title I programs shall undertake the following to engage parents and families:~~

- ~~Host an annual meeting that accommodates parents' needs to inform parents about Title I requirements and about the right of parents to be involved in the Title I program.~~
- ~~Involve parents and families in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's Title I program and the school-parent compact.~~
- ~~Provide parents with timely information about the Title I program/services.~~
- ~~Provide parents with an explanation of the curriculum used at the school, the assessments used to measure student progress, and the proficiency levels students are expected to meet.~~
- ~~Provide opportunities for regular meetings that allow the parents to participate in decisions relating to the education of their children.~~
- ~~Develop, with the assistance of parents and families, and conduct an effective evaluation process regarding the Title I program.~~

~~*School-Parent Compact*~~

~~The District will distribute to parents a school-parent compact for each school operating a Schoolwide Title I program. The compact, jointly developed with parents, explains how parents, the entire school staff, and students share the responsibility for improved student academic achievement. It shall describe specific ways the school and families will partner to help children~~

achieve the State's high academic standards. It will address the following legally required items, as well as other items suggested by parents and members of the Title I team.

- The school's responsibility to provide high-quality curriculum and instruction;
- The ways parents will be responsible for supporting their children's learning;
- The importance of ongoing communication between parents and teachers through, at a minimum, annual parent-teacher conferences; frequent reports on student progress; access to staff; opportunities for parents to volunteer and participate in their child's class; and opportunities to observe classroom activities

Interactions with Parents and Families

The District will engage parents and families in meaningful interactions with schools operating Title I Schoolwide programs. It will support flexible opportunities for a partnership among staff, parents, and the community to improve student academic achievement. To help reach these goals, schools will establish the following practices:

- Provide parents and families with assistance in understanding the State's academic content standards, assessments, and how to monitor and improve the achievement of their children.
- Provide parents and families with materials and training to help them work with their children to improve their children's achievement.
- With the assistance of parents, educate staff members about the value of parent and family contributions, and in how to work with parents and families as equal partners.
- Coordinate and integrate the Title I parental and family engagement program with other programs, and conducts other activities, such as parent/family resource nights/activities, to encourage and support parents and families in more fully participating in the education of their children.
- Distribute information related to school and parent and family programs, meetings, and other activities to parents and families in a format and language that the parents understand.

Accessibility

The District will provides opportunities for the participation of all parents, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. Information and reports shall be provided in a format and language that parents understand.

Review

The District shall undertake activities to engage parents and families in the review and revision of this Parent and Family Engagement policy.

The Board of Trustees, in consultation with parents, teachers, administrators, and students has adopted this District plan for meeting these parent/family involvement goals is to:

1. **Provide activities that will educate parents/families regarding the intellectual and developmental needs of their children at all age levels. This will include promoting cooperation between the District and other agencies or school/community groups (such as parent-teacher groups, Head Start, etc.) to furnish learning opportunities and disseminate information regarding parenting skills and child/adolescent development.**
2. **Implement strategies to involve parents/families in the educational process and laws regarding parent/family rights, including:**

    - **Keeping parents/families informed of opportunities for involvement and encouraging participation in various District programs.**
    - **Providing access to Board policies, handbooks, Board and committee agendas, District grievance procedure, and contact information for administrators and Trustees on the District website.**
    - **Providing access to educational resources and the course of study for parents/families to use together with their children.**
    - **Keeping parents/families informed of the objectives of District educational and activity programs, of their child's participation and progress within these programs, and methods to opt out of educational and instruction programs consistent with parent/family rights**.
    - **Promoting parents/families and teacher cooperation in homework, attendance, and discipline.**
    - **Providing information about the nature and purpose of student clubs and groups meeting at the school and right of parents to consent to such participation or withdraw their child from a club or group.**
    - **Providing an explanation of rights regarding student name and pronoun use consistent with the Family Education Rights and Privacy Act.**
3. **Enable families to participate in the education of their children through a variety of roles. For example, parents/family members should be given opportunities to provide input into District policies and volunteer time within the classrooms and school programs.**
4. **Provide professional development opportunities for teachers and staff to enhance their understanding of effective parent/family involvement strategies.**
5. **Perform regular evaluations of parent/family involvement at each school and at the District level.**
6. **Provide access, upon request, to any instructional material used as part of the educational curriculum.**
7. **If practical, provide information in a language understandable to parents.**
8. **Provide annual notification of educational opportunities of the District.**

Cross References:	**Board Policy 1700**	**Uniform Complaint Procedure**
	Board Policy 2120	**Curriculum Development and Assessment**
	Board Policy 2132	**Student and Family Privacy Rights**
	Board Policy 2140	**Guidance and Counseling**
	Board Policy 2161	**Special Education**
	Board Policy 2162	**Section 504 of the Rehabilitation Act of 1973 ("Section 504")**

	Board Policy 2168	**Distance, Online, and Technology-Delivered Learning**
	Board Policy 2170	**Montana Digital Academy**
	Board Policy 2422	**Proficiency**
	Board Policy 2423	**Personalized Learning Opportunities**
	Board Policy 3110	**Entrance, Placement, and Transfer**
	Board Policy 3120	**Compulsory Attendance**
	Board Policy 3141	**Discretionary Nonresident Student Attendance Policy**
	Board Policy 3150	**Part-Time Attendance**
	Board Policy 3600	**Student Records**
	Board Policy 4700	**Family Engagement**
Legal Reference:	**20 U.S.C. § 1401 *et seq.***	**Individuals with Disabilities Education Act**
	29 U.S.C. § 794	**Section 504 of the Rehabilitation Act**
	§ 20-3-324, MCA	**Powers and Duties**
	§ 20-5-101, MCA	**Admittance of child to school**
	§ 20-5-112, MCA	**Participation in extracurricular activities**
	§ 20-7-117, MCA	**Kindergarten and preschool programs**
	§ 20-7-118, MCA	**Offsite Provision Of Educational Services**
	§ 20-7-411, MCA	**Obligation to Establish Special Education Program**
	§ 20-7-1601, MCA	**Forms of personalized learning**
	§ 20-7-1506, MCA	**Incentives for creation of advanced opportunity programs**
	§ 20-7-1510, MCA	**Credit for participating in work-based learning partnerships**
	§ 20-9-706, MCA	**Running start program**
	§ 20-7-1201, MCA *et seq.*	**Montana Digital Academy**
	§ 20-5-301, MCA *et. seq.*	**Attendance Outside School District**
	§ 20-7-301, MCA *et. seq.*	**Vocational and Technical Education**
	§ 20-3-301, MCA *et. seq.*	**Board of Trustees**
	§ 40-6-701, MCA	**Fundamental Rights of Parents**
	10.55.601, ARM *et seq.*	**Accreditation**
	House Bill 676	**Increase parental involvement in education**
	10.55.722, ARM	**Family and Community Engagement**

Policy History:
First Reading approved by Board on March 13, 2018 and posted for public comment
Adopted on: April 24, 2018
Approved First Reading: September 12, 2023

INSTRUCTION

Proficiency

~~In order to increase the flexibility of the District's resources, the Board authorizes a determination of proficiency in the inclusion of the District's Average Number Belonging counts of students. A proficiency determination could apply to students enrolled in a program providing fewer than the required aggregate hours of pupil instruction required under Montana law if the student has demonstrated proficiency in the content ordinarily covered by the instruction.~~

~~A student's time in a school classroom shall not be considered for determining proficiency. The determination of proficiency shall be made concurrent with the deadline for submission of grades for any course. The Superintendent or designee shall establish procedures to define proficiency and other procedures related to implementing this policy.~~

In order to increase the flexibility of the District's resources, the Board authorizes the inclusion in the District's Average Number Belonging counts of students who may be enrolled in a program providing fewer than the required aggregate hours of pupil instruction required under Montana law if the student has demonstrated proficiency in the content ordinarily covered by the instruction.

For purposes of this policy and the District's ability to seek additional funding under Montana law based upon student's demonstrating proficiency, "proficiency" is defined as mastering content through application in a performance assessment for a course that is equivalent to a passing grade. A student's time in a school classroom shall not be considered for determining proficiency. The determination of proficiency shall be made concurrent with the deadline for submission of grades for any course.

The Board of Trustees waives the minimum number of instructional hours for students who demonstrate proficiency in a course area using district assessments that include, but are not limited to, the course or class teacher's determination of proficiency as defined in this policy. This determination shall be based on a review of the student's completed coursework, participation in course delivery, and other methods applicable to the specific course or class. The Board of Trustees authorizes the use of the proficiency determination process for students who have selected this method of delivery, students for whom the District is unable to document satisfaction of the required minimum aggregate number of hours through remote, offsite, or onsite methods outlined in this policy, or other students whom District personnel determine satisfy the definition of proficient or meeting proficiency.

Legal Reference:	**Article X, Section 1, Montana Constitution**	
	§ 20-9-311(4)(a)(b)(d), MCA	Calculation of average number belonging (ANB) – 3-year averaging
	§ 20-3-324, MCA	Powers and duties

§ 20-7-1602, MCA	Incentives for creation of transformational learning programs
§ 20-7-118, MCA	**Remote Instruction (*revised by House Bill 214*)**
§ 20-7-1601, MCA	**Transformational Learning –Legislative Intent (*revised by Senate Bill 8*)**

Cross References: Board Policy 2420

Policy History:
Presented to Board for First Reading on April 14, 2020 and posted for public comment
Adopted on: May 12, 2020
Approved First Reading: September 12, 2023

INSTRUCTION

Recognition of **Native American** ~~American Indian Peoples'~~ Culture and Heritage

~~The Board fully supports Article X of the Montana Constitution and is actively committed to develop for all students an understanding of American and Montana Indian people and their histories, as well as foster respect for their respective cultures.~~

~~Because of the unique position and place in American history, the American Indian peoples' role in the development of the United States, with emphasis on the experience of the Montana Tribes, shall be included wherever appropriate in the instruction of Missoula County Public School students, in accordance with the state Constitution and state standards. Instructions concerning the historic and current roles of Indian people shall be delivered in a respectful, informative, and sensitive manner. When the social studies curriculum and other curricula are updated according to the District's curriculum cycle, the written curriculum shall reflect this policy. Staff development will be provided pertinent to curriculum implementation.~~

~~Students may wear traditional American Indian tribal regalia or objects of cultural significance at public events including but not limited to graduation ceremonies.~~

The District recognizes the distinct and unique cultural heritage of Native Americans and is committed in the District's educational goals to the preservation of such heritage.

In furtherance of the District's educational goals, the District is committed to:

- **Working cooperatively with Montana Tribes in close proximity to the District, when providing instruction, when implementing educational goals or adopting rules relating to education of students in the District;**
- **Periodically reviewing its curriculum to ensure the inclusion of cultural heritage of Native Americans, which will include but not necessarily be limited to:**
    - **Considering methods by which to provide books and materials reflecting authentic historical and contemporary portrayals of Native Americans;**
    - **Taking into account individual and cultural diversity and differences among students;**
- **Providing necessary training for school personnel, with the objective of gaining an understanding and awareness of Native American culture, which will assist the District's staff in its relations with Native American students and parents.**

The Board ~~may~~ requires certified staff to satisfy the requirements for instruction in American Indian studies when required by Montana law~~, set forth in § 20-1-503, MCA~~

NOTE: The District has nondiscriminatory policies in effect, which may be referenced.

Legal Reference:

Art. X, Sec. 1(2), Montana Constitution

§ 2-1-315 Tribal Regalia and Objects of Cultural Significance – Allowed at Public Events

§ 20-1-501, et seq., MCA	Recognition of American Indian cultural heritage - ~~legislative intent~~ **Revised by House Bill 338)**
10.55.603 ARM	Curriculum Development and Assessment
~~10.55.701 ARM~~	~~Board of Trustees~~
10.55.803 ARM	Learner Access
10.55.901 ARM	**Basic Education Program: Elementary**
10.55.902 ARM	**Basic Education Program: Junior High, 7th and 8th Grade Program, or Middle School**
10.55.904 ARM	**Basic Education Program Offerings: High School**

Policy History:

History of Previous File 2121:
Presented to PN&P Committee for first reading, 3/30/00
Approved First Reading, 4/11/00
Presented to PN&P Committee for second reading, 4/27/00
Revised at C&I Committee, 5/2/00
Adopted on: October 10, 2000
Adopted on: January 14, 2003 (Policy re-codified in Series 2000 adoption)
Revisions approved by Board at First Reading on December 10, 2019 - posted for public comment.
Approved with revisions: January 14, 2020
Approved First Reading: September 12, 2023

Entrance, Placement, and Transfer

Age of Attendance

~~Pursuant to Montana law, residents of the District who satisfy the minimum entry age requirement and are less than 19 years of age on or before September 10 may enroll and attend the District's schools. The Superintendent shall develop procedures for admitting an adult who is 19 years of age or older if there are exceptional circumstances.~~

~~The administration shall include children enrolled pursuant to this policy in the District's calculation of average number belonging (ANB) as reported to OPI to the extent allowed by law.~~

~~Except when enrollment is otherwise required by law, the Board of Trustees has the discretion to give special permission to enroll a student who has not reached the age of five (5) on or before September 10 of the school year where there are exceptional circumstances. The Board of Trustees declares the following to be qualifying "exceptional circumstances" within the meaning of the term as used in 20-5-101(3) MCA and "special permission" within the meaning of that term as used in 20-7-117 MCA, that merit waiving the age provisions of 20-7-117 MCA for qualifying children under 5 years of age:~~

1. ~~A child at least 3 years of age with a disability qualifying the child for services under the federal individuals with Disabilities Education Act.~~
2. ~~A child who is 4 years of age or older on or before September 10 of the school year in which enrollment is to occur who:~~
   a. ~~meets the income eligibility of 200% or less of the Federal Poverty Guidelines, or~~
   b. ~~is Limited English Proficient within the meaning of Title III of the federal Elementary and Secondary Education Act, or~~
   c. ~~is homeless as defined in 42 U.S. Code § 11302, or~~
   d. ~~has moved into the District and has met the age requirement of another state and were enrolled in either a kindergarten or first grade in that state, or~~
   e. ~~is identified as Gifted and Talented or in need of an acceleration plan, or~~
   f. ~~does not meet the requirements of a. through e. but is recommended for enrollment by administration.~~

No pupil may be enrolled in the kindergarten or first grade whose 5th birthday does not occur on or before September 10 of the school year in which the child registers to enter school. ~~A parent may request a waiver of the age requirement. All waivers are in the discretion of and subject to the approval of the Superintendent.~~ No pupil may be enrolled in the District if that pupil has reached his or her 19th birthday on or before September 10 of the school year in which the child registers to enter school. A student may request a waiver of the age limitation where there are exceptional circumstances, which must be approved by the Board. The trustees may also admit an individual who has graduated from high school but is not yet 19 years of age even though no special circumstances exist for waiver of the age provision or a student who is not yet 19 years of age and experienced educational disruption and was awarded a diploma as a result and seeks access to reasonable curriculum designed to advance postsecondary success.

Except when enrollment is otherwise required by law, the Board of Trustees has the

discretion to give special permission to enroll a student who has not reached the age of five (5) or has reached the age of nineteen (19) on or before September 10 of the school year where there are exceptional circumstances. ~~The Board of Trustees declares the following to be qualifying "exceptional circumstances" within the meaning of the term as used in 20-5-101(3) MCA and "special permission" within the meaning of that term as used in 20-7-117 MCA, that merit waiving the age provisions of 20-7-117 MCA for qualifying children under 5 years of age:~~

> **~~[identify how exceptional circumstances and special permission will be granted for students under age 5]~~**

Exceptional circumstances means:

- **The student is being admitted into a preschool program established by trustees pursuant to Montana law.**
- **The student is determined by the trustees to be ready for kindergarten and the child's parents have requested early entry into the District's 1-year kindergarten program;**
- **The student is 19 years of age or older and in the trustee's determination would benefit from educational programs offered by a school of the District.**

The trustees shall assign and admit a student who is enrolled in a nonpublic or home school and who meets the age and residency requirements on a part-time basis at the request of the student's parents or guardian.

Entrance – Identity and Immunization

Students enrolling in the District for the first time must present a birth certificate or other reliable proof of identity and age within 40 days, as well as proof of residence, and immunization from disease as required by Montana. Students who are homeless, in foster care, or are the child of a military family are entitled to immediate enrollment regardless of presentation of the required documentation. If the parent of the student does not provide proof of identification within 40 days, the District shall notify the missing children information program and a local law enforcement authority of the fact that no proof of identity has been presented for the child. Nonresident students shall be admitted when required by law or as permitted by District policy. A student who transfers from one school district to another may photocopy immunization records in the possession of the school of origin. The District shall accept the photocopy as evidence of immunization. Within 30 days after a transferring pupil ceases attendance at the school of origin, the District should have the original immunization records.

When a parent/guardian signs and files with the District, prior to the commencement of attendance each school year, a notarized affidavit on a form prescribed by the State of Montana stating that immunization is contrary to the religious tenets and practices of the parent, immunization of the student seeking to attend in the District will not be required prior to attendance. The statement must be maintained as part of the student's immunization records. The District will also accept medical exemptions as required by law.

Placement

The goal of the District shall be to place students at levels and in settings that will enhance the probability of student success. Developmental testing, together with other relevant criteria, including but not limited to, health, maturity, emotional stability, and developmental disabilities, may be considered in the placement of all students. Final disposition of all placement decisions rests with the Principal, subject to review by the Superintendent.

Children of Relocated Military Families

The Board shall assign and admit a child whose parent or guardian is being relocated to Montana under military orders to a school in the district and allow the child to preliminarily enroll in classes and apply for programs offered by the District prior to arrival and establishing residency. The student may attend classes during preliminary enrollment and may receive offsite instruction if not present in the District.

Transfer Students

Resident students seeking to transfer to a District school will be admitted and placed pursuant to the terms of this policy. The District will request the student's records from the prior school district prior to making any final decision on placement.

Elementary students shall be placed at their current grade level on a probationary basis for a period of two weeks. Should any doubt exist with the teacher and/or Principal as to grade and level placement of the student, the student shall be subject to an educational assessment to determine appropriate grade and level placement.

High school students shall be placed according to the number of credits earned in their previous accredited school districts, subject to Montana Accreditation Rules and Standards and local alternate procedures for earning credit.

~~Entrance, Date and Age~~

~~A parent or guardian may request a waiver of the age requirement. The Board must approve any waivers of the age requirement. The District will not assign or admit any child who has reached his/her nineteenth (19th) birthday on or prior to September 10th of the year in which the child is to enroll. A student may request a waiver of the age limitation, which must be approved by the Board.~~

~~School Entrance~~

~~Subject to the requirements for immediate enrollment without documentation of the McKinney-Vento Homeless Assistance Act relating to homeless children and youths, Title I relating to children in foster care, and the Interstate Compact on Educational Opportunity for Military Children relating to children of military families:~~

~~1. The District requires that proof of age and residence be provided at the time of enrollment.~~
~~2. The District requires that a child's parents, legal guardian, or legal custodian present to the school, within forty (40) days of enrollment, proof of identity of the child. If the parent of the student does not provide proof of identification within 40 days, the District shall notify the missing children information program and a local law enforcement authority of the fact that no proof of identity has been presented for the child.~~
~~3. In accordance with the Montana Immunization Law, a student will not be admitted who has not been immunized against disease as required by Montana law. If the student qualifies for~~

conditional attendance or an exemption is filed as defined by Montana law, immunization may not be required.

Placement

The goal of the District shall be to place students at levels and in settings that will enhance the probability of student success. Developmental testing, together with other relevant criteria, including, but not limited to, health, maturity, emotional stability, and developmental disabilities, may be considered in the placement of all students. Final disposition of all placement decisions rests with the principal, subject to review by the Superintendent and the Board. If a student is assigned to a school in the District outside of the adopted school boundaries applicable to that student, this decision is subject to the District's Uniform Grievance Procedure. Upon completion of these procedures, the Board's decision regarding the assignment is final.

Transfer

District policies regulating pupil enrollment from other accredited elementary and secondary schools are designed to protect the educational welfare of the child and of other children enrolled in the District.

Elementary Grades (K-8): Any student transferring into the District will be admitted and placed on a probationary basis for a period of two (2) weeks.

Should any doubt exist with teacher and/or principal as to grade and level placement of the student, the student shall be subject to an educational assessment to determine appropriate grade and level placement.

During the two-(2)-week probationary period, the student will be subject to observation by the teacher and building principal.

Secondary Grades (9-12): Credit Transfer: Resident students seeking to transfer to a District school will be admitted and placed pursuant to the terms of this policy. The District will request the student's records from the prior school district prior to making any final decision on placement.

High school students shall be placed according to the number of credits earned in their previous accredited school districts, subject to Montana Accreditation Rules and Standards and local alternate procedures for earning credit.

Credit Transfer/Assessment for Placement

High School - Requests for transfer of credit or grade placement from any non-accredited, nonpublic school will be subject to examination and approval before being accepted by the District. This will be done by the school counselor or principal. In the case of home schools, the principal may convene a credit evaluation committee consisting of a counselor, a staff member from each subject area in which credit is being requested, and a school principal.

If convened, the credit evaluation committee will take into account the following in its recommendation for awarding credit or grade placement:

1. documentation that a student has spent approximately the same number of classroom hours in home school as would have been spent in a regular class in the District;
2. documentation that a student followed a curriculum essentially similar to that of a course for which credit is requested; and
3. documentation that in the event of a credit request in a lab, industrial arts, or music course, equipment and facilities were sufficient to meet required learning activities of the course.

The credit evaluation committee may also require that a student has satisfactorily passed, in all courses in which a final exam normally is given, a final exam prepared and administered by a staff member in the District.

The District will give credit only for home schools that have met all requirements as specified in Montana law. Credit from home schools will be accepted only when a like course is offered in the District. The school transcripts will record courses taken in home schools or non-accredited schools by indicating title of the course, location where the course was taken, and grade. For the purpose of calculation of class rank, only those courses taken in an accredited school will be used.

Grades 1-8 - Requests from parents of students in non-accredited, nonpublic schools for placement in the District school system will be evaluated by the building principal. In the case of home schools, the building principal may convene an assessment-for-placement team, which may include the principal, teacher in the grade in which the student seeks to enroll, and counselor. The assessment-for-placement team may require formal and/or informal assessments and/or an end-of-the-year subject-matter test to be administered and scored. If convened, the assessment-for-placement team may consider the following in its recommendation for grade placement:

1. documentation that the non-accredited, nonpublic school has provided a comparable number of hours as the child would have attended in a public or private school;
2. documentation that the child followed a similar curriculum as would have been provided in an accredited public or private school; and
3. the result of any assessment or end-of-the-year test required by the committee to be administered which indicates that the student has mastered most prerequisite skills.

If a parent is not in agreement with the placement of the child, he/she may request a hearing before the Board.

Cross Reference:	Board Policy 1700	Uniform Grievance Procedure
	Board Policy 3212	Education of Homeless Children and Youth
	Board Policy 3213	Children of Military Families
	Board Policy 3214	Education of Children in Foster Care
	Board Policy ????	**Credit Transfer/Assessment for Placement**
	Board Policy 3150	**Part-Time Attendance**
Legal Reference:	**§ 1-1-215, MCA**	**Residence -- rules for determining**
	42 USC § 11431 *et seq.*	Education for Homeless Children and Youths
	20 U.S.C. § 6311	Title I (as amended by Every Student Succeeds Act)
	§ 20-1-230, MCA	Interstate Compact on Educational Opportunity for Military Children
	§ 20-5-101, MCA	Admittance of child to school **(revised by House Bill 946)**
	§ 20-5-110, MCA	School district assessment for placement of a child who enrolls from a non-accredited, non-public school
	§ 20-5-403, MCA	Immunization required – release and acceptance of immunization records
	§ 20-5-404, MCA	Conditional attendance
	§ 20-5-405, MCA	Medical or religious exemption
	§ 20-5-406, MCA	Immunization record
	§ 20-5-502, MCA	**Enrollment by caretaker relative -- residency -- affidavit**
	§ 20-7-117, MCA	Kindergarten and preschool programs
	§ 44-2-511(6)(a), MCA	Definition of proof of identity
	10.55.601 et seq., ARM	
	10.55.701, ARM	Board of Trustees
	10.55.906, ARM	**High School Credit**
	House Bill 352	**Targeted Interventions to Support 3rd Grade Reading Proficiency**

Policy History:
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STUDENTS

Compulsory Attendance

To reach the goal of maximum educational benefits for every child requires a regular continuity of instruction, classroom participation, learning experiences, and study. Regular interaction of students with one another in classrooms and their participation in instructional activities under the tutelage of competent teachers are vital to the entire process of education. This established principle of education underlies and gives purpose to the requirement of compulsory schooling in every state in the nation. A student's regular attendance also reflects dependability and is a significant component of a student's permanent record.

Parents **or legal guardians or legal custodians** are responsible for seeing that their children of age seven (7) or older prior to thefirst day of school, attend school until the later of the following dates:

1. The child's sixteenth (16th) birthday;
2. ~~The date of completion of the work of the eighth (8th) grade.~~ **Date the child completes the eighth (8th) grade**.

The provisions above do not apply in the following cases:

a) The child has been excused under one of the conditions specified in 20-5-102.
b) The child is absent because of illness, bereavement, or other reason prescribed by the policies of the trustees.
c) The child has been suspended or expelled under the provisions of 20-5-202.
d) The child is excused pursuant to 20-7-120.
e) The child is excused pursuant to 40-6-701(1) or Policy 2159.

~~Parents shall enroll the student unless the student is:~~
Compulsory attendance stated above will not apply when children:

1. Provided with supervised correspondence or home study;
2. Excused because of a determination by a district judge that attendance is not inthe best interests of the child;
3. Enrolled in a nonpublic or home school;
4. Enrolled in a school of another district or state under the tuition provisions of thistitle;
5. Excused by the Board upon a determination that such attendance by a child who has attained the age of sixteen (16) is not in the best interests of the child and theschool.

Missoula County Public Schools will continue tuition-free attendance of resident students not reaching 19 years of age by September 10. Students in MCPS are expected to attend

and be enrolled as full time students. However, with the approval of the building principal and Superintendent or designee, students may be enrolled less than full-time if the student is enrolled for at least one clock hour per day (including passing periods).

Requirements for part-time attendance are described in MCPS Policy 3150. This applies to students currently enrolled in MCPS' schools as well as home school students and private school students. This provision applies to students in grades K-12. Part-timestudents must participate in the statewide student assessment which any student in the grades designated for assessment is required to take.

Any student who wishes to receive a diploma from a Missoula County Public School high school, must be enrolled as a student during his/her senior year and meetthe same credit requirements as other students in MCPS' schools.

Any student who has been expelled from another school district will not be allowed to attend or enroll in MCPS during the term of expulsion from the expelling school district.

Legal Reference:

§ 20-1-308,	**MCA Religious instruction released time program**
§ 20-5-101,	MCA Admittance of child to school
§ 20-5-102,	MCA Compulsory enrollment and excuses
§ 20-5-103,	MCA Compulsory attendance and excuses **(revised by Senate Bill 518)**
§ 20-5-104,	MCA Attendance officer
§ 20-5-106,	**MCA Truancy**
§ 20-5-107,	**MCA Incapacitated and indigent child attendance**
§ 20-5-108,	MCA Tribal agreement with district for Indian child compulsory attendance and other agreements
§ 20-5-202,	**MCA Suspension and Expulsion**
§ 40-6-701,	**MCA Interference with fundamental parental rights restricted**

Cross Reference: Policy 3150, Part-Time Attendance

Policy History:
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Approved First Reading: September 12, 2023

STUDENTS
Part-Time Attendance

The District will review requests for part-time enrollment of students for purposes of academic courses on a case-by-case basis, with a building principal making a preliminary decision pursuant to the criteria set forth in this Policy. Denial of part-time enrollment may be appealed pursuant to policy 1700.

The District shall assign and admit a resident student enrolled in a nonpublic or home school who meets the age requirements established by Montana law. **This policy does not restrict or limit the ability of a nonpublic or home school student from participating in extracurricular activities if eligible pursuant to Montana law. The District will also admit a student on a part-time basis as provided in an IEP or Section 504 plan.**

Students new to the District
Criteria for accepting students for part-time enrollment are the following:

1. Accepting a student will not create excess student enrollment in a requestedclass;
2. Accepting a student will not create need for an additional staff member;
3. Accepting a student will not cause a new section of a course to be created.

The District will accept on a first-come, first-served basis students wishing to enroll in the same course. Whenever the enrollment position of a part-time student is needed for a regular, full-time student during the year, a full-time student has priority for the position beginning with the next semester.

Students currently enrolled in the District
Part-time K-8 enrollment will be defined by the building principal in consultation with the parent/guardian and Superintendent or designee. In grades 9-12, only those students who are on track to meet graduation requirements will be considered for part-time enrollment. The Superintendent or designee will develop procedures regarding other criteria for part-time high school enrollment.

Participation in District Extracurricular Activities by Unenrolled Children
This policy does not restrict or limit the ability of unenrolled children to seek to participate in extracurricular activities in accordance with Policy 3510. The District may secure ANB for unenrolled children participating in identified extracurricular activities in accordance with Policy 3121.

Cross References: Policy 3510 School Sponsored Activities
Policy 3121 Enrollment and Attendance

Legal Reference: **§ 20-5-101, MCA** **Admittance of a child to school (*revised by House Bill 396*)**

§ 20-5-112, MCA **Participation in extracurricular activities**

§ 20-9-311(a), MCA Calculation of average number belonging (ANB)3-year averaging

Chapter 297 2021 General Legislative Session

Chapter 269 2021 General Legislative Session

Policy History
First Reading: MCPS Board of Trustees meeting, July 20, 2021
Adopted on: September 14, 2021
Approved First Reading: September 12, 2023

Use of Video Surveillance Cameras

The Board recognizes the need to provide a safe learning environment for students and staff and to protect District property and equipment. Therefore, video surveillance cameras will be used as a security measure in the District.

Video cameras will also be used to ensure that behavior on school property is consistent with the established safety and conduct rules. If unacceptable behavior is recorded, timely and appropriate corrective action will occur. The **Superintendent** ~~building principals are~~ **is** responsible for the implementation of safety and security measures at each building and the proper use of video surveillance monitoring systems. ~~The building principal shall coordinate the placement and use of video surveillance systems with the Superintendent.~~ No staff member may use video surveillance **in a classroom** without permission of the ~~building principal~~ **parent**.

Signs shall be posted at various locations to inform students, staff and the public that video surveillance cameras are in use. **The video surveillance will not include audio recordings unless specific notice is given as required by law.**

Cross References: **3600 Student Records**

Legal Reference: **§ 40-6-701, MCA Interference with fundamental rights of parents restricted (revised by House Bill 676)**

Policy History:
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Student Discipline

The Board grants authority to a teacher or principal to hold a student to strict accountability for disorderly conduct in school, on the way to or from school, or during intermission or recess.

Disciplinary action may be taken against any student guilty of gross disobedience or misconduct, including, but not limited to instances set forth below:

- Using, possessing, distributing, purchasing, or selling tobacco product, vapor product ~~or~~ alternative nicotine products, **or marijuana products** (tobacco includes, but is not limited to, cigarettes, cigars, snuff, smoking tobacco, smokeless tobacco or any other tobacco or nicotine innovation) **(marijuana products include but are not limited to edible products, ointments, tinctures, marijuana derivatives, marijuana concentrates, and marijuana intended for use by smoking or vaping)**;
- Using, possessing, distributing, purchasing, or selling alcoholic beverages. Students who may be under the influence of alcohol will not be permitted to attend school functions and will be treated as though they had alcohol in their possession.
- Using, possessing, distributing, purchasing, or selling illegal drugs or controlled substances, including medical marijuana, look-alike drugs, and drug paraphernalia. Students who may be under the influence of such substances will not be permitted to attend school functions and will be treated as though they had drugs in their possession.
- Using, possessing, controlling, or transferring a weapon or firearm in violation of MCA § 45-8-361 or the Gun Free Schools Act.
- Using, possessing, controlling, or transferring any other object that reasonably could be considered or used as a weapon, including look-alike weapons or any object, device or instrument possessed with the purpose to commit a criminal offense or inflict injury.
- Disobeying directives from staff members or school officials or disobeying rules and regulations governing student conduct.
- Using violence, force, noise, coercion, threats, intimidation, fear, or other comparable conduct toward anyone or urging other students to engage in such conduct , **including gang or gang activity, except when physical force is determined to be reasonable and necessary and used as self-defense or the defense of another person after an investigation into such conduct**.
- Causing or attempting to cause damage to, or stealing or attempting to steal, school property or another person's property.
- Engaging in any activity that constitutes an interference with school purposes or an educational function or any other disruptive activity.
- Unexcused absenteeism. Truancy statutes and Board policy will be utilized for chronic and habitual truants.
- Hazing or bullying.
- Forging any signature or making any false entry or attempting to authorize any document used or intended to be used in connection with the operation of a school.
- **Gambling for money.**

These grounds stated above for disciplinary action apply whenever a student's conduct is reasonably related to school or school activities, including, but not limited to the circumstances set forth below:

- On, or **within sight of** ~~near~~, school grounds before, during, or after school hours or at any other time when school is being used by a school group.
- Off school grounds at a school-sponsored activity or event or any activity or event that bears a reasonable relationship to school.
- Travel to and from school or a school activity, function, or event.
- Anywhere conduct may reasonably be considered to be a threat or an attempted intimidation of a staff member or an interference with school purposes or an educational function.

Disciplinary Measures

Disciplinary measures include, but are not limited to:

- Expulsion
- Suspension
- Detention, including Saturdays
- Clean-up duty
- Loss of student privileges
- Loss of bus privileges
- Notification to juvenile authorities and/or police
- Restitution for damages to school property

No District employee or person engaged by the District may inflict or cause to be inflicted corporal punishment on a student. Corporal punishment does not include reasonable force District personnel are permitted to use as needed to maintain safety for other students, school personnel, or other persons or for the purpose of self-defense.

Possession of a Weapon on School Grounds

The District will refer to law enforcement for immediate prosecution any person who possesses, carries, or stores a weapon on school grounds, except as provided below, and the District may take disciplinary action as well in the case of a student. In addition, the District will refer for possible prosecution a parent or guardian of any minor violating this policy on grounds of allowing a minor to possess, carry, or store a weapon on school grounds.

"School building" means all buildings owned or leased by Missoula County Public Schools (MCPS) that are used for instruction or for student activities; "weapon" as used in this section means any type of firearm, a knife with a blade 4 or more inches in length, a sword, a straight razor, a throwing star, nun-chucks, brass or other metal knuckles, or any other article or instrument possessed with the purpose to commit a criminal offense.

The Board may grant persons and entities advance permission to possess, carry, or store a weapon in a school building. All persons who wish to possess, carry, or store a weapon in a school building must request permission of the Board at a regular meeting. The Board has sole discretion in deciding whether to allow a person to possess, carry, or store a weapon in a school building.

This policy does not apply to law enforcement personnel.

Gun-Free Schools

The Board shall expel any student who uses, possesses, controls, or transfers a firearm for a definite period of time of one (1) calendar year. The Board **authorizes the Superintendent**,

upon written notification to the Board Chair, ~~may~~ to modify **the discipline** ~~an expulsion period~~ on a case-by-case basis. ~~A building administrator will notify the criminal justice or juvenile delinquency system of any student who brings a firearm to school~~. **The administrator may immediately suspend a student if, prior to a hearing, there is cause to believe the student brought a firearm to school or possessed a firearm at school. The student may not be expelled unless the trustees find that the student knowingly brought a firearm to school or possessed a firearm at school. A building administrator will notify the criminal justice or juvenile delinquency system of any student who brings a firearm to school.**

The Board will grant a hearing for any student subject to an expulsion in accordance with § 20-5-202, MCA, and Policy 3300.

~~Delegation of Authority~~

~~The Board grants authority to any teacher and to any other school personnel to impose on students under their charge any disciplinary measure, other than suspension or expulsion, corporal punishment or in-school suspension, that is appropriate and in accordance with policies and rules on student discipline. The Board authorizes teachers to remove students from classrooms for disruptive behavior.~~

Cross Reference:	3300	Suspension/Expulsion
	4332	Conduct on School Property
	5224	Personal Conduct

Legal Reference:

§ 16-11-302, MCA	Definitions
§ 20-1-220, MCA	Use of tobacco products in public school building or on public school property prohibited **(revised by House Bill 128)**
§ 20-4-302, MCA	Discipline and punishment of pupils – definition of corporal punishment – penalty – defense
§ 20-5-201, MCA	**Duties and sanctions (*revised by House Bill 450*)**
§ 20-5-202, MCA	Suspension and expulsion
§ 20-5-209, MCA	**Bullying of student prohibited-self defense authorized *(revised by House Bill 450*)**
§ 45-8-361, MCA	Possession or allowing possession of weapon in school building – exceptions – penalties – seizure and forfeiture or return authorized – definitions
§ 45-8-317, MCA	**Exceptions**
§§ 50-46-301 *et seq.*, MCA	**Montana Marijuana Act**
20 USC §§ 7101 *et seq.*	**Safe and Drug-Free Schools & Communities Act**
§ 50-46-320, MCA	Montana Medical Marijuana Act
20 U.S.C. § 7961	Gun-Free Schools Act
29 U.S.C. § 701	Rehabilitation Act of 1973
§ 1-1-204,	MCATerms denoting state of mind
House Bill 361	**Certain District Policies Prohibited**

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Approved First Reading: September 12, 2023

~~Maintenance of Student Records~~ **Student Records**

~~School student records are confidential, and information from them will not be released other than as provided by law. State and federal laws grant students and parents certain rights, including the right to inspect, copy, and challenge school records.~~

~~*Content of Records and Maintenance*~~

~~The District maintains 2 sets of school records for each student: a permanent record and a cumulative record.~~

~~The permanent record will include:~~

~~Basic identifying information~~
~~Academic work completed (transcripts)~~
~~Level of achievement (grades, standardized achievement tests)~~
~~Immunization records~~
~~Attendance record~~
~~Statewide student identifier assigned by the Office of Public Instruction~~

~~The cumulative record may include, but is not limited to:~~

~~Intelligence and aptitude scores~~
~~Psychological reports~~
~~Participation in extracurricular activities~~
~~Honors and awards~~
~~Teacher anecdotal records~~
~~Verified reports or information from non-educational persons~~
~~Verified information of clear relevance to the student's education~~
~~Information pertaining to release of this record~~
~~Disciplinary action taken against the student, which is educationally related~~

~~Information in the permanent record will indicate authorship and date and will be maintained in a secure location in perpetuity for every student who enrolled in the District. Cumulative records will be maintained for eight (8) years after the student graduates or permanently leaves the District. Cumulative records which may be of continued assistance to a student with disabilities, who graduates or permanently withdraws from the District, may, after five (5) years, be transferred to the parents or to the student if the student has succeeded to the rights of the parents. Student disciplinary records shall be maintained for all disciplinary actions that are educationally related and shall include an explanation regarding such action. Minutes relating to a student disciplinary action that is educationally related that is taken by the Board, including minutes during closed sessions, shall be included in that student's disciplinary record. Student disciplinary records shall be maintained in the same manner as cumulative records.~~

~~The building principal will be responsible for maintenance, retention, or destruction of a student's permanent or cumulative records, in accordance with 20-1-212, MCA and District procedure established by the Superintendent.~~

Access to Student Records

The District will not release, disclose, or grant access to information found in any student record except under the conditions set forth in this document. The parents of a student under 18 years of age will be entitled to inspect and copy information in the child's school records. Such requests will be made in writing and directed to the Principal. Access to the records will be granted as provided by law. Where the parents are divorced or separated, both will be permitted to inspect and copy the student's school records, unless a court order indicates otherwise. When the student reaches 18 years of age, graduates from high school, marries, or enters military service, all rights and privileges accorded to the parent become exclusively those of the student, except as provided below.

Access will not be granted to the parent or the student to confidential letters and recommendations concerning admission to a post-secondary educational institution, applications for employment, or receipt of an honor or award, if the student has waived his or her right of access after being advised of his or her right to obtain the names of all persons making such confidential letters or statements.

Other individuals or entities may access student records as follows:

- The District may grant access to or release information from student records to employees or officials of the District, including contractors or consultants to whom the District has outsourced institutional services or functions, provided a current, legitimate educational interest is shown, without parental consent or notification. Access in such cases will be limited to the satisfaction of that need.
- The District may grant access to or release information from student records without parental consent or notification where it is necessary in connection with the audit, evaluation, compliance, or enforcement of federal legal requirements to state and local educational authorities, entities or individuals designated by a state or local educational authority, or an agency headed by the Secretary of the United States Department of Education, the Attorney General of the United States, or Comptroller General of the United States.
- The District may grant access to or release information from student records without parental consent or notification to any person, for the purpose of research, statistical reporting, or planning, provided that no student or parent can be identified from the information released, and the person to whom the information is released signs an affidavit agreeing to comply with all applicable statutes and rules pertaining to school student records.
- The District will grant access to or release information from a student's records pursuant to a court order in an action where a parent is not a party without parental consent, provided that the parent will be given prompt written notice of the order, its terms, the nature and substance of the information proposed to be released, and an opportunity to inspect and copy such records and to challenge their contents. The District will comply with an *ex parte* order requiring it to permit the U.S. Attorney General or designee to have access to a student's school records without notice to or consent of the student's parent. When a parent is a party to a court proceeding involving child abuse and neglect or dependency matters, parental consent or notification is not required to release information from a student's record upon receipt of an order requiring disclosure in such case.
- The District may grant access to or release information from any student record, without parental consent or notification, to a caseworker or other representative of a child welfare agency when that agency is legally responsible for the care and protection of the student. The caseworker or other child welfare agency representative shall present documentation evidencing legal responsibility for a student.
- The District will grant access to or release information from any student record, as specifically required by federal or state statute. The parent will be given prompt written notice of its intended

action, the nature and substance of the information proposed to be released, and an opportunity to inspect and copy such records and to challenge their contents.

- The District will grant access to or release information from student records to any person possessing a written, dated consent, signed by the parent or eligible student, with particularity as to whom the records may be released, the information or record to be released, and reason for the release. One copy of the consent form will be kept in the records, and one copy will be mailed to the parent or eligible student. The parent will be given prompt written notice of its intended action, the nature and substance of the information proposed to be released, and an opportunity to inspect and copy such records and to challenge their contents.
- The District may release student records to the superintendent or an official with similar responsibilities in a school in which the student has enrolled or intends to enroll, upon written request from such official. The parent will be given prompt written notice of its intended action, the nature and substance of the information proposed to be released, and an opportunity to inspect and copy such records and to challenge their contents.
- The District may release student records or information in connection with an emergency, without parental consent, if the knowledge of such information is necessary to protect the health or safety of the student or other persons. The Superintendent or Principal will make this decision, taking into consideration the nature of the emergency, the seriousness of the threat to the health and safety of the student or other persons, the need for such records to meet the emergency, and whether the persons to whom such records are released are in a position to deal with the emergency. The District will notify the parents or eligible student, as soon as possible, of the information released, date of the release, the person, agency, or organization to whom the release was made, and the purpose of the release.
- The District may disclose, without parental consent, student records or information to the youth court and law enforcement authorities or a child interdisciplinary team or school safety team involved in the proceedings, pertaining to that student's violations of the Montana Youth Court Act or criminal laws by the student prior to the adjudication of that student.
- The District may release student records or information, without parental consent or notification, to the U.S. Secretary of Agriculture or authorized Food and Nutrition Service representative, including contractors, for the purposes of monitoring, evaluations, and performance measurements with regard to funding received for federal school lunch programs. The authorized representative or contract is not permitted to disclose personal identification of students and their parents aside from reporting results in an aggregate form. Any personally identifiable data will be destroyed once it is no longer necessary for program monitoring, evaluations, and performance measurements.

The District charges a nominal fee for copying information in the student's records. No parent or student will be precluded from copying information because of financial hardship. A record of all releases of information from student records will be kept and maintained as part of such records. This record will be maintained for the life of the student record and will be accessible only to the parent or eligible student, records custodian, or other person.

Directory Information

The District may release certain directory information regarding students, except that parents may prohibit such a release. Directory information will be limited to:

Student's name
Address
Telephone listing

~~Electronic mail address~~
~~Photograph~~
~~Date of birth~~
~~Dates of attendance~~
~~Grade level~~
~~Participation in officially recognized activities and sports~~
~~Weight and height of members of athletic teams~~
~~Honors and awards received~~

~~The notification to parents and students concerning school records will inform them of their right to object to the release of directory information.~~

~~*Military Recruiters/Colleges*~~

~~Pursuant to federal law, the District is required to release the names, addresses, and telephone numbers of all high school students to military recruiters and institutions of higher education upon request. The notification to parents and students concerning school records will inform them of their right to object to the release of this information.~~

~~*Student Record Challenges*~~

~~Parents and eligible students may challenge the accuracy, relevancy, or propriety of the records, except (1) grades, and (2) references to expulsions or out-of-school suspensions, pursuant to the procedures developed by the Superintendent or designee for challenging records.~~

School student records are confidential, and information from them will not be released other than as provided by law. State and federal laws grant students and parents certain rights, including the right to inspect, copy, and challenge school records.

The District will ensure information contained in student records is current, accurate, clear, and relevant. All information maintained concerning a student receiving special education services will be directly related to the provision of services to that child. The District may release directory information as permitted by law, but parents will have the right to object to release of information regarding their child.

The Superintendent will implement this policy and state and federal law with administrative procedures. The Superintendent or designee will inform staff members of this policy and inform students and their parents of it, as well as of their rights regarding student school records.

Each student's permanent file, as defined by the board of public education, must be permanently kept in a secure location. Other student records must be maintained and destroyed as provided in 20-1-212, MCA.

Legal References:	20 U.S.C. § 1232g	Family Educational Rights and Privacy Act,
	§ 20-1-212, MCA	Destruction of Records by School Officer
	§ 20-5-201, MCA	Duties and sanctions
	§ 40-4-225, MCA	Access to records by parent
	~~§ 41-5-215, MCA~~	~~Youth Court and Department Records~~
	§ 40-6-701, MCA	**Interference with fundamental parental rights restricted (*revised by House Bill 676*)**

§ 52-2-211, MCA	**County or regional interdisciplinary child information and school safety team (*revised by Senate Bill 213*)**
10.55.909, ARM	Student Records
~~10.55.910, ARM~~	~~Student Discipline Records~~
~~10.16.3569, ARM~~	~~Special Education Records~~
~~20 USC 6301~~	~~No Child Left Behind Act~~

Policy History:
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Approved First Reading: September 12, 2023

Missoula County Public Schools

COMMUNITY RELATIONS 4520

Cooperative Programs with Other Districts and Public Agencies

Whenever it appears to the economic, administrative, and/or educational advantage of the District to participate in cooperative programs with other units of local government, the Superintendent will prepare and present for Board consideration an analysis of each cooperative proposal.

When formal cooperative agreements are developed, such agreements shall comply with requirements of the Interlocal Cooperation Act, with assurances that all parties to the agreement have legal authority to engage in the activities contemplated by the agreement.

The District may enter into interlocal agreements with a unit of the Montana University System, public community college, and/or tribal college, which would allow students enrolled in the 11th and 12th grades to attend and earn credit for classes not available in the District. Tuition and fees, if assessed, will be provided for in the interlocal agreement.

The District may enter into an interlocal agreement providing for the sharing of teachers, specialists, superintendents, or other professional persons licensed under Title 37, MCA. If the District shares a teacher or specialist with another district(s), the District's share of such teacher's or specialist's compensation will be based on the total number of instructional hours expended by the teacher or the specialist in the District.

The District may enter a multidistrict agreement with one or more districts for a district to provide culturally rooted instruction aligned to a learning environment for English language learners or an Indian language immersion program to pupils of a district participating in the multidistrict agreement.

Legal Reference:	§ 7-11-101, et seq., MCA	Interlocal Cooperation Act
	§ 20-3-363, MCA	**Multidistrict agreements – fund transfers (*revised by House Bill 214*)**
	§ 20-3-363	Multidistrict agreements
	§ 20-7-451 through 456, MCA	Authorization to create full service education cooperatives
	§ 20-7-801, et seq., MCA	Public recreation

Policy History:
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AGENDA ITEM: 8.A.i.
DATE: 10.24.202

MISSOULA COUNTY PUBLIC SCHOOLS
GENERAL FUNDS EXPENSES BY OBJECT CODE
FOR THE PERIOD JULY 1, 2022 TO JUNE 30, 2023

		Elementary Adjusted Budget	Elementary YTD Expenditures	Secondary Adjusted Budget	Secondary YTD Expenditures
Administrator Salaries	111	$ 2,253,329	$ 2,287,317	$ 1,805,617	$ 1,809,368
Certified Salaries	112	20,317,027	19,915,693	17,129,597	17,151,926
Other Certified Salaries/Specialists Salaries	113	3,270,878	3,347,900	872,910	875,622
Custodial/Trades and Crafts Salaries	114	1,927,430	1,926,673	1,564,947	1,570,405
Clerical/Secretarial Salaries	115	1,537,911	1,607,011	1,386,583	1,388,946
Athl-Trnrs/Equip Mgrs Salaries	116	-	-	123,259	123,251
Para educator Salaries	117	2,341,077	2,124,810	685,522	671,546
Supervisor Salaries	118	107,713	117,923	127,549	133,556
Substitute Salaries	120	567,026	540,893	428,733	399,477
Homebound	122	25,000	44,930	96,000	29,122
Service work Temporary	126	4,277	3,332	3,527	1,912
Work Students Salaries	127	430	-	-	-
Tech Support Temporary Salaries	129	700	2,777	-	-
Overtime Salaries	130	10,735	140,902	202,975	200,104
Professional extra Salaries	132	61,270	62,062	8,491	12,179
Stipend Salaries	150	4,600	14,777	7,500	18,094
Excess sick leave	160	61,800	96,503	49,029	92,406
Vacation Term Pay	170	60,825	135,858	45,700	46,531
Sick Term pay	180	412,891	431,082	346,411	300,909
Salaries		$ 32,964,919	$ 32,800,444	$ 24,884,349	$ 24,825,354
Total Benefits		$ 4,862,195	$ 4,579,351	$ 3,267,546	$ 3,207,803
Total Salaries and Benefits		$ 37,827,114	$ 37,379,795	$ 28,151,896	$ 28,033,158
Contracted Services		$ 1,063,497	$ 1,251,866	$ 782,337	$ 788,810
Utilities		1,095,037	1,373,252	1,219,336	1,300,470
Repair & Maint Service		44,381	50,667	137,530	140,471
Field Trips/Student Travel Costs		16,250	50,060	705,342	712,814
Insurance Prop Liab	520	552,893	584,594	419,587	396,729
Telephone/Postage/Advertising		126,796	101,293	102,586	108,944
In-service Travel		58,757	43,664	108,350	153,208
Supplies/Equipment/Software		1,268,397	1,191,831	997,033	962,469
Dues/Fees/Principle/Interest & unallocated		97,899	91,899	119,452	110,575
Operating Transfer to other fund		-	-	666,672	666,672
		$ 4,323,907	$ 4,739,126	$ 5,258,224	$ 5,341,162
Grand Total General Fund Expenditures		$ 42,151,021	$ 42,118,920	$ 33,410,120	$ 33,374,319

MISSOULA COUNTY PUBLIC SCHOOLS
GENERAL FUNDS EXPENSES
FOR THE PERIOD JULY 1, 2022 TO JUNE 30, 2023

		Elementary				Secondary			
		Budget	Year to Date	Percent of Total Exp	Percent of Budget	Budget	Year to Date	Percent of Total Exp	Percent of Budget
Salaries*		$ 32,429,403	$ 32,137,001	76%	99%	$ 24,443,209	$ 24,385,508	73%	100%
Excess sick leave	160	61,800	96,503	0%	156%	49,029	92,406	0%	188%
Vacation Term Pay	170	60,825	135,858	0%	223%	45,700	46,531	0%	102%
Sick/Term pay	180	412,891	431,082	1%	104%	346,411	300,909	1%	87%
Wk Comp/Health/Life/Disablity Ins		4,862,195	4,579,351	11%	94%	3,267,546	3,207,803	10%	98%
Total Salaries and Benefits		$ 37,827,114	$ 37,379,795			$ 28,151,896	$ 28,033,158		
Contracted Services		$ 1,063,497	$ 1,251,866	3%	118%	$ 782,337	$ 788,810	2%	101%
Utilities		1,095,037	1,373,252	3%	125%	1,219,336	1,300,470	4%	107%
Repair & Maint Service		44,381	50,667	0%	114%	137,530	140,471	0%	102%
Field Trips/Student Travel Costs		16,250	50,060	0%	308%	705,342	712,814	2%	101%
Insurance Prop Liab	520	552,893	584,594	1%	106%	419,587	396,729	1%	95%
Telephone/Postage/Advertising		126,796	101,293	0%	80%	102,586	108,944	0%	106%
In-service Travel		58,757	43,664	0%	74%	108,350	153,208	0%	141%
Supplies/Equipment/Software		1,268,397	1,191,831	3%	94%	997,033	962,469	3%	97%
Dues/Fees/Principle/Interest & unallocated		97,899	91,899	0%	94%	119,452	110,575	0%	93%
Operating Transfer to other fund		-	-	0%		666,672	666,672	2%	100%
		$ 4,323,907	$ 4,739,126			$ 5,258,224	$ 5,341,162		
Grand Total General Fund Expenditures		$ 42,151,021	$ 42,118,920			$ 33,410,120	$ 33,374,319		

* Excludes Excess Sick leave and Termination Pay

MCPS - Elementary					
Tech Fund (128)					
Fiscal Year-to-date through June 30, 2023					
					Budget
			Actual FY23		**Balance**
		Budget	**YTD THRU**	**Encumbered**	**as of**
	FUNC	**FY23**	**6/30/2023**	**Purchase Orders**	**6/30/2023**
REVENUES					
Levy		$ 850,000	$ 844,893		$ 5,107
Dist Invest Earnings	1510		9,502		(9,502)
State Timber Tech	3281	32,858	32,858		-
State Block Grant	3445				-
Misc Revenue	1900		5,797		(5,797)
Fund Balance Reappropriated	0970	226,779	226,779		0
TOTAL REVENUE		$ 1,109,637	$ 1,119,829	$ -	$ (10,192)
EXPENSES	**OBJ**				
Salaries	1XX	$ 60,200	$ 59,753		$ 447
Benefits	2XX	10,650	10,110		540
Prof Service	3XX	32,723	16,713	2,000	14,010
Repair Service	4XX	2,500	2,192	-	308
Bandwidth	539	15,000	8,701	-	6,299
Prof Development/Travel	58X	11,950	8,428	-	3,522
Supplies	619	37,453	6,982	690	29,781
Minor Equipment	669	583,508	111,843	66,287	405,378
Software	689	315,653	239,295	33,444	42,914
Major Equip	7XX	40,000	39,812	4,793	(4,605)
Other	8XX				-
TOTAL EXPENSES		$ 1,109,637	$ 503,829	$ 107,215	$ 498,593

MCPS - Secondary					
Tech Fund (228)					
Fiscal Year-to-date through June 30, 2023					
					Budget
			Actual FY23		**Balance**
		Budget	**YTD THRU**	**Encumbered**	**as of**
	FUNC	**FY23**	**6/30/2023**	**Purchase Orders**	**6/30/2023**
REVENUES					
Levy		$ 750,000	$ 748,103		$ 1,897
Dist Invest Earnings	1510		20,923		(20,923)
Technology	3281	26,188	26,188		-
State Block Grant	3445				-
Misc Revenue	1900		3,865		(3,865)
Fund Balance Reappropriated	0970	866,586	866,586		0
TOTAL REVENUE		$ 1,642,774	$ 1,665,665	$ -	$ (22,891)
EXPENSES	**OBJ**				
Salaries	1XX	$ 101,363	$ 98,442	$ -	$ 2,921
Benefits	2XX	15,262	15,900	-	(638)
Prof Service	3XX	20,500	15,976	1,334	3,191
Repair Service	4XX	570	2,074	-	(1,504)
Bandwidth	53X	30,000	18,865	-	11,135
Prof Development/Travel	58X	3,500	4,801	-	(1,301)
Supplies	619	70,000	7,196	74	62,731
Minor Equipment	669	1,076,714	138,016	56,938	881,761
Software	689	250,000	181,333	22,296	46,371
Major Equip/Improvements	7XX	75,000	72,142	3,195	(337)
Other	8XX				-
TOTAL EXPENSES		$ 1,642,909	$ 554,744	$ 83,836	$ 1,004,329

MCPS - ELEMENTARY

Transportation Fund Expenditures

Fiscal Year-to-Date through June 30, 2023

				Budget
		FY23	Through	Balance
	FUNC	Budget*	6/30/2023	6/30/2023
REVENUES				
Levy	111X	$ 4,580,480	$ 4,548,617	$ 31,863
Dist Invest Earnings	1510		8,777	$ (8,777)
County On-Schedule Trans. Reimbursement	2220	225,000	219,660	$ 5,340
State On-Schedule Trans. Reimb.	3210	225,000	219,660	$ 5,340
Fund Balance Reappropriated	0970			$ -
TOTAL REVENUE		$ 5,030,480	$ 4,996,714	$ 33,765
			99%	
EXPENSES	**OBJ**			
Salaries	1XX	$ 153,105	$ 157,742	(4,637)
Benefits	2XX	13,300	12,861	439
Prof Service	3XX			-
Repair Service	4XX			-
Transportation	5XX	5,179,075	5,146,463	32,612
Supplies	610			-
Minor Equipment	669			-
Software	689	5,000	-	5,000
Major Equip	7XX			-
COVID Relief Funds Anticipated Expenses				-
TOTAL EXPENSES		$ 5,350,480	$ 5,317,066	$ 33,414
			99%	

* Expense budget includes the approved budget amendement of $320,000.

MCPS - HIGH SCHOOL

Transportation Fund Expenditures

Fiscal Year-to-Date through June 30, 2023

				Budget
		FY23	Through	Balance
	FUNC	Budget	6/30/2023	6/30/2023
REVENUES				
Levy	111X	$ 2,143,843	$ 2,137,442	$ 6,401
Dist Invest Earnings	1510	-	11,052	$ (11,052)
County On-Schedule Trans. Reimbursement	2220	235,000	235,000	$ 0
State On-Schedule Trans. Reimb.	3210	235,000	235,000	$ -
Fund Balance Reappropriated	0970	75,730	75,730.00	$ (0)
TOTAL REVENUE		$ 2,689,573	$ 2,694,224	$ (4,651)
			100%	
EXPENSES	**OBJ**			
Salaries	1XX	$ 108,088	$ 108,443	(355)
Benefits	2XX	8,250	8,163	87
Prof Service	3XX	-		-
Repair Service	4XX	-		-
Transportation	5XX	2,563,235	2,354,965	208,270
Supplies	610	-		-
Minor Equipment	669	-		-
Software	689	10,000	10,073	(73)
Major Equip	7XX	-		-
COVID Relief Funds Anticipated Expenses		-		-
TOTAL EXPENSES		$ 2,689,573	$ 2,481,644	$ 207,929
			92%	

MCPS General Fund
Budget Projections - 3% Inflationary Increase
FY25

		ELEMENTARY	HIGH SCHOOL
Highest Budget Without Vote		$ 43,841,473	$ 35,770,672
Over Base Levy		$ 166,626.71	$ 303,848.92
Proposed Adopted Budget		**$ 44,008,099**	**$ 36,074,521**
Prior Year Adopted Budget		$ 43,181,480	$ 34,591,338
Estimated Increase to General Fund		$ 826,619	$ 1,483,183
Add:			
Certified & Classified Retiree Savings		$ 260,000	$ 260,000
Subtotal-Available to Balance		**$ 1,086,619**	**$ 1,743,183**
Estimated Salary & Benefit Obligations to Build into the Budget:			
Additional Classroom Staff		$ -	$ -
Certified Step (1.0%)		$ (900,650)	$ (612,736)
Certified Lane Movement		$ (230,000)	$ (135,000)
MMCEO Step/Longevity ($.50)		$ (200,133)	$ (141,304)
Exempt	1.00%	$ (3,549)	$ (2,366)
Professional Specialists	1.00%	$ (818)	$ (545)
Administrative	1.00%	$ (39,443)	$ (31,018)
Trades & Crafts	1.00%	$ (8,346)	$ (3,750)
Noon Duty	1.00%	$ (15,756)	$ -
Subtotal		**$ (312,075)**	**$ 816,464**
Anticipated Obligations:			
Liability insurance-Estimated 15% increase		$ (92,800)	$ (76,800)
SRO/CRO/SSO		$ (3,152)	$ (4,728)
ESSER funds-Used as expense offset in FY24		$ (355,769)	$ (1,130,321)
Anticipated Budget Balance before Other Adds/Reductions		**$ (763,797)**	**$ (395,385)**
Reductions, Savings and Offsets			
Anticipated Budget Balance		**$ (763,797)**	**$ (395,385)**

FY24 Election and FY25 Budget Calendar

Deadlines and Notable Dates

Election Dates:

- December 14-March 28-Trustee candidates file for election
- February 27-Trustees call for election by this day
- March 28-Candidate filing closes at 5:00 p.m.
- April 4-Deadline for candidates to withdraw and deadline for write-in candidates
- April 5-Ballot is certified and levy amounts due. Levy can be canceled up to this date.
- April 5-Election by Acclamation and Cancellation of Election Notice
- May 7-Election Day
- May 28-Canvas votes, issue certificates of election and publish results
    - Deadline to hold organizational meeting (Friday, May 31)
- June 1-Deadline to request county election assistance for next year
- June 14-Canidates must file Oath of Office by this day

Budget Dates:

- March 30-Estimations of permissive levies and mills must be published by this day.
- August 20-Trustees must meet to consider all budget information on or before August 20
- August 21-25-Trustees can continue ***daily*** meetings to consider budgets. (Must meet daily until approved.)
- August 25-The last day to adopt budgets after trustees have met daily from August 20-25.

Board Meeting — **Tuesday, October 17, 2023**

- FY24 ESSER update

Board Meeting — **Tuesday, October 24, 2023**

- FY23 Fund Expenditure Recap
    - General Fund
    - Transportation Fund
    - Tech Fund
    - Building Reserve Fund
- FY25 Initial General Fund Budget and Levy Projections
- FY24 Election and FY25 Budget Timeline

Board Meeting — **Tuesday, November 14, 2023**

- FY25 General Fund Projections
- Enrollment / Demographic Update

Budget & Levy Committee Meeting — **Friday, November 17, 2023 (monthly, beginning)**

- Historical Recap
- Update FY25 General Fund Budget and Levy Projections
- Expenditure Detail

Board Meeting — **Tuesday, February 13, 2024**

- Approve Call for School Election for Elementary School Trustees
    - Two positions that represent both the Elementary and High School Districts for three-year terms.
- Approve Call for School Election for High School Trustee
    - One position for Election District A, which includes the attendance area of Lolo and DeSmet schools for a one-year term.
    - One position for Election District B, which includes the attendance area of Bonner and Target Range schools for a three-year term.

- One position for Election District C, which includes the attendance area for Hellgate Elementary for a three-year term.
- Approve Call for Levy Election for Elementary General Fund-*if applicable*
- Approve Call for Levy Election for High School General Fund-*if applicable*
- Approve Call for Levy Election for Elementary Safety Levy-*if applicable*
- Approve Call for Levy Election for High School Safety Levy-*if applicable*

Board Meeting **Tuesday, March 12, 2024**

- Consideration and Adoption of Resolution Estimating Changes in Revenues/Mills for Certain Funds-EL-HS (Permissive Levy)

Board Meeting **Tuesday, March 26, 2024**

- Board approves levy amounts.
  - Approve Resolution Setting the Elementary GF Levy and Ballot Lang. OR Cancel election-*if applicable*
  - Approve Resolution Setting the High School GF Levy and Ballot Lang. OR Cancel election-*if applicable*

Board Meeting **Tuesday, April 9, 2024**

- Declaration of election by acclimation-if applicable

Election Day **Tuesday, May 7, 2024**

Board Meeting **Tuesday, May 14, 2024**

- Recognition of outgoing trustees

Board Meeting **Tuesday, May 28 OR 21, 2024**

5:30 p.m.

- Canvas ballots

6:00 p.m.

- Issue Certificates of Election, Administer Oaths and Seat Trustees
- Code of Ethics
- Board Reorganization
  - Election of Board Officers
  - Appoint Clerk
  - Appoint Grants Designee
- Resolutions for elections assistance for the 2024-25 year

Special Board Meeting **Tuesday, August 20, 2024**

- Adopt all budgets-by August 25 (if budget not adopted by Tuesday, August 20th, BOT must meet daily until budget is adopted and no later than August 25th)

DATE 10/16/2023

MCPS 2023-24 REGULAR REIMBURSABLE ROUTES (First Semester)

	ROUTE NUMBER & ROUTE SEGMENTS		BUS #	BUS VIN	BUS PLATE 2023-24	UPDATED BASE PLATE 2023-24	A.M. MILES	P.M. MILES	MILES 1st Sem. 2023-24	MILES 2nd Sem. 2023-24	RIDERS H.S	MS	GS	PRE	S.N. CHAIRS
1	5-BE		194	4DRBUAAP5AB230391	4-54194C		15.3	13.8	29.1				13		
2	6-B		195	4DRBUAAP7AB230392	4-54195C		14	0	14				37		
3	7-B		196	4DRBUAAP9AB230393	4-54196C		14	0	14				24		
4	9-A		198	4DRBUAAP7BB292053	4-66198C		7.8	0	7.8			34			
5	9-C	*	198	4DRBUAAP7BB292053	4-53198B		0	0	0						
6	11-BE		226	4DRBUC8P3HB036454	4-66226C		12.6	9.8	22.4				27		
7	12-A		201	4DRBUAAP2BB292056	4-66201C		12.9	0	12.9			32			
8	13-C		202	4DRBUAAP4BB292057	4-66202C		20.2	0	20.2		43				
9	15-BE		204	4DRBUAAP8BB292059	4-66204C		23.2	14	37.2				17		
10	15-D		204	4DRBUAAP8BB292059	4-66204C		0	12.7	12.7			43			
11	16-AD		205	4DRBUAAP4BB292060	4-66205C		7.8	8	15.8			23			
12	16-CF		205	4DRBUAAP4BB292060	4-66205C		11.3	8.8	20.1		24				
13	17-AD		206	4DRBUAAP2CB604233	4-02306D		8.5	8.5	17			38			
14	18-AD		207	1HVBBUAAP4CB604234	4-02307D		8.7	11	19.7			30			
15	19-ABDE		208	4DRBUAAP6CB604235	4-02308D		25.6	24.3	49.9			15	11		
16	20-F		209	4DRBUAAP8CB604236	4-02309D		0	14.4	14.4		26				
17	21-CF		211	4DRBUAAP6DB304213	CCD211		11.7	11.2	22.9		33				
18	22-AD		213	4DRBUAAP2EB765832	CJR613		8.6	9.1	17.7			33			
19	22-F		213	4DRBUAAP2EB765832	CJR613		0	17.1	17.1		39				
20	23-A		214	4DRBUAAP4EB765833	CJR614		8.7	0	8.7			43			
21	23-F		214	4DRBUAAP4EB765833	CJR614		0	19.3	19.3		22				
22	24-F		215	4DRBUAAP1FB033533	4-39215C		0	18.4	18.4		17				
23	25-CF		251	4DRBUC8P4NB862113	4-81707C		26.5	23	49.5		43				
	25SS			4UZABRDU0HCHU1547	15-55016		31	31	62		9				
	26SS			4DRBUAAPX5B986708	15-1274E		40	40	80		14				
24	27-CF		218	4DRBUAAP7FB033536	4-39218C		18.3	14.1	32.4		25				
25	28-AD		219	4DRBUAAP6GB001954	4-52719C		10.3	10.9	21.2			18			
26	28-C		219	4DRBUAAP6GB001954	4-52719C		21	0	21		18				
27	29-CF		220	4DRBUAAP8GB001955	4-52720C		21	17.6	38.6		27				
28	29-E		220	4DRBUAAP8GB001955	4-52720C		0	12.2	12.2				48		
29	30-CF		221	4DRBUAAPXGB001956	4-52721C		15.7	14.7	30.4		36				
30	30-D		221	4DRBUAAPXGB001956	4-52721C		0	7.3	7.3			42			
31	31-CF		222	4DRBUAAP1GB001957	4-52722C		10.7	6.3	17		31				
32	32-CF		223	4DRBUAAP3GB001958	4-52723C		10.9	7.7	18.6		24				
33	32-AD		223	4DRBUAAP3GB001958	4-52723C		15.1	12.6	27.7			28			
34	33-ABDE		224	4DRBUAAP5GB001959	4-52724C		26.4	25	51.4			24	5		
35	34-BE		225	4DRBUC8P1HB036453	4-66225C		12.2	16.5	28.7				36		
36	34-C		225	4DRBUC8P1HB036453	4-66225C		11.7	0	11.7		37				
37	35-ABDE		200	4DRBUAAP0BB292055	4-66200C		17.2	16.5	33.7			9	15		
38	36-CF		228	4DRBUC8P7HB036456	4-66228C		32.3	29.8	62.1		37				
39	37-AD		229	4DRBUC8P9HB036457	4-66229C		16.2	17	33.2			31			
40	37-CF		230	4DRBUC8P2JB441033	4-02530D		36.9	31.9	68.8		15				
41	39-AD		231	4DRBUC8P0JB441029	4-02531D		10.4	8	18.4			26			
42	39-C		231	4DRBUC8P0JB441029	4-02531D		19.3	0	19.3		20				
43	40-AD		233	4DRBUC8P9JB441031	4-02533D		10.9	10.7	21.6			37			
44	40-CF		233	4DRBUC8P9JB441031	4-02533D		8.6	6.1	14.7		30				
45	41-CF		234	4DRBUC8P0JB441032	4-02534D		31.3	29.7	61		11				
46	42-CF	**	235	4DRBUC8PXKB164164	4-14235C		31.2	27.1	58.3		13				
47	43-CF		236	4DRBUC8P1KB164165	4-14236C		9.9	7.5	17.4		41				
48	44-AD		237	4DRBUC8P3KB164166	4-14237C		12.5	10.7	23.2			45			
49	45-CF		238	4DRBUC8P5KB164167	4-14238C		38	37.4	75.4		32				
50	46-CF		239	4DRBUC8P7KB164168	4-14239C		43.5	42.3	85.8		28				

51	46-E		**239**	4DRBUC8P7KB164168	4-14239C		0	13.4	**13.4**				**16**			
52	47-AD		**240**	4DRBUC8P7LB194983	4-34240C		11.2	11.5	**22.7**			**27**				
53	47-CF		**240**	4DRBUC8P7LB194983	4-34240C		18.1	16.5	**34.6**		**28**					
54	48-CF		**241**	4DRBUC8P9LB194984	4-34241C		17.1	15.2	**32.3**		**34**					
55	49-AD		**242**	4DRBUC8P0LB194985	4-34242C		10.7	8.3	**19**			**21**				
56	50-ABDE		**243**	4DRBUC8P2LB194986	4-34243C		25.3	27.9	**53.2**			**5**	**15**			
57	51-CF		**244**	4DRBUC8P4LB194987	4-34244C		23.7	23.6	**47.3**		**27**					
58	52-CF		**245**	4DRBUC8P6LB194988	4-34245C		67.6	65.1	**132.7**		**25**					
59	53-E		**246**	4DRBUC8P8LB194989	4-34246C		0	13.5	**13.5**				**39**			
60	53-CF		**246**	4DRBUC8P8LB194989	4-34246C		68.7	67.5	**136.2**		**24**					
61	54-CF		**247**	4DRBUC8P2NB862109	4-81714C		28.9	27.8	**56.7**		**16**					
									2076	0	849	604	##	0		0

ROUTE SEGMENTS
A= M.S. A.M.
B= G.S. A.M.
C= H.S. A.M.
D= M.S. P.M.
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NOTE: The special needs mileage will be taken the first week of October and entered on the TR1 first semester claim.
NOTE: The special need mileage will again be taken the first week of April and entered on TR1 second semester claim.
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The procedure will be to start the 1st semester with the original route name ie: 1SP. For the 2nd semester Beach will retake the mileage and add the small letter (a) to all of the sepecial education routes. IE: 1SP(a)
NOTE: The new 2nd semester TR1 information cannot be entered until the 1st semester TR6 claims are processed and submitted!
NOTE: For both the 1st and 2nd semester claims, Beach will e-mail this spreadsheet to MCPS and the Missoula County Superintendents o

REGULAR ROUTE CHANGES AND ADJUSTMETS FOR 2023-24

*	**RT 9-C (BUS #198) DOES NOT HAVE TO GO OVER THE TOP TO RODEO RANCHETTS FOR MORNING H.S. AT THIS TIME. TIME AND MILEAGE ADJUSTE**
**	**RT 42-CF (BUS #235) DOES NOT HAVE TO GO OVER THE TOP TO RODEO RANCHETTS FOR AFTERNOON H.S. AT THIS TIME. TIME AND MILEAGE ADJ**

DATE 10/16/2023

MCPS 2023-24 REGULAR REIMBURSABLE ROUTES (First Semester)

RIDERS

	ROUTE NUMBER & ROUTE SEGMENTS		BUS #	BUS VIN	BUS PLATE 2023-24	UPDATED BASE PLATE 2023-24	A.M. MILES	P.M. MILES	MILES 1st Sem. 2023-24	MILES 2nd Sem. 2023-24	H.S	MS	GS	PRE	S.N. CHAIRS
1	5-BE		194	4DRBUAAP5AB230391	4-54194C		15.3	13.8	29.1				13		
2	6-B		195	4DRBUAAP7AB230392	4-54195C		14	0	14				37		
3	7-B		196	4DRBUAAP9AB230393	4-54196C		14	0	14				24		
4	9-A		198	4DRBUAAP7BB292053	4-66198C		7.8	0	7.8			34			
5	9-C	*	198	4DRBUAAP7BB292053	4-53198B		0	0	0						
6	11-BE		226	4DRBUC8P3HB036454	4-66226C		12.6	9.8	22.4				27		
7	12-A		201	4DRBUAAP2BB292056	4-66201C		12.9	0	12.9			32			
8	13-C		202	4DRBUAAP4BB292057	4-66202C		20.2	0	20.2		43				
9	15-BE		204	4DRBUAAP8BB292059	4-66204C		23.2	14	37.2				17		
10	15-D		204	4DRBUAAP8BB292059	4-66204C		0	12.7	12.7			43			
11	16-AD		205	4DRBUAAP4BB292060	4-66205C		7.8	8	15.8			23			
12	16-CF		205	4DRBUAAP4BB292060	4-66205C		11.3	8.8	20.1		24				
13	17-AD		206	4DRBUAAP2CB604233	4-02306D		8.5	8.5	17			38			
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15	19-ABDE		208	4DRBUAAP6CB604235	4-02308D		25.6	24.3	49.9			15	11		
16	20-F		209	4DRBUAAP8CB604236	4-02309D		0	14.4	14.4		26				
17	21-CF		211	4DRBUAAP6DB304213	CCD211		11.7	11.2	22.9		33				
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19	22-F		213	4DRBUAAP2EB765832	CJR613		0	17.1	17.1		39				
20	23-A		214	4DRBUAAP4EB765833	CJR614		8.7	0	8.7			43			
21	23-F		214	4DRBUAAP4EB765833	CJR614		0	19.3	19.3		22				
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34	33-ABDE		224	4DRBUAAP5GB001959	4-52724C		26.4	25	51.4			24	5		
35	34-BE		225	4DRBUC8P1HB036453	4-66225C		12.2	16.5	28.7				36		
36	34-C		225	4DRBUC8P1HB036453	4-66225C		11.7	0	11.7		37				
37	35-ABDE		200	4DRBUAAP0BB292055	4-66200C		17.2	16.5	33.7			9	15		
38	36-CF		228	4DRBUC8P7HB036456	4-66228C		32.3	29.8	62.1		37				
39	37-AD		229	4DRBUC8P9HB036457	4-66229C		16.2	17	33.2			31			
40	37-CF		230	4DRBUC8P2JB441033	4-02530D		36.9	31.9	68.8		15				
41	39-AD		231	4DRBUC8P0JB441029	4-02531D		10.4	8	18.4			26			
42	39-C		231	4DRBUC8P0JB441029	4-02531D		19.3	0	19.3		20				
43	40-AD		233	4DRBUC8P9JB441031	4-02533D		10.9	10.7	21.6			37			
44	40-CF		233	4DRBUC8P9JB441031	4-02533D		8.6	6.1	14.7		30				
45	41-CF		234	4DRBUC8P0JB441032	4-02534D		31.3	29.7	61		11				
46	42-CF	**	235	4DRBUC8PXKB164164	4-14235C		31.2	27.1	58.3		13				
47	43-CF		236	4DRBUC8P1KB164165	4-14236C		9.9	7.5	17.4		41				
48	44-AD		237	4DRBUC8P3KB164166	4-14237C		12.5	10.7	23.2			45			
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57	51-CF		**244**	4DRBUC8P4LB194987	4-34244C		23.7	23.6	**47.3**		**27**					
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59	53-E		**246**	4DRBUC8P8LB194989	4-34246C		0	13.5	**13.5**				**39**			
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									2076	0	849	604	##	0		0

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PUBLIC CHARTER APPLICATION COVER PAGE

Check One: _X__ New Public Charter under Existing Local School Board ___ New Public Charter

District Name of Public Charter School:
Connect Academy

Local school district in which the public charter school will be physically located:
Missoula County Public Schools District #1

Contact Information for the Governing Board Chair

Contact Person: Wilena Old Person Board Chair for MCPS
Name Title

Contact Address: 909 South Avenue West, Missoula, MT 59803

Telephone Number: 406.728.2400

E-mail Address: woldperson@mcpsmt.org

Contact Information for the Person Completing this Application

Contact Person: Micah Hill Superintendent
Name Title

Contact Address: 909 South Avenue West, Missoula, MT 59803

Telephone Number: 406.728.2400

E-mail Address: mhill@mcpsmt.org

DRAFT

PUBLIC CHARTER APPLICATION

Name of Public Charter School: Connect Academy

Provide an executive summary with the general purpose and rationale for the creation of the public charter school.

MCPS is proposing the Connect Academy Charter School to provide a flexible and innovative virtual 6-12 grade school for Montana residents. By providing an accredited online public school option, students can access a wider range of courses and instructors than may be available at a single traditional school. The online format allows for innovative teaching methods and individualized support for each student. Students will have access to a variety of education pathways including AP, CTE Courses, Work Based Learning opportunities, and credit recovery. This charter has set the goal to be a fully competency based program by year 5.

Opening Date: August 2024 Public Charter Term Length: 5 years
Grades to be served: 6-12
Minimum Enrollment Per Year: 72 students
Planned Enrollment Per Year: 72 students
Maximum Enrollment Per Year: 175 students by year 5

For each year of the public charter term, indicate the number of students the public charter school plans to serve in each grade.

	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Year 1							10	10	11	10	10	10	11	72
Year 2							15	15	15	15	15	15	15	105
Year 3							20	20	20	20	20	20	20	140
Year 4							25	25	25	25	25	25	25	175
Year 5							25	25	25	25	25	25	25	175

DRAFT

ACADEMIC PROGRAM

1. State the public charter school's mission and vision and describe why this initiative is important to the community it will serve.

Connect Academy, an MCPS Charter School, will be an online school option that serves students in grades 6-12.

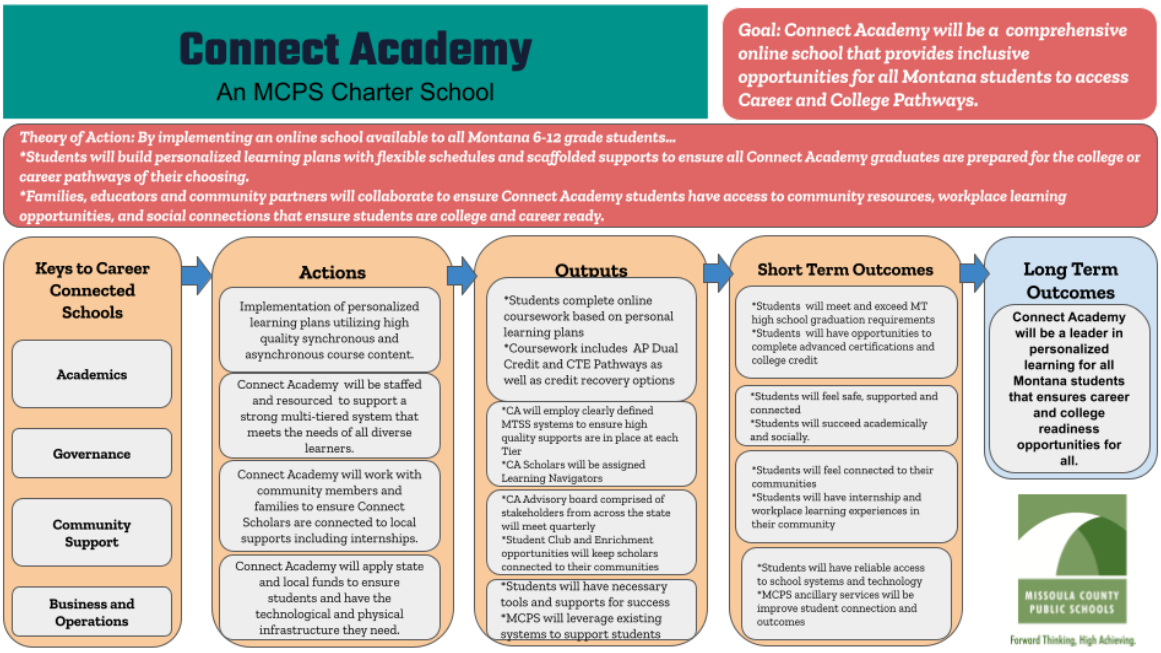
The Mission of Connect Academy is to provide a high-quality, personalized online learning experience that empowers students across our state to take ownership of their education so students are prepared for college and career success.

We envision a charter school model that immediately leverages technology and sets a 5 year goal to be a leader in competency based learning while delivering an engaging, student-centered education accessible to all learners, regardless of geography or circumstance. Our students will become self-motivated, lifelong learners equipped with interpersonal skills that ensure they reach their full potential.

The Connect Academy will expand access to educational options for students who may be better served through online learning. This expanded access includes:

- Students in remote areas without access to schools with specific academic programs.
- Students unable to attend physical school due to health issues, family responsibilities, etc.
- Students who prefer the flexibility and self-pacing of online learning
- Students looking to supplement or accelerate their studies beyond what is available locally
- Students who have dropped out or fallen behind and want to recover credits and graduate
- Students looking for a proficiency or competency model that will lead to early graduation.

FIGURE 1.0: Connect Academy Logic Model



By providing an accredited online public school option, students can access a wider range of courses and instructors than may be available at a single traditional school. The online format allows for innovative teaching

methods and individualized support for each student. Students will have access to a variety of education pathways including AP, CTE Courses, Work Based Learning opportunities, and credit recovery.

Utilizing Innovation

The Connect Academy will start year 1 in a traditional class format with time bound instruction and assessment routines that fit in a semester. However, by the end of this five year charter, Connect Academy is committed to being a leader in competency based learning, also known as proficiency based learning, that follows a more flexible schedule.

A competency based model differs from traditional instruction in that students begin a course with clear learning outcomes organized into "competencies." Students can work through prescribed instructional modules to acquire the skills and content knowledge to master each core competency for a course. Most courses will have 3-8 core competencies that must be mastered within a predetermined time range (often 6-20 weeks). Students progress through the competencies with the guidance of a content area teacher. When a student successfully completes the assessment for each core competency in a course, they will have achieved mastery and receive credit. This will allow students seeking an early graduation or students who have fallen behind but are looking to catch up the option to graduate on their own timeline.

Ensuring Flexibility and Serving the Community

The pandemic revealed stark contrasts in educational opportunity across Montana communities including students in the MCPS attendance area. Since 2020, MCPS has utilized ESSR funds to operate the Missoula Online Academy (MOA) utilizing both synchronous and asynchronous course options offered to middle and high school students. This program will now sunset with the end of ESSR funding and it is our goal to rebrand the MOA as the new Connect Academy.

Students and families who have been part of the MOA community have regularly advocated for this online option to continue. The following are quotes in MCPS Public Comment in spring 2023 to our Board of Trustees stating the importance of the MOA to our students and families:

> *"We strongly believe the Missoula Online Academy (MOA) is a versatile and valuable asset to the counties (sic) public school portfolio. The academy is an option for students and teachers in difficult circumstances. It's a valuable tool that should be maintained, improved, and invested in." -MOA Parents*
>
> *"For me, attending school through the MOA significantly reduces my stress. Things as simple as getting ready in the morning are less stressful because I don't have to wake up as early. The environment I am in also greatly improves my mental health because I am in a place I know and am comfortable in." -MOA Student*
>
> *"I have really loved having the option to do online learning. For me, it's less stressful than in person and I feel like I learn better in this environment. Online learning is also really good for learning how to prioritize and how to be responsible." -MOA Student*
>
> *"MOA has proved to be invaluable for my family. It is the only support that is available to my daughter. Without this program it would be nearly impossible for my child to obtain an education." -MOA Parent*

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"We offer a critical learning option for our students, one that, for many, has allowed them to stay in school. Our students deserve the best online learning platform that we can provide." -MOA Teachers' Collective Comment

Online learning options have proven to be an essential option for students and families as evidenced by the extensive public comment received by the MCPS School Board. Connect Academy aims to extend the reach of this robust and inclusive learning model to students in communities around our state, regardless of location or life circumstance and to continue to refine and improve the model to achieve a truly personalized, competency based learning model that levels up educational opportunity across Montana. We believe this charter option will increase access to high quality and rigorous learning for students across the state as well as credit recovery opportunities and accelerated pathways to allow each student a personalized path to graduation.

2. Identify the targeted student population and the community the public charter school proposes to serve.

This Connect Academy will be open to all students in grades 6-12 who are Montana residents. This innovative charter is designed to create a unique and adaptive learning environment where students across Montana can access the courses online, engage in both rigorous synchronous and asynchronous learning, and access advanced course opportunities as well as credit recovery options.

A thorough review of the public comment to the MCPS Board of Trustees revealed that our MOA serves students who would face a variety of barriers that would prevent them from accessing our brick and mortar, traditional school settings. This includes students with medical issues who require homebound instruction, students lacking adequate transportation or reliable housing, students with legal issues preventing school attendance, students seeking small group and one-on-one support, and students with special needs that struggle in large classroom settings. The public comment also revealed that without this option, many of these students would struggle to graduate.

The Connect Academy is an essential public education solution for ensuring all Montana students have access to a Free and Appropriate Public Education (FAPE). Many students thrive in our traditional schools, but there are just too many students who need something different. Virtual schools can offer small group breakout rooms, office hours for one-on-one support, personal Learning Navigators to ensure students are engaged and motivated, and special education support in a flexible and virtual environment.

Personalized Learning Plans to Meet Student Needs

MCPS public comment also coalesced around the value of the personalized support and connections the MOA has provided. Connect Academy aims to build on these connections by providing students with a personal Learning Navigator who will collaborate with the student and caregivers to plan and adjust personalized learning plans that consistently meet the academic and behavioral health needs of each student. Upon enrollment, students and caregivers will meet with their Learning Navigator to set up course schedules and to look ahead to plan personalized paths to graduation. Students will also have at least monthly one-on-one check-ins with their Navigator and more frequently if needed. Students will also have an advisory period in their schedule that will be led by their Learning Navigators; each content area teacher will serve as a learning navigator and will lead one advisory period with their assigned caseload of students.

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In addition to a connection to a personal Learning Navigator, synchronous instructors will continue to offer office hours, tutoring, and online clubs to ensure every student is connected to the school community, feels safe, and is learning at high levels- all elements that our community has indicated are important in an online learning option.

3. Describe plans and timelines for student recruitment and enrollment, including lottery procedures.

Recruitment

By the end of the five year charter, the Connect Academy aims to enroll up to 175 students. Student recruitment for MOA will be a comprehensive endeavor that involves engaging with prospective students and their families and utilizing advertising campaigns to highlight the unique educational opportunities and advantages our charter school offers.

MCPS takes pride in our commitment to serving the community and therefore will conduct outreach to prospective families through various channels, such as community events, informative virtual and in person sessions, and partnerships with local and state organizations, all aimed at raising awareness about Connect Academy. In addition to community engagement, we will employ targeted marketing strategies, both online and offline, to reach a wide range of potential students. These efforts are designed to create a diverse and inclusive student body while ensuring that families are well-informed about our educational mission and innovative and personalized curriculum pathways.

Application Process

The annual application process will be open each spring for Montana residents in grades 6-12. We anticipate open enrollment for up to 72 students in year 1 with hopes to reach an enrollment goal of 175 by year 5.

In year 1, the application process will be open from April 1- May 1, 2023. To apply, interested parents or guardians will submit applications within the specified enrollment period. From May 2-15, 2023, these applications will be carefully reviewed to ensure they meet all eligibility criteria, such as age and state residency requirements. If student enrollment exceeds the annual student capacity, a lottery will be conducted. This process will involve assigning each applicant a unique identification number and using a random selection method, to select students for available slots. Admission or lottery results will then be communicated to parents no later than May 25, 2023, and those who are selected will receive an enrollment offer with instructions on how to proceed with enrollment. Families will need to confirm enrollment by June 1, 2023. For those not selected in the initial lottery, the MOA will maintain waitlists as slots become available due to withdrawals or other factors. Throughout the entire process, transparency and adherence to established rules and timelines will be crucial to ensure an equitable and orderly enrollment system. All enrollment policies and timelines will be clearly communicated on the Connect Academy website which will be created within two months of approval of this charter.

Connect Academy will adhere to all state and federal laws in relation to school enrollment including students who qualify for McKinneyVento services and will not discriminate based on race, color, religion, or disability.

4. Describe the public charter school's academic program, specifically focusing on why it is innovative in your school district. Include plans to formally assess student achievement on an annual basis.

Our middle school program will offer synchronous core courses in ELA, math, science, social studies, world languages and elective options. The high school program will target a wide range of learners with synchronous and asynchronous options, AP coursework, dual and concurrent credit courses, CTE and workplace learning options

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connected to each students' community. By the end of this charter, Connect Academy will be a state leader in competency based learning.

Curriculum Aligned with Montana's Academic Standards

Connect Academy is committed to offering an innovative online curriculum that provides students with unparalleled flexibility and diverse pathways to graduation. We understand that every student is unique, therefore our curriculum options are designed to accommodate their individual needs and aspirations. Each student will regularly meet with their Learning Navigator to help plan and support instructional pathways that lead to high school graduation.

Using online platforms including synchronous core classes taught by highly qualified Montana educators, asynchronous Montana Digital Academy courses, and Credit Recovery options students will have the opportunity to explore a wide range of academic subjects, including Career and Technical Education pathways (CTE), Fine Arts, and AP Courses. A sample of High School English course options is shown in Figure __ below.

FIGURE 2.0: Connect Academy High School English Course Offerings

DESCRIPTION	Format	GRADE	TERM	CREDIT TYPE	PREREQ
REQUIRED COURSES					
ENGLISH 1	Synchronous	9	YEAR	EN	None
ENGLISH 2	Synchronous	10	YEAR	EN	English 1
ENGLISH 3	Synchronous	11	YEAR	EN	English 2
AP Language and Composition	MT Digital Academy	11	YEAR	EN	English 2
ENGLISH 4	Synchronous	12	YEAR	EN	English 3
AP Literature and Composition	MT Digital Academy	12	YEAR	EN	English 3
ENGLISH ELECTIVE COURSES					
CREATIVE WRITING	MT Digital Academy	10-12	SEM	EN	English 1
English 1-4 Credit Recovery Options	APEX	10-12	SEM	EN	

Whether a student's goal is to excel in the arts, explore a career pathway, or pursue a traditional college pathway, our online curriculum will empower students to connect to a personalized and flexible education.

Meets the Indian Ed For All Mandate

MCPS is committed to meeting our Montana Constitutional requirement to provide Indian Education for All educational and cultural experiences for Connect Academy students. Our MCPS Native American Services department will work directly with Connect Academy staff to design and implement lessons that incorporate IEFA standards and content throughout the school year in all courses. The NASS student specialists will also work with the CA Student Assistance Team to identify and support Native American students who may be at-risk by arranging regular meetings and helping students and families connect to cultural opportunities in their community. MCPS will also include Indigenous Studies and Access to Indigenous language courses in our high school course catalog. MCPS' adopted curriculum requires all 6th grade students to participate in Montana History and Tribal Studies as core curriculum.

Planning and Preparation

Connect Academy will align with MCPS professional goal setting systems by utilizing the Danielson Framework for Teaching (2021) and accompanying rubrics as a professional goal setting and reflection tool. This tool will help the Head of School collaborate with synchronous teachers to ensure high quality instruction in all content areas.

MCPS is in the first year of a three year implementation plan based on the lesson design and instructional strategies found in the Teacher Clarity Playbook (Fisher, Fry, & Almadore, 2019). The Teacher Clarity Playbook is based on the Visible Learning research done by Dr. John Hattie which includes meta-analyses of education research to identify teaching practices and conditions that have the biggest impact on student learning. Effect sizes above .4 are most likely to have the greatest impact on student learning; Teacher Clarity has an effect size of .85 whereas student retention has an effect size of -.32. By making learning visible to students, students can take charge of their own learning to identify what they are learning (learning intentions), why it is important (relevance), and how they will know they are successful (success criteria and formative assessments).

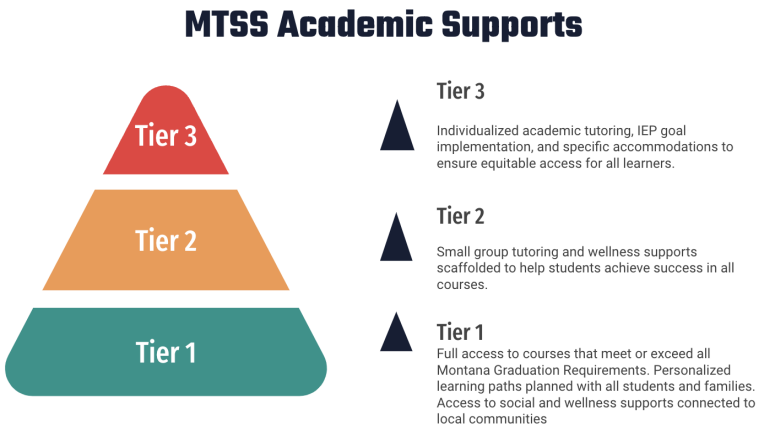
MCPS has used the Montana Content Standards to identify priority standards for each content area. Priority standards guide the skills and content taught to students in a carefully designed scope and sequence. These priority standards also have an accompanying proficiency scale to identify what proficiency looks like for each standard. The MCPS Curriculum Department will support Connect Academy teachers to use high quality, district approved curriculum materials for each synchronous course.

Through an innovative combination of the Danielson Framework and the high impact strategies identified in our Teacher Clarity work, the Connect Academy instructional team will identify clear learning intentions and success criteria for all courses that meet the elements of Danielson Domain 1, Planning and Preparation. Using a Teacher Clarity focus with clear rubrics that identify best practices in planning and preparation, Connect Academy teachers will make the learning visible to all stakeholders and will allow teachers to provide students with actionable feedback for each lesson. By year 5, these learning intentions and success criteria will guide the core competency assessments that define mastery for each course. For elective and asynchronous courses, the MTDA utilizes a similar planning and instructional framework that meets rigorous content standards.

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MTSS Systems to Support All Learners

Multi Tiered Systems of Support (MTSS) (Figure 3.0) braid the strong research base of Response to Intervention systems (RTI Effect Size=1.29) with Positive Behavioral Interventions and Supports (PBIS Effect Size= .62) to implement a comprehensive academic and behavioral tiered system that is designed to be responsive and meet the needs of students and families. Clear MTSS systems are essential for identifying and addressing students' academic deficiencies and/or weaknesses so as to encourage constant student growth and achievement



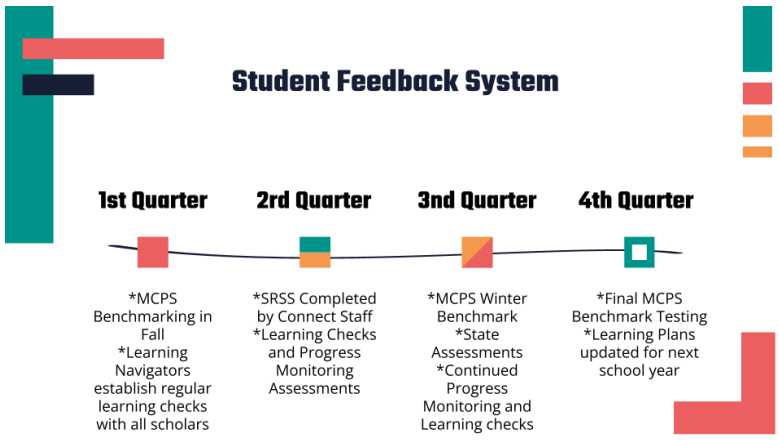
MTSS systems require regular data analysis protocols and feedback systems that enable educators to tailor instruction, design interventions, identify areas for curriculum enhancement, and track student learning. As part of the MTSS system, Connect Academy will convene a Student Assistance Team (SAT) that meets at least twice per month to review progress monitoring data in order to quickly identify students in need of support beyond Tier 1 and to ensure behavioral and academic interventions at Tiers 2-3 are meeting student needs.

Comprehensive Assessment Systems

A comprehensive assessment system, an essential component of a strong MTSS System, ensures transparency, accountability, and equality. MCPS is committed to maintaining a robust and formal assessment system that ensures academic excellence and continuous improvement across all districts including our new charter district.

The Connect Academy system will integrate a variety of assessment methods, including Tier 1 benchmark assessments administered 3 times per year; formative and summative assessments throughout course work; required standardized testing including the NAEP, MAST, and ACT, performance-based assessments; and, portfolio evaluations in place of summative course assessments. In addition to Tier 1 assessments, diagnostic assessment tools are included in the system to ensure Tier 2 and 3 interventions are matched to student need and are administered in 3-6 week cycles to ensure students are not tracked into a group but flexibly grouped to receive intervention and/or enrichment that is skill based, flexible, and responsive.

FIGURE 4.0: Student Feedback System



The Connect Academy formal assessment system (benchmarking, progress monitoring, and summative assessments) will align with MCPS systems. Our screening system will include ELA and Math screening tools at least three times per year as well as regular progress monitoring and diagnostic assessment tools aligned to MCPS assessment systems. MCPS Schools currently use the STAR assessment system for benchmarking and progress monitoring

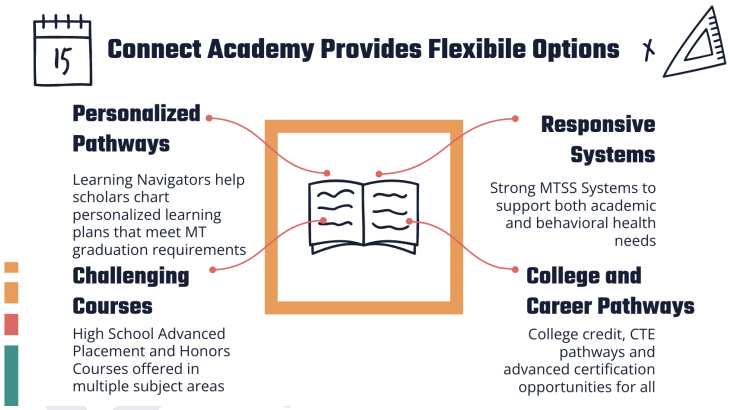
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and a number of Tier 2-3 diagnostic and computer assisted learning tools for both ELA and Math interventions and progress monitoring.

In fall 2023, MCPS is engaging in an assessment review to ensure our assessment systems are predictive of student success, aligned to Montana Content Standards, drive instructional planning, and provide actionable and useful feedback to students, teachers, and caregivers. The review will include planning specific to the MCPS Charter School Assessment systems with the hopes to share resources across MCPS systems to leverage lower costs, share professional development, and provide for comparative data analysis across districts. Teachers, school leaders, and community members including caregivers will be invited to participate; we will also do specific outreach to include potential Charter families for input. By spring 2024, MCPS will complete a 5-year assessment system implementation plan for all MCPS districts.

A Commitment to Innovation and Flexibility

FIGURE 5.0: Flexible Options



With a commitment to personalized learning pathways, responsive MTSS systems, challenging and diverse course offerings, and college and career pathways, Connect Academy intends to be a leader in both virtual learning and competency based education.

In the first two years, the course design will follow a traditional semester design with synchronous and asynchronous course offerings, but by year 5, MCPS intends for most course offerings to be competency based.

Personalized Pathways

Connect Academy students will be connected with a Learning Navigator who will work with students to identify personalized pathways and schedules that will help students graduate college and career ready. Both synchronous and asynchronous courses will be available and students will be able to choose a class schedule that fits their life circumstances.

Challenging Courses

Connect Academy will provide a diverse catalog of courses and electives for students including access to AP and dual credit courses in high school. CTE courses, workplace learning, and internships will be options for student learning pathways. Middle school electives will allow students to choose from a variety of courses to expose students to pathways that will be available in high school courses.

Responsive Systems

Connect Academy will implement a strong MTSS system to ensure both academic and behavioral health needs are quickly identified and responsive supports are initiated in a flexible and timely fashion. In addition to academic support, Connect Academy will work with community providers across Montana to ensure students are connected to the health and wellness resources in their communities. The MCPS Families in Transition Liaison will meet regularly with the Connect Academy Student Assistance Team to ensure students in transition always have the resources they need to succeed in school.

Special education services will be provided synchronously by a licensed special educator and students with IEP's will have synchronous access to MCPS related service providers such as speech and OT. As part of the MTSS system, students who are not responding to tiered interventions can be referred by the Connect Academy SAT team for a special education evaluation.

College and Career Pathways

Connect Academy students will have access to numerous College and Career opportunities. Asynchronous CTE courses will be offered through MT Digital Academy. Dual and Concurrent credit courses will be finalized upon approval of the charter and will likely be offered as both synchronous and asynchronous courses. Learning Navigators will work with high school students to identify credit bearing work-based learning and internship opportunities in their local communities.

5. Describe any variances to existing standards that the public charter school requires to enhance educational opportunities.

The Connect Academy may seek the following variances from traditional public school standards to better facilitate online learning:

- Flexibility in teacher certification requirements - To recruit highly qualified content area experts to fill the Connect Academy certified positions, variances may be sought for alternate or provisional certification routes to licensure. This is especially true for hiring special education teachers which has proven to be a challenge since the pandemic.
- In years 1-2, Connect Academy may need variances to seat time requirements. However, as part of the 5 year plan to implement a competency based, aka proficiency based, learning system, Connect Academy will be be in line with MCPS Board Policy 1906, which states the "Board of Trustees authorizes proficiency-based ANB calculation in situations when a student demonstrates proficiency in a course area as determined by the Board of Trustees using district assessments consistent with the School District's adopted Plan of Action, or other measures approved by the Board of Trustees during the course of the current year."
- Modified compulsory attendance ages - Online schools may seek to serve students below or above standard ages, like early college learners or homeschool students seeking supplemental courses.
- Librarians: Our online academy will rely more on digital learning resources, ebooks, databases, and online literacy tools. These can be managed by teachers rather than requiring a dedicated librarian role.
- Flexibility in start/end dates - Online learning enables year-round instruction versus standard calendars. Variances to permit flexible scheduling may be sought to allow for flexible, asynchronous and synchronous course offerings .
- Reporting requirement adjustments - Modifications may be sought for things like class size, hours, and transportation requirements not applicable to online models.

Any variances sought for Connect Academy would aim to enhance the online charter schools' ability to provide innovative and flexible education models while ensuring accountability to state and local policies and laws.

6. Describe the instructional design, including the type of learning environment, class size and structure, curriculum overview, and teaching methods.

Connect Academy plans to be a leader in competency based education. The sections below detail our starting point as well as the long term vision for the Academy.

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Learning Environment

The Connect Academy will initiate years 1- 2 with asynchronous and synchronous course options that mirror the MCPS school calendar. Students will work with their personal Learning Navigator to design their personalized learning pathway with classes offered in a fall and spring semester.

In years 3-5, Connect Academy aspires to provide flexibly scheduled (possibly year round) asynchronous and synchronous competency based course options that allow students to graduate early or to catch up if they have fallen behind. Competency based learning systems are thoughtfully designed courses which organize student learning into clear learning intentions and success criteria for 3-8 core competencies per course. Students can work at their own pace in competency based courses and often have multiple means to demonstrate mastery. According to John Hattie research, mastery based competency learning systems have an Effect Size of .57.

In person and virtual work based learning and internship opportunities will also be coordinated in students' local communities to ensure meaningful experiences are available regardless of the physical location. Additional features of a virtual learning system provide these opportunities for a flexible learning environment:

- Use of virtual platforms that support interactive learning tools like video conferencing, discussion boards, document sharing, and more. Connect Academy will likely use Google Education systems such as Google Classroom and Google Meet in Year 1-2 but will explore a more comprehensive system such as Canvas as we transition to a competency based system in years 3-5.
- Synchronous and asynchronous course content will be accessible 24/7 via student logins.
- All students will be provided a Chromebook and hot spot if needed for accessing courses. Students will have access to the MCPS Tech Help Desk for technical assistance.
- Physical resources and learning kits will be mailed to students to facilitate hands-on learning.

Class Size and Structure

We anticipate synchronous class sizes will be at or below state accreditation levels (28-32 students). Asynchronous courses will likely have additional seats (30-40 seats) available as students will work and submit course work at their own pace within the course timeline.

Virtual learning systems have an advantage over traditional settings because technology provides more opportunities for small group and individualized learning opportunities, virtual break out rooms, virtual office hours, and one-on-one virtual meetings. Competency based systems are further personalized and responsive to student needs and allow for more individualized conferencing with the instructor.

All classes will use structured lesson design informed by the Teacher Clarity Playbook. This includes designing all lessons with clear learning intentions and success criteria that are visible to students. Throughout the units of learning, students should be able to answer the questions,

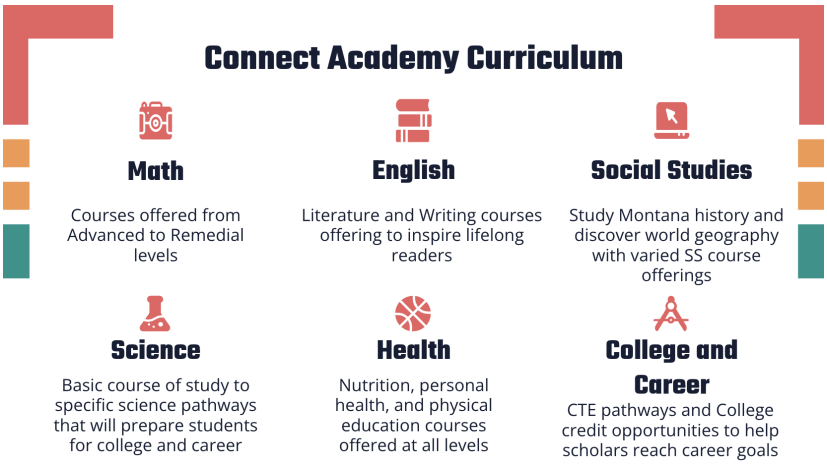
- What am I learning? (ES .48)
- Why am I learning this? (ES .46)
- How will I know I am successful? (ES .68)

This approach to lesson design and implementation is often referred to as "visible learning" because it makes learning visible to students and allows students to take ownership of their own success. It is further designed to facilitate the development and implementation of competency based learning systems.

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Connect Curriculum

Figure 6.0: Connect Academy Course Offerings



The Connect Academy curriculum will align with state and/or national content standards across all subjects. Courses will be guided by MCPS priority standards in each content area and high quality curriculum materials will be provided to facilitate learning.

At the middle school level, all core classes will be offered synchronously following a 7 period schedule. Elective courses will be offered both synchronously and asynchronously. A sample schedule is below:

- Period 1: 8:00-8:50: Advisory (lead by Learning Navigators)
- Period 2: 9:00-9:50: ELA
- Period 3: 10:00-10:50: Math
- Period 4: 11:00-11:50: Science
- Period 5: 11:50-1:00 Lunch
- Period 6: 1:00-1:50 Social Studies
- Period 7: 2:00-2:50 Elective Option (Changes Quarterly)
- Open Office Hours for all courses: 3:00-4:00

Middle School core courses will include ELA, Math, Science and Social Studies. Electives will include world languages, engineering, media, health and PE, and digital art. In years 1-2, all core classes will follow a semester system aligned to the MCPS calendar; electives will change quarterly. In years 3-5, we will transition to a competency based system which will likely integrate courses in ELA and Social Studies and Science and Math to make content more hands-on, interactive, and meaningful to students. This will also allow us to increase elective offerings so students can explore multiple CTE pathways before selecting high school courses. Synchronous courses will use the MCPS approved curriculum materials listed below.

- ELA: Engage New York
- Math: Carnegie Learning
- Science: Amplify Science
- Social Studies: Montana Historical Society materials for Montana History and IEFA, TCI world History and US History

At the high school level, a diverse set of courses will be provided from remedial and credit recovery options to AP and dual credit opportunities. A variety of CTE courses will be offered and workplace learning opportunities and internships will be coordinated so students feel ready to choose their college or career pathway upon graduation. Course outlines and materials for asynchronous courses will be provided by our online service providers including Montana Digital Academy and APEX learning. Synchronous courses will use the MCPS approved curriculum materials listed below.

- ELA: Engage New York
- Math: Carnegie Learning
- Science: Houghton Mifflin Science Dimensions
- Social Studies: TCI Human Geography, MacGruder's American Government

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Teaching Methods

MCPS has been operating the MOA since 2020 and therefore has experience offering virtual instruction to students in K-12. We have found success with synchronous instructional models that provide opportunities for a balance of teacher direct instruction, class discussion, breakout groups for cooperative learning, and independent work time with immediate access to the teacher; this design is often referred to as Gradual Release of Responsibility. We plan to continue this approach to ensure that our classrooms demonstrate the following characteristics:

- Student-centered approach tailored to different learning styles.
- Teachers serve as guides and facilitators who provide individual guidance.
- Focus on developing student independence, self-motivation, and time management through flexible pacing.
- Use of data and learning analytics to personalize instruction and interventions.
- Ongoing parent/teacher communication and support through virtual conferences, monthly class newsletters and a weekly Connect Academy newsletter sent to all students and caregivers.

7. Describe plans for identifying and successfully serving students with disabilities, students who are English Language Learners, students who are academically challenged, and gifted students, including compliance with applicable laws and regulations.

Connect Academy will meet all state and federal legal requirements for student services including serving students with disabilities, English language learners, and students with diverse learning needs. As part of the MCPS school system, the Connect Academy will have access to a wide range of experts and support services for students. MCPS currently provides district level support for special education students, English language learners, gifted education, Native American Student Services, Curriculum and Assessment, and Tier 2-3 Interventions; these important services will be extended to the Connect Academy.

Including district level support, the Connect Academy will employ or contract to provide the following staff:

- Certified Teachers for Core Courses
- Certified special education teacher
- ELL teachers and/or tutors as needed
- School Counselor
- Head of School to oversee compliance with laws and regulations and ensure services are provided to students and families
- Access to school Health Services including access to school nursing and contracted social workers

MCPS is also committed to providing all Connect Academy employees ongoing, job-embedded professional development in online instructional methods, high impact instruction, and competency based learning. This PD approach will include opportunities for CA teachers to access district level instructional coaching staff to engage in student-centered coaching cycles throughout the school year.

In addition to providing staffing and PD to support diverse student needs, MCPS will ensure the Connect Academy has the following structural supports and policies:

- Strong MTSS systems with a Student Assistance Team that screens and identifies students with disabilities upon enrollment and throughout the school year. Conduct thorough evaluations and convene IEP teams to determine eligibility services and accommodations.

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- Modifications and assistive technology for students with disabilities per their IEPs. Examples: extended time, text-to-speech, speech-to-text, closed captioning.
- Qualified ELL teachers/tutors for small group and 1-on-1 instruction. Monitor progress with annual WIDA assessment.
- Tiered interventions like tutoring, remedial courses, behavior improvement plans, counseling, and progress monitoring.
- Enrichment programs, accelerated course options, and dual enrollment opportunities.
- Online curriculum and instruction that is accessible and compliant with ADA, IDEA, ESSA, and other applicable laws.
- Communication with families in their primary language. Providing interpreters and translated materials as necessary.
- Document all evaluation and service procedures. Maintain detailed student records demonstrating legal compliance.
- Engage oversight from MCPS district leadership and participate in MCPS independent audits to ensure adherence to laws and regulations.

8. Describe student discipline policies, including those for special education students.
MOA's discipline policy is designed to maintain a safe and respectful virtual learning environment for all students. We recognize that some students may require additional support and accommodations, and our learning platform reflects a commitment to flexible and restorative practices. Disciplinary measures are always administered with an individualized and compassionate approach, taking into account the student's Individualized Education Plan (IEP) and any related considerations. We prioritize proactive strategies with the implementation of Positive Behavior Intervention Systems (PBIS) embedded in MTSS Tiered systems to ensure all students receive personalized behavior and social learning plans as needed.

In July- August 2024, Connect Academy staff will build a behavior matrix that will identify major and minor infractions and will develop an online referral system to alert administrative and counseling staff to trends. The matrix will identify a progressive discipline policy and restorative practices that will be clear to all stakeholders. Restorative practices will be employed to help students understand the impact of their actions while fostering a sense of responsibility and accountability.

A summary of Connect Academy policies is below:
- Clear codes of conduct prohibiting cheating, cyberbullying, harassment, etc. Policies should delineate prohibited behaviors and consequences.
- Behavioral expectations communicated in student/parent handbooks. Students agree to codes of conduct upon enrollment.
- Teachers will be empowered to enforce netiquette and appropriate online behavior during live sessions and will be given the ability to mute or temporarily remove disruptive students.
- Special education students will have added protections and will be assured due process under IDEA before extended suspensions or expulsions.
- IEP teams will be included in discipline decisions to ensure policies account for disabilities and provide alternate means of correction.
- Connect Academy will comply with FERPA regarding student disciplinary records and data.

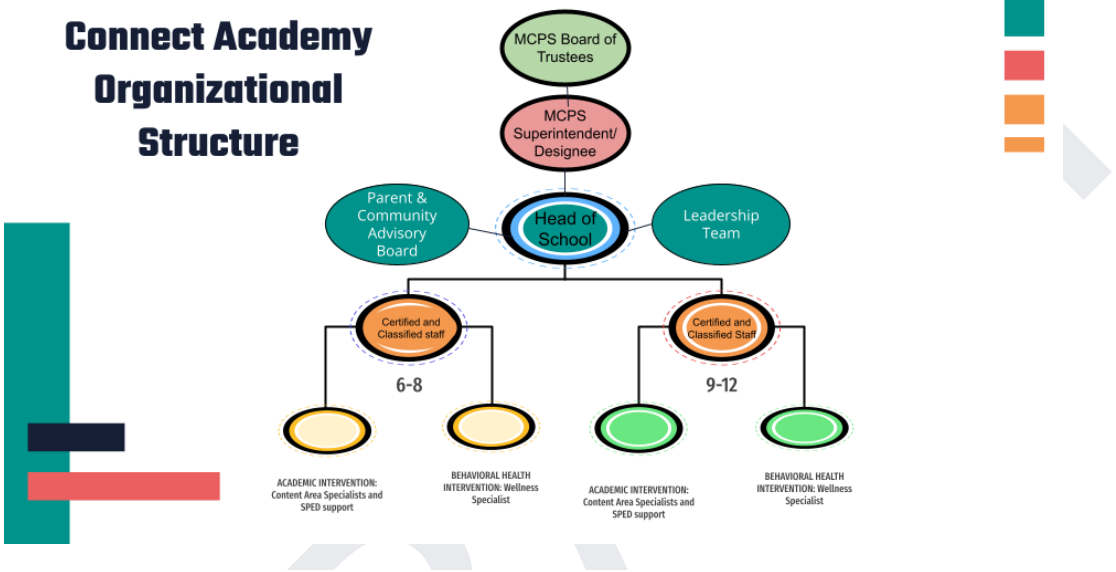
Clear policies, ongoing communication with staff/students/parents, and close coordination with IEP teams will help ensure discipline policies meet the needs of all students in an online environment.

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SCHOOL GOVERNANCE

9. Describe the public charter school's organizational chart that clearly presents the proposed organizational structure, including lines of authority and reporting between the governing board, staff, related bodies such as advisory bodies or parent and teacher councils, and external organizations that will play a role in managing the public charter school.

Figure 7.0: Connect Academy Organizational Structure



The Connect Academy will be governed by the MCPS Board of Trustees. Daily operations will be managed by the Head of School who will be supervised by the MCPS Superintendent or his designee. The Head of School will supervise and evaluate the following staff:

- Content Area Specialists/ Learning Navigators
- Special education staff
- Counselor
- Paraprofessionals

The Head of School will convene both a Parent and Community Advisory Committee and a School Leadership Committee by October 2024. Both Committees will meet at least quarterly and will provide feedback and guidance to the Head of School. These committees will also participate in an annual Comprehensive Needs Assessment that will guide the annual goal setting process for the Connect Academy.

Business and operations will be managed by the current MCPS leadership team and will continue to be supervised by the MCPS superintendent. Human Resources services and support will be provided by the MCPS HR department and curriculum and instructional support will be provided by the MCPS Academic and Community Services Department.

10. Describe the roles and responsibilities of the governing board, the proposed leadership management team, and other entities shown in the organizational chart.

The MCPS Board of Trustees will be the governing body of the Connect Academy. This board is subject to Montana state law and trustees are elected in May elections for three year terms. The MCPS Board of Trustees meets at least twice monthly and all meeting agendas are posted at least 48 hours in advance. All MCPS Board meetings are subject to open meeting laws and are televised by MCAT. The board has ultimate authority to set budgets, approve policy, and approve recommendations for hiring and firing staff.

11. Provide a staffing chart for the public charter school's first year and a staffing plan for the term of the public charter school.

The staffing plan below anticipates 72 students in year 1. MCPS anticipates an increase in enrollment to reach a maximum of 175 students in years 4-5 which will increase the number of content area specialists at each level.

Position	FTE Year 1-2	FTE Year 3-5
Head of School	1.0	1.0
Middle School Content Specialists/Learning Navigators	2.0	3.0-4.0
High School Content Specialists/ Learning Navigators	2.0	3.0-4.0
MS/HS Counselor	1.0	1.0
Special Education Teacher	1.0	1.0
Paraprofessional Support	0	1.0
Secretarial/ Attendance Support	1.0	1.0
Total Anticipated FTE	8 total	Up to 13 FTE

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12. Detail the public charter school startup plan, identifying tasks, timelines, and responsible individuals.

<table>
<tr><th colspan="2">Applicant: Missoula County Public Schools</th><th>Project Title: Connect Academy Charter School Application</th></tr>
<tr><td colspan="3">Connect Academy Start Up Plan</td></tr>
<tr><td colspan="3">1.0: Student Enrollment Goals
Goal 1.1: By March 1, 2024, the Connect Academy will finalize course catalogs and projected FTE.
Goal 1.2: By April 1, 2024, the Connect Academy will open the enrollment process.
Goal 1.3: By August 15, 2024, Connect Academy students will have course schedules and at least one meeting scheduled with their personal learning navigator</td></tr>
<tr><td>Strategies</td><td>Action/ Responsible</td><td>Timeframe: Milestones / Deliverables</td></tr>
<tr><td>Planning and Implement-ation</td><td><u>Responsible</u>: MCSP Assistant Superintendents/ Head of School (HOS)</td><td>Finalize Course Catalogs

February 2024: Finalize course catalog for middle and high school courses.
Spring 2024: HOS works with technology department to input courses into Infinite campus and create course selection forms for middle and high school students
July -August 2024:
● HOS ensures all Connect Academy students have an appointment scheduled with their personal learning navigator.
● Students select courses

Enroll Students

March-April 2024:
● HOS works with assistant superintendents to develop enrollment process and procedures.
● HOS works with the MCPS Communications staff to advertise this new statewide educational opportunity.
April 1, 2024: Enrollment Opens
May 1, 2024: Enrollment Closes
May 2-15 2024: Application review and enrollment lottery if applications exceed enrollment cap.
May 25, 2024: Families notified of enrollment decision including those on the waitlist
June 1, 2024: Families accept enrollment
June 5, 2024: Waitlist students notified if space is available

Ongoing

MCPS Cabinet meets weekly to review progress toward charter goals and to make suggestions for continued improvement.</td></tr>
</table>

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		Deliverables: Quarterly agendas and minutes, staffing plans, advertisements for job openings
	Communication Plan **<u>Responsible</u>**: Head of School, Assistant Superintendents	***January* 2024:** Build and launch Connect Academy website. **Feb-March 2024:** Build excitement for the launch- hold informative virtual and in person meetings, share social media advertisements, engage in radio and tv advertising **April-May 2024:** Share enrollment packets and information statewide. **June 1, 2024**: Notify families through email *Deliverables: Public notices of meetings, copies of advertisements, updated website*
2.0: Staffing Goals **Goal 2.1:** By June 2024, all Connect Academy certified staff will be hired. **Goal 2.2:** June 2024-August 2024, MCPS will provide professional development and instructional coaching to help teachers design instruction. **Goal 2.3:** By August 20, 2024, all Connect Academy certified staff will be hired		
Strategies	**Action/ Responsible**	**Timeframe: Milestones / Deliverables**
Planning and Implement-ation	MCPS Human Resources staff will work with Assistant Superintendents and Connect Academy leadership to hire a highly qualified staff. **<u>Responsible</u>**: MCSP Assistant Superintendents/ Head of School (HOS)	***Hire Head of School*** **January 2024:** Advertise for Head of School: A certified and licensed K-12 Administrator to oversee the Connect Academy **February 2024:** Superintendent and designees recommend a candidate for HOS to the MCPS Board of Trustees **Spring 2024:** ● HOS works with HR to advertise and hire all certified teaching positions ● HOS works with assistant superintendents to advertise for and complete the student enrollment process. ● HOS works with the technology department to ensure all virtual class platforms are prepared and courses are identified in Infinite Campus ● HOS works with Academic and Community Schools Department to outline course objectives and content for all Connect Academy courses **Summer 2024:** HOS works with the Academic and Community Services Department to ensure Connect Academy staff receive at least 12 hours of PIR to prepare for instruction. **August 15, 2024:** ● HOS ensures all students have technology and materials needed to start school and ensures all students have had or scheduled at least one meeting with their learning Navigator. ● HOS ensures all students can access their schedule in Infinite Campus

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		Hire Certified Staff **March-April 2024:** HR advertises and recruits applicants for all CA certified positions **June 1, 2024:** HOA works with assistant superintendents and HR to fill all certified positions **Summer 2027:** ● All certified staff receive at least 12 hours of professional development to prepare for instruction. ● HOA convenes the CA Student Assistance Team to begin reviewing student enrollment information to ensure all students have the academic and social supports they need to start the school year. ***Ongoing*** MCPS Cabinet meets weekly to review progress toward charter goals and to make suggestions for continued improvement. *Deliverables: Quarterly agendas and minutes, staffing plans, advertisements for job openings*
3.0: Governance Goals **Goal 3.1:** January 2024, Connect Academy Charter application approved by Montana Board of Public Education. **Goal 3.2:** February 2024: MCPS Board of Trustees approves Connect Academy Charter and accompanying variances. **Goal 2.2:** March -July 2024: MCPS purchases equipment, materials, and supplies for Connect Academy operations. **Goal I 2.3:** By August 1, 2024 Connect Academy parent and student handbook complete.		
Strategies	**Action/ Responsible**	**Timeframe: Milestones / Deliverables**
Planning and Implement-ation	MCPS Human Resources staff will work with Assistant Superintendents and Connect Academy leadership to hire a highly qualified staff. **Responsible**: MCSP Assistant Superintendents/	***Gain Approvals*** **January 2024:** Connect Academy approved by Montana Board of Public Education **February 2024:** MCPS Board of Trustees approves Connect Academy Charter with accompanying variances **Spring 2024:** MCPS leadership team identifies contractors and service providers for Connect Academy infrastructure and ensures all privacy policies and data sharing practices are Board and State approved and meet all FERPA guidelines. ***Policies and Handbooks*** **March-July 2024:** ● HOS works with MCPS teams and Connect Academy stakeholders to develop and compile a comprehensive

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	Head of School (HOS)	Connect Academy Student and Caregiver Handbook that at minimum includes academic requirements, grading policies, progressive discipline policies, codes of conduct, attendance policies, MTSS intervention systems, important contact info, school calendar and daily schedules. ● HOS works with MCPS Leadership Team to write appendices for Connect Academy staff handbook to include at a minimum daily schedule, professional goal setting and observation systems, professional development expectations, and virtual duty schedules. ● HOS works with MCPS District Crisis Team to plan and implement a Connect Academy Crisis team and clear crisis plan to include threat and suicide assessment protocols. **August 1, 2024: Handbooks are distributed** ***Ongoing*** *Deliverables: Final Handbook, Crisis Plan, Suicide and Threat Assessment Protocols*

13. Describe the plans for recruiting and developing school leadership and staff.

MCPS will advertise for staff using the MCPS website. We also hold spring job fairs and post positions on Indeed. Candidates are screened or all applicants are interviewed. Once interviews are completed, the successful candidate is offered a job pending Board approval and a background check.

All newly hired teachers participate in a 3 day new teacher orientation program each August and all first year teachers are assigned a mentor teacher who meets with them at least monthly. Classified employees are provided onboarding and orientation specific to their position.

Ongoing, job embedded professional development opportunities are provided throughout the school year. MCPS also provides access to district instructional coaches for student centered coaching cycles that help staff improve planning and preparation and instructional delivery.

14. Describe the proposed leadership and teacher employment policies, including performance evaluation plans.

MCPS certified teachers fall under the Collective Bargaining Agreement (CBA). Within this document is a prescribed program for supervision and evaluation including goal conferences (fall and sprint), pre-observation meetings, observations, post-observations meetings and a summative evaluation. Administrators are evaluated by their supervisors annually. including administrators and teachers set professional goals each fall with their direct supervisor. During this goal setting meeting, the supervisor confirms the evaluation schedule for the current school year and works with the staff member to schedule observations and follow up meetings. MCPS utilizes the Danielson Framework for Teaching to identify the goal setting domains and actionable steps for improvement. All

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Non tenured staff and Tenured teachers in year 3 of the evaluation cycle will participate in a formal evaluation process which includes 3 formal observations and a final summative evaluation presented to the staff member before March 1 for non tenured staff and May 1 for tenured staff.

MCPS classified employee evaluation falls under the Collective Bargaining Agreement (CBA). In addition to annual evaluations, probationary employees receive a verbal conference within 3 months of hire and a formal written evaluation within the 6 month period.

15. State the proposed governing bylaws.

Connect Academy will be governed by all MCPS Board of Trustees policies and procedures. Policies and procedures can be found at the MCPS website (mcpsmt.org).

16. Explain any partnerships or contractual relationships central to the operations and mission of the public charter school.

Creating a statewide charter school will require the Connect Academy team to reach beyond the Missoula Community to build academic, CTE and health partnerships that will support our diverse student body. Learning Navigators will be tasked with outreach and relationship building in the communities of the students on their caseload. We will also leverage our existing partnerships to help us continue to provide a connected community program as well as to facilitate new partnerships to support our students. Here are some existing partners who are excited to support the new Connect Academy:

- Partnership Health Center
- Montana Department of Labor
- Montana Healthcare Foundation
- Missoula United Way
- City of Missoula
- University of Montana

17. Provide the proposed calendar and sample daily schedule.

In years 1-2, Connect Academy will align with the MCPS Board of Trustees approved High School Calendar. In Years 3-5, following research and recommendations by a CA scheduling committee that involve all stakeholders, Connect Academy will propose to the MCPS Board a more flexible calendar that accommodates a competency based learning model.
A sample MCPS School calendar can be found on the MCPS website (https://www.mcpsmt.org/Page/1979).

Sample Middle School Daily Schedule
**Most courses offered synchronously*

- Period 1: 8:00-8:50: Advisory (lead by Learning Navigators)
- Period 2: 9:00-9:50: ELA
- Period 3: 10:00-10:50: Math
- Period 4: 11:00-11:50: Science
- Period 5: 11:50-1:00 Lunch
- Period 6: 1:00-1:50 Social Studies
- Period 7: 2:00-2:50 Elective Option (Changes Quarterly)
- Open Office Hours for all courses: 3:00-4:00

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Sample High School Daily Schedule

**Combination of synchronous and asynchronous courses*

- Period 1: 8:00-8:50: M,W,F Advisory (lead by Learning Navigators), T/TH Academic Intervention
- Period 2: 9:00-9:50: Synchronous ELA
- Period 3: 10:00-10:50: Off
- Period 4: 11:00-11:50: Science or Social Studies
- Period 5: 11:50-1:00 Lunch
- Period 6: 1:00-1:50 Elective Option
- Period 7: 2:00-2:50 Work Based Learning or Internship
- Open Office Hours for all courses: 3:00-4:00
- Asynchronous Course: AP Statistics

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BUSINESS OPERATIONS

18. Describe plans for providing transportation, food service, and all other significant operational or ancillary services.

Transportation

Transportation for students attending Connect Academy will not be necessary as students are not physically present at a centralized building. Connect Academy will maintain a physical location at the MCPS District office campus to house administration and essential services. Connect Academy will work with McKinney Vento and Neglected and Delinquent grants to provide gas cards to students who need support accessing brick and mortar services.

Access to Technology

Connect Academy will provide access to Chromebooks and wireless hotspots for all students enrolled. MCPS has an efficient Technology Department with the capacity to oversee access for this charter school. Connect Academy will ensure that all students have access to the necessary technology and internet connectivity and will work with staff and caregivers to address potential disparities in digital access within our community.

Family Resource Services

Though Connect Academy does not contain a Family Resource Center, MOA's physical location is within the district's administration offices. Therefore, MCPS will leverage the District Liason's access to family resource offerings in order to make those services readily available to all MOA students. MCPS provides families with access to clothing, backpacks, school supplies, food and gas cards, headphones, and winter gear as needed. Our Liaison can also assist caregivers gain access to services such as housing support and medical access.

Food and Nutrition

Students who participate in the Connect Academy will have access to a Grab and Go meal pickup (breakfast and lunch in one bag) at each of our MCPS school sites. We will also work with community partners across the state including local food banks to provide meal access for students outside the Missoula community. Meal prices, including free and reduced price options, will apply. Students who choose to participate will also be offered EmPower Packs, nutrition support for weekends, each Friday when they pick up their Grab and Go meal; similar partnerships will be sought in communities around the state to ensure students have access to nutritious meals on both school days and weekends.

19. Describe co curricular and extracurricular programs and how the programs will be funded and delivered.

Connect Academy will offer student led clubs for students to identify topics that interest them. Virtual space will be allowed for these clubs to exist during the lunch block. Content specialists will also have the option to lead school clubs. Any school initiated or supported clubs will require parent permission for students to participate. These clubs will not be in addition to school hours and they will not have an allocated budget.

20. Describe the proposed financial plan and policies, including financial controls and audit requirements.

- Revenue Sources - An online charter school is publicly funded and based on student enrollment and attendance. Other sources could include federal/state grants, philanthropy, fees for extra services.

- Personnel Expenses - Majority of budget will go to teachers, administrators, counselors, tutors and support staff. Consider costs for recruitment, professional development, evaluation, benefits and technology needs.
- Academics and Student Services - Expenses for learning software/platforms, curriculum materials, assessment tools, counseling services, special education services. Allocate for full range of student academic and developmental needs.
- Operations and Technology - Costs for software systems, networks, technical support staff, cybersecurity measures, student laptops/tablets, digital resources and high-speed broadband.
- Facilities - As an online school, facilities needs are lower but may still require office space, meeting rooms and storage.
- Financial Controls - Segregate transaction authorization, recording and reconciliation duties. Require multiple sign-offs for expenditures over certain thresholds. Inventory assets.
- Audits - authorizing agencies require annual audits.

21. Describe the insurance coverage that will be obtained.

- General Liability Insurance - Protects against claims of bodily injury, property damage, personal injury from operations and activities. Important for schools to manage liability risk.
- Directors and Officers (D&O) Liability Insurance - Covers legal costs and judgments against school directors and officers for their decisions and actions. Crucial for financial protection.
- Educators Legal Liability Insurance - Insures against allegations of errors, omissions or negligent acts in delivering educational services. Covers legal defense costs.
- Property Insurance - Covers loss or damage to school property due to events like fire, theft, vandalism, natural disasters. Includes coverage for laptops/tablets issued to students.
- Technology Errors and Omissions Insurance - Protects against claims arising from problems with educational software, portals, apps or platforms.
- Cyber Liability Insurance - Covers costs related to data breaches, hacking incidents or malicious cyber activities. Important given online environment.
- Workers Compensation Insurance - Provides coverage for injuries or illnesses related to school staff's work activities per state regulations.
- Student Accident Insurance - Optional injury coverage for enrolled students since they are not on premises. Can supplement family health insurance.

