Montana Board of Public Education
Executive Summary

Date: May 11-12 2023

Presentation	Recommend Approval of 2023 Initial and Renewal Variance to Standards.
Presenter	Ellery Bresler; Crystal Andrews
Position Title	Accreditation Specialist; Director of Accreditation, EPPs, 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 seven Variance to Standards applications.
Related Issue(s)	None
Recommendation(s)	Action 1: Approve State Superintendent Arntzen's recommendation of the one request for Initial Variance to Standard. Action 2: Approve State Superintendent Arntzen's recommendations of the six requests for Renewal of Variances to Standards.

2023-2024 Variance to Standards
Initial Application Summary

1. **Hellgate Elementary – *Hellgate El Intermediate* (SC:1859)**
   a. 10.55.709(1)(C) Library Media Specialist FTE, 1.5 FTE for schools with 501-1000 students.
      i. Required Library Media Specialist FTE for Hellgate Intermediate is 1.5 FTE.
      ii. Application requests to be allowed to have 1.0 total Library Media Specialist FTE for Hellgate Intermediate with paraprofessional support.
      iii. Unique physical demographics of school campus.
      iv. This is an <mark>Initial Request</mark> for two years.

School	2020-21 Student Enrollment	2020-21 Required School Librarian FTE	2021-22 Student Enrollment	2021-22 Required School Librarian FTE	2022-23 Student Enrollment	2022-23 Required School Librarian FTE
Hellgate El Intermediate	483	1.0 FTE	475	1.0 FTE	519	1.5 FTE

VARIANCES TO STANDARDS APPLICATION
Initial Application (two years)

Purpose: <u>ARM 10.55.604(1)</u> "A local board of trustees may apply to the Board of Public Education through the Superintendent of Public Instruction to implement a variance to a standard or a section of 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 DATES (check one)

[✓] First semester implementation; first Monday in March

[ ] Second semester implementation; first Monday in July

COUNTY: Missoula

DISTRICT: Hellgate Elementary School District

LIST EACH SCHOOL THAT IS REQUESTING THE VARIANCE:

Intermediate School/Grades 4-6

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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 Sevices K-12)

2. **Provide evidence that local community stakeholders were involved in the consideration and development of the proposed variance. Community stakeholder groups include parents, community members, and students as applicable.**

   At the February 13, 2023 regularly scheduled school board meeting for the Hellgate Elementary Board of Trustees, in an open meeting format, school trustees, school administrators, teachers, and classified school personnel, as well as local community stakeholders (parents as well as taxpayers) were provided the opportunity to hear the school district's position on why the variance request was being put forth as well as given the opportunity to engage in conversation on the merits of that request. See the attached school board meeting agenda as well as the unofficial school board meeting.

3. **Provide evidence that local school stakeholders were involved in the consideration and development of the proposed variance. School stakeholder groups include trustees, administrators, teachers and classified school staff.**

   At the February 13, 2023 regularly scheduled school board meeting for the Hellgate Elementary Board of Trustees, in an open meeting format, school trustees, school administrators,teachers, and classifed school personnel, as well as local community stakeholders (parents as well as taxpayers) were provided the opportunity to hear the school district's position on why the variance request was being put forth as well as given the opportunity to engage in conversation on the merits of that request. See the attached school board meeting agenda as well as the unofficial school board meeting.

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.**

5. **Describe the variance requested.**

   Hellgate Elementary is respectfully requesting that the Montana Office of Public Instruction and the Montana Board of Public Education grant the school district a variance to standard 10.55.709 (Library Media Services K-12).

   Currently, the school district, for its 1,505 K-8 students, has two certified librarians on staff, both who have their master's degrees, as well as two library para-professionals. One of the paraprofessionals has been a long-time 2nd grade teacher and requested to work in the library, as she is interested in pursuing her library endorsement. The other paraprofessional is a long-time employee of the school district who has held several classified employment positions in the school district.

   Hellgate Elementary does understand that, when looking at the face of standard 10.55.709, our current library staffing arrangement is not what the standard states. However, the school district also believes that Hellgate Elementary is unique compared to other Montana

6. **Provide a statement of the mission and goals of this proposed variance.**

   As with all things that Hellgate Elementary embarks on with respect to the education of its K-8 students, it is the mission of the school district to provide an educational learning environment that supports and sustains academic achievement, academic excellence, and life-long learning for all students. In partnership, is the vision of the school district that each student be actively involved in their learning, motivated for the future, and prepared to successfully embrace future opportunities and meet future academic, social, and emotional challenges.

   Hellgate Elementary believes that its current library staffing configuration with two licensed and endorsed librarians working hand-in-hand with two library paraprofessionals, all on one campus, and collaboratively helping each other in all buildings whenever the need arises, keeps the school district true to its mission and vision.

   Due to the fact that we are an independent elementary school district, we have the ability to be flexible in space and staff utilization as well as be supportive of staff collaboration, integration of content, and application of new concepts in safe and inviting space for students. We have a robust technological infrastructure in place in each school, as well as in

7. **List specific measurable objectives that demonstrate the proposed variance will meet or exceed the results under the current standard(s).**

   I believe that the accreditation standards, including those involving library media specialist standards per enrollment numbers, have been put in place to maximize opportunities to enhance student achievement. Hellgate Elementary certainly does not object to the rationale behind the standards as they have been crafted. However, the current approach does not take into account the unique features that exist in various school districts across the state of Montana. Especially, for a school district like Hellgate Elementary where all of our educational units are located on one campus, much like a small college or a community college schematic design. Thus, the reason the school district is asking for a variance to the library media specialist standard.

   By any reasonable measure, Hellgate Elementary students compete and compare favorably with other Montana students in terms of academic, social, and emotional achievement and development. On the academic side, Hellgate Elementary students achieve at a high rate in comparison to other Montana students whether the comparisons be on the Smarter Balanced Assessment or on local assessments, such as the NWEA   Measurement of Academic Progress   , DIBELS, or EdReady program assessments.

   On the social and emotional learning front, Hellgate Elementary, with its current professional educator staffing program, has been a leader in developing and

8. **What data or evidence will be gathered to document progress toward meeting the measurable objectives?**

   Hellgate Elementary will utilize quantitative data gathered from a variety of assessments to document progress toward meeting measurable objectives in terms of student academic achievement. Assessments including the Smarter Balanced Assessment and our local assessments of the NWEA   Measurement of Academic Progress   , DIBELS, MobyMax, Fast Forward program assessments, and the Montana Digital Academy   EdReady   program assessments will be utilized. In addition, authentic classroom assessments will be used to gather the necessary documentation to indicate whether or not the school district is meeting its district measureable goals. With regards to qualitative data, the school district will gather necessary information from the administration of the school district   s   Student School Community Perception   survey which will seek to measure student feelings, perceptions, and comfort levels as a student in the school community.

   Again, the school district is looking for a two year variance to the standard in order to continue with its current library staffing pattern, which allow the school district the time to assess its staffing input patterns in relations to its student academic and social emotional development outputs and adjust accordingly based on the results of its quantitative and qualitative student data.

9. **Describe how and why the proposed variance would be:**
   a. **Workable.**

   The school district, comprised of 1,505 K-8 students, has two certified librarians on staff, both with master s degree, as well as two library para-professionals. One of the paraprofessionals has been a long-time 2nd grade teacher in the school district and requested to work in the library as she is interested in pursuing her library endorsement. The other paraprofessional has held several classified employment positions within the school district. At this point in time, the school district believes that the staffing arrangement has proven to be manageable, effective, and efficient in meeting the school districts library specialist needs.

   Respectfully, Hellgate Elementary does understand that, when looking at the face of standard 10.55.709, our current library staffing arrangement is not what the standard states. However, the school district also believes, as previously stated, that Hellgate Elementary is unique compared to other Montana school districts and other school building configurations. Currently, all four educational buildings that house students are located on a 43 acre campus, with most of the campus area being devoted to green space. All four buildings that house children for educational purposes are separated by no more than 100 to 150 yards. Therefore, Hellgate Elementary is asking for the

   b. **Educationally sound.**

   Hellgate Elementary believes that its current library specialist staffing configuration is educationally sound for those students in grades K through 3rd, which are the grades most impacted by the staffing pattern.

   As previously stated, Hellgate Elementary will use quantitative data gathered from a variety of assessments in order to document progress toward meeting measurable objectives in terms of student academic achievement. Assessments such as the Smarter Balanced Assessment and our local assessments such as the NWEA Measurement of Academic Progress , DIBELS, MobyMax, Fast Forward program assessments, and the Montana Digital Academy EdReady program assessments provide a significant amount of data. In addition, authentic classroom assessments will be utilized to gather the necessary documentation to indicate whether or not the school district is meeting its district measureable goals. In addition, on the qualitative side, the school district will gather necessary data from the administration of the school district s Student School Community Perception survey which will seek to measure student feelings, perceptions, and comfort levels as a student in the school community.

c. **Where applicable, aligned with program standards under ARM 10.55.1101 through 10.55.2101.**

Separate from the variance request for standard 10.55.709, Hellgate Elementary is in compliance with all other Montana Office of Public Instruction and Montana Board of Public Education program accreditation standards under ARM 10.55.1101 through 10.55.2101. Moreover, the school district is committed to ensuring that its library specialist staffing configuration not diminish the non-negotiable core value that district curriculum be aligned with state content program standards and state content-specific grade level learning progressions.

d. **Where applicable, aligned with content standards under ARM Chapters 53 and 54.**

Apart from the variance request for standard 10.55.709, Hellgate Elementary is in compliance with all other Montana Office of Public Instruction and Montana Board of Public Education content accreditation standards under ARM Chapter 53 (Content Standards) and 54 (Content Standards and Performance Descriptors) and is committed to ensuring that its library specialist staffing configuration positively interfaces across all curriculum areas to provide the necessary educational support to maximize opportunities for Hellgate Elementary students to be academically, socially, and emotionally successful.

Question 5:

Hellgate Elementary is respectfully requesting that the Montana Office of Public Instruction and the Montana Board of Public Education grant the school district a variance to standard 10.55.709 (Library Media Services K-12).

Currently, the school district, for its 1,505 K-8 students, has two certified librarians on staff, both who have their master's degrees, as well as two library para-professionals. One of the paraprofessionals has been a long-time 2nd grade teacher and requested to work in the library, as she is interested in pursuing her library endorsement. The other paraprofessional is a long-time employee of the school district who has held several classified employment positions in the school district.

Hellgate Elementary does understand that, when looking at the face of standard 10.55.709, our current library staffing arrangement is not what the standard states. However, the school district also believes that Hellgate Elementary is unique compared to other Montana school districts and other school building configurations. Currently, all four educational buildings that house students are located on a 43 acre campus, with most of the campus area being devoted to green space. All four buildings that house children for educational purposes are separated by no more than 100 to 150 yards. Theoretically, if the buildings were connected by a walkway, a breeze way, or by brick and mortar, the school district could conceivably look at standard 10.55.709 and be much close

Question 6:

As with all things that Hellgate Elementary embarks on with respect to the education of its K-8 students, it is the mission of the school district to provide an educational learning environment that supports and sustains academic achievement, academic excellence, and life-long learning for all students. In partnership, is the vision of the school district that each student be actively involved in their learning, motivated for the future, and prepared to successfully embrace future opportunities and meet future academic, social, and emotional challenges.

Hellgate Elementary believes that its current library staffing configuration with two licensed and endorsed librarians working hand-in-hand with two library paraprofessionals, all on one campus, and collaboratively helping each other in all buildings whenever the need arises, keeps the school district true to its mission and vision.

Due to the fact that we are an independent elementary school district, we have the ability to be flexible in space and staff utilization as well as be supportive of staff collaboration, integration of content, and application of new concepts in safe and inviting space for students. We have a robust technological infrastructure in place in each school, as well as in each school library, that allows for the quality of instruction to become the constant quantity and for time to become the variable quantity through smaller, more intimate learning environments.

Hellgate Elementary does not believe that its current library staffing configuration, placed into service because of our unique campus design, deters in any way from our successful educational philosophy of instruction. We begin each school year with an end product in mind in how we can best serve the need of students. Though our library solution may not fit the traditional description in standard 10.55.709,

our library solution has helped support two of the school district's non-negotiable core beliefs – (1) every child must meaningfully graduate from Hellgate Elementary, and (2) all of our students must have the skill set to find ways to succeed in the ever-changing global society and economy.

Question 7:

I believe that the accreditation standards, including those involving library media specialist standards per enrollment numbers, have been put in place to maximize opportunities to enhance student achievement. Hellgate Elementary certainly does not object to the rationale behind the standards as they have been crafted. However, the current approach does not take into account the unique features that exist in various school districts across the state of Montana. Especially, for a school district like Hellgate Elementary where all of our educational units are located on one campus, much like a small college or a community college schematic design. Thus, the reason the school district is asking for a variance to the library media specialist standard.

By any reasonable measure, Hellgate Elementary students compete and compare favorably with other Montana students in terms of academic, social, and emotional achievement and development. On the academic side, Hellgate Elementary students achieve at a high rate in comparison to other Montana students whether the comparisons be on the Smarter Balanced Assessment or on local assessments, such as the NWEA "Measurement of Academic Progress", DIBELS, or EdReady program assessments.

On the social and emotional learning front, Hellgate Elementary, with its current professional educator staffing program, has been a leader in developing and promoting an educational delivery system that takes into account three non-negotiable principles to assist our students in developing into emotionally healthy and productive human beings: (1) we believe that equality of educational opportunity is a fundamental right for all children; (2) we demonstrate, on a daily basis, the moral and political will to do the right thing by children, all children; (3) we strive to understand both the science of teaching and the art of teaching by building positive connections and relationships with our students.

Question 8:

Hellgate Elementary will utilize quantitative data gathered from a variety of assessments to document progress toward meeting measurable objectives in terms of student academic achievement. Assessments including the Smarter Balanced Assessment and our local assessments of the NWEA "Measurement of Academic Progress", DIBELS, MobyMax, Fast Forward program assessments, and the Montana Digital Academy "EdReady" program assessments will be utilized. In addition, authentic classroom assessments will be used to gather the necessary documentation to indicate whether or not the school district is meeting its district measureable goals. With regards to qualitative data, the school district will gather necessary information from the administration of the school district's "Student School Community Perception" survey which will seek to measure student feelings, perceptions, and comfort levels as a student in the school community.

Again, the school district is looking for a two year variance to the standard in order to continue with its current library staffing pattern, which allow the school district the time to assess its staffing input patterns in relations to its student academic and social emotional development outputs and adjust accordingly based on the results of its quantitative and qualitative student data.

Question 9 a:

The school district, comprised of 1,505 K-8 students, has two certified librarians on staff, both with master's degree, as well as two library para-professionals. One of the paraprofessionals has been a long-time 2nd grade teacher in the school district and requested to work in the library as she is interested in pursuing her library endorsement. The other paraprofessional has held several classified employment positions within the school district. At this point in time, the school district believes that the staffing arrangement has proven to be manageable, effective, and efficient in meeting the school districts library specialist needs.

Respectfully, Hellgate Elementary does understand that, when looking at the face of standard 10.55.709, our current library staffing arrangement is not what the standard states. However, the school district also believes, as previously stated, that Hellgate Elementary is unique compared to other Montana school districts and other school building configurations. Currently, all four educational buildings that house students are located on a 43 acre campus, with most of the campus area being devoted to green space. All four buildings that house children for educational purposes are separated by no more than 100 to 150 yards. Therefore, Hellgate Elementary is asking for the variance to standard 10.55.709 not because it objects to the accreditation standard for library specialists, but because of its unique physical demographic characteristic of having all of its educational buildings located on one campus, much in the pattern of a community college or a small college campus.

Question 9 b:

Hellgate Elementary believes that its current library specialist staffing configuration is educationally sound for those students in grades K through 3rd, which are the grades most impacted by the staffing pattern.

As previously stated, Hellgate Elementary will use quantitative data gathered from a variety of assessments in order to document progress toward meeting measurable objectives in terms of student academic achievement. Assessments such as the Smarter Balanced Assessment and our local assessments such as the NWEA "Measurement of Academic Progress", DIBELS, MobyMax, Fast Forward program assessments, and the Montana Digital Academy "EdReady" program assessments provide a significant amount of data. In addition, authentic classroom assessments will be utilized to gather the necessary documentation to indicate whether or not the school district is meeting its district measureable goals. In addition, on the qualitative side, the school district will gather necessary data from the administration of the school district's "Student School Community Perception" survey which will seek to measure student feelings, perceptions, and comfort levels as a student in the school community.

Required school district signatures:

Board Chair Name: Tom McLaughlin

Board Chair Signature: _Tom M'Caughn_ Date: 2-15-23

Superintendent Name: Dr. Molly Blakely

Superintendent Signature: _Molly Blakely_ Date 2-20-23

Mail the signed form to:

Accreditation and Educator Preparation Division
Office of Public Instruction
PO Box 202501
Helena, MT 59620-2501

OPI USE ONLY

Superintendent of Public Instruction: _____ Date_____

☐ Approve ☐ Deny

Board of Public Education Chair _____ Date_____

☐ Approve ☐ Deny

early retirement incentive offer. There was no discussion on the topic. The motion was seconded by Kate Walker. Voting in favor of the motion were: Tom McLaughlin, Rich Thornock, Diane Beck, Tom Cook, Rod Sharkey, Kate Walker and Lori Christensen. The motion carried unanimously.

ACCEPT CERTFIED STAFF RESIGNATION:

A motion was made by Rod Sharkey to approve the superintendent's recommendation to accept the resignation of Mr. Tom Keiser, 6th grade teacher at the conclusion of the 2022/2023 school year. There was a no discussion on the item. The motion was seconded by Diane Beck. Voting in favor of the motion were: Tom McLaughlin, Rich Thornock, Diane Beck, Tom Cook, Rod Sharkey, Kate Walker and Lori Christensen. The motion carried unanimously.

CLASSIFIED RETIREMENT INCENTIVE CONSIDERATION:

A motion was made by Rod Sharkey to approve the superintendent's recommendation to offer a one-time retirement agreement opportunity for Mr. Bruce Parks, Hellgate Elementary Director of Facilities/Maintenance Supervisor in accordance with the district's early retirement incentive. Mr. Bruce Parks has worked for Hellgate Elementary for the past 19 1/2 years and I am respectfully requesting that the school board approve the same insurance package offered to certified staff. The motion was seconded by Kate Walker. Voting in favor of the motion were: Tom McLaughlin, Rich Thornock, Diane Beck, Tom Cook, Rod Sharkey, Kate Walker and Lori Christensen. The motion carried unanimously.

APPROVE SCIENCE FAIR COACHES:

A motion was made by Lori Christensen to approve the superintendent's recommendation to approve the hiring of Ms. Devon Honzel and Ms. Laci Willett to be the coordinators of the Science Fair for grades 2 and 3 and Ms. Katie Matthews for grades 4-6 for the 2022-2023 school year. The motion was seconded by Kate Walker. There was no discussion on the item. Voting in favor of the motion were: Tom McLaughlin, Rich Thornock, Diane Beck, Tom Cook, Rod Sharkey, Kate Walker and Lori Christensen. The motion carried unanimously.

APPROVE CERTIFIED STAFF HIRING SY 23-24:

A motion was made by Tom Cook to approve the superintendent's recommendation to approve the hiring of Mr. Lucas Bewley to conduct his school psychologist internship at Hellgate Elementary for the 2023-2024 school year. The motion was seconded by Kate Walker. There was brief discussion on the topic. Voting in favor of the motion were: Tom McLaughlin, Rich Thornock, Diane Beck, Tom Cook, Rod Sharkey, Kate Walker and Lori Christensen. The motion carried unanimously.

APPROVE CLASSIFIED STAFF RESIGNATION:

A motion was made by Lori Christensen to approve the superintendent's recommendation to approve the resignation of Alexandria Hanson, paraprofessional, effective January 26, 2023. The motion was seconded by Rod Sharkey. There was no discussion on the topic. Voting in favor of the motion were: Tom McLaughlin, Rich Thornock, Diane Beck, Tom Cook, Rod Sharkey, Kate Walker and Lori Christensen. The motion carried unanimously.

A motion was made by Rod Sharkey to approve the superintendent's recommendation to approve the resignation of Erika Kirst, food service employee, effective January 27, 2023. The motion was seconded by Kate Walker. There was no discussion on the topic. Voting in favor of the motion were: Tom McLaughlin, Rich Thornock, Diane Beck, Tom Cook, Rod Sharkey, Kate Walker and Lori Christensen. The motion carried unanimously.

A motion was made by Lori Christensen to approve the superintendent's recommendation to accept the resignation of Mr. Bruce Parks as the Director of Facilities/Maintenance Supervisor at Hellgate Elementary effective June 9, 2023. The motion was seconded by Kate Walker. There was no discussion on the topic. Voting in favor of the motion were: Tom McLaughlin, Rich Thornock, Diane Beck, Tom Cook, Rod Sharkey, Kate Walker and Lori Christensen. The motion carried unanimously.

APPROVE CLASSIFIED STAFF HIRES:

A motion was made by Rod Sharkey to approve the superintendent's recommendation to approve the hiring of Rebekah Mickel, paraprofessional, effective January 16, 2023. The motion was seconded by Kate Walker. There was no discussion on the topic. Voting in favor of the motion were: Tom McLaughlin, Rich Thornock, Diane Beck, Tom Cook, Rod Sharkey, Kate Walker and Lori Christensen. The motion carried unanimously.

A motion was made by Rod Sharkey to approve the superintendent's recommendation to approve the hiring of Megan Matteo, paraprofessional, effective February 27, 2023. The motion was seconded by Kate Walker. There was no discussion on the topic. Voting in favor of the motion were: Tom McLaughlin, Rich Thornock, Diane Beck, Tom Cook, Rod Sharkey, Kate Walker and Lori Christensen. The motion carried unanimously.

APPROVE BUS ROUTE MILEAGE CHANGE SY 22-23:

A motion was made by Rod Sharkey to approve the superintendent's recommendation to approve the adjusted Hellgate Transportation school bus route mileage for the 2022/2023 school year (see board packet for full details). The motion was seconded by Kate Walker. There was no discussion on the topic. Voting in favor of the motion were: Tom McLaughlin, Rich Thornock, Diane Beck, Tom Cook, Rod Sharkey, Kate Walker and Lori Christensen. The motion carried unanimously.

CONSIDER ACCREDITATION VARIANCE REQUEST FOR INTERMEDIATE SCHOOL (BLDG 3):

A motion was made by Lori Christensen to authorize the superintendent to submit an accreditation variance waiver (for two years) to the Montana Office of Public Instruction to standard 10.55.604 (Variances to Standards) and 10.55.709 (Library Media Services, K-12)(see packet for full detail). The motion was seconded by Rod Sharkey. There was brief discussion on the topic. Voting in favor of the motion were: Tom McLaughlin, Rich Thornock, Diane Beck, Tom Cook, Rod Sharkey, Kate Walker and Lori Christensen. The motion carried unanimously.

APPROVE INDIVIDUAL TRANSPORTATION CONTRACT FOR SY 22-23:

A motion was made by Lori Christensen to approve the superintendent's recommendation to offer an Individual Transportation Contract (TR-4) to the parent/guardian of a student who requires transportation per the student's IEP. The motion was seconded by Kate Walker. There was brief discussion on the topic. Voting in favor of the motion were: Tom McLaughlin, Rich Thornock, Diane Beck, Tom Cook, Rod Sharkey, Kate Walker and Lori Christensen. The motion carried unanimously.

CONSIDER MTSBA MEMBERSHIP FOR SY 23-24:

A motion was made by Tom Cook to approve the superintendent's recommendation to authorize Hellgate Elementary to renew the Montana School Boards Association (MTSBA) membership for the 2023-2024 school

year. The annual membership dues for Hellgate Elementary to renew membership with MTSBA will be $9,453.00, a 2.3% increase from last year's dues. The motion was seconded by Kate Walker. There was no discussion on the topic. Voting in favor of the motion were: Tom McLaughlin, Rich Thornock, Diane Beck, Tom Cook, Rod Sharkey, Kate Walker and Lori Christensen. The motion carried unanimously.

CONSIDER SY 23-24 CALENDAR:

A motion was made by Rich Thornock to approve the superintendent's recommendation to approve one of four calendar options for the 2023-2024 academic year (options attached and data from staff survey attached).The motion was seconded by Tom Cook. There was discussion on the topic related to the 4 options presented. Katy Reddy spoke on behalf of the HEEA and the teachers' feedback. Erin Ellis spoke on behalf of the Calendar Committee. Superintendent Blakely answered questions related to the 4 options presented. The adopted calendar was **HESD OPTION #1** (see full board packet for detail). Voting in favor of the motion were: Tom McLaughlin, Rich Thornock, Diane Beck, Tom Cook, Rod Sharkey, Kate Walker and Lori Christensen. The motion carried unanimously.

APPROVE SUBSTITUTE LIST

A motion was made by Rich Thornock to approve the proposed substitute list for the 2022-2023 school year. There was no discussion on the item.

Afzal, Zaima	Schatz, Sara
Keeling, Malia	Guga, Anna
Akane, McKenna	Smith, Gary "Scooter"
Kerns, Drue	Harper, Joshua
Arlint, Elisabeth	Smith, Michelle
Loyson, Shelley	Harper, Zachary
Arnold, Fred	Spletto, April
McLaverty, Annie	Harris, Laurie
Curry, Taina	Vidlak, Jaaden
Merkley, Maria	Hitt, Heather
Deden, Alexis	Werner, Tara
Miller, Michelle	Johnson, Candy
Dennis, Sarah	Whitney, Kristen
Minckler, Kimberly	Johnston, Lexi
Devlin, Sherry	Woods, Hilary
Morton, Melissa	Kahle, Kim
Erskine, Sandra	Kallas, Kayla
Polanchek, David	
Finnerty, Ashley	Total Count: 38
Powers, Desiree	
Grados, Shelley	

The motion was seconded by Kate Walker. Voting in favor of the motion were: Tom McLaughlin, Rich Thornock, Diane Beck, Tom Cook, Rod Sharkey, Kate Walker and Lori Christensen. The motion carried unanimously.