22. Describe the startup and five-year budgets with clearly stated assumptions.

Please see Exhibit A for the budgeting spreadsheets with year 1- 5 assumptions and funding sources

23. Describe the startup and first year cash flow projections with clearly stated assumptions.

Annual Operating Budget Worksheet				
DESCRIPTION	**ASSUMPTIONS**	**AMOUNT**	**NUMBER**	**TOTAL**
General	Assume a $670,000 annual operating budget (all figures have been rounded for simplicity)	$670,000	1	$670,000.00

Number of Students	A total of at least 72 students 6th-12th grade. 72 is the minimum enrollment needed to "break even," however, this charter school can accommodate up to 600 with the assumed staffing levels detailed below.	72	72	72
High School	At least 41 high school students	41	41	41
Middle School	At least 21 7th and 8th grade students	21	21	21
Elementary School	At least 10 6th grade students	10	10	10
Facility square footage	This is an online charter school and does not require a facility to house students. However, office space will be available for teaching staff and classroom space will be available for student support. These spaces are already available at existing MCPS sites.	N/A	0	0
Student teacher ratio	Student teacher ratios will be governed by the accreditation	1	150	150

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	rules of Montana - not to exceed 30 students per period for a maximum of 5 periods per teacher			
Average teacher salary	The average teacher salary at MCPS is approximately $68,000	$68,000	1	$68,000.00
REVENUES				
High School Basic entitlement $343,483 Middle School Basic entitlement $114,493	Assuming we meet our minimum enrollments of at least 41 high school students and 21 middle school students the charter school would be eligible for basic entitlement			
HIgh School Basic Entitlement	High School Basic entitlement is $343,483 assuming we have at least 41 students enrolled	$343,483	1	$343,483.00
Middle School Basic Entitlement	Middle School Basic entitlement is $114,493 assuming we have at least 21 students enrolled	$114,493	1	$114,493.00
State ANB formula earnings High School	Assuming $7634 per high school student - but this could change based on enrollments	$7,634	41	$312,994.00

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	and degradation in the formula			
State ANB formula earnings Middle School	Assuming $7634 per middle school student - but this could change based on enrollments and degradation in the formula	$7,634	21	$160,314.00
State ANB formula earnings Elementary School	Assuming $5962 per 6th grade school student - but this could change based on enrollments and degradation in the formula	$5,962	10	$59,620.00
Quality Educator Payment	This assumes a quality educator payment for each certified staff member	$3,673	6	$22,038.00
Data for Achievement	Per ANB (74.36) is the ANB count and not the actual enrollment	$23.58	74.36	$1,753.41
At Risk Payment	Per student count and not the actual enrollment	$28.88	75	$2,166.00
Indian Education For All	Per ANB (74.36) is the ANB count and not the actual enrollment	$24.63	74.36	$1,831.49
American Indian Achievement Gap	$242 per Native American Student but we won't know how many Native American students we will have	$242	0	$0.00

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Applicable State Grants	Assuming we receive any state grant funding, the charter school will receive an equitable share on a per pupil basis	$0	80	$0.00
Applicable Federal Grants	Assuming we receive any federal Title or IDEA funding, the charter school will receive an equitable share on a per pupil basis	$0	80	$0.00
Local Tax Revenue	Assuming MCPS continues to pass ovebase levies the charter school will be funded at 100% of maximum allowed budget	30%	80	$0.00
Grants and Fundraising	No grants or additional fundraising are anticipated in year one.	$0	0	$0.00
Total Revenue				$1,018,692.90
EXPENDITURES				
PERSONNEL				
Head of School	$103,000 (prorated at .34 FTE) = $34,000	$103,000	1	$103,000.00
Counselor	1 counselor for guidance and college and career readiness	$68,000	1	$68,000.00

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Teachers	4 content area teachers + 1 special education teacher at average salary $ 68,000	$68,000	5	$340,000.00
Para Professionals	None needed at this time	$0	0	$0.00
Clerical	One secretary	$37,000	1	$37,000.00
Nurse	None needed at this time	$0	0	$0.00
Custodial	Considered as part of our indirect costs	$0	0	$0.00
Fringe Benefits	17% of total salary expenditures	$548,000	17%	$93,160.00
Health Benefits	$673 a month x 12 Months	$8,076	7	$56,532.00
Other	Assuming cell phones, mileage, travel reimbursement = $1000 per person	$1,000	7	$7,000.00
Total Personnel			7	$704,692.00
INSTRUCTION				
Textbooks	Assume $250 per student	$250	72	$18,000
Online curriculum	Assume 6 courses per student at $150 per course on a variety of platforms to meet student needs	$900	72	$64,800
Classroom Paper and Supplies	Assume $30 per student	$30	72	$2,160
Compute	Assume $500	$500	7	$36,000

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rs	per student		2	
Software	Assume $100 per student	$100	72	$7,200
Field Trips		$0	72	$0
Instructional Equipment	Staff laptops $800 each	$800	7	$5,600
Library and Media	Included in textbooks, online curriculum, supplies	$0	0	$0
Student Assessment	Assume $50 per student	$50	72	$3,600
Classroom Furniture	Assume no furniture needed	$0	0	$0
Athletic Equipment	Assume no athletic equipment needed	$0	0	$0
Music Equipment	Assume no music equipment needed	$0	0	$0
Other	Hotspots, Internet Connectivity - assume $70 per student average	$70	72	$5,040
Total Instruction				$142,400
SERVICES AND SUPPLIES				
Office Supplies	$250 per FTE	$500	7	$3,500.00
Office Furniture	No additional furniture needed	$0	0	$0.00
Book Keeping and Audit	Included in indirect cost rate calculated at 2.67% of our	$0		$0.00

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	revenue			
Payroll Services	Included in indirect cost rate calculated at 2.67% of our revenue	$0		$0.00
Banking Fees	Included in indirect cost rate calculated at 2.67% of our revenue	$0		$0.00
Legal Services	Included in indirect cost rate calculated at 2.67% of our revenue	$0		$0.00
Liability and Property Insuranc e	Included in indirect cost rate calculated at 2.67% of our revenue	$0		$0.00
Staff Develop ment	$1000 per teacher	$1,000	7	$7,000.0 0
Travel	$150 per teacher	$150	7	$1,050.0 0
Internet	Included in indirect cost rate calculated at 2.67% of our revenue	See indirect cost rate below		
Food Service	Included in indirect cost rate calculated at 2.67% of our revenue	See indirect cost rate below		
Transpor tation	Included in indirect cost rate calculated at 2.67% of our revenue	See indirect cost rate below		
Health Supplies	Included in indirect cost rate calculated at 2.67% of our revenue	See indirect cost rate below		
Pest Control	Included in indirect cost	See indirect cost rate		

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	rate calculated at 2.67% of our revenue	below		
Janitorial Supplies	Included in indirect cost rate calculated at 2.67% of our revenue	See indirect cost rate below		
Waste Disposal	Included in indirect cost rate calculated at 2.67% of our revenue	See indirect cost rate below		
Indirect Costs	Estimated Revenue $1,098,195 x 2.67% = $29,321	$1,018,674	2.97%	$30,254.63
Total Services and Supplies				$41,804.63
FACILITIES				
Rent/Lease/Mortgage	MCPS will not need to budget for facilities for the online charter school	N/A		
Maintenance & Repair	MCPS will not need to budget for facilities for the online charter school	N/A		
Gas/ Electric	MCPS will not need to budget for facilities for the online charter school	N/A		
Phone	MCPS will not need to budget for facilities for the online charter school	N/A		
Fire & Security	MCPS will not need to budget for facilities for the online	N/A		

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	charter school			
Total Facilities				$0.00
Total Revenue				$1,018,692.90
Total Expenditures				$888,896.63
Surplus (Deficit)				$129,796.27

24. Describe anticipated fundraising contributions and evidence, if applicable.
At this time, the Connect Academy will be operating with adequate funding to support programs. The virtual option reduces facility and other brick and mortar costs which allows more flexibility within the budget.

25. Describe the facilities plan, including backup or contingency plans.
Connect Academy will be a virtual school- students will not attend in person. The MCPS District Administrative Campus has office and storage space to accommodate CA staff and supplies.

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COMMUNITY SUPPORT AND NEED

26. Describe the specific evidence of significant community support.

Missoula County Public schools established the Missoula Online Academy (MOA) in 2020, in response to the community's urgent need to initiate distance learning. Although many students have returned to in-person instruction, the Covid-19 pandemic highlighted the need for, and benefit to, robust online learning options.

Online learning options have proven to be an essential option for students and families as evidenced by the extensive public comment received by the MCPS School Board. Students and families who have been part of the MOA community have regularly advocated for this online option to continue. As referenced earlier in the application, public comment has indicated the importance of the MOA to our students and families. Included comments expressed appreciation from parents for the versatility of the online school, and its value to the district's portfolio. Parents also highlighted that, for some students, online learning is the only viable option for academic opportunity given circumstances. Students expressed the mental health benefits of the online program and how the individualized learning setting builds responsibility and promotes accountability. In addition, MOA teachers described the online school as critical for meeting the needs of students that do not thrive in a traditional academic setting.

27. Describe the opportunities and expectations for parent involvement.

Connect Academy will continue to emphasize MCPS's commitment to involving parents in the educational process, which can attract families who value active participation in their child's journey. Parents and guardians are expected to maintain regular communication with their student's teacher(s) and school administrators to stay informed about their child's progress and any school updates. Parents and guardians are expected to attend parent/teacher conferences, and need assessment meetings, and read all school newsletters. MCPS will encourage parents to actively engage their student to participate in school activities, extracurriculars, and events whether in person or virtual. Connect Academy will offer a parent workshop at the beginning of each semester to ensure parents and guardians receive education in online learning best practices, digital safety, and supporting students at home.

Connect Academy will also convene an advisory board composed of school stakeholders including parents and caregivers. This board will meet at least quarterly to ensure families are involved in goal setting and action planning for the Connect Academy.

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Exhibit A: Annual Operating Budget and Start Up

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Exhibit B: 5 Year Projections

PUBLIC CHARTER APPLICATION COVER PAGE

Check One: _X__ New Public Charter under Existing Local School Board ___ New Public Charter

District Name of Public Charter School:
TEACH Academy

Local school district in which the public charter school will be physically located:
Missoula County Public Schools District #1

Contact Information for the Governing Board Chair

Contact Person: Wilena Old Person Board Chair for MCPS
Name Title

Contact Address: 909 South Avenue West, Missoula, MT 59803

Telephone Number: 406.728.2400

E-mail Address: woldperson@mcpsmt.org

Contact Information for the Person Completing this Application

Contact Person: Micah Hill Superintendent
Name Title

Contact Address: 909 South Avenue West, Missoula, MT 59803

Telephone Number: 406.728.2400

E-mail Address: mhill@mcpsmt.org

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PUBLIC CHARTER APPLICATION

Name of Public Charter School: TEACH Academy

Provide an executive summary with the general purpose and rationale for the creation of the public charter school.

The TEACH Academy is an innovative public education approach that provides a flexible approach to demonstrating mastery for our youngest learners while also seeking solutions to the teacher shortage plaguing our state. By tackling these two issues in one charter school, we believe the results will be a passionate learning community that fosters creative and educational excellence for learners of all ages.

Opening Date: August 2024 Public Charter Term Length: 5 years
Grades to be served: Preschool-3
Minimum Enrollment Per Year: 72 students
Planned Enrollment Per Year: 72 students
Maximum Enrollment Per Year: 175 students by year 5

For each year of the public charter term, indicate the number of students the public charter school plans to serve in each grade.

	EL	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Year 1	15*	20	40	20											80
Year 2	15	20	40	40	28										143
Year 3	15	20	40	40	85	85									205
Year 4	15	20	40	40	85	85	30								238
Year 5	15	40	40	40	85	85	30								258

*Not considered in ANB or budget calculations for year 1

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ACADEMIC PROGRAM

1. State the public charter school's mission and vision and describe why this initiative is important to the community it will serve.

TEACH Academy, an MCPS Charter School, will be an integrated arts academy and CTE Aspiring Teacher pathway that will serve students in elementary grades while also providing internship opportunities for high school students and preservice teachers.

The **Mission**: TEACH Academy is dedicated to empowering Future Educators and Nurturing Creative Minds. This academy will seek to bridge the worlds of an arts integrated elementary school with an innovative approach to attracting pre-service teachers.

The TEACH Academy is committed to: **T**eaching **E**xcellence in the **A**rts and **C**reative **H**armony.

We **envision** a charter school committed to fostering an inclusive school community where elementary students benefit from a knowledge based, arts-integrated experience and pre-service teachers and high school students are inspired to join the profession.

The TEACH Academy will engage elementary students in a high quality arts integrated learning experiences that ensure all students have access to:

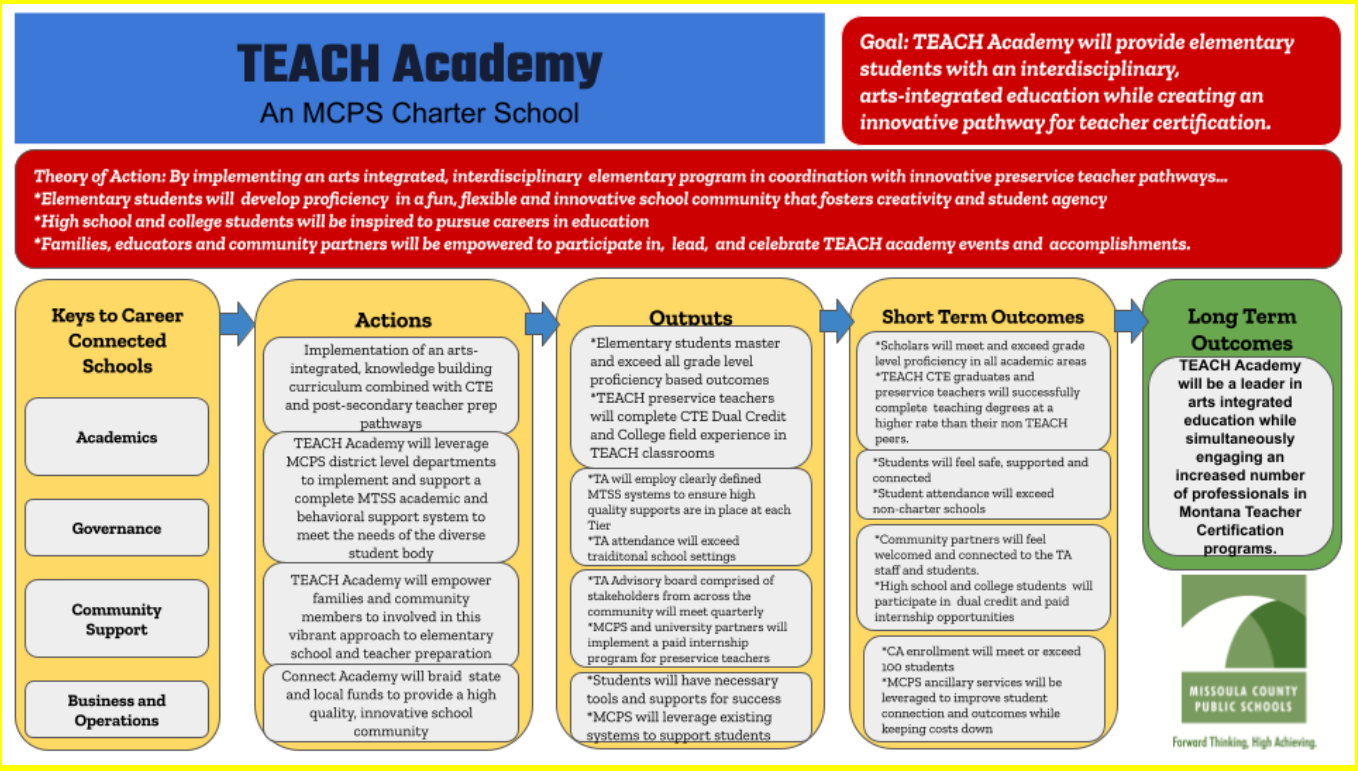
- A high quality, knowledge building curriculum aligned to Montana Content Standards;
- Daily lessons that guarantee innovative and high impact teaching strategies to ensure engagement;
- Increased opportunities to demonstrate student creativity and deepen learning through immersion in arts integrated learning experiences;
- Empowering opportunities for caregivers to participate in classroom and family engagement events that promote creativity;
- A community of discourse and discussion where students are empowered to self assess, choose their learning evidence, and reach high levels of learning in a proficiency aligned model.

The TEACH Academy will empower rising educators and preservice teachers by partnering with the University of Montana College of Education to:

- Promote and create college pathways to encourage high school students explore the field of education;
- Create innovative solutions for paid internship opportunities including paraprofessional and support staff roles for high school students and preservice teachers seeking field experience hours;
- Connect aspiring educators to experts in the field of education to facilitative supportive and encouraging relationships for new educators;
- Collaborate with our university partners to create new, innovative, and paid internship opportunities to encourage more students to choose teaching as a career;
- Infuse arts integrated practices throughout the curriculum to ensure all learners, young and old, students feel free to grow their creativity.

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FIGURE 1.0: TEACH Academy Logic Model



Utilizing Innovation

The TEACH Academy will start year 1 with at least one Early Literacy classroom (although his classroom will not count in ANB or staffing calculations until year 2), and up to four grade level classrooms. If we successfully fill these slots, the TEACH Academy will plan to accommodate additional students in each year of this 5-year charter.

This innovative model presents two solutions to our current educational challenges. First, student attendance and engagement has steadily declined since the pandemic. This is evidenced by MCPS chronic attendance percentages in elementary school. On average, 35% of our elementary students miss 10% or more of their school days. Additionally, student voice data indicates that many students are bored or disengaged in our classrooms and our assessment data confirms that as many as 40% of our students are not meeting grade level expectations.

Second, student enrollment in Teacher Preparation programs across Montana has been in decline for many years. This model is first intended to promote education as a dual credit CTE pathway by engaging high school students as interns in the TEACH Academy classrooms. By year 3 of this charter, it is hoped that MCPS will have developed a partnership with the university system to create paid internship opportunities for preservice teachers.

With an engaging approach to learning and a smaller teacher to student ratio due to the support of preservice educators, the TEACH academy will provide an exciting and creative school community that inspires our youth to be innovative and our young adults to choose this important profession.

Ensuring Flexibility and Serving the Community

Missoula has a reputation for being a supporter of the arts. From our art galleries to music venues, Missoula celebrates and encourages artistic expression throughout our community. In a 2022 nation-wide arts vibrancy index, Missoula was ranked in the top 10 for medium-sized cities based on arts providers and community and government support. (SMU DataArts)

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Currently the SPARK Ignites Learning initiative ensures arts integrated experiences occur in our K-8 schools by providing both artist residencies and field trip experiences for all Missoula K-8 students. The TEACH academy would leverage this partnership as part of this new approach to augment a fully integrated arts curriculum for students and pre-service teachers. Students would still be taught the skills and content needed to be readers, mathematicians, and scientists, using engaging lessons but these lessons and assessment opportunities would include hands-on art strategies as tools for demonstrating mastery.

2. Identify the targeted student population and the community the public charter school proposes to serve.

This TEACH Academy will be open to Montana residents in P-2 grades in year one with the goal to serve students in grades P-5 by the end of the 5-year charter. This innovative charter will cater to elementary students who are curious, creative and eager to demonstrate mastery of their learning with the promise of an arts integrated learning experiences and opportunities infused throughout the day.We anticipate a diverse and dynamic group of students will apply and the TEACH Academy will embrace all abilities and learning styles.

Simultaneously, the TEACH academy will welcome high school students and pre-service educators into the field. These aspiring educators represent a collaborative approach to teacher education with the dual hope of getting these individuals excited about teaching while equipping them with the tools and knowledge they need to engage students in their future classrooms.

3. Describe plans and timelines for student recruitment and enrollment, including lottery procedures.

Recruitment

In year one, the TEACH Academy aims to enroll up to 75 students in P-2 grade classrooms. By the end of the five year charter, the TEACH Academy has set the goal of at least one classroom per grade level, P-5. Student recruitment will be a comprehensive endeavor that involves engaging with prospective students and their families and utilizing advertising campaigns to highlight the unique educational opportunities and advantages our charter school offers. We will also recruit aspiring educators by working in partnership with our high schools to augment CTE Teacher Education Pathways with internship opportunities and with our University partners to find paid internship solutions to recruit potential teacher education candidates.

MCPS takes pride in our commitment to serving the community and therefore will conduct outreach to prospective families through various channels, such as community events, informative virtual and in person sessions, and partnerships with local and state organizations, all aimed at raising awareness about TEACH Academy. In addition to community engagement, we will employ targeted marketing strategies, both online and offline, to reach a wide range of potential students and preservice teachers. These efforts are designed to create a diverse and inclusive student body while ensuring that families are well-informed about our educational mission and innovative and personalized curriculum pathways.

Application Process

The annual application process will be open each spring for Montana residents in grades P-2 (P-5 by year 5). We anticipate open enrollment for up to 75 students in year 1 with hopes to reach an enrollment goal of 100 students by year 5.

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In year 1, the application process will be open from April 1- May 1, 2023. To apply, interested parents or guardians will submit applications within the specified enrollment period. From May 2-15, 2023, these applications will be carefully reviewed to ensure they meet all eligibility criteria, such as age and state residency requirements. If student enrollment exceeds the annual student capacity, a lottery will be conducted. This process will involve assigning each applicant a unique identification number and using a random selection method, to select students for available slots. Admission or lottery results will then be communicated to parents no later than May 25, 2023, and those who are selected will receive an enrollment offer with instructions on how to proceed with enrollment. Families will need to confirm enrollment by June 1, 2023. For those not selected in the initial lottery, the TEACH Academy will maintain waitlists as slots become available due to withdrawals or other factors. Throughout the entire process, transparency and adherence to established rules and timelines will be crucial to ensure an equitable and orderly enrollment system. All enrollment policies and timelines will be clearly communicated on the TEACH Academy website which will be created within two months of approval of this charter.

TEACH Academy will adhere to all state and federal laws in relation to school enrollment including students who qualify for McKinneyVento services and will not discriminate based on race, color, religion, or disability.

4. Describe the public charter school's academic program, specifically focusing on why it is innovative in your school district. Include plans to formally assess student achievement on an annual basis.

Our innovative charter will offer core courses in ELA, math, science, social studies that meet all Montana elementary accreditation standards. The course content and instructional approaches will be infused with arts integrated learning experiences and assessment opportunities that grow student agency and ensure that students are adequately challenged and engaged throughout the school day.

The high school CTE pathway attached to the TEACH Academy will target rising educators by offering dual and concurrent credit courses, as well as CTE and internship credits. By the end of this charter, TEACH Academy will be a state leader in CTE Rising Educator Pathways.

For college level students, MCPS will work with our University partners to find solutions for creating paid field experience opportunities in the TEACH Academy. One way this may be accomplished is through the creation of flexible MCPS paraprofessional positions that double as credit bearing field experience opportunities. We believe that by adding paid internship opportunities while also exploring tuition assistance and waiver ideas, we will be able to increase the number of professionals choosing a career in Montana schools.

Curriculum Aligned with Montana's Academic Standards

TEACH Academy is committed to offering an innovative curriculum aligned to Montana Content Standards. We understand that every student is unique, therefore our curriculum approach is designed to capture student creativity and grow their desire to learn.

The TEACH academy will use an interdisciplinary knowledge building curriculum that will ensure students receive the structured phonics and foundational reading and math skills they need to be readers, mathematicians and scientists while also growing their vocabulary, background knowledge and creativity. This integrated approach will set this charter apart from our non-charter schools as traditional MCPS schools use skill based curriculum design delivered through a subject specific approach. Additionally, arts integrated classrooms provide more opportunities for active and movement based lessons that are designed to increase student engagement and motivation.

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Meets the Indian Ed For All Mandate

MCPS is committed to meeting our Montana Constitutional requirement to provide Indian Education for All educational and cultural experiences for TEACH Academy students. Our MCPS Native American Services department will work directly with TEACH Academy staff to design and implement lessons that incorporate IEFA standards and content throughout the school year in all courses. The NASS student specialists will also work with the TA Student Assistance Team to identify and support Native American students who may be at-risk by arranging regular meetings with students and families and by connecting families to cultural opportunities in our community. Additionally, MCPS' adopted curriculum scope and sequence requires all 4th grade students to participate in Montana History and Tribal Studies as core curriculum.

Planning and Preparation

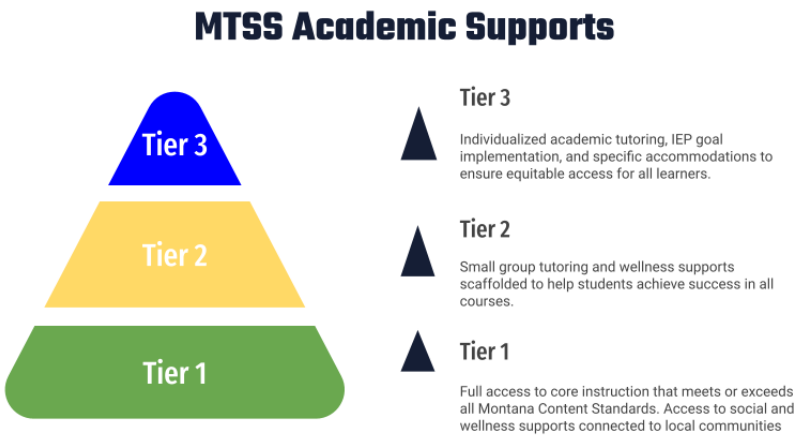
TEACH Academy will align with MCPS professional goal setting systems by utilizing the Danielson Framework for Teaching (2021) and accompanying rubrics as a professional goal setting and reflection tool. This tool will help the Head of School collaborate with both contracted and preservice teachers to ensure high quality instruction in all content areas.

MCPS is also in the first year of a three year implementation plan based on the lesson design and instructional strategies found in the Teacher Clarity Playbook (Fisher, Fry, & Almadore, 2019). The Teacher Clarity Playbook is based on the Visible Learning research done by Dr. John Hattie which includes meta-analyses of education research to identify teaching practices and conditions that have the biggest impact on student learning. Effect sizes above .4 are most likely to have the greatest impact on student learning; Teacher Clarity has an effect size of .85 whereas student retention has an effect size of -.32. By making learning visible to students, students can take charge of their own learning to identify what they are learning (learning intentions), why it is important (relevance), and how they will know they are successful (success criteria and formative assessments).

MCPS uses the Montana Content Standards to identify priority standards for each content area. Priority standards guide the skills and content taught to students in a carefully designed scope and sequence. These priority standards also have an accompanying proficiency scale to identify what proficiency looks like for each standard. The MCPS Academic Department will support TEACH Academy teachers to align their knowledge based curriculum materials to the MCPS priority standards and proficiency scales. This will ensure the TEACH Academy students and MCPS Elementary schools will remain aligned to the same high expectations.

MTSS Systems to Support All Learners

FIGURE 2.0: MTSS Tiered Systems



Multi Tiered Systems of Support (MTSS) (Figure 2.0) braid the strong research base of Response to Intervention systems (RTI Effect Size=1.29) with Positive Behavioral Interventions and

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Supports (PBIS Effect Size= .62) to implement a comprehensive academic and behavioral tiered system designed to be responsive and meet the needs of students and families. Clear MTSS systems are essential for identifying and addressing students' academic deficiencies and/or weaknesses so as to encourage constant student growth and achievement.

MTSS systems require regular data analysis protocols and feedback systems that enable educators to tailor instruction, design interventions, identify areas for curriculum enhancement, and track student learning. As part of the MTSS system, TEACH Academy will convene a Student Assistance Team (SAT) that meets at least twice per month to review progress monitoring data in order to quickly identify students in need of support beyond Tier 1 and to ensure behavioral and academic interventions at Tiers 2-3 are meeting student needs.

Comprehensive Assessment Systems

A comprehensive assessment system, an essential component of a strong MTSS System, ensures transparency, accountability, and equality. MCPS is committed to maintaining a robust and formal assessment system that ensures academic excellence and continuous improvement across all districts including our new charter district.

The TEACH Academy system will integrate a variety of assessment methods, including Tier 1 benchmark assessments administered 3 times per year; formative and summative assessments throughout course work; required standardized testing including the NAEP, MAST, performance-based assessments, and portfolio evaluations to complement summative course assessments. In addition to Tier 1 benchmark assessments, diagnostic assessment tools are included in the system to ensure Tier 2 and 3 interventions are matched to student need and are administered in 3-6 week cycles to ensure students are not tracked into a group but flexibly grouped to receive intervention and/or enrichment that is skill based, flexible, and responsive.

The TEACH Academy formal assessment system (benchmarking, progress monitoring, and summative assessments) will align with MCPS systems. Our screening system will include ELA and Math screening tools at least three times per year as well as regular progress monitoring and diagnostic assessment tools aligned to MCPS assessment systems. MCPS Schools currently use the STAR assessment system for benchmarking and progress monitoring and a number of Tier 2-3 diagnostic and computer assisted learning tools for both ELA and Math interventions and progress monitoring.

In fall 2023, MCPS is engaging in an assessment review to ensure our assessment systems are predictive of student success, aligned to Montana Content Standards, drive instructional planning, and provide actionable and useful feedback to students, teachers, and caregivers. The review will include planning specific to the MCPS Charter School Assessment systems with the hopes to share resources across MCPS systems to leverage lower costs, share professional development, and provide for comparative data analysis across districts. Teachers, school leaders, and community members including caregivers will be invited to participate; we will also do specific outreach to include potential Charter families for input. By spring 2024, MCPS will complete a 5-year assessment system implementation plan for all MCPS districts.

A Commitment to Innovation and Flexibility

TEACH Academy intends to be a leader in both arts education and teacher preparation with a commitment to flexibility and innovation, including but not limited to:

- responsive MTSS systems,
- challenging courses,
- arts integrated experiences,
- increased access to CTE Education pathways.

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Responsive Systems

TEACH Academy will implement a strong MTSS system to ensure both academic and behavioral health needs are quickly identified and responsive supports are initiated in a flexible and timely fashion. In addition to academic support, TEACH Academy staff will work with community providers across Missoula to ensure students are connected to the health and wellness resources in Missoula. The MCPS Families in Transition Liaison will meet regularly with the TEACH Academy Student Assistance Team to ensure students in transition always have the resources they need to succeed in school.

Special education services will be provided by a licensed special educator and students with IEP's will have access to MCPS related service providers such as speech and OT. As part of the MTSS system, students who are not responding to tiered interventions can be referred by the TEACH Academy SAT team for a comprehensive special education evaluation.

Challenging Courses and Arts Integrated Expereiences

TEACH Academy will offer a rigorous, knowledge building curriculum that includes advanced opportunities for arts integration. High standards will be set for student performance and creativity. TEACH Academy will encourage critical thinking, experimentation, and inquiry-based learning. The academy will foster collaborative work environments and will challenge students to adapt to different creative processes. According to John Hattie's research, creativity programs have an effect size of .62.

This charter will leverage creative teaching methods to nurture the artistic talents and academic excellence of the students. The charter school will utilize a multidisciplinary approach that will integrate various art forms into the core curriculum, fostering creativity and critical thinking. By integrating arts into lessons, the content will be more engaging and accessible, promoting better understanding. Visual arts, music, drama, and other creative elements will be used to clarify complex concepts, making them more relatable and memorable for students.

College and Career Pathways

TEACH Academy students will provide a strong and reliable CTE pathway for aspiring educators. High School Counselors and the TEACH Head of School (HOS) will work with high school students to identify credit-bearing work-based learning and college credit opportunities that will accelerate their education degrees in college.

5. Describe any variances to existing standards that the public charter school requires to enhance educational opportunities.

The TEACH Academy may seek the following variances from traditional public school standards to better facilitate in-person learning:

- Flexibility in teacher certification requirements - To recruit highly qualified content area experts to fill the TEACH Academy certified positions, variances may be sought through the TEACH Act for alternate or provisional certification routes to licensure. This is especially true for hiring special education teachers which has proven to be a challenge since the pandemic.
- Librarians: Charter academy will partner with MCPS non charter school librarians and the public library to provide check out of physical books, digital learning resources, ebooks, databases, and online literacy tools. These can be managed by classroom teachers through collaboration with district and community staff rather than requiring a dedicated librarian role.
- Reporting requirement adjustments - Modifications may be sought for things like class size as this model will support a higher teacher to student ratio as part of the CTE pathways and university partnerships.

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Any variances sought for the TEACH Academy would aim to enhance the charter schools' ability to provide innovative and flexible education models while ensuring accountability to state and local policies and laws.

6. Describe the instructional design, including the type of learning environment, class size and structure, curriculum overview, and teaching methods.

TEACH Academy plans to foster a school community where elementary students benefit from arts integrated learning while pre-service teachers and high school students embark on a transformative experience in teacher education. The sections below detail our starting point as well as the long term vision for the Academy.

Learning Environment

The TEACH Academy will initiate a school schedule that will mirror the MCPS elementary school calendar. Involved high school students will work with their school counselor to identify the times of day they will participate in TEACH internships and coursework.

Class Size and Structure

We anticipate class sizes will be at or below state accreditation levels, however, as enrollment grows over the term of this charter, we may seek to exceed accreditation standards in some classrooms due to the increased ratio of adults to students from the aspiring education pathways.

All classes will use structured lesson design informed by the Teacher Clarity Playbook. This includes designing all lessons with clear learning intentions and success criteria that are visible to students. Throughout the units of learning, students should be able to answer the questions:

- What am I learning? (ES .48)
- Why am I learning this? (ES .46)
- How will I know I am successful? (ES .68)

This approach to lesson design and implementation is often referred to as "visible learning" because it makes learning visible to students and allows students to take ownership of their own success. It is further designed to facilitate the development and implementation of competency based learning systems.

TEACH Curriculum

The TEACH Academy curriculum will align with state and/or national content standards across all subjects. Courses will be guided by MCPS priority standards in each content area and knowledge building curriculum materials will be provided to facilitate learning.

Teaching Methods

MCPS has been operating elementary schools since 1916. We have traditionally found success with instructional models that are skill based, content specific, and focused on the Montana Content Standards. In this charter school, however, we plan to grow that success by implementing an interdisciplinary, knowledge building curriculum that gets students and teachers excited about learning. We believe this approach will allow us to provide a:

- Student-centered approach tailored to different learning styles.
- Teachers who serve as guides and facilitators provide choice and opportunity in learning methods that will grow creativity and student agency.
- Focus on developing student independence, self-motivation, and time management
- Use of data and learning analytics to personalize instruction and interventions.

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- Ongoing parent/teacher communication through parent/teacher conferences, monthly class newsletters and a weekly TEACH Academy newsletter sent to all students and caregivers.

7. Describe plans for identifying and successfully serving students with disabilities, students who are English Language Learners, students who are academically challenged, and gifted students, including compliance with applicable laws and regulations.

TEACH Academy will meet all state and federal legal requirements for student services including serving students with disabilities, English language learners, and students with diverse learning needs. As part of the MCPS school system, the TEACH Academy will have access to a wide range of experts and support services for students. MCPS currently provides district level support for special education students, English Language Learners, Gifted Education, Native American Student Services, Curriculum and Assessment, and Tier 2-3 Interventions; these important services will be extended to the TEACH Academy.

The TEACH Academy will employ or contract to provide the following staff:

- Certified Teachers for each K-5 classroom
- Certified special education teacher
- ELL teachers and/or tutors as needed
- School Counselor
- Head of School to oversee compliance with laws and regulations and ensure services are provided to students and families

MCPS is also committed to providing all TEACH Academy employees ongoing, job embedded professional development in high impact instructional methods, arts integration, and competency based learning. This PD approach will include opportunities for certified staff to access district level instructional coaching and curriculum support.

In addition to providing staffing and PD to support diverse student needs, MCPS will ensure the TEACH Academy has the following structural supports and policies:

- Strong MTSS systems with a Student Assistance Team that screens and identifies students with disabilities upon enrollment and throughout the school year. Conduct thorough evaluations and convene IEP teams to determine eligibility services and accommodations.
- Modifications and assistive technology for students with disabilities per their IEPs. Examples: extended time, text-to-speech, speech-to-text, closed captioning.
- Qualified ELL teachers/tutors for small group and 1-on-1 instruction. Monitor progress with annual WIDA assessment.
- Tiered interventions like tutoring, remedial courses, behavior improvement plans, counseling, and progress monitoring.
- Enrichment programs, accelerated course options, and dual enrollment opportunities.
- Communication with families in their primary language. Providing interpreters and translated materials as necessary.
- Document all evaluation and service procedures. Maintain detailed student records demonstrating legal compliance.
- Engage oversight from MCPS district leadership and participate in MCPS independent audits to ensure adherence to laws and regulations.

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8. Describe student discipline policies, including those for special education students.

TEACH Academy's discipline policy is designed to maintain a safe and respectful learning environment for all students. We recognize that some students may require additional support and accommodations, and our learning environment reflects a commitment to flexible and restorative practices. Disciplinary measures are always administered with an individualized and compassionate approach, taking into account the student's Individualized Education Plan (IEP) and any related considerations. We prioritize proactive strategies with the implementation of Positive Behavior Intervention Systems (PBIS) embedded in MTSS Tiered systems to ensure all students receive personalized behavior and social learning plans as needed.

In July- August 2024, TEACH Academy staff will build a behavior matrix that will identify major and minor infractions and will develop an online referral system to alert administrative and counseling staff to trends. The matrix will identify a progressive discipline policy that will be clear to all stakeholders. Restorative practices will also be employed to help students understand the impact of their actions while fostering a sense of responsibility and accountability.

A summary of TEACH Academy policies is below:

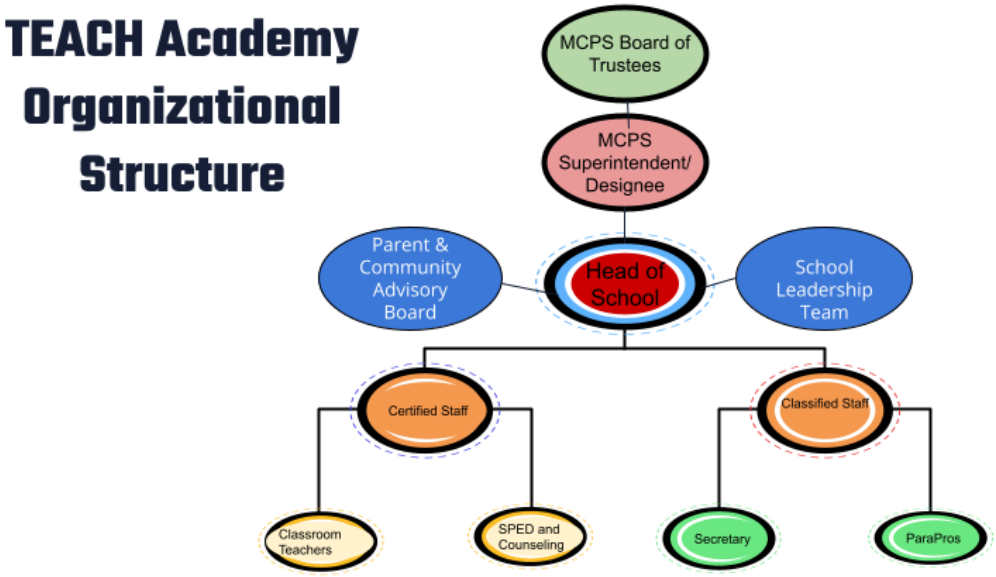
- Clear codes of conduct prohibiting bullying/cyberbullying, harassment, etc. Policies should delineate prohibited behaviors and consequences.
- Behavioral expectations communicated in student/parent handbooks. Students agree to codes of conduct upon enrollment.
- Special education students will have added protections and will be assured due process under IDEA before extended suspensions or expulsions.
- IEP teams will be included in discipline decisions to ensure policies account for disabilities and provide alternate means of correction.
- TEACH Academy will comply with FERPA regarding student disciplinary records and data.

Clear policies, ongoing communication with staff/students/parents, and close coordination with IEP teams will help ensure discipline policies meet the needs of all students in an online environment.

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SCHOOL GOVERNANCE

9. Describe the public charter school's organizational chart that clearly presents the proposed organizational structure, including lines of authority and reporting between the governing board, staff, related bodies such as advisory bodies or parent and teacher councils, and external organizations that will play a role in managing the public charter school.



The TEACH Academy will be governed by the MCPS Board of Trustees. Daily operations will be managed by the Head of School who will be supervised by the MCPS Superintendent or his designee. The Head of School will supervise and evaluate the following staff:

- Classroom teachers
- Special education staff
- Counselor
- Paraprofessionals
- Secretary

The Head of School will convene both a Parent and Community Advisory Committee and a School Leadership Committee by October 2024. Both Committees will meet at least quarterly and will provide feedback and guidance to the Head of School. These committees will also participate in an annual Comprehensive Needs Assessment that will guide the annual goal setting process for the TEACH Academy.

Business and operations will be managed by the current MCPS leadership team and will continue to be supervised by the MCPS superintendent. Human Resources services and support will be provided by the MCPS HR department and curriculum and instructional support will be provided by the MCPS Academic and Community Services Department.

10. Describe the roles and responsibilities of the governing board, the proposed leadership management team, and other entities shown in the organizational chart.

The MCPS Board of Trustees will be the governing body of the TEACH Academy. This board is subject to Montana state law and trustees are elected in May elections for three year terms. The MCPS Board of Trustees meets at least twice monthly and all meeting agendas are posted at least 48 hours in advance. All MCPS Board meetings are subject to open meeting laws and are televised by MCAT. The board has ultimate authority to set budgets, approve policy, and approve recommendations for hiring and firing staff.

11. Provide a staffing chart for the public charter school's first year and a staffing plan for the term of the public charter school.

The staffing plan below anticipates 80 students in year 1. MCPS anticipates an increase in enrollment to reach a maximum of 260 students in years 4-5 which will increase the number of content area specialists.

Position	FTE Year 1-2	FTE Year 5
Head of School	.5	1.0
Elementary School Classroom teachers	4.0	12.0
Elementary School Counselor	.5	1.0
Special Education Teacher	.5	1.0
Paraprofessional Support	1.0	2.0
Secretarial/ Attendance Support	.5	1.0
Total Anticipated FTE	7 total	18 FTE

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12. Detail the public charter school startup plan, identifying tasks, timelines, and responsible individuals.

<table>
<tr><th colspan="2">Applicant: Missoula County Public Schools</th><th>Project Title: TEACH Academy Charter School Application</th></tr>
<tr><td colspan="3">TEACH Academy Start Up Plan</td></tr>
<tr><td colspan="3">1.0: Student Enrollment Goals
Goal 1.1: By March 1, 2024, the TEACH Academy will finalize curriculum and projected FTE.
Goal 1.2: By April 1, 2024, the TEACH Academy will plan for facility uses.
Goal 1.3: By August 15, 2024, TEACH Academy students will have assigned teachers</td></tr>
<tr><th>Strategies</th><th>Action/ Responsible</th><th>Timeframe: Milestones / Deliverables</th></tr>
<tr><td>Planning and Implement-ation</td><td><u>Responsible</u>: MCSP Assistant Superintendents/ Head of School (HOS)</td><td>Finalize Course Catalogs

February 2024: Finalize knowledge building curriculum (choosing from a free, open source curriculum)
Spring 2024: HOS works with Assistant Superintendents to plan for facility use/location
July -August 2024:
● HOS ensures all TEACH Academy families have been contacted and notified of school calendar and policies
● Students are assigned teachers

Enroll Students

March-April 2024:
● HOS works with assistant superintendents to develop enrollment process and procedures.
● HOS works with the MCPS Communications staff to advertise this new educational opportunity.
April 1, 2024: Enrollment Opens
May 1, 2024: Enrollment Closes
May 2-15 2024: Application review and enrollment lottery if applications exceed enrollment cap.
May 25, 2024: Families notified of enrollment decision including those on the waitlist
June 1, 2024: Families accept enrollment
June 5, 2024: Waitlist students notified if space is available

Ongoing
MCPS Cabinet meets weekly to review progress toward charter goals and to make suggestions for continued improvement.

Deliverables: Quarterly agendas and minutes, staffing plans, advertisements for job openings</td></tr>
</table>

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	Communication Plan **<u>Responsible</u>**: Head of School, Assistant Superintendents	***January* 2024:** Build and launch TEACH Academy website. **Feb-March 2024:** Build excitement for the launch- hold informative virtual and in person meetings, share social media advertisements, engage in radio and tv advertising **April-May 2024:** Share enrollment packets and information. **June 1, 2024**: Notify families through email *Deliverables: Public notices of meetings, copies of advertisements, updated website*
2.0: Staffing Goals **Goal 2.1:** By June 2024, all TEACH Academy certified staff will be hired. **Goal 2.2:** June 2024-August 2024, MCPS will provide professional development and instructional coaching, including arts integrated coaching, to help teachers design instruction. **Goal 2.3:** By August 20, 2024, all TEACH Academy certified staff will be hired		
Strategies	**Action/ Responsible**	**Timeframe: Milestones / Deliverables**
Planning and Implement-ation	MCPS Human Resources staff will work with Assistant Superintendents and TEACH Academy leadership to hire a highly qualified staff. **<u>Responsible</u>**: MCSP Assistant Superintendents/ Head of School (HOS)	***Hire Head of School*** **January 2024:** Advertise for Head of School: A certified and licensed K-12 Administrator to oversee the TEACH Academy **February 2024:** Superintendent and designees recommend a candidate for HOS to the MCPS Board of Trustees **Spring 2024:** ● HOS works with HR to advertise and hire all certified teaching positions ● HOS works with assistant superintendents to advertise for and complete the student enrollment process. ● HOS works with the facilities department to ensure all classroom settings are prepared ● HOS works with Academic and Community Schools Department to outline course objectives and content for all TEACH Academy courses **Summer 2024:** HOS works with the Academic and Community Services Department to ensure TEACH Academy staff receive at least 12 hours of PIR to prepare for instruction. **August 15, 2024:** ● HOS ensures all students have materials needed to start school on the first day and ensures all students have had or scheduled at least one meeting with their School Counselor. ● HOS ensures all students can access their schedule ***Hire Certified Staff*** **March-April 2024:** HR advertises and recruits applicants for all CA certified positions **June 1, 2024:** HOA works with assistant superintendents and HR to fill all certified positions **Summer 2027:**

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		• All certified staff receive at least 12 hours of professional development to prepare for instruction. • HOA convenes the CA Student Assistance Team to begin reviewing student enrollment information to ensure all students have the academic and social supports they need to start the school year. ***Ongoing*** MCPS Cabinet meets weekly to review progress toward charter goals and to make suggestions for continued improvement. *Deliverables: Quarterly agendas and minutes, staffing plans, advertisements for job openings*
3.0: Governance Goals **Goal 3.1:** January 2024, TEACH Academy Charter application approved by Montana Board of Public Education. **Goal 3.2:** February 2024: MCPS Board of Trustees approves TEACH Academy Charter and accompanying variances. **Goal 2.2:** March -July 2024: MCPS purchases equipment, materials, and supplies for TEACH Academy operations. **Goal I 2.3:** By August 1, 2024 TEACH Academy parent and student handbook complete.		
Strategies	**Action/ Responsible**	**Timeframe: Milestones / Deliverables**
Planning and Implement-ation	MCPS Human Resources staff will work with Assistant Superintendents and TEACH Academy leadership to hire a highly qualified staff. **<u>Responsible</u>**: MCSP Assistant Superintendents/ Head of School (HOS)	***Gain Approvals*** **January 2024:** TEACH Academy approved by Montana Board of Public Education **February 2024:** MCPS Board of Trustees approves TEACH Academy Charter with accompanying variances **Spring 2024:** MCPS leadership team identifies facilities, contractors and service providers for TEACH Academy infrastructure and ensures all privacy policies and data sharing practices are Board and State approved and meet all FERPA guidelines. ***Policies and Handbooks*** **March-July 2024:** • HOS works with MCPS teams and TEACH Academy stakeholders to develop and compile a comprehensive TEACH Academy Student and Caregiver Handbook that at minimum includes academic requirements, grading policies, progressive discipline policies, codes of conduct, attendance policies, MTSS intervention systems, important contact info, school calendar and daily schedules. • HOS works with MCPS Leadership Team to write appendices for TEACH Academy staff handbook to include at a minimum daily schedule, professional goal setting and

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		observation systems, professional development expectations, and virtual duty schedules. ● HOS works with MCPS District Crisis Team to plan and implement a TEACH Academy Crisis team and clear crisis plan to include threat and suicide assessment protocols. **August 1, 2024: Handbooks are distributed** ***Ongoing*** *Deliverables: Final Handbook, Crisis Plan, Suicide and Threat Assessment Protocols*

13. Describe the plans for recruiting and developing school leadership and staff.

MCPS will advertise for staff using the MCPS website. We also hold spring job fairs and post positions on Indeed. Candidates are screened or all applicants are interviewed. Once interviews are completed, the successful candidate is offered a job pending Board approval and a background check.

All newly hired teachers participate in a 3 day new teacher orientation program each August and all first year teachers are assigned a mentor teacher who meets with them at least monthly. Classified employees are provided onboarding and orientation specific to their position.

Ongoing, job embedded professional development opportunities are provided throughout the school year. MCPS also provides access to district instructional coaches for student centered coaching cycles that help staff improve planning and preparation and instructional delivery.

14. Describe the proposed leadership and teacher employment policies, including performance evaluation plans.

MCPS certified teachers fall under the Collective Bargaining Agreement (CBA). Within this document is a prescribed program for supervision and evaluation including goal conferences (fall and sprint), pre-observation meetings, observations, post-observations meetings and a summative evaluation. Administrators are evaluated by their supervisors annually. including administrators and teachers set professional goals each fall with their direct supervisor. During this goal setting meeting, the supervisor confirms the evaluation schedule for the current school year and works with the staff member to schedule observations and follow up meetings. MCPS utilizes the Danielson Framework for Teaching to identify the goal setting domains and actionable steps for improvement. All Non tenured staff and Tenured teachers in year 3 of the evaluation cycle will participate in a formal evaluation process which includes 3 formal observations and a final summative evaluation presented to the staff member before March 1 for non tenured staff and May 1 for tenured staff.

MCPS classified employee evaluation falls under the Collective Bargaining Agreement (CBA). In addition to annual evaluations, probationary employees receive a verbal conference within 3 months of hire and a formal written evaluation within the 6 month period.

15. State the proposed governing bylaws.

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Connect Academy will be governed by all MCPS Board of Trustees policies and procedures. Policies and procedures can be found at the MCPS website (mcpsmt.org).

16. Explain any partnerships or contractual relationships central to the operations and mission of the public charter school.

Creating an integrated arts integrated school and teacher education pathway will require the TEACH Academy team to develop community partnerships in order to build a robust learning environment.The Head of School will be tasked with outreach to secure grants and philanthropic funding sources to advance the arts programming. Here are some existing partners who are excited to support the new TEACH Academy:

- Partnership Health Center
- SPARK! Arts Missoula
- Montana Healthcare Foundation
- Missoula United Way
- City of Missoula
- University of Montana

17. Provide the proposed calendar and sample daily schedule.

In years 1-2, Connect Academy will align with the MCPS Board of Trustees approved High School Calendar. In Years 3-5, following research and recommendations by a CA scheduling committee that involve all stakeholders, Connect Academy will propose to the MCPS Board a more flexible calendar that accommodates a competency based learning model.
A sample MCPS School calendar can be found on the MCPS website (https://www.mcpsmt.org/Page/1979).

Sample PK-3 School Schedule

- 8:30 Breakfast and Opening class meeting (Breakfast in the classroom)
- 8:45-10:00 Integrated ELA and Social Studies
- 10:00-10:20 AM Recess
- 10:20011:20 Integrated ELA continued
- 11:30-12:20 Lunch/Recess
- 12:20-1:50 Integrated Math and Science
- 1:50-2:05: PM Recess
- 2:05:2:45 Integrated Math and Science continues
- 2:45-3:15 Elective (Rotates by trimester: Band, PE, Library)
- 3:15-3:30 Closing class meeting and dismissal

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BUSINESS OPERATIONS

18. Describe plans for providing transportation, food service, and all other significant operational or ancillary services.

Transportation

The Superintendent's designee is responsible for scheduling bus transportation, including determination of routes and bus stops. Such routes are subject to approval of the county transportation committee. The purpose of bus scheduling and routing is to achieve maximum service with a minimum fleet of buses consistent with providing safe and reasonably equal service to all bus students. In order to operate the transportation system as safely and efficiently as possible, the following factors shall be considered in establishing bus routes: 1. A school bus route shall be established with due consideration of the sum total of local conditions affecting the safety, economic soundness, and convenience of its operation, including road conditions, condition of bridges and culverts, hazardous crossings, presence of railroad tracks and arterial highways, extreme weather conditions and variations, length of route, number of families and children to be serviced, availability of turn-around points, capacity of bus, and related factors. 2. The district may extend a bus route across another transportation service area if it is necessary in order to provide transportation to pupils in the district's own transportation service area. A district may not transport pupils from outside its transportation service area. 3. No school child attending an elementary school shall be required to ride the school bus under average road conditions more than one (1) hour without consent of the child's parent or guardian. 4. School bus drivers are encouraged to make recommendations in regard to establishing or changing routes. 5. Parents should be referred to the Supervisor of Central Services for any request of change in routes, stops, or schedules. The Board reserves the right to change, alter, add, or delete any route at any time such changes are deemed in the best interest of the District, subject to approval by the county transportation committee.

Access to Technology

TEACH Academy will provide access to Chromebooks for all students enrolled and classrooms will be outfitted with screens and other technology that mirrors our non charter locations. MCPS has an efficient Technology Department with the capacity to oversee access for all students enrolled. TEACH Academy will ensure that all students have access to the necessary technology and internet connectivity, addressing potential disparities in digital access within our community.

Family Resource Services

The TEACH academy will be located in an existing MCPS facility. All MCPS schools currently have a Families and Transition specialist to support students and caregivers and these services will be extended to the TEACH academy students and families.

Food and Nutrition

Students who participate in the TEACH Academy will have full access to the MCPS meal program . Meal prices, including free and reduced price options, will apply. Students who qualify will be offered EmPower Packs, nutrition support for weekends, each Friday when they pick up their Grab and Go meal.

19. Describe co curricular and extracurricular programs and how the programs will be funded and delivered.

TEACH Academy will offer student led clubs for students to identify topics that interest them. Space will be allowed for these clubs to exist during the lunch block. Classroom teachers will also have the option to lead school clubs. Any school initiated or supported clubs will require parent permission for students to participate. These clubs will not be in addition to school hours and they will not have an allocated budget.

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20. Describe the proposed financial plan and policies, including financial controls and audit requirements.

- Revenue Sources - An online charter school is publicly funded and based on student enrollment and attendance. Other sources could include federal/state grants, philanthropy, fees for extra services.
- Personnel Expenses - Majority of budget will go to teachers, administrators, counselors, tutors and support staff. Consider costs for recruitment, professional development, evaluation, benefits and technology needs.
- Academics and Student Services - Expenses for learning software/platforms, curriculum materials, assessment tools, counseling services, special education services. Allocate for full range of student academic and developmental needs.
- Operations and Technology - Costs for software systems, networks, technical support staff, cybersecurity measures, student laptops/tablets, digital resources and high-speed broadband.
- Facilities - As an online school, facilities needs are lower but may still require office space, meeting rooms and storage.
- Financial Controls - Segregate transaction authorization, recording and reconciliation duties. Require multiple sign-offs for expenditures over certain thresholds. Inventory assets.
- Audits - authorizing agencies require annual audits.

21. Describe the insurance coverage that will be obtained.

- General Liability Insurance - Protects against claims of bodily injury, property damage, personal injury from operations and activities. Important for schools to manage liability risk.
- Directors and Officers (D&O) Liability Insurance - Covers legal costs and judgments against school directors and officers for their decisions and actions. Crucial for financial protection.
- Educators Legal Liability Insurance - Insures against allegations of errors, omissions or negligent acts in delivering educational services. Covers legal defense costs.
- Property Insurance - Covers loss or damage to school property due to events like fire, theft, vandalism, natural disasters. Includes coverage for laptops/tablets issued to students.
- Technology Errors and Omissions Insurance - Protects against claims arising from problems with educational software, portals, apps or platforms.
- Cyber Liability Insurance - Covers costs related to data breaches, hacking incidents or malicious cyber activities. Important given online environment.
- Workers Compensation Insurance - Provides coverage for injuries or illnesses related to school staff's work activities per state regulations.
- Student Accident Insurance - Optional injury coverage for enrolled students since they are not on premises. Can supplement family health insurance.

22. Describe the startup and five-year budgets with clearly stated assumptions.

Please see Exhibit 2 attached to this document for the start up and five year projections.

23. Describe the startup and first year cash flow projections with clearly stated assumptions.

Annual Operating Budget Worksheet				
DESCRIPTION	**ASSUMPTIONS**	**AMOUNT**	**NUMBER**	**TOTAL**

General	Assume a $670,000 annual operating budget (all figures have been rounded for simplicity)	$670,000	1	$670,000.00
Number of Students	A total of at least 80 students K-2 grade in year 1	80	80	80
Facility square footage	In the work plan for this charter, MCPS will identify an existing facility to accommodate this program. Facility funding will be addressed once the location is identified.	TBD	0	0
Student teacher ratio	Student teacher ratios will be governed by the accreditation rules of Montana - not to exceed 20 students per class	1	150	150
Average teacher salary	The average teacher salary at MCPS is approximately $68,000	$68,000	1	$68,000.00
REVENUES				
Elementary School Basic entitlement $55,741	Assuming we meet our minimum enrollments of at least 71 elementary students the charter school would be eligible for basic entitlement			
Elementary School Basic Entitlement	Elementary Basic entitlement is $55,741 assuming we have at least 71 students enrolled	$55,741	1	$55,741.00
State ANB formula earnings Elementary School	Assuming $5962 per Elementary school student - but this could change based on enrollments and degradation in the formula	$5,962	80	$476,960.00
Quality Educator Payment	This assumes a quality educator payment for each certified staff member	$3,673	6	$22,038.00
Data for Achievement	Per ANB (80) is the ANB count and not the actual enrollment	$23.58	80	$1,886.40
At Risk Payment	Per student count and not the actual enrollment	$28.88	80	$2,310.40
Indian Education For All	Per ANB (80) is the ANB count and not the actual enrollment	$24.63	80	$1,970.40
American Indian Achievement Gap	$242 per Native American Student but we won't know how many Native American students we will have	$242	0	$0.00

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Applicable State Grants	Assuming we receive any state grant funding, the charter school will receive an equitable share on a per pupil basis	$0	80	$0.00
Applicable Federal Grants	Assuming we receive any federal Title or IDEA funding, the charter school will receive an equitable share on a per pupil basis	$0	80	$0.00
Local Tax Revenue	Assuming MCPS continues to pass ovebase levies the charter school will be funded at 100% of maximum allowed budget	30%	80	$0.00
Grants and Fundraising	Missoula robust arts community including the SPARK program has indicated they will lead fundraising work to support this charter school. We anticipate securing at least $60,000 from avaiable grant opportunties in year 1	$60,000	1	$60,000.00
Total Revenue				$620,906.20
EXPENDITURES				
PERSONNEL				
Head of School	$103,000 (prorated at .5 FTE): will increase to 1.0 with enrollment increases	$103,000	0.5	$51,500.00
Counselor	1 part time counselor for guidance and SEL lessons	$68,000	0.5	$34,000.00
Teachers	4 classroom teachers + .5 special education teacher at average salary $ 68,000	$68,000	4.5	$306,000.00
Para Professionals	Assuming 1 para will be added when enrollment increases- no para year 1	$0	1	$0.00
Clerical	One secretary part time	$37,000	0.5	$18,500.00
Nurse	None needed at this time	$0	0	$0.00
Custodial	Considered as part of our indirect costs	$0	0	$0.00
Fringe Benefits	17% of total salary expenditures	$410,000	17%	$69,700.00
Health Benefits	$673 a month x 12 Months	$8,076	6	$48,456.00
Total Personnel			6	$528,156.0

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				0
INSTRUCTION				
Textbooks	Assume $100 per student	$100	80	$8,000
Classroom Paper and Supplies	Assume $30 per student	$30	80	$2,400
Computers	Assume $500 per student	$200	80	$16,000
Software	Assume $20 per student	$20	80	$1,600
Field Trips	Assume $50 per student	$25	80	$2,000
Instructional Equipment	Staff laptops $800 each	$800	7	$5,600
Library and Media	Included in textbooks, online curriculum, supplies	$0	0	$0
Student Assessment	Assume $50 per student	$50	80	$4,000
Classroom Furniture	Assume some furniture needed although MCPS has furniture in storage to reduce start up costs: figured per classroom	$1,000	4	$4,000
Athletic Equipment	Recess and PE equipment	$1,500	1	$1,500
Music Equipment	Basic music classroom set up	$500	1	$500
		Total Instruction		$45,600
SERVICES AND SUPPLIES				
Office Supplies	$150 per FTE	$150	6	$900.00
Office Furniture	MCPS office furniture can be found in our storage facilities at no cost to this start up	$0	0	$0.00
Book Keeping and Audit	Included in indirect cost rate calculated at 2.97% of our revenue	$0		$0.00
Payroll Services	Included in indirect cost rate calculated at 2.97% of our revenue	$0		$0.00
Banking Fees	Included in indirect cost rate calculated at 2.97% of our revenue	$0		$0.00
Legal Services	Included in indirect cost rate calculated at 2.97% of our revenue	$0		$0.00
Liability and Property Insurance	Included in indirect cost rate calculated at 2.97% of our revenue	$0		$0.00
Staff Development	$500 per teacher	$500	6	$3,000.00
Internet	Included in indirect cost rate	See indirect cost		

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	calculated at 2.97% of our revenue	rate below		
Food Service	Included in indirect cost rate calculated at 2.97% of our revenue	See indirect cost rate below		
Transportation	Included in indirect cost rate calculated at 2.97% of our revenue	See indirect cost rate below		
Health Supplies	Included in indirect cost rate calculated at 2.97% of our revenue	See indirect cost rate below		
Pest Control	Included in indirect cost rate calculated at 2.97% of our revenue	See indirect cost rate below		
Janitorial Supplies	Included in indirect cost rate calculated at 2.97% of our revenue	See indirect cost rate below		
Waste Disposal	Included in indirect cost rate calculated at 2.97% of our revenue	See indirect cost rate below		
Indirect Costs	Estimated Revenue $1,098,195 x 2.97% = $29,321	$1,018,674	2.97%	$30,254.63
Total Services and Supplies				$34,154.63
FACILITIES				
Rent/Lease/Mortgage	MCPS will not need to budget for facilities for the the Connect Academy	N/A		
Maintenance & Repair	MCPS will identify these costs when a building is identified for programming.	TBD		
Gas/ Electric	MCPS will identify these costs when a building is identified for programming.	TBD		
Phone	MCPS will identify these costs when a building is identified for programming.	TBD		
Fire & Security	MCPS will identify these costs when a building is identified for programming.	N/A		
			Total Facilities	$0.00
			Total Revenue	$620,906.20
			Total Expenditures	$607,910.63

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Surplus (Deficit)	$12,995.57

24. Describe anticipated fundraising contributions and evidence, if applicable.
TEACH Academy administrators will work the SPARK! Arts board upon approval of this charter to identify arts integrated grants and philanthropic opportunities to support this charter school. We believe we can raise $60,000 or more in the first year and beyond to create sustainable funding sources. We will also partner with our University systems to identify additional grants that support the CTE and Preservice Teacher Pathways.

25. Describe the facilities plan, including backup or contingency plans.
The TEACH Academy Head of School will work with district administrative leaders to identify existing MCPS facilities to house this charter. By leveraging existing facilities, we can keep overhead costs low to focus our revenue on teaching, instruction, and student supports.

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COMMUNITY SUPPORT AND NEED

26. Describe the specific evidence of significant community support.

Americans for the Arts research shows that arts education increases student engagement and achievement. The arts support student's communication, collaboration, critical thinking and creativity skills. MCPS understands that the arts present an experience which engages students in a collaborative and active approach to learning. In September of 2021, the district created and approved a strategic plan that included Arts Integration as an initiative. The initiative provides Arts Integration Professional Development to teachers, pre-service teachers, school leaders and community partners to build instructional capacity for arts integration across the P-12 continuum. An arts integration committee composed of teachers, principals, community partners, and district administration met during the 22-23 school year to develop a three-year strategic implementation plan for MCPS to ensure that all students receive arts integration instruction in the classroom.

Additionally, along with our university education partners, we recognize a critical need for increasing the number of students choosing teaching as a profession. This charter will provide CTE and higher education pathways that encourage more professionals to enter this field. In year 1, we will work with our high schools to further develop our CTE Rising Educator pathways with internship opportunities at the TEAH academy. By year 5, we envision a collaborative model with our university partners that is leading the way in paid internship and credit waitiver opportunities for education majors.

27. Describe the opportunities and expectations for parent involvement.

TEACH Academy will continue to emphasize MCPS's commitment to involving parents in the educational process. Parents and guardians are expected to maintain regular communication with their student's teacher(s) and school administrators to stay informed about their child's progress and any school updates. Parents and guardians will be offered two opportunities to attend parent/teacher conferences, and the annual need assessment meetings. The MCPS volunteer portal will be regularly updated with volunteer opportunities for parents and community members to be involved in scheduled school activities and events. The TEACH Academy will also provide regular newsletters and an up to date website to further facilitate parent communication.

TEACH Academy will also convene an advisory board composed of school stakeholders including parents and caregivers. This board will meet at least quarterly to ensure families are involved in goal setting and action planning for the Connect Academy.

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MISSOULA COUNTY PUBLIC SCHOOLS
BOARD OF TRUSTEES
Meeting
Tuesday, October 24, 2023 – 6:00 p.m.
Administration Building A – Boardroom

Trustees Present: Board Chair Wilena Old Person, Jeffrey Avgeris, Grace Decker, Jen Vogel, Ann Wake, Meg Whicher, Keegan Witt
Others Present: Micah Hill, Amy Shattuck, Vinny Giammona, Trevor Laboski, Pat McHugh

MINUTES

1. CALL TO ORDER, WELCOME AND ROLL CALL: The meeting was called to order 6:01 p.m.
2. PLEDGE OF ALLEGIANCE was said by all.
3. REVIEW, REVISE, AND APPROVE AGENDA: Trustee Avgeris made a motion to move agenda action items 6, 7, 8.a.v., and 8.B.i before agenda item 4. Seconded by Trustee Wake. No comments. The motion passed unanimously by all Trustees present.

6. CONSENT AGENDA
   A. FINANCE, OPERATIONS and MAINTENANCE
      i. **Topic: Approve Revenue and Expenditure**
         - **Elementary Recommendation:** Trustee Avgeris made a motion to approve the elementary consent agenda items. Seconded by Trustee Witt. No comments. The motion passed unanimously by all Trustees present.
         - **Secondary Recommendation:** Trustee Witt made a motion to approve the high school consent agenda items. Seconded by Trustee Avgeris. No comments. The motion passed unanimously by all Trustees present.
7. OLD BUSINESS
   A. PERSONNEL, NEGOTIATIONS & POLICY
      i. **Topic: Approve Second Reading of Policy Revisions**: Superintendent Micah Hill explained the proposed policy revisions had been approved at first reading by the Board on September 12, 2023. The revised policies were posted for public comment. Trustee Decker inquired about any changes. No public comment received. Supt. Hill recommended Trustees approve the policies as written.

Policy Number	Policy Name	Information
1700	Uniform Grievance Procedure	Required Update
2120	Curriculum Development, Content, Assessment	Required Update
2140	Guidance and Counseling	Required Update
2159	Parent/Family Engagement	Required Update
2422	Proficiency	Required Update
2450	Recognition of Native American Cultural Heritage	Required Update
3110	Entrance, Placement and Transfer	Required Update
3120	Compulsory Attendance	Required Update
3150	Part-Time Attendance	Required Update
3235	Video Surveillance	Required Update
3310	Student Discipline	Required Update
3600	Student Records	Required Update

4520	Cooperative Programs with Other District and Public Agencies	Required Update

Trustee Avgeris made a motion to approve the policies revisions. Seconded by Trustee Wake. comments. The motion passed unanimously by all Trustees present.

8. NEW BUSINESS
   A. FINANCE, OPERATIONS and MAINTENANCE
      v. **Topic: Approve Transportation Route Mileage Changes**: Pat McHugh explained an agenda amendment was published that incorporated regular and special routes. This is a routine item. There is a scheduled county transportation committee tomorrow. Mileage calculated for state reimbursement by route, am/pm, grade school level, and number of students. Chair Old Person inquired who served on the transportation committee for MCPS. Terry Phelan. Trustee Wake made a motion to approve the bus route mileages for the first semester of the 2023-2024 school year. Seconded by Trustee Witt. No comments. The motion passed unanimously by all Trustees present.

   B. TEACHING AND LEARNING
      i. **Topic: Approve Public Charter School Applications**: Superintendent Micah Hill explained the two charter school applications must be submitted to the Board of Public Education (BOPE) by November 1st. BOPE will review applications November 15-17 and expect to announce approvals in January 2024. Applications have 4 main components – Academics, Governance, Community, Business and Operations. Upon approval the District would initiate the workplan – staffing, supplies, enrollment. The enrollment window would be April 1- May 1. If the District exceeded capacity for enrollment, a lottery system would be developed.

      Connect Academy: The academy would be open to students in grades 6-12. Would be a virtual format open to students across Montana. Would include synchronous and asynchronous courses and personalized learning plans. District currently is serving 53 students in the MOA which is funded by ESSER Funds. When funds go away this academy would be the replacement. Goal is to be a leader in competency. Shared the actions, outputs, and short term outcomes. The long term outcome would have the Connect Academy as a leader in personalized learning for all Montana students. Shared the mission and vision. Spoke to the flexible options including personalized pathways, challenging courses, responsive systems, and college and career pathways. Explained the business and operations including ANB. Proposing a head of school which would oversee both schools. Proposing six certified staff and one classified staff (secretary). Funding basic entitlement would be separate – High School $343,483, Elementary $114,493. ANB would be $312,994 (HS), $160,315 (MS), and $59,620 (EL). Explained 6th grades is different. Facilities not brick and mortar. Need space for staff but can accommodate in current office space. Trustee Witt inquired how many other districts may be trying to do the same thing. Supt. Hill shared within the AA districts, several others. Doesn't mean the District would be exclusive. District stands to lose students if not approved. Supt. Hill shared the other charter school bill is under legal review for constitutionality. Explained a company that owns Power School is heavily promoting in Montana. Seeking to lobby for their own brand of charter school. Trustee Witt inquired if the staff were union. Supt. Hill explained the staff would be covered under the collective bargaining agreement. Chair Old Person inquired about FTE and why the counselor number did not increase? Predicated on current staff. If the school were fully implemented it would be one counselor to approximately 70 students. Would continue to work into the budget. Trustee Decker inquired if the students would be able to graduate from the academy. Wanted to know the District's overall vision. Supt. Hill explained under the charter school bill schools have to be working towards graduation requirements. Have to offer the complete package. It would be up to the Board regarding credits. State of Montana requires 20 credits and the District requires 24. There is also a different law that allows for less credits due to extenuating circumstances. The vision would be that a high school student would graduate in 4 years or less. Student could be a part time enrollment and still have access to activities and organizations. Still working out answers regarding participation for students accessing the academy from another city in Montana. Provided an example. Trustee Decker questioned if all the coursework would be synchronous or would there be a more proficiency based approach. Academy would offer both asynchronous and synchronous.

Provided an example. Trustee Avgeris inquired about the budget and questioned if students would be responsible for their own laptop. Supt. Hill referred to the curriculum section and referenced the $900 which is an estimate. Trustee Whicher inquired what the parent responsibility would be for middle school students. Wanted to know if there was any middle school supervision. Supt. Hill explained it would be the parent's responsibility. This is an opportunity to attract new students to MCPS. Assistant Superintendent Giammona commented the key words in the application is the innovation side. Shared an example of the MOA in previous years. Middle school administration, counseling teams, teachers, etc. worked hard to do daily check-ins and had a matrix. Parent involvement is always a component.

Teach Academy: Assistant Superintendent Giammona explained the academy is a teaching experience in the arts and creative harmony. Looking to expand integration in the District. Creating project based and competency learning. Academy would be open to grades P-2 in year 1 and will expand P-5 by year 5. Interdisciplinary piece very important. Getting away from thinking about the current K-5 model where taught section by section. Will braid all the content together through a focus around the arts allowing kids to express in many different what they are learning. Not just a focus on the arts. Also, a focus on teacher education. Currently in staffing shortages across the State and country. This would be another way to leverage a lot of the resources to promote and retain aspiring teachers. It's about retention and trying to work with upcoming students looking into a career in education. Could involve them with the academy through different field experiences and working with classroom teachers. Referred to the presentation slide with the long term goals. Mirrors the Connect Academy. Identifying students to apply for the charter. Will have a lottery system if applications exceed capacity. Anyone can apply throughout the State. Looking at minimum enrollment of 80 students (4 classrooms). Supt. Hill explained the organizational structure. MCPS Board of Trustees will have oversite over the 2 charter schools. Obligated to have an advisory board and school leadership team. Trustee Whicher shared comments in praise for the work done to complete the applications. Asked questions regarding the application process, lottery system, and the facility that would house the academy. If there are more applicants than spots available, there will be a lottery. The Jefferson Center is the focus for now. Trustee Whicher shared comments of concern. Academy needs to be equitable for all families. Charter schools would naturally invite those with means. Looking to the Cabinet and the Board to make it a truly equitable process for families. Giammona echoed the comments. Supt. Hill explained public charter schools cannot charge a fee. Trustee Decker appreciated the work done on the applications in such a short amount of time. Excited about the Connect Academy but shared comments of concern about the Teach Academy. Currently doing arts integration in all schools. Worried about a small intensive integrated program that would really be appealing for parents looking at private school. Limited audience. Would be much more excited if we were targeting a specific audience/population. Further questioned the equity piece and wanted to hear about the core targeted group. Supt. Hill first acknowledged the hard work from Pat McHugh, Barbara Frank, and Shannon Rincker. In those discussions, the District had to start somewhere. Had less than a month to put the applications together. The District has the ability to flex, change, and modify as the programs progress. There is built in feedback and reporting. Recognizes that some students will not have access but may have the ability to expand earlier. Understands Decker's comments. Cannot identify the initial core group. To be successful have to have a specific number to start. Trustee Wake inquired about funding for the academy and the allowance of more students. District is funded in arrears so will use grant funding to cover the initial costs. Would be enrolling more students.

Trustee Wake made a motion to approve the Connect Academy and Teach Academy Public Charter School applications. Seconded by Trustee Avgeris. Public Comment: Christine Kolczak referred to a financial error on page 99 of the agenda. Found the program another $65K. If the pro rate is .34, $103K, the total should be $34K on the right and it carries over to the total of $704K for personnel. Actually, not quite that much. Addressed the affluent piece as far as the online program. District is currently serving 2 students who are parents and a great number of the students are FIT. Wanted to know how rigid the application was with the Board of Public Ed. Wondered if it could be adjusted after approval. Asked for a friendly edit to rename the Connect Academy. If the Montana Connections Academy is approved by the Board of Public Ed, it would be in direct competition with a

for profit agency that would confuse applicants. On the application the staffing is less. If going to individualized learning plans, 20% of current population right now is tier 3 and Special Ed. Goal of synchronous and asynchronous good. Inquired about the limits. The motion passed unanimously by all Trustees present.

Trustee Vogel left meeting at 6:52 p.m.

4. PUBLIC COMMENT/CORRESPONDENCE
   - Devan Leder commented that high school baseball was still not on the agenda and told the Trustees they will continue to hear from everyone. Read a prepared statement encouraging Trustees to put baseball on the agenda. Shared that he was a proud graduate of Sentinel High School. Wants the students to have the same opportunity to play baseball. Understands finances are a primary concern. Parents willing to help.
   - Jude Leder shared that 332 student have signed a survey along with 2 teachers. Of those students, 62 want to play baseball. Provided fundraising ideas. Wants to play in the State tournament in Missoula Spring of 2024.
   - Missy Miculka read a prepared statement in support of Missoula baseball. Parent group ready to help fundraise for the entire first year of baseball. Wants baseball on the next agenda. Happy to share information and a launch plan.
   - Rowan Miculka read a prepared statement. Commented high school baseball is a stepping stone for college. Asked Trustees to place baseball on the agenda. Wants to play in the state tournament next spring.
   - Ethan Paugh read a prepared statement. Has been playing baseball since he was five. Wants the opportunity to play high school baseball. Encouraged Trustees to put baseball on the next agenda.
   - Harley Paugh commented the Trustees had heard from all the amazing boys over the last two meetings. Boys want the Board of Trustees to make a decision or have a discussion on what they can expect. Boys want to play in 2024 but if in 2025, fair enough. Asked for baseball to be on the next agenda.
   - Jared Supola read a prepared statement in support of baseball. Wants baseball on the next agenda. Shared he is the father of two boys who want to play baseball. Provided history. Shared the skills learned playing baseball. Many of boys won't have – legion or high school travel club. People cannot afford time and money. Currently not enough available roster space. Parents willing to help.
   - Rob Wallace commented in support of baseball for the 2024 season. Challenge without baseball in high school, the boys do not get to play. When MHSA passed baseball, 22 communities acted. Boys deserve to know when and if they will play baseball. Needs to be on the agenda. Understands funding is tight. Parents willing to fundraise.
   - Joe Fulford read a prepared statement from his son. High School baseball would mean a lot. Putting baseball into high schools allows kids to continue. Separates Montana high schools from other states. Opportunity to play baseball in college. Shared his student's history. Implored the Board of Trustees to take action.
   - Kris Welker explained he played college baseball and played for the Chicago Red Sox. Shared his personal history. Montana did not have high school baseball. His younger brother moved to Washington and played high school baseball and was eventually drafted by the Pittsburgh Pirates. Questioned by pro baseball why there was no high school baseball in Missoula. Supports high school baseball and wants it on the next agenda.

5. REPORTS / ANNOUNCEMENTS
   A. **Announcements from the Superintendent:** No announcements.

8. NEW BUSINESS
   A. FINANCE, OPERATIONS and MAINTENANCE
      i. **Topic: General Fund Update:** Pat McHugh referred to page 58, the updated expenditures for last fiscal year. The two spreadsheets are shared on a quarterly basis. Will be the documents to initiate the budget conversation. Referred to the total salaries and benefits for elementary and high school -

$37.3M (elementary) and $28M (high school). Represents 89% and 84%, respectively, of those total expenditures. Remaining 11% and 16% are in the areas of utilities, contracted services, and transportation. Referred to the three digit numbers. Referred to 120, substitute expenditure. Expenditure right at budget. Pointed out when the District talks about permanent subs and adding permanent subs into the budget. The substitute expenditures were less in 2021. The elementary expenditures were $269K and high school $242K. Reduction in sub costs would translate to the District's ability to fund permanent subs. Referred to code 130, overtime salaries. Due to not having positions filled in service areas and others picking up those extra duties. Contracted services large category. Largest expenditure is the SRO and CRO contracts with the Missoula Police Department, $260K. Staffing costs for the preschool program $384K. Referred to the CSCT obligation the District is required to match. Between the elementary and the high school district it is $337K. Elections are $90K. Contract with SPARK is $45K. The audit is $35K. Contract for special education services including sign language interpreters, etc. is $80K. Professional training services for high school is $109K and the print shop contract is $190K. Utilities went up significantly compared to last year. Up almost $300K in the elementary and $170K in the high school. Property liability insurance went up to $980K. Supt. Hill inquired about the sub line code 130 where the District expended $540K (elementary) and $399K (high school). Wanted to know if that included permanent subs. No comments.

ii. **Technology Fund Update**: Pat McHugh referred to page 60 of the agenda. Annually levy $850K. District re-appropriates some per budget to have available $1.1M. The expenditures primarily in minor equipment. If we did not spend all the budget not an issue. Pushed over to the next year. Everything rolls over from one year to the next. High school $757K levy. Expenditures the same. Bulk in minor equipment. No comments.

iii. **Topic: Transportation Fund Update**: Pat McHugh referred to page 62. Entirely a local levy. Levy amount $4.5M in support of transportation. There is some reimbursement for state and county but very small. Tied to mileage routes approved earlier. Portion of the principal salaries covered with the fund, 10%. Referred to page 63 for the high school which is similar. Fewer dollars levied for transportation and the expenditures are less. High school has a budget balance. Elementary did a budget amendment and ended the year at zero. Reserves low. No comments.

iv. **Topic: FY25 Budget Projections and Budget and Election Calendar:** Pat McHugh explained this is an early look at budget projections. Estimates. Base look into the general fund for FY25. District ran the October enrollment count and estimated the spring count. Incorporated the 3% inflationary increase from the state, and 3% is the max allowed by state law. Provided for a decent increase. In the elementary side an $800K increase with $166K levy. October enrollment went down 53 students in K-6 and 61 students in 7-8. High School had a 65 student increase. Bump in budget at $1.4M and a levy of $303K. Spreadsheet used older data but used as a placeholder to give an idea. Incorporated the need to build into the budget for FY25 those positions that are ESSER funded. On the elementary side it is $355K and high school $1.1M. Better in elementary than anticipated. Build the obligations into the General Fund. Do not have ESSER to fall back. Working with deficits of 760 and 395. Referred to the election calendar. Plan to have a monthly budget levy and committee meetings. First meeting November 17th. Identified a few budget items. Committee to work to develop the budget. Each month plan to have a general fund updates. Chair Old Person inquired trustees were on the committee – Koan Mercer, Keegan Witt, Meg Whicher, and Ann Wake.

9. ADJOURN: The meeting was adjourned 7:32 p.m.

As recording secretary for this Board meeting, I certify these minutes to be a true and correct copy of what was taken at the meeting.
Tracy Long, Minutes Recorder_____

Wilena Old Person, Board Chair_____

Pat McHugh, District Clerk_____

MISSOULA COUNTY PUBLIC SCHOOLS
BOARD OF TRUSTEES
Special Meeting
Sunday, February 25, 2024 – 9:00 a.m.
Virtual

Board of Trustees: Board Chair Wilena Old Person, Jeffrey Avgeris, Grace M. Decker, Vice Chair Nancy Hobbins, Koan Mercer, Jen Vogel, Ann Wake, Vice Chair Arlene Walker-Andrews, Meg Whicher, Keegan Witt, Rob Woelich

AGENDA

1. CALL TO ORDER, WELCOME AND ROLL CALL

2. PLEDGE OF ALLEGIANCE

3. REVIEW, REVISE, AND APPROVE AGENDA

4. NEW BUSINESS – Information and Action
   A. FINANCE, OPERATIONS and MAINTENANCE **Page 2**
      i. **Topic: Approve the Public Charter Contract between the Montana Board of Public Education and the Charter Governing Board of the TEACH Academy** (Elem)(Action) – Micah Hill, Superintendent
      Background: For compliance with Montana law, administration seeks approval, in substance, of the contract attached hereto as the contract is subject to change with the Montana Board of Public Education.
      Board Discussion
      Recommendation: Administration recommends Trustees approve the Public Charter Contract between the Montana Board of Public Education and the Charter Governing Board of the TEACH Academy.

      ii. **Topic: Approve the Public Charter Contract between the Montana Board of Public Education and the Charter Governing Board of the CONNECT Academy** (Elem/Sec)(Action) – Micah Hill, Superintendent **Page 19**
      Background: For compliance with Montana law, administration seeks approval, in substance, of the contract attached hereto as the contract is subject to change with the Montana Board of Public Education.
      Board Discussion
      Recommendation: Administration recommends Trustees approve the Public Charter Contract between the Montana Board of Public Education and the Charter Governing Board of the CONNECT Academy.

5. PUBLIC COMMENT - Regarding Non-Agenda Items (3 minutes each speaker)

6. ADJOURN

INITIAL PUBLIC CHARTER CONTRACT

This agreement, executed on this 28 day of February 2024 by and between the Montana **Board of Public Education** and the **Charter Governing Board** of the TEACH Academy (collectively, the "**Parties**").

W I T N E S S E T H:

WHEREAS the State of Montana (the "**State**") enacted the Public Charter Schools Act (the "**Act**"); and

WHEREAS pursuant to 20-6-804, MCA, the **Board of Public Education** has the authority to (i) approve applications to establish public charter schools in the State, (ii) thereafter to enter into a **Charter Contract** with applicants setting forth the terms and conditions under which a public charter school shall operate, and (iii) may thereafter renew a **Charter Contract** for a period of up to five years; and

WHEREAS an application was submitted to the **Board of Public Education** for establishment of a new public charter school pursuant to the **Act**, which the **Board of Public Education** approved;

NOW, THEREFORE, in consideration of the mutual covenants, representations, warranties, and agreements contained herein, the **Parties** hereby agree as follows:

1. Definition of Terms
   - 1.1. **Board of Public Education**: the board created by Article X, section 9(3), of the Montana constitution and 2-15-1507, MCA.
   - 1.2. **Charter Contract**: a fixed-term, renewable contract between a **Charter Governing Board** of a public charter school and the **Board of Public Education** that outlines the roles, powers, responsibilities, and performance expectations for each party to the contract.
   - 1.3. **Charter Governing Board**: the elected board of trustees of a public charter school district exercising supervision and control over a public charter school or the local school board that is a party to the **Charter Contract** with the **Board of Public Education** and that exercises supervision and control over a public charter school pursuant to a **Charter Contract**. Each **Charter Governing Board** is entitled to operate one **school** in one or more **sites** for each **Charter Contract** issued to it.
   - 1.4. **Local school board**: a preexisting board of trustees exercising supervision and control of the schools and programs of a local school district pursuant to Article X, section 8, of the Montana constitution and the laws of the state of Montana.
   - 1.5. **Located school district**: the school district in which a proposed, preoperational, or operational public charter school is located and from which the separate boundaries of the public charter school district are proposed to be formed. When a public charter school district is formed, the boundaries of the public charter school district are removed from the territory of the located school district.
   - 1.6. **Noncharter public school**: any public school that is under the supervision and control of a local school board or the state and is not operating pursuant to a **Charter Contract.**
   - 1.7. **School**: a vehicle for the delivery of a complete educational program to students that has: independent leadership; dedicated staff; and defined facilities. A **Charter Governing Board** may have the authority to operate more than one **school** so long as a **Charter Contract** has been issued for each such **school**. A **school** may be housed in more than one physical **site**. A **school** is its own Local Educational Agency (LEA) for federal program purposes, including the education of students with disabilities, and its own accountability unit for purposes of the federal Elementary and Secondary Education Act of 1965 (ESEA), as amended by the Every Student Succeeds Act (ESSA), and all applicable accountability designations made applicable by Montana law.

1.8. **Site**: one of a number of facility locations for a single public charter school typically representing a grade range (for example, K-6 site, 7-8 site, or 9-12 site). A site would not be its own LEA, ESSA, or state Accountability Designation unit. More than one public charter school building tightly clustered (i.e., a campus) would operate as a "single site."

2. Establishment of the TEACH Academy
   2.1. Charter Agreement. This agreement (the **Charter Contract**), which specifically incorporates the following:
      2.1.1. certain terms of operation set forth collectively and attached hereto in Exhibit A, and shall incorporate the initial charter applications or proposals of any additional schools that may hereafter be approved by the **Board of Public Education**, and which shall be hereafter referred to collectively as the Terms of Operation (the "**Terms of Operation**");
      2.1.2. the Monitoring Plan, attached hereto as Exhibit B (the "**Monitoring Plan**"), which shall incorporate applicable monitoring procedures which must be completed by the **Charter Governing Board**;
      2.1.3. the Performance Framework developed by each **school** to be operated by the **Charter Governing Board** or to be developed during the first year of operation by any additional school the **Charter Governing Board** may be permitted to operate, and further described herein and set forth in Exhibit C, (the "**Performance Framework**");
      2.1.4. the Additional Assurances and Variances to Standards, if any, set forth in Exhibit D (the "**Additional Assurances and Variances to Standards**");
   2.2. Purpose. This **Charter Contract** is entered into for the purpose of authorizing the establishment of a public charter school that meets identified educational needs and promotes a diversity of educational choices. The **Charter Governing Board** shall operate a public charter school consistent with the terms of the **Charter Contract** and all applicable laws and administrative rules to create and innovative and high-performing public charter school under the general supervision of the **Board of Public Education** and under the supervision and control of the **Charter Governing Board** who are elected by the qualified electors in the community where the public charter school is located.
   2.3. Applicable Law and Venue. Montana law governs this **Charter Contract**. Except as provided in 20-6-811, MCA, and this **Charter Contract**, the **Charter Governing Board** is subject to the provisions in Title 20 of the Montana Code Annotated and any state local rule, regulation, policy, or procedure relating to noncharter public schools within the **located school district**. The parties agree that any litigation concerning the **Charter Contract** must be brought in the First Judicial District in and for the County of Lewis and Clark, State of Montana, and each party shall pay its own costs and attorney fees.
   2.4. Authority to Operate; Effective Date; Term. The **Board of Public Education**, as the sole entity authorized to enter into charter contracts, having approved the **Charter Governing Board** to operate a public charter school on January 19, 2024, authorizes the **Charter Governing Board** to open and commence operation of a **school** on July 1, 2024. This **Charter Contract** is effective upon the signing of both parties for a term of five (5) years commencing on July 1, 2024, and ending on June 30, 2029. The **Charter Contract** may be renewed pursuant to 20-6-809, MCA, or extended pursuant to the terms herein.
      2.4.1. Planning Years, Effect. The **Charter Governing Board** shall continue or commence instruction, as the case may be, in conformity with the schedule set forth in the Terms of Operation for each **school** it is permitted to operate.
         2.4.1.1. Subject to the foregoing limitation, planning years applicable to any school or schools set forth in the Terms of Operation shall not require further approval of the **Board of Public Education** or constitute a revision to the **Charter Contract**.
         2.4.1.2. The **Charter Governing Board** may take one (1) additional planning year pursuant to 20-6-806, MCA. In this case, the **Board of Public Education** will

authorize a delayed effective date commencing on July 1, 2025, and ending on June 30, 2030, for a term of five (5) years.

2.4.1.3. In the event the **Charter Governing Board** is unable to open a **school** or schools by such date(s) the **Charter Contract** issued that permitted the **Charter Governing Board** to operate such school(s) shall be deemed to be void *ab initio*.

3. Governance

3.1. Status. The **school** shall be governed by the **Charter Governing Board**, as updated by subsequent election and approval, resignation, removal, or other disposition in accordance applicable law. The **Charter Governing Board** shall have final authority for policy and operational decisions of the **school** although nothing herein shall prevent the **Charter Governing Board** from delegating decision-making authority to officers, employees, and agents of the **Charter Governing Board**. In addition:

3.1.1. The **Charter Governing Board** shall establish and appoint members of an advisory board to provide recommendations and insight regarding the public charter school's operations. Members of the advisory board must include members with knowledge or experience in the mission or focus of the public charter school.

3.1.2. The **Charter Governing Board** and its officers, directors, members, and partners, have a duty of care for complying with the provisions of this **Charter Contract**, all applicable laws, administrative rules, regulations, and reporting requirements.

3.2. Code of Ethics and Conflicts of Interest. The **Charter Governing Board**, its trustees, officers, and employees shall abide by the code of ethics and/or conflicts of interest policy set forth in existing **local school board** approved policies, which must conform to applicable law, and include standards with respect to disclosure of conflicts of interest regarding any matter brought before the **Charter Governing Board**.

3.3. Bylaws. The **Charter Governing Board** shall provide immediate notice to the **Board of Public Education** regarding any proposed amendment to its bylaws, policies, or operating procedures that may impact the operation of a public charter school within its geographic boundaries.

4. School Operations

4.1. Age; Grade Range; Number of Students. Each **school** operated by the **Charter Governing Board** shall provide instruction to pupils in such ages, grades, and numbers in each year of operation as set forth in the Terms of Operation. The **Charter Governing Board** shall annually determine the capacity of the **school** in consideration of the **Charter Governing Board**'s assessment of its ability to facilitate the academic success of students, to achieve the objectives specified in the **Charter Contract**, and to ensure that student enrollment does not exceed the capacity of its designated **site**.

4.2. Admissions; Enrollment; Attendance; Transfer. The **Charter Governing Board** shall have in place and implement comprehensive policies for admissions, enrollment, and attendance, which policies shall be approved by the **Charter Governing Board** and shall be consistent with applicable law and regulations. Such policies shall provide in detail the procedures and practices utilized by each **school** in regard to admission, enrollment, attendance and withdrawal including, *inter alia*, the period in which applications for admission shall be timely, how to obtain an application for admission, the practices in operating the random selection process, the maintenance of a wait list, the implementation of enrollment preferences, and the taking of student attendance. With the exception of any changes in the at-risk school design factors, the **Charter Governing Board** shall have the authority to make changes to such policies and such changes shall not require the permission of the **Board of Public Education** or constitute a revision to the **Charter Contract**. Such changes, however, must be consistent with applicable law and regulations.

4.3. Marketing. The **Charter Governing Board** shall utilize reasonable outreach and marketing measures to make potential applicants aware of opportunities for enrollment at each of its schools.

4.4. Insurance. The **Charter Governing Board** shall, at its own expense, purchase and maintain the insurance coverage for liability, property loss, and the personal injury of students for the **Charter Governing Board** and for each **school** or **site** as is described in the Terms of Operation together with any other additional insurance that the **Charter Governing Board** deems necessary. Such insurance policies shall continue in effect. In the case of additional **schools**, the applicable insurance must be in effect prior to employees or students being present. The **Charter Governing Board** shall provide the **Board of Public Education** with certificates of insurance or other satisfactory proof evidencing coverage including, but not limited to, renewal policies, or additions, riders or amendments thereto covering additional schools. All such insurance policies shall contain a provision requiring notice to the **Board of Public Education**, at least thirty (30) days in advance, of any material change, nonrenewal or termination. Notwithstanding any provision to the contrary, the **Charter Governing Board** shall take all steps necessary to comply with any additional regulations made applicable to public schools.

4.5. Contracting with Educational Service Providers. Any entity that provides all or a substantial subset of all services necessary to operate and oversee any school's educational program on a fee basis and pursuant to a fee-based contract shall be known as an educational service provider ("Educational Service Provider") and the contract under which such services are provided shall be referred to as a management contract ("Management Contract"). Any other contractual arrangements including, but not limited to, leases, subleases, lease-purchase agreements, credit facilities, loan agreements, promissory notes, negotiable instruments, and other debt instruments, that are contemplated between the **Charter Governing Board** on the one hand and the Educational Service Provider, its partners, parents, subsidiaries, agents, and affiliates (including any entity that holds an economic interest in the Educational Service Provider) on the other, shall be known collectively, together with the Management Contract, as ESP Contracts ("ESP Contracts"). The following requirements and provisions relating to Educational Service Providers, Management Contracts and ESP Contracts shall apply.

4.5.1. Except as otherwise provided in this **Charter Contract**, the **Board of Public Education** reserves the right to review and disapprove for good cause shown any and all ESP Contracts that the **Charter Governing Board** seeks to execute, amend, or renew during the time that this **Charter Contract** is in effect. Good cause shown includes, but is in no way limited to, a finding that the ESP Contract(s) at issue does not, under the totality of the circumstances, allow the **Charter Governing Board** effective and sufficient means to hold the Educational Service Provider accountable including means to terminate the Educational Service Provider without placing the school's further existence in peril.

4.5.2. To facilitate the **Board of Public Education**'s rights of review and disapproval, the **Charter Governing Board** shall provide the **Board of Public Education** with any proposed ESP Contract or proposed material amendment thereto no later than thirty (30) days prior to the proposed date of execution. In addition to the foregoing, prior to a school's first year of operation, and where no prior Management Contract has been in place for that school, the **Charter Governing Board** must submit the proposed Management Contract to the **Board of Public Education** by no later than July 1 immediately preceding the start of the school year. When submitting an ESP Contract, the **Charter Governing Board** must include a written opinion of the **Charter Governing Board**'s legal counsel stating that the ESP Contract has been reviewed by legal counsel to the **Charter Governing Board**. Within thirty (30) days of receiving the proposed ESP Contract, the **Board of Public Education** shall notify the **Charter Governing Board** if the agreement is disapproved, except that the **Board of Public Education**, at their

discretion, may extend the review period an additional thirty (30) days. It is expressly understood that should the **Board of Public Education** not disapprove an ESP Contract, the **Board of Public Education** by such action(s) are in no way endorsing or approving the contract, the fee arrangements if any or any other provisions contained therein.

4.5.3. To the extent that the Terms of Operation contemplate that any of the **Charter Governing Board**'s schools would be operated with the assistance of an Educational Service Provider pursuant to a Management Contract, the **Charter Governing Board** shall obtain the prior written approval of the **Board of Public Education** prior to operating the school without such Educational Service Provider's assistance. Notwithstanding the above, it is understood that circumstances may require the **Charter Governing Board** to terminate and/or not renew a Management Contract and thereafter operate a school without the services of the Educational Service Provider identified in the Terms of Operation (or otherwise subsequently approved by the **Board of Public Education**) prior to obtaining the permission of the **Board of Public Education**. Where the **Board of Public Education** determines, at their sole discretion, that such circumstances exist, and the **Charter Governing Board** has made good faith efforts to timely inform the **Board of Public Education** of the circumstances, the **Board of Public Education** may waive the **Charter Governing Board**'s breach of the prior permission requirement and allow the **Charter Governing Board** to seek permission ex post facto.

4.5.4. Management Contracts shall set forth with particularity, inter alia, the extent of the Educational Service Provider's participation in the organization, operation and governance of the **Charter Governing Board** and any school, and contain a provision requiring the Educational Service Provider to provide the **Board of Public Education** access to its annual financial statements and audit.

4.6. Educational Programs.

4.6.1. The **Charter Governing Board** shall implement and provide educational programs at its school(s) that are designed to permit and do permit students to meet or exceed the performance standards adopted by the **Board of Public Education** and the goals, and measures of progress towards those goals, of the school(s) as set forth in the Performance Framework. Subject to the immediately foregoing requirements, the **Charter Governing Board** shall have the right to make any modifications to the educational programs of its schools as it deems necessary including, but not limited to, the curriculum, pedagogical approach, and staffing structure, and such modifications shall not require the permission of the **Board of Public Education** or be deemed a revision to the **Charter Contract**, provided however, that any such modifications shall be generally consistent with the Terms of Operation and applicable law, and the **Charter Governing Board** reports such modifications as part of its annual report.

4.6.2. Subject to any restraints in the Act or this **Charter Contract**, the **Charter Governing Board** may offer or share programs, settings, classes, and services between and among schools including grade level programs, specialized programs such as programs for students with disabilities or English language learners, and other programs so long as each such program is described in the Terms of Operation, each student participating in such program is included in the enrollment and Performance Framework of the student's sending school, unless the **Board of Public Education**, in their sole discretion, otherwise permit.

4.7. Performance Frameworks. By October 31 of the school year in which any school first commences instruction, the **Charter Governing Board** shall ensure that such school creates a Performance Framework, which plan upon its completion shall be incorporated into the **Charter Contract** as a Term of Operation. The Performance Framework shall replace and substitute for the assessment measures and educational goals and objectives set forth in the school's charter application in the Terms of Operation, but shall not provide for less stringent assessment measures or educational goals and objectives than those set forth in the school's

charter application. The **Charter Governing Board** understands that any school's success in meeting the goals and measures set forth in its Performance Framework shall be the predominant criterion by which the success of the school's education program will be evaluated by the **Board of Public Education** upon the **Charter Governing Board**'s application for renewal of the authority to operate such school.

4.8. Monitoring Plan and Oversight. The **Charter Governing Board** acknowledges that the **Board of Public Education**, or their authorized agents, have the right to visit, examine into and inspect the **Charter Governing Board** as well as any school or program the **Charter Governing Board** may operate pursuant to a **Charter Contract** and any records related to any of the foregoing. To permit the **Board of Public Education** to fulfill their oversight function under the Act and ensure that the **Charter Governing Board** and each of its schools is in compliance with all applicable laws, rules and regulations and the terms and conditions of this **Charter Contract**, the **Charter Governing Board** agrees to abide by the Monitoring Plan, the requirements of which are set forth at Exhibit B.

4.9. Education of Students with Disabilities. The **Charter Governing Board** shall provide services and accommodations to students with disabilities as set forth for each school in the Terms of Operation and the Individuals with Disabilities Education Act (20 U.S.C. § 1401 et seq.) (the "IDEA"), the Americans with Disabilities Act (42 U.S.C. § 12101 et seq.) (the "ADA"), section 504 of the Rehabilitation Act of 1973 (29 U.S.C. § 794) ("Section 504"), all applicable regulations promulgated pursuant to such federal laws, and the individualized education program ("IEP") of each student as determined by the committee or subcommittee on special education of the student's school district of residence or as assigned by such district ("CSE"). Each school shall provide such appropriate and required services either directly, cooperatively with another school operated by the **Charter Governing Board**, or by contract with another provider.

5. School Personnel

5.1. Status. The **Charter Governing Board** shall employ and/or contract with necessary personnel. The **Charter Governing Board** shall provide written notice to the **Board of Public Education** within five (5) business days of the hiring or departure (by resignation or dismissal) of the administrator, principal, or head of any school, however designated. The organizational structure of the **Charter Governing Board** and each school shall be consistent with the structures set forth in the Terms of Operation.

5.2. Personnel Policies; Staff Responsibilities. The **Charter Governing Board** shall make available in written form its hiring and personnel policies and procedures for the school, including the qualifications required by the **Charter Governing Board** in the hiring of teachers, school administrators, and other school employees as well as a description of staff responsibilities. Such policies and procedures shall be consistent with those set forth in the Terms of Operation, and should clearly indicate that the **Board of Public Education** shall have access to all personnel files to the extent permissible by law.

5.3. Background Checks; Fingerprinting. The **Charter Governing Board** shall establish, maintain, and implement procedures for conducting fingerprint-based background checks.

6. Financial Operations

6.1. Management and Financial Controls.

6.1.1. The **Charter Governing Board** shall at all times maintain appropriate governance and managerial procedures and financial controls and maintain the same at each public charter school, program or other activity operated by the **Charter Governing Board**.

6.1.2. The **Charter Governing Board** shall provide a statement to the **Board of Public Education**, no later than sixty (60) days after the date of execution of the **Charter Contract**, concerning the status of management and financial controls (the "Initial

Statement") of the school. The Initial Statement must address whether the **Charter Governing Board** has documented adequate controls at that school relating to:

6.1.2.1. (i) preparing financial statements in accordance with generally accepted accounting principles ("GAAP");

6.1.2.2. (ii) payroll procedures;

6.1.2.3. (iii) accounting for contributions and grants;

6.1.2.4. (iv) procedures for the creation and review of quarterly financial statements, which procedures shall specifically identify the individual who will be responsible for preparing and reviewing such financial statements for the **Charter Governing Board** and for each applicable public charter school; and,

6.1.2.5. (v) appropriate internal financial controls and procedures.

6.2. The Initial Statement shall be reviewed and ratified by the **Charter Governing Board** prior to its submission to the **Board of Public Education**. The **Charter Governing Board** shall retain, when possible, an independent certified public accountant or independent certified public accounting firm licensed in the State to perform an agreed-upon procedures engagement. The purpose of the engagement will be to assist the **Charter Governing Board** in evaluating the Initial Statement and the procedures, policies and practices established thereunder. The **Board of Public Education** may require additional evidence to verify the correction of all such deficiencies.

6.3. Financial Statements; Interim Reports. All financial statements that the **Charter Governing Board** is required to prepare shall be in accordance with GAAP then in effect. During each year of operation, the **Charter Governing Board** shall prepare and submit to the **Board of Public Education** a quarterly unaudited statement of income and expenses for that preceding quarter in such form and electronic format as prescribed and disseminated by the **Board of Public Education** to include, but not be limited to, certain financial statements for each public charter school operated by the **Charter Governing Board**.

6.4. Audits.

6.4.1. The **Charter Governing Board** shall retain an independent certified public accountant or certified public accounting firm licensed in the State to perform annually an audit of the **Charter Governing Board**'s annual financial statements related to public charter schools. The independent audit of the **Charter Governing Board**'s financial statements must be performed in accordance with generally accepted auditing standards and Government Auditing Standards issued by the Comptroller General of the United States, as well as any additional requirements and guidelines that may be provided by the **Board of Public Education**. The audited financial statements must be submitted to the **Board of Public Education** by October 31 of each year.

6.4.2. A **Charter Governing Board** that contracts with an Educational Service Provider must submit to the **Board of Public Education** audited financial statements of the Educational Service Providers by October 31 of each year.

6.5. Fiscal Year. The fiscal year of the **Charter Governing Board** shall begin on July 1 of each calendar year of the term of the initial **Charter Contract** and shall end on June 30 of the subsequent calendar year.

6.6. Annual Budgets and Cash Flow Projections.

6.6.1. Except in the first year of operation, a **Charter Governing Board** shall prepare and provide to the **Board of Public Education** a copy of its annual budgets and cash flow projections for each public charter school it has been authorized to operate each fiscal year by no later than June 30 of the immediately preceding fiscal year.

6.6.2. All annual budgets and cash flow projections shall be in such form and electronic format as prescribed and disseminated by the **Board of Public Education**.

6.7. Release of Funding. In the first year of the public charter school operations, if, after the October enrollment count, a public charter school does not meet the eligibility requirements for separate budget unit status and basic entitlement pursuant to 20-6-812, MCA, public

charter schools receiving a basic entitlement will be subject to the return of overpayment provisions under 20-9-344, MCA.

7. Reporting Requirements
   7.1. Annual Reports. No later than July 1 succeeding a school year in which any public charter school provided instruction, the **Charter Governing Board** shall submit to the **Board of Public Education** an Annual Report for each such public charter school setting forth the academic program and performance of each public charter school for the preceding school year. The Annual Report shall be in such form as shall be prescribed by the **Board of Public Education** and shall include at least the following components.
      7.1.1. A discussion of each school's progress made towards achievement of the goals set forth in the Terms of Operation including its Performance Framework.
      7.1.2. A report on the progress of each public charter school in meeting the goals and measures of the Performance Framework during the last school year (the "Performance Framework Progress Report"). The Performance Framework Progress Report must contain data addressing each goal and measure in the school's Performance Framework and should report data as may be required by the **Board of Public Education** in order for the **Board of Public Education** to substantiate outcomes. The Performance Framework Progress Report shall be prepared pursuant to any requirements set forth by the **Board of Public Education.** Should the Performance Framework Progress Report indicate that the school has not met one or more of the goals in its Performance Framework, the **Board of Public Education** may require the **Charter Governing Board** to submit a corrective plan for the school pursuant to this **Charter Contract**.
      7.1.3. The statement of assurances relating to compliance with requirements under the **Charter Contract** and applicable law, the form and requirements of which shall be determined by the **Board of Public Education**.
      7.1.4. A brief statement setting forth changes to the school's educational program and mission as well as governing and organizational structures, during the previous fiscal and school year.
   7.2. Financial Reports. The **Charter Governing Board** shall provide the financial reports required by this **Charter Contract** pursuant to the terms and dates specified therein.

8. Renewal, Corrective Action, and Termination
   8.1. School Renewal. No later than June 30 of each year, the **Board of Public Education** shall issue a public charter school performance report and charter renewal application guide to the **Charter Governing Board** of any public charter school whose charter will expire the following year. The performance report must summarize the public charter school's performance record and must provide notice of any weaknesses or concerns perceived by the **Board of Public Education** that may jeopardize renewal if not rectified. The **Charter Governing Board** shall respond to the performance report and submit any corrections or clarifications within 90 days.
   8.2. No later than February 1, the **Charter Governing Board** shall submit to the **Board of Public Education** a renewal application to extend the authority to operate a school (the "School Renewal Application"). The School Renewal Application shall conform to 20-6-809, MCA, and the **Board of Public Education**'s guidelines and contain:
      8.2.1. a report of the progress of the school in achieving the educational objectives set forth in the Terms of Operation;
      8.2.2. a detailed financial statement disclosing the cost of administration, instruction, and other spending categories for the school that will allow a comparison of such costs to other schools;
      8.2.3. copies of each of the Annual Reports of the school including the school report cards and certified financial statements;

8.2.4. evidence of parent and student satisfaction at the school; and
8.2.5. such other material and information as is required by the **Board of Public Education**.

8.3. Approval or Denial of School Renewal. The **Board of Public Education** shall either approve or deny the School Renewal Application. In the event that the School Renewal Application is not approved, the **Charter Governing Board** shall close the school at the end of the school year that corresponds with the end of the period the **Charter Governing Board** may operate the school pursuant to this **Charter Contract**, and the **Charter Governing Board** shall follow the procedures for school closure as established by the **Board of Public Education**. In the event that the School Renewal Application is granted in whole or part, the **Board of Public Education** shall enter into a proposed renewal **Charter Contract** to allow the **Charter Governing Board** to operate the school for an additional period of time in accordance with the **Board of Public Education**'s renewal practices. Nothing herein shall obligate the **Board of Public Education** to approve a School Renewal Application.

8.4. Corrective Plans. If the **Board of Public Education** determines that the **Charter Governing Board** or any of its charter schools, programs or sites is not progressing toward one or more of the performance or education goals set forth in the **Charter Contract**, that the quality of a charter school's, program's or site's educational program or the **Charter Governing Board**'s governance practices are not satisfactory, or that the **Charter Governing Board** or any of its charter schools or sites is not in compliance with the terms and conditions of the **Charter Contract** including the Monitoring Plan, then the **Board of Public Education**, in consultation with the **Charter Governing Board**, may develop and require the **Charter Governing Board** to implement a corrective plan ("Corrective Plan"). Nothing contained herein shall require the **Board of Public Education** to undertake the development of a Corrective Plan to terminate the authority to operate a charter school, site or program, place the **Charter Governing Board** on probationary status, or initiate mandatory remedial action in accordance with the Act or the **Charter Contract**. The terms and conditions of a remedial plan may include, but are not limited to, the termination of the authority of the **Charter Governing Board** to operate a particular charter school, site, or program.

8.5. Grounds for Charter Termination or Revocation. The **Charter Contract** may be terminated and revoked:
8.5.1. by the **Board of Public Education** in accordance with the Act; or,
8.5.2. by mutual agreement of the Parties hereto.

8.6. Grounds for School Closure. The **Charter Governing Board**'s authority to operate any charter school, site, or program may be terminated or revoked:
8.6.1. should the **Board of Public Education** determine that one of the grounds set forth in the Act apply to such charter school, site, or program; or
8.6.2. by mutual agreement of the Parties hereto.

8.7. Notice and Procedures.
8.7.1. Should the **Board of Public Education** determine that one of the grounds for termination or revocation of the **Charter Contract** as defined under the Act has occurred or is occurring, the **Board of Public Education** may, at their discretion, elect as follows:
8.7.1.1. to terminate the **Charter Contract**; or
8.7.1.2. terminate the **Charter Governing Board**'s authority to operate one or more charter schools, programs, or sites, or any combination thereof; or,
8.7.2. Should the **Board of Public Education** elect to terminate the **Charter Contract**, the **Board of Public Education** shall provide notice of such to the **Charter Governing Board** at least thirty (30) days prior to the effective date of the proposed termination. Such notice shall include a statement of reasons for the proposed termination. Prior to termination of the **Charter Contract**, the **Charter Governing Board** shall be provided an opportunity to be heard and present evidence in opposition to termination.
8.7.3. Should the **Board of Public Education** elect to terminate the authority of the **Charter Governing Board** to operate a charter school or site, the **Board of Public Education**

shall provide notice of such to the **Charter Governing Board** at least thirty (30) days prior to the effective date of the proposed action.

8.8. Effect of Termination. In the event of termination of the **Charter Contract**, whether prematurely or otherwise, the **Charter Governing Board** agrees to follow any additional procedures required by the **Board of Public Education** to ensure an orderly dissolution or transition process, including the implementation of a school closure plan as provided by the **Board of Public Education**.

9. Other Covenants and Warranties

9.1. Indemnification and Acknowledgements

9.1.1. Indemnification: The **Charter Governing Board** shall indemnify, defend, save and hold harmless the **Board of Public Education**, the State of Montana, its departments, agencies, boards, commissions, universities and its officers, officials, agents and employees ("Indemnitee") from and against any and all claims, actions, liabilities, damages, losses or expenses (including court costs, attorneys' fees, and costs of claim processing, investigation and litigation) ("Claims") for bodily injury or personal injury (including death), or loss or damage to tangible or intangible property caused, or alleged to be caused, in whole or in part, by the negligent or willful acts or omissions of the **Charter Governing Board** or any of its owners, officers, directors, agents, employees or subcontractors. This indemnity includes any claim or amount arising out of or recovered under the Workers' Compensation Law or arising out of the failure of the **Charter Governing Board** to conform to any federal, state, or local law, statute, ordinance, administrative rule, regulation, or court decree that is applicable to the **Charter Governing Board**. It is the specific intention of the parties that the Indemnitee shall, in all instances, except for Claims arising solely from the negligent or willful acts or omissions of the Indemnitee, be indemnified by the **Charter Governing Board** from and against any and all claims. It is agreed that the **Charter Governing Board** will be responsible for primary loss investigation, defense, and judgment costs where this indemnification is applicable. In consideration of the award of this **Charter Contract**, the **Charter Governing Board** agrees to waive all rights of subrogation against the State of Montana, its officers, officials, agents, and employees for losses arising from the work performed by the **Charter Governing Board** for the State of Montana.

9.1.2. Immunity. The parties acknowledge that, pursuant to law, the **Board of Public Education**, its members, officers, and employees shall enjoy all immunities from liability as provided under the law. Nothing in this **Charter Contract** shall be construed as a waiver of any rights, limits, protections, or defenses provided by any sovereign or governmental immunity laws.

9.1.3. Debts and Financial Obligations: The parties acknowledge that neither the **Board of Public Education**, the State of Montana, or its agencies, boards, commissions, or divisions are liable for the debts or financial obligations of a public charter school or persons or entities that operate public charter schools.

9.2. Charter Revision. This **Charter Contract** may be revised only by written consent of the Parties hereto.

9.3. Assignment. This **Charter Contract** may not be assigned or delegated by the **Charter Governing Board** under any circumstances, it being expressly understood that the rights and obligations granted hereby runs solely and exclusively to the benefit of the **Charter Governing Board**.

9.4. Notices. Any notice, demand, request, or submission from one Party to any other Party or Parties hereunder shall be deemed to have been sufficiently given or served for all purposes if it is delivered in writing via electronic mail as an attachment thereto with a legally valid and binding electronic signature or an electronic image of a physical signature (.pdf or similar format), and as of the date upon which the sender receives receipt of confirmation generated

by the recipient's electronic mail system that the notice has been received by the recipient's electronic mail system, to the Parties at the following addresses:

If to the **Charter Governing Board**:

NAME
MAILING ADDRESS
CITY, STATE ZIP
EMAIL ADDRESS

If to the **Board of Public Education:**

McCall Flynn
PO Box 200801
Helena, MT 59620
bpe@mt.gov

9.5. Severability. In the event that any provision of this **Charter Contract** or the Terms of Operation thereof to any person or in any circumstances shall be determined to be invalid, unlawful, or unenforceable to any extent, the remainder of this **Charter Contract** and the application of such provision to persons or circumstances other than those as to which it is determined to be invalid, unlawful or unenforceable, shall not be affected thereby, and each remaining provision of this **Charter Contract** shall continue to be valid and may be enforced to the fullest extent permitted by law.

9.6. Entire Charter. The **Charter Contract** supersedes and replaces any and all prior agreements and understandings between the **Board of Public Education** and the **Charter Governing Board** as it relates to the creation of a particular public charter school. To the extent that any conflict or incompatibility exists between the Terms of Operation and the other terms of this **Charter Contract**, such other terms of this **Charter Contract** shall control.

9.7. Construction. This **Charter Contract** shall be construed fairly as to both Parties and not in favor of or against either Party, regardless of which Party prepared the **Charter Contract**.

TEACH ACADEMY

By_____
XX, Chair of the Charter Governing Board

MONTANA BOARD OF PUBLIC EDUCATION

By_____
Dr. Tim Tharp, Chair of the Montana Board of Public Education

Exhibit A – Terms of Operation

Part I – Specific Terms
Additional Terms of Operation will be added at a later date, based on the timeline outlined for submission above. The **Board of Public Education** will communicate this timeline and submission expectations at a later date.

The **Charter Governing Board** shall provide educational services, including the delivery of instruction, to students at the following location(s):
Location Name
School Address
City, State Zip

Part II – Charter Application
The **Board of Public Education** will include the Charter Application submitted by the **Charter Governing Board** for execution of the **Charter Contract**.

Exhibit B – Monitoring Plan

Part I – Monitoring Plan

As provided in the **Charter Contract**, the **Charter Governing Board** agrees to abide by a **Monitoring Plan**, the general components of which are set forth below. The requirements of the **Monitoring Plan**, are in addition to any notification, record-keeping, or reporting requirements set forth in the **Charter Contract** or applicable law including any obligation to receive the written approval of the **Board of Public Education**, and/or to seek approval for revision of the **Charter Contract** pursuant to applicable law.

A. The **Charter Governing Board** shall maintain the following records in its offices for inspection by the **Board of Public Education** and/or its designee:
   1. Records concerning the enrollment and admissions process including all applications received and documents concerning the lottery process if conducted;
   2. Student academic and health records;
   3. Attendance records for students including withdrawals of students from each **school** and the reason(s) for such withdrawals;
   4. Individual Education Programs and other documentation concerning the Individuals with Disabilities Education Act ("IDEA") as well as documentation concerning section 504 of the Rehabilitation Act of 1973 for children with disabilities enrolled in each school;
   5. Staff rosters including records of hiring, resignation, and termination of employees;
   6. Evidence of credentials and/or qualifications for all teachers;
   7. Evidence that required fingerprint-based background checks have been conducted for all applicable school employees;
   8. Certificates of occupancy or other facility-related certification or permits;
   9. Lease agreements and/or mortgages or deeds;
   10. Loan documents;
   11. Contracts in excess of $1,000 including management contracts;
   12. **Charter Governing Board** or **school** policies in areas such as financial management, personnel, student discipline (including suspension and expulsion), complaints, health and safety, student privacy and transportation, Public Right to Know Laws and Open Meetings Laws and other areas required by the **Charter Contract** or law;
   13. Grievances made by students, parents, teachers, and other employees of the **Charter Governing Board** together with documentation of all actions taken in response;
   14. Inventory of all assets of the **Charter Governing Board** that have been purchased with public funds including grant funds;
   15. Documents sufficient to substantiate each **school**'s progress on the measurable goals set forth in its Performance Framework; and,
   16. Student level discipline records including, but not limited to, information regarding in-school and out-of-school suspensions, and expulsions for all students (including students with disabilities) available by grade and year reflecting:
       a. number of suspension/expulsion incidents; and,
       b. number of different students involved in suspension/expulsion incidents.

B. To corroborate information submitted by the **Charter Governing Board** to the **Board of Public Education**, and in order to ensure compliance with the Act and the **Charter Contract**, the **Board of Public Education** or its designee will:
   1. Make at least one visit to each **school** in its first year of operation. Such visits may include an inspection of the physical plant, all categories of records set forth in subsection A of the Monitoring Plan, interviews with the administrator of the school and other personnel, and

observation of instructional methods. Visits in later years may decrease in frequency and be conducted by **Board of Public Education** designees;
2. During the first term of authority to operate a **school**, make at least one other visit to a school, which may be announced or unannounced. In subsequent terms, the **Board of Public Education** may conduct visits on a sampling basis for schools that demonstrate high levels of academic and fiscal soundness, compliance with applicable laws, rules, and regulations, and whose academic performance makes it likely they will improve student learning and achievement;
3. Require the **Charter Governing Board** to make available necessary information in response to the **Board of Public Education**'s inquiries including information necessary to prepare annual or semi-annual evaluations of each school's financial operations, academic program, future outlook, and other areas;
4. Conduct internal investigations as appropriate on its own initiative or in response to concerns raised by students, parents, employees, local school districts and other individuals or groups. Where appropriate, the **Board of Public Education** shall issue remedial orders as permitted by the **Charter Contract** or applicable law; and
5. Review as necessary the **Charter Governing Board**'s and its **schools**' operations to determine whether any changes in such operations require formal revision of the **Charter Contract** and, if so, determine whether such revision should be recommended for approval.

C. The **Charter Governing Board** shall track, and maintain information regarding, the following information:
   1. A copy of all minutes from each of its meetings, committee meetings and executive sessions of the meeting or session pertaining to the **school**;
   2. An updated list of trustees and officers of any such person's election; removal; resignation; expiration of term without re-election; or, otherwise leaving the **Charter Governing Board**; and,
   3. An updated list of each administrator, principal or head of school for each **site** of each **school**, however designated.
   4. Any and all student-level suspensions (including in-school and out-of-school suspensions of less than one-day) and expulsions including, but not limited to:
      a. The date the disciplinary action was instituted;
      b. The duration of any suspension;
      c. The reason for such suspension or expulsion;
      d. The student's status as an English Language Learner ("ELL"), a student with a disability under the IDEA or a student who qualifies for the federal Free or Reduced Price Lunch program("FRPL"); and,
      e. Other student demographic information.
   5. Any and all student-level enrollment and retention information including, but not limited to:
      a. The date of any student withdrawal, transfer or discharge;
      b. The reason for each withdrawal, transfer or discharge;
      c. The student's status as an ELL, student with a disability under the IDEA or a FRPL student; and,
      d. Other student demographic information.

D. The **Charter Governing Board** shall provide the **Board of Public Education** with such information on a quarterly basis in accordance with guidance maintained and disseminated by the **Board of Public Education**. Such guidance, as it may be amended from time to time, shall be binding on the **Charter Governing Board**.

Exhibit C – Performance Framework

Part I – Academic Performance Framework and Evaluation

A. The **Charter Governing Board** shall adhere to the provisions in Title 20 of the Montana Code Annotated and Title 10 of the Administrative Rules of Montana and any state or local rule, regulation, policy, or procedure relating to noncharter public schools within the located school district.

B. The **Charter Governing Board** shall identify a performance framework as prescribed in 20-6-809, MCA, that clearly sets forth the academic and operational performance indicators, measures, and metrics which include:
   1. school achievement goals;
   2. student academic proficiency;
   3. student academic growth;
   4. achievement gaps in both proficiency and growth between major student subgroups;
   5. attendance;
   6. dropout rate;
   7. recurrent enrollment from year to year;
   8. postsecondary readiness;
   9. financial performance and sustainability;
   10. **Charter Governing Board** performance and stewardship, including compliance with all applicable laws, regulations, and terms of the **Charter Contract**.

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Exhibit D – Assurances and Variances to Standards

Part I – Assurances Regarding Students with Disabilities

A. The **Charter Governing Board** provides the following assurances regarding the provision of education and other services to students with disabilities to be enrolled at each proposed charter school.
   1. The **Charter Governing Board** will adhere to all provisions of federal law relating to students with disabilities including the IDEA, Section 504, and Title II of the ADA which are applicable to it.
   2. The **Charter Governing Board** will, consistent with applicable law, be a Local Education Agency (LEA) that will ensure that all students with disabilities that qualify under the IDEA:
      a. have available a free appropriate public education ("FAPE");
      b. are appropriately evaluated;
      c. are provided with an IEP;
      d. receive an appropriate education in the least restrictive environment (LRE);
      e. are involved in the development of and decisions regarding the IEP, along with their parents; and,
      f. have access to appropriate procedures and mechanisms, along with their parents, to resolve any disputes or disagreements related to a school's or school district's provision of FAPE.
   3. Unless otherwise approved by the **Board of Public Education**, the **Charter Governing Board** will employ for each school, at a minimum, a person properly certified as the school's students with disabilities coordinator, whose responsibilities will include coordinating with Committees on Special Education ("CSE"); providing information to and obtaining information from CSEs as needed throughout the year; determining if entering students have IEPs; and working with CSEs and school districts to ensure that all required settings and related services are being provided and that all IEPs are appropriate in the context of the charter school overall setting. The **Charter Governing Board** may permit the students with disabilities coordinator to take on additional administrative duties to the extent that they do not interfere with the coordinator's responsibilities to ensure the school's compliance with the IDEA, Section 504 and Title II of the ADA.
   4. Each school will make available, as required by IDEA regulations, a student's regular and special education teachers (and other required school personnel) for meetings convened by such student's CSE, and provide such teachers and personnel with copies of the student's IEP.
   5. Each school will ensure that parents of children with disabilities are informed of how their children are progressing on annual IEP goals and in the general curriculum at least as frequently as parents of general education children.
   6. Each school will abide by the applicable provisions and regulations of the IDEA and the Family Educational Rights and Privacy Act (FERPA) as they relate to students with disabilities including, but not limited to, having procedures for maintaining student files in a secure and locked location with limited access.
   7. Each school's students with disabilities coordinator will retain such data and prepare such reports as are needed by the Office of Public Instruction in order to permit such entities to comply with federal law and regulations.
   8. Each school will comply with its obligations under the Child Find requirements of IDEA including 34 C.F.R. § 300.111, and will provide appropriate notification to parents in connection therewith as applicable, including notifying them prior to providing a child's name to a CSE for potential evaluation.

Part II – Assurances Regarding Indian Education for All (IEFA)

A. The **Charter Governing Board** provides the following assurances regarding the provision of Indian education at each proposed charter school.
   1. The **Charter Governing Board** recognizes that it is the constitutionally declared policy of the State to recognize the distinct and unique cultural heritage of American Indians and to be committed in its educational goals to the preservation of the cultural heritage of American Indians.
   2. The **Charter Governing Board** shall ensure that all students utilizing educational programs provided by a charter school, whether Indian or non-Indian, learn about the distinct and unique heritage of American Indians in a culturally responsive manner.
   3. The **Charter Governing Board** shall work cooperatively with Montana tribes or those tribes that are in close proximity, when providing instruction or when implementing an educational goal or adopting a rule related to the education of each Montana citizen, to include information specific to the cultural heritage and contemporary contributions of American Indians, with particular emphasis on Montana Indian tribal groups and governments.
   4. Predicated on the belief that all school personnel should have an understanding and awareness of Indian tribes to help them relate effectively with Indian students and parents, the **Charter Governing Board** shall provide means by which school personnel will gain an understanding of and appreciation for the American Indian people.

Part III – Variances to Standards

A. Variances to Existing Standards: The **Board of Public Education** does not authorize any variances to standards as part of this **Charter Contract** to meet the intended outcomes of the proposed academic program of the **school**.

B. Variance to standards requests may be approved in accordance with ARM 10.55.604 or amendment to this Exhibit. An application for variance to standards is due in writing to the Superintendent of Public Instruction no later than the second Monday in October for the current academic year.

INITIAL PUBLIC CHARTER CONTRACT

This agreement, executed on this 28 day of February 2024 by and between the Montana **Board of Public Education** and the **Charter Governing Board** of the CONNECT Academy (collectively, the "**Parties**").

W I T N E S S E T H:

WHEREAS the State of Montana (the "**State**") enacted the Public Charter Schools Act (the "**Act**"); and

WHEREAS pursuant to 20-6-804, MCA, the **Board of Public Education** has the authority to (i) approve applications to establish public charter schools in the State, (ii) thereafter to enter into a **Charter Contract** with applicants setting forth the terms and conditions under which a public charter school shall operate, and (iii) may thereafter renew a **Charter Contract** for a period of up to five years; and

WHEREAS an application was submitted to the **Board of Public Education** for establishment of a new public charter school pursuant to the **Act**, which the **Board of Public Education** approved;

NOW, THEREFORE, in consideration of the mutual covenants, representations, warranties, and agreements contained herein, the **Parties** hereby agree as follows:

1. Definition of Terms
   - 1.1. **Board of Public Education**: the board created by Article X, section 9(3), of the Montana constitution and 2-15-1507, MCA.
   - 1.2. **Charter Contract**: a fixed-term, renewable contract between a **Charter Governing Board** of a public charter school and the **Board of Public Education** that outlines the roles, powers, responsibilities, and performance expectations for each party to the contract.
   - 1.3. **Charter Governing Board**: the elected board of trustees of a public charter school district exercising supervision and control over a public charter school or the local school board that is a party to the **Charter Contract** with the **Board of Public Education** and that exercises supervision and control over a public charter school pursuant to a **Charter Contract**. Each **Charter Governing Board** is entitled to operate one **school** in one or more **sites** for each **Charter Contract** issued to it.
   - 1.4. **Local school board**: a preexisting board of trustees exercising supervision and control of the schools and programs of a local school district pursuant to Article X, section 8, of the Montana constitution and the laws of the state of Montana.
   - 1.5. **Located school district**: the school district in which a proposed, preoperational, or operational public charter school is located and from which the separate boundaries of the public charter school district are proposed to be formed. When a public charter school district is formed, the boundaries of the public charter school district are removed from the territory of the located school district.
   - 1.6. **Noncharter public school**: any public school that is under the supervision and control of a local school board or the state and is not operating pursuant to a **Charter Contract.**
   - 1.7. **School**: a vehicle for the delivery of a complete educational program to students that has: independent leadership; dedicated staff; and defined facilities. A **Charter Governing Board** may have the authority to operate more than one **school** so long as a **Charter Contract** has been issued for each such **school**. A **school** may be housed in more than one physical **site**. A **school** is its own Local Educational Agency (LEA) for federal program purposes, including the education of students with disabilities, and its own accountability unit for purposes of the federal Elementary and Secondary Education Act of 1965 (ESEA), as amended by the Every Student Succeeds Act (ESSA), and all applicable accountability designations made applicable by Montana law.

1.8. **Site**: one of a number of facility locations for a single public charter school typically representing a grade range (for example, K-6 site, 7-8 site, or 9-12 site). A site would not be its own LEA, ESSA, or state Accountability Designation unit. More than one public charter school building tightly clustered (i.e., a campus) would operate as a "single site."

2. Establishment of the CONNECT Academy
   2.1. Charter Agreement. This agreement (the **Charter Contract**), which specifically incorporates the following:
      2.1.1. certain terms of operation set forth collectively and attached hereto in Exhibit A, and shall incorporate the initial charter applications or proposals of any additional schools that may hereafter be approved by the **Board of Public Education**, and which shall be hereafter referred to collectively as the Terms of Operation (the "**Terms of Operation**");
      2.1.2. the Monitoring Plan, attached hereto as Exhibit B (the "**Monitoring Plan**"), which shall incorporate applicable monitoring procedures which must be completed by the **Charter Governing Board**;
      2.1.3. the Performance Framework developed by each **school** to be operated by the **Charter Governing Board** or to be developed during the first year of operation by any additional school the **Charter Governing Board** may be permitted to operate, and further described herein and set forth in Exhibit C, (the "**Performance Framework**");
      2.1.4. the Additional Assurances and Variances to Standards, if any, set forth in Exhibit D (the "**Additional Assurances and Variances to Standards**");
   2.2. Purpose. This **Charter Contract** is entered into for the purpose of authorizing the establishment of a public charter school that meets identified educational needs and promotes a diversity of educational choices. The **Charter Governing Board** shall operate a public charter school consistent with the terms of the **Charter Contract** and all applicable laws and administrative rules to create and innovative and high-performing public charter school under the general supervision of the **Board of Public Education** and under the supervision and control of the **Charter Governing Board** who are elected by the qualified electors in the community where the public charter school is located.
   2.3. Applicable Law and Venue. Montana law governs this **Charter Contract**. Except as provided in 20-6-811, MCA, and this **Charter Contract**, the **Charter Governing Board** is subject to the provisions in Title 20 of the Montana Code Annotated and any state local rule, regulation, policy, or procedure relating to noncharter public schools within the **located school district**. The parties agree that any litigation concerning the **Charter Contract** must be brought in the First Judicial District in and for the County of Lewis and Clark, State of Montana, and each party shall pay its own costs and attorney fees.
   2.4. Authority to Operate; Effective Date; Term. The **Board of Public Education**, as the sole entity authorized to enter into charter contracts, having approved the **Charter Governing Board** to operate a public charter school on January 19, 2024, authorizes the **Charter Governing Board** to open and commence operation of a **school** on July 1, 2024. This **Charter Contract** is effective upon the signing of both parties for a term of five (5) years commencing on July 1, 2024, and ending on June 30, 2029. The **Charter Contract** may be renewed pursuant to 20-6-809, MCA, or extended pursuant to the terms herein.
      2.4.1. Planning Years, Effect. The **Charter Governing Board** shall continue or commence instruction, as the case may be, in conformity with the schedule set forth in the Terms of Operation for each **school** it is permitted to operate.
         2.4.1.1. Subject to the foregoing limitation, planning years applicable to any school or schools set forth in the Terms of Operation shall not require further approval of the **Board of Public Education** or constitute a revision to the **Charter Contract**.
         2.4.1.2. The **Charter Governing Board** may take one (1) additional planning year pursuant to 20-6-806, MCA. In this case, the **Board of Public Education** will

authorize a delayed effective date commencing on July 1, 2025, and ending on June 30, 2030, for a term of five (5) years.

2.4.1.3. In the event the **Charter Governing Board** is unable to open a **school** or schools by such date(s) the **Charter Contract** issued that permitted the **Charter Governing Board** to operate such school(s) shall be deemed to be void *ab initio*.

3. Governance

3.1. Status. The **school** shall be governed by the **Charter Governing Board**, as updated by subsequent election and approval, resignation, removal, or other disposition in accordance applicable law. The **Charter Governing Board** shall have final authority for policy and operational decisions of the **school** although nothing herein shall prevent the **Charter Governing Board** from delegating decision-making authority to officers, employees, and agents of the **Charter Governing Board**. In addition:

3.1.1. The **Charter Governing Board** shall establish and appoint members of an advisory board to provide recommendations and insight regarding the public charter school's operations. Members of the advisory board must include members with knowledge or experience in the mission or focus of the public charter school.

3.1.2. The **Charter Governing Board** and its officers, directors, members, and partners, have a duty of care for complying with the provisions of this **Charter Contract**, all applicable laws, administrative rules, regulations, and reporting requirements.

3.2. Code of Ethics and Conflicts of Interest. The **Charter Governing Board**, its trustees, officers, and employees shall abide by the code of ethics and/or conflicts of interest policy set forth in existing **local school board** approved policies, which must conform to applicable law, and include standards with respect to disclosure of conflicts of interest regarding any matter brought before the **Charter Governing Board**.

3.3. Bylaws. The **Charter Governing Board** shall provide immediate notice to the **Board of Public Education** regarding any proposed amendment to its bylaws, policies, or operating procedures that may impact the operation of a public charter school within its geographic boundaries.

4. School Operations

4.1. Age; Grade Range; Number of Students. Each **school** operated by the **Charter Governing Board** shall provide instruction to pupils in such ages, grades, and numbers in each year of operation as set forth in the Terms of Operation. The **Charter Governing Board** shall annually determine the capacity of the **school** in consideration of the **Charter Governing Board**'s assessment of its ability to facilitate the academic success of students, to achieve the objectives specified in the **Charter Contract**, and to ensure that student enrollment does not exceed the capacity of its designated **site**.

4.2. Admissions; Enrollment; Attendance; Transfer. The **Charter Governing Board** shall have in place and implement comprehensive policies for admissions, enrollment, and attendance, which policies shall be approved by the **Charter Governing Board** and shall be consistent with applicable law and regulations. Such policies shall provide in detail the procedures and practices utilized by each **school** in regard to admission, enrollment, attendance and withdrawal including, *inter alia*, the period in which applications for admission shall be timely, how to obtain an application for admission, the practices in operating the random selection process, the maintenance of a wait list, the implementation of enrollment preferences, and the taking of student attendance. With the exception of any changes in the at-risk school design factors, the **Charter Governing Board** shall have the authority to make changes to such policies and such changes shall not require the permission of the **Board of Public Education** or constitute a revision to the **Charter Contract**. Such changes, however, must be consistent with applicable law and regulations.

4.3. Marketing. The **Charter Governing Board** shall utilize reasonable outreach and marketing measures to make potential applicants aware of opportunities for enrollment at each of its schools.

4.4. Insurance. The **Charter Governing Board** shall, at its own expense, purchase and maintain the insurance coverage for liability, property loss, and the personal injury of students for the **Charter Governing Board** and for each **school** or **site** as is described in the Terms of Operation together with any other additional insurance that the **Charter Governing Board** deems necessary. Such insurance policies shall continue in effect. In the case of additional **schools**, the applicable insurance must be in effect prior to employees or students being present. The **Charter Governing Board** shall provide the **Board of Public Education** with certificates of insurance or other satisfactory proof evidencing coverage including, but not limited to, renewal policies, or additions, riders or amendments thereto covering additional schools. All such insurance policies shall contain a provision requiring notice to the **Board of Public Education**, at least thirty (30) days in advance, of any material change, nonrenewal or termination. Notwithstanding any provision to the contrary, the **Charter Governing Board** shall take all steps necessary to comply with any additional regulations made applicable to public schools.

4.5. Contracting with Educational Service Providers. Any entity that provides all or a substantial subset of all services necessary to operate and oversee any school's educational program on a fee basis and pursuant to a fee-based contract shall be known as an educational service provider ("Educational Service Provider") and the contract under which such services are provided shall be referred to as a management contract ("Management Contract"). Any other contractual arrangements including, but not limited to, leases, subleases, lease-purchase agreements, credit facilities, loan agreements, promissory notes, negotiable instruments, and other debt instruments, that are contemplated between the **Charter Governing Board** on the one hand and the Educational Service Provider, its partners, parents, subsidiaries, agents, and affiliates (including any entity that holds an economic interest in the Educational Service Provider) on the other, shall be known collectively, together with the Management Contract, as ESP Contracts ("ESP Contracts"). The following requirements and provisions relating to Educational Service Providers, Management Contracts and ESP Contracts shall apply.

4.5.1. Except as otherwise provided in this **Charter Contract**, the **Board of Public Education** reserves the right to review and disapprove for good cause shown any and all ESP Contracts that the **Charter Governing Board** seeks to execute, amend, or renew during the time that this **Charter Contract** is in effect. Good cause shown includes, but is in no way limited to, a finding that the ESP Contract(s) at issue does not, under the totality of the circumstances, allow the **Charter Governing Board** effective and sufficient means to hold the Educational Service Provider accountable including means to terminate the Educational Service Provider without placing the school's further existence in peril.

4.5.2. To facilitate the **Board of Public Education**'s rights of review and disapproval, the **Charter Governing Board** shall provide the **Board of Public Education** with any proposed ESP Contract or proposed material amendment thereto no later than thirty (30) days prior to the proposed date of execution. In addition to the foregoing, prior to a school's first year of operation, and where no prior Management Contract has been in place for that school, the **Charter Governing Board** must submit the proposed Management Contract to the **Board of Public Education** by no later than July 1 immediately preceding the start of the school year. When submitting an ESP Contract, the **Charter Governing Board** must include a written opinion of the **Charter Governing Board**'s legal counsel stating that the ESP Contract has been reviewed by legal counsel to the **Charter Governing Board**. Within thirty (30) days of receiving the proposed ESP Contract, the **Board of Public Education** shall notify the **Charter Governing Board** if the agreement is disapproved, except that the **Board of Public Education**, at their

discretion, may extend the review period an additional thirty (30) days. It is expressly understood that should the **Board of Public Education** not disapprove an ESP Contract, the **Board of Public Education** by such action(s) are in no way endorsing or approving the contract, the fee arrangements if any or any other provisions contained therein.

4.5.3. To the extent that the Terms of Operation contemplate that any of the **Charter Governing Board**'s schools would be operated with the assistance of an Educational Service Provider pursuant to a Management Contract, the **Charter Governing Board** shall obtain the prior written approval of the **Board of Public Education** prior to operating the school without such Educational Service Provider's assistance. Notwithstanding the above, it is understood that circumstances may require the **Charter Governing Board** to terminate and/or not renew a Management Contract and thereafter operate a school without the services of the Educational Service Provider identified in the Terms of Operation (or otherwise subsequently approved by the **Board of Public Education**) prior to obtaining the permission of the **Board of Public Education**. Where the **Board of Public Education** determines, at their sole discretion, that such circumstances exist, and the **Charter Governing Board** has made good faith efforts to timely inform the **Board of Public Education** of the circumstances, the **Board of Public Education** may waive the **Charter Governing Board**'s breach of the prior permission requirement and allow the **Charter Governing Board** to seek permission ex post facto.

4.5.4. Management Contracts shall set forth with particularity, inter alia, the extent of the Educational Service Provider's participation in the organization, operation and governance of the **Charter Governing Board** and any school, and contain a provision requiring the Educational Service Provider to provide the **Board of Public Education** access to its annual financial statements and audit.

4.6. Educational Programs.

4.6.1. The **Charter Governing Board** shall implement and provide educational programs at its school(s) that are designed to permit and do permit students to meet or exceed the performance standards adopted by the **Board of Public Education** and the goals, and measures of progress towards those goals, of the school(s) as set forth in the Performance Framework. Subject to the immediately foregoing requirements, the **Charter Governing Board** shall have the right to make any modifications to the educational programs of its schools as it deems necessary including, but not limited to, the curriculum, pedagogical approach, and staffing structure, and such modifications shall not require the permission of the **Board of Public Education** or be deemed a revision to the **Charter Contract**, provided however, that any such modifications shall be generally consistent with the Terms of Operation and applicable law, and the **Charter Governing Board** reports such modifications as part of its annual report.

4.6.2. Subject to any restraints in the Act or this **Charter Contract**, the **Charter Governing Board** may offer or share programs, settings, classes, and services between and among schools including grade level programs, specialized programs such as programs for students with disabilities or English language learners, and other programs so long as each such program is described in the Terms of Operation, each student participating in such program is included in the enrollment and Performance Framework of the student's sending school, unless the **Board of Public Education**, in their sole discretion, otherwise permit.

4.7. Performance Frameworks. By October 31 of the school year in which any school first commences instruction, the **Charter Governing Board** shall ensure that such school creates a Performance Framework, which plan upon its completion shall be incorporated into the **Charter Contract** as a Term of Operation. The Performance Framework shall replace and substitute for the assessment measures and educational goals and objectives set forth in the school's charter application in the Terms of Operation, but shall not provide for less stringent assessment measures or educational goals and objectives than those set forth in the school's

charter application. The **Charter Governing Board** understands that any school's success in meeting the goals and measures set forth in its Performance Framework shall be the predominant criterion by which the success of the school's education program will be evaluated by the **Board of Public Education** upon the **Charter Governing Board**'s application for renewal of the authority to operate such school.

4.8. Monitoring Plan and Oversight. The **Charter Governing Board** acknowledges that the **Board of Public Education**, or their authorized agents, have the right to visit, examine into and inspect the **Charter Governing Board** as well as any school or program the **Charter Governing Board** may operate pursuant to a **Charter Contract** and any records related to any of the foregoing. To permit the **Board of Public Education** to fulfill their oversight function under the Act and ensure that the **Charter Governing Board** and each of its schools is in compliance with all applicable laws, rules and regulations and the terms and conditions of this **Charter Contract**, the **Charter Governing Board** agrees to abide by the Monitoring Plan, the requirements of which are set forth at Exhibit B.

4.9. Education of Students with Disabilities. The **Charter Governing Board** shall provide services and accommodations to students with disabilities as set forth for each school in the Terms of Operation and the Individuals with Disabilities Education Act (20 U.S.C. § 1401 et seq.) (the "IDEA"), the Americans with Disabilities Act (42 U.S.C. § 12101 et seq.) (the "ADA"), section 504 of the Rehabilitation Act of 1973 (29 U.S.C. § 794) ("Section 504"), all applicable regulations promulgated pursuant to such federal laws, and the individualized education program ("IEP") of each student as determined by the committee or subcommittee on special education of the student's school district of residence or as assigned by such district ("CSE"). Each school shall provide such appropriate and required services either directly, cooperatively with another school operated by the **Charter Governing Board**, or by contract with another provider.

5. School Personnel

5.1. Status. The **Charter Governing Board** shall employ and/or contract with necessary personnel. The **Charter Governing Board** shall provide written notice to the **Board of Public Education** within five (5) business days of the hiring or departure (by resignation or dismissal) of the administrator, principal, or head of any school, however designated. The organizational structure of the **Charter Governing Board** and each school shall be consistent with the structures set forth in the Terms of Operation.

5.2. Personnel Policies; Staff Responsibilities. The **Charter Governing Board** shall make available in written form its hiring and personnel policies and procedures for the school, including the qualifications required by the **Charter Governing Board** in the hiring of teachers, school administrators, and other school employees as well as a description of staff responsibilities. Such policies and procedures shall be consistent with those set forth in the Terms of Operation, and should clearly indicate that the **Board of Public Education** shall have access to all personnel files to the extent permissible by law.

5.3. Background Checks; Fingerprinting. The **Charter Governing Board** shall establish, maintain, and implement procedures for conducting fingerprint-based background checks.

6. Financial Operations

6.1. Management and Financial Controls.

6.1.1. The **Charter Governing Board** shall at all times maintain appropriate governance and managerial procedures and financial controls and maintain the same at each public charter school, program or other activity operated by the **Charter Governing Board**.

6.1.2. The **Charter Governing Board** shall provide a statement to the **Board of Public Education**, no later than sixty (60) days after the date of execution of the **Charter Contract**, concerning the status of management and financial controls (the "Initial

Statement") of the school. The Initial Statement must address whether the **Charter Governing Board** has documented adequate controls at that school relating to:

6.1.2.1. (i) preparing financial statements in accordance with generally accepted accounting principles ("GAAP");

6.1.2.2. (ii) payroll procedures;

6.1.2.3. (iii) accounting for contributions and grants;

6.1.2.4. (iv) procedures for the creation and review of quarterly financial statements, which procedures shall specifically identify the individual who will be responsible for preparing and reviewing such financial statements for the **Charter Governing Board** and for each applicable public charter school; and,

6.1.2.5. (v) appropriate internal financial controls and procedures.

6.2. The Initial Statement shall be reviewed and ratified by the **Charter Governing Board** prior to its submission to the **Board of Public Education**. The **Charter Governing Board** shall retain, when possible, an independent certified public accountant or independent certified public accounting firm licensed in the State to perform an agreed-upon procedures engagement. The purpose of the engagement will be to assist the **Charter Governing Board** in evaluating the Initial Statement and the procedures, policies and practices established thereunder. The **Board of Public Education** may require additional evidence to verify the correction of all such deficiencies.

6.3. Financial Statements; Interim Reports. All financial statements that the **Charter Governing Board** is required to prepare shall be in accordance with GAAP then in effect. During each year of operation, the **Charter Governing Board** shall prepare and submit to the **Board of Public Education** a quarterly unaudited statement of income and expenses for that preceding quarter in such form and electronic format as prescribed and disseminated by the **Board of Public Education** to include, but not be limited to, certain financial statements for each public charter school operated by the **Charter Governing Board**.

6.4. Audits.

6.4.1. The **Charter Governing Board** shall retain an independent certified public accountant or certified public accounting firm licensed in the State to perform annually an audit of the **Charter Governing Board**'s annual financial statements related to public charter schools. The independent audit of the **Charter Governing Board**'s financial statements must be performed in accordance with generally accepted auditing standards and Government Auditing Standards issued by the Comptroller General of the United States, as well as any additional requirements and guidelines that may be provided by the **Board of Public Education**. The audited financial statements must be submitted to the **Board of Public Education** by October 31 of each year.

6.4.2. A **Charter Governing Board** that contracts with an Educational Service Provider must submit to the **Board of Public Education** audited financial statements of the Educational Service Providers by October 31 of each year.

6.5. Fiscal Year. The fiscal year of the **Charter Governing Board** shall begin on July 1 of each calendar year of the term of the initial **Charter Contract** and shall end on June 30 of the subsequent calendar year.

6.6. Annual Budgets and Cash Flow Projections.

6.6.1. Except in the first year of operation, a **Charter Governing Board** shall prepare and provide to the **Board of Public Education** a copy of its annual budgets and cash flow projections for each public charter school it has been authorized to operate each fiscal year by no later than June 30 of the immediately preceding fiscal year.

6.6.2. All annual budgets and cash flow projections shall be in such form and electronic format as prescribed and disseminated by the **Board of Public Education**.

6.7. Release of Funding. In the first year of the public charter school operations, if, after the October enrollment count, a public charter school does not meet the eligibility requirements for separate budget unit status and basic entitlement pursuant to 20-6-812, MCA, public

charter schools receiving a basic entitlement will be subject to the return of overpayment provisions under 20-9-344, MCA.

7. Reporting Requirements
   7.1. Annual Reports. No later than July 1 succeeding a school year in which any public charter school provided instruction, the **Charter Governing Board** shall submit to the **Board of Public Education** an Annual Report for each such public charter school setting forth the academic program and performance of each public charter school for the preceding school year. The Annual Report shall be in such form as shall be prescribed by the **Board of Public Education** and shall include at least the following components.
      7.1.1. A discussion of each school's progress made towards achievement of the goals set forth in the Terms of Operation including its Performance Framework.
      7.1.2. A report on the progress of each public charter school in meeting the goals and measures of the Performance Framework during the last school year (the "Performance Framework Progress Report"). The Performance Framework Progress Report must contain data addressing each goal and measure in the school's Performance Framework and should report data as may be required by the **Board of Public Education** in order for the **Board of Public Education** to substantiate outcomes. The Performance Framework Progress Report shall be prepared pursuant to any requirements set forth by the **Board of Public Education.** Should the Performance Framework Progress Report indicate that the school has not met one or more of the goals in its Performance Framework, the **Board of Public Education** may require the **Charter Governing Board** to submit a corrective plan for the school pursuant to this **Charter Contract**.
      7.1.3. The statement of assurances relating to compliance with requirements under the **Charter Contract** and applicable law, the form and requirements of which shall be determined by the **Board of Public Education**.
      7.1.4. A brief statement setting forth changes to the school's educational program and mission as well as governing and organizational structures, during the previous fiscal and school year.
   7.2. Financial Reports. The **Charter Governing Board** shall provide the financial reports required by this **Charter Contract** pursuant to the terms and dates specified therein.

8. Renewal, Corrective Action, and Termination
   8.1. School Renewal. No later than June 30 of each year, the **Board of Public Education** shall issue a public charter school performance report and charter renewal application guide to the **Charter Governing Board** of any public charter school whose charter will expire the following year. The performance report must summarize the public charter school's performance record and must provide notice of any weaknesses or concerns perceived by the **Board of Public Education** that may jeopardize renewal if not rectified. The **Charter Governing Board** shall respond to the performance report and submit any corrections or clarifications within 90 days.
   8.2. No later than February 1, the **Charter Governing Board** shall submit to the **Board of Public Education** a renewal application to extend the authority to operate a school (the "School Renewal Application"). The School Renewal Application shall conform to 20-6-809, MCA, and the **Board of Public Education**'s guidelines and contain:
      8.2.1. a report of the progress of the school in achieving the educational objectives set forth in the Terms of Operation;
      8.2.2. a detailed financial statement disclosing the cost of administration, instruction, and other spending categories for the school that will allow a comparison of such costs to other schools;
      8.2.3. copies of each of the Annual Reports of the school including the school report cards and certified financial statements;

8.2.4. evidence of parent and student satisfaction at the school; and
8.2.5. such other material and information as is required by the **Board of Public Education**.

8.3. Approval or Denial of School Renewal. The **Board of Public Education** shall either approve or deny the School Renewal Application. In the event that the School Renewal Application is not approved, the **Charter Governing Board** shall close the school at the end of the school year that corresponds with the end of the period the **Charter Governing Board** may operate the school pursuant to this **Charter Contract**, and the **Charter Governing Board** shall follow the procedures for school closure as established by the **Board of Public Education**. In the event that the School Renewal Application is granted in whole or part, the **Board of Public Education** shall enter into a proposed renewal **Charter Contract** to allow the **Charter Governing Board** to operate the school for an additional period of time in accordance with the **Board of Public Education**'s renewal practices. Nothing herein shall obligate the **Board of Public Education** to approve a School Renewal Application.

8.4. Corrective Plans. If the **Board of Public Education** determines that the **Charter Governing Board** or any of its charter schools, programs or sites is not progressing toward one or more of the performance or education goals set forth in the **Charter Contract**, that the quality of a charter school's, program's or site's educational program or the **Charter Governing Board**'s governance practices are not satisfactory, or that the **Charter Governing Board** or any of its charter schools or sites is not in compliance with the terms and conditions of the **Charter Contract** including the Monitoring Plan, then the **Board of Public Education**, in consultation with the **Charter Governing Board**, may develop and require the **Charter Governing Board** to implement a corrective plan ("Corrective Plan"). Nothing contained herein shall require the **Board of Public Education** to undertake the development of a Corrective Plan to terminate the authority to operate a charter school, site or program, place the **Charter Governing Board** on probationary status, or initiate mandatory remedial action in accordance with the Act or the **Charter Contract**. The terms and conditions of a remedial plan may include, but are not limited to, the termination of the authority of the **Charter Governing Board** to operate a particular charter school, site, or program.

8.5. Grounds for Charter Termination or Revocation. The **Charter Contract** may be terminated and revoked:
8.5.1. by the **Board of Public Education** in accordance with the Act; or,
8.5.2. by mutual agreement of the Parties hereto.

8.6. Grounds for School Closure. The **Charter Governing Board**'s authority to operate any charter school, site, or program may be terminated or revoked:
8.6.1. should the **Board of Public Education** determine that one of the grounds set forth in the Act apply to such charter school, site, or program; or
8.6.2. by mutual agreement of the Parties hereto.

8.7. Notice and Procedures.
8.7.1. Should the **Board of Public Education** determine that one of the grounds for termination or revocation of the **Charter Contract** as defined under the Act has occurred or is occurring, the **Board of Public Education** may, at their discretion, elect as follows:
8.7.1.1. to terminate the **Charter Contract**; or
8.7.1.2. terminate the **Charter Governing Board**'s authority to operate one or more charter schools, programs, or sites, or any combination thereof; or,
8.7.2. Should the **Board of Public Education** elect to terminate the **Charter Contract**, the **Board of Public Education** shall provide notice of such to the **Charter Governing Board** at least thirty (30) days prior to the effective date of the proposed termination. Such notice shall include a statement of reasons for the proposed termination. Prior to termination of the **Charter Contract**, the **Charter Governing Board** shall be provided an opportunity to be heard and present evidence in opposition to termination.
8.7.3. Should the **Board of Public Education** elect to terminate the authority of the **Charter Governing Board** to operate a charter school or site, the **Board of Public Education**

shall provide notice of such to the **Charter Governing Board** at least thirty (30) days prior to the effective date of the proposed action.

8.8. Effect of Termination. In the event of termination of the **Charter Contract**, whether prematurely or otherwise, the **Charter Governing Board** agrees to follow any additional procedures required by the **Board of Public Education** to ensure an orderly dissolution or transition process, including the implementation of a school closure plan as provided by the **Board of Public Education**.

9. Other Covenants and Warranties

9.1. Indemnification and Acknowledgements

9.1.1. Indemnification: The **Charter Governing Board** shall indemnify, defend, save and hold harmless the **Board of Public Education**, the State of Montana, its departments, agencies, boards, commissions, universities and its officers, officials, agents and employees ("Indemnitee") from and against any and all claims, actions, liabilities, damages, losses or expenses (including court costs, attorneys' fees, and costs of claim processing, investigation and litigation) ("Claims") for bodily injury or personal injury (including death), or loss or damage to tangible or intangible property caused, or alleged to be caused, in whole or in part, by the negligent or willful acts or omissions of the **Charter Governing Board** or any of its owners, officers, directors, agents, employees or subcontractors. This indemnity includes any claim or amount arising out of or recovered under the Workers' Compensation Law or arising out of the failure of the **Charter Governing Board** to conform to any federal, state, or local law, statute, ordinance, administrative rule, regulation, or court decree that is applicable to the **Charter Governing Board**. It is the specific intention of the parties that the Indemnitee shall, in all instances, except for Claims arising solely from the negligent or willful acts or omissions of the Indemnitee, be indemnified by the **Charter Governing Board** from and against any and all claims. It is agreed that the **Charter Governing Board** will be responsible for primary loss investigation, defense, and judgment costs where this indemnification is applicable. In consideration of the award of this **Charter Contract**, the **Charter Governing Board** agrees to waive all rights of subrogation against the State of Montana, its officers, officials, agents, and employees for losses arising from the work performed by the **Charter Governing Board** for the State of Montana.

9.1.2. Immunity. The parties acknowledge that, pursuant to law, the **Board of Public Education**, its members, officers, and employees shall enjoy all immunities from liability as provided under the law. Nothing in this **Charter Contract** shall be construed as a waiver of any rights, limits, protections, or defenses provided by any sovereign or governmental immunity laws.

9.1.3. Debts and Financial Obligations: The parties acknowledge that neither the **Board of Public Education**, the State of Montana, or its agencies, boards, commissions, or divisions are liable for the debts or financial obligations of a public charter school or persons or entities that operate public charter schools.

9.2. Charter Revision. This **Charter Contract** may be revised only by written consent of the Parties hereto.

9.3. Assignment. This **Charter Contract** may not be assigned or delegated by the **Charter Governing Board** under any circumstances, it being expressly understood that the rights and obligations granted hereby runs solely and exclusively to the benefit of the **Charter Governing Board**.

9.4. Notices. Any notice, demand, request, or submission from one Party to any other Party or Parties hereunder shall be deemed to have been sufficiently given or served for all purposes if it is delivered in writing via electronic mail as an attachment thereto with a legally valid and binding electronic signature or an electronic image of a physical signature (.pdf or similar format), and as of the date upon which the sender receives receipt of confirmation generated

by the recipient's electronic mail system that the notice has been received by the recipient's electronic mail system, to the Parties at the following addresses:

If to the **Charter Governing Board**:

NAME
MAILING ADDRESS
CITY, STATE ZIP
EMAIL ADDRESS

If to the **Board of Public Education:**

McCall Flynn
PO Box 200801
Helena, MT 59620
bpe@mt.gov

9.5. Severability. In the event that any provision of this **Charter Contract** or the Terms of Operation thereof to any person or in any circumstances shall be determined to be invalid, unlawful, or unenforceable to any extent, the remainder of this **Charter Contract** and the application of such provision to persons or circumstances other than those as to which it is determined to be invalid, unlawful or unenforceable, shall not be affected thereby, and each remaining provision of this **Charter Contract** shall continue to be valid and may be enforced to the fullest extent permitted by law.

9.6. Entire Charter. The **Charter Contract** supersedes and replaces any and all prior agreements and understandings between the **Board of Public Education** and the **Charter Governing Board** as it relates to the creation of a particular public charter school. To the extent that any conflict or incompatibility exists between the Terms of Operation and the other terms of this **Charter Contract**, such other terms of this **Charter Contract** shall control.

9.7. Construction. This **Charter Contract** shall be construed fairly as to both Parties and not in favor of or against either Party, regardless of which Party prepared the **Charter Contract**.

CONNECT ACADEMY

By_____
XX, Chair of the Charter Governing Board

MONTANA BOARD OF PUBLIC EDUCATION

By_____
Dr. Tim Tharp, Chair of the Montana Board of Public Education

Exhibit A – Terms of Operation

Part I – Specific Terms
Additional Terms of Operation will be added at a later date, based on the timeline outlined for submission above. The **Board of Public Education** will communicate this timeline and submission expectations at a later date.

The **Charter Governing Board** shall provide educational services, including the delivery of instruction, to students at the following location(s):
Location Name
School Address
City, State Zip

Part II – Charter Application
The **Board of Public Education** will include the Charter Application submitted by the **Charter Governing Board** for execution of the **Charter Contract**.

Exhibit B – Monitoring Plan

Part I – Monitoring Plan

As provided in the **Charter Contract**, the **Charter Governing Board** agrees to abide by a **Monitoring Plan**, the general components of which are set forth below. The requirements of the **Monitoring Plan**, are in addition to any notification, record-keeping, or reporting requirements set forth in the **Charter Contract** or applicable law including any obligation to receive the written approval of the **Board of Public Education**, and/or to seek approval for revision of the **Charter Contract** pursuant to applicable law.

A. The **Charter Governing Board** shall maintain the following records in its offices for inspection by the **Board of Public Education** and/or its designee:
   1. Records concerning the enrollment and admissions process including all applications received and documents concerning the lottery process if conducted;
   2. Student academic and health records;
   3. Attendance records for students including withdrawals of students from each **school** and the reason(s) for such withdrawals;
   4. Individual Education Programs and other documentation concerning the Individuals with Disabilities Education Act ("IDEA") as well as documentation concerning section 504 of the Rehabilitation Act of 1973 for children with disabilities enrolled in each school;
   5. Staff rosters including records of hiring, resignation, and termination of employees;
   6. Evidence of credentials and/or qualifications for all teachers;
   7. Evidence that required fingerprint-based background checks have been conducted for all applicable school employees;
   8. Certificates of occupancy or other facility-related certification or permits;
   9. Lease agreements and/or mortgages or deeds;
   10. Loan documents;
   11. Contracts in excess of $1,000 including management contracts;
   12. **Charter Governing Board** or **school** policies in areas such as financial management, personnel, student discipline (including suspension and expulsion), complaints, health and safety, student privacy and transportation, Public Right to Know Laws and Open Meetings Laws and other areas required by the **Charter Contract** or law;
   13. Grievances made by students, parents, teachers, and other employees of the **Charter Governing Board** together with documentation of all actions taken in response;
   14. Inventory of all assets of the **Charter Governing Board** that have been purchased with public funds including grant funds;
   15. Documents sufficient to substantiate each **school**'s progress on the measurable goals set forth in its Performance Framework; and,
   16. Student level discipline records including, but not limited to, information regarding in-school and out-of-school suspensions, and expulsions for all students (including students with disabilities) available by grade and year reflecting:
       a. number of suspension/expulsion incidents; and,
       b. number of different students involved in suspension/expulsion incidents.

B. To corroborate information submitted by the **Charter Governing Board** to the **Board of Public Education**, and in order to ensure compliance with the Act and the **Charter Contract**, the **Board of Public Education** or its designee will:
   1. Make at least one visit to each **school** in its first year of operation. Such visits may include an inspection of the physical plant, all categories of records set forth in subsection A of the Monitoring Plan, interviews with the administrator of the school and other personnel, and

observation of instructional methods. Visits in later years may decrease in frequency and be conducted by **Board of Public Education** designees;
2. During the first term of authority to operate a **school**, make at least one other visit to a school, which may be announced or unannounced. In subsequent terms, the **Board of Public Education** may conduct visits on a sampling basis for schools that demonstrate high levels of academic and fiscal soundness, compliance with applicable laws, rules, and regulations, and whose academic performance makes it likely they will improve student learning and achievement;
3. Require the **Charter Governing Board** to make available necessary information in response to the **Board of Public Education**'s inquiries including information necessary to prepare annual or semi-annual evaluations of each school's financial operations, academic program, future outlook, and other areas;
4. Conduct internal investigations as appropriate on its own initiative or in response to concerns raised by students, parents, employees, local school districts and other individuals or groups. Where appropriate, the **Board of Public Education** shall issue remedial orders as permitted by the **Charter Contract** or applicable law; and
5. Review as necessary the **Charter Governing Board**'s and its **schools**' operations to determine whether any changes in such operations require formal revision of the **Charter Contract** and, if so, determine whether such revision should be recommended for approval.

C. The **Charter Governing Board** shall track, and maintain information regarding, the following information:
   1. A copy of all minutes from each of its meetings, committee meetings and executive sessions of the meeting or session pertaining to the **school**;
   2. An updated list of trustees and officers of any such person's election; removal; resignation; expiration of term without re-election; or, otherwise leaving the **Charter Governing Board**; and,
   3. An updated list of each administrator, principal or head of school for each **site** of each **school**, however designated.
   4. Any and all student-level suspensions (including in-school and out-of-school suspensions of less than one-day) and expulsions including, but not limited to:
      a. The date the disciplinary action was instituted;
      b. The duration of any suspension;
      c. The reason for such suspension or expulsion;
      d. The student's status as an English Language Learner ("ELL"), a student with a disability under the IDEA or a student who qualifies for the federal Free or Reduced Price Lunch program("FRPL"); and,
      e. Other student demographic information.
   5. Any and all student-level enrollment and retention information including, but not limited to:
      a. The date of any student withdrawal, transfer or discharge;
      b. The reason for each withdrawal, transfer or discharge;
      c. The student's status as an ELL, student with a disability under the IDEA or a FRPL student; and,
      d. Other student demographic information.

D. The **Charter Governing Board** shall provide the **Board of Public Education** with such information on a quarterly basis in accordance with guidance maintained and disseminated by the **Board of Public Education**. Such guidance, as it may be amended from time to time, shall be binding on the **Charter Governing Board**.

Exhibit C – Performance Framework

Part I – Academic Performance Framework and Evaluation

A. The **Charter Governing Board** shall adhere to the provisions in Title 20 of the Montana Code Annotated and Title 10 of the Administrative Rules of Montana and any state or local rule, regulation, policy, or procedure relating to noncharter public schools within the located school district.

B. The **Charter Governing Board** shall identify a performance framework as prescribed in 20-6-809, MCA, that clearly sets forth the academic and operational performance indicators, measures, and metrics which include:
   1. school achievement goals;
   2. student academic proficiency;
   3. student academic growth;
   4. achievement gaps in both proficiency and growth between major student subgroups;
   5. attendance;
   6. dropout rate;
   7. recurrent enrollment from year to year;
   8. postsecondary readiness;
   9. financial performance and sustainability;
   10. **Charter Governing Board** performance and stewardship, including compliance with all applicable laws, regulations, and terms of the **Charter Contract**.

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Exhibit D – Assurances and Variances to Standards

Part I – Assurances Regarding Students with Disabilities

A. The **Charter Governing Board** provides the following assurances regarding the provision of education and other services to students with disabilities to be enrolled at each proposed charter school.
   1. The **Charter Governing Board** will adhere to all provisions of federal law relating to students with disabilities including the IDEA, Section 504, and Title II of the ADA which are applicable to it.
   2. The **Charter Governing Board** will, consistent with applicable law, be a Local Education Agency (LEA) that will ensure that all students with disabilities that qualify under the IDEA:
      a. have available a free appropriate public education ("FAPE");
      b. are appropriately evaluated;
      c. are provided with an IEP;
      d. receive an appropriate education in the least restrictive environment (LRE);
      e. are involved in the development of and decisions regarding the IEP, along with their parents; and,
      f. have access to appropriate procedures and mechanisms, along with their parents, to resolve any disputes or disagreements related to a school's or school district's provision of FAPE.
   3. Unless otherwise approved by the **Board of Public Education**, the **Charter Governing Board** will employ for each school, at a minimum, a person properly certified as the school's students with disabilities coordinator, whose responsibilities will include coordinating with Committees on Special Education ("CSE"); providing information to and obtaining information from CSEs as needed throughout the year; determining if entering students have IEPs; and working with CSEs and school districts to ensure that all required settings and related services are being provided and that all IEPs are appropriate in the context of the charter school overall setting. The **Charter Governing Board** may permit the students with disabilities coordinator to take on additional administrative duties to the extent that they do not interfere with the coordinator's responsibilities to ensure the school's compliance with the IDEA, Section 504 and Title II of the ADA.
   4. Each school will make available, as required by IDEA regulations, a student's regular and special education teachers (and other required school personnel) for meetings convened by such student's CSE, and provide such teachers and personnel with copies of the student's IEP.
   5. Each school will ensure that parents of children with disabilities are informed of how their children are progressing on annual IEP goals and in the general curriculum at least as frequently as parents of general education children.
   6. Each school will abide by the applicable provisions and regulations of the IDEA and the Family Educational Rights and Privacy Act (FERPA) as they relate to students with disabilities including, but not limited to, having procedures for maintaining student files in a secure and locked location with limited access.
   7. Each school's students with disabilities coordinator will retain such data and prepare such reports as are needed by the Office of Public Instruction in order to permit such entities to comply with federal law and regulations.
   8. Each school will comply with its obligations under the Child Find requirements of IDEA including 34 C.F.R. § 300.111, and will provide appropriate notification to parents in connection therewith as applicable, including notifying them prior to providing a child's name to a CSE for potential evaluation.

Part II – Assurances Regarding Indian Education for All (IEFA)

A. The **Charter Governing Board** provides the following assurances regarding the provision of Indian education at each proposed charter school.
   1. The **Charter Governing Board** recognizes that it is the constitutionally declared policy of the State to recognize the distinct and unique cultural heritage of American Indians and to be committed in its educational goals to the preservation of the cultural heritage of American Indians.
   2. The **Charter Governing Board** shall ensure that all students utilizing educational programs provided by a charter school, whether Indian or non-Indian, learn about the distinct and unique heritage of American Indians in a culturally responsive manner.
   3. The **Charter Governing Board** shall work cooperatively with Montana tribes or those tribes that are in close proximity, when providing instruction or when implementing an educational goal or adopting a rule related to the education of each Montana citizen, to include information specific to the cultural heritage and contemporary contributions of American Indians, with particular emphasis on Montana Indian tribal groups and governments.
   4. Predicated on the belief that all school personnel should have an understanding and awareness of Indian tribes to help them relate effectively with Indian students and parents, the **Charter Governing Board** shall provide means by which school personnel will gain an understanding of and appreciation for the American Indian people.

Part III – Variances to Standards

A. Variances to Existing Standards: The **Board of Public Education** does not authorize any variances to standards as part of this **Charter Contract** to meet the intended outcomes of the proposed academic program of the **school**.

B. Variance to standards requests may be approved in accordance with ARM 10.55.604 or amendment to this Exhibit. An application for variance to standards is due in writing to the Superintendent of Public Instruction no later than the second Monday in October for the current academic year.

MISSOULA COUNTY PUBLIC SCHOOLS
BOARD OF TRUSTEES
Special Meeting
Sunday, February 25, 2024 – 9:00 a.m.
Virtual

Trustees Present: Board Chair Wilena Old Person, Jeffrey Avgeris, Grace M. Decker, Vice Chair Nancy Hobbins, Koan Mercer, Jen Vogel, Ann Wake, Vice Chair Arlene Walker-Andrews, Meg Whicher, Rob Woelich
Others Present: Micah Hill, Amy Shattuck, Pat McHugh

MINUTES

1. CALL TO ORDER, WELCOME AND ROLL CALL: The meeting was called to order 9:01 a.m.

2. PLEDGE OF ALLEGIANCE was said by all.

3. REVIEW, REVISE, AND APPROVE AGENDA: Vice Chair Walker-Andrews made a motion to approve the agenda as written. Seconded by Trustee Avgeris. No comments. The motion passed unanimously by all Trustees present.

4. NEW BUSINESS
   A. FINANCE, OPERATIONS and MAINTENANCE
      i. **Topic: Approve the Public Charter Contract between the Montana Board of Public Education and the Charter Governing Board of the TEACH Academy:** Micah Hill, Superintendent provided background information. In July of 2023 law went into effect for public charter schools. Law dictates steps and actions. In November the Board of Public Education (BOPE) released the application. The Board of Trustees approved the charter school applications during the December meeting. In January, BOPE approved the TEACH and Connect charter school applications with the caveat districts had 45 days to enter into a contract with BOPE. The District received the first iteration of the contracts on Tuesday, February 20, 2024, with the deadline to have approved, signed and returned by February 25, 2024. The contracts were reviewed and needed adjustments. Emailed adjustments to BOPE. BOPE scheduled listening sessions on Wednesday, February 21st and Thursday, February 22nd and revised the contracts. District received the revised contracts on Thursday, February 22nd at 7:05 p.m. The District had to give 48 hours' notice of the Board of Trustees meeting to approve the contracts. Approved and signed contracts are due by noon on Monday, February 26th. It is a 5-year contract with BOPE. Section 1 is the terms. The charter school's governing board is the MCPS Board of Trustees. Section 2 is specific to the TEACH Academy. Supt. Hill explained the school district could delay the implementation for one year. Section 3 is about governance. Trustee Whicher asked if it was the District's intention to delay the academies. Supt. Hill responded no and shared the District has already sent out interest surveys. Further explained public charter schools are essentially like any other schools under the District. Trustee Mercer questioned if the Board would need to meet separately. Hill explained the Board would not and explained the charter schools would have a separate funding budget. Vice Chair Walker-Andrews posed questions regarding student evaluations and students with disabilities participating online. Hill explained the questions were answered within the contract. Public charter schools are open to any student in the District. Biggest question is the capacity. If too many apply, there may have to be a lottery. Section 4 is school operations. Same rules apply. Section 4.7 requires the District to have a performance framework. Will have to report back to BOPE annually. Section 5 is personnel. Must hire qualified people under the same rules. Trustee Decker inquired if administration had a sense of the number of positions available. Supt. Hill explained the numbers with the minimum enrollments. The TEACH Academy is looking to start with grades K-3 with approximately

5 teaching positions. The capacity is greater than that. Could have the potential to have two sections of first grade etc. The Connect charter school will have a lot of capacity. Section 6 is financial operations. Trustee Mercer asked if the charter schools were an example of the District being creative with funding. Hill explained the TEACH charter school will be housed at the Jefferson Center and will not have additional burdens for costs. Section 7 is reporting requirements. Vice Chair Walker-Andrews asked questions regarding the number of students that may move out of neighborhood schools to the charter schools and the possible side effects to ANB. Hill explained the ANB revenue follows each student. There are eight different components that comprise the school funding. Trustee Decker commented that this may attract more students currently not attending MCPS. There is no tuition. It does not cost anything to attend. Not a private charter school. Publicly funded within Montana. Section 8 is corrective action. BOPE can terminate the contract if MCPS is not upholding the contract. Section 9 is other covenants. 9.11 is the indemnification language. The charter governing board will be the MCPS Board of Trustees. The terms of operations will identify Jefferson Center for the TEACH charter school. Exhibit B is the monitoring plans. Shared some examples. Exhibit C is the performance framework. Outlines the measures and the metrics required. Exhibit D is the assurances regarding students with disabilities. Outlines the requirements. Trustee Decker asked how many districts were approved for charter schools. Hill explained there were 19 charters schools approved out of 27 applications. Trustee Whicher asked if any of those included a form of connect academy. Hill was not aware of any others. Whicher inquired about students from around the state applying. Trustee Mercer asked if the law required the District to make it available. Hill referred to section 8 of the law. Not clear on the legal piece. Legislators have to work on it. Trustee Decker shared what distinguished the Connect Academy from other online charter schools/programs. Community building as opposed to taking course online from a menu of options. Hill added the Connect Academy is actually a school that receives direct instruction. Vice Chair Walker-Andrews wondered about the ability of a student, not in the District, being able to access the courses. The Montana Digital Academy offers that. Trustee Whicher asked questions regarding the Willard principal overseeing the MOA, the budget reduction, the TEACH Academy, hiring new principals, and online students participating in extracurriculars. Supt. Hill shared students enrolled in Connect Academy have the possibility to be dual enrolled at schools. Shared an example. By law homeschool students can enroll. Further explained the administration budgeted for adding administrative support to both academies. Supervision would be under the Academic Service Coordinator. They will be the administrator. Will bolster with instructional coaches. Given the challenges with finances it was the best option. Trustee Whicher asked when the hiring process would happen. Hill reminded all there are current MOA people in the positions and administration will work through the process with the collective bargaining agreement (CBA). Tenured staff have the right over non-tenured. Trevor Laboski will be working through that piece. Hill read an excerpt from an email from MTSBA encouraging districts to sign the charter school contracts. Trustee Decker made a motion to approve the Public Charter Contract between the Montana Board of Public Education and the Charter Governing Board of the TEACH Academy. Seconded by Vice Chair Hobbins. Public Comment:

- Christine Kolczak - Asked questions regarding administration budget, charter school budget, budget allocation for current supervision, TEACH charter school application, and the address for the CONNECT charter school. Thanked the Trustees.

The motion passed unanimously by all Trustees present.

ii. **Topic: Approve the Public Charter Contract between the Montana Board of Public Education and the Charter Governing Board of the CONNECT Academy:** Vice Chair Walker-Andrews made a motion to approve the Public Charter Contract between the Montana Board of Public Education and the Charter Governing Board of the CONNECT Academy. Seconded by Trustee Wake. No comments. The motion passed unanimously by all Trustees present.

5. PUBLIC COMMENT
   - Christine Kolczak – Commented her family went to board meeting to address the loss of the fine arts director. Spoke in favor of the arts. Shared her own family's experiences.
6. ADJOURN: The meeting was adjourned 9:38 a.m.

As recording secretary for this Board meeting, I certify these minutes to be a true and correct copy of what was taken at the meeting.

Tracy Long, Minutes Recorder_____

Wilena Old Person, Board Chair_____

Pat McHugh, District Clerk_____

Montana
Office of Public Instruction
opi.mt.gov Elsie Arntzen, Superintendent

VARIANCES TO STANDARDS APPLICATION

Initial Application (two years)

Purpose: ARM 10.55.604(1) "A local board of trustees may apply to the Board of Public Education through the Superintendent of Public Instruction to implement variance to an assurance standard or a section of assurance standards, excluding standards stating statutory criteria, standards pertaining to educator licensure or endorsement, and content standards as defined by the Board of Public Education and provided in guidance from the Superintendent of Public Instruction."

DUE DATE

First semester implementation; second Monday in October

COUNTY: COUNTY: RAVALLI

DISTRICT: CORVALLIS SCHOOL DISTRICT #1

LIST EACH SCHOOL THAT IS REQUESTING THE VARIANCE: Quentin Brown Primary

K-4, 5-6 Edna Thomas School, Corvallis 7-8, and Corvallis High School 9-12

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1. **Standard(s) for which a variance is requested, e.g., 10.55.709. If there is a program delivery standard, be sure to list it as well, e.g., 10.55.1801.**

   ARM 10.55.710 Assignment of School Counseling Staff for The Quentin Brown Primary, K-4, 5-6 Edna Thomas School, Corvallis 7-8, and Corvallis High School 9-12

   This standard variance is being requested as the schools have a significant number of charter distance learning students who are not on the physical school district campus to access the School Counseling Staff during any part of the school year. The district is confident the 3.0 FTE currently allocated for the School Counseling Staff will be more than enough to serve the on-site students as well as any assistance the Rise Charter and Distance Learning Academy students may need during the school year.

2. Describe the variance requested.

ARM 10.55.710 Assignment of School Counseling Staff for The Quentin Brown Primary, K-4, 5-6 Edna Thomas School, Corvallis 7-8, and Corvallis High School 9-12. This variance is being requested for two reasons. The first is Ravalli County has a significant deficit of credentialed school counselors and the Corvallis School District has the opportunity to support one of our teachers who is currently working toward a school counseling credential to meet our needs. This credentialling program is an opportunity for us to grow our own employees and provide a solution to the deficit. Also, the Corvallis K-12 schools have a significant number Charter distance learning students which are not on the physical school district campus and do not need access to the School Counseling Staff during the school year. The district is confident the current allocation of 3.00 FTE for the Schools counseling Staff will be more than enough to serve the on-site students during the school year.

3. Describe how and why the proposed variance would be:

a. Workable.

The district instituted a distance learning program in the 23-24 school year that has proven to be very popular with our home school families, this has added significantly to the District's over all ANB count. Currently, the Rise Charter and Distance Learning Academy has enrolled 250 K-12 students, that were separated from our school community and are now benefiting from distance learning platform that is the foundation of our Distance Learning Academy. The district's variance for Schools counseling Staff is workable with no adverse effects to our students or staff as the majority of the distance learning students are not on the physical school district campus to and will not be accessing the School Counseling Staff for any significant part of the school year.

b. Educationally sound.

The Quentin Brown Primary, K-4, 5-6 Edna Thomas School, Corvallis 7-8, and Corvallis High School 9-12 academic programs are educationally sound. These programs meet all Montana standards except for the one variance which is only needed to accommodate the large influx of on-line students the district has recently added and does not affect the other educational programs listed in anyway significant way. In addition, the Strategic Plan ensures high academic quality instruction is provided to all students. Please see the district strategic plan which is attached as Exhibit B.

c. Designed to meet or exceed results under established standards.

The Quentin Brown Primary, K-4, 5-6 Edna Thomas School, Corvallis 7-8, and Corvallis High School 9-12 academic programs are all designed to exceed results under established standards. These programs meet all Montana standards except for the one variance which is needed for School Counseling Staff FTE in order to accommodate the recent increase in enrollment due to the influx of on-line students in the District's Rise Charter and Distance Learning Academy. In addition, the Strategic Plan ensures high academic quality instruction is provided to all students. Please see the

district strategic plan which is attached as Exhibit A.

d. Where applicable, aligned with program standards under ARM 10.55.1101 through 10.55.2101.

The Quentin Brown Primary, K-4, 5-6 Edna Thomas School, Corvallis 7-8, and Corvallis High School 9-12 academic programs will align with all content standards under ARM Chapters 53 and 54. No variances are being requested at this time.

4. Attach Board of Trustee meeting minutes that show the Board of Trustees adopted the application for a variance at an official, properly noticed meeting that provides evidence that local school community stakeholders were involved in the consideration and development of the proposed variance to an assurance standard or a section of assurance standards.
(Stakeholder groups include trustees, administrators, teachers, classified school staff, families, community members, and students as applicable.)

Please see Exhibit A – Minutes Community Stakeholders- Site Based Team Meeting minutes, October 9, 2024 and Regular School Board Meeting agenda & minutes October 8, 2024.

Required school district signatures:

Board Chair Name: Dan Wolsky

Board Chair Signature: _____ **Date:** 10/9/24

Superintendent Name: Pete Joseph

Superintendent Signature: _____ **Date** 10/10/2024

Email the signed form to:

OPIAccred@mt.gov

EXHIBIT A

Corvallis School District #1
REGULAR MEETING OF THE BOARD OF TRUSTEES
Minutes from 10/8/2024

October 8, 2024

Meeting in the High School Library

The School Board of Trustees of Corvallis School District #1 met in a duly constituted and properly noticed meeting Tuesday evening in the High School Library.

Trustees Present: Board Chair Dan Wolsky, Vice Chair Ken Lewis, Trustee Amy Lewis, Trustee Carol Peterson, Trustee Becky Anderson Trustee Stacy Cortes, and Trustee Pete Dunn.

Superintendent Pete Joseph was present through all proceedings.
District Clerk Jolene Tollenaar was present through all proceedings.

Special Session started at 5:30 and included a walk though of district facilities and subsequent discussion meeting in library 6:40 pm.

6:40 PM - Work Session

Superintendent Pete Joseph wrapped up the facilities tour with a question and answer session in the high school library. The discussion included the best way to move forward with all the different facilities projects currently in process, and starting up the facilities committee.

Special Session adjourned 6:55 pm

Regular meeting was called to order at 7:00 pm by Board Chair Dan Wolsky.

Pledge of Allegiance

Public Comment on non-agenda items:

Sarah Wicks– 2nd grade teacher and a member of the Corvallis Faculty Group, she spoke for herself. Explaining how well the beginning of the year is going and working on all the 2nd grade standards and her fieldtrip to the teller wildlife refuge last week. In 2022-23 teacher received a zero percent raise and 0% in 22-23. 23-24 1% raise increase on the matrix. 24-25 2% one time payment. Sarah noted this is not an increase and her main concern is that in 25-25 their pay would not be more than 24-25.

Kyla Burgess 1st grade teacher and a member of the Corvallis Faculty Group, she also spoke for herself. This year the school raised enough money for the classes to take five weeks of swim lessons. The matrix is important for various reasons. One reason is to recruit new teachers.

Dacri Herbstritt 8th grade teacher explained the district has 39 teachers who do not receive a raise each year as they have reached the bottom of the matrix.

Staff and Student Appreciation- Becky Anderson
Trustee Pete Dunn volunteered to be this month's board representative to help in the classroom. He will work with music teacher Natalie Martin in the primary school
Primary School Student appreciation – Ivy Warren
Middle School Student appreciation – Justin King 8th
High School Student appreciation - Julian Henshaw

Spotlight:

The American Legion explained how their Devil Pups Youth Citizenship Program works.

Consent Agenda - Action

a. Digital Privacy Act Agreements
b. Credit Requests
c. Claims
d. Vendor List (New Vendors)
e. Approval of Minutes
f. Non-Resident Requests
g. Designated Bus Stops

Trustee Stacy Cortes asked to pull the minutes for corrections.

Trustee Carol Peterson made a motion to approve the consent agenda without the minutes. Trustee Stacy Cortes seconded the motion. The motion passed 7-0.

Trustee Carol Peterson asked to amend the minutes to correct the minutes from September 12 Pete Dunn,

Trustee Ken Lewis made a motion to accept the amended minutes. Trustee Becky Anderson seconded the motion and the motion passed 7-0.

General Reports – Discussion

Personnel

Trustee Amy Lewis made a motion to approve the personal agenda as presented. Trustee Stacy Cortes seconded the motion, and the motion passed 7-0.

Trustee Appointment

Board Chair Dan Wolsky explained the Board has chosen a new trustee, Pete Dunn to replace Mark Fournier.

Board Clerk Jolene Tollenaar swore in new trustee Pete Dunn.

Negotiations Update

Attorney Bea Kaleva provided a negotiation update to the Board. She explained the teams met June 5th, 2024 multiple times. At the last meeting at a state facilitated mediation meeting. Public schools must live within that the amount of dollars we receive each year. In addition, in the past the board did make decisions the district couldn't afford. It does not mean no money is on the table this year, only that the district is offering a 2% increase from the 23-24 school year. This is a one year offer including an increase to activity sponsors as well as increases to insurance.

Superintendent Pete Joseph explained 3 years ago we had a million dollar deficit. We have chosen to do our best to stabilize the variables. We fixed some inefficiencies, we non-renewed some non-tenured teachers. Three district administrator positions were eliminated. We raised levies to maintain our School Resource Officer (SRO) and our para's. The Charters have helped with cohort stipends and our enrollment is up almost 200 kids from 2 years ago. In years past we received less than 3% increase from the state. As a result of the teachers, board and community are doing well. We are going to be in an enviable position until next year. Currently, we have already passed our budget so we are locked into what has already been approved by OPI.

Bea Kaleva 9/11 rejected our offer by staff the board could impose but she is not recommending that.

Trustee Amy Lewis asked if the CFG accepts the offer would be up to negotiations if the offer would be retroactive.

Bea Kaleva said yes, it would depend on the negotiations.

Facilities Update

Superintendent Pete Joseph explained the board felt the compromised state of the facility during today's walk though. Regarding the Blue Kitchen it is clear the remodel is close to being finished. He commended Kathy and staff for what they are dealing with.

Trustee Amy Lewis asked about the budget for the Blue Kitchen.

Superintendent Pete Joseph explained the Board allocated 2.9 million for both the blue kitchen and the GMAX contract on phase 1 of the blue metal building. The great news is we are underbudget and are super excited. We will meet all our goals from settlement money, deferred maintenance, or charter facility money, not using any general fund money.

Superintendent Pete Joseph explained no settlement yet on the old kitchen. Liberty Mutual emailed today asking for full permits as well as a full schedule. They want actual permits and documents, and there is a very large cost to that. He felt there is no settlement in the near future. Consultant Dan McGee and General Contractor Langlas have done some work but the time line for the design is 6 to 8th months. Our attorney is in negotiations with their lawyer as to what is going to happen. As of now we have no set timeline. The delay tactics are real. The longer they delay the more premiums they collect to offset the payout.

GMAX Contract PEMB – moved from item 12

CGGM contract on a design build.

Motion 1:
Motion to Authorize the Alternative Delivery Committee to Commit and Negotiate Contracts for Phase 1 Construction.

Trustee Ken Lewis made the following motion: I move that the Corvallis School Board grants the Alternative Delivery Committee the authority to commit to and negotiate contracts for the erection of the Pre-Engineered Metal Building that includes preparing for and placing a gym floor and any related construction items that are part of Phase 1. The Committee is authorized to negotiate contracts not to exceed a total amount of $2,159,774.00. Trustee Stacy Cortes seconded the motion. The motion passed 7-0.

Motion 2:
Trustee Becky Anderson made the following motion: To Authorize the Alternative Delivery Committee to Negotiate Guaranteed Maximum Price (GMAX) with Langlas & Associates I move that the Corvallis School Board grant the Alternative Delivery Committee the authority to negotiate the Guaranteed Maximum Price (GMAX) and enter into a contract with Langlas & Associates for $1,903,543.00 (One Million, Nine Hundred Three Thousand, five hundred and forty three dollars), using the reviewed and approved AIA contracts, as reviewed and approved by the district's legal counsel. Trustee Ken Lewis seconded the motion. The motion passed 7-0.

Cell Phone Policy / Procedures

Superintendent Pete Joseph said at this point and time he isn't ready for another recommendation. We already have a very robust cell phone policy there isn't more we could do. We need time to vet with Admin team and staff on November 1st Cammie has set a time with high school staff to give our teachers time to process and give us some input and we just need to enforce the policy we have. He does not have a recommendation yet. Middle school principal Richie Borden and Assistant Principal Deb Domsalla are already moving toward executing the policy. He added he did not think we need to update the current policy has been in effect 1 year.

Trustee Amy Lewis asked if this would include enforcement of the policy.

Superintendent Pete Joseph added the administrative team has had multiple conversations including how to implement the policy and what disciplinary action should look like.

Trustee Carol Peterson said that a little more work in the middle school would be good teaching cell phone use as a tool. She added, she didn't think our kids are aware of the full use of the technology.

Middle School Principal, Richie Borden agreed. Home room teachers, like Jake Jessop with Pathways will touch on digital citizenship and digital literacy programs. We also do a handbook highlight speech each year. Yes, we continue to educate them in different ways and the best way to reach the kids.

RISE Charter School & Corvallis K-12 Variances

Superintendent Pete Joseph explained the increase in enrollment has been a huge benefit to the district. Our charter initiative has been second to none in the state. He will be talking about public charter schools and keeping charters public at MCEL this year. Chapter 55 which is out lined by BPOE raises the need for administrators and librarians and counselors for variances. We are asking the board to allow the district to ask OPI to grant a variances in the requirement to follow the OPI recommendations for counselors and librarians. One in our regular K-12 schools and two in our Distance Learning Academy.

Truste Amy Lewis thanked the staff and administration and the invitation from Pete to come to sit in on the site based team meetings. Adding, it is mind blowing to see the job the administration has to do every single day making this work and thinking outside the box.

Trustee Carol Peterson made a motion that we apply for the variances for the Distance Learning Academy Charter School. Trustee Amy Lewis seconded the motion, and the motion passed 7-0.

Trustee Ken Lewis made a motion that we accept the variance to standards for the K-12 school district. Trustee Stacy Cortes seconded the motion and the motion passed 7-0.

Julie Barcus Kindergarten teacher at primary school added in the future we might need one or two more administrators to help continue with the logistics of these charters.

Grand Canyon University (GCU) 7th Grade Pathway Curriculum –

Superintendent Pete Joseph said the Board agreed to 7th and 8th grade Charter teacher Jake Jessop. This motion is for 7th grade curriculum and soon we will be receiving 8th

and interdisciplinary curriculum for the high school. Currently, we have three cohorts at the high school. Grand Canyon University (GCU) has 100,000 online learners. Theydo the distance learning better than anyone. On November 1st, GCU will be here. Also, noting it is charter money that was set aside for this curriculum.

Trustee Amy Lewis made a motion to approve the 7th grade pathway curriculum from GCU. Trustee Becky Anderson seconded the motion. The motion passed 7-0.

Committees: None

Policy: First Reading – None

Policy: Second Reading - None

Requests for Future Agenda Topics: Facilities set a date in November.

Correspondence: None

The meeting was adjourned at 8:24 pm by Trustee Ken Lewis.

Board Chair

District Clerk

Site based team meeting – Community Meeting – Advisory Group

Quarterly meeting

Meeting held in the District Office Conference Room

Minutes 10-9-24 @ 1:30 pm – 3:00 pm

Attendees: Corvallis Board of Trustees – Chair, Dan Wolksy, Amber Eubanks – Parent, Abe Hinderaker - parent, Dori Shawnaker – community member, Brad Wicks - parent, Corvallis Board of Trustee - Carol Peterson, Jamie Jessop – Parent, Shawn Boleman – Community Member, Corvallis School District Superintendent Pete Joseph, Corvallis School District Director of Business Services, Jolene Tollenaar

Introduction and overview given by Superintendent Pete Joseph.

This group will function as an advisory group for meeting state law.

Over the last three years we have had to find ways to ensure we controlled variables and most of our funding is directly from the state. The state funding model has not changed in 25 years. We are 50 out of 50 for school funding. The State legislature has capped our funding increase at 3%.

We are here to talk about the charters. We have Rise Charter which has two schools under its span. Distance Learning Academy and Pathway Learning Academy.

Transfer students and tuition levies. Starting in 2025-26 schools will have to pay a percentage for their out of district enrollment. For special education there will be no cap for expenses. We have about a net zero out of district in and out. This will probably eliminate the opportunity for an operating levy down the road.

Our Rise Charter has two academies and is a blended model but OPI is requiring us to break up our schools into 9 schools. Which means some student schedules will be in 8 different spots in infinite campus. But really nothing has changed.

Our two academies – Distance Learning Academy is a combination of our Independent High school, k-12 learning centers, Harmony EDU, Montana Digital Academy. Pathway Learning Academy, has tracks including, Farm to Food, Stream to Steam, Construction, Medical, Salute to Service, and Business. Grand Canyon University is also developing asynchronous program the district will facilitate for hybrid students.

GCU will be here November 1, 2024 to write lesson plans and developing curriculum. He invited the team to join.

How this works, it is blended even our at home families still have access to the school system. Our home school can access classes here, they can be at home full time and also be in the pathway academy.

We want to be flexible and make sure everyone knows charter schools are for everyone. That is what we are about. This group is going to be together working through these issues.

We are putting money into the charter facilities, our remodeled blue kitchen will become our food to farm facilities.

For pathways in the lower grades we have field trips and guest speakers. We want to expose our kids to the concept of pathways. In 7th and 8th grade exploratory class to determine each pupil's aptitude.

Chapter 55 establishes minimum requirements for librarians, counselors, and administrators. Because the distance learning is our biggest group we will be asking OPI for a variance to not hire these additional employees. The variance does remove the requirement but it doesn't mean we won't hire more staff in these position if they are needed. Currently, they are not needed as most of the students are fully remote.

Trustee Carol Peterson said is it true that a variance does remove the requirement but it doesn't mean we can't hire more staff in these position if they are needed.

Superintendent Pete Joseph agreed yes if we need the counselor and or the librarian, we will do that when and if a need arises. Both positions are being monitored, the administration on an ongoing bases.

The meeting ended with questions about charter school reporting requirements. Business Manager Jolene Tollenaar explained the quarterly and annual reporting requirements.

Superintendent Pete Joseph invited the meeting attendees to come meet the Board of Pubic Education on November 6th, 2024.

Community Member Brad Wicks said all his questions have been answered so far.

Parent Jamie Jessop said she is cautiously optimistic.

Trustee Carol Peterson said she thought the charter school's investments in facilities could be highlighted to the public. Maybe another open house.

Parent Amber Eubanks agreed.

Meet adjourned at 2:45 pm

EXHIBIT B



Corvallis School District1151
Eastside Highway
Corvallis, MT 59828

Strategic Plan 2023

Adopted August 8th, 2023

The Corvallis School District sits in the heart of the Bitterroot Valley in the **unincorporated community of Corvallis. The district has three main buildings: Quentin Brown Primary School (PS -** ***4), Edna Thomas (5 - 6) and Corvallis Middle School (7 - 8)*****and Corvallis High School (9 -** ***12). In the fall of 2022 there were 460 students at the*** **primary school, 435 at the middle school and 485 at the high school. Our district has a superintendent and a** ***special services director. Each of the main buildings has a full*** **time principal. Our primary, middle and high school each have an assistant principal.**

The high school assistant is also the activities director. The Corvallis School District is **governed by a** ***seven member board.***

Free and reduced priced meals are an indicator of community income levels. In 2022 **the free and reduced percentages were: 39% for the entire district (42% K-4, 41% 5-6,*****42% 7-8, 33% 9-12). From March of 2020 to June of 2022 all students were universal*** **free with covid-19 support to communities. In the fall 2022 free and reduced are at an all time low of 26% for the entire district (30% K-4, 27% 5-6,** ***24% 7-8, 23% 9-12)***

About 15% of our students are identified as IDEA eligible and receive special services.**Currently only two students in our district have English as a** ***second language.***

The student population is predominantly white, non Hispanic.

All of our schools meet accreditation standards that are set by the Montana Board of **Public Education.**

In the spring of 2023, Corvallis School District underwent a *System Wide Cognia review* **process. The report showed numerous areas in which the district Meets Expectations while the remaining areas fell in Emerging. An area where we Exceeded Expectations on the report was "Leaders Engage stakeholders to support the achievement of the system's purpose and direction". Cognia identified four priority areas for improvement.**

The School Board revised the District Strategic Plan based upon these priority areas:

- High Expectations for student performance and development of higher order thinkingskills

- Development of systemic, data-driven instructional strategies

- Supervision and Evaluation procedures to improve instructional practices and student outcomes

- Professional Development opportunities that link directly to student outcomes

In May of 2016 the district was unsuccessful running a ***general fund levy with 54.5%*** **against. In November of 2017 the district ran a** ***building reserve levy to purchase land*** **and buildings on an adjacent property The purchase was approved by 65.6% of the voters. The district is currently working on a** ***long-term plan to determine the needs of*** **our facilities. In May of 2023 the district ran an Operations Levy and it failed by 60%.*****However the Board of Trustees in the Spring of 2023 successfully created an*** **Endowment to help fund district needs and support school personnel as a** ***possible*** **revenue source for the future**

Corvallis School District participates in state mandated testing, SBAC (reading and **math) and MSA Montana Science Assessment (science 5 &** ***8) as well as implementing*****its own testing using NWEA MAP Growth testing. In addition to this, the primary school**

uses DIBELS as an early intervention. The ACT is given to all high school juniors and starting in Spring 2023, sophomores are given the PreACT.

Graduation rates in Corvallis are high with 97.78% of students graduating in the springof 2022 as compared to 85.78% statewide.

*Graduation rates for Corvallis have been over 95% for the past five years. The juniors*take the ACT in the spring. In 2022 our composite score was 18.6 with math being ourstrength with 19.2 (36 being highest score possible). Our writing score was a *6.2 (12* being highest writing score possible). In 2022 the state average composite score was *18.1 with math being the highest at 18.5 and writing was 6.0. ACT scores have decreased for the past three years with composite scores of 19.3 in 2021 and 19.5 in 2019. No scores were reported in 2020 due to pandemic and school closure. Typically each year, reading is the highest score, until the last two years, when mathematics hasscored highest.*

We offer a *wide range of classes to address student needs. At the high school level,* career technical courses include: accounting, computer technology, business accounting, marketing & *entrepreneurship, personal finance, street law, CAD, OIY, small* engines, blacksmithing, welding, woods, ag leadership, ag project science, ag vet science, intro to agriculture and ag food science. Fine arts classes include: choir, band, orchestra, percussion ensemble, music tech, guitar, musical theater, ceramics, art foundations, and advanced art. In addition to regular core classes, we also offer many honors and dual-enrollment courses. Our award winning Classroom Without Walls course gives students an opportunity to participate in project work. At the middle school students are exposed to a *variety of exploratory classes. These include: band, choir,* orchestra, health enhancement, music exploration, outdoor education and recreation, STEAM labs, French, art, tech, and Native American studies.

We also offer rich and diverse extra-and co-curricular opportunities to our students. These offerings are designed to enrich and expand students' areas of interest while at

the same time offering experiences in cooperative ventures, fair play, and doing one's best. Offerings include: Marching and Pep Bands, Classroom Without Walls, Driver's Education, Interact Club, National Honor Society, Future Farmers of America, National Junior Honor Society, Science Olympiad, Boys/Girls State, Student Council, Spelling Bee, National Geographic Bee, Clay Club, Speech and Drama, Basketball, Baseball, Cheerleading, Cross-Country, Football, Golf, Soccer, Softball, Tennis, Track, Volleyball,and Wrestling.

At the Primary School level, every student is taught language arts, math, science, and social studies within their grade level content. We also provide students with a *variety of* specialty classes such as: STEAM, Health Enhancement, Music, Library, and GuidanceCounseling lessons. Students attend each of the specialty classes weekly. We provide Title One, Special Education, Gifted and Talented, CSCT, and an Academic Coach to those students who qualify.

Corvallis has a gifted program that offers enrichment activities and accelerated classes to students. Two teachers support the middle school and primary school. The district also uses 21st Century Grant money to provide an after-school tutoring program for high needs middle school students.

With the ever-changing landscape of technology, it is imperative for the district to stay up-to-date with the latest advancements in technology to provide the best possible learning environment for our students and teachers. We are committed to ensuring thatour district has the necessary resources to meet the evolving needs of our educational community.

Currently, the district has approximately 1600 Chromebooks and 278 tablets deployed, which are essential tools for our students to access online learning materials and educational software. In addition, we have 3 computer labs with a *specific purpose,* which are essential for our students to learn important skills such as Business, AutoCAD, Mac Art and Design and PC Art and Design. All teachers have a computer

and projector or interactive display in their classroom, which allows them to provide engaging and interactive lessons for their students.

However, we recognize that technology needs are constantly evolving and we need to keep pace with these changes. As such, the district is committed to regularly upgradingthe infrastructure and security to meet the needs of the district. This includes upgrading network infrastructure, such as switches and access points, to support faster speeds and higher bandwidth, as well as investing in cloud-based software and applications toenhance remote learning capabilities.

To ensure that the district is meeting the technology needs of our students and teachers, we will continue to assess our current technology infrastructure and make necessary adjustments as needed. The technology department will work closely with school administrators and educators to identify areas where technology can be leveraged to improve student outcomes and provide a *more engaging learning* experience.

*Overall, we are committed to providing our students and teachers with the best possible*technology resources and infrastructure to support their educational goals. With a strategic plan in place, we can ensure that our technology investments are aligned with our educational mission and are helping to drive positive outcomes for our students.



Core Purpose of the Corvallis School District

***The Core Purpose of the Corvallis School District is to achieve excellence in educating* the whole child in a safe environment so that students are prepared to succeed in life and become productive members of society.**

Core Values of the Corvallis School District

Integrity

We value acting in a respectful, honest, trustworthy, responsible and professional manner at alltimes.

Sense of Community

We value the community in which we live. We believe that a strong sense of community isimportant to the success of our students.

A Culture of Collaboration

We value collaboration among students, staff, parents and community members. We know thatwhen we all work together, we can accomplish goals that could not be met otherwise.

Students first

We value our students and believe that we can provide for the needs of each and every studentattending our schools.

Positive Climate

We value a positive school environment and believe that our students, staff, parents andcommunity benefit tremendously from a safe, welcoming and supportive environment.

Open-mindedness

We value a culture in which people are open-minded, understand the value of diversity, and do notJudge others because of differences in background or opinions.

Description of Five-Year Development Process

In 2002 a Five-year Plan committee was established. The committee meets yearly to review and document progress on the goals of the district. In 2014-2015 the plan was updated with new goals. In 2018-2019 the committee reconvened to work on new goals to align to the newly adopted Strategic Plan that addresses the AdvancED priorities. The most current revision occurred in 2023 after the district was reviewed by Cognia (formerly AdvancED).

The committee consists of: the superintendent, special services director, and building principals. Consultation of the plan will include parent groups (Site Based Teaming) lead teachers (DLT) and selected student groups.

Focus Areas / Goals: Strategic Plan

Focus Area I Goal #1 Academics

The Corvallis School District's academic programming will promote student learning through a rigorous curriculum, high standards, effective instruction strategies and meaningful assessments that are based on data research.

The Corvallis School District will provide programming and services that ensure our students are prepared for the next step in life when they exit our system. In addition to having a strong academic program, we will promote the importance ofcitizenship, character, positive attitudes and hard work.

Intended outcome:

Academic programming promotes student learning through a rigorous curriculum, high standards, effective instructional strategies and meaningful assessments based on data andresearch.

Programs and services ensure that our students are prepared for post-secondary opportunitiesby providing diverse academic programming, promoting and modeling the importance of citizenship, character, positive attitudes, higher-order thinking skills and hard work.

ACTION PLAN:
We will establish a College & Career Readiness for transformational learning (School To Work), provide skill development through meaningful informational text, and continue to review and interpret test scores.

Measurement tool linked to intended outcome:

- By the end of 2028 ACT Composite scores will increase to 22, with sub groupscores of Math> 22, English> 20, and Science> 23.
- . By the end of 2028 K-9 NWEA scores will reflect 70% proficiency for 50% of thegrade level from end of year Fall to Spring RIT scores.
    - K-4 increase RIT scores by 3 points
    - 5-8 increase RIT scores by 2.5 points
    - 9 increase RIT scores by 2 points
- Analyze data on a year to year basis and determine new benchmarks if appropriate.

- Transformational Learning Outcomes will be based on fall and spring **ELEOT** observations
- ***Grade level enrollment will be maintained at 90% capacity of State Accreditation Standards set by OP/ and the Board of Public Education.***

Focus Area I Goal #2 Behavior

The Corvallis School District will promote a school climate that is positive and welcoming to students, staff, parents and community. By providing numerous pathways and alternative placements it is the intent of Corvallis School District #1 to improve student behavior by meeting every student's needs.

Intended Outcome:

Student interventions and providing transformational learning pathways are essential to student success and promoting positive behavior patterns. Engaging in Restorative Practices (RP) may be used informally by individuals, best practice suggests that a school-wide approach to Restorative Practices should be implemented intentionally and systematically to create culture change and ensure success of all students. Restorative Practices can easily be embedded into a Multi-tiered System of Supports (MTSS) framework. Corvallis School District #1 is already implementing Positive Behavioral Interventions and Supports, and can integrate RP. Our current district policies, procedures, and handbooks are the backbone for data, systems and practices across a hierarchy of supports for all students.

1. Tier 1: Focuses on prevention of problem behavior by emphasizing universal supports.
2. Tier 2: Designed to prevent the development and escalation of problem behaviors for students who are identified as being at risk for developing chronic behavior problems.
3. Tier 3: Designed to reduce the intensity, frequency, and/or complexity of problem behaviors by providing individualized behavior supports using evidenced-based interventions.

ACTION PLAN:

We will use behavioral interventions and attendance data to improve school involvement by our entire school community.

Measurement tool linked to intended outcome:

- By the end of 2028 quarterly attendance rates will be at 95% for K-12th grades.

- By the end of 2028 Extra-Curricular Program, Athletics and Activities rates will beat 75% for K-12th grades.
- By the end of 2028 discipline office referrals will decrease by 10%.
- School-Wide Information System (Primary School and Middle School), Infinite Campus (High School) behavioral, survey data and Montana Behavioral Initiative(MBI) program evaluation will continue to be determined by Administration in order to generate a District wide annual decrease in referrals.
- Weekly intervention and prevention meetings will be required in the K-12 schoolsystem and monitored through Infinite Campus.
- Establish and sustain pacing requirements for teachers and students on a weeklybasis. The pacing requirements will include grade checks, weekly gradebook entries, and weekly student reports monitored through Infinite Campus.
- Analyze data on a year to year basis and determine new benchmarks if appropriate.

Focus Area I Goal # 3 Community

The Corvallis School District has a strong partnership with the community and will continue to build upon this relationship by inviting stakeholders to the table when discussing district interests. The community's support of our programs and services is vital to the success of our students.

Intended Outcome:

Strong partnerships provide a welcoming environment and encourage communityengagement at all levels, resulting in support of school programs and services.
Transformational learning fosters individualized pathways for career and postsecondary educational opportunities and that honors individual interests, passions, strengths, needs and culture *and* is supported through relationships among teachers, family, peers, the business community, postsecondary education officials and other communitystakeholders.

Embed community-based, experiential, online and work-based learning opportunities and foster a learning environment that incorporates both face-to-face and virtual connections.
Ensure equality of educational opportunity to participate by all qualifyingpupils of the district.
Corvallis School District #1 is committed to connecting with the greater community. Active engagement with facilities, events and community gatheringsare a priority.

ACTION PLAN:

We will use Transformational Learning Pathways (Farm to Food, Salute to Service, Outdoor Recreation, Medical & Construction)

Measurement tool linked to intended outcome:

- By 2028 35% of all K-12 students will be actively participating in Transformational Learning Programs. These connections will be executed through groups, instruction, mentoring and internships.
- By 2028 100% of all K-12 students will be engaged in a transformational learning curriculum.
- The District will establish and create a facility master plan for both short and long term goals. An annual priority report will be given to the Board of Trustees in June of each school year.
- The District will continue to provide opportunities for community engagement.
- The District will continue to use traditional and social media communication withthe public.
- Site based teaming events will be on a quarterly basis for community supportwith appropriate personnel.
- The Corvallis School System will continue to meet the expectations of our Cognia Accreditation and the standards and policies established by the Board of Trustees.
- Student and Staff Surveys will continue to be utilized.
- Analyze data on a year to year basis and determine new benchmarks if appropriate.

Montana
Office of Public Instruction
opi.mt.gov Elsie Arntzen, Superintendent

VARIANCES TO STANDARDS APPLICATION

Initial Application (two years)

Purpose: ARM 10.55.604(1) "A local board of trustees may apply to the Board of Public Education through the Superintendent of Public Instruction to implement variance to an assurance standard or a section of assurance standards, excluding standards stating statutory criteria, standards pertaining to educator licensure or endorsement, and content standards as defined by the Board of Public Education and provided in guidance from the Superintendent of Public Instruction."

DUE DATE

First semester implementation; second Monday in October

COUNTY:

DISTRICT:

LIST EACH SCHOOL THAT IS REQUESTING THE VARIANCE:

Gallatin County, LaMotte Elementary School

1. **Standard(s) for which a variance is requested, e.g., 10.55.709. If there is a program delivery standard, be sure to list it as well, e.g., 10.55.1801.**

10.55.902 (4) (c) (ii) BASIC EDUCATION PROGRAM: JUNIOR HIGH SCHOOL, 7TH AND 8TH GRADE PROGRAM, OR MIDDLE SCHOOL.

10.55.1201 ARTS PROGRAM DELIVERY STANDARDS

2. Describe the variance requested.

We are requesting a variance to of Standard of 10.55.902 (4) (c) (ii) & 10.55.1201 due to being unable to hire anyone for our current music program due to both lack of applicants and budgetary restrictions. The variance would alter the Jr. High program which uses unit based credits and are looking to use the middle school model.

3. Describe how and why the proposed variance would be:

a. Workable.

We can use the salary reserved for the .2FTE teaching position to fund the open music position. We have a music curriculum along with instruments and a classroom for the class.

b. Educationally sound.

NA

c. Designed to meet or exceed results under established standards.

While we continue to search for a candidate for our music position, we will continue to use the MT Music Standards to guide our instruction. The 7th/8th grade students have 2 sections of music appreciation in their schedule that meet the required minutes.

d. **Where applicable, aligned with program standards under ARM 10.55.1101 through 10.55.2101.**

10.55.1201 ARTS PROGRAM DELIVERY STANDARDS

4. **Attach Board of Trustee meeting minutes that show the Board of Trustees adopted the application for a variance at an official, properly noticed meeting that provides evidence that local school community stakeholders were involved in the consideration and development of the proposed variance to an assurance standard or a section of assurance standards.**
(Stakeholder groups include trustees, administrators, teachers, classified school staff, families, community members, and students as applicable.)

Required school district signatures:

Board Chair Name: Marci Torres

Board Chair Signature: _____ **Date:** 10/9/24

Superintendent Name: Spencer Johnson

Superintendent Signature: _____ **Date** 10/10/24

Email the signed form to:

OPIAccred@mt.gov

MINUTES
LAMOTTE SCHOOL DISTRICT 43
BOARD OF TRUSTEES
REGULAR MEETING
October 9, 2024 5:00 p.m.

The regular meeting of the Board of Trustees, LaMotte School District #43 was held September 18, 2024 at LaMotte School for the purpose of considering business to come before the Board of Trustees. Board Chair Torres called the meeting to order at **5:08 p.m.**

Trustees Present: Marci Torres, Alex Prentiss, Lauren Oakes, Kasey Cummings
Trustees Not Present: Brad Hammerquist
Staff Present: Spencer Johnson-Principal/Superintendent, Leah Nusse-Administrative Assistant/District Clerk, Tanya Roberts, Business Manager
Public Present: Approximately 0 community members

Call to Order

Pledge of Allegiance

Presiding Trustees Explanation of Procedures
Recognition of visitors and visitor protocol to be followed when addressing the Board.

Minutes of Previous Meetings

- August 20, 2024 Regular Meeting
  Board Discussion: Trustees reviewed the minutes of the September 18, 2024 Regular Meeting.
  Motion to approve the minutes of the September 18, 2024 Regular Meeting as presented.
  Motion: Trustee Prentiss
  Second: Trustee Cummings
  Board Discussion: None.
  Motion passed unanimously.

Staff Discussion & Reports
Superintendent's Report

- Principal Johnson shared a few updates:
  - He recently attended the Montana Association of School Superintendents Conference in Bozeman.
  - Today we had a successful Walk to School Event in collaboration with the Fort Ellis Fire Department.
  - There have been some notices of local swatting incidents recently and we have been in communication with our school resource officer on plans and procedures if that

should even occur at LaMotte. Swatting is when a false threat is made to a school that triggers an emergency response. This type of incident can be hugely disruptive and unsettling to the community. Mr. Johnson is researching video monitoring systems and is interested in purchasing the E3 Safety App that would allow us to communicate with staff, parents, and law enforcement during any emergency.

- Title IX School Policy 3225 - Mr. Johnson is working to identify another person to be named as the "decider" in the event of a Title IX related investigation at LaMotte. Currently Superintendent Johnson is both the coordinator and decider if a Title IX investigation is conducted.
- We are working to replace the dose tank pump in our septic system. This work is scheduled for next week. We've also been experiencing a strange smell in the school and it is currently being investigated.
- Tax Credit Portal - We had a number of donations/tax credits directed to LaMotte that totalled almost $30,000. There are many restrictions on how this money can be used, but we are so grateful for the donations. Thank you donors!

Trustee Discussion and Reports

Thank you to Leah Nusse and Suzi Rose for setting up the Mom's Night Out event taking place this week. Next week the middle schoolers are doing a movie fundraiser selling concessions - Matilda. Next week we have two PIR days. There will be No School on Oct. 17 or Oct. 18. Middle School Student government elections took place last week. A trustee mentioned that they have noticed a lot of cars in the parking lot later in the evening and are just wondering who they are. This could be related to the recent bow training class that was hosted by Fish Wildlife and Parks.

Public Input on Non-Agenda Items

The LaMotte Board of Trustees welcomes public comment on issues and concerns. Members of the community are given an opportunity to make brief comments to the board on any matter not included in the agenda. Public matters do not include any private personnel issues or private student issues.

Financial Update

Approval of Accounts Payable and Payroll Warrants report and ACH payments
Board Discussion: None.
Motion to approve payroll warrant #21283 and ends at #21289; ACH payroll payments #86463-86445; payroll warrants 2977-2981; (voided payroll warrant 2976) and claims ACH payment #99847.
Motion: Trustee Cummings
Second: Trustee Prentiss
Board Discussion: None.
Public Comment: None.
Motion passed Unanimously.

Agenda Action/Discussion Items

1. Consideration and Possible Action of 2024-2025 School Budget Mills certification

Board Discussion: Business Manager Roberts explained why we are asking to recertify the Mill levels. Trustees discussed

Motion to approve the 2024-25 certification of the LaMotte District Mill Levies from 64.55 Mills to 64.15 Mills.

Motion: Trustee Prentiss

Second: Trustee Cummings

Board Discussion: None.

Public Comment: None.

Motion passed Unanimously.

2. Consideration and Possible Action of Request for Variance

Board Discussion: Since we are struggling to find a licensed music teacher for our 7th and 8th grade classrooms, we are applying for a Variance to Standards Application with the Office of Public Instruction. This request is a variance to Standard 10.55.902 (4) © (ii) & 10.55.1201 because we have been unable to hire for the music position. This will allow us to cast a wider net when hiring for the music position and still meet the education standards and continue our accreditation.

Motion: to approve the Variance of Standards Application as presented.

Motion: Trustee Oakes

Second: Trustee Prentiss

Board Discussion: None.

Public Comment: None.

Motion passed Unanimously.

3. Consideration and Possible Action of Hot Lunch Program

Board Discussion: Superintendent Johnson shared that we have a chef that has agreed to run our lunch program two days per week, barring the approval from Headwaters Academy, allowing us to use their kitchen for food prep. Surveys relayed that parents are generally okay with the $7.50 price per meal. Pizza days could also be offered in addition to the hot lunch program, allowing us to raise additional money to offset costs for the hot lunch program.

Motion to approve contracting with Chef Peg to provide hot lunch two days per week.

Motion: Trustee Oakes

Second: Trustee Cummings

Board Discussion: None.

Public Comment: None.

Motion passed Unanimously.

4. Consideration and Possible Action of Policy Committee/Facilities Committee

Board Discussion: Superintendent Johnson suggested that it might be helpful to create a Policy Committee and a Facilities Committee. The Policy Committee would meet at noticed meetings in between board meetings to systematically review policies each year. This would allow us to be more thorough in our review and limit the amount of time that would be

dedicated during regular board meetings. A Facilities Committee would be helpful in maintaining our campus and buildings over the long term. One goal of this committee would be to create a Facilities Plan. Committees would report their findings at each board meeting. Trustees discussed the implications of creating separate committees. Trustees agreed to continue working through policies during Regular Board Meetings and liked the idea of creating a Facilities Committee when all board members are present at the November Regular Meeting.
Motion to table approving a Facilities Committee in November
Motion: Trustee Cummings
Second: Trustee Oakes
Board Discussion: None.
Public Comment: None.
Motion passed Unanimously.

Alex Prentiss left the meeting at 6:36 p.m.

5. Discussion and Review of Annual Goals and Objectives - Policy 1610

Board Discussion: Superintendent Johnson shared the Integrated Strategic Action Plan. This year we will aim to create a Profile of Graduate. Upon review of the LaMotte Educational Goals. This year we are working through each of the following goals: We are currently working to increase communication between teachers and parents. Increased outreach to non-parent community members. Additional Engagement Opportunities
Expand environmental learning opportunities. Explore expanding transition opportunities: LaMotte MS to High School. Can we get our 8th graders in to visit the high school freshmen for a day? Evaluate parent and teacher communication –we sent out the first round of surveys and will continue to do so throughout the year. Communicate school safety and discipline plans - we recently did that with the approved Discipline Matrix.

6. Adjournment

Meeting adjourned at 6:48 p.m.
Motion to adjourn the meeting.
Motion: Trustee Cummings
Second: Trustee Oakes
Board Discussion: None.
Public Comment: None.
Motion passed Unanimously.

The next Board Regular Meeting will be held on Wednesday, November 20, 2024 in person at LaMotte School. For your convenience, the meeting will be broadcast with Google Meet. With the in-person format, public comment can only be made in person at LaMotte School.

Wednesday. November 20 · 5:00 – 6:00 pm
Time zone: America/Denver - Google Meet
Use the following link to access the meeting online: https://meet.google.com/ofj-civk-yma
Or dial: (US) +1 585-491-9312 PIN: 394 449 198#

Marci Torres, Board Chair

Leah Nusse, Admin Assistant/ District Clerk

Montana
Office of Public Instruction
opi.mt.gov Elsie Arntzen, Superintendent

VARIANCES TO STANDARDS APPLICATION

Initial Application (two years)

Purpose: ARM 10.55.604(1) "A local board of trustees may apply to the Board of Public Education through the Superintendent of Public Instruction to implement variance to an assurance standard or a section of assurance standards, excluding standards stating statutory criteria, standards pertaining to educator licensure or endorsement, and content standards as defined by the Board of Public Education and provided in guidance from the Superintendent of Public Instruction."

DUE DATE

First semester implementation; second Monday in October

COUNTY:

DISTRICT:

LIST EACH SCHOOL THAT IS REQUESTING THE VARIANCE:

Lockwood High School

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1. **Standard(s) for which a variance is requested, e.g., 10.55.709. If there is a program delivery standard, be sure to list it as well, e.g., 10.55.1801.**

10.55.709 LIBRARY MEDIA SERVICES, K-12
(1) The school library shall be housed in a central location, and each school shall have a licensed and endorsed library media specialist at the following ratio:
(c) 1.5 FTE for schools with 501-1000 students

10.55.1801 LIBRARY MEDIA AND INFORMATION LITERACY PROGRAM DELIVERY STANDARDS

2. Describe the variance requested.

We are requesting this variance to 10.55.709 to allow us to staff the Library at 1.2 FTE instead of 1.5 to serve the 570 students attending Lockwood High School. Through this application, we will demonstrate how we intend to meet the program standards outlined in 10.55.1801.

Our district is located on a single, large campus, and we maintain the following Library FTE across the district:
Lockwood Primary: 359 students, 1 FTE Librarian
Lockwood Intermediate: 321 students, 1 FTE Librarian
Eileen Johnson Middle School: 361 students, 1 FTE Librarian
Lockwood High School: 570 students, 1.2 FTE Librarians

3. Describe how and why the proposed variance would be:

a. Workable.

Lockwood High School is proposing staffing the library at 1.2 FTE, which will allow the Library to be open during all instructional class periods of the day including teacher-negotiated preparation periods. The library will also be open from 8:30-9:00 AM to ensure students have sufficient access to the library services.

Staffing the library in this manner allows us to meet the requirements of 10.55.1801 with highly qualified staff:
(A), (B), and (C)

b. Educationally sound.

Between staffing at 1.2 FTE and the extended daily hours of the Library, Lockwood High School will ensure that the Library is readily accessible to support the needs of all students and faculty with fully certified Librarians.

Teachers will complete a Google Form to reserve the Library and request the expert support of the certified librarians. This form will include both applicable state standards and the program standards for the Library. By collecting this data, we will gain a better understanding of how the Library is being utilized and to ensure LHS is meeting the Program Standards. This data will be reviewed with building administration quarterly.

The Librarians will set up a shared Google Calendar to document use and to make transparent the availability of the Library for all faculty. Each Calendar event will include a basic summary of the topic being researched when applicable.

The Librarians will host one event for staff each year to visit and tour the Library learning about the services available for their classes and students.

c. Designed to meet or exceed results under established standards.

To meet the program standards outlined in 10.55.1801, Lockwood High School will implement the following:

To satisfy areas (a) (i-iii):
In addition to creating and using the Google Form to reserve the Library, and the shared calendar (outlined in question b.), librarians will be required to meet with Professional Learning Communities content teams to provide information about Library services and seek opportunities for collaboration. This will provide additional opportunities to meet the information needs and inquiry/research promoted in the program standards.

The librarians will create and/or curate video resources in a shared Google Drive. This repository will include videos about research databases utilized at LHS, ethical use, copyright laws, and respect for intellectual property. This repository will be readily available for all faculty on campus.

Implementation of this plan will exceed the requirements of 10.55.1801.

d. Where applicable, aligned with program standards under ARM 10.55.1101 through 10.55.2101.

To meet the program standards outlined in 10.55.1801, Lockwood High School will implement the following to satisfy areas (b) (i-iii):
Through the shared Google Calendar (outlined in section b.), LHS will begin to identify areas of commonality and links between curricular areas. By reviewing this data quarterly with building administration, librarians begin to identify and intentionalize cross-curricular connections. These will be shared back with Professional Learning Community Teams.

The librarians will contact Colleges and Universities in this region, as well as the Billings Public Library, to identify research databases used in those systems. This information will be presented to students during their senior year to better prepare them for college. The Billings Public Library has placed a set of Library Express Lockers on the Lockwood Schools Campus. Librarians will create a video demonstrating how to use the Billings Library to check out books and retrieve them at the Library Express Lockers.

.

4. Attach Board of Trustee meeting minutes that show the Board of Trustees adopted the application for a variance at an official, properly noticed meeting that provides evidence that local school community stakeholders were involved in the consideration and development of the proposed variance to an assurance standard or a section of assurance standards.
(Stakeholder groups include trustees, administrators, teachers, classified school staff, families, community members, and students as applicable.)

Montana
Office of Public Instruction
opi.mt.gov Elsie Arntzen, Superintendent

Required school district signatures:

Board Chair Name: Josh Skidmore

Board Chair Signature: _____ **Date:** 10-10-24

Superintendent Name: Don Christman

Superintendent Signature: _____ **Date** 10/10/24

Email the signed form to:

OPIAccred@mt.gov

LOCKWOOD SCHOOL DISTRICT #26
REGULAR MEETING AGENDA
TUESDAY OCTOBER 8TH, 2024
REGULAR MEETING – 6:00 P.M.
LOCKWOOD COMMUNITY ROOM – LOCKWOOD HIGH SCHOOL

Any person present who wishes to address the board or raise any question about public school district matters or governing policies may do so under public participation. **Any person who wishes to address the board must first be recognized by the board chair and make all comments or questions directly to the board chair. No discussion of personnel or individual students is permitted at this time.** A limit of three minutes is placed on each speaker. Persons who want more time may make arrangements to be placed on a future agenda. The public is also reminded that they may provide input on all motions being considered by the board at this meeting.

Additionally, anyone wishing to make public comment virtually may submit the following form: Virtual Public Comment Form.

All received messages that comply with the following criteria will be read at the meeting: **No discussion of personnel or individual students is permitted.** Include your full name and address in your message. A limit of 500 words is placed on each person. This same link may be used to provide input on action agenda items prior to the Board taking action.

NOTE TO OUR GUESTS: VISITORS WISHING TO RECORD THIS MEETING ELECTRONICALLY MAY DO SO PROVIDING THE RECORDING DOES NOT DISRUPT THE ORDERLY CONDUCT OF THIS MEETING.

This meeting will be available to watch via livestream at: Lockwood School YouTube Channel

REGULAR MEETING - 6:00

1. Call to Order - Pledge to the Flag - Welcome
2. Individuals, Delegations, Correspondence
   - A. Public Comment
   - B. Correspondence
   - C. Anna Potter & Shawna Halsey - MS Summer Trip
3. District Reports
   - A. Facilities
   - B. Primary Report
   - C. Intermediate Report
   - D. Middle School Report
   - E. High School Report
   - G. Student Council Update
   - I. Superintendent's Report
4. Board Reports
   - A. School Board Goals -Spreadsheet
   - D. Trustee training updates
   - E. Building Visits
5. Committee Updates
   - A. Safety Committee - Cory Schock
   - B. Budget Committee -Josh Skidmore, Shane Makeeff, Jacque Lorang
   - C. Career Fair Committee - Cory Schock, Josh Skidmore, Pam Ask
   - D. Negotiations Committee - Shane Makeeff, Cory Schock, Jamie Fandrich
   - E. Curriculum Committee - Stacy Lyson
   - F. Community Engagement Committee - Stacy Lyson, Jamie Fandrich, Jacque Lorang

   Areas of Focus
   - A. Curriculum - Stacy Lyson
   - B. Safety - Cory Schock
   - C. Student/Family/Community-Jamie Fandrich
   - D. Resources- Shane Makeeff
   - E. Advocacy- Pam Ask
   - F. Climate - Jacque Lorang

6. Items for Action

A. Consent Agenda

1. Approve Minutes: Regular Meeting Minutes 9/10/2024 Special Meeting/Budget Work Session 9/11/2024, Special Meeting 9/20/2024
2. Approve Bills and Wages for September 2024
3. Request to Hire WBL Students
4. Approve/Deny Open Enrollments

B. Approve district Lion's Path Charter School Application.

C. Approve changes to Bus Route #11, Bus Route #13 PM, Bus Route #13 AM, Sp Ed Bus Route #10.

D. Approve changes to Policy 4301.

E. Approve changes to policy 4330

F. Approve contract for Physical Therapist

G. Approve change to High School Course Catalog and Handbook

H. Approve Policy 1700-(CCD-1) 1700-(CCD-2) Chain of Command Documents

I. Approve Variance to Standards Initial Application

Superintendent's Agenda Report – Action Items

7. Items for Action

A. Consent Agenda

1. **Approve Minutes: Special Meeting Community Engagement Committee Meeting 9/9/2024, Regular Meeting 9/10/2024, Special Meeting/Budget Work Session 9/11/2024, Special Meeting 9/20/2024**

2. **Approve Bills and Wages for September 2024**

3. **Request to Hire**

4. **Approve/Deny Open Enrollment**

All items can be approved with one motion and vote. Any trustee can pull an item from the consent agenda at any meeting if they want to discuss that item further. I recommend that we approve the consent agenda items.

B. I recommend the Board approve the The Lion's Path Charter School Application addressing alternative education at Lockwood High School.

C. I recommend the Board approve changes to Bus Route #11, Bus Route #13 PM, Bus Route #13 AM, Sp Ed Bus Route 10,. We added a new student to the #11* SPED PK AM 2 run. It will now be changed to #11* SPED PK AM 3. This will start 10/01/24. This will increase the route by 1.56 miles. We had 2 students added to our ranch run. The name will still be updated to #13* RANCH AM 2 for the morning run and #13* RANCH PM 2 for the

afternoon. Ranch AM increased by 7.51 miles. which brings it to 38.67 miles on that run Ranch PM increased by 6.91 miles. which brings it to 60.14 miles. This will start next Monday 10/07/24

D. I recommend the Board approve changes to Policy 4301 relating to Visitors to School. The change would detail the process for board members to check into schools using the new district picture ID.

E. I recommend the Board approve changes to Policy 4330 with the highlighted changes that allow district or community boards to hold meetings on Lockwood School's campus free of charge if they can provide proof of insurance.

F. I recommend that the Board approve the Wild Roots Contract for Physical Therapy as presented.

G. I recommend the Board approve the changes to the High School Course Catalog relating to Dual Enrollment & College Credit. This will also be added to the High School Handbook.

H. I recommend that the Board approve Policy 1700 (CCD-1) Policy 1700 (CCD-2) as written and have this added to the Policy Manual.

I. I recommend that the Board approve the Variance to Standards Application for our high school library.

8. **Adjourn**

NEXT REGULAR MEETING IS TUESDAY November 12th at 6:00 PM

LOCKWOOD SCHOOL DISTRICT #26
YELLOWSTONE COUNTY, BILLINGS, MT
REGULAR MEETING

Call To Order **October 8, 2024**

The meeting was held in the Lockwood Community Room located in the High School. Members of the public will be able to observe this meeting via livestream at:
Lockwood School YouTube Channel

Additionally, anyone wishing to make public comment submit the following form: https://docs.google.com/forms/d/e/1FAIpQLSeLftqqnBN-PhkFF7L6m-vNtfhg4Bcs69f6935-qA_dRseo_w/viewform.
All received messages that comply with the following criteria will be read at the meeting: **No discussion of personnel or individual students is permitted.** Include your full name and address in your message. A limit of 300 words is placed on each person. This same link may be used to provide input on action agenda items prior to the Board taking action.

Chair Josh Skidmore called the Regular Meeting of the Board of Trustees to order at 6:00 p.m. by leading those present in the Pledge of Allegiance. The following Trustees and Officers were present: Trustees Josh Skidmore, Cory Schock, Shane Makeeff, Pamela Ask, Jacque Lorang, Stacy Lyson, , Superintendent Don Christman and Business Manager/District Clerk Laurie Kvamme. Trustee Jamie Fandrich and Student Council Representative Emily Brandenburg were absent.

All guests are asked to sign in upon arrival.

Mr. Skidmore welcomed visitors and advised the following:

Any person present who wishes to address the board or raise any question about public school district matters or governing policies may do so under public participation. No discussion of personnel or individual students is permitted at this time. A limit of 3 minutes is placed on each person. Persons who want more time may make arrangements to be placed on a future agenda. Visitors wishing to record this meeting electronically may do so providing the recording does not disrupt the orderly conduct of the meeting. As a courtesy, all cell phones should be turned off. The public is also reminded that they may provide input on all motions being considered by the board at this meeting, the Chairman will ask for input and public participants will have the opportunity to "raise their hand" electronically as trustees consider each motion.

INDIVIDUALS, RECOGNITION, ACCOMPLISHMENTS AND CORRESPONDENCE

A. Public Comment: Kirby Hibbs asked the Trustees to provide an update on the potential of a High School Baseball program. HD56 Representative Sue Vinton requested time to speak regarding the Legislative Page Program.

B. Correspondence: None received

C. Staff Members Anna Potter provided an overview of their Middle School Summer Trip to Costa Rica and permission to advertise the upcoming Educational Tours trip to Japan. Trustee permission to advertise was granted.

DISTRICT REPORTS

A. Facilities- Manager Marc Dearing was absent but provided a written report.

B. Primary Report- Principal Jenny Fox reported attendance awards were given out in September, Parent Teacher Conferences are next week and having PTA active again is very appreciated, she has been working on Jump Start program with OPI and work will begin with all the new staff on classroom management. Mrs. Fox concluded by noting the Day Care program is going great and it is especially helpful that the high school students are learning early childhood care at the same time.

C. Intermediate Report- Principal Nikki Wolff provided an update regarding the Cubs Club and how excited the kids are about it. Attendance will be rewarded with a dance party, 50 immediate kids will participate in the upcoming County Cross Country Meet. Mrs. Wolff touched on the change to the 3rd grade dismissal time and how the added time is expected to help grade level proficiency. She further commented that after discussions with her teacher and understanding the need to give kids more class time she decided to make this change now and not wait until next year. Teacher Bri Turnquist further explained that longer classroom time is needed to work on and solidify skills.

D. Middle School Report- Principal Mark Goyette reported on recent events and the fun week that Homecoming brought. Providing an area for student use at the back of the middle school has provided a safer environment, AimsWeb testing is in progress, Melissa Shock was recognized as staff member of the month, Mr. Goyette provided an update on athletics and activities.

E. High School Report- Asst. Principal Rob DiGiallonardo provided an update on athletics and upcoming events. Gwen Poole reported that it was great to see some traditions beginning during Homecoming events. A Choir concert was held last night, and Indigenous Peoples Day events will be held next week. Mrs. Poole noted ACT data is being reviewed and the combined lunch time is getting better.

F. Student Council Update- a brief comment that the Student Council was pleased with how Homecoming events came together was provided.

G. Superintendent's Report: Superintendent Don Christman reviewed his written report noting enrollment figures of 1,601 and provided detailed enrollment figures by grade. Charter School Application work was completed, newsletters will be sent out by building, and the COPS grant was awarded to

the District. Resignations were noted and the various community meetings that are being held. Mr. Christman highlighted additional happenings, important events and grant opportunities as noted in his written report.

TRUSTEE REPORTS

A. Board Goals Spreadsheet- Updates to the goals were noted. Mr. Christman updated the spreadsheet as per Stacy Lyson reported updates.
B. Board Training- MCEL Virtual trainings
C. Building Visits- Reminder that building visits are a Trustee requirement.

COMMITTEE UPDATES

A. Safety Committee- Cory Schock updated on last meeting.
B. Budget Committee- Trustees Shane Makeeff, Jacque Lorang and Josh Skidmore. Next meeting Oct. 15th
C. Career Fair Committee- Josh Skidmore, Cory Schock, Pamela Ask. Cory is heading up this committee.
D. Negotiations Committee- Shane Makeeff, Cory Schock and Jamie Fandrich. Cory the LEA would like to start meeting in January or February.
E. Curriculum Committee- Stacy Lyson provided an update during board goals update.
F. Community Engagement- Stacy Lyson, Jamie Fandrich and Jacque Lorang- Working on Thanksgiving baskets for families in need, Resource list was updated and placed on the website. Assist with PTA Trunk or Treat if scheduled. Working on a better organized information site.

AREAS of FOCUS

A. Curriculum- Stacy Lyson
B. Safety- Cory Schock
C. Student/Family/Community- Jamie Fandrich
D. Resources- Shane Makeeff
E. Advocacy- Pamela Ask
F. Climate- Jacque Lorang

ITEMS FOR ACTION

A. Consent Agenda Items

1. Approval of the 9/10/24 Regular Meeting, 9/11/2024 Special Meeting/Budget Work Session and 9/20/24 Special Meeting Minutes
2. Approval of September 2024 Bills and Wages
3. Request to Hire
4. Approve or Deny Open Enrollments

Chair Josh Skidmore asked if there were any objections to the consent agenda items as presented. Trustee Cory Schock abstained from this vote.

Hearing none, the above agenda items were approved as presented.

B. Approve District Lion's Path Charter School Application

Superintendent Christman recommended the Trustees to approve the Lion's Path Charter School application addressing alternative education at Lockwood High School.

Discussion and clarification regarding the program was held.

Trustee Pamela Ask moved to approve the Lion's Path Charter School Application as presented. Cory Schock seconded the motion.

Trustees Josh Skidmore, Pamela Ask, Shane Makeeff, Cory Schock, Jacque Lorang and Stacy Lyson voted yes; the motion passed unanimously.

C. Approve Changes to Bus Routes

Superintendent Christman recommended the Trustees approve the route changes to route #11, #13 PM, #13 AM and route #10. Mr. Christman explained the changes to each route and the reasoning behind the change.

Trustee Shane Makeeff moved to approve the routes as presented. Cory Schock seconded the motion.

Trustees Josh Skidmore, Pamela Ask, Shane Makeeff, Cory Schock, Jacque Lorang and Stacy Lyson voted yes; the motion passed unanimously.

D. Approve Changes to Policy 4301

Superintendent Christman recommended the Trustees approve the changes to Policy 4301 relating to Visitors to School. The change would detail the process for Board Members to check into school buildings using the issued District Picture ID card.

Discussion was held.

Trustee Cory Schock made the motion to approve the changes to Policy 4301 as recommended. Stacy Lyson seconded the motion.

Trustees Josh Skidmore, Pamela Ask, Shane Makeeff, Cory Schock, Jacque Lorang and Stacy Lyson voted yes; the motion passed unanimously.

E. Approve Changes to Policy 4300

Trustee Pamela Ask asked if this item can be tabled to gather additional information.

Trustee Pamela made the motion to table this agenda item. Jacque Lorang seconded the motion.

Trustees Josh Skidmore, Pamela Ask, Shane Makeeff, Cory Schock, Jacque Lorang and Stacy Lyson voted yes; the motion to table the issue passed unanimously.

F. Approve Contract for Physical Therapist

Superintendent Christman recommended the Trustees approve the Wild Roots Contract for Physical Therapy services as presented.

Discussion was held.

Trustee Pamela Ask made the motion to approve the Wild Roots Contract for Physical Therapy services as presented. Cory Schock seconded the motion.

Trustees Josh Skidmore, Pamela Ask, Shane Makeeff, Cory Schock, Jacque Lorang and Stacy Lyson voted yes; the motion passed unanimously.

G. Approve Change to High School Course Catalog and Handbook

Superintendent Christman recommended the Trustees approve the changes to the High School Course Catalog relating to Dual Enrollment and College Credits. These changes will also be added to the High School Handbook. Assistant Principal Rob DiGiallonardo explained the need for this change.

Discussion was held.

Trustee Cory Schock made the motion to approve the changes to the High School Course Catalog relating to Dual Enrollment and College Credits and add them to the High School Handbook as presented. Jacque Lorang seconded the motion.

Trustees Josh Skidmore, Pamela Ask, Shane Makeeff, Cory Schock, Jacque Lorang and Stacy Lyson voted yes; the motion passed unanimously.

H. Approve Policy 1700 (CCD-1), Policy 1700 (CCD-2)

Superintendent Christman recommended the Trustees approve Policy 1700 (CCD-1 and Policy 1700 (CCD-2) as presented.

Discussion was held.

Trustee Pamela Ask made the motion to approve Policy 1700 (CCD-1 and Policy 1700 (CCD-2) as presented. Shane Makeeff made an enthusiastic second of the motion.

Trustees Josh Skidmore, Pamela Ask, Shane Makeeff, Cory Schock, Jacque Lorang and Stacy Lyson voted yes; the motion passed unanimously.

I. Approve Variance to Standards Initial Application

Superintendent Christman recommended the Trustees approve the Variance to Standards Initial Application for our High School Library. Mr. Christman explained the purpose of application.

Discussion was held.

Trustee Pamela Ask made the motion to approve the Variance to Standards Initial Application as presented. Cory Schock seconded the motion.

Trustees Josh Skidmore, Pamela Ask, Shane Makeeff, Cory Schock, Jacque Lorang and Stacy Lyson voted yes; the motion passed unanimously.

ADJOURN

The next Regular Meeting will be on Tuesday, November 12, 2024, at 6:00 p.m. in the Lockwood High School Community Room.

Trustee Shane Makeeff moved to adjourn the meeting at 7:32 p.m. Cory Schock seconded the motion.

Trustees Josh Skidmore, Pamela Ask, Shane Makeeff, Cory Schock, Jacque Lorang and Stacy Lyson voted yes; the motion passed unanimously

Josh Skidmore, Board Chair

Laurie Kvamme, Business Mgr/Dist. Clerk

Montana
Office of Public Instruction
opi.mt.gov Elsie Arntzen, Superintendent

VARIANCES TO STANDARDS APPLICATION

Initial Application (two years)

Purpose: ARM 10.55.604(1) "A local board of trustees may apply to the Board of Public Education through the Superintendent of Public Instruction to implement variance to an assurance standard or a section of assurance standards, excluding standards stating statutory criteria, standards pertaining to educator licensure or endorsement, and content standards as defined by the Board of Public Education and provided in guidance from the Superintendent of Public Instruction."

DUE DATE

First semester implementation; second Monday in October

COUNTY:

DISTRICT:

LIST EACH SCHOOL THAT IS REQUESTING THE VARIANCE:

Marion Elementary and Marion 7-8

---

1. **Standard(s) for which a variance is requested, e.g., 10.55.709. If there is a program delivery standard, be sure to list it as well, e.g., 10.55.1801.**

10.55710- School Counselor

2. Describe the variance requested.

We are requesting variance to the standard 10.55.710 which says we must have a minimum of one full-time counselor for each 400 elementary (k-8) students shall be provided. The counselor/ student ration shall be prorated. Marion Elementary School and Marion Public School would employ a part time counselor at .4 to meet this standard.
We are short a counselor, we had no applicants for a counseling potition opening. We are serving our elementary (marion school) and middle school (Marion 7-8) with a paraprofessional serving as student advocate in this role. This paraprofessional has been working withour students for many years and is currently completing her school counseling degree and is close to being able to apply for her license.

3. Describe how and why the proposed variance would be:

a. Workable.

By allowing us to use a highly skilled paraprofessional that we have hired as student advocates, we are covering our students counseling needs. The students have a long standing relationship with our para, and she becomes closer and closer to certification every day. We will continue to seek a licensed individual for our counseling position.

b. Educationally sound.

The paraprofessional we have hired is close to completeing her school counseling degree and has always developed meaningful connections with students and their families as she has been serving as student advocate for some time. The quality of service for our students is outstanding when provided by this individual.

c. Designed to meet or exceed results under established standards.

Standards are not only being met by this person but being exceeded. The paraprofessional, not only is completeing her school counseling license but is highly trained and is always seeking ways to help our students grow and succeed.

d. **Where applicable, aligned with program standards under ARM 10.55.1101 through 10.55.2101.**

4. **Attach Board of Trustee meeting minutes that show the Board of Trustees adopted the application for a variance at an official, properly noticed meeting that provides evidence that local school community stakeholders were involved in the consideration and development of the proposed variance to an assurance standard or a section of assurance standards.**
(Stakeholder groups include trustees, administrators, teachers, classified school staff, families, community members, and students as applicable.)

Required school district signatures:

Board Chair Name: Lily Brower

Board Chair Signature: Lily M. Brower **Date:** 9/16/2024

Superintendent Name: Julia Maxwell

Superintendent Signature: Julia Maxwell **Date** 9/16/24

Email the signed form to:

OPIAccred@mt.gov

Special Board Meeting Agenda of the Board of Trustees of Marion School District #54

September 16, Year/ 10:00am
Principal's office

A. Call to Order 10:04 am by Lily Brower
   In attendance: Kami, Lily & Cherie
B. Flag Salute
C. Consideration of Agenda-
   Motion: Cherie moved to approve the agenda
   Second:Kami
   All in favor: Kami, Lily, & Cherie
   Opposed: No one
D. Consent Agenda
E. Public Comments
   a.
F. Discussion
   a.
G. Action Items
   a. Consideration of forming safety committee and selecting members
      Motion: Cherie moved to form a safety committee
      Second: Kami
      i. Lily stated we need two board members, one person from the safety team and asked for who else. Kami asked if there would be an outline of what we have already approved as a board for a guideline when making decisions. Cherie suggested that the committees are odd numbers. Two board members, two safety team members and an admin. Lily volunteered to be on that committee. Kami expressed her concern about being involved, while Lily and cherie emphasized she would be a valuable team member. Kami agreed to be a part of it.
      All in favor: Lily, Kami & Cherie
      Opposed: No one
   b. Consideration of New Fundraisers
      i. Athletics-
      Motion: Kami moved to approve the athletic & PTO fundraisers
      Second: Lily
      Kami- Would cash/ money rules apply for the FHS 50/50 raffle. Lily stated that theHigh School must have a permit for it & we should fall under that and Kami expressed the need to check its legality. Kami expressed her love of a community yard sale idea. Lily expressed that they have done community donation jars, and they went well.
      ii. PTO: Kami stated they wanted to do fundraisers with the restaurants, such as panda and frugals. One of the PTO members have had contact with the restaurants. They are seeking a blanket approval from the board to move forward. Kami expressed that the PTO decided to forego selling cookie dough, as it was expensive and difficult to handle the logistics of delivery. PTO is trying to find other fundraising ideas that help continue growing. The school store is starting in October- waiting for students to

have an opportunity to have shirts. Kami mentioned a community clothing swap as a good idea to benefit our families.

All in favor: Kami, Cherie & Lily

Opposed: No One

c. Consideration of Application for variance to the standard for the counselor

Motion: Cherie made a motion to approve a variance to the counselor's standard.

Second: Kami

Discussion of how far along our paraprofessional is in her counselor program. Discussion that this is to cover us in case we cannot find a licensed counselor to fill this position. Kami was impressed that the school should list another job posting stating that we need a part-time school counselor (remote).

All in favor; Kami, Lily & Cherie

Opposed: No One

d. Consideration of certified pay for our certified teacher as subs

Motion: Cherie moved that we approve a pay for certified teachers as subs

Second: Lily

Lily asked if this would cause an issue with the union. Kami asked what the current rate is $14 per hour. Cherie expressed concern of the level of work that is required of a substitute. Kami expressed concern that the hourly rate may be too high. Cherie expressed interest in 20 dollars per hour vs. their hourly rate. Kami expressed concern that the highest paid staff would make what and the feasibility of being able to pay that amount out of our budget. Lily approved of 20 per hour and said she appreciates the work the teachers put in and the value of their teaching experience, but subs don't have to prep for classes, just follow what teacher has prepped. Cherie asked are we keeping this open to only employed certified staff or all certified staff in the public. Cherie expressed concern making this decision without more financial information. Lily voiced support of keeping the amount 20 per hour.

Motion- Cherie amends motion to approve paying our certified teachers 19 dollars per hour to serve as a substitute on non contract days. This is only for teachers that carry a current license.

Second: Kami

All in favor: Kami, Cherie & Lily

e. Consideration of hiring B Bullock as activities bus driver

Motion: Cherie moved to approve hiring B Bullock as our activities bus driver

Second: Kami

Discussion of pay of $25.00 per hour.

All in favor: Kami. Cherie & Lily

Opposed: No One

H. Information

I. Adjournment

Motion: Lily moved to adjourn at 11:05am

Second: Kami

All in Favor: Kami, Cherie & Lily

Opposed: No One

Lily M. Brower

Board Chair: Lily Brower

Shannon Kvaalen

District Clerk: Shannon Kvaalen

Information about this agenda, including the Board packet and supplemental documents, is available at the School District office. Please contact the office if you have any questions. The Board Chair is authorized to adjust the order of the agenda items to accommodate scheduling needs of interested parties. Citizens may comment on items appearing on the agenda when invited to participate during that agenda item by the Board Chair. Citizens may comment on items related to School District Business not appearing on this agenda during the Public Comment portion of the meeting. Public meetings may be recorded or broadcast by citizens. Questions about recording should be directed to the board chair

MISSOULA COUNTY PUBLIC SCHOOLS

MISSOULA TEACH ACADEMY

Variance of Standards

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VARIANCES TO STANDARDS APPLICATION

Initial Application (two years)

Purpose: ARM 10.55.604(1) "A local board of trustees may apply to the Board of Public Education through the Superintendent of Public Instruction to implement variance to an assurance standard or a section of assurance standards, excluding standards stating statutory criteria, standards pertaining to educator licensure or endorsement, and content standards as defined by the Board of Public Education and provided in guidance from the Superintendent of Public Instruction."

DUE DATE

First semester implementation; second Monday in October

COUNTY:

DISTRICT:

LIST EACH SCHOOL THAT IS REQUESTING THE VARIANCE:

Missoula Connect Academy

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1. **Standard(s) for which a variance is requested, e.g., 10.55.709. If there is a program delivery standard, be sure to list it as well, e.g., 10.55.1801.**

10-55-180: Request for a variance to the library standard

2. Describe the variance requested.

*MCPS requests to use weekly visits from the Missoula Public Library Bookmobile and Librarian in place of providing a physical library and librarian for the Missoula Connect Academy location.

*MCPS requests to use a comprehensive online library that offers access to a wide range of digital resources to Connect Academy students. Additionally, our website will feature information about local Montana public libraries, ensuring that students can find valuable resources in their communities.

3. Describe how and why the proposed variance would be:

a. Workable.

We are requesting a variance to the Requirement that each Montana School provide a library with appropriate staffing (Montana Code 20-7-202). This request is workable because the Missoula Connect Academy has partnered with the Missoula Public Library (MPL) to provide students with weekly access to library book checkouts. In traditional MCPS schools, students have access to the library to check out books and through this variance, our library access will be provided by the MPL. Students will also have access to a comprehensive online library.

b. Educationally sound.

In traditional MCPS schools, students have access to the library to check out books and through this variance, our library access will be provided by the MPL. Students will also have access to a comprehensive online library.

c. Designed to meet or exceed results under established standards.

The MPL Bookmobile Librarian is committed to partnering with MCPS to ensure the bookmobile programming and text access meet and exceed the Montana Library Content Standards. The MPL Bookmobile Librarian is committed to partnering with MCPS to ensure the bookmobile programming and text access meet and exceed the Montana Library Content Standards.

d. Where applicable, aligned with program standards under ARM 10.55.1101 through 10.55.2101.

MCPS is committed to supporting the general provisions of the Library Media Standards as defined in Montana program standard 10-55-180 and as required in Montana code 20-7-202. MCPS has collaborated with the MPL to operate satellite library locations at Big Sky and Seeley Swan High Schools for many years. We have MOUs that address student access to materials as well as MCPS and MPL staff collaboration. This extension of our partnership to use the MPL Bookmobile as a satellite library for the Missoula Connect Academy will provide "that libraries respond to information needs, foster intellectual curiosity, and support learning," as required in the standards.

4. Attach Board of Trustee meeting minutes that show the Board of Trustees adopted the application for a variance at an official, properly noticed meeting that provides evidence that local school community stakeholders were involved in the consideration and development of the proposed variance to an assurance standard or a section of assurance standards.
(Stakeholder groups include trustees, administrators, teachers, classified school staff, families, community members, and students as applicable.)

Required school district signatures:

Board Chair Name: Wilena Old Person

Board Chair Signature: Wilena Old Person Date: 10/4/24

Superintendent Name: Micah Hill

Superintendent Signature: Micah B. Hill Date 10.4.24

Email the signed form to:

OPIAccred@mt.gov

MISSOULA COUNTY PUBLIC SCHOOLS
BOARD OF TRUSTEES
Meeting
Tuesday, October 24, 2023 – 6:00 p.m.
Administration Building A – Boardroom

Trustees Present: Board Chair Wilena Old Person, Jeffrey Avgeris, Grace Decker, Jen Vogel, Ann Wake, Meg Whicher, Keegan Witt
Others Present: Micah Hill, Amy Shattuck, Vinny Giammona, Trevor Laboski, Pat McHugh

MINUTES

1. CALL TO ORDER, WELCOME AND ROLL CALL: The meeting was called to order 6:01 p.m.
2. PLEDGE OF ALLEGIANCE was said by all.
3. REVIEW, REVISE, AND APPROVE AGENDA: Trustee Avgeris made a motion to move agenda action items 6, 7, 8.a.v., and 8.B.i before agenda item 4. Seconded by Trustee Wake. No comments. The motion passed unanimously by all Trustees present.

6. CONSENT AGENDA
   A. FINANCE, OPERATIONS and MAINTENANCE
      i. **Topic: Approve Revenue and Expenditure**
         - **Elementary Recommendation:** Trustee Avgeris made a motion to approve the elementary consent agenda items. Seconded by Trustee Witt. No comments. The motion passed unanimously by all Trustees present.
         - **Secondary Recommendation:** Trustee Witt made a motion to approve the high school consent agenda items. Seconded by Trustee Avgeris. No comments. The motion passed unanimously by all Trustees present.
7. OLD BUSINESS
   A. PERSONNEL, NEGOTIATIONS & POLICY
      i. **Topic: Approve Second Reading of Policy Revisions**: Superintendent Micah Hill explained the proposed policy revisions had been approved at first reading by the Board on September 12, 2023. The revised policies were posted for public comment. Trustee Decker inquired about any changes. No public comment received. Supt. Hill recommended Trustees approve the policies as written.

Policy Number	Policy Name	Information
1700	Uniform Grievance Procedure	Required Update
2120	Curriculum Development, Content, Assessment	Required Update
2140	Guidance and Counseling	Required Update
2159	Parent/Family Engagement	Required Update
2422	Proficiency	Required Update
2450	Recognition of Native American Cultural Heritage	Required Update
3110	Entrance, Placement and Transfer	Required Update
3120	Compulsory Attendance	Required Update
3150	Part-Time Attendance	Required Update
3235	Video Surveillance	Required Update
3310	Student Discipline	Required Update
3600	Student Records	Required Update

4520	Cooperative Programs with Other District and Public Agencies	Required Update

Trustee Avgeris made a motion to approve the policies revisions. Seconded by Trustee Wake. comments. The motion passed unanimously by all Trustees present.

8. NEW BUSINESS
   A. FINANCE, OPERATIONS and MAINTENANCE
      v. **Topic: Approve Transportation Route Mileage Changes**: Pat McHugh explained an agenda amendment was published that incorporated regular and special routes. This is a routine item. There is a scheduled county transportation committee tomorrow. Mileage calculated for state reimbursement by route, am/pm, grade school level, and number of students. Chair Old Person inquired who served on the transportation committee for MCPS. Terry Phelan. Trustee Wake made a motion to approve the bus route mileages for the first semester of the 2023-2024 school year. Seconded by Trustee Witt. No comments. The motion passed unanimously by all Trustees present.

   B. TEACHING AND LEARNING
      i. **Topic: Approve Public Charter School Applications**: Superintendent Micah Hill explained the two charter school applications must be submitted to the Board of Public Education (BOPE) by November 1st. BOPE will review applications November 15-17 and expect to announce approvals in January 2024. Applications have 4 main components – Academics, Governance, Community, Business and Operations. Upon approval the District would initiate the workplan – staffing, supplies, enrollment. The enrollment window would be April 1- May 1. If the District exceeded capacity for enrollment, a lottery system would be developed.

      Connect Academy: The academy would be open to students in grades 6-12. Would be a virtual format open to students across Montana. Would include synchronous and asynchronous courses and personalized learning plans. District currently is serving 53 students in the MOA which is funded by ESSER Funds. When funds go away this academy would be the replacement. Goal is to be a leader in competency. Shared the actions, outputs, and short term outcomes. The long term outcome would have the Connect Academy as a leader in personalized learning for all Montana students. Shared the mission and vision. Spoke to the flexible options including personalized pathways, challenging courses, responsive systems, and college and career pathways. Explained the business and operations including ANB. Proposing a head of school which would oversee both schools. Proposing six certified staff and one classified staff (secretary). Funding basic entitlement would be separate – High School $343,483, Elementary $114,493. ANB would be $312,994 (HS), $160,315 (MS), and $59,620 (EL). Explained 6th grades is different. Facilities not brick and mortar. Need space for staff but can accommodate in current office space. Trustee Witt inquired how many other districts may be trying to do the same thing. Supt. Hill shared within the AA districts, several others. Doesn't mean the District would be exclusive. District stands to lose students if not approved. Supt. Hill shared the other charter school bill is under legal review for constitutionality. Explained a company that owns Power School is heavily promoting in Montana. Seeking to lobby for their own brand of charter school. Trustee Witt inquired if the staff were union. Supt. Hill explained the staff would be covered under the collective bargaining agreement. Chair Old Person inquired about FTE and why the counselor number did not increase? Predicated on current staff. If the school were fully implemented it would be one counselor to approximately 70 students. Would continue to work into the budget. Trustee Decker inquired if the students would be able to graduate from the academy. Wanted to know the District's overall vision. Supt. Hill explained under the charter school bill schools have to be working towards graduation requirements. Have to offer the complete package. It would be up to the Board regarding credits. State of Montana requires 20 credits and the District requires 24. There is also a different law that allows for less credits due to extenuating circumstances. The vision would be that a high school student would graduate in 4 years or less. Student could be a part time enrollment and still have access to activities and organizations. Still working out answers regarding participation for students accessing the academy from another city in Montana. Provided an example. Trustee Decker questioned if all the coursework would be synchronous or would there be a more proficiency based approach. Academy would offer both asynchronous and synchronous.

Provided an example. Trustee Avgeris inquired about the budget and questioned if students would be responsible for their own laptop. Supt. Hill referred to the curriculum section and referenced the $900 which is an estimate. Trustee Whicher inquired what the parent responsibility would be for middle school students. Wanted to know if there was any middle school supervision. Supt. Hill explained it would be the parent's responsibility. This is an opportunity to attract new students to MCPS. Assistant Superintendent Giammona commented the key words in the application is the innovation side. Shared an example of the MOA in previous years. Middle school administration, counseling teams, teachers, etc. worked hard to do daily check-ins and had a matrix. Parent involvement is always a component.

Teach Academy: Assistant Superintendent Giammona explained the academy is a teaching experience in the arts and creative harmony. Looking to expand integration in the District. Creating project based and competency learning. Academy would be open to grades P-2 in year 1 and will expand P-5 by year 5. Interdisciplinary piece very important. Getting away from thinking about the current K-5 model where taught section by section. Will braid all the content together through a focus around the arts allowing kids to express in many different what they are learning. Not just a focus on the arts. Also, a focus on teacher education. Currently in staffing shortages across the State and country. This would be another way to leverage a lot of the resources to promote and retain aspiring teachers. It's about retention and trying to work with upcoming students looking into a career in education. Could involve them with the academy through different field experiences and working with classroom teachers. Referred to the presentation slide with the long term goals. Mirrors the Connect Academy. Identifying students to apply for the charter. Will have a lottery system if applications exceed capacity. Anyone can apply throughout the State. Looking at minimum enrollment of 80 students (4 classrooms). Supt. Hill explained the organizational structure. MCPS Board of Trustees will have oversite over the 2 charter schools. Obligated to have an advisory board and school leadership team. Trustee Whicher shared comments in praise for the work done to complete the applications. Asked questions regarding the application process, lottery system, and the facility that would house the academy. If there are more applicants than spots available, there will be a lottery. The Jefferson Center is the focus for now. Trustee Whicher shared comments of concern. Academy needs to be equitable for all families. Charter schools would naturally invite those with means. Looking to the Cabinet and the Board to make it a truly equitable process for families. Giammona echoed the comments. Supt. Hill explained public charter schools cannot charge a fee. Trustee Decker appreciated the work done on the applications in such a short amount of time. Excited about the Connect Academy but shared comments of concern about the Teach Academy. Currently doing arts integration in all schools. Worried about a small intensive integrated program that would really be appealing for parents looking at private school. Limited audience. Would be much more excited if we were targeting a specific audience/population. Further questioned the equity piece and wanted to hear about the core targeted group. Supt. Hill first acknowledged the hard work from Pat McHugh, Barbara Frank, and Shannon Rincker. In those discussions, the District had to start somewhere. Had less than a month to put the applications together. The District has the ability to flex, change, and modify as the programs progress. There is built in feedback and reporting. Recognizes that some students will not have access but may have the ability to expand earlier. Understands Decker's comments. Cannot identify the initial core group. To be successful have to have a specific number to start. Trustee Wake inquired about funding for the academy and the allowance of more students. District is funded in arrears so will use grant funding to cover the initial costs. Would be enrolling more students.

Trustee Wake made a motion to approve the Connect Academy and Teach Academy Public Charter School applications. Seconded by Trustee Avgeris. Public Comment: Christine Kolczak referred to a financial error on page 99 of the agenda. Found the program another $65K. If the pro rate is .34, $103K, the total should be $34K on the right and it carries over to the total of $704K for personnel. Actually, not quite that much. Addressed the affluent piece as far as the online program. District is currently serving 2 students who are parents and a great number of the students are FIT. Wanted to know how rigid the application was with the Board of Public Ed. Wondered if it could be adjusted after approval. Asked for a friendly edit to rename the Connect Academy. If the Montana Connections Academy is approved by the Board of Public Ed, it would be in direct competition with a

for profit agency that would confuse applicants. On the application the staffing is less. If going to individualized learning plans, 20% of current population right now is tier 3 and Special Ed. Goal of synchronous and asynchronous good. Inquired about the limits. The motion passed unanimously by all Trustees present.

Trustee Vogel left meeting at 6:52 p.m.

4. PUBLIC COMMENT/CORRESPONDENCE
   - Devan Leder commented that high school baseball was still not on the agenda and told the Trustees they will continue to hear from everyone. Read a prepared statement encouraging Trustees to put baseball on the agenda. Shared that he was a proud graduate of Sentinel High School. Wants the students to have the same opportunity to play baseball. Understands finances are a primary concern. Parents willing to help.
   - Jude Leder shared that 332 student have signed a survey along with 2 teachers. Of those students, 62 want to play baseball. Provided fundraising ideas. Wants to play in the State tournament in Missoula Spring of 2024.
   - Missy Miculka read a prepared statement in support of Missoula baseball. Parent group ready to help fundraise for the entire first year of baseball. Wants baseball on the next agenda. Happy to share information and a launch plan.
   - Rowan Miculka read a prepared statement. Commented high school baseball is a stepping stone for college. Asked Trustees to place baseball on the agenda. Wants to play in the state tournament next spring.
   - Ethan Paugh read a prepared statement. Has been playing baseball since he was five. Wants the opportunity to play high school baseball. Encouraged Trustees to put baseball on the next agenda.
   - Harley Paugh commented the Trustees had heard from all the amazing boys over the last two meetings. Boys want the Board of Trustees to make a decision or have a discussion on what they can expect. Boys want to play in 2024 but if in 2025, fair enough. Asked for baseball to be on the next agenda.
   - Jared Supola read a prepared statement in support of baseball. Wants baseball on the next agenda. Shared he is the father of two boys who want to play baseball. Provided history. Shared the skills learned playing baseball. Many of boys won't have – legion or high school travel club. People cannot afford time and money. Currently not enough available roster space. Parents willing to help.
   - Rob Wallace commented in support of baseball for the 2024 season. Challenge without baseball in high school, the boys do not get to play. When MHSA passed baseball, 22 communities acted. Boys deserve to know when and if they will play baseball. Needs to be on the agenda. Understands funding is tight. Parents willing to fundraise.
   - Joe Fulford read a prepared statement from his son. High School baseball would mean a lot. Putting baseball into high schools allows kids to continue. Separates Montana high schools from other states. Opportunity to play baseball in college. Shared his student's history. Implored the Board of Trustees to take action.
   - Kris Welker explained he played college baseball and played for the Chicago Red Sox. Shared his personal history. Montana did not have high school baseball. His younger brother moved to Washington and played high school baseball and was eventually drafted by the Pittsburgh Pirates. Questioned by pro baseball why there was no high school baseball in Missoula. Supports high school baseball and wants it on the next agenda.

5. REPORTS / ANNOUNCEMENTS
   A. **Announcements from the Superintendent:** No announcements.

8. NEW BUSINESS
   A. FINANCE, OPERATIONS and MAINTENANCE
      i. **Topic: General Fund Update:** Pat McHugh referred to page 58, the updated expenditures for last fiscal year. The two spreadsheets are shared on a quarterly basis. Will be the documents to initiate the budget conversation. Referred to the total salaries and benefits for elementary and high school -

$37.3M (elementary) and $28M (high school). Represents 89% and 84%, respectively, of those total expenditures. Remaining 11% and 16% are in the areas of utilities, contracted services, and transportation. Referred to the three digit numbers. Referred to 120, substitute expenditure. Expenditure right at budget. Pointed out when the District talks about permanent subs and adding permanent subs into the budget. The substitute expenditures were less in 2021. The elementary expenditures were $269K and high school $242K. Reduction in sub costs would translate to the District's ability to fund permanent subs. Referred to code 130, overtime salaries. Due to not having positions filled in service areas and others picking up those extra duties. Contracted services large category. Largest expenditure is the SRO and CRO contracts with the Missoula Police Department, $260K. Staffing costs for the preschool program $384K. Referred to the CSCT obligation the District is required to match. Between the elementary and the high school district it is $337K. Elections are $90K. Contract with SPARK is $45K. The audit is $35K. Contract for special education services including sign language interpreters, etc. is $80K. Professional training services for high school is $109K and the print shop contract is $190K. Utilities went up significantly compared to last year. Up almost $300K in the elementary and $170K in the high school. Property liability insurance went up to $980K. Supt. Hill inquired about the sub line code 130 where the District expended $540K (elementary) and $399K (high school). Wanted to know if that included permanent subs. No comments.

ii. **Technology Fund Update:** Pat McHugh referred to page 60 of the agenda. Annually levy $850K. District re-appropriates some per budget to have available $1.1M. The expenditures primarily in minor equipment. If we did not spend all the budget not an issue. Pushed over to the next year. Everything rolls over from one year to the next. High school $757K levy. Expenditures the same. Bulk in minor equipment. No comments.

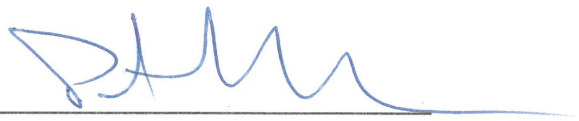
iii. **Topic: Transportation Fund Update:** Pat McHugh referred to page 62. Entirely a local levy. Levy amount $4.5M in support of transportation. There is some reimbursement for state and county but very small. Tied to mileage routes approved earlier. Portion of the principal salaries covered with the fund, 10%. Referred to page 63 for the high school which is similar. Fewer dollars levied for transportation and the expenditures are less. High school has a budget balance. Elementary did a budget amendment and ended the year at zero. Reserves low. No comments.

iv. **Topic: FY25 Budget Projections and Budget and Election Calendar:** Pat McHugh explained this is an early look at budget projections. Estimates. Base look into the general fund for FY25. District ran the October enrollment count and estimated the spring count. Incorporated the 3% inflationary increase from the state, and 3% is the max allowed by state law. Provided for a decent increase. In the elementary side an $800K increase with $166K levy. October enrollment went down 53 students in K-6 and 61 students in 7-8. High School had a 65 student increase. Bump in budget at $1.4M and a levy of $303K. Spreadsheet used older data but used as a placeholder to give an idea. Incorporated the need to build into the budget for FY25 those positions that are ESSER funded. On the elementary side it is $355K and high school $1.1M. Better in elementary than anticipated. Build the obligations into the General Fund. Do not have ESSER to fall back. Working with deficits of 760 and 395. Referred to the election calendar. Plan to have a monthly budget levy and committee meetings. First meeting November 17th. Identified a few budget items. Committee to work to develop the budget. Each month plan to have a general fund updates. Chair Old Person inquired trustees were on the committee – Koan Mercer, Keegan Witt, Meg Whicher, and Ann Wake.

9. ADJOURN: The meeting was adjourned 7:32 p.m.

As recording secretary for this Board meeting, I certify these minutes to be a true and correct copy of what was taken at the meeting.
Tracy Long, Minutes Recorder_____

Wilena Old Person, Board Chair_____

Pat McHugh, District Clerk 

MISSOULA COUNTY PUBLIC SCHOOLS
ELEMENTARY DISTRICT

Summary of Revenues and Expenditures - Year-to-Date

For the period July 1, 2022 through May 31, 2023

	Actual Revenues Year-to-date**	----------Expenditures---------- Budget	Year-to-date Expenditures	Encumbrances	Budget Balance
ELEMENTARY					
General Fund	$ 32,425,102	$ 42,151,020	$ 33,995,029	$ 411,036	$ 7,744,955
Transportation	2,771,366	5,030,480	4,475,993		554,487
Food Service*	1,916,046		2,018,199	222,311	
Tuition	654,096	1,192,534	2,156		1,190,378
Retirement	3,467,800	5,976,470	4,771,044		1,205,426
Miscellaneous*	4,526,774		8,807,250	121,768	
Adult Education	55,344	178,078	70,891	15,589	91,598
Rental Fund*					
Comp. Absences*					-
Litigation Reserve					-
Technology Fund	515,400	1,109,637	827,993	224,448	57,196
Flexibility Fund	48,356	54,873	26,003	1,260	27,609
Debt Service	3,533,753	6,425,700	1,356,024		5,069,676
Building Fund*	50		75,912		(75,912)
Building Reserve	472,372	2,045,292	405,957	92,889	1,546,445
Insurance Trust*	6,954,365		9,148,451		
Endowment Fund*	1,000		696		
Extracurricular Fund*	285,945		229,485		
	$ 57,627,768	$ 64,164,083	$ 66,211,084	$ 1,089,300	

* Budgets not required by state law for these funds.

** Excludes May 2023 tax revenue which have not yet been posted.

MISSOULA COUNTY PUBLIC SCHOOLS
ELEMENTARY DISTRICT

SUMMARY OF EXPENDITURES APPROVED

(Includes Payroll & Encumbered Reserves)

Meeting Date: October 24, 2023

Reporting Dates: May 1, 2023 ~ May 31, 2023

FUND #	FUND NAME	ELEMENTARY
01	General	$ 3,620,973.36
10	Transportation	$ 596,379.67
12	Food Service	$ 218,622.97
13	Tuition	
14	Retirement Fund	$ 520,195.98
15	Miscellaneous Federal	$ 936,232.93
17	Adult Education	$ 6,600.84
20	Rental	
21	Compensated Absences	
28	Technology Fund	$ 39,106.57
29	Flex Fund	$ 968.37
50	Debt Service	
60	Building	
61	Building Reserve	$ 18,528.50
78	Insurance Trust	$ 787,519.48
81	Endowment	$ 13.95
82	Interlocal Agreement	
84	Student Activity	$ 27,197.40
	TOTAL	$6,772,340.02

Approved By
Board of Trustees

MISSOULA COUNTY PUBLIC SCHOOLS
ELEMENTARY DISTRICT

Summary of Revenues and Expenditures - Year-to-Date

For the period July 1, 2022 through June 30, 2023

	Actual	----------Expenditures----------			
	Revenues		Year-to-date		Budget
	Year-to-date**	Budget	Expenditures	Encumbrances	Balance
ELEMENTARY					
General Fund	$ 42,139,506	$ 42,151,020	$ 41,953,983	$ 165,049	$ 31,989
Transportation(A)	4,996,714	5,350,480	5,317,066		33,414
Food Service*	2,377,765		2,609,289	221,923	
Tuition	1,181,726	1,192,534	1,192,534		-
Retirement(B)	5,861,800	6,301,470	5,980,014		321,456
Miscellaneous*	12,677,850		13,286,073	100,501	
Adult Education	100,604	178,078	86,144	4,390	87,544
Rental Fund*					
Comp. Absences*	8,503				-
Litigation Reserve					-
Technology Fund	893,050	1,109,637	503,829	107,215	498,593
Flexibility Fund	49,025	54,873	23,452	1,572	29,849
Debt Service	6,204,483	6,425,700	6,423,204		2,496
Building Fund*	549		4,925	4,900	
Building Reserve	663,936	2,045,292	432,486	36,870	1,575,935
Insurance Trust*	8,754,711		10,426,701		
Endowment Fund*	13,311		696		
Extracurricular Fund*	301,736		287,288		
	$ 86,225,270	$ 64,809,083	$ 88,527,683	$ 642,419	

* Budgets not required by state law for these funds.

(A) Budget includes Transportation Fund budget amendment of $320,000.

(B) Budget includes Retirement Fund budget amendment of $325,000.

MISSOULA COUNTY PUBLIC SCHOOLS
ELEMENTARY DISTRICT

SUMMARY OF EXPENDITURES APPROVED

(Includes Payroll & Encumbered Reserves)

Meeting Date: October 24, 2023

Reporting Dates: June 1, 2023 ~ June 30, 2023

FUND #	FUND NAME	ELEMENTARY
01	General	$ 10,050,253.79
10	Transportation	$ 872,917.98
12	Food Service	$ 315,100.16
13	Tuition	$ 3,228.85
14	Retirement Fund	$ 1,477,937.40
15	Miscellaneous Federal	$ 2,093,685.50
17	Adult Education	$ 14,905.20
20	Rental	
21	Compensated Absences	
28	Technology Fund	$ 111,766.91
29	Flex Fund	$ 2,955.09
50	Debt Service	$ 5,066,079.09
60	Building	
61	Building Reserve	$ 19,128.95
78	Insurance Trust	$ 1,162,704.31
81	Endowment	
82	Interlocal Agreement	
84	Student Activity	$ 93,524.93
	TOTAL	$21,284,188.16

Approved By
Board of Trustees

MISSOULA COUNTY PUBLIC SCHOOLS
HIGH SCHOOL DISTRICT

Summary of Revenues and Expenditures - Year-to-Date

For the period July 1, 2022 through May 31, 2023

	Actual Revenues Year-to-date**	Expenditures Budget	Year-to-date Expenditures	Encumbrances	Budget Balance
SECONDARY					
General Fund	$ 25,501,289	$ 33,410,120	$ 26,856,816	$ 190,940	$ 6,362,364
Transportation	1,464,601	2,689,573	2,078,198		611,375
Food Service*	18,235		531,218	40	
Tuition	364,231	658,166	25,948		632,218
Retirement(A)	2,719,188	4,895,682	3,825,849		1,069,833
Miscellaneous*	6,004,105		5,548,847	156,727	
Adult Education	645,030	983,115	764,113	1,985	217,017
Traffic Education*	126,938		295,710	300	
Rental Fund*					
Comp. Absences*					
Technology Fund	458,826	1,642,909	697,920	176,587	768,403
Flexibility Fund	211,910	301,351	138,772	4,912	157,667
Debt Service	2,859,952	5,102,000	1,085,940		4,016,060
Building Fund*	3,873		2,192		
Building Reserve	295,378	2,152,008	811,332	70,510	1,270,166
Data Processing*			502,372		
Warehouse*	13,551		412,736	20,496	
Print Shop*	9,356		275,257	17,130	
Insurance Trust*	4,731,003		4,193,293		
Endowment Fund*	41,100		46,358		
Interlocal*	3,509		179,288	22,643	
Extracurricular*	2,308,108		2,051,497		
	$ 47,780,183	$ 51,834,924	$ 50,323,654	$ 662,270	

* Budgets not required by state law for these funds.

** Excludes May 2023 tax revenue which have not yet been posted.

(A) Budget includes Retirement Fund budget amendment of $150,000.