DISCUSSION ITEMS
Missoula Children's Theatre presenting Hercules, March 6-10, 2023 at Hellgate Elementary: Superintendent Blakely discussed the upcoming theatre presentation and noted students and staff would be participating in the production.
Readiness and Emergency Management for Schools (REMS) January 30-31, 2023: A company from Helena that completed a walk-through of the campus' safety protocols. REMS will provide Superintendent Blakely with a full report once completed.

Innovative Educational Program Tax Credit, $65,000: Hellgate Elementary received donations from four very generous community members for a total of $65,000. These funds will be allocated towards technology improvements. Superintendent Blakely provided a background of the Tax Credit program.

5 Valleys Honor Band; $2,100 grant: Superintendent Blakely provided a background of the opportunity. Kristen Guidoni spoke on behalf of the program: 100 students in total auditioned, 45 were selected, and half of the selection were Hellgate Elementary students.

Robotics Program: There was recognition of Jordan Capp and great efforts put forth related to the Robotics Tournament that was held at Hellgate Elementary.

COMMITTEE REPORTS

There were no Committee Reports discussed.

PRINCIPALS' REPORTS

Trustees reviewed the monthly report of building Principals and listened to updates and staff recognitions from Building Principals: Julie McCarthy-McLaverty (Building 2), Chris Clevenger (Building 3), and Damian Droessler (Building 1).

NEXT MEETING DATE:

The next regular meeting of the Board will be March 13th, 2023 at 6:00 p.m.

PUBLIC COMMENT:

Tiffany Manthie spoke on behalf of the PTA. Tiffany provided an update of PTA projects that are on-going: STEM night/Planetarium presentation at the end of March, the Talent Show in April, and the Fun Run in May.

ADJOURN

The meeting adjourned at 7:00 p.m.

_____
Tom McLaughlin, Board Chair

_____
Justine Reese, Business Manager/Clerk

2023-2024 Variance to Standards
Renewal Application Summary

1. **Troy Public Schools – Troy 7-8 (SC: 1663)**
   a. 10.55.709(2) Library Media FTE, Fewer than 126, requires .001 FTE.
      i. Required FTE for Troy 7-8 is .001 FTE.
      ii. Application requests to be allowed to have 1.0 FTE Librarian serve all three levels with half-time Paraprofessional support.
      iii. Troy has two libraries. The HS and 7-8 are in the same building.
      iv. This is a third <mark>Renewal Request</mark> for three years.

School	2020-21 Student Enrollment	2020-21 Required School Librarian FTE	2021-22 Student Enrollment	2021-22 Required School Librarian FTE	2022-23 Student Enrollment	2022-23 Required School Librarian FTE
Troy 7-8	70	.001 FTE	70	.001 FTE	64	.001 FTE
Troy School	183	.50 FTE	203	.50 FTE	219	.50 FTE
Troy HS	135	.50 FTE	126	.50 FTE	128	.50 FTE

2. **Columbia Falls Public Schools – Columbia Falls Junior High (SC: 0419)**
   a. 10.55.709(1)(c)) Library Media FTE, 1.5 FTE for schools with 501-1000 students.
      i. required FTE for Columbia Falls Junior High is 1.5 FTE.
      ii. Application requests to be allowed to have 1.0 total Librarian FTE for Columbia Falls Jr High with 7.5 hours paraprofessional support.
      iii. This is the second <mark>Renewal Request</mark> for three years.

School	2020-21 Student Enrollment	2020-21 Required School Librarian FTE	2021-22 Student Enrollment	2021-22 Required School Librarian FTE	2022-23 Student Enrollment	2022-23 Required School Librarian FTE
Columbia Falls Junior High	506	1.5 FTE	527	1.5 FTE	528	1.5 FTE

3. **St Ignatius K-12 Schools – St Ignatius Middle School (SC:1719)**
   a. 10.55.709(1)(b)) .5 FTE for schools with 126-250 students.
      i. Required FTE for St Ignatius K-12 Schools is 1.5 FTE.
      ii. Application requests to be allowed to have 1.0 FTE Librarian serve all three levels with Paraprofessional support.
      iii. This is the fourth <mark>Renewal Request</mark> for three years.

School	2020-21 Student Enrollment	2020-21 Required School Librarian FTE	2021-22 Student Enrollment	2021-22 Required School Librarian FTE	2022-23 Student Enrollment	2022-23 Required School Librarian FTE
St Ignatius Middle School	122	.5 FTE	104	.50 FTE	110	.50 FTE
St Ignatius High School	129	.50 FTE	136	.50 FTE	139	.50 FTE
St Ignatius Elementary School	227	.50 FTE	240	.50 FTE	229	.50 FTE

4. **Elysian Elementary - Elysian Middle School**
   a. 10.55.709(1)(b)) .5 FTE for schools with 126-250 students
      i. Required FTE for Elysian Middle School is 0.50 FTE.
      ii. Application requests to be allowed to have 1.0 total Librarian FTE for K-5 and 6-8 MS with .02 FTE Paraprofessional support.
      iii. Library is centrally located for all grade levels.
      iv. This is the second <mark>Renewal Request</mark> for three years.

School	2020-21 Student Enrollment	2020-21 Required School Librarian FTE	2021-22 Student Enrollment	2021-22 Required School Librarian FTE	2022-23 Student Enrollment	2022-23 Required School Librarian FTE
Elysian MS	120	.001 FTE	121	.001 FTE	144	0.5 FTE
Elysian Elementary	394	1.0 FTE	279	1.0 FTE	307	1.0 FTE

5. **Bigfork Public Schools – Bigfork Elementary (SC:0442) and Bigfork 7-8 (SC:1660)**
   a. 10.55.709(1)(a) Library Media FTE, .5 FTE for schools with 126-250 students and 10.55.709(1)(b) Library Media FTE, 1.0 FTE for schools with 251-500 students.
      i. Required FTE for Bigfork Elementary is 1.0 FTE and Bigfork 7-8 is 0.5 FTE.
      ii. Application requests to be allowed to have 1.0 total Librarian FTE for Bigfork Elementary and Bigfork 7-8 with equivalent of 2.5 FTE Paraprofessional support.
      iii. This is a <mark>Renewal Request</mark> for three years.

School	2020-21 Student Enrollment	2020-21 Required School Librarian FTE	2021-22 Student Enrollment	2021-22 Required School Librarian FTE	2022-23 Student Enrollment	2022-23 Required School Librarian FTE
Bigfork Elementary	436	1.0 FTE	454	1.0 FTE	464	1.0 FTE
Bigfork 7-8	146	0.50 FTE	152	.5 FTE	149	.50 FTE

6. **Bozeman Public Schools – Bozeman Online Charter School**
   a. 10.55.604(11)(c) The procedure by which a school district may apply to create a charter school.
      i. Required proposal must meet, at a minimum, 10.55.604(11)(a-d)(i-vi).
      ii. Application requesting approval of the Bozeman Online Charter School (BOCS) that will serve grades K-8 beginning August 2021. BOCS will offer students the opportunity to learn and grow under a competency-based instructional model through coursework based on demonstration of proficiency towards specific curriculum standards, rather than a traditional model based on seat time.
      iii. This is a <mark>Renewal Request</mark> for three years.

VARIANCES TO STANDARDS APPLICATION
Renewal Application (three years)

Purpose: <u>ARM 10.55.604(4)</u> "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:

   First Monday in March

COUNTY: Lincoln

DISTRICT: Troy School District #1

LIST EACH SCHOOL THAT IS REQUESTING THE VARIANCE:

Troy Junior High 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.**

   A variance is being requested for 10.55.709 Library Media Services, K-12.

2. **Provide evidence that local community stakeholders were involved in the consideration and development of the proposed renewal variance application. Community stakeholder groups include parents, community members, and students as applicable.**

   Minutes from the February 21, 2023 Board Meeting are attached.

3. **Provide evidence local school stakeholders were involved in the consideration and development of the proposed renewal variance application. School stakeholder groups include trustees, administrators, teachers and classified school staff.**

   Minutes from the February 21, 2023 Board Meeting are attached.

4. **Attach Board of Trustee meeting minutes that show the Board of Trustees approved the application for a renewal variance at an official, properly noticed 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).**

      The measurable objective that demonstrates that the proposed variance will meet or exceed the results under the current standards:

      We will increase the use of the library/media centers by 20%. We will measure this by how many visitors come to the libraries. We will also measure this by monitoring and evaluating the amount of materials that are checked out.

      We plan to continue with the previously improved variance.

   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.**

      Troy Public Schools has monitored the library/media centers usage over the past three years and have noticed a steady increase of student and faculty use at the high school. At the elementary school we have seen a consistent stream of student use. The school libraries perhaps are not getting used as much for non-fiction use since each student has been issued a Chromebook. However, at the elementary school, non-fiction checkouts have continued to increase. Further, the library is getting visited more often at both schools for material checkout--Chromebooks, research material, and pleasure reading books.

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).**

On reflection, the staffing variance in place at Troy Public Schools continues to meet the needs of our school, library program, students and staff. The current librarian has been working in the district for over five years and our part-time paraprofessional has been in the district for over two years. The library staff are highly valued as they provide an exceptional level of support to students and staff.

6. **Provide a statement of the mission and goals of this proposed renewal variance.**

Troy Public Schools Mission Statement: "Empowering students to develop good character, achieve academic excellence, and succeed as lifelong learners."

The goals of this proposed variance are to continue to provide the best quality education as possible. It would be very difficult to hire a 0.1 part-time librarian to meet this standard. We feel that we meet the district mission and the needs of the district with a full-time librarian.

7. **List specific measurable objectives that demonstrate the proposed renewal variance will meet or exceed the results under the current standard(s).**

We will increase the use of the library/media centers by 20%. We will measure this by how many visitors come to the libraries. We will also measure this by monitoring and evaluating the amount of materials that are checked out.

We plan to continue with the previously improved variance in the following ways:

1. Troy Public Schools have a District Improvement Team and administration teams that meet regularly and oversee the implementation of the Library Variance.

8. **What data or evidence will be gathered to document progress toward meeting the measurable objectives of the renewal variance?**

   FORMATIVE:
   • The Library and Research Center Usage documentation will be used to measure the number of hours each department works in collaboration with the librarian each quarter.
   • Book check-outs will be tracked on a quarterly basis to determine if library usage for reading appreciation has increased.
   • Lexile levels will be monitored by classroom teachers to track individual student progress and growth relating to reading appreciation.

9. **In what way does this variance meet the specific needs of the students in the school(s)?**

   This variance meets the needs of our students because it allows them more access to technology and additional guided support from the librarian. This enables students to be well-prepared to access and use technology in a safe and responsible manner. With the implementation of the ELA component of the Common Core standards, we are better able to meet the emphasis on research skills and support research writing across the curriculum.

10. **Describe how and why the proposed variance would be:**
    a. **Workable**

    There are sufficient district resources available to continue to implement this variance; we currently employ one full time librarian, a part-time paraprofessional specifically dedicated to the library. We will simply continue staffing the library in this manner.

    b. **Educationally sound.**

    As shown through the data and evidence section of the application, the variance has worked well in supporting student learning outcomes in our school.

c.   **Where applicable, aligned with program standards under ARM 10.55.1101 through 10.55.2101.**

We are better able to deliver a Library/Media Program in accordance with 10.55.1801 through implementation of this variance. The library has truly become a flexibly scheduled, multi-purpose media center for students and staff. The collaborative teams that meet regularly have increased our ability to incorporate Library Media and Technology standards into the content area. Our librarian makes a concerted effort to keep our library balanced, current, and culturally representative.

d.   **Where applicable, aligned with contend standards under ARM Chapters 53 and 54.**

Although our request for a variance is not specifically related to curriculum content standards, our team did consider how our variance would impact our ability to deliver the content standards. We chose to include standard alignment in items 7-16 on question #8 above to clarify how delivery and implementation of the variance would exceed our previous ability to deliver the curriculum content standards.

Required school district signatures:

Board Chair Name: Lori S. Damon

Board Chair Signature: Lori S Damon   Date: 2-21-2023

Superintendent Name: Jacob Francom

Superintendent Signature: J Frame   Date 2-22-2023

Mail the signed form to:

Accreditation and Educator Preparation Division
Office of Public Instruction
PO Box 202501
Helena, MT 59620-2501

OPI USE ONLY

Superintendent of Public Instruction: _____ Date_____

☐ Approve ☐ Deny

Board of Public Education Chair _____ Date_____

☐ Approve ☐ Deny

A special meeting of the Board of Trustees for School District #1- Lincoln County was called to order at 5:30 p.m. at the Troy High School Library on February 21, 2023, by Board Chair Damon. Others present were Trustees Storkson, Orr, Foote and Holmes, virtually; Superintendent Francom; Clerk Higgins; and Jr/Sr Principal Lewis.

Guests present were Kelly Palmer, Officer Henry Roy, Parent A, Student A

The regular meeting was opened at 5:30 p.m.

Call to order and pledge of allegiance by Board Chair Damon

Recognition of guests

Storkson moved that the Board Consider and Approve the Library Variance to Accreditation Standards. THE MOTION CARRIED.

Board Chair Damon found that the right of privacy exceeded the public's right to know in this matter in accordance with Section 2-3-203, MCA.

Parent and Student A asked for privacy.

The regular meeting closed at 5:33 p.m.

The regular meeting re-opened at 6:20 p.m.

Storkson moved that the Board Consider and Approve Administration's Recommendation for Disciplinary Action Discussed in Closed Session, with modifications. Seconded by Orr. THE MOTION CARRIED.

Orr moved to adjourn the special meeting.
THE MOTION CARRIED.

The regular meeting adjourned at 6:22 p.m.

_____

Chairperson

_____

District Clerk

early retirement incentive offer. There was no discussion on the topic. The motion was seconded by Kate Walker. Voting in favor of the motion were: Tom McLaughlin, Rich Thornock, Diane Beck, Tom Cook, Rod Sharkey, Kate Walker and Lori Christensen. The motion carried unanimously.

ACCEPT CERTFIED STAFF RESIGNATION:

A motion was made by Rod Sharkey to approve the superintendent's recommendation to accept the resignation of Mr. Tom Keiser, 6th grade teacher at the conclusion of the 2022/2023 school year. There was a no discussion on the item. The motion was seconded by Diane Beck. Voting in favor of the motion were: Tom McLaughlin, Rich Thornock, Diane Beck, Tom Cook, Rod Sharkey, Kate Walker and Lori Christensen. The motion carried unanimously.

CLASSIFIED RETIREMENT INCENTIVE CONSIDERATION:

A motion was made by Rod Sharkey to approve the superintendent's recommendation to offer a one-time retirement agreement opportunity for Mr. Bruce Parks, Hellgate Elementary Director of Facilities/Maintenance Supervisor in accordance with the district's early retirement incentive. Mr. Bruce Parks has worked for Hellgate Elementary for the past 19 1/2 years and I am respectfully requesting that the school board approve the same insurance package offered to certified staff. The motion was seconded by Kate Walker. Voting in favor of the motion were: Tom McLaughlin, Rich Thornock, Diane Beck, Tom Cook, Rod Sharkey, Kate Walker and Lori Christensen. The motion carried unanimously.

APPROVE SCIENCE FAIR COACHES:

A motion was made by Lori Christensen to approve the superintendent's recommendation to approve the hiring of Ms. Devon Honzel and Ms. Laci Willett to be the coordinators of the Science Fair for grades 2 and 3 and Ms. Katie Matthews for grades 4-6 for the 2022-2023 school year. The motion was seconded by Kate Walker. There was no discussion on the item. Voting in favor of the motion were: Tom McLaughlin, Rich Thornock, Diane Beck, Tom Cook, Rod Sharkey, Kate Walker and Lori Christensen. The motion carried unanimously.

APPROVE CERTIFIED STAFF HIRING SY 23-24:

A motion was made by Tom Cook to approve the superintendent's recommendation to approve the hiring of Mr. Lucas Bewley to conduct his school psychologist internship at Hellgate Elementary for the 2023-2024 school year. The motion was seconded by Kate Walker. There was brief discussion on the topic. Voting in favor of the motion were: Tom McLaughlin, Rich Thornock, Diane Beck, Tom Cook, Rod Sharkey, Kate Walker and Lori Christensen. The motion carried unanimously.

APPROVE CLASSIFIED STAFF RESIGNATION:

A motion was made by Lori Christensen to approve the superintendent's recommendation to approve the resignation of Alexandria Hanson, paraprofessional, effective January 26, 2023. The motion was seconded by Rod Sharkey. There was no discussion on the topic. Voting in favor of the motion were: Tom McLaughlin, Rich Thornock, Diane Beck, Tom Cook, Rod Sharkey, Kate Walker and Lori Christensen. The motion carried unanimously.

A motion was made by Rod Sharkey to approve the superintendent's recommendation to approve the resignation of Erika Kirst, food service employee, effective January 27, 2023. The motion was seconded by Kate Walker. There was no discussion on the topic. Voting in favor of the motion were: Tom McLaughlin, Rich Thornock, Diane Beck, Tom Cook, Rod Sharkey, Kate Walker and Lori Christensen. The motion carried unanimously.

A motion was made by Lori Christensen to approve the superintendent's recommendation to accept the resignation of Mr. Bruce Parks as the Director of Facilities/Maintenance Supervisor at Hellgate Elementary effective June 9, 2023. The motion was seconded by Kate Walker. There was no discussion on the topic. Voting in favor of the motion were: Tom McLaughlin, Rich Thornock, Diane Beck, Tom Cook, Rod Sharkey, Kate Walker and Lori Christensen. The motion carried unanimously.

APPROVE CLASSIFIED STAFF HIRES:

A motion was made by Rod Sharkey to approve the superintendent's recommendation to approve the hiring of Rebekah Mickel, paraprofessional, effective January 16, 2023. The motion was seconded by Kate Walker. There was no discussion on the topic. Voting in favor of the motion were: Tom McLaughlin, Rich Thornock, Diane Beck, Tom Cook, Rod Sharkey, Kate Walker and Lori Christensen. The motion carried unanimously.

A motion was made by Rod Sharkey to approve the superintendent's recommendation to approve the hiring of Megan Matteo, paraprofessional, effective February 27, 2023. The motion was seconded by Kate Walker. There was no discussion on the topic. Voting in favor of the motion were: Tom McLaughlin, Rich Thornock, Diane Beck, Tom Cook, Rod Sharkey, Kate Walker and Lori Christensen. The motion carried unanimously.

APPROVE BUS ROUTE MILEAGE CHANGE SY 22-23:

A motion was made by Rod Sharkey to approve the superintendent's recommendation to approve the adjusted Hellgate Transportation school bus route mileage for the 2022/2023 school year (see board packet for full details). The motion was seconded by Kate Walker. There was no discussion on the topic. Voting in favor of the motion were: Tom McLaughlin, Rich Thornock, Diane Beck, Tom Cook, Rod Sharkey, Kate Walker and Lori Christensen. The motion carried unanimously.

CONSIDER ACCREDITATION VARIANCE REQUEST FOR INTERMEDIATE SCHOOL (BLDG 3):

A motion was made by Lori Christensen to authorize the superintendent to submit an accreditation variance waiver (for two years) to the Montana Office of Public Instruction to standard 10.55.604 (Variances to Standards) and 10.55.709 (Library Media Services, K-12)(see packet for full detail). The motion was seconded by Rod Sharkey. There was brief discussion on the topic. Voting in favor of the motion were: Tom McLaughlin, Rich Thornock, Diane Beck, Tom Cook, Rod Sharkey, Kate Walker and Lori Christensen. The motion carried unanimously.

APPROVE INDIVIDUAL TRANSPORTATION CONTRACT FOR SY 22-23:

A motion was made by Lori Christensen to approve the superintendent's recommendation to offer an Individual Transportation Contract (TR-4) to the parent/guardian of a student who requires transportation per the student's IEP. The motion was seconded by Kate Walker. There was brief discussion on the topic. Voting in favor of the motion were: Tom McLaughlin, Rich Thornock, Diane Beck, Tom Cook, Rod Sharkey, Kate Walker and Lori Christensen. The motion carried unanimously.

CONSIDER MTSBA MEMBERSHIP FOR SY 23-24:

A motion was made by Tom Cook to approve the superintendent's recommendation to authorize Hellgate Elementary to renew the Montana School Boards Association (MTSBA) membership for the 2023-2024 school

year. The annual membership dues for Hellgate Elementary to renew membership with MTSBA will be $9,453.00, a 2.3% increase from last year's dues. The motion was seconded by Kate Walker. There was no discussion on the topic. Voting in favor of the motion were: Tom McLaughlin, Rich Thornock, Diane Beck, Tom Cook, Rod Sharkey, Kate Walker and Lori Christensen. The motion carried unanimously.

CONSIDER SY 23-24 CALENDAR:

A motion was made by Rich Thornock to approve the superintendent's recommendation to approve one of four calendar options for the 2023-2024 academic year (options attached and data from staff survey attached).The motion was seconded by Tom Cook. There was discussion on the topic related to the 4 options presented. Katy Reddy spoke on behalf of the HEEA and the teachers' feedback. Erin Ellis spoke on behalf of the Calendar Committee. Superintendent Blakely answered questions related to the 4 options presented. The adopted calendar was **HESD OPTION #1** (see full board packet for detail). Voting in favor of the motion were: Tom McLaughlin, Rich Thornock, Diane Beck, Tom Cook, Rod Sharkey, Kate Walker and Lori Christensen. The motion carried unanimously.

APPROVE SUBSTITUTE LIST

A motion was made by Rich Thornock to approve the proposed substitute list for the 2022-2023 school year. There was no discussion on the item.

Afzal, Zaima	Schatz, Sara
Keeling, Malia	Guga, Anna
Akane, McKenna	Smith, Gary "Scooter"
Kerns, Drue	Harper, Joshua
Arlint, Elisabeth	Smith, Michelle
Loyson, Shelley	Harper, Zachary
Arnold, Fred	Spletto, April
McLaverty, Annie	Harris, Laurie
Curry, Taina	Vidlak, Jaaden
Merkley, Maria	Hitt, Heather
Deden, Alexis	Werner, Tara
Miller, Michelle	Johnson, Candy
Dennis, Sarah	Whitney, Kristen
Minckler, Kimberly	Johnston, Lexi
Devlin, Sherry	Woods, Hilary
Morton, Melissa	Kahle, Kim
Erskine, Sandra	Kallas, Kayla
Polanchek, David	
Finnerty, Ashley	Total Count: 38
Powers, Desiree	
Grados, Shelley	

The motion was seconded by Kate Walker. Voting in favor of the motion were: Tom McLaughlin, Rich Thornock, Diane Beck, Tom Cook, Rod Sharkey, Kate Walker and Lori Christensen. The motion carried unanimously.

DISCUSSION ITEMS

Missoula Children's Theatre presenting Hercules, March 6-10, 2023 at Hellgate Elementary: Superintendent Blakely discussed the upcoming theatre presentation and noted students and staff would be participating in the production.

Readiness and Emergency Management for Schools (REMS) January 30-31, 2023: A company from Helena that completed a walk-through of the campus' safety protocols. REMS will provide Superintendent Blakely with a full report once completed.

Innovative Educational Program Tax Credit, $65,000: Hellgate Elementary received donations from four very generous community members for a total of $65,000. These funds will be allocated towards technology improvements. Superintendent Blakely provided a background of the Tax Credit program.

5 Valleys Honor Band; $2,100 grant: Superintendent Blakely provided a background of the opportunity. Kristen Guidoni spoke on behalf of the program: 100 students in total auditioned, 45 were selected, and half of the selection were Hellgate Elementary students.

Robotics Program: There was recognition of Jordan Capp and great efforts put forth related to the Robotics Tournament that was held at Hellgate Elementary.

COMMITTEE REPORTS

There were no Committee Reports discussed.

PRINCIPALS' REPORTS

Trustees reviewed the monthly report of building Principals and listened to updates and staff recognitions from Building Principals: Julie McCarthy-McLaverty (Building 2), Chris Clevenger (Building 3), and Damian Droessler (Building 1).

NEXT MEETING DATE:

The next regular meeting of the Board will be March 13th, 2023 at 6:00 p.m.

PUBLIC COMMENT:

Tiffany Manthie spoke on behalf of the PTA. Tiffany provided an update of PTA projects that are on-going: STEM night/Planetarium presentation at the end of March, the Talent Show in April, and the Fun Run in May.

ADJOURN

The meeting adjourned at 7:00 p.m.

Tom McLaughlin, Board Chair

Justine Reese, Business Manager/Clerk

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:

Monday, March 7th, 2022

COUNTY: Flathead

DISTRICT: SD6

LIST EACH SCHOOL THAT IS REQUESTING THE VARIANCE:

Columbia 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 (1)(c)

    "A local board of trustees may apply to the Board of Public Education through the Superintendent of Public Instruction to implement a variance to a standard or a section of 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."

2. Provide evidence that local community stakeholders were involved in the consideration and development of the proposed renewal variance application. Community stakeholder groups include parents, community members, and students as applicable.

    Community stakeholder groups include parents, community members, and students as applicable. CFJH and the community we serve continually work together making improvements throughout the school. During the 2021-2022 school year, we will

continue to seek input regarding the success of our school library from our parents and community members during parent/community advisory meetings. We encouraged our parents and community members to provide input helping us accomplish our Library improvement goals. We collected perspectives on how we can make our school library an inviting comfortable environment to enjoy reading and learning through books, research and makerspace activities.

Below is an agenda from one of the scheduled meetings.

Library School Improvement/Variance Committee Meeting

January 20, 2022 at 7:15 am

Agenda:

Accomplishments of Library

In the past five years the library has grown from a place to check out books to the heart of the school. In the course of a two week period, every middle school student at Columbia Falls Junior High visits the library. The library now provides space for before and after school students to read, play, make and learn. The collection continues to be updated and circulation has steadily increased. A continually growing makerspace has been incorporated as well.