MISSOULA COUNTY PUBLIC SCHOOLS

HIGH SCHOOL DISTRICT

SUMMARY OF EXPENDITURES APPROVED

(Includes Payroll & Encumbered Reserves)

Meeting Date: October 24, 2023

Reporting Dates: May 1, 2023 ~ May 31, 2023

FUND #	FUND NAME	SECONDARY
01	General	$ 2,916,499.44
10	Transportation	$ 263,511.49
12	Food Service	$ 63,363.38
13	Tuition	
14	Retirement Fund	$ 402,119.81
15	Miscellaneous Federal	$ 594,115.31
17	Adult Education	$ 73,827.02
18	Traffic Education	$ 15,357.59
20	Rental	
21	Compensated Absences	
28	Technology Fund	$ 33,859.03
29	Flex Fund	$ 3,983.41
50	Debt Service	
60	Building	
61	Building Reserve	$ 48,945.71
73	Data Processing	$ 48,529.68
74	Warehouse	$ 32,136.89
76	Printshop	$ 23,363.37
78	Insurance Trust	$ 398,443.50
81	Endowment	$ 4,680.00
82	Interlocal Agreement	$ 13,072.94
84	Student Activity	$ 140,382.96
	TOTAL	$5,076,191.53

Approved By
Board of Trustees

MISSOULA COUNTY PUBLIC SCHOOLS
HIGH SCHOOL DISTRICT

Summary of Revenues and Expenditures - Year-to-Date

For the period July 1, 2022 through June 30, 2023

	Actual Revenues Year-to-date	Budget	Expenditures Year-to-date	Encumbrances	Budget Balance
			Expenditures		
SECONDARY					
General Fund	$ 33,439,020	$ 33,410,120	$ 33,284,703	$ 93,327	$ 32,089
Transportation	2,618,494	2,689,573	2,481,644		207,929
Food Service*	406,711		461,664	40	
Tuition	648,419	658,166	658,166		0
Retirement(A)	4,568,896	4,895,682	4,641,071		254,611
Miscellaneous*	8,853,857		8,090,209	112,432	
Adult Education	983,978	983,115	870,566	8,753	103,796
Traffic Education*	236,327		329,605		
Rental Fund*					
Comp. Absences*	8,256				
Technology Fund	799,079	1,642,909	554,744	83,836	1,004,329
Flexibility Fund	215,881	301,351	149,082	601	151,668
Debt Service	4,944,700	5,102,000	5,096,893		5,107
Building Fund*	4,891		2,192		
Building Reserve	452,184	2,152,008	825,705	91,349	1,234,953
Data Processing*	596,188		569,188		
Warehouse*	654,219		484,033	137,063	
Print Shop*	341,247		328,427	1,885	
Insurance Trust*	5,961,288		4,801,899		
Endowment Fund*	49,210		48,628		
Interlocal*	893,872		216,878		
Extracurricular*	2,444,959		2,222,687		
	$ 69,121,676	$ 51,834,924	$ 66,117,984	$ 529,288	

* Budgets not required by state law for these funds.

(A) Budget includes Retirement Fund budget amendment of $150,000.

MISSOULA COUNTY PUBLIC SCHOOLS

HIGH SCHOOL DISTRICT

SUMMARY OF EXPENDITURES APPROVED

(Includes Payroll & Encumbered Reserves)

Meeting Date: October 24, 2023

Reporting Dates: June 1, 2023 ~ June 30, 2023

FUND #	FUND NAME	SECONDARY
01	General	$ 6,933,873.95
10	Transportation	$ 381,241.68
12	Food Service	$ 69,344.21
13	Tuition	$ 4,903.27
14	Retirement Fund	$ 976,750.81
15	Miscellaneous Federal	$ 1,188,833.29
17	Adult Education	$ 86,675.71
18	Traffic Education	$ 29,968.11
20	Rental	
21	Compensated Absences	
28	Technology Fund	$ 80,923.87
29	Flex Fund	$ 12,552.98
50	Debt Service	$ 4,010,953.02
60	Building	
61	Building Reserve	$ 10,420.75
73	Data Processing	$ 47,416.75
74	Warehouse	$ 91,970.60
76	Printshop	$ 124,297.15
78	Insurance Trust	$ 455,053.87
81	Endowment	$ 2,270.00
82	Interlocal Agreement	$ 31,707.84
84	Student Activity	$ 206,164.81
	TOTAL	$14,745,322.67

Approved By
Board of Trustees

Required Revisions to Existing Policies		
Policy Number	**Name**	**Legal Reference**
1700	Uniform Grievance Procedure	HB504
Revised to reflect requirements of House Bill 504. This bill requires school districts to have a uniform grievance procedure providing for both informal and formal resolution of complaints as well as providing a printed version of the grievance policy upon request. The law also requires that a formal grievance process have a timeline that starts 30 days from the completion of the informal process. Clarification language was also added to state that the grievance process does not apply to those complaints covered by state or federal law that supersedes the uniform process. These would include issues related to special education under IDEA as well as disability discrimination and sexual harassment.		
2120	Curriculum Development, Content, Assessment	HB214
Revised to reflect changes in the law related to remote and offsite instruction from House Bill 214. Changes are also made to reflect changes made to the accreditation rules in Chapter 10.55 of the Montana Administrative Rules. Legal references were also updated.		
~~2132~~	~~Student and Family Privacy Rights~~	~~HB676~~
Revised to reflect the language adopted in House Bill 676 regarding parental rights as well as participation in surveys.		
2140	Guidance and Counseling	HB458
Revised to reflect House Bill 458 which permits (but does not require) high schools to hire career coaches. Note that the language of the bill allows the use of a career coach to assist with K-12 career and vocational/technical training but most of the language is applicable to only high schools.		
2159	Parent/Family Engagement	HB676 HB518
Revised to reflect House Bill 676 and Senate Bill 518 regarding parental rights and parent and family engagement. It also reflects the changes made in Chapter 10.55 of the Montana Administrative Rules regarding family engagement. Cross references to other policies have also been added to address the notification requirements of House Bill 676 and Senate Bill 518 (please note that there is a reference to Policy 2170 which is an optional new policy addressed below – only include this reference if the new policy is adopted). • House Bill 676 revises MCA § 40-6-701 to define the fundamental rights of parents. Such rights are now enumerated to include: (1) directing the education of a child including choosing a public, home, or private school and "the right to make reasonable choices with public schools for the education of the child; (2) access and review written and electronic education records controlled by or in the possession of a school; (3) consent before an audio or video recording is made of the child except where it is part of the security or surveillance of buildings/grounds/transportation of the student or an ID card; (4) be notified if the school suspects abuse or neglect or a crime against the child unless the parent is the one perpetrating such conduct; (5) opt the child out of personal analysis, evaluation, survey, or data collected for inclusion		

into the statewide data system except data necessary and essential for the student's education record; (6) excuse the child from school attendance for religious purposes; (7) participate in PTAs and school organizations; and (8) be notified if and provide consent before their child is supposed to sleep in the same room as a transgender student on a school trip (if the parent does not consent, the child can still attend and must be provided with different sleeping quarters). The law also defines an "education record" as "attendance records, test scores of school-administered tests and statewide assessments, grades, school- sponsored or extracurricular activity or club participation, email accounts, online or virtual accounts or data, disciplinary records, counseling records, psychological records, applications for admission, health and immunization information including any medical records maintained by a health clinic or medical facility operated or controlled by the school district or located on the district property, teacher and counselor evaluations, and reports of behavioral patterns." Changes are made to the policy to recognize the fundamental rights; however, such rights are recognized only to the extent consistent with the law. While the bill defines education records, the rights regarding education records must be consistent with FERPA. Although the law defines what "education records" are considered, this does not create an obligation to maintain such records if none exist. If the record is maintained and exists, it would be part of the student's education records. Moreover, it is unclear what analysis/evaluation/survey/data collection would be done that would not be required for the student's education record. Student surveys are already governed by the Pupil Protection Rights Act (PPRA).

- Senate Bill 518 also addresses parent rights. It creates additional obligations for school districts to inform parents regarding certain matters including parental participation, information about how to participate in governance, how they may learn the "course of study", withdrawing their child from instruction or presentations/assemblies/lectures/educational events that "offend the parent's beliefs or practices," and information about the clubs and extracurricular activities offered by the school as well as the right to withdraw the child and give permission for the child to participate. There is also a provision requiring parental consent before a child uses a pronoun that does not align with the child's sex at birth; such provision, however, is in conflict with federal law. It also provides that if parental consent is provided, an individual may not be compelled to use such pronouns. Some changes related to the information about clubs and activities and consent for such as well as the notice of parent rights are included in the handbook. The law also requires annual notice about a district's educational opportunities; a template for this notice will be provided with the annual notices.

2422	Proficiency	SB8 HB214
Revisions were made to this policy to reflect Senate Bill 8 which changes the definition of "proficiency" and House Bill 214 which addresses remote instruction. Districts must include their own definition of proficiency in the space provided.		
2450	Recognition of Native American Cultural Heritage	HB338
Revised to reflect the requirement under House Bill 338 requiring the use of a certified staff member		

to provide instruction in American Indian studies if the District receives a Indian Education for All payment. Legal references were also updated to add citation to administrative rules incorporating education related to Native Americans.		
3110	Entrance, Placement and Transfer	HB946 HB352 HB396
Revised to reflect changes in the definition of "exceptional circumstances" under House Bill 946 for students under 5 and over 19. Districts who currently are operating an early kindergarten should also include the criteria for students to be admitted for such program – the board must approve each student admitted for such program. *Please note* that such programs will change pursuant to House Bill 352 starting July 1, 2024, and changes will be made to this policy after next school year to reflect this change. The language also reflects the requirement from House Bill 396 that a district enroll a home school or nonpublic school student part-time at the request of the parent.		
3120	Compulsory Attendance	HB676 SB518
Revised to reflect changes in language regarding compulsory enrollment under House Bill 676 and Senate Bill 518. Senate Bill 518 permits a parent to withdraw a student from instruction or presentations/assemblies/lectures/educational events that "offend the parent's beliefs or practices," which is a basis for excusal from compulsory attendance.		
3150	Part-Time Attendance	HB396
Revised to reflect House Bill 396 which requires the part- time enrollment of a nonpublic or homeschool student who is a resident of the district and meets the age requirements at the request of the parent.		
3235	Video Surveillance	HB676
Language was added to this policy to clarify that staff members cannot video a student in a classroom without permission of the parents, which is required by House Bill 676. That bill does not require parental permission for recording a student for purposes of security or surveillance.		
3310	Student Discipline	HB128 HB450 HB361
Revised to reflect House Bill 128 which prohibits the use of marijuana products (as well as tobacco products) on district/school property. "Marijuana products" are defined as those products which include but are not limited to edible products, ointments, tinctures, marijuana derivatives, marijuana concentrates, and marijuana intended for use by smoking or vaping. It also reflects the self-defense/defense of others exception to the use of physical force by a student adopted under House Bill 450. The legal references were also updated to reflect House Bill 361.		
3600	Student Records	HB676 SB213
Legal references were updated to reflect a parent's right to access and review student records under House Bill 676 as well as a reference to MCA § 52-2-211 (which was revised by Senate Bill 213) that allows for a county interdisciplinary team/school safety team to access student records.		

4520	Cooperative Programs with Other District and Public Agencies	HB214
Revised to incorporate language from House Bill 214 which permits districts to enter into multidistrict agreements for a district to provide “culturally rooted instruction aligned to a learning environment for English language learners or an Indian language immersion program.”		

Uniform Grievance Procedure

The Board establishes this Uniform Complaint Procedure as a means to address complaints arising within the District. This Uniform Grievance Procedure is intended to be used for all complaints except those involving challenges to educational material, those governed by a specified procedure in state or federal law that supersedes this grievance process, and those governed by a collective bargaining agreement.

All individuals should use this grievance procedure if they believe that the Board, its employees or agents have violated their rights guaranteed by the State or federal Constitution, State or federal statute, or Board policy.

The District will endeavor to respond to and resolve complaints without resorting to this grievance procedure and, if a complaint is filed, to address the complaint promptly and equitably. The right of a person to prompt and equitable resolution of the complaint filed hereunder shall not be impaired by the person's pursuit of other remedies. Use of this grievance procedure is not a prerequisite to the pursuit of other remedies, and use of this grievance procedure does not extend any filing deadline related to the pursuit of other remedies.

If a grievant is not sure of the appropriate person with whom to file a complaint, he/she may ask for assistance from the building principal or other administrator in identifying the appropriate individual.

Complaints against non-administrators (i.e., those other than principals, directors, or the Superintendent):

Level 1: Informal

An individual with a complaint ~~**is encouraged to first**~~ **should** discuss it with the teacher, counselor, or staff member involved, with the objective of resolving the matter promptly and informally. **In the event that resolution is not achieved, the individual may file a written complaint within thirty (30) days of completion of the informal resolution process.** An exception is that a complaint of sexual harassment should be discussed directly with an administrator not involved in the alleged harassment.

Level 2: Principal

If the complaint is not resolved at Level 1, the grievant may file a **formal** written grievance stating: 1) the nature of the grievance and 2) the remedy requested. It must be signed and dated by the grievant. The Level 2 written grievance must be filed with the principal within thirty (30) calendar days of the alleged violation of his or her rights guaranteed by the State or federal constitutions, State or federal statutes, or Board policy, or from the date the grievant could reasonably become aware of such occurrence **or**

completion of the informal resolution process.

If the complaint alleges a violation of Board policy or procedure, the principal shall investigate and attempt to resolve the complaint. The principal shall address the grievance in writing**.** If either party is not satisfied with the principal's decision, the grievance may be advanced to Level 3 by requesting in writing that the Superintendent review the principal's decision. This request must be submitted to the Superintendent within fifteen (15) days of the principal's decision.

Level 3: Superintendent

Upon receipt of the request for review, the Superintendent or designee shall schedule a meeting between the parties and the principal. The parties shall be afforded the opportunity to either dispute or concur with the principal's findings. The Superintendent or designee shall decide the matter within ten (10) days of the meeting and shall notify the parties in writing of the decision. If the Superintendent or designee agrees with the recommendation of the principal, the recommendation will be implemented. If the Superintendent or designee rejects the recommendation of the principal, the matter may either be referred to an outside investigator for further review or resolved by the Superintendent or designee.

If either party is not satisfied with the decision of the Superintendent or designee, the Board is the next avenue for appeal. A written appeal must be submitted to the Board within fifteen (15) days of receiving the Superintendent's or designee's decision. The Board is the policy-making body of the school, however, and appeals to that level must be based solely on whether or not policy has been followed. Any individual appealing a decision of the Superintendent or designee to the Board bears the burden of proving a failure to follow Board policy.

Level 4: The Board

Upon receipt of a written appeal of the decision of the Superintendent or designee, and assuming the appeal alleges a failure to follow Board policy, the matter shall be placed on the agenda of the Board for consideration not later than their next regularly scheduled meeting. A decision shall be made and reported in writing to all parties within thirty (30) days of that meeting. The decision of the Board will be final, unless appealed within the period provided by law.

Level 5: County Superintendent

If the case falls within the jurisdiction of the County Superintendent of Schools, the decision of the Board may be appealed to the County Superintendent by filing a written appeal within thirty (30) days after the final decision of the Board, pursuant to the Rules of School Controversy.

Complaints against Principals:

Level 1: Informal

An individual with a complaint is encouraged to first discuss it with the principal involved, with the objective of resolving the matter promptly and informally.

Level 2: ~~Executive Regional Director~~ **Assistant Superintendent**

If the complaint is not resolved at Level 1, the grievant may file a **formal** written grievance stating: 1) the nature of the grievance and 2) the remedy requested. It must be signed and dated by the grievant. The Level 2 written grievance must be filed with the ~~Executive Regional Director~~ **Assistant Superintendent** within thirty (30) calendar days of the alleged violation of his or her rights guaranteed by the State or federal constitutions, State or federal statutes, or Board policy, or from the date the grievant could reasonably become aware of such occurrence **or completion of the informal resolution process.**

If the complaint alleges a violation of Board policy or procedure, the ~~Executive Regional Director~~ **Assistant Superintendent** shall investigate and attempt to resolve the complaint. The ~~Executive Regional Director~~ **Assistant Superintendent** shall address the grievance in writing. If either party is not satisfied with the ~~Executive Regional Director's~~ **Assistant Superintendent's** decision, the grievance may be advanced to Level 3 by requesting in writing that the Superintendent review the ~~Executive Regional Director's~~ **Assistant Superintendent's** decision. This request must be submitted to the Superintendent within fifteen (15) days of the ~~Executive Regional Director's~~ **Assistant Superintendent's** decision.

Level 3: Superintendent

Upon receipt of the request for review, the Superintendent shall schedule a meeting between the parties and the ~~Executive Regional Director~~ **Assistant Superintendent**. The parties shall be afforded the opportunity to either dispute or concur with the ~~Executive Regional Director's~~ **Assistant Superintendent's** findings. The Superintendent shall decide the matter within ten (10) days of the meeting and shall notify the parties in writing of the decision. If the Superintendent agrees with the recommendation of the ~~Executive Regional Director~~ **Assistant Superintendent,** the recommendation will be implemented. If the Superintendent rejects the recommendation of ~~the Executive Regional~~ **Assistant Superintendent**, the matter may either be referred to an outside investigator for further review or resolved by the Superintendent.

If either party is not satisfied with the decision of the Superintendent, the Board is the next avenue for appeal. A written appeal must be submitted to the Board within fifteen (15) days of receiving the Superintendent's decision. The Board is the policy-making body of the school, however, and appeals to that level must be based solely on whether or not policy has been followed. Any individual appealing a decision of the Superintendent to the Board bears the burden of proving a failure to follow Board policy.

Level 4: The Board

Upon receipt of a written appeal of the decision of the Superintendent, and assuming the

appeal alleges a failure to follow Board policy, the matter shall be placed on the agenda of the Board for consideration not later than their next regularly scheduled meeting. A decision shall be made and reported in writing to all parties within thirty (30) days of that meeting. The decision of the Board will be final, unless appealed within the period provided by law.

Level 5: County Superintendent

If the case falls within the jurisdiction of the County Superintendent of Schools, the decision of the Board may be appealed to the County Superintendent by filing a written appeal within thirty (30) days after the final decision of the Board, pursuant to the Rules of School Controversy.

Complaints against ~~Executive Regional Directors~~ **Assistant Superintendents**:

Level 1: Informal

An individual with a complaint is encouraged to first discuss it with the ~~Executive Regional Director~~ **Assistant Superintendent** involved, with the objective of resolving the matter promptly and informally.

Level 2: Superintendent

If the complaint is not resolved at Level 1, the grievant may file a **formal** written grievance stating: 1) the nature of the grievance and 2) the remedy requested. It must be signed and dated by the grievant. The Level 2 written grievance must be filed with the Superintendent within thirty (30) calendar days of the alleged violation of his or her rights guaranteed by the State or federal constitutions, State or federal statutes, or Board policy, or from the date the grievant could reasonably become aware of such occurrence **or completion of the informal resolution process.**

If the complaint alleges a violation of Board policy or procedure, the Superintendent shall investigate and attempt to resolve the complaint. The Superintendent shall address the grievance in writing. If either party is not satisfied with the Superintendent's decision, the grievance may be advanced to Level 3 by requesting in writing that the Board review the Superintendent's decision. A written appeal must be submitted to the Board within fifteen (15) days of receiving the Superintendent's decision. The Board is the policy-making body of the school, however, and appeals to that level must be based solely on whether or not policy has been followed. Any individual appealing a decision of the Superintendent to the Board bears the burden of proving a failure to follow Board policy.

Level 3: The Board

Upon receipt of a written appeal of the decision of the Superintendent, and assuming the appeal alleges a failure to follow Board policy, the matter shall be placed on the agenda of the Board for consideration not later than their next regularly scheduled meeting. A decision shall be made and reported in writing to all parties within thirty (30) days of that meeting. The decision of the Board will be final, unless appealed within the period

provided by law.

Level 4: County Superintendent

If the case falls within the jurisdiction of the County Superintendent of Schools, the decision of the Board may be appealed to the County Superintendent by filing a written appeal within thirty (30) days after the final decision of the Board, pursuant to the Rules of School Controversy.

Complaints against the Superintendent:

Level 1: Informal

An individual with a complaint is encouraged to first discuss it with the Superintendent, with the objective of resolving the matter promptly and informally.

Level 2: The Board

If a complaint against the Superintendent is not resolved at Level 1, the grievant may ask for assistance from the Board Chair in identifying the appropriate manner in which to file a complaint. The grievant may file a **formal** written grievance with the Board stating: 1) the nature of the grievance and 2) the remedy requested. It must be signed and dated by the grievant. The written grievance against the Superintendent must be filed within thirty (30) calendar days of the alleged violation of his or her rights guaranteed by the State or federal constitutions, State or federal statutes, or Board policy, or from the date the grievant could reasonably become aware of such occurrence **or completion of the informal resolution process.**

If the complaint alleges a violation of Board policy or procedure, the Board shall place the matter on the agenda for the next regularly scheduled meeting. At that meeting, the Board may appoint an outside investigator and/or attempt to resolve the complaint. If the Board appoints an outside investigator, the Board shall place the matter on the agenda at the next regularly scheduled meeting after the investigation has concluded for consideration. The Board shall make a decision and address the grievance in writing to all parties within thirty (30) days of that meeting. The decision of the Board will be final, unless appealed within the period provided by law.

Level 3: County Superintendent

If the case falls within the jurisdiction of the County Superintendent of Schools, the decision of the Board may be appealed to the County Superintendent by filing a written appeal within thirty (30) days after the final decision of the Board, pursuant to the Rules of School Controversy.

Retaliation

Any individual participating in an investigation or proceeding under this policy shall notify the appropriate building administrator or ~~Executive Regional Director~~ **Assistant Superintendent** if

that person believes that he or she is being retaliating against for participating in the investigation or proceeding. The District prohibits retaliation against individuals making complaints under this policy and participating in any investigation that may ensue. The District may discipline students or staff members determined to have retaliated against any individual for participating in an investigation or proceeding under this policy.

An individual may obtain a written copy of this policy by requesting one through the Superintendent. This procedure is available on the District's website.

Cross References: Title IX Grievance Procedure
Section 504 Grievance Procedure
Board Policy 2159

Legal Reference: Title IX of the Education Amendments of 1972 (Civil Rights Act)
Title II of the Americans with Disabilities Act of 1990
§ 504 of the Rehabilitation Act of 1973
34 C.F.R. Part 106 Nondiscrimination on the Basis of Sex in Education
§ 20-3-323, MCA District policy and record of acts (*revised by House Bill 504)*

Procedure History:
Adopted on: November 11, 2003
Revised at PN&P committee on: September 26, 2012 and posted for public comment.
Approved on: November 13, 2012
Approved First Reading: September 12, 2023

INSTRUCTION

Curriculum Development and Assessment

The Board is responsible for curriculum adoption and must approve all significant changes, including the adoption of new textbooks and new courses, before such changes are made. The Superintendent is responsible for making curriculum recommendations. The curriculum shall be designed to accomplish the learning objectives and goals for excellence contained in the District's educational philosophy, mission statement, objectives, and goals.

Development and Assessment

A written sequential curriculum shall be developed for each subject area. The curricula shall address the appropriate content standards, grade-level **or grade-band** learning progressions and District education goals, and shall be constructed to include such parts of education as content, skills, and thinking. A curriculum review cycle and time lines for curriculum development and evaluations shall be developed as well.

The staff and administration will suggest materials and resources, to include supplies, books, materials and equipment necessary for development and implementation of the curriculum and assessment that are consistent with the goals of the education program. These materials shall be reviewed at least every five (5) years or in a manner consistent with the state's standards revisions schedule.

In all program areas and at all levels, the District shall assess student progress toward achieving content standards and content-specific grade-level learning progressions including: the content and data; the accomplishment of appropriate skills; the development of critical thinking and reasoning; and attitude. The District will use assessment results to improve the education program, and use effective and appropriate tools for assessing such progress. This may include, but is not limited to: standardized tests; criterion-referenced tests; teacher-made tests; ongoing classroom evaluation; actual communication assessments such as writing, speaking, and listening assessments; samples of student work and/or narrative reports passed from grade to grade; samples of students' creative and/or performance work; and surveys of carry-over skills to other program areas and outside of school.

The building principal shall be responsible for the supervision and implementation of the adopted curriculum. The teaching staff has a significant responsibility in the development of curricula and the primary responsibility for the implementation of curricula.

The District may receive and/or provide distance remote, or offsite learning programs, as provided in Montana law. These learning programs and/or courses shall meet the learner expectations adopted in the District and shall be aligned with state content standards and content-specific grade-level or grade-band learning progressions. The Superintendent/designee is directed to develop procedures regarding the District's distance, remote, or offsite delivered learning.

The District will provide gifted and talented coursework. The District will provide

structured support and assistance to teachers in identifying and meeting the diverse student needs of gifted and talented students and a framework for considering a full range of alternatives for addressing student needs.

Cross Reference: 2000 Goals

Legal Reference:

§ 20-1-101, MCA	**Definitions (*revised by House Bill 214)***
§ 20-3-324, MCA	Powers and duties
§ 20-4-402, MCA	Duties as district superintendent or county high school principal
§ 20-7-118, MCA	**Remote Instruction (*revised by House Bill 214*)**
§ 20-7-602, MCA	Textbook selection and adoption
10.55.603, ARM	Curriculum Development and Assessment
§ 20-7-902, MCA	**School district programs to identify and serve the gifted and talented child**

Policy History:

Adopted on: January 14, 2003
Revised at PN&P on: April 25, 2010 Posted for Public Comment
Approved on: June 8, 2010
Revised at PN&P on: August 28, 2013 Posted for Public Comment
Approved on: October 8, 2013
Approved First Reading: September 12, 2023

INSTRUCTION

Guidance and Counseling

The District recognizes that guidance and counseling is an important part of the total program of instruction and should be provided in accordance with state laws and regulations, District policies and procedures, and available staff and program support.

The general goal of this program is to help students achieve the greatest personal value from their educational opportunities. Such a program should:

1. Provide staff with meaningful information which can be utilized to improve the educational services offered to individual students.
2. Provide students with planned opportunities to develop future career and educational plans.
3. Refer students, when appropriate, to specialists and agencies.
4. Aid students in identifying options and making choices about their educational program.
5. Assist teachers and administrators in meeting academic, social and emotional needs of students.
6. Provide for a follow-up of students who further their education and/or move into the world of work.
7. Assist students in developing a sense of belonging and self-respect.

All staff shall encourage students to explore and develop their individual interests in career and vocational technical programs and employment opportunities without regard to gender, race, marital status, national origin or handicapping conditions, including reasonable efforts and encouraging students to consider and explore "nontraditional" occupations.

The District may utilize a career coach for educational and career counseling. A career coach may offer opportunities for internships or apprenticeships within the community and assist students with high school course offerings, career options, occupational training, and postsecondary opportunities associated with the student's field of interest.

Legal Reference:

10.55.710, ARM	Assignment of Guidance Staff
10.55.802, ARM	Opportunity and Educational Equity
§ 49-3-203, MCA	Educational, Counseling and Training Programs
House Bill 458	**Career Coaches**

Policy History:
Adopted on: January 14, 2003
Approved First Reading: September 12, 2023

Parent and Family Engagement

~~Missoula County Public Schools Board of Trustees recognizes the importance of engaging parents and families in the education of children, including in programs operated with Title I funding. The Superintendent shall undertake activities with respect to engagement for all aspects of its educational program designed to:~~

The Board believes that engaging parents/families in the education process is essential to improved academic success for students. The Board recognizes that a student's education is a responsibility shared by the District, parents, families and other members of the community during the entire time a student attends school. The Board believes that the District must create an environment that is conducive to learning and that strong, comprehensive parent/family involvement is an important component. Parent/family involvement in education requires a cooperative effort with roles for the Office of Public Instruction (OPI), the District, parents/families and the community.

Parent/Family Involvement Goals and Plan

The Board recognizes the importance of eliminating barriers that impede parent/family involvement, thereby facilitating an environment that encourages collaboration with parents, families and other members of the community. Therefore, the District will develop and implement a plan to facilitate parent/family involvement that shall include the following seven (7) goals:

1. Encourage parents and families to actively participate in the life of their children's school and feel welcomed, valued, and connected to each other, to school staff, and to what students are learning and doing in class;
2. Encourage families and school staff to engage in regular, two-way meaningful communication about student learning;
3. ~~Ensure parents and families feel welcomed, valued, and connected to one another, school staff, and to what students are learning and doing in class;~~ **Encourage families and school staff to continuously collaborate to support student learning and healthy development both at home and at school and have regular opportunities to strengthen their knowledge and skills to do so effectively;**
4. ~~Encourage families and school staff to engage in regular, two-~~way ~~meaningful communication about student learning;~~ **Empower parents to be advocates for their own and other children, to ensure that students are treated equitably and have access to learning opportunities that will support their success;**
5. ~~Ensure continuous collaboration between families and school staff to support student learning and healthy development both at home and at school and have regular opportunities to strengthen their knowledge and skills to do so effectively;~~ **Encourage**

families and school staff to be partners in decisions that affect children and families and together inform, influence, and create policies, practices, and programs;

6. ~~Empower families to be advocates for their own and other children to ensure that students are treated equitably and have access to learning opportunities that will support their success;~~ **Encourage families and school staff to collaborate with members of the community to connect students, families, and staff to expand learning opportunities, community services, and civic participation;**
7. ~~Allow families and school staff to partner in decisions that affect children and families and together inform, influence, and create policies, practices, and programs; and~~ **Encourage families and school staff collaborate with members of the community to connect students, families, and staff to post-secondary education opportunities, including workforce training, apprenticeship opportunities, career pathways, and degree programs, and encourage students to explore college and career planning tools (including Free Application for Federal Student Aid completion) and incentives provided by post-secondary institutions.**

~~To the extent feasible and appropriate, the District will attempt to coordinate and integrate parent and family engagement strategies with other relevant federal, state, and local laws and programs, including but not limited to Title I programs.~~

~~Title I~~

~~In addition, schools operating Schoolwide Title I programs shall undertake the following to engage parents and families:~~

- ~~Host an annual meeting that accommodates parents' needs to inform parents about Title I requirements and about the right of parents to be involved in the Title I program.~~
- ~~Involve parents and families in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's Title I program and the school-parent compact.~~
- ~~Provide parents with timely information about the Title I program/services.~~
- ~~Provide parents with an explanation of the curriculum used at the school, the assessments used to measure student progress, and the proficiency levels students are expected to meet.~~
- ~~Provide opportunities for regular meetings that allow the parents to participate in decisions relating to the education of their children.~~
- ~~Develop, with the assistance of parents and families, and conduct an effective evaluation process regarding the Title I program.~~

~~*School-Parent Compact*~~

~~The District will distribute to parents a school-parent compact for each school operating a Schoolwide Title I program. The compact, jointly developed with parents, explains how parents, the entire school staff, and students share the responsibility for improved student academic achievement. It shall describe specific ways the school and families will partner to help children~~

achieve the State's high academic standards. It will address the following legally required items, as well as other items suggested by parents and members of the Title I team.

- The school's responsibility to provide high-quality curriculum and instruction;
- The ways parents will be responsible for supporting their children's learning;
- The importance of ongoing communication between parents and teachers through, at a minimum, annual parent-teacher conferences; frequent reports on student progress; access to staff; opportunities for parents to volunteer and participate in their child's class; and opportunities to observe classroom activities

Interactions with Parents and Families

The District will engage parents and families in meaningful interactions with schools operating Title I Schoolwide programs. It will support flexible opportunities for a partnership among staff, parents, and the community to improve student academic achievement. To help reach these goals, schools will establish the following practices:

- Provide parents and families with assistance in understanding the State's academic content standards, assessments, and how to monitor and improve the achievement of their children.
- Provide parents and families with materials and training to help them work with their children to improve their children's achievement.
- With the assistance of parents, educate staff members about the value of parent and family contributions, and in how to work with parents and families as equal partners.
- Coordinate and integrate the Title I parental and family engagement program with other programs, and conducts other activities, such as parent/family resource nights/activities, to encourage and support parents and families in more fully participating in the education of their children.
- Distribute information related to school and parent and family programs, meetings, and other activities to parents and families in a format and language that the parents understand.

Accessibility

The District will provides opportunities for the participation of all parents, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. Information and reports shall be provided in a format and language that parents understand.

Review

The District shall undertake activities to engage parents and families in the review and revision of this Parent and Family Engagement policy.

The Board of Trustees, in consultation with parents, teachers, administrators, and students has adopted this District plan for meeting these parent/family involvement goals is to:

1. **Provide activities that will educate parents/families regarding the intellectual and developmental needs of their children at all age levels. This will include promoting cooperation between the District and other agencies or school/community groups (such as parent-teacher groups, Head Start, etc.) to furnish learning opportunities and disseminate information regarding parenting skills and child/adolescent development.**
2. **Implement strategies to involve parents/families in the educational process and laws regarding parent/family rights, including:**

    - **Keeping parents/families informed of opportunities for involvement and encouraging participation in various District programs.**
    - **Providing access to Board policies, handbooks, Board and committee agendas, District grievance procedure, and contact information for administrators and Trustees on the District website.**
    - **Providing access to educational resources and the course of study for parents/families to use together with their children.**
    - **Keeping parents/families informed of the objectives of District educational and activity programs, of their child's participation and progress within these programs, and methods to opt out of educational and instruction programs consistent with parent/family rights**.
    - **Promoting parents/families and teacher cooperation in homework, attendance, and discipline.**
    - **Providing information about the nature and purpose of student clubs and groups meeting at the school and right of parents to consent to such participation or withdraw their child from a club or group.**
    - **Providing an explanation of rights regarding student name and pronoun use consistent with the Family Education Rights and Privacy Act.**
3. **Enable families to participate in the education of their children through a variety of roles. For example, parents/family members should be given opportunities to provide input into District policies and volunteer time within the classrooms and school programs.**
4. **Provide professional development opportunities for teachers and staff to enhance their understanding of effective parent/family involvement strategies.**
5. **Perform regular evaluations of parent/family involvement at each school and at the District level.**
6. **Provide access, upon request, to any instructional material used as part of the educational curriculum.**
7. **If practical, provide information in a language understandable to parents.**
8. **Provide annual notification of educational opportunities of the District.**

Cross References:	**Board Policy 1700**	**Uniform Complaint Procedure**
	Board Policy 2120	**Curriculum Development and Assessment**
	Board Policy 2132	**Student and Family Privacy Rights**
	Board Policy 2140	**Guidance and Counseling**
	Board Policy 2161	**Special Education**
	Board Policy 2162	**Section 504 of the Rehabilitation Act of 1973 ("Section 504")**

	Board Policy 2168	**Distance, Online, and Technology-Delivered Learning**
	Board Policy 2170	**Montana Digital Academy**
	Board Policy 2422	**Proficiency**
	Board Policy 2423	**Personalized Learning Opportunities**
	Board Policy 3110	**Entrance, Placement, and Transfer**
	Board Policy 3120	**Compulsory Attendance**
	Board Policy 3141	**Discretionary Nonresident Student Attendance Policy**
	Board Policy 3150	**Part-Time Attendance**
	Board Policy 3600	**Student Records**
	Board Policy 4700	**Family Engagement**
Legal Reference:	**20 U.S.C. § 1401 *et seq.***	**Individuals with Disabilities Education Act**
	29 U.S.C. § 794	**Section 504 of the Rehabilitation Act**
	§ 20-3-324, MCA	**Powers and Duties**
	§ 20-5-101, MCA	**Admittance of child to school**
	§ 20-5-112, MCA	**Participation in extracurricular activities**
	§ 20-7-117, MCA	**Kindergarten and preschool programs**
	§ 20-7-118, MCA	**Offsite Provision Of Educational Services**
	§ 20-7-411, MCA	**Obligation to Establish Special Education Program**
	§ 20-7-1601, MCA	**Forms of personalized learning**
	§ 20-7-1506, MCA	**Incentives for creation of advanced opportunity programs**
	§ 20-7-1510, MCA	**Credit for participating in work-based learning partnerships**
	§ 20-9-706, MCA	**Running start program**
	§ 20-7-1201, MCA *et seq.*	**Montana Digital Academy**
	§ 20-5-301, MCA *et. seq.*	**Attendance Outside School District**
	§ 20-7-301, MCA *et. seq.*	**Vocational and Technical Education**
	§ 20-3-301, MCA *et. seq.*	**Board of Trustees**
	§ 40-6-701, MCA	**Fundamental Rights of Parents**
	10.55.601, ARM *et seq.*	**Accreditation**
	House Bill 676	**Increase parental involvement in education**
	10.55.722, ARM	**Family and Community Engagement**

Policy History:
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Proficiency

~~In order to increase the flexibility of the District's resources, the Board authorizes a determination of proficiency in the inclusion of the District's Average Number Belonging counts of students. A proficiency determination could apply to students enrolled in a program providing fewer than the required aggregate hours of pupil instruction required under Montana law if the student has demonstrated proficiency in the content ordinarily covered by the instruction.~~

~~A student's time in a school classroom shall not be considered for determining proficiency. The determination of proficiency shall be made concurrent with the deadline for submission of grades for any course. The Superintendent or designee shall establish procedures to define proficiency and other procedures related to implementing this policy.~~

In order to increase the flexibility of the District's resources, the Board authorizes the inclusion in the District's Average Number Belonging counts of students who may be enrolled in a program providing fewer than the required aggregate hours of pupil instruction required under Montana law if the student has demonstrated proficiency in the content ordinarily covered by the instruction.

For purposes of this policy and the District's ability to seek additional funding under Montana law based upon student's demonstrating proficiency, "proficiency" is defined as mastering content through application in a performance assessment for a course that is equivalent to a passing grade. A student's time in a school classroom shall not be considered for determining proficiency. The determination of proficiency shall be made concurrent with the deadline for submission of grades for any course.

The Board of Trustees waives the minimum number of instructional hours for students who demonstrate proficiency in a course area using district assessments that include, but are not limited to, the course or class teacher's determination of proficiency as defined in this policy. This determination shall be based on a review of the student's completed coursework, participation in course delivery, and other methods applicable to the specific course or class. The Board of Trustees authorizes the use of the proficiency determination process for students who have selected this method of delivery, students for whom the District is unable to document satisfaction of the required minimum aggregate number of hours through remote, offsite, or onsite methods outlined in this policy, or other students whom District personnel determine satisfy the definition of proficient or meeting proficiency.

Legal Reference:	**Article X, Section 1, Montana Constitution**	
	§ 20-9-311(4)(a)(b)(d), MCA	Calculation of average number belonging (ANB) – 3-year averaging
	§ 20-3-324, MCA	Powers and duties

§ 20-7-1602, MCA	Incentives for creation of transformational learning programs
§ 20-7-118, MCA	**Remote Instruction (*revised by House Bill 214*)**
§ 20-7-1601, MCA	**Transformational Learning –Legislative Intent (*revised by Senate Bill 8*)**

Cross References: Board Policy 2420

Policy History:
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INSTRUCTION

Recognition of **Native American** ~~American Indian Peoples'~~ Culture and Heritage

~~The Board fully supports Article X of the Montana Constitution and is actively committed to develop for all students an understanding of American and Montana Indian people and their histories, as well as foster respect for their respective cultures.~~

~~Because of the unique position and place in American history, the American Indian peoples' role in the development of the United States, with emphasis on the experience of the Montana Tribes, shall be included wherever appropriate in the instruction of Missoula County Public School students, in accordance with the state Constitution and state standards. Instructions concerning the historic and current roles of Indian people shall be delivered in a respectful, informative, and sensitive manner. When the social studies curriculum and other curricula are updated according to the District's curriculum cycle, the written curriculum shall reflect this policy. Staff development will be provided pertinent to curriculum implementation.~~

~~Students may wear traditional American Indian tribal regalia or objects of cultural significance at public events including but not limited to graduation ceremonies.~~

The District recognizes the distinct and unique cultural heritage of Native Americans and is committed in the District's educational goals to the preservation of such heritage.

In furtherance of the District's educational goals, the District is committed to:

- **Working cooperatively with Montana Tribes in close proximity to the District, when providing instruction, when implementing educational goals or adopting rules relating to education of students in the District;**
- **Periodically reviewing its curriculum to ensure the inclusion of cultural heritage of Native Americans, which will include but not necessarily be limited to:**
    - **Considering methods by which to provide books and materials reflecting authentic historical and contemporary portrayals of Native Americans;**
    - **Taking into account individual and cultural diversity and differences among students;**
- **Providing necessary training for school personnel, with the objective of gaining an understanding and awareness of Native American culture, which will assist the District's staff in its relations with Native American students and parents.**

The Board ~~may~~ requires certified staff to satisfy the requirements for instruction in American Indian studies when required by Montana law~~, set forth in § 20-1-503, MCA~~

NOTE: The District has nondiscriminatory policies in effect, which may be referenced.

Legal Reference:

Art. X, Sec. 1(2), Montana Constitution

§ 2-1-315 Tribal Regalia and Objects of Cultural Significance – Allowed at Public Events

§ 20-1-501, et seq., MCA	Recognition of American Indian cultural heritage - ~~legislative intent~~ **Revised by House Bill 338)**
10.55.603 ARM	Curriculum Development and Assessment
~~10.55.701 ARM~~	~~Board of Trustees~~
10.55.803 ARM	Learner Access
10.55.901 ARM	**Basic Education Program: Elementary**
10.55.902 ARM	**Basic Education Program: Junior High, 7th and 8th Grade Program, or Middle School**
10.55.904 ARM	**Basic Education Program Offerings: High School**

Policy History:

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Revisions approved by Board at First Reading on December 10, 2019 - posted for public comment.
Approved with revisions: January 14, 2020
Approved First Reading: September 12, 2023

Entrance, Placement, and Transfer

Age of Attendance

~~Pursuant to Montana law, residents of the District who satisfy the minimum entry age requirement and are less than 19 years of age on or before September 10 may enroll and attend the District's schools. The Superintendent shall develop procedures for admitting an adult who is 19 years of age or older if there are exceptional circumstances.~~

~~The administration shall include children enrolled pursuant to this policy in the District's calculation of average number belonging (ANB) as reported to OPI to the extent allowed by law.~~

~~Except when enrollment is otherwise required by law, the Board of Trustees has the discretion to give special permission to enroll a student who has not reached the age of five (5) on or before September 10 of the school year where there are exceptional circumstances. The Board of Trustees declares the following to be qualifying "exceptional circumstances" within the meaning of the term as used in 20-5-101(3) MCA and "special permission" within the meaning of that term as used in 20-7-117 MCA, that merit waiving the age provisions of 20-7-117 MCA for qualifying children under 5 years of age:~~

1. ~~A child at least 3 years of age with a disability qualifying the child for services under the federal individuals with Disabilities Education Act.~~
2. ~~A child who is 4 years of age or older on or before September 10 of the school year in which enrollment is to occur who:~~
   a. ~~meets the income eligibility of 200% or less of the Federal Poverty Guidelines, or~~
   b. ~~is Limited English Proficient within the meaning of Title III of the federal Elementary and Secondary Education Act, or~~
   c. ~~is homeless as defined in 42 U.S. Code § 11302, or~~
   d. ~~has moved into the District and has met the age requirement of another state and were enrolled in either a kindergarten or first grade in that state, or~~
   e. ~~is identified as Gifted and Talented or in need of an acceleration plan, or~~
   f. ~~does not meet the requirements of a. through e. but is recommended for enrollment by administration.~~

No pupil may be enrolled in the kindergarten or first grade whose 5th birthday does not occur on or before September 10 of the school year in which the child registers to enter school. ~~A parent may request a waiver of the age requirement. All waivers are in the discretion of and subject to the approval of the Superintendent.~~ No pupil may be enrolled in the District if that pupil has reached his or her 19th birthday on or before September 10 of the school year in which the child registers to enter school. A student may request a waiver of the age limitation where there are exceptional circumstances, which must be approved by the Board. The trustees may also admit an individual who has graduated from high school but is not yet 19 years of age even though no special circumstances exist for waiver of the age provision or a student who is not yet 19 years of age and experienced educational disruption and was awarded a diploma as a result and seeks access to reasonable curriculum designed to advance postsecondary success.

Except when enrollment is otherwise required by law, the Board of Trustees has the

discretion to give special permission to enroll a student who has not reached the age of five (5) or has reached the age of nineteen (19) on or before September 10 of the school year where there are exceptional circumstances. ~~The Board of Trustees declares the following to be qualifying "exceptional circumstances" within the meaning of the term as used in 20-5-101(3) MCA and "special permission" within the meaning of that term as used in 20-7-117 MCA, that merit waiving the age provisions of 20-7-117 MCA for qualifying children under 5 years of age:~~

> **~~[identify how exceptional circumstances and special permission will be granted for students under age 5]~~**

Exceptional circumstances means:

- **The student is being admitted into a preschool program established by trustees pursuant to Montana law.**
- **The student is determined by the trustees to be ready for kindergarten and the child's parents have requested early entry into the District's 1-year kindergarten program;**
- **The student is 19 years of age or older and in the trustee's determination would benefit from educational programs offered by a school of the District.**

The trustees shall assign and admit a student who is enrolled in a nonpublic or home school and who meets the age and residency requirements on a part-time basis at the request of the student's parents or guardian.

Entrance – Identity and Immunization

Students enrolling in the District for the first time must present a birth certificate or other reliable proof of identity and age within 40 days, as well as proof of residence, and immunization from disease as required by Montana. Students who are homeless, in foster care, or are the child of a military family are entitled to immediate enrollment regardless of presentation of the required documentation. If the parent of the student does not provide proof of identification within 40 days, the District shall notify the missing children information program and a local law enforcement authority of the fact that no proof of identity has been presented for the child. Nonresident students shall be admitted when required by law or as permitted by District policy. A student who transfers from one school district to another may photocopy immunization records in the possession of the school of origin. The District shall accept the photocopy as evidence of immunization. Within 30 days after a transferring pupil ceases attendance at the school of origin, the District should have the original immunization records.

When a parent/guardian signs and files with the District, prior to the commencement of attendance each school year, a notarized affidavit on a form prescribed by the State of Montana stating that immunization is contrary to the religious tenets and practices of the parent, immunization of the student seeking to attend in the District will not be required prior to attendance. The statement must be maintained as part of the student's immunization records. The District will also accept medical exemptions as required by law.

Placement

The goal of the District shall be to place students at levels and in settings that will enhance the probability of student success. Developmental testing, together with other relevant criteria, including but not limited to, health, maturity, emotional stability, and developmental disabilities, may be considered in the placement of all students. Final disposition of all placement decisions rests with the Principal, subject to review by the Superintendent.

Children of Relocated Military Families

The Board shall assign and admit a child whose parent or guardian is being relocated to Montana under military orders to a school in the district and allow the child to preliminarily enroll in classes and apply for programs offered by the District prior to arrival and establishing residency. The student may attend classes during preliminary enrollment and may receive offsite instruction if not present in the District.

Transfer Students

Resident students seeking to transfer to a District school will be admitted and placed pursuant to the terms of this policy. The District will request the student's records from the prior school district prior to making any final decision on placement.

Elementary students shall be placed at their current grade level on a probationary basis for a period of two weeks. Should any doubt exist with the teacher and/or Principal as to grade and level placement of the student, the student shall be subject to an educational assessment to determine appropriate grade and level placement.

High school students shall be placed according to the number of credits earned in their previous accredited school districts, subject to Montana Accreditation Rules and Standards and local alternate procedures for earning credit.

~~Entrance, Date and Age~~

~~A parent or guardian may request a waiver of the age requirement. The Board must approve any waivers of the age requirement. The District will not assign or admit any child who has reached his/her nineteenth (19th) birthday on or prior to September 10th of the year in which the child is to enroll. A student may request a waiver of the age limitation, which must be approved by the Board.~~

~~School Entrance~~

~~Subject to the requirements for immediate enrollment without documentation of the McKinney-Vento Homeless Assistance Act relating to homeless children and youths, Title I relating to children in foster care, and the Interstate Compact on Educational Opportunity for Military Children relating to children of military families:~~

~~1. The District requires that proof of age and residence be provided at the time of enrollment.~~
~~2. The District requires that a child's parents, legal guardian, or legal custodian present to the school, within forty (40) days of enrollment, proof of identity of the child. If the parent of the student does not provide proof of identification within 40 days, the District shall notify the missing children information program and a local law enforcement authority of the fact that no proof of identity has been presented for the child.~~
~~3. In accordance with the Montana Immunization Law, a student will not be admitted who has not been immunized against disease as required by Montana law. If the student qualifies for~~

conditional attendance or an exemption is filed as defined by Montana law, immunization may not be required.

Placement

The goal of the District shall be to place students at levels and in settings that will enhance the probability of student success. Developmental testing, together with other relevant criteria, including, but not limited to, health, maturity, emotional stability, and developmental disabilities, may be considered in the placement of all students. Final disposition of all placement decisions rests with the principal, subject to review by the Superintendent and the Board. If a student is assigned to a school in the District outside of the adopted school boundaries applicable to that student, this decision is subject to the District's Uniform Grievance Procedure. Upon completion of these procedures, the Board's decision regarding the assignment is final.

Transfer

District policies regulating pupil enrollment from other accredited elementary and secondary schools are designed to protect the educational welfare of the child and of other children enrolled in the District.

Elementary Grades (K-8): Any student transferring into the District will be admitted and placed on a probationary basis for a period of two (2) weeks.

Should any doubt exist with teacher and/or principal as to grade and level placement of the student, the student shall be subject to an educational assessment to determine appropriate grade and level placement.

During the two-(2)-week probationary period, the student will be subject to observation by the teacher and building principal.

Secondary Grades (9-12): Credit Transfer: Resident students seeking to transfer to a District school will be admitted and placed pursuant to the terms of this policy. The District will request the student's records from the prior school district prior to making any final decision on placement.

High school students shall be placed according to the number of credits earned in their previous accredited school districts, subject to Montana Accreditation Rules and Standards and local alternate procedures for earning credit.

~~Credit Transfer/Assessment for Placement~~

~~High School - Requests for transfer of credit or grade placement from any non-accredited, nonpublic school will be subject to examination and approval before being accepted by the District. This will be done by the school counselor or principal. In the case of home schools, the principal may convene a credit evaluation committee consisting of a counselor, a staff member from each subject area in which credit is being requested, and a school principal.~~

~~If convened, the credit evaluation committee will take into account the following in its recommendation for awarding credit or grade placement:~~

1. ~~documentation that a student has spent approximately the same number of classroom hours in home school as would have been spent in a regular class in the District;~~
2. ~~documentation that a student followed a curriculum essentially similar to that of a course for which credit is requested; and~~
3. ~~documentation that in the event of a credit request in a lab, industrial arts, or music course, equipment and facilities were sufficient to meet required learning activities of the course.~~

~~The credit evaluation committee may also require that a student has satisfactorily passed, in all courses in which a final exam normally is given, a final exam prepared and administered by a staff member in the District.~~

~~The District will give credit only for home schools that have met all requirements as specified in Montana law. Credit from home schools will be accepted only when a like course is offered in the District. The school transcripts will record courses taken in home schools or non-accredited schools by indicating title of the course, location where the course was taken, and grade. For the purpose of calculation of class rank, only those courses taken in an accredited school will be used.~~

~~Grades 1-8 - Requests from parents of students in non-accredited, nonpublic schools for placement in the District school system will be evaluated by the building principal. In the case of home schools, the building principal may convene an assessment-for-placement team, which may include the principal, teacher in the grade in which the student seeks to enroll, and counselor. The assessment-for-placement team may require formal and/or informal assessments and/or an end-of-the-year subject-matter test to be administered and scored. If convened, the assessment-for-placement team may consider the following in its recommendation for grade placement:~~

1. ~~documentation that the non-accredited, nonpublic school has provided a comparable number of hours as the child would have attended in a public or private school;~~
2. ~~documentation that the child followed a similar curriculum as would have been provided in an accredited public or private school; and~~
3. ~~the result of any assessment or end-of-the-year test required by the committee to be administered which indicates that the student has mastered most prerequisite skills.~~

~~If a parent is not in agreement with the placement of the child, he/she may request a hearing before the Board.~~

Cross Reference:	Board Policy 1700	Uniform Grievance Procedure
	Board Policy 3212	Education of Homeless Children and Youth
	Board Policy 3213	Children of Military Families
	Board Policy 3214	Education of Children in Foster Care
	Board Policy ????	**Credit Transfer/Assessment for Placement**
	Board Policy 3150	**Part-Time Attendance**
Legal Reference:	**§ 1-1-215, MCA**	**Residence -- rules for determining**
	42 USC § 11431 *et seq.*	Education for Homeless Children and Youths
	20 U.S.C. § 6311	Title I (as amended by Every Student Succeeds Act)
	§ 20-1-230, MCA	Interstate Compact on Educational Opportunity for Military Children
	§ 20-5-101, MCA	Admittance of child to school **(revised by House Bill 946)**
	§ 20-5-110, MCA	School district assessment for placement of a child who enrolls from a non-accredited, non-public school
	§ 20-5-403, MCA	Immunization required – release and acceptance of immunization records
	§ 20-5-404, MCA	Conditional attendance
	§ 20-5-405, MCA	Medical or religious exemption
	§ 20-5-406, MCA	Immunization record
	§ 20-5-502, MCA	**Enrollment by caretaker relative -- residency -- affidavit**
	§ 20-7-117, MCA	Kindergarten and preschool programs
	§ 44-2-511(6)(a), MCA	Definition of proof of identity
	10.55.601 et seq., ARM	
	10.55.701, ARM	Board of Trustees
	10.55.906, ARM	**High School Credit**
	House Bill 352	**Targeted Interventions to Support 3rd Grade Reading Proficiency**

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STUDENTS

Compulsory Attendance

To reach the goal of maximum educational benefits for every child requires a regular continuity of instruction, classroom participation, learning experiences, and study. Regular interaction of students with one another in classrooms and their participation in instructional activities under the tutelage of competent teachers are vital to the entire process of education. This established principle of education underlies and gives purpose to the requirement of compulsory schooling in every state in the nation. A student's regular attendance also reflects dependability and is a significant component of a student's permanent record.

Parents **or legal guardians or legal custodians** are responsible for seeing that their children of age seven (7) or older prior to thefirst day of school, attend school until the later of the following dates:

1. The child's sixteenth (16th) birthday;
2. ~~The date of completion of the work of the eighth (8th) grade.~~ **Date the child completes the eighth (8th) grade**.

The provisions above do not apply in the following cases:

a) The child has been excused under one of the conditions specified in 20-5-102.
b) The child is absent because of illness, bereavement, or other reason prescribed by the policies of the trustees.
c) The child has been suspended or expelled under the provisions of 20-5-202.
d) The child is excused pursuant to 20-7-120.
e) The child is excused pursuant to 40-6-701(1) or Policy 2159.

~~Parents shall enroll the student unless the student is:~~
Compulsory attendance stated above will not apply when children:

1. Provided with supervised correspondence or home study;
2. Excused because of a determination by a district judge that attendance is not inthe best interests of the child;
3. Enrolled in a nonpublic or home school;
4. Enrolled in a school of another district or state under the tuition provisions of thistitle;
5. Excused by the Board upon a determination that such attendance by a child who has attained the age of sixteen (16) is not in the best interests of the child and theschool.

Missoula County Public Schools will continue tuition-free attendance of resident students not reaching 19 years of age by September 10. Students in MCPS are expected to attend

and be enrolled as full time students. However, with the approval of the building principal and Superintendent or designee, students may be enrolled less than full-time if the student is enrolled for at least one clock hour per day (including passing periods).

Requirements for part-time attendance are described in MCPS Policy 3150. This applies to students currently enrolled in MCPS' schools as well as home school students and private school students. This provision applies to students in grades K-12. Part-timestudents must participate in the statewide student assessment which any student in the grades designated for assessment is required to take.

Any student who wishes to receive a diploma from a Missoula County Public School high school, must be enrolled as a student during his/her senior year and meetthe same credit requirements as other students in MCPS' schools.

Any student who has been expelled from another school district will not be allowed to attend or enroll in MCPS during the term of expulsion from the expelling school district.

Legal Reference:

§ 20-1-308,	**MCA Religious instruction released time program**
§ 20-5-101,	MCA Admittance of child to school
§ 20-5-102,	MCA Compulsory enrollment and excuses
§ 20-5-103,	MCA Compulsory attendance and excuses **(revised by Senate Bill 518)**
§ 20-5-104,	MCA Attendance officer
§ 20-5-106,	**MCA Truancy**
§ 20-5-107,	**MCA Incapacitated and indigent child attendance**
§ 20-5-108,	MCA Tribal agreement with district for Indian child compulsory attendance and other agreements
§ 20-5-202,	**MCA Suspension and Expulsion**
§ 40-6-701,	**MCA Interference with fundamental parental rights restricted**

Cross Reference: Policy 3150, Part-Time Attendance

Policy History:
Adopted on: December 9, 2003
Revisions: First Reading on January 13, 2004
Posted for Public Input through February 19, 2004
Revisions Adopted on: March 9, 2004
Revisions Presented to PN&P Committee on March 30, 2005
Approve First Reading April 12, 2005
Posted for Public Input May 16, 2005
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Adopted on: July 12, 2005
Minor Revision Presented to PN&P Committee on January 25, 2006Adopted on: February 14, 2006
Minor revision presented to the PN&P Committee on May 31, 2006
Adopted on: June 13, 2006

First reading of revisions to PN&P Committee on June 27, 2007
Approve First Reading July 10, 2007
Posted for Public Input until August 22, 2007
Second reading of revisions to PN&P Committee on August 29, 2007Adopted on: September 11, 2007
Approved First Reading August 10, 2021
Adopted on: September 28, 2021
Approved First Reading: September 12, 2023

STUDENTS
Part-Time Attendance

The District will review requests for part-time enrollment of students for purposes of academic courses on a case-by-case basis, with a building principal making a preliminary decision pursuant to the criteria set forth in this Policy. Denial of part-time enrollment may be appealed pursuant to policy 1700.

The District shall assign and admit a resident student enrolled in a nonpublic or home school who meets the age requirements established by Montana law. **This policy does not restrict or limit the ability of a nonpublic or home school student from participating in extracurricular activities if eligible pursuant to Montana law. The District will also admit a student on a part-time basis as provided in an IEP or Section 504 plan.**

Students new to the District
Criteria for accepting students for part-time enrollment are the following:

1. Accepting a student will not create excess student enrollment in a requestedclass;
2. Accepting a student will not create need for an additional staff member;
3. Accepting a student will not cause a new section of a course to be created.

The District will accept on a first-come, first-served basis students wishing to enroll in the same course. Whenever the enrollment position of a part-time student is needed for a regular, full-time student during the year, a full-time student has priority for the position beginning with the next semester.

Students currently enrolled in the District
Part-time K-8 enrollment will be defined by the building principal in consultation with the parent/guardian and Superintendent or designee. In grades 9-12, only those students who are on track to meet graduation requirements will be considered for part-time enrollment. The Superintendent or designee will develop procedures regarding other criteria for part-time high school enrollment.

Participation in District Extracurricular Activities by Unenrolled Children
This policy does not restrict or limit the ability of unenrolled children to seek to participate in extracurricular activities in accordance with Policy 3510. The District may secure ANB for unenrolled children participating in identified extracurricular activities in accordance with Policy 3121.

Cross References: Policy 3510 School Sponsored Activities
Policy 3121 Enrollment and Attendance

Legal Reference: **§ 20-5-101, MCA** **Admittance of a child to school (*revised by House Bill 396*)**

§ 20-5-112, MCA **Participation in extracurricular activities**

§ 20-9-311(a), MCA Calculation of average number belonging (ANB)3-year averaging

Chapter 297 2021 General Legislative Session

Chapter 269 2021 General Legislative Session

Policy History
First Reading: MCPS Board of Trustees meeting, July 20, 2021
Adopted on: September 14, 2021
Approved First Reading: September 12, 2023

Use of Video Surveillance Cameras

The Board recognizes the need to provide a safe learning environment for students and staff and to protect District property and equipment. Therefore, video surveillance cameras will be used as a security measure in the District.

Video cameras will also be used to ensure that behavior on school property is consistent with the established safety and conduct rules. If unacceptable behavior is recorded, timely and appropriate corrective action will occur. The **Superintendent** ~~building principals are~~ **is** responsible for the implementation of safety and security measures at each building and the proper use of video surveillance monitoring systems. ~~The building principal shall coordinate the placement and use of video surveillance systems with the Superintendent.~~ No staff member may use video surveillance **in a classroom** without permission of the ~~building principal~~ **parent**.

Signs shall be posted at various locations to inform students, staff and the public that video surveillance cameras are in use. **The video surveillance will not include audio recordings unless specific notice is given as required by law.**

Cross References: **3600 Student Records**

Legal Reference: **§ 40-6-701, MCA Interference with fundamental rights of parents restricted (revised by House Bill 676)**

Policy History:
Presented to PN&P Committee on May 28, 2008 for first reading.
Approved First Reading: June 10, 2008
Posted for Public Comment until July 23, 2008
Posted for Public Comment until July 23, 2008
Presented to PN&P Committee for second reading on July 30, 2008
Adopted on: August 12, 2008
Approved First Reading:

Student Discipline

The Board grants authority to a teacher or principal to hold a student to strict accountability for disorderly conduct in school, on the way to or from school, or during intermission or recess.

Disciplinary action may be taken against any student guilty of gross disobedience or misconduct, including, but not limited to instances set forth below:

- Using, possessing, distributing, purchasing, or selling tobacco product, vapor product ~~or~~ alternative nicotine products, **or marijuana products** (tobacco includes, but is not limited to, cigarettes, cigars, snuff, smoking tobacco, smokeless tobacco or any other tobacco or nicotine innovation) **(marijuana products include but are not limited to edible products, ointments, tinctures, marijuana derivatives, marijuana concentrates, and marijuana intended for use by smoking or vaping)**;
- Using, possessing, distributing, purchasing, or selling alcoholic beverages. Students who may be under the influence of alcohol will not be permitted to attend school functions and will be treated as though they had alcohol in their possession.
- Using, possessing, distributing, purchasing, or selling illegal drugs or controlled substances, including medical marijuana, look-alike drugs, and drug paraphernalia. Students who may be under the influence of such substances will not be permitted to attend school functions and will be treated as though they had drugs in their possession.
- Using, possessing, controlling, or transferring a weapon or firearm in violation of MCA § 45-8-361 or the Gun Free Schools Act.
- Using, possessing, controlling, or transferring any other object that reasonably could be considered or used as a weapon, including look-alike weapons or any object, device or instrument possessed with the purpose to commit a criminal offense or inflict injury.
- Disobeying directives from staff members or school officials or disobeying rules and regulations governing student conduct.
- Using violence, force, noise, coercion, threats, intimidation, fear, or other comparable conduct toward anyone or urging other students to engage in such conduct , **including gang or gang activity, except when physical force is determined to be reasonable and necessary and used as self-defense or the defense of another person after an investigation into such conduct**.
- Causing or attempting to cause damage to, or stealing or attempting to steal, school property or another person's property.
- Engaging in any activity that constitutes an interference with school purposes or an educational function or any other disruptive activity.
- Unexcused absenteeism. Truancy statutes and Board policy will be utilized for chronic and habitual truants.
- Hazing or bullying.
- Forging any signature or making any false entry or attempting to authorize any document used or intended to be used in connection with the operation of a school.
- **Gambling for money.**

These grounds stated above for disciplinary action apply whenever a student's conduct is reasonably related to school or school activities, including, but not limited to the circumstances set forth below:

- On, or **within sight of** ~~near~~, school grounds before, during, or after school hours or at any other time when school is being used by a school group.
- Off school grounds at a school-sponsored activity or event or any activity or event that bears a reasonable relationship to school.
- Travel to and from school or a school activity, function, or event.
- Anywhere conduct may reasonably be considered to be a threat or an attempted intimidation of a staff member or an interference with school purposes or an educational function.

Disciplinary Measures

Disciplinary measures include, but are not limited to:

- Expulsion
- Suspension
- Detention, including Saturdays
- Clean-up duty
- Loss of student privileges
- Loss of bus privileges
- Notification to juvenile authorities and/or police
- Restitution for damages to school property

No District employee or person engaged by the District may inflict or cause to be inflicted corporal punishment on a student. Corporal punishment does not include reasonable force District personnel are permitted to use as needed to maintain safety for other students, school personnel, or other persons or for the purpose of self-defense.

Possession of a Weapon on School Grounds

The District will refer to law enforcement for immediate prosecution any person who possesses, carries, or stores a weapon on school grounds, except as provided below, and the District may take disciplinary action as well in the case of a student. In addition, the District will refer for possible prosecution a parent or guardian of any minor violating this policy on grounds of allowing a minor to possess, carry, or store a weapon on school grounds.

"School building" means all buildings owned or leased by Missoula County Public Schools (MCPS) that are used for instruction or for student activities; "weapon" as used in this section means any type of firearm, a knife with a blade 4 or more inches in length, a sword, a straight razor, a throwing star, nun-chucks, brass or other metal knuckles, or any other article or instrument possessed with the purpose to commit a criminal offense.

The Board may grant persons and entities advance permission to possess, carry, or store a weapon in a school building. All persons who wish to possess, carry, or store a weapon in a school building must request permission of the Board at a regular meeting. The Board has sole discretion in deciding whether to allow a person to possess, carry, or store a weapon in a school building.

This policy does not apply to law enforcement personnel.

Gun-Free Schools

The Board shall expel any student who uses, possesses, controls, or transfers a firearm for a definite period of time of one (1) calendar year. The Board **authorizes the Superintendent**,

upon written notification to the Board Chair, ~~may~~ to modify **the discipline** ~~an expulsion period~~ on a case-by-case basis. ~~A building administrator will notify the criminal justice or juvenile delinquency system of any student who brings a firearm to school~~. **The administrator may immediately suspend a student if, prior to a hearing, there is cause to believe the student brought a firearm to school or possessed a firearm at school. The student may not be expelled unless the trustees find that the student knowingly brought a firearm to school or possessed a firearm at school. A building administrator will notify the criminal justice or juvenile delinquency system of any student who brings a firearm to school.**

The Board will grant a hearing for any student subject to an expulsion in accordance with § 20-5-202, MCA, and Policy 3300.

~~Delegation of Authority~~

~~The Board grants authority to any teacher and to any other school personnel to impose on students under their charge any disciplinary measure, other than suspension or expulsion, corporal punishment or in-school suspension, that is appropriate and in accordance with policies and rules on student discipline. The Board authorizes teachers to remove students from classrooms for disruptive behavior.~~

Cross Reference:	3300	Suspension/Expulsion
	4332	Conduct on School Property
	5224	Personal Conduct

Legal Reference:

§ 16-11-302, MCA	Definitions
§ 20-1-220, MCA	Use of tobacco products in public school building or on public school property prohibited **(revised by House Bill 128)**
§ 20-4-302, MCA	Discipline and punishment of pupils – definition of corporal punishment – penalty – defense
§ 20-5-201, MCA	**Duties and sanctions (*revised by House Bill 450*)**
§ 20-5-202, MCA	Suspension and expulsion
§ 20-5-209, MCA	**Bullying of student prohibited-self defense authorized *(revised by House Bill 450*)**
§ 45-8-361, MCA	Possession or allowing possession of weapon in school building – exceptions – penalties – seizure and forfeiture or return authorized – definitions
§ 45-8-317, MCA	**Exceptions**
§§ 50-46-301 *et seq.*, MCA	**Montana Marijuana Act**
20 USC §§ 7101 *et seq.*	**Safe and Drug-Free Schools & Communities Act**
§ 50-46-320, MCA	Montana Medical Marijuana Act
20 U.S.C. § 7961	Gun-Free Schools Act
29 U.S.C. § 701	Rehabilitation Act of 1973
§ 1-1-204,	MCATerms denoting state of mind
House Bill 361	**Certain District Policies Prohibited**

Policy History:
Adopted with revisions on: December 13, 2005
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Revised for First Reading by Board on October 23, 2018, and posted for public comment.
Approved on: December 11, 2018
First Reading of Revision on October 22, 2019 and posted for public comment.
Approved on November 26, 2019
Approved First Reading: September 12, 2023

~~Maintenance of Student Records~~ **Student Records**

~~School student records are confidential, and information from them will not be released other than as provided by law. State and federal laws grant students and parents certain rights, including the right to inspect, copy, and challenge school records.~~

~~*Content of Records and Maintenance*~~

~~The District maintains 2 sets of school records for each student: a permanent record and a cumulative record.~~

~~The permanent record will include:~~

~~Basic identifying information~~
~~Academic work completed (transcripts)~~
~~Level of achievement (grades, standardized achievement tests)~~
~~Immunization records~~
~~Attendance record~~
~~Statewide student identifier assigned by the Office of Public Instruction~~

~~The cumulative record may include, but is not limited to:~~

~~Intelligence and aptitude scores~~
~~Psychological reports~~
~~Participation in extracurricular activities~~
~~Honors and awards~~
~~Teacher anecdotal records~~
~~Verified reports or information from non-educational persons~~
~~Verified information of clear relevance to the student's education~~
~~Information pertaining to release of this record~~
~~Disciplinary action taken against the student, which is educationally related~~

~~Information in the permanent record will indicate authorship and date and will be maintained in a secure location in perpetuity for every student who enrolled in the District. Cumulative records will be maintained for eight (8) years after the student graduates or permanently leaves the District. Cumulative records which may be of continued assistance to a student with disabilities, who graduates or permanently withdraws from the District, may, after five (5) years, be transferred to the parents or to the student if the student has succeeded to the rights of the parents. Student disciplinary records shall be maintained for all disciplinary actions that are educationally related and shall include an explanation regarding such action. Minutes relating to a student disciplinary action that is educationally related that is taken by the Board, including minutes during closed sessions, shall be included in that student's disciplinary record. Student disciplinary records shall be maintained in the same manner as cumulative records.~~

~~The building principal will be responsible for maintenance, retention, or destruction of a student's permanent or cumulative records, in accordance with 20-1-212, MCA and District procedure established by the Superintendent.~~

Access to Student Records

The District will not release, disclose, or grant access to information found in any student record except under the conditions set forth in this document. The parents of a student under 18 years of age will be entitled to inspect and copy information in the child's school records. Such requests will be made in writing and directed to the Principal. Access to the records will be granted as provided by law. Where the parents are divorced or separated, both will be permitted to inspect and copy the student's school records, unless a court order indicates otherwise. When the student reaches 18 years of age, graduates from high school, marries, or enters military service, all rights and privileges accorded to the parent become exclusively those of the student, except as provided below.

Access will not be granted to the parent or the student to confidential letters and recommendations concerning admission to a post-secondary educational institution, applications for employment, or receipt of an honor or award, if the student has waived his or her right of access after being advised of his or her right to obtain the names of all persons making such confidential letters or statements.

Other individuals or entities may access student records as follows:

- The District may grant access to or release information from student records to employees or officials of the District, including contractors or consultants to whom the District has outsourced institutional services or functions, provided a current, legitimate educational interest is shown, without parental consent or notification. Access in such cases will be limited to the satisfaction of that need.
- The District may grant access to or release information from student records without parental consent or notification where it is necessary in connection with the audit, evaluation, compliance, or enforcement of federal legal requirements to state and local educational authorities, entities or individuals designated by a state or local educational authority, or an agency headed by the Secretary of the United States Department of Education, the Attorney General of the United States, or Comptroller General of the United States.
- The District may grant access to or release information from student records without parental consent or notification to any person, for the purpose of research, statistical reporting, or planning, provided that no student or parent can be identified from the information released, and the person to whom the information is released signs an affidavit agreeing to comply with all applicable statutes and rules pertaining to school student records.
- The District will grant access to or release information from a student's records pursuant to a court order in an action where a parent is not a party without parental consent, provided that the parent will be given prompt written notice of the order, its terms, the nature and substance of the information proposed to be released, and an opportunity to inspect and copy such records and to challenge their contents. The District will comply with an *ex parte* order requiring it to permit the U.S. Attorney General or designee to have access to a student's school records without notice to or consent of the student's parent. When a parent is a party to a court proceeding involving child abuse and neglect or dependency matters, parental consent or notification is not required to release information from a student's record upon receipt of an order requiring disclosure in such case.
- The District may grant access to or release information from any student record, without parental consent or notification, to a caseworker or other representative of a child welfare agency when that agency is legally responsible for the care and protection of the student. The caseworker or other child welfare agency representative shall present documentation evidencing legal responsibility for a student.
- The District will grant access to or release information from any student record, as specifically required by federal or state statute. The parent will be given prompt written notice of its intended

action, the nature and substance of the information proposed to be released, and an opportunity to inspect and copy such records and to challenge their contents.

- The District will grant access to or release information from student records to any person possessing a written, dated consent, signed by the parent or eligible student, with particularity as to whom the records may be released, the information or record to be released, and reason for the release. One copy of the consent form will be kept in the records, and one copy will be mailed to the parent or eligible student. The parent will be given prompt written notice of its intended action, the nature and substance of the information proposed to be released, and an opportunity to inspect and copy such records and to challenge their contents.
- The District may release student records to the superintendent or an official with similar responsibilities in a school in which the student has enrolled or intends to enroll, upon written request from such official. The parent will be given prompt written notice of its intended action, the nature and substance of the information proposed to be released, and an opportunity to inspect and copy such records and to challenge their contents.
- The District may release student records or information in connection with an emergency, without parental consent, if the knowledge of such information is necessary to protect the health or safety of the student or other persons. The Superintendent or Principal will make this decision, taking into consideration the nature of the emergency, the seriousness of the threat to the health and safety of the student or other persons, the need for such records to meet the emergency, and whether the persons to whom such records are released are in a position to deal with the emergency. The District will notify the parents or eligible student, as soon as possible, of the information released, date of the release, the person, agency, or organization to whom the release was made, and the purpose of the release.
- The District may disclose, without parental consent, student records or information to the youth court and law enforcement authorities or a child interdisciplinary team or school safety team involved in the proceedings, pertaining to that student's violations of the Montana Youth Court Act or criminal laws by the student prior to the adjudication of that student.
- The District may release student records or information, without parental consent or notification, to the U.S. Secretary of Agriculture or authorized Food and Nutrition Service representative, including contractors, for the purposes of monitoring, evaluations, and performance measurements with regard to funding received for federal school lunch programs. The authorized representative or contract is not permitted to disclose personal identification of students and their parents aside from reporting results in an aggregate form. Any personally identifiable data will be destroyed once it is no longer necessary for program monitoring, evaluations, and performance measurements.

The District charges a nominal fee for copying information in the student's records. No parent or student will be precluded from copying information because of financial hardship. A record of all releases of information from student records will be kept and maintained as part of such records. This record will be maintained for the life of the student record and will be accessible only to the parent or eligible student, records custodian, or other person.

Directory Information

The District may release certain directory information regarding students, except that parents may prohibit such a release. Directory information will be limited to:

Student's name
Address
Telephone listing

~~Electronic mail address~~
~~Photograph~~
~~Date of birth~~
~~Dates of attendance~~
~~Grade level~~
~~Participation in officially recognized activities and sports~~
~~Weight and height of members of athletic teams~~
~~Honors and awards received~~

~~The notification to parents and students concerning school records will inform them of their right to object to the release of directory information.~~

~~*Military Recruiters/Colleges*~~

~~Pursuant to federal law, the District is required to release the names, addresses, and telephone numbers of all high school students to military recruiters and institutions of higher education upon request. The notification to parents and students concerning school records will inform them of their right to object to the release of this information.~~

~~*Student Record Challenges*~~

~~Parents and eligible students may challenge the accuracy, relevancy, or propriety of the records, except (1) grades, and (2) references to expulsions or out-of-school suspensions, pursuant to the procedures developed by the Superintendent or designee for challenging records.~~

School student records are confidential, and information from them will not be released other than as provided by law. State and federal laws grant students and parents certain rights, including the right to inspect, copy, and challenge school records.

The District will ensure information contained in student records is current, accurate, clear, and relevant. All information maintained concerning a student receiving special education services will be directly related to the provision of services to that child. The District may release directory information as permitted by law, but parents will have the right to object to release of information regarding their child.

The Superintendent will implement this policy and state and federal law with administrative procedures. The Superintendent or designee will inform staff members of this policy and inform students and their parents of it, as well as of their rights regarding student school records.

Each student's permanent file, as defined by the board of public education, must be permanently kept in a secure location. Other student records must be maintained and destroyed as provided in 20-1-212, MCA.

Legal References:	20 U.S.C. § 1232g	Family Educational Rights and Privacy Act,
	§ 20-1-212, MCA	Destruction of Records by School Officer
	§ 20-5-201, MCA	Duties and sanctions
	§ 40-4-225, MCA	Access to records by parent
	~~§ 41-5-215, MCA~~	~~Youth Court and Department Records~~
	§ 40-6-701, MCA	**Interference with fundamental parental rights restricted (*revised by House Bill 676*)**

§ 52-2-211, MCA	**County or regional interdisciplinary child information and school safety team (*revised by Senate Bill 213*)**
10.55.909, ARM	Student Records
~~10.55.910, ARM~~	~~Student Discipline Records~~
~~10.16.3569, ARM~~	~~Special Education Records~~
~~20 USC 6301~~	~~No Child Left Behind Act~~

Policy History:
Presented to PNP on: August 26, 2009
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Revised at PN&P Committee on August 28, 2013 and posted for public comment.
Approved on: October 8, 2013
Revised at PN&P Committee on: June 25, 2014 and posted for public comment.
Approved on: September 9, 2014
Approved First Reading: September 12, 2023

Missoula County Public Schools

COMMUNITY RELATIONS 4520

Cooperative Programs with Other Districts and Public Agencies

Whenever it appears to the economic, administrative, and/or educational advantage of the District to participate in cooperative programs with other units of local government, the Superintendent will prepare and present for Board consideration an analysis of each cooperative proposal.

When formal cooperative agreements are developed, such agreements shall comply with requirements of the Interlocal Cooperation Act, with assurances that all parties to the agreement have legal authority to engage in the activities contemplated by the agreement.

The District may enter into interlocal agreements with a unit of the Montana University System, public community college, and/or tribal college, which would allow students enrolled in the 11th and 12th grades to attend and earn credit for classes not available in the District. Tuition and fees, if assessed, will be provided for in the interlocal agreement.

The District may enter into an interlocal agreement providing for the sharing of teachers, specialists, superintendents, or other professional persons licensed under Title 37, MCA. If the District shares a teacher or specialist with another district(s), the District's share of such teacher's or specialist's compensation will be based on the total number of instructional hours expended by the teacher or the specialist in the District.

The District may enter a multidistrict agreement with one or more districts for a district to provide culturally rooted instruction aligned to a learning environment for English language learners or an Indian language immersion program to pupils of a district participating in the multidistrict agreement.

Legal Reference:	§ 7-11-101, et seq., MCA	Interlocal Cooperation Act
	§ 20-3-363, MCA	**Multidistrict agreements – fund transfers (*revised by House Bill 214*)**
	§ 20-3-363	Multidistrict agreements
	§ 20-7-451 through 456, MCA	Authorization to create full service education cooperatives
	§ 20-7-801, et seq., MCA	Public recreation

Policy History:
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AGENDA ITEM: 8.A.i.
DATE: 10.24.202

MISSOULA COUNTY PUBLIC SCHOOLS
GENERAL FUNDS EXPENSES BY OBJECT CODE
FOR THE PERIOD JULY 1, 2022 TO JUNE 30, 2023

		Elementary Adjusted Budget	Elementary YTD Expenditures	Secondary Adjusted Budget	Secondary YTD Expenditures
Administrator Salaries	111	$ 2,253,329	$ 2,287,317	$ 1,805,617	$ 1,809,368
Certified Salaries	112	20,317,027	19,915,693	17,129,597	17,151,926
Other Certified Salaries/Specialists Salaries	113	3,270,878	3,347,900	872,910	875,622
Custodial/Trades and Crafts Salaries	114	1,927,430	1,926,673	1,564,947	1,570,405
Clerical/Secretarial Salaries	115	1,537,911	1,607,011	1,386,583	1,388,946
Athl-Trnrs/Equip Mgrs Salaries	116	-	-	123,259	123,251
Para educator Salaries	117	2,341,077	2,124,810	685,522	671,546
Supervisor Salaries	118	107,713	117,923	127,549	133,556
Substitute Salaries	120	567,026	540,893	428,733	399,477
Homebound	122	25,000	44,930	96,000	29,122
Service work Temporary	126	4,277	3,332	3,527	1,912
Work Students Salaries	127	430	-	-	-
Tech Support Temporary Salaries	129	700	2,777	-	-
Overtime Salaries	130	10,735	140,902	202,975	200,104
Professional extra Salaries	132	61,270	62,062	8,491	12,179
Stipend Salaries	150	4,600	14,777	7,500	18,094
Excess sick leave	160	61,800	96,503	49,029	92,406
Vacation Term Pay	170	60,825	135,858	45,700	46,531
Sick Term pay	180	412,891	431,082	346,411	300,909
Salaries		$ 32,964,919	$ 32,800,444	$ 24,884,349	$ 24,825,354
Total Benefits		$ 4,862,195	$ 4,579,351	$ 3,267,546	$ 3,207,803
Total Salaries and Benefits		$ 37,827,114	$ 37,379,795	$ 28,151,896	$ 28,033,158
Contracted Services		$ 1,063,497	$ 1,251,866	$ 782,337	$ 788,810
Utilities		1,095,037	1,373,252	1,219,336	1,300,470
Repair & Maint Service		44,381	50,667	137,530	140,471
Field Trips/Student Travel Costs		16,250	50,060	705,342	712,814
Insurance Prop Liab	520	552,893	584,594	419,587	396,729
Telephone/Postage/Advertising		126,796	101,293	102,586	108,944
In-service Travel		58,757	43,664	108,350	153,208
Supplies/Equipment/Software		1,268,397	1,191,831	997,033	962,469
Dues/Fees/Principle/Interest & unallocated		97,899	91,899	119,452	110,575
Operating Transfer to other fund		-	-	666,672	666,672
		$ 4,323,907	$ 4,739,126	$ 5,258,224	$ 5,341,162
Grand Total General Fund Expenditures		$ 42,151,021	$ 42,118,920	$ 33,410,120	$ 33,374,319

MISSOULA COUNTY PUBLIC SCHOOLS
GENERAL FUNDS EXPENSES
FOR THE PERIOD JULY 1, 2022 TO JUNE 30, 2023

		Elementary				Secondary			
		Budget	Year to Date	Percent of Total Exp	Percent of Budget	Budget	Year to Date	Percent of Total Exp	Percent of Budget
Salaries*		$ 32,429,403	$ 32,137,001	76%	99%	$ 24,443,209	$ 24,385,508	73%	100%
Excess sick leave	160	61,800	96,503	0%	156%	49,029	92,406	0%	188%
Vacation Term Pay	170	60,825	135,858	0%	223%	45,700	46,531	0%	102%
Sick/Term pay	180	412,891	431,082	1%	104%	346,411	300,909	1%	87%
Wk Comp/Health/Life/Disablity Ins		4,862,195	4,579,351	11%	94%	3,267,546	3,207,803	10%	98%
Total Salaries and Benefits		$ 37,827,114	$ 37,379,795			$ 28,151,896	$ 28,033,158		
Contracted Services		$ 1,063,497	$ 1,251,866	3%	118%	$ 782,337	$ 788,810	2%	101%
Utilities		1,095,037	1,373,252	3%	125%	1,219,336	1,300,470	4%	107%
Repair & Maint Service		44,381	50,667	0%	114%	137,530	140,471	0%	102%
Field Trips/Student Travel Costs		16,250	50,060	0%	308%	705,342	712,814	2%	101%
Insurance Prop Liab	520	552,893	584,594	1%	106%	419,587	396,729	1%	95%
Telephone/Postage/Advertising		126,796	101,293	0%	80%	102,586	108,944	0%	106%
In-service Travel		58,757	43,664	0%	74%	108,350	153,208	0%	141%
Supplies/Equipment/Software		1,268,397	1,191,831	3%	94%	997,033	962,469	3%	97%
Dues/Fees/Principle/Interest & unallocated		97,899	91,899	0%	94%	119,452	110,575	0%	93%
Operating Transfer to other fund		-	-	0%		666,672	666,672	2%	100%
		$ 4,323,907	$ 4,739,126			$ 5,258,224	$ 5,341,162		
Grand Total General Fund Expenditures		$ 42,151,021	$ 42,118,920			$ 33,410,120	$ 33,374,319		

* Excludes Excess Sick leave and Termination Pay

MCPS - Elementary					
Tech Fund (128)					
Fiscal Year-to-date through June 30, 2023					
					Budget
			Actual FY23		**Balance**
		Budget	**YTD THRU**	**Encumbered**	**as of**
	FUNC	**FY23**	**6/30/2023**	**Purchase Orders**	**6/30/2023**
REVENUES					
Levy		$ 850,000	$ 844,893		$ 5,107
Dist Invest Earnings	1510		9,502		(9,502)
State Timber Tech	3281	32,858	32,858		-
State Block Grant	3445				-
Misc Revenue	1900		5,797		(5,797)
Fund Balance Reappropriated	0970	226,779	226,779		0
TOTAL REVENUE		$ 1,109,637	$ 1,119,829	$ -	$ (10,192)
EXPENSES	**OBJ**				
Salaries	1XX	$ 60,200	$ 59,753		$ 447
Benefits	2XX	10,650	10,110		540
Prof Service	3XX	32,723	16,713	2,000	14,010
Repair Service	4XX	2,500	2,192	-	308
Bandwidth	539	15,000	8,701	-	6,299
Prof Development/Travel	58X	11,950	8,428	-	3,522
Supplies	619	37,453	6,982	690	29,781
Minor Equipment	669	583,508	111,843	66,287	405,378
Software	689	315,653	239,295	33,444	42,914
Major Equip	7XX	40,000	39,812	4,793	(4,605)
Other	8XX				-
TOTAL EXPENSES		$ 1,109,637	$ 503,829	$ 107,215	$ 498,593

MCPS - Secondary					
Tech Fund (228)					
Fiscal Year-to-date through June 30, 2023					
					Budget
			Actual FY23		**Balance**
		Budget	**YTD THRU**	**Encumbered**	**as of**
	FUNC	**FY23**	**6/30/2023**	**Purchase Orders**	**6/30/2023**
REVENUES					
Levy		$ 750,000	$ 748,103		$ 1,897
Dist Invest Earnings	1510		20,923		(20,923)
Technology	3281	26,188	26,188		-
State Block Grant	3445				-
Misc Revenue	1900		3,865		(3,865)
Fund Balance Reappropriated	0970	866,586	866,586		0
TOTAL REVENUE		$ 1,642,774	$ 1,665,665	$ -	$ (22,891)
EXPENSES	**OBJ**				
Salaries	1XX	$ 101,363	$ 98,442	$ -	$ 2,921
Benefits	2XX	15,262	15,900	-	(638)
Prof Service	3XX	20,500	15,976	1,334	3,191
Repair Service	4XX	570	2,074	-	(1,504)
Bandwidth	53X	30,000	18,865	-	11,135
Prof Development/Travel	58X	3,500	4,801	-	(1,301)
Supplies	619	70,000	7,196	74	62,731
Minor Equipment	669	1,076,714	138,016	56,938	881,761
Software	689	250,000	181,333	22,296	46,371
Major Equip/Improvements	7XX	75,000	72,142	3,195	(337)
Other	8XX				-
TOTAL EXPENSES		$ 1,642,909	$ 554,744	$ 83,836	$ 1,004,329

MCPS - ELEMENTARY

Transportation Fund Expenditures

Fiscal Year-to-Date through June 30, 2023

				Budget
		FY23	Through	Balance
	FUNC	Budget*	6/30/2023	6/30/2023
REVENUES				
Levy	111X	$ 4,580,480	$ 4,548,617	$ 31,863
Dist Invest Earnings	1510		8,777	$ (8,777)
County On-Schedule Trans. Reimbursement	2220	225,000	219,660	$ 5,340
State On-Schedule Trans. Reimb.	3210	225,000	219,660	$ 5,340
Fund Balance Reappropriated	0970			$ -
TOTAL REVENUE		$ 5,030,480	$ 4,996,714	$ 33,765
			99%	
EXPENSES	**OBJ**			
Salaries	1XX	$ 153,105	$ 157,742	(4,637)
Benefits	2XX	13,300	12,861	439
Prof Service	3XX			-
Repair Service	4XX			-
Transportation	5XX	5,179,075	5,146,463	32,612
Supplies	610			-
Minor Equipment	669			-
Software	689	5,000	-	5,000
Major Equip	7XX			-
COVID Relief Funds Anticipated Expenses				-
TOTAL EXPENSES		$ 5,350,480	$ 5,317,066	$ 33,414
			99%	

* Expense budget includes the approved budget amendement of $320,000.

MCPS - HIGH SCHOOL

Transportation Fund Expenditures

Fiscal Year-to-Date through June 30, 2023

				Budget
		FY23	Through	Balance
	FUNC	Budget	6/30/2023	6/30/2023
REVENUES				
Levy	111X	$ 2,143,843	$ 2,137,442	$ 6,401
Dist Invest Earnings	1510	-	11,052	$ (11,052)
County On-Schedule Trans. Reimbursement	2220	235,000	235,000	$ 0
State On-Schedule Trans. Reimb.	3210	235,000	235,000	$ -
Fund Balance Reappropriated	0970	75,730	75,730.00	$ (0)
TOTAL REVENUE		$ 2,689,573	$ 2,694,224	$ (4,651)
			100%	
EXPENSES	**OBJ**			
Salaries	1XX	$ 108,088	$ 108,443	(355)
Benefits	2XX	8,250	8,163	87
Prof Service	3XX	-		-
Repair Service	4XX	-		-
Transportation	5XX	2,563,235	2,354,965	208,270
Supplies	610	-		-
Minor Equipment	669	-		-
Software	689	10,000	10,073	(73)
Major Equip	7XX	-		-
COVID Relief Funds Anticipated Expenses		-		-
TOTAL EXPENSES		$ 2,689,573	$ 2,481,644	$ 207,929
			92%	

MCPS General Fund
Budget Projections - 3% Inflationary Increase
FY25

		ELEMENTARY	HIGH SCHOOL
Highest Budget Without Vote		$ 43,841,473	$ 35,770,672
Over Base Levy		$ 166,626.71	$ 303,848.92
Proposed Adopted Budget		**$ 44,008,099**	**$ 36,074,521**
Prior Year Adopted Budget		$ 43,181,480	$ 34,591,338
Estimated Increase to General Fund		$ 826,619	$ 1,483,183
Add:			
Certified & Classified Retiree Savings		$ 260,000	$ 260,000
Subtotal-Available to Balance		**$ 1,086,619**	**$ 1,743,183**
Estimated Salary & Benefit Obligations to Build into the Budget:			
Additional Classroom Staff		$ -	$ -
Certified Step (1.0%)		$ (900,650)	$ (612,736)
Certified Lane Movement		$ (230,000)	$ (135,000)
MMCEO Step/Longevity ($.50)		$ (200,133)	$ (141,304)
Exempt	1.00%	$ (3,549)	$ (2,366)
Professional Specialists	1.00%	$ (818)	$ (545)
Administrative	1.00%	$ (39,443)	$ (31,018)
Trades & Crafts	1.00%	$ (8,346)	$ (3,750)
Noon Duty	1.00%	$ (15,756)	$ -
Subtotal		**$ (312,075)**	**$ 816,464**
Anticipated Obligations:			
Liability insurance-Estimated 15% increase		$ (92,800)	$ (76,800)
SRO/CRO/SSO		$ (3,152)	$ (4,728)
ESSER funds-Used as expense offset in FY24		$ (355,769)	$ (1,130,321)
Anticipated Budget Balance before Other Adds/Reductions		**$ (763,797)**	**$ (395,385)**
Reductions, Savings and Offsets			
Anticipated Budget Balance		**$ (763,797)**	**$ (395,385)**

FY24 Election and FY25 Budget Calendar

Deadlines and Notable Dates

Election Dates:

- December 14-March 28-Trustee candidates file for election
- February 27-Trustees call for election by this day
- March 28-Candidate filing closes at 5:00 p.m.
- April 4-Deadline for candidates to withdraw and deadline for write-in candidates
- April 5-Ballot is certified and levy amounts due. Levy can be canceled up to this date.
- April 5-Election by Acclamation and Cancellation of Election Notice
- May 7-Election Day
- May 28-Canvas votes, issue certificates of election and publish results
    - Deadline to hold organizational meeting (Friday, May 31)
- June 1-Deadline to request county election assistance for next year
- June 14-Canidates must file Oath of Office by this day

Budget Dates:

- March 30-Estimations of permissive levies and mills must be published by this day.
- August 20-Trustees must meet to consider all budget information on or before August 20
- August 21-25-Trustees can continue ***daily*** meetings to consider budgets. (Must meet daily until approved.)
- August 25-The last day to adopt budgets after trustees have met daily from August 20-25.

Board Meeting — **Tuesday, October 17, 2023**

- FY24 ESSER update

Board Meeting — **Tuesday, October 24, 2023**

- FY23 Fund Expenditure Recap
    - General Fund
    - Transportation Fund
    - Tech Fund
    - Building Reserve Fund
- FY25 Initial General Fund Budget and Levy Projections
- FY24 Election and FY25 Budget Timeline

Board Meeting — **Tuesday, November 14, 2023**

- FY25 General Fund Projections
- Enrollment / Demographic Update

Budget & Levy Committee Meeting — **Friday, November 17, 2023 (monthly, beginning)**

- Historical Recap
- Update FY25 General Fund Budget and Levy Projections
- Expenditure Detail

Board Meeting — **Tuesday, February 13, 2024**

- Approve Call for School Election for Elementary School Trustees
    - Two positions that represent both the Elementary and High School Districts for three-year terms.
- Approve Call for School Election for High School Trustee
    - One position for Election District A, which includes the attendance area of Lolo and DeSmet schools for a one-year term.
    - One position for Election District B, which includes the attendance area of Bonner and Target Range schools for a three-year term.

- One position for Election District C, which includes the attendance area for Hellgate Elementary for a three-year term.
- Approve Call for Levy Election for Elementary General Fund-*if applicable*
- Approve Call for Levy Election for High School General Fund-*if applicable*
- Approve Call for Levy Election for Elementary Safety Levy-*if applicable*
- Approve Call for Levy Election for High School Safety Levy-*if applicable*

Board Meeting **Tuesday, March 12, 2024**

- Consideration and Adoption of Resolution Estimating Changes in Revenues/Mills for Certain Funds-EL-HS (Permissive Levy)

Board Meeting **Tuesday, March 26, 2024**

- Board approves levy amounts.
  - Approve Resolution Setting the Elementary GF Levy and Ballot Lang. OR Cancel election-*if applicable*
  - Approve Resolution Setting the High School GF Levy and Ballot Lang. OR Cancel election-*if applicable*

Board Meeting **Tuesday, April 9, 2024**

- Declaration of election by acclimation-if applicable

Election Day **Tuesday, May 7, 2024**

Board Meeting **Tuesday, May 14, 2024**

- Recognition of outgoing trustees

Board Meeting **Tuesday, May 28 OR 21, 2024**

5:30 p.m.

- Canvas ballots

6:00 p.m.

- Issue Certificates of Election, Administer Oaths and Seat Trustees
- Code of Ethics
- Board Reorganization
  - Election of Board Officers
  - Appoint Clerk
  - Appoint Grants Designee

- Resolutions for elections assistance for the 2024-25 year

Special Board Meeting **Tuesday, August 20, 2024**

- Adopt all budgets-by August 25 (if budget not adopted by Tuesday, August 20th, BOT must meet daily until budget is adopted and no later than August 25th)

DATE 10/16/2023

MCPS 2023-24 REGULAR REIMBURSABLE ROUTES (First Semester)

	ROUTE NUMBER & ROUTE SEGMENTS		BUS #	BUS VIN	BUS PLATE 2023-24	UPDATED BASE PLATE 2023-24	A.M. MILES	P.M. MILES	MILES 1st Sem. 2023-24	MILES 2nd Sem. 2023-24	RIDERS H.S	MS	GS	PRE	S.N. CHAIRS
1	5-BE		194	4DRBUAAP5AB230391	4-54194C		15.3	13.8	29.1				13		
2	6-B		195	4DRBUAAP7AB230392	4-54195C		14	0	14				37		
3	7-B		196	4DRBUAAP9AB230393	4-54196C		14	0	14				24		
4	9-A		198	4DRBUAAP7BB292053	4-66198C		7.8	0	7.8			34			
5	9-C	*	198	4DRBUAAP7BB292053	4-53198B		0	0	0						
6	11-BE		226	4DRBUC8P3HB036454	4-66226C		12.6	9.8	22.4				27		
7	12-A		201	4DRBUAAP2BB292056	4-66201C		12.9	0	12.9			32			
8	13-C		202	4DRBUAAP4BB292057	4-66202C		20.2	0	20.2		43				
9	15-BE		204	4DRBUAAP8BB292059	4-66204C		23.2	14	37.2				17		
10	15-D		204	4DRBUAAP8BB292059	4-66204C		0	12.7	12.7			43			
11	16-AD		205	4DRBUAAP4BB292060	4-66205C		7.8	8	15.8			23			
12	16-CF		205	4DRBUAAP4BB292060	4-66205C		11.3	8.8	20.1		24				
13	17-AD		206	4DRBUAAP2CB604233	4-02306D		8.5	8.5	17			38			
14	18-AD		207	1HVBBUAAP4CB604234	4-02307D		8.7	11	19.7			30			
15	19-ABDE		208	4DRBUAAP6CB604235	4-02308D		25.6	24.3	49.9			15	11		
16	20-F		209	4DRBUAAP8CB604236	4-02309D		0	14.4	14.4		26				
17	21-CF		211	4DRBUAAP6DB304213	CCD211		11.7	11.2	22.9		33				
18	22-AD		213	4DRBUAAP2EB765832	CJR613		8.6	9.1	17.7			33			
19	22-F		213	4DRBUAAP2EB765832	CJR613		0	17.1	17.1		39				
20	23-A		214	4DRBUAAP4EB765833	CJR614		8.7	0	8.7			43			
21	23-F		214	4DRBUAAP4EB765833	CJR614		0	19.3	19.3		22				
22	24-F		215	4DRBUAAP1FB033533	4-39215C		0	18.4	18.4		17				
23	25-CF		251	4DRBUC8P4NB862113	4-81707C		26.5	23	49.5		43				
	25SS			4UZABRDU0HCHU1547	15-55016		31	31	62		9				
	26SS			4DRBUAAPX5B986708	15-1274E		40	40	80		14				
24	27-CF		218	4DRBUAAP7FB033536	4-39218C		18.3	14.1	32.4		25				
25	28-AD		219	4DRBUAAP6GB001954	4-52719C		10.3	10.9	21.2			18			
26	28-C		219	4DRBUAAP6GB001954	4-52719C		21	0	21		18				
27	29-CF		220	4DRBUAAP8GB001955	4-52720C		21	17.6	38.6		27				
28	29-E		220	4DRBUAAP8GB001955	4-52720C		0	12.2	12.2				48		
29	30-CF		221	4DRBUAAPXGB001956	4-52721C		15.7	14.7	30.4		36				
30	30-D		221	4DRBUAAPXGB001956	4-52721C		0	7.3	7.3			42			
31	31-CF		222	4DRBUAAP1GB001957	4-52722C		10.7	6.3	17		31				
32	32-CF		223	4DRBUAAP3GB001958	4-52723C		10.9	7.7	18.6		24				
33	32-AD		223	4DRBUAAP3GB001958	4-52723C		15.1	12.6	27.7			28			
34	33-ABDE		224	4DRBUAAP5GB001959	4-52724C		26.4	25	51.4			24	5		
35	34-BE		225	4DRBUC8P1HB036453	4-66225C		12.2	16.5	28.7				36		
36	34-C		225	4DRBUC8P1HB036453	4-66225C		11.7	0	11.7		37				
37	35-ABDE		200	4DRBUAAP0BB292055	4-66200C		17.2	16.5	33.7			9	15		
38	36-CF		228	4DRBUC8P7HB036456	4-66228C		32.3	29.8	62.1		37				
39	37-AD		229	4DRBUC8P9HB036457	4-66229C		16.2	17	33.2			31			
40	37-CF		230	4DRBUC8P2JB441033	4-02530D		36.9	31.9	68.8		15				
41	39-AD		231	4DRBUC8P0JB441029	4-02531D		10.4	8	18.4			26			
42	39-C		231	4DRBUC8P0JB441029	4-02531D		19.3	0	19.3		20				
43	40-AD		233	4DRBUC8P9JB441031	4-02533D		10.9	10.7	21.6			37			
44	40-CF		233	4DRBUC8P9JB441031	4-02533D		8.6	6.1	14.7		30				
45	41-CF		234	4DRBUC8P0JB441032	4-02534D		31.3	29.7	61		11				
46	42-CF	**	235	4DRBUC8PXKB164164	4-14235C		31.2	27.1	58.3		13				
47	43-CF		236	4DRBUC8P1KB164165	4-14236C		9.9	7.5	17.4		41				
48	44-AD		237	4DRBUC8P3KB164166	4-14237C		12.5	10.7	23.2			45			
49	45-CF		238	4DRBUC8P5KB164167	4-14238C		38	37.4	75.4		32				
50	46-CF		239	4DRBUC8P7KB164168	4-14239C		43.5	42.3	85.8		28				

51	46-E		**239**	4DRBUC8P7KB164168	4-14239C		0	13.4	**13.4**				**16**			
52	47-AD		**240**	4DRBUC8P7LB194983	4-34240C		11.2	11.5	**22.7**			**27**				
53	47-CF		**240**	4DRBUC8P7LB194983	4-34240C		18.1	16.5	**34.6**		**28**					
54	48-CF		**241**	4DRBUC8P9LB194984	4-34241C		17.1	15.2	**32.3**		**34**					
55	49-AD		**242**	4DRBUC8P0LB194985	4-34242C		10.7	8.3	**19**			**21**				
56	50-ABDE		**243**	4DRBUC8P2LB194986	4-34243C		25.3	27.9	**53.2**			**5**	**15**			
57	51-CF		**244**	4DRBUC8P4LB194987	4-34244C		23.7	23.6	**47.3**		**27**					
58	52-CF		**245**	4DRBUC8P6LB194988	4-34245C		67.6	65.1	**132.7**		**25**					
59	53-E		**246**	4DRBUC8P8LB194989	4-34246C		0	13.5	**13.5**				**39**			
60	53-CF		**246**	4DRBUC8P8LB194989	4-34246C		68.7	67.5	**136.2**		**24**					
61	54-CF		**247**	4DRBUC8P2NB862109	4-81714C		28.9	27.8	**56.7**		**16**					
									2076	0	849	604	##	0		0

ROUTE SEGMENTS
A= M.S. A.M.
B= G.S. A.M.
C= H.S. A.M.
D= M.S. P.M.
E= G.S. P.M.
F= H.S. P.M.

NOTE: The special needs mileage will be taken the first week of October and entered on the TR1 first semester claim.
NOTE: The special need mileage will again be taken the first week of April and entered on TR1 second semester claim.
NOTE: This information will be submitted to MCPS and they will submit it to OPI.
NOTE: Everytime a different mileage is submitted, I must create a different route number for the TR-1
The procedure will be to start the 1st semester with the original route name ie: 1SP. For the 2nd semester Beach will retake the mileage and add the small letter (a) to all of the sepecial education routes. IE: 1SP(a)
NOTE: The new 2nd semester TR1 information cannot be entered until the 1st semester TR6 claims are processed and submitted!
NOTE: For both the 1st and 2nd semester claims, Beach will e-mail this spreadsheet to MCPS and the Missoula County Superintendents o

REGULAR ROUTE CHANGES AND ADJUSTMETS FOR 2023-24

*	**RT 9-C (BUS #198) DOES NOT HAVE TO GO OVER THE TOP TO RODEO RANCHETTS FOR MORNING H.S. AT THIS TIME. TIME AND MILEAGE ADJUSTE**
**	**RT 42-CF (BUS #235) DOES NOT HAVE TO GO OVER THE TOP TO RODEO RANCHETTS FOR AFTERNOON H.S. AT THIS TIME. TIME AND MILEAGE ADJ**

DATE 10/16/2023

MCPS 2023-24 REGULAR REIMBURSABLE ROUTES (First Semester)

RIDERS

	ROUTE NUMBER & ROUTE SEGMENTS		BUS #	BUS VIN	BUS PLATE 2023-24	UPDATED BASE PLATE 2023-24	A.M. MILES	P.M. MILES	MILES 1st Sem. 2023-24	MILES 2nd Sem. 2023-24	H.S	MS	GS	PRE	S.N. CHAIRS
1	5-BE		194	4DRBUAAP5AB230391	4-54194C		15.3	13.8	29.1				13		
2	6-B		195	4DRBUAAP7AB230392	4-54195C		14	0	14				37		
3	7-B		196	4DRBUAAP9AB230393	4-54196C		14	0	14				24		
4	9-A		198	4DRBUAAP7BB292053	4-66198C		7.8	0	7.8			34			
5	9-C	*	198	4DRBUAAP7BB292053	4-53198B		0	0	0						
6	11-BE		226	4DRBUC8P3HB036454	4-66226C		12.6	9.8	22.4				27		
7	12-A		201	4DRBUAAP2BB292056	4-66201C		12.9	0	12.9			32			
8	13-C		202	4DRBUAAP4BB292057	4-66202C		20.2	0	20.2		43				
9	15-BE		204	4DRBUAAP8BB292059	4-66204C		23.2	14	37.2				17		
10	15-D		204	4DRBUAAP8BB292059	4-66204C		0	12.7	12.7			43			
11	16-AD		205	4DRBUAAP4BB292060	4-66205C		7.8	8	15.8			23			
12	16-CF		205	4DRBUAAP4BB292060	4-66205C		11.3	8.8	20.1		24				
13	17-AD		206	4DRBUAAP2CB604233	4-02306D		8.5	8.5	17			38			
14	18-AD		207	1HVBBUAAP4CB604234	4-02307D		8.7	11	19.7			30			
15	19-ABDE		208	4DRBUAAP6CB604235	4-02308D		25.6	24.3	49.9			15	11		
16	20-F		209	4DRBUAAP8CB604236	4-02309D		0	14.4	14.4		26				
17	21-CF		211	4DRBUAAP6DB304213	CCD211		11.7	11.2	22.9		33				
18	22-AD		213	4DRBUAAP2EB765832	CJR613		8.6	9.1	17.7			33			
19	22-F		213	4DRBUAAP2EB765832	CJR613		0	17.1	17.1		39				
20	23-A		214	4DRBUAAP4EB765833	CJR614		8.7	0	8.7			43			
21	23-F		214	4DRBUAAP4EB765833	CJR614		0	19.3	19.3		22				
22	24-F		215	4DRBUAAP1FB033533	4-39215C		0	18.4	18.4		17				
23	25-CF		251	4DRBUC8P4NB862113	4-81707C		26.5	23	49.5		43				
	25SS			4UZABRDU0HCHU1547	15-55016		31	31	62		9				
	26SS			4DRBUAAPX5B986708	15-1274E		40	40	80		14				
24	27-CF		218	4DRBUAAP7FB033536	4-39218C		18.3	14.1	32.4		25				
25	28-AD		219	4DRBUAAP6GB001954	4-52719C		10.3	10.9	21.2			18			
26	28-C		219	4DRBUAAP6GB001954	4-52719C		21	0	21		18				
27	29-CF		220	4DRBUAAP8GB001955	4-52720C		21	17.6	38.6		27				
28	29-E		220	4DRBUAAP8GB001955	4-52720C		0	12.2	12.2				48		
29	30-CF		221	4DRBUAAPXGB001956	4-52721C		15.7	14.7	30.4		36				
30	30-D		221	4DRBUAAPXGB001956	4-52721C		0	7.3	7.3			42			
31	31-CF		222	4DRBUAAP1GB001957	4-52722C		10.7	6.3	17		31				
32	32-CF		223	4DRBUAAP3GB001958	4-52723C		10.9	7.7	18.6		24				
33	32-AD		223	4DRBUAAP3GB001958	4-52723C		15.1	12.6	27.7			28			
34	33-ABDE		224	4DRBUAAP5GB001959	4-52724C		26.4	25	51.4			24	5		
35	34-BE		225	4DRBUC8P1HB036453	4-66225C		12.2	16.5	28.7				36		
36	34-C		225	4DRBUC8P1HB036453	4-66225C		11.7	0	11.7		37				
37	35-ABDE		200	4DRBUAAP0BB292055	4-66200C		17.2	16.5	33.7			9	15		
38	36-CF		228	4DRBUC8P7HB036456	4-66228C		32.3	29.8	62.1		37				
39	37-AD		229	4DRBUC8P9HB036457	4-66229C		16.2	17	33.2			31			
40	37-CF		230	4DRBUC8P2JB441033	4-02530D		36.9	31.9	68.8		15				
41	39-AD		231	4DRBUC8P0JB441029	4-02531D		10.4	8	18.4			26			
42	39-C		231	4DRBUC8P0JB441029	4-02531D		19.3	0	19.3		20				
43	40-AD		233	4DRBUC8P9JB441031	4-02533D		10.9	10.7	21.6			37			
44	40-CF		233	4DRBUC8P9JB441031	4-02533D		8.6	6.1	14.7		30				
45	41-CF		234	4DRBUC8P0JB441032	4-02534D		31.3	29.7	61		11				
46	42-CF	**	235	4DRBUC8PXKB164164	4-14235C		31.2	27.1	58.3		13				
47	43-CF		236	4DRBUC8P1KB164165	4-14236C		9.9	7.5	17.4		41				
48	44-AD		237	4DRBUC8P3KB164166	4-14237C		12.5	10.7	23.2			45			
49	45-CF		238	4DRBUC8P5KB164167	4-14238C		38	37.4	75.4		32				
50	46-CF		239	4DRBUC8P7KB164168	4-14239C		43.5	42.3	85.8		28				

51	46-E		**239**	4DRBUC8P7KB164168	4-14239C		0	13.4	**13.4**				**16**			
52	47-AD		**240**	4DRBUC8P7LB194983	4-34240C		11.2	11.5	**22.7**			**27**				
53	47-CF		**240**	4DRBUC8P7LB194983	4-34240C		18.1	16.5	**34.6**		**28**					
54	48-CF		**241**	4DRBUC8P9LB194984	4-34241C		17.1	15.2	**32.3**		**34**					
55	49-AD		**242**	4DRBUC8P0LB194985	4-34242C		10.7	8.3	**19**			**21**				
56	50-ABDE		**243**	4DRBUC8P2LB194986	4-34243C		25.3	27.9	**53.2**			**5**	**15**			
57	51-CF		**244**	4DRBUC8P4LB194987	4-34244C		23.7	23.6	**47.3**		**27**					
58	52-CF		**245**	4DRBUC8P6LB194988	4-34245C		67.6	65.1	**132.7**		**25**					
59	53-E		**246**	4DRBUC8P8LB194989	4-34246C		0	13.5	**13.5**				**39**			
60	53-CF		**246**	4DRBUC8P8LB194989	4-34246C		68.7	67.5	**136.2**		**24**					
61	54-CF		**247**	4DRBUC8P2NB862109	4-81714C		28.9	27.8	**56.7**		**16**					
									2076	0	849	604	##	0		0

ROUTE SEGMENTS
A= M.S. A.M.
B= G.S. A.M.
C= H.S. A.M.
D= M.S. P.M.
E= G.S. P.M.
F= H.S. P.M.

NOTE: The special needs mileage will be taken the first week of October and entered on the TR1 first semester claim.
NOTE: The special need mileage will again be taken the first week of April and entered on TR1 second semester claim.
NOTE: This information will be submitted to MCPS and they will submit it to OPI.
NOTE: Everytime a different mileage is submitted, I must create a different route number for the TR-1
The procedure will be to start the 1st semester with the original route name ie: 1SP. For the 2nd semester Beach will retake the mileage and add the small letter (a) to all of the sepecial education routes. IE: 1SP(a)
NOTE: The new 2nd semester TR1 information cannot be entered until the 1st semester TR6 claims are processed and submitted!
NOTE: For both the 1st and 2nd semester claims, Beach will e-mail this spreadsheet to MCPS and the Missoula County Superintendents o

REGULAR ROUTE CHANGES AND ADJUSTMETS FOR 2023-24

*	**RT 9-C (BUS #198) DOES NOT HAVE TO GO OVER THE TOP TO RODEO RANCHETTS FOR MORNING H.S. AT THIS TIME. TIME AND MILEAGE ADJUSTE**
**	**RT 42-CF (BUS #235) DOES NOT HAVE TO GO OVER THE TOP TO RODEO RANCHETTS FOR AFTERNOON H.S. AT THIS TIME. TIME AND MILEAGE ADJ**

PUBLIC CHARTER APPLICATION COVER PAGE

Check One: _X__ New Public Charter under Existing Local School Board ___ New Public Charter

District Name of Public Charter School:
Connect Academy

Local school district in which the public charter school will be physically located:
Missoula County Public Schools District #1

Contact Information for the Governing Board Chair

Contact Person: Wilena Old Person Board Chair for MCPS
Name Title

Contact Address: 909 South Avenue West, Missoula, MT 59803

Telephone Number: 406.728.2400

E-mail Address: woldperson@mcpsmt.org

Contact Information for the Person Completing this Application

Contact Person: Micah Hill Superintendent
Name Title

Contact Address: 909 South Avenue West, Missoula, MT 59803

Telephone Number: 406.728.2400

E-mail Address: mhill@mcpsmt.org

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PUBLIC CHARTER APPLICATION

Name of Public Charter School: Connect Academy

Provide an executive summary with the general purpose and rationale for the creation of the public charter school.

MCPS is proposing the Connect Academy Charter School to provide a flexible and innovative virtual 6-12 grade school for Montana residents. By providing an accredited online public school option, students can access a wider range of courses and instructors than may be available at a single traditional school. The online format allows for innovative teaching methods and individualized support for each student. Students will have access to a variety of education pathways including AP, CTE Courses, Work Based Learning opportunities, and credit recovery. This charter has set the goal to be a fully competency based program by year 5.

Opening Date: August 2024 Public Charter Term Length: 5 years
Grades to be served: 6-12
Minimum Enrollment Per Year: 72 students
Planned Enrollment Per Year: 72 students
Maximum Enrollment Per Year: 175 students by year 5

For each year of the public charter term, indicate the number of students the public charter school plans to serve in each grade.

	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Year 1							10	10	11	10	10	10	11	72
Year 2							15	15	15	15	15	15	15	105
Year 3							20	20	20	20	20	20	20	140
Year 4							25	25	25	25	25	25	25	175
Year 5							25	25	25	25	25	25	25	175

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ACADEMIC PROGRAM

1. State the public charter school's mission and vision and describe why this initiative is important to the community it will serve.

Connect Academy, an MCPS Charter School, will be an online school option that serves students in grades 6-12.

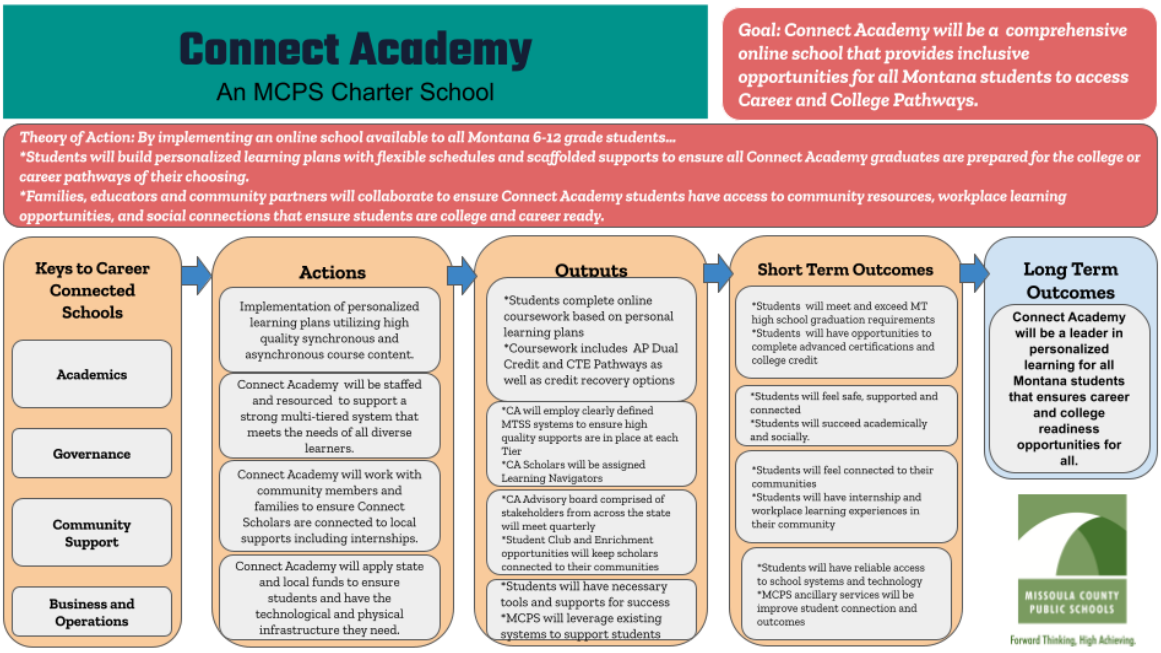
The Mission of Connect Academy is to provide a high-quality, personalized online learning experience that empowers students across our state to take ownership of their education so students are prepared for college and career success.

We envision a charter school model that immediately leverages technology and sets a 5 year goal to be a leader in competency based learning while delivering an engaging, student-centered education accessible to all learners, regardless of geography or circumstance. Our students will become self-motivated, lifelong learners equipped with interpersonal skills that ensure they reach their full potential.

The Connect Academy will expand access to educational options for students who may be better served through online learning. This expanded access includes:

- Students in remote areas without access to schools with specific academic programs.
- Students unable to attend physical school due to health issues, family responsibilities, etc.
- Students who prefer the flexibility and self-pacing of online learning
- Students looking to supplement or accelerate their studies beyond what is available locally
- Students who have dropped out or fallen behind and want to recover credits and graduate
- Students looking for a proficiency or competency model that will lead to early graduation.

FIGURE 1.0: Connect Academy Logic Model



By providing an accredited online public school option, students can access a wider range of courses and instructors than may be available at a single traditional school. The online format allows for innovative teaching

methods and individualized support for each student. Students will have access to a variety of education pathways including AP, CTE Courses, Work Based Learning opportunities, and credit recovery.

Utilizing Innovation

The Connect Academy will start year 1 in a traditional class format with time bound instruction and assessment routines that fit in a semester. However, by the end of this five year charter, Connect Academy is committed to being a leader in competency based learning, also known as proficiency based learning, that follows a more flexible schedule.

A competency based model differs from traditional instruction in that students begin a course with clear learning outcomes organized into "competencies." Students can work through prescribed instructional modules to acquire the skills and content knowledge to master each core competency for a course. Most courses will have 3-8 core competencies that must be mastered within a predetermined time range (often 6-20 weeks). Students progress through the competencies with the guidance of a content area teacher. When a student successfully completes the assessment for each core competency in a course, they will have achieved mastery and receive credit. This will allow students seeking an early graduation or students who have fallen behind but are looking to catch up the option to graduate on their own timeline.

Ensuring Flexibility and Serving the Community

The pandemic revealed stark contrasts in educational opportunity across Montana communities including students in the MCPS attendance area. Since 2020, MCPS has utilized ESSR funds to operate the Missoula Online Academy (MOA) utilizing both synchronous and asynchronous course options offered to middle and high school students. This program will now sunset with the end of ESSR funding and it is our goal to rebrand the MOA as the new Connect Academy.

Students and families who have been part of the MOA community have regularly advocated for this online option to continue. The following are quotes in MCPS Public Comment in spring 2023 to our Board of Trustees stating the importance of the MOA to our students and families:

> *"We strongly believe the Missoula Online Academy (MOA) is a versatile and valuable asset to the counties (sic) public school portfolio. The academy is an option for students and teachers in difficult circumstances. It's a valuable tool that should be maintained, improved, and invested in." -MOA Parents*
>
> *"For me, attending school through the MOA significantly reduces my stress. Things as simple as getting ready in the morning are less stressful because I don't have to wake up as early. The environment I am in also greatly improves my mental health because I am in a place I know and am comfortable in." -MOA Student*
>
> *"I have really loved having the option to do online learning. For me, it's less stressful than in person and I feel like I learn better in this environment. Online learning is also really good for learning how to prioritize and how to be responsible." -MOA Student*
>
> *"MOA has proved to be invaluable for my family. It is the only support that is available to my daughter. Without this program it would be nearly impossible for my child to obtain an education." -MOA Parent*

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"We offer a critical learning option for our students, one that, for many, has allowed them to stay in school. Our students deserve the best online learning platform that we can provide." -MOA Teachers' Collective Comment

Online learning options have proven to be an essential option for students and families as evidenced by the extensive public comment received by the MCPS School Board. Connect Academy aims to extend the reach of this robust and inclusive learning model to students in communities around our state, regardless of location or life circumstance and to continue to refine and improve the model to achieve a truly personalized, competency based learning model that levels up educational opportunity across Montana. We believe this charter option will increase access to high quality and rigorous learning for students across the state as well as credit recovery opportunities and accelerated pathways to allow each student a personalized path to graduation.

2. Identify the targeted student population and the community the public charter school proposes to serve.

This Connect Academy will be open to all students in grades 6-12 who are Montana residents. This innovative charter is designed to create a unique and adaptive learning environment where students across Montana can access the courses online, engage in both rigorous synchronous and asynchronous learning, and access advanced course opportunities as well as credit recovery options.

A thorough review of the public comment to the MCPS Board of Trustees revealed that our MOA serves students who would face a variety of barriers that would prevent them from accessing our brick and mortar, traditional school settings. This includes students with medical issues who require homebound instruction, students lacking adequate transportation or reliable housing, students with legal issues preventing school attendance, students seeking small group and one-on-one support, and students with special needs that struggle in large classroom settings. The public comment also revealed that without this option, many of these students would struggle to graduate.

The Connect Academy is an essential public education solution for ensuring all Montana students have access to a Free and Appropriate Public Education (FAPE). Many students thrive in our traditional schools, but there are just too many students who need something different. Virtual schools can offer small group breakout rooms, office hours for one-on-one support, personal Learning Navigators to ensure students are engaged and motivated, and special education support in a flexible and virtual environment.

Personalized Learning Plans to Meet Student Needs

MCPS public comment also coalesced around the value of the personalized support and connections the MOA has provided. Connect Academy aims to build on these connections by providing students with a personal Learning Navigator who will collaborate with the student and caregivers to plan and adjust personalized learning plans that consistently meet the academic and behavioral health needs of each student. Upon enrollment, students and caregivers will meet with their Learning Navigator to set up course schedules and to look ahead to plan personalized paths to graduation. Students will also have at least monthly one-on-one check-ins with their Navigator and more frequently if needed. Students will also have an advisory period in their schedule that will be led by their Learning Navigators; each content area teacher will serve as a learning navigator and will lead one advisory period with their assigned caseload of students.

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In addition to a connection to a personal Learning Navigator, synchronous instructors will continue to offer office hours, tutoring, and online clubs to ensure every student is connected to the school community, feels safe, and is learning at high levels- all elements that our community has indicated are important in an online learning option.

3. Describe plans and timelines for student recruitment and enrollment, including lottery procedures.

Recruitment

By the end of the five year charter, the Connect Academy aims to enroll up to 175 students. Student recruitment for MOA will be a comprehensive endeavor that involves engaging with prospective students and their families and utilizing advertising campaigns to highlight the unique educational opportunities and advantages our charter school offers.

MCPS takes pride in our commitment to serving the community and therefore will conduct outreach to prospective families through various channels, such as community events, informative virtual and in person sessions, and partnerships with local and state organizations, all aimed at raising awareness about Connect Academy. In addition to community engagement, we will employ targeted marketing strategies, both online and offline, to reach a wide range of potential students. These efforts are designed to create a diverse and inclusive student body while ensuring that families are well-informed about our educational mission and innovative and personalized curriculum pathways.

Application Process

The annual application process will be open each spring for Montana residents in grades 6-12. We anticipate open enrollment for up to 72 students in year 1 with hopes to reach an enrollment goal of 175 by year 5.

In year 1, the application process will be open from April 1- May 1, 2023. To apply, interested parents or guardians will submit applications within the specified enrollment period. From May 2-15, 2023, these applications will be carefully reviewed to ensure they meet all eligibility criteria, such as age and state residency requirements. If student enrollment exceeds the annual student capacity, a lottery will be conducted. This process will involve assigning each applicant a unique identification number and using a random selection method, to select students for available slots. Admission or lottery results will then be communicated to parents no later than May 25, 2023, and those who are selected will receive an enrollment offer with instructions on how to proceed with enrollment. Families will need to confirm enrollment by June 1, 2023. For those not selected in the initial lottery, the MOA will maintain waitlists as slots become available due to withdrawals or other factors. Throughout the entire process, transparency and adherence to established rules and timelines will be crucial to ensure an equitable and orderly enrollment system. All enrollment policies and timelines will be clearly communicated on the Connect Academy website which will be created within two months of approval of this charter.

Connect Academy will adhere to all state and federal laws in relation to school enrollment including students who qualify for McKinneyVento services and will not discriminate based on race, color, religion, or disability.

4. Describe the public charter school's academic program, specifically focusing on why it is innovative in your school district. Include plans to formally assess student achievement on an annual basis.

Our middle school program will offer synchronous core courses in ELA, math, science, social studies, world languages and elective options. The high school program will target a wide range of learners with synchronous and asynchronous options, AP coursework, dual and concurrent credit courses, CTE and workplace learning options

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connected to each students' community. By the end of this charter, Connect Academy will be a state leader in competency based learning.

Curriculum Aligned with Montana's Academic Standards

Connect Academy is committed to offering an innovative online curriculum that provides students with unparalleled flexibility and diverse pathways to graduation. We understand that every student is unique, therefore our curriculum options are designed to accommodate their individual needs and aspirations. Each student will regularly meet with their Learning Navigator to help plan and support instructional pathways that lead to high school graduation.

Using online platforms including synchronous core classes taught by highly qualified Montana educators, asynchronous Montana Digital Academy courses, and Credit Recovery options students will have the opportunity to explore a wide range of academic subjects, including Career and Technical Education pathways (CTE), Fine Arts, and AP Courses. A sample of High School English course options is shown in Figure __ below.

FIGURE 2.0: Connect Academy High School English Course Offerings

DESCRIPTION	Format	GRADE	TERM	CREDIT TYPE	PREREQ
REQUIRED COURSES					
ENGLISH 1	Synchronous	9	YEAR	EN	None
ENGLISH 2	Synchronous	10	YEAR	EN	English 1
ENGLISH 3	Synchronous	11	YEAR	EN	English 2
AP Language and Composition	MT Digital Academy	11	YEAR	EN	English 2
ENGLISH 4	Synchronous	12	YEAR	EN	English 3
AP Literature and Composition	MT Digital Academy	12	YEAR	EN	English 3
ENGLISH ELECTIVE COURSES					
CREATIVE WRITING	MT Digital Academy	10-12	SEM	EN	English 1
English 1-4 Credit Recovery Options	APEX	10-12	SEM	EN	

Whether a student's goal is to excel in the arts, explore a career pathway, or pursue a traditional college pathway, our online curriculum will empower students to connect to a personalized and flexible education.

Meets the Indian Ed For All Mandate

MCPS is committed to meeting our Montana Constitutional requirement to provide Indian Education for All educational and cultural experiences for Connect Academy students. Our MCPS Native American Services department will work directly with Connect Academy staff to design and implement lessons that incorporate IEFA standards and content throughout the school year in all courses. The NASS student specialists will also work with the CA Student Assistance Team to identify and support Native American students who may be at-risk by arranging regular meetings and helping students and families connect to cultural opportunities in their community. MCPS will also include Indigenous Studies and Access to Indigenous language courses in our high school course catalog. MCPS' adopted curriculum requires all 6th grade students to participate in Montana History and Tribal Studies as core curriculum.

Planning and Preparation

Connect Academy will align with MCPS professional goal setting systems by utilizing the Danielson Framework for Teaching (2021) and accompanying rubrics as a professional goal setting and reflection tool. This tool will help the Head of School collaborate with synchronous teachers to ensure high quality instruction in all content areas.

MCPS is in the first year of a three year implementation plan based on the lesson design and instructional strategies found in the Teacher Clarity Playbook (Fisher, Fry, & Almadore, 2019). The Teacher Clarity Playbook is based on the Visible Learning research done by Dr. John Hattie which includes meta-analyses of education research to identify teaching practices and conditions that have the biggest impact on student learning. Effect sizes above .4 are most likely to have the greatest impact on student learning; Teacher Clarity has an effect size of .85 whereas student retention has an effect size of -.32. By making learning visible to students, students can take charge of their own learning to identify what they are learning (learning intentions), why it is important (relevance), and how they will know they are successful (success criteria and formative assessments).

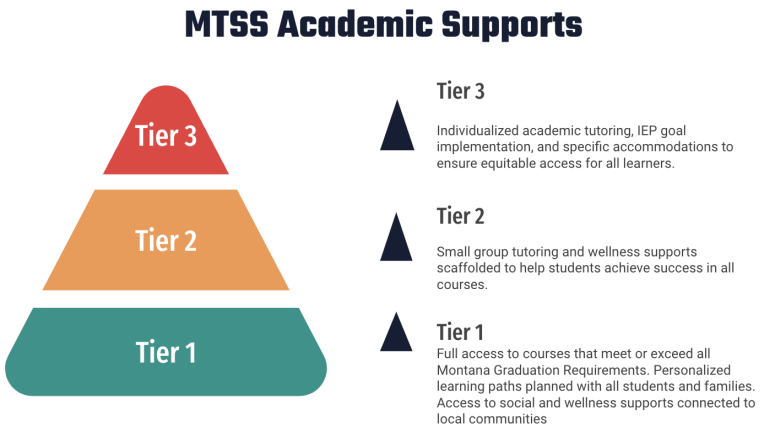
MCPS has used the Montana Content Standards to identify priority standards for each content area. Priority standards guide the skills and content taught to students in a carefully designed scope and sequence. These priority standards also have an accompanying proficiency scale to identify what proficiency looks like for each standard. The MCPS Curriculum Department will support Connect Academy teachers to use high quality, district approved curriculum materials for each synchronous course.

Through an innovative combination of the Danielson Framework and the high impact strategies identified in our Teacher Clarity work, the Connect Academy instructional team will identify clear learning intentions and success criteria for all courses that meet the elements of Danielson Domain 1, Planning and Preparation. Using a Teacher Clarity focus with clear rubrics that identify best practices in planning and preparation, Connect Academy teachers will make the learning visible to all stakeholders and will allow teachers to provide students with actionable feedback for each lesson. By year 5, these learning intentions and success criteria will guide the core competency assessments that define mastery for each course. For elective and asynchronous courses, the MTDA utilizes a similar planning and instructional framework that meets rigorous content standards.

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MTSS Systems to Support All Learners

Multi Tiered Systems of Support (MTSS) (Figure 3.0) braid the strong research base of Response to Intervention systems (RTI Effect Size=1.29) with Positive Behavioral Interventions and Supports (PBIS Effect Size= .62) to implement a comprehensive academic and behavioral tiered system that is designed to be responsive and meet the needs of students and families. Clear MTSS systems are essential for identifying and addressing students' academic deficiencies and/or weaknesses so as to encourage constant student growth and achievement



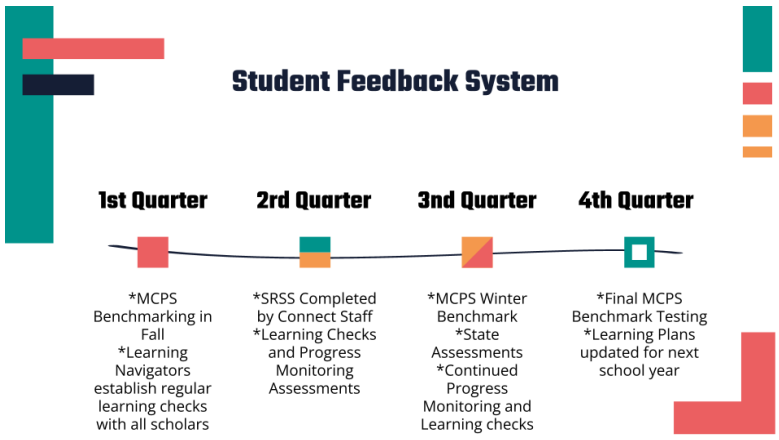
MTSS systems require regular data analysis protocols and feedback systems that enable educators to tailor instruction, design interventions, identify areas for curriculum enhancement, and track student learning. As part of the MTSS system, Connect Academy will convene a Student Assistance Team (SAT) that meets at least twice per month to review progress monitoring data in order to quickly identify students in need of support beyond Tier 1 and to ensure behavioral and academic interventions at Tiers 2-3 are meeting student needs.

Comprehensive Assessment Systems

A comprehensive assessment system, an essential component of a strong MTSS System, ensures transparency, accountability, and equality. MCPS is committed to maintaining a robust and formal assessment system that ensures academic excellence and continuous improvement across all districts including our new charter district.

The Connect Academy system will integrate a variety of assessment methods, including Tier 1 benchmark assessments administered 3 times per year; formative and summative assessments throughout course work; required standardized testing including the NAEP, MAST, and ACT, performance-based assessments; and, portfolio evaluations in place of summative course assessments. In addition to Tier 1 assessments, diagnostic assessment tools are included in the system to ensure Tier 2 and 3 interventions are matched to student need and are administered in 3-6 week cycles to ensure students are not tracked into a group but flexibly grouped to receive intervention and/or enrichment that is skill based, flexible, and responsive.

FIGURE 4.0: Student Feedback System



The Connect Academy formal assessment system (benchmarking, progress monitoring, and summative assessments) will align with MCPS systems. Our screening system will include ELA and Math screening tools at least three times per year as well as regular progress monitoring and diagnostic assessment tools aligned to MCPS assessment systems. MCPS Schools currently use the STAR assessment system for benchmarking and progress monitoring

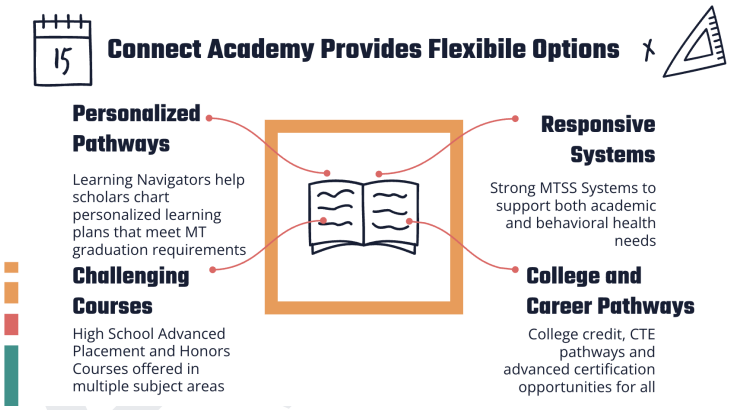
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and a number of Tier 2-3 diagnostic and computer assisted learning tools for both ELA and Math interventions and progress monitoring.

In fall 2023, MCPS is engaging in an assessment review to ensure our assessment systems are predictive of student success, aligned to Montana Content Standards, drive instructional planning, and provide actionable and useful feedback to students, teachers, and caregivers. The review will include planning specific to the MCPS Charter School Assessment systems with the hopes to share resources across MCPS systems to leverage lower costs, share professional development, and provide for comparative data analysis across districts. Teachers, school leaders, and community members including caregivers will be invited to participate; we will also do specific outreach to include potential Charter families for input. By spring 2024, MCPS will complete a 5-year assessment system implementation plan for all MCPS districts.

A Commitment to Innovation and Flexibility

FIGURE 5.0: Flexible Options



With a commitment to personalized learning pathways, responsive MTSS systems, challenging and diverse course offerings, and college and career pathways, Connect Academy intends to be a leader in both virtual learning and competency based education.

In the first two years, the course design will follow a traditional semester design with synchronous and asynchronous course offerings, but by year 5, MCPS intends for most course offerings to be competency based.

Personalized Pathways

Connect Academy students will be connected with a Learning Navigator who will work with students to identify personalized pathways and schedules that will help students graduate college and career ready. Both synchronous and asynchronous courses will be available and students will be able to choose a class schedule that fits their life circumstances.

Challenging Courses

Connect Academy will provide a diverse catalog of courses and electives for students including access to AP and dual credit courses in high school. CTE courses, workplace learning, and internships will be options for student learning pathways. Middle school electives will allow students to choose from a variety of courses to expose students to pathways that will be available in high school courses.

Responsive Systems

Connect Academy will implement a strong MTSS system to ensure both academic and behavioral health needs are quickly identified and responsive supports are initiated in a flexible and timely fashion. In addition to academic support, Connect Academy will work with community providers across Montana to ensure students are connected to the health and wellness resources in their communities. The MCPS Families in Transition Liaison will meet regularly with the Connect Academy Student Assistance Team to ensure students in transition always have the resources they need to succeed in school.

Special education services will be provided synchronously by a licensed special educator and students with IEP's will have synchronous access to MCPS related service providers such as speech and OT. As part of the MTSS system, students who are not responding to tiered interventions can be referred by the Connect Academy SAT team for a special education evaluation.

College and Career Pathways

Connect Academy students will have access to numerous College and Career opportunities. Asynchronous CTE courses will be offered through MT Digital Academy. Dual and Concurrent credit courses will be finalized upon approval of the charter and will likely be offered as both synchronous and asynchronous courses. Learning Navigators will work with high school students to identify credit bearing work-based learning and internship opportunities in their local communities.

5. Describe any variances to existing standards that the public charter school requires to enhance educational opportunities.

The Connect Academy may seek the following variances from traditional public school standards to better facilitate online learning:

- Flexibility in teacher certification requirements - To recruit highly qualified content area experts to fill the Connect Academy certified positions, variances may be sought for alternate or provisional certification routes to licensure. This is especially true for hiring special education teachers which has proven to be a challenge since the pandemic.
- In years 1-2, Connect Academy may need variances to seat time requirements. However, as part of the 5 year plan to implement a competency based, aka proficiency based, learning system, Connect Academy will be be in line with MCPS Board Policy 1906, which states the "Board of Trustees authorizes proficiency-based ANB calculation in situations when a student demonstrates proficiency in a course area as determined by the Board of Trustees using district assessments consistent with the School District's adopted Plan of Action, or other measures approved by the Board of Trustees during the course of the current year."
- Modified compulsory attendance ages - Online schools may seek to serve students below or above standard ages, like early college learners or homeschool students seeking supplemental courses.
- Librarians: Our online academy will rely more on digital learning resources, ebooks, databases, and online literacy tools. These can be managed by teachers rather than requiring a dedicated librarian role.
- Flexibility in start/end dates - Online learning enables year-round instruction versus standard calendars. Variances to permit flexible scheduling may be sought to allow for flexible, asynchronous and synchronous course offerings .
- Reporting requirement adjustments - Modifications may be sought for things like class size, hours, and transportation requirements not applicable to online models.

Any variances sought for Connect Academy would aim to enhance the online charter schools' ability to provide innovative and flexible education models while ensuring accountability to state and local policies and laws.

6. Describe the instructional design, including the type of learning environment, class size and structure, curriculum overview, and teaching methods.

Connect Academy plans to be a leader in competency based education. The sections below detail our starting point as well as the long term vision for the Academy.

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Learning Environment

The Connect Academy will initiate years 1- 2 with asynchronous and synchronous course options that mirror the MCPS school calendar. Students will work with their personal Learning Navigator to design their personalized learning pathway with classes offered in a fall and spring semester.

In years 3-5, Connect Academy aspires to provide flexibly scheduled (possibly year round) asynchronous and synchronous competency based course options that allow students to graduate early or to catch up if they have fallen behind. Competency based learning systems are thoughtfully designed courses which organize student learning into clear learning intentions and success criteria for 3-8 core competencies per course. Students can work at their own pace in competency based courses and often have multiple means to demonstrate mastery. According to John Hattie research, mastery based competency learning systems have an Effect Size of .57.

In person and virtual work based learning and internship opportunities will also be coordinated in students' local communities to ensure meaningful experiences are available regardless of the physical location. Additional features of a virtual learning system provide these opportunities for a flexible learning environment:

- Use of virtual platforms that support interactive learning tools like video conferencing, discussion boards, document sharing, and more. Connect Academy will likely use Google Education systems such as Google Classroom and Google Meet in Year 1-2 but will explore a more comprehensive system such as Canvas as we transition to a competency based system in years 3-5.
- Synchronous and asynchronous course content will be accessible 24/7 via student logins.
- All students will be provided a Chromebook and hot spot if needed for accessing courses. Students will have access to the MCPS Tech Help Desk for technical assistance.
- Physical resources and learning kits will be mailed to students to facilitate hands-on learning.

Class Size and Structure

We anticipate synchronous class sizes will be at or below state accreditation levels (28-32 students). Asynchronous courses will likely have additional seats (30-40 seats) available as students will work and submit course work at their own pace within the course timeline.

Virtual learning systems have an advantage over traditional settings because technology provides more opportunities for small group and individualized learning opportunities, virtual break out rooms, virtual office hours, and one-on-one virtual meetings. Competency based systems are further personalized and responsive to student needs and allow for more individualized conferencing with the instructor.

All classes will use structured lesson design informed by the Teacher Clarity Playbook. This includes designing all lessons with clear learning intentions and success criteria that are visible to students. Throughout the units of learning, students should be able to answer the questions,

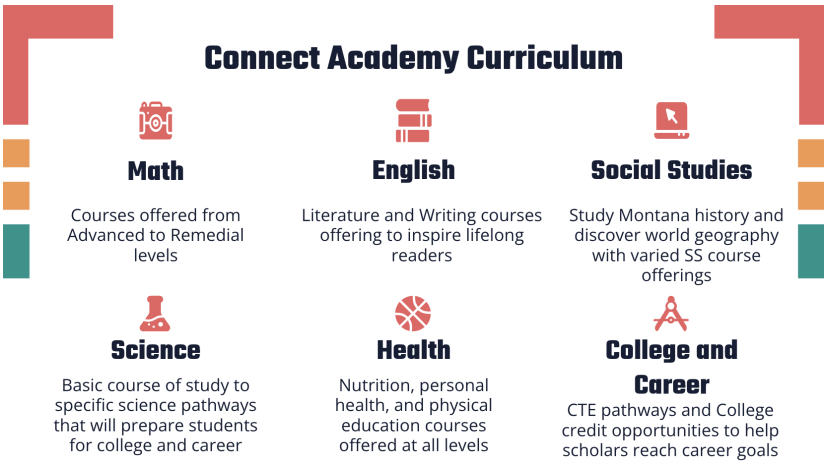
- What am I learning? (ES .48)
- Why am I learning this? (ES .46)
- How will I know I am successful? (ES .68)

This approach to lesson design and implementation is often referred to as "visible learning" because it makes learning visible to students and allows students to take ownership of their own success. It is further designed to facilitate the development and implementation of competency based learning systems.

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Connect Curriculum

Figure 6.0: Connect Academy Course Offerings



The Connect Academy curriculum will align with state and/or national content standards across all subjects. Courses will be guided by MCPS priority standards in each content area and high quality curriculum materials will be provided to facilitate learning.

At the middle school level, all core classes will be offered synchronously following a 7 period schedule. Elective courses will be offered both synchronously and asynchronously. A sample schedule is below:

- Period 1: 8:00-8:50: Advisory (lead by Learning Navigators)
- Period 2: 9:00-9:50: ELA
- Period 3: 10:00-10:50: Math
- Period 4: 11:00-11:50: Science
- Period 5: 11:50-1:00 Lunch
- Period 6: 1:00-1:50 Social Studies
- Period 7: 2:00-2:50 Elective Option (Changes Quarterly)
- Open Office Hours for all courses: 3:00-4:00

Middle School core courses will include ELA, Math, Science and Social Studies. Electives will include world languages, engineering, media, health and PE, and digital art. In years 1-2, all core classes will follow a semester system aligned to the MCPS calendar; electives will change quarterly. In years 3-5, we will transition to a competency based system which will likely integrate courses in ELA and Social Studies and Science and Math to make content more hands-on, interactive, and meaningful to students. This will also allow us to increase elective offerings so students can explore multiple CTE pathways before selecting high school courses. Synchronous courses will use the MCPS approved curriculum materials listed below.

- ELA: Engage New York
- Math: Carnegie Learning
- Science: Amplify Science
- Social Studies: Montana Historical Society materials for Montana History and IEFA, TCI world History and US History

At the high school level, a diverse set of courses will be provided from remedial and credit recovery options to AP and dual credit opportunities. A variety of CTE courses will be offered and workplace learning opportunities and internships will be coordinated so students feel ready to choose their college or career pathway upon graduation. Course outlines and materials for asynchronous courses will be provided by our online service providers including Montana Digital Academy and APEX learning. Synchronous courses will use the MCPS approved curriculum materials listed below.

- ELA: Engage New York
- Math: Carnegie Learning
- Science: Houghton Mifflin Science Dimensions
- Social Studies: TCI Human Geography, MacGruder's American Government

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Teaching Methods

MCPS has been operating the MOA since 2020 and therefore has experience offering virtual instruction to students in K-12. We have found success with synchronous instructional models that provide opportunities for a balance of teacher direct instruction, class discussion, breakout groups for cooperative learning, and independent work time with immediate access to the teacher; this design is often referred to as Gradual Release of Responsibility. We plan to continue this approach to ensure that our classrooms demonstrate the following characteristics:

- Student-centered approach tailored to different learning styles.
- Teachers serve as guides and facilitators who provide individual guidance.
- Focus on developing student independence, self-motivation, and time management through flexible pacing.
- Use of data and learning analytics to personalize instruction and interventions.
- Ongoing parent/teacher communication and support through virtual conferences, monthly class newsletters and a weekly Connect Academy newsletter sent to all students and caregivers.

7. Describe plans for identifying and successfully serving students with disabilities, students who are English Language Learners, students who are academically challenged, and gifted students, including compliance with applicable laws and regulations.

Connect Academy will meet all state and federal legal requirements for student services including serving students with disabilities, English language learners, and students with diverse learning needs. As part of the MCPS school system, the Connect Academy will have access to a wide range of experts and support services for students. MCPS currently provides district level support for special education students, English language learners, gifted education, Native American Student Services, Curriculum and Assessment, and Tier 2-3 Interventions; these important services will be extended to the Connect Academy.

Including district level support, the Connect Academy will employ or contract to provide the following staff:

- Certified Teachers for Core Courses
- Certified special education teacher
- ELL teachers and/or tutors as needed
- School Counselor
- Head of School to oversee compliance with laws and regulations and ensure services are provided to students and families
- Access to school Health Services including access to school nursing and contracted social workers

MCPS is also committed to providing all Connect Academy employees ongoing, job-embedded professional development in online instructional methods, high impact instruction, and competency based learning. This PD approach will include opportunities for CA teachers to access district level instructional coaching staff to engage in student-centered coaching cycles throughout the school year.

In addition to providing staffing and PD to support diverse student needs, MCPS will ensure the Connect Academy has the following structural supports and policies:

- Strong MTSS systems with a Student Assistance Team that screens and identifies students with disabilities upon enrollment and throughout the school year. Conduct thorough evaluations and convene IEP teams to determine eligibility services and accommodations.

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- Modifications and assistive technology for students with disabilities per their IEPs. Examples: extended time, text-to-speech, speech-to-text, closed captioning.
- Qualified ELL teachers/tutors for small group and 1-on-1 instruction. Monitor progress with annual WIDA assessment.
- Tiered interventions like tutoring, remedial courses, behavior improvement plans, counseling, and progress monitoring.
- Enrichment programs, accelerated course options, and dual enrollment opportunities.
- Online curriculum and instruction that is accessible and compliant with ADA, IDEA, ESSA, and other applicable laws.
- Communication with families in their primary language. Providing interpreters and translated materials as necessary.
- Document all evaluation and service procedures. Maintain detailed student records demonstrating legal compliance.
- Engage oversight from MCPS district leadership and participate in MCPS independent audits to ensure adherence to laws and regulations.

8. Describe student discipline policies, including those for special education students.
MOA's discipline policy is designed to maintain a safe and respectful virtual learning environment for all students. We recognize that some students may require additional support and accommodations, and our learning platform reflects a commitment to flexible and restorative practices. Disciplinary measures are always administered with an individualized and compassionate approach, taking into account the student's Individualized Education Plan (IEP) and any related considerations. We prioritize proactive strategies with the implementation of Positive Behavior Intervention Systems (PBIS) embedded in MTSS Tiered systems to ensure all students receive personalized behavior and social learning plans as needed.

In July- August 2024, Connect Academy staff will build a behavior matrix that will identify major and minor infractions and will develop an online referral system to alert administrative and counseling staff to trends. The matrix will identify a progressive discipline policy and restorative practices that will be clear to all stakeholders. Restorative practices will be employed to help students understand the impact of their actions while fostering a sense of responsibility and accountability.

A summary of Connect Academy policies is below:
- Clear codes of conduct prohibiting cheating, cyberbullying, harassment, etc. Policies should delineate prohibited behaviors and consequences.
- Behavioral expectations communicated in student/parent handbooks. Students agree to codes of conduct upon enrollment.
- Teachers will be empowered to enforce netiquette and appropriate online behavior during live sessions and will be given the ability to mute or temporarily remove disruptive students.
- Special education students will have added protections and will be assured due process under IDEA before extended suspensions or expulsions.
- IEP teams will be included in discipline decisions to ensure policies account for disabilities and provide alternate means of correction.
- Connect Academy will comply with FERPA regarding student disciplinary records and data.

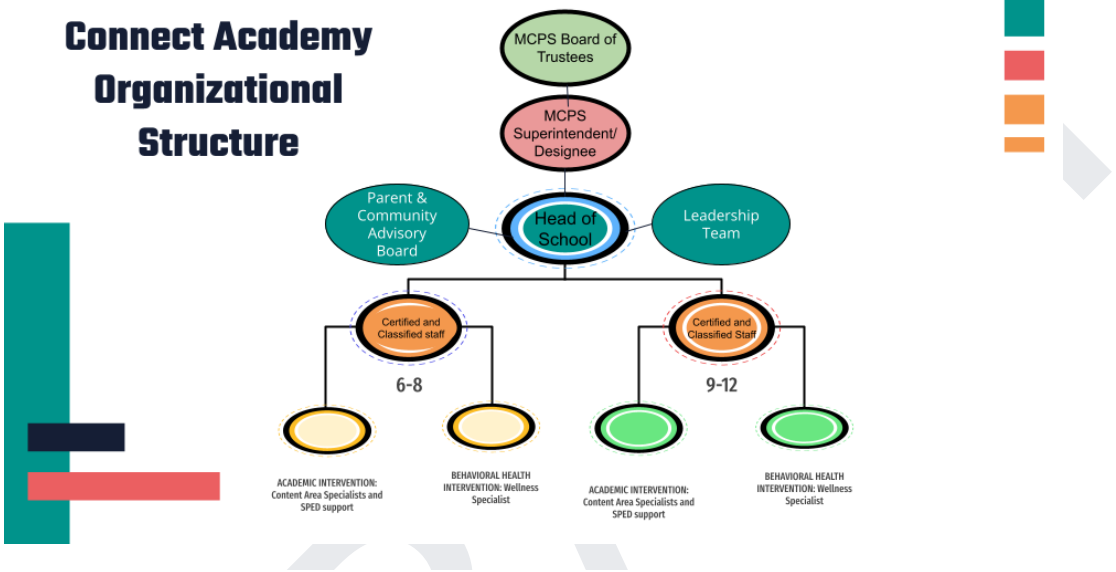
Clear policies, ongoing communication with staff/students/parents, and close coordination with IEP teams will help ensure discipline policies meet the needs of all students in an online environment.

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SCHOOL GOVERNANCE

9. Describe the public charter school's organizational chart that clearly presents the proposed organizational structure, including lines of authority and reporting between the governing board, staff, related bodies such as advisory bodies or parent and teacher councils, and external organizations that will play a role in managing the public charter school.

Figure 7.0: Connect Academy Organizational Structure



The Connect Academy will be governed by the MCPS Board of Trustees. Daily operations will be managed by the Head of School who will be supervised by the MCPS Superintendent or his designee. The Head of School will supervise and evaluate the following staff:

- Content Area Specialists/ Learning Navigators
- Special education staff
- Counselor
- Paraprofessionals

The Head of School will convene both a Parent and Community Advisory Committee and a School Leadership Committee by October 2024. Both Committees will meet at least quarterly and will provide feedback and guidance to the Head of School. These committees will also participate in an annual Comprehensive Needs Assessment that will guide the annual goal setting process for the Connect Academy.

Business and operations will be managed by the current MCPS leadership team and will continue to be supervised by the MCPS superintendent. Human Resources services and support will be provided by the MCPS HR department and curriculum and instructional support will be provided by the MCPS Academic and Community Services Department.

10. Describe the roles and responsibilities of the governing board, the proposed leadership management team, and other entities shown in the organizational chart.

The MCPS Board of Trustees will be the governing body of the Connect Academy. This board is subject to Montana state law and trustees are elected in May elections for three year terms. The MCPS Board of Trustees meets at least twice monthly and all meeting agendas are posted at least 48 hours in advance. All MCPS Board meetings are subject to open meeting laws and are televised by MCAT. The board has ultimate authority to set budgets, approve policy, and approve recommendations for hiring and firing staff.

11. Provide a staffing chart for the public charter school's first year and a staffing plan for the term of the public charter school.

The staffing plan below anticipates 72 students in year 1. MCPS anticipates an increase in enrollment to reach a maximum of 175 students in years 4-5 which will increase the number of content area specialists at each level.

Position	FTE Year 1-2	FTE Year 3-5
Head of School	1.0	1.0
Middle School Content Specialists/Learning Navigators	2.0	3.0-4.0
High School Content Specialists/ Learning Navigators	2.0	3.0-4.0
MS/HS Counselor	1.0	1.0
Special Education Teacher	1.0	1.0
Paraprofessional Support	0	1.0
Secretarial/ Attendance Support	1.0	1.0
Total Anticipated FTE	8 total	Up to 13 FTE

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12. Detail the public charter school startup plan, identifying tasks, timelines, and responsible individuals.

<table>
<tr><th colspan="2">Applicant: Missoula County Public Schools</th><th>Project Title: Connect Academy Charter School Application</th></tr>
<tr><td colspan="3">Connect Academy Start Up Plan</td></tr>
<tr><td colspan="3">1.0: Student Enrollment Goals
Goal 1.1: By March 1, 2024, the Connect Academy will finalize course catalogs and projected FTE.
Goal 1.2: By April 1, 2024, the Connect Academy will open the enrollment process.
Goal 1.3: By August 15, 2024, Connect Academy students will have course schedules and at least one meeting scheduled with their personal learning navigator</td></tr>
<tr><td>Strategies</td><td>Action/ Responsible</td><td>Timeframe: Milestones / Deliverables</td></tr>
<tr><td>Planning and Implement-ation</td><td><u>Responsible</u>: MCSP Assistant Superintendents/ Head of School (HOS)</td><td>Finalize Course Catalogs

February 2024: Finalize course catalog for middle and high school courses.
Spring 2024: HOS works with technology department to input courses into Infinite campus and create course selection forms for middle and high school students
July -August 2024:
● HOS ensures all Connect Academy students have an appointment scheduled with their personal learning navigator.
● Students select courses

Enroll Students

March-April 2024:
● HOS works with assistant superintendents to develop enrollment process and procedures.
● HOS works with the MCPS Communications staff to advertise this new statewide educational opportunity.
April 1, 2024: Enrollment Opens
May 1, 2024: Enrollment Closes
May 2-15 2024: Application review and enrollment lottery if applications exceed enrollment cap.
May 25, 2024: Families notified of enrollment decision including those on the waitlist
June 1, 2024: Families accept enrollment
June 5, 2024: Waitlist students notified if space is available

Ongoing

MCPS Cabinet meets weekly to review progress toward charter goals and to make suggestions for continued improvement.</td></tr>
</table>

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		Deliverables: Quarterly agendas and minutes, staffing plans, advertisements for job openings
	Communication Plan **<u>Responsible</u>**: Head of School, Assistant Superintendents	***January* 2024:** Build and launch Connect Academy website. **Feb-March 2024:** Build excitement for the launch- hold informative virtual and in person meetings, share social media advertisements, engage in radio and tv advertising **April-May 2024:** Share enrollment packets and information statewide. **June 1, 2024**: Notify families through email *Deliverables: Public notices of meetings, copies of advertisements, updated website*
2.0: Staffing Goals **Goal 2.1:** By June 2024, all Connect Academy certified staff will be hired. **Goal 2.2:** June 2024-August 2024, MCPS will provide professional development and instructional coaching to help teachers design instruction. **Goal 2.3:** By August 20, 2024, all Connect Academy certified staff will be hired		
Strategies	**Action/ Responsible**	**Timeframe: Milestones / Deliverables**
Planning and Implement-ation	MCPS Human Resources staff will work with Assistant Superintendents and Connect Academy leadership to hire a highly qualified staff. **<u>Responsible</u>**: MCSP Assistant Superintendents/ Head of School (HOS)	***Hire Head of School*** **January 2024:** Advertise for Head of School: A certified and licensed K-12 Administrator to oversee the Connect Academy **February 2024:** Superintendent and designees recommend a candidate for HOS to the MCPS Board of Trustees **Spring 2024:** ● HOS works with HR to advertise and hire all certified teaching positions ● HOS works with assistant superintendents to advertise for and complete the student enrollment process. ● HOS works with the technology department to ensure all virtual class platforms are prepared and courses are identified in Infinite Campus ● HOS works with Academic and Community Schools Department to outline course objectives and content for all Connect Academy courses **Summer 2024:** HOS works with the Academic and Community Services Department to ensure Connect Academy staff receive at least 12 hours of PIR to prepare for instruction. **August 15, 2024:** ● HOS ensures all students have technology and materials needed to start school and ensures all students have had or scheduled at least one meeting with their learning Navigator. ● HOS ensures all students can access their schedule in Infinite Campus

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		Hire Certified Staff **March-April 2024:** HR advertises and recruits applicants for all CA certified positions **June 1, 2024:** HOA works with assistant superintendents and HR to fill all certified positions **Summer 2027:** ● All certified staff receive at least 12 hours of professional development to prepare for instruction. ● HOA convenes the CA Student Assistance Team to begin reviewing student enrollment information to ensure all students have the academic and social supports they need to start the school year. ***Ongoing*** MCPS Cabinet meets weekly to review progress toward charter goals and to make suggestions for continued improvement. *Deliverables: Quarterly agendas and minutes, staffing plans, advertisements for job openings*
3.0: Governance Goals **Goal 3.1:** January 2024, Connect Academy Charter application approved by Montana Board of Public Education. **Goal 3.2:** February 2024: MCPS Board of Trustees approves Connect Academy Charter and accompanying variances. **Goal 2.2:** March -July 2024: MCPS purchases equipment, materials, and supplies for Connect Academy operations. **Goal I 2.3:** By August 1, 2024 Connect Academy parent and student handbook complete.		
Strategies	**Action/ Responsible**	**Timeframe: Milestones / Deliverables**
Planning and Implement-ation	MCPS Human Resources staff will work with Assistant Superintendents and Connect Academy leadership to hire a highly qualified staff. **Responsible**: MCSP Assistant Superintendents/	***Gain Approvals*** **January 2024:** Connect Academy approved by Montana Board of Public Education **February 2024:** MCPS Board of Trustees approves Connect Academy Charter with accompanying variances **Spring 2024:** MCPS leadership team identifies contractors and service providers for Connect Academy infrastructure and ensures all privacy policies and data sharing practices are Board and State approved and meet all FERPA guidelines. ***Policies and Handbooks*** **March-July 2024:** ● HOS works with MCPS teams and Connect Academy stakeholders to develop and compile a comprehensive

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	Head of School (HOS)	Connect Academy Student and Caregiver Handbook that at minimum includes academic requirements, grading policies, progressive discipline policies, codes of conduct, attendance policies, MTSS intervention systems, important contact info, school calendar and daily schedules. ● HOS works with MCPS Leadership Team to write appendices for Connect Academy staff handbook to include at a minimum daily schedule, professional goal setting and observation systems, professional development expectations, and virtual duty schedules. ● HOS works with MCPS District Crisis Team to plan and implement a Connect Academy Crisis team and clear crisis plan to include threat and suicide assessment protocols. **August 1, 2024: Handbooks are distributed** ***Ongoing*** *Deliverables: Final Handbook, Crisis Plan, Suicide and Threat Assessment Protocols*

13. Describe the plans for recruiting and developing school leadership and staff.

MCPS will advertise for staff using the MCPS website. We also hold spring job fairs and post positions on Indeed. Candidates are screened or all applicants are interviewed. Once interviews are completed, the successful candidate is offered a job pending Board approval and a background check.

All newly hired teachers participate in a 3 day new teacher orientation program each August and all first year teachers are assigned a mentor teacher who meets with them at least monthly. Classified employees are provided onboarding and orientation specific to their position.

Ongoing, job embedded professional development opportunities are provided throughout the school year. MCPS also provides access to district instructional coaches for student centered coaching cycles that help staff improve planning and preparation and instructional delivery.

14. Describe the proposed leadership and teacher employment policies, including performance evaluation plans.

MCPS certified teachers fall under the Collective Bargaining Agreement (CBA). Within this document is a prescribed program for supervision and evaluation including goal conferences (fall and sprint), pre-observation meetings, observations, post-observations meetings and a summative evaluation. Administrators are evaluated by their supervisors annually. including administrators and teachers set professional goals each fall with their direct supervisor. During this goal setting meeting, the supervisor confirms the evaluation schedule for the current school year and works with the staff member to schedule observations and follow up meetings. MCPS utilizes the Danielson Framework for Teaching to identify the goal setting domains and actionable steps for improvement. All

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Non tenured staff and Tenured teachers in year 3 of the evaluation cycle will participate in a formal evaluation process which includes 3 formal observations and a final summative evaluation presented to the staff member before March 1 for non tenured staff and May 1 for tenured staff.

MCPS classified employee evaluation falls under the Collective Bargaining Agreement (CBA). In addition to annual evaluations, probationary employees receive a verbal conference within 3 months of hire and a formal written evaluation within the 6 month period.

15. State the proposed governing bylaws.

Connect Academy will be governed by all MCPS Board of Trustees policies and procedures. Policies and procedures can be found at the MCPS website (mcpsmt.org).

16. Explain any partnerships or contractual relationships central to the operations and mission of the public charter school.

Creating a statewide charter school will require the Connect Academy team to reach beyond the Missoula Community to build academic, CTE and health partnerships that will support our diverse student body. Learning Navigators will be tasked with outreach and relationship building in the communities of the students on their caseload. We will also leverage our existing partnerships to help us continue to provide a connected community program as well as to facilitate new partnerships to support our students. Here are some existing partners who are excited to support the new Connect Academy:

- Partnership Health Center
- Montana Department of Labor
- Montana Healthcare Foundation
- Missoula United Way
- City of Missoula
- University of Montana

17. Provide the proposed calendar and sample daily schedule.

In years 1-2, Connect Academy will align with the MCPS Board of Trustees approved High School Calendar. In Years 3-5, following research and recommendations by a CA scheduling committee that involve all stakeholders, Connect Academy will propose to the MCPS Board a more flexible calendar that accommodates a competency based learning model.
A sample MCPS School calendar can be found on the MCPS website (https://www.mcpsmt.org/Page/1979).

Sample Middle School Daily Schedule
**Most courses offered synchronously*

- Period 1: 8:00-8:50: Advisory (lead by Learning Navigators)
- Period 2: 9:00-9:50: ELA
- Period 3: 10:00-10:50: Math
- Period 4: 11:00-11:50: Science
- Period 5: 11:50-1:00 Lunch
- Period 6: 1:00-1:50 Social Studies
- Period 7: 2:00-2:50 Elective Option (Changes Quarterly)
- Open Office Hours for all courses: 3:00-4:00

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Sample High School Daily Schedule

**Combination of synchronous and asynchronous courses*

- Period 1: 8:00-8:50: M,W,F Advisory (lead by Learning Navigators), T/TH Academic Intervention
- Period 2: 9:00-9:50: Synchronous ELA
- Period 3: 10:00-10:50: Off
- Period 4: 11:00-11:50: Science or Social Studies
- Period 5: 11:50-1:00 Lunch
- Period 6: 1:00-1:50 Elective Option
- Period 7: 2:00-2:50 Work Based Learning or Internship
- Open Office Hours for all courses: 3:00-4:00
- Asynchronous Course: AP Statistics

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BUSINESS OPERATIONS

18. Describe plans for providing transportation, food service, and all other significant operational or ancillary services.

Transportation

Transportation for students attending Connect Academy will not be necessary as students are not physically present at a centralized building. Connect Academy will maintain a physical location at the MCPS District office campus to house administration and essential services. Connect Academy will work with McKinney Vento and Neglected and Delinquent grants to provide gas cards to students who need support accessing brick and mortar services.

Access to Technology

Connect Academy will provide access to Chromebooks and wireless hotspots for all students enrolled. MCPS has an efficient Technology Department with the capacity to oversee access for this charter school. Connect Academy will ensure that all students have access to the necessary technology and internet connectivity and will work with staff and caregivers to address potential disparities in digital access within our community.

Family Resource Services

Though Connect Academy does not contain a Family Resource Center, MOA's physical location is within the district's administration offices. Therefore, MCPS will leverage the District Liason's access to family resource offerings in order to make those services readily available to all MOA students. MCPS provides families with access to clothing, backpacks, school supplies, food and gas cards, headphones, and winter gear as needed. Our Liaison can also assist caregivers gain access to services such as housing support and medical access.

Food and Nutrition

Students who participate in the Connect Academy will have access to a Grab and Go meal pickup (breakfast and lunch in one bag) at each of our MCPS school sites. We will also work with community partners across the state including local food banks to provide meal access for students outside the Missoula community. Meal prices, including free and reduced price options, will apply. Students who choose to participate will also be offered EmPower Packs, nutrition support for weekends, each Friday when they pick up their Grab and Go meal; similar partnerships will be sought in communities around the state to ensure students have access to nutritious meals on both school days and weekends.

19. Describe co curricular and extracurricular programs and how the programs will be funded and delivered.

Connect Academy will offer student led clubs for students to identify topics that interest them. Virtual space will be allowed for these clubs to exist during the lunch block. Content specialists will also have the option to lead school clubs. Any school initiated or supported clubs will require parent permission for students to participate. These clubs will not be in addition to school hours and they will not have an allocated budget.

20. Describe the proposed financial plan and policies, including financial controls and audit requirements.

- Revenue Sources - An online charter school is publicly funded and based on student enrollment and attendance. Other sources could include federal/state grants, philanthropy, fees for extra services.

- Personnel Expenses - Majority of budget will go to teachers, administrators, counselors, tutors and support staff. Consider costs for recruitment, professional development, evaluation, benefits and technology needs.
- Academics and Student Services - Expenses for learning software/platforms, curriculum materials, assessment tools, counseling services, special education services. Allocate for full range of student academic and developmental needs.
- Operations and Technology - Costs for software systems, networks, technical support staff, cybersecurity measures, student laptops/tablets, digital resources and high-speed broadband.
- Facilities - As an online school, facilities needs are lower but may still require office space, meeting rooms and storage.
- Financial Controls - Segregate transaction authorization, recording and reconciliation duties. Require multiple sign-offs for expenditures over certain thresholds. Inventory assets.
- Audits - authorizing agencies require annual audits.

21. Describe the insurance coverage that will be obtained.

- General Liability Insurance - Protects against claims of bodily injury, property damage, personal injury from operations and activities. Important for schools to manage liability risk.
- Directors and Officers (D&O) Liability Insurance - Covers legal costs and judgments against school directors and officers for their decisions and actions. Crucial for financial protection.
- Educators Legal Liability Insurance - Insures against allegations of errors, omissions or negligent acts in delivering educational services. Covers legal defense costs.
- Property Insurance - Covers loss or damage to school property due to events like fire, theft, vandalism, natural disasters. Includes coverage for laptops/tablets issued to students.
- Technology Errors and Omissions Insurance - Protects against claims arising from problems with educational software, portals, apps or platforms.
- Cyber Liability Insurance - Covers costs related to data breaches, hacking incidents or malicious cyber activities. Important given online environment.
- Workers Compensation Insurance - Provides coverage for injuries or illnesses related to school staff's work activities per state regulations.
- Student Accident Insurance - Optional injury coverage for enrolled students since they are not on premises. Can supplement family health insurance.

22. Describe the startup and five-year budgets with clearly stated assumptions.

Please see Exhibit A for the budgeting spreadsheets with year 1- 5 assumptions and funding sources

23. Describe the startup and first year cash flow projections with clearly stated assumptions.

Annual Operating Budget Worksheet				
DESCRIPTION	**ASSUMPTIONS**	**AMOUNT**	**NUMBER**	**TOTAL**
General	Assume a $670,000 annual operating budget (all figures have been rounded for simplicity)	$670,000	1	$670,000.00

Number of Students	A total of at least 72 students 6th-12th grade. 72 is the minimum enrollment needed to "break even," however, this charter school can accommodate up to 600 with the assumed staffing levels detailed below.	72	72	72
High School	At least 41 high school students	41	41	41
Middle School	At least 21 7th and 8th grade students	21	21	21
Elementary School	At least 10 6th grade students	10	10	10
Facility square footage	This is an online charter school and does not require a facility to house students. However, office space will be available for teaching staff and classroom space will be available for student support. These spaces are already available at existing MCPS sites.	N/A	0	0
Student teacher ratio	Student teacher ratios will be governed by the accreditation	1	150	150

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	rules of Montana - not to exceed 30 students per period for a maximum of 5 periods per teacher			
Average teacher salary	The average teacher salary at MCPS is approximately $68,000	$68,000	1	$68,000.00
REVENUES				
High School Basic entitlement $343,483 Middle School Basic entitlement $114,493	Assuming we meet our minimum enrollments of at least 41 high school students and 21 middle school students the charter school would be eligible for basic entitlement			
HIgh School Basic Entitlement	High School Basic entitlement is $343,483 assuming we have at least 41 students enrolled	$343,483	1	$343,483.00
Middle School Basic Entitlement	Middle School Basic entitlement is $114,493 assuming we have at least 21 students enrolled	$114,493	1	$114,493.00
State ANB formula earnings High School	Assuming $7634 per high school student - but this could change based on enrollments	$7,634	41	$312,994.00

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	and degradation in the formula			
State ANB formula earnings Middle School	Assuming $7634 per middle school student - but this could change based on enrollments and degradation in the formula	$7,634	21	$160,314.00
State ANB formula earnings Elementary School	Assuming $5962 per 6th grade school student - but this could change based on enrollments and degradation in the formula	$5,962	10	$59,620.00
Quality Educator Payment	This assumes a quality educator payment for each certified staff member	$3,673	6	$22,038.00
Data for Achievement	Per ANB (74.36) is the ANB count and not the actual enrollment	$23.58	74.36	$1,753.41
At Risk Payment	Per student count and not the actual enrollment	$28.88	75	$2,166.00
Indian Education For All	Per ANB (74.36) is the ANB count and not the actual enrollment	$24.63	74.36	$1,831.49
American Indian Achievement Gap	$242 per Native American Student but we won't know how many Native American students we will have	$242	0	$0.00

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Applicable State Grants	Assuming we receive any state grant funding, the charter school will receive an equitable share on a per pupil basis	$0	80	$0.00
Applicable Federal Grants	Assuming we receive any federal Title or IDEA funding, the charter school will receive an equitable share on a per pupil basis	$0	80	$0.00
Local Tax Revenue	Assuming MCPS continues to pass ovebase levies the charter school will be funded at 100% of maximum allowed budget	30%	80	$0.00
Grants and Fundraising	No grants or additional fundraising are anticipated in year one.	$0	0	$0.00
Total Revenue				$1,018,692.90
EXPENDITURES				
PERSONNEL				
Head of School	$103,000 (prorated at .34 FTE) = $34,000	$103,000	1	$103,000.00
Counselor	1 counselor for guidance and college and career readiness	$68,000	1	$68,000.00

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Teachers	4 content area teachers + 1 special education teacher at average salary $ 68,000	$68,000	5	$340,000.00
Para Professionals	None needed at this time	$0	0	$0.00
Clerical	One secretary	$37,000	1	$37,000.00
Nurse	None needed at this time	$0	0	$0.00
Custodial	Considered as part of our indirect costs	$0	0	$0.00
Fringe Benefits	17% of total salary expenditures	$548,000	17%	$93,160.00
Health Benefits	$673 a month x 12 Months	$8,076	7	$56,532.00
Other	Assuming cell phones, mileage, travel reimbursement = $1000 per person	$1,000	7	$7,000.00
Total Personnel			7	$704,692.00
INSTRUCTION				
Textbooks	Assume $250 per student	$250	72	$18,000
Online curriculum	Assume 6 courses per student at $150 per course on a variety of platforms to meet student needs	$900	72	$64,800
Classroom Paper and Supplies	Assume $30 per student	$30	72	$2,160
Compute	Assume $500	$500	7	$36,000

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rs	per student		2	
Software	Assume $100 per student	$100	72	$7,200
Field Trips		$0	72	$0
Instructional Equipment	Staff laptops $800 each	$800	7	$5,600
Library and Media	Included in textbooks, online curriculum, supplies	$0	0	$0
Student Assessment	Assume $50 per student	$50	72	$3,600
Classroom Furniture	Assume no furniture needed	$0	0	$0
Athletic Equipment	Assume no athletic equipment needed	$0	0	$0
Music Equipment	Assume no music equipment needed	$0	0	$0
Other	Hotspots, Internet Connectivity - assume $70 per student average	$70	72	$5,040
Total Instruction				$142,400
SERVICES AND SUPPLIES				
Office Supplies	$250 per FTE	$500	7	$3,500.00
Office Furniture	No additional furniture needed	$0	0	$0.00
Book Keeping and Audit	Included in indirect cost rate calculated at 2.67% of our	$0		$0.00

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	revenue			
Payroll Services	Included in indirect cost rate calculated at 2.67% of our revenue	$0		$0.00
Banking Fees	Included in indirect cost rate calculated at 2.67% of our revenue	$0		$0.00
Legal Services	Included in indirect cost rate calculated at 2.67% of our revenue	$0		$0.00
Liability and Property Insuranc e	Included in indirect cost rate calculated at 2.67% of our revenue	$0		$0.00
Staff Develop ment	$1000 per teacher	$1,000	7	$7,000.0 0
Travel	$150 per teacher	$150	7	$1,050.0 0
Internet	Included in indirect cost rate calculated at 2.67% of our revenue	See indirect cost rate below		
Food Service	Included in indirect cost rate calculated at 2.67% of our revenue	See indirect cost rate below		
Transpor tation	Included in indirect cost rate calculated at 2.67% of our revenue	See indirect cost rate below		
Health Supplies	Included in indirect cost rate calculated at 2.67% of our revenue	See indirect cost rate below		
Pest Control	Included in indirect cost	See indirect cost rate		

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	rate calculated at 2.67% of our revenue	below		
Janitorial Supplies	Included in indirect cost rate calculated at 2.67% of our revenue	See indirect cost rate below		
Waste Disposal	Included in indirect cost rate calculated at 2.67% of our revenue	See indirect cost rate below		
Indirect Costs	Estimated Revenue $1,098,195 x 2.67% = $29,321	$1,018,674	2.97%	$30,254.63
Total Services and Supplies				$41,804.63
FACILITIES				
Rent/Lease/Mortgage	MCPS will not need to budget for facilities for the online charter school	N/A		
Maintenance & Repair	MCPS will not need to budget for facilities for the online charter school	N/A		
Gas/ Electric	MCPS will not need to budget for facilities for the online charter school	N/A		
Phone	MCPS will not need to budget for facilities for the online charter school	N/A		
Fire & Security	MCPS will not need to budget for facilities for the online	N/A		

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	charter school			
Total Facilities				$0.00
Total Revenue				$1,018,692.90
Total Expenditures				$888,896.63
Surplus (Deficit)				$129,796.27

24. Describe anticipated fundraising contributions and evidence, if applicable.
At this time, the Connect Academy will be operating with adequate funding to support programs. The virtual option reduces facility and other brick and mortar costs which allows more flexibility within the budget.

25. Describe the facilities plan, including backup or contingency plans.
Connect Academy will be a virtual school- students will not attend in person. The MCPS District Administrative Campus has office and storage space to accommodate CA staff and supplies.

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COMMUNITY SUPPORT AND NEED

26. Describe the specific evidence of significant community support.

Missoula County Public schools established the Missoula Online Academy (MOA) in 2020, in response to the community's urgent need to initiate distance learning. Although many students have returned to in-person instruction, the Covid-19 pandemic highlighted the need for, and benefit to, robust online learning options.

Online learning options have proven to be an essential option for students and families as evidenced by the extensive public comment received by the MCPS School Board. Students and families who have been part of the MOA community have regularly advocated for this online option to continue. As referenced earlier in the application, public comment has indicated the importance of the MOA to our students and families. Included comments expressed appreciation from parents for the versatility of the online school, and its value to the district's portfolio. Parents also highlighted that, for some students, online learning is the only viable option for academic opportunity given circumstances. Students expressed the mental health benefits of the online program and how the individualized learning setting builds responsibility and promotes accountability. In addition, MOA teachers described the online school as critical for meeting the needs of students that do not thrive in a traditional academic setting.

27. Describe the opportunities and expectations for parent involvement.

Connect Academy will continue to emphasize MCPS's commitment to involving parents in the educational process, which can attract families who value active participation in their child's journey. Parents and guardians are expected to maintain regular communication with their student's teacher(s) and school administrators to stay informed about their child's progress and any school updates. Parents and guardians are expected to attend parent/teacher conferences, and need assessment meetings, and read all school newsletters. MCPS will encourage parents to actively engage their student to participate in school activities, extracurriculars, and events whether in person or virtual. Connect Academy will offer a parent workshop at the beginning of each semester to ensure parents and guardians receive education in online learning best practices, digital safety, and supporting students at home.

Connect Academy will also convene an advisory board composed of school stakeholders including parents and caregivers. This board will meet at least quarterly to ensure families are involved in goal setting and action planning for the Connect Academy.

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Exhibit A: Annual Operating Budget and Start Up

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Exhibit B: 5 Year Projections

PUBLIC CHARTER APPLICATION COVER PAGE

Check One: _X__ New Public Charter under Existing Local School Board ___ New Public Charter

District Name of Public Charter School:
TEACH Academy

Local school district in which the public charter school will be physically located:
Missoula County Public Schools District #1

Contact Information for the Governing Board Chair

Contact Person: Wilena Old Person Board Chair for MCPS
Name Title

Contact Address: 909 South Avenue West, Missoula, MT 59803

Telephone Number: 406.728.2400

E-mail Address: woldperson@mcpsmt.org

Contact Information for the Person Completing this Application

Contact Person: Micah Hill Superintendent
Name Title

Contact Address: 909 South Avenue West, Missoula, MT 59803

Telephone Number: 406.728.2400

E-mail Address: mhill@mcpsmt.org

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PUBLIC CHARTER APPLICATION

Name of Public Charter School: TEACH Academy

Provide an executive summary with the general purpose and rationale for the creation of the public charter school.

The TEACH Academy is an innovative public education approach that provides a flexible approach to demonstrating mastery for our youngest learners while also seeking solutions to the teacher shortage plaguing our state. By tackling these two issues in one charter school, we believe the results will be a passionate learning community that fosters creative and educational excellence for learners of all ages.

Opening Date: August 2024 Public Charter Term Length: 5 years
Grades to be served: Preschool-3
Minimum Enrollment Per Year: 72 students
Planned Enrollment Per Year: 72 students
Maximum Enrollment Per Year: 175 students by year 5

For each year of the public charter term, indicate the number of students the public charter school plans to serve in each grade.

	EL	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Year 1	15*	20	40	20											80
Year 2	15	20	40	40	28										143
Year 3	15	20	40	40	85	85									205
Year 4	15	20	40	40	85	85	30								238
Year 5	15	40	40	40	85	85	30								258

*Not considered in ANB or budget calculations for year 1

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ACADEMIC PROGRAM

1. State the public charter school's mission and vision and describe why this initiative is important to the community it will serve.

TEACH Academy, an MCPS Charter School, will be an integrated arts academy and CTE Aspiring Teacher pathway that will serve students in elementary grades while also providing internship opportunities for high school students and preservice teachers.

The **Mission**: TEACH Academy is dedicated to empowering Future Educators and Nurturing Creative Minds. This academy will seek to bridge the worlds of an arts integrated elementary school with an innovative approach to attracting pre-service teachers.

The TEACH Academy is committed to: **T**eaching **E**xcellence in the **A**rts and **C**reative **H**armony.

We **envision** a charter school committed to fostering an inclusive school community where elementary students benefit from a knowledge based, arts-integrated experience and pre-service teachers and high school students are inspired to join the profession.

The TEACH Academy will engage elementary students in a high quality arts integrated learning experiences that ensure all students have access to:

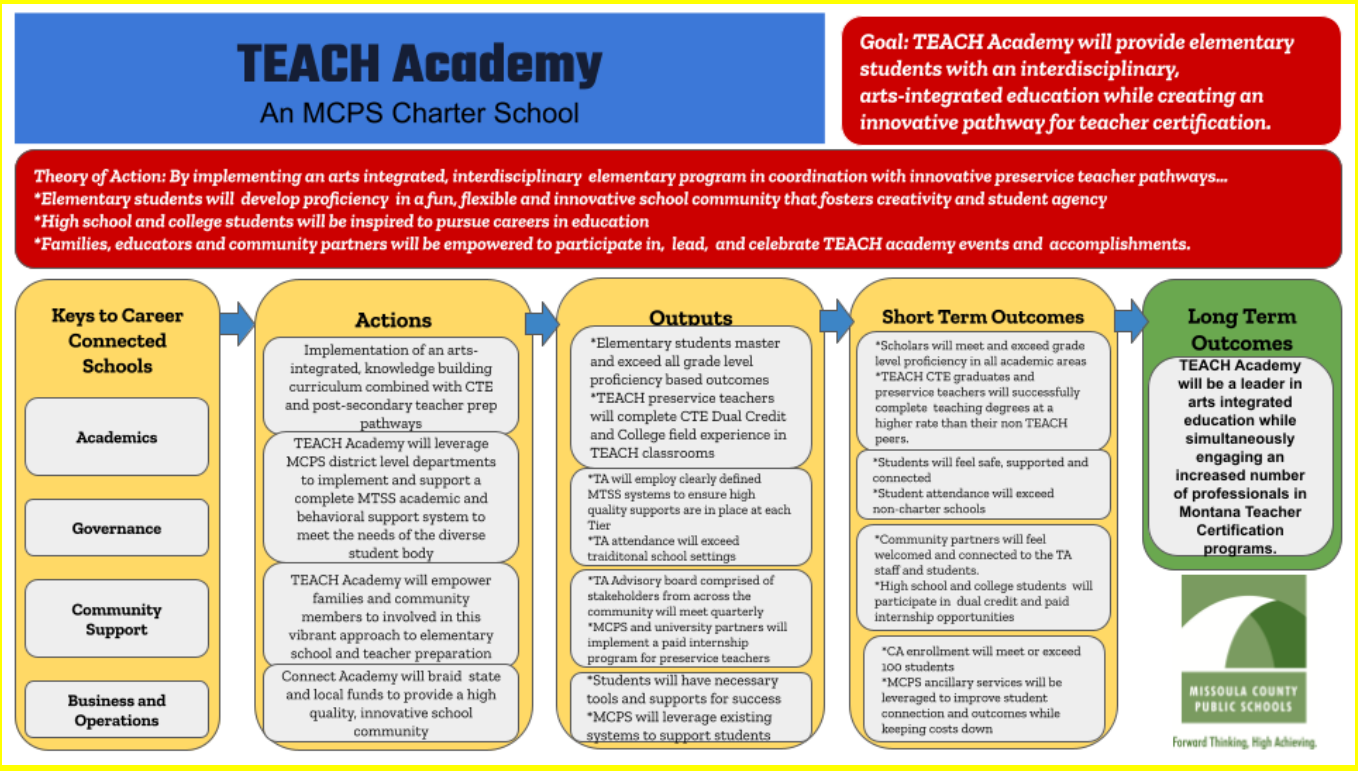
- A high quality, knowledge building curriculum aligned to Montana Content Standards;
- Daily lessons that guarantee innovative and high impact teaching strategies to ensure engagement;
- Increased opportunities to demonstrate student creativity and deepen learning through immersion in arts integrated learning experiences;
- Empowering opportunities for caregivers to participate in classroom and family engagement events that promote creativity;
- A community of discourse and discussion where students are empowered to self assess, choose their learning evidence, and reach high levels of learning in a proficiency aligned model.

The TEACH Academy will empower rising educators and preservice teachers by partnering with the University of Montana College of Education to:

- Promote and create college pathways to encourage high school students explore the field of education;
- Create innovative solutions for paid internship opportunities including paraprofessional and support staff roles for high school students and preservice teachers seeking field experience hours;
- Connect aspiring educators to experts in the field of education to facilitative supportive and encouraging relationships for new educators;
- Collaborate with our university partners to create new, innovative, and paid internship opportunities to encourage more students to choose teaching as a career;
- Infuse arts integrated practices throughout the curriculum to ensure all learners, young and old, students feel free to grow their creativity.

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FIGURE 1.0: TEACH Academy Logic Model



Utilizing Innovation

The TEACH Academy will start year 1 with at least one Early Literacy classroom (although his classroom will not count in ANB or staffing calculations until year 2), and up to four grade level classrooms. If we successfully fill these slots, the TEACH Academy will plan to accommodate additional students in each year of this 5-year charter.

This innovative model presents two solutions to our current educational challenges. First, student attendance and engagement has steadily declined since the pandemic. This is evidenced by MCPS chronic attendance percentages in elementary school. On average, 35% of our elementary students miss 10% or more of their school days. Additionally, student voice data indicates that many students are bored or disengaged in our classrooms and our assessment data confirms that as many as 40% of our students are not meeting grade level expectations.

Second, student enrollment in Teacher Preparation programs across Montana has been in decline for many years. This model is first intended to promote education as a dual credit CTE pathway by engaging high school students as interns in the TEACH Academy classrooms. By year 3 of this charter, it is hoped that MCPS will have developed a partnership with the university system to create paid internship opportunities for preservice teachers.

With an engaging approach to learning and a smaller teacher to student ratio due to the support of preservice educators, the TEACH academy will provide an exciting and creative school community that inspires our youth to be innovative and our young adults to choose this important profession.

Ensuring Flexibility and Serving the Community

Missoula has a reputation for being a supporter of the arts. From our art galleries to music venues, Missoula celebrates and encourages artistic expression throughout our community. In a 2022 nation-wide arts vibrancy index, Missoula was ranked in the top 10 for medium-sized cities based on arts providers and community and government support. (SMU DataArts)

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Currently the SPARK Ignites Learning initiative ensures arts integrated experiences occur in our K-8 schools by providing both artist residencies and field trip experiences for all Missoula K-8 students. The TEACH academy would leverage this partnership as part of this new approach to augment a fully integrated arts curriculum for students and pre-service teachers. Students would still be taught the skills and content needed to be readers, mathematicians, and scientists, using engaging lessons but these lessons and assessment opportunities would include hands-on art strategies as tools for demonstrating mastery.

2. Identify the targeted student population and the community the public charter school proposes to serve.

This TEACH Academy will be open to Montana residents in P-2 grades in year one with the goal to serve students in grades P-5 by the end of the 5-year charter. This innovative charter will cater to elementary students who are curious, creative and eager to demonstrate mastery of their learning with the promise of an arts integrated learning experiences and opportunities infused throughout the day.We anticipate a diverse and dynamic group of students will apply and the TEACH Academy will embrace all abilities and learning styles.

Simultaneously, the TEACH academy will welcome high school students and pre-service educators into the field. These aspiring educators represent a collaborative approach to teacher education with the dual hope of getting these individuals excited about teaching while equipping them with the tools and knowledge they need to engage students in their future classrooms.

3. Describe plans and timelines for student recruitment and enrollment, including lottery procedures.

Recruitment

In year one, the TEACH Academy aims to enroll up to 75 students in P-2 grade classrooms. By the end of the five year charter, the TEACH Academy has set the goal of at least one classroom per grade level, P-5. Student recruitment will be a comprehensive endeavor that involves engaging with prospective students and their families and utilizing advertising campaigns to highlight the unique educational opportunities and advantages our charter school offers. We will also recruit aspiring educators by working in partnership with our high schools to augment CTE Teacher Education Pathways with internship opportunities and with our University partners to find paid internship solutions to recruit potential teacher education candidates.

MCPS takes pride in our commitment to serving the community and therefore will conduct outreach to prospective families through various channels, such as community events, informative virtual and in person sessions, and partnerships with local and state organizations, all aimed at raising awareness about TEACH Academy. In addition to community engagement, we will employ targeted marketing strategies, both online and offline, to reach a wide range of potential students and preservice teachers. These efforts are designed to create a diverse and inclusive student body while ensuring that families are well-informed about our educational mission and innovative and personalized curriculum pathways.

Application Process

The annual application process will be open each spring for Montana residents in grades P-2 (P-5 by year 5). We anticipate open enrollment for up to 75 students in year 1 with hopes to reach an enrollment goal of 100 students by year 5.

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In year 1, the application process will be open from April 1- May 1, 2023. To apply, interested parents or guardians will submit applications within the specified enrollment period. From May 2-15, 2023, these applications will be carefully reviewed to ensure they meet all eligibility criteria, such as age and state residency requirements. If student enrollment exceeds the annual student capacity, a lottery will be conducted. This process will involve assigning each applicant a unique identification number and using a random selection method, to select students for available slots. Admission or lottery results will then be communicated to parents no later than May 25, 2023, and those who are selected will receive an enrollment offer with instructions on how to proceed with enrollment. Families will need to confirm enrollment by June 1, 2023. For those not selected in the initial lottery, the TEACH Academy will maintain waitlists as slots become available due to withdrawals or other factors. Throughout the entire process, transparency and adherence to established rules and timelines will be crucial to ensure an equitable and orderly enrollment system. All enrollment policies and timelines will be clearly communicated on the TEACH Academy website which will be created within two months of approval of this charter.

TEACH Academy will adhere to all state and federal laws in relation to school enrollment including students who qualify for McKinneyVento services and will not discriminate based on race, color, religion, or disability.

4. Describe the public charter school's academic program, specifically focusing on why it is innovative in your school district. Include plans to formally assess student achievement on an annual basis.

Our innovative charter will offer core courses in ELA, math, science, social studies that meet all Montana elementary accreditation standards. The course content and instructional approaches will be infused with arts integrated learning experiences and assessment opportunities that grow student agency and ensure that students are adequately challenged and engaged throughout the school day.

The high school CTE pathway attached to the TEACH Academy will target rising educators by offering dual and concurrent credit courses, as well as CTE and internship credits. By the end of this charter, TEACH Academy will be a state leader in CTE Rising Educator Pathways.

For college level students, MCPS will work with our University partners to find solutions for creating paid field experience opportunities in the TEACH Academy. One way this may be accomplished is through the creation of flexible MCPS paraprofessional positions that double as credit bearing field experience opportunities. We believe that by adding paid internship opportunities while also exploring tuition assistance and waiver ideas, we will be able to increase the number of professionals choosing a career in Montana schools.

Curriculum Aligned with Montana's Academic Standards

TEACH Academy is committed to offering an innovative curriculum aligned to Montana Content Standards. We understand that every student is unique, therefore our curriculum approach is designed to capture student creativity and grow their desire to learn.

The TEACH academy will use an interdisciplinary knowledge building curriculum that will ensure students receive the structured phonics and foundational reading and math skills they need to be readers, mathematicians and scientists while also growing their vocabulary, background knowledge and creativity. This integrated approach will set this charter apart from our non-charter schools as traditional MCPS schools use skill based curriculum design delivered through a subject specific approach. Additionally, arts integrated classrooms provide more opportunities for active and movement based lessons that are designed to increase student engagement and motivation.

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Meets the Indian Ed For All Mandate

MCPS is committed to meeting our Montana Constitutional requirement to provide Indian Education for All educational and cultural experiences for TEACH Academy students. Our MCPS Native American Services department will work directly with TEACH Academy staff to design and implement lessons that incorporate IEFA standards and content throughout the school year in all courses. The NASS student specialists will also work with the TA Student Assistance Team to identify and support Native American students who may be at-risk by arranging regular meetings with students and families and by connecting families to cultural opportunities in our community. Additionally, MCPS' adopted curriculum scope and sequence requires all 4th grade students to participate in Montana History and Tribal Studies as core curriculum.

Planning and Preparation

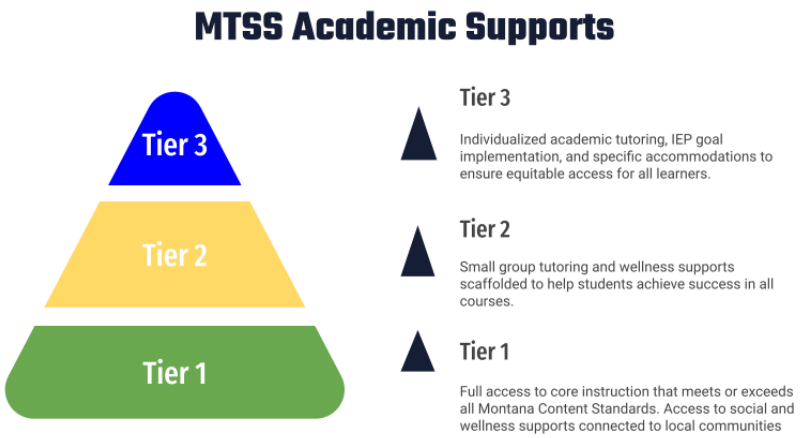
TEACH Academy will align with MCPS professional goal setting systems by utilizing the Danielson Framework for Teaching (2021) and accompanying rubrics as a professional goal setting and reflection tool. This tool will help the Head of School collaborate with both contracted and preservice teachers to ensure high quality instruction in all content areas.

MCPS is also in the first year of a three year implementation plan based on the lesson design and instructional strategies found in the Teacher Clarity Playbook (Fisher, Fry, & Almadore, 2019). The Teacher Clarity Playbook is based on the Visible Learning research done by Dr. John Hattie which includes meta-analyses of education research to identify teaching practices and conditions that have the biggest impact on student learning. Effect sizes above .4 are most likely to have the greatest impact on student learning; Teacher Clarity has an effect size of .85 whereas student retention has an effect size of -.32. By making learning visible to students, students can take charge of their own learning to identify what they are learning (learning intentions), why it is important (relevance), and how they will know they are successful (success criteria and formative assessments).

MCPS uses the Montana Content Standards to identify priority standards for each content area. Priority standards guide the skills and content taught to students in a carefully designed scope and sequence. These priority standards also have an accompanying proficiency scale to identify what proficiency looks like for each standard. The MCPS Academic Department will support TEACH Academy teachers to align their knowledge based curriculum materials to the MCPS priority standards and proficiency scales. This will ensure the TEACH Academy students and MCPS Elementary schools will remain aligned to the same high expectations.

MTSS Systems to Support All Learners

FIGURE 2.0: MTSS Tiered Systems



Multi Tiered Systems of Support (MTSS) (Figure 2.0) braid the strong research base of Response to Intervention systems (RTI Effect Size=1.29) with Positive Behavioral Interventions and

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Supports (PBIS Effect Size= .62) to implement a comprehensive academic and behavioral tiered system designed to be responsive and meet the needs of students and families. Clear MTSS systems are essential for identifying and addressing students' academic deficiencies and/or weaknesses so as to encourage constant student growth and achievement.

MTSS systems require regular data analysis protocols and feedback systems that enable educators to tailor instruction, design interventions, identify areas for curriculum enhancement, and track student learning. As part of the MTSS system, TEACH Academy will convene a Student Assistance Team (SAT) that meets at least twice per month to review progress monitoring data in order to quickly identify students in need of support beyond Tier 1 and to ensure behavioral and academic interventions at Tiers 2-3 are meeting student needs.

Comprehensive Assessment Systems

A comprehensive assessment system, an essential component of a strong MTSS System, ensures transparency, accountability, and equality. MCPS is committed to maintaining a robust and formal assessment system that ensures academic excellence and continuous improvement across all districts including our new charter district.

The TEACH Academy system will integrate a variety of assessment methods, including Tier 1 benchmark assessments administered 3 times per year; formative and summative assessments throughout course work; required standardized testing including the NAEP, MAST, performance-based assessments, and portfolio evaluations to complement summative course assessments. In addition to Tier 1 benchmark assessments, diagnostic assessment tools are included in the system to ensure Tier 2 and 3 interventions are matched to student need and are administered in 3-6 week cycles to ensure students are not tracked into a group but flexibly grouped to receive intervention and/or enrichment that is skill based, flexible, and responsive.

The TEACH Academy formal assessment system (benchmarking, progress monitoring, and summative assessments) will align with MCPS systems. Our screening system will include ELA and Math screening tools at least three times per year as well as regular progress monitoring and diagnostic assessment tools aligned to MCPS assessment systems. MCPS Schools currently use the STAR assessment system for benchmarking and progress monitoring and a number of Tier 2-3 diagnostic and computer assisted learning tools for both ELA and Math interventions and progress monitoring.

In fall 2023, MCPS is engaging in an assessment review to ensure our assessment systems are predictive of student success, aligned to Montana Content Standards, drive instructional planning, and provide actionable and useful feedback to students, teachers, and caregivers. The review will include planning specific to the MCPS Charter School Assessment systems with the hopes to share resources across MCPS systems to leverage lower costs, share professional development, and provide for comparative data analysis across districts. Teachers, school leaders, and community members including caregivers will be invited to participate; we will also do specific outreach to include potential Charter families for input. By spring 2024, MCPS will complete a 5-year assessment system implementation plan for all MCPS districts.

A Commitment to Innovation and Flexibility

TEACH Academy intends to be a leader in both arts education and teacher preparation with a commitment to flexibility and innovation, including but not limited to:

- responsive MTSS systems,
- challenging courses,
- arts integrated experiences,
- increased access to CTE Education pathways.

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Responsive Systems

TEACH Academy will implement a strong MTSS system to ensure both academic and behavioral health needs are quickly identified and responsive supports are initiated in a flexible and timely fashion. In addition to academic support, TEACH Academy staff will work with community providers across Missoula to ensure students are connected to the health and wellness resources in Missoula. The MCPS Families in Transition Liaison will meet regularly with the TEACH Academy Student Assistance Team to ensure students in transition always have the resources they need to succeed in school.

Special education services will be provided by a licensed special educator and students with IEP's will have access to MCPS related service providers such as speech and OT. As part of the MTSS system, students who are not responding to tiered interventions can be referred by the TEACH Academy SAT team for a comprehensive special education evaluation.

Challenging Courses and Arts Integrated Expereiences

TEACH Academy will offer a rigorous, knowledge building curriculum that includes advanced opportunities for arts integration. High standards will be set for student performance and creativity. TEACH Academy will encourage critical thinking, experimentation, and inquiry-based learning. The academy will foster collaborative work environments and will challenge students to adapt to different creative processes. According to John Hattie's research, creativity programs have an effect size of .62.

This charter will leverage creative teaching methods to nurture the artistic talents and academic excellence of the students. The charter school will utilize a multidisciplinary approach that will integrate various art forms into the core curriculum, fostering creativity and critical thinking. By integrating arts into lessons, the content will be more engaging and accessible, promoting better understanding. Visual arts, music, drama, and other creative elements will be used to clarify complex concepts, making them more relatable and memorable for students.

College and Career Pathways

TEACH Academy students will provide a strong and reliable CTE pathway for aspiring educators. High School Counselors and the TEACH Head of School (HOS) will work with high school students to identify credit-bearing work-based learning and college credit opportunities that will accelerate their education degrees in college.

5. Describe any variances to existing standards that the public charter school requires to enhance educational opportunities.

The TEACH Academy may seek the following variances from traditional public school standards to better facilitate in-person learning:

- Flexibility in teacher certification requirements - To recruit highly qualified content area experts to fill the TEACH Academy certified positions, variances may be sought through the TEACH Act for alternate or provisional certification routes to licensure. This is especially true for hiring special education teachers which has proven to be a challenge since the pandemic.
- Librarians: Charter academy will partner with MCPS non charter school librarians and the public library to provide check out of physical books, digital learning resources, ebooks, databases, and online literacy tools. These can be managed by classroom teachers through collaboration with district and community staff rather than requiring a dedicated librarian role.
- Reporting requirement adjustments - Modifications may be sought for things like class size as this model will support a higher teacher to student ratio as part of the CTE pathways and university partnerships.

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Any variances sought for the TEACH Academy would aim to enhance the charter schools' ability to provide innovative and flexible education models while ensuring accountability to state and local policies and laws.

6. Describe the instructional design, including the type of learning environment, class size and structure, curriculum overview, and teaching methods.

TEACH Academy plans to foster a school community where elementary students benefit from arts integrated learning while pre-service teachers and high school students embark on a transformative experience in teacher education. The sections below detail our starting point as well as the long term vision for the Academy.

Learning Environment

The TEACH Academy will initiate a school schedule that will mirror the MCPS elementary school calendar. Involved high school students will work with their school counselor to identify the times of day they will participate in TEACH internships and coursework.

Class Size and Structure

We anticipate class sizes will be at or below state accreditation levels, however, as enrollment grows over the term of this charter, we may seek to exceed accreditation standards in some classrooms due to the increased ratio of adults to students from the aspiring education pathways.

All classes will use structured lesson design informed by the Teacher Clarity Playbook. This includes designing all lessons with clear learning intentions and success criteria that are visible to students. Throughout the units of learning, students should be able to answer the questions:

- What am I learning? (ES .48)
- Why am I learning this? (ES .46)
- How will I know I am successful? (ES .68)

This approach to lesson design and implementation is often referred to as "visible learning" because it makes learning visible to students and allows students to take ownership of their own success. It is further designed to facilitate the development and implementation of competency based learning systems.

TEACH Curriculum

The TEACH Academy curriculum will align with state and/or national content standards across all subjects. Courses will be guided by MCPS priority standards in each content area and knowledge building curriculum materials will be provided to facilitate learning.

Teaching Methods

MCPS has been operating elementary schools since 1916. We have traditionally found success with instructional models that are skill based, content specific, and focused on the Montana Content Standards. In this charter school, however, we plan to grow that success by implementing an interdisciplinary, knowledge building curriculum that gets students and teachers excited about learning. We believe this approach will allow us to provide a:

- Student-centered approach tailored to different learning styles.
- Teachers who serve as guides and facilitators provide choice and opportunity in learning methods that will grow creativity and student agency.
- Focus on developing student independence, self-motivation, and time management
- Use of data and learning analytics to personalize instruction and interventions.

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- Ongoing parent/teacher communication through parent/teacher conferences, monthly class newsletters and a weekly TEACH Academy newsletter sent to all students and caregivers.

7. Describe plans for identifying and successfully serving students with disabilities, students who are English Language Learners, students who are academically challenged, and gifted students, including compliance with applicable laws and regulations.

TEACH Academy will meet all state and federal legal requirements for student services including serving students with disabilities, English language learners, and students with diverse learning needs. As part of the MCPS school system, the TEACH Academy will have access to a wide range of experts and support services for students. MCPS currently provides district level support for special education students, English Language Learners, Gifted Education, Native American Student Services, Curriculum and Assessment, and Tier 2-3 Interventions; these important services will be extended to the TEACH Academy.

The TEACH Academy will employ or contract to provide the following staff:

- Certified Teachers for each K-5 classroom
- Certified special education teacher
- ELL teachers and/or tutors as needed
- School Counselor
- Head of School to oversee compliance with laws and regulations and ensure services are provided to students and families

MCPS is also committed to providing all TEACH Academy employees ongoing, job embedded professional development in high impact instructional methods, arts integration, and competency based learning. This PD approach will include opportunities for certified staff to access district level instructional coaching and curriculum support.

In addition to providing staffing and PD to support diverse student needs, MCPS will ensure the TEACH Academy has the following structural supports and policies:

- Strong MTSS systems with a Student Assistance Team that screens and identifies students with disabilities upon enrollment and throughout the school year. Conduct thorough evaluations and convene IEP teams to determine eligibility services and accommodations.
- Modifications and assistive technology for students with disabilities per their IEPs. Examples: extended time, text-to-speech, speech-to-text, closed captioning.
- Qualified ELL teachers/tutors for small group and 1-on-1 instruction. Monitor progress with annual WIDA assessment.
- Tiered interventions like tutoring, remedial courses, behavior improvement plans, counseling, and progress monitoring.
- Enrichment programs, accelerated course options, and dual enrollment opportunities.
- Communication with families in their primary language. Providing interpreters and translated materials as necessary.
- Document all evaluation and service procedures. Maintain detailed student records demonstrating legal compliance.
- Engage oversight from MCPS district leadership and participate in MCPS independent audits to ensure adherence to laws and regulations.

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8. Describe student discipline policies, including those for special education students.

TEACH Academy's discipline policy is designed to maintain a safe and respectful learning environment for all students. We recognize that some students may require additional support and accommodations, and our learning environment reflects a commitment to flexible and restorative practices. Disciplinary measures are always administered with an individualized and compassionate approach, taking into account the student's Individualized Education Plan (IEP) and any related considerations. We prioritize proactive strategies with the implementation of Positive Behavior Intervention Systems (PBIS) embedded in MTSS Tiered systems to ensure all students receive personalized behavior and social learning plans as needed.

In July- August 2024, TEACH Academy staff will build a behavior matrix that will identify major and minor infractions and will develop an online referral system to alert administrative and counseling staff to trends. The matrix will identify a progressive discipline policy that will be clear to all stakeholders. Restorative practices will also be employed to help students understand the impact of their actions while fostering a sense of responsibility and accountability.

A summary of TEACH Academy policies is below:

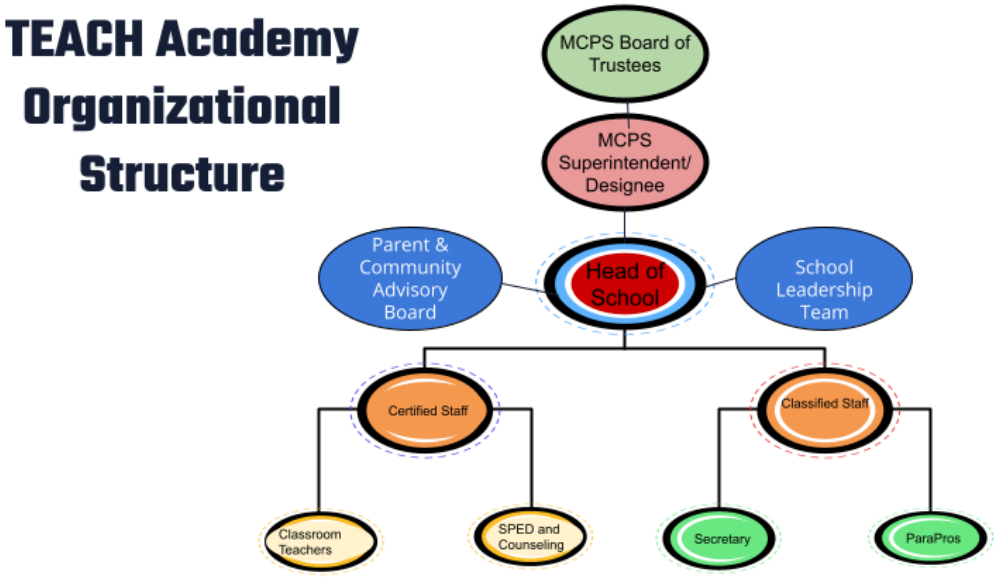
- Clear codes of conduct prohibiting bullying/cyberbullying, harassment, etc. Policies should delineate prohibited behaviors and consequences.
- Behavioral expectations communicated in student/parent handbooks. Students agree to codes of conduct upon enrollment.
- Special education students will have added protections and will be assured due process under IDEA before extended suspensions or expulsions.
- IEP teams will be included in discipline decisions to ensure policies account for disabilities and provide alternate means of correction.
- TEACH Academy will comply with FERPA regarding student disciplinary records and data.

Clear policies, ongoing communication with staff/students/parents, and close coordination with IEP teams will help ensure discipline policies meet the needs of all students in an online environment.

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SCHOOL GOVERNANCE

9. Describe the public charter school's organizational chart that clearly presents the proposed organizational structure, including lines of authority and reporting between the governing board, staff, related bodies such as advisory bodies or parent and teacher councils, and external organizations that will play a role in managing the public charter school.



The TEACH Academy will be governed by the MCPS Board of Trustees. Daily operations will be managed by the Head of School who will be supervised by the MCPS Superintendent or his designee. The Head of School will supervise and evaluate the following staff:

- Classroom teachers
- Special education staff
- Counselor
- Paraprofessionals
- Secretary

The Head of School will convene both a Parent and Community Advisory Committee and a School Leadership Committee by October 2024. Both Committees will meet at least quarterly and will provide feedback and guidance to the Head of School. These committees will also participate in an annual Comprehensive Needs Assessment that will guide the annual goal setting process for the TEACH Academy.

Business and operations will be managed by the current MCPS leadership team and will continue to be supervised by the MCPS superintendent. Human Resources services and support will be provided by the MCPS HR department and curriculum and instructional support will be provided by the MCPS Academic and Community Services Department.

10. Describe the roles and responsibilities of the governing board, the proposed leadership management team, and other entities shown in the organizational chart.

The MCPS Board of Trustees will be the governing body of the TEACH Academy. This board is subject to Montana state law and trustees are elected in May elections for three year terms. The MCPS Board of Trustees meets at least twice monthly and all meeting agendas are posted at least 48 hours in advance. All MCPS Board meetings are subject to open meeting laws and are televised by MCAT. The board has ultimate authority to set budgets, approve policy, and approve recommendations for hiring and firing staff.

11. Provide a staffing chart for the public charter school's first year and a staffing plan for the term of the public charter school.

The staffing plan below anticipates 80 students in year 1. MCPS anticipates an increase in enrollment to reach a maximum of 260 students in years 4-5 which will increase the number of content area specialists.

Position	FTE Year 1-2	FTE Year 5
Head of School	.5	1.0
Elementary School Classroom teachers	4.0	12.0
Elementary School Counselor	.5	1.0
Special Education Teacher	.5	1.0
Paraprofessional Support	1.0	2.0
Secretarial/ Attendance Support	.5	1.0
Total Anticipated FTE	7 total	18 FTE

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12. Detail the public charter school startup plan, identifying tasks, timelines, and responsible individuals.

<table>
<tr><th colspan="2">Applicant: Missoula County Public Schools</th><th>Project Title: TEACH Academy Charter School Application</th></tr>
<tr><td colspan="3">TEACH Academy Start Up Plan</td></tr>
<tr><td colspan="3">1.0: Student Enrollment Goals
Goal 1.1: By March 1, 2024, the TEACH Academy will finalize curriculum and projected FTE.
Goal 1.2: By April 1, 2024, the TEACH Academy will plan for facility uses.
Goal 1.3: By August 15, 2024, TEACH Academy students will have assigned teachers</td></tr>
<tr><th>Strategies</th><th>Action/ Responsible</th><th>Timeframe: Milestones / Deliverables</th></tr>
<tr><td>Planning and Implement-ation</td><td><u>Responsible</u>: MCSP Assistant Superintendents/ Head of School (HOS)</td><td>Finalize Course Catalogs

February 2024: Finalize knowledge building curriculum (choosing from a free, open source curriculum)
Spring 2024: HOS works with Assistant Superintendents to plan for facility use/location
July -August 2024:
● HOS ensures all TEACH Academy families have been contacted and notified of school calendar and policies
● Students are assigned teachers

Enroll Students

March-April 2024:
● HOS works with assistant superintendents to develop enrollment process and procedures.
● HOS works with the MCPS Communications staff to advertise this new educational opportunity.
April 1, 2024: Enrollment Opens
May 1, 2024: Enrollment Closes
May 2-15 2024: Application review and enrollment lottery if applications exceed enrollment cap.
May 25, 2024: Families notified of enrollment decision including those on the waitlist
June 1, 2024: Families accept enrollment
June 5, 2024: Waitlist students notified if space is available

Ongoing
MCPS Cabinet meets weekly to review progress toward charter goals and to make suggestions for continued improvement.

Deliverables: Quarterly agendas and minutes, staffing plans, advertisements for job openings</td></tr>
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	Communication Plan **<u>Responsible</u>**: Head of School, Assistant Superintendents	***January* 2024:** Build and launch TEACH Academy website. **Feb-March 2024:** Build excitement for the launch- hold informative virtual and in person meetings, share social media advertisements, engage in radio and tv advertising **April-May 2024:** Share enrollment packets and information. **June 1, 2024**: Notify families through email *Deliverables: Public notices of meetings, copies of advertisements, updated website*
2.0: Staffing Goals **Goal 2.1:** By June 2024, all TEACH Academy certified staff will be hired. **Goal 2.2:** June 2024-August 2024, MCPS will provide professional development and instructional coaching, including arts integrated coaching, to help teachers design instruction. **Goal 2.3:** By August 20, 2024, all TEACH Academy certified staff will be hired		
Strategies	**Action/ Responsible**	**Timeframe: Milestones / Deliverables**
Planning and Implement-ation	MCPS Human Resources staff will work with Assistant Superintendents and TEACH Academy leadership to hire a highly qualified staff. **<u>Responsible</u>**: MCSP Assistant Superintendents/ Head of School (HOS)	***Hire Head of School*** **January 2024:** Advertise for Head of School: A certified and licensed K-12 Administrator to oversee the TEACH Academy **February 2024:** Superintendent and designees recommend a candidate for HOS to the MCPS Board of Trustees **Spring 2024:** ● HOS works with HR to advertise and hire all certified teaching positions ● HOS works with assistant superintendents to advertise for and complete the student enrollment process. ● HOS works with the facilities department to ensure all classroom settings are prepared ● HOS works with Academic and Community Schools Department to outline course objectives and content for all TEACH Academy courses **Summer 2024:** HOS works with the Academic and Community Services Department to ensure TEACH Academy staff receive at least 12 hours of PIR to prepare for instruction. **August 15, 2024:** ● HOS ensures all students have materials needed to start school on the first day and ensures all students have had or scheduled at least one meeting with their School Counselor. ● HOS ensures all students can access their schedule ***Hire Certified Staff*** **March-April 2024:** HR advertises and recruits applicants for all CA certified positions **June 1, 2024:** HOA works with assistant superintendents and HR to fill all certified positions **Summer 2027:**

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		• All certified staff receive at least 12 hours of professional development to prepare for instruction. • HOA convenes the CA Student Assistance Team to begin reviewing student enrollment information to ensure all students have the academic and social supports they need to start the school year. ***Ongoing*** MCPS Cabinet meets weekly to review progress toward charter goals and to make suggestions for continued improvement. *Deliverables: Quarterly agendas and minutes, staffing plans, advertisements for job openings*
3.0: Governance Goals **Goal 3.1:** January 2024, TEACH Academy Charter application approved by Montana Board of Public Education. **Goal 3.2:** February 2024: MCPS Board of Trustees approves TEACH Academy Charter and accompanying variances. **Goal 2.2:** March -July 2024: MCPS purchases equipment, materials, and supplies for TEACH Academy operations. **Goal I 2.3:** By August 1, 2024 TEACH Academy parent and student handbook complete.		
Strategies	**Action/ Responsible**	**Timeframe: Milestones / Deliverables**
Planning and Implement-ation	MCPS Human Resources staff will work with Assistant Superintendents and TEACH Academy leadership to hire a highly qualified staff. **<u>Responsible</u>**: MCSP Assistant Superintendents/ Head of School (HOS)	***Gain Approvals*** **January 2024:** TEACH Academy approved by Montana Board of Public Education **February 2024:** MCPS Board of Trustees approves TEACH Academy Charter with accompanying variances **Spring 2024:** MCPS leadership team identifies facilities, contractors and service providers for TEACH Academy infrastructure and ensures all privacy policies and data sharing practices are Board and State approved and meet all FERPA guidelines. ***Policies and Handbooks*** **March-July 2024:** • HOS works with MCPS teams and TEACH Academy stakeholders to develop and compile a comprehensive TEACH Academy Student and Caregiver Handbook that at minimum includes academic requirements, grading policies, progressive discipline policies, codes of conduct, attendance policies, MTSS intervention systems, important contact info, school calendar and daily schedules. • HOS works with MCPS Leadership Team to write appendices for TEACH Academy staff handbook to include at a minimum daily schedule, professional goal setting and

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		observation systems, professional development expectations, and virtual duty schedules. ● HOS works with MCPS District Crisis Team to plan and implement a TEACH Academy Crisis team and clear crisis plan to include threat and suicide assessment protocols. **August 1, 2024: Handbooks are distributed** ***Ongoing*** *Deliverables: Final Handbook, Crisis Plan, Suicide and Threat Assessment Protocols*

13. Describe the plans for recruiting and developing school leadership and staff.

MCPS will advertise for staff using the MCPS website. We also hold spring job fairs and post positions on Indeed. Candidates are screened or all applicants are interviewed. Once interviews are completed, the successful candidate is offered a job pending Board approval and a background check.

All newly hired teachers participate in a 3 day new teacher orientation program each August and all first year teachers are assigned a mentor teacher who meets with them at least monthly. Classified employees are provided onboarding and orientation specific to their position.

Ongoing, job embedded professional development opportunities are provided throughout the school year. MCPS also provides access to district instructional coaches for student centered coaching cycles that help staff improve planning and preparation and instructional delivery.

14. Describe the proposed leadership and teacher employment policies, including performance evaluation plans.

MCPS certified teachers fall under the Collective Bargaining Agreement (CBA). Within this document is a prescribed program for supervision and evaluation including goal conferences (fall and sprint), pre-observation meetings, observations, post-observations meetings and a summative evaluation. Administrators are evaluated by their supervisors annually. including administrators and teachers set professional goals each fall with their direct supervisor. During this goal setting meeting, the supervisor confirms the evaluation schedule for the current school year and works with the staff member to schedule observations and follow up meetings. MCPS utilizes the Danielson Framework for Teaching to identify the goal setting domains and actionable steps for improvement. All Non tenured staff and Tenured teachers in year 3 of the evaluation cycle will participate in a formal evaluation process which includes 3 formal observations and a final summative evaluation presented to the staff member before March 1 for non tenured staff and May 1 for tenured staff.

MCPS classified employee evaluation falls under the Collective Bargaining Agreement (CBA). In addition to annual evaluations, probationary employees receive a verbal conference within 3 months of hire and a formal written evaluation within the 6 month period.

15. State the proposed governing bylaws.

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Connect Academy will be governed by all MCPS Board of Trustees policies and procedures. Policies and procedures can be found at the MCPS website (mcpsmt.org).

16. Explain any partnerships or contractual relationships central to the operations and mission of the public charter school.

Creating an integrated arts integrated school and teacher education pathway will require the TEACH Academy team to develop community partnerships in order to build a robust learning environment.The Head of School will be tasked with outreach to secure grants and philanthropic funding sources to advance the arts programming. Here are some existing partners who are excited to support the new TEACH Academy:

- Partnership Health Center
- SPARK! Arts Missoula
- Montana Healthcare Foundation
- Missoula United Way
- City of Missoula
- University of Montana

17. Provide the proposed calendar and sample daily schedule.

In years 1-2, Connect Academy will align with the MCPS Board of Trustees approved High School Calendar. In Years 3-5, following research and recommendations by a CA scheduling committee that involve all stakeholders, Connect Academy will propose to the MCPS Board a more flexible calendar that accommodates a competency based learning model.
A sample MCPS School calendar can be found on the MCPS website (https://www.mcpsmt.org/Page/1979).

Sample PK-3 School Schedule

- 8:30 Breakfast and Opening class meeting (Breakfast in the classroom)
- 8:45-10:00 Integrated ELA and Social Studies
- 10:00-10:20 AM Recess
- 10:20011:20 Integrated ELA continued
- 11:30-12:20 Lunch/Recess
- 12:20-1:50 Integrated Math and Science
- 1:50-2:05: PM Recess
- 2:05:2:45 Integrated Math and Science continues
- 2:45-3:15 Elective (Rotates by trimester: Band, PE, Library)
- 3:15-3:30 Closing class meeting and dismissal

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BUSINESS OPERATIONS

18. Describe plans for providing transportation, food service, and all other significant operational or ancillary services.

Transportation

The Superintendent's designee is responsible for scheduling bus transportation, including determination of routes and bus stops. Such routes are subject to approval of the county transportation committee. The purpose of bus scheduling and routing is to achieve maximum service with a minimum fleet of buses consistent with providing safe and reasonably equal service to all bus students. In order to operate the transportation system as safely and efficiently as possible, the following factors shall be considered in establishing bus routes: 1. A school bus route shall be established with due consideration of the sum total of local conditions affecting the safety, economic soundness, and convenience of its operation, including road conditions, condition of bridges and culverts, hazardous crossings, presence of railroad tracks and arterial highways, extreme weather conditions and variations, length of route, number of families and children to be serviced, availability of turn-around points, capacity of bus, and related factors. 2. The district may extend a bus route across another transportation service area if it is necessary in order to provide transportation to pupils in the district's own transportation service area. A district may not transport pupils from outside its transportation service area. 3. No school child attending an elementary school shall be required to ride the school bus under average road conditions more than one (1) hour without consent of the child's parent or guardian. 4. School bus drivers are encouraged to make recommendations in regard to establishing or changing routes. 5. Parents should be referred to the Supervisor of Central Services for any request of change in routes, stops, or schedules. The Board reserves the right to change, alter, add, or delete any route at any time such changes are deemed in the best interest of the District, subject to approval by the county transportation committee.

Access to Technology

TEACH Academy will provide access to Chromebooks for all students enrolled and classrooms will be outfitted with screens and other technology that mirrors our non charter locations. MCPS has an efficient Technology Department with the capacity to oversee access for all students enrolled. TEACH Academy will ensure that all students have access to the necessary technology and internet connectivity, addressing potential disparities in digital access within our community.

Family Resource Services

The TEACH academy will be located in an existing MCPS facility. All MCPS schools currently have a Families and Transition specialist to support students and caregivers and these services will be extended to the TEACH academy students and families.

Food and Nutrition

Students who participate in the TEACH Academy will have full access to the MCPS meal program . Meal prices, including free and reduced price options, will apply. Students who qualify will be offered EmPower Packs, nutrition support for weekends, each Friday when they pick up their Grab and Go meal.

19. Describe co curricular and extracurricular programs and how the programs will be funded and delivered.

TEACH Academy will offer student led clubs for students to identify topics that interest them. Space will be allowed for these clubs to exist during the lunch block. Classroom teachers will also have the option to lead school clubs. Any school initiated or supported clubs will require parent permission for students to participate. These clubs will not be in addition to school hours and they will not have an allocated budget.

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20. Describe the proposed financial plan and policies, including financial controls and audit requirements.

- Revenue Sources - An online charter school is publicly funded and based on student enrollment and attendance. Other sources could include federal/state grants, philanthropy, fees for extra services.
- Personnel Expenses - Majority of budget will go to teachers, administrators, counselors, tutors and support staff. Consider costs for recruitment, professional development, evaluation, benefits and technology needs.
- Academics and Student Services - Expenses for learning software/platforms, curriculum materials, assessment tools, counseling services, special education services. Allocate for full range of student academic and developmental needs.
- Operations and Technology - Costs for software systems, networks, technical support staff, cybersecurity measures, student laptops/tablets, digital resources and high-speed broadband.
- Facilities - As an online school, facilities needs are lower but may still require office space, meeting rooms and storage.
- Financial Controls - Segregate transaction authorization, recording and reconciliation duties. Require multiple sign-offs for expenditures over certain thresholds. Inventory assets.
- Audits - authorizing agencies require annual audits.

21. Describe the insurance coverage that will be obtained.

- General Liability Insurance - Protects against claims of bodily injury, property damage, personal injury from operations and activities. Important for schools to manage liability risk.
- Directors and Officers (D&O) Liability Insurance - Covers legal costs and judgments against school directors and officers for their decisions and actions. Crucial for financial protection.
- Educators Legal Liability Insurance - Insures against allegations of errors, omissions or negligent acts in delivering educational services. Covers legal defense costs.
- Property Insurance - Covers loss or damage to school property due to events like fire, theft, vandalism, natural disasters. Includes coverage for laptops/tablets issued to students.
- Technology Errors and Omissions Insurance - Protects against claims arising from problems with educational software, portals, apps or platforms.
- Cyber Liability Insurance - Covers costs related to data breaches, hacking incidents or malicious cyber activities. Important given online environment.
- Workers Compensation Insurance - Provides coverage for injuries or illnesses related to school staff's work activities per state regulations.
- Student Accident Insurance - Optional injury coverage for enrolled students since they are not on premises. Can supplement family health insurance.

22. Describe the startup and five-year budgets with clearly stated assumptions.

Please see Exhibit 2 attached to this document for the start up and five year projections.

23. Describe the startup and first year cash flow projections with clearly stated assumptions.

Annual Operating Budget Worksheet				
DESCRIPTION	**ASSUMPTIONS**	**AMOUNT**	**NUMBER**	**TOTAL**

General	Assume a $670,000 annual operating budget (all figures have been rounded for simplicity)	$670,000	1	$670,000.00
Number of Students	A total of at least 80 students K-2 grade in year 1	80	80	80
Facility square footage	In the work plan for this charter, MCPS will identify an existing facility to accommodate this program. Facility funding will be addressed once the location is identified.	TBD	0	0
Student teacher ratio	Student teacher ratios will be governed by the accreditation rules of Montana - not to exceed 20 students per class	1	150	150
Average teacher salary	The average teacher salary at MCPS is approximately $68,000	$68,000	1	$68,000.00
REVENUES				
Elementary School Basic entitlement $55,741	Assuming we meet our minimum enrollments of at least 71 elementary students the charter school would be eligible for basic entitlement			
Elementary School Basic Entitlement	Elementary Basic entitlement is $55,741 assuming we have at least 71 students enrolled	$55,741	1	$55,741.00
State ANB formula earnings Elementary School	Assuming $5962 per Elementary school student - but this could change based on enrollments and degradation in the formula	$5,962	80	$476,960.00
Quality Educator Payment	This assumes a quality educator payment for each certified staff member	$3,673	6	$22,038.00
Data for Achievement	Per ANB (80) is the ANB count and not the actual enrollment	$23.58	80	$1,886.40
At Risk Payment	Per student count and not the actual enrollment	$28.88	80	$2,310.40
Indian Education For All	Per ANB (80) is the ANB count and not the actual enrollment	$24.63	80	$1,970.40
American Indian Achievement Gap	$242 per Native American Student but we won't know how many Native American students we will have	$242	0	$0.00

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Applicable State Grants	Assuming we receive any state grant funding, the charter school will receive an equitable share on a per pupil basis	$0	80	$0.00
Applicable Federal Grants	Assuming we receive any federal Title or IDEA funding, the charter school will receive an equitable share on a per pupil basis	$0	80	$0.00
Local Tax Revenue	Assuming MCPS continues to pass ovebase levies the charter school will be funded at 100% of maximum allowed budget	30%	80	$0.00
Grants and Fundraising	Missoula robust arts community including the SPARK program has indicated they will lead fundraising work to support this charter school. We anticipate securing at least $60,000 from avaiable grant opportunties in year 1	$60,000	1	$60,000.00
Total Revenue				$620,906.20
EXPENDITURES				
PERSONNEL				
Head of School	$103,000 (prorated at .5 FTE): will increase to 1.0 with enrollment increases	$103,000	0.5	$51,500.00
Counselor	1 part time counselor for guidance and SEL lessons	$68,000	0.5	$34,000.00
Teachers	4 classroom teachers + .5 special education teacher at average salary $ 68,000	$68,000	4.5	$306,000.00
Para Professionals	Assuming 1 para will be added when enrollment increases- no para year 1	$0	1	$0.00
Clerical	One secretary part time	$37,000	0.5	$18,500.00
Nurse	None needed at this time	$0	0	$0.00
Custodial	Considered as part of our indirect costs	$0	0	$0.00
Fringe Benefits	17% of total salary expenditures	$410,000	17%	$69,700.00
Health Benefits	$673 a month x 12 Months	$8,076	6	$48,456.00
Total Personnel			6	$528,156.0

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				0
INSTRUCTION				
Textbooks	Assume $100 per student	$100	80	$8,000
Classroom Paper and Supplies	Assume $30 per student	$30	80	$2,400
Computers	Assume $500 per student	$200	80	$16,000
Software	Assume $20 per student	$20	80	$1,600
Field Trips	Assume $50 per student	$25	80	$2,000
Instructional Equipment	Staff laptops $800 each	$800	7	$5,600
Library and Media	Included in textbooks, online curriculum, supplies	$0	0	$0
Student Assessment	Assume $50 per student	$50	80	$4,000
Classroom Furniture	Assume some furniture needed although MCPS has furniture in storage to reduce start up costs: figured per classroom	$1,000	4	$4,000
Athletic Equipment	Recess and PE equipment	$1,500	1	$1,500
Music Equipment	Basic music classroom set up	$500	1	$500
		Total Instruction		$45,600
SERVICES AND SUPPLIES				
Office Supplies	$150 per FTE	$150	6	$900.00
Office Furniture	MCPS office furniture can be found in our storage facilities at no cost to this start up	$0	0	$0.00
Book Keeping and Audit	Included in indirect cost rate calculated at 2.97% of our revenue	$0		$0.00
Payroll Services	Included in indirect cost rate calculated at 2.97% of our revenue	$0		$0.00
Banking Fees	Included in indirect cost rate calculated at 2.97% of our revenue	$0		$0.00
Legal Services	Included in indirect cost rate calculated at 2.97% of our revenue	$0		$0.00
Liability and Property Insurance	Included in indirect cost rate calculated at 2.97% of our revenue	$0		$0.00
Staff Development	$500 per teacher	$500	6	$3,000.00
Internet	Included in indirect cost rate	See indirect cost		

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	calculated at 2.97% of our revenue	rate below		
Food Service	Included in indirect cost rate calculated at 2.97% of our revenue	See indirect cost rate below		
Transportation	Included in indirect cost rate calculated at 2.97% of our revenue	See indirect cost rate below		
Health Supplies	Included in indirect cost rate calculated at 2.97% of our revenue	See indirect cost rate below		
Pest Control	Included in indirect cost rate calculated at 2.97% of our revenue	See indirect cost rate below		
Janitorial Supplies	Included in indirect cost rate calculated at 2.97% of our revenue	See indirect cost rate below		
Waste Disposal	Included in indirect cost rate calculated at 2.97% of our revenue	See indirect cost rate below		
Indirect Costs	Estimated Revenue $1,098,195 x 2.97% = $29,321	$1,018,674	2.97%	$30,254.63
Total Services and Supplies				$34,154.63
FACILITIES				
Rent/Lease/Mortgage	MCPS will not need to budget for facilities for the the Connect Academy	N/A		
Maintenance & Repair	MCPS will identify these costs when a building is identified for programming.	TBD		
Gas/ Electric	MCPS will identify these costs when a building is identified for programming.	TBD		
Phone	MCPS will identify these costs when a building is identified for programming.	TBD		
Fire & Security	MCPS will identify these costs when a building is identified for programming.	N/A		
			Total Facilities	$0.00
			Total Revenue	$620,906.20
			Total Expenditures	$607,910.63

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Surplus (Deficit)	$12,995.57

24. Describe anticipated fundraising contributions and evidence, if applicable.
TEACH Academy administrators will work the SPARK! Arts board upon approval of this charter to identify arts integrated grants and philanthropic opportunities to support this charter school. We believe we can raise $60,000 or more in the first year and beyond to create sustainable funding sources. We will also partner with our University systems to identify additional grants that support the CTE and Preservice Teacher Pathways.

25. Describe the facilities plan, including backup or contingency plans.
The TEACH Academy Head of School will work with district administrative leaders to identify existing MCPS facilities to house this charter. By leveraging existing facilities, we can keep overhead costs low to focus our revenue on teaching, instruction, and student supports.

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COMMUNITY SUPPORT AND NEED

26. Describe the specific evidence of significant community support.

Americans for the Arts research shows that arts education increases student engagement and achievement. The arts support student's communication, collaboration, critical thinking and creativity skills. MCPS understands that the arts present an experience which engages students in a collaborative and active approach to learning. In September of 2021, the district created and approved a strategic plan that included Arts Integration as an initiative. The initiative provides Arts Integration Professional Development to teachers, pre-service teachers, school leaders and community partners to build instructional capacity for arts integration across the P-12 continuum. An arts integration committee composed of teachers, principals, community partners, and district administration met during the 22-23 school year to develop a three-year strategic implementation plan for MCPS to ensure that all students receive arts integration instruction in the classroom.

Additionally, along with our university education partners, we recognize a critical need for increasing the number of students choosing teaching as a profession. This charter will provide CTE and higher education pathways that encourage more professionals to enter this field. In year 1, we will work with our high schools to further develop our CTE Rising Educator pathways with internship opportunities at the TEAH academy. By year 5, we envision a collaborative model with our university partners that is leading the way in paid internship and credit waitiver opportunities for education majors.

27. Describe the opportunities and expectations for parent involvement.

TEACH Academy will continue to emphasize MCPS's commitment to involving parents in the educational process. Parents and guardians are expected to maintain regular communication with their student's teacher(s) and school administrators to stay informed about their child's progress and any school updates. Parents and guardians will be offered two opportunities to attend parent/teacher conferences, and the annual need assessment meetings. The MCPS volunteer portal will be regularly updated with volunteer opportunities for parents and community members to be involved in scheduled school activities and events. The TEACH Academy will also provide regular newsletters and an up to date website to further facilitate parent communication.

TEACH Academy will also convene an advisory board composed of school stakeholders including parents and caregivers. This board will meet at least quarterly to ensure families are involved in goal setting and action planning for the Connect Academy.

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MISSOULA COUNTY PUBLIC SCHOOLS
BOARD OF TRUSTEES
Meeting
Tuesday, October 24, 2023 – 6:00 p.m.
Administration Building A – Boardroom

Trustees Present: Board Chair Wilena Old Person, Jeffrey Avgeris, Grace Decker, Jen Vogel, Ann Wake, Meg Whicher, Keegan Witt
Others Present: Micah Hill, Amy Shattuck, Vinny Giammona, Trevor Laboski, Pat McHugh

MINUTES

1. CALL TO ORDER, WELCOME AND ROLL CALL: The meeting was called to order 6:01 p.m.
2. PLEDGE OF ALLEGIANCE was said by all.
3. REVIEW, REVISE, AND APPROVE AGENDA: Trustee Avgeris made a motion to move agenda action items 6, 7, 8.a.v., and 8.B.i before agenda item 4. Seconded by Trustee Wake. No comments. The motion passed unanimously by all Trustees present.

6. CONSENT AGENDA
   A. FINANCE, OPERATIONS and MAINTENANCE
      i. **Topic: Approve Revenue and Expenditure**
         - **Elementary Recommendation:** Trustee Avgeris made a motion to approve the elementary consent agenda items. Seconded by Trustee Witt. No comments. The motion passed unanimously by all Trustees present.
         - **Secondary Recommendation:** Trustee Witt made a motion to approve the high school consent agenda items. Seconded by Trustee Avgeris. No comments. The motion passed unanimously by all Trustees present.
7. OLD BUSINESS
   A. PERSONNEL, NEGOTIATIONS & POLICY
      i. **Topic: Approve Second Reading of Policy Revisions**: Superintendent Micah Hill explained the proposed policy revisions had been approved at first reading by the Board on September 12, 2023. The revised policies were posted for public comment. Trustee Decker inquired about any changes. No public comment received. Supt. Hill recommended Trustees approve the policies as written.

Policy Number	Policy Name	Information
1700	Uniform Grievance Procedure	Required Update
2120	Curriculum Development, Content, Assessment	Required Update
2140	Guidance and Counseling	Required Update
2159	Parent/Family Engagement	Required Update
2422	Proficiency	Required Update
2450	Recognition of Native American Cultural Heritage	Required Update
3110	Entrance, Placement and Transfer	Required Update
3120	Compulsory Attendance	Required Update
3150	Part-Time Attendance	Required Update
3235	Video Surveillance	Required Update
3310	Student Discipline	Required Update
3600	Student Records	Required Update

4520	Cooperative Programs with Other District and Public Agencies	Required Update

Trustee Avgeris made a motion to approve the policies revisions. Seconded by Trustee Wake. comments. The motion passed unanimously by all Trustees present.

8. NEW BUSINESS
   A. FINANCE, OPERATIONS and MAINTENANCE
      v. **Topic: Approve Transportation Route Mileage Changes**: Pat McHugh explained an agenda amendment was published that incorporated regular and special routes. This is a routine item. There is a scheduled county transportation committee tomorrow. Mileage calculated for state reimbursement by route, am/pm, grade school level, and number of students. Chair Old Person inquired who served on the transportation committee for MCPS. Terry Phelan. Trustee Wake made a motion to approve the bus route mileages for the first semester of the 2023-2024 school year. Seconded by Trustee Witt. No comments. The motion passed unanimously by all Trustees present.

   B. TEACHING AND LEARNING
      i. **Topic: Approve Public Charter School Applications**: Superintendent Micah Hill explained the two charter school applications must be submitted to the Board of Public Education (BOPE) by November 1st. BOPE will review applications November 15-17 and expect to announce approvals in January 2024. Applications have 4 main components – Academics, Governance, Community, Business and Operations. Upon approval the District would initiate the workplan – staffing, supplies, enrollment. The enrollment window would be April 1- May 1. If the District exceeded capacity for enrollment, a lottery system would be developed.

      Connect Academy: The academy would be open to students in grades 6-12. Would be a virtual format open to students across Montana. Would include synchronous and asynchronous courses and personalized learning plans. District currently is serving 53 students in the MOA which is funded by ESSER Funds. When funds go away this academy would be the replacement. Goal is to be a leader in competency. Shared the actions, outputs, and short term outcomes. The long term outcome would have the Connect Academy as a leader in personalized learning for all Montana students. Shared the mission and vision. Spoke to the flexible options including personalized pathways, challenging courses, responsive systems, and college and career pathways. Explained the business and operations including ANB. Proposing a head of school which would oversee both schools. Proposing six certified staff and one classified staff (secretary). Funding basic entitlement would be separate – High School $343,483, Elementary $114,493. ANB would be $312,994 (HS), $160,315 (MS), and $59,620 (EL). Explained 6th grades is different. Facilities not brick and mortar. Need space for staff but can accommodate in current office space. Trustee Witt inquired how many other districts may be trying to do the same thing. Supt. Hill shared within the AA districts, several others. Doesn't mean the District would be exclusive. District stands to lose students if not approved. Supt. Hill shared the other charter school bill is under legal review for constitutionality. Explained a company that owns Power School is heavily promoting in Montana. Seeking to lobby for their own brand of charter school. Trustee Witt inquired if the staff were union. Supt. Hill explained the staff would be covered under the collective bargaining agreement. Chair Old Person inquired about FTE and why the counselor number did not increase? Predicated on current staff. If the school were fully implemented it would be one counselor to approximately 70 students. Would continue to work into the budget. Trustee Decker inquired if the students would be able to graduate from the academy. Wanted to know the District's overall vision. Supt. Hill explained under the charter school bill schools have to be working towards graduation requirements. Have to offer the complete package. It would be up to the Board regarding credits. State of Montana requires 20 credits and the District requires 24. There is also a different law that allows for less credits due to extenuating circumstances. The vision would be that a high school student would graduate in 4 years or less. Student could be a part time enrollment and still have access to activities and organizations. Still working out answers regarding participation for students accessing the academy from another city in Montana. Provided an example. Trustee Decker questioned if all the coursework would be synchronous or would there be a more proficiency based approach. Academy would offer both asynchronous and synchronous.

Provided an example. Trustee Avgeris inquired about the budget and questioned if students would be responsible for their own laptop. Supt. Hill referred to the curriculum section and referenced the $900 which is an estimate. Trustee Whicher inquired what the parent responsibility would be for middle school students. Wanted to know if there was any middle school supervision. Supt. Hill explained it would be the parent's responsibility. This is an opportunity to attract new students to MCPS. Assistant Superintendent Giammona commented the key words in the application is the innovation side. Shared an example of the MOA in previous years. Middle school administration, counseling teams, teachers, etc. worked hard to do daily check-ins and had a matrix. Parent involvement is always a component.

Teach Academy: Assistant Superintendent Giammona explained the academy is a teaching experience in the arts and creative harmony. Looking to expand integration in the District. Creating project based and competency learning. Academy would be open to grades P-2 in year 1 and will expand P-5 by year 5. Interdisciplinary piece very important. Getting away from thinking about the current K-5 model where taught section by section. Will braid all the content together through a focus around the arts allowing kids to express in many different what they are learning. Not just a focus on the arts. Also, a focus on teacher education. Currently in staffing shortages across the State and country. This would be another way to leverage a lot of the resources to promote and retain aspiring teachers. It's about retention and trying to work with upcoming students looking into a career in education. Could involve them with the academy through different field experiences and working with classroom teachers. Referred to the presentation slide with the long term goals. Mirrors the Connect Academy. Identifying students to apply for the charter. Will have a lottery system if applications exceed capacity. Anyone can apply throughout the State. Looking at minimum enrollment of 80 students (4 classrooms). Supt. Hill explained the organizational structure. MCPS Board of Trustees will have oversite over the 2 charter schools. Obligated to have an advisory board and school leadership team. Trustee Whicher shared comments in praise for the work done to complete the applications. Asked questions regarding the application process, lottery system, and the facility that would house the academy. If there are more applicants than spots available, there will be a lottery. The Jefferson Center is the focus for now. Trustee Whicher shared comments of concern. Academy needs to be equitable for all families. Charter schools would naturally invite those with means. Looking to the Cabinet and the Board to make it a truly equitable process for families. Giammona echoed the comments. Supt. Hill explained public charter schools cannot charge a fee. Trustee Decker appreciated the work done on the applications in such a short amount of time. Excited about the Connect Academy but shared comments of concern about the Teach Academy. Currently doing arts integration in all schools. Worried about a small intensive integrated program that would really be appealing for parents looking at private school. Limited audience. Would be much more excited if we were targeting a specific audience/population. Further questioned the equity piece and wanted to hear about the core targeted group. Supt. Hill first acknowledged the hard work from Pat McHugh, Barbara Frank, and Shannon Rincker. In those discussions, the District had to start somewhere. Had less than a month to put the applications together. The District has the ability to flex, change, and modify as the programs progress. There is built in feedback and reporting. Recognizes that some students will not have access but may have the ability to expand earlier. Understands Decker's comments. Cannot identify the initial core group. To be successful have to have a specific number to start. Trustee Wake inquired about funding for the academy and the allowance of more students. District is funded in arrears so will use grant funding to cover the initial costs. Would be enrolling more students.

Trustee Wake made a motion to approve the Connect Academy and Teach Academy Public Charter School applications. Seconded by Trustee Avgeris. Public Comment: Christine Kolczak referred to a financial error on page 99 of the agenda. Found the program another $65K. If the pro rate is .34, $103K, the total should be $34K on the right and it carries over to the total of $704K for personnel. Actually, not quite that much. Addressed the affluent piece as far as the online program. District is currently serving 2 students who are parents and a great number of the students are FIT. Wanted to know how rigid the application was with the Board of Public Ed. Wondered if it could be adjusted after approval. Asked for a friendly edit to rename the Connect Academy. If the Montana Connections Academy is approved by the Board of Public Ed, it would be in direct competition with a

for profit agency that would confuse applicants. On the application the staffing is less. If going to individualized learning plans, 20% of current population right now is tier 3 and Special Ed. Goal of synchronous and asynchronous good. Inquired about the limits. The motion passed unanimously by all Trustees present.

Trustee Vogel left meeting at 6:52 p.m.

4. PUBLIC COMMENT/CORRESPONDENCE
   - Devan Leder commented that high school baseball was still not on the agenda and told the Trustees they will continue to hear from everyone. Read a prepared statement encouraging Trustees to put baseball on the agenda. Shared that he was a proud graduate of Sentinel High School. Wants the students to have the same opportunity to play baseball. Understands finances are a primary concern. Parents willing to help.
   - Jude Leder shared that 332 student have signed a survey along with 2 teachers. Of those students, 62 want to play baseball. Provided fundraising ideas. Wants to play in the State tournament in Missoula Spring of 2024.
   - Missy Miculka read a prepared statement in support of Missoula baseball. Parent group ready to help fundraise for the entire first year of baseball. Wants baseball on the next agenda. Happy to share information and a launch plan.
   - Rowan Miculka read a prepared statement. Commented high school baseball is a stepping stone for college. Asked Trustees to place baseball on the agenda. Wants to play in the state tournament next spring.
   - Ethan Paugh read a prepared statement. Has been playing baseball since he was five. Wants the opportunity to play high school baseball. Encouraged Trustees to put baseball on the next agenda.
   - Harley Paugh commented the Trustees had heard from all the amazing boys over the last two meetings. Boys want the Board of Trustees to make a decision or have a discussion on what they can expect. Boys want to play in 2024 but if in 2025, fair enough. Asked for baseball to be on the next agenda.
   - Jared Supola read a prepared statement in support of baseball. Wants baseball on the next agenda. Shared he is the father of two boys who want to play baseball. Provided history. Shared the skills learned playing baseball. Many of boys won't have – legion or high school travel club. People cannot afford time and money. Currently not enough available roster space. Parents willing to help.
   - Rob Wallace commented in support of baseball for the 2024 season. Challenge without baseball in high school, the boys do not get to play. When MHSA passed baseball, 22 communities acted. Boys deserve to know when and if they will play baseball. Needs to be on the agenda. Understands funding is tight. Parents willing to fundraise.
   - Joe Fulford read a prepared statement from his son. High School baseball would mean a lot. Putting baseball into high schools allows kids to continue. Separates Montana high schools from other states. Opportunity to play baseball in college. Shared his student's history. Implored the Board of Trustees to take action.
   - Kris Welker explained he played college baseball and played for the Chicago Red Sox. Shared his personal history. Montana did not have high school baseball. His younger brother moved to Washington and played high school baseball and was eventually drafted by the Pittsburgh Pirates. Questioned by pro baseball why there was no high school baseball in Missoula. Supports high school baseball and wants it on the next agenda.

5. REPORTS / ANNOUNCEMENTS
   A. **Announcements from the Superintendent:** No announcements.

8. NEW BUSINESS
   A. FINANCE, OPERATIONS and MAINTENANCE
      i. **Topic: General Fund Update:** Pat McHugh referred to page 58, the updated expenditures for last fiscal year. The two spreadsheets are shared on a quarterly basis. Will be the documents to initiate the budget conversation. Referred to the total salaries and benefits for elementary and high school -

$37.3M (elementary) and $28M (high school). Represents 89% and 84%, respectively, of those total expenditures. Remaining 11% and 16% are in the areas of utilities, contracted services, and transportation. Referred to the three digit numbers. Referred to 120, substitute expenditure. Expenditure right at budget. Pointed out when the District talks about permanent subs and adding permanent subs into the budget. The substitute expenditures were less in 2021. The elementary expenditures were $269K and high school $242K. Reduction in sub costs would translate to the District's ability to fund permanent subs. Referred to code 130, overtime salaries. Due to not having positions filled in service areas and others picking up those extra duties. Contracted services large category. Largest expenditure is the SRO and CRO contracts with the Missoula Police Department, $260K. Staffing costs for the preschool program $384K. Referred to the CSCT obligation the District is required to match. Between the elementary and the high school district it is $337K. Elections are $90K. Contract with SPARK is $45K. The audit is $35K. Contract for special education services including sign language interpreters, etc. is $80K. Professional training services for high school is $109K and the print shop contract is $190K. Utilities went up significantly compared to last year. Up almost $300K in the elementary and $170K in the high school. Property liability insurance went up to $980K. Supt. Hill inquired about the sub line code 130 where the District expended $540K (elementary) and $399K (high school). Wanted to know if that included permanent subs. No comments.

ii. **Technology Fund Update**: Pat McHugh referred to page 60 of the agenda. Annually levy $850K. District re-appropriates some per budget to have available $1.1M. The expenditures primarily in minor equipment. If we did not spend all the budget not an issue. Pushed over to the next year. Everything rolls over from one year to the next. High school $757K levy. Expenditures the same. Bulk in minor equipment. No comments.

iii. **Topic: Transportation Fund Update**: Pat McHugh referred to page 62. Entirely a local levy. Levy amount $4.5M in support of transportation. There is some reimbursement for state and county but very small. Tied to mileage routes approved earlier. Portion of the principal salaries covered with the fund, 10%. Referred to page 63 for the high school which is similar. Fewer dollars levied for transportation and the expenditures are less. High school has a budget balance. Elementary did a budget amendment and ended the year at zero. Reserves low. No comments.

iv. **Topic: FY25 Budget Projections and Budget and Election Calendar:** Pat McHugh explained this is an early look at budget projections. Estimates. Base look into the general fund for FY25. District ran the October enrollment count and estimated the spring count. Incorporated the 3% inflationary increase from the state, and 3% is the max allowed by state law. Provided for a decent increase. In the elementary side an $800K increase with $166K levy. October enrollment went down 53 students in K-6 and 61 students in 7-8. High School had a 65 student increase. Bump in budget at $1.4M and a levy of $303K. Spreadsheet used older data but used as a placeholder to give an idea. Incorporated the need to build into the budget for FY25 those positions that are ESSER funded. On the elementary side it is $355K and high school $1.1M. Better in elementary than anticipated. Build the obligations into the General Fund. Do not have ESSER to fall back. Working with deficits of 760 and 395. Referred to the election calendar. Plan to have a monthly budget levy and committee meetings. First meeting November 17th. Identified a few budget items. Committee to work to develop the budget. Each month plan to have a general fund updates. Chair Old Person inquired trustees were on the committee – Koan Mercer, Keegan Witt, Meg Whicher, and Ann Wake.

9. ADJOURN: The meeting was adjourned 7:32 p.m.

As recording secretary for this Board meeting, I certify these minutes to be a true and correct copy of what was taken at the meeting.
Tracy Long, Minutes Recorder_____

Wilena Old Person, Board Chair_____

Pat McHugh, District Clerk_____

MISSOULA COUNTY PUBLIC SCHOOLS
BOARD OF TRUSTEES
Special Meeting
Sunday, February 25, 2024 – 9:00 a.m.
Virtual

Board of Trustees: Board Chair Wilena Old Person, Jeffrey Avgeris, Grace M. Decker, Vice Chair Nancy Hobbins, Koan Mercer, Jen Vogel, Ann Wake, Vice Chair Arlene Walker-Andrews, Meg Whicher, Keegan Witt, Rob Woelich

AGENDA

1. CALL TO ORDER, WELCOME AND ROLL CALL

2. PLEDGE OF ALLEGIANCE

3. REVIEW, REVISE, AND APPROVE AGENDA

4. NEW BUSINESS – Information and Action
   A. FINANCE, OPERATIONS and MAINTENANCE **Page 2**
      i. **Topic: Approve the Public Charter Contract between the Montana Board of Public Education and the Charter Governing Board of the TEACH Academy** (Elem)(Action) – Micah Hill, Superintendent
      Background: For compliance with Montana law, administration seeks approval, in substance, of the contract attached hereto as the contract is subject to change with the Montana Board of Public Education.
      Board Discussion
      Recommendation: Administration recommends Trustees approve the Public Charter Contract between the Montana Board of Public Education and the Charter Governing Board of the TEACH Academy.

      ii. **Topic: Approve the Public Charter Contract between the Montana Board of Public Education and the Charter Governing Board of the CONNECT Academy** (Elem/Sec)(Action) – Micah Hill, Superintendent **Page 19**
      Background: For compliance with Montana law, administration seeks approval, in substance, of the contract attached hereto as the contract is subject to change with the Montana Board of Public Education.
      Board Discussion
      Recommendation: Administration recommends Trustees approve the Public Charter Contract between the Montana Board of Public Education and the Charter Governing Board of the CONNECT Academy.

5. PUBLIC COMMENT - Regarding Non-Agenda Items (3 minutes each speaker)

6. ADJOURN

INITIAL PUBLIC CHARTER CONTRACT

This agreement, executed on this 28 day of February 2024 by and between the Montana **Board of Public Education** and the **Charter Governing Board** of the TEACH Academy (collectively, the "**Parties**").

W I T N E S S E T H:

WHEREAS the State of Montana (the "**State**") enacted the Public Charter Schools Act (the "**Act**"); and

WHEREAS pursuant to 20-6-804, MCA, the **Board of Public Education** has the authority to (i) approve applications to establish public charter schools in the State, (ii) thereafter to enter into a **Charter Contract** with applicants setting forth the terms and conditions under which a public charter school shall operate, and (iii) may thereafter renew a **Charter Contract** for a period of up to five years; and

WHEREAS an application was submitted to the **Board of Public Education** for establishment of a new public charter school pursuant to the **Act**, which the **Board of Public Education** approved;

NOW, THEREFORE, in consideration of the mutual covenants, representations, warranties, and agreements contained herein, the **Parties** hereby agree as follows:

1. Definition of Terms
   - 1.1. **Board of Public Education**: the board created by Article X, section 9(3), of the Montana constitution and 2-15-1507, MCA.
   - 1.2. **Charter Contract**: a fixed-term, renewable contract between a **Charter Governing Board** of a public charter school and the **Board of Public Education** that outlines the roles, powers, responsibilities, and performance expectations for each party to the contract.
   - 1.3. **Charter Governing Board**: the elected board of trustees of a public charter school district exercising supervision and control over a public charter school or the local school board that is a party to the **Charter Contract** with the **Board of Public Education** and that exercises supervision and control over a public charter school pursuant to a **Charter Contract**. Each **Charter Governing Board** is entitled to operate one **school** in one or more **sites** for each **Charter Contract** issued to it.
   - 1.4. **Local school board**: a preexisting board of trustees exercising supervision and control of the schools and programs of a local school district pursuant to Article X, section 8, of the Montana constitution and the laws of the state of Montana.
   - 1.5. **Located school district**: the school district in which a proposed, preoperational, or operational public charter school is located and from which the separate boundaries of the public charter school district are proposed to be formed. When a public charter school district is formed, the boundaries of the public charter school district are removed from the territory of the located school district.
   - 1.6. **Noncharter public school**: any public school that is under the supervision and control of a local school board or the state and is not operating pursuant to a **Charter Contract.**
   - 1.7. **School**: a vehicle for the delivery of a complete educational program to students that has: independent leadership; dedicated staff; and defined facilities. A **Charter Governing Board** may have the authority to operate more than one **school** so long as a **Charter Contract** has been issued for each such **school**. A **school** may be housed in more than one physical **site**. A **school** is its own Local Educational Agency (LEA) for federal program purposes, including the education of students with disabilities, and its own accountability unit for purposes of the federal Elementary and Secondary Education Act of 1965 (ESEA), as amended by the Every Student Succeeds Act (ESSA), and all applicable accountability designations made applicable by Montana law.

1.8. **Site**: one of a number of facility locations for a single public charter school typically representing a grade range (for example, K-6 site, 7-8 site, or 9-12 site). A site would not be its own LEA, ESSA, or state Accountability Designation unit. More than one public charter school building tightly clustered (i.e., a campus) would operate as a "single site."

2. Establishment of the TEACH Academy
   2.1. Charter Agreement. This agreement (the **Charter Contract**), which specifically incorporates the following:
      2.1.1. certain terms of operation set forth collectively and attached hereto in Exhibit A, and shall incorporate the initial charter applications or proposals of any additional schools that may hereafter be approved by the **Board of Public Education**, and which shall be hereafter referred to collectively as the Terms of Operation (the "**Terms of Operation**");
      2.1.2. the Monitoring Plan, attached hereto as Exhibit B (the "**Monitoring Plan**"), which shall incorporate applicable monitoring procedures which must be completed by the **Charter Governing Board**;
      2.1.3. the Performance Framework developed by each **school** to be operated by the **Charter Governing Board** or to be developed during the first year of operation by any additional school the **Charter Governing Board** may be permitted to operate, and further described herein and set forth in Exhibit C, (the "**Performance Framework**");
      2.1.4. the Additional Assurances and Variances to Standards, if any, set forth in Exhibit D (the "**Additional Assurances and Variances to Standards**");
   2.2. Purpose. This **Charter Contract** is entered into for the purpose of authorizing the establishment of a public charter school that meets identified educational needs and promotes a diversity of educational choices. The **Charter Governing Board** shall operate a public charter school consistent with the terms of the **Charter Contract** and all applicable laws and administrative rules to create and innovative and high-performing public charter school under the general supervision of the **Board of Public Education** and under the supervision and control of the **Charter Governing Board** who are elected by the qualified electors in the community where the public charter school is located.
   2.3. Applicable Law and Venue. Montana law governs this **Charter Contract**. Except as provided in 20-6-811, MCA, and this **Charter Contract**, the **Charter Governing Board** is subject to the provisions in Title 20 of the Montana Code Annotated and any state local rule, regulation, policy, or procedure relating to noncharter public schools within the **located school district**. The parties agree that any litigation concerning the **Charter Contract** must be brought in the First Judicial District in and for the County of Lewis and Clark, State of Montana, and each party shall pay its own costs and attorney fees.
   2.4. Authority to Operate; Effective Date; Term. The **Board of Public Education**, as the sole entity authorized to enter into charter contracts, having approved the **Charter Governing Board** to operate a public charter school on January 19, 2024, authorizes the **Charter Governing Board** to open and commence operation of a **school** on July 1, 2024. This **Charter Contract** is effective upon the signing of both parties for a term of five (5) years commencing on July 1, 2024, and ending on June 30, 2029. The **Charter Contract** may be renewed pursuant to 20-6-809, MCA, or extended pursuant to the terms herein.
      2.4.1. Planning Years, Effect. The **Charter Governing Board** shall continue or commence instruction, as the case may be, in conformity with the schedule set forth in the Terms of Operation for each **school** it is permitted to operate.
         2.4.1.1. Subject to the foregoing limitation, planning years applicable to any school or schools set forth in the Terms of Operation shall not require further approval of the **Board of Public Education** or constitute a revision to the **Charter Contract**.
         2.4.1.2. The **Charter Governing Board** may take one (1) additional planning year pursuant to 20-6-806, MCA. In this case, the **Board of Public Education** will

authorize a delayed effective date commencing on July 1, 2025, and ending on June 30, 2030, for a term of five (5) years.

2.4.1.3. In the event the **Charter Governing Board** is unable to open a **school** or schools by such date(s) the **Charter Contract** issued that permitted the **Charter Governing Board** to operate such school(s) shall be deemed to be void *ab initio*.

3. Governance

3.1. Status. The **school** shall be governed by the **Charter Governing Board**, as updated by subsequent election and approval, resignation, removal, or other disposition in accordance applicable law. The **Charter Governing Board** shall have final authority for policy and operational decisions of the **school** although nothing herein shall prevent the **Charter Governing Board** from delegating decision-making authority to officers, employees, and agents of the **Charter Governing Board**. In addition:

3.1.1. The **Charter Governing Board** shall establish and appoint members of an advisory board to provide recommendations and insight regarding the public charter school's operations. Members of the advisory board must include members with knowledge or experience in the mission or focus of the public charter school.

3.1.2. The **Charter Governing Board** and its officers, directors, members, and partners, have a duty of care for complying with the provisions of this **Charter Contract**, all applicable laws, administrative rules, regulations, and reporting requirements.

3.2. Code of Ethics and Conflicts of Interest. The **Charter Governing Board**, its trustees, officers, and employees shall abide by the code of ethics and/or conflicts of interest policy set forth in existing **local school board** approved policies, which must conform to applicable law, and include standards with respect to disclosure of conflicts of interest regarding any matter brought before the **Charter Governing Board**.

3.3. Bylaws. The **Charter Governing Board** shall provide immediate notice to the **Board of Public Education** regarding any proposed amendment to its bylaws, policies, or operating procedures that may impact the operation of a public charter school within its geographic boundaries.

4. School Operations

4.1. Age; Grade Range; Number of Students. Each **school** operated by the **Charter Governing Board** shall provide instruction to pupils in such ages, grades, and numbers in each year of operation as set forth in the Terms of Operation. The **Charter Governing Board** shall annually determine the capacity of the **school** in consideration of the **Charter Governing Board**'s assessment of its ability to facilitate the academic success of students, to achieve the objectives specified in the **Charter Contract**, and to ensure that student enrollment does not exceed the capacity of its designated **site**.

4.2. Admissions; Enrollment; Attendance; Transfer. The **Charter Governing Board** shall have in place and implement comprehensive policies for admissions, enrollment, and attendance, which policies shall be approved by the **Charter Governing Board** and shall be consistent with applicable law and regulations. Such policies shall provide in detail the procedures and practices utilized by each **school** in regard to admission, enrollment, attendance and withdrawal including, *inter alia*, the period in which applications for admission shall be timely, how to obtain an application for admission, the practices in operating the random selection process, the maintenance of a wait list, the implementation of enrollment preferences, and the taking of student attendance. With the exception of any changes in the at-risk school design factors, the **Charter Governing Board** shall have the authority to make changes to such policies and such changes shall not require the permission of the **Board of Public Education** or constitute a revision to the **Charter Contract**. Such changes, however, must be consistent with applicable law and regulations.

4.3. Marketing. The **Charter Governing Board** shall utilize reasonable outreach and marketing measures to make potential applicants aware of opportunities for enrollment at each of its schools.

4.4. Insurance. The **Charter Governing Board** shall, at its own expense, purchase and maintain the insurance coverage for liability, property loss, and the personal injury of students for the **Charter Governing Board** and for each **school** or **site** as is described in the Terms of Operation together with any other additional insurance that the **Charter Governing Board** deems necessary. Such insurance policies shall continue in effect. In the case of additional **schools**, the applicable insurance must be in effect prior to employees or students being present. The **Charter Governing Board** shall provide the **Board of Public Education** with certificates of insurance or other satisfactory proof evidencing coverage including, but not limited to, renewal policies, or additions, riders or amendments thereto covering additional schools. All such insurance policies shall contain a provision requiring notice to the **Board of Public Education**, at least thirty (30) days in advance, of any material change, nonrenewal or termination. Notwithstanding any provision to the contrary, the **Charter Governing Board** shall take all steps necessary to comply with any additional regulations made applicable to public schools.

4.5. Contracting with Educational Service Providers. Any entity that provides all or a substantial subset of all services necessary to operate and oversee any school's educational program on a fee basis and pursuant to a fee-based contract shall be known as an educational service provider ("Educational Service Provider") and the contract under which such services are provided shall be referred to as a management contract ("Management Contract"). Any other contractual arrangements including, but not limited to, leases, subleases, lease-purchase agreements, credit facilities, loan agreements, promissory notes, negotiable instruments, and other debt instruments, that are contemplated between the **Charter Governing Board** on the one hand and the Educational Service Provider, its partners, parents, subsidiaries, agents, and affiliates (including any entity that holds an economic interest in the Educational Service Provider) on the other, shall be known collectively, together with the Management Contract, as ESP Contracts ("ESP Contracts"). The following requirements and provisions relating to Educational Service Providers, Management Contracts and ESP Contracts shall apply.

4.5.1. Except as otherwise provided in this **Charter Contract**, the **Board of Public Education** reserves the right to review and disapprove for good cause shown any and all ESP Contracts that the **Charter Governing Board** seeks to execute, amend, or renew during the time that this **Charter Contract** is in effect. Good cause shown includes, but is in no way limited to, a finding that the ESP Contract(s) at issue does not, under the totality of the circumstances, allow the **Charter Governing Board** effective and sufficient means to hold the Educational Service Provider accountable including means to terminate the Educational Service Provider without placing the school's further existence in peril.

4.5.2. To facilitate the **Board of Public Education**'s rights of review and disapproval, the **Charter Governing Board** shall provide the **Board of Public Education** with any proposed ESP Contract or proposed material amendment thereto no later than thirty (30) days prior to the proposed date of execution. In addition to the foregoing, prior to a school's first year of operation, and where no prior Management Contract has been in place for that school, the **Charter Governing Board** must submit the proposed Management Contract to the **Board of Public Education** by no later than July 1 immediately preceding the start of the school year. When submitting an ESP Contract, the **Charter Governing Board** must include a written opinion of the **Charter Governing Board**'s legal counsel stating that the ESP Contract has been reviewed by legal counsel to the **Charter Governing Board**. Within thirty (30) days of receiving the proposed ESP Contract, the **Board of Public Education** shall notify the **Charter Governing Board** if the agreement is disapproved, except that the **Board of Public Education**, at their

discretion, may extend the review period an additional thirty (30) days. It is expressly understood that should the **Board of Public Education** not disapprove an ESP Contract, the **Board of Public Education** by such action(s) are in no way endorsing or approving the contract, the fee arrangements if any or any other provisions contained therein.

4.5.3. To the extent that the Terms of Operation contemplate that any of the **Charter Governing Board**'s schools would be operated with the assistance of an Educational Service Provider pursuant to a Management Contract, the **Charter Governing Board** shall obtain the prior written approval of the **Board of Public Education** prior to operating the school without such Educational Service Provider's assistance. Notwithstanding the above, it is understood that circumstances may require the **Charter Governing Board** to terminate and/or not renew a Management Contract and thereafter operate a school without the services of the Educational Service Provider identified in the Terms of Operation (or otherwise subsequently approved by the **Board of Public Education**) prior to obtaining the permission of the **Board of Public Education**. Where the **Board of Public Education** determines, at their sole discretion, that such circumstances exist, and the **Charter Governing Board** has made good faith efforts to timely inform the **Board of Public Education** of the circumstances, the **Board of Public Education** may waive the **Charter Governing Board**'s breach of the prior permission requirement and allow the **Charter Governing Board** to seek permission ex post facto.

4.5.4. Management Contracts shall set forth with particularity, inter alia, the extent of the Educational Service Provider's participation in the organization, operation and governance of the **Charter Governing Board** and any school, and contain a provision requiring the Educational Service Provider to provide the **Board of Public Education** access to its annual financial statements and audit.

4.6. Educational Programs.

4.6.1. The **Charter Governing Board** shall implement and provide educational programs at its school(s) that are designed to permit and do permit students to meet or exceed the performance standards adopted by the **Board of Public Education** and the goals, and measures of progress towards those goals, of the school(s) as set forth in the Performance Framework. Subject to the immediately foregoing requirements, the **Charter Governing Board** shall have the right to make any modifications to the educational programs of its schools as it deems necessary including, but not limited to, the curriculum, pedagogical approach, and staffing structure, and such modifications shall not require the permission of the **Board of Public Education** or be deemed a revision to the **Charter Contract**, provided however, that any such modifications shall be generally consistent with the Terms of Operation and applicable law, and the **Charter Governing Board** reports such modifications as part of its annual report.

4.6.2. Subject to any restraints in the Act or this **Charter Contract**, the **Charter Governing Board** may offer or share programs, settings, classes, and services between and among schools including grade level programs, specialized programs such as programs for students with disabilities or English language learners, and other programs so long as each such program is described in the Terms of Operation, each student participating in such program is included in the enrollment and Performance Framework of the student's sending school, unless the **Board of Public Education**, in their sole discretion, otherwise permit.

4.7. Performance Frameworks. By October 31 of the school year in which any school first commences instruction, the **Charter Governing Board** shall ensure that such school creates a Performance Framework, which plan upon its completion shall be incorporated into the **Charter Contract** as a Term of Operation. The Performance Framework shall replace and substitute for the assessment measures and educational goals and objectives set forth in the school's charter application in the Terms of Operation, but shall not provide for less stringent assessment measures or educational goals and objectives than those set forth in the school's

charter application. The **Charter Governing Board** understands that any school's success in meeting the goals and measures set forth in its Performance Framework shall be the predominant criterion by which the success of the school's education program will be evaluated by the **Board of Public Education** upon the **Charter Governing Board**'s application for renewal of the authority to operate such school.

4.8. Monitoring Plan and Oversight. The **Charter Governing Board** acknowledges that the **Board of Public Education**, or their authorized agents, have the right to visit, examine into and inspect the **Charter Governing Board** as well as any school or program the **Charter Governing Board** may operate pursuant to a **Charter Contract** and any records related to any of the foregoing. To permit the **Board of Public Education** to fulfill their oversight function under the Act and ensure that the **Charter Governing Board** and each of its schools is in compliance with all applicable laws, rules and regulations and the terms and conditions of this **Charter Contract**, the **Charter Governing Board** agrees to abide by the Monitoring Plan, the requirements of which are set forth at Exhibit B.

4.9. Education of Students with Disabilities. The **Charter Governing Board** shall provide services and accommodations to students with disabilities as set forth for each school in the Terms of Operation and the Individuals with Disabilities Education Act (20 U.S.C. § 1401 et seq.) (the "IDEA"), the Americans with Disabilities Act (42 U.S.C. § 12101 et seq.) (the "ADA"), section 504 of the Rehabilitation Act of 1973 (29 U.S.C. § 794) ("Section 504"), all applicable regulations promulgated pursuant to such federal laws, and the individualized education program ("IEP") of each student as determined by the committee or subcommittee on special education of the student's school district of residence or as assigned by such district ("CSE"). Each school shall provide such appropriate and required services either directly, cooperatively with another school operated by the **Charter Governing Board**, or by contract with another provider.

5. School Personnel

5.1. Status. The **Charter Governing Board** shall employ and/or contract with necessary personnel. The **Charter Governing Board** shall provide written notice to the **Board of Public Education** within five (5) business days of the hiring or departure (by resignation or dismissal) of the administrator, principal, or head of any school, however designated. The organizational structure of the **Charter Governing Board** and each school shall be consistent with the structures set forth in the Terms of Operation.

5.2. Personnel Policies; Staff Responsibilities. The **Charter Governing Board** shall make available in written form its hiring and personnel policies and procedures for the school, including the qualifications required by the **Charter Governing Board** in the hiring of teachers, school administrators, and other school employees as well as a description of staff responsibilities. Such policies and procedures shall be consistent with those set forth in the Terms of Operation, and should clearly indicate that the **Board of Public Education** shall have access to all personnel files to the extent permissible by law.

5.3. Background Checks; Fingerprinting. The **Charter Governing Board** shall establish, maintain, and implement procedures for conducting fingerprint-based background checks.

6. Financial Operations

6.1. Management and Financial Controls.

6.1.1. The **Charter Governing Board** shall at all times maintain appropriate governance and managerial procedures and financial controls and maintain the same at each public charter school, program or other activity operated by the **Charter Governing Board**.

6.1.2. The **Charter Governing Board** shall provide a statement to the **Board of Public Education**, no later than sixty (60) days after the date of execution of the **Charter Contract**, concerning the status of management and financial controls (the "Initial

Statement") of the school. The Initial Statement must address whether the **Charter Governing Board** has documented adequate controls at that school relating to:

6.1.2.1. (i) preparing financial statements in accordance with generally accepted accounting principles ("GAAP");

6.1.2.2. (ii) payroll procedures;

6.1.2.3. (iii) accounting for contributions and grants;

6.1.2.4. (iv) procedures for the creation and review of quarterly financial statements, which procedures shall specifically identify the individual who will be responsible for preparing and reviewing such financial statements for the **Charter Governing Board** and for each applicable public charter school; and,

6.1.2.5. (v) appropriate internal financial controls and procedures.

6.2. The Initial Statement shall be reviewed and ratified by the **Charter Governing Board** prior to its submission to the **Board of Public Education**. The **Charter Governing Board** shall retain, when possible, an independent certified public accountant or independent certified public accounting firm licensed in the State to perform an agreed-upon procedures engagement. The purpose of the engagement will be to assist the **Charter Governing Board** in evaluating the Initial Statement and the procedures, policies and practices established thereunder. The **Board of Public Education** may require additional evidence to verify the correction of all such deficiencies.

6.3. Financial Statements; Interim Reports. All financial statements that the **Charter Governing Board** is required to prepare shall be in accordance with GAAP then in effect. During each year of operation, the **Charter Governing Board** shall prepare and submit to the **Board of Public Education** a quarterly unaudited statement of income and expenses for that preceding quarter in such form and electronic format as prescribed and disseminated by the **Board of Public Education** to include, but not be limited to, certain financial statements for each public charter school operated by the **Charter Governing Board**.

6.4. Audits.

6.4.1. The **Charter Governing Board** shall retain an independent certified public accountant or certified public accounting firm licensed in the State to perform annually an audit of the **Charter Governing Board**'s annual financial statements related to public charter schools. The independent audit of the **Charter Governing Board**'s financial statements must be performed in accordance with generally accepted auditing standards and Government Auditing Standards issued by the Comptroller General of the United States, as well as any additional requirements and guidelines that may be provided by the **Board of Public Education**. The audited financial statements must be submitted to the **Board of Public Education** by October 31 of each year.

6.4.2. A **Charter Governing Board** that contracts with an Educational Service Provider must submit to the **Board of Public Education** audited financial statements of the Educational Service Providers by October 31 of each year.