Goals

- Create an atmosphere to develop a passion for reading

- Satisfy the academic needs of our students

- Continue to raise circulation through offering books that interest a variety of

    readers

- Incorporate more Makerspace activities for all students

- Work collaboratively to implement and enhance the newly created individual media literacy course

Review accreditation shortfall and review the variance requested:

Currently, a 1.0 FTE fully licensed School Library Media Specialist is at Columbia Falls Junior High. We are out of compliance with accreditation standard 10.55.709 (1)(c) which requires 1.5 FTE of Librarians for every 501-1000 students. Columbia Falls Junior High's enrollment fluctuated over 500 in the fall of 2019 because of larger than normal student enrollment in our 6th and 7th grade classes and continues to increase. We would like to apply for a variance allowing Columbia Falls Junior High to employ 1.0 FTE librarian. In conjunction with 1.0 FTE librarian, we have assigned a highly qualified paraprofessional to continue to provide 7.5 hours of highly qualified staff time per day. The full-time paraprofessional is assisting students in locating books, check-out, shelving, lamination for staff, developing

supply orders, mending books, and helping to maintain the organization of our school library.

3. Provide evidence local school stakeholders were involved in the consideration and development of the proposed renewal variance application. School stakeholder groups include trustees, administrators, teachers and classified school staff.

> School stakeholder groups include trustees, administrators, teachers, and classified school staff. All staff were made aware of staffing issues related to the library and a specific meeting was held to present the goals and objectives of the library. This gave staff members an opportunity to learn more about the accreditation shortfall and comment on the goals, shortfalls, and ask questions regarding school improvement. (Agenda and attendance report attached)

4. Attach Board of Trustee meeting minutes that show the Board of Trustees approved the application for a renewal variance at an official, properly noticed meeting.

> (See Attached)

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).**

Since our library's initial variance request, the Montana Library standards have been revised and improved. The table below shows the ongoing work being completed to meet the standards.

Scope and Sequence for Library Media Standards
Columbia Falls Junior High
6-8 Grade

Information Literacy Skills Introduced	Product/ Assessment	Possible collaborations	Lessons completed during 2020-2021
Research questions/ types of questions	Write questions	English/Reading	x
Keyword development	Brainstorm keyword list	Science	x
Search strategies: GALE, Subject headings, subject finder	Create work cited / Bibliography	Health/English	x
Evaluate resources	Graphic Organizer	Library class	x
Use various technology	Quizizz/ Kahoot/ Flipgrid/Nearpod activities and quizzes	Media literacy class English/ Library/ Literature/ Science	x
Locate information	Alexandria Researcher activity	Library class / English	x
Internet safety	Thin Slides	Keyboarding	x

SIXTH – EIGHTH GRADES

LM.6-8	CONTENT STANDARDS FOR LIBRARY MEDIA AND INFORMATION LITERACY FOR SIXTH THROUGH EIGHTH GRADE
LM.NK.6-8	Build new knowledge by inquiring, thinking critically, identifying problems, and developing strategies for solving problems
LM.NK.6-8.1	write questions independently based on key ideas or areas of focus
LM.NK.6-8.2	refine questions based on the type of information needed
LM.NK.6-8.3	reflect at the end of an inquiry process
LM.DD.6-8	Demonstrate an understanding of and commitment to inclusiveness and respect for diversity in the learning community, including the distinct and unique cultural heritage of American Indians
LM.DD.6-8.1	evaluate resources for relevance, currency authority, and bias including those by and about tribes in Montana
LM.DD.6-8.2	seek more than one point of view by using diverse sources
LM.WE.6-8	Work effectively with others to broaden perspectives and work toward common goals
LM.WE.6-8.1	offer information and opinions and encourage others to share ideas at appropriate times in group discussions
LM.WE.6-8.2	accurately describe or summarize the ideas of others
LM.MM.6-8	Make meaning by collecting, organizing, and sharing resources of personal relevance
LM.MM.6-8.1	experiment with various types of technology tools for artistic and personal expression
LM.MM.6-8.2	share reading, listening, and viewing experiences in a variety of ways and formats
LM.EF.6-8	Exercise freedom to read and demonstrate the ability to pursue personal interests
LM.EF.6-8.1	independently locate and select information for personal, hobby, or vocational interests
LM.EF.6-8.2	read, listen to, and view a wide range of genres and formats for recreation and information
LM.EF.6-8.3	respond to images and feelings evoked by a literary work
LM.SLE.6-8	Demonstrate safe, legal, and ethical creating and sharing of knowledge products
LM.SLE.6-8.1	practice internet safety and appropriate online behavior
LM.SLE.6-8.2	use criteria to determine safe and unsafe internet sites
LM.SLE.6-8.3	participate safely, ethically, and legally in online activities
LM.SLE.6-8.4	connect ideas and information with their owners or source
LM.SLE.6-8.5	credit sources by following copyright, licensing, and fair use guidelines

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.

Stated goal	Accomplished	Implementation notes	Attached Report
Create a makerspace	Yes	The Library continues to collect Makerspace resources for students. Students work with these materials during programs before and after school. Teachers also check materials out for their classroom.	No
Increase circulation	Yes	There has been a circulation increase of 21% . This can be attributed to a strong outreach program, English teachers promoting reading for personal enjoyment, and collection development.	Yes Alexandria Report Attached
Hire additional library staff	Yes	The library continues to employ a 1.0 FTE library paraprofessional to allow the fully licensed School Library Media Specialist to focus on library curriculum, teaching and library programing.	No
Teach MT Library Media Standards/ AASL focus Standards	Yes	Now that the Standards for Montana Library and Media Literacy have been revised, clarified and improved, the library has been able to focus lessons and content directly to these standards.	Yes See above

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 original variance renewal application, I feel it is necessary to find a way to track operational and instructional data over time. By tracking this data, I will be able to make more informed decisions about the school library program and student proficiency in the state Library Media standards. Furthermore, this information will help drive decisions that are then outlined for implementation in the annual CFJH Strategic Library Plan.

The following tools will be developed and utilized to track data:
- Student, staff and librarian surveys
- Circulation reports
- Collection analyses
- Minutes documenting meetings to disseminate and discuss survey results and library teaching objectives
- Annual CFJH Strategic Development plans
- Student assessments that correlate to the focus content standards

6. Provide a statement of the mission and goals of this proposed renewal variance.

The mission of this variance is to fully comply with the Montana School Accreditation Standards and Procedures in a variance to the standard that is still an appropriate interpretation of the library curriculum needs of the children. The goal of the proposed variance is to continue to have 1.0 FTE fully licensed School Library Media Specialist with 1.0 FTE highly qualified paraprofessional. This will ensure efficient staffing for the trend of increased school enrollment and meeting the educational needs and standards for our students.

7. List specific measurable objectives that demonstrate the proposed renewal variance will meet or exceed the results under the current standard(s).

Objectives:
- 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

8. What data or evidence will be gathered to document progress toward meeting the measurable objectives of the renewal variance?

TEAMS report will reflect the 1.0 FTE librarian and 1.0 FTE paraprofessional. We will collect data for growth in reading through STAR testing. Advancing scores in the area of reading will demonstrate the success of our library and reading instruction. CFJH staff will monitor the independent reading of students through the Accelerated Reader program. (The librarian has also designed a checklist to ensure the instruction and to ensure students are meeting objectives.) The librarian uses Titlewise Analysis and Alexandria to determine the needs and interests of students.

The table below outlines the evidence that will be gathered annually from student, teacher and librarian survey results. Additionally, we plan to develop pre- and post- assessments that are correlated with the focus standards. These assessments will provide data as to the student's proficiency with information literacy.

	Step in action research cycle	Evidence gathered to document progress	Who is going to do this
1.	Identify problem	Student and staff surveys to identify student proficiency with Library Media content standards Student assessments of library media skills	Surveys completed by students and classroom teachers Focus groups of students
2.	Collection and organization of data	Develop spreadsheets, graphs and charts with collected data using Google forms	Librarian
3.	Interpret data	Discussion of data w/ agenda and minutes to document	Library Advisory team
4.	Action based on data	• Develop strategic library plan with focus standards • Disseminate focus standards for the upcoming year to staff • Collaborative teaching between librarian and classroom teachers to meet standards	Librarian Librarian Librarian and classroom teachers
5.	Reflection	Librarian survey Implementation/reflection notes in strategic library plan	Librarian Librarian

9. In what way does this variance meet the specific needs of the students in the school(s)?

By allowing the CFJH 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 CFJH 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.

10. 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, teach daily library lessons, 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.

c. Where applicable, aligned with program standards under ARM 10.55.1101 through 10.55.2101.

This proposal is based on the idea of continual improvement of the library media program. We have added a media literacy class to our schedule this year to enhance our program and help teach students the informational literacy skills to be successful in high school and beyond. We will continue to collaborate with teachers to implement library media and information literacy instruction throughout all content areas.

The district has appropriately assigned resources in a manner that is feasible with our budget, curriculum needs, scheduling, and school configuration. Services available through our library are not diminished and the equality of educational opportunity for our CFJH student population is considered in the employment of 1.0 full-time librarian and the addition of the full time highly qualified paraprofessional serving in the library.

Required school district signatures:

Board Chair Name: _Jill Rocksund_____ Board Chair

Signature: _Jill Rocksund_____ Date: _2-23-22_

Superintendent Name: _David Wick_____ Superintendent

Signature: _David Wick_____ Date _2/23/22_

Mail the signed form to:

Accreditation and Educator Preparation Division
Office of Public Instruction
PO Box 202501
Helena, MT 59620-2501

OPI USE ONLY

Superintendent of Public Instruction: _____ Date_____
____Approve ____Deny

Board of Public Education Chair _____ Date_____
____Approve ____Deny

	Year	JAN	FEB	MAR	APR	MAY	JUN	JUL	AUG	SEP	OCT	NOV	DEC	LTD
Site: COLU														
	2020	969	963	683	0	2	1	-	-	-	-	-	-	2618
	2019	-	-	-	-	-	-	-	92	1260	1384	1032	810	4578

*** 513 total patrons ***

	Year	JAN	FEB	MAR	APR	MAY	JUN	JUL	AUG	SEP	OCT	NOV	DEC	LTD
Site: COLU														
	2021	1216	1302	1252	1449	1080	84	"	-	-	-	-	"	6383
	2020	"	"	"	"	"	"	"	35	1212	1281	735	965	4228

*** 889 total patrons ***

Library School Improvement/Variance Committee Meeting

January 20, 2022 at 7:15 am

Agenda:

Accomplishments of Library

In the past five years the library has grown from a place to check out books to the heart of the school. In the course of a two week period, every middle school student at Columbia Falls Junior High visits the library. The library now provides space for before and after school students to read, play, make and learn. The collection continues to be updated and circulation has steadily increased. A continually growing makerspace has been incorporated as well.

Goals

- Create an atmosphere to develop a passion for reading

- Satisfy the academic needs of our students

- Continue to raise circulation through offering books that interest a variety of

    readers

- Incorporate more Makerspace activities for all students

- Work collaboratively to implement and enhance the newly created individual media literacy course

Review accreditation shortfall and review the variance requested:

Currently, a 1.0 FTE fully licensed School Library Media Specialist is at Columbia Falls Junior High. We are out of compliance with accreditation standard 10.55.709 (1)(c) which requires 1.5 FTE of Librarians for every 501-1000 students. Columbia Falls Junior High's enrollment fluctuated over 500 in the fall of 2019 because of larger than normal student enrollment in our 6th and 7th grade classes and continues to increase. We would like to apply for a variance allowing Columbia Falls Junior High to employ 1.0 FTE librarian. In conjunction with 1.0 FTE librarian, we have assigned a highly qualified paraprofessional to continue to provide 7.5 hours of highly qualified staff time per day. The full-time paraprofessional is assisting students in locating books, check-out, shelving, lamination for staff, developing supply orders, mending books, and helping to maintain the organization of our school library.

Committee Members: (In Attendance)

Ted Miller (Principal)   _Ted Miller_

Kim Gange (Librarian)   _Kim Gange_

Dean Chisholm (Board Member)   _Dean Chisholm_

Kristy Gange (Teacher)   _Kristy Gange_

Kent Blair (Teacher)   _Kent B_

Daniel Cadigan (Paraprofessional)   _Daniel C_

Coni Muzi (Paraprofessional)   _Coni Muzi_

Louisa Miller (Student)   _Louisa Miller_

Brielle Miller (Student)   _Brielle Miller_

Heather Oberholzer (Parent)   _HRO_

(Parent) _Gretchen Miller_   _Gretchen Miller_

(Community Member)

Other _Lilly Miller_   _Lilly Miller_

Other

Questions and Discussion by Committee
The possibility of hiring another librarian to split time beetween another building and the junior high.

Vote to approve plan for Library: Yes __X__   No _____

REGULAR MEETING
BOARD OF TRUSTEES
SCHOOL DISTRICT #6
JANUARY 10, 2022

The Regular Meeting of the Board of Trustees of School District Six was held at 6:00 P.M.,
Monday, January 10, 2022, in the Boardroom of the administration offices at 501 Sixth Avenue
West, Columbia Falls, Montana.

PRESENT:

Jill Rocksund	Board Chair	
Dean Chisholm	Vice Chair	via zoom
Larry Wilson	Trustee	
Barbara Riley	Trustee	via zoom
Gail Pauley	Trustee	
Heather Mumby	Trustee	via zoom
Keri Hill	Trustee	
Wayne Jacobsmeyer	Trustee	
Dave Wick	Superintendent of Schools	
Dustin Zuffelato	Business Manager/Clerk	

Chair Rocksund called the meeting to order at 6:01 P.M.

Motion by Hill, second by Pauley, to approve the agenda as presented.

Chair Rocksund provided the following pre written explanation of the rationale for not including
social emotional learning on the agenda.
Last month we were asked to consider adding an agenda item to discuss Social/Emotional
Learning. We have listened to these concerns during public comment for 4 months now and have
done quite a bit of research about SEL and the objections and concerns about SEL instruction.
Administrators have visited with parents and community members about their concerns and
worked toward resolutions. At this time, we have decided not to add an SEL agenda item for the
following reasons: 1. We don't have the ability to 'unadopt' SEL instruction, just as we don't
have the authority to disregard Montana State Standards. Standards and learning competencies
are constructed by OPI, and local districts do not have the authority to disregard them. 2. Local
districts do have the authority and duty to select learning materials and create instructional
lessons that align with these state standards and learning competencies, and that is what has
been done. 3. Right now we are living in unprecedented times. People are struggling.... Adults
are struggling.... Lost jobs, insecure housing and food, stress in the home, dealing with illness
and even death....These are the times that our children are living in and they, too, are struggling.
Approximately 20% of our Columbia Falls JrHi and HS students have contemplated suicide
within the last year according to Montana's Youth Risk Behavior Survey. Our students need
support to cope with these times, they need this support so that they can learn. That is what
SD6 teachers and staff are doing, helping them learn and also learn to cope in these stressful
times. Now is not the time to reduce our support to our students. 4. To date, we are aware of 10
people who have signed a petition expressing concern with SEL, only 2 of which have children
in our schools (that we know of). 5. We will continue to work with individual parents who
have concerns and would like an alternative or to opt out. And if parents want to opt out of this
instruction, they should contact their building principal for other alternatives besides the late
arrival already being offered. 6. While 'Off the shelf' SEL programs could be purchased and
implemented, it is not clear how replacing locally developed/Columbia Falls community-oriented
instruction with a nationally developed program would be an improvement. Local control of our

instruction and curriculum seems preferable. We are always interested in hearing the perspectives of individual members of the community; however our review of the concerns expressed in this instance don't appear to warrant further board actions at this time for the reasons stated. A majority of the board has expressed support for this decision.
Motion passed 7-1. Jacobsmeyer - No

Trustee Jacobsmeyer requested discussion concerning the December 13, 2021 Board Meeting minutes.

APPROVE CONSENT AGENDA

Motion by Pauley, second by Mumby, to approve the consent agenda as amended to simply include the December bills and the investment report. Passed 7-1 No-Jacobsmeyer

Trustee Jacobsmeyer contended the December 13, 2021 Board Minutes do not accurately portray the discussion during the final thirty minutes of the Board Meeting. Specifically one sentence to summarize the discussion does not provide enough detail. Chair Rocksund requested the Board Clerk to review the notes from the meeting and revise the minutes to include more detail of the discussion. Specifically depicting the reasons why a separate Board meeting or Board agenda item regarding social emotional learning was not warranted.

MOTION TO TABLE APPROVAL OF THE DECEMBER MINUTES

Motion by Jacobsmeyer, second by Mumby, to table the approval of the December minutes until revisions are made and presented for consideration. Passed 8-0

PUBLIC PARTICIPATION:

Public Participation:

Approximately fifteen (15) people participated in the meeting remotely via Zoom. Approximately twenty (20) people attended the meeting in person.

Chair Rocksund requested public participation on any agenda or non-agenda items.

Megan Upton expressed concern with the School Board's reluctance to place Social Emotional Learning as a discussion item on the meeting agenda.

Anika Fraley contended that social emotional learning is critical race theory in disguise. Mrs. Fraley expressed concern that the Junior High Principal has too much autonomy regarding the content of this curriculum. This lack of transparency facilitates data mining, monitoring, and surveying of our students. Community member Joe O'Rourke requested oversight of the curriculum including the process for who reviews and selects curriculum. Community member Lisa Tate expressed concern that Columbia Falls School District is teaching values that should be the responsibility of individual parents or families. Community Member Joy Hunter noted that the mental health of students should be treated by licensed counselors/therapists as opposed to teachers. Parent Cori Albrecht contended that teachers don't have enough time to devote to this new SEL program Community member Judy Territo noted that devoting thirty minutes every Wednesday to SEL demonstrates that it is a priority of the Columbia Falls School District and as such the Board should make it a priority to discuss the social emotional learning curriculum as a formal agenda item. Community member Rosie Eppelstein requested transparency and recommended a Committee to review and propose changes to the curriculum.

Teachers Paula Koch and Allyson Reamy-Butts expressed the dedication and extensive knowledge and experience that teachers possess to effectively educate students.

There was no additional public participation.

REPORTS:

Reports:

K-8 Facility Bond Project – Owners Representative Dave Jolly provided an update. The Ruder Elementary project is substantially complete but HVAC system commissioning and engineering is still ongoing with an estimated completion date of mid-February. Mr. Jolly noted that progress on the Glacier Gateway project has been slowed by recent adverse weather.

The Elementary School Principals provided the Board with written reports. The Junior High is currently experiencing high absenteeism as a result of illness.

High School Principal Scott Gaiser provided the Board with a written report.

District Business Manager/Clerk provided the Board with a written report. Mr. Zuffelato provided an update regarding the Health Insurance Committee. Veza Health continues to provide significant cost savings as a result of second medical opinions and steering participants to low cost providers. The Committee recommended providing financial incentives to plan members who utilize Veza Health in the form of premium reductions/credits. Mr. Zuffelato cited the financial details of a large claim charged by Logan Health that was recently repriced in accordance to the new Direct Provider Agreement that resulted in a savings of 44% off billed charge.

Special Education Director Michelle Swank provided the Board with a written report.

Superintendent Dave Wick provided the Board with a written report. Mr. Wick expressed concern with the public comments and would like to work to regain trust with the members of the community concerned with the District's curriculum. Mr. Wick noted the District is expecting and preparing for a surge in Coronavirus transmission during the latter half of the school year.

Action/Discussed Items:

ACTION /
DISCUSSION ITEMS:

The Board considered a revised Agreement related to the School Based Health Clinic. The District established the School Based Health Clinic in 2016 in an effort to provide primary care services to students that don't otherwise have a primary care physician. The current agreement provides the District with $25,000 annually to support the School Nurse Program. The remuneration was provided primarily in recognition of the time and effort the school nurse contributed to operate the School Based Clinic. Subsequently Logan Health has devised similar programs in other schools within the Flathead Valley. Logan Health contacted the District in 2020 to consider aligning our agreement with the terms of the other schools. Effectively eliminating the financial support to the District. The District conveyed to Logan Health the importance of the financial support. Logan Health committed to continuing to provide the financial support in the form of a charitable contribution, which helps their business model as a critical access facility. Trustee Riley expressed concern regarding the facility use term in the agreement, specifically providing $20 per use is not commensurate to market value for commercial office space. Superintendent Dave Wick informed the Board that some minor changes to the terms of the agreement including billing dates, etc. should be made to ensure clarity and ease of administration.

Motion by Wilson, second by Mumby, to approve the School Based Health Center Space Use Agreement with Logan Health affording the ability of the District Administration to make some immaterial changes. Passed 6-2. No – Jacobsmeyer and Riley

MOTION TO APPROVE THE SCHOOL BASED HEALTH CENTER SPACE USE AGREEMENT WITH LOGAN HEALTH

Superintendent Dave Wick reviewed the inclement weather procedure. Trustee Wilson noted that he does not believe #4 – closing schools based solely on the reason that school buses can't safely operate is valid. Many students that live in town or don't need a school bus should still be served at school.

INCLEMENT WEATHER PROCEDURE REVIEW

Superintendent Dave Wick reviewed the Safe Return to Schools and Continuity of Services Plan.

Mr. Wick specifically reviewed the strategies implemented to return to in-person instruction.

ARP AND ESSER PLAN REVIEW

Superintendent Dave Wick reviewed the American Rescue Plan (ARP) Elementary Secondary Schools Emergency Relief (ESSER) Plan. Business Manager Dustin Zuffelato presented the ARP ESSER funding and expenditures to date. The District has been appropriated $9,173,342 in federal ESSER since March 2020. The ESSER funding has come in three phases in accordance to three separate legislative bills. As of December 31, 2021, the District has expended $3,570,240 including completely spending ESSER I. The District appears poised to expend ESSER II prior to the end of the current fiscal year. The District has until September 2024 to spend ESSER III. The District plans to use the majority of ESSER III to upgrade the HVAC system at the High School.

MOTION TO APPROVE THE APPLICATION FOR ACCREDITATION VARIANCE FOR JH LIBRARY

Superintendent Dave Wick presented an application to the State Office of Public Instruction regarding an accreditation variance for the Junior High Library. The District currently employs 1.0 FTE Certified Librarian at the junior high as well as a full-time Library Aide. The application contends the 2.0 FTE staffing level is appropriate and provides as much educational value as the required 1.50 FTE Certified Librarian.
Motion by Wilson, second by Hill, to approve the application for accreditation variance related to the Junior High Library. Passed 7-1. No-Jacobsmeyer

MOTION TO APPROVE THE ADMITTANCE OF G.J.G. AND H.L.J. TO KINDERGARTEN FOR 21-22 SY

The Board considered the exceptional circumstances regarding students recently enrolled in Columbia Falls.
Motion by Wilson, second by Jacobsmeyer, to admit students G.J.G and H.L.J to Kindergarten for the 2021/22 school year. Passed 7-0

PERSONNEL:

Personnel:
The Board acknowledged the following resignations previously accepted by the Superintendent: Samantha Domph-Special Education Para-Educator and Scott Gaiser-High School Principal.

MOTION TO APPROVE DISTRICT-WIDE/HIGH SCHOOL HIRING RECOMMENDATIONS

Motion by Wilson, second by Hill, to approve the following High School/District Wide hiring recommendations: Paula Foster-Special Olympics Coach, Gretchen Miller-Health Liaison, Heather Gilchrist – Health Liaison, and Rachael Clemens-Para-educator. Passed 8-0

MOTION TO APPROVE ELEMENTARY HIRING RECOMMENDATIONS

Motion by Wilson, second by Hill, to approve the following Elementary District hiring recommendations: Autumn Spann-Para-Educator, Chloe Tozzi-School Nurse, Lindsey Andrachick – Part Time Junior High Secretary, and Rick Lawrence – Junior High Girls Basketball Coach. Passed 7-0

MOTION TO APPROVE THE SUBSTITUTE HIRING RECOMMENDATIONS

Motion by Wilson, second by Hill, to approve the substitute hiring recommendations. Passed 8-0

MISC / FUTURE PLANNING

Miscellaneous and Future Planning:
The Board scheduled a Negotiations Committee Meeting to discuss the extension of the Certified Teacher Memorandum of Agreement. The meeting is scheduled for January 19, 2022 at 11 AM.

A Long Range Planning Committee Meeting was scheduled to discuss the high school HVAC and other facility deferred maintenance. Additionally, the Board will discuss the restrictive covenants regarding the Glacier Gateway building sale to Ruis Holdings. A Long Range Planning Committee Meeting was scheduled for January 24, 2022 at 5PM.

Health Insurance Committee Meeting   January 27, 2022   4:00 P.M.
Regular Board Meeting   February 14, 2022   6:00 P.M.

As there was no further business to come before the Board, Chair Rocksund adjourned the meeting at 8:36 P.M.

<u>Board Chair</u>

<u>Business Manager/Clerk</u>

MEETING
ADJOURNED:

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:

First Monday in March

COUNTY: Lake County

DISTRICT: St. Ignatius School District #28

LIST EACH SCHOOL THAT IS REQUESTING THE VARIANCE:

St. Ignatius Middle 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.**

   10.55.709 Library Media Services
   10.55.1801 Libary Media Program Delivery Standards

2. **Provide evidence that local community stakeholders were involved in the consideration and development of the proposed renewal variance application. Community stakeholder groups include parents, community members, and students as applicable.**

   Indian Education Committee was presented and discussion of our Annual District Goals and Report Card with evidence of plans, data, curriculum as well as reading goals that are included in the Standard Variance Application. Community members, Parents and Students were include in this meeting. Decemeber 20, 2022 Tribal Council was presented our Annual District Goals and Report Card with evidence of plans, data, curriculum as well as reading goals that are included in the Standard Variance Application. Once quarterly, Community Breakfast was presented and discussed the Annual Goals and Standards that were set up in both our Strategic Plan and Annual goals that will be attached. August 16, 2022 the Board, Community Members, Staff met to set our Annual Goals as they apply to the District Strategic Plan and Standard Deviation. (Both will be included) August 29,2022 Annual Data Day with Staff and Community members were we set Annual Smarter Balance goals for Standards and Standard Deviation

3. **Provide evidence local school stakeholders were involved in the consideration and development of the proposed renewal variance application. School stakeholder groups include trustees, administrators, teachers and classified school staff.**

   Monthly, the Community and School Board are presented and discussed the Annual Goals and Standards that were set up in both our Strategic Plan and Annual goals that will be attached. August 16, 2022 the Board, Community Members, Staff met to set our Annual Goals as they apply to the District Strategic Plan and Standard Deviation. (Both will be included) August 29, 2022 Annual Data Day with Staff and Community members were we set Annual SBAC goals for Standards and Standard Deviation. Community Library Collaboration Agreement includes community members and city council input into the planning and implementation of the variance application. IEC and Student Led Conferences included school goals and achievement data. March 2, 2023 at 3:15 pm the board reviewed the variance application and plan and approved the plan. (Included)

4. Attach Board of Trustee meeting minutes that show the Board of Trustees approved the application for a renewal variance at an official, properly noticed 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).