6.5. Fiscal Year. The fiscal year of the **Charter Governing Board** shall begin on July 1 of each calendar year of the term of the initial **Charter Contract** and shall end on June 30 of the subsequent calendar year.

6.6. Annual Budgets and Cash Flow Projections.

6.6.1. Except in the first year of operation, a **Charter Governing Board** shall prepare and provide to the **Board of Public Education** a copy of its annual budgets and cash flow projections for each public charter school it has been authorized to operate each fiscal year by no later than June 30 of the immediately preceding fiscal year.

6.6.2. All annual budgets and cash flow projections shall be in such form and electronic format as prescribed and disseminated by the **Board of Public Education**.

6.7. Release of Funding. In the first year of the public charter school operations, if, after the October enrollment count, a public charter school does not meet the eligibility requirements for separate budget unit status and basic entitlement pursuant to 20-6-812, MCA, public

charter schools receiving a basic entitlement will be subject to the return of overpayment provisions under 20-9-344, MCA.

7. Reporting Requirements
   7.1. Annual Reports. No later than July 1 succeeding a school year in which any public charter school provided instruction, the **Charter Governing Board** shall submit to the **Board of Public Education** an Annual Report for each such public charter school setting forth the academic program and performance of each public charter school for the preceding school year. The Annual Report shall be in such form as shall be prescribed by the **Board of Public Education** and shall include at least the following components.
      7.1.1. A discussion of each school's progress made towards achievement of the goals set forth in the Terms of Operation including its Performance Framework.
      7.1.2. A report on the progress of each public charter school in meeting the goals and measures of the Performance Framework during the last school year (the "Performance Framework Progress Report"). The Performance Framework Progress Report must contain data addressing each goal and measure in the school's Performance Framework and should report data as may be required by the **Board of Public Education** in order for the **Board of Public Education** to substantiate outcomes. The Performance Framework Progress Report shall be prepared pursuant to any requirements set forth by the **Board of Public Education.** Should the Performance Framework Progress Report indicate that the school has not met one or more of the goals in its Performance Framework, the **Board of Public Education** may require the **Charter Governing Board** to submit a corrective plan for the school pursuant to this **Charter Contract**.
      7.1.3. The statement of assurances relating to compliance with requirements under the **Charter Contract** and applicable law, the form and requirements of which shall be determined by the **Board of Public Education**.
      7.1.4. A brief statement setting forth changes to the school's educational program and mission as well as governing and organizational structures, during the previous fiscal and school year.
   7.2. Financial Reports. The **Charter Governing Board** shall provide the financial reports required by this **Charter Contract** pursuant to the terms and dates specified therein.

8. Renewal, Corrective Action, and Termination
   8.1. School Renewal. No later than June 30 of each year, the **Board of Public Education** shall issue a public charter school performance report and charter renewal application guide to the **Charter Governing Board** of any public charter school whose charter will expire the following year. The performance report must summarize the public charter school's performance record and must provide notice of any weaknesses or concerns perceived by the **Board of Public Education** that may jeopardize renewal if not rectified. The **Charter Governing Board** shall respond to the performance report and submit any corrections or clarifications within 90 days.
   8.2. No later than February 1, the **Charter Governing Board** shall submit to the **Board of Public Education** a renewal application to extend the authority to operate a school (the "School Renewal Application"). The School Renewal Application shall conform to 20-6-809, MCA, and the **Board of Public Education**'s guidelines and contain:
      8.2.1. a report of the progress of the school in achieving the educational objectives set forth in the Terms of Operation;
      8.2.2. a detailed financial statement disclosing the cost of administration, instruction, and other spending categories for the school that will allow a comparison of such costs to other schools;
      8.2.3. copies of each of the Annual Reports of the school including the school report cards and certified financial statements;

8.2.4. evidence of parent and student satisfaction at the school; and
8.2.5. such other material and information as is required by the **Board of Public Education**.

8.3. Approval or Denial of School Renewal. The **Board of Public Education** shall either approve or deny the School Renewal Application. In the event that the School Renewal Application is not approved, the **Charter Governing Board** shall close the school at the end of the school year that corresponds with the end of the period the **Charter Governing Board** may operate the school pursuant to this **Charter Contract**, and the **Charter Governing Board** shall follow the procedures for school closure as established by the **Board of Public Education**. In the event that the School Renewal Application is granted in whole or part, the **Board of Public Education** shall enter into a proposed renewal **Charter Contract** to allow the **Charter Governing Board** to operate the school for an additional period of time in accordance with the **Board of Public Education**'s renewal practices. Nothing herein shall obligate the **Board of Public Education** to approve a School Renewal Application.

8.4. Corrective Plans. If the **Board of Public Education** determines that the **Charter Governing Board** or any of its charter schools, programs or sites is not progressing toward one or more of the performance or education goals set forth in the **Charter Contract**, that the quality of a charter school's, program's or site's educational program or the **Charter Governing Board**'s governance practices are not satisfactory, or that the **Charter Governing Board** or any of its charter schools or sites is not in compliance with the terms and conditions of the **Charter Contract** including the Monitoring Plan, then the **Board of Public Education**, in consultation with the **Charter Governing Board**, may develop and require the **Charter Governing Board** to implement a corrective plan ("Corrective Plan"). Nothing contained herein shall require the **Board of Public Education** to undertake the development of a Corrective Plan to terminate the authority to operate a charter school, site or program, place the **Charter Governing Board** on probationary status, or initiate mandatory remedial action in accordance with the Act or the **Charter Contract**. The terms and conditions of a remedial plan may include, but are not limited to, the termination of the authority of the **Charter Governing Board** to operate a particular charter school, site, or program.

8.5. Grounds for Charter Termination or Revocation. The **Charter Contract** may be terminated and revoked:
8.5.1. by the **Board of Public Education** in accordance with the Act; or,
8.5.2. by mutual agreement of the Parties hereto.

8.6. Grounds for School Closure. The **Charter Governing Board**'s authority to operate any charter school, site, or program may be terminated or revoked:
8.6.1. should the **Board of Public Education** determine that one of the grounds set forth in the Act apply to such charter school, site, or program; or
8.6.2. by mutual agreement of the Parties hereto.

8.7. Notice and Procedures.
8.7.1. Should the **Board of Public Education** determine that one of the grounds for termination or revocation of the **Charter Contract** as defined under the Act has occurred or is occurring, the **Board of Public Education** may, at their discretion, elect as follows:
8.7.1.1. to terminate the **Charter Contract**; or
8.7.1.2. terminate the **Charter Governing Board**'s authority to operate one or more charter schools, programs, or sites, or any combination thereof; or,
8.7.2. Should the **Board of Public Education** elect to terminate the **Charter Contract**, the **Board of Public Education** shall provide notice of such to the **Charter Governing Board** at least thirty (30) days prior to the effective date of the proposed termination. Such notice shall include a statement of reasons for the proposed termination. Prior to termination of the **Charter Contract**, the **Charter Governing Board** shall be provided an opportunity to be heard and present evidence in opposition to termination.
8.7.3. Should the **Board of Public Education** elect to terminate the authority of the **Charter Governing Board** to operate a charter school or site, the **Board of Public Education**

shall provide notice of such to the **Charter Governing Board** at least thirty (30) days prior to the effective date of the proposed action.

8.8. Effect of Termination. In the event of termination of the **Charter Contract**, whether prematurely or otherwise, the **Charter Governing Board** agrees to follow any additional procedures required by the **Board of Public Education** to ensure an orderly dissolution or transition process, including the implementation of a school closure plan as provided by the **Board of Public Education**.

9. Other Covenants and Warranties

9.1. Indemnification and Acknowledgements

9.1.1. Indemnification: The **Charter Governing Board** shall indemnify, defend, save and hold harmless the **Board of Public Education**, the State of Montana, its departments, agencies, boards, commissions, universities and its officers, officials, agents and employees ("Indemnitee") from and against any and all claims, actions, liabilities, damages, losses or expenses (including court costs, attorneys' fees, and costs of claim processing, investigation and litigation) ("Claims") for bodily injury or personal injury (including death), or loss or damage to tangible or intangible property caused, or alleged to be caused, in whole or in part, by the negligent or willful acts or omissions of the **Charter Governing Board** or any of its owners, officers, directors, agents, employees or subcontractors. This indemnity includes any claim or amount arising out of or recovered under the Workers' Compensation Law or arising out of the failure of the **Charter Governing Board** to conform to any federal, state, or local law, statute, ordinance, administrative rule, regulation, or court decree that is applicable to the **Charter Governing Board**. It is the specific intention of the parties that the Indemnitee shall, in all instances, except for Claims arising solely from the negligent or willful acts or omissions of the Indemnitee, be indemnified by the **Charter Governing Board** from and against any and all claims. It is agreed that the **Charter Governing Board** will be responsible for primary loss investigation, defense, and judgment costs where this indemnification is applicable. In consideration of the award of this **Charter Contract**, the **Charter Governing Board** agrees to waive all rights of subrogation against the State of Montana, its officers, officials, agents, and employees for losses arising from the work performed by the **Charter Governing Board** for the State of Montana.

9.1.2. Immunity. The parties acknowledge that, pursuant to law, the **Board of Public Education**, its members, officers, and employees shall enjoy all immunities from liability as provided under the law. Nothing in this **Charter Contract** shall be construed as a waiver of any rights, limits, protections, or defenses provided by any sovereign or governmental immunity laws.

9.1.3. Debts and Financial Obligations: The parties acknowledge that neither the **Board of Public Education**, the State of Montana, or its agencies, boards, commissions, or divisions are liable for the debts or financial obligations of a public charter school or persons or entities that operate public charter schools.

9.2. Charter Revision. This **Charter Contract** may be revised only by written consent of the Parties hereto.

9.3. Assignment. This **Charter Contract** may not be assigned or delegated by the **Charter Governing Board** under any circumstances, it being expressly understood that the rights and obligations granted hereby runs solely and exclusively to the benefit of the **Charter Governing Board**.

9.4. Notices. Any notice, demand, request, or submission from one Party to any other Party or Parties hereunder shall be deemed to have been sufficiently given or served for all purposes if it is delivered in writing via electronic mail as an attachment thereto with a legally valid and binding electronic signature or an electronic image of a physical signature (.pdf or similar format), and as of the date upon which the sender receives receipt of confirmation generated

by the recipient's electronic mail system that the notice has been received by the recipient's electronic mail system, to the Parties at the following addresses:

If to the **Charter Governing Board**:

NAME
MAILING ADDRESS
CITY, STATE ZIP
EMAIL ADDRESS

If to the **Board of Public Education:**

McCall Flynn
PO Box 200801
Helena, MT 59620
bpe@mt.gov

9.5. Severability. In the event that any provision of this **Charter Contract** or the Terms of Operation thereof to any person or in any circumstances shall be determined to be invalid, unlawful, or unenforceable to any extent, the remainder of this **Charter Contract** and the application of such provision to persons or circumstances other than those as to which it is determined to be invalid, unlawful or unenforceable, shall not be affected thereby, and each remaining provision of this **Charter Contract** shall continue to be valid and may be enforced to the fullest extent permitted by law.

9.6. Entire Charter. The **Charter Contract** supersedes and replaces any and all prior agreements and understandings between the **Board of Public Education** and the **Charter Governing Board** as it relates to the creation of a particular public charter school. To the extent that any conflict or incompatibility exists between the Terms of Operation and the other terms of this **Charter Contract**, such other terms of this **Charter Contract** shall control.

9.7. Construction. This **Charter Contract** shall be construed fairly as to both Parties and not in favor of or against either Party, regardless of which Party prepared the **Charter Contract**.

TEACH ACADEMY

By_____
XX, Chair of the Charter Governing Board

MONTANA BOARD OF PUBLIC EDUCATION

By_____
Dr. Tim Tharp, Chair of the Montana Board of Public Education

Exhibit A – Terms of Operation

Part I – Specific Terms
Additional Terms of Operation will be added at a later date, based on the timeline outlined for submission above. The **Board of Public Education** will communicate this timeline and submission expectations at a later date.

The **Charter Governing Board** shall provide educational services, including the delivery of instruction, to students at the following location(s):
Location Name
School Address
City, State Zip

Part II – Charter Application
The **Board of Public Education** will include the Charter Application submitted by the **Charter Governing Board** for execution of the **Charter Contract**.

Exhibit B – Monitoring Plan

Part I – Monitoring Plan

As provided in the **Charter Contract**, the **Charter Governing Board** agrees to abide by a **Monitoring Plan**, the general components of which are set forth below. The requirements of the **Monitoring Plan**, are in addition to any notification, record-keeping, or reporting requirements set forth in the **Charter Contract** or applicable law including any obligation to receive the written approval of the **Board of Public Education**, and/or to seek approval for revision of the **Charter Contract** pursuant to applicable law.

A. The **Charter Governing Board** shall maintain the following records in its offices for inspection by the **Board of Public Education** and/or its designee:
   1. Records concerning the enrollment and admissions process including all applications received and documents concerning the lottery process if conducted;
   2. Student academic and health records;
   3. Attendance records for students including withdrawals of students from each **school** and the reason(s) for such withdrawals;
   4. Individual Education Programs and other documentation concerning the Individuals with Disabilities Education Act ("IDEA") as well as documentation concerning section 504 of the Rehabilitation Act of 1973 for children with disabilities enrolled in each school;
   5. Staff rosters including records of hiring, resignation, and termination of employees;
   6. Evidence of credentials and/or qualifications for all teachers;
   7. Evidence that required fingerprint-based background checks have been conducted for all applicable school employees;
   8. Certificates of occupancy or other facility-related certification or permits;
   9. Lease agreements and/or mortgages or deeds;
   10. Loan documents;
   11. Contracts in excess of $1,000 including management contracts;
   12. **Charter Governing Board** or **school** policies in areas such as financial management, personnel, student discipline (including suspension and expulsion), complaints, health and safety, student privacy and transportation, Public Right to Know Laws and Open Meetings Laws and other areas required by the **Charter Contract** or law;
   13. Grievances made by students, parents, teachers, and other employees of the **Charter Governing Board** together with documentation of all actions taken in response;
   14. Inventory of all assets of the **Charter Governing Board** that have been purchased with public funds including grant funds;
   15. Documents sufficient to substantiate each **school**'s progress on the measurable goals set forth in its Performance Framework; and,
   16. Student level discipline records including, but not limited to, information regarding in-school and out-of-school suspensions, and expulsions for all students (including students with disabilities) available by grade and year reflecting:
       a. number of suspension/expulsion incidents; and,
       b. number of different students involved in suspension/expulsion incidents.

B. To corroborate information submitted by the **Charter Governing Board** to the **Board of Public Education**, and in order to ensure compliance with the Act and the **Charter Contract**, the **Board of Public Education** or its designee will:
   1. Make at least one visit to each **school** in its first year of operation. Such visits may include an inspection of the physical plant, all categories of records set forth in subsection A of the Monitoring Plan, interviews with the administrator of the school and other personnel, and

observation of instructional methods. Visits in later years may decrease in frequency and be conducted by **Board of Public Education** designees;
2. During the first term of authority to operate a **school**, make at least one other visit to a school, which may be announced or unannounced. In subsequent terms, the **Board of Public Education** may conduct visits on a sampling basis for schools that demonstrate high levels of academic and fiscal soundness, compliance with applicable laws, rules, and regulations, and whose academic performance makes it likely they will improve student learning and achievement;
3. Require the **Charter Governing Board** to make available necessary information in response to the **Board of Public Education**'s inquiries including information necessary to prepare annual or semi-annual evaluations of each school's financial operations, academic program, future outlook, and other areas;
4. Conduct internal investigations as appropriate on its own initiative or in response to concerns raised by students, parents, employees, local school districts and other individuals or groups. Where appropriate, the **Board of Public Education** shall issue remedial orders as permitted by the **Charter Contract** or applicable law; and
5. Review as necessary the **Charter Governing Board**'s and its **schools**' operations to determine whether any changes in such operations require formal revision of the **Charter Contract** and, if so, determine whether such revision should be recommended for approval.

C. The **Charter Governing Board** shall track, and maintain information regarding, the following information:
   1. A copy of all minutes from each of its meetings, committee meetings and executive sessions of the meeting or session pertaining to the **school**;
   2. An updated list of trustees and officers of any such person's election; removal; resignation; expiration of term without re-election; or, otherwise leaving the **Charter Governing Board**; and,
   3. An updated list of each administrator, principal or head of school for each **site** of each **school**, however designated.
   4. Any and all student-level suspensions (including in-school and out-of-school suspensions of less than one-day) and expulsions including, but not limited to:
      a. The date the disciplinary action was instituted;
      b. The duration of any suspension;
      c. The reason for such suspension or expulsion;
      d. The student's status as an English Language Learner ("ELL"), a student with a disability under the IDEA or a student who qualifies for the federal Free or Reduced Price Lunch program("FRPL"); and,
      e. Other student demographic information.
   5. Any and all student-level enrollment and retention information including, but not limited to:
      a. The date of any student withdrawal, transfer or discharge;
      b. The reason for each withdrawal, transfer or discharge;
      c. The student's status as an ELL, student with a disability under the IDEA or a FRPL student; and,
      d. Other student demographic information.

D. The **Charter Governing Board** shall provide the **Board of Public Education** with such information on a quarterly basis in accordance with guidance maintained and disseminated by the **Board of Public Education**. Such guidance, as it may be amended from time to time, shall be binding on the **Charter Governing Board**.

Exhibit C – Performance Framework

Part I – Academic Performance Framework and Evaluation

A. The **Charter Governing Board** shall adhere to the provisions in Title 20 of the Montana Code Annotated and Title 10 of the Administrative Rules of Montana and any state or local rule, regulation, policy, or procedure relating to noncharter public schools within the located school district.

B. The **Charter Governing Board** shall identify a performance framework as prescribed in 20-6-809, MCA, that clearly sets forth the academic and operational performance indicators, measures, and metrics which include:
   1. school achievement goals;
   2. student academic proficiency;
   3. student academic growth;
   4. achievement gaps in both proficiency and growth between major student subgroups;
   5. attendance;
   6. dropout rate;
   7. recurrent enrollment from year to year;
   8. postsecondary readiness;
   9. financial performance and sustainability;
   10. **Charter Governing Board** performance and stewardship, including compliance with all applicable laws, regulations, and terms of the **Charter Contract**.

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Exhibit D – Assurances and Variances to Standards

Part I – Assurances Regarding Students with Disabilities

A. The **Charter Governing Board** provides the following assurances regarding the provision of education and other services to students with disabilities to be enrolled at each proposed charter school.
   1. The **Charter Governing Board** will adhere to all provisions of federal law relating to students with disabilities including the IDEA, Section 504, and Title II of the ADA which are applicable to it.
   2. The **Charter Governing Board** will, consistent with applicable law, be a Local Education Agency (LEA) that will ensure that all students with disabilities that qualify under the IDEA:
      a. have available a free appropriate public education ("FAPE");
      b. are appropriately evaluated;
      c. are provided with an IEP;
      d. receive an appropriate education in the least restrictive environment (LRE);
      e. are involved in the development of and decisions regarding the IEP, along with their parents; and,
      f. have access to appropriate procedures and mechanisms, along with their parents, to resolve any disputes or disagreements related to a school's or school district's provision of FAPE.
   3. Unless otherwise approved by the **Board of Public Education**, the **Charter Governing Board** will employ for each school, at a minimum, a person properly certified as the school's students with disabilities coordinator, whose responsibilities will include coordinating with Committees on Special Education ("CSE"); providing information to and obtaining information from CSEs as needed throughout the year; determining if entering students have IEPs; and working with CSEs and school districts to ensure that all required settings and related services are being provided and that all IEPs are appropriate in the context of the charter school overall setting. The **Charter Governing Board** may permit the students with disabilities coordinator to take on additional administrative duties to the extent that they do not interfere with the coordinator's responsibilities to ensure the school's compliance with the IDEA, Section 504 and Title II of the ADA.
   4. Each school will make available, as required by IDEA regulations, a student's regular and special education teachers (and other required school personnel) for meetings convened by such student's CSE, and provide such teachers and personnel with copies of the student's IEP.
   5. Each school will ensure that parents of children with disabilities are informed of how their children are progressing on annual IEP goals and in the general curriculum at least as frequently as parents of general education children.
   6. Each school will abide by the applicable provisions and regulations of the IDEA and the Family Educational Rights and Privacy Act (FERPA) as they relate to students with disabilities including, but not limited to, having procedures for maintaining student files in a secure and locked location with limited access.
   7. Each school's students with disabilities coordinator will retain such data and prepare such reports as are needed by the Office of Public Instruction in order to permit such entities to comply with federal law and regulations.
   8. Each school will comply with its obligations under the Child Find requirements of IDEA including 34 C.F.R. § 300.111, and will provide appropriate notification to parents in connection therewith as applicable, including notifying them prior to providing a child's name to a CSE for potential evaluation.

Part II – Assurances Regarding Indian Education for All (IEFA)

A. The **Charter Governing Board** provides the following assurances regarding the provision of Indian education at each proposed charter school.
   1. The **Charter Governing Board** recognizes that it is the constitutionally declared policy of the State to recognize the distinct and unique cultural heritage of American Indians and to be committed in its educational goals to the preservation of the cultural heritage of American Indians.
   2. The **Charter Governing Board** shall ensure that all students utilizing educational programs provided by a charter school, whether Indian or non-Indian, learn about the distinct and unique heritage of American Indians in a culturally responsive manner.
   3. The **Charter Governing Board** shall work cooperatively with Montana tribes or those tribes that are in close proximity, when providing instruction or when implementing an educational goal or adopting a rule related to the education of each Montana citizen, to include information specific to the cultural heritage and contemporary contributions of American Indians, with particular emphasis on Montana Indian tribal groups and governments.
   4. Predicated on the belief that all school personnel should have an understanding and awareness of Indian tribes to help them relate effectively with Indian students and parents, the **Charter Governing Board** shall provide means by which school personnel will gain an understanding of and appreciation for the American Indian people.

Part III – Variances to Standards

A. Variances to Existing Standards: The **Board of Public Education** does not authorize any variances to standards as part of this **Charter Contract** to meet the intended outcomes of the proposed academic program of the **school**.

B. Variance to standards requests may be approved in accordance with ARM 10.55.604 or amendment to this Exhibit. An application for variance to standards is due in writing to the Superintendent of Public Instruction no later than the second Monday in October for the current academic year.

INITIAL PUBLIC CHARTER CONTRACT

This agreement, executed on this 28 day of February 2024 by and between the Montana **Board of Public Education** and the **Charter Governing Board** of the CONNECT Academy (collectively, the "**Parties**").

W I T N E S S E T H:

WHEREAS the State of Montana (the "**State**") enacted the Public Charter Schools Act (the "**Act**"); and

WHEREAS pursuant to 20-6-804, MCA, the **Board of Public Education** has the authority to (i) approve applications to establish public charter schools in the State, (ii) thereafter to enter into a **Charter Contract** with applicants setting forth the terms and conditions under which a public charter school shall operate, and (iii) may thereafter renew a **Charter Contract** for a period of up to five years; and

WHEREAS an application was submitted to the **Board of Public Education** for establishment of a new public charter school pursuant to the **Act**, which the **Board of Public Education** approved;

NOW, THEREFORE, in consideration of the mutual covenants, representations, warranties, and agreements contained herein, the **Parties** hereby agree as follows:

1. Definition of Terms
   - 1.1. **Board of Public Education**: the board created by Article X, section 9(3), of the Montana constitution and 2-15-1507, MCA.
   - 1.2. **Charter Contract**: a fixed-term, renewable contract between a **Charter Governing Board** of a public charter school and the **Board of Public Education** that outlines the roles, powers, responsibilities, and performance expectations for each party to the contract.
   - 1.3. **Charter Governing Board**: the elected board of trustees of a public charter school district exercising supervision and control over a public charter school or the local school board that is a party to the **Charter Contract** with the **Board of Public Education** and that exercises supervision and control over a public charter school pursuant to a **Charter Contract**. Each **Charter Governing Board** is entitled to operate one **school** in one or more **sites** for each **Charter Contract** issued to it.
   - 1.4. **Local school board**: a preexisting board of trustees exercising supervision and control of the schools and programs of a local school district pursuant to Article X, section 8, of the Montana constitution and the laws of the state of Montana.
   - 1.5. **Located school district**: the school district in which a proposed, preoperational, or operational public charter school is located and from which the separate boundaries of the public charter school district are proposed to be formed. When a public charter school district is formed, the boundaries of the public charter school district are removed from the territory of the located school district.
   - 1.6. **Noncharter public school**: any public school that is under the supervision and control of a local school board or the state and is not operating pursuant to a **Charter Contract.**
   - 1.7. **School**: a vehicle for the delivery of a complete educational program to students that has: independent leadership; dedicated staff; and defined facilities. A **Charter Governing Board** may have the authority to operate more than one **school** so long as a **Charter Contract** has been issued for each such **school**. A **school** may be housed in more than one physical **site**. A **school** is its own Local Educational Agency (LEA) for federal program purposes, including the education of students with disabilities, and its own accountability unit for purposes of the federal Elementary and Secondary Education Act of 1965 (ESEA), as amended by the Every Student Succeeds Act (ESSA), and all applicable accountability designations made applicable by Montana law.

1.8. **Site**: one of a number of facility locations for a single public charter school typically representing a grade range (for example, K-6 site, 7-8 site, or 9-12 site). A site would not be its own LEA, ESSA, or state Accountability Designation unit. More than one public charter school building tightly clustered (i.e., a campus) would operate as a "single site."

2. Establishment of the CONNECT Academy
   2.1. Charter Agreement. This agreement (the **Charter Contract**), which specifically incorporates the following:
      2.1.1. certain terms of operation set forth collectively and attached hereto in Exhibit A, and shall incorporate the initial charter applications or proposals of any additional schools that may hereafter be approved by the **Board of Public Education**, and which shall be hereafter referred to collectively as the Terms of Operation (the "**Terms of Operation**");
      2.1.2. the Monitoring Plan, attached hereto as Exhibit B (the "**Monitoring Plan**"), which shall incorporate applicable monitoring procedures which must be completed by the **Charter Governing Board**;
      2.1.3. the Performance Framework developed by each **school** to be operated by the **Charter Governing Board** or to be developed during the first year of operation by any additional school the **Charter Governing Board** may be permitted to operate, and further described herein and set forth in Exhibit C, (the "**Performance Framework**");
      2.1.4. the Additional Assurances and Variances to Standards, if any, set forth in Exhibit D (the "**Additional Assurances and Variances to Standards**");
   2.2. Purpose. This **Charter Contract** is entered into for the purpose of authorizing the establishment of a public charter school that meets identified educational needs and promotes a diversity of educational choices. The **Charter Governing Board** shall operate a public charter school consistent with the terms of the **Charter Contract** and all applicable laws and administrative rules to create and innovative and high-performing public charter school under the general supervision of the **Board of Public Education** and under the supervision and control of the **Charter Governing Board** who are elected by the qualified electors in the community where the public charter school is located.
   2.3. Applicable Law and Venue. Montana law governs this **Charter Contract**. Except as provided in 20-6-811, MCA, and this **Charter Contract**, the **Charter Governing Board** is subject to the provisions in Title 20 of the Montana Code Annotated and any state local rule, regulation, policy, or procedure relating to noncharter public schools within the **located school district**. The parties agree that any litigation concerning the **Charter Contract** must be brought in the First Judicial District in and for the County of Lewis and Clark, State of Montana, and each party shall pay its own costs and attorney fees.
   2.4. Authority to Operate; Effective Date; Term. The **Board of Public Education**, as the sole entity authorized to enter into charter contracts, having approved the **Charter Governing Board** to operate a public charter school on January 19, 2024, authorizes the **Charter Governing Board** to open and commence operation of a **school** on July 1, 2024. This **Charter Contract** is effective upon the signing of both parties for a term of five (5) years commencing on July 1, 2024, and ending on June 30, 2029. The **Charter Contract** may be renewed pursuant to 20-6-809, MCA, or extended pursuant to the terms herein.
      2.4.1. Planning Years, Effect. The **Charter Governing Board** shall continue or commence instruction, as the case may be, in conformity with the schedule set forth in the Terms of Operation for each **school** it is permitted to operate.
         2.4.1.1. Subject to the foregoing limitation, planning years applicable to any school or schools set forth in the Terms of Operation shall not require further approval of the **Board of Public Education** or constitute a revision to the **Charter Contract**.
         2.4.1.2. The **Charter Governing Board** may take one (1) additional planning year pursuant to 20-6-806, MCA. In this case, the **Board of Public Education** will

authorize a delayed effective date commencing on July 1, 2025, and ending on June 30, 2030, for a term of five (5) years.

2.4.1.3. In the event the **Charter Governing Board** is unable to open a **school** or schools by such date(s) the **Charter Contract** issued that permitted the **Charter Governing Board** to operate such school(s) shall be deemed to be void *ab initio*.

3. Governance

3.1. Status. The **school** shall be governed by the **Charter Governing Board**, as updated by subsequent election and approval, resignation, removal, or other disposition in accordance applicable law. The **Charter Governing Board** shall have final authority for policy and operational decisions of the **school** although nothing herein shall prevent the **Charter Governing Board** from delegating decision-making authority to officers, employees, and agents of the **Charter Governing Board**. In addition:

3.1.1. The **Charter Governing Board** shall establish and appoint members of an advisory board to provide recommendations and insight regarding the public charter school's operations. Members of the advisory board must include members with knowledge or experience in the mission or focus of the public charter school.

3.1.2. The **Charter Governing Board** and its officers, directors, members, and partners, have a duty of care for complying with the provisions of this **Charter Contract**, all applicable laws, administrative rules, regulations, and reporting requirements.

3.2. Code of Ethics and Conflicts of Interest. The **Charter Governing Board**, its trustees, officers, and employees shall abide by the code of ethics and/or conflicts of interest policy set forth in existing **local school board** approved policies, which must conform to applicable law, and include standards with respect to disclosure of conflicts of interest regarding any matter brought before the **Charter Governing Board**.

3.3. Bylaws. The **Charter Governing Board** shall provide immediate notice to the **Board of Public Education** regarding any proposed amendment to its bylaws, policies, or operating procedures that may impact the operation of a public charter school within its geographic boundaries.

4. School Operations

4.1. Age; Grade Range; Number of Students. Each **school** operated by the **Charter Governing Board** shall provide instruction to pupils in such ages, grades, and numbers in each year of operation as set forth in the Terms of Operation. The **Charter Governing Board** shall annually determine the capacity of the **school** in consideration of the **Charter Governing Board**'s assessment of its ability to facilitate the academic success of students, to achieve the objectives specified in the **Charter Contract**, and to ensure that student enrollment does not exceed the capacity of its designated **site**.

4.2. Admissions; Enrollment; Attendance; Transfer. The **Charter Governing Board** shall have in place and implement comprehensive policies for admissions, enrollment, and attendance, which policies shall be approved by the **Charter Governing Board** and shall be consistent with applicable law and regulations. Such policies shall provide in detail the procedures and practices utilized by each **school** in regard to admission, enrollment, attendance and withdrawal including, *inter alia*, the period in which applications for admission shall be timely, how to obtain an application for admission, the practices in operating the random selection process, the maintenance of a wait list, the implementation of enrollment preferences, and the taking of student attendance. With the exception of any changes in the at-risk school design factors, the **Charter Governing Board** shall have the authority to make changes to such policies and such changes shall not require the permission of the **Board of Public Education** or constitute a revision to the **Charter Contract**. Such changes, however, must be consistent with applicable law and regulations.

4.3. Marketing. The **Charter Governing Board** shall utilize reasonable outreach and marketing measures to make potential applicants aware of opportunities for enrollment at each of its schools.

4.4. Insurance. The **Charter Governing Board** shall, at its own expense, purchase and maintain the insurance coverage for liability, property loss, and the personal injury of students for the **Charter Governing Board** and for each **school** or **site** as is described in the Terms of Operation together with any other additional insurance that the **Charter Governing Board** deems necessary. Such insurance policies shall continue in effect. In the case of additional **schools**, the applicable insurance must be in effect prior to employees or students being present. The **Charter Governing Board** shall provide the **Board of Public Education** with certificates of insurance or other satisfactory proof evidencing coverage including, but not limited to, renewal policies, or additions, riders or amendments thereto covering additional schools. All such insurance policies shall contain a provision requiring notice to the **Board of Public Education**, at least thirty (30) days in advance, of any material change, nonrenewal or termination. Notwithstanding any provision to the contrary, the **Charter Governing Board** shall take all steps necessary to comply with any additional regulations made applicable to public schools.

4.5. Contracting with Educational Service Providers. Any entity that provides all or a substantial subset of all services necessary to operate and oversee any school's educational program on a fee basis and pursuant to a fee-based contract shall be known as an educational service provider ("Educational Service Provider") and the contract under which such services are provided shall be referred to as a management contract ("Management Contract"). Any other contractual arrangements including, but not limited to, leases, subleases, lease-purchase agreements, credit facilities, loan agreements, promissory notes, negotiable instruments, and other debt instruments, that are contemplated between the **Charter Governing Board** on the one hand and the Educational Service Provider, its partners, parents, subsidiaries, agents, and affiliates (including any entity that holds an economic interest in the Educational Service Provider) on the other, shall be known collectively, together with the Management Contract, as ESP Contracts ("ESP Contracts"). The following requirements and provisions relating to Educational Service Providers, Management Contracts and ESP Contracts shall apply.

4.5.1. Except as otherwise provided in this **Charter Contract**, the **Board of Public Education** reserves the right to review and disapprove for good cause shown any and all ESP Contracts that the **Charter Governing Board** seeks to execute, amend, or renew during the time that this **Charter Contract** is in effect. Good cause shown includes, but is in no way limited to, a finding that the ESP Contract(s) at issue does not, under the totality of the circumstances, allow the **Charter Governing Board** effective and sufficient means to hold the Educational Service Provider accountable including means to terminate the Educational Service Provider without placing the school's further existence in peril.

4.5.2. To facilitate the **Board of Public Education**'s rights of review and disapproval, the **Charter Governing Board** shall provide the **Board of Public Education** with any proposed ESP Contract or proposed material amendment thereto no later than thirty (30) days prior to the proposed date of execution. In addition to the foregoing, prior to a school's first year of operation, and where no prior Management Contract has been in place for that school, the **Charter Governing Board** must submit the proposed Management Contract to the **Board of Public Education** by no later than July 1 immediately preceding the start of the school year. When submitting an ESP Contract, the **Charter Governing Board** must include a written opinion of the **Charter Governing Board**'s legal counsel stating that the ESP Contract has been reviewed by legal counsel to the **Charter Governing Board**. Within thirty (30) days of receiving the proposed ESP Contract, the **Board of Public Education** shall notify the **Charter Governing Board** if the agreement is disapproved, except that the **Board of Public Education**, at their

discretion, may extend the review period an additional thirty (30) days. It is expressly understood that should the **Board of Public Education** not disapprove an ESP Contract, the **Board of Public Education** by such action(s) are in no way endorsing or approving the contract, the fee arrangements if any or any other provisions contained therein.

4.5.3. To the extent that the Terms of Operation contemplate that any of the **Charter Governing Board**'s schools would be operated with the assistance of an Educational Service Provider pursuant to a Management Contract, the **Charter Governing Board** shall obtain the prior written approval of the **Board of Public Education** prior to operating the school without such Educational Service Provider's assistance. Notwithstanding the above, it is understood that circumstances may require the **Charter Governing Board** to terminate and/or not renew a Management Contract and thereafter operate a school without the services of the Educational Service Provider identified in the Terms of Operation (or otherwise subsequently approved by the **Board of Public Education**) prior to obtaining the permission of the **Board of Public Education**. Where the **Board of Public Education** determines, at their sole discretion, that such circumstances exist, and the **Charter Governing Board** has made good faith efforts to timely inform the **Board of Public Education** of the circumstances, the **Board of Public Education** may waive the **Charter Governing Board**'s breach of the prior permission requirement and allow the **Charter Governing Board** to seek permission ex post facto.

4.5.4. Management Contracts shall set forth with particularity, inter alia, the extent of the Educational Service Provider's participation in the organization, operation and governance of the **Charter Governing Board** and any school, and contain a provision requiring the Educational Service Provider to provide the **Board of Public Education** access to its annual financial statements and audit.

4.6. Educational Programs.

4.6.1. The **Charter Governing Board** shall implement and provide educational programs at its school(s) that are designed to permit and do permit students to meet or exceed the performance standards adopted by the **Board of Public Education** and the goals, and measures of progress towards those goals, of the school(s) as set forth in the Performance Framework. Subject to the immediately foregoing requirements, the **Charter Governing Board** shall have the right to make any modifications to the educational programs of its schools as it deems necessary including, but not limited to, the curriculum, pedagogical approach, and staffing structure, and such modifications shall not require the permission of the **Board of Public Education** or be deemed a revision to the **Charter Contract**, provided however, that any such modifications shall be generally consistent with the Terms of Operation and applicable law, and the **Charter Governing Board** reports such modifications as part of its annual report.

4.6.2. Subject to any restraints in the Act or this **Charter Contract**, the **Charter Governing Board** may offer or share programs, settings, classes, and services between and among schools including grade level programs, specialized programs such as programs for students with disabilities or English language learners, and other programs so long as each such program is described in the Terms of Operation, each student participating in such program is included in the enrollment and Performance Framework of the student's sending school, unless the **Board of Public Education**, in their sole discretion, otherwise permit.

4.7. Performance Frameworks. By October 31 of the school year in which any school first commences instruction, the **Charter Governing Board** shall ensure that such school creates a Performance Framework, which plan upon its completion shall be incorporated into the **Charter Contract** as a Term of Operation. The Performance Framework shall replace and substitute for the assessment measures and educational goals and objectives set forth in the school's charter application in the Terms of Operation, but shall not provide for less stringent assessment measures or educational goals and objectives than those set forth in the school's

charter application. The **Charter Governing Board** understands that any school's success in meeting the goals and measures set forth in its Performance Framework shall be the predominant criterion by which the success of the school's education program will be evaluated by the **Board of Public Education** upon the **Charter Governing Board**'s application for renewal of the authority to operate such school.

4.8. Monitoring Plan and Oversight. The **Charter Governing Board** acknowledges that the **Board of Public Education**, or their authorized agents, have the right to visit, examine into and inspect the **Charter Governing Board** as well as any school or program the **Charter Governing Board** may operate pursuant to a **Charter Contract** and any records related to any of the foregoing. To permit the **Board of Public Education** to fulfill their oversight function under the Act and ensure that the **Charter Governing Board** and each of its schools is in compliance with all applicable laws, rules and regulations and the terms and conditions of this **Charter Contract**, the **Charter Governing Board** agrees to abide by the Monitoring Plan, the requirements of which are set forth at Exhibit B.

4.9. Education of Students with Disabilities. The **Charter Governing Board** shall provide services and accommodations to students with disabilities as set forth for each school in the Terms of Operation and the Individuals with Disabilities Education Act (20 U.S.C. § 1401 et seq.) (the "IDEA"), the Americans with Disabilities Act (42 U.S.C. § 12101 et seq.) (the "ADA"), section 504 of the Rehabilitation Act of 1973 (29 U.S.C. § 794) ("Section 504"), all applicable regulations promulgated pursuant to such federal laws, and the individualized education program ("IEP") of each student as determined by the committee or subcommittee on special education of the student's school district of residence or as assigned by such district ("CSE"). Each school shall provide such appropriate and required services either directly, cooperatively with another school operated by the **Charter Governing Board**, or by contract with another provider.

5. School Personnel

5.1. Status. The **Charter Governing Board** shall employ and/or contract with necessary personnel. The **Charter Governing Board** shall provide written notice to the **Board of Public Education** within five (5) business days of the hiring or departure (by resignation or dismissal) of the administrator, principal, or head of any school, however designated. The organizational structure of the **Charter Governing Board** and each school shall be consistent with the structures set forth in the Terms of Operation.

5.2. Personnel Policies; Staff Responsibilities. The **Charter Governing Board** shall make available in written form its hiring and personnel policies and procedures for the school, including the qualifications required by the **Charter Governing Board** in the hiring of teachers, school administrators, and other school employees as well as a description of staff responsibilities. Such policies and procedures shall be consistent with those set forth in the Terms of Operation, and should clearly indicate that the **Board of Public Education** shall have access to all personnel files to the extent permissible by law.

5.3. Background Checks; Fingerprinting. The **Charter Governing Board** shall establish, maintain, and implement procedures for conducting fingerprint-based background checks.

6. Financial Operations

6.1. Management and Financial Controls.

6.1.1. The **Charter Governing Board** shall at all times maintain appropriate governance and managerial procedures and financial controls and maintain the same at each public charter school, program or other activity operated by the **Charter Governing Board**.

6.1.2. The **Charter Governing Board** shall provide a statement to the **Board of Public Education**, no later than sixty (60) days after the date of execution of the **Charter Contract**, concerning the status of management and financial controls (the "Initial

Statement") of the school. The Initial Statement must address whether the **Charter Governing Board** has documented adequate controls at that school relating to:

6.1.2.1. (i) preparing financial statements in accordance with generally accepted accounting principles ("GAAP");

6.1.2.2. (ii) payroll procedures;

6.1.2.3. (iii) accounting for contributions and grants;

6.1.2.4. (iv) procedures for the creation and review of quarterly financial statements, which procedures shall specifically identify the individual who will be responsible for preparing and reviewing such financial statements for the **Charter Governing Board** and for each applicable public charter school; and,

6.1.2.5. (v) appropriate internal financial controls and procedures.

6.2. The Initial Statement shall be reviewed and ratified by the **Charter Governing Board** prior to its submission to the **Board of Public Education**. The **Charter Governing Board** shall retain, when possible, an independent certified public accountant or independent certified public accounting firm licensed in the State to perform an agreed-upon procedures engagement. The purpose of the engagement will be to assist the **Charter Governing Board** in evaluating the Initial Statement and the procedures, policies and practices established thereunder. The **Board of Public Education** may require additional evidence to verify the correction of all such deficiencies.

6.3. Financial Statements; Interim Reports. All financial statements that the **Charter Governing Board** is required to prepare shall be in accordance with GAAP then in effect. During each year of operation, the **Charter Governing Board** shall prepare and submit to the **Board of Public Education** a quarterly unaudited statement of income and expenses for that preceding quarter in such form and electronic format as prescribed and disseminated by the **Board of Public Education** to include, but not be limited to, certain financial statements for each public charter school operated by the **Charter Governing Board**.

6.4. Audits.

6.4.1. The **Charter Governing Board** shall retain an independent certified public accountant or certified public accounting firm licensed in the State to perform annually an audit of the **Charter Governing Board**'s annual financial statements related to public charter schools. The independent audit of the **Charter Governing Board**'s financial statements must be performed in accordance with generally accepted auditing standards and Government Auditing Standards issued by the Comptroller General of the United States, as well as any additional requirements and guidelines that may be provided by the **Board of Public Education**. The audited financial statements must be submitted to the **Board of Public Education** by October 31 of each year.

6.4.2. A **Charter Governing Board** that contracts with an Educational Service Provider must submit to the **Board of Public Education** audited financial statements of the Educational Service Providers by October 31 of each year.

6.5. Fiscal Year. The fiscal year of the **Charter Governing Board** shall begin on July 1 of each calendar year of the term of the initial **Charter Contract** and shall end on June 30 of the subsequent calendar year.

6.6. Annual Budgets and Cash Flow Projections.

6.6.1. Except in the first year of operation, a **Charter Governing Board** shall prepare and provide to the **Board of Public Education** a copy of its annual budgets and cash flow projections for each public charter school it has been authorized to operate each fiscal year by no later than June 30 of the immediately preceding fiscal year.

6.6.2. All annual budgets and cash flow projections shall be in such form and electronic format as prescribed and disseminated by the **Board of Public Education**.

6.7. Release of Funding. In the first year of the public charter school operations, if, after the October enrollment count, a public charter school does not meet the eligibility requirements for separate budget unit status and basic entitlement pursuant to 20-6-812, MCA, public

charter schools receiving a basic entitlement will be subject to the return of overpayment provisions under 20-9-344, MCA.

7. Reporting Requirements
   7.1. Annual Reports. No later than July 1 succeeding a school year in which any public charter school provided instruction, the **Charter Governing Board** shall submit to the **Board of Public Education** an Annual Report for each such public charter school setting forth the academic program and performance of each public charter school for the preceding school year. The Annual Report shall be in such form as shall be prescribed by the **Board of Public Education** and shall include at least the following components.
      7.1.1. A discussion of each school's progress made towards achievement of the goals set forth in the Terms of Operation including its Performance Framework.
      7.1.2. A report on the progress of each public charter school in meeting the goals and measures of the Performance Framework during the last school year (the "Performance Framework Progress Report"). The Performance Framework Progress Report must contain data addressing each goal and measure in the school's Performance Framework and should report data as may be required by the **Board of Public Education** in order for the **Board of Public Education** to substantiate outcomes. The Performance Framework Progress Report shall be prepared pursuant to any requirements set forth by the **Board of Public Education.** Should the Performance Framework Progress Report indicate that the school has not met one or more of the goals in its Performance Framework, the **Board of Public Education** may require the **Charter Governing Board** to submit a corrective plan for the school pursuant to this **Charter Contract**.
      7.1.3. The statement of assurances relating to compliance with requirements under the **Charter Contract** and applicable law, the form and requirements of which shall be determined by the **Board of Public Education**.
      7.1.4. A brief statement setting forth changes to the school's educational program and mission as well as governing and organizational structures, during the previous fiscal and school year.
   7.2. Financial Reports. The **Charter Governing Board** shall provide the financial reports required by this **Charter Contract** pursuant to the terms and dates specified therein.

8. Renewal, Corrective Action, and Termination
   8.1. School Renewal. No later than June 30 of each year, the **Board of Public Education** shall issue a public charter school performance report and charter renewal application guide to the **Charter Governing Board** of any public charter school whose charter will expire the following year. The performance report must summarize the public charter school's performance record and must provide notice of any weaknesses or concerns perceived by the **Board of Public Education** that may jeopardize renewal if not rectified. The **Charter Governing Board** shall respond to the performance report and submit any corrections or clarifications within 90 days.
   8.2. No later than February 1, the **Charter Governing Board** shall submit to the **Board of Public Education** a renewal application to extend the authority to operate a school (the "School Renewal Application"). The School Renewal Application shall conform to 20-6-809, MCA, and the **Board of Public Education**'s guidelines and contain:
      8.2.1. a report of the progress of the school in achieving the educational objectives set forth in the Terms of Operation;
      8.2.2. a detailed financial statement disclosing the cost of administration, instruction, and other spending categories for the school that will allow a comparison of such costs to other schools;
      8.2.3. copies of each of the Annual Reports of the school including the school report cards and certified financial statements;

8.2.4. evidence of parent and student satisfaction at the school; and
8.2.5. such other material and information as is required by the **Board of Public Education**.

8.3. Approval or Denial of School Renewal. The **Board of Public Education** shall either approve or deny the School Renewal Application. In the event that the School Renewal Application is not approved, the **Charter Governing Board** shall close the school at the end of the school year that corresponds with the end of the period the **Charter Governing Board** may operate the school pursuant to this **Charter Contract**, and the **Charter Governing Board** shall follow the procedures for school closure as established by the **Board of Public Education**. In the event that the School Renewal Application is granted in whole or part, the **Board of Public Education** shall enter into a proposed renewal **Charter Contract** to allow the **Charter Governing Board** to operate the school for an additional period of time in accordance with the **Board of Public Education**'s renewal practices. Nothing herein shall obligate the **Board of Public Education** to approve a School Renewal Application.

8.4. Corrective Plans. If the **Board of Public Education** determines that the **Charter Governing Board** or any of its charter schools, programs or sites is not progressing toward one or more of the performance or education goals set forth in the **Charter Contract**, that the quality of a charter school's, program's or site's educational program or the **Charter Governing Board**'s governance practices are not satisfactory, or that the **Charter Governing Board** or any of its charter schools or sites is not in compliance with the terms and conditions of the **Charter Contract** including the Monitoring Plan, then the **Board of Public Education**, in consultation with the **Charter Governing Board**, may develop and require the **Charter Governing Board** to implement a corrective plan ("Corrective Plan"). Nothing contained herein shall require the **Board of Public Education** to undertake the development of a Corrective Plan to terminate the authority to operate a charter school, site or program, place the **Charter Governing Board** on probationary status, or initiate mandatory remedial action in accordance with the Act or the **Charter Contract**. The terms and conditions of a remedial plan may include, but are not limited to, the termination of the authority of the **Charter Governing Board** to operate a particular charter school, site, or program.

8.5. Grounds for Charter Termination or Revocation. The **Charter Contract** may be terminated and revoked:
8.5.1. by the **Board of Public Education** in accordance with the Act; or,
8.5.2. by mutual agreement of the Parties hereto.

8.6. Grounds for School Closure. The **Charter Governing Board**'s authority to operate any charter school, site, or program may be terminated or revoked:
8.6.1. should the **Board of Public Education** determine that one of the grounds set forth in the Act apply to such charter school, site, or program; or
8.6.2. by mutual agreement of the Parties hereto.

8.7. Notice and Procedures.
8.7.1. Should the **Board of Public Education** determine that one of the grounds for termination or revocation of the **Charter Contract** as defined under the Act has occurred or is occurring, the **Board of Public Education** may, at their discretion, elect as follows:
8.7.1.1. to terminate the **Charter Contract**; or
8.7.1.2. terminate the **Charter Governing Board**'s authority to operate one or more charter schools, programs, or sites, or any combination thereof; or,
8.7.2. Should the **Board of Public Education** elect to terminate the **Charter Contract**, the **Board of Public Education** shall provide notice of such to the **Charter Governing Board** at least thirty (30) days prior to the effective date of the proposed termination. Such notice shall include a statement of reasons for the proposed termination. Prior to termination of the **Charter Contract**, the **Charter Governing Board** shall be provided an opportunity to be heard and present evidence in opposition to termination.
8.7.3. Should the **Board of Public Education** elect to terminate the authority of the **Charter Governing Board** to operate a charter school or site, the **Board of Public Education**

shall provide notice of such to the **Charter Governing Board** at least thirty (30) days prior to the effective date of the proposed action.

8.8. Effect of Termination. In the event of termination of the **Charter Contract**, whether prematurely or otherwise, the **Charter Governing Board** agrees to follow any additional procedures required by the **Board of Public Education** to ensure an orderly dissolution or transition process, including the implementation of a school closure plan as provided by the **Board of Public Education**.

9. Other Covenants and Warranties

9.1. Indemnification and Acknowledgements

9.1.1. Indemnification: The **Charter Governing Board** shall indemnify, defend, save and hold harmless the **Board of Public Education**, the State of Montana, its departments, agencies, boards, commissions, universities and its officers, officials, agents and employees ("Indemnitee") from and against any and all claims, actions, liabilities, damages, losses or expenses (including court costs, attorneys' fees, and costs of claim processing, investigation and litigation) ("Claims") for bodily injury or personal injury (including death), or loss or damage to tangible or intangible property caused, or alleged to be caused, in whole or in part, by the negligent or willful acts or omissions of the **Charter Governing Board** or any of its owners, officers, directors, agents, employees or subcontractors. This indemnity includes any claim or amount arising out of or recovered under the Workers' Compensation Law or arising out of the failure of the **Charter Governing Board** to conform to any federal, state, or local law, statute, ordinance, administrative rule, regulation, or court decree that is applicable to the **Charter Governing Board**. It is the specific intention of the parties that the Indemnitee shall, in all instances, except for Claims arising solely from the negligent or willful acts or omissions of the Indemnitee, be indemnified by the **Charter Governing Board** from and against any and all claims. It is agreed that the **Charter Governing Board** will be responsible for primary loss investigation, defense, and judgment costs where this indemnification is applicable. In consideration of the award of this **Charter Contract**, the **Charter Governing Board** agrees to waive all rights of subrogation against the State of Montana, its officers, officials, agents, and employees for losses arising from the work performed by the **Charter Governing Board** for the State of Montana.

9.1.2. Immunity. The parties acknowledge that, pursuant to law, the **Board of Public Education**, its members, officers, and employees shall enjoy all immunities from liability as provided under the law. Nothing in this **Charter Contract** shall be construed as a waiver of any rights, limits, protections, or defenses provided by any sovereign or governmental immunity laws.

9.1.3. Debts and Financial Obligations: The parties acknowledge that neither the **Board of Public Education**, the State of Montana, or its agencies, boards, commissions, or divisions are liable for the debts or financial obligations of a public charter school or persons or entities that operate public charter schools.

9.2. Charter Revision. This **Charter Contract** may be revised only by written consent of the Parties hereto.

9.3. Assignment. This **Charter Contract** may not be assigned or delegated by the **Charter Governing Board** under any circumstances, it being expressly understood that the rights and obligations granted hereby runs solely and exclusively to the benefit of the **Charter Governing Board**.

9.4. Notices. Any notice, demand, request, or submission from one Party to any other Party or Parties hereunder shall be deemed to have been sufficiently given or served for all purposes if it is delivered in writing via electronic mail as an attachment thereto with a legally valid and binding electronic signature or an electronic image of a physical signature (.pdf or similar format), and as of the date upon which the sender receives receipt of confirmation generated

by the recipient's electronic mail system that the notice has been received by the recipient's electronic mail system, to the Parties at the following addresses:

If to the **Charter Governing Board**:

NAME
MAILING ADDRESS
CITY, STATE ZIP
EMAIL ADDRESS

If to the **Board of Public Education:**

McCall Flynn
PO Box 200801
Helena, MT 59620
bpe@mt.gov

9.5. Severability. In the event that any provision of this **Charter Contract** or the Terms of Operation thereof to any person or in any circumstances shall be determined to be invalid, unlawful, or unenforceable to any extent, the remainder of this **Charter Contract** and the application of such provision to persons or circumstances other than those as to which it is determined to be invalid, unlawful or unenforceable, shall not be affected thereby, and each remaining provision of this **Charter Contract** shall continue to be valid and may be enforced to the fullest extent permitted by law.

9.6. Entire Charter. The **Charter Contract** supersedes and replaces any and all prior agreements and understandings between the **Board of Public Education** and the **Charter Governing Board** as it relates to the creation of a particular public charter school. To the extent that any conflict or incompatibility exists between the Terms of Operation and the other terms of this **Charter Contract**, such other terms of this **Charter Contract** shall control.

9.7. Construction. This **Charter Contract** shall be construed fairly as to both Parties and not in favor of or against either Party, regardless of which Party prepared the **Charter Contract**.

CONNECT ACADEMY

By_____
XX, Chair of the Charter Governing Board

MONTANA BOARD OF PUBLIC EDUCATION

By_____
Dr. Tim Tharp, Chair of the Montana Board of Public Education

Exhibit A – Terms of Operation

Part I – Specific Terms
Additional Terms of Operation will be added at a later date, based on the timeline outlined for submission above. The **Board of Public Education** will communicate this timeline and submission expectations at a later date.

The **Charter Governing Board** shall provide educational services, including the delivery of instruction, to students at the following location(s):
Location Name
School Address
City, State Zip

Part II – Charter Application
The **Board of Public Education** will include the Charter Application submitted by the **Charter Governing Board** for execution of the **Charter Contract**.

Exhibit B – Monitoring Plan

Part I – Monitoring Plan

As provided in the **Charter Contract**, the **Charter Governing Board** agrees to abide by a **Monitoring Plan**, the general components of which are set forth below. The requirements of the **Monitoring Plan**, are in addition to any notification, record-keeping, or reporting requirements set forth in the **Charter Contract** or applicable law including any obligation to receive the written approval of the **Board of Public Education**, and/or to seek approval for revision of the **Charter Contract** pursuant to applicable law.

A. The **Charter Governing Board** shall maintain the following records in its offices for inspection by the **Board of Public Education** and/or its designee:
   1. Records concerning the enrollment and admissions process including all applications received and documents concerning the lottery process if conducted;
   2. Student academic and health records;
   3. Attendance records for students including withdrawals of students from each **school** and the reason(s) for such withdrawals;
   4. Individual Education Programs and other documentation concerning the Individuals with Disabilities Education Act ("IDEA") as well as documentation concerning section 504 of the Rehabilitation Act of 1973 for children with disabilities enrolled in each school;
   5. Staff rosters including records of hiring, resignation, and termination of employees;
   6. Evidence of credentials and/or qualifications for all teachers;
   7. Evidence that required fingerprint-based background checks have been conducted for all applicable school employees;
   8. Certificates of occupancy or other facility-related certification or permits;
   9. Lease agreements and/or mortgages or deeds;
   10. Loan documents;
   11. Contracts in excess of $1,000 including management contracts;
   12. **Charter Governing Board** or **school** policies in areas such as financial management, personnel, student discipline (including suspension and expulsion), complaints, health and safety, student privacy and transportation, Public Right to Know Laws and Open Meetings Laws and other areas required by the **Charter Contract** or law;
   13. Grievances made by students, parents, teachers, and other employees of the **Charter Governing Board** together with documentation of all actions taken in response;
   14. Inventory of all assets of the **Charter Governing Board** that have been purchased with public funds including grant funds;
   15. Documents sufficient to substantiate each **school**'s progress on the measurable goals set forth in its Performance Framework; and,
   16. Student level discipline records including, but not limited to, information regarding in-school and out-of-school suspensions, and expulsions for all students (including students with disabilities) available by grade and year reflecting:
       a. number of suspension/expulsion incidents; and,
       b. number of different students involved in suspension/expulsion incidents.

B. To corroborate information submitted by the **Charter Governing Board** to the **Board of Public Education**, and in order to ensure compliance with the Act and the **Charter Contract**, the **Board of Public Education** or its designee will:
   1. Make at least one visit to each **school** in its first year of operation. Such visits may include an inspection of the physical plant, all categories of records set forth in subsection A of the Monitoring Plan, interviews with the administrator of the school and other personnel, and

observation of instructional methods. Visits in later years may decrease in frequency and be conducted by **Board of Public Education** designees;
2. During the first term of authority to operate a **school**, make at least one other visit to a school, which may be announced or unannounced. In subsequent terms, the **Board of Public Education** may conduct visits on a sampling basis for schools that demonstrate high levels of academic and fiscal soundness, compliance with applicable laws, rules, and regulations, and whose academic performance makes it likely they will improve student learning and achievement;
3. Require the **Charter Governing Board** to make available necessary information in response to the **Board of Public Education**'s inquiries including information necessary to prepare annual or semi-annual evaluations of each school's financial operations, academic program, future outlook, and other areas;
4. Conduct internal investigations as appropriate on its own initiative or in response to concerns raised by students, parents, employees, local school districts and other individuals or groups. Where appropriate, the **Board of Public Education** shall issue remedial orders as permitted by the **Charter Contract** or applicable law; and
5. Review as necessary the **Charter Governing Board**'s and its **schools**' operations to determine whether any changes in such operations require formal revision of the **Charter Contract** and, if so, determine whether such revision should be recommended for approval.

C. The **Charter Governing Board** shall track, and maintain information regarding, the following information:
   1. A copy of all minutes from each of its meetings, committee meetings and executive sessions of the meeting or session pertaining to the **school**;
   2. An updated list of trustees and officers of any such person's election; removal; resignation; expiration of term without re-election; or, otherwise leaving the **Charter Governing Board**; and,
   3. An updated list of each administrator, principal or head of school for each **site** of each **school**, however designated.
   4. Any and all student-level suspensions (including in-school and out-of-school suspensions of less than one-day) and expulsions including, but not limited to:
      a. The date the disciplinary action was instituted;
      b. The duration of any suspension;
      c. The reason for such suspension or expulsion;
      d. The student's status as an English Language Learner ("ELL"), a student with a disability under the IDEA or a student who qualifies for the federal Free or Reduced Price Lunch program("FRPL"); and,
      e. Other student demographic information.
   5. Any and all student-level enrollment and retention information including, but not limited to:
      a. The date of any student withdrawal, transfer or discharge;
      b. The reason for each withdrawal, transfer or discharge;
      c. The student's status as an ELL, student with a disability under the IDEA or a FRPL student; and,
      d. Other student demographic information.

D. The **Charter Governing Board** shall provide the **Board of Public Education** with such information on a quarterly basis in accordance with guidance maintained and disseminated by the **Board of Public Education**. Such guidance, as it may be amended from time to time, shall be binding on the **Charter Governing Board**.

Exhibit C – Performance Framework

Part I – Academic Performance Framework and Evaluation

A. The **Charter Governing Board** shall adhere to the provisions in Title 20 of the Montana Code Annotated and Title 10 of the Administrative Rules of Montana and any state or local rule, regulation, policy, or procedure relating to noncharter public schools within the located school district.

B. The **Charter Governing Board** shall identify a performance framework as prescribed in 20-6-809, MCA, that clearly sets forth the academic and operational performance indicators, measures, and metrics which include:
   1. school achievement goals;
   2. student academic proficiency;
   3. student academic growth;
   4. achievement gaps in both proficiency and growth between major student subgroups;
   5. attendance;
   6. dropout rate;
   7. recurrent enrollment from year to year;
   8. postsecondary readiness;
   9. financial performance and sustainability;
   10. **Charter Governing Board** performance and stewardship, including compliance with all applicable laws, regulations, and terms of the **Charter Contract**.

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Exhibit D – Assurances and Variances to Standards

Part I – Assurances Regarding Students with Disabilities

A. The **Charter Governing Board** provides the following assurances regarding the provision of education and other services to students with disabilities to be enrolled at each proposed charter school.
   1. The **Charter Governing Board** will adhere to all provisions of federal law relating to students with disabilities including the IDEA, Section 504, and Title II of the ADA which are applicable to it.
   2. The **Charter Governing Board** will, consistent with applicable law, be a Local Education Agency (LEA) that will ensure that all students with disabilities that qualify under the IDEA:
      a. have available a free appropriate public education ("FAPE");
      b. are appropriately evaluated;
      c. are provided with an IEP;
      d. receive an appropriate education in the least restrictive environment (LRE);
      e. are involved in the development of and decisions regarding the IEP, along with their parents; and,
      f. have access to appropriate procedures and mechanisms, along with their parents, to resolve any disputes or disagreements related to a school's or school district's provision of FAPE.
   3. Unless otherwise approved by the **Board of Public Education**, the **Charter Governing Board** will employ for each school, at a minimum, a person properly certified as the school's students with disabilities coordinator, whose responsibilities will include coordinating with Committees on Special Education ("CSE"); providing information to and obtaining information from CSEs as needed throughout the year; determining if entering students have IEPs; and working with CSEs and school districts to ensure that all required settings and related services are being provided and that all IEPs are appropriate in the context of the charter school overall setting. The **Charter Governing Board** may permit the students with disabilities coordinator to take on additional administrative duties to the extent that they do not interfere with the coordinator's responsibilities to ensure the school's compliance with the IDEA, Section 504 and Title II of the ADA.
   4. Each school will make available, as required by IDEA regulations, a student's regular and special education teachers (and other required school personnel) for meetings convened by such student's CSE, and provide such teachers and personnel with copies of the student's IEP.
   5. Each school will ensure that parents of children with disabilities are informed of how their children are progressing on annual IEP goals and in the general curriculum at least as frequently as parents of general education children.
   6. Each school will abide by the applicable provisions and regulations of the IDEA and the Family Educational Rights and Privacy Act (FERPA) as they relate to students with disabilities including, but not limited to, having procedures for maintaining student files in a secure and locked location with limited access.
   7. Each school's students with disabilities coordinator will retain such data and prepare such reports as are needed by the Office of Public Instruction in order to permit such entities to comply with federal law and regulations.
   8. Each school will comply with its obligations under the Child Find requirements of IDEA including 34 C.F.R. § 300.111, and will provide appropriate notification to parents in connection therewith as applicable, including notifying them prior to providing a child's name to a CSE for potential evaluation.

Part II – Assurances Regarding Indian Education for All (IEFA)

A. The **Charter Governing Board** provides the following assurances regarding the provision of Indian education at each proposed charter school.
   1. The **Charter Governing Board** recognizes that it is the constitutionally declared policy of the State to recognize the distinct and unique cultural heritage of American Indians and to be committed in its educational goals to the preservation of the cultural heritage of American Indians.
   2. The **Charter Governing Board** shall ensure that all students utilizing educational programs provided by a charter school, whether Indian or non-Indian, learn about the distinct and unique heritage of American Indians in a culturally responsive manner.
   3. The **Charter Governing Board** shall work cooperatively with Montana tribes or those tribes that are in close proximity, when providing instruction or when implementing an educational goal or adopting a rule related to the education of each Montana citizen, to include information specific to the cultural heritage and contemporary contributions of American Indians, with particular emphasis on Montana Indian tribal groups and governments.
   4. Predicated on the belief that all school personnel should have an understanding and awareness of Indian tribes to help them relate effectively with Indian students and parents, the **Charter Governing Board** shall provide means by which school personnel will gain an understanding of and appreciation for the American Indian people.

Part III – Variances to Standards

A. Variances to Existing Standards: The **Board of Public Education** does not authorize any variances to standards as part of this **Charter Contract** to meet the intended outcomes of the proposed academic program of the **school**.

B. Variance to standards requests may be approved in accordance with ARM 10.55.604 or amendment to this Exhibit. An application for variance to standards is due in writing to the Superintendent of Public Instruction no later than the second Monday in October for the current academic year.

MISSOULA COUNTY PUBLIC SCHOOLS
BOARD OF TRUSTEES
Special Meeting
Sunday, February 25, 2024 – 9:00 a.m.
Virtual

Trustees Present: Board Chair Wilena Old Person, Jeffrey Avgeris, Grace M. Decker, Vice Chair Nancy Hobbins, Koan Mercer, Jen Vogel, Ann Wake, Vice Chair Arlene Walker-Andrews, Meg Whicher, Rob Woelich
Others Present: Micah Hill, Amy Shattuck, Pat McHugh

MINUTES

1. CALL TO ORDER, WELCOME AND ROLL CALL: The meeting was called to order 9:01 a.m.

2. PLEDGE OF ALLEGIANCE was said by all.

3. REVIEW, REVISE, AND APPROVE AGENDA: Vice Chair Walker-Andrews made a motion to approve the agenda as written. Seconded by Trustee Avgeris. No comments. The motion passed unanimously by all Trustees present.

4. NEW BUSINESS
   A. FINANCE, OPERATIONS and MAINTENANCE
      i. **Topic: Approve the Public Charter Contract between the Montana Board of Public Education and the Charter Governing Board of the TEACH Academy:** Micah Hill, Superintendent provided background information. In July of 2023 law went into effect for public charter schools. Law dictates steps and actions. In November the Board of Public Education (BOPE) released the application. The Board of Trustees approved the charter school applications during the December meeting. In January, BOPE approved the TEACH and Connect charter school applications with the caveat districts had 45 days to enter into a contract with BOPE. The District received the first iteration of the contracts on Tuesday, February 20, 2024, with the deadline to have approved, signed and returned by February 25, 2024. The contracts were reviewed and needed adjustments. Emailed adjustments to BOPE. BOPE scheduled listening sessions on Wednesday, February 21st and Thursday, February 22nd and revised the contracts. District received the revised contracts on Thursday, February 22nd at 7:05 p.m. The District had to give 48 hours' notice of the Board of Trustees meeting to approve the contracts. Approved and signed contracts are due by noon on Monday, February 26th. It is a 5-year contract with BOPE. Section 1 is the terms. The charter school's governing board is the MCPS Board of Trustees. Section 2 is specific to the TEACH Academy. Supt. Hill explained the school district could delay the implementation for one year. Section 3 is about governance. Trustee Whicher asked if it was the District's intention to delay the academies. Supt. Hill responded no and shared the District has already sent out interest surveys. Further explained public charter schools are essentially like any other schools under the District. Trustee Mercer questioned if the Board would need to meet separately. Hill explained the Board would not and explained the charter schools would have a separate funding budget. Vice Chair Walker-Andrews posed questions regarding student evaluations and students with disabilities participating online. Hill explained the questions were answered within the contract. Public charter schools are open to any student in the District. Biggest question is the capacity. If too many apply, there may have to be a lottery. Section 4 is school operations. Same rules apply. Section 4.7 requires the District to have a performance framework. Will have to report back to BOPE annually. Section 5 is personnel. Must hire qualified people under the same rules. Trustee Decker inquired if administration had a sense of the number of positions available. Supt. Hill explained the numbers with the minimum enrollments. The TEACH Academy is looking to start with grades K-3 with approximately

5 teaching positions. The capacity is greater than that. Could have the potential to have two sections of first grade etc. The Connect charter school will have a lot of capacity. Section 6 is financial operations. Trustee Mercer asked if the charter schools were an example of the District being creative with funding. Hill explained the TEACH charter school will be housed at the Jefferson Center and will not have additional burdens for costs. Section 7 is reporting requirements. Vice Chair Walker-Andrews asked questions regarding the number of students that may move out of neighborhood schools to the charter schools and the possible side effects to ANB. Hill explained the ANB revenue follows each student. There are eight different components that comprise the school funding. Trustee Decker commented that this may attract more students currently not attending MCPS. There is no tuition. It does not cost anything to attend. Not a private charter school. Publicly funded within Montana. Section 8 is corrective action. BOPE can terminate the contract if MCPS is not upholding the contract. Section 9 is other covenants. 9.11 is the indemnification language. The charter governing board will be the MCPS Board of Trustees. The terms of operations will identify Jefferson Center for the TEACH charter school. Exhibit B is the monitoring plans. Shared some examples. Exhibit C is the performance framework. Outlines the measures and the metrics required. Exhibit D is the assurances regarding students with disabilities. Outlines the requirements. Trustee Decker asked how many districts were approved for charter schools. Hill explained there were 19 charters schools approved out of 27 applications. Trustee Whicher asked if any of those included a form of connect academy. Hill was not aware of any others. Whicher inquired about students from around the state applying. Trustee Mercer asked if the law required the District to make it available. Hill referred to section 8 of the law. Not clear on the legal piece. Legislators have to work on it. Trustee Decker shared what distinguished the Connect Academy from other online charter schools/programs. Community building as opposed to taking course online from a menu of options. Hill added the Connect Academy is actually a school that receives direct instruction. Vice Chair Walker-Andrews wondered about the ability of a student, not in the District, being able to access the courses. The Montana Digital Academy offers that. Trustee Whicher asked questions regarding the Willard principal overseeing the MOA, the budget reduction, the TEACH Academy, hiring new principals, and online students participating in extracurriculars. Supt. Hill shared students enrolled in Connect Academy have the possibility to be dual enrolled at schools. Shared an example. By law homeschool students can enroll. Further explained the administration budgeted for adding administrative support to both academies. Supervision would be under the Academic Service Coordinator. They will be the administrator. Will bolster with instructional coaches. Given the challenges with finances it was the best option. Trustee Whicher asked when the hiring process would happen. Hill reminded all there are current MOA people in the positions and administration will work through the process with the collective bargaining agreement (CBA). Tenured staff have the right over non-tenured. Trevor Laboski will be working through that piece. Hill read an excerpt from an email from MTSBA encouraging districts to sign the charter school contracts. Trustee Decker made a motion to approve the Public Charter Contract between the Montana Board of Public Education and the Charter Governing Board of the TEACH Academy. Seconded by Vice Chair Hobbins. Public Comment:

- Christine Kolczak - Asked questions regarding administration budget, charter school budget, budget allocation for current supervision, TEACH charter school application, and the address for the CONNECT charter school. Thanked the Trustees.

The motion passed unanimously by all Trustees present.

ii. **Topic: Approve the Public Charter Contract between the Montana Board of Public Education and the Charter Governing Board of the CONNECT Academy:** Vice Chair Walker-Andrews made a motion to approve the Public Charter Contract between the Montana Board of Public Education and the Charter Governing Board of the CONNECT Academy. Seconded by Trustee Wake. No comments. The motion passed unanimously by all Trustees present.

5. PUBLIC COMMENT
   - Christine Kolczak – Commented her family went to board meeting to address the loss of the fine arts director. Spoke in favor of the arts. Shared her own family's experiences.
6. ADJOURN: The meeting was adjourned 9:38 a.m.

As recording secretary for this Board meeting, I certify these minutes to be a true and correct copy of what was taken at the meeting.

Tracy Long, Minutes Recorder_____

Wilena Old Person, Board Chair_____

Pat McHugh, District Clerk_____

Montana
Office of Public Instruction
opi.mt.gov Elsie Arntzen, Superintendent

VARIANCES TO STANDARDS APPLICATION

Initial Application (two years)

Purpose: ARM 10.55.604(1) "A local board of trustees may apply to the Board of Public Education through the Superintendent of Public Instruction to implement variance to an assurance standard or a section of assurance standards, excluding standards stating statutory criteria, standards pertaining to educator licensure or endorsement, and content standards as defined by the Board of Public Education and provided in guidance from the Superintendent of Public Instruction."

DUE DATE

First semester implementation; second Monday in October

COUNTY:

DISTRICT:

LIST EACH SCHOOL THAT IS REQUESTING THE VARIANCE:

Thompson Falls Elementary and Thompson Falls Junior High

---

1. **Standard(s) for which a variance is requested, e.g., 10.55.709. If there is a program delivery standard, be sure to list it as well, e.g., 10.55.1801.**

10.55.709 Library Media Specialist

10.55.710 Assignment of school counseling staff

2. Describe the variance requested.

Thompson Falls Junior High is requesting a variance for Standard 10.55.709 Library Media Specialist. We had two teachers retire that served as librarians for the district covering the 1.1 FTE that we needed for the elementary, junior high, and high school. We were able to hire a 1.0 FTE Librarian to serve parttime at both the elementary and the high school during the school day. We have a paraprofessional in the junior high library media for part of the day. The elementary and junior high buildings are on the same campus. The Junior High has an enrollment of 67 students and they go to the high school campus for 7th period which has a certified librarian

10.55.710, Assignment of School Counselor. The elementary school counselor was assigned to fill the open position at the high school and we were unable to fill the open elementary counselor position. We filled the position with a teacher who had previously worked in special education.

3. Describe how and why the proposed variance would be:

a. Workable.

Junior High students attend class on the high school campus 7th period where they have access to counseling services. We also have personnel from Western Montana Mental Health and the Cabinet Mountain Cooperative on the Elementary and Junior High Campus who are available for our students if needed.

b. Educationally sound.

We believe that the individuals that we have working with our students to cover these needs have the ability to meet the needs of our students. Our paraprofessional has worked for over 10 years in the library/media center under various certified librarians. She is also bilingual. Our Junior High students have access to the high school library 7th period as well. Our mental health professionals, which includes a school psychologist on campus, are highly trained and provide amazing services to our students in all grades. Our new contract with WMMH provides services to all students K-12.

c. Designed to meet or exceed results under established standards.

We believe that we are providing services that exceeds the standards because of the many diverse individuals that we have working with our students. The individual that is working as the elementary counselor is a certified teacher that has worked in a variety of K-8 classrooms including serving as a special education teacher.

d. **Where applicable, aligned with program standards under ARM 10.55.1101 through 10.55.2101.**

4. **Attach Board of Trustee meeting minutes that show the Board of Trustees adopted the application for a variance at an official, properly noticed meeting that provides evidence that local school community stakeholders were involved in the consideration and development of the proposed variance to an assurance standard or a section of assurance standards.**
   (Stakeholder groups include trustees, administrators, teachers, classified school staff, families, community members, and students as applicable.)

see attached minutes from Board of Trustees meeting on 10-7-24

Required school district signatures:

Board Chair Name: Sandra Muster

Board Chair Signature: Sandra Muster Date: 10-7-24

Superintendent Name: Bud Scully

Superintendent Signature: Bud Scully Date 10-7-24

Email the signed form to:

OPIAccred@mt.gov

BOARD OF TRUSTEES
MINUTES OF THE MEETING
REGULAR MEETING
October 07, 2024, 6:00 P.M. Board Room

The employee grievance hearing of the Board of Trustees of Thompson Falls School District #2 was called to order by Chairman Sandra Muster at 6:00 P.M.
Roll Call was done; Trustees, Ryan Frields, Jeneese Baxter, Jake Helvey, Sandra Muster, Ramona Jacobson, Superintendent Bud Scully, District Clerk Stacy Milner. Visitors present are listed on the attached list.
Public Comment-Lynette Elliott reported to the Board about Ag Days that was sponsored by local agencies. Ms. Elliott would like the Board to recognize the listed agencies (see attached).
Morgan Leaf clarified her public comment from the September Board meeting.

Ms. Kaleva explained to the trustees and visitors how a grievance hearing occurs.
Mrs. Ribeiro asserts her right to privacy for a closed session at 6:05 P.M. Opened the closed session at 6:44 P.M. Chairman Sandra Muster called the meeting to order.
Jake Helvey motioned to deny the employee grievance. Jeneese Baxter second. Ryan Frields abstained. The vote was unanimous.
Adjourned 6:46 P.M.
The regular meeting of the Board of Trustees of Thompson Falls School District #2 was called to order by Chairman Sandra Muster at 6:56 P.M.
Jake Helvey motioned to deny the employee grievance. Jeneese Baxter second. Ryan Frields abstained. The vote was unanimous.
Public Input-None
Superintendent Scully reported the new building hosted the homecoming dance that was a great success. Superintendent Scully also corrected the cost of the Gear Up liaison to $36,000.00 annually.
Mr. Dorscher presented the Junior High daily bulletin that Mrs. Snead has been directing her students to create.
Len Dorscher reported on the elementary. (see attached report)
Jodi Morgan reported on the high school. (see attached report)

Board Chairman asked if there was an adjustment to the agenda: None.

Jeneese Baxter motioned to approve the consent agenda.

a. Approve minutes from September 16, 2024, regular meeting.
b. Approve financial expenditure, reports and pay the bills.
c. Approve hiring Jessy Lewis, High School Volleyball coach, Chadd Laws, Junior High Head Boys Basketball coach, Seirra Lilly, Junior High Assistant Boys Basketball, Karli Thomas, Junior High Head Girls Basketball coach, Chris Kelly, Junior High Assistant Girls Basketball coach, Shawn Morgan, Assistant Boys Basketball coach, Penny Hopkins, REACH and Kim Milnor, Academic Interventionalist, Shannon Brown, paraprofessional, Britney McCormack and Montana Franks as substitutes.
d. Accept resignation from Bill McGuire as High School Boys Basketball coach.
e. Approve out of district students Elementary 24-25-1-20.

f. Approve Gear Up agreement for the school year 2024-2025.
g. Approve Pre-Employment Transition Services agreement for the school year2024-2025.

Ryan Frields second the motion. The vote was unanimous.

Ryan Frields motioned to approve the request for Variance to Standards for Accreditation. Jeneese Baxter second. The vote was unanimous.

Next regular meeting will be November 04, 2024, 6:00 P.M.

Adjourned at 7:14 P.M.

Respectfully Submitted,

Stacy Milner, District Clerk

Sandra Muster, Board Chairman

ADDENDUM TO THE MINUTES OF THE BOARD OF TRUSTEES
THOMPSON FALLS SCHOOL DISTRICT #2

BOARD MEETING DATE: 10-07-2024

Present:

1	Lee Dorsch	27	
2	Jodi Morgan	28	
3	Jaynette J. Elliott	29	
4	Charlene Ribeiro	30	
5	Babbi Buth	31	
6	Cade Stiles	32	
7	Morgan Leaf	33	
8	Alex Bulmahn	34	
9	Elizabeth Kaleva	35	
10		36	
11		37	
12		38	
13		39	
14		40	
15		41	
16		42	
17		43	
18		44	
19		45	
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21		47	
22		48	
23		49	
24		50	
25		51	
26		52	

Montana
Office of Public Instruction
opi.mt.gov Elsie Arntzen, Superintendent

VARIANCES TO STANDARDS APPLICATION

Initial Application (two years)

Purpose: ARM 10.55.604(1) "A local board of trustees may apply to the Board of Public Education through the Superintendent of Public Instruction to implement variance to an assurance standard or a section of assurance standards, excluding standards stating statutory criteria, standards pertaining to educator licensure or endorsement, and content standards as defined by the Board of Public Education and provided in guidance from the Superintendent of Public Instruction."

DUE DATE

First semester implementation; second Monday in October

COUNTY:

DISTRICT:

LIST EACH SCHOOL THAT IS REQUESTING THE VARIANCE:

Three Forks Schools

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1. **Standard(s) for which a variance is requested, e.g., 10.55.709. If there is a program delivery standard, be sure to list it as well, e.g., 10.55.1801.**

MCA 10.55.709
(1) The school library shall be housed in a central location, and each school shall have a licensed and endorsed library media specialist at the following ratio:

(a) .5 FTE for schools with 126-250 students
(b) 1 FTE for schools with 251-500 students
(c) 1.5 FTE for schools with 501-1000 students
(d) 2 FTE for schools with 1001-1500 students
(e) 2.5 FTE for schools with 1501-2000 students
(f) 3 FTE for schools with 2001 or more students

(2) Schools of fewer than 126 students shall employ or contract with a licensed and endrorsed school library media specialist.

Three Forks Schools consists of an elementary and a high school district, all housed within one campus facility.

2. Describe the variance requested.

Our enrollment is as follows:
Elementary 362
Middle School 185
High School 251
Total enrollment: 798

Our campus contains two physical libraries:
One library serves 362 elementary students with 1 FTE
The second library serves a total of 436 middle and high school students, grades 6-12 with an additional 1FTE

We would like to be allowed our current 2 FTE Library Media Specialists to serve our students. With only two libraries, our 2 FTE are able to adequately staff our programs and serve students. We simply would not have placement or need for another librarian.

3. Describe how and why the proposed variance would be:

a. Workable.

Our schedule is designed so that both libraries are open the entire day with librarians available for student instruction and support.

b. Educationally sound.

The Three Forks Schools have two librarians currently under contract. One librarian has extensive experience and also holds traditional certification. This year our elementary librarian holds an emergency certificate along with multiple years of library experience in another district before coming to Three Forks. The district will continue to advertise for a certfiied library media specialist in lieu of the emergency certification.

c. Designed to meet or exceed results under established standards.

MCA 10.55.709 (c) 1 FTE for schools with 251-500 students
Our elementary has an enrollment of 362 with 1 FTE
Our middle / high has an enrollment of 436 with 1 FTE

We do not separate our middle and high school for purposes of staffing and library access.

d. Where applicable, aligned with program standards under ARM 10.55.1101 through 10.55.2101.

ARM 10.55.1801 Library Media and Information Literacy Program Delivery Standards Three Forks School District Libraries provides scheduling that ensures:*libraries respond to information needs, foster intellectual curiosity, and support learning *collaboration with classroom teachers of all disciplines to implement content area standards and to assist students in engaging in the inquiry/research process *model and support the ethical use of information, adherence to copyright laws, and respect for intellectual property. The TF School District does have both physical and digital library collections that are current, balanced and reflect authentic historical and cultural contributions of Montana's American Indians and other minority and ethnic groups. TFS also engages in comprehensive long range planning to securely administer and manage the human, financial, digital, and physical resources of the library to locate,access, and use resources that are organized and cataloged. The TFS District implements a viable collection development policy which includes policy related to material selection and de-selection, challenged materials procedure, intellectual / academic freedom statement, confidentiality assurance, copyright guidelines, and gifts and donations. The Library Media Specialists: fosters collaboration between classroom teachers of all disciplines to highlight and reinforce commonalities and links among curricular areas *cooperates and joins other libraries, encourages partnerships and participates in district technology integration. TFS meets all standards

4. Attach Board of Trustee meeting minutes that show the Board of Trustees adopted the application for a variance at an official, properly noticed meeting that provides evidence that local school community stakeholders were involved in the consideration and development of the proposed variance to an assurance standard or a section of assurance standards.
(Stakeholder groups include trustees, administrators, teachers, classified school staff, families, community members, and students as applicable.)

The Three Forks School Board will meet and review the proposed variance on Tuesday, October 8, 2024 during a Special Board Meeting.
The meeting and topic of discussion was publicly noticed to include teachers, administrators, parents, community members, students, and classified staff for discussion and input.

Required school district signatures:

Board Chair Name: Emily Kennedy

Board Chair Signature: Emily Kennedy **Date:** 10/8/24

Superintendent Name: Rhonda Uthlaut

Superintendent Signature: Rhonda Uthlaut **Date** 10/8/24

Email the signed form to:

OPIAccred@mt.gov

Three Forks Schools
School Board Meeting
Tuesday, October 8, 2024
5:45 pm
TFS Conference Room
TFS Website Live Feed
https://www.tfschools.com/

Trustees present: Emily Kennedy, Lori Sayers, Christian Potts, and Brooke Pestel; Leana Eastty arrived at 5:49 pm.
Staff members present: Rhonda Uthlaut, Alisa Meeks, Greg Heys and Lisa Malmquist; participating via remote connection: Bobby Lauver

Board Chair Emily Kennedy called the meeting to order at 5:45 pm.

Pledge

I. Consent Agenda
   A. Approval of the Order of Business

Trustee Brooke Pestel made a motion to approve the order of business.
Trustee Christian Potts seconded the motion.
The motion carried, 4-0.

II. Visitors and Patrons
NA

III. Communications and Petitions
Emily received a packet of information about Indian Education For All from OPI.

IV. Public Comment period (Non agenda items and non personnel related items)
NA

V. New Business
   A. Recommendation to approve submission of variance for Accreditation Standard MCA 10.55.709

Trustee Lori Sayers made a motion to approve the submission of variance for Accreditation Standard MCA 10.55.709.
Trustee Brooke Pestel seconded the motion.
The motion carried, 4-0.

   B. Recommendation to approve Copper Sage Cleaning contract for the 2024-25 school year

Trustee Brooke Pestel made a motion to approve Copper Sage Cleaning contract for the 2024-25 school year.
Trustee Christian Potts seconded the motion.
The motion carried, 4-0.

   C. Recommendation to approve resubmittal of Elementary FY24 Trustees Financial Summary and Elementary FY25 Budget with revised Gallatin County taxable valuation information

Trustee Lori Sayers made a motion to approve the resubmittal of Elementary FY24 Trustees Financial Summary and Elementary FY25 Budget with revised Gallatin County taxable valuation information.
Trustee Brooke Pestel seconded the motion.
The motion carried, 5-0.

D. Recommendation to approve resubmittal of High School FY24 Trustees Financial Summary and High School FY25 Budget with revised Gallatin County taxable valuation information

Trustee Lori Sayers made a motion to approve resubmittal of High School FY24 Trustees Financial Summary and High School FY25 Budget with revised Gallatin County taxable valuation information.
Trustee Christian Potts seconded the motion.
The motion carried, 5-0.

VI. Adjournment

Trustee Brooke Pestel made a motion to adjourn.
Trustee Leana Eastty seconded the motion.
The motion carried, 5-0.

The meeting adjourned at 5:55 pm.

Emily Kennedy
Three Forks School District Board Chair

10/15/2024
Date

Misa Moody
Three Forks School District Clerk

10/15/2024
Date

Elsie Arntzen, Superintendent
PO Box 202501
Helena, MT 59620-2501
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Welcome and Introduction

1. **Call to Order: chairman Fred Anderson called meeting to order 1:01 pm**

2. **Roll Call**
   Fred Anderson – Chair - present
   Kelly Haverlandt – *Vice Chair* - present
   Cammie Knapp – present
   Jay Phalen – present
   Eric Myers – present
   Ashley Olson – present
   Hannah Nieskens – present
   Eric Matthews – present
   Nancy Stiffarm - present after Item 9
   Abby Moscatel - present

3. **Statement of Public Participation -** Fred Anderson

4. **Adoption of Agenda**
   Motion: Eric Matthews moved to adopt the agenda
   Second: Cammie Knapp
   Vote: YES 9 – NO 0

5. **Review of ARM 10.55.604 Variances to Standards Process and ARM 10.55.608 Charter School Applications** - Ellery Bresler

6. **Welcome of New Members and Member Terms** - Ellery Bressler

7. **Approval of October 27, 2023, Meeting Minutes**
   Motion: Eric Matthews moved to approve the variance
   Second: Hannah Nieskens
   Vote: YES 9 – NO 0

Unofficial

Elsie Arntzen, Superintendent
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8. **Application 1 - Corvallis K-12 Schools – Quentin Brown Primary K-4 (SC: 1557), Corvallis High School (SC: 0964), Edna Thomas School (SC: 0963) – TENTATIVE, Corvallis 7-8 (SC: 1558) – TENTATIVE**
   10.55.710 – School Counselor FTE
   This application is an Initial Request for two years.

   Public Comment: Ellery Bresler and Pete Joseph, the superintendent of Corvalli, presented the application.
   Board Discussion/Comment: Board discussion of application

   Motion: Eric Matthews moved to approve the variance
   Second: Ashley Olson seconded the motion
   Vote: YES 9 – NO 0

9. **Application 2 - Corvallis K-12 Schools – Rise Charter & Distance EL (SC: 3010), Rise Charter & Distance 7-8 (SC: 3014), Rise Charter & Distance HS (SC:3012)**
   10.55.709 - Library Media Specialist FTE
   10.55.710 – School Counselor FTE

   This application is an Initial Request for two years.

   Public Comment: Ellery Bresler and Pete Joseph, the superintendent of Corvalli, presented the application.

   Board Discussion/Comment: Board discussion of application

   Motion: Ashley Olson moved to approve the variance
   Second: Hannah Nieskens seconded the motion
   Vote: YES 9 – NO 0 Nancy Stiffarm chose to abstain due to just joining the meeting.

10. **Application 3 - East Helena K-12 Schools – 227 Academy High School (SC: 3029), 227 Academy Middle School (SC: 3028)**
    10.55.709 - Library Media Specialist FTE
    This application is an Initial Request for two years.

    Public Comment: Ellery Bresler and Lynsi Morris, the administrator for the 227 Academies, presented the application.

    Board Discussion/Comment: Board discussion of application

Unofficial

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Motion: Cammie Knapp moved to approve the variance
Second: Ashley Olson
Vote: YES 10 – NO 0

11. **Application 4 - Frenchtown K-12 Schools – *Bronc Fast Track (SC: 3017)***
    10.55.709 - Library Media Specialist FTE
    This application is an Initial Request for two years.

    Public Comment: Ellery Bresler and Les Meyer, the superintendent of Frenchtown, presented the application**.**

    Board Discussion/Comment: None

    Motion: Eric Matthew moved to approve the variance
    Second: Cammie Knapp seconded the motion
    Vote: YES 10 – NO 0

12. **Application 5 - LaMotte Elementary – LaMotte 6-8 *(SC: 1825)***
    10.55.902 – Basic Education Program: Junior High School, 7th and 8th Grade Program, or Middle School
    This application is an Initial Request for two years.

    Public Comment: Ellery Bresler and Spencer Johnson, the superintendent of LaMotte, presented the application.

    Board Discussion/Comment: Board discussion of application

    Motion: Eric Matthews moved to approve the variance
    Second: Hannah Nieskens
    Vote: YES 10 – NO 0

13. **Application 6 - Lockwood Public Schools – *Lockwood High School (SC: 1862)***
    10.55.709 - Library Media Specialist FTE
    This application is an Initial Request for two years.

    Public Comment: Ellery and Andrea Meiers, the curriculum director of Lockwood, presented the application**.**

Unofficial

Elsie Arntzen, Superintendent
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Board Discussion/Comment: None

Motion: Ashley Olson moved to approve the variance
Second: Kelly Haverlandt
Vote: YES 10 – NO 0

14. **Application 7 - Marion Elementary – *Marion School (SC: 0455) & Marion 7-8 (SC: 1697)***
    10.55.710 – School Counselor FTE
    This application is an Initial Request for two years.

    Public Comment: Ellery Bresler presented the application.

    Board Discussion/Comment: Board discussion of application

    Motion: Eric Matthes moved to approve the variance
    Second: Cammie Knapp
    Vote: YES 10 – NO 0

15. **Application 8 - Missoula County Public Schools – Missoula Connect Academy MS (SC: 3007) & Missoula Connect Academy HS (SC: 3008)**
    10.55.709 - Library Media Specialist FTE
    This application is an Initial Request for two years.

    Public Comment: Ellery Bresler and Kacie Laslovich, Head of Schools for Missoula Connect Academy, presented the application.

    Board Discussion/Comment: Board discussion of application

    Motion: Ashley Olson moved to approve the variance
    Second: Kelly Haverlandt
    Vote: YES 10 – NO 0

16. **Application 9 - Missoula County Public Schools – Missoula TEACH Academy (SC: 3009)**
    10.55.709 - Library Media Specialist FTE
    This application is an Initial Request for two years.

    Public Comment: Ellery Bresler and Barbara Frank, the Academic and Community Services Director of Missoula County Schools, presented the application.

Unofficial

Elsie Arntzen, Superintendent
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Board Discussion/Comment: None

Motion: Eric Matthews moved to approve the motion
Second: Eric Myers
Vote: YES 10 – NO 0

17. **Application 10 - Thompson Falls Public Schools – Thompson Falls Elementary School (SC: 1047) & Thompson Falls 7-8 (SC: 1764)**
    10.55.709 - Library Media Specialist FTE
    10.55.710 – School Counselor FTE
    This application is an Initial Request for two years.

    Public Comment: Ellery Bresler and Edward Scully, the superintendent of Thompson Falls, presented the application.

    Board Discussion/Comment: Board discussion of application

    Motion: Kelly Haverlandt moved to approve the variance
    Second: Cammie Knapp
    Vote: YES 10 – NO 0

18. **Application 11 - Three Forks Public Schools – Three Forks 7-8 (SC: 1658) & Three Forks High School (SC: 0483)**
    10.55.709 - Library Media Specialist FTE
    This application is an Initial Request for two years.

    Public Comment: Ellery Bresler and Rhonda Uthlaut, the superintendent of Three Forks, presented the application.

    Board Discussion/Comment: Board discussion of application

    Motion: Hannah moved to approve the variance
    Second: Kelly Haverlandt
    Vote: YES 10 – NO 0

19. **Recommendations to the Superintendent.**

20. **Meeting Adjourned**

Unofficial

Elsie Arntzen, Superintendent
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Motion: Eric Matthews moved to adjourn
Second: Kelly Haverlandt

Meeting adjourned @ 2:11 pm.

Unofficial

2024-2025 Variance to Standards
Renewal Application Summary

1. **Bonner Elementary – Bonner School (SC: 0794) & Bonner 6-8 (SC: 1734)**
    a. 10.55.709 - Library Media FTE
        i. Application Request: To have 1.0 Librarian FTE for both the elementary school and 6-8.
        ii. Required Library Media Specialist FTE for both schools is 1.001 FTE.
        iii. This is a Renewal Request for three years.

2. **Columbia Falls Public Schools – Columbia Falls High School (SC: 0425)**
    a. 10.55.709(1)(c) Library Media FTE, 1.5 FTE for schools with 501-1000 students.
        i. Application Request: To have 1.0 Librarian FTE for Columbia Falls High School with 1.0 FTE paraprofessional library assistant.
        ii. The required FTE for Columbia Falls High School is 1.5 FTE.
        iii. This is a Renewal Request for three years.

3. **Havre Public Schools – Havre High School (SC: 1450)**
    b. 10.55.709(1)(c) Library Media FTE, 1.5 FTE for schools with 501-1000 students.
        i. Application Request: To have 1.0 Librarian FTE for Havre High School with paraprofessional support.
        ii. The required FTE for Havre High School is 1.5 FTE.
        iii. This is a Renewal Request for three years.

4. **Stevensville Public Schools – Stevensville K-6 (SC: 0965) & Stevensville 7-8 (SC: 1577)**
    c. 10.55.709 - Library Media FTE
        i. Application Request: To have 1.0 Librarian FTE for both schools with 1.0 FTE paraprofessional library assistant.
        ii. The required FTE for both schools School is 1.5 FTE.
        iii. This is a Renewal Request for three years.

5. **Target Range Elementary – Target Range School (SC: 0797) & Target Range 7-8 (SC: 1737)**
    d. 10.55.709 - Library Media FTE
        i. Application Request: To have 1.0 Librarian FTE for both schools with 0.5 FTE paraprofessional library assistant.
        ii. The required FTE for both schools School is 1.5 FTE.
        iii. This is a Renewal Request for three years.

VARIANCES TO STANDARDS APPLICATION

Renewal Application (three years)

Purpose: ARM 10.55.604(4) **"Following the second year of implementation of a variance to standards, the school district shall provide evidence to the Superintendent of Public Instruction that the methods selected by the district implement, meet, or exceed results that could have been achieved under established standards."**

DUE DATE:

Second Monday in October

COUNTY:

DISTRICT:

LIST EACH SCHOOL THAT IS REQUESTING THE VARIANCE:

Bonner School (0794) and Bonner 7-8 (1734)

1. **Standard(s) for which a variance is requested, e.g., 10.55.709. If there is a program delivery standard, be sure to list it as well, e.g., 10.55.1801.**

   10.55.1801.,10.55.709,

2. **Attach Board of Trustee meeting minutes that show the Board of Trustees adopted the application for a variance at an official, properly noticed meeting that provides evidence that local school community stakeholders were involved in the consideration and development of the proposed variance to an assurance standard or a section of assurance standards.**
   (Stakeholder groups include trustees, administrators, teachers, classified school staff, families, community members, and students as applicable.)

3. Describe the renewal variance requested.

Bonner district-wide enrollment has declined some since our last variance request, and currently stands at 261 in K-6 and 69 in 7/8. While our numbers require an additional .01 FTE, we feel our existing staffing is meeting and exceeding the intent of the accreditation standards. The system approved under the original variance consists of a 1 FTE librarian, supported by multiple library aides trained in library and media data organization, check-out processes, and our library and media infrastructure. The approved original variance has enabled Bonner to provide robust library/media services in a manner that reflected our existing facilities and enrollment situation. Our updated and state-of-the-art technology infrastructure continues to support student and teacher access to the widest ranges of age-appropriate information through multiple media platforms in the library (Standards 1,2,4).

4. Describe how and why the proposed variance would be:

a. Workable.

Although ARM requires an additional .01 FTE (Full-Time Equivalent), the existing staff, including the 1 FTE librarian and the trained aides, are already managing the library services efficiently. This indicates that the current staffing level, while slightly under what might be calculated as necessary by strict FTE standards, is practically sufficient due to perhaps higher efficiency, multi-tasking capabilities, or the aides' support reducing the need for more formal librarian positions.

b. Educationally sound.

The quality of service provided exceeds the minimum requirements set by accreditation standards, demonstrating that the educational quality and access to library services for students aren't being compromised. We strive to focus on outcomes and service quality rather than strictly on staff-to-student ratios.

c. Designed to meet or exceed results under established standards.

Although ARM requires an additional .01 FTE (Full-Time Equivalent), the existing staff, including the 1 FTE librarian and the trained aides, are already managing the library services efficiently. This indicates that the current staffing level, while slightly under what might be calculated as necessary by strict FTE standards, is practically sufficient due to perhaps higher efficiency, multi-tasking capabilities, or the aides' support reducing the need for more formal librarian positions.

d. Where applicable, aligned with program standards under ARM 10.55.1101 through 10.55.2101.

Our librarian, along with supporting aide, is intentional about providing students and teachers resources related to fiction and informational texts, Montana American Indian primary resources, and all curriculum subject areas, and her experience allows our librarian to input strong support to classroom teachers' curriculum in the same areas.

5. Reflection upon initial variance:

a. Describe the specific measurable objectives that were listed in the initial variance application that demonstrated how the proposed variance was to meet or exceed the results under the current standard(s).

The mission of the Bonner Library is "to encourage students to enjoy reading, to foster an appreciation for literature, and to provide instruction in the effective use of ideas and information." The goal of the initial variance was to rely on instructional aides who support and assist the librarian with check-out, data entry, organizational processes and shelving books. This enables the librarian to support the Information Literacy/Library Media Standards through direct student instruction and to work closely with classroom teachers in support of their curriculum goals.

The existing variance as previously approved has enabled Bonner to provide robust library/media services in a manner that reflected our existing facilities and enrollment situation.

b. Provide a summary of the evidence or data gathered to demonstrate that the initial variance meets or exceeds results that could have been achieved under the established standard.

The annual book fair organized by our librarian has shown remarkable growth, with the most recent fair generating total sales of $7,421.38.

Over the past three years, the time dedicated to face-to-face student interaction in the classroom has increased from approximately 18.5 hours to just over 20 hours per week. This increase has allowed for more immersive literacy activities, enhancing students' engagement with literature.

Participation in the Battle of the Books program has also seen a significant rise, with over 35 students from grades 3 through 8 engaging in the competition this year.

Library circulation statistics reflect a growing interest in reading among students. In the 2021/22 academic year, there were 4,897 books checked out. This number surged to 6,786 in the 2023/24 school year, indicating a substantial uptick in student reading activity.

c. After reflection on the initial variance, describe any adjustments that need to be made to meet the specific needs of the students in the school(s).

We are confident that our determination to make gains in student reading and literacy proficiency is being achieved under our current configuration.

Required school district signatures:

Board Chair Name: ~~Laurie Gendrow~~ Vice Mark Messer

Board Chair Signature: Vice Mark Messer **Date:** 10-8-24

Superintendent Name: Jim Howard

Superintendent Signature: **Date** 10-9-24

Email the signed form to:

OPIAccred@mt.gov

Regular Board Meeting
October 8, 2024
School Cafeteria

DRAFT

This regular meeting was called to order at 6:00 PM by Vice- Chair, Mark Messer. Members present were Mark, Marcus Bahm, and John Wilson. Laurie Gendrow and Teri Schuster were absent. Also present were Jim Howard, Superintendent, Shelley Andres, Principal, and Carrie Ruff, District Clerk.

Call to Order

Vice-Chair Messer had no comments tonight.

Chair Comments

There was no public comment.

Public Comment

John made a motion to approve the minutes of the September 10, 2024 regular meeting. Marcus seconded. All in favor. Motion carried. Marcus made a motion to approve October payroll warrants #13361-13385 and electronic payroll warrants for $300,576.79 and October claims warrants #23458-23503 for $86,930.13. John seconded. All in favor. Motion carried. Marcus made a motion to approve the extracurricular fund report for the month ending September 30, 2024. John seconded. All in favor. Motion carried.

Motions to Approve Minutes, Bills, and Extracurricular Fund

Marcus made a motion to hire Robbie Jacobsen for the position of Head Boys Basketball Coach and Bryce Niebergs as Assistant Boys Basketball Coach at the stipends stipulated in the negotiated agreement. John seconded. All in favor. Motion carried.

Hire Basketball Coaches

Motion

John made a motion to approve Jenae Bagby as Curriculum Administrator for the 2024-2025 school year at the stipend determined by the negotiated agreement. Marcus seconded. All in favor. Motion carried.

Hire Curriculum Administrator
Motion

Marcus made a motion to hire Daye Price as instructional aide for the 2024-2025 school year at a rate of $14.50/hour. John seconded. All in favor. Motion carried.

Hire Instructional Aide

Motion

John made a motion to hire Dexter Crago and Amanda Martinez-Prochet as substitute teachers for the 2024-2025 school year pending successful completion of background checks. Marcus seconded. All in favor. Motion carried.

Hire Substitute Teachers

Motion

John made a motion to approve 3 applicants for out of district enrollment for the 2024-2025 school year as presented. Marcus seconded. All in favor. Motion carried.

Out-of-District Applicants
Motion

Marcus made a motion to approve Bonner School's application for renewal of a library/media accreditation variance. John seconded. All in favor. Motion carried.

Library Variance Renewal Application
Motion

Mrs. Andres reported there is no school on Oct 17 & 18 for MEA/MCEL, Parent-Teacher Conferences Nov 6 & 7, PTA updates, athletic updates, and current enrollment.

Principal's Report

DRAFT

Superintendent's Report

Mr. Howard reported on MCEL is Missoula, Gabby has started working with Carrie, middle school teachers are meeting with former Bonner students at Hellgate High School, and he presented Vollmer's List of how education has changed over the years.

Adjournment

Marcus made a motion to adjourn. John seconded. The meeting was adjourned at 6:33 PM.

Carrie Ruff, District Clerk

Laurie Gendrow, Chair

VARIANCES TO STANDARDS APPLICATION

Renewal Application (three years)

Purpose: ARM 10.55.604(4) **"Following the second year of implementation of a variance to standards, the school district shall provide evidence to the Superintendent of Public Instruction that the methods selected by the district implement, meet, or exceed results that could have been achieved under established standards."**

DUE DATE:

Second Monday in October

COUNTY:

DISTRICT:

LIST EACH SCHOOL THAT IS REQUESTING THE VARIANCE:

Columbia Falls High School

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1. **Standard(s) for which a variance is requested, e.g., 10.55.709. If there is a program delivery standard, be sure to list it as well, e.g., 10.55.1801.**

   10.55.709 (1)(c)

2. **Attach Board of Trustee meeting minutes that show the Board of Trustees adopted the application for a variance at an official, properly noticed meeting that provides evidence that local school community stakeholders were involved in the consideration and development of the proposed variance to an assurance standard or a section of assurance standards.**
   (Stakeholder groups include trustees, administrators, teachers, classified school staff, families, community members, and students as applicable.)

3. Describe the renewal variance requested.

Allowing the CFHS library to operate with 1.0 (FTE) licensed school library media specialist with a k-12 library media endorsement and a 1.0 (FTE) paraprofessional, our library will better meet the needs of the students: instruction in library media standards, positive relationships, and staff to help students locate books that fit their academic needs, and books that develop a passion for reading and learning. This flexibility in staffing will allow CFHS to create an inviting space with sufficient staff to manage the physical library, as well as engage in action research and collaboration with subject area classes to teach state library media standards.

4. Describe how and why the proposed variance would be:

a. Workable.

This is a workable scenario precisely because we have two adults working full time in the library. With a paraprofessional taking care of many of the operational tasks of a library, the certified teacher-librarian will have the time to collect and analyze data, plan and teach collaboratively, and offer professional development to teachers, all with the focus of increasing student library media and information literacy.

b. Educationally sound.

This is an educationally sound proposal because the certified librarian is directing a whole library media program. By acting as the director of this library media program, she oversees both the operations of the library, as well as information literacy instruction. The instructional arm of this program includes direct student instruction, librarian-teacher collaboration, partnerships between the librarian and other stakeholders, as well as teacher professional development.

Furthermore, this proposal is based on the idea of continual improvement of the library media program. In order to accomplish this, it utilizes action research as laid out by the Educational Department at Brown University, one of the ten educational laboratories funded by the US Department of Education's Office of Research and Improvement. The Laboratory at Brown says, "Action research projects influence thinking skills, sense of efficacy, willingness to share and communicate... Through action research, teachers learn about themselves, their students, their colleagues, and can determine ways to continually improve (Ferrance, 2000)." I can think of nothing more educationally sound than finding ways to "continually improve" the instruction of library media/information literacy standards. By honing a "willingness to share and collaborate" with content area teachers, this plan ensures that students leave our school with the necessary library media/information literacy skills to be successful in their lives after high school. Action research, with the steps and evidence detailed above, will provide us with the structure and tools to do this.

c. Designed to meet or exceed results under established standards.

The combination of a full-time paraprofessional and a full-time certified librarian not only meets but can exceed the results associated with employing 1.5 librarians. This model enhances accessibility, engagement, resource management, and collaboration, all of which contribute to a more effective library service delivery that supports both student and educator needs.

d. Where applicable, aligned with program standards under ARM 10.55.1101 through 10.55.2101.

This model allows us to implement all standards under ARM 10.55.18. With the additional .5 FTE of a staff member in this position, it allows us to better implement these standards.

5. Reflection upon initial variance:

a. Describe the specific measurable objectives that were listed in the initial variance application that demonstrated how the proposed variance was to meet or exceed the results under the current standard(s).

Develop student, staff and librarian surveys that are cross-walked with the Montana state Library Media Program Delivery Standards and Library Media Content Standards.
Administer the surveys once per year to track data over time
Library Advisory Team and staff meetings to disseminate and discuss survey results and annual focus standards for the library media program
Use data to drive instructional and operational decisions
Detail the plan for implementing data-based decisions in annual Strategic Library Plan

b. Provide a summary of the evidence or data gathered to demonstrate that the initial variance meets or exceeds results that could have been achieved under the established standard.

We examined various data points as evidence to support the conclusion that integrating a paraprofessional into the library team, alongside a certified librarian, meets the established standards for library service delivery. The data reflects enhanced engagement, improved service efficiency, and positive feedback from both students and staff, supporting the effectiveness of this staffing model. Data points that were examined include checkout rates, library hours and usage, staff feedback, and our Library Strategic plan (Please see attached).

c. After reflection on the initial variance, describe any adjustments that need to be made to meet the specific needs of the students in the school(s).

We're exploring the most effective way to implement student surveys that ensures full participation without overwhelming our schedules. Our team is collaborating with the school's MTSS group to see if we can integrate this initiative into one of our annual spring surveys. Our goal is to balance the need for valuable feedback with the preservation of instructional time. We have developed both a staff and student survey to better track data over time. (Please see attached surveys)

Required school district signatures:

Board Chair Name: Jill Rockslund

Board Chair Signature: Jill Rockslund **Date:** 10/14/24

Superintendent Name: Stacy Dorrington

Superintendent Signature: Stacy Dorrington **Date** 10/14/24

Email the signed form to:

OPIAccred@mt.gov

AGENDA
Board of Trustees
Columbia Falls School District Six
Regular Board Meeting
Monday, October 14, 2024
6:00 p.m.
School District Six Board Room

1. **Call to Order**
2. **Pledge to the Flag**
3. **Approval of Agenda**
4. **Consent Agenda**
   a. Approval of Board Meeting Minutes – Pgs. 1-11
   b. Approval of September Bills
   c. Approval of Investment Reports
   d. Approval of the 24-25 out-of-district student recommendations:
      - 25-198 25-199 25-200 25-201

5. **Public Participation**
   a. Student Body Representative
   b. New Teacher Introductions

6. **Reports**
   a. Written
      - Elementary Principals – Pgs. 12-17
      - High School Principal – Pgs. 18-19
      - Special Services Director – Pg. 20
      - Curriculum Director – Pg. 21
      - Board Standing Committees –See website for reports

   b. Verbal
      - MTSBA Update – Barb Riley
      - Clerk / Business Manager – Dustin Zuffelato – Pgs. 22-24
      - Superintendent – Cory Dziowgo
      - Board Chair – Jill Rocksund

7. **Action/Discussion Items:**
   a. Fulbright Adventures in Uruguay presentation – Paula Koch
   b. End of SY 23-24 STAR testing report – Cory Dziowgo
   c. Consideration of the CFHS Library Variance. – Pgs. 25-38
   d. Consideration of a Request for Proposal for snow removal services. – Pgs. 39-44
   e. Consideration of the Concession Services Agreement with Sweet Retreat. – Pgs. 45-48
   f. Consideration of the Independent Contractor Agreement with Susan Hartman to provide speech/language pathology services from October 2024 to June 2025. – Pgs. 49-50
   g. Approval of the 24-25 SY Strategic Plan. – Pg. 51
   h. Consideration of the removal of authorized signers on the Glacier Bank JH Officials Account. – Pg. 52

8. **Personnel**
   a. **The superintendent has accepted the following resignations:**

Blake Rosenbaum	Custodian – Glacier Gateway – October 10, 2024
Michael Rosenbaum	Maintenance – Glacier Gateway – October 10, 2024

b. Consideration of the following hiring recommendations:

Peregrine Frissell	JH Boys Basketball Coach
Kent Blair	Mentor - Elementary
Lance Hoffman	Garbage Truck Driver/Assistant Mechanic/Bus Driver - District
Ronald LaTray	Transportation Manager - District
Zachary Davis	Custodian - District
Zachary Baker	Custodian - District
RayLee LaRocque	Hot Lunch Helper/Floater - District
Josiah Osborne	Activity Bus Driver – Non CDL - District
Jamie Heinz	Activity Bus Driver – Non CDL - District
Rheanna Blasius	Special Education Paraeducator – High School
Amanda Piilola	HOSA Advisory – one year only – High School
Sage Wanner	Assistant Soccer Coach – High School

c. Consideration of the attached substitute hires: - Pg. 53

d. Consideration of the following out of state travel requests:

Becky Bates	NCCE February 26-28, 2025 Seattle, WA Carl Perkins
PD Grants	Approved September 23, 2024 As attached: Pg. 54

9. Miscellaneous and Future Planning:

- Health Insurance Committee Meeting – October 30, 2024 – 4:00 PM
- Schedule Transportation Committee – West Glacier Route and FY 26 Bus Acquisition – Canyon – Mid day.

10. Adjournment

The next Regular Board Meeting will be held at 6:00 p.m.,
Monday, November 11, 2024, in the School District Six Board Room

Library Strategic Planning Meeting
Wednesday, October 9, 2024
2:30 In the Library

1. Review/Update Strategic Plan
    a. Review 2022-24 Strategic Plan
    b. Develop Timeline for 2024- 2026 Strategic Plan
2. Library Variance Discussion
    a. Review 2021 Variance
    b. Input for 2024 Variance
3. Adopt Surveys for 24-25
    a. Staff Survey
    b. Student Survey
    c. Timeline for Surveys due to HS Construction

Attendance Sheet:
Cat Martin - Business Teacher
Alia Hanson - Librarian
Heidi Wolf - Library Aid
Jessica Moultray - Parent
Becky Bates - Teacher
Shelley Gress - Teacher/Student Council Advisor
Hilary Yma - Parent

LIBRARY STRATEGIC DEVELOPMENT PLAN 2022-24

GENERAL LIBRARY GOALS FOR 2022-2024

1. Ensure students graduate with the research and information literacy skills they need
2. Partner with teachers to teach library media standards
3. Create an atmosphere to develop a passion for reading
4. Raise circulation by offering books that interest a variety of readers
5. Offer programming that creates community, teaches problem solving and encourages making and doing

FOCUS STANDARDS FOR LEARNERS FOR 2020-23

Selected from the Montana Library Media/Information Literacy Content Standards (2020)

1.a - Formulate and refine essential questions through reading, constructing hypotheses, research question and thesis statements

2.a - Evaluate sources for relevance, currency, authority and bias including those by and about tribes in Montana

2.b - Seek more than one point of view by using diverse sources

3.a - To actively seek the opinions of others and contribute to an environment where all participants ideas are shared and valued

3.c - To work with others to solve problems and make decisions on issues, topics and themes being investigated

4.d - Create original products using a variety technology tools to express personal learning

4.e - Individually pursue answers to self-generated questions

5.c - Routinely read, view and listen for personal enjoyment

5.d - Read widely to develop a global perspective and understand different cultural contexts

6.a - Practice internet safety and appropriate online behavior

TIME USAGE BY INSTRUCTIONAL PERIOD

Quarter	Teacher-Librarian Actions	Type of task and applicable Montana Library Media focus standards	Implementation Notes
1	Update circulation system with new students, teachers, etc.	Operations.	With the new circulation program, Accessit, this is easier than ever. Accessit pulls data from Infinite Campus to create patron records. The biggest issue seems to be that the records created need to have the barcode changed to a student's lunch number. I should get in the habit of cleaning this up once per week. Perhaps on Monday mornings.
	Set up the physical space of the library - new furniture, unpack books, etc.	Operations	Always try to have this completed prior to the start of school. One big project related to this is how to display the art I have been acquiring, esp. the genre paintings students created last year.
	Review collection management tasks with library aide: (1) library administrative systems and physical space; (2) customer service expectations; (3) book processing	Operations	Completed. As I had a new aide for the second time in three years, I'd like to develop a training manual and guide to follow. The training has been a little disjointed, and with the salary that para's earn, I have the feeling that I will be training more people in the future.

	Rework & teach library (Book Love) orientation lesson for Freshman and Sped classes	Teaching 5.c - Routinely read, view and listen for personal enjoyment 5.d - Read widely to develop a global perspective and understand different cultural contexts	This has been completed by offering library orientations to both freshman and sophomore students. Both classes come in twice and complete scavenger hunts: one for fiction and one for NF. It seems to work well, though I wonder if I can run reports about circulation that indicate this, or offer some sort of survey to the students.
	Schedule all English classes into the library for book talks and independent novel check out	Teaching 5.c - Routinely read, view and listen for personal enjoyment 5.d - Read widely to develop a global perspective and understand different cultural contexts	This has been challenging this year (24-25) due to the craziness of the roof incident and the bussing between three locations. Plus, I need to develop better relationships with some of the newer teachers. I don't know how much they are focusing on reading.
	Develop monthly themes for book displays, bulletin boards: back to school, Halloween, Veterans day	Teaching 5.c - Routinely read, view and listen for personal enjoyment 5.d - Read widely to develop a global perspective and understand different cultural contexts	Need to discuss this with my new aide. I am still training her and this is something that I haven't focused on.
	Co-teach with 1 teacher I have never taught a lesson with before	Teaching	Worked with Cydney Finberg-Roberts to develop a lesson on ideas and folding paper cranes. Presented to booth learning strategy classes. Wanted to show a

			couple of videos, but had no projector.
	Co-teach at least 2 lessons with a reading emphasis	Teaching	Completed - book tasting with Bell's honors class, and book talks with Vestal's sophomores.
	Plan collaborations with 2 teachers for second quarter	Teaching 1.a - Formulate and refine essential questions through reading, constructing hypotheses, research question and thesis statements 2.a - Evaluate sources for relevance, currency, authority and bias including those by and about tribes in Montana 2.b - Seek more than one point of view by using diverse sources 5.d - Read widely to develop a global perspective and understand different cultural contexts	Would like to get into the government classes and do more work with voters and voter behavior. Further, I think teaching Digital Literacies (News, AI, Information, Lateral Reading, etc) is REALLY important and would like to get with teachers on this. For the first time, this year, I have already been in the government classes and discussed both voting and news literacy, and how to identify and deal with misinformation.
	Develop surveys about library operations and instruction for students, teachers and the librarian to track data over time.	Teaching All MLMS standards listed above	Needs work - I need to find examples for this. It's such a big task that I find myself overwhelmed on how to even start.

	Review collection organization/ genres. Connect with other Flathead school librarians to see how they have done it and what categories they use.	Operations	Constantly working on this. All the Spine labels in the fiction section have been updated to include Genre. Still needing to establish the organization of the NF collection as the I HATE dewey. It's completely opaque for the students, plus racist and misogynistic.
	Teach students library media skills: using the catalog, using the digital library, Sora app, renewing books, placing a hold	Operations	This was accomplished during the first quarter, but the renewing and checking out books has been harder to get going than I initially thought. This is because the Accessit mobile app doesn't support Google SSO, which is how my students get into the program. Otherwise, students have been introduced to this, but would benefit from an activity directly related to placing holds, writing reviews, etc.
	Run annual Titlewise collection analysis.	Operations	Need to do this. Last time I ran the analysis was 21-22, and I have done tons of collection development and weeding since then. I'll plan to do this ASAP so I can use the information for my collection management this year. Would also be interesting to look at circulation statistics.
	Develop two reading incentives for implementation this year	Teaching 5.c - Routinely read, view and listen	Haven't done this yet for this year, but Heidi has some ideas for entering

		for personal enjoyment 5.d - Read widely to develop a global perspective and understand different cultural contexts	drawings and a "Read the Genres" challenge and prize. If we can get the genre challenge up by October, that would be great. I also like the idea of challenging the school community to read a certain number of pages, but I think both of these will have to wait until we are all in the school, rather than scattered at three locations.
	Update and present "Menu of Services" for teachers. Include library goals for student-learning for the year.	Teaching All the MLMS standards listed above	Need to do this. Would like to have it ready to go when we all get back into one building. November?
	Engage in professional development: (1) reading journals, (2) attend webinars/web-based classes, (3) site visits	Professional development	I read journals and attend webinars. Haven't done any site visits. It's just hard to get away. Will modify this for next year.
	Co-teach or collaborate with research project	Teaching 1.a - Formulate and refine essential questions through reading, constructing hypotheses, research question and thesis statements 2.a - Evaluate sources for relevance, currency, authority and bias including those by and about tribes in Montana	Continue to work on this. Focus will be juniors and seniors and media and information literacy, as well as civics education and the connection between civic duties and information literacy.
	Co-teach or collaborate in reading project	Teaching 2.b - Seek more than one point of view by using diverse sources	Plan to reach out to the English teachers that I don't often collaborate with and figure out a plan of how I

		5.d - Read widely to develop a global perspective and understand different cultural contexts 4.d - Create original products using a variety technology tools to express personal learning	can work with them. Would like to go back into the learning strategies class and teach more learning behaviors using picture books. I'll reach out to Cydney, and I think she'll be amenable.
	Application for library variance for state accreditation	Curriculum	The principal is working on this
	Student meeting about library programming and variance	Curriculum	The principal is working on this
	Stakeholder meeting about variance	Curriculum	The principal is working on this
	Inventory collection and English novel sets	Operations	English novels last inventoried June 2022. Collection last inventoried June 2024. Both need to be done this year
3	Engage in professional development: (1) attend Flathead school librarian's annual meeting (2) site visits	Professional development	Didn't engage in these exact professional development opportunities, but attended several conferences: AASL 2022 & 2024, ISTE 2023, MLA 2024. Would like to continue to attend conferences. I find them to be incredibly motivating.
	Co-teach/collaborate on at least 2 research projects that are new this year	Teaching 1.a - Formulate and refine essential questions through reading, constructing hypotheses, research question and thesis statements	We have really settled into research projects at the freshman and senior level. I have been doing lots of co-teaching, and using the ProQuest Research Companion in the Freshman

		2.a - Evaluate sources for relevance, currency, authority and bias including those by and about tribes in Montana 4.d - Create original products using a variety technology tools to express personal learning	and Sophomore English classes. I would like to get a better handle on what other research projects are being done in other grades and curriculum areas.
	Co-teach/collaborate on at least 1 reading project	Teaching 5.c - Routinely read, view and listen for personal enjoyment 5.d - Read widely to develop a global perspective and understand different cultural contexts 4.d - Create original products using a variety technology tools to express personal learning	I feel like we do this really well with about half of the English classes. Book tastings and book talks work really well, as well as a pointed selection of books for the audience. Right now, I have a collection of high interest books at the canyon.
	Develop a system to document research consultations with students	Curriculum	TBA
	Administer surveys and review surveys	Curriculum	TBA
	Annual Library Advisory Meeting	Curriculum	TBA
	Submit Variance to state	Operations	The principal will do this
	Digitize library skills associated with our online library of ebooks, including accessing and using Overdrive/Sora by creating a library of screencastify	Operations	I need to do this! Put it on the schedule for this year

	resources		
	Start BOOK CLUB	Teaching 5.c - Routinely read, view and listen for personal enjoyment 5.d - Read widely to develop a global perspective and understand different cultural contexts	I had a book club that met weekly for the last several years. We are taking a break right now because of the craziness of moving between three locations. When we restart, I think 1 meeting per month would increase attendance.
	Start CREATIVE WRITING/POETRY CLUB	Teaching 3.a - To actively seek the opinions of others and contribute to an environment where all participants ideas are shared and valued 3.c - To work with others to solve problems and make decisions on issues, topics and themes being investigated 4.d - Create original products using a variety technology tools to express personal learning 4.e - Individually pursue answers to self-generated questions	Passed this off to Jaime Bell - she is more interested in it than me. Heidi Wolf may be another advisor option. Planning to remove this from the next strategic plan.
	500,000 page challenge! -make videos -make flyers	Teaching 5.c - Routinely read, view and listen for personal enjoyment 5.d - Read widely to develop a global perspective and understand different cultural contexts	Still haven't done it. But it seems fun. Maybe in the spring?

	Co-teach/collaborate on at least 2 research projects that are new this year	Teaching 1.a - Formulate and refine essential questions through reading, constructing hypotheses, research question and thesis statements 2.a - Evaluate sources for relevance, currency, authority and bias including those by and about tribes in Montana 4.d - Create original products using a variety technology tools to express personal learning	I think rather than creating any new projects, I just need to get a handle on what projects are being done. I think maybe a teacher survey would help with figuring that out? Maybe in conjunction with a menu of services. I can plan to have this out in October.
	Co-teach/collaborate on at least 1 reading project	Teaching 5.c - Routinely read, view and listen for personal enjoyment 5.d - Read widely to develop a global perspective and understand different cultural contexts 4.d - Create original products using a variety technology tools to express personal learning	Consistently doing this with about half of the English Department (Vestal, Moran, Bell) Need to reach out to the others.
	Reflect on year's progress with focus standards through written reflection and librarian survey		I haven't been doing this constantly, and it would be a good practice. Will need to research and adopt a reflection format/scaffold. Reflection should be completed at the beginning of May to ensure it happens before the end of the year busy-ness.
	Reflect on makespace development		Makerspace is out of commission. It

	and usage		is now a classroom.
	Select focus standards for the 2021-22 school year		Adopted the previously used focus standards.
	Review and draft strategic plan for the 2021-22 school year		Need to do this. Principal suggests a three year plan to rotate in conjunction with the variance reviews.

5 YEAR PLAN

PROGRAMMING FOCAL POINTS

- ❑ Instructional focus on standards - IN PROGRESS
- ❑ Work with grade level teachers to develop projects that are taught to all students at that grade level - IN PROGRESS
- ❑ Assessment development for focus standards - IN PROGRESS
- ❑ Increase circulation by offering books that appeal to a variety of readers - IN PROGRESS
- ❑ Lunch time programming: book club, creative writing club, lunch and learn speakers - IN PROGRESS
- ❑ Update and expand non-fiction collection - IN PROGRESS

PROFESSIONAL WORK

- ❑ Attend AASL conference - DONE
- ❑ Attend ALAN conference
- ❑ ISTE Certification
- ❑ Continue to attend BER regional trainings - DONE

FACILITY NEEDS

- ❑ New tables for library DONE
- ❑ A few more arm chairs - DONE
- ❑ Replace bookshelves - IN PROGRESS

Introduction:
Thank you for participating in this survey! Your feedback is essential for enhancing library services and resources. This survey will take about 5-10 minutes to complete, and all responses are anonymous.

Section 1: General Information

1. What subject do you teach?

_____

2. How long have you been teaching at this school?
__Less than 1 year
__1-5 years
__6-10 years
__More than 10 years

Section 2: Library Usage

3. How often do you utilize the library for your teaching needs?
__Daily
__Weekly
__Monthly
__Rarely
__Never

4. For what purposes do you typically use the library?
(Select all that apply)
__Research for lesson planning
__Accessing resources for students
__Collaborating with library staff
__Attending professional development events
__Other (please specify): _____

Section 3: Library Resources and Needs

5. How would you rate the library's current resources for your teaching needs?
__Excellent
__Good
__Fair
__Poor
__Not applicable

6. What types of resources do you feel are lacking in the library?
(Select all that apply)
__Fiction/non-fiction books
__Digital resources (e-books, databases)
__Reference materials
__Technology (computers, tablets)
__Classroom sets of books
__Other (please specify): _____

Section 4: Improvements and Suggestions

8. What improvements would you like to see in the library?
(Select all that apply)
__More seating/study areas
__Extended hours of operation
__More diverse materials
__Enhanced technology resources
__Additional programs or workshops for teachers
__Other (please specify): _____

9. What types of programs or resources would you like the library to offer to support your teaching?
(Select all that apply)
__Professional development workshops
__Collaborative planning sessions
__Curriculum resources
__Student research support
__Other (please specify): _____

Section 5: Additional Feedback

10. What do you appreciate most about the library and its services?

_____

11. Is there anything else you would like to share regarding your experiences or suggestions for the library?

_____

Introduction:
Thank you for participating in this survey! Your feedback is valuable in helping us improve our library services and resources. This survey should take about 5-10 minutes to complete. All responses are anonymous.

Section 1: General Information

1. What grade are you in
__9th
__10th
__1th
__12th

2. How often do you visit the library?
__Daily
__Weekly
__Monthly
__Rarely
__Never

Section 2: Library Usage

3. What do you primarily use the library for?
(Select all that apply)
__Studying/homework
__Reading for pleasure
__Research for projects
__Accessing computers/internet
__Attending events or programs
__Other (please specify): _____

4. How do you feel about the library's current resources?
__Excellent
__Good
__Fair
__Poor
__Not applicable

5. Which types of materials do you wish were more available in the library?
(Select all that apply)
__Fiction books
__Non-fiction books
__E-books/audiobooks
__Magazines

__Academic journals
__Study guides/test prep
__Technology/resources (computers, tablets)
__Other (please specify): _____

Section 3: Library Needs and Improvements

6. What improvements would you like to see in the library?
(Select all that apply)
__More seating/study areas
__Extended hours of operation
__More events or workshops
__Better access to technology
__Increased variety of books/materials
__Improved staff assistance
__Other (please specify): _____

7. How would you rate the library staff's helpfulness?
__Excellent
__Good
__Fair
__Poor
__Not applicable

8. What specific programs or events would you be interested in attending at the library?
(Select all that apply)
__Author visits
__Writing workshops
__Study sessions
__Technology training
__Book clubs
__Other (please specify): _____

Section 4: Additional Feedback

9. What do you enjoy most about the library?

_____

10. Is there anything else you would like to share about your library experience?

_____

Montana
Office of Public Instruction
opi.mt.gov Elsie Arntzen, Superintendent

VARIANCES TO STANDARDS APPLICATION

Renewal Application (three years)

Purpose: ARM 10.55.604(4) "Following the second year of implementation of a variance to standards, the school district shall provide evidence to the Superintendent of Public Instruction that the methods selected by the district implement, meet, or exceed results that could have been achieved under established standards."

DUE DATE:

Second Monday in October

COUNTY:

DISTRICT:

LIST EACH SCHOOL THAT IS REQUESTING THE VARIANCE:

Havre High School

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1. **Standard(s) for which a variance is requested, e.g., 10.55.709. If there is a program delivery standard, be sure to list it as well, e.g., 10.55.1801.**

   10.55.709, 10.55.1801

2. **Attach Board of Trustee meeting minutes that show the Board of Trustees adopted the application for a variance at an official, properly noticed meeting that provides evidence that local school community stakeholders were involved in the consideration and development of the proposed variance to an assurance standard or a section of assurance standards.**
   (Stakeholder groups include trustees, administrators, teachers, classified school staff, families, community members, and students as applicable.)

3. Describe the renewal variance requested.

In the spring of 2022, Havre High School appllied for and recieved a Library Variance from OPI. Since that time, Havre High School has been meeting all of the necessary Library and Media Services requirements with one librarian. Over the past two years, Havre High School has had no issues facilitating this model and is able to meet the needs of all students.

4. Describe how and why the proposed variance would be:

a. Workable.

Havre High School currently employs one full time Library and Media Services teacher. Havre High School typically has over 500 students during the fall count and then comes close to or falls under the 500 count mark by the spring count day. If classes come into the library that are larger than 20 to 1 ratio, Havre High School provides addtional instructional para suppor to assit with library and media services.

b. Educationally sound.

Havre High School recieved an overall score of "Regular" on the current accreditation cycle (2024). Which shows that by accrediation standards, we are meeting the necessary requirements of the Administartive Rules of Montana.

c. Designed to meet or exceed results under established standards.

Havre High School will continue to meet or exceed the established standards by continuing to follow and provide quality educational services to our students, their parents, and the community. This request for a renewal of variance is in line with expectations and requirements of the Administrative Rules of Montana.

d. Where applicable, aligned with program standards under ARM 10.55.1101 through 10.55.2101.

Program standards outline minimum requirements for fullfillment of the position, which Havre High School and Havre Public School District are currently meeting.

5. Reflection upon initial variance:

a. Describe the specific measurable objectives that were listed in the initial variance application that demonstrated how the proposed variance was to meet or exceed the results under the current standard(s).

In the initial variance it stated that " If our enrollment is below 500, by accreditation standards, only need to employ 1.0 FTE in our highschool for Library Media Services." As a reflection over the past two years, Havre High School has not had any issues meeting standards, facilitating a robust curriculum, and connecting students with real world applications in this course of study.

b. Provide a summary of the evidence or data gathered to demonstrate that the initial variance meets or exceeds results that could have been achieved under the established standard.

Havre High School has been identified as "Universal" under ESSA and Montana's accountability system. Havre HIgh School recieved high marks and had a overall score of "Regular" on the 2024 Accrediation Report. Please see attached data.

c. After reflection on the initial variance, describe any adjustments that need to be made to meet the specific needs of the students in the school(s).

After reviewing the evidence that has been obtained following the initial varince, it is clear that Havre High School continue to offer Library and Media Services in the manner outlined in the content standards. The current librarian is well versed in the standards and serves both students and teachers as a researcher, content expert, and facilitator of knowledge for both small and large groups.

Required school district signatures:

Board Chair Name: Timothy Schedt

Board Chair Signature: _____ **Date:** 8-10-24

Superintendent Name: Brian Gunn

Superintendent Signature: _____ **Date** 9/11/24

Email the signed form to:

OPIAccred@mt.gov

HAVRE
PUBLIC
SCHOOLS
District 16 & A

Board of Trustee Meeting
TUESDAY, SEPTEMBER 10, 2024
at Havre Middle School, 6:30 P.M.
This Meeting Will Be Recorded Electronically

COPIES OF ATTACHMENTS THAT ARE DETERMINED TO BE PUBLIC INFORMATION MAY BE REQUESTED BY CONTACTING THE CLERK'S OFFICE AT 395-8550.

BOARD MEETING: At this meeting the Board takes official action on agenda items. Items of information and discussion may also be placed on the agenda. Comments are solicited from the audience throughout the meeting. Persons planning to attend the meeting may request, in advance, to be scheduled to speak on an agenda item.

Please note that the Board is bound by ethical practice, district policy, negotiated agreements and Montana statute to protect the rights of its employees; therefore, comments which might be construed as evaluative of the performance of a district employee are not allowed in an open meeting. The Board has developed policies and procedures to process concerns about programs, curriculum, learning materials and personnel.

A. CALL TO ORDER

1. Pledge of Allegiance
2. Roll Call
3. Welcome to Visitors
4. Presentation and Display
   - Pony Pride Award; presented by Tobey Schlotfeldt
5. Agenda deletions or corrections, and additions allowed per policy, if any

B. UNANIMOUS CONSENT AGENDA ..... Action

1. Minutes of previous regular and special meetings
2. Elementary School District #16 claims, warrants, pre-written warrants, and payrolls
3. High School District "A" claims, warrants, pre-written warrants, and payrolls
4. Budget Transfers
5. Investment Report
6. Activity Report
7. JV Entries
8. Student Attendance Agreements
9. Bus Routes
10. Personnel Action

C. ITEMS OF OLD BUSINESS

1. Safe Return to Schools and Continuity of Services Plan ..... No Action

D. ITEMS OF NEW BUSINESS

1. Out-of-State Travel Request HMS .....Discussion and Possible Action
2. Library Variance Renewal Application.....Discussion and Possible Action
3. USDA Smart Snacks Vending Machine.....Discussion and Possible Action
4. Out-of-State Travel Request HHS .....Discussion and Possible Action
5. Personnel.....Action Required

PUBLIC COMMENT

This is an opportunity for any member of the audience to bring to the attention of the Board questions or relevant comments concerning school district matters not on the agenda. Please note that the board is bound by ethical practice, district policy, negotiated agreements and Montana statute to protect the privacy rights of its employees and students. The Board may not take any action on matters brought to the attention of the Board during this period unless specific notice of that matter is included in a properly noticed agenda. Therefore, in the Public Comment portion of the meeting, the Board will not discuss or take any action, but may refer a matter presented to a future agenda.

E. SUPERINTENDENT'S REPORT

1. Enrollment Report
2. Bus Driver Shortage/Water Issues
3. October Policy Revisions
4. Learning Walks-October 29th, Banner Room
5. Committee Work

F. ANNOUNCEMENTS/COMMUNICATIONS/INFORMATION

1. Announcements from the Chair - This section is for the Chairman of the Board to indicate special recognition and awards of the District
2. Correspondence
    a. TEST Memo
3. Report from HHS Student Body Rep

G. EXECUTIVE SESSION

1. Out-of-District Enrollment

H. CLOSING

1. Next Special Board Meeting: September 24, 2024 at 12:15 p.m. – Robins Administration
2. Next Board Meeting: October 8, 2024 at 6:30 p.m. – Havre Middle School

REGULAR MEETING
BOARD OF TRUSTEES SCHOOL DISTRICT NO. 16 AND HIGH SCHOOL DISTRICT "A"
HAVRE MIDDLE SCHOOL ASSEMBLY ROOM

August 13th, 2024

A regular meeting of the Board of Trustees, Elementary School District #16 and High School District "A" was held at the Havre Middle School Assembly Room, at 6:30 P.M., September 10th, 2024, for the purpose of considering any business that comes before the Board of Trustees. Board Chair Scheele presided Lorraine Larson led the Pledge of Allegiance.

ROLL CALL

MEMBERS PRESENT	Kelly Compton, Christin Hileman, Lorraine Larson, Garrit Ophus, Timothy Scheele, and Kevin Johnson.
MEMBERS ABSENT	Tyler De La Vega and Jacob Ingram

Superintendent, Assistant Superintendent, Director of Student Services, and District Clerk were present throughout the meeting.

WELCOME	The Presiding Chair welcomed the visitors in attendance.
PRESENTATION	PONY PRIDE Award: Presented by Tobey Schlotfeldt
AGENDA ADDITION/DELETION	None

CONSENT AGENDA Presented as follows:

MINUTES	Minutes of regular meeting held 08/13/2024 Minutes of special meeting held 08/20/2024
CLAIMS & PAYROLLS	ELEMENTARY SCHOOL DISTRICT 16… (Attachments B. 2-3) Claims – 8/24 - $1,162,617.11 Warrants #202056-202124 Payroll – 08/05/24 & 08/20/24 - $219,400.97 HIGH SCHOOL DISTRICT A Claims - 7/24 - $86,964.93 Warrants #202056-202124 Payroll – 08/05/24 & 08/20/24 - $140,203.87
BUDGET TRANSFERS	No budget transfers currently.
INFORMATION REPORTS	Investment Report Activity Report JV Entries #2852-2860 Student Attendance Agreement Bus Routes Personnel Action

A motion to approve the consent agenda as presented.
Motion: Garrit Ophus; Seconded: Kevin Johnson
For: Compton, Hileman, Larson, Ophus, Scheele, and Johnson.
Against: None.
Motion: Carried 6:0

ITEMS OF OLD BUSINESS

C.1 Safe Return to Schools and Continuity of Services Plan: NO ACTION
No Action

ITEMS OF NEW BUSINESS

D.1 Out of State Travel request HMS

Curt Leeds presented information about the out-of-state trip. The trip is to Florida. There are 13 kids. This is no cost to the district. Funded by fundraisers. Chairman Scheele enjoyed the trip when he went.

A motion was made to approve the out-of-state trip as presented.

Motion: Christin Hileman; Seconded: Lorraine Larson
For: Hileman, Larson, Ophus, Scheele, and Johnson.
Against: None
Motion: Carried 5:0

D.2 Library Variance renewal Application

Superintendent Gum made a recommendation to the board to approve the Library Variance Renewal Application as presented. This will allow the district to have just one librarian with 500+ students.

A motion was made to approve the Library Variance Renewal Application as presented.

Motion: Garrit Ophus; Seconded: Lorraine Larson
For: Compton, Hileman, Larson, Ophus, Scheele, and Johnson.
Against: None
Motion: Carried 6:0

D.3 USDA Smart Snacks Vending Machine.

Superintendent Gum made a recommendation to the board to approve the USDA Smart Snacks Vending Machine as presented. Andrew Hanson elaborated more information about the USDA Smart Snacks Vending Machines.

Discussion and questions followed.

A motion was made to approve the USDA Smart Snacks Vending Machine upon review of the legal team of the contract.

Motion: Christin Hileman; Seconded: Lorraine Larson
For: Compton, Hileman, Larson, Ophus, Scheele, and Johnson.
Against: None
Motion: Carried 6:0

D.4 Out of State Travel Request HHS.

Superintendent Gum made a recommendation to the board to approve the Marching Band /Color Guard out of state travel request as presented. Dustin Kraske presented information about out-of-state travel.

A motion was made to approve the out of state travel request of the High School Marching Band/Color Guard as request.

Motion: Lorraine Larson; Seconded: Kevin Johnson
For: Compton, Hileman, Larson, Ophus, Scheele, and Johnson.
Against: None
Motion: Carried 6:0

D.5 Personnel

Superintendent Gum made a recommendation to the board to approve the personnel items as indicated.

A motion was made to approve the personnel items as indicated.

Motion: Kevin Johnson; Seconded: Lorraine Larson
For: Compton, Hileman, Larson, Johnson, and Scheele. *Ophus abstained from the vote.*
Against: None
Motion: Carried 5:0

PUBLIC COMMENT

None

E. SUPERINTENDENT'S REPORT

1. Enrollment Report – Mr. Gum reported on the enrollment. We currently have 1,824 students.
2. Bus Driver Shortages/Water Issues – Scott Filus reported.
3. October Policy Revisions – update MTSBA policies.
4. Learning Walks – October 29th, Banner Room.
5. Committee Work. We will start next month.

F. ANNOUNCEMENTS/COMMUNICATION/INFORMATION

1. Announcements from the Chair – *This section is for the Chairman of the Board to indicate special recognition and awards of the district.* Committee assignments will be sent out to board members.

2. Correspondence – T.E.S.T MEMO, Brian presented.

3. Report from HHS Student Body Representative.

G. EXECUTIVE SESSION

1. Out of District Enrollment – The meeting went into recess - 7:23PM. The meeting went into closed session at 7:30PM.

   The meeting opened at 7:42PM.

   A motion was made to approve student 1,2,3 for enrollment to Havre Public Schools.

   Motion: Garrit Ophus; Seconded: Christin Hileman
   For: Compton, Hileman, Larson, Ophus, Scheele, and Johnson.
   Against: None
   Motion: Carried 6:0

CLOSING

With no further business: Garrit Ophus moved the meeting be adjourned at: 7:43PM; Christin Hileman seconded

The next scheduled meeting: Special Board Meeting – September 24th, 2024, at 12:15 p.m. Robins Administrative Building
Regular Board Meeting – October 8th, 2024, at 6:30 p.m. Havre Middle School

Presiding Chair
Board of Trustees, SD 16A

Minutes Clerk
School District 16A

Montana
Office of Public Instruction
opi.mt.gov Elsie Arntzen, Superintendent

VARIANCES TO STANDARDS APPLICATION

Renewal Application (three years)

Purpose: ARM 10.55.604(4) **"Following the second year of implementation of a variance to standards, the school district shall provide evidence to the Superintendent of Public Instruction that the methods selected by the district implement, meet, or exceed results that could have been achieved under established standards."**

DUE DATE:

Second Monday in October

COUNTY:

DISTRICT:

LIST EACH SCHOOL THAT IS REQUESTING THE VARIANCE:

K-8 Stevensville Elementary School

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1. **Standard(s) for which a variance is requested, e.g., 10.55.709. If there is a program delivery standard, be sure to list it as well, e.g., 10.55.1801.**

   10.55.708 1.5 FTE for schools with 501-1000 students
   10.55.1801 Library Media Program Delivery

2. **Attach Board of Trustee meeting minutes that show the Board of Trustees adopted the application for a variance at an official, properly noticed meeting that provides evidence that local school community stakeholders were involved in the consideration and development of the proposed variance to an assurance standard or a section of assurance standards.**
   (Stakeholder groups include trustees, administrators, teachers, classified school staff, families, community members, and students as applicable.)

3. Describe the renewal variance requested.

The Stevensville School District is applying for a renewal of an alternative standard regarding our library staffing. We propose to staff the K-8 library with 1.0FTE endorsed librarian and 1.0FTE Library Aide. The accreditation standards require 1.5 library endorsed FTE for enrollment between 501-1000 students. The K-8 enrollment is 626 students. The Stevensville School District remains committed to serving the needs of all students in library media.

4. Describe how and why the proposed variance would be:

a. Workable.

The Stevensville Public Schools are committed to creating a safe, collaborative learning environment centered on students, facilitated by staff and supported by community to ensure growth and achievement for all.

The proposed variance allows the library to be accessible to all 626 students from 8AM to 4PM daily. The 1.0FTE librarian and 1.0FTE supporting library aide will serve the needs of students in meeting and achieving the library media standards. We believe this variance to standards ensures that all students achieve at their highest potential socially, academically, and professionally.

b. Educationally sound.

The requested variance is educationally sound because it guarantees students access to the library from 8AM to 4PM daily and the delivery of library media instruction.

Access to the library is guaranteed with the proposed staffing variance. Either the librarian or library aide will be present throughout the school day to assist teachers and students. Most of the day both the librarian and library aide will be available to support students. Without the additional support of a library aide, students would have reduced access to library media materials, and teachers will have fewer opportunities to collaborate about library lessons. The staffing variance provides adequate staffing to maintain the library collection.

The Stevensville District understands the obligations provide students learning experiences to meet library media and information literacy standards. As a district we continue to become familiar with content standards in all areas so lessons are designed to meet the intended outcomes. The librarian will collaboratively plan lessons with the library aide and grade level teachers to build new knowledge, commit to inclusivity, broaden perspectives, make meaning, pursue personal interests, and share knowledge products.

c. Designed to meet or exceed results under established standards.

The Stevensville District intents to meet and exceed the library media and information literacy standards through the addition of support staff assigned to the library. We understand the accreditation standard, but believe this staffing variance promotes achievement of the K-8 standards.

Through structured collaboration with grade level and content area staff the librarian and library aide will develop cross-curricular lessons unique to various grade levels and disciplines. Additionally the librarian and library aide will design learning experiences that build new knowledge and broaden perspective.

Collaboration about the library media and information literacy standards will increase professional awareness, align lessons in all grades to content standards, and support more effective instruction.

d. Where applicable, aligned with program standards under ARM 10.55.1101 through 10.55.2101.

The librarian will continue to fulfill the administrative duties outlined in 10.55.1801.

5. Reflection upon initial variance:

a. Describe the specific measurable objectives that were listed in the initial variance application that demonstrated how the proposed variance was to meet or exceed the results under the current standard(s).

The original application lists the following objectives:
a. The 1.0FTE librarian and 1.0FTE library aide will maintain full access to all students K-8. Staffing the library 8AM to 4PM allows students adequate access. This schedule provides students and teachers access throughout the school day including before school, recess, lunch, and after school.

b. The library aide will work to maintain the library collection and variety of media for grades K-8 students and teachers. Additionally, the structure provides opportunity for collaboration with grade level and content teachers to expand collections.
The district continues to purchase resources for the library collection and
c. The district will allow for professional development opportunities for the librarian and library aid.
The district is committed to providing professional development to staff and intents to meet the requires contained in 10.55.1801.

b. Provide a summary of the evidence or data gathered to demonstrate that the initial variance meets or exceeds results that could have been achieved under the established standard.

The Stevensville Elementary School library variance to standards plan has increased students and teachers interactions with library media in many ways. For example, the Genrefication Project with input from ELA teachers as well as administration transformed the libary which is now organized by genre. Students can easily find books they enjoy. Additionally, many students helped with this organizational project.

The libary hosted social events like bingo and book clubs for students. The library is accessible to student, many of whom report feeling of safety and enjoyment reading and learning in this space.

Teachers collaborate with the librarian and library aide for various research projects, silent reading time, and the utilization of media for projects. The librarian and library aide continue to collaboratively plan lessons with grade level teachers to build new knowledge, commit to inclusivity, broaden perspectives, make meaning, pursue personal interests, and share knowledge products with students and teachers.

c. After reflection on the initial variance, describe any adjustments that need to be made to meet the specific needs of the students in the school(s).

The library staff see a need to weed books from the library. This work had not been completed for many years so efforts should be made to remove damaged, outdated, or unused library media materials. This process will include the high school librarian and elementary librarian along with the library aide.

Most importantly, efforts will be made to collaborate with teachers to provide students learning opportunities to meed library media standards. Having a libary aide to support the librarians in meeting these standards is critical. Overall the variance supports access and opportunities for students and teachers in the area of library media.

Required school district signatures:

Board Chair Name: Don Meyer

Board Chair Signature: _____ Date: 10/8/24

Superintendent Name: DAVE THENNIS

Superintendent Signature: _____ Date 10/8/24

Email the signed form to:

OPIAccred@mt.gov

Stevensville Public Schools

Superintendent
Dave Thennis
Ext. 5136

300 Park Avenue
Stevensville, MT 59870
Phone: 406-777-5481
Fax: 406-625-2576

Business Manager
Christy McLaren
Ext. 5133

Elementary and High School Agenda
Regular Board Meeting
October 8, 2024
7:00 PM MPR/Choir Room

Stevensville Public Schools are committed to creating a safe, collaborative learning environment centered on students, facilitated by staff and supported by community to ensure growth and achievement for all.

1. Opening of Meeting – Call to Order– Salute to Flag – Roll Call
2. Recognize Visitors / Public Comment
3. Approval of Minutes
4. Approval of Claims
5. Consent Agenda
    A. Employment **All employment is pending the completion of satisfactory background checks.*
        i. Substitutes
        ii. Amy Paxton – High School Pep Club Advisor
        iii. Josette Hackett – High School FFA Advisor
        iv. Trevor Motley – High School FFA Advisor
        v. Charlie Hackett – High School FFA Assistant Advisor
        vi. Heidi Cowan – High School Yearbook Club Advisor
        vii. Amy Paxton – High School FCCLA Advisor
        viii. Jacki Bauman – High School DECA Advisor
        ix. Wes Wells – Freshman Class Sponsor
        x. Amy Paxton – Freshman Class Sponsor
        xi. Trevor Motley – Sophomore Class Sponsor
        xii. Callie Lendman – Sophomore Class Sponsor
        xiii. Ryan Hansen – Junior Class Sponsor
        xiv. Hannah Williams – Junior Class Sponsor
        xv. Casey Ferguson – Senior Class Sponsor
        xvi. Jacki Bauman – Senior Class Sponsor
        xvii. Ayse Haxton – High School Key Club and National Honor Society Club Advisor
        xviii. Zach Paulus – High School Jazz Band Advisor
        xix. Zach Paulus – High School Pep Band Advisor
        xx. Kate Kowal – Middle School Student Council Advisor
        xxi. Kyla Morton – High School Choir Advisor
        xxii. CJ Clark – High School Boys Interim Head Soccer Coach
        xxiii. Daniel Pendergast – High School Assistant Boys Soccer Coach
        xxiv. Libbi Hyde – Volunteer High School Cross Country Coach
        xxv. Brienne Kuchel - Middle School Girls Basketball Head Coach
        xxvi. Kyla Frandsen – Middle School Girls Basketball Head Coach
        xxvii. Emmalee Hicks – Middle School Assitant Girls Basketball Coach
        xxviii. Madisyn Hancock – Volunteer High School Cheer Coach
        xxix. Lynn Bradford – Elementary Paraeducator

xxx. Melody Johnson – Elementary Paraeducator

B. Resignations
   i. Dawn Makoski – Kitchen Helper
   ii. Greg Sheller – Technology Director

6. Informational Items
   A. Superintendent Report
   B. Elementary Report – Sierra Bauer and Jon Konen
   C. Curriculum Report – Jon Konen
7. Business: Action Items
   A. Out of District Enrollment
      i. Elementary
      ii. High School
   B. Variance to Standards Application – Middle School Library
   C. Rescinding the Approval of Stevensville Transportation Routes
   D. Consideration to Approve and MOU with RBHI – Suicide Risk Screener
   E. Data Privacy Agreement for RBHI
8. Adjourn

Public Comment Rules:
For those individuals who intend to address the Board during the Public Comment portion of the meeting, the Board Chair will call on individuals to speak at the appropriate time. Once you have been given the floor by the moderator or chair, please state your name for the record before beginning your comment. Comments will be limited to 3 minutes per individual out of respect for the time of all present at the meeting.

The purpose of the Public Comment segment of our agenda is for the public to bring a matter that is not on the agenda to the attention of the Board for the Board's information or for consideration at a later date. The Board is precluded from discussing or making decisions regarding Public Comment items, since they are not specified on the public meeting agenda.

In addition, the Public Comment section of the agenda is not a time to raise personnel issues. To avoid violations of individual rights of privacy please do not make comments referencing any student, staff member, or member of the general public.

Public Comments on Agenda Items:
The public will have the opportunity to provide comments and ask clarifying questions during each item for action on the agenda. The Board Chair will call on individuals to speak at the appropriate time. Once you have been given the floor, please state your name for the record before beginning your comment. Comments will be limited to 3 minutes per individual out of respect for the time of all present at the meeting.

Please limit your comments to the specific issues being considered by the Board. The Board may not consider any information that falls outside the scope of the current agenda item. To avoid violations of individual rights of privacy please do not make comments referring to any student, staff member, or member of the general public.

Public Comments during Executive Session:
When the Board Chair determines an individual or the school district has a protected right to privacy on a particular issue he/she may declare an executive session to hear the matter. All members of the audience that are not directly involved in the matter will be asked to leave the room. Once the executive session has ended the Board will invite the public back into the meeting and make a final decision in public session.

The person or entity whose privacy right is being protected will have the option to invite interested public into the executive session to make comments. If the public input is invited and you would like to speak in an executive session, you will be called into the meeting at the appropriate time and given 3 minutes to speak on the issue.

Stevensville Public Schools
School District #2
300 Park Avenue
Stevensville, Montana 59870
Telephone: (406) 777-5481
Fax: (406) 625-2576

Regular Board Meeting

October 8, 2024 **7:00 pm** **MPR/Choir Room**

1. Opening of Meeting – Call to Order – Salute to Flag – Roll Call

Board Chair Ben Meyer called the meeting to order in the MPR/Choir Room. Ben led the Pledge of Allegiance. The trustees present were Dan Mullan, Billy Donaldson, Jennifer Gunterman, Fran Schmitz, Nathan Bean, Stephanie Esch, and Tony Hudson. Superintendent Dave Thennis, Business Manager/Clerk Christy McLaren, Principals Sierra Bauer, Angie Armour, and Zeke Kaney were present. Vice Principal Jon Konen was present.

2. Recognize Visitors/Public Comment

Board Comment

- Trustee Fran Schmitz, commented that Homecoming week was amazing. Thanked administrative team and staff for a wonderful job!
- Trustee Jennifer Gunterman, commented that administration did an awesome scarecrow! Spirit surrounding school is really good!
- Board Chair Ben Meyer commented that he loves seeing students, and staff engaged in community.
- Trustee Nathan Bean appreciates the information that was brought to the board retreat and discussed. Seeing administrators engaged with students is great!
- Trustee Tony Hudson, along with Valley Drug and Frontier Café distributed 1000 ice cream tokens to administration to hand out to students as an award.

Public Comment

None

DRAFT

3. Approval of Minutes

Board Chair Ben Meyer asked if there were any questions or comments that needed to be made regarding the September 10th regular board minutes. There were none.

Jennifer Gunterman motioned to approve the September 10, 2024 regular board minutes as presented. Nathan Bean seconded the motion. All trustees voted aye. The motion passed.

Board Chair Ben Meyer asked if there were any questions or comments that needed to be made regarding the September 23, 2024 board work retreat minutes. Christy McLaren, District Clerk, indicated that on line 14 she had added Stephanie Esch as present, as she had missed her in the attendance on the minutes. Christy also indicated that on line 96 & 97 Dan Mullan's comment was changed to read, "doesn't care if graduation is held indoors or outdoors, $6500 expense for trailer and video screen is not an appropriate use of taxpayer dollars."

Billy Donaldson motioned to approve the September 23, 2024 board work retreat minutes as presented with changes and indicated. Tony Hudson seconded the motion. All trustees voted aye. The motion passed.

4. Approval of Claims

Board Chair Ben Meyer asked if there were any questions or comments that needed to be made regarding the claims or students' accounts. The claim questions that had been asked were on claim #41718 for office furniture for $3000 for Zeke Kaney's office, because Mr. Larsen owned the furniture in the office and took it with him when he left, claim #41733 Smith Consulting for E-Rate fees payment for assisting the district obtain federal funding for technology, claim #41748 to OPI for Education Savings Account, which is a monthly payment made on behalf of a student for a program that provides state-funded reimbursements for special education services that families obtain outside of Montana's public schools.

Board Chair Ben Meyer indicated September claims #41710 - #41790 totaled $154,587.16 and September Student Accounts totaled $12,570.01 for a grand total of $167,157.17. Stephanie Esch motioned to approve the claims as presented. Jennifer Gunterman seconded the motion. All trustees voted aye. The motion passed.

5. Consent Agenda

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A. Employment *All employment is pending the completion of satisfactory background checks.

i. **Substitutes**
ii. **Amy Paxton – High School Pep Club Advisor**
iii. **Josette Hackett – High School FFA Advisor**
iv. **Trevor Motley – High School FFA Advisor**
v. **Charlie Hackett – High School FFA Assistant Advisor**
vi. **Heidi Cowan – High School Yearbook Club Advisor**
vii. **Amy Paxton – High School FCCLA Advisor**
viii. **Jacki Bauman – High School DECA Advisor**
ix. **Wes Wells – Freshman Class Sponsor**
x. **Amy Paxton – Freshman Class Sponsor**
xi. **Trevor Motley – Sophomore Class Sponsor**
xii. **Callie Lendman – Sophomore Class Sponsor**
xiii. **Ryan Hansen – Junior Class Sponsor**
xiv. **Hannah Williams – Junior Class Sponsor**
xv. **Casey Ferguson – Senior Class Sponsor**
xvi. **Jacki Bauman – Senior Class Sponsor**
xvii. **Ayse Haxton – High School Key Club and National Honor Society Club Advisor**
xviii. **Zach Paulus – High School Jazz Band Advisor**
xix. **Zach Paulus – High School Pep Band Advisor**
xx. **Kate Kowal – Middle School Student Council Advisor**
xxi. **Kyla Morton – High School Choir Advisor**
xxii. **CJ Clark – High School Boys Interim Head Soccer Coach**
xxiii. **Daniel Pendergast – High School Assistant Boys Soccer Coach**
xxiv. **Libbi Hyde – Volunteer High School Cross Country Coach**
xxv. **Brienne Kuchel – Middle School Girls Basketball Head Coach**
xxvi. **Kyla Frandsen – Middle School Girls Basketball Head Coach**
xxvii. **Emmalee Hicks – Middle School Assistant Girls Basketball Coach**
xxviii. **Madisyn Hancock – Volunteer High School Cheer Coach**
xxix. **Lynn Bradford – Elementary Paraeducator**
xxx. **Melody Johnson – Elementary Paraeducator**

B. Resignations

i. **Dawn Makoski – Kitchen Helper**
ii. **Greg Sheller – Technology Director**

Board Chair Ben Meyer told the Board they will now approve the consent agenda items. Ben asked the Board if there were any questions or comments on the consent agenda items. Ben asked the Board if there were any consent items they would like to remove from the list. It was requested that Item #29 Lynn Bradford – Elementary Paraeducator, be removed from the list, since Trustee Schmitz is related to her. Dan Mullan motioned to remove Item #29 from the Consent Agenda. Tony Hudson seconded the motion. Trustee Jennifer Gunterman did not vote. Trustee Fran Schmitz abstained from the motion. All trustees voted aye. Motion passed.

Ben told the Board the consent of any trustee pertains only to the items they have the authority to decide on and if there is no objection, the agenda items will be adopted by unanimous consent. There were no objections, and the consent agenda items were approved by unanimous consent.

Board Chair, Ben Meyer, indicated the board would now consider Item #29 Lynn Bradford – Elementary Paraeducator. Stephanie Esch motion to approve the hiring of Lynn Bradford as an Elementary Paraeducator as presented. Tony Hudson seconded the motion. Trustees Ben Meyer, Stephanie Esch, Dan Mullan, Billy Donaldson, Tony Hudson and Nathan Bean voted aye. Trustee Jennifer Gunterman did not vote. Trustee Fran Schmitz abstained. Motion passed.

6. Informational Items

A. Superintendent Report

Superintendent Thennis reviewed employment vacancies in the district. He indicated that with the current vacancy in the IT department, he has increased the contract with K12 to work more days per month. During this time, he will be evaluating the technology needs of the district before hiring new technology personnel.

Preliminary student count numbers are approximately 352 high school, 626 elementary, and 11 middle school Harmony Home School students.

Superintendent Thennis provided an update on the high school parking lot. The mayor has indicated that it is okay for the school to move the stop sign. The superintendent needs to meet with Glen Frost again.

Superintendent Thennis indicated that questions have arisen lately about district memorial policy and naming policies with the passing of Mr. Serrette. The Policy Committee has recently reviewed the following policies: 3600, 3600P, and 3600F2.

Superintendent Thennis indicated in his Resource Report that the Copy Center staff member was reassigned to an elementary paraeducator position. The Copy Center position has not been filled and currently the superintendent is looking at a restructuring that would have this position covered in-house.

The Ad-Hoc Committee discussed transportation and updates the state legislature might make to the funding structure for public schools.

Trustee Billy Donaldson indicated that STARS will be having a ribbon cutting ceremony at one of the first basketball games this Fall to celebrate the Hall of Fame Gallery.

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B. Elementary Report – Sierra Bauer and Jon Konen

Elementary Principal, Sierra Bauer, reviewed the various activities that have been going on in grades early literacy through 3rd since school started. Sierra and Jon provided a handout in the board packet that outlined all of the activities going on in the elementary. She discussed how the district goals related to what is happening in the elementary school.

Board Comment

- Trustee Dan Mullan commented on how professional and well done this report was and how well it tied to the district goals and how much he appreciated Jon's work. Keep up!
- Trustee Tony Hudson asked where does staff have the time and what point do you remove individual teacher style? Where do you let teachers teach? How ridged are these policies? Jon indicated that is almost the opposite of that or broadening it, we are giving structure to the framework. We are allowing a lot of autonomy in what the teachers are doing. We are trying to create systems where everyone is using the same verbiage. We are trying to empower the people in the trenches.
- Board Vice-Chair Stephanie Esch commented on the level of communication coming from the school and how much better it has been. She thanked them for their work.
- Trustee Nathan Bean commented that that level of communication has been phenomenal!

C. Curriculum Report – Jon Konen

Vice-Principal Jon Konen provided a curriculum report for the trustees in the board packet. Jon reviewed it with everyone in attendance indicating how the curriculum plan will meet the five district goals and subgoals. He indicated that he would be doing monthly reports for the board.

Board Comment

- Trustee Fran Schmitz commented, Amazing report!
- Trustee Tony Hudson commented, Thank you!
- Board Chair, Ben Meyer, asked where the IEFA (Indian Education for All) fit in? Jon said that Discovery learning has IEFA products for the district to purchase that cover IEFA well.

7. Business: Action items

A. Out of District Enrollment

i. Elementary School

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Stephanie Esch moved to approve the enrollment of elementary students as presented. Tony Hudson seconded the motion. Stephanie Esch, Ben Meyer, Dan Mullan, Billy Donaldson, Tony Hudson, Nathan Bean, and Fran Schmitz voted aye. Jennifer Gunterman did not vote. The motion passed.

ii. **High School**

Fran Schmitz moved to accept the enrollment of out of district high school students as presented. Tony Hudson seconded the motion. There was discussion about the some of the students being recommended for approval and some for denial by administration and to make the motion clear it was decided to do a new motion. Tony withdrew his motion. Fran withdrew her motion.

Fran Schmitz motioned to accept the administrations recommendation for out of district high school enrollment as presented. Nathan Bean seconded the motion. All trustees voted aye. The motion passed.

B. Variance to Standards Application – Middle School Library

Superintendent Thennis explained that three years ago the Stevensville School District applied for a variance to standards for the middle school library. Montana accreditation standards require 1.5 FTE librarians for enrollment between 501 – 1000 students. We currently have 626 students enrolled in the elementary (K-8). The middle school library functions well with one librarian and one library aide. The district is committed to providing access and supporting library media instruction in direct collaboration with elementary school staff. Current staffing allows educational opportunities, accessibility, and a safe place for students to read and learn.

Stephanie Esch moved to approve the renewal for a variance to standards in the elementary library. Billy Donaldson seconded the motion. Stephanie Esch, Ben Meyer, Dan Mullan, Billy Donaldson, Tony Hudson, Nathan Bean, and Fran Schmitz voted aye. Jennifer Gunterman did not vote. The motion passed.

C. Rescinding the Approval of Stevensville Transportation Routes

Superintendent Thennis explained that during the September board meeting the trustees were presented with home-to-school transportation routes for approval. The packet included maps of the nine proposed bus routes for the Stevensville School District. The Ravalli County Transportation Committee recently met and approved these routes for Stevensville Schools.

Public comment was made regarding specific roads and stops previously approved by the trustees. This feedback resulted in motivation for the trustees to learn more about the routes serving the district, so the issue was placed on the agenda to be considered for rescinding. Withdrawing previously approved routes will not stop transportation services for students and families. Rescinding the approved routes provides trustees time to consider the routes in more detail. If routes are adjusted, the District will need reapproval from the Ravalli County Transportation Committee.

Board Chair, Ben Meyer, wants to ensure that the public has been given a proper communication when/if changes are made to routes and he doesn't feel that was done.

Superintendent Thennis believes that Harlow's was trying to make routes more efficient when changes were made to the routes at the beginning of the school year.

Stephanie Esch moved to rescind the previously approved transportation routes for the Stevensville Schools. Tony Hudson seconded the motion. Stephanie Esch, Dan Mullan, Billy Donaldson, Jennifer Gunterman, Tony Hudson and Fran Schmitz voted aye. Ben Meyer and Nathan Bean did not vote since they were not present during original motion. The motion passed.

Board Comment

- Trustee Jennifer Gunterman commented that trustees need to look at the current bus information.
- Trustee Dan Mullan wants to make sure that information presented to the board is accurate.

Public Comment

- Janet Depee, local citizen, stated that she worked as a bus driver for over 25 years and that she is concerned about the safety of the children. She has three (3) grandchildren that are currently walking ¾ of a mile to the bus stop on Winter's Lane and the Eastside Hwy. She indicates that it shouldn't matter if its one (1) or more children that the bus is stopping for. Janet also said there is no weight limit on Winter's Lane.
- Jessica Martinez, local citizen, stated that the bus used to stop at every house on her street and now kids have to walk to the end of the street.

D. Consideration to Approve an MOU with RBHI – Suicide Risk Screener

Superintendent Thennis explained that the RBHI (Rural Behavioral Health institute) was created to address the increasing number of suicides over the past decade. RBHI offers a free

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suicide risk screener for students with oversight from school counselors and administrators. The online screener is provided to students with parental consent and follow-up care will be offered to students with elevated risk scores. Students with high scores will be seen on the same day as the screener, either by a school counselor or a mental health professional, either in person or through teletherapy. RBHI provides outside mental health professionals. Before the screener, school staff will be trained to ensure that the assessment and follow-up resources follow best practices. Student information is confidentially contained by MERET Solutions and is HIPAA compliant. The administration will ensure that proper parent notification and consent are completed prior to screening. Superintendent Thennis is in support of screening for Stevensville students in grades 6 through 12.

Fran Schmitz motioned to approve the MOU between the Rural Behavioral health Institute and Stevensville Public Schools to provide a suicide risk screener for students in grade six through twelve. Jennifer Gunterman seconded the motion. All trustees voted aye. The motion passed.

Board Comment

- Jennifer Gunterman, indicated that she remembers how important the screeners are from the family that came forward at a past board meeting to talk about their child and the help that it provided them.

E. Data Privacy Agreement for RBHI

Superintendent Thennis explained that the Montana Data Privacy Agreement allows RBHI and MERET Solutions to provide technology services, HIPAA-compliant data storage, and data management for specific purposes. The agreement does not restrict the District from working with other providers. The HIPAA-compliant database (MERET Solutions) will protect confidential information unless authorized by the parent or District. Parents can request to review, modify, or delete personal information by submitting a written request through the Stevensville School District. The data sharing consent form outlines how RBHI and MERET Solutions can use the data. Superintendent Thennis supports signing the data sharing consent form, which allows data to be used in aggregate form without disclosing personally identifiable information or identifying the Stevensville Public Schools. He also recommends approving the data sharing with RBHI through all modes listed without identifying the Stevensville School District.

Fran Schmitz moved to approve the consent agreement to store, manage, and use the MERET Solutions HIPAA cloud-based storage and allow RBHI to use data without identifying the

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Stevensville Public Schools or any of its students. Stephanie Esch seconded the motion. All trustees voted aye. The motion passed.

8. Adjourn

Jennifer Gunterman motioned to adjourn the board meeting. Nathan Bean seconded the motion. All trustees voted aye. The motion passed.

Board Chair Ben Meyer discussed with everyone that it might be better for the November work session to start a 6:15 pm instead of 6:30 pm to allow more time for discussion before the board meeting.

Board Chairman: _____

Date: _____

School Board Clerk: _____

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Montana
Office of Public Instruction
opi.mt.gov Elsie Arntzen, Superintendent

VARIANCES TO STANDARDS APPLICATION

Renewal Application (three years)

Purpose: ARM 10.55.604(4) "Following the second year of implementation of a variance to standards, the school district shall provide evidence to the Superintendent of Public Instruction that the methods selected by the district implement, meet, or exceed results that could have been achieved under established standards."

DUE DATE:

Second Monday in October

COUNTY:

DISTRICT:

LIST EACH SCHOOL THAT IS REQUESTING THE VARIANCE:

Missoula Connect Academy

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1. **Standard(s) for which a variance is requested, e.g., 10.55.709. If there is a program delivery standard, be sure to list it as well, e.g., 10.55.1801.**

Standard 10.55.709 Library Media Services
Standard 10.55.1801 Library Media Program Delivery

2. **Attach Board of Trustee meeting minutes that show the Board of Trustees adopted the application for a variance at an official, properly noticed meeting that provides evidence that local school community stakeholders were involved in the consideration and development of the proposed variance to an assurance standard or a section of assurance standards.**
(Stakeholder groups include trustees, administrators, teachers, classified school staff, families, community members, and students as applicable.)

3. Describe the renewal variance requested.

The mission of the Target Range Library is to create a space "where students become effective users and producers of ideas and information." To support this mission, we are requesting a renewal of our variance to provide a half-time instructional aide who would assist the licensed librarian with tasks such as materials check-out, data entry, organization, and shelving of books. This support would enable the librarian to dedicate more time to direct student instruction, aligning with the Information Literacy and Library Media Standards, and to collaborate with classroom teachers to enhance their curricular goals.

Although our district's student population remains stable, we face challenges in meeting accreditation standards, which require an additional 0.5 FTE licensed librarian for our current enrollment. In past years, Target Range has experienced difficulty recruiting and retaining staff for this half-time position, and this struggle continues. Budgetary limitations further prevent us from converting this into a full-time role. By renewing the variance, we can ensure the library remains an effective resource for our K-8 students. The half-time instructional aide, working under the librarian's guidance, would provide consistent and reliable support, allowing us to maintain a high standard of library services and meet the needs of both students and staff efficiently.

4. Describe how and why the proposed variance would be:

a. Workable.

We are requesting a variance to the Requirement that each Montana School provide a library with appropriate staffing (Montana Code 20-7-202). This request is workable because the Missoula Connect Academy has partnered with the Missoula Public Library (MPL) to provide students with weekly access to library book checkouts. In traditional MCPS schools, students have access to the library to check out books and through this variance, our library access will be provided by the MPL. Students will also have access to a comprehensive online library.

b. Educationally sound.

In traditional MCPS schools, students have access to the library to check out books and through this variance, our library access will be provided by the MPL. Students will also have access to a comprehensive online library.

c. Designed to meet or exceed results under established standards.

The proposed variance, which includes one full-time librarian supported by a half-time paraeducator, is designed to meet or exceed the standards for library services outlined in Montana Administrative Rules 10.55.709. By assigning the paraeducator to handle routine, non-instructional tasks, the certified librarian will have more capacity to focus on critical areas that enhance student learning and literacy development. Additionally, the librarian will continue to manage the library's book collection—reading reviews, ordering materials, running reports, weeding old and unused books, and processing new books—ensuring that our collection remains relevant and engaging for students.

This arrangement allows the librarian to deliver high-quality instruction, collaborate with teachers to seamlessly integrate information literacy into the curriculum, and provide individualized support to students as they build research and critical thinking skills. As a result, the library program will not only maintain efficient operations but also provide instructional support and student engagement that meets or exceeds the expectations for a district of our size.

This support model affords the librarian additional time to implement innovative programs that cultivate a love for reading and foster lifelong learning. By doing so, the library experience we offer continues to fully align with the benchmarks set for library services in a K-8 educational environment.

d. Where applicable, aligned with program standards under ARM 10.55.1101 through 10.55.2101.

The proposed variance aligns with the program standards outlined in ARM 10.55.1101 through 10.55.2101 by ensuring that our library program continues to support student learning and achievement. Under ARM 10.55.1801, which emphasizes library media services, the role of our full-time licensed librarian will remain focused on delivering instruction in information literacy, supporting student research skills, and promoting reading across grade levels. This aligns with the standard's goal of developing students as effective users of ideas and information.

The addition of a half-time instructional aide allows us to maintain compliance with ARM 10.55.709 by ensuring our library continues to operate efficiently and effectively, even as our enrollment slightly exceeds the 500-student threshold. This support enables our librarian to engage more fully with students and collaborate with teachers, which aligns with ARM 10.55.701's focus on providing instructional support that meets the diverse needs of all learners.

By facilitating a library program that meets these requirements, the variance ensures that our services align with established standards, providing equitable access to quality resources and instruction that support both curricular goals and the overall educational development of our K-8 students.

5. Reflection upon initial variance:

a. Describe the specific measurable objectives that were listed in the initial variance application that demonstrated how the proposed variance was to meet or exceed the results under the current standard(s).

In our initial variance application, we outlined specific objectives aimed at enhancing library services with the support of a half-time instructional aide. The first objective, Resource Availability, focused on ensuring that resources were more accessible to both teachers and students, with the dedicated aide handling daily tasks and freeing up the licensed librarian to assist teachers in preparing lesson materials. Success for this objective was to be measured through data generated by our circulation system and logs tracking the availability of resources.

The second objective, Master Schedule Coordination, aimed to optimize library access by having two individuals available in the library more frequently, allowing for an increased number of classes to receive instruction and access resources. This objective included providing additional opportunities, such as keeping the library open during lunch hours, enabling middle school students to read or check out books. Success was to be evaluated through feedback on the master schedule, check-out logs, and a comparison of contact time with previous years' master schedules. These objectives and the associated data collection methods ensured that the proposed variance would maintain or exceed the quality of library services expected under established standards.

b. Provide a summary of the evidence or data gathered to demonstrate that the initial variance meets or exceeds results that could have been achieved under the established standard.

The evidence gathered over the course of the initial variance indicates that the library program has met or exceeded the expected results under the established standard.

For Objective 1: Resource Availability, data from our library circulation system showed a slight increase in the number of books and resources being checked out by students and teachers. This demonstrates that having a half-time instructional aide allowed the licensed librarian to be more available for instructional support and resource preparation.

For Objective 2: Master Schedule Coordination, a comparison of the current year's master schedule with those from previous years revealed a significant increase in the amount of time students spent in the library. With the additional support, we were able to schedule regular library visits for all classes and offer extended access. This has resulted in more consistent library time for students, meeting or exceeding the contact time outlined in the established standards.

Overall, the collected data demonstrates that the variance not only maintained but enhanced the quality and accessibility of our library services, achieving results that meet or surpass what would have been possible under the standard staffing model.

c. After reflection on the initial variance, describe any adjustments that need to be made to meet the specific needs of the students in the school(s).

After reflecting on the initial variance, we have identified a few adjustments to better meet the needs of our students. While the addition of a half-time instructional aide has been effective in supporting the librarian and ensuring consistent library services, there are specific times during the day when additional support would be especially helpful. To address this, we propose adjusting the aide's schedule to focus on high-demand periods, ensuring uninterrupted access to resources for both students and teachers.

In addition to regular duties, the aide provides essential support for tasks like pulling books for weeding after the librarian runs reports and discarding them once they are removed from the catalog. The aide also assists with new book processing after the librarian catalogs them, streamlining operations and keeping the collection up to date. We also recognize the need for more targeted training for the aide. This would enable the aide to handle more complex tasks and better support digital literacy initiatives, allowing the librarian to concentrate more on instruction and collaboration with classroom teachers. These adjustments will ensure that our library program continues to adapt and meet the diverse needs of our K-8 students.

Required school district signatures:

Board Chair Name: DAVID K WRIGHT

Board Chair Signature: David K Wright **Date:** 10/3/24

Superintendent Name: JEFF CRAIG

Superintendent Signature: _____ **Date** 10/3/24

Email the signed form to:

OPIAccred@mt.gov

September General Board Meeting (Monday, September 16, 2024)
Generated by Jessica Pyette on Monday, September 16, 2024

1. OPENING ITEMS
Procedural: A. Call to Order – Chair Wright called the meeting to order at 6:04p.m. Also present at the meeting were Trustees Buchholz, Stegmaier, Long, and Hall.

2. TARGET RANGE MISSION STATMENT Trustee Buchholz read the Target Range Mission Statement.

Target Range School strives to empower each student to become lifelong learners and responsible citizens. In partnership with our families and community, we create equitable and relevant learning opportunities for each student across both indoor and outdoor spaces. Students gain knowledge and develop critical thinking skills to engage in a culturally diverse, democratic, and technologically advancing society. Target Range School acknowledges and honors the fundamental value and dignity of each individual.

Action: C. Board Approval of Agenda
Motion: Trustee Buchholz
2nd: Trustee Stegmaier
Vote:5-0

Information: D. Board Correspondence - Target Range School in the news - OPI announces last-ditch spending strategy for federal COVID-19 funds

Action: E. Board Approval of Minutes

Motion: Trustee Stegmaier
2nd: Trustee Buchholz
Call for public comments: none
Vote:5-0

Procedural: F. Public Comment on Items Not on the Agenda

2. CONSENT AGENDA
Action (Consent): A. Accounts Payable and Payroll
Action (Consent): B. Accounts Payable and Payroll
Motion: Trustee Hall
2nd: Trustee Long
Call for public comments: none
Vote:5-0

3. PRESENTATIONS
Presentation A: Student Counsil Presentation
Julie Wiswell, MS Vice President presented goals, information, and updates to the board.
Presentation B: PK-4 Leadership Team Presentation
Sunny Stegmaier and Amiya Little presented the 4th grade leadership team slide show.
Presentation C: School Resource Officer Chris Proper presented on his role and presence at TR.

4. COMMUNITY ENGAGEMENT

Reports: A. PTO/TR Foundation Update (Liberko/Judnich)

Ashley Liberko gave important reminders regarding the PTO Hoe-Down, family movie night Sept. 26th, Oct. 31st Trunk or Treat and committees for remaining events this year.

TR Foundation (Paige Judnich)

The Target Range Foundation is so excited about the new basketball hoops and the resurfacing of our outdoor hoops. Our board met on August 13th to discuss timelines for our fall teacher grant cycle. Teachers! Please stay tuned for more information from our teacher liaison, Karla Armstrong.

TRF's mission is to create an awareness of and encourage private financial support for funding opportunities at Target Range School, while effectively managing gifts given for the benefit of the School. We aim to support school needs that are outside the school budget.

Our teacher grant program funds projects that:
1) Provide materials, equipment, or new learning experiences for the classroom.
2) Invest in our teacher's future success through the funding of continuing education.
3) Furnish and equip new and existing spaces

Reports: B. TREA Update (Midboe/Thompson)

Teachers are happy to see the students back in school, and happy to see our TR staff friends, as well. We'd like to give a huge shout-out to the custodial staff for the hard work they put in to get the school ready for all of us to return. Special shout-out to Zonda for filling in for Bob while he was out! We appreciate the vision and the work to bring the new preschool area to fruition. It looks great! Thanks to the literacy team for the work they did to adopt our new ELA curriculums last year. Over the summer, many teachers attended classes on the Science of Reading to help support foundational knowledge for the new curriculum, which we are implementing now. Thanks to Kelly for jumping right in to her new role as lower grades principal, and to all the administration for starting us off with positive energy. Students are enjoying the resurfaced basketball courts and the outdoor volleyball area, and more outdoor equipment for each grade level. As always, thanks to the TR Foundation for funding and organizing those projects! Teachers are submitting more grant proposals to the Foundation at this time, as well. Many TR teachers were recipients of $500 classroom grants from OPI this month for special projects. Thanks in advance to the PTO for starting us off with another Hoe-Down later this week! We appreciate all the support from the community and are looking forward to another great year.

Reports: C. TRCA Update (Saffel/Little)

We are off to a great start. New paras are learning the ropes. Building relationships with students. Working hard to figure out schedules and jump in where they are needed. We love TR and all the support we get from our supervisors.

5. DISCUSSION ITEMS

Discussion: A. Strategic Plan Update (Crews)

Superintendent Crews shared the 2024-2025 Strategic Plan Action Steps Timeline.

Discussion: B. Montana Innovative Educational Program Tax Credit (Crews)

Beginning on October 2, 2024, at 9:00 a.m., a limited number of Public School District (PSD) tax credits for tax year 2024 will become available on the Education Donations[2] Portal.

These tax credits are available because some previously approved credits became invalid. A credit reservation can become invalid if a donation amount was recorded incorrectly, or a PSD returned a donation to a donor. These invalid credit amounts will be "put back" in the pool of available credits as of October 2, 2024.

As of September 3, 2024, $227,001 in PSD tax credits are available for reservation. Visit the Education Donations[2] Portal at https://svc.mt.gov/dor/educationdonation2/ for up-to-date information on the availability of tax credits.

6. ACTION ITEMS
Action: A. Personnel Report (Crews)

Recommendations for Hire:

- Lia Blount; Part-time Paraeducator
- Lukas Lindeman; Part-time Paraeducator
- Chris Stratton; Part-time Paraeducator

Recommendations for Hire - Extra Curricular:

- Shelby Midboe, Girls Volleyball - Head Coach

Recommendations for Hire - Substitutes:

- Elle Vernon
- Emily Moore

For information only, Resignations/Retirements:

CURRENT POSITION OPENINGS AT TARGET RANGE SCHOOL:

- Substitute Teacher
- Substitute Paraeducator
- Substitute Kitchen Aide
- Substitute Custodian

APPLY FOR CURRENT OPENINGS AT THIS LINK

Motion: Trustee Wright
2nd: Trustee Buchholz
Call for public comments: none
Vote:5-0

Action: B. Renewal Application: Variances to Standards

We are in the process of renewing our application for a variance to standards for our library. The accreditation standards require 1.5 FTE for schools with over 500 students. The board is required to approve our request to renew.

Motion: Trustee Long
2nd: Trustee Wright
Call for public comments: none
Vote:5-0

Action: C. Transportation Contract

This is an individual student contract for transportation to and from school.

Student Transportation Contract 24-25 copy.pdf (81 KB)

Motion: Trustee Stegmaier
2nd: Trustee Long
Call for public comments: none
Vote:5-0

Further discission was held that this is a good fit for the family and the district and thanked the cooperation between the parent and school.

Action: D. MSGIA Proxy Voting (Crews)

The MSGIA annual membership meeting will be held in Missoula in conjunction with MCEL in October. The meeting date and time is Friday, October 18th at 7:00am at the Hilton Garden Inn. Attached is the meeting notice with the RSVP/voting proxy, and the nominations list for board member election. There are four open positions and four candidates.

MSGIA Proxy Voting and Annual Mtg Notice.docx (37 KB)Nominations List.doc (438 KB)

Motion: Trustee Wright
2nd: Trustee Stegmaier
Call for public comments: none
Vote:5-0

Action: E. Out of District Students

Motion: Trustee Buchholz
2nd: Trustee Hall
Call for public comments: none
Vote:5-0

7. ITEMS FOR INFORMATION
Reports: A. Business Manager Report (Pyette)

Working on Audit Request List
September Payroll Processing / Accounting Set Up
September 25th-26th Veteran Clerk Fall Meetings in Helena
October 7th Student Count for ANB

60039 Indemnity Bond Re-Issue $28.35.pdf (4,067 KB)Voided Warrant 60026 $290.30.pdf (1,996 KB)Aug 24 Claim Details.pdf (15 KB)Aug 24 Object Budget v. Actual General Fund.pdf (11 KB)Aug 24 Budgeted Funds.pdf (5 KB)

Reports: B. Principals' Report (Chumrau and Ries)

This month, our Target Range teaching teams are putting into practice skills and strategies they learned over the summer. Their enthusiasm and experience make for a rich and engaging learning environment. The teams are getting used to the new leadership structure, their new curriculum,

and new students. Students are remembering what it is like to be in school. The energy is positive and they seem happy and excited to be back in school.

Teaching and Learning

Faculty

Focusing is to build on enhancing and enriching our **culture of learning** is of great importance. In support of Superintendent, Mr. Crews' goals, we introduced the following practices:

- Trusted Colleague Collaboration - the intentional practice of partnering year round with a colleague in an effort to support one another and to build knowledge and skills. By now, all of our teachers have selected a trusted colleague and in the next couple of weeks we will be providing time for the colleagues to meet to discuss any challenges they might be experiencing and to share best practices. It is our hope that the meaningful conversations will result in thoughtful improvements in the classrooms.
- Monthly Stand Up Snapshots - the practice of offering quick stand up meetings where colleagues are offered the opportunity to engage in training related to our math curriculum and literacy curriculums. Teachers teaching teachers and sharing best practices. Our first Muffins and Math Meeting took place before school on September 11th and gave our teachers a venue to learn and discuss some strategies they can immediately take back to their classroom. Veteran teacher, Sandy Squillace, plans to meet monthly with teachers to share best practices, offer support with curriculum implementation, and to provide opportunities to discuss and work through challenges. Ongoing access to video training and consultation on social emotional well being, behavioral supports, and classroom management as it relates to tiered systems of support. In addition, another veteran teacher, Michelle MacIntyre, will also offer a monthly meeting, Reading Rally, where she will offer similar support, but based in Literacy.
- We are starting a new practice of sharing learning videos with every weekly update so that our faculty can access learning when it is convenient for them. So far, our videos include information about supporting students through Multi-tiered systems of Support. We are also creating videos that help teachers better understand basic day to day procedures within the school. We anticipate that the library we create now will be of great use for years to come. It will be especially useful for new teachers and para educators.

Families

Our hope is to extend the **culture for learning** beyond the classroom. This month, we are hosting a Parent Engagement Night on September 24th. Our first presenter is Kayli Julius, Kayli is the Well-being Director at the Curry Health Center at the University of Montana. The Workshop Title is "Healthy Habits for Growing Families: Nutrition and Sleep for Elementary-Aged Children". This engaging workshop is designed to help parents understand the critical role nutrition and sleep play in the development of elementary-aged children. The workshop is designed to provide parents with practical, easy-to-apply strategies for fostering healthy eating and sleep habits in their children, setting them up for success both academically and in their overall well-being.

Well-being

In August and September we hosted two assemblies, one for each division (Upper 5-8 & Lower K-4) of the school. Everyone seems to enjoy the student-led assemblies and it is great to see the students taking agency in their learning as they become confident speakers and presenters. On September

27, we will come together as a whole school to celebrate a full week of learning focused on Indian Education. The culminating event will highlight singers, dancers, and drummers.

As we mentioned in our previous report, we want to create a space to apprise you of possible behavioral student challenges. At this time, we are in the process of monitoring the well-being of several students at multiple grades, but we are not at the point where you need to be made aware of any specific situations.

New Hires and Job Openings
We are in great need of substitute teachers. Please help spread the word to people who would be a good fit with our students and staff.
We are in the process of screening applicants for a recently vacated para position. Shoutout to Charity for getting the word out quickly as we have several applicants in the hiring pool.

Extra Curricular Activities
*Our parent/player meeting was attended by over 60 families. We have over 90 students participating in Cross Country (20), Soccer (41), and Volleyball (32) this fall!

*We had our Robotics lunch meeting and had many students interested in what Coach Steve Decker had to say and present. Practices will begin September 30.

*If you have a chance, come watch our athletes and support our teams.
Updated schedules are posted here: Cross Country; Soccer; Volleyball

Upcoming Events
September 19 Target Range PTO Hoedown Celebration
September 26 - PTO sponsored movie night at Ogren Field/Paddlehead Stadium; doors at 5pm; start time 5:30pm
September 27 - Indian Education For All Celebration

October 4-27 - Fall MAST Window
October 23,24,30 - Parent Teacher Conferences
October 31 - Trunk or Treat; 5-6pm

Reports: C. Superintendent Report (Crews)

September 19th: Tentative PTO HoeDown
September 23-25: 6th Grade to Camp Paxson
September 24th: Family Engagement Night
October 17-18: MCEL (Missoula)
October 31st: Trunk or Treat (5:00 PM)
November 22nd: Thanksgiving at TR

Click to see the full 2024-2025 School Calendar

2024-25 August Enrollment Chart.pdf (476 KB)

8. ADJOURNMENT – Without further adjournment the meeting was adjourned at 7:31p.m.

For more information please contact Crystal Andrews at crystal.andrews@mt.gov.

ITEM 24

ACTION ON CORRECTIVE PLANS FOR DEFICIENT AND ADVICE STATUS ACCREDITED SCHOOLS

Crystal Andrews

Montana Board of Public Education
Executive Summary

Date: November 20-22, 2024

Presentation	Recommend Approval of 2023-2024 Corrective Plans
Presenter	Ellery Bresler Crystal Andrews
Position Title	Accreditation Specialist Director of Accreditation Office of Public Instruction
Overview	This presentation provides to the Board of Public Education (BPE) for consideration of the corrective plans for the 2023-2024 Accreditation Report. The state superintendent recommends approval of the corrective plans as presented. The report is attached.
Requested Decision(s)	Action
Related Issue(s)	None
Recommendation(s)	Approval of the corrective plans for the 2023-2024 Annual Montana Accreditation Report.

School Name	Corrective Plan Areas	Student Performance Rubric Areas	What action steps is the school taking to address improvement in the selected rubric(s)?
Arrow Creek Elem School (0021-0027)	Student Performance	Student Performance Rubric A - Math (Elementary and Middle Grades), Student Performance Rubric B - ELA (Elementary and Middle Grades)	For ELA students will be assessed monthly using SRI. The SRI data will be analyzed and the classroom teacher formulates instruction to bridge gaps in instruction. Intervention will be provided for Tier 2 and Tier 3 students. For Math we will assess monthly using ISIP and providing targeted intervention for Tier 2 and Tier 3 students.
Auchard Creek School (0498-0671)	Student Performance	Student Performance Rubric A - Math (Elementary and Middle Grades), Student Performance Rubric B - ELA (Elementary and Middle Grades)	We will provide continued valid assessments and all information will be uploaded properly. Students will be assessed with MAPS, MAST, Dibels, and new evidence-based curriculum assessments thoughout the year. Students who are not showing adequate progress will have individual and small group additional instruction. Supervising teacher and County Superintendent are working together in this process.
Barbara Gilligan 7-8 (0782-1759)	Student Performance	Student Performance Rubric A - Math (Elementary and Middle Grades), Student Performance Rubric B - ELA (Elementary and Middle Grades)	To address student performance in Reading and Math, the School Leadership Team (SLT) has recommended use the following: Continue screening all students for Reading and Math deficiencies at the beginning, middle, and end of the school year (MAPs); Continued use of Dibels to triangulate student Reading performance results in conjunction with MAPS data in grades K-3; Continue providing intensive, foundational skill-based instruction in a small group setting; Progress monitor students' Reading and Math ability continuously using IXL; Fluid movement of students between MTSS tiers according to academic screenings at the beginning, middle, and end of the school year; hire an additional teacher for the SPED department; Continue MTSS block of instructional time for supplemental (tier II) support in Reading and Math; Use of Reading and Math interventionist to provide supplemental reading and/or math instruction in addition to that in the regular classroom; Continued staff training in trauma informed and crisis prevention practices; Continued use of after school tutoring and summer school.
Barbara Gilligan School (0782-1025)	Student Performance	Student Performance Rubric A - Math (Elementary and Middle Grades), Student Performance Rubric B - ELA (Elementary and Middle Grades)	To address student performance in Reading and Math, the School Leadership Team (SLT) has recommended use the following: Continue screening all students for Reading and Math deficiencies at the beginning, middle, and end of the school year (MAPs); Continued use of Dibels to triangulate student Reading performance results in conjunction with MAPS data in grades K-3; Continue providing intensive, foundational skill-based instruction in a small group setting; Progress monitor students' Reading and Math ability continuously using IXL; Fluid movement of students between MTSS tiers according to academic screenings at the beginning, middle, and end of the school year; hire an additional teacher for the SPED department; Continue MTSS block of instructional time for supplemental (tier II) support in Reading and Math; Use of Reading and Math interventionist to provide supplemental reading and/or math instruction in addition to that in the regular classroom; Continued staff training in trauma informed and crisis prevention practices; Continued use of after school tutoring and summer school.
Basin School (0455-0609)	Student Performance	Student Performance Rubric A - Math (Elementary and Middle Grades), Student Performance Rubric B - ELA (Elementary and Middle Grades)	Basin School has increased staff by increasing the hours of the part time paraprofessional. The district has also used diagnostic testing from I-ready to inform targeted interventions for students. Basin School has also changed the schedule so that 4-6th grade students have additional time scheduled for interventions to help close the learning gaps in the higher grade levels.
Belt 7-8 (0112-1678)	Student Performance	Student Performance Rubric A - Math (Elementary and Middle Grades), Student Performance Rubric B - ELA (Elementary and Middle Grades)	Last year data we did not include growth data with during the accreditation process. This year we will include the necessary data.
Belt High School (0113-0169)	Student Performance	Student Performance Rubric C - College & Career Readiness (High School)	Last year data we did not include growth data with during the accreditation process. This year we will include the necessary data.
Big Sandy High School (0138-0195)	Student Performance	Student Performance Rubric C - College & Career Readiness (High School)	Update our CTE concentrators and pathways, submit evidence of our current work based learning courses, along with dual credit options and AP courses, and also ASVAB scores
Big Stone School (0104-1654)	Student Performance	Student Performance Rubric A - Math (Elementary and Middle Grades), Student Performance Rubric B - ELA (Elementary and Middle Grades)	Centerville schools is taking an active approach in addressing deficiencies in both reading and math in the Elementary and Middle School. We did not renew teachers who were not meeting our expectations and replaced with quality educators. We are applying Professional Development in many areas. First, we are making sure our new teachers have sufficient training in using our reading program Amplify. Secondly, we have provided a 2-year LETRS training for ELP-4th grade at all schools, which also provides college credits for lane change support as further encouragement to complete the program. For our 5-8th grades we have focused on the 1-yr Aspire program in order to continue to address needs for our older elementary and middle school students. We also feel that with new MAST test systems we can benefit from this by getting feedback from where our students stand immediately rather than the following year. This will provide information on which student's are struggling with a concept, and can help us forge a path forward. We are also setting MAST tests as a grade, as this will give students a stake in the game, something our previous system did not. We can use the information to immediately address concerns. Is the teacher struggling in teaching a concept? Scores can give us insight to it, then we can create a plan to help that teacher. Are only a few students having difficulty? Then work with the teacher to strategize a plan to bring that student to where they need to be. The immediate feedback, will be helpful in shaping instruction for our students, and provides the administration an opportunity to address concerns now, not the next year.

School Name	Corrective Plan Areas	Student Performance Rubric Areas	What action steps is the school taking to address improvement in the selected rubric(s)?
			We have also implemented a new curriculum for ELA for our Colony schools. We have switched to Amplify for reading and this should help close the gap with our students in our colonies. We also provided an 8 hr professional development for our Colony teachers in the use of Amplify.
Billings Central Catholic HS (9050-9028)	Student Performance	Student Performance Rubric C - College & Career Readiness (High School)	It is evident and well known that Billings Central Catholic High School is often referred to as a "college prep school". It is more likely that proper evidence was not provided previously. Evidence will be emailed to OPIaccred@mt.gov. This evidence will include a quarterly newsletter from the guidance counselors and a graduate portfolio from the class of 2024.
Box Elder High School (0426-0571)	Student Performance	Student Performance Rubric C - College & Career Readiness (High School)	We are hiring a reading interventionist. Purchased iReady diagnostics and instruction for reading and math to determine student deficiencies and provide interventions for K-8. Purchased 95 Percent Science of Reading intervention program for grades K-6. We are using Star Reading and Star Math for benchmark assessments. We are doing curriculum mapping in all grades. We will be implementing Visual Learning Instructional Framework by next year for grades K-8. Lesson plans are required to have the following components: standard, objective, bell ringer, activity, homework, and exit ticket for bell to bell teaching.
Box Elder 7-8 (0425-1710)	Student Performance	Student Performance Rubric A - Math (Elementary and Middle Grades), Student Performance Rubric B - ELA (Elementary and Middle Grades)	We are hiring a reading interventionist. Purchased iReady diagnostics and instruction for reading and math to determine student deficiencies and provide interventions for K-8. Purchased 95 Percent Science of Reading intervention program for grades K-6. We are using Star Reading and Star Math for benchmark assessments. We are doing curriculum mapping in all grades. We will be implementing Visual Learning Instructional Framework by next year for grades K-8. Lesson plans are required to have the following components: standard, objective, bell ringer, activity, homework, and exit ticket for bell to bell teaching.
Box Elder School (0425-0570)	Student Performance	Student Performance Rubric A - Math (Elementary and Middle Grades), Student Performance Rubric B - ELA (Elementary and Middle Grades)	We are hiring a reading interventionist. Purchased iReady diagnostics and instruction for reading and math to determine student deficiencies and provide interventions for K-8. Purchased 95 Percent Science of Reading intervention program for grades K-6. We are using Star Reading and Star Math for benchmark assessments. We are doing curriculum mapping in all grades. We will be implementing Visual Learning Instructional Framework by next year for grades K-8. Lesson plans are required to have the following components: standard, objective, bell ringer, activity, homework, and exit ticket for bell to bell teaching.
Brockton High School (0783-1026)	Student Performance	Student Performance Rubric C - College & Career Readiness (High School)	We will continue to implement a dedicated intervention period, provide researched based instructional materials, provide student access to modern technology, maintain low student to teacher ratios, provide an after school tutoring program, a credit recovery program, a summer school program, promote our dual enrollment offerings, and maintain our certificate programs to better ensure all high school students have multiple opportunities to learn and grow. We will continue to recognize and reward both student and teacher attendance, continually train and develop the skills of our staff, and provide more leadership opportunities in order to improve staff confidence and collegiality, which we believe will ultimately enhance school climate and culture.
Browning High School (0401-0543)	Student Performance	Student Performance Rubric C - College & Career Readiness (High School)	At BHS we have 3 dual credit classes through BCC this semester. We will continue to work with BCC to offer 3-4 dual credit classes each semester. Our own BHS certified teachers work with BCC and are the ones who teach the class to our students. We have Responsive Fridays one time a month where Talent Search employee and guidance counselors work together to offer time for searching colleges and careers and applying to schools. Talent Search is working with our students and setting up college tours through the whole year. They have attended Job Fair in Conrad already and visited MSU-Northern. Talent search is working on recruiting more students for the college visits for the remainder of the year. ASVAB assessment is completed in the school. The students who take the ASVAB then work with our teacher and assessment coordinator to explore what the ASVAB results say. BHS has a class called Job Skills that is available for students. This Job Skill class is built into student's IEP's to help them get on the job skills. This students also are able to be hired by the district for helping after sports and activities. High School Junior and Seniors have Student employment program All BHS students have to complete a portfolio and present their portfolio to a panel that grades them on the oral presentation and their completed portfolio. The portfolio includes: academic reports for all 4 years, Financial Literacy Completion Certificate, Career/College Prep (resume, job applications, career profile, life goal essay/college essay and College/Financial Aide). The student also receive credit for their senior portfolio and their presentation. Our school also works with librarian and offers MTDA courses to students. The librarian offered 17 MTDA courses to students. There were 3 AP options: AP Language and Composition, AP Environmental Science and AP Human Geography. We also offer College Writing through MTDA. This is because we were not able to offer it through BCC dual credits due to a teacher schedule conflict.
Browning Middle School (0400-1613)	Student Performance	Student Performance Rubric A - Math (Elementary and Middle Grades), Student Performance Rubric B - ELA (Elementary and Middle Grades)	Math Improvement Plan 1. Identify a Valid and Reliable Tool Step 1.1: AimsWeb will be used for both benchmark and progress monitoring math assessments for all students. Benchmark 3 times a year for all students and progress monitoring monthly (2 times) for Tier 3 students. It is a valid and reliable tool that provides insights into student growth and intervention needs. AimsWeb has been shown to be both valid and reliable through extensive research, as it uses curriculum-based measurement (CBM) to track student progress in key academic areas. Studies indicate that AimsWeb's benchmarks and progress monitoring tools demonstrate strong predictive validity for future academic performance and show consistent results across various populations. Its reliability is supported by repeated measures over time, providing consistent data that helps guide interventions. Step 1.2: Aleks (Computer-Adaptive Math Program) will be employed to regularly check and track data from adaptive learning modules during intervention, offering a reliable measure of math proficiency. Step 1.3: DreamBox (Computer-Adaptive Math Program) will be integrated for lessons that adapt to students' learning needs. Teachers will assign lessons based on the math content being taught to support progress toward learning goals. Step 1.4: Reveal Module Assessments (Core Math) will be given at least 2 times a quarter and used to determine how students are learning the math content being taught every day. 2. Evidence that the Tool is Well Developed

School Name	Corrective Plan Areas	Student Performance Rubric Areas	What action steps is the school taking to address improvement in the selected rubric(s)?
			Step 2.1: Professional Learning Communities (PLCs) will meet quarterly for all students to analyze data and determine placement in math classes. Math teachers will also meet monthly to analyze data from students identified for Tier 3 support in math using the multiple data points listed in section 1, focusing on the PDSA (Plan, Do, Study, Act) data protocol. The PLCs will work to answer: What do we want all students to learn? How will we know they have learned it? What will we do if they don't learn it? What will we do if they have learned it and are ready to progress? Step 2.2: Documentation and Reporting: AimsWeb data will be shared with parents regularly to ensure they are informed of their child's progress. Math content assessments and module updates will be communicated quarterly, including student goal-setting reports and reflection. Goal Setting and Reflection: Students will engage in goal setting based on multiple data points, including AimsWeb, Alex, and DreamBox data. This will happen weekly for Tier 3 math students. Step 2.3: Types of Reports: AimsWeb progress monitoring reports will be sent to families. Student reflection and progress on math module assessments will be shared with families as updates. Student goal-setting documentation, with reflection on progress and next steps, will be shared with families during conferences and students sharing with their families. 3. Evidence of Group Performance Step 3.1: Group performance will be evaluated using a body of evidence that includes: Math Core Content Assessments and module-level data. DreamBox and Aleks Data showing adaptive lesson performance. AimsWeb Progress Monitoring reports. Step 3.2: Monthly evaluations of group performance will guide the determination of the next steps. Adjustments will be made based on data from AimsWeb, Aleks, and DreamBox, and decisions will be driven by the PDSA data protocol. Step 3.3: Administrative Monitoring: Administrators will conduct weekly monitoring of math instruction to ensure the consistency of data use and interventions. They will observe classroom practices and participate in PLCs to review PDSA data protocols and student progress. Timeline for Implementation: Weekly: Admin monitoring in math classrooms. Monthly: PLCs meet to review data and use the PDSA protocol for group performance analysis. AimsWeb progress monitoring and Tier 3 student goal setting occur. Quarterly: Review of progress for all students, including family reports and student reflection on goals. ELA Improvement Plan 1. Identify a Valid and Reliable Tool Step 1.1: AimsWeb will be used for both benchmark and progress monitoring ELA for all students. Benchmark assessments will be conducted three times a year for all students, with monthly progress monitoring for students identified for Tier 3 students. AimsWeb is a valid and reliable tool that tracks student progress in key literacy areas. It uses curriculum-based measurement (CBM) and has shown strong predictive validity for future performance, with reliability supported by consistent results across various populations. Step 1.2: MyAccess will be used for writing assessments, administered three times a year to evaluate student writing proficiency and progress. Step 1.3: StudySync (Core ELA Program) module assessments will be used regularly to evaluate student understanding of core literacy content. Step 1.4: Read 180 (Intervention Program) will provide ongoing data through small group instruction and its online component, which will track student progress in literacy for students requiring Tier 3 support. 2. Evidence that the Tool is Well Developed Step 2.1: Professional Learning Communities (PLCs) will meet quarterly to analyze AimsWeb data and StudySync module assessments. Additionally, Read 180 data will be analyzed quarterly to determine movement in and out of intervention for Tier 3 students. Step 2.2: Focus Folders will be used to track student progress. Students will be placed into focus folders based on AimsWeb flowcharts to determine their need for Tier 2 scaffolds during core instruction and Tier 3 interventions (such as Read 180). Focus folders will be completed at the beginning and middle of the year and analyzed for growth and achievement at the end of the year. Step 2.3: Documentation and Reporting: Families will be regularly informed about upcoming testing, state assessment data, and other performance metrics during conferences and open house events. Goal setting and reflection data, derived from AimsWeb and Read 180 assessments, will be shared with families, allowing for transparency in student progress. Quarterly reports from StudySync and MyAccess will also be communicated to families, along with student reflections and goal-setting updates. 3. Evidence of Group Performance

School Name	Corrective Plan Areas	Student Performance Rubric Areas	What action steps is the school taking to address improvement in the selected rubric(s)?
			Step 3.1: Group performance in ELA will be evaluated using a body of evidence, which includes: StudySync Core Content Assessments MyAccess Writing Assessment results Read 180 Data showing adaptive lesson performance for students identified for Tier 3 supports AimsWeb Progress Monitoring Reports Step 3.2: Monthly evaluations of group performance will guide decisions regarding instructional interventions and next steps. Adjustments will be made based on AimsWeb, StudySync, MyAccess, and Read 180 data, with decisions driven by the PDSA data protocol. Step 3.3: Administrative Monitoring: Administrators will conduct weekly monitoring of ELA instruction to ensure data is being used consistently to inform instructional strategies. They will observe classroom practices and participate in PLCs to review PDSA data protocols and student progress.
Carter County High School (0097-0133)	Student Performance	Student Performance Rubric C - College & Career Readiness (High School)	We will be working through class options with entire staff to build a toward what students need to have to be Collège and Career ready. The plan will include creating career pathways starting in 6/7th grade and moving through graduation
Cascade Colony School (1225-1657)	Student Performance	Student Performance Rubric A - Math (Elementary and Middle Grades), Student Performance Rubric B - ELA (Elementary and Middle Grades)	Student MAP scores are used to target assistance and Istation is used for ELA.
Centerville 6-8 (0104-1677)	Student Performance	Student Performance Rubric A - Math (Elementary and Middle Grades), Student Performance Rubric B - ELA (Elementary and Middle Grades)	Centerville schools is taking an active approach in addressing deficiencies in both reading and math in the Elementary and Middle School. We did not renew teachers who were not meeting our expectations and replaced with quality educators. We are applying Professional Development in many areas. First, we are making sure our new teachers have sufficient training in using our reading program Amplify. Secondly, we have provided a 2-year LETRS training for ELP-4th grade at all schools, which also provides college credits for lane change support as further encouragement to complete the program. For our 5-8th grades we have focused on the 1-yr Aspire program in order to continue to address needs for our older elementary and middle school students. We also feel that with new MAST test systems we can benefit from this by getting feedback from where our students stand immediately rather than the following year. This will provide information on which student's are struggling with a concept, and can help us forge a path forward. We are also setting MAST tests as a grade, as this will give students a stake in the game, something our previous system did not. We can use the information to immediately address concerns. Is the teacher struggling in teaching a concept? Scores can give us insight to it, then we can create a plan to help that teacher. Are only a few students having difficulty? Then work with the teacher to strategize a plan to bring that student to where they need to be. The immediate feedback, will be helpful in shaping instruction for our students, and provides the administration an opportunity to address concerns now, not the next year. We have also implemented a new curriculum for ELA at our Colony schools, where the struggles are the most severe, by switching to Amplify for them. We have also provided 8 hours of professional development in the use of this new curriculum. This should help make an impact in the performance of our colony students.
Centerville High School (0105-0161)	Student Performance	Student Performance Rubric A - Math (Elementary and Middle Grades), Student Performance Rubric B - ELA (Elementary and Middle Grades)	Centerville schools is taking an active approach in addressing deficiencies in both reading and math in the Elementary and Middle School. We did not renew teachers who were not meeting our expectations and replaced with quality educators. We are applying Professional Development in many areas. First, we are making sure our new teachers have sufficient training in using our reading program Amplify. Secondly, we have provided a 2-year LETRS training for ELP-4th grade at all schools, which also provides college credits for lane change support as further encouragement to complete the program. For our 5-8th grades we have focused on the 1-yr Aspire program in order to continue to address needs for our older elementary and middle school students. We also feel that with new MAST test systems we can benefit from this by getting feedback from where our students stand immediately rather than the following year. This will provide information on which student's are struggling with a concept, and can help us forge a path forward. We are also setting MAST tests as a grade, as this will give students a stake in the game, something our previous system did not. We can use the information to immediately address concerns. Is the teacher struggling in teaching a concept? Scores can give us insight to it, then we can create a plan to help that teacher. Are only a few students having difficulty? Then work with the teacher to strategize a plan to bring that student to where they need to be. The immediate feedback, will be helpful in shaping instruction for our students, and provides the administration an opportunity to address concerns now, not the next year.
Centerville School (0104-0160)	Student Performance	Student Performance Rubric A - Math (Elementary and Middle Grades), Student Performance Rubric B - ELA (Elementary and Middle Grades)	Centerville schools is taking an active approach in addressing deficiencies in both reading and math in the Elementary and Middle School. We did not renew teachers who were not meeting our expectations and replaced with quality educators. We are applying Professional Development in many areas. First, we are making sure our new teachers have sufficient training in using our reading program Amplify. Secondly, we have provided a 2-year LETRS training for ELP-4th grade at all schools, which also provides college credits for lane change support as further encouragement to complete the program. For our 5-8th grades we have focused on the 1-yr Aspire program in order to continue to address needs for our older elementary and middle school students. We also feel that with new MAST test systems we can benefit from this by getting feedback from where our students stand immediately rather than the following year. This will provide information on which student's are struggling with a concept, and can help us forge a path forward. We are also setting MAST tests as a grade, as this will give students a stake in the game, something our previous system did not. We can use the information to immediately address concerns. Is the teacher struggling in teaching a concept? Scores can give us insight to it, then we can create a plan to help that teacher. Are only a

School Name	Corrective Plan Areas	Student Performance Rubric Areas	What action steps is the school taking to address improvement in the selected rubric(s)?
			few students having difficulty? Then work with the teacher to strategize a plan to bring that student to where they need to be. The immediate feedback, will be helpful in shaping instruction for our students, and provides the administration an opportunity to address concerns now, not the next year.
Charlo 6-8 (1205-1602)	Student Performance	Student Performance Rubric A - Math (Elementary and Middle Grades), Student Performance Rubric B - ELA (Elementary and Middle Grades)	As the new superintendent, I am reviewing the Student Performance Rubric areas we scored low in, comparing it to our current practices, and then making necessary changes.
Charlo Elementary (1205-0635)	Student Performance	Student Performance Rubric A - Math (Elementary and Middle Grades), Student Performance Rubric B - ELA (Elementary and Middle Grades)	As the new superintendent, I am reviewing the Student Performance Rubric areas we scored low in, comparing it to our current practices, and then making necessary changes.
Chinook High School (0029-0047)	Student Performance	Student Performance Rubric C - College & Career Readiness (High School)	The Chinook High School was placed in Advice Status after the 2023-2024 School Accreditation Process for Student Performance Rubric C – College and Career Readiness. In reviewing the rubric, it is evident that the school is exceeding the requirements of this section, but did not submit the required documentation to demonstrate Regular according to the rubric. Chinook High School offers several college and career fair opportunities throughout the year including the Montana State University-Northern College Expo in the fall, the TekNoXpo and Showcase at MSU-Northern, work-study opportunities, guest speakers from local and regional businesses and industries, college entrance exams beyond the state offered ACT, and small group college tours. Students in grade eleven also take the ASVAB test and go through the interpretation of the results to gain an understanding of future possibilities. There are other individual opportunities for students but these are specialized, based on the student's interest and goals. Having this understanding of the depth of experiences Chinook High School offers students in the areas of College and Career Readiness it is clear we met this marker, but failed to submit documentation of these experiences. Action Plan: 1. The new administration will be responsible for collecting evidence for events and experiences related to College and Career Readiness. a. This step has already started with our first major event from the year, the College Fair at MSU-Northern in mid-September 2024. 2. The Guidance Counselor and Administration will continue to find and offer students experiences and opportunities related to College and Career Readiness. a. During student check-ins, the guidance counselor and administration will review student interests and determine areas that are underserved in the current model. b. Current events and opportunities will continue as planned while looking for additional opportunities based on the student check-in interest inventory. 3. The Tech Director will create a server based digital storage site for evidence related to accreditation. a. This step is already complete with a google drive folder established with teacher access to be able to upload evidence of experiences.
Choteau High School (0884-1148)	Student Performance	Student Performance Rubric C - College & Career Readiness (High School)	1. Administer College Readiness: Choteau Schools plan to administer College readiness assessments by having Practice tests for the ACT tests to our students. This in turn allows our student to be ready for college entrance exams. After the test we analyze scores and track progress on our students hopefully meeting college readiness and benchmarks. 2. Career Interest Surveys: Choteau Schools pass out career interest surveys to our students to access what interests, skills and aspirations related to their future careers. In turn surveys are used to guide our students and explore where she or he has performed the best and inform our students what they have the best chance to succeed. 3. Post Secondary Outcome Tracking: Choteau Schools will track outcome such as enrollment, workforce participation and career placement for high school graduates and achievement to evaluate the effectiveness of college and career readiness. 4. Summary: Choteau Schools has an ongoing formative assessment teacher observations and get feedback can provide valuable in sights in to the effectiveness of instruction and interventions. Regular basis we meet and review forming a committee of teachers, administration and stakeholder, and will facilitate continuous improvement ensuring alignment with the district stakeholder.
Clinton 7-8 (0595-1738)	Student Performance	Student Performance Rubric A - Math (Elementary and Middle Grades), Student Performance	Clinton School did not share enough data with OPI about our student performance areas in the form of data analysis and using data to drive instruction. We break data down in whole class and individual data collections to utilize data to improve teaching and learning.

School Name	Corrective Plan Areas	Student Performance Rubric Areas	What action steps is the school taking to address improvement in the selected rubric(s)?
		Rubric B - ELA (Elementary and Middle Grades)	Here are the steps that we utilize to improve student performance. Clinton School District uses data to drive our instruction in a number of ways. We use STAR Math and Reading as our benchmark assessment to monitor student growth. After each testing window we utilize our data team and PLCs to look at the data. Our teachers are then expected to use the data to drive their instruction going forward. We use class data collection tools to look at standards to see if they need to be revisited as a whole class. Then we break down individual student reports to look at missing skills to see if small group and/or individual instruction needs to be utilized to improve scores for struggling students. Below is the breakdown of both processes. Data Collection School Wide Each year our Principal puts together a Data Collection sheet for each grade level in Math, Reading, and sub-groups to monitor growth in the Fall, Winter, and Spring. I have attached our 23-24 data collection sheets. We look at individual classes to monitor overall class growth throughout the year. If we are concerned we meet with the teacher in the winter to discuss his/her goals to improve instructional practices based on the data. Teachers that need extra support are offered modeling, observing other classes, and professional development to support student growth. Teachers break down their reports based on standards to utilize next steps in teaching. Individual Student Growth Reports 1. Teachers print STAR growth reports for the entire class to bring to meetings and individual student reports of those with low growth. 2. Our data team meets after each STAR window to look at student growth or lack of. If we are concerned for a student, the Student Success Team (SST) meets with the teacher to discuss interventions that need to be put into place for six weeks, collecting data on student improvement. This is done for low and high students. At the six weeks mark we meet again to look at the data and decide if the student is progressing or if we need to take them to our MTSS team to further interventions and possible Title I or Special Education testing. 3. At our PLC meetings teachers bring in their individual STAR student growth reports to look at student data. This gives teachers opportunities to discuss individual students and plan to improve growth individually, in small groups, or entire class depending on the data. They look for trends based on standards to see if they need to revisit standards already taught. PLCs happen twice a month either whole group or in grade level bands. They look at data at almost every meeting and include professional development in between to support teachers in instructional strategies to improve their classrooms. After or data meetings, the principal takes the information and focuses his walkthroughs on teachers that need extra support due to low growth in overall classes. He also will focus in on individual students during walkthroughs to see how they are progressing. Or SST and MTSS teams are available to support teachers in between testing windows to help students improve their scores. Clinton School has two teams to support teachers and students, when a student needs extra support. 1. We have implemented a Student Success Team that meets prior to taking a student to MTSS. The teacher brings numerous data measure and meets with this team to get suggestions in the classroom for interventions and extra supports. The teacher will take those ideas back to the classroom and track data for six weeks on the student(s). After six weeks if they do not feel like the student is progressing enough they will go to Step 2 the MTSS team. 2. We have an MTSS team that meets twice a month to look at data and support teachers if they feel classroom interventions have not worked. The team will then decide if the student needs additional interventions or an evaluation for possible Title I or Special Education. I have attached our MTSS flowchart. Our action steps are to utilize the above systems to improve student and teacher performance using data to drive our instruction and monitor student growth or lack of growth.
Clinton School (0595-0799)	Student Performance	Student Performance Rubric A - Math (Elementary and Middle Grades), Student Performance Rubric B - ELA (Elementary and Middle Grades)	Clinton School did not share enough data with OPI about our student performance areas in the form of data analysis and using data to drive instruction. We break data down in whole class and individual data collections to utilize data to improve teaching and learning. Here are the steps that we utilize to improve student performance. Clinton School District uses data to drive our instruction in a number of ways. We use STAR Math and Reading as our benchmark assessment to monitor student growth. After each testing window we utilize our data team and PLCs to look at the data. Our teachers are then expected to use the data to drive their instruction going forward. We use class data collection tools to look at standards to see if they need to be revisited as a whole class. Then we break down individual student reports to look at missing skills to see if small group and/or individual instruction needs to be utilized to improve scores for struggling students. Below is the breakdown of both processes. Data Collection School Wide Each year our Principal puts together a Data Collection sheet for each grade level in Math, Reading, and sub-groups to monitor growth in the Fall, Winter, and Spring. I have attached our 23-24 data collection sheets. We look at individual classes to monitor overall class growth throughout the year. If we are concerned we meet with the teacher in the winter to discuss his/her goals to improve instructional practices based on the data. Teachers that need extra support are offered modeling, observing other classes, and professional development to support student growth. Teachers break down their reports based on standards to utilize next steps in teaching. Individual Student Growth Reports (ex. Grade 3 and 7)

School Name	Corrective Plan Areas	Student Performance Rubric Areas	What action steps is the school taking to address improvement in the selected rubric(s)?
			1. Teachers print STAR growth reports for the entire class to bring to meetings and individual student reports of those with low growth. 2. Our data team meets after each STAR window to look at student growth or lack of. If we are concerned for a student, the Student Success Team (SST) meets with the teacher to discuss interventions that need to be put into place for six weeks, collecting data on student improvement. This is done for low and high students. At the six weeks mark we meet again to look at the data and decide if the student is progressing or if we need to take them to our MTSS team to further interventions and possible Title I or Special Education testing. 3. At our PLC meetings teachers bring in their individual STAR student growth reports to look at student data. This gives teachers opportunities to discuss individual students and plan to improve growth individually, in small groups, or entire class depending on the data. They look for trends based on standards to see if they need to revisit standards already taught. PLCs happen twice a month either whole group or in grade level bands. They look at data at almost every meeting and include professional development in between to support teachers in instructional strategies to improve their classrooms. After or data meetings, the principal takes the information and focuses his walkthroughs on teachers that need extra support due to low growth in overall classes. He also will focus in on individual students during walkthroughs to see how they are progressing. Or SST and MTSS teams are available to support teachers in between testing windows to help students improve their scores. Clinton School has two teams to support teachers and students, when a student needs extra support. 1. We have implemented a Student Success Team that meets prior to taking a student to MTSS. The teacher brings numerous data measure and meets with this team to get suggestions in the classroom for interventions and extra supports. The teacher will take those ideas back to the classroom and track data for six weeks on the student(s). After six weeks if they do not feel like the student is progressing enough they will go to Step 2 the MTSS team. 2. We have an MTSS team that meets twice a month to look at data and support teachers if they feel classroom interventions have not worked. The team will then decide if the student needs additional interventions or an evaluation for possible Title I or Special Education. I have attached our MTSS flowchart. Our action steps are to utilize the above systems to improve student and teacher performance.
Columbia Falls High Schl (0313-0425)	Student Performance	Student Performance Rubric C - College & Career Readiness (High School)	Collecting evidence pieces to document implementation of College and Career Readiness. Previously submitted documentation was summative in nature without direct evidence. We will be correcting that with our February submission.
Drummond School (0419-0563)	Student Performance	Student Performance Rubric A - Math (Elementary and Middle Grades), Student Performance Rubric B - ELA (Elementary and Middle Grades)	Omission of student data is the cause of the revision, we will be sure to include student test data for all grade levels in the spring.
Fishtail School (0853-1116)	Student Performance	Student Performance Rubric A - Math (Elementary and Middle Grades), Student Performance Rubric B - ELA (Elementary and Middle Grades)	Fishtail Elementary School has started the MAP testing program this year. We will be able to submit data from this testing to show student progress in both math and ELA.
Florence-Carlton HS (0743-0977)	Student Performance	Student Performance Rubric C - College & Career Readiness (High School)	Our students are college and career ready, so it is my fault, I did not use enough documentation to show that. My correction will be loading you with the documentation with our students being college and career ready. I will be giving you documentation with our ACT results, our ASVAB results, our 50+ students that took AP or Dual Credit courses, documentation with the 60+ that have a CTE concentrator, and finally the 40+ students that are taking a work-based learning class.
Frank Brattin Middle Schl (0796-1609)	Student Performance	Student Performance Rubric A - Math (Elementary and Middle Grades), Student Performance Rubric B - ELA (Elementary and Middle Grades)	We will be gathering data through Fall 2024 state assessments. We will look at gaps in math and ELA and set goals for improvement. Data will be reviewed with staff members during PLC Meetings and Staff Meetings. Progress monitoring and interventions will be used collecting all the data necessary to meet all the district's strategic plan goals.
Frazer High School (0928-1208)	Student Performance	Student Performance Rubric C - College & Career Readiness (High School)	We have restructured our schedule to include enrichment opportunities for all students including opportunities for the trades in conjunction with DLI. We offer Dual-Credit classes with FPCC and MSU, we partner with the Chantu' Project to provide additional college and career opportunities for students in a partnership with the Fort Peck Consolidated Tribes and FPCC, we give the ASVAB, we partner with recruiters to visit the school, and we ensure that all students in grades 7-12 participate in college visit field trips to expand their understanding of available opportunities.
Froid High School (0787-1030)	Student Performance	Student Performance Rubric C - College & Career Readiness (High School)	Froid School district will use data collection to demonstrate their high school students are prepared for college, military, or the work force. 1. Data collection on graduating students attending post secondary education. 2. Data collected on dual credit classes taken during high school per year. 3. Data collected on ACT and ASVAP assessments and compared to national and state averages.
Garfield Co Dist HS (0378-0534)	Student Performance	Student Performance Rubric C - College & Career Readiness (High School)	The school counselor hosts a parent night in the fall with Reach Hire Montana where Beth Petro comes and visits with grade 9-12 students and their parents. Juniors and seniors attend a college fair in the fall; Juniors and seniors participate in a job shadow opportunity in Billings. Seniors take a career class their second semester where they focus on writing resumes, applying for scholarships, and applying for jobs. Seniors take a personal finance business class which helps prepare them for life after high school.

School Name	Corrective Plan Areas	Student Performance Rubric Areas	What action steps is the school taking to address improvement in the selected rubric(s)?
Garrison School (0718-0945)	Student Performance	Student Performance Rubric A - Math (Elementary and Middle Grades), Student Performance Rubric B - ELA (Elementary and Middle Grades)	Garrison Elementary will continue to use MAPS assessments during the 2024-2025 academic year. Teachers will evaluate test results throughout the year and adjust curriculum accordingly. If necessary, remedial lessons will be provided to enhance and reinforce student learning.
Geyser School (0473-0626)	Student Performance	Student Performance Rubric A - Math (Elementary and Middle Grades), Student Performance Rubric B - ELA (Elementary and Middle Grades)	Corrective Action Plan for Geyser School Issue at hand: Geyser School made the mistake of assuming the State would use their own mandated testing data as proof of progress in math and ELA. This incorrect assumption led to the elementary receiving an “Advice” rating on the Evaluating Student Performance Rubric A. Reality: Geyser School has, does, and will continue to use many assessment tools to both track progress and inform teaching and learning. We just didn’t realize we had to gather all that and include it in our accreditation. Corrective Action Plan: Geyser School will collect and upload assessment data from MAPs and STAR testing to the state for accreditation purposes in February. While we already use this information to track progress and inform teaching practices within our school walls; however, we will amend our practices to include the state. We plan to use data from the 2023-2024 and 2024-2025 school years. >Foreseeable issue: Geyser School has recently had a major (for our numbers) influx of new students who came to us from homeschool. We will do our best to measure progress with the data we can collect this school year.
Glasgow High School (0926-1204)	Student Performance	Student Performance Rubric C - College & Career Readiness (High School)	Glasgow High School will be reporting on student work experiences, job shadowing, and dual credit opportunities. The dual credit opportunities will include but not limited to: the total number of students per grade currently taking dual-credit classes, the % of class currently taking dual credit classes, the class/college associated with each dual-credit opportunity.
Grass Land Colony School (0104-1860)	Student Performance	Student Performance Rubric A - Math (Elementary and Middle Grades), Student Performance Rubric B - ELA (Elementary and Middle Grades)	Centerville schools is taking an active approach in addressing deficiencies in both reading and math in the Elementary and Middle School. We did not renew teachers who were not meeting our expectations and replaced with quality educators. We are applying Professional Development in many areas. First, we are making sure our new teachers have sufficient training in using our reading program Amplify. Secondly, we have provided a 2-year LETRS training for ELP-4th grade at all schools, which also provides college credits for lane change support as further encouragement to complete the program. For our 5-8th grades we have focused on the 1-yr Aspire program in order to continue to address needs for our older elementary and middle school students. We also feel that with new MAST test systems we can benefit from this by getting feedback from where our students stand immediately rather than the following year. This will provide information on which student’s are struggling with a concept, and can help us forge a path forward. We are also setting MAST tests as a grade, as this will give students a stake in the game, something our previous system did not. We can use the information to immediately address concerns. Is the teacher struggling in teaching a concept? Scores can give us insight to it, then we can create a plan to help that teacher. Are only a few students having difficulty? Then work with the teacher to strategize a plan to bring that student to where they need to be. The immediate feedback, will be helpful in shaping instruction for our students, and provides the administration an opportunity to address concerns now, not the next year. We have also implemented a new curriculum for ELA for our Colony schools. We have switched to Amplify for reading and this should help close the gap with our students in our colonies. We also provided an 8 hour professional development for our Colony teachers in the use of Amplify.
Grass Range High School (0269-0368)	Student Performance	Student Performance Rubric C - College & Career Readiness (High School)	In a small school environment, with low enrollment and limited staffing, all students follow a similar schedule of the core classes, fine arts and CTE courses. Pathways are established for Agriculture and Business. We're not able to offer our in house courses as dual enrollment due to the qualifications of our teachers. Instead we offer opportunities to earn college credit through online courses with MSU Billings, MSU, and UM. Students meet with counselors each spring to plan their schedule for the following year. These discussions include opportunities to help meet their postsecondary interests and goals. The following opportunities help with college and career readiness. - All students have the opportunity to take the ASVAB test. - We attend the college/career fair every year. - Above state requirements, all student are required to complete: - 4 years of English - 4 years of Social Science - 4 years of Science - 3 years of Math plus one of the following: (Business Math, Personal Finance, Advanced Math) - Students have access to online college courses all four years of high school. - Students have access to MTDA courses all four years of high school. - Students have access to Work Based Learning during their junior and senior year of high school.

School Name	Corrective Plan Areas	Student Performance Rubric Areas	What action steps is the school taking to address improvement in the selected rubric(s)?
Greycliff School (0872-1137)	Student Performance	Student Performance Rubric A - Math (Elementary and Middle Grades), Student Performance Rubric B - ELA (Elementary and Middle Grades)	Greycliff School will resubmit the evidence in February. We have joined MREA, and we will be working with their consultant, Nichole Pieper, to address the student performance area.
Hamilton High School (0735-1084)	Student Performance	Student Performance Rubric C - College & Career Readiness (High School)	We will submit our CTE pathways as well as our dual enrollment data.
Hamilton Middle School (0735-1427)	Student Performance	Student Performance Rubric A - Math (Elementary and Middle Grades), Student Performance Rubric B - ELA (Elementary and Middle Grades)	We have clarified the data to replace SBAC, as our school has participated in the MAST pilot for the previous 2 years and will submit MAP reports with accreditation requirements.
Harlem 7-8 (0030-1643)	Student Performance	Student Performance Rubric A - Math (Elementary and Middle Grades), Student Performance Rubric B - ELA (Elementary and Middle Grades)	Addressing Challenges in Math and Reading at Harlem Junior High School Understanding the Root Causes Harlem Junior High School has accurately identified several key factors contributing to challenges in math and reading: 1. Student Attendance and Tardiness: These issues directly impact instructional time and can hinder student progress. 2. Outdated Textbooks: Outdated materials can limit student engagement and hinder the development of critical thinking skills. 3. Lack of High-Quality Professional Development: Effective teacher training is essential for implementing innovative instructional strategies and addressing student needs. 4. Cultural Awareness: Incorporating cultural relevance into instruction can enhance student motivation and engagement. Strategies for Improvement To address these challenges, Harlem Junior High School can implement the following strategies: Improving Student Attendance and Tardiness • Positive Reinforcement: Implement a positive reinforcement system to reward students for regular attendance and punctuality. • Parent and Community Engagement: Partner with parents and the community to develop strategies to improve attendance, such as attendance incentives and outreach programs. • Data-Driven Interventions: Use attendance data to identify students at risk and provide targeted interventions, such as counseling or mentoring. Updating Textbooks and Curriculum • Digital Resources: Invest in digital resources and online platforms to provide students with up-to-date and engaging content. • Curriculum Alignment: Ensure that the curriculum is aligned with current standards and best practices. • Teacher Collaboration: Encourage collaboration among teachers to share best practices and develop innovative lesson plans. Enhancing Professional Development • Targeted PD: Provide targeted professional development opportunities that address specific needs, such as instructional strategies, data-driven decision-making, and technology integration. • Mentoring and Coaching: Implement a mentoring and coaching program to support new teachers and provide ongoing professional development. • Collaborative Learning Communities: Create collaborative learning communities where teachers can share ideas, problem-solve, and reflect on their practice. Promoting Cultural Awareness • Culturally Responsive Teaching: Train teachers on culturally responsive teaching strategies to create inclusive and engaging learning environments. • Culturally Relevant Texts: Incorporate culturally relevant texts and materials into instruction. • Student Voice and Choice: Provide opportunities for students to share their perspectives and interests. By addressing these areas, Harlem Junior High School can create a more supportive and effective learning environment that empowers students to succeed in math and reading. Analyzing Harlem Junior High School's Data-Driven Math Strategy Harlem Junior High School has implemented a robust data-driven approach to improve math instruction and student outcomes. By leveraging the power of Renaissance Learning and DreamBox Learning, the school is effectively monitoring student progress, identifying areas of need, and providing targeted interventions. Here are some key strengths of their strategy: • Data-Driven Decision Making: The school utilizes data to inform instructional decisions, identify students who need additional support, and celebrate student successes. • Personalized Learning: Both Renaissance Learning and DreamBox Learning offer personalized learning experiences, tailoring instruction to each student's needs. • Parental Involvement: By sharing data with parents and guardians, the school fosters a strong partnership between home and school. • Goal Setting and Progress Monitoring: Students are actively involved in setting and tracking their own goals, promoting ownership and motivation. To further enhance their strategy, consider the following:

School Name	Corrective Plan Areas	Student Performance Rubric Areas	What action steps is the school taking to address improvement in the selected rubric(s)?
			1. Professional Development: Provide ongoing professional development for teachers on data analysis, instructional strategies, and the effective use of technology tools. Train teachers on how to use the data to differentiate instruction and provide targeted interventions. 2. Data-Informed Interventions: Use data to identify specific skills and concepts that students are struggling with. Develop targeted interventions to address these needs, such as small-group instruction, tutoring, or online resources. 3. Student Agency: Empower students to take ownership of their learning by providing opportunities for self-assessment and goal setting. Encourage students to reflect on their progress and identify areas for improvement. 4. Equity and Inclusion: Analyze data to identify any disparities in student performance based on factors such as race, ethnicity, and socioeconomic status. Implement strategies to address these disparities and ensure equitable access to high-quality education for all students. By continuing to refine their data-driven approach and implementing these additional strategies, Harlem Junior High School can further improve student achievement in math and create a positive and engaging learning environment. Analyzing Harlem Junior High School's Reading Data Strategy Harlem Junior High School has implemented a comprehensive data-driven approach to improve reading instruction and student outcomes. By leveraging the power of Renaissance Learning and DreamBox Learning, the school is effectively monitoring student progress, identifying areas of need, and providing targeted interventions. Here are some key strengths of their strategy: • Data-Driven Decision Making: The school utilizes data to inform instructional decisions, identify students who need additional support, and celebrate student successes. • Personalized Learning: Both Renaissance Learning and DreamBox Learning offer personalized learning experiences, tailoring instruction to each student's needs. • Parental Involvement: By sharing data with parents and guardians, the school fosters a strong partnership between home and school. • Goal Setting and Progress Monitoring: Students are actively involved in setting and tracking their own goals, promoting ownership and motivation. To further enhance their strategy, consider the following: 1. Professional Development: Provide ongoing professional development for teachers on data analysis, instructional strategies, and the effective use of technology tools. Train teachers on how to use the data to differentiate instruction and provide targeted interventions. 2. Data-Informed Interventions: Use data to identify specific skills and concepts that students are struggling with. Develop targeted interventions to address these needs, such as small-group instruction, tutoring, or online resources. 3. Student Agency: Empower students to take ownership of their learning by providing opportunities for self-assessment and goal setting. Encourage students to reflect on their progress and identify areas for improvement. 4. Equity and Inclusion: Analyze data to identify any disparities in student performance based on factors such as race, ethnicity, and socioeconomic status. Implement strategies to address these disparities and ensure equitable access to high-quality education for all students. 5. Family Engagement: Provide regular opportunities for parents and guardians to learn about their child's progress and how they can support their learning at home. Offer workshops and other resources to help parents support their child's reading development. By continuing to refine their data-driven approach and implementing these additional strategies, Harlem Junior High School can further improve student achievement in reading and create a positive and engaging learning environment.
Harlem Elementary School (0030-0048)	Student Performance	Student Performance Rubric A - Math (Elementary and Middle Grades), Student Performance Rubric B - ELA (Elementary and Middle Grades)	Analyzing the Harlem Elementary School's Needs Based on the information provided, the Harlem Elementary School has identified several key areas that need improvement to enhance student performance in Math and Reading: 1. Attendance and Tardiness: • Impact: Frequent absences and tardiness can disrupt students' learning continuity and make it difficult for them to keep up with their peers. • Strategies: Implement attendance policies with clear consequences for excessive absences. Offer incentives for regular attendance. Partner with families to address underlying issues that may contribute to absenteeism. Explore options for after-school tutoring or support programs to help students catch up. 2. Outdated Textbooks and Lack of Professional Development: • Impact: Outdated textbooks may not align with current curriculum standards, and a lack of professional development can limit teachers' ability to effectively teach and support students. • Strategies:

School Name	Corrective Plan Areas	Student Performance Rubric Areas	What action steps is the school taking to address improvement in the selected rubric(s)?
			Allocate funds for updated textbooks and instructional materials. Provide ongoing professional development opportunities for teachers, focusing on effective teaching strategies for Math and Reading. Encourage teachers to participate in professional learning communities to share best practices and collaborate. 3. Cultural Awareness and Meaningful Outcomes: • Impact: Incorporating cultural awareness into the curriculum can help students feel more connected to their learning and improve their engagement. • Strategies: Integrate culturally relevant materials and examples into lessons. Encourage teachers to learn about the cultural backgrounds of their students. Create a culturally inclusive classroom environment where all students feel valued and respected. Foster a growth mindset that emphasizes effort and perseverance over innate ability. By addressing these issues, the Harlem Elementary School can create a more supportive and effective learning environment that promotes student success in Math and Reading. Potential Action Steps for the Harlem Elementary School Based on the identified needs, here are some potential action steps to improve student performance in Math and Reading: Addressing Attendance and Tardiness: • Implement a Positive Behavioral Interventions and Supports (PBIS) program: This framework can help to promote positive behavior and reduce problem behaviors like absenteeism. • Offer attendance incentives: Reward students for regular attendance with privileges or recognition. • Partner with families: Work with parents and guardians to address underlying issues that may contribute to absenteeism, such as transportation problems or health concerns. • Provide after-school tutoring or support: Offer additional support for students who are struggling to keep up due to absences. Addressing Outdated Textbooks and Lack of Professional Development: • Develop a curriculum review process: Regularly evaluate and update curriculum materials to ensure they align with current standards and best practices. • Provide ongoing professional development: Offer workshops, conferences, and online resources to help teachers improve their instructional skills. • Create professional learning communities: Encourage teachers to collaborate and share best practices. • Explore grant opportunities: Seek funding to support curriculum updates and professional development initiatives. Addressing Cultural Awareness and Meaningful Outcomes: • Integrate culturally relevant materials into the curriculum: Use examples and resources that reflect the diversity of the student population. • Encourage teachers to learn about their students' cultural backgrounds: Promote cultural understanding and respect in the classroom. • Create a culturally inclusive classroom environment: Foster a sense of belonging and acceptance for all students. • Implement a growth mindset approach: Emphasize the importance of effort and perseverance, rather than innate ability. By implementing these strategies, the Harlem Elementary School can create a more supportive and effective learning environment that promotes student success in Math and Reading. Transforming Outcomes into Continuous Improvement Goals Here are some specific, measurable, achievable, relevant, and time-bound (SMART) goals based on the identified outcomes for the Harlem Elementary School: Attendance and Tardiness: • Goal 1: Reduce the overall absentee rate by 10% within the next school year. • Goal 2: Increase the number of students with perfect attendance by 20% within the same period. Outdated Textbooks and Lack of Professional Development: • Goal 3: Ensure that all core textbooks are updated to the latest edition within two years. • Goal 4: Provide at least 20 hours of professional development opportunities for teachers in Math and Reading each year. Cultural Awareness and Meaningful Outcomes: • Goal 5: Implement at least one culturally relevant unit or project in each core subject area within the next academic year. • Goal 6: Increase the percentage of students who report feeling connected to their learning by 15% within two years. These goals can be further refined and monitored to track progress and ensure continuous improvement. Measuring Progress Towards the Goals Here are some strategies to measure progress towards the goals:

School Name	Corrective Plan Areas	Student Performance Rubric Areas	What action steps is the school taking to address improvement in the selected rubric(s)?
			Attendance and Tardiness: • Track attendance rates: Keep detailed records of student absences and tardiness. • Analyze patterns: Identify any trends or patterns in absenteeism and tardiness. • Use data to inform interventions: Implement targeted interventions to address specific issues contributing to absenteeism. Outdated Textbooks and Lack of Professional Development: • Conduct textbook audits: Regularly review textbooks to ensure they are up-to-date and aligned with curriculum standards. • Track professional development participation: Monitor teacher attendance at workshops and conferences. • Evaluate the impact of professional development: Collect feedback from teachers on the effectiveness of professional development activities. Cultural Awareness and Meaningful Outcomes: • Survey students and teachers: Gather feedback on the effectiveness of culturally relevant materials and activities. • Track student engagement: Monitor student participation in class discussions, projects, and assessments. • Analyze student achievement data: Examine test scores and other performance indicators to assess the impact of cultural awareness initiatives. By regularly monitoring progress and making adjustments as needed, the Harlem Elementary School can ensure that these goals are achieved and that students are receiving the best possible education.
Harrison High School (0543-0727)	Student Performance	Student Performance Rubric C - College & Career Readiness (High School)	NWEA/MAP will be taken three times a year. Interventions are in place to help prepare students for college readiness. Juniors will be offered ACT prep.
Hays-Lodge Pole 7-8 (1213-1659)	Student Performance	Student Performance Rubric A - Math (Elementary and Middle Grades), Student Performance Rubric B - ELA (Elementary and Middle Grades)	Will provide evidence of a valid and reliable tool. IReady was the measurement tool used in the 23-24 sy. for math and ELA.
Hays-Lodge Pole High Sch (1213-1551)	Student Performance	Student Performance Rubric C - College & Career Readiness (High School)	Hays Lodgepole High School will submit documentation for ACT composite and CTE concentrators.
Hill Top Colony School (0104-1854)	Student Performance	Student Performance Rubric A - Math (Elementary and Middle Grades), Student Performance Rubric B - ELA (Elementary and Middle Grades)	Centerville schools is taking an active approach in addressing deficiencies in both reading and math in the Elementary and Middle School. We did not renew teachers who were not meeting our expectations and replaced with quality educators. We are applying Professional Development in many areas. First, we are making sure our new teachers have sufficient training in using our reading program Amplify. Secondly, we have provided a 2-year LETRS training for ELP-4th grade at all schools, which also provides college credits for lane change support as further encouragement to complete the program. For our 5-8th grades we have focused on the 1-yr Aspire program in order to continue to address needs for our older elementary and middle school students. We also feel that with new MAST test systems we can benefit from this by getting feedback from where our students stand immediately rather than the following year. This will provide information on which student's are struggling with a concept, and can help us forge a path forward. We are also setting MAST tests as a grade, as this will give students a stake in the game, something our previous system did not. We can use the information to immediately address concerns. Is the teacher struggling in teaching a concept? Scores can give us insight to it, then we can create a plan to help that teacher. Are only a few students having difficulty? Then work with the teacher to strategize a plan to bring that student to where they need to be. The immediate feedback, will be helpful in shaping instruction for our students, and provides the administration an opportunity to address concerns now, not the next year. We have also implemented a new curriculum for ELA for our Colony schools. We have switched to Amplify for reading and this should help close the gap with our students in our colonies. We also provided an 8 hr professional development for our Colony teachers in the use of Amplify.
Hillcrest 7-8 (0946-1787)	Student Performance	Student Performance Rubric A - Math (Elementary and Middle Grades), Student Performance Rubric B - ELA (Elementary and Middle Grades)	We are gathering information as an administration team to get the information together for February.
Hillcrest School (0946-1228)	Student Performance	Student Performance Rubric A - Math (Elementary and Middle Grades), Student Performance Rubric B - ELA (Elementary and Middle Grades)	New curriculum in both areas, work in progress, colony issue
Hillcrest School (0946-1228)	Student Performance	Student Performance Rubric A - Math (Elementary and Middle Grades), Student Performance	We are gathering information as an administration team to get the information together for February.

School Name	Corrective Plan Areas	Student Performance Rubric Areas	What action steps is the school taking to address improvement in the selected rubric(s)?
		Rubric B - ELA (Elementary and Middle Grades)	
Hobson High School (0469-0623)	Student Performance	Student Performance Rubric C - College & Career Readiness (High School)	Evaluate ACT data, review and submit CTE concentrator data, ASVAB, AP course, and dual enrollment scores.
Hot Springs High School (0815-1058)	Student Performance	Student Performance Rubric C - College & Career Readiness (High School)	First, the school has implemented a work-based learning program for juniors and seniors for the 2024-2025 school year with docmentation of successful completion of the program. In addition, CTE "investors" (students with 3 credits or more per CTE area) will be identified and their respective proficiency identified. Also, although we have had a dual credit welding certification program through Flathead Valley Community College for the last six years, it was not reported in our accreditation report for 2023-2024; what will change in 2024-2025 is documentation on successful completion per the amount of students that pass the certification standards at the end of the program (certification exam) at the college. Finally, we have a dual credit program through Missoula College, MSU Great Falls, and Flathead Valley Community College with students taking courses currently in the 2024-2025 school year and we will be documenting student success rates at the end of the school year; these, again have been ongoing for years but were not reported or documented last school year.
Hysham 7-8 (0923-1782)	Student Performance	Student Performance Rubric A - Math (Elementary and Middle Grades), Student Performance Rubric B - ELA (Elementary and Middle Grades), Student Performance Rubric C - College & Career Readiness (High School)	Hysham Schools is working with OPI to provide the necessary documents and implement a plan to correct our deficiencies.
Hysham High School (0923-1194)	Student Performance	Student Performance Rubric A - Math (Elementary and Middle Grades), Student Performance Rubric B - ELA (Elementary and Middle Grades), Student Performance Rubric C - College & Career Readiness (High School)	Hysham Schools is working with OPI to provide the necessary documents and implement a plan to correct our deficiencies
Hysham School (0923-1193)	Student Performance	Student Performance Rubric A - Math (Elementary and Middle Grades), Student Performance Rubric B - ELA (Elementary and Middle Grades), Student Performance Rubric C - College & Career Readiness (High School)	Hysham Schools is working with OPI to provide the necessary documents and implement a plan to correct our deficiencies
Jefferson High School (0457-0611)	Student Performance	Student Performance Rubric C - College & Career Readiness (High School)	We have ACT composite overall scores, ASVAB overall scores, dual enrollment and AP course information, and work-based learning documentation to submit.
Lame Deer 7-8 (0792-1626)	Student Performance	Student Performance Rubric A - Math (Elementary and Middle Grades), Student Performance Rubric B - ELA (Elementary and Middle Grades)	The School has provided new Curriculum for k-12 which has been researched before purchase to determine which curriculum would best suit each students needs. The School offers Ed Reports that gives academic data to students/staff to ensure all parties have a knowledge base of where the student (s) stand academically (This a great tool and benchmarking system). The staff completed Pacing Guides which enable students/staff/Parents-Guardians (All stake holders) to have knowledge on what the teachers are instructing students to learn, The Pacing Calendar is a guarantee from the classroom teacher to the students that proper and thorough learning is occurring, The teachers have the gradual release of responsibility which is a classroom strategy to allow the students to work independently after they have been given instruction which is a College ready skill. All the resources are geared and tailored to the students academic needs for success.
Lame Deer 7-8 (0792-1626)	Student Performance	Student Performance Rubric A - Math (Elementary and Middle Grades), Student Performance Rubric B - ELA (Elementary and Middle Grades)	What action steps is the school taking to address improvement in the selected rubric(s)? The School has provided a new Curriculum for k-12 which has been researched before purchase to determine which curriculum would best suit each students needs. The School offers Ed Reports that gives academic data to students/staff to ensure all parties have a knowledge base of where the student (s) stand academically (This a great tool and benchmarking system). The 7th and 8th Grade Science Amplify and Math which is Carnegie Learning offers in Unit Assessments which is a data tool for Students/Teachers/Parents-Guardians. The staff completed Pacing Guides which enable students/staff/Parents-Guardians (All stake holders) to have knowledge on what the teachers are instructing students to learn, The Pacing Calendar is a guarantee from the classroom teacher to the students that proper and thorough learning is occurring, The teachers have the gradual release of responsibility which is a classroom strategy to allow the students to work independently after they have been given instruction which is a College ready skill. The Curriculum and Instructional Coach works closely with each Certified Teacher to ensure that the curriculum viably taught in the conducive manner it

School Name	Corrective Plan Areas	Student Performance Rubric Areas	What action steps is the school taking to address improvement in the selected rubric(s)?
			was intended. All the resources are geared and tailored to the students academic needs for success.
Lame Deer 7-8 (0792-1626)	Student Performance	Student Performance Rubric A - Math (Elementary and Middle Grades), Student Performance Rubric B - ELA (Elementary and Middle Grades)	At this point our school is using IReady testing to measure math knowledge each week. The math curriculum also is required to have end of the unit test along with quizzes periodically while teaching the units. I meet with the teachers to review where they are in the unit and have them share with me the outcomes. This is done on a bi-weekly basis. The ELA classes are using the Amplify curriculum. It does testing at certaing intervels to see where the students are at. I meet with the teacher bi-weekly to go over the curriculum and make the needed adjustments according to the results. Both teachers meet monthly with their counterparts at the high school to ensure that the students are meeting the standards to be successful at the next level.
Lame Deer High School (1230-1816)	Student Performance	Student Performance Rubric A - Math (Elementary and Middle Grades), Student Performance Rubric B - ELA (Elementary and Middle Grades), Student Performance Rubric C - College & Career Readiness (High School)	The School has provided new Curriculum for k-12 which has been researched before purchase to determine which curriculum would best suit each students needs. The School offers Ed Reports that gives academic data to students/staff to ensure all parties have a knowledge base of where the student (s) stand academically (This a great tool and benchmarking system). The staff completed Pacing Guides which enable students/staff/Parents-Guardians (All stake holders) to have knowledge on what the teachers are instructing students to learn, The Pacing Calendar is a guarantee from the classroom teacher to the students that proper and thorough learning is occurring, The teachers have the gradual release of responsibility which is a classroom strategy to allow the students to work independently after they have been given instruction which is a College ready skill. All the resources are geared and tailored to the students academic needs for success.
Lame Deer High School (1230-1816)	Student Performance	Student Performance Rubric A - Math (Elementary and Middle Grades), Student Performance Rubric B - ELA (Elementary and Middle Grades)	The School has provided a new Curriculum for k-12 which has been researched before purchase to determine which curriculum would best suit each students needs. The School offers Ed Ready Reports that gives academic data to students/staff to ensure all parties have a knowledge base of where the student (s) stand academically (This a great tool and benchmarking system). The 7th and 8th Grade Science Amplify and Math which is Carnegie Learning offers in Unit Assessments which is a data tool for Students/Teachers/Parents-Guardians. The staff completed Pacing Guides which enable students/staff/Parents-Guardians (All stake holders) to have knowledge on what the teachers are instructing students to learn, The Pacing Calendar is a guarantee from the classroom teacher to the students that proper and thorough learning is occurring, The teachers have the gradual release of responsibility which is a classroom strategy to allow the students to work independently after they have been given instruction which is a College ready skill. The Curriculum and Instructional Coach works closely with each Certified Teacher to ensure that the curriculum is viably taught in the conducive manner it was intended. All the resources are geared and tailored to the students academic needs for success.
Libby High School (0522-0705)	Student Performance	Student Performance Rubric C - College & Career Readiness (High School)	What action steps? Libby K-12 Schools has established school leadership teams as well as a district leadership team. The district team has established both academic and behavioral goals. 1. Student behavior, as measured by surveys and observation, is a factor in low academic growth. As a team we are working to improve student learning in mathematics. In our schools, student behavior needs to allow teachers to teach and students to learn. Increased effectiveness or our Tier I behavior systems is necessary for better learning. Administration in each building will be working with teachers to improve student behaviors. 2. Instruction is the other obstacle affecting student learning. The goal of 90% of student actively engaged in learning is not being met. As a team, we are working on increasing engagement through instructional strategies and planning. 3. We know that literacy is defined as reading, writing, listening and speaking. We want more literacy within our classrooms. We also need more reading of complex text. To date there is too little reading and other literacy components. Particular concern is explicit vocabulary instruction. The three steps listed above are the plans that we are working to complete.
Libby Middle School (0522-0704)	Student Performance	Student Performance Rubric A - Math (Elementary and Middle Grades)	Libby K-12 District uses a School Leadership Team as well as a District Team to address academic and behavior problems. Our solution to low performance in Libby Middle School math scores is being addressed by two plans. 1. According to surveys and observation, behaviors at Libby Middle School is a barrier. "At my school student behaviors allow teachers to teach and students to learn." We have met as a team and are taking steps to decrease disruptive behaviors at LMS. We believe that the behavior is stemming from inadequate Tier one behaviors. We are currently working to improve our Tier I behavior instruction. 2. The second part of our plan to improve math instruction. Libby Public Schools has a goal of 90% actively engaged in learning. Walkthrough data shows that we are not meeting this goal. Administration at LMS will focus on gathering information on engagement practices and we are focused on increasing student engagement in all classrooms through feedback and instructional coaching. Both of the two listed strategies are based in the partnership principle and strengthening teachers ability to deliver strong instruction.

School Name	Corrective Plan Areas	Student Performance Rubric Areas	What action steps is the school taking to address improvement in the selected rubric(s)?
Libby Elementary School (0522-1526)	Student Performance	Student Performance Rubric B - ELA (Elementary and Middle Grades)	Libby K-12 Schools has established school leadership teams as well as a district leadership team. The district team has established both academic and behavioral goals. 1. Student behavior, as measured by surveys and observation, is a factor in low academic growth. As a team we are working to improve student learning in mathematics. In our schools, student behavior needs to allow teachers to teach and students to learn. Increased effectiveness or our Tier I behavior systems is necessary for better learning. Administration in each building will be working with teachers to improve student behaviors. 2. Instruction is the other obstacle affecting student learning. The goal of 90% of student actively engaged in learning is not being met. As a team, we are working on increasing engagement through instructional strategies and planning. 3. We know that literacy is defined as reading, writing, listening and speaking. We want more literacy within our classrooms. We also need more reading of complex text. To date there is too little reading and other literacy components. Particular concern is explicit vocabulary instruction. The three steps listed above are the plans that we are working to completion.
Lodge Grass 7-8 (0025-1669)	Student Performance	Student Performance Rubric A - Math (Elementary and Middle Grades), Student Performance Rubric B - ELA (Elementary and Middle Grades)	A. In the middle grades focus in on Rigorous Curriculum Design Unit Development which aligns standards in math, reading, and writing across all grade levels. B. Reading and Math Intervention Curriculum Read180 and Math180 is implemented for students in Tier 2 and Tier 3 in the middle grades. C. PLC Data Team Meetings to track student growth and performance and provide tutoring and mentoring assistance during Tier 1 Instruction.
Lodge Grass School (0025-0039)	Student Performance	Student Performance Rubric A - Math (Elementary and Middle Grades), Student Performance Rubric B - ELA (Elementary and Middle Grades)	Just gathering the data needed for student perfromance improvement.
Meadowlark School (0028-0046)	Student Performance	Student Performance Rubric A - Math (Elementary and Middle Grades), Student Performance Rubric B - ELA (Elementary and Middle Grades)	The Chinook Elementary School was placed in Advice Status after the 2023-2024 School Accreditation Process for Student Performance Rubric A – Math and Rubric B - ELA. In reviewing the rubrics, it is evident that the school is meeting the requirements of this section, but did not submit the required documentation. For example, testing data was analyzed and the data was shared with teaching staff to help inform instruction on a regular basis. Testing results were reviewed and shared with the public and the board of trustees. RTI / Academic Performance testing is a quarterly board agenda item. Action Plan: 1. The new administration will be responsible for collecting evidence from the RTI Director demonstrating student learning progression, growth, or proficiency with overall group performance data as well as evidence demonstrating how the was used to inform teaching and learning related to Student Performance Rubric A – Math. 2. The new administration will be responsible for collecting evidence from the RTI Director demonstrating student learning progression, growth, or proficiency with overall group performance data as well as evidence demonstrating how the was used to inform teaching and learning related to Student Performance Rubric B– ELA. 3. RTI Director will coordinate progress monitoring of students who are not testing at benchmark during our quarterly MAPS testing. The RTI Director and Administration will continue to efforts to insure that the testing data to drive teacher instruction. 4. The RTI Director will provide summaries and agendas of RTI meetings where information is analyzed and shared with teaching staff. This will include evidence of group performance. 5. The administration will make sure this evidence is documented and submitted as part of the accreditation process. 3. The Tech Director will create a server based digital storage site for evidence related to the Accreditation Rubrics for Math and ELA.
Melstone School (0607-0812)	Student Performance	Student Performance Rubric A - Math (Elementary and Middle Grades), Student Performance Rubric B - ELA (Elementary and Middle Grades)	Refocusing on content area.
Nashua 6-8 (0937-1786)	Student Performance	Student Performance Rubric A - Math (Elementary and Middle Grades), Student Performance Rubric B - ELA (Elementary and Middle Grades)	To address improvement in middle school math Students will be given the Renaissance star math assessment in the fall, winter and spring. The assessment provides data regarding student's strengths and weaknesses in specific math concepts. Student data will be analyzed to inform placement into curriculum content and instructional decisions and adjust instructional strategies for diverse learning needs. The data will be used to set the criteria for making decisions to provide targeted support for those who are struggling as well as those who excelling. The data will allow the PLC to cater to the diverse learning needs of the students while also focusing on building strong mathematical concepts necessary for student success. The star will also be used for progress monitoring to set goals that lead students toward grade-level math proficiency. The PLC will use the results to evaluate the effectiveness of their math instruction and inform professional

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			development. To address improvement in middle school reading Students will be given the Renaissance star reading assessment in the fall, winter and spring. This assessment tool identifies the continuum of reading skills needed for students to reach grade-level proficiency and will be used to collect data to place students into content from instructional reading programs. It will also help identify students who may need additional support to get on track for college and career readiness. The data will be used to improve instruction for comprehension and critical thinking skills, analysis of text, and connecting reading in other subject content areas. The PLC will be better able to group students for targeted individual and group instruction and collaborate with intervention teachers to provide additional support to those students who need it. The star will also be used for progress monitoring to set goals to safeguard that students reach higher levels of literacy.
Nashua High School (0937-1219)	Student Performance	Student Performance Rubric C - College & Career Readiness (High School)	To address improvement in how the school ensures that students graduate college and career ready: The district will utilize differentiated pathways of learning designed to meet the diverse needs and future goals of students by offering various educational options allowing them to prepare for their future. Traditional learning with face-to-face classroom instruction will provide students with direct interaction with teachers and peers. This approach helps build foundational skills, critical thinking, and problem-solving abilities necessary for college and career readiness. Blended learning combines traditional classroom instruction with online components. This model will allow for a flexible learning environment where students benefit from both in-person teaching and the adaptability of online resources. It also enables personalized pacing, where students can spend more time on challenging areas or accelerate through familiar content. Work-based learning will give students the opportunity to gain hands-on experience by working in real-world business or industry settings. It will provide practical skills, career exploration, and connections to potential future employers, bridging the gap between academic learning and professional application. Online learning will offer students the flexibility to learn at their own pace and according to their individual learning styles. This option is ideal for self-motivated learners who prefer a more independent approach or need a schedule that accommodates personal circumstances or responsibilities.
Nashua School (0937-1218)	Student Performance	Student Performance Rubric A - Math (Elementary and Middle Grades), Student Performance Rubric B - ELA (Elementary and Middle Grades)	To address improvement in elementary school math: Students will be given the Renaissance star math assessment in the fall, winter and spring. The assessment provides data regarding student's strengths and weaknesses in specific math concepts. Student data will be analyzed to inform placement into curriculum content and instructional decisions and adjust instructional strategies for diverse learning needs. The data will be used to set the criteria for making decisions to provide targeted support for those who are struggling as well as those who excelling. The data will allow the PLC to cater to the diverse learning needs of the students while also focusing on building strong mathematical concepts necessary for student success. The star will also be used for progress monitoring to set goals that lead students toward grade-level math proficiency. The PLC will use the results to evaluate the effectiveness of their math instruction and inform professional development. To address improvement in elementary school reading: Students will be given the Renaissance star reading assessment in the fall, winter and spring. This assessment tool identifies the continuum of reading skills needed for students to reach grade-level proficiency and will be used to collect data to place students into content from instructional reading programs. The data will be used to improve instruction for foundational reading skills such as phonemic awareness, phonics, decoding, and fluency. It will also serve as a guide for introducing more complex reading strategies as students' progress. The PLC will be better able to group students for targeted individual and group instruction and collaborate with intervention teachers to provide additional support to those students who need it. The star will also be used for progress monitoring to set goals to safeguard that students reach higher levels of literacy.
Northern Cheyenne Trib HS (9246-9370)	Student Performance	Student Performance Rubric A - Math (Elementary and Middle Grades), Student Performance Rubric B - ELA (Elementary and Middle Grades), Student Performance Rubric C - College & Career Readiness (High School)	Initial data collection; Staff development for both ELA and Math; Leadership opportunities, resume & portfolio building for college and career development, real-world project and capacity building, and the addition of student counselors.
Northside School (0780-1022)	Student Performance	Student Performance Rubric B - ELA (Elementary and Middle Grades)	Teachers meet weekly in PLC's facilitated by teacher leader coach. Agendas are created for each meeting. Additionally teachers meet weekly with grade level teams to review grade level standards and build common assessments. Classroom teachers will teach the same components of curriculum during language arts for consistency throughout the school year. Teachers will create an innovative learning environment using the following strategies: self-pacing, purposeful learning, small group instruction, differentiated instruction, and integrated technology. Weekly walkthroughs by administrators, building leadership team, and instructional coach will be done to ensure the standards are being met. The district hired an interventionist/teacher coach to implement a new intervention program. Weekly interventions are provided for strategic and intensive students who are nearing proficiency or who fall below grade level. Interventionists' progress monitor reading fluency and work on phonemic awareness. There are 90 students being serviced in the program out of 160 students. Growth will be measured by NWEA MAP, DIBELS, and grade level assessments. Anticipated growth is 3% from beginning of year to end of year measured by the NWEA MAPS assessment. Our current resources include Into Reading, Fountas & Pinnel Leveled Literacy program, Corrective Readig, Lexia Learning, RAZ Kids, Vowac, Tucker Signing,

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			and Mystery Writing. Lastly, the district hired a curriculum director to assist with aligning the standards K-12.
Noxon 7-8 (0811-1765)	Student Performance	Student Performance Rubric A - Math (Elementary and Middle Grades), Student Performance Rubric B - ELA (Elementary and Middle Grades)	Math (7-8 Grades): Implementing targeted intervention programs for struggling students Providing professional development for teachers in specific math content areas Using data-driven instruction through regular assessments Incorporating technology and adaptive learning programs Establishing math tutoring programs before/after school ELA (7-8 grades): Adopting structured literacy programs Implementing reading comprehension strategies across content areas Creating writing workshops and portfolios Using formative assessments to guide instruction Developing vocabulary enhancement programs
Park High School (0613-0823)	Student Performance	Student Performance Rubric C - College & Career Readiness (High School)	According to the accreditation report, our deficiency status of advice is in regard to PHS not providing enough information as requested by the rubric...basically searching for more quantitative data in the form of TWO pieces of evidence; both showing students are college and/or career ready. Park High School, fully intends to do the following... 1. Submit, from Infinite Campus, our CTE concentrator enrollment with corresponding graduation rates for the past three years...FY22, FY23 and FY24. 2. Submit, from Infinite Campus, our dual enrollment status with a) corresponding graduation rates and b) successful completion rate for the past three years...FY22, FY23 and FY24. 3. Submit, from various sources, a report detailing our WBL program; including the use of a career navigation system, all industry recognized credentials offered at PHS and a list of community partners, as well as other offerings provided at PHS that go well above and beyond the scope of many other programs. Please let me know if you need any additional information regarding this matter! Respectfully, Eldon Johnson, Supt LPS
Pine Butte Elementary Sch (0796-1603)	Student Performance	Student Performance Rubric A - Math (Elementary and Middle Grades), Student Performance Rubric B - ELA (Elementary and Middle Grades)	We will be gathering data through Fall 2024 state assessments. We will look at gaps in math and ELA and set goals for improvement. Data will be reviewed with staff members during PLC Meetings and Staff Meetings. Progress monitoring and interventions will be used collecting all the data necessary to meet all the district's strategic plan goals.
Pleasant Valley School (0112-1664)	Student Performance	Student Performance Rubric A - Math (Elementary and Middle Grades), Student Performance Rubric B - ELA (Elementary and Middle Grades)	Last year data we did not include growth data with during the accreditation process. This year we will include the necessary data.
Plenty Coups High School (1214-1553)	Student Performance	Student Performance Rubric A - Math (Elementary and Middle Grades), Student Performance Rubric B - ELA (Elementary and Middle Grades)	For ELA students will be assessed monthly using SRI. The SRI data will be analyzed and the classroom teacher formulates instruction to bridge gaps in instruction. Intervention will be provided for Tier 2 and Tier 3 students. For Math we will assess monthly using ISIP and providing targeted intervention for Tier 2 and Tier 3 students. Both groups of students are offered targeted support and tutoring in Math and ELA.
Powell County High School (0713-0953)	Student Performance	Student Performance Rubric C - College & Career Readiness (High School)	I had evidence attached, I'm not sure if it wasn't what you are looking for or if it didn't come through. I have test scores as samples as well as our number of successful dual credit earners.
Pryor 7-8 (0021-1668)	Student Performance	Student Performance Rubric A - Math (Elementary and Middle Grades), Student Performance	For ELA students will be assessed monthly using SRI. The SRI data will be analyzed and the classroom teacher formulates instruction to bridge gaps in instruction. Intervention will be provided for Tier 2 and Tier 3 students. For Math we will assess monthly using ISIP and providing targeted intervention for Tier 2 and Tier 3 students.

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		Rubric B - ELA (Elementary and Middle Grades)	
Rocky Boy 7-8 (1207-1711)	Student Performance	Student Performance Rubric A - Math (Elementary and Middle Grades), Student Performance Rubric B - ELA (Elementary and Middle Grades)	Both school and district leadership teams are reviewing assessment, academic, and attendance data to guide decisions. Departmental teams area also addressing these items weekly.
Rocky Boy High School (1229-1807)	Student Performance	Student Performance Rubric C - College & Career Readiness (High School)	Both school and district leadership teams are reviewing assessment, academic, and attendance data to guide decisions. Departmental teams area also addressing these items weekly. Counseling department and grade level advisors are also involved in this process.
Rocky Boy School (1207-0579)	Student Performance	Student Performance Rubric A - Math (Elementary and Middle Grades), Student Performance Rubric B - ELA (Elementary and Middle Grades)	Both school and district leadership teams are reviewing assessment , academic, and attendance data to guide decisions. Grade level teams area also addressing these items weekly.
Ronan High School (1200-0640)	Student Performance	Student Performance Rubric C - College & Career Readiness (High School)	We will submit the numbers of dual enrollment and AP classes offered with the percent of our high school that are taking these courses, along with number of students passing these courses. We will list our internships, work studies and certification numbers in CTE related areas. We will submit the College and career ready ACT overview.
Ronan High School (1200-0640)	Student Performance	Student Performance Rubric C - College & Career Readiness (High School)	We have all of the material that proves what we are doing to meet this standard. We were told that we just need to attach it to the accreditation report due in February 2025. I am disappointed that this was not known earlier as we are really doing everything necessary to meet this standard.
Rosebud High School (0795-1038)	Student Performance	Student Performance Rubric C - College & Career Readiness (High School)	Currently, Rosebud High School offers the following areas for College and Career Readiness. 1. We test with the ASVAB on a regular schedule with grades 10-12. We then review their test results with them and consider those areas when they are looking at scheduling classes. 2. We offer a School to Career class in which our students learn how to apply to college, apply for FASFA, develop a business, and more. We are currently hindered by the fact that we can't afford to have multiple teachers holding CTE classes. While we are lucky to have a certified CTE teacher this year, we can only hold a certain amount of courses in a day with that. So, we will work on expanding what we have by finding a program that offers certification courses by the school. With this, we could offer our students something to take to college or their future careers.
Roundup H S (0606-0811)	Student Performance	Student Performance Rubric C - College & Career Readiness (High School)	Roundup High School is working on the following items: 1. CTE classes are a graduation requirement (Practical Art) 2. Improving CTE Pathways and recording CTE concentrators in Infinite Campus 3. Collecting Course of Studies to identify career readiness skills taught in classes 4. Evaluating Graduation Requirements (Board Goal Discussion) 5. Students are receiving industry certificates in CTE classes - 11 students have received OSHA certificates this year, we have ordered licenses for serve safe certificates in Family and Consumer Sciences Classes 6. Students are enrolled in Dual enrollment classes, and starting in the second semester our science teacher will teach a dual enrollment Biology class on site. 7. Working with Mile Community College on appropriate credentials to teach dual enrollment classes with Roundup teachers or community members. 8. Profile of Graduate will contain Career Readiness goals 9. This data will be submitted with accreditation material in round 2
Russell School (0310-0413)	Student Performance	Student Performance Rubric A - Math (Elementary and Middle Grades), Student Performance Rubric B - ELA (Elementary and Middle Grades)	2023-2024 OPI Corrective Plan Progress Russell Elementary School's Schoolwide Planning Process has been an on-going effort from our staff and has included many important opportunities for parents, community, and students to be involved in helping shape our educational vision as stated in our mission and belief statements. This process began in the early 2000's and even though the team members have changed, the general educational philosophies and the mission and belief statements have remained focused on educating all students who enter Russell School. In creating our instructional goals based on our Comprehensive Needs Assessment, we offered an in-depth review of the assessment data through grade level meetings, primary and intermediate departmental meetings, committee meetings and whole staff meetings. Through this process we are able to determine the priorities for school improvement. Throughout the process we were able to identify areas to celebrate and recognize excellence. Overall, our schoolwide Title I and Five Year Plan encompasses our District #5 School Board goals and expectations. Strengthening our teaching and learning through providing a nurturing and supportive climate will continue to be the emphasis. Accountability and on-going improvement will ensure Russell School's commitment to our students, families and entire community. RUSSELL SCHOOL MISSION STATEMENT Russell School is committed to providing a nurturing environment in which we teach children to become life-long learners and responsible, caring citizens.