2021-2022-	17.6
2020-2021	17.9
2018-2019	18.6
Goal: 19.5	

Grade	Proficient ELA 21	ELA 22	ELA Nearing	Goal State 21
Grade 3	na	18	26	47
Grade 4	9	25	18	47
Grade 5	24	36	28	47
Grade 6	10	16	13	47
Grade 7	44	32	22	47
Grade8	14	6	21	47

   Covid has made academic achievement a new goal and recovering learning loss.

   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.

   Included above is the reading goal and achievement level. We will also include the Achievement Gap Data that will show we are closing and exceeding the gap for Native Americans with a gap of 6%. Our district was honored with the 7th Generation Award for Academic Achievement Improvements from OPI as well as a the "Rilla" award for our data improvements from EDHUB. We are a Montana Behavioral Initiate (PBIS) " Platinum" School in the Elementary, Middle and High School three years in a row. Administrative Walk Throughs are being used to provide feedback to the certified librarian in the domains of: Planning and Preparation, Classroom Environment, Instruction and Professional Responsibilities. We continue to maintain and review quarterly the accurate numbers of library usage from students. We have hired a paraprofessional to aid our librarian in all duties of the librarian.

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 currently tracking STAR Assessments in Reading at 41.5 % proficiency. Our goal is 80%. We have set an Annual goal: Emphasize district resources to ensure that every student can read by 3rd grade with 80% or above Proficient. (Include Library Variance to enhance and compliment this goal.) The library usage and gathering of information from students has become much more technical; students gather facts and information for the web way more than books. This transition and use of the library will mean changes that will need to change our protocols and library systems in the near future. Technology and proper use of electronics will be the focus and future of Library Science and exploration of the role of instruction and standards will change to meet this need. the role of librarian has changed and so should the standards and expectations.

6. **Provide a statement of the mission and goals of this proposed renewal variance.**

The measurable objective remain the same. The only addition would be Goal #2 under Student Achievement: Emphasize district resources to ensure that every student can read by 3rd grade with 80% or above Proficient. (Include Library Variance to enhance and compliment this goal.)

7. **List specific measurable objectives that demonstrate the proposed renewal variance will meet or exceed the results under the current standard(s).**

A new Strategic Plan will be included, but the goals for this proposal renewal variance remain the same. We have not changed how we are reaching this goal. The measurable objective remain the same. The only addition would be Goal #2 under Student Achievement: Emphasize district resources to ensure that every student can read by 3rd grade with 80% or above Proficient. (Include Library Variance to enhance and compliment this goal.)

8. **What data or evidence will be gathered to document progress toward meeting the measurable objectives of the renewal variance?**

   The numbers have changed but the tool remains the same. (Current Data Included)
   Smarter Balance, STAR, ACT

9. **In what way does this variance meet the specific needs of the students in the school(s)?**

   Remains the same. No Changes to how we meet student needs. Academic Achievment has become our biggest goal on the heels of covid and learning loss. Increasing our Academic Acheivement and our goal will remain getting us back to the level of the State.

10. **Describe how and why the proposed variance would be:**

    a. **Workable**

    We serve between 480-500 students a year. With 2.5 total FTE we are able to offer great service to our students in the library. We have used this system for years with minimal changes and it continues to work well for all students.

    b. **Educationally sound.**

    We serve between 480-500 students a year. With 2.5 total FTE we are able to offer great service to our students in the library. We have used this system for years with minimal changes and it continues to work well for all students. The standards for library need to change, we use our systems proficiently to offer sound standards for learning.

c.   **Where applicable, aligned with program standards under ARM 10.55.1101 through 10.55.2101.**
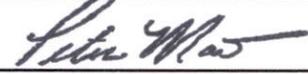
   We will include our library standards that meet 10.55.1101 through 10.55.2101

d.   **Where applicable, aligned with contend standards under ARM Chapters 53 and 54.**

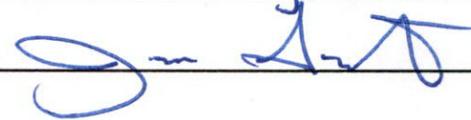   We will include our library standard that align with ARM Chapter 53 and 54.

Required school district signatures:

Board Chair Name: _____Peter Matt_____

Board Chair Signature: _____*Peter Matt*_____ Date: 3-2-23
4 p.m.

Superintendent Name: _____Jason Sargent_____

Superintendent Signature: _____*Jason Sargent*_____ Date 3-2-23
4 p.m

Mail the signed form to:

Accreditation and Educator Preparation Division
Office of Public Instruction
PO Box 202501
Helena, MT 59620-2501

OPI USE ONLY

Superintendent of Public Instruction: _____ Date_____

☐ Approve ☐ Deny

Board of Public Education Chair _____ Date_____

☐ Approve ☐ Deny

Thursday, March 2, 2023
Special Board Meeting 3:15 pm District Office Meeting Room

Special Board Meeting -Approve Library Variance Standards Request

1. New Business

1.01 Library Variance

Posted in public and distributed to Governing Board Members three days before the Meeting.

BOARD OF TRUSTEES SPECIAL BOARD MEETING MARCH 2ND,2023 AT 3:15. LOCATION: ST. IGNATIUS DISTRICT OFFICE MEETING ROOM.

BOARD MEMBERS IN ATTENDANCE: Peter Matt, JP Thomas, and Jeff Evans were available by phone call and Mary Leishman and Tony Incashola were both present.

GUESTS/STAFF: RaSena Christopher, Assistant District Clerk, Jason Sargent- SUPT-

CALL TO ORDER 1.01-Pledge of Allegiance Peter Matt called the meeting to order at 3:15 pm and acknowledged the presence of a board quorum.

1.01 Library Variance

Application- JP Thomas motioned to approve the Library Standard Variance Plan and Expectations as presented. Mary Leishman seconded the motion which passed unanimously.

Meeting adjourned at 3:18 PM

Grade Proficient	ELA 21	ELA 22	ELA Nearing	State 21	Math 21	Math 22	Math Nearing	State 21
Grade 3	na	18	26	47	na	23	40	36
Grade 4	9	25	18	47	24	31	31	36
Grade 5	24	36	28	47	26	23	41	36
Grade 6	10	16	13	47	27	13	17	32
Grade 7	44	32	22	47	33	30	24	35
Grade8	14	6	21	47	5	11	18	30
ACT	17.9	17.6		Goal 19				

Reading **52.5%** (handwritten, circled)

Math **62.7%** (handwritten, circled)

Academic Progress

**ALL category is 3-5 proficiency only.
**Total school proficiency is 42.1% (R) & 38.8% (M).

Grade	Reading	Reading State (21-22) SBAC (3-5)	Math	Math State (21-22) SBAC (3-5)
5	38% (33.5)	47.5%	~~38%~~ (25) **68.5%**	33.8%
4	~~29.5%~~ (35.5) **44.5%**	45.8%	~~29.5%~~ (29.5) **57%**	41.8%
3	~~32.5%~~ (24.5) **42%**	44.2%	~~37.5%~~ (36) **53.5%**	44.9%
2	~~40.5%~~ (52) **57%**	-	~~46%~~ (44) **69.5%**	-
1	~~36%~~ (61) **57%**	-	~~46%~~ (51) **71%**	-
K	76.5% (67.5)	-	-	-
ALL	~~33.33%~~ (31.16)	45.9%	~~34%~~ (30.16)	40.1%

41.5% (handwritten, circled) **57.6%** (handwritten, circled)

Current Numbers Elementary
2/23/23

St. Ignatius School District 2065

STUDENT INSTRUCTION

Student Instruction

Selection and Use of Library Materials

The District maintains libraries primarily for use by District students. The Librarian is responsible for selecting materials for inclusion in the libraries, subject to the approval of the Board of Trustees. Prior to presenting materials for inclusion in the library, the Librarian may consider the existing collection, the curricular needs of the students, and the recommendations of the American Association of School Librarians in determining what materials are appropriate for the libraries.

Library materials may be checked out by students or staff during the instructional day. Students and staff who check out library materials are responsible for the care and timely return of such materials. Building principals may assess fines for damaged or unreturned books.

District residents may access the District libraries and/or check out library materials at the discretion of the building principal. Such access may not interfere with regular school and student use of such materials.

Any individual may challenge the selection of materials for use in the libraries. The Superintendent shall appoint a committee of teachers, librarians, and administrators as independent investigators pursuant to the Uniform Grievance Procedure to determine if the challenged material is properly located in the library.

Legal References: § 20-7-203, MCA   Trustees' policies for school libraries
                    § 20-7-204, MCA   School library book selection

Cross References:

Policy History:
Adopted on:
Revised on: April 2009

The action taken will be communicated in writing to the person submitting the request. The action of the committee can be further appealed to the school board by any of the parties involved in the action.

The material in question shall continue to be used until formal review procedures are completed.

C. SUBJECT AREAS COLLECTED

1. Subjects

2. Present Collection Levels

3. Future Acquisitions levels

The library sees the need for improvement in the areas of Montana History, Biographies, Native American History, Religious material covering both fiction, and non fiction selections of differing religious viewpoints.

4. Special Collections

5. Other Considerations

POLICY IMPLEMENTATION, EVALUATION AND REVISION.

This Policy needs to be reviewed and updated at least every three years, with the approval of both the District #28 and Public Library Board.

Adopted: __27__ day of ___January___ 20__22__ .

Library Board Chair: _Brenda Arlint_

School Board Representative: _Peter Mav_

Mary Ann Erickson
St. Ignatius School – Community Library
Collection Management Policy

A. INTRODUCTION

1. Mission Statement

The St. Ignatius School – Community Library seeks to accommodate school and public patrons using various print and non-print materials to enrich, enhance, and encourage reading for recreation and learning throughout their lifetime.

2. Purpose:

This policy is intended to provide a tool to assist in the shaping of library goals, patron needs, and acquisitions to the collection. It is intended to provide staff, school, governing bodies and the community with information as to how selections of materials are made. This policy will stay flexible in consideration of changing needs in an era of increasing information

3. Community Analysis & User Groups Defined:

The St. Ignatius School – Community Library operates under inter local agreement between School District #28 and the Town of St. Ignatius. A library board is established to oversee the public portion of the library, while the school district maintains governance over the school portion, and building.

We serve a community base of approximately 5400 potential patrons of which about 800 of those living in the Corporate Town limits of St. Ignatius. We serve patrons who enjoy farming, construction, service industry, and education along with other jobs as their source of income. A large percentage of our users are K-12 students, including public and home school students. We have a growing group of Amish, Hutteritte, and Mennonites that are beginning to use the library.

4. Patron Needs and Services:

The library strives to maintain an up to date collection of fiction, and non fiction materials for readers of all ages. We provide adequate numbers of computers and other technology so that we rarely have patrons waiting to use equipment. Some of the needed programs that we are providing or developing include but not limited to Book Van during the summer months, computers, computer assistance or training, ILL, home delivery of materials for the elderly, and home bound.

5. Collection Description:

The collection that the library maintains includes selections for preschool, K-5th grade, middle, high school students, and the adult population. Our collection includes fiction, and non fiction books, VHS, DVD, Audio, and leap programs. We have a collection of both Native American, and Montana History.

6. Cooperative Collection Management and Interlibrary Loan

The library provides to the patrons interlibrary loan of items free of charge, unless the library is charged. We do this primarily through OCLC WorldCat.

B. COLLECTION DEVELOPMENT

1. Chronological Coverage

Volumes are retained in the collection contain information of a general nature relevant to the subject, and are kept well indexed until another volume is purchased which pre-empts this information. Volumes considered classics in the field are kept. The average age of our collection is 1985.

2. Formats

The following formats are collected in the library.
Books, including large print
Periodicals
Videotapes
DVD's
Audio books (cassette, CD, Book & Cassette)
Educational tapes
Online Databases
Local Newspapers
Online E-Books
Book Kits
Leap pads, and programs

3. Multiple Copies

Need in the criterion for duplication for books and materials. A variety of different titles is usually preferable to duplicate copies of a single title. Need for duplicate titles are weighed against currant demand and long-term use.

4. Languages

The policy limits the purchase of materials to the English language, with exception to dictionaries as reference material, and educational tapes. Non-English titles will be purchased if long term need arises. Non English titles can be ordered in by Interlibrary Loan through OCLC for short term use.

5. Funding Considerations:

Funding for the library is a combination of funds contributed by school district #28, local, county, state, and grant monies along with monies donated by the community. With School District #28 and the Public Library Board making the final decision on how monies are budgeted. Each board being responsible for their portion contributed.

6. Selection Criteria

The head librarians of the School and Public Library have the responsibility for selection and purchase of new material to be added to the collection.

The purpose of the selection process is to obtain expertly selected materials, to supply information and reference assistance. To help those engaged in education pursuits, and to provide recreational reading.

The library's policy is to purchase within budget limitation, the materials which satisfy patron needs. Established criteria for selection include judging the titles:
-Permanence or timely value
-Accuracy
-Authoritativeness
-Clear presentation and readability
-Social significance
-Cost
-Fair presentation of all sides of controversial issues.
    (Title may be considered in context with the subject's treatment)
-Author's reputation
-Publisher's reputation
-Title's availability elsewhere in the area
-Avoidance of what is trivial, deliberately distorted, or primarily sensational or offensive.
-Demand

7. Gift Policy

The library accepts gifts and donations with the library in conjunction with the school board having final authority of acceptance. Items donated to the library may or may not be added to the collection. Items not added to the collection may be sold, given away, or discarded in accordance with policy. No gifts shall be accepted with strings attached, unless approved by both the library board, and the school board. No appraisal of gifts can be given, but receipts will be given for the number of items donated upon request.

Once an item is donated to the library, it becomes the property of the library, and will be treated in the same manner as material purchased. If the donor wishes, a gift bookplate will be put on a book, identifying it as a gift from the named donor. Monetary gifts are accepted.

8. Collection Maintenance

Maintain a well-balanced collection that will match the wants of the users, real and potential. Only the librarian can perform the weeding task, or volunteers under his/her supervision, following generally accepted guidelines.

Weeding is undertaken to:

- Save space
- Make room for new materials
- Increase circulation
- Increase accessibility
- Improve efficiency
- Reduce Cost
- Improve collection, service, and support
- Support the curriculum of the school

Criteria for material to be weeded:

- Poor physical condition
- Outdated format – fine print, outdated and/or unattractive visuals
- Outdated and/or inaccurate content
- Inappropriate subject or treatment of a subject when considered in relation to the needs of students, teachers and community members it is intended to serve.
- Mediocre or poor quality presentation of content
- Unnecessary duplication
- Lack of use

Guidelines for disposal:

- In accordance with policy, discard at time of removal, advertise by email and display for classroom use. Items not taken for use will be listed as surplus.
- Removed from computerized database
- Removal of barcodes, and spine labels

9. Complaints and Censorship

The library staff exercise care in the selection of materials added to the library collection, however there will be occasions where teachers or members of the community may wish to request a reconsideration of a selection of library materials. In such an event the individual shall contact the librarian in an attempt to informally resolve the issue. If the matter cannot be resolved at that level, the individual will be referred to the superintendent.

The superintendent shall:

1. Have the person with the concern complete the required form, "Reconsideration of Library Material"
2. Acknowledge receipt of all written or verbal request for reconsideration of the material in question
3. Shall establish a formal review committee to review the request and the material in question.

Committee Review Procedures

The library board and the superintendent will establish the review committee. The committee will be chaired by the School or Public Librarian. The committee should be comprised of teachers from the grade level in which the material is intended, principal, students, or community members.

The committee will review the material in question and form opinions based on the material as a whole, not on select pages taken out of context. The committee should take into account the applicable instructional objectives and materials selection criteria, as well as the age and development of the students using the material in a school related challenge.

The committee will formulate their recommendation and prepare a written report for the superintendent and the library board. The library board and superintendent will make the final determination for action.

Library Science

Overview

The library is designed to introduce, instruct, and aid the students in daily use of resources available within the library walls of St. Ignatius School Community Library. Students will use the skills they have learned to access information from print and non-print research media provided by the library. Reading for enjoyment will also be an essential part of library usage. Technology will play a large role in the students of the future. Students will know sources and how to evaluate them. Students will be encouraged to also use other forms of media, including print media.

Types of Media

Fiction
Nonfiction
Biography
Reference
Periodicals
Audio
Visual
Computer Usage
   -World Book Online
   -InfoTrac
   -Automotive Repair

-Montana Library Network
-Netlibrary
-Montana Shared Catalog
-Internet Sites using Search Engines

Library Media and Library Technology K-1

Content Standard: Students understand an inquiry process including how to access, evaluate, and use information.
Learner Result:
The student will:
1. Demonstrate the ability to locate the school library media center, circulation desk workstations, picture books, fiction books, and nonfiction books.
2. Demonstrate the ability to locate materials and return them to their correct place.
3. Demonstrate the ability to locate and check out materials for personal enjoyment or to advance academic knowledge.
4. Recognize information is available.
5. Identify the research task.
6. Identify topic with teacher help.
7. List questions about the topic.
8. Explore general collection resources (e.g. Fiction and non fiction).
9. Name people who are resources (e.g. family, teachers, librarian).
10. Identify community resources (e.g. librarians , museums).
11. Select the best resources available in a variety of formats (e.g. books, pictures).
12. Access information within resources (e.g. illustrations in books, videos).
13. Recognize that interviewing people is a source of information.
14 Recall previous knowledge of subject and build on that knowledge.
15. Identify with teacher help, a variety of methods for sharing information.

Content Standard: Students develop an understanding of ethical, legal, and social responsibility in accessing, evaluating and using information, materials, and technology.
Learner Results:
The Student will:
1. Describe and demonstrate the checkout procedure.
2. Demonstrate the ability to return materials on time.
3. Demonstrate knowledge of school library media center procedures and policies (e.g. rules, proper care of materials, compensation for lost or damaged materials).
4. Be able to explain that works of print and non-print media are created by and belong to an author, illustrator, or company.
5. Be able to recognize symbols of copyright.
6. Demonstrate active listening skills.

Content Standard: Students seek a variety of materials for independent learning and personal enjoyment, including the appreciation of literature and other creative expressions.
Learner Results:
The student will:
1. Listen and begin to read books for enjoyment as well as for information.
2. Be exposed to a variety of authors, and illustrators at an appropriate level.
3. Recognize and comprehend library vocabulary.
4. Explore general collection resources (fiction and nonfiction).

5. Locate and define the parts of a book (cover, spine, title).
6. Demonstrate the concept of directionality in books by holding a book right side up, turning to the front of the books to begin, and processing from left to right and top to bottom.
7. Explore literature through a variety of technologies.
8. Use picture clues for understanding material presented.
10. Identify the element of "story" (e.g. character, setting).
11. Recall the sequence of stories.
12. Develop empathy through interaction with a story's character.
13. Develop an awareness of other cultures through interaction with a story.
14. Begin to explore award-winning literature (e.g. Caldecott).

Content Standard: Students distinguish among, evaluate and appropriately use current and emerging media and technologies in the inquiry process.
Learner Results:
The student will:
1. Recognize that information can be delivered through a variety of technologies.
2. Use input devices (mouse, keyboard) and output devices (monitor, printer) to successfully operate a computer.
3. Use developmentally appropriate multimedia resources (interactive books, educational software) to support learning.
4. Demonstrate positive social and ethical behaviors when using technology.
5. Practice responsible use of technology systems and software.
6. Use technology resources for problem solving, communication, and illustration of thoughts, ideas, and stories.
7. Use technology resources for extended learning activities.
8. Communicate about technology using developmentally appropriate and accurate terminology.
9. Discuss the meaning of media.

Library Media and Library Technology 2-3

Content Standard: Students understand an inquiry process including how to access, evaluate and use information.
Learner Results:
The student will:

1. Demonstrate the ability to locate the school library media center, circulation desk, workstations, picture books, fiction books, and nonfiction books, reference and periodicals.
2. Demonstrate the ability to locate material and return them to their correct place.
3. Demonstrate the ability to locate and check out materials for personal enjoyment or to advance academic knowledge.
4. Recognize the need for and use available information.
5. State the research task at hand.
6. Identify topic with teacher help.
7. formulate questions about the topic.
8. Identify and record information already known.
9. Distinguish between broad and narrow topics (e.g. fish v.s. trout).
10. List steps needed to complete the task.
11. Identify different kinds of information(e.g. textual, pictorial, electronic).
12. Identify important words that could be used as search terms.
13. Identify community resources (libraries, museums, businesses, government agencies).
14. Identify elements of an effective product or presentation.
15. Access information within print resources (illustrations, the title page, table of contents, index).
16. Describe how headings and subheadings in text are used to organize information.
17. Be able to summarize information.
18. Organize and integrate information (e.g. sequencing, webbing).
19. Select information that is understandable, available, relevant and current.

Content Standard: Students develop and understanding of ethical, legal, and social responsibility in accessing, evaluating and using information, materials and technology.
Learner Results:
The student will:

1. Describe and demonstrate the checkout procedure.
2. Demonstrate the ability to return materials on time.
3. Demonstrate knowledge of school library media center procedures and policies (rules, proper care of materials, request for help).
4. Be able to explain that works of print and non-print media are created by and belong to an author, illustrator or company.
5. Be able to recognize symbols of copyright.
6. Cite resources in a simplified format.
7. Demonstrate active listening skills.

Content Standard: Students seek a variety of materials for independent learning and personal enjoyment, including the appreciation of literature and other creative

expressions.

Learner Results:

The student will:

1. Explain that information is based on fact or fiction.
2. Be exposed to a variety of authors, and illustrators at an appropriate level.
3. Recognize and comprehend Library vocabulary.
4. Explore general collection resources (fiction and nonfiction).
5. Locate and define the parts of a book (author, illustrator, cover, spine, title, dust jacket, title page, table of contents, index, glossary).
6. Explore literature through a variety of activities and technologies.
7. Locate picture books and fiction books in alphabetical order by author's last name and non-fiction books by the Dewey Decimal Classification number and other book spine information.
8. Extend his/her contact with literature through creative art activities.
9. Read various genre of literature (e.g. folklore, poetry, drama, realistic fiction, fantasy, "how to" books, nonfiction).
10. Identify the story elements (character, setting, plot).
11. Identify and list a variety of evaluative criteria to use when selecting materials(interest, readability, relevance).
12. Recognize and comprehend library vocabulary.
13. Identify information resources that show prejudice or stereotyping.
14. Select resources in a variety of formats.
15. Continue to explore award-winning literature (e.g. Caldecott, Corretta Scott King).

Content Standard: Students distinguish among, evaluate and appropriately use current and emerging media and technologies in the inquiry process.

Learner Results:

The student will:

1. Recognize that information can be delivered through a variety of technologies.
2. Use input devices (mouse, keyboard) and output devices (monitor, printer) to successfully operate computers.
3. Use developmentally appropriate multimedia resources (interactive books, educational software) to support learning.
4. Demonstrate positive social and ethical behaviors when using technology.
5. Practice responsible use of technology systems and software.
6. Use technology resources for problem solving, communication, and illustration of thoughts, ideas, and stories.
7. Use technology resources for extended learning activities.
8. Communicate about technology using developmentally appropriate and accurate terminology.
9. Discuss the meaning of media.
10. Use keyword strategies to search on-line catalogs.
11. Use search strategies (keyword, title, subject, author) electronic encyclopedias, web search engines to locate useful information.
12. Choose appropriate technology sources to gather specific information.
13. Select the appropriate technology resources to address a variety of tasks.

Library Media and Library Technologies 4-5

Content Standard: Students understand an inquiry process including how to access, evaluate and use information.
Learner Results:
The student will:
1. Maintain previous skills.
2. Determine types of information needed to complete task.
3. Identify and describe general references (e.g. general encyclopedias, atlases, dictionaries, periodicals, thesaurus, almanacs, electronic resources).
4. Evaluate and select information that is understandable, available, current relevant, and objective.
5. Develop note-taking skills (take notes on cards, highlighting most significant information).
6. Paraphrase or summarize information to avoid plagiarism.
7. Organize and use information effectively (e.g. sequencing, webbing, outlining).
8. Incorporate the concept of a first draft, gathering feedback, editing, in the research process.
9. Access information within resources (copyright date, volume number, guide words, glossary, bibliography).
10. Use appropriate interview techniques (e.g. effective yes-no, open-ended, and probing questions that relate to topic).

Content Standard: Students develop and understanding of ethical, legal, and social responsibility in accessing, evaluating and using information, materials and technology.
Learner Results:
The student will:
1. Demonstrate the ability to describe the checkout procedure.
2. Demonstrate the ability to return materials on time.
3. Demonstrate knowledge of school library media center procedure and policies (rules, proper care of materials, request for help).
4. Be able to explain that works of print and non-print media are created by and belong to an author, illustrator, or company.
5. Be able to recognize symbols of copyright.
6. Record information sources in approved bibliographic format.
7. Recognize the concept of plagiarism and its terminology.
8. Use information technology responsible.
9. Demonstrate active listening skills.

Content Standard: Students seek a variety of materials for independent learning and personal enjoyment, including the appreciation of literature and other creative expressions.
Learner Results:
The student will:
1. Extend their knowledge of library vocabulary.
2. Evaluate and select information resources that are understandable, available, relevant

current and objective.

3. Define the difference between an autobiography and a biography.

4. Be able to discuss an author or illustrators' style or purpose.

5. Describe the steps authors use to write books.

6. Locate, define, and identify, the purpose of the parts of a book (copyright, publisher, bibliography, author, illustrator notes, introduction).

7. Be able to make selections for recreational reading at a personal comprehension level that encompasses a variety of interests.

8. Extend his/her contact with literature through creative arts activities.

9. Select resources in a variety of formats.

10. Select and evaluate information resources for objectivity (information that does not show prejudice, stereotyping, bias).

11. Identify story elements (e.g. character, plot, theme, and telling).

12. Explore award-winning literature (e..g. Newbery, Orbis Pictus, Young Reader's Choice Award).

Content Standard:

Learner Results:

The student will;

1. Recognize that information can be delivered through a variety of technologies.

2. Use input devices (mouse, keyboard) and output devices (monitor, printer) to successfully operate computers.

3. Use developmentally appropriate multimedia resources (interactive books, educational software) to support learning.

4. Demonstrate positive social and ethical behaviors when using technology.

5. Practice responsible use of technology systems and software.

6. Use technology resources for problem solving, communication, and illustration of thoughts, ideas, and stories.

7. Use technology resources for extended learning activities.

8. Communicate about technology using developmentally appropriate and accurate terminology.

9. Discuss the meaning of media.

10. Use keyword strategies to search on-line catalogs.

11. Use search strategies (keyword, title, subject, author) electronic encyclopedias, web search engines to locate useful information.

12. Choose appropriate technology sources to gather specific information.

13. Select the appropriate technology resources to address a variety of tasks.

14. Discuss advantages and disadvantages of technology.

15. Use technology tools (presentation web tools) for individual and collaborative writing, communication, and publishing activities.

16. Evaluate the accuracy, relevance, appropriateness, comprehensiveness, and bias of electronic sources.

Library Media and Library Technology 6

Content Standard: Students understand an inquiry process including how to access, evaluate and use information.
Learner Results:
The student will:
1. Identify the physical layout of the library.
2. Identify the classification system of library materials.
3. Demonstrate the ability to search the on-line catalog by title, author, subject, and keyword.
4. Demonstrate the ability to locate and retrieve materials by call number.
5. Demonstrate the ability to locate and retrieve magazine articles.
6. Recognize the need for information.
7. Demonstrate the ability to formulate research questions.
8. Demonstrate the ability to identify broad and specific keywords to be used in the inquiry process.
9. Demonstrate the ability to choose the appropriate source for his/her needs and abilities.
10. Identify the steps in the inquiry process.
11. Identify the author, title, publisher, and date of research materials.
12. Demonstrate the ability to use the table of contents, indexes, and cross-references.
13. Demonstrate the ability to paraphrase when note taking.

Content Standard: Students develop and understanding of ethical, legal, and social responsibility in accessing, evaluating and using information, materials and technology.
Learner Results:
The student will:
1. Demonstrate the ability to behave in a courteous manner, respecting the rights of other library users.
2. Exercise good stewardship of all library property including hardware, furnishings, and materials.
3. Demonstrate the ability to keep borrowed materials in good condition.
4. Demonstrate the ability to return borrowed materials promptly.
5. Demonstrate the ability to compensate the library for lost or damaged materials.
6. Describe copyright.
7. Define plagiarism.
8. Demonstrate the ability to paraphrase when taking notes.
9. Define and identify censorship.
10. Demonstrate the ability to independently choose library materials to satisfy personal interest and academic needs.
11. Demonstrate the ability to use technology responsibly.

Content Standard: Students seek a variety of materials for independent learning and personal enjoyment, including the appreciating of literature and other creative expressions.
Learner Results:
The student will:

1. Know the characteristics of fiction and nonfiction.
2. Know the organization of fiction by author's last name.
3. Know the organization of nonfiction by Dewey Decimal Classification.
4. Understand how to locate books by an interest area.
5. Explore literature through a variety of activities and technologies.
6. Use Scholastic Reading Counts to select literature and test comprehension.
7. Explore award winning literature (Newbery, Scott O'Dell, Edgar Allan Poe, etc.).
8. Explore a variety of poetry forms.
9. Use bibliographies to select literature in various genres and formats.

Content Standard: Students distinguish among, evaluate and appropriately use current and emerging media and technologies in the inquiry process.
Learner results:
The student will:
1. Demonstrate the ability to a wide variety of information technology, such as computer databases, CD-ROMs, the Internet, and online catalogs.
2. Demonstrate the ability to search current technologies through the use of subject, keywords, indexes, and subheadings.
3. Recognize the different purposes of current technologies.
4. Practice responsible use of technology systems and software.

Library Media and Library Technology 7

Content Standard: Students understand an inquiry process including how to access, evaluate and use information.
Learner results:
The student will:
1. Identify the physical layout of the library.
2. Identify the classification system of library materials.
3. Demonstrate the ability to search the on-line catalog by title, author, subject, and keyword.
4. Demonstrate the ability to locate and retrieve materials by call number.
5. Demonstrate the ability to locate and retrieve magazine articles.
6. Demonstrate the ability to identify broad and specific keywords to be used in the inquiry process.
7. Demonstrate the ability to formulate research questions.
8. Demonstrate the ability to choose the appropriate source for his/her needs and abilities.
9. Apply the steps in the inquiry process to specific research needs.
10. Demonstrate the ability to use the table of contents, indexes and cross references.
11. Demonstrate the ability to paraphrase when note taking.
12. Demonstrate the ability to extract the information to compile a complete bibliography.

Content Standard: Students develop and understanding of ethical,legal, and social responsibility in accessing, evaluating and using information, materials and technology.
Learner results:
The students will:
1. Demonstrate the ability to behave in a courteous manner, respecting the rights of other library users.
2. Exercise good stewardship of all library property including hardware, furnishings, and materials.
3. Demonstrate the ability to keep borrowed materials in good condition.
4. Demonstrate the ability to return borrowed materials in good condition.
5. Demonstrate the ability to compensate the library for lost or damaged materials.
6. Describe and identify copyright.
7. Define and identify plagiarism.
8. Demonstrate the ability to paraphrase when taking notes and correctly cite sources.
9. Define and identify censorship.
10. Independently choose library materials to satisfy personal interests and academic needs.
11. Recognize the legal and ethical issues of breaching technology access limits.

Content Standard: Students seek a variety of materials for independent learning and personal enjoyment, including the appreciation of literature and other creative expressions.
Learner results:
The student will:

1. Know the characteristics of fiction and nonfiction.
2. Know the organization of fiction by author' last name.
3. Know the organization of nonfiction by Dewey Decimal Classification.
4. Demonstrate how to locate books by an interest area.
5. Explore literature through a variety of activities and technologies.
6. Locate and retrieve biographic resources.
7. Explore literature from a variety of cultures.
8. Use bibliographies to select literature in various genres and formats.

Content Standard: Students distinguished among, evaluate and appropriately use current and emerging media and technologies in the inquiry process.
Learner results:
The student will:
1. Demonstrate the ability to use a wide variety of information technology, such as computer databases, The Internet, CD-ROMs, and on line catalogs.
2. Demonstrate the ability to search current technologies through the use of subject, keywords, indexes, and subheadings.
3. Recognize the different purposes of current technologies.
4. Demonstrate the ability to identify reliable Internet websites through criteria checklists.
6. Demonstrate the ability to evaluate electronic information for accuracy and reliability.
7. Demonstrate the ability to use information from electronic sources responsibly through paraphrasing and correctly citing sources.
8. Practice responsible use of technology systems and software.
9. Identify the advantages and disadvantages of using information technology.

Library Media and Library Technology 8

Content Standard: Students understand as inquiry process including how to access, evaluate and use information.
Learner Results:
The student will:
1. Identify the physical layout of the library.
2. Identify the classification system of library materials.
3. Demonstrate the ability to search the on-line catalog by title, author, subject, and keyword.
4. Demonstrate the ability to locate and retrieve materials by call number.
5. Demonstrate the ability to locate and retrieve magazine articles.
6. Demonstrate the ability to create and revise questions based on the specific research topic.
7. Demonstrate the ability to use different keywords, approaches, and sources in the inquiry process.
8. Demonstrate the ability to choose the appropriate source for his/her needs and abilities.
9. Demonstrate the ability to select and use a variety of print and nonprint sources
10. Demonstrate the ability to identify author, title, publisher, and date of research materials.
11. Demonstrate the ability to identify the table of contents, indexes, and cross-references.
12. Demonstrate the ability to paraphrase when note-taking.
13 Recognize additional resources beyond the school community library, such as interlibrary loan and community resource contacts.
14. Demonstrate the ability to choose the appropriate source for his/her needs.
15. Demonstrate the ability to develop search strategies to achieve research goals.
16. Demonstrate the ability to correctly cite a variety of sources in correct bibliographic format.
17 Demonstrate the ability to identify primary and secondary sources.
18. Recognize point of view and bias in sources.
19. Demonstrate the ability to use information to create original products and presentations.
20 Demonstrate the ability to adapt the inquiry process to specific academic and personal needs.

Content Standard: Students develop and understanding of ethical, legal, and social responsibility in accessing, evaluating, and using information, materials and technology.
Learner Results:
The student will:
1. Demonstrate the ability to behave in a courteous manner, respecting the rights of other library users.
2. Exercise good stewardship of all library property such as hardware, furnishings, and materials.
3. Demonstrate the ability to keep borrowed materials in good condition.
4. Demonstrate the ability to return borrowed materials promptly.

5. Demonstrate the ability to compensate the library for lost or damaged materials.
6. Describe and identify copyright.
7. Define and identify plagiarism.
8. Demonstrate the ability to paraphrase when taking notes.
9. Demonstrate the ability to correctly cite sources in a bibliography.
10. Define and identify censorship.
11. Recognize the relationship between the Bill of Rights and free-lending labraries.
12 Demonstrate the ability to independently choose library materials to satisfy personal interests and academic needs.
13. Recognize the legal and ethical issues of breaching technology access limits.

Content Standard: Students seek a variety of materials for independent learning and personal enjoyment, including the appreciation of literature and other creative expressions.
Learner Results:
The student will:
1. Know the characteristics of fiction and nonfiction.
2. Know the organization of fiction by author's last name.
3. Know the organization of nonfiction by Dewey Decimal Classification.
4. Understand how to locate books by an interest area.
5. Explore literature through a variety of activities and technologies.
6. Read from a variety of literary genres, including science fiction, fantasy, mystery, and historical fiction.
7. Understand the organization of biography by the subject's last name.
8. Use bibliographies to select literature in various genres and formats.

Content Standard: Students distinguish among, evaluate and appropriately use current and emerging media and technologies in the inquiry process.
Learner Results:
The student will:
1. Demonstrate the ability to use a wide variety of information technology, such as computer databases, CD-ROMs, and online catalogs.
2. Demonstrate the ability to search current technologies through the use of subject, keywords, indexes, subheadings.
3. Recognize and identify the different purposes of current technologies and electronic sources.
4. Demonstrate the ability to determine which technology is appropriate for his/her abilities.
5. Demonstrate the ability to identify the author, title, address and date of an electronic resource.
6. Demonstrate the ability to correctly cite electronic resources in a bibliography.
7. Demonstrate the ability to evaluate electronic information for accuracy and reliability through the source's origin, expertise, currency, and purpose.
8. Demonstrate the ability to use information from electronic sources responsibly through paraphrasing and correctly citing sources.
9. Practice responsible use of technology systems and software.

10. Identify the advantages and disadvantages of using information technology.

Library Media and Library Technologies 9-12

Content Standard: Students understand an inquiry process including how to access, evaluate and use information.
Learner Results:
The student will:
1. Analyze and adapt the inquiry process to satisfy individual and group information needs.
2. Define and revise the information needed to meet the specific format, purpose, and scope of the project.
3. Develop a plan to obtain needed information using a variety of research and investigative strategies.
4. Assess information sources using multiple criteria.
5. Synthesize information to create a new product that meets a specific purpose or vision.
6. Evaluate the process and the product of the inquiry.

Content Standard: Students develop an understanding of ethical, legal, and social responsibility in accessing, evaluating and using information, materials and technology.
Learner Results:
The student will:
1. Evaluate the impact of equitable access to information in a democratic society.
2. Use information in a ethical manner by adhering to copyright laws, requesting permission to use information, and properly citing sources.
3. Follow school guidelines for responsible use of information resource.
Collaborate with others, both in person and through technologies, to identify information problems, seek solutions, and generate now information.

Content Standard: Students seek a variety of materials for independent learning and personal enjoyment, including the appreciating of literature and other creative expressions.
Learner Results:
The student will:
1. Compare and analyze literature and other creative expressions from diverse cultures.
2. Select, analyze and evaluate literature and other creative expressions from writers origins and connect them to their own lives and to the human experience.
3. Apply his/her knowledge of the use of libraries to a variety of new information environments.

Content Standard: Students distinguish among, evaluate and appropriately use current and emerging media and technologies in the inquiry process.
Learner Results:
The student will:
1. Analyze and evaluate various media and technologies when applying information necessary to complete a specific task.
2. Develop and demonstrate research strategies to effectively locate information in various media and technologies.

3. Generate and apply criteria to evaluate the origin, authority, accuracy, bias, and distorting of information from a variety fo media and technologies.

School District #28 Strategic Plan Annual Goals

Goal Area 1: Student Achievement

Statement of Intended Outcome: St. Ignatius Public Schools has academic and extra-curricular programs that emphasize and enhance student achievement. Our programs and services provide a seamless transition from grade to grade with a full recognition of individual student needs and skills and the provision of differentiated instruction to address both the needs of students and enhance the skills of students. We will continue to be a state leader in positive systems and innovative change agents in new and changing approaches to education. We will embrace change to best serve our students.

Strategic Objectives:

1) Use the Positive System and Intervention (P.S.I.) model for scoring and evaluation of academic systems with a platinum level at the conclusion of 2021-2022 school year. (See P.S.I. Standards Attached)
   a) Reviewed with all staff August 30, 2021. Packets of expectations dispersed and reviewed.
   b) SID will be testing preparation, Smartboards and Records on Jan. 17th
   c) We have additional training for PLC's and Instructional Strategies set for May 13th.
   d) We are looking for ways to improve Climate, Culture and School Branding for Administrative team set for first part of May in Memphis for Administrative PD. We learned a lot to move the district forward in Memphis.
   e) Complete –Platinum We will look for something that we can have an outside evaluator complete for next year.

2. Emphasize district resources to ensure that every student can read by 3rd grade with 80% or above Proficient. (Include Library Variance to enhance and compliment this goal.) Summer Program priority for 2nd grade students that are going into 3rd grade that are not yet proficient. LLI will be used to increase proficiency at all grades.
   a) Goals and Expectations reviewed with staff August 30, 2021
   b) Working on trying to fund out of ESSER a summer program to make up for days missed in Elementary Title Program. This will be a 4-week program in June.
   c) We have additional training for PLC's and Instructional Strategies set for May 13th. PLC training on Friday will be centered around instructional strategies and PLC organization and utilization.
   d) Not Complete – We are a long ways from 80% and will shoot for State Norm for Next Year

3. Share achievement data with the board annually. Increase both ELA and Math Proficiency by 10% minimum. Academic achievement will be our biggest priority to make up for learning loss during the pandemic.
   a) Goals and Expectations reviewed with staff August 30,2021
   b) PSI and RTI meetings happening on regular basis.
   c) PLC Training Friday, March 4 was great from Solution Tree. 40% of the staff either called in sick or were gone for other reasons on this Professional Development Day. We have additional training for PLC's and Instructional Strategies set for May 13th. Final Report for End of Year will be done in June or July depending on release Smarter Balance testing.

   d) Complete for some grades and Not Complete for Others – Academic Achievement is main goal for 2022-2023

4. Look to add C.T.E. certifications to our School to Work Courses. Certificates and/or diploma cords when students meet required curriculum in certain CTE areas. Implement CTE Action plan. Encourage C.T. E. options that are available and trade school options with the same effort we encourage four year colleges. (See Attached)
   a) See Attached
   b) Annual Goals Reviewed for Advanced Opportunities Grant
   c) CTE Annual Data was completed by Mrs. Redmond last week
   d) Complete

5.   Our academic achievement efforts will be measured and documented with a semester pre-test and compared and documented Post (Semester Test). Student achievement will be measured and documented based on Product, Process and Progress. Elementary will focus on assessment measureable outcomes In Math and Reading and Standard Based Reporting. HS/MS will conduct measurable outcomes by semester in Process, Progress and Product.

    a) Goals and Expectations reviewed with staff August 30,2021
    b) Reviewed Administrative Team 11/2/21 that this is being done at least quarterly
    c) Weekly Review
    d) Semester Tests Last Week –End of 1st Semester
    e) Annual Testing will take place in April-May.
    f) Complete

6.   Support the existence and opportunity for extra-curricular activities. Assure safety, effective practice and efficient plans for practice and competition. Plan for how we can integrate more drama, performing arts, speech and debate.

    a) See Return to School Plan 2021-2022 –Reviewed Monthly
    b) No recommended changes for November, 2021 Numbers Remain Low in School District #28
    c) Recommending the Addition of Drama Club in January for a Season of Drama for 2021-2022
    d) Currently reviewing lady wrestling, 8th Grade participation and baseball. Will be action in May.
    e) Complete- Every effort was made to increase interest in Drama, Performing Arts and Speech

7.   Support Academic Achievement in a Safe, Effective and Efficient manner during this time of uncertainty. Increase academic outcomes at all levels especially SBAC efforts. Revise and review testing protocols and procedures for optimal outcomes.

    a) See Return to School Plan 2021-2022 –Reviewed Monthly
    b) Great Educational supports are in place at all levels to increase academic achievement
    c) For over a month the St. Ignatius School District #28 has had zero cases of Covid from Staff or Students.
    d) We are expecting an uptick of cases this month (January)
    e) Cases have dropped significantly – March
    f) Complete – We were very successful keeping students and staff safe this year

Goal Area 2: Leadership

Statement of Intended Outcome: St. Ignatius Public Schools has successfully implemented systematic professionalism at all levels from the Board, administration, staff and students. We have created a culture where there are open lines of honest communication at all levels. As a result, we have greater collaboration and cooperation from all stakeholders. We have a highly qualified and well-trained staff. We have implemented a progressive program of professional development with measurable benchmarks and accountability. As a result of our efforts, we have effectively marketed the positive attributes of our school system and offer a competitive package for the recruitment and retention of staff and desirable programming for students.

Strategic Objectives:

1. Use the Positive System and Intervention (P.S.I.) model for scoring and evaluation of academic systems with a platinum level at the conclusion of 2021-2022 school year. (See P.S.I. Standards Attached)
    a) Goals and Expectations reviewed with staff August 30,2021
    b) Principals continue to meet with perspective schools to review expectations. Administrative staff tries to meet every Tuesday.
    c) We have begun to meeting and talking about next year.
    d) Complete – Platinum
2. Monthly report to goals and efforts towards meeting our annual goals.
    a) September Complete
    b) October Complete
    c) November Complete
    d) December Complete
    e) January Complete
    f) February Complete
    g) March Complete

    h) April Complete

    i) May Complete

    j) Complete

3. P.S.I. Leadership Team at all levels.

    a) Goals and Expectations reviewed with staff August 30,2021

    b) Principals continue to meet with perspective schools to review expectations. Administrative staff tries to meet every Tuesday.

    c) PLC Training Friday, March 4 was great from Solution Tree. 40% of the staff either called in sick or were gone for other reasons on this Professional Development Day.

    d) We have additional training for PLC's and Instructional Strategies set for May 13th.

    e) We are looking for ways to improve Climate, Culture and School Branding for Administrative team set for first part of May in Memphis for Administrative PD.

    f) Complete

4. Continue the exit survey for all graduates to take at the end of the year at graduation practice prior to leaving our district.

    a) Complete Mr. Hendrickson Great Work- (Attached)

5. Continue with assessment tools and expectations for Pre, Post and Summative Evaluation at all levels District-Wide. (Separate Process, Product and Progress)

    a) Goals and Expectations reviewed with staff August 30,2021

    b) Checking SPED on 10/15/2021

    c) Principals will be checking at the end of the 1st Quarter –October 29, 2021

    d) SID will be testing preparation, Smartboards and Records on Jan. 17th

    e) We have additional training for PLC's and Instructional Strategies set for May 13th.

    f) PLC Training Friday, March 4 was great from Solution Tree. 40% of the staff either called in sick or were gone for other reasons on this Professional Development Day.

    g) Complete

6. Administration will spend more time in classrooms to assure improved academic achievement at all levels. Communicate with staff for when needed improvement is necessary. Be open and honest when communicating with all staff. Support educators to improve practice, procedures, expectations, goals, instruction, outcomes and team.

    a) This is happening so far very well.

    b) Principals continue to meet with perspective schools to review expectations. Administrative staff tries to meet every Tuesday.

    c) Monthly Meetings will area Superintendents has been completed.

    d) District Superintendent needs to do a better job here.

    e) Not Complete- Principals did Great- Superintendent did not do a Satisfactory Job Completing this Goal-

Goal Area 3: Facilities/Classroom Needs

Statement of Intended Outcome, Five Years: St. Ignatius Public Schools has facilities that are conducive to learning and meeting the needs of our students. We have a program in place for making continual improvements to our facilities to ensure that our facilities remain relevant, state-of-the art, equipped with the necessary technology to meet the needs of our staff and students. Our school is THE center of our community. The District is very close to having our facilities vision met for the betterment of district schools, staff, students and community.

Strategic Objectives:

1. Tech. Director visit and prioritize our district tech. needs by visiting each classroom and contacting each teacher for input. Do an annual report to the board on technology needs assessment.

    a) This has started and we have a lot of new technology.

    b) Tech Report this month –Feb.

    c) Hired Jesse Nesper to take on Tech. Director challenges for 2022-2023.

    d) Still working on many projects for this summer and getting ESSER funds spent.

e) Complete
2) Continue with quarterly walk-through with building and grounds committee.
   a) We should schedule a walk-through soon.
   b) Facility and Grounds met November 19, 2021
   c) Facility Discussions have been ongoing in terms of Tennis Court Options, Expansion and Air Exchange Projects.
   d) Another walk-through needs to be scheduled.
   e) Working on tennis court, expansions and air exchange.
   f) Completed as Needed
3. Properly maintain all the facilities and finish warranty items on all new and remodel improvement efforts.
   a) We will continue with this work, but much has been done to maintain our facilities.
   b) Facilities are complete with still some warranty items being completed.
   c) Upkeep of facilities is our next hurdle.
   d) Keeping facilities clean and safe is also a priority.
   e) Proposing Part-time Position to Work on Large Quantities of new Supplies and Work for Safety
   f) Mid-Year Maintenance Survey will go out soon in January, 2022
   g) Lights in the Elementary Gym have been updated to LED and are much brighter.
   h) Complete: We are making huge strides with our facilities and will continue to improve for 2022-2023
4. Continue to make improvements to facilities with resources available for needed changes. Begin plans for a proper auditorium for student performing arts. Begin planning for a new track.
   a) We have some ideas for ESSER III Expansion plans that we will share soon. We will continue to look for ways to improve our facilities without any additional funds from the tax payers.
   g) We are inquiring about the cost to have mobile auditorium seating in new gym that could rotate 45 degrees and have a drop-down stage on far end of the new gym. This would give us the opportunity to have an auditorium in the new gym without having to build an additional building for Plays, Musicals, Concerts, Etc. This would give us what was intended for the all-purpose room that ended up not being used since the view from the floor is impossible to see the performance. This was horribly planned and not effective for its intended use.
   h) Looks like the old gym floor will need to be replaced due to mold. We also need to schedule the air exchange, gym and shop additions for summer 2022.
   i) All faucets that needed to be changed out for lead have been swapped out for new faucets. They were not drinking faucets. All water and lead testing is complete and we are in compliance, we will have this in the papers soon.
   j) Complete

Goal Area 4: Community / Communications

Statement of Intended Outcome, Five Years: Through the efforts of St. Ignatius Public Schools and the community, we have jointly created a strong sense of pride in our schools and community. Community members are highly engaged in our schools, our vision and our activities. Parents understand the importance of being engaged in the education of their children.

Strategic Objectives:

1. Create a collaborative survey for staff, parents and students. With input from parent, student and staff surveys the calendar committee will be run as per master agreement with Administration, 1 Teacher representative from each building, 1 Classified Representative and Board Calendar Committee members.
   a) We will begin moving away from anonymous surveys. We will continue MyVoice Surveys for students and continue to survey staff and parents.
   b) MyVoice is currently being done.
   c) MYVoice results are in and have been shared with the board.
   d) Maintenance results are in and have been shared with board and head of maintenance Steve McCollum.
   e) Complete
2. Attend and build positive relations with IEC and Tribal Education. Collaboration with Tribal Education increased.
   a) There have been no IEC meetings planned as of yet. We will participate in Tribal PIR virtual again this year.
   b) Collaborate with Indian Education Committee, Tribal Education, Tribal Government and Local Culture
   c) AWARE Grant Partnership that will supply one Native American Studies Teacher and one Para-Professional

with supply and field trip budget.

f) Annual report completed 12/16/21 with Tribal Ed and Council

g) Working on Title VI Grant and IEC has been given the grant to review for approval 4/15/22

h) We have complete a complete change to our IPP and Impact Aid Policy and Procedure

i) Complete- Kristin McClure will improve this process greatly

3. Committee to build positive working relationships with a mission and vision for all children.
Measurable Outcome:

A) Attend and Document Tribal PIR

B) Attend I.E.F.A. Best Practice Conference

C) Work with Tribal Education Professional Development Opportunities & Indian Education Committee (I.E.C.)

D) Attend other I.E.F.A. workshops through Gear Up, MBI or other capacity building collaboration

E) Complete: Mrs. McClure will see we build positive relationships with all groups. -

4. Meet P.S.I. expectations for Communications and Community Involvement.

a) Goals and Expectations reviewed with staff August 30,2021

b) Principals continue to meet with perspective schools to review expectations. Administrative staff tries to meet every Tuesday.

c) Administration will be attending conference in Memphis for Climate, Culture, School Branding and Best Practice Communication.

d) Complete

5. Continue our Positive Web Presence to better communicate, collaborate and inform all constituents of district news, information and needed improvements.

a) This is happening and will continue.

b) Daily Covid Numbers are being updated on the Web –Safe Return to School Plan Updated Monthly on Web Site.

c) Virtual Yearbooks are slowly being added to Website under Documents and Historical Yearbooks. We will need to reach out to community to see if there are more that we are missing can be added.

d) Administration will be attending conference in Memphis for Climate, Culture, School Branding and Best Practice Communication.

e) Complete

Goal Area 5: Student Centered Positive Climate and Culture

Statement of Intended Outcome, Five Years: St. Ignatius Public Schools has created a climate and culture that is centered on students and that promote a safe, positive environment, fosters positive interactions at all levels and makes all students, staff, parents and community members feel welcome. We understand that the climate and culture at our schools impacts the future of every student.

Strategic Objectives:

1. Continue to ensure a safe and welcoming school where every student feels a sense of belonging. Every staff member believes every student can learn and we make decisions based on what is best for students.

a) We are off to a great start here with Climate and Culture much improved. The staff has been great to work with and appears to believe in our goals and expectations.

b) Goals and Expectations reviewed with staff August 30,2021

c) Principals continue to meet with perspective schools to review expectations. Administrative staff tries to meet every Tuesday.

d) Zero Cases of Covid the Past Month

e) Expecting Covid to increase this month

f) Covid appears to have suddenly just stopped?? Zero Cases Reported for the past month anywhere.

g) Complete

2. Use the Positive System and Intervention (P.S.I.) model for scoring and evaluation of academic systems with a platinum level at the conclusion of 2021-2022 school year. (See P.S.I. Standards Attached)

a) Active P.S.I. student and teacher groups at all levels.
b) Goals and Expectations reviewed with staff August 30,2021
c) Complete
3.   Have one group from each school report to the board annually.
a) Goals and Expectations reviewed with staff August 30,2021
b) Months assigned in January Board Meeting
c) Elementary has presented and MS is up this month.
d) Elementary and MS Complete- HS will present in May.
e) Complete
4.   Begin the PLC process similar to MBI Platinum status with a set of goals, systems and process to increase academic achievement with oversight and guidance from Solution Tree.
a) Goals and Expectations reviewed with staff August 30,2021
b) Principals continue to meet with perspective schools to review expectations. Administrative staff tries to meet every Tuesday.
c) PLC Training Friday, March 4 was great from Solution Tree. 40% of the staff either called in sick or were gone for other reasons on this Professional Development Day.
d) We have additional training for PLC's and Instructional Strategies set for May 13th.
e) We are looking for ways to improve Climate, Culture and School Branding for Administrative team set for first part of May in Memphis for Administrative PD.
f) Complete – Much to improve for next year 2022-2023

Goal Area 6: Resources Accountability and Certainty

Statement of Intended Outcome, Five Years: St. Ignatius Public Schools understands that we have limited financial and human resources and we have successfully maximized the resources that we do have. As a result of our tenacity, we have maximized every dollar to ensure that we are putting our resources into our identified areas of priority.

Strategic Objectives:

1.   Continue to search out and find ways to build financial benefits with grants and funding opportunities beyond regular funding sources.
a) The District is financially sound-
a) We are back on track with Impact Aid despite going into Impact aid last year for salaries 120K-
b) We will be able to make gains over the next two years with ESSER dollars- (Impact Aid not General Fund)
c) Enrollment was down last year which again will affect funding for next year unless enrollment rises. So far this year enrollment is up in all schools.
d) AWARE Grant Added at No Cost to the District with Partnership with from Tribal Education.
e) Homeless Grant submitted for $34,000 for upcoming year.
f) MT Advanced Opportunity Grant has been awarded from an additional $13,000 for 2022-2023 in the areas of CTE.
g) Complete- The District Office, Administration and Staff chase every dollar available
2.   The district office will continue to find creative ways to fund and support the district beyond the normal funding. expectations.
District Office Funding Increases above our normal Revenue Potential
- Medicaid Paraprofessional: $52,000
- Homeless ESY ARP (Homeless Grant $14K Currently Applying for Additional 23K Egrants)
- Free Lunch for All k-12 Students: Priceless
- Impact Aid Reserve is recovered with positive budgeting and careful management. The goal will be to remain in the black and building reserves as well as General Fund back in proper working order
- Saving $5,000 a year for a grant coordinator; Savings: $35,000 over past 6 years
- Addition of Transitional Kindergarten now a revenue increase of $30,000 a year
- Title I - CARES Act Funding Applied for and Received. Impact Aid will be over 100% Lot
- Montana Advanced Opportunities $14,000
- District Office Brings In an Additional 250K per year compared to previous administration

- ESSER II and ESSER III – All Eligible Schools
- AWARE Grant to provide additional Native American Studies Teacher, Paraprofessional, Supplies, Field Trips for grades 6-12 100K
- Homeless Grant submitted for $34,000 for upcoming year. $6,000 more has been added.
- MT Advanced Opportunity Grant has been awarded from an additional $13,000 for 2022-2023 in the areas of CTE.

Systems of Success

St. Ignatius School District #28

Safe and Welcoming/Parent and Community

I.   **Student-Led Conferences:** We went from 20% Parent Participation with traditional Parent-Teacher Conferences to 95% by scheduling Student-Led Conferences. This is an essential time to set goals and expectations as well as define roles for support and accountability. Students own the process and are responsible for their own presentation and current reality discussion. Grades, Attendance, Assessment Results and Behavior are reported by the student and self-awareness of results is positive. If needed, interventions and progress plans are set up and started in Milepost.

II.   **Student First:** Student first is recognition of significant Adults and students that have overcome obstacles with resiliency. Student First Initiative is students who are beating the odds with resiliency are honored quarterly and those students honor their most significant adult at the same time. The idea of support and commitment to one's education is encouraged and paid forward.

III. **Positive System Interventions (P.S.I.):** St. Ignatius School District #28 Developed this guide to self-check and assure our district is meeting the system goals first established by M.BI. (State Program) and P.B.I.S. (National Program) We developed our program around four main areas to include: Academic, Behavioral, Attendance and Mental Health Systems.

Sense of Belonging / Culturally Aware and Collaborative

I.   **Link Crew:** Link Crew is a high school transition program that welcomes freshmen and makes them feel comfortable throughout the first year of their high school experience. Built on the belief that students can help students succeed, this proven high school transition program trains mentors from Junior and senior classes to be Link Crew Leaders. As positive role models, Link Crew Leaders are mentors and student leaders who guide the freshmen to discover what it takes to be successful during the transition to high school and help facilitate freshman success.

More and more studies show that if students have a positive experience their first year in high school, their chance for success increases dramatically. Link Crew provides the structure for freshmen to receive support and guidance from juniors and seniors who have been through the challenges that high school poses, and understand that the transition to a larger school can sometimes be overwhelming.

II.   **MBI and MBI Teams Student Leadership Opportunity:** All students should be taught all the skills necessary for success: academic, social/emotional, and behavioral. Schools are places where students can learn and practice positive interpersonal, cross-curricular, and citizenship skills. A caring school climate and positive relationships between students and staff are critical to student success and provide and environment where academics can flourish. Schools are places where youth have access to many significant adults to help them feel collectively and individually valued. Schools and communities must work together to meet the diverse needs of students and honor the traditions and contributions of both family and community members. All students are entitled to be treated with dignity and respect. Successful schools gather and use a variety of information to improve teaching and learning. Effective use of a team approach involving all school staff, working together, provides a consistency which enhances student's success. Positive, proactive and preventable efforts of schools and communities can create a school climate free of stereotyping, harassment, hatred and violence—filled with a concern for justice and fairness. St. Ignatius is P.S.I. "Platinum" in all three schools.

III.   **Indian Education for All:** We have developed a handbook that supports staff to teach more culturally with goals and expectations. Expectations and goals have integrated into the evaluation of teachers to implement

accountability to expectations. The three areas that were implemented into our system of accountability and goals include: Collaborate and Communicate, 7 Essential Understandings and Traditions and Cultural Beliefs. We are working with tribal grants to enhance or collaboration efforts as well as our educational opportunities.

Academic/Behavior/Attendance Supportive

I.   **Milepost Plans (RTI):** Teacher Surveys, Early Warning Systems, Grades, Attendance, Academic Testing are reviewed after 20 days of school to identity at-risk students. At-risk students will then meet with parent, teacher (who is responsible for milepost plan), counselor and/or principal. During this meeting the team will set up interventions based on your school pyramid. (See example pyramid) Progress monitors will be set up to monitor areas such as grades, early warning system, attendance or discipline referrals. The Milepost manager will enter these plans and record progress monitors weekly or bi-weekly. Goals will be established and interventions adjusted accordingly until indicators improve. Another meeting will be set and progress reviewed after 60 days of school to assure the student is making needed improvements. A significant adult at school is the difference in so many students' life. This plan includes a milepost manager and a significant adult that is identified by the student.

II.   **Mission Forward Academy:** Provides an appropriate educational program for each student with choice and ownership of their education. This class offers an Alternative Program for At-Risk Students in many areas such as course support, credit recovery, credit retrieval, HiSet options, online courses and support such as Khan Academy. Math/English/Science Lab for RTI Support and Regular Education Title One Support is done with a certified teacher. Advanced Courses or Alternative Courses On-line are offered through Accellus and Montana Digital Academy.

III.   **Professional Learning Communities (PLC):** We assume that all students can learn at high levels and we believe in whatever it takes. We, as educators, accept responsibility to ensure high levels of learning for every child. We can control and we can assume responsibility for student achievement for at-risk students in many areas. Teach what matters in a global market place. Our PLC's focus on areas such as: Focus on Learning; Collaborative Culture; Clearly

define what students need to learn; Constantly Measure and progress monitor; RTI response when students don't learn.

IV.   **Common Instructional Practice (Fundamental Five):** The commonality of instructional practices is important for student engagement as well as system norms. Frame the Lesson; Work in the Power Zone; Frequent and Small Group Purposeful Talk; Recognize and Reinforce; Write Critically

X.   **After-School Tutoring (Optional not Mandatory):** Have available a teacher that can support students after school for at least one hour. Create a space where students can go and get support for academic challenges. The person is as important as the time.

Positive Future for All Students

I.   **Senior Projects:** Senior Projects are a graduation requirement that is worked on during a student's high school career. Projects include community service, portfolio with items included such as a resume, letters and student work as well as materials needed in the future for college or employment. A presentation is required and deadlines need to be met on time. A five-year plan is written by every student that will include 8 pages of research to establish where they are going, what it will take to get there and what obstacles may they face. An interview with someone that is in the field or pursuing what interests them is also required. This is a crucial piece for students to take a good look at their next five years after high school. The research will give students an opportunity to view what their future will bring in the next five years. If they plan on attending college they must research 3 institutions to make a good choice about what is best for their individual future.

II.   **Personal Finance:** Every student is required to take personal finance their senior year of high school. This is a graduation requirement. They will learn about banking, saving, credit cards, taxes, insurance, retirement, real life and pitfalls to avoid. This is a full year course and one of the best things we ever instilled into this system. Students must know what to avoid and gain through life and best practices for successful living. Our current students will need to re-invent themselves for a career at least three times in their lifetime. Students can no longer just "earn a living" they must also now be able to "learn a living". We must teach them skills to adapt, invent, create, envision and replace what we used to earn with hard work.

III.   **Maker Space and Hands-on Opportunities (STEAM):** Exploration of future occupational demands with hands-on skill building and cultural activities relevant to each student's future. The maker space will have one area in the elementary and one relevant for high and middle school located in the library. (This is in the implementation phase and actively pursuing this initiative)

IV.   **CTE and Workforce Training for High Need Areas of Employment:** CTE and College Bound Opportunities are explored and information is readily available for all students.

Professional Development Calendar

August 19-20: Optional PIR- Jim Casas Training in Frenchtown "Climate and Culture"
                    (This will be a combined District Training with a least 7 Local Districts from the area)
August 23: School Specific Training Day – Teachers, Classified and Principals
1:00-2:00 pm Phones Elementary
2:00-3:00 pm Phones MS/HS
August 24: Teacher Day- PLC, Preparing for 1st Day of School
August 30: District Data Day- District Goals, District and State Data, Milepost Review, Rubicon, New Programs, District Expectations
1:00-3:00 pm Phones Training
October 1: Tribal P.I.R.
October 21-22: MEA/AFT Optional Days
November 11-12: 1 Day Parent Teacher Conference .5 S.I.D.
January 17: .5 S.I.D. and .5 Records Day
March 4: Solution Tree –PLC Training K-12
April 28: Showcase .5 PIR
May 13: Solution Tree-School Specific Training K-5 Facilitator and 6-12 Facilitator
June 3: .5 PIR Records Day

Percent Native American for School District #28

	Native American	Other
Administration:	33%	66%
New Hires:	31%	69%
Teachers:	30%	70%
Classified:	35%	65%
Total:	32%	68%

I. School Information System
   A. Infinite Campus – stignatiusschools.org

II. Parent and Community Involvement/ College Prep / Positive Future
   A. Student-Led Conferences
   B. Community Showcase
   C. Senior Projects w/ 5 Year Plan
   D. Indian Education Committee
   E. Parent Teacher Organization
   F. Adult Education
   G. Gear Up (College Visits)
   H. School to Work (Career Days, Real Life Fair, Portfolio)

III. Safe and Welcoming/Sense of Belonging/Positive Behavioral Supports
   A. Montana Behavioral Initiative (MBI)
   B. P.S.I. / P.B.I.S.
   C. Mileposts
   D. Attendance Counts
   E. Bully-Free School
   F. Early Warning Systems

IV. Academic Achievement and Supports
   A. RTI School –Milepost Program Silverback Learning for Every At-Risk Student
   B. PLC Model-Whatever It Takes
      1. Focus on learning
      2. Clearly define what students need to learn
      3. Collaborative culture
      4. Systematically respond when students are At-Risk or don't learn standards
      5. Constantly Measure
   C. After School Programs, Summer Programs, Title I,II and VII
   D. Indian Education Department Partnership STEP Grant
   E. Mileposts and Rubicon
   F. Mission Forward Academy
   G. Advisory and Teacher Mentors
   H. Dibbles and Renaissance Learning STAR
   I. Career and Tech. Education Perkins Grant

V. Fundamental Five Instructional Strategies (Instructional Requirements)
   A. Frame the Lesson
   B. Work in the Power Zone
   C. Frequent and Small Group Purposeful Talk
   D. Recognize and Reinforce
   E. Write Critically

VI. Collaborative Staff and Student Leadership
   A. Calendar Committee
   B. MBI Student and Teacher Leadership Teams
   C. PLC Teams
   D. Shared Leadership

VII. Goal Setting and Planning
   A. 5 year plan
   B. Annual Goals for District
   C. School Goals
   D. Personal Goals

VIII. District Data-What gets measured gets done
   A. Academic Achievement MAP/Smarter Balance
   B. Percent meeting Growth Target
   C. Percent of each class Proficient or Better
   D. ACT Scores
   E. Graduation Rate and Drop Outs
   F. Attendance Rates
   G. Discipline Count of Referrals
   H. Milepost Plans and Interventions/Progress Monitors/Parent Contacts
   I. PLC Status
   J. Achievement Gap and Native American Participation Rates

Parent/Community Involvement:

- Paper Day and Welcome Back Barbeque
- 9th and 6th Grade Orientation Activities before school starts
- Grades are Mailed Home 8x Year
- Infinite Campus for Students/Parents/Guardians to Check Grades/Attendance
- Communication on Absences (Calls,Letters)
- Community Showcase every other year, Senior Projects Annually in Spring
- Community Breakfast once a Quarter on a Friday
- All Calls for planning meetings for Calendar, Title I, Title VII, School Closure or School Events
- IEC Administration will be present at meetings for solid communication and planning
- Senior FAFSA Night, College Application Night –
- Gear Up support for college prep, scholarships and support for grades 7-12
- Bulldog Positive Post Cards sent home for good news
- Quarterly Newsletter from Administration
- Parent Compacts
- Student Led Conferences /Parent Teacher Conferences
- Parent Surveys
- P.T.O. Active and Support
- Attendance Letters-5,7 and 9 Jackie send letters Phone call at nine Principal
- Handbooks Big Ideas and Bold Policy for things like Attendance Policy
- Use Wed Presence and Apptegy to communicate better with Parents
- Did you know campaign in community?

Leadership

I. Clearly communicate vision, expectations, data, goals and aspirations. Clearly define our purpose.

II. Make decisions quickly and rationally, taking into account that decisions align with the ultimate objective.

III. Always put others in the spotlight and avoid being the center of attention. Leaders eat last- Leaders give credit to team when things go well and accept total responsibility when things go wrong. They take full responsibility and blame.

IV. Keep your team working together- Set goals with measurable outcomes, what gets measured gets done. If you expect it, you have to teach it.

V. Take risks without being reckless- Outcomes are determined by what is earned and deserved.

VI. Lead by example- Leaders are hardworking, trustworthy, ethical, and treat everyone with respect. To build expectations instill a sense of urgency that others share the desire to overcome.

VII. Leadership is doing the hard things with courage because it's the right thing to do for kids and the betterment of their future. Be the difference in a student's life.

VIII. Positive Systems with courageous people make great schools for kids.

IX. Hold yourself accountable above all.

St. Ignatius School District #28 Drop Out Data Annual Count:

- 2000-2001   12
- 2001-2002   6
- 2002-2003   10
- 2003-2004   11
- 2004-2005   5
- 2005-2006   4
- 2006-2007   6
- 2007-2008   6
- 2008-2009   2
- 2009-2010   2
- 2010-2011   3
- 2011-2012   8
- 2012-2013   7
- 2013-2014   6
- 2014-2015   5
- 2015-2016   2
- 2016-2017   2
- 2017-2018-   3
- 2018-2019   3
- 2019-2020   3
- 2020-2021   5   Graduation Rate 97%
- 2021-2022   7   (2 Under the age of 16 which is not legal, but not being enforced)

St. Ignatius Elementary School Report
May ~ 2022 speȽm spqni? - Bitterroot Month

www.stignatiusschools.org 745-3811 [f] stignatiusschools

Enrollment:

	Sept	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	Last Year
TK0	15	15	15	15	15	15	15	15	15	
K	42	41	40	42	43	42	44	42	41	
1	31	30	30	32	33	32	32	31	31	
2	38	35	36	37	37	37	36	36	36	
3	41	41	41	41	41	42	43	43	43	
4	37	37	38	37	40	40	40	40	40	
5	37	38	38	38	39	40	40	39	39	
Total	241	237	238	242	248	248	250	246	245	226

Attendance Percentage:

Overall	Sept	Oct	Nov	Dec	Jan	Feb	March	April	May	Last Year
88.02	84.2	87.1	91.2	89.6	85.03	86.9	88.85	90.21		93.99

Number of Behavior Incidents by Month
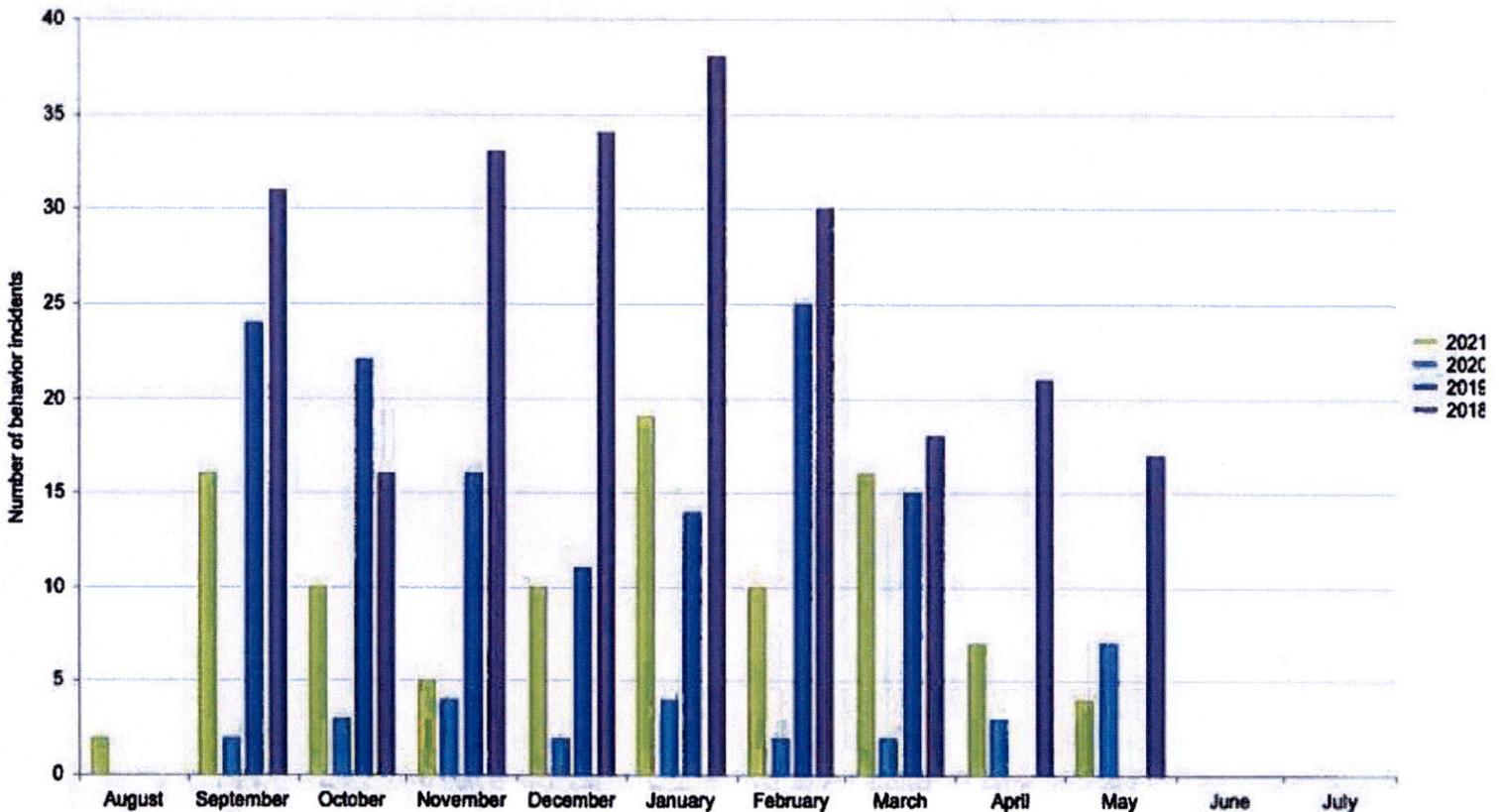
UPCOMING EVENTS
May 13 - PIR DAY, No School
May 17 - Board Meeting
May 19 - District Powwow
May 30 - Memorial Day
May 31 - Play Day (Back up Play day June 1)
June 2 - Last Day of School

Last month of the school year for instruction and we are finishing strong.

SBAC Testing this month.

River Honoring and Field Trips this month.

Less Absences going into April and hopefully May.

School systems are strong and functioning well. RTI, PSI, MTSS(MBI), Title, Special Education, Specials, Classroom Instruction, SBAC Testing, Parent-School Relationships.

Changes in staffing

Student performance showing major yearly growth in Star Tests from Math and Reading and Title levels.

Elementary Goals 2021-2022

95% of our students will be on time
    Monthly Class Competitions
    Advertise and Share with Families: monthly newsletter, reports to board and IEC, FB Posts

Maintain attendance at 94%
    Monthly Class Competitions
    Advertise and Share with Families: monthly newsletter, reports to board and IEC, FB Posts

STAR READING AND STAR MATH GOALS
80% of students will be proficient or above in Star Reading grades 1-5.
School goal of 50% proficiency in Reading and 50% in Math
    Use Star Reading/Math Assessment
    Communicate with students and parents about their progress
    Continue to implement our new curriculum K-2

Title teachers will focus on reading with LLI program and hands on learning

Classroom teachers will take Star Reading and Star Math tests at least 1/month.

SBAC GOALS
3-5 grade will have an average of 45% proficiency or above in Reading
3-5 grade will have an average of 50% proficiency or above in Math

Select a lead teacher to oversee the SBAC program and testing.
Practice tests each month leading up to the official test in late spring.
Give maximum learning time before test (test the last 2 weeks possible)
Use practice tests to identify areas needing improvement before the test is taken.
Title will focus on reading with the LLi program and identify students on the cusp of proficiency.

Continue our Development of Daily 5
Read through Daily 5 book
Put daily 5 into practice
Arrange rooms with new spacing and furniture conducive to Daily 5 teaching and learning.

Keep level of Major office referrals to below 50
Data will be shared at monthly staff meetings
Preventative measures will be taught and practiced at recess and for transitions.
Student Voice Survey will be taken at mid year to get feedback on their own experiences and needs.

PSI will be maintained at Level Platinum
Students will have 2 teachers each semester to oversee Bulldog Pride Group and do 1 project
each semester.
Staff will make it a priority to practice the behaviors and attitudes that create a positive and unified school environment.
Parents will be notified of the initiatives that students and staff have for increasing our Positive Systems of Interventions at school.

Lesson Plans will have 7 essential Understandings standards applied in 5 separate lessons each year.

Mentoring Program
support/mentoring program for teachers new to the district.
List of programs and essentials for teaching expectations.
Work with FRESH to provide opportunities for new teachers and staff to receive training, support, and connections.

Monthly sit downs with new teachers with the Principal to listen and provide support and   training.
Monthly meetings with lead teachers to cover concerns or give information for new teachers.

Bulldog Cards send 10 home/month
Students will draw cards to be selected for the Good News from the school cards.
Teachers will give out 10 cards/month.

Newsletter Communication each month for grade levels to community

ST. IGNATIUS ELEMENTARY - MISSION BULLDOGS
BE RESPONSIBLE -- BE RESPECTFUL -- BE SAFE

MMS-MHS 21-22 END OF YEAR REPORT

	2021-22	2020-21	2019-20	2018-19	2017-18	2016-17	2015-16	2014-15	2013-14
MS MBI/PSI	N/A	Gold	Gold	N/A	Platinum	Platinum	Gold	Bronze	none
HS MBI/PSI	N/A	Gold	Platinum	N/A	Platinum	Platinum	Gold	Silver	Bronze
Graduation Rate	85-90%	96.40%	93.55%	91.70%	89.66%	89.19%	89.29%	87.10%	77.24%
Dropout Rate	?	3.90%		2.25%	2.1	2.20%	2	3	4.7
# of dropouts	7	5	2	3	3	2	2	3	6
% of Seniors to College	62%	62%	81%	70%	75%	81%	80%	78%	
MS Attendance %	86.35%	91.48	89.95%	91.96%	91.97	92.55	93.08		
HS Attendance %	86.71%	90.83%	91.19%	93.11	93.24	92.16	92.8	94%	
HS CTE Participation				71%					
Scholarship $	701,000	$867,256	$380,000						
HS Extra-Curricular								76%	75%
Enrollment HS	136	129	124	138	141	137			
Enrollment MS	107	121	112	112	115	107		122	
Student LED % MS	94	88	97	96	94	96	96		
Student LED % HS	91.6	87.7	93.3	93	96	90	90	92	95
ACT Composite Gr. 11	17.6	17.9	17.57	18.6	19.6	18.2	19.5	18.4	17.8

	2021-22	2020-21	2018-19	2017-18	2016-17	2015-16	2014-15	2013-14
SBAC Prof./Adv. Gr. 6 ELA	16%	44%	24%	43.50%	20.60%	37%		
SBAC Prof./Adv. Gr. 7 ELA	32%	14%	28%	50.60%	18.80%	40%		
SBAC Prof./Adv. Gr. 8 ELA	5%	15%	38%	34.50%	38.50%	37.50%		
SBAC Prof.Adv. Math Gr. 6	13%	33%	15%	33.30%	24.10%	48%		
SBAC Prof.Adv. Math Gr. 7	30%	5%	30	12.10%	21.90%	30%		
SBAC Prof.Adv. Math Gr. 8	10%	11%	27	31%	30.80%	43.40%		

	2021-22							
SBAC Prof/Adv Science Gr. 8		NA	NA	NA	NA	NA		

	2021-22	2020-21	2019-20	2018-19	2017-18	2016-17	2015-16	2014-15	2013-14
MS Discipline Referrals	124	70	96	86	150	195	236	325	
MS OSS	29	8	14	5	3	7	13		
MS ISS	19	14	30	15	33	50	58		
HS Discipline Referrals	34	15	50	46	85	62	90	64	42
HS OSS	7	4	7	2	9	7	9		
HS ISS	6	1	10	20	7	15	13		

Mission High School

Senior Exit Survey – Class of 2022

Gender: **M** or **F**   Race/Ethnicity: _____

1. How many years have you attended Mission schools?
   1-13 years
2. What are your plans after high school?
   a. Attend a 4 year college or university – 34%
   b. Attend a 2 year community college – 14%
   c. Attend a trade/vocational school(welding, cosmetology) – 19%
   d. Join the Military – 0%
   e. Enter the Work Force - 33%
   f. Other (please list)_____

3. How many colleges did you apply to? 2-20
4. How many were you accepted to? 0 - 13

5. Did you fill out the FAFSA? Yes – 57%
6. Did you apply for any scholarships? If so, how many? If not, why?
   No – 52% - not going to college, forgot, wasn't going to an expensive school, don't care
7. Did you receive any scholarships? 67%
8. What type of student would you consider yourself in high school?
   a. A   b. B   c. C   d. D   A-C

9. Did you participate in any extra-curricular activities at all during high school? If so, list all.
   _Answers Varied_____

10. How satisfied are you with the education you received at MHS?
    a. Very Satisfied – 15%
    b. Satisfied – 67%
    c. Neutral – 18%
    d. Dissatisfied - 0
    e. Very Dissatisfied - 0

11. What teacher(s) has made an impact on you as a student at MHS? Several_____

12. If you were to give the staff of Mission High School one piece of advice, to help kids like you be more successful, what would it be?
13. If there were one class that you took while in high school that you would change the format of, re-do things, make it better, what class would that be and why/what would you change?

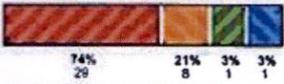| Grade Proficient	ELA 21	ELA 22	ELA Nearing	State 21	Math 21	Math 22	Math Nearing	State 21
Grade 3	na	18	26	47	na	23	40	36
Grade 4	9	25	18	47	24	31	31	36
Grade 5	24	36	28	47	26	23	41	36
Grade 6	10	16	13	47	27	13	17	36
Grade 7	44	32	22	47	33	30	24	36
Grade8	14	6	21	47	5	11	18	36
ACT	17.9	17.6		Goal 19				

Average Score and Performance Distribution, by Assessment: St Ignatius
K-12 Schools, 2021-2022
Filtered By **School:** All Schools | **Test Reasons:** All Test Reasons |

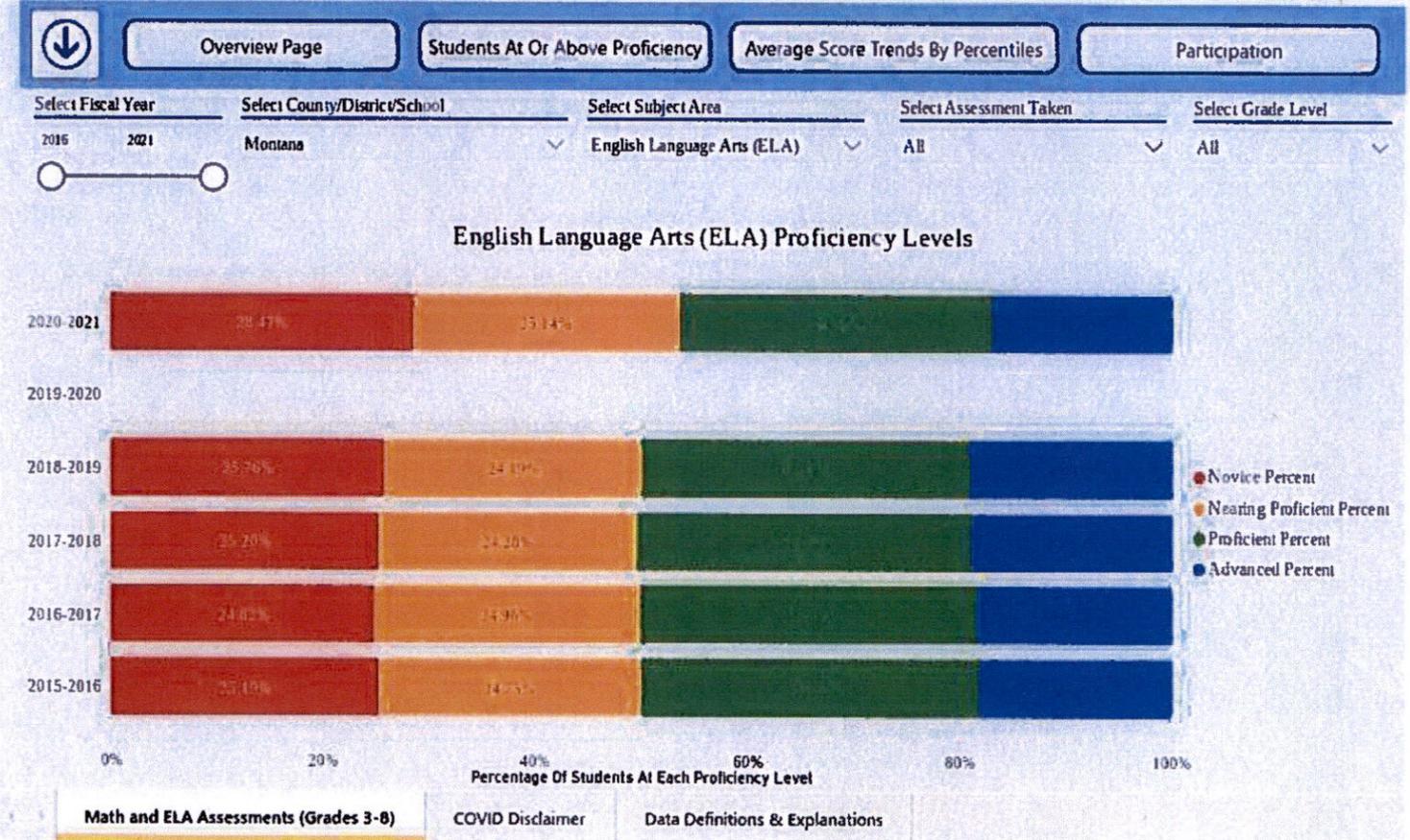| Assessment Name	Test Group	Test Grade	Test Reason	Student Count	Average Score	Performance Distribution	Date Last Taken
Grade 4 Math - Summative	Smarter Summative	4	Spring 2022 (SBAC Summative)	39	2441 ± 12	Percent: 38% 31% 26% 5% / Count: 15 12 10 2	05/23/2022
Grade 5 Math - Summative	Smarter Summative	5	Spring 2022 (SBAC Summative)	39	2492 ± 14	Percent: 26% 41% 18% 15% / Count: 10 16 7 6	05/18/2022
Grade 3 Math - Summative	Smarter Summative	3	Spring 2022 (SBAC Summative)	43	2386 ± 10	Percent: 37% 40% 21% 2% / Count: 16 17 9 1	05/17/2022
Grade 8 Math - Summative	Smarter Summative	8	Spring 2022 (SBAC Summative)	39	2453 ± 15	Percent: 72% 18% 8% 3% / Count: 28 7 3 1	05/11/2022
Grade 6 Math - Summative	Smarter Summative	6	Spring 2022 (SBAC Summative)	30	2422 ± 19	Percent: 70% 17% 10% 3% / Count: 21 5 3 1	05/09/2022
Grade 7 Math - Summative	Smarter Summative	7	Spring 2022 (SBAC Summative)	37	2493 ± 18	Percent: 46% 24% 19% 11% / Count: 17 9 7 4	05/06/2022

Average Score and Performance Distribution, by Assessment: St Ignatius
K-12 Schools, 2021-2022

Filtered By **School:** All Schools | **Test Reasons:** All Test Reasons |

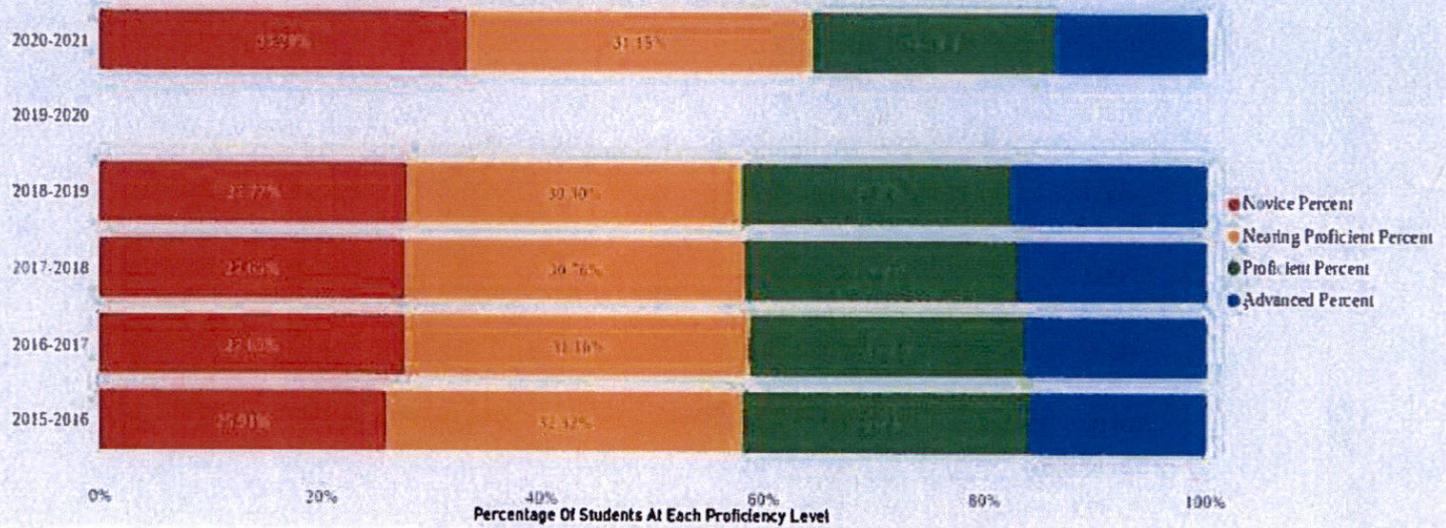| Assessment Name	Test Group	Test Grade	Test Reason	Student Count	Average Score	Performance Distribution		Date Last Taken
Grade 4 ELA - Summative	Smarter Summative	4	Spring 2022 (SBAC Summative)	39	2410 ± 15	Percent	56% 22 18% 7 15% 6 10% 4	05/24/2022
						Count		
Grade 5 ELA - Summative	Smarter Summative	5	Spring 2022 (SBAC Summative)	39	2475 ± 16	Percent	36% 14 28% 11 21% 8 15% 6	05/23/2022
						Count		
Grade 3 ELA - Summative	Smarter Summative	3	Spring 2022 (SBAC Summative)	43	2351 ± 13	Percent	56% 24 26% 11 16% 7 2% 1	05/18/2022
						Count		
Grade 7 ELA - Summative	Smarter Summative	7	Spring 2022 (SBAC Summative)	37	2500 ± 18	Percent	46% 17 22% 8 24% 9 8% 3	05/17/2022
						Count		
Grade 8 ELA - Summative	Smarter Summative	8	Spring 2022 (SBAC Summative)	39	2449 ± 13	Percent	74% 29 21% 8 3% 1 3% 1	05/12/2022
						Count		
Grade 6 ELA - Summative	Smarter Summative	6	Spring 2022 (SBAC Summative)	30	2437 ± 15	Percent	70% 21 13% 4 13% 4 3% 1	05/11/2022
						Count		
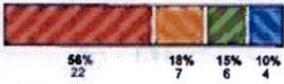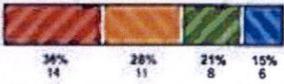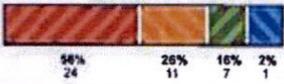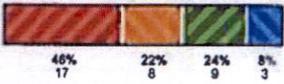
▼ Math and ELA Assessments Dashboard (Grades 3-8)

How do Montana students score on math and ELA assessments?

| ⊕ | Overview Page | Students At Or Above Proficiency | Average Score Trends By Percentiles | Participation |

Select Fiscal Year	Select County/District/School	Select Subject Area	Select Assessment Taken	Select Grade Level
2016 2021	Montana	English Language Arts (ELA)	All	All

English Language Arts (ELA) Proficiency Levels

Legend:
- ● Novice Percent
- ● Nearing Proficient Percent
- ● Proficient Percent
- ● Advanced Percent

Percentage Of Students At Each Proficiency Level

Years shown: 2020-2021, 2019-2020, 2018-2019, 2017-2018, 2016-2017, 2015-2016

X-axis: 0%, 20%, 40%, 60%, 80%, 100%

Math and ELA Assessments (Grades 3-8)   COVID Disclaimer   Data Definitions & Explanations

▼ **Math and ELA Assessments Dashboard (Grades 3-8)**

How do Montana students score on math and ELA assessments?

| Overview Page | Students At Or Above Proficiency | Average Score Trends By Percentiles | Participation |

Select Fiscal Year	Select County/District/School	Select Subject Area	Select Assessment Taken	Select Grade Level
2016 2021	Montana	Mathematics	All	All

Mathematics Proficiency Levels

Legend:
- ● Novice Percent
- ● Nearing Proficient Percent
- ● Proficient Percent
- ● Advanced Percent

Years shown (top to bottom): 2020-2021, 2019-2020, 2018-2019, 2017-2018, 2016-2017, 2015-2016

X-axis: 0%, 20%, 40%, 60%, 80%, 100%
Percentage Of Students At Each Proficiency Level

Math and ELA Assessments (Grades 3-8)   COVID Disclaimer   Data Definitions & Explanations

How do Montana students score on the ACT assessment?

ACT Overview | Score Distributions | ACT Trend Data | Senior Class Scores | ACT Score Gains | Participation

Select School Year
2020-2021

Select State/County/District/School
Montana

Proficiency Levels for Juniors in Math, English Language Arts, and Science

Juniors Completing ACT

8,825

Legend:
- Novice Percent
- Nearing Proficient Percent
- Proficient Percent
- Advanced Percent

X-axis: English Language Arts (ELA) Score, Math Score, Science Score
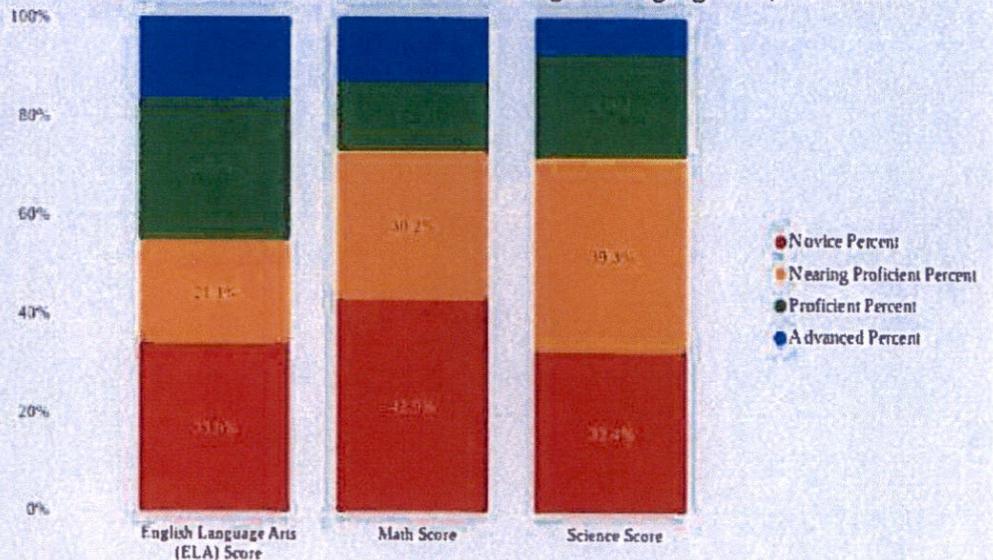
ACT Dashboard | COVID Disclaimer | Data Definitions & Explanations

P.S.I.

Positive Systems & Interventions

P.S.I. is a multi-tiered systems approach to academic, behavioral, attendance and mental health platforms that schools choose to promote and will be given the ability to assess their individual evidence and measurable outcomes.P.S.I. is intended to promote optimal efficiency for schools to clearly define areas of strengths and areas of needed improvement within the scope of multi-systems of support.

System Evaluation:

1-No Evidence
2-Nearing Proficient / Some Evidence
3-Proficient / Evidence Supports Implementation
4-Exemplar System Evidence with Measurable Outcomes and Evidence of System Progress
N/A-Some of the systems or interventions are High /Middle/Elementary School Specific

Part 1

The foundation of any plan for education needs to begin with a vision, goals and fundamental purpose. Why do we exist? What is our goal? Where are we now in relationship to where we want to be? What gets measured gets done. If we expect it, we need to teach it. Beginning with SMART goals is a wonderful place to start.
Does your system have a strategic five-year plan and sets annual goals?

Example:
Goal Area 1: Student Achievement
Statement of Intended Outcome, Five years: (School or District) has academic and extra-curricular programs that emphasize and enhance student achievement. Our programs and services provide a seamless transition from grade to grade with a full recognition of individual student needs and skills and the provision of differentiated instruction to address both the needs of students and enhance the skills of students.

Goal Area 2: Leadership
Statement of Intended Outcome, Five years: (School or District) has successfully implemented systematic professionalism at all levels from the Board, administration, staff and students. We have created a culture where there are open lines of honest communication at all levels. As a result, we have greater collaboration and cooperation from all stakeholders. We have a highly qualified and well-trained staff. We have implemented a progressive program of professional development with measurable benchmarks and accountability. As a result of our efforts, we have effectively marketed the positive attributes of our school system and offer a competitive package for the recruitment and retention of staff and desirable programming for students.

Goal Area 3: Facilities
Statement of Intended Outcome, Five Years: (School or District) has facilities that are conducive to

learning and meeting the needs of our students. We have a program in place for making continual improvements to our facilities to ensure that our facilities remain relevant, state-of-the art, equipped with the necessary technology to meet the needs of our staff and students. Our school is THE center of our community.

Goal Area 4: Community/ Communications

Statement of Intended Outcome, Five Years: Through the efforts of (School or District) and the community, we have jointly created a strong sense of pride in our schools and community. Community members are highly engaged in our schools, our vision and our activities. Parents understand the importance of being engaged in the education of their children.

Goal Area 5: Student Centered Positive Climate and Culture

Statement of Intended Outcome, Five Years: (School or District) has created a climate and culture that is centered on students and that promote a safe, positive environment, fosters positive interactions at all levels and makes all students, staff, parents and community members feel welcome. We understand that the climate and culture at our schools impacts the future of every student.

Goal Area 6: Resources Accountability and Certainty

Statement of Intended Outcome, Five Years: (School or District) understands that we have limited financial and human resources and we have successfully maximized the resources that we do have. As a result of our tenacity, we have maximized every dollar to ensure that we are putting our resources into our identified areas of priority.

System Self-Evaluation: 1   2   3   . 4   N/A

*Goals should are established at the District, School and Personal level annually.	4
*Professional Development Calendar should be done based School and District Goals.	4

Part 2

Positive Systems & Interventions are reliant upon a foundation of platforms that support the best interests of schools, teachers, student, parents and community. Part 2 will look at each of these systems with an approach that P.S.I. feels are necessary for a successful tiered intervention school or district. P.S.I. will not designate what a school uses to attain this evidence, only recommend ideas or research based solutions that will help a school or district identify the necessary platforms for success.

System Self-Evaluation: 1   2   3   4   N/A

I. School Information System

School information system is used effectively and efficiently.
Example: Infinite Campus, PowerSchool...

4

II. Safe and Welcoming

a. District and/or School has an effective Crisis Plan that is practiced and reviewed annually with a schedule.

4

b. District and/or School has preparedness tools for lock down and safety protocols for safe protection of staff and students throughout the school day.

3

c. District and/or School have policy and procedures to effectively deal with bullying and harassment.	3
d. District and/or School uses P.B.I.S. or a similar program that establishes a positive and caring environment with universal expectations for staff and students.	4
e. District and/or School has a measurable way or survey to determine that your students feel safe and welcome.	4
Other Systems or Programs used for a Safe and Welcoming School: PSI, PBIS PLC	4

III. Sense of Belonging

a. District and/or School uses universal expectations that all students feel a part of in some way. Extra and Co-Curricula's are encouraged.	4
b. District and/or School has a P.B.I.S. approach to inclusion and universal expectations that everyone recognizes with pride for one's school.	4
c. District and/or School has effective transitional programs that are used to orient and train students moving from elementary to middle to high school and then to career or college.	4

d. District and/or School have student and staff leadership groups who lead and collaborates to improve your school and systems.	4
e. District and/or School has a measurable way or survey to determine a student's sense of belonging.	4
Other Systems used for a Safe and Welcoming School: *MY VOICE*	4

System Self-Evaluation: 1   2   3   4   N/A

IV. Tiered Systems of Support for Academic Achievement

a. District and/or School has clearly defined what students need to learn by grade by subject. These documents are stored and easily accessible for access for every grade, every subject. *Rubicon*	4
b. District and/or School has clearly defined a system that has a focus on learning. We do whatever it takes to reach and facilitate learning. *PLC , PSI*	4
c. District and/or School has separated and identified through reporting the difference in process, product and progress.	4
d. District and/or School has a system in place for a systematic response when students are at-risk or have not learned the standards for that grade and/or subject?	4

e. District and/or School has a collaborative culture with a majority of your staff. Staff will support tiered systems of intervention.	4
f. District and/or School consistently measures for effectiveness of tiered intervention systems.	3
g. District and/or School has a system for alternative educational opportunities, credit recovery, credit retrieval and support for at-risk students in need of interventions and progress monitoring.	4
h. District and/or School have academic interventions k-12. District and/or School documents progress monitors and interventions.	4
i. District and/or School has a measurable way of assessing the effectiveness of interventions.	4

j. District and/or School has consistent and expected universal instructional practices. Example: Fundamental Five
       1. Frame the Lesson
       2. Work in the Power Zone
       3. Frequent and Small Group Purposeful Talk
       4. Recognize and Reinforce
       5. Write Critically
Posted or Documented: Our Standards, Mission Statement, Our Class Goal, Our Progress Posted and Celebrated, Strategy Bank in Using Common Language-Continuous Improvement
       Other Examples: Daily 5, Daily 3, Great 8…
	4

k. District and/or School celebrate recognizes and honors academic
   achievement. Example:
   1. 'Student First' for resiliency that honors students and staff
   2. Celebrate Academic Achievement at least Quarterly

4

l. District and/or School has Tier 1, Tier II and Tier III Academic
   Interventions identified, organized and available as a Tiered
   System of Support.

4

m. District and/or School offers after-school and/or in-school systems for academic
   support.

4

n. District and/or School has designated mentors or at-risk plan
   managers for intervention plans. School has a formal Advisory
   Program.

4

o. District and/or School offers classes of interest such as STEAM or Career Courses
   that truly interests students and are relevant for their future. Pathways have been
   developed and are productively in place.

4

p. District and/or School has a measurable way of determining
   effectiveness of academic achievement and tiered interventions.

4

q. District and/or School can view achievement data of students to
   differentiate instruction and make decisions on instruction based on levels of each
   standard for each student for each section of the day.

4

r. District and/or School has ELA and Math Title programs in the k-8 that are
   supportive with interventions and progress monitors. There is a goal to have 80%-
   100% reading proficiency by grade three.

2

Other Tiered Systems of Support for Academic Achievement:

Ed Hub

4

System Self-Evaluation: 1   2   3   4   N/A

V. Tiered System of Support for Behavior and Attendance

a. District and/or School has a tiered system for student behavior and attendance with interventions and progress monitors.

4

b. District and/or School documents tiered behavior and attendance within a support system.

4

c. District and/or School can view plans and share with parents what has been done to improve behaviors and/or attendance.

4

d. District and/or School has P.B.I.S. Universal Expectations.
          Example: 1. Be Safe
                        2. Be Respectful
                        3. Be Responsible
    80% of your students and staff know the Universal
    Expectations. Universals are posted in Classrooms and

4

e. District and/or School has a Matrix for universal expectations for hallways, bathrooms, classrooms, lunchroom, assemblies and events. Universals are practiced and taught to every student. New students get an orientation of universals and expectations.

4

f. District and/or School teachers and staff send positive postcards or make positive connections with students and/or guardians. School celebrates successful implementation and actions for the universal behavioral and attendance expectations.

4

g. Students are recognized for excelling at universal expectations with positive tickets or systems of recognition.

4

h. District and/or School can view discipline reports with administration and staff to recognize trends to lower incidents by being proactive rather than reactive. Reports used by teacher leaders and administration to make adjustments in order to be more effective with less interruptions. Student focus groups are used to involve students in decision making and district systems.
What constitutes a major and a minor has been established with administration and staff.

4

i. District and/or School universal expectations are followed diligently and consistently by all staff.

4

Other Tiered Systems of Support for Behavior and Attendance Success:

4

VI. Tiered System of Support for Mental Health

System Self-Evaluation: 1   2   3   4   N/A

a. District and/or School has a tiered system of support for all things mental health with interventions and action plans.

3

b. District and/or School documents tiered mental health support systems.

3

c. District and/or School can view plans and share with parents what has been done to accommodate mental health needs.

3

d. District and/or School along with students are trained to prevent suicide and accommodate alerts that may be recognized and needed in the best interest of mental health and student safety.

3

e. District and/or School has an accessible form for families that has a list of mental health providers and mental health resources with contact information.

4

Other Tiered Systems for Mental Health Success:

4

VII. Career and College Readiness Systems of Success

System Self-Evaluation: 1   2   3   4   N/A

a. District and/or School survey and collect data so school offerings match student career and college interests.	4
b. District and/or School requires a five year plan with research for students future interests, goals and planning.	4
c. District and/or School require personal finance for all students.	4
d. District and/or School has systems in place to increase graduation rate and lower dropout rate	4
e. District and/or School offers the changing careers being made available to students in high school with as many CTE offerings as possible.	4
f. District and/or School track academic achievement on an annual basis to make improvements in instruction, tiered interventions and or plans if improvement.	4
g. District and/or School prepares students to be college and/or career ready.	4
Other Systems of Success for Career and College Readiness:	4

Part 3

There is a certain amount of data that is necessary to validate any systems that are implemented for a tiered approach. Data can validate success and it can also establish that needed urgency for areas of system improvement.

Data that every system should monitor and use for data driven decision making is listed as a start for an effective tiered approach.

1. Student Academic Assessment
   a. State Testing ISAT, SBAC, ACT Identify Proficiency Levels
   b. District Assessments MAP, SBAC Interim
   c. School Assessments for Progress Pre, Formative and Summative STAR, EDIFY, DIBBLES

   Attached - School Reports

2. Graduation Rate

3. Drop Out Rate

4. Attendance Rate

5. Discipline Referral Count

6. Teacher Discipline Count

7. Discipline by Location, Month, Time

8. Intervention Plans, Intervention Results, Progress Monitors
9. Awards or Achievements
10. Achievement Gap of Any Type
11. Student-Led Conferences or Parent Teacher Participation Percent
12. Student, Teacher and Parent Surveys Complete Google Survey
Other Data for Measurable Success:

School ranking is based on the total effort of implementation of multiple tiered and best practice systems of the school or district. This framework is a guide for best practice that will provide the best approach for any school or district interested in multi-tiered systems approach to education.

___✓___Platinum 3.7-4.0   *2022 -2022*

_____Gold   3.4-3.6

_____Silver   3.0-3.3

_____Bronze   2.5-2.9
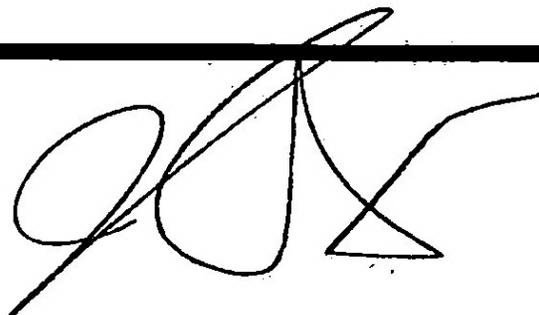
All Districts and/or Schools are encouraged to use research-based programs to support Positive Systems and Interventions.

Examples:

Positive Behavioral Intervention Systems (P.B.I.S)

Response to Interventions (R.T.I.)

Professional Learning Community (P.L.C.)

Differentiated Instruction (D.I.)

Silverback Learning

Leveled Literacy Intervention (L.L.I)

Renaissance Learning and STAR

Dibbles

Fundamental 5, Great 8

Daily 5, Daily 3

Other:

School District #28, St. Ignatius, MT

Jason Sargent, Superintendent

OFFICE OF PUBLIC INSTRUCTION
STATE OF MONTANA

Putting Montana Students First A⁺

June 3, 2021

Jason Sargent, Superintendent
St. Ignatius K-12 Schools
PO Box 1540
St. Ignatius, MT 59865

Dear Superintendent Sargent:

The Board of Public Education met on May 14, 2021 and approved your application for a variance to standard ARM 10.55.709, Library Media Services, K-12 for St. Ignatius Middle School. The 2019 renewal variance application is retroactive to the 2020-2021 school year.

This renewal variance is for three years and will expire June 30, 2023. It will be important to collect the data that was identified in the application to present results if you apply for an additional renewal of the variance in the future.

Congratulations on your successful application.

Sincerely,

Linda Vrooman Peterson, Ph.D.
Accreditation and Educator Preparation Division Administrator

cc: Peter Matt, Board Chairperson

School District #28
St. Ignatius, MT
Five Year Plan
2021-2026

Adopted 2021-2022

CONTENTS

Approved by the St. Ignatius School Board #28 on November 17, 2015

STRATEGIC PLANNING

Overview

The St. Ignatius Public School District (St. Ignatius Public Schools) has created a new direction for the school district to strategically focus its resources on identified wants, preferences, and needs of its community. As part of this process, St. Ignatius Public Schools has begun a strategic planning and thinking process that will lead to a stronger and more vital school district. This process will be ongoing as St. Ignatius Public Schools moves into the future. This Strategic Plan is intended to help St. Ignatius Public Schools in focusing its resources in a manner that will best benefit the students enrolled in St. Ignatius Public Schools.

The St. Ignatius Board of Trustees, Staff Leadership Team, staff and community members began the strategic planning and thinking process necessary to fit with its commitment to students, to community engagement, to moving the District forward and to utilizing a knowledge-based decision making process.
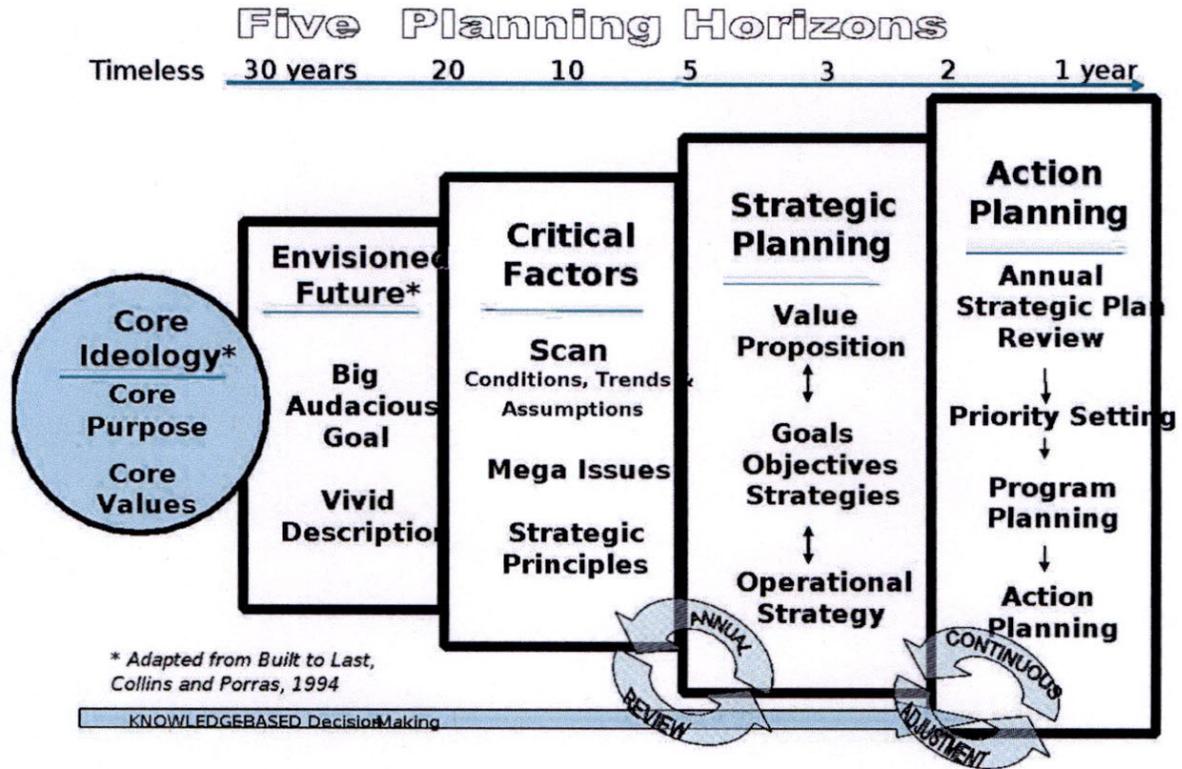
As part of its preparation for planning strategically, St. Ignatius Public Schools brought in staff from the Montana School Boards Association with expertise in strategic planning for public schools to help facilitate the group through the initial strategic planning process.

On August 16, 2011, the St. Ignatius School District Board of Trustees formally adopted its new strategic plan.

St. Ignatius Public Schools view the process of strategic planning as an ongoing process within the school system. This is not a "strategic planning project" that is completed. Adoption of a plan is an affirmation of the general intent and direction articulated by the Core Ideology, Envisioned Future and Goals and Strategic Objectives. It is understood that progress toward achieving identified strategic objectives will be assessed at least annually, and the plan will be updated based on achievement and changes in the needs of the students served by St. Ignatius Public Schools.

STRATEGIC PLANNING FRAMEWORK

The framework used by the St. Ignatius Public Schools for its strategic planning process was adapted from a model developed by Jim Collins, author of "Built to Last" and "Good to Great." The Board and Staff Leadership Team focused on five different planning horizons, starting with the long term issues first to provide focus on shorter term efforts.

Five Planning Horizons

| Timeless | 30 years | 20 | 10 | 5 | 3 | 2 | 1 year |

Core Ideology*
Core Purpose
Core Values

Envisioned Future*
Big Audacious Goal
Vivid Description

Critical Factors
Scan
Conditions, Trends & Assumptions
Mega Issues
Strategic Principles

Strategic Planning
Value Proposition
↕
Goals Objectives Strategies
↕
Operational Strategy

Action Planning
Annual Strategic Plan Review
↓
Priority Setting
↓
Program Planning
↓
Action Planning

ANNUAL REVIEW   CONTINUOUS ADJUSTMENT

*Adapted from Built to Last, Collins and Porras, 1994

KNOWLEDGEBASED DecisionMaking

Core Ideology of the St. Ignatius Public Schools

Core ideology describes a school district's consistent identity that transcends all changes related to its relevant environment. It consists of two elements - **core purpose** - the school district's reason for being - and **core values** - essential and enduring principles that guide a school district. **Envisioned future** conveys a concrete yet unrealized vision for the school district. It consists of a **big audacious goal** - a clear and compelling catalyst that serves as a focal point for effort - and a **vivid description** - vibrant and engaging descriptions of what it will be like to achieve the big audacious goal.

Core Purpose of the St. Ignatius Public Schools

The Core Purpose of St. Ignatius Public Schools is to provide a quality education within a safe, caring environment that provides students with the necessary tools to be successful in their future roles in life with a sense of purpose.

- *We are committed to prepare students to think critically, solve problems creatively and communicate effectively by offering high quality curriculum, programs and services.*
- *We meet the needs of students and enhance their skills through individualized instruction with an emphasis on development of each student's potential.*
- *We instill a love for lifelong learning.*
- *We teach and model the importance of pride, respect, responsibility, integrity and excellence.*

Core Values of the St. Ignatius Public Schools

The Core Values of St. Ignatius Public Schools are:

- *Pride* – *St. Ignatius Public Schools values taking pride and honor in our accomplishments and our endeavors, whether those accomplishment/endeavors are academic, athletic, other extra-curricular activities or other achievements of our students, staff, district and community. We remain loyal to the cause and have unfettered conviction in pursuit of setting a standard of excellence for our District.*

- *Integrity*- *St. Ignatius Public Schools values integrity. We believe that honesty is the best policy. We believe in showing respect and professionalism towards others even in situations where there are strong differences of opinion, values or views.*

- *Trust* – *St. Ignatius Public Schools values trust, cooperation and fairness. We believe that a culture of openness, tolerance and acceptance of others is vital to our success.*

- *Positive Environment* – *St. Ignatius Public Schools values a positive environment for all that is safe, supporting, welcoming and that provides student, staff and community members with a sense of belonging, caring and compassion. We believe that students need a positive environment if they are to succeed.*

- *Communication* – *We value the input and involvement of our stakeholders (parents, community members, staff, and the Board). We believe it is important to both recognize and celebrate our successes. We believe that strong leadership is critical to the success of our students.*

20 YEAR PLANNING HORIZON

Envisioned Future of the St. Ignatius Public Schools

Big Audacious Goal

- St. Ignatius Public Schools is regarded as "the crown jewel" of public schools.

Vision

- **Setting the Standard**
    - o We set the standard by which other schools of similar size are measured.

5

- o   We come together each day to improve the lives of our students, staff and community.
- o   100% of our students graduate and continue pursuing their life interests and goals.
- o   Our campus atmosphere is a safe and inviting where everyone feels welcome.
- o   We have a waiting list of students and staff who want to be a part of our educational experience.
- **Quality Education and Programming for the Benefit of our Students**
  - o   We provide a superior learning environment by which curricula is executed through consistent individualized instruction with rigor, diligence and fidelity.
  - o   We offer differentiated instruction to the maximum the potential of each student.
  - o   We have created an individualized learning plan for each student that encompasses their strengths, struggles/needs and long-term goals.
  - o   We have instilled in our students the value of competition and preparing for the challenges and successes in life.
  - o   We have programs and services that flow effortlessly and consistently through each grade level.
  - o   We offer opportunities for students to be positively involved in activities and carrying that forward into the future.
  - o   We have phenomenal arts, music, and language programs.
  - o   We have a successful speech and debate team.
  - o   We have excellent vocational programming for students.
  - o   We have successful athletic programs.
  - o   We use data and measurable testing standards that prove our students are succeeding.
  - o   Our students are well prepared for their career/life choices.
- **Well-educated and well-Prepared Staff**
  - o   Our staff facilitates the exchange of knowledge and information to our students.
  - o   We have research based training for our staff.
- **Pride and Involvement of our Parents and Community**
  - o   We have created an environment where students, staff and our community want to come and in which everyone takes great pride.
  - o   Our parents and community members are highly involved in our school and school activities.
  - o   Every person in the community takes responsibility for the students' success.
  - o   The Indian Education Committee is actively assisting parents in school involvement.
  - o   We regularly review our strategic plan and update it annually with input from parents, the community, staff and students.
- **Facilities**
  - o   We have state-of-the-art facilities that meet the future needs of our students.
  - o   Our master building plan has been implemented, including a new gym and auditorium.

5-10 YEAR PLANNING HORIZON

Assumptions Regarding the Relevant Future

In order to make progress against the 20 year Envisioned Future, St. Ignatius Public Schools must constantly anticipate the strategic factors likely to affect its ability to succeed, and to assess the implications of those factors. This process of building foresight about the future will help St. Ignatius Public Schools to constantly recalibrate its view of the relevant future, a basis upon which to update the strategic plan on an annual basis. As the outcome-oriented goals that will form the basis of the long-range strategic plan will be based on this foresight, annual review of

these statements will be an appropriate method of determining and ensuring the ongoing relevance of the strategic plan.

Creating the Assumptions - during the Strategic Planning Process, the St. Ignatius School Board, Staff Leadership Team, staff and community members made many assumptions about the future. While many different assumptions were made, what follows are those assumptions that are likely to have the greatest influence on the development of St. Ignatius Public Schools' Strategic Plan.

Assumptions about the future

❖ Demographics

- Enrollment will remain stable.
- Economic disparity will continue to exist.
- Educational opportunities for the tribal community will lead to greater student enrollment.
- Graduation rates will continue to as parental involvement continues.
- The population in the community will stay stable.
- Growth in the valley will continue. Growth will come from people who have jobs elsewhere, but hopefully, they will live here and enroll their kids
- Tribal Government support for students will increase.
- The home school population will remain the same.
- There will see a transition in teaching staff due to retirement.
- There will be an increase in diverse student population.

❖ Business/Economic Climate

- Existing farmland will be subdivided into residential developments.
- With online opportunities, people will be able to live in the community and work from anywhere.
- Unless county planning helps to encourage planned growth, we're going to stay in an economically depressed area. If we don't have infrastructure, we won't have the opportunities.
- There will be increased opportunities, but it is unknown as to whether St. Ignatius will benefit from these opportunities.
- The skilled labor force will fluctuate in the community.
- Land will continue to be expensive. As a result, we won't have the housing availability similar to Missoula and Polson.

❖ Legislation/Regulation

- Educational funding at the state and federal level will need to be restructured.
- Federal government will continue to lag behind on the distribution of impact aid funds.
- There will be a statewide re-distribution of coal, timber and oil and gas revenue.
- There will continue to be mandates and strings attached to funding.
- The "Band-Aid" mentality will continue until the next major crisis.

- Educators and trustees will be the ones that will fix the funding and educational problems. This will also take community involvement.
- There will be a trend towards nationalization of standards.
- We will continue to see unfunded mandates.
- School funding will continue to plague us.

❖ Technology /Science

- Technology changes will continue at a rapid pace.
- There will be a movement towards one to one computing.
- Technology will continue to impact the STEM (Science, Technology, Engineering and Math) field of science.
- The District will need to look at providing more technology course to meet the emerging trends.
- There will be a movement away from traditional textbooks.

❖ Politics and Social Values

- Social networking and technology will provide students with information that will impact the political process.
- Social networks are emerging as a basic form of communication.
- We will continue to see limited parental involvement.
- Parents will continue to rely on the schools to care for their children
- We will continue to see social issues that negatively impact students, including but not limited to, drug problems, poverty, teenage pregnancy, etc.
- Parents will continue to put their standard of living as a priority leaving little time for community/school involvement.

5-10 YEAR PLANNING HORIZON

Mega Issues

Mega issues are issues of strategic importance, which represent choices the school district will need to make in defining the ultimate direction of its long-range plan. These issues represent potential impediments to achievement of the Envisioned Future, and form a basis for dialogue about the choices facing the school district. These questions can serve as an ongoing "menu" of strategic issues that, using a knowledge-based approach in gathering insights relative to St. Ignatius Public Schools' strategic position and directional choices for each of the issues, can be used by the Board to create regular opportunities for strategic dialogue about the future issues facing the school district.

Note: The mega-issue questions are not necessarily arranged in priority order.

❖ Mega-Issue Questions for consideration by the District:

- How can we effectively engage the support of the community to enhance parental support of the educational system and subsequently improve student outcomes?

- How can we broaden the awareness to all employees of the District the importance of delivering a consistent, high quality education to the students regardless of background or capabilities?

- What can we do to encourage and support at-risk students to become fully engaged in (completing) their educational program?

- How do we instill the value of education?

- What can we do to decrease the use of alcohol, tobacco and other drugs (ATODs)?

- As a district, what do we need to do to stay in front of the continued advancements in technology and science as it pertains to the culture of our students?

- How do we adjust with the continued uncertainty of funding?

  o MEGA ISSUES: Reviewed and updated on November 4, 2015.

Knowledge-Based Decision Making Questions

The Board should prioritize the above-referenced mega issues and decide which of these issues require immediate attention on the part of the Board. Once the identified mega-issues are prioritized, the Board will set aside time at scheduled meetings to analyze a particular mega issue. At such meetings, the Board's primary focus will be on the mega-issue at hand. All other business (routine or otherwise) will be conducted at the end of the meeting once the dialogue and deliberation on the mega-issue has been concluded for that meeting. When analyzing mega issues, the Board will utilize a knowledge-based decision making process. This will keep the focus of the Board on relevant factors to consider as it develops strategies to overcome particular impediments/barriers that may impact the Board's strategic direction. The Board will analyze mega-issues by answering the following questions:

1. What do we know about the wants, needs and preferences of our constituents that are relevant to this decision?

2. What do we know about the current realities and evolving dynamics facing our constituents/community that is relevant to this decision?

3. What do we know about the capacity/strategic position of our school district that is relevant to this decision?

4. What are the ethical implications of our choices?

FIVE YEAR PLANNING HORIZON

Outcome-Oriented Goals and Strategic Objectives

The following thinking represents goals for the next five years. They are areas in which St. Ignatius Public Schools will explicitly state the conditions or attributes it wants to achieve. These outcome statements will define, "what will constitute future success." The achievement of each goal will move the school district toward realization of its Envisioned Future.

Strategic Objectives provide direction and actions on how the school district will accomplish its articulated goals. All strategies included in the strategic plan should be considered accomplishable at some point in the future. Strategic Objectives are reviewed annually by the St. Ignatius School Board, Staff Leadership Team, and faculty.

Goals of the St. Ignatius Public School District

Goal Area 1:   Student Achievement

Statement of Intended Outcome, Five years: St. Ignatius Public Schools has academic and extra-curricular programs that emphasize and enhance student achievement. Our programs and services provide a seamless transition from grade to grade with a full recognition of individual student needs and skills and the provision of differentiated instruction to address both the needs of students and enhance the skills of students.

Strategic Objectives – Two Year Plan:

1. We will vertically align the K-12 core (math, language and science) curriculum. With math beginning 2015/16.
2. We will continue to horizontally align by building and courses (K-5, 6-8, 9-12).
3. We will continue to coordinate all school schedules for enhancement of teaching and learning.
4. We will make AYP District-wide.
5. We will utilize formative assessment tools.
6. Our Smarter Balance Scores will be at or above state average.
7. We will continue to monitor and refine the Strategic Plan.
8. We will research best practices student achievement.
9. We will ensure that we are offering co and extra-curricular activities that provide students with positive experiences to enhance our overall programming.
10. Emphasize District resources to ensure that every student can read by 3rd grade.

Goal Area 2: Leadership

Statement of Intended Outcome, Five years: St. Ignatius Public Schools has successfully implemented systematic professionalism at all levels from the Board, administration, staff and students. We have created a culture where there are open lines of honest communication at all levels. As a result, we have greater collaboration and cooperation from all stakeholders. We have a highly qualified and well-trained staff. We have implemented a progressive program of professional development with measurable benchmarks and accountability. As a result of our efforts, we have effectively marketed the positive attributes of our school system and offer a competitive package for the recruitment and retention of staff and desirable programming for students.

Strategic Objectives – Two Year Plan:

1. The Leadership Team will continue to report back to the board monthly on the progress toward goals.
2. We will continue implementing district-wide shared leadership, including researching best practices for enhancing student achievement.
3. We will implement a professional development plan for the Board,
4. We will develop a systematic program of gathering feedback from graduates and existing students on whether student needs are being met.

Goal Area 3: Facilities

Statement of Intended Outcome, Five Years: St. Ignatius Public Schools has facilities that are conducive to learning and meeting the needs of our students. We have a program in place for making continual improvements to our facilities to ensure that our facilities remain relevant, state-of-the art, equipped with the necessary technology to meet the needs of our staff and students. Our school is THE center of our community.

Strategic Objectives – Two Year Plan:

1. The Buildings and Grounds committee will identify and prioritize the current and anticipated needs of the district.
2. We will continue to develop partnerships with outside entities/individuals to assist with the facilities/equipment needs of the District through financial support or volunteerism.
3. We will assess the facility needs of the District on an ongoing basis.

Both Goal Area 4: Community / Communications

Statement of Intended Outcome, Five Years: Through the efforts of St. Ignatius Public Schools and the community, we have jointly created a strong sense of pride in our schools and community. Community members are highly engaged in our schools, our vision and our activities. Parents understand the importance of being engaged in the education of their children.

1. We will continue with a program of improved, effective communications with the community.
2. We will continue our strategies to mobilize the community and get them more involved in our school and our programming.
3. We will create an inviting environment that encourages volunteerism and people visiting our schools.
4. We will research what other Montana districts have done to engage the community and parents, including the possibility of parent resource centers, outreach programs, home visits, etc.
5. We will implement co and extra-curricular programs that enhance the lives of our students.
6. We will continue to organize community activities that attract the community and parents to our schools for activities and events.
7. We will take the initiative to develop stronger relationships and greater collaboration with the IEC/Tribal Education Department.
8. We will research avenues to enhance the Adult Ed program.

Goal Area 5: Student Centered Positive Climate and Culture

Statement of Intended Outcome, Five Years: St. Ignatius Public Schools has created a climate and culture that is centered on students and that promote a safe, positive environment, fosters positive interactions at all levels and makes all students, staff, parents and community members feel welcome. We understand that the climate and culture at our schools impacts the future of every student.

Strategic Objectives – Two Year Plan:

1. We will ensure that we are continually creating an environment where students feel a sense of belonging.
2. We will create a safe and welcoming school for students, staff, parents and the community.
3. We will take measures to improve staff morale.
4. We will continue with MBI/Graduation Matters process and initiatives district wide.

Goal Area 6: Resources Accountability and Certainty

Statement of Intended Outcome, Five Years: St. Ignatius Public Schools understands that we have limited financial and human resources and we have successfully maximized the resources that we do have. As a result of our tenacity, we have maximized every dollar to ensure that we are putting our resources into our identified areas of priority.

Strategic Objectives – Two-Year Plan:

1. We will continue to analyze the amount of money that needs to be set aside to ensure that our facilities meet the ongoing needs of our students and staff.
2. We will conduct ongoing analysis of anticipating trends that might impact the financial future condition of the District.
3. We will provide annual training for the Board on school finance and building a school budget.
4. We will examine other sources of funding and/or human resources.

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:

First Monday in March

COUNTY: Yellowstone

DISTRICT: Elysian School District #23

LIST EACH SCHOOL THAT IS REQUESTING THE VARIANCE:

Elysian Middle 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.**

   10.55.709

2. **Provide evidence that local community stakeholders were involved in the consideration and development of the proposed renewal variance application. Community stakeholder groups include parents, community members, and students as applicable.**

   Information regarding th renewal application for variance of standards for ARM 10.55.709 Library Media Services, K-12 is posted on our district website.

3. **Provide evidence local school stakeholders were involved in the consideration and development of the proposed renewal variance application. School stakeholder groups include trustees, administrators, teachers and classified school staff.**

   Administrators, teachers and classified staff were provided opportunity to discuss and make recommendations concerning requested renewal variance on March 1, 2023 at regular scheduled staff meeting.

4. **Attach Board