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			RUSSELL SCHOOL OPERATING PRINCIPELS • District policy will be followed by staff. • We support, teach and model citizenship. • We provide and reward or consequence for behavior. • Communication promotes collegiality. • Staff evaluation promotes excellence, quality and growth. • Professional development will be meaningful and supportive of the buildings and districts goals. • Student management and discipline are the responsibility of all staff. • Students will be nurtured and cared for in a safe, positive learning environment. • Confidentiality will be respected at all times. • Decisions will be guided by students' best interests. As part of our 5 Year Planning process, the Russell staff compiles and analyzes a comprehensive collection of instructional and assessment data to reflect our school's strengths and areas in need of improvement to consider. The Russell staff has continued to monitor and analyze data to direct and adjust instructional practices and provide direction for our teaching. The primary data used to provide this direction is as follows: 1. MAST results from grades 3, 4 and 5 in the areas of Reading and Math. Currently we have general individual results and are waiting for the end of the '24-'25 testing season to get more comprehensive testing criteria. SBAC Science data also continues to play a part in our planning for 5th grade. With this information, we can look at longitudinal data for specific students to recognize which interventions are effective and where we continue to need modifications to student schedules and support. 2. AimesWeb ELA results for grades k-5. 3. AimesWeb Math results for grades k-5. 4. Student survey conducted each year. 5. Teacher-created common assessments to guide instruction. 6. Teacher led team meetings as part of our Professional Learning Community which includes reflecting on classroom based data to determine student progress in both ELA and Math. Analysis of Data: The Russell Principal meets with grade level teachers during the year to discuss the assessment data pertinent to their teaching assignment. We identified strengths and areas in need of growth. The whole staff then meets to share information from their grade level meetings and they brainstormed instructional goals based on areas of needed improvement. The Russell staff has discussed academic areas the school should focus on for the 2024-2025 school year. Reading and Math continue to be focus areas at all grade levels. Focus on the Montana Common Core Standards and Identifying priority standards for each grade level will continue to be emphasized during the '24-'25 school year. Data used from MAST, AimesWeb, and classroom-based assessments are used to guide our efforts in these areas. AimesWeb Math data from the '23-'24 school year suggests improved achievement levels for our school. Achievement trends remain positive from Fall to Spring. K 1 2 3 4 5 Fall T1 55% 49% 62% 72% 61% 67% T2 27% 16% 16% 21% 21% 18% T3 18% 35% 22% 7% 18% 15% Spring T1 81% 82% 94% 83% 78% 80% T2 16% 10% 3% 3% 4% 10% T3 3% 8% 3% 14% 18% 10% AimesWeb ELA data from the '23-'24 school year suggests improved achievement levels for our school. Achievement trends remain positive from Fall to Spring. K 1 2 3 4 5 Fall T1 36% 35% 62% 68% 57% 71% T2 18% 24% 16% 14% 11% 21% T3 46% 41% 22% 18% 32% 8% Spring

School Name	Corrective Plan Areas	Student Performance Rubric Areas	What action steps is the school taking to address improvement in the selected rubric(s)?
			T1 73% 77% 93% 79% 89% 97% T2 14% 5% 0% 4% 4% 0% T3 13% 18% 7% 17% 7% 3% To ensure continued improvement of our school's Math and ELA scores, T3 students have been identified and we have increased our efforts with the implementation of leveled Math skill groups and ELA skills groups in grades K-5. This provides our teachers a better opportunity to address the specific needs of our students who have yet to reach proficiency. The use of MAP, AimesWeb and classroom-based assessments at each grade level will provide our school with the data necessary to insure that we are tailoring our instruction to the identified needs of our T3 student population. At Russell School our teachers will continue to be given time to work with their grade level partners to analyze the data available and to make the necessary instructional adjustments to ensure that each student is receiving instructional support that meets their instructional needs. This time will be provided through early release time, release time for teachers, common prep time and PIR opportunities.
Ryegate High School (0407-0551)	Student Performance	Student Performance Rubric C - College & Career Readiness (High School)	Ryegate is providing more resources and opportunities for students to extend student learning and achievement. Ryegate is using research-based strategies to help improve ACT scores and prepare students for future careers, both in college and trade schools. We are sending our studnets out to career/college fairs more often this year and promoting post-secondary education benefits and opportunities.
Scobey High School (0194-0268)	Student Performance	Student Performance Rubric C - College & Career Readiness (High School)	Will show and collect evidence on our students participating in our work based learning program. Document and report our CTE students and what they have concentrated in. Providing opportunities for our students to take college credits throughout the day.
Sidney High School (0746-0981)	Student Performance	Student Performance Rubric C - College & Career Readiness (High School)	In the future we will be submitting documentation of completion (with a passing grade) of all dual enrollment courses, including those associated with college readiness and career readiness such as work-based learning. We will also submit the MCIS data that we collect helping students determine which pathway they will be taking. Accompanying this will be out post graduation surveys providing student stakeholder feedback on the level of preparedness that they fell was provided by the school district.
Sidney Middle School (0745-1619)	Student Performance	Student Performance Rubric A - Math (Elementary and Middle Grades), Student Performance Rubric B - ELA (Elementary and Middle Grades)	Sidney Public Schools uses a multitude of instruments to measure our students at all levels. At the Middle School, we utilize FastBridge AMath and AReading, STAR Math and STAR Reading, Freckle, State testing, and classroom assessments. Data from these instruments is used in our PLC and department meetings to drive instruction as we identify areas of concern within our curriculum to aid in completing our district curriculum mapping project with Atlas. We also use the data for our intervention team meetings to identify students who are below grade level in reading and math and provide Title I services for those students who are one or more years behind academically or who fall below the 30% nationally. We also use the data for other education supports such as tutoring, Friday school and summer school. The data is also used to identify students who may qualify for our G & T program or placement in advanced classes. Data from testing, especially STAR testing helps us identify specific skills that students may be missing so that teachers can differentiate instruction for those students or supports such as Title I can work on the missing skills. We will include evidence from both FastBridge and STAR in our submission which indicates where our Middle School is with regards to growth in Math and Reading.
Simms High School (0118-0174)	Student Performance	Student Performance Rubric C - College & Career Readiness (High School)	In the spring of 2024, 23 juniors took the ACT test scoring an 18.8 composite; Eleven students successfully completed a total of 52 dual enrollment courses during the 23-24 school year
Smith Valley 7-8 (0324-0444)	Student Performance	Student Performance Rubric A - Math (Elementary and Middle Grades), Student Performance Rubric B - ELA (Elementary and Middle Grades)	Smith Valley School will submit the District and Individual scores for MAP testing completed in 2023 - 2024. These assessments were completed but scores were not submitted for Part 1 of the Accreditation Process. The reason for this is that I was unsure of submitting scores and breaking confidentiality. Our District has deleted individual names and will submit all score including District growth scores.
Smith Valley Primary Schl (0324-0436)	Student Performance	Student Performance Rubric A - Math (Elementary and Middle Grades), Student Performance Rubric B - ELA (Elementary and Middle Grades)	Smith Valley School will submit the District and Individual scores for MAP testing completed in 2023 - 2024. These assessments were completed but scores were not submitted for Part 1 of the Accreditation Process. The reason for this is that I was unsure of submitting scores and breaking confidentiality. Our district has deleted individual names and will submit all scores along with District Growth scores.
Springhill School (0357-0479)	Student Performance	Student Performance Rubric A - Math (Elementary and Middle Grades), Student Performance Rubric B - ELA (Elementary and Middle Grades)	We have the data for all students from Houghton Mifflin and Company's Growth Measure (which we did not have a complete version attached to Part 1). The teachers also have evidence showing how they used the data to assist with what student's needed in the classroom. They are also going with MAPS this year instead of Growth Measure as HMHCo is discontinuing the assessment.
St Regis High School (0582-0771)	Student Performance	Student Performance Rubric C - College & Career Readiness (High School)	Action Steps: St. Regis School will report College and Career Readiness in Infinite Campus in a timely manner. Rationale: St. Regis School has 2+ pieces of evidence (based on the rubric) that indicate students are graduating ready for college and/or career

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			opportunities, however, it was not recorded in IC. It was oversight on our part. Evidence: 1. Food handler and EMT certification 2. Offer 6 pathways. 3. 35 dual credits being earned this semester. 4. Attend Missoula Manufacturing Day. 5. Seniors present graduation projects each year. 6. Offer FASFA and Financial Aid Nights. 7. Host Health and Career Fair.
Stanford 7-8 (0464-1716)	Student Performance	Student Performance Rubric A - Math (Elementary and Middle Grades), Student Performance Rubric B - ELA (Elementary and Middle Grades)	It is difficult to develop a corrective plan when the reason for the "advice status" was not provided. Assuming that the Stanford School had a valid and reliable tool (MAPS), speculating that the status was for insufficient data evidence and thus not be able to use such data to inform teaching and learning. Step 1 Establish PLC. With limited time available, developing a feasible PLC is a task in itself. We have considered the lunch period of 20 minutes and PIR days. This step is crucial and will need to be established. Step 2 Use PLC time to collect and interpret data (gather data evidence). This will be done routinely to sift through MAP data. Step 3 Use this PLC Time to then apply the data to drive instruction. Long term Action Steps: Step 4. Use this data to develop interventions within the established MTSS programs. Step 4. Use this data to develop: Curriculum Pacing guides, establish "priority standards"
Stanford School (0464-0617)	Student Performance	Student Performance Rubric A - Math (Elementary and Middle Grades), Student Performance Rubric B - ELA (Elementary and Middle Grades)	It is difficult to develop a corrective plan when the reason for the "advice status" was not provided. Assuming that the Stanford School had a valid and reliable tool (MAPS), speculating that the status was for insufficient data evidence and thus not be able to use such data to inform teaching and learning. Step 1 Establish PLC. PLC time has been inserted into the daily schedule (ability to meet with Elementary teachers from 10am - 11am each day). Step 2 Use this time to collect and interpret data (gather data evidence). This will be done weekly (1 day per week during PLC time) to sift through MAP data. Step 3 Use this PLC Time to then apply the data to drive instruction. Long term Action Steps: Step 4. Use this data to develop interventions within the established MTSS programs. Step 4. Use this data to develop: Curriculum Pacing guides, establish "priority standards"
Sunburst High School (0903-1168)	Student Performance	Student Performance Rubric C - College & Career Readiness (High School)	The school district will share copies of of the ACT's and CCRS scores.
Superior High School (0579-0768)	Student Performance	Student Performance Rubric C - College & Career Readiness (High School)	GOALS Year 2 (2024-2025): - Increase the percentage of students who meet or exceed grade-level expectations in reading, writing, and math. - Decrease the achievement gap between student subgroups. - Increase the percentage of students who graduate from high school ready for college and career. - Increase access to post-secondary education and equip all learners with the skills and knowledge needed to succeed in college or career training programs. - Enhance physical safety and security of school buildings and grounds. - Develop and implement effective safety protocols and procedures. To achieve the goals for Year 2 (2024-2025), we can develop specific strategies to address each objective: 1. Increase the percentage of students meeting grade-level expectations: - Offer intervention math and reading courses in addition to core math and reading courses to provide extra support for struggling students. - Provide targeted ACT prep courses and support for high school students to improve their ACT scores, emphasizing the importance of these scores for college program acceptance. 2. Decrease the achievement gap between student subgroups: - Implement personalized learning plans to address the specific needs of students from different subgroups. - Provide additional resources and support for students who may be at a disadvantage, such as tutoring or mentorship programs. 3. Increase the percentage of students graduating from high school ready for college and career: - Offer ACT prep courses and workshops to ensure students are well-prepared for the ACT exam. - Provide career counseling and guidance to help students explore their options after high school and understand the importance of being prepared for college and career opportunities. 4. Increase access to post-secondary education and equip all learners with the skills and knowledge needed to succeed: - Collaborate with local colleges and career training programs to provide information sessions and resources for students. - Offer workshops and seminars on college and career readiness to ensure students are aware of the opportunities available to them. 5. Enhance physical safety and security of school buildings and grounds:

School Name	Corrective Plan Areas	Student Performance Rubric Areas	What action steps is the school taking to address improvement in the selected rubric(s)?
			- Implement safety protocols and procedures to ensure the physical safety of all students and staff. - Provide training for staff and students on emergency preparedness and response. By implementing these strategies, we can work towards achieving our goals for Year 2 and ensure that all
Swan Valley School (0596-0800)	Student Performance	Student Performance Rubric A - Math (Elementary and Middle Grades), Student Performance Rubric B - ELA (Elementary and Middle Grades)	I am not sure why Swan Valley is in Advice Status. We submitted evidence of use of MAP testing to assess student progress in ELA and Math. Our goals were: Academic Goals 1. By spring 2025, MAP assessment data will exhibit 50% of students scoring at or above the 61st to 80th percentile as determined by the reading composite or scaled score indicated. 2. By spring 2025, MAP assessment data will exhibit 50% of students scoring at or above the 61st to 80th percentile as determined by the math composite or scaled score indicated. 3. By Spring 2025, fewer than 25% of students will have Oral Reading Fluency rates below 50th percentile as measured by Dibels. Our strategies for achieving our Academic Goals were: Strategies for Achieving Academic Goals 1. Implementation of direct instruction materials to support foundational concepts and skills development through consistent, small group instruction. a. Use of Corrective Reading, SIPPS, and Reading Naturally to support consistent instruction of phonics, improve phonological awareness and fluency in skill level text. b. Use of Connecting Math curriculum for the development of numeracy skills 2. Focused delivery of phonics instruction K-5 to support early literacy skills development. a. Use of Heggerty phonics instruction b. Use of routine cards to promote consistent language and delivery during instruction Additionally, teachers will use the following strategies: Data analysis: Teachers will progress monitor students performing below the 60th percentile in oral reading fluency at the rate of twice per month. Differentiated Instruction: Teachers will implement differentiated instruction to meet the diverse needs of students, including additional instruction and support for students who are struggling and enrichment activities for those who are performing above grade level. Individualized Instruction: Identified students will receive additional support from the Special Education teacher or designated paraprofessional to provide more targeted support. Regular Practice: Teachers will encourage students to use different reading strategies to improve their oral reading fluency, reading comprehension, and vocabulary knowledge and usage through activities, exercises, and assignments across the curriculum. Feedback and Reflection: Teachers will provide constructive feedback to students based on their reading and math scores and to encourage students to reflect on their strengths and weaknesses by setting goals for improvement. Parental Involvement: Parental involvement activities will include review of student assessment scores, and teachers will provide resources and suggestions for supporting reading and math skills at home. Test-taking strategies: Teachers will instruct students in effective strategies such as time management, read questions carefully, eliminating unlikely answers, and constructing written responses using a graphic organizer or strategy used in class regularly. Students will be encouraged to take their time and to reread their responses before submitting to complete the assessment. This is what we are doing and what we will continue to do for the 2025 SY. We will be relying more on AIMSWEB than MAP, however, due to a shift decided after the ISAP was completed.
Terry Middle School (0726-1752)	Student Performance	Student Performance Rubric A - Math (Elementary and Middle Grades), Student Performance Rubric B - ELA (Elementary and Middle Grades)	Our school will make sure that we provide the correct information from our MAPs assessments at the middle school level. We will also show that our teachers have met to discuss scores and plans for students.
Turner High School (0045-0070)	Student Performance	Student Performance Rubric C - College & Career Readiness (High School)	Turner School will submit data of college and career-ready evidence supported by ACT composite data, documentation of completed dual credit courses with passing grades, and ASVAB completion documentation.
Turner School (0044-0069)	Student Performance	Student Performance Rubric A - Math (Elementary and Middle Grades), Student Performance Rubric B - ELA (Elementary and Middle Grades)	Turner School will supply documentation of district wide assessment (STAR Testing) which is an evidence based curriculum assessment, and a data summary of Smarter Balance Assessment that shows evidence of student proficiency compared to the state standards and how we analyze these assessments to guide our district plan of improvement within specific areas. These assessment results also help us to determine which areas need specific focus in our classrooms. Continuing forward we will also be using the MAST State testing to supply this documentation to guide our decision making.

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Twin Bridges High School (0540-0724)	Student Performance	Student Performance Rubric C - College & Career Readiness (High School)	See Attached Documents
Twin Bridges High School (0540-0724)	Student Performance	Student Performance Rubric C - College & Career Readiness (High School)	1. Administer College Readiness: At Twin Bridges our plans are to administer College readiness assessments such as ACT practice tests to students readiness for college level coursework and entrance exams. We in turn analyze scores and track progress toward meeting college readiness benchmarks. 2. Career Interest Surveys: At Twin Bridges we do career interest surveys to high school students to assess their interest, skills and aspirations related to future career pathway. We in turn use surveys results to guide students and explore where he or she has the best potential and inform our students where they have the best chance to succeed. 3. Post Secondary Outcome Tracking: At Twin Bridges we track outcome such and college enrollment, workforce participation and career placement for high school graduate's pathways and achievements to evaluate the effectiveness of college and career readiness initiatives. 4: Last but not least ongoing formative assessment teacher observations and student feedback can provide valuable insights into the effectiveness of instructional strategies and intervention . On a regular basis we meet and review involving teachers, administrators and stakeholders and will facilitate continuous improvement and ensure alignment with the district's goals.
Two Eagle River High Schl (9396-9405)	Student Performance	Student Performance Rubric C - College & Career Readiness (High School)	-We have a college and career readiness plan based on surveys (interests and aptitudes). -25% of all of our parents have filled out a career readiness survey for their students -College visits 4-5 per year, Opportunities to do internships, and job corp. visits -provide afterschool and Friday school College and Career readiness -FAFSA night
Valier High School (0680-0899)	Student Performance	Student Performance Rubric C - College & Career Readiness (High School)	We will be documenting completion of successful work-based learning documentation and completion of dual credit courses.
Valley View School (0098-0152)	Student Performance	Student Performance Rubric A - Math (Elementary and Middle Grades), Student Performance Rubric B - ELA (Elementary and Middle Grades)	Math: Data 2023-2024 Great Falls Public Schools and Valley View utilize NWEA's MAP Assessment to measure academic progress three times throughout the year; fall, winter and spring. This is our benchmarking assessment. It assesses both math and reading in grades K-12. We look at both achievement and growth of our students using this tool. Describe the Data/Growth Overall, as indicated by the Fall 2023-2024 Student Growth Summary report, Valley View grew mathematically in kindergarten, first, third, fourth, fifth, and sixth grade. This growth is reflected in the increased achievement percentile from Fall 2023 to Spring 2024. The School Profile Report also reflects the whole school percentile increasing from the 47th percentile to the 53rd percentile from fall to spring in the 2023-2024 school year. The largest growth was observed in third grade with an achievement percentile of 21 in the fall to 53 in the spring. Additionally, with the exception of second grade, all grades exceeded the grade-level norms projected growth in the area of math during the Spring 2024 window. In the fall of 2023, the staff reviewed each student's progress through the Student Profile report. In the first and second quarter, the RtI team addressed students not meeting proficiency over time. The team took action through a variety of action plans that may include a customized learning plan, research based intervention with our Intervention Specialist, attendance plan, and/or a referral for evaluation. Our building representatives on the GFPS Math Task Force worked alongside our GFPS Math Coaches and Instructional Coach to hone in on instruction that fosters a student mathematical mindset. They also focused on intentional planning and implementation of instruction that drives power standards, meets the needs of diverse learners with various readiness levels, and began to look at the structure of our intervention blocks in response to the target areas reflected by this tool in the fall. After the winter window of MAP, the staff met with our Instructional Coach, Teacher on Special Assignment, the incoming Teacher on Special Assignment, and the Curriculum Director to deep dive into the winter results of this tool. Staff predicted what they would see, what they actually saw, explored "five whys" of why the data reflected the way it did, and then created a plan in each grade level to address the data. The RtI team met in the winter and spring to follow up on progress monitors and evaluate if students were in need of additional support outside of the Tier 1 instruction. MAP data indicates that our intermediate grades are not reaching the 50th achievement percentile. For the 2024-2025 school year, Valley View will use the Class Profile report to target students not scoring the 50th percentile. The Response to Intervention team will continue to evaluate student progress on a quarterly basis. For students who continue to show lack of progress over time and/or do not score at or above the 50th percentile, the team will recommend customized learning plans, intervention opportunities, attendance plans, and/or refer the student for evaluation. Lesson Study is a Japanese model of teacher-led research in which a triad of teachers work together to target an identified area for development in their students' learning. Using existing evidence, participants collaboratively research, plan, teach and observe a series of lessons using ongoing discussion,

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			reflection, and expert input to track and refine their interventions. fourth, fifth, and sixth grade classrooms will participate in lesson study this year as they are the classes not meeting the 50th percentile in math. GFPS has contracted 8 consultation hours with Holly Burwell to support the lesson study. She was selected for this role as she is a former math coach for GFPS and is very familiar with the MAP tool and how to evaluate the data and is very knowledgeable in how to respond to the data reflected. Winter MAP data will be available in January 2025. The Status of Achievement and Growth Summary with Quadrant Chart will be used to indicate students who are "low achievement and low growth." The Valley View Math Task Force and RtI team will work alongside teachers to a)identify the students in this status. b)Target the lowest math strand using the MAP Student Profile Report c)Create a CLP for each student. Currently, the Fall MAP School Profile report indicates a drop in overall achievement percentile. This could account for summer slide, new to Valley View students, and new teaching staff this year. Valley View will provide push in intervention support to our grades with the greatest need by our Intervention Specialist. Valley View will provide professional development opportunities once a month through PLCT, utilize the instructional coach no less than twice a quarter in quarters 2, 3, and 4 for each teacher. A fourth, fifth, and sixth grade teacher along with the administrator, special education interventionist, and instructional coach will receive professional development, to later be shared whole staff, by completing a book study for Power Up Your Math Community: A 10 Month Practiced Base Guide Professional Learning Guide for Grades K-5, which was written by the math consultant working with Valley View. Non-tenured staff will meet once a month with the administrator to learn about the instructional framework that has been developed and implemented at Valley View prior to their employment with GFPS. Overall, Valley View Elementary will continue to utilize NWEA's MAP Assessment to measure academic progress three times throughout the year; fall, winter and spring. We will continue to celebrate both the achievement and growth of our students using this tool. Our administrator and staff will continue to strive for excellence in both sound instructional practices, remediation of target skills, and mathematical mindset for all. Reading: Data 2023-2024 Great Falls Public Schools and Valley View utilize NWEA's MAP Assessment to measure academic progress three times throughout the year; fall, winter and spring. This is our benchmarking assessment. It assesses both math and reading in grades K-12. We look at both achievement and growth of our students using this tool. Describe the Data/Growth Overall, using the Student Growth Summary report, Valley View's growth in reading was reflected in both 4th and 6th grade with greater growth in 6th grade than 4th grade. Additionally, the observed growth in kindergarten, third, and sixth grade did meet the grade-level norms projected growth. The School Profile Report did reflect a slight dip from fall to spring. In the fall of 2023, the staff reviewed each student's progress through the Student Profile report. In each quarter, the RtI team addressed students not meeting proficiency over time. The team took action through a variety of action plans that may include a customized learning plan, research based intervention with our Intervention Specialist, attendance plan, and/or a referral for evaluation. With relatively new curricular resources, Valley View's data, from the School Profile report, reflected that at least half the students lacked the growth we wanted to see. In response, our staff worked with the GFPS Instructional coach to better understand the scope and sequence of the concepts taught, and how to remediate the skills. She also worked alongside staff in planning District approved reading intervention instruction for the daily intervention block. Additionally, the coach worked with teachers to understand the data gathered from the beginning of the year, middle of the year, and end of the year; how to interpret it and how to address the results. In February, the staff meet during PLCT with the instructional coach, teacher on special assignment, incoming teacher on special assignment, and the curriculum director to deep dive the winter MAP data. The staff celebrated growth and then drilled down to examine target areas. They specifically analyzed the Achievement Status and Growth Summary with Quadrant Chart report. Teachers learned how to use the chart to target students who were either "low achievement/low growth,"

School Name	Corrective Plan Areas	Student Performance Rubric Areas	What action steps is the school taking to address improvement in the selected rubric(s)?
			"low achievement/high growth," or "high achievement/low growth." They were able to see the identified students overall, by gender, and by ethnicity. Teachers were able to provide instruction based on the needs reflected in the Student Profile report for these students during their intervention blocks. According to the Student Growth Summary Report, our second grade students declined in achievement percentile and did not meet the Grade Level Norms Projected Growth in the spring of 2024. The Grade report allows us to evaluate what students are below average in areas of Foundational Skills, Language and Writing, Vocabulary Use and Functions, and Literature and Informational text. We know that skills go hand in hand and that we must ensure that children have the decoding skills to read. Therefore we have the following in place for the identified students: Second grade (as well as the other grades) were Dibled at the beginning of the year. Students who did not qualify for mCLASS intervention, but were in Dibels, were given assessment to present any lacking phonics deficits. These deficits will be targeted daily with trained volunteers for 1:1 instruction for 7 minutes. The students will be assessed every six weeks to monitor progress or address any new problem areas that present. The Student Growth Summary Report also reflects low achievement in grades three through six. Valley View Elementary will address this lack of progress through intervention as follows: Each grade level will be required to set up their intervention block with the support of the instructional coach. MAP data will be one data point that is included on the decision making in planning instruction. Teachers will be instructed to use the Student Profile, Achievement Status and Growth Summary with Quartile Chart, and Grade report to gather data and target areas. Customized Learning Plans will be created for each student that falls in the 1-41 achievement percentile. Through the RtI process, the team has identified three sixth graders and two fourth graders who have struggled to make consistent progress overtime as reflected by MAP Reading data. These 5 students do receive tier 2 intervention through Amplify mCLASS; but have not been evaluated for special education services. The team has decided to "double dip" the students with phonics support that they receive during mCLASS before any referrals take place. Last year, all three resource teachers, and each kindergarten through third grade teacher were trained in Heggerty phonemic awareness. This year, we will train fourth grade teachers to use Heggerty resources to counter the number of students coming into the upper grades lacking phonics skills to support the foundational skills identified through MAP and Dibels. Valley View Elementary will begin the process of the Great Falls Public Schools Literacy Task Force. Here, the administrator will replicate the process, with the Curriculum Director, staff members across the district, and administrators from other elementary schools, to evaluate our reading practices, understand research that supports best practices, and move towards a common understanding of how to achieve student success in reading. We will then share this information at Valley View to evaluate our own practices and how we can grow our student literacy achievement. Growth will be monitored through the various reports acquired in MAP. In January, the teacher who is a part of the Literacy Task Force and the administrator will attend Curriculum and Coffee with the Curriculum Director and Teacher on Special Assignment to visit best practices using our current resource Amplify/CKLA. This person will then come back to the building level to provide support with targeted skills identified through MAP. Overall, Valley View's data shows lack of growth over the past year. Beginning November 4th, Valley View will partake in the newly developed GFPS Literacy Task Force. We look forward to professional development, discussion, and insights that will carry over into our own conversations building wide.
Victor Middle School (0738-1753)	Student Performance	Student Performance Rubric A - Math (Elementary and Middle Grades), Student Performance Rubric B - ELA (Elementary and Middle Grades)	ELA - Middle School Victor Middle School is currently utilizing the assessment platforms ISIP, Study Synch Assessments, along with intervention & enrichment to measure student outcomes. Study Synch is a research based curriculum with unit assessments. We also use REWARDS, IXL, and IStation for interventions. Students are also given a structured study skills period up to 30 minutes per day with 1:1 adult support to work on their course work and missing assignments. Math - Middle School Victor Middle School is currently utilizing the assessment platforms ISIP, Reveal Math by McGraw Hill, along with intervention & enrichment to measure student outcomes. Reveal Math is a research based math curriculum. For math interventions we use EdReady, and IStation. Students are also given a structured study skills period of up to 30 minutes per day with 1:1 adult support to work on their course work and missing assignments. ELA & Math - Middle School For both ELA and Math performance, we meet regularly for PLC groups where we review student data to utilize it for targeted instruction across the curriculum. We also have an instructional coach who works with teachers across the curriculum to implement best practices with both reading and math. Furthermore, we also have created a Data Dashboard for each student in our middle school. This dashboard gives a snapshot of current data on each student. This includes: attendance, behavior, grades, and a teacher comment section. We also require our staff to meet with between 7-10 students each to set academic and personal goals. These goals are based on each student's data. The goals are then tracked and reviewed by the student and their "teacher mentor". The mentor and student will meet two times each quarter (mid term) (end of quarter). All support service providers have access to data dashboards and this is directly linked to our MTSS process. This then flows into our PLC meetings with high levels of collaboration between core teachers and support services.

School Name	Corrective Plan Areas	Student Performance Rubric Areas	What action steps is the school taking to address improvement in the selected rubric(s)?
			Our SLT reviews data monthly to determine if our school systems are on track for achieving student outcomes for each area. We review and update actions as needed.
Vida School (0566-0755)	Student Performance	Student Performance Rubric A - Math (Elementary and Middle Grades), Student Performance Rubric B - ELA (Elementary and Middle Grades)	A. Student Learning Outcomes: How is the school ensuring all students are learning in Math? (Middle School and Elementary School) Applicant Response Fastbridge testing are the assessments that are given. We have paraprofessionals on the team for the District that are working and giving extra assistance to students if they are falling short or behind. Pam Pettigrew, Prairie View Special Services Director is the contracted special ed teacher who is on board with the assessments, reading the data and identifying students that may need title services. By May 20, 2024, 80% of students will be working at low risk or advanced benchmarks as measured by the aMath Fastbridge testing data. The entire staff is very supportive in the classroom and a title 1 aide is available throughout the day to help support the student that may fall in the low-risk area. The district coops with the Prairie View Curriculum Consortium where professional development is offered throughout the Summer and monthly during the school year. At the Teachers Learning Institute that was offered in June, 2024, the staff received excellent professional development where they received effective ways to engage students, learning new techniques on what and how to motivate students both in and out of school. The Staff prides themselves in knowing their students' interests and using proven strategies, creating classrooms where students are more interested and motivated. The school day is built on creating and building the positive relationships. Due to the strong, effective relationships that are built between staff and students, a struggling student is easily targeted and aided. At the institute, staff received special professional development to help engage the student with mathematical progressions and executive functioning in the classroom. The staff was taught to create safe learning spaces where students who may be a high risk can share their thinking and not only collaborate with the teacher but with their peers as they may struggle with new concepts. Professional development, targeting the student that needs more attention especially with auditory directions was a focus of the workshop and is currently implemented with great results. In summary, it may be difficult to correctly predict which student may struggle. However, once assessments are given and supported by PVSS special ed teacher, reading the data, coupled with observation of classroom teacher and title aide, a plan is implemented. Differential Instruction is the direct result of these assessments, observations, progress monitoring and then implemented into the classroom. It takes a small village but is evident in the classroom and the goal by May 20, 2025, 80% of students WILL be working at low risk or advanced benchmarks which will be measured by the aMath Fastbridge assessment. B. Student Learning Outcomes How is the school ensuring all students are learning in ELA? (Middle School and Elementary School): Applicant Response: Fastbridge testing are the assessments that are given. We have paraprofessionals on the team for the district that are working and giving extra assistance to students if they are falling short or behind. Pam Pettigrew, Prairie View Special Services Director is the contracted special ed teacher who is on board with the assessments, reading the data and identifying students that may need title services. By May 20, 2024, 3% of students currently scoring at high-risk benchmark will increase reading skills to score at some risk benchmark or above as measured by reading Fast bridge testing data. The entire staff is very supportive in the classroom and a title 1 aide is available throughout the day to help support the student that may fall in the low-risk area. The district coops with the Prairie View Curriculum Consortium where professional development is offered throughout the Summer and monthly during the school year. At the Teachers Learning Institute that was offered in June, 2024, the staff received excellent professional development where they received effective ways to engage students, learning new techniques on what and how to motivate students both in and out of school. The Staff prides themselves in knowing their students' interests and using proven strategies, creating classrooms where students are more interested and motivated. The school day is built on creating and building the positive relationships. Due to the strong, effective relationships that are built between staff and students, a struggling student is easily targeted and aided. At the institute, staff received special professional development to help engage the student with instructional strategies, increasing engagement with the student offering a wide variety of opportunities to respond to questions and discussion regarding the story and literacy. The staff has seen great results as they have learned to focus on the science of reading and comprehension and implementing the effective practices in the classroom. The district is contracted with PVSS where Pam Pettigrew and staff provides special ed services. Pam is a RTI Reading Specialist who stays informed of current practices, identifying and serving students with reading disabilities. Vida Staff has received excellent opportunities to collaborate, network, share classroom practices regarding reading, comprehension and disabilities like dyslexia. Reading is fun and students are treated to special days like reading with a special guest such as an invited Grandparent who also becomes a lunch date. Also, special guests, such as the McCone County Sheriff or the County Superintendent of Schools are scheduled readers which provides such an awesome opportunity for students to engage in reading and discussion about the stories. Several opportunities happen throughout the year where the new, inexperienced reader gets the opportunity to read with an older, much experienced reader which helps establish effective relationships between classrooms and various ages of students. In summary, it may be difficult to correctly predict which student may struggle. However, once assessments are given and supported by PVSS special ed teacher, reading the data, coupled with observation of classroom teacher and title aide, a plan is implemented. Differential Instruction is the direct result of

School Name	Corrective Plan Areas	Student Performance Rubric Areas	What action steps is the school taking to address improvement in the selected rubric(s)?
			these assessments, observations, progress monitoring and then implemented into the classroom. It takes a small village but is evident in the classroom and the goal by May 20, 2025, 80% of students WILL be working at low risk or advanced benchmarks which will be measured by the reading Fastbridge assessments.
Westby 7-8 (0819-1767)	Student Performance	Student Performance Rubric A - Math (Elementary and Middle Grades), Student Performance Rubric B - ELA (Elementary and Middle Grades)	In order to solve the problem of low performance in Mathematics (Rubric A) and English Language Achievement (Rubric B) at Westby Elementary School, we are taking the following actions. Westby School will conduct assessments throughout the school year for Math and ELA to establish the proficiency levels of each student and to build the lesson around the individual needs of the student. There will be a cycle of monthly benchmark and formative assessments to check in on student mastery every 6-8 weeks. All of these assessments will be tied to state standards and will show year-over-year growth. Teachers will review data from these assessments in professional development and collaborative planning time to adjust instruction, differentiate lessons, and offer targeted interventions for students who are falling behind. Westby School will expand the provision of small group intervention instruction in Math and ELA on foundational skills for grades K-5. For learners performing at or above grade level, support will be available to build critical thinking and problem-solving skills to foster a growth mindset and a deeper conceptual understanding. Teachers will receive professional development targeted at best practices for math and ELA instruction including differentiated instruction, formative assessments, and evidence-based strategies for engagement and understanding. We will create time for teacher collaboration using to share best practices, analyze data, and plan common assessments to create solidarity in common frameworks across grades. The Mathematics and English Language Arts curriculum will be reviewed and aligned to our standards. Each grade will be examined to make sure that the key skills and concepts that students need to be successful in school are included in the scope and sequence goals. All skills covered by state tests will be explicitly taught prior to administration of assessments. Westby School will work with parents and distribute recommended resources and practice strategies to provide supplemental learning at home that directly relates to the learning in the classroom. We will keep parents informed of their child's progress through the year, providing updates on tests and sharing information about how we are addressing areas of concern. Westby School will use clearly defined growth metrics, based on student assessment data, to measure improvement. All measurements will be conducted after set intervals and are reported to the administration. This plan, with an emphasis on data-driven instruction, targeted support, and sustained professional development, will best position the Westby School to address weak areas in student Math and ELA performance. Through regularly scheduled progress monitoring and administration of state assessments, stakeholders will glean invaluable information about the efficacy of these approaches and serve better to inform future instructional changes.
Westby School (0819-1061)	Student Performance	Student Performance Rubric A - Math (Elementary and Middle Grades), Student Performance Rubric B - ELA (Elementary and Middle Grades)	In order to solve the problem of low performance in Mathematics (Rubric A) and English Language Achievement (Rubric B) at Westby Elementary School, we are taking the following actions. Westby School will conduct assessments throughout the school year for Math and ELA to establish the proficiency levels of each student and to build the lesson around the individual needs of the student. There will be a cycle of monthly benchmark and formative assessments to check in on student mastery every 6-8 weeks. All of these assessments will be tied to state standards and will show year-over-year growth. Teachers will review data from these assessments in professional development and collaborative planning time to adjust instruction, differentiate lessons, and offer targeted interventions for students who are falling behind. Westby School will expand the provision of small group intervention instruction in Math and ELA on foundational skills for grades K-5. For learners performing at or above grade level, support will be available to build critical thinking and problem-solving skills to foster a growth mindset and a deeper conceptual understanding. Teachers will receive professional development targeted at best practices for math and ELA instruction including differentiated instruction, formative assessments, and evidence-based strategies for engagement and understanding. We will create time for teacher collaboration using to share best

School Name	Corrective Plan Areas	Student Performance Rubric Areas	What action steps is the school taking to address improvement in the selected rubric(s)?
			practices, analyze data, and plan common assessments to create solidarity in common frameworks across grades. The Mathematics and English Language Arts curriculum will be reviewed and aligned to our standards. Each grade will be examined to make sure that the key skills and concepts that students need to be successful in school are included in the scope and sequence goals. All skills covered by state tests will be explicitly taught prior to administration of assessments. Westby School will work with parents and distribute recommended resources and practice strategies to provide supplemental learning at home that directly relates to the learning in the classroom. We will keep parents informed of their child's progress through the year, providing updates on tests and sharing information about how we are addressing areas of concern. Westby School will use clearly defined growth metrics, based on student assessment data, to measure improvement. All measurements will be conducted after set intervals and are reported to the administration. This plan, with an emphasis on data-driven instruction, targeted support, and sustained professional development, will best position the Westby School to address weak areas in student Math and ELA performance. Through regularly scheduled progress monitoring and administration of state assessments, stakeholders will glean invaluable information about the efficacy of these approaches and serve better to inform future instructional changes.
Whitewater High School (0663-0879)	Student Performance	Student Performance Rubric C - College & Career Readiness (High School)	The school has gathered the evidence of the actions that are already taking place as I believe we are doing what is necessary, we just didn't show evidence. All evidence has been compiled.
Whittier School (0098-0154)	Student Performance	Student Performance Rubric A - Math (Elementary and Middle Grades), Student Performance Rubric B - ELA (Elementary and Middle Grades)	MATH 1. Identify Valid Measurement Tool Whittier Elementary School uses the NWEA MAP assessment as its primary tool to measure growth and achievement in Mathematics. Its adaptive design personalizes the assessment to each student's ability, and it is aligned with both state and national standards. By tracking student progress over time, MAP provides data at the school, grade, class, and student levels, helping educators implement targeted interventions to improve achievement. 2a. Provide Evidence that tool is well developed PLC Analyzing Data We implemented a building-wide approach to analyzing student growth and achievement data using our district's Data Analysis Protocol tool. The analysis tool structure includes data prediction, observations, data inference guidance, and planning to make the data actionable. We compared the overall school achievement data from the Spring of 23-24 school year to the Fall of 24-25 school year to identify any potential "summer backslide" in math and measure the extent of it by grade level. This also allowed each grade level to establish the current school year baseline on student achievement. Using the NWEA MAP Grade report, each grade-level team analyzed the performance across the four mathematical domains measured by the assessment: Operations and Algebraic Thinking, Number and Operations, Measurement and Data, and Geometry. This analysis helped us understand performance distributions in each category, providing valuable insights into both strengths and areas needing improvement. Using their insights from the data analysis, each grade-level team collaborated to plan their upcoming math units. 2b. Documentation of types of reports that are shared with parents and/or students The NWEA MAP Student Profile Report was shared with students during 1-on-1 conferences following the test window by classroom teachers. This report includes data from all test windows the student participated in, providing comparisons to average achievement and district grade-level means. The NWEA MAP Family Report was shared with families during fall Parent-Teacher Conferences on October 14th and 15th. This report provides up to five data points, highlighting student achievement, growth, and comparisons to the national average. MAST family report was shared with 3rd - 6th grade families after each testing window. MAST family report provides detailed insights into student performance in Math and English Language Arts (ELA) for grades 3-8. It tracks student progress over multiple test windows throughout the year, comparing their achievement and growth to state standards and averages. These reports offer families clear feedback on their child's standing relative to peers, and help identify areas for improvement both at home and within schools. Evidence of Group Performance. MAP Achievement data is categorized into five percentile bands: 1st-20th (intensive), 21st-40th (low strategic), 41st-60th (strategic), 61st-80th (proficient), and above 80th (advanced). In Fall 2023, Whittier's achievement data was distributed as follows: 48% intensive, 25% low strategic, 15% strategic, 9% proficient, and 3% advanced. By Spring, the data shifted to 39% intensive, 25% low strategic, 16% strategic, 11% proficient, and 9% advanced. This reflects a 9% decrease in intensive students, stability in the low strategic group, and increases in the strategic (+1%), proficient (+2%), and advanced (+6%) bands.

School Name	Corrective Plan Areas	Student Performance Rubric Areas	What action steps is the school taking to address improvement in the selected rubric(s)?
			2024-2025 Action Plan Steps Building Instructional Framework focusing on the following: -Starting activity -Learner objective -Gradual release of responsibility -Closing the learning loop with exit ticket 1st Wednesday PLC of each month -Data Analysis using GFPS Data Analysis Tool -Grade Level unit planning using data driven decision making -PD on student engagement strategies and interpreting MAP and MAST Data -Math Consultant - Courtney Francetich working with the Math Committee to develop PD for staff. Building Walkthrough Tool Data Analysis Targeted Interventions -Quarterly RTI/MTSS meetings identifying students of concern and adjusting flexible interventions groupings. -Individualized Learning Plan using IXL where NWEA MAP data is entered for each student and skill plans built for each student. Periodic classroom walkthroughs using the Building Walkthrough Tool with the following focus: -Bell Ringer & Exit Ticket -Learner Objective Posted and Referenced -Student engagement -OTR (Opportunities To Respond) _____ ELA 1. Identify Valid Measurement Tool Whittier Elementary School uses the NWEA MAP assessment as its primary tool to measure growth and achievement in Mathematics. Its adaptive design personalizes the assessment to each student's ability, and it is aligned with both state and national standards. By tracking student progress over time, MAP provides data at the school, grade, class, and student levels, helping educators implement targeted interventions to improve achievement. 2a. Provide Evidence that tool is well developed PLC Analyzing Data We implemented a building-wide approach to analyzing student growth and achievement data using our district's Data Analysis Protocol tool. The analysis tool structure includes data prediction, observations, data inference guidance, and planning to make the data actionable. We compared the overall school achievement data from the Spring of 23-24 school year to the Fall of 24-25 school year to identify any potential "summer backslide" in ELA and measure the extent of it by grade level. This also allowed each grade level to establish the current school year baseline on student achievement. Using the NWEA MAP Grade report, each grade-level team analyzed the performance across the four Reading domains measured by the assessment: literature and informational text, vocabulary use and functions, language and writing and foundational skills. This analysis helped us understand performance distributions in each category, providing valuable insights into both strengths and areas needing improvement. Each grade-level team collaborated to plan their upcoming ELA units, focusing on the skills where students require additional instruction and support. 2b. Documentation of types of reports that are shared with parents and/or students The NWEA MAP Student Profile Report was shared with students during 1-on-1 conferences following the test window by classroom teachers. This report includes data from all test windows the student participated in, providing comparisons to average achievement and district grade-level means. The NWEA MAP Family Report was shared with families during fall Parent-Teacher Conferences on October 14th and 15th. This report provides up to five data points, highlighting student achievement, growth, and comparisons to the national average. MAST family report was shared with 3rd - 6th grade families after each testing window. The MAST family report was shared with families, providing detailed insights into student performance in Math and English Language Arts (ELA) for grades 3-8. It tracks student progress over multiple test windows throughout the year, comparing their achievement and growth to state standards and averages. These reports offer families clear feedback on their child's standing relative to peers, and help identify areas for improvement both at home and within schools.

School Name	Corrective Plan Areas	Student Performance Rubric Areas	What action steps is the school taking to address improvement in the selected rubric(s)?
			3. Evidence of Group Performance MAP Achievement data is divided into five percentile bands: 1st-20th (intensive), 21st-40th (low strategic), 41st-60th (strategic), 61st-80th (proficient), and above 80th (advanced). In Fall 2023, Whittier's achievement data was distributed as follows: 43% in the intensive category, 25% in low strategic, 16% in strategic, 13% in proficient, and 3% in advanced. By Spring, these numbers shifted to 48% intensive, 21% low strategic, 16% strategic, 10% proficient, and 5% advanced. This indicates a 5% increase in intensive students, a 4% decrease in low strategic, no change in strategic, a 3% decrease in proficient, and a 2% increase in advanced. 2024-2025 Action Plan Steps Building Instructional Framework focusing on the following: -Starting activity -Learner objective -Gradual release of responsibility -Closing the learning loop with exit ticket 1st Wednesday PLC of each month -Data Analysis using GFPS Data Analysis Tool -Grade Level unit planning using data driven decision making -PD on student engagement strategies and interpreting MAP and MAST Data -Building Walkthrough Tool Data Analysis Targeted Interventions -Quarterly RTI/MTSS meetings identifying students of concern and adjusting flexible -interventions groupings. -Individualized Learning Plan using IXL where NWEA MAP data is entered for each -student and skill plans built for each student. Periodic classroom walkthroughs using the Building Walkthrough Tool with the following focus: -Bell Ringer & Exit Ticket -Learner Objective Posted and Referenced -Student engagement strategies for reading, writing, speaking and listening -OTR (Opportunities To Respond)
Willow Creek 7-8 (0354-1700)	Student Performance	Student Performance Rubric A - Math (Elementary and Middle Grades), Student Performance Rubric B - ELA (Elementary and Middle Grades)	Willow Creek will be submitting the results from our MAP testing from Fall 2023 to Spring 2024 which we have used for nearly 3 decades with fidelity. Those test results show significant individual student growth as well as group growth in Math and Reading. All students tested are not given any accommodations to measure exacting where they are with their peers and to calculate each students personal growth. The MAP testing scores are a better indication of student knowledge that the Smarterbalance. Smarterbalance is a high stakes test and MAP is a test that they take at least twice a year from Kindergarten through 10th grade and it is not high stakes. They are far more comfortable and confident taking the MAP tests. The action plan that the school has in place for student achievement is to give students who need mastery in any area the opportunity to work one on one with title or their classroom teachers. Additionally we have the supplementary program IXL that ties to the MAP testing results which indicates the areas of need.
Willow Creek School (0354-0476)	Student Performance	Student Performance Rubric A - Math (Elementary and Middle Grades), Student Performance Rubric B - ELA (Elementary and Middle Grades)	Willow Creek will be submitting the results from our MAP testing from Fall 2023 to Spring 2024 which we have used for nearly 3 decades with fidelity. Those test results show significant individual student growth as well as group growth in Math and Reading. All students tested are not given any accommodations to measure exacting where they are with their peers and to calculate each students personal growth. The MAP testing scores are a better indication of student knowledge that the Smarterbalance. Smarterbalance is a high stakes test and MAP is a test that they take at least twice a year from Kindergarten through 10th grade and it is not high stakes. They are far more comfortable and confident taking the MAP tests. The action plan that the school has in place for student achievement is to give students who need mastery in any area the opportunity to work one on one with title or their classroom teachers. Additionally we have the supplementary program IXL that ties to the MAP testing results which indicates the areas of need.
Winifred 6-8 (0291-1691)	Student Performance	Student Performance Rubric A - Math (Elementary and Middle Grades), Student Performance Rubric B - ELA (Elementary and Middle Grades)	Winifred School will submit results from the IXL testing that will show monitoring and growth for students in Math and ELA along with commentary on how the district is using this information to inform our lesson planning.
Winifred High School (0291-0392)	Student Performance	Student Performance Rubric C - College & Career Readiness (High School)	Winifred High School will submit evidence of ACT scores, Dual Enrollment numbers, CTE concentrators, ASVAB scores and a commentary on work study options.

School Name	Corrective Plan Areas	Student Performance Rubric Areas	What action steps is the school taking to address improvement in the selected rubric(s)?
Winifred School (0291-0391)	Student Performance	Student Performance Rubric A - Math (Elementary and Middle Grades), Student Performance Rubric B - ELA (Elementary and Middle Grades)	Winifred School will submit results from the IXL testing that will show monitoring and growth for students in Math and ELA along with commentary on how the district is using this information to inform our lesson planning.
Wolf Point High School (0781-1023)	Student Performance	Student Performance Rubric C - College & Career Readiness (High School)	Wolf Point High School will implement MCIS at each grade level for the 2024-25 school year. Each grade level will complete relevant sections to align with College and Career planning goals. Students will also complete relevant interest inventories while in MCIS. The administration and counseling team of Wolf Point High School will also research the Work-Based Learning Program. Wolf Point High School will include relevant data demonstrating CTE Concentrators, Dual Enrollment Completion, etc.
Wyola 7-8 (0026-1583)	Student Performance	Student Performance Rubric A - Math (Elementary and Middle Grades), Student Performance Rubric B - ELA (Elementary and Middle Grades)	Gathering evidence for submission We are working with our OPI Instructional Coach - Lindsay Mohoney on the improvement process.

School Name	Corrective Plan Areas	Assurance Rubric Areas	Student Performance Rubric Area(s)	What action steps is the school taking to address improvement in the selected rubrics?
Gardiner 7-8 (0614-1743)	Assurance & Student Performance (BOTH)	Assurance Rubric A - CNA, Assurance Rubric D - Assurances, Assurance Rubric E - Staffing (Infinite Campus), Assurance Rubric J - Indian Education for All	Student Performance Rubric A - Math (Elementary and Middle Grades), Student Performance Rubric B - ELA (Elementary and Middle Grades), Student Performance Rubric C - College & Career Readiness (High School)	Gardiner School District has developed a comprehensive plan to update and collect information in infinite campus for the assurances section. Several of these sections are areas in which Gardiner is performing, but record keeping was not accurate and some items were not developed under the guidance of an interim superintendent. In the are of Academic Achievement Gardiner is also working to collect student achievement data accurately and consistently. We feel we are also compliant in most of these areas, but collection and reporting of data was not utilized or submitted with the original accreditation report.
Gardiner High School (1191-0824)	Assurance & Student Performance (BOTH)	Assurance Rubric A - CNA, Assurance Rubric D - Assurances, Assurance Rubric E - Staffing (Infinite Campus), Assurance Rubric J - Indian Education for All	Student Performance Rubric A - Math (Elementary and Middle Grades), Student Performance Rubric B - ELA (Elementary and Middle Grades), Student Performance Rubric C - College & Career Readiness (High School)	Gardiner School District has developed a comprehensive plan to update and collect information in infinite campus for the assurances section. Several of these sections are areas in which Gardiner is performing, but record keeping was not accurate and some items were not developed under the guidance of an interim superintendent. In the are of Academic Achievement Gardiner is also working to collect student achievement data accurately and consistently. We feel we are also compliant in most of these areas, but collection and reporting of data was not utilized or submitted with the original accreditation report.
Gardiner School (0614-0825)	Assurance & Student Performance (BOTH)	Assurance Rubric A - CNA, Assurance Rubric D - Assurances, Assurance Rubric E - Staffing (Infinite Campus), Assurance Rubric J - Indian Education for All	Student Performance Rubric A - Math (Elementary and Middle Grades), Student Performance Rubric B - ELA (Elementary and Middle Grades), Student Performance Rubric C - College & Career Readiness (High School)	Gardiner School District has developed a comprehensive plan to update and collect information in infinite campus for the assurances section. Several of these sections are areas in which Gardiner is performing, but record keeping was not accurate and some items were not developed under the guidance of an interim superintendent. In the are of Academic Achievement Gardiner is also working to collect student achievement data accurately and consistently. We feel we are also compliant in most of these areas, but collection and reporting of data was not utilized or submitted with the original accreditation report.
Heart Butte 6-8 (1226-1748)	Assurance & Student Performance (BOTH)	Assurance Rubric A - CNA, Assurance Rubric B - Goals, Assurance Rubric D - Assurances, Assurance Rubric E - Staffing (Infinite Campus), Assurance Rubric H - Family & Community Engagement, Assurance Rubric J - Indian Education for All	Student Performance Rubric A - Math (Elementary and Middle Grades), Student Performance Rubric B - ELA (Elementary and Middle Grades), Student Performance Rubric C - College & Career Readiness (High School)	There will be an accreditation team comprised of Administrators and Staff to address these corrective actions, to meet bi-weekly, and to submit by deadline.
Heart Butte Elementary (1226-0886)	Assurance & Student Performance (BOTH)	Assurance Rubric A - CNA, Assurance Rubric B - Goals, Assurance Rubric D - Assurances, Assurance Rubric E - Staffing (Infinite Campus), Assurance Rubric H - Family & Community Engagement, Assurance Rubric J - Indian Education for All	Student Performance Rubric A - Math (Elementary and Middle Grades), Student Performance Rubric B - ELA (Elementary and Middle Grades), Student Performance Rubric C - College & Career Readiness (High School)	There will be a implementation of an Accredidation Team comprised of staff and Admin to address these corrective needs
Heart Butte Elementary (1226-0886)	Assurance & Student Performance (BOTH)	Assurance Rubric A - CNA, Assurance Rubric B - Goals, Assurance Rubric E - Staffing (Infinite Campus), Assurance Rubric H - Family & Community Engagement, Assurance Rubric J - Indian Education for All	Student Performance Rubric A - Math (Elementary and Middle Grades), Student Performance Rubric B - ELA (Elementary and Middle Grades), Student Performance Rubric C - College & Career Readiness (High School)	There will be an accreditation team comprised of Administrators and Staff to address these corrective actions, to meet bi-weekly, and to submit by deadline.

Lame Deer School (0792-1035)	Assurance & Student Performance (BOTH)	Assurance Rubric I - Basic Education Offerings (Infinite Campus - Middle Grades & HS)	Student Performance Rubric C - College & Career Readiness (High School)	DPS is taking the steps to ensure that students are in school and on time. LDHS Principals/ Staff do reiterate to students daily the importance attendance is to academic success by actively modeling that role ourselves. LDHS will understand that attendance and great behaviors equals success which will aid in being ready for College and Career. LDHS Principals and Staff ensure a safe environment that promotes learning and is established by removing the disturbance of personal; cellular devices in the classroom and offering an incentive program which is geared to help curb student misbehaviors which promotes a better academic/safe classroom environment, The program is called a Lock-Out. LDHS Principals/Staff ensure that appropriate courses are offered which will allow our high school students to earn the necessary credits to be successful for high school graduation and beyond, LDHS offers the dual credit earning for some of the high school students who have acquired most (all) of their high school credits to enroll in the local Tribal College to begin their College Career. Thank you.
Lustre Christian H S (9016-9320)	Assurance & Student Performance (BOTH)	Assurance Rubric B - Goals, Assurance Rubric D - Assurances, Assurance Rubric E - Staffing (Infinite Campus), Assurance Rubric H - Family & Community Engagement, Assurance Rubric I - Basic Education Offerings (Infinite Campus - Middle Grades & HS), Assurance Rubric J - Indian Education for All	Student Performance Rubric C - College & Career Readiness (High School)	We will check the progress made last year & determine what we can accomplish depending on our available resources & staff members. We will consider other small private schools & how they have solved these types of challenges in their school programs & learn from them. We will continue to encourage our instructors to continue their pursuit of official certifications here in the state of Montana. We will make sure that our online options for students earning credits are appropriate & available for all of our students that wish to learn in this way from purveyors that are approved by OPI here in Montana.
Miami School (0684-0904)	Assurance & Student Performance (BOTH)	Assurance Rubric B - Goals, Assurance Rubric D - Assurances, Assurance Rubric E - Staffing (Infinite Campus), Assurance Rubric F - Class Size (Infinite Campus), Assurance Rubric H - Family & Community Engagement, Assurance Rubric J - Indian Education for All	Student Performance Rubric A - Math (Elementary and Middle Grades), Student Performance Rubric B - ELA (Elementary and Middle Grades)	New Miami Elementary is proactively working through the deficiencies that were identified. Implemented committees to address the deficiencies in B, D:Goals, Assurances. E,F: STAFFING New Miami Elementary experienced significant staffing challenges in the 23/24 school year. At the beginning of the school year there were 2 credentialed teachers on staff as well as 2 full time paraprofessionals. In the month of September, one of the credentialed teachers walked off the job. Our robust attempts to hire an additional certified teacher was successful, but not until late winter. In the interim, we hired an additional part-time para. Ended 23/24 years with 2 certified teachers, 2 full time, 1 part time paraprofessionals. CLASS SIZE RATIO Currently, we have two teachers on staff, one that is fully credentialed and the other working on emergency licensure. The support staff includes two classroom paraprofessionals and one title director. Our current student count is 38. H,J: Committees are being formed to create and implement strategic plans and accountability in Family Engagement and Indian Ed for all. Student Performance: A,B: A Title Director has been hired and a title program has been implemented with the direct oversight of Superintendent Christeans. All progress is being monitored on a weekly to bi-weekly basis.
Simms High School (0118-0174)	Assurance & Student Performance (BOTH)	Assurance Rubric B - Goals	Student Performance Rubric C - College & Career Readiness (High School)	The high school attends college and career fairs, documents ACT benchmarks and provides dual enrollment.
Spring Creek School (0020-0026)	Assurance & Student Performance (BOTH)	Assurance Rubric A - CNA, Assurance Rubric B - Goals, Assurance Rubric D - Assurances, Assurance Rubric E - Staffing (Infinite Campus), Assurance Rubric F - Class Size (Infinite Campus), Assurance Rubric G - PIR Days (Infinite Campus), Assurance Rubric H - Family & Community Engagement, Assurance Rubric I - Basic Education Offerings (Infinite Campus - Middle Grades & HS)	Student Performance Rubric A - Math (Elementary and Middle Grades), Student Performance Rubric B - ELA (Elementary and Middle Grades)	Will submit

For more information please contact Crystal Andrews at crystal.andrews@mt.gov.

ITEM 25

ACTION ON RESOLUTION TO ENCOURAGE A 3RD YEAR OF MATHEMATICS AND SUPPORT FOR MATHEMATICS ATTAINMENT AND PROFICIENCY

McCall Flynn

State of Montana

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Board of Public Education

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Commissioner of
Higher Education

Elsie Arntzen,
Superintendent of
Public Instruction

Greg Gianforte,
Governor

EXECUTIVE DIRECTOR:

McCall Flynn

RESOLUTION

WHEREAS, the Montana Board of Public Education (Board) is committed to increasing K-12 mathematics proficiency; and

WHEREAS, the Board sets high school graduation requirements as part of its Accreditation Standards, which currently require two units of mathematics to graduate; and

WHEREAS, the Office of Public Instruction reports that 78% of high schools already require three units or more of mathematics to graduate; and

WHEREAS, the 2023-24 Statewide Assessment shows that only 30.7% of 11th graders are at or above proficiency in mathematics; and

WHEREAS, the Office of the Commissioner of Higher Education reports that 19% of all first-time freshman in the Montana University System do not meet mathematics proficiency standards. Of Montana University System students taking a mathematics course in their first year, 40% need additional remedial support; and

WHEREAS, the proposed revisions to the Mathematics Content Standards outline Core Standards and Core Plus Standards that adequately prepare students for any postsecondary pathway including career, trades, certificate, two-year or four-year degree programs;

THEREFORE, BE IT RESOLVED, the Montana Board of Public Education encourages Montana school districts to require a third unit of mathematics as a high school graduation requirement; and

BE IT FURTHER RESOLVED THAT the Montana Board of Public Education encourages the Office of Public Instruction and the Office of the Commissioner of Higher Education to create a collaborative process to identify comprehensive strategies to increase mathematics proficiency in support of college and career attainment, including strengthening the ability for Montana high schools to offer a third year of mathematics.

RESOLVED BY THE MONTANA BOARD OF PUBLIC EDUCATION ON NOVEMBER 22, 2024.

Dr. Tim Tharp
Chairperson
Board of Public Education

ITEM 26

INFORMATION ON UPDATED ECONOMIC IMPACT STATEMENT TO ARM TITLE 10, CHAPTER 53, MATHEMATICS CONTENT STANDARDS

Marie Judisch

Montana Board of Public Education
Executive Summary

Date: November 2024

Presentation	Economic Impact Statement on the Chapter 53 Mathematics Content Standards Revisions
Presenter	Marie Judisch
Position Title	Senior Manager of Teaching and Learning
Overview	Review Economic Impact Statement on the Chapter 53 Mathematics Content Standards Revisions
Requested Decision(s)	Information Item
Related Issue(s)	N/A
Recommendation(s)	N/A

Economic Impact Statement Administrative Rule of Montana, Chapter 53: Math Content Standards

Montana Office of Public Instruction
October 2024

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Executive Summary

In late 2022, the Superintendent of Public Instruction, with approval from the Montana Board of Public Education (BPE), initiated a review of Montana's Mathematics Content Standards, as outlined in ARM Title 10, Chapter 53, Subchapter 5. This review aims to ensure that public schools maintain rigorous and relevant math standards that effectively support student learning and preparedness for life beyond school.

As required by § 20-7-101, MCA, these standards, part of the accreditation process, must be adopted by the BPE with the Superintendent's recommendation, and developed through negotiated rulemaking. In compliance with § 2-4-405, MCA, the Office of Public Instruction (OPI) has prepared this economic impact statement in consultation with the Negotiated Rulemaking Committee (NRC).

To assess potential economic impacts of the proposed rule amendments to ARM 10.53.5, OPI surveyed school personnel and stakeholders. The survey was distributed via the OPI Compass newsletter to over 18,000 recipients, and a press release was posted on March 13, 2024. With an initial low response rate, the survey was re-sent directly to superintendents and school board trustees, extended by three weeks, and distributed through a partnership with the School Administrators of Montana (SAM). Additional outreach in October 2024 to district and county superintendents resulted in 81 submissions, informing this report.

Introduction

The Superintendent and OPI staff established a Math Standards Revision Task Force, which included Development and Review Teams (see Appendix B and Appendix C). The Development Team proposed revisions based on research from the Regional Education Laboratory Northwest, a U.S. Department of Education-funded organization, and aligned with the Superintendent's vision. The Review Team provided feedback, and final revisions were submitted to the Superintendent and the Negotiated Rulemaking Committee (NRC).

OPI staff (Appendix E) facilitated virtual and in-person meetings, supporting collaborative work on digital documents. The agency coordinated the task force's activities, presented its rationale to the NRC, and consulted the Montana Advisory Council on Indian Education (MACIE) for integrating Indian Education for All.

The NRC (members listed in Appendix D) reviewed the proposed standards, meeting both virtually and in person from October 2023 to January 2024, and ensured consistency in content, format, vocabulary, and organization throughout the standards.

The rules proposals are listed below with a summary of changes:

- 10.53.1501- Mathematical Practices for Grades K-12 - Amend:
  - *Update language to align with the National Assessment of Educational Progress (NAEP), and inclusion of Cultural Connections*
- 10.53.1502- 10.53.1510 - Mathematical Standards for Grades K-8 - Amend:
  - *Clarify language, move examples and elaborations to guidance documents, update clarity around fluency standards, and vertical alignment.*
- 10.53.1511- High School Symbols - Amend:
  - *Update to align with the intent of the task force on the revisions of high school standards*
- 10.53.512 - 10.53.517 - High School Content Standards - Repeal:
  - *Due to the vast amount of reorganization of the high school standards, it was cleaner to repeal the current high school standards and adopt new standards*
- 10.53.518-10.53.521 - High School CORE Content Standards - Adopt:
  - *Foundational standards that all Montana students should know and be able to do upon graduation from high school*
- 10.53.522-10.53.524 - High School CORE PLUS Content Standards - Adopt:
  - *Additional standards that all Montana students can pursue to prepare for postsecondary education and careers.*

A detailed summary of the math standards proposed revisions and the process can be found here.

Economic Impact Statement Required Elements

Pursuant to § 20-7-101(1), MCA, the Montana Superintendent of Public Instruction prepared this economic impact statement in consultation with the NRC, in accordance with §2-4-405, MCA. Each required element of the economic impact statement is outlined below.

a) Affected Classes of Persons

> *Describe the classes of persons who will be affected by the proposed rule, including classes that will bear the costs of the proposed rule and classes that will benefit from the proposed rule. Refer to § 2-4- 405 (2)(a), MCA.*

The proposed rule changes will impact the following groups: school district trustees, K-12 administrators, math teachers, school counselors, librarians, clerks/business officials, parents, and K-12 public school students.

The costs associated with implementing the rule changes will be borne by local school districts.

Beneficiaries of the rule changes include trustees, administrators, teachers, students, and the communities served by Montana's accredited schools.

b) Economic Impact

Describe the probable economic impact of the proposed rule upon affected classes of persons, including but not limited to providers of services under contracts with the state and affected small businesses, and quantify, to the extent practicable, that impact. Refer to § 2-4405 (2)(b), MCA.

The OPI surveyed school personnel and stakeholders regarding the probable economic impact of the proposed amendments to the Math Content Standards. The survey was distributed as described previously and received responses from 81 individuals, including teachers, superintendents, principals, district curriculum directors, a parent, a taxpayer, and a technology integration specialist. The summary results of the surveys are shown in **Appendix A**.

Estimated Curricular Costs:

Grade Band	Estimated Number of Students	Estimated Cost per Student	Total Cost by Grade Band
K-5	66,000	$175	$11,550,000
6-8	33,000	$175	$5,775,000
9-12	44,000	$250	$11,000,000

Estimated Total Costs for Curricular Resources for all Montana Schools: =$28,325,000

Estimated Costs for Professional Learning:

Metric	Value
Number of Districts in Montana	403
Estimated Cost of Professional Development per Day	$1,800 - $3,000 per day
Total Cost of Professional Development for 2 Days	$725,000 - $1,209,000
Total Cost of Professional Development for 4 Days	$1,450,000 - $2,418,000

Estimated Range of Total Costs for Professional Development for all Montana Schools: =$725,000 - $2,418,000

Estimated total cost range of Curricular Resources & Professional Development: =$29,050,000 - $30,743,000

These estimates do not include the implication of quantifiable time allocated to the revisions in terms of professional learning, planning, and implementation. Note, these costs are also just intended to reflect the initial implementation year for the content standards, not ongoing costs, should all districts replace their curriculum materials due to the revisions.

(b) Cost to State Agencies

> *Describe and estimate the probable costs to the agency and any other agency of the implementation and enforcement of the proposed rule and any anticipated effect on state revenue. Refer to § 2-4- 405 (2)(c), MCA*

The Office of Public Instruction (OPI), as required by § 20-7-101, MCA, has incurred costs for the standards revision task force and the negotiated rulemaking process. Convening the task force for in-person writing sessions costs approximately $11,500. The negotiated rulemaking process, including a contracted facilitator, NRC meetings, and NRC travel costs around $25,000. Additional expenses for implementing the proposed rule changes, such as creating guidance documents with task force experts and providing professional learning are estimated at $20,000, bringing the total projected cost to about $56,500, excluding staff time absorbed through regular duties.

Metric	***Estimated Costs***
Task Force Revisions Costs	***$11,500***
Negotiated Rulemaking Costs	***$25,000***
Agency Costs for Professional Learning	***$20,000***

Estimated total cost for the Office of Public Instruction: ***= $56,500***

The Board of Public Education (BPE) will incur filing fees for public hearing notices and publication fees for adoption and amendment notices with the Secretary of State, estimated at $60 per page. Costs for board member attendance at public hearings will be covered within the BPE's existing budget.

c) Costs and Benefits of the Proposed Rule

> *Analyze and compare the costs and benefits of the proposed rule to the costs and benefits of inaction. Refer to § 2-4-405 (2)(d), MCA.*

The State Superintendent initiated the process of amending the accreditation and aligning content standards per the established schedule by the BPE.

d) Less Costly or Less Intrusive Methods

> *Are there less costly or less intrusive methods for achieving the purpose of the proposed rule? Refer to § 2-4-405 (2)(e), MCA.*

There is no less costly or less intrusive method for achieving the purpose of the proposed rule changes.

e) Selection of Proposed Rule

> *Analyze any alternative methods for achieving the purpose of the proposed rule that were seriously considered by the agency and the reasons why they were rejected in favor of the proposed rule. Refer to § 2-4-405 (2)(f), MCA.*

After thoroughly exploring alternative methods to achieve the proposed rule's objectives, it was determined that, due to the significant impact of content standards on school quality and instruction—particularly in Math Education—combined with the statutory requirement for negotiated rulemaking, no alternative approach would adequately produce content standards that are centered on learner outcomes and conducive to educational excellence.

f) Efficient Allocation of Public and Private Resources

> *Does the proposed rule represent an efficient allocation of public and private resources? Refer to § 2-4-405 (2)(g), MCA.*

The proposed rule amendments do not involve any specific allocation of public and private resources.

Conclusion

The NRC, through consensus, determined that the rule amendments should be surveyed for economic impact and supported the creation of the survey questions. Appendix A shows the responses and the demographics of the 81 respondents of the survey.

The economic and logistical impact of implementing Montana's revised K-12 math standards spans several critical areas, including curriculum resources, staffing, and professional development, all of which pose significant cost implications for districts across the state. Many districts anticipate that effective implementation will require substantial updates to instructional strategies, including course redesign and assessment realignment. This may involve integrating math into other subjects, which will demand considerable planning and collaboration across departments. To support these changes, districts will need content-specific coaching to guide teachers through the transition and help align instructional practices with the new standards. Initial costs for curriculum adoption are estimated between $175 and $250 per student, depending on the grade level, with ongoing expenses such as digital access fees, consumable materials,

and routine updates further stretching district budgets over time. Professional development is also a major cost driver, with daily training sessions estimated at around $1,800 - $3,000 per day.. This highlights the necessity of sustained funding to meet training requirements as teachers learn new instructional approaches and implementing new curriculum.

While districts identified a greater need for updated K-8 curricular materials, the standards for those grades have undergone less significant changes compared to the 9-12 standards. The agency anticipates that most elementary materials from the previous standards will remain usable, unlike the 9-12 materials, which may require more substantial updates. The most significant change for K-12 is the update of the Mathematical Practices. Although these updates are mostly aligned with the previously adopted mathematical practices, large curriculum companies will likely not make adaptations to their curriculum to include these practices, as evidence by the lack of including Indian Education for All as required in Montana's Content Standards.

Staffing and resource allocation are impacted heavily by the revised standards, particularly for districts in remote or rural areas. Many districts are already contending with teacher shortages, low pay, and limited local applicant pools, making it challenging to recruit qualified personnel for the necessary instructional and paraprofessional roles. To facilitate the ongoing coaching required for the standards, some districts anticipate hiring additional full-time coaches, which will place further strain on limited staffing budgets. Administrators, in particular, will see their responsibilities grow, as they must coordinate comprehensive professional development, manage curriculum rollouts, and support teachers as they integrate the new standards into daily practice. Community engagement is also a significant component, with administrators dedicating time to meetings with parents and school boards to communicate the standards' changes, gather feedback, and address community concerns. Finally, the logistics of professional development, including organizing travel for remote districts, arranging substitute teachers, and scheduling sessions outside of instructional hours, represent considerable time and resource commitments for both teachers and administrators. Overall, while the revised standards aim to elevate math proficiency, they require comprehensive planning, investment, and support to address the fiscal, staffing, and logistical demands necessary for successful implementation across Montana.

The anticipated costs for initial implementation for districts, should they need to update curricular materials, ranges from $29,050,000 - $30,743,000, including curricular costs and professional development.

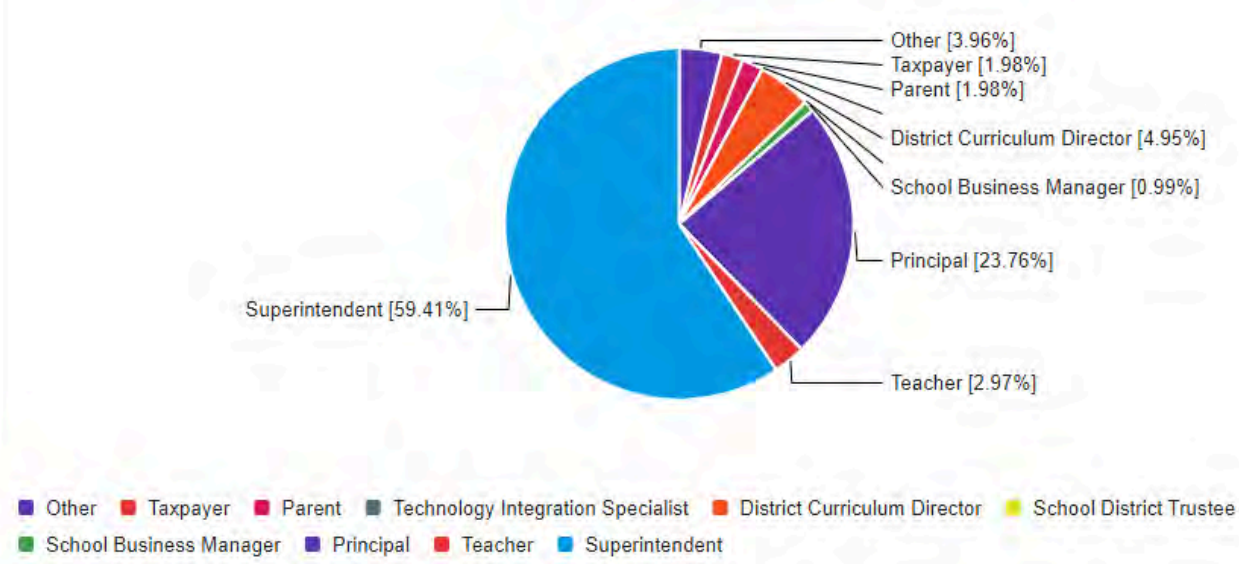
The Superintendent's recommendations to the BPE will be evaluated by the BPE and then facilitated through the Montana Administrative Procedure Act (MAPA) process before any adoption of proposed standards changes are implemented.

Appendix A – Economic Impact Survey Responses

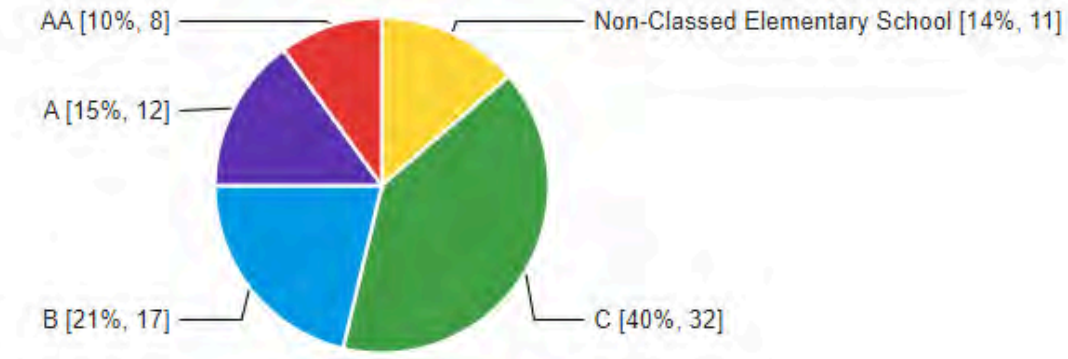
The following information is a summation of the different questions asked in alignment with the requirements of the Economic Impact Statement.

Demographics of Survey Respondents:

Question 1: Please share your role in the district you serve or reside in:



Question 2: Please identify the size of the district you serve:



Question 3: Please indicate the grade band(s) you serve:

District Size:	K-3rd	4th-6th	7th-8th	9th-12th
AA	7	8	8	6
A	11	10	10	10
B	12	14	14	13
C	30	30	31	28
Non-Classed Elementary School	10	11	8	0

Implications of Revised K-12 Math Content Standards on Curricular Resources:

Question 1: Will there be costs for curricular materials at the different grade level bands, due to the K-12 MathContent Standards Revisions?:

Question:	Unsure	Yes	No
Will there will be costs for the update of curriculum at the K-2 grade levels in regards to the revised content standards?	15	52	9
Will there will be costs for the update of curriculum at the 3-5 grade levels in regards to the revised content standards?	16	53	8
Will there will be costs for the update of curriculum at the 6-8 grade levels in regards to the revised content standards?	11	58	8
Will there will be costs for the update of curriculum at the 9-12 grade levels in regards to the revised content standards?	11	49	16

Question 2: Estimated costs by grade band:

Question:	There will not be a cost for this grade band	Yes	No - too low	No - too high
Is a projected cost of $150/student for updated K-5 math curriculum accurate?	8	45	21	2
Is a projected cost of $150/student for updated 6-8 math curriculum accurate?	8	45	21	2
Is a projected cost a cost of $200/student for updated 9-12 math curriculum accurate?	17	33	22	3

These numbers are estimated by recent curricular adoptions from a variety of districts to project a potential cost for curricular materials. Variances from these numbers would be due to different curriculum costs, added resources, included professional development, and more.

Summary of District-Reported Costs Associated with Updated Standards, by School Class:

AA Districts Details:

- *Content-specific coaching and math support are needed to help teachers implement new standards and align with the new curriculum.*
- *Additional costs of approximately $8,000 to $10,000 are required to pay staff for extra hours or hire substitutes.*
- *There is a lack of staffing for intensive interventions, creating a need for further professional development.*
- *Instructional coaching is essential to support both content and instructional shifts, which require time, expertise, and financial resources.*
- *Districts estimate a need for eight instructional coaches per school to assist teachers with the transition.*
- *Despite the costs, superintendents view these changes as beneficial.*

A Districts Details:

- *Districts are generally fully staffed but require additional professional development for teachers to implement the new K-12 Math Standards effectively.*
- *Most implementation efforts will focus on professional development rather than increasing staff numbers.*
- *Costs in time and money are anticipated for standards review and effective implementation.*
- *Finding certified and confident math teachers, especially in K-8, remains a challenge.*

- *Filling 5-12 math instructional positions with qualified personnel has historically been difficult, leading some districts to rely on under-qualified staff in certain middle and high school classrooms.*
- *Additional paraprofessionals may be needed to support teachers with math interventions.*
- *Updated standards will require changes to year-long curriculum maps.*

B Districts Details:

- *While staffing is currently adequate, attracting qualified teachers is challenging due to Montana's low teacher pay and limited applicant pool.*
- *Increasing teacher pay is necessary to attract and retain qualified candidates.*
- *Costs for staffing have been budgeted, but the district still struggles to fill specific roles, such as math teachers.*
- *A middle school math position is currently filled by an emergency hire due to the shortage.*
- *Low pay and 9-month contracts make it hard to recruit paraprofessionals needed for additional support.*
- *Staffing shortages indicate a need for alternative math pathways, like offering "Math: Science Data" taught by science teachers if math capacity is limited.*
- *Recruiting paraprofessionals for math support and before- or after-school tutoring remains difficult.*
- *Providing smooth transitions and support for all involved is crucial for effective implementation of new initiatives.*

C Districts Details:

- *The need for intervention support would depend on the level of support required to bring students up to standard.*
- *Small rural schools face challenges finding and retaining qualified teachers, especially in remote areas with low pay.*
- *Some districts have adequate staffing for their small student population, but others already struggle to find certified math teachers, and low pay exacerbates this issue.*
- *Additional factors, like Title I service needs and potential increases in supplemental curriculum, may impact staffing and resources.*
- *Teacher training needs for a new curriculum are unclear, but professional development for both curriculum and standards will likely be essential.*
- *High turnover rates mean rural schools invest heavily in new teacher training and professional development.*
- *Some schools report having no math teacher applicants for years, reflecting a persistent shortage of qualified instructors.*
- *Staffing is generally adequate for students without additional needs, but not sufficient for those requiring individualized support, and any staff departure could worsen this situation.*

Non-Classed Elementary School Districts Details:

- *Dwindling Title funding creates additional staffing costs associated with changing standards.*
- *The district has some experienced staff with over 15 years of service, who are considered excellent educators.*
- *There is difficulty filling positions, with one teacher on a provisional license, another on emergency authorization, and an unfilled full-time SPED teacher role.*
- *Although no additional personnel costs are expected from new standards, finding qualified staff to implement them effectively remains a challenge.*
- *Staffing shortages already exist across the district.*

Question 3: If a different cost is expected, please estimate potential costs for updating curriculum materials: *Summary of Submissions by theme*

- ***Initial Costs Per Student***
  - *Estimates for initial adoption range from $150 to $400 per student, depending on grade level.*
  - *Some respondents suggested $200-$225 per student for K-6 and $275 for grades 7-12.*
  - *Higher estimates include $1000 per student, particularly for math programs due to hands-on materials.*
  - *Variability in costs is noted based on the resources chosen.*
- ***Ongoing and Hidden Costs***
  - *Ongoing costs include consumable materials like workbooks and hidden costs for digital access.*
  - *Curriculum costs can vary significantly and often include recurring expenses.*
  - *Initial cost estimates may not account for additional long-term expenditures.*
  - *Hidden costs can impact overall budgeting significantly.*
- ***Professional Development and Training Costs***
  - *Professional development for educators is a crucial ongoing expense.*
  - *Training costs are estimated at $1400 per day for ten staff members.*
  - *Additional staffing may be necessary to cover new high school standards.*
  - *Districts need to budget for training alongside curriculum updates.*

- ***Budget Constraints and Existing Resources***
  - *Recent curriculum purchases limit the capacity for additional spending.*
  - *Small districts may face higher per-student costs due to minimum purchase requirements.*
  - *Some districts had already budgeted for potential renewal costs, anticipating the new standards.*
- ***Uncertainty and Lack of Specific Estimates***
  - *Many respondents expressed uncertainty regarding specific cost projections.*
  - *Overall, there is a general hesitance to commit to specific numbers at this stage.*

Estimated costs per student per grade band, given average of 11,000 students per grade level per Growth and Enhancement of Montana Students (GEMS), given feedback from districts.

Grade Band	*Estimated Number of Students*	*Estimated Cost per Student*	*Total Cost by Band*
K-5	*66,000*	*$175*	*$11,550,000*
6-8	*33,000*	*$175*	*$5,775,000*
9-12	*44,000*	*$250*	*$11,000,000*

Question 4: Do you have any other relevant information in regards to curriculum and resources in regards to the revised K-12 Math Content Standards?:

Summary of Submissions by theme:

- ***Financial Implications and Budget Constraints***
  - **Technology Costs:** Transitioning to online curricula will incur additional technology and licensing expenses, with potential yearly costs.
  - **Professional Development:** Extensive training is necessary for effective curriculum implementation, which may surpass supplemental material costs.
  - **Consultant Expenses:** Hiring consultants for explicit instruction support could further strain district budgets. If new curricula cannot be immediately purchased, teachers may need to supplement existing materials, increasing workload and costs.
  - **High Adoption Costs**: Recent adoptions have averaged around $175,000 for K-8, posing significant challenges for budget-conscious districts.
- ***Alignment and Resource Gaps***
  - **Crosswalking Standards**: A critical need exists to align new standards with current resources, identifying gaps and necessary supplementary materials.
  - **Misalignment with National Standards**: The differences between Montana Mathematical Practices and Common Core Math Practices may necessitate additional resource creation.
  - **Limited Resource Availability:** Access to affordable and suitable resources, especially for integrating IEFA components, is essential.
- ***Professional Development and Support***
  - **Comprehensive Training Needed:** Teachers require extensive professional development to adapt to revised standards effectively. Guidance on suitable curriculum providers and training resources is also needed.
- ***Challenges of Online Learning***
  - **Effectiveness of Online Courses**: Concerns persist about the effectiveness of online math instruction, particularly for high school students, complicating engagement and learning outcomes.
- ***Recruitment and Retention of Staff***

- **Teacher Shortages**: Ongoing difficulties in hiring qualified secondary math teachers highlight the need for improved recruitment and retention strategies.

- ***Implementation and Future Planning***
  - **Need for Guidance**: Schools require practical implementation guidance from the Office of Public Instruction (OPI) for the new standards.
  - **Future Curriculum Planning:** Updated standards will change high school course offerings, necessitating proactive planning, especially in districts with outdated resources.
- ***Impact on Student Populations***
  - **Considerations for Students**: New curricula should address the needs of students in need of intervention to ensure they receive appropriate support for their learning challenges.

Implications of Revised K-12 Math Content Standards on Staffing:

Question 1: Please share details on staffing K-12 Math Educators:

Question:	Unknown/Not Relevant	No	Yes
Does your district currently have adequate staffing to support grades K-5?	2	15	61
Does your district currently have adequate staffing to support grades 6-8?	2	16	60
Does your district currently have adequate staffing to support grades 9-12?	18	14	45

Staffing and Support Overview Across Montana School Districts, by Class Size:

Class AA School Districts: Staffing and Support Summary

- ***Staffing Levels:***
  - *K-5: 3/6 districts have appropriate staffing, 5/6 report new standards would impose a personnel cost*
  - *6-8: 2/6 districts report adequate staffing, 6/6 report new standards would impose a personnel cost*
  - *9-12: 3/6 districts have adequate staffing, 6/6 report new standard would impose a personnel cost*

- ***Coaching and Support Needs:***
  - *Content-specific coaching is necessary for teacher training and curriculum implementation; 8 instructional coaches are needed at each school.*
- ***Financial Implications:***

    - *Standards review costs an additional $8,000-$10,000 for staff pay or substitute coverage.*
- ***Intervention and Development:***
    - *Intensive intervention staffing is lacking; professional development is essential for new curricula and instructional shifts.*

Class A School Districts: Staffing and Support Summary

- ***Staffing Levels:***
    - *K-5: 8/9 districts report adequate staffing; 1/9 share new standards would impose a personnel cost*
    - *6-8: 8/9 districts have adequate staffing; 1/9 share new standards would impose a personnel cost*
    - *9-12: 6/9 districts have adequate staffing; 1/9 share new standards would impose a personnel cost*

- ***Professional Development Needs:***
    - *Additional staffing is required to better meet Core+ Standards; professional development training is essential for all staff on new K-12 Math Standards.*
    - *Most efforts will focus on ongoing, relevant professional development related to the updated standards.*
- ***Challenges in Math Staffing:***
    - *Difficulty in hiring certified math teachers leads to under qualified personnel in 6-12 classrooms.*
    - *There is a struggle to find certified, confident, and willing individuals to teach math, despite being fully staffed for the past two years.*
- ***Future Considerations:***
    - *Education preparation programs and K-12 stakeholders should collaborate to develop educators who feel confident teaching math.*
    - *The district plans to review math resources and standards next year.*

Class B Schools: Staffing and Support Summary

- ***Staffing Levels:***
    - *K-5: 7/9 districts report adequate staffing; 3/9 indicate new standards would impose a personnel cost.*
    - *6-8: 7/9 districts have adequate staffing; 3/9 indicate new standards would impose a personnel cost.*
    - *9-12: 6/9 districts report adequate staffing; 4/9 indicate new standards would impose a personnel cost.*

- ***Challenges in Teacher Recruitment:***
    - *Difficulty in finding teachers due to low pay; Montana ranks last nationally in teacher compensation.*
    - *There is a struggle to recruit math teachers, with a middle school position currently filled by an emergency hire.*
    - *Low pay and short 9-month contracts hinder filling paraprofessional positions.*
- ***Financial Considerations:***

    - *Costs related to staffing have been budgeted, but recruitment remains a significant issue.*
    - *Increasing teacher pay is necessary to attract qualified applicants to address staffing shortages.*
- ***Curriculum and Capacity Concerns:***
    - *Staffing issues make it challenging to add new math pathways; options like Math: Science Data need careful consideration regarding course credit.*
    - *The math department currently lacks the capacity to expand course offerings without additional staffing.*

Class C Schools: Staffing and Support Summary

- ***Staffing Levels:***
    - *K-5: 21/26 districts report adequate staffing; 2/26 indicate new standards would impose a personnel cost.*
    - *6-8: 1/21 district has adequate staffing; 3/21 indicate new standards would impose a personnel cost.*
    - *9-12: 17/21 districts report adequate staffing; 4/21 indicate new standards would impose a personnel cost.*

- ***Challenges in Teacher Recruitment:***
    - *Difficulty in hiring certified and qualified math instructors persists, with past experiences of prolonged hiring processes (over 2 years for previous openings).*
    - *Low compensation continues to be a barrier to attracting quality candidates for teaching positions.*
- ***Professional Development Needs:***
    - *Uncertainty exists regarding the types of training required for teachers to implement a new curriculum.*
    - *Ongoing professional development will be necessary to train staff on new standards and curriculum updates.*
- ***Intervention Considerations:***
    - *The need for additional staff to provide appropriate interventions is contingent upon the specific needs of students to meet standards.*
    - *Staffing levels and training needs may change based on turnover; adequate personnel is currently in place, but future vacancies could impact this.*

Non-Classed Elementary Schools: Staffing and Support Summary

- ***Staffing Levels:***
    - *K-5: 3/3 districts report adequate staffing; 1/3 indicates new standards would impose a personnel cost.*
    - *6-8: 3/3 districts report adequate staffing; 1/3 indicates new standards would impose a personnel cost.*

- ***Funding and Costs:***
    - *Dwindling Title funding leads to additional staff costs associated with changing standards.*

- ***Staff Experience:***
    - *The district has experienced staff members who have been in place for over 15 years, providing excellent education.*
- ***Stability of Staffing:***
    - *Current staffing levels and quality should remain stable despite funding changes and new standards.*

Implications of Revised K-12 Math Content Standards on Professional Development Related Costs:

Question 1: Will the proposed standards revisions have an economic impact when it comes to providing professional development for K-12 Educators?:

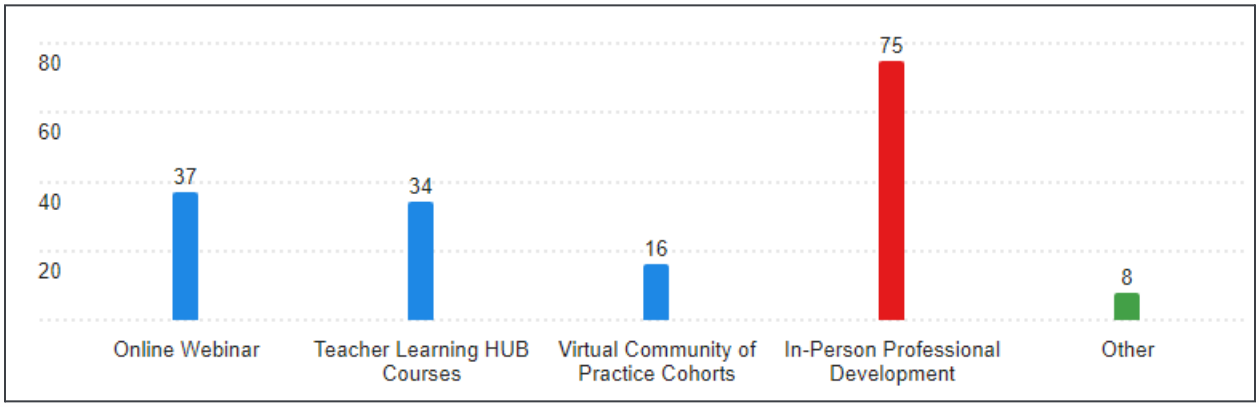
Question:	Unsure	Yes	No
Will the proposed standards revisions have an economic impact when it comes to providing professional development for your K-12 educators?	8	64	6
Will funding the professional development for the K-12 Math standards be difficult for your district?	8	62	9
Will locating professional development for K-12 math standards revisions be difficult for your district?	14	49	17

Summary on Professional Development Implications by Theme:

- ***Financial Considerations***
    - *Professional development (PD) costs range from $3,000 to $12,000 annually, depending on the provider.*
    - *Funding challenges include dwindling Title funding and a lack of budget for professional development related to new standards.*
    - *Estimated costs for the first year of PD, including trainers and substitutes, could reach $80,000.*
- ***Staffing and Resource Needs***
    - *There is a need for multiple instructional coaches (at least three) to support K-12 implementation across various school levels.*
    - *Additional staffing may be required for successful curriculum redesign and alignment with new standards.*
    - *Difficulty finding quality professional trainers, especially outside Montana, adds to the challenge.*

- ***Training and Implementation Challenges***
    - *Teachers require dedicated time for PD to effectively implement new curriculum and standards; many express the need for ongoing coaching and support.*
    - *The rural location complicates logistics for PD, including high travel costs and limited access to tailored training.*
    - *Finding opportunities for professional learning that align with new standards is a challenge; many vendors do not include PD in material costs.*
- ***Curriculum Alignment and Adaptation***
    - *New curriculum adoption necessitates specific training for teachers to ensure proper implementation and fidelity.*
    - *As current materials become unavailable, districts will need to budget for both new curriculum purchases and accompanying professional development.*
- ***Impact of Teacher Shortages***
    - *Teacher shortages complicate the addition of new curriculum and training, stressing existing staff and resources.*
    - *Hiring difficulties hinder the ability to implement robust PD, as districts struggle to replace or find qualified math instructors.*
- ***Collaboration and Support Needs***
    - *Districts express the need for collaboration with companies or education co-ops for professional learning resources and support.*
    - *Some districts plan to set aside funds for a robust professional development schedule, emphasizing the importance of benefiting the entire staff, not just a few individuals.*

Question 2: What is your district's desired format of Professional Development?:



- ***Details from 'Other'***
    - *In-class coaching and instructional strategy workshops are vital for teacher development.*
    - *Pre-made assessments and lesson plans help reduce teacher workload.*
    - *Time is needed for vertical articulation and updating instructional maps within the district.*
    - *Coaches and on-site consultants should provide support outside of student-serving hours to minimize costs.*
    - *Recent teacher feedback highlights the effectiveness of in-person training for professional development.*

Summary of Professional Development Needs by Theme:

- ***Professional Development Structure***
  - *Team time with guided professionals is essential, along with compensation for pay and substitute time.*
  - *Professional development should include follow-up training to identify strengths and weaknesses.*
  - *In-person training is preferred over online options, despite being more costly, as it enhances understanding and execution.*
- ***Funding and Resource Constraints***
  - *Financial limitations hinder the ability to provide comprehensive professional development, such as paying for BetterLessons at $2.50 per teacher.*
  - *Summer training opportunities are recommended to maximize teacher participation without affecting school hours.*
- ***Curriculum Development and Alignment***
  - *There is a need to create a scope and sequence, align new standards to grade levels, and develop curriculum maps and assessments.*
  - *Active engagement best practices should be prioritized alongside curriculum understanding.*
- ***Community and Regional Support***
  - *Local math specialists can enhance professional development, particularly in rural areas.*
  - *Regional meetings with in-person training can facilitate better learning and collaboration.*
- ***Ongoing Support and Implementation***
  - *Continuous support through cohorts for progress check-ins is vital for effective implementation of new curriculum.*
  - *Multiple professional development sessions throughout the year are necessary, including follow-up for successful standards execution.*

Estimated Costs for Professional Learning:

Metric	***Value***
Number of Districts in Montana	*403*
Estimated Cost of Professional Development per Day	*$1,800 - $3,000 per day*
Total Cost of Professional Development for 2 Days	*$725,000 - $1,209,000*
Total Cost of Professional Development for 4 Days	*$1,450,000 - $2,418,000*

Estimated Range of Total Costs for Professional Development for all Montana Schools:

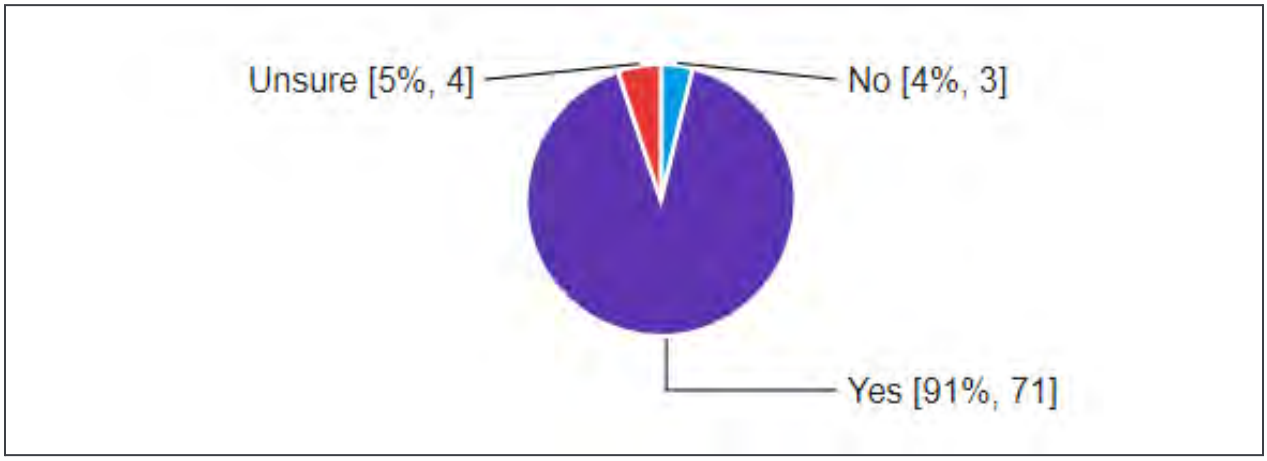
= $725,000 - $2,418,000

Estimated total cost range of Curricular Resources & Professional Development:

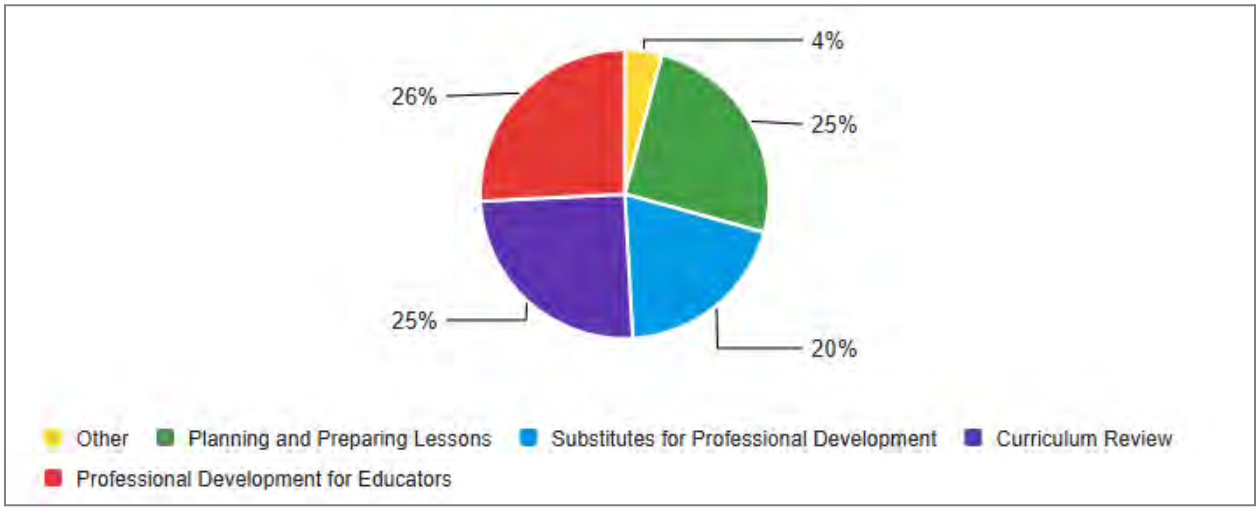
= $29,050,000 - $30,743,000

Implications of Revised K-12 Math Content Standards on Time:

Question 1: Will the implementation of the revised K-12 Standards have an impact on the TIME spent for educators in your school district?:



Question 2: What types of impacts on time will the implementation of the revised K-12 Math standards have on your district?



Time Impacts of Revised K-12 Math Standards Implementation:

- ***Instructional Strategies and Course Development***
  - *Need for re-design and development of courses and assessment strategies.*
  - *Preparing to integrate math into other curricular areas.*

- ***Ongoing Coaching and Support***
    - *Investment in ongoing coaching (3 FTE) to support implementation.*
    - *Building teacher confidence and practice in using the new curriculum.*
- ***Administrative Responsibilities***
    - *Increased responsibilities for administrators, including implementing new standards and facilitating professional development.*
- ***Community Engagement***
    - *Time required for parent and board meetings to discuss changes and gather feedback.*
- ***Professional Development Logistics***
    - *Time and resources needed for travel to professional development sessions.*
    - *Unpacking and understanding the updated standards is a significant investment of time.*

Appendix B: Math Standards Revision Task Force Members

Task Force Member Name	Location	Assigned Roles
Nicole Casper	Kalispell	K-2 Development
Shay Kidd	Dillon	K-2 Development, Vertical Alignment, Mathematical Practices
Andrea Meiers	Lockwood	K-2 Development
Thomas Redmon	Hamilton	K-2 Development, Mathematical Practices
Carla Swenson	Glasgow	K-2 Development
Lei-Anna Bertelsen	Bozeman	3-5 Development
Elizabeth Burroughs	Bozeman	3-5 Development
Kris Gardner	Missoula	3-5 Development
Melissa Shiffer	Lambert	3-5 Development
Tina Blair	Anaconda	6-8 Development, Vertical Alignment
Jennifer Brackney	Billings	6-8 Development
Jennifer Luebeck	Bozeman	6-8 Development, Mathematical Practices
Matt Roscoe	Missoula	6-8 Development
Cliff Bara	Troy	9-12 Development
Beth Cooney	Harlowton	9-12 Development
Deanne Gemmil	Billings	9-12 Development
Marisa Graybill	Helena	9-12 Development
Janice Novotny	Big Timber	9-12 Development
Frederick Peck	Missoula	9-12 Development

Appendix C: Math Standards Revision Review Team Members

Review Team	Location	Assigned Role
Becky Berg	Billings	K-5 Review
Jenny Combs	Billings	K-5 Review
Kayla Ryan	Helena	K-5 Review
Amy Jones	Forsyth	K-5 Review
Pat Baltzley	Gardiner	6-12 Review
Sharon Carroll	Ekalaka	6-12 Review
Lisa Scott	Billings	6-12 Review

Appendix D: Math Standards Revision Negotiated Rulemaking Committee

Member	NRC Role	Location
Teri Dierenfield	Kalispell	K-12 Teacher, Taxpayer
June Ellestad	Lolo	Retired University Faculty, Taxpayer
Carrie Fisher	Belgrade	School District Business Official, Taxpayer
Robert Griffith	Great Falls	Retired K-12 Teacher, Taxpayer
Katie McCrea	Pryor	K-12 Teacher, Taxpayer
Kath Milodragovich	Butte	School District Trustee, K-12 Teacher, Parent, Taxpayer
Dr. Julie Murgel	Helena	Office of Public Instruction, Taxpayer
Dr. Chris Olszewski	Billings	K-12 School Administrator, Taxpayer
Dr. Lynne Rider	Kalispell	K-12 Teacher, Taxpayer
Brooke Taylor	Billings	K-12 Teachers, Parent, Taxpayer
Brooke Tuft	Whitefish	Grandparent, Taxpayer

Appendix E: Montana Office of Public Instruction Project Leadership

- **Elsie Arntzen,** Superintendent of Public Instruction
- **Christy Mock-Stutz**, Assistant Superintendent
- **Julie Murgel,** Chief Program Officer
- **Marie Judisch,** Teaching and Learning Senior Manager, Standards Revision Project Co-Lead
- **Aimee Konzen,** Professional Learning Manager
- **Katrina Engeldrum,** Mathematics Instructional Coordinator, Standards Revision Project Co-Lead
- **Michelle McCarthy,** Science Instructional Coordinator, Revision Process and Project Support
- **Matthew Bell,** American Indian Culture and Language Immersion Specialist and Project Support
- **Mike Jetty,** Indian Education for All Specialist and Project Support
- **Jennifer Stadum**, Indian Education for All Specialist and Project Support
- **Crystal Hickman**, American Indian Student Achievement Specialist and Project Support
- **Sheri Harlow,** Administrative Support

For more information please contact Marie Judisch at marie.judisch@mt.gov

ITEM 27

ACTION ON AND RESPONSE TO PUBLIC COMMENTS SUBMITTED ON REVISIONS TO ARM TITLE 10, CHAPTER 53, MATHEMATICS CONTENT STANDARDS

Madalyn Quinlan

❖ **EXECUTIVE COMMITTEE – (Item 28)**

Dr. Tim Tharp

ITEM 28

INFORMATION ON FOUR DAY SCHOOL WEEK RESEARCH REPORT

Dr. Erica Allen, UM; Dr. John Matt, UM; Dr. Bill McCaw, UM; Dr. Liqin Tang, UM; Dr. Dan Lee, UM

Montana Board of Public Education
Executive Summary

Date: November 2024

Presentation	The Four-day School Week in Montana: A Comprehensive Study (2008-2023)
Presenters	Erica Allen, PhD University of Montana John Matt, PhD University of Montana Bill McCaw, PhD University of Montana Liqin Tang, PhD University of Montana Dan Lee, PhD, Dean, University of Montana Robin Clausen, PhD, Montana SLDS Program Manager, OPI
Position Title	
Overview	Policymakers have questioned whether the 4dsw schedule provides the same level of educational quality as a 5dsw schedule (Irving, 2023). As more and more Montana school districts transition to the 4dsw schedule, policymakers at the local and state level need to understand the implications for educational quality. As a result, a research study was conducted to analyze the data. Attached is a report.
Requested Decision(s)	Information Item
Related Issue(s)	None
Recommendation(s)	None

Four-Day School Week Report

The Four-day School Week in Montana: A Comprehensive Study 2008-2023



Educational Leadership at the University of Montana



Research Team

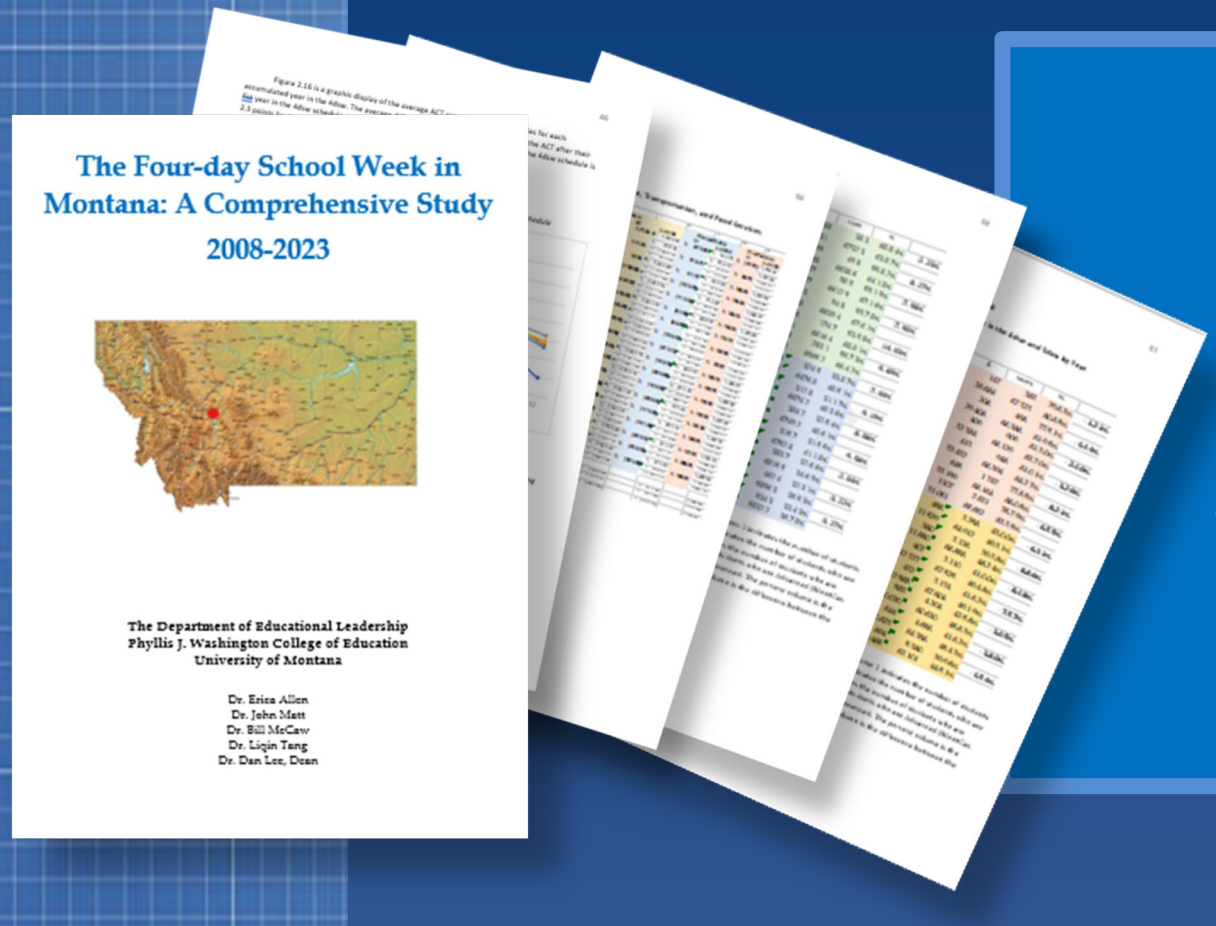
Educational Leadership at the University of Montana

- Dr. Erica Allen
- Dr. John Matt
- Dr. Bill McCaw
- Dr. Liqin Tang

Dean Dan Lee

Phyllis J. Washington College of Education

Discussion Topics



1. Expenditures
2. Student Achievement
3. Student Attendance
4. Graduation Rates
5. Student Behavior

Research Question

1 Expenditures

Is there a difference in cost effectiveness on instructional and non-instructional costs (instruction, maintenance, transportation, and food service) between schools operating on a four-day school week schedule and those operating on a five-day school week schedule?

Research Question 1

Expenditures per ANB: All Districts

A	B	C	D	E	F	G	H	I	J	K	L	M
	Instruction				Maintenance				Transportation		Food Services	
	GF	perANB	All	perANB	GF	perANB	All	perANB	10	perANB	12	perANB
5dsw		$4,908.92		$7,314.41		$1,231.13		$1,834.33		$ 672.88		$ 290.82
4dsw		$5,390.13		$8,246.75		$1,468.05		$2,176.12		$ 781.64		$ 218.01
		8.93%		11.31%		16.14%		15.71%		13.91%		-33.40%
		$ (481.20)		$ (932.33)		$ (236.93)		$ (341.80)		$ (108.76)		$ 72.81

Research Question 1

Expenditures per ANB: Small Districts

	Instruction				Maintenance				Transportation		Food Services	
	GF	perANB	All	perANB	GF	perANB	All	perANB	10	perANB	12	perANB
5dsw		$5,131.20		$7,709.21		$1,333.55		$2,012.04		$ 732.62		$ 295.36
4dsw		$5,390.13		$8,246.75		$1,468.05		$2,176.12		$ 781.64		$ 264.45
		4.80%		6.52%		9.16%		7.54%		6.27%		-11.69%
		$ (258.92)		$ (537.54)		$ (134.50)		$ (164.08)		$ (49.03)		$ 30.91

Research Question

2 Achievement

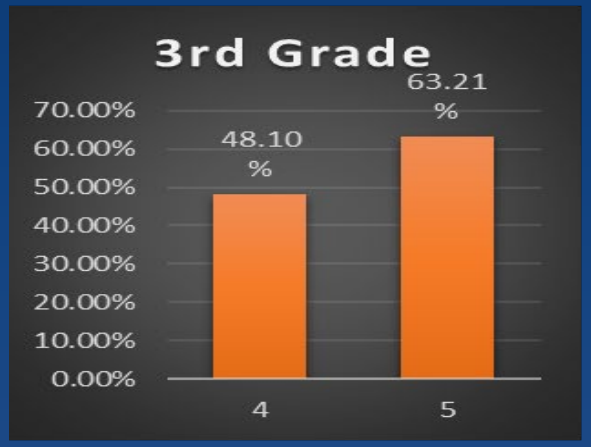
Is there a difference in academic achievement by grade-level and sub-groups between schools operating on a four-day school week schedule and those operating on a five-day school week schedule?

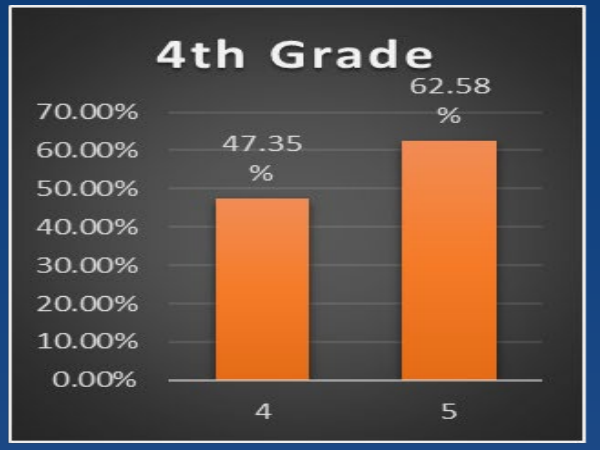
Research Question

2 Achievement

- ✓ Reading and Math Achievement by Grade
- ✓ Reading and Math by Year
- ✓ Before and After: Student Achievement Analysis
- ✓ Basic/Novice Proficiencies Compared to Advanced in Cohort School Districts
- ✓ Students Receiving Special Education Services
- ✓ Reading and Math Cohorts
- ✓ ACT

Reading Achievement by Grade

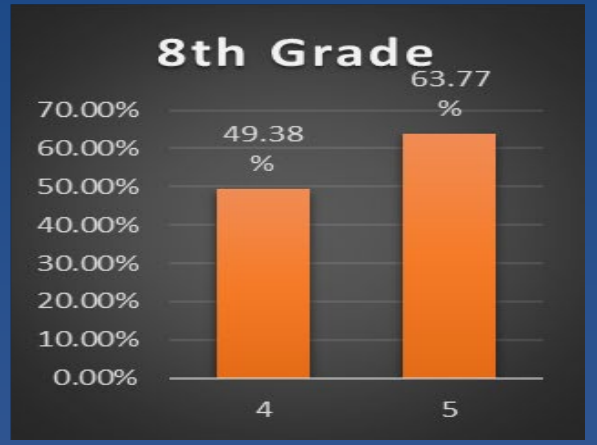






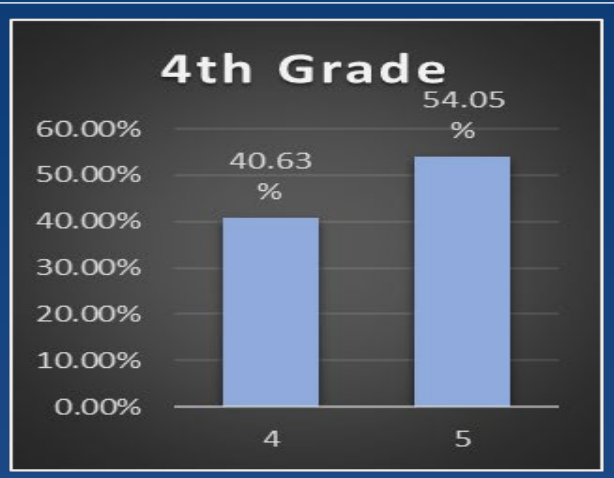






Math Achievement by Grade

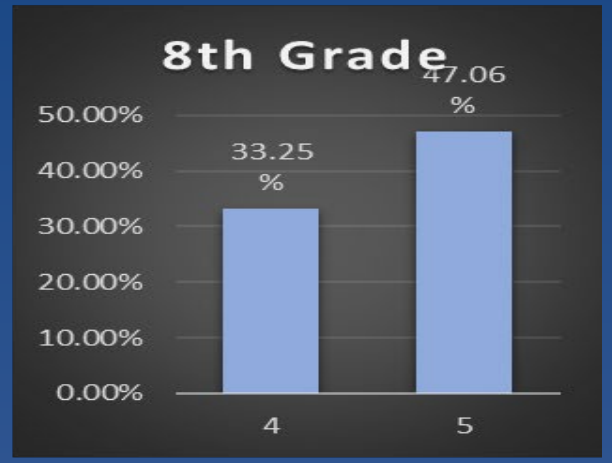




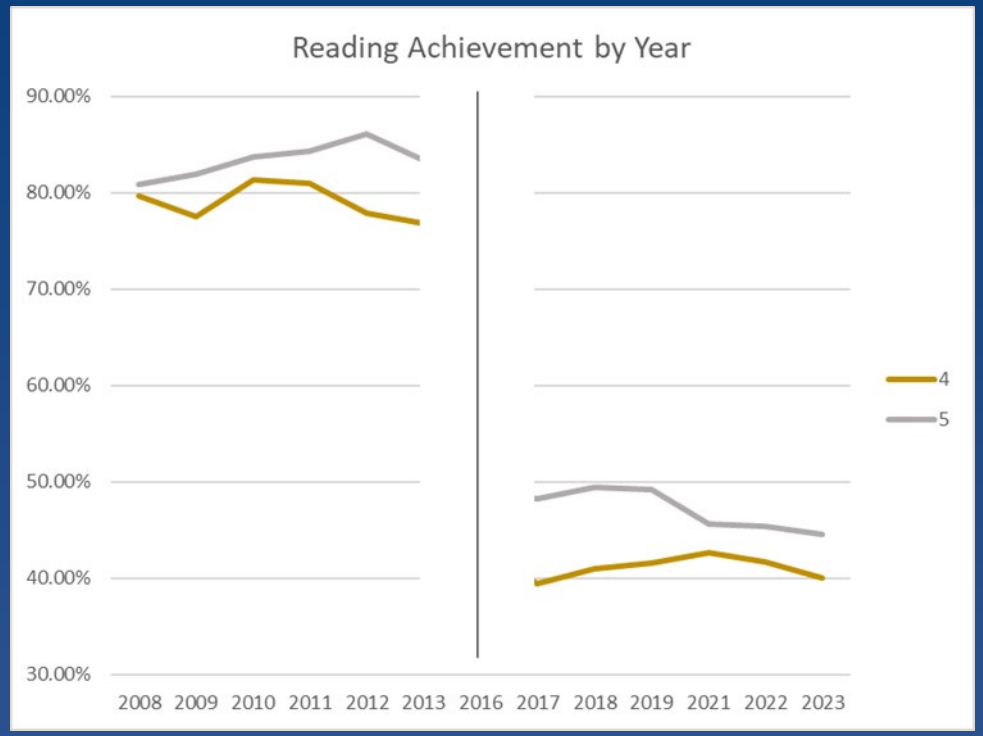


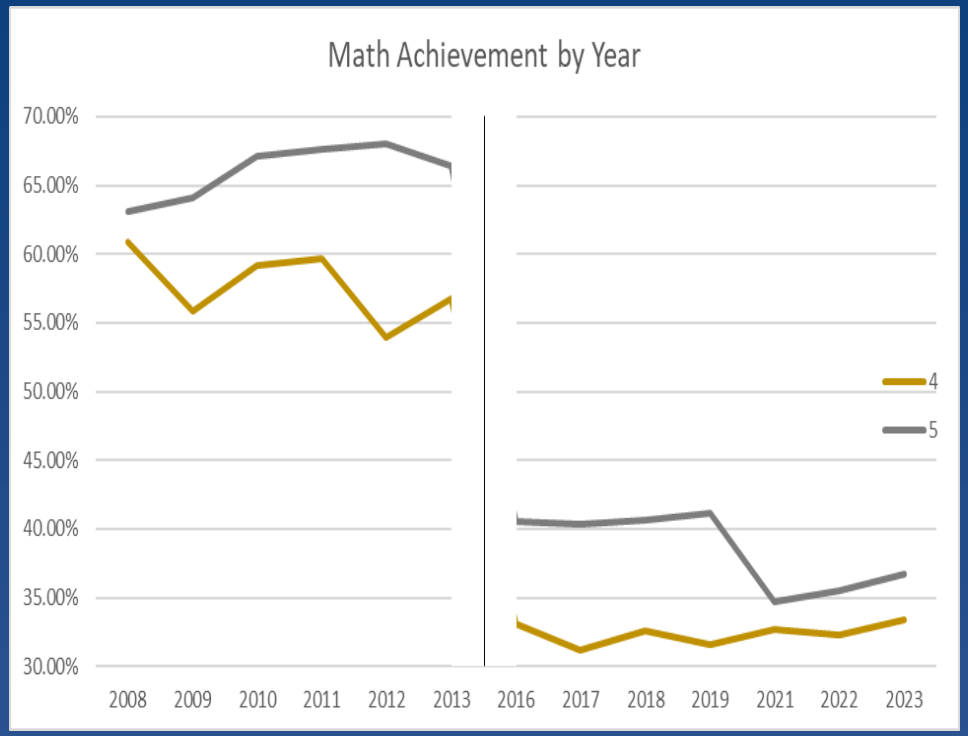




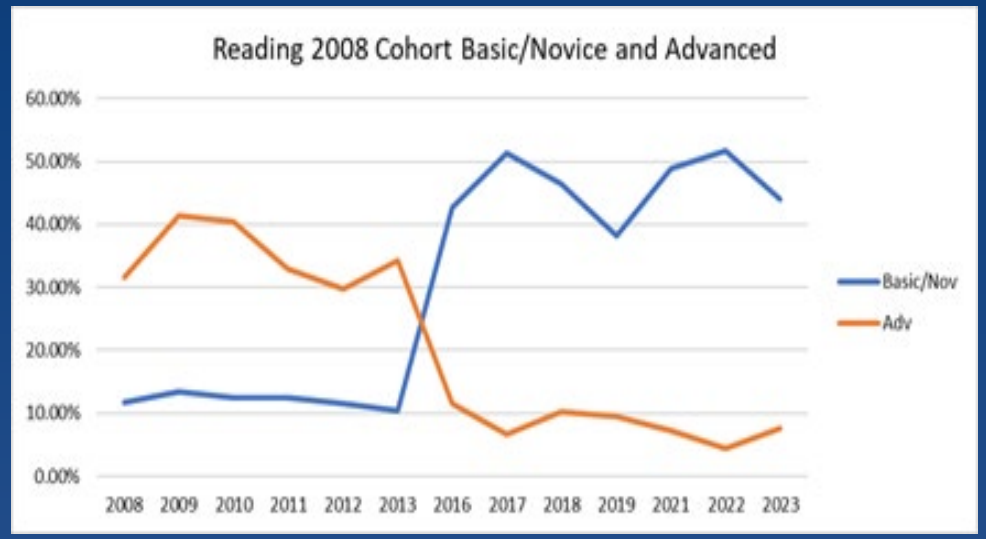


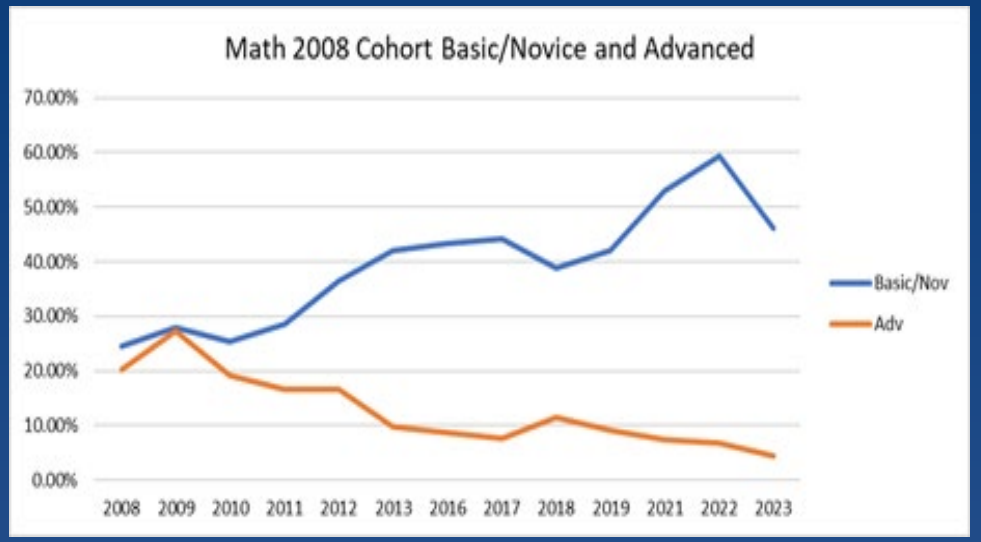
Achievement by Year





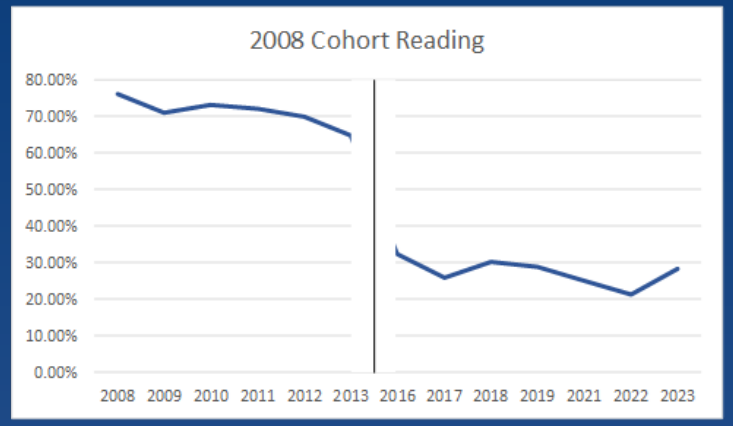
Basic/Novice and Advanced



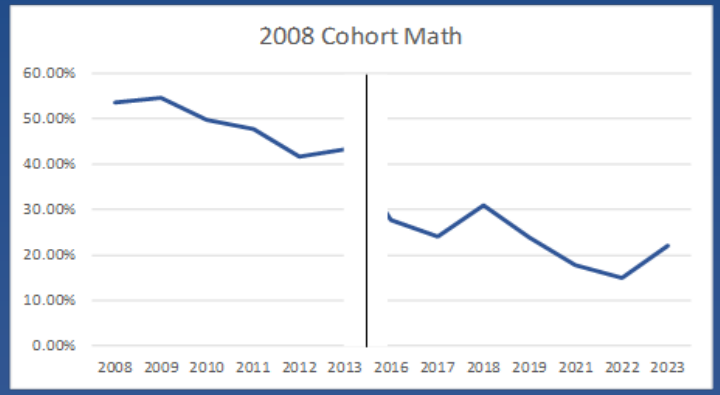


Cohorts

2008 Cohort	2008	2009	2010	2011	2012	2013	2016	2017	2018	2019	2021	2022	2023
7 Districts	76.10%	70.95%	73.08%	72.00%	69.79%	64.85%	32.37%	25.97%	30.12%	28.73%	25.00%	21.35%	28.26%



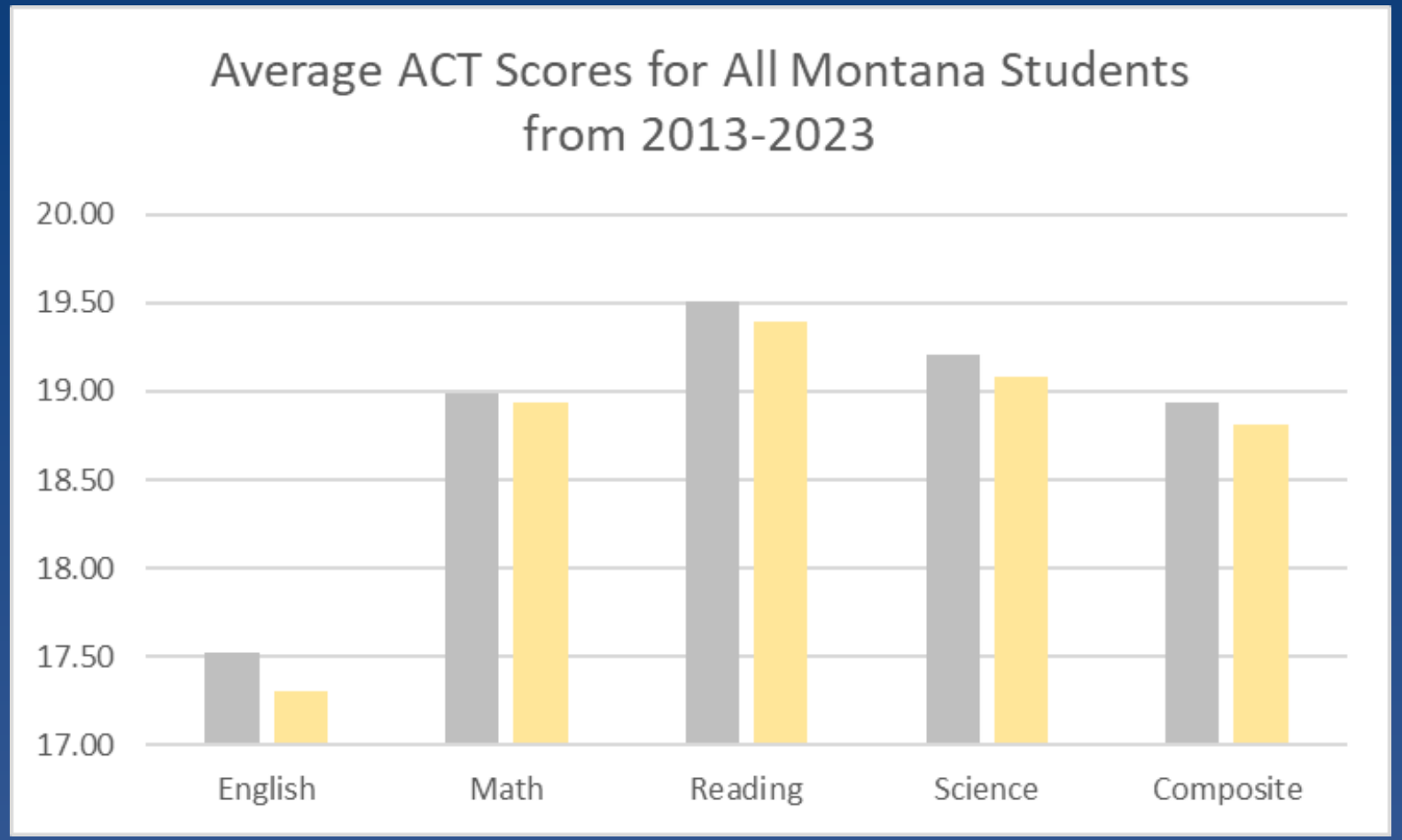
2008 Cohort	2008	2009	2010	2011	2012	2013	2016	2017	2018	2019	2021	2022	2023
7 Districts	53.57%	54.66%	49.69%	47.68%	41.72%	43.29%	27.75%	24.04%	30.91%	23.86%	17.80%	15.00%	21.98%



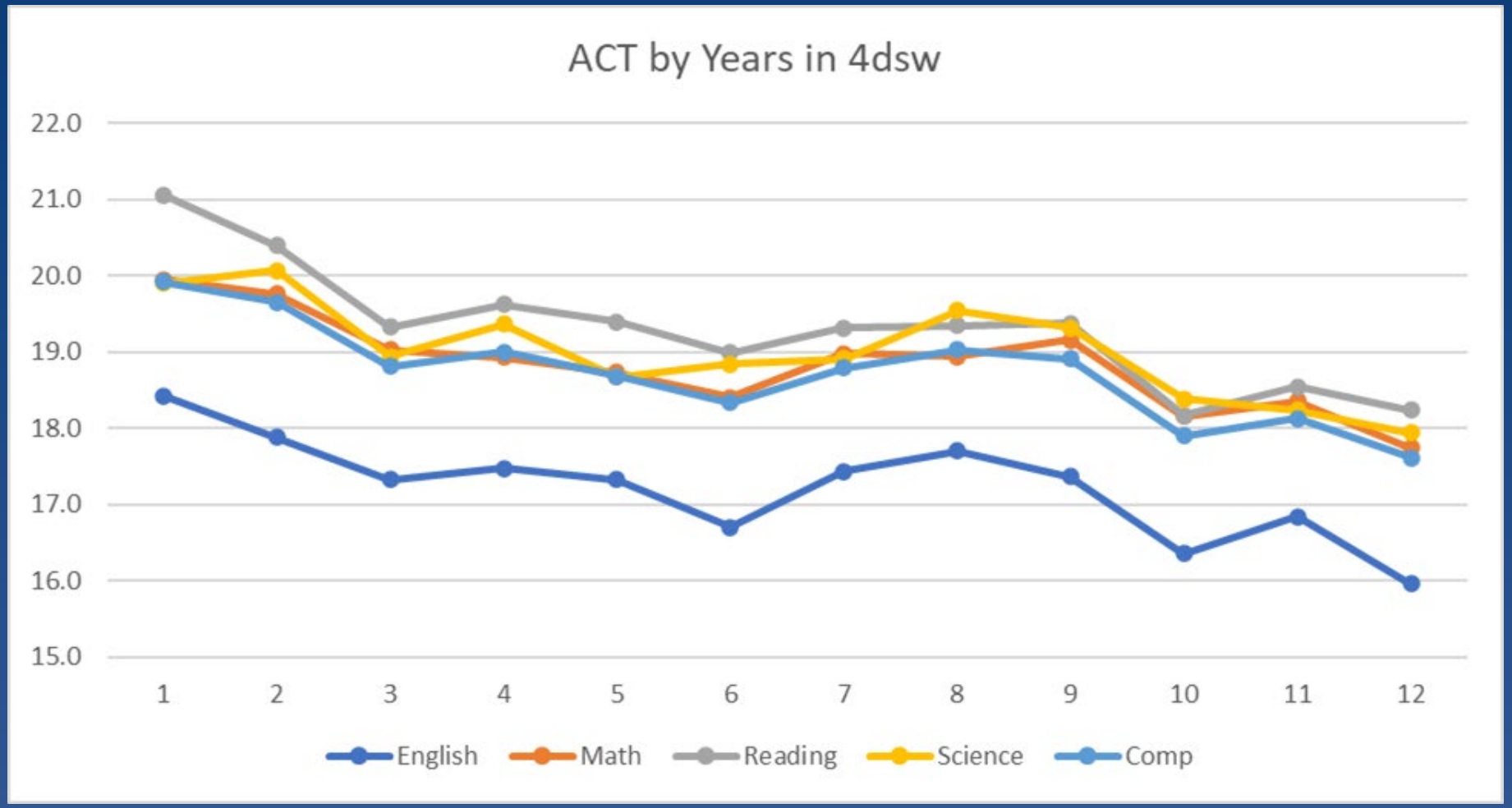
ACT

5dsw noted by gray

4dsw noted by yellow



ACT by Years in 4dsw



Research Question

3

Graduation

Is there a difference in educational engagement, as measured by cohort graduation rate, between the four-day school week schedule and the five-day school week schedule?

Graduation Rates

	Not Economically Disadvantaged		Economically Disadvantaged	
	Graduates	Cohort Members	Graduates	Cohort Members
5	68912	74019	44557	59122
4	2452	2573	3162	3930
5	93.10%		75.36%	
4	95.30%		80.46%	

Research Question

4

Attendance

Is there a difference in student attendance between the four-day school week schedule and the five-day school week schedule

Attendance

Schedule	All Students			Special Education Students			Homeless Students		
	Days Present	Days Enrolled	Percentage	Days Present	Days Enrolled	Percentage	Days Present	Days Enrolled	Percentage
5	123,736,219.01	133,720,912.77	92.53%	16,291,172.47	17,917,076.53	90.93%	2,422,627.92	2,821,299.50	85.87%
4	5,484,867.55	5,949,851.00	92.18%	836,020.56	923,239.00	90.55%	62,191.82	72,522.00	85.76%

Research Question

5

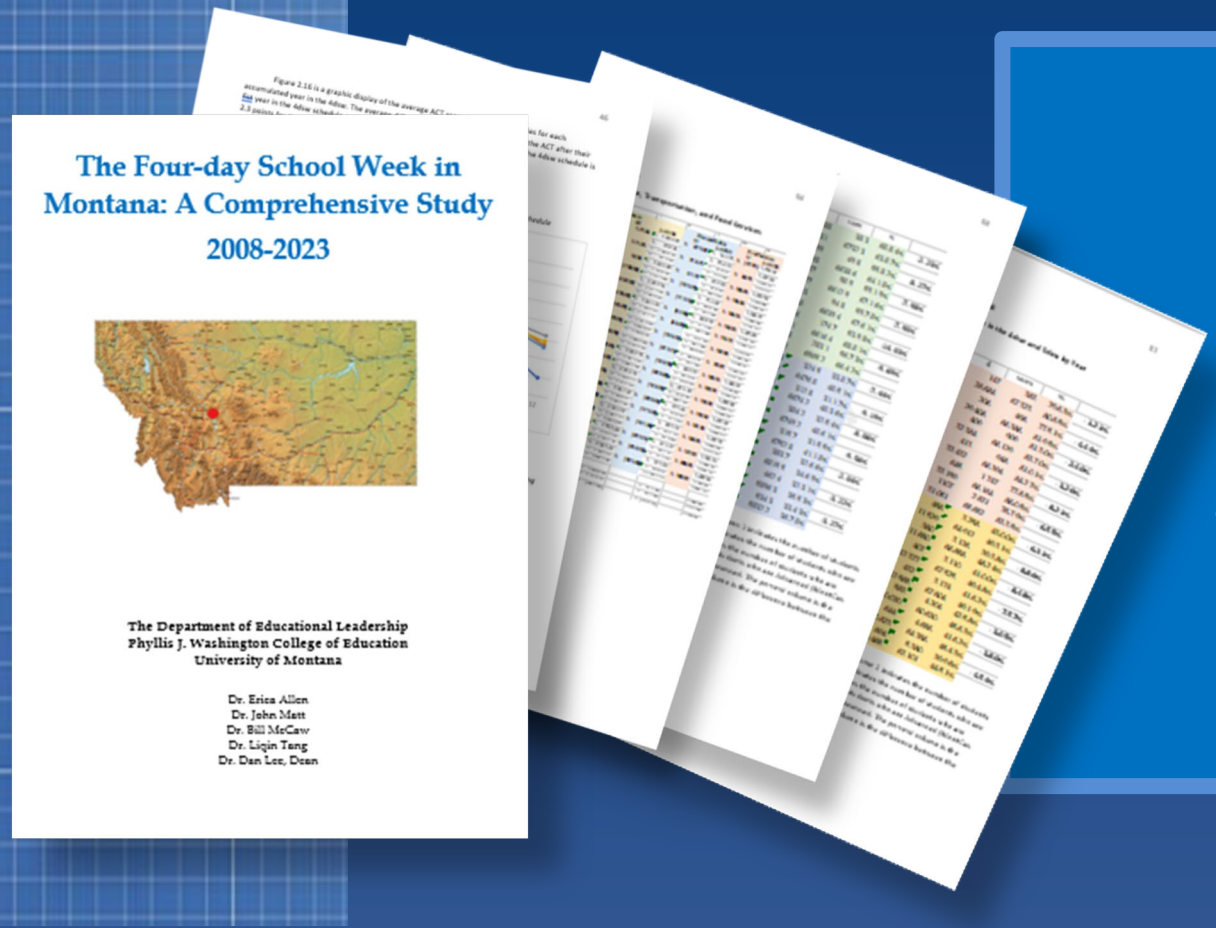
Behavior

Is there a difference in student behavior between the four-day school week schedule and the five-day school week schedule?

Behavior

Schedule	Expulsion, placed in interim alternative educational setting (250)	Expulsion, without services (260)	Suspension, out-of-school, placed in interim alternative educational setting (400)	Suspension, out-of-school, without services (410)	Suspension, in-school (500)
5	0.02%	0.07%	0.68%	4.18%	1.94%
4	0.01%	0.05%	0.39%	1.99%	1.98%

Discussion



1. Expenditures
2. Student Achievement
3. Student Attendance
4. Graduation Rates
5. Student Behavior

FUTURE AGENDA ITEMS January 16-17, 2025
Helena, MT

Exiting Board Member – Last Meeting and Recognition
MACIE Update
Review individual Community Choice Schools' Annual Reports
ABCTe Interim Report
Action on Authorizing Public Charter Schools *Transportation Report*
Assessment Update
Federal Update
Accreditation Report
Teacher Licensure Report
Qualify Transformational Learning & Advanced Opportunity Grant Applications
Quality Educator Loan Assistance Program Report
Content Standards Revision Update
Action on MSDB Superintendent Contract Extension **MSDB Superintendent Performance Evaluation & Contract Extension Discussion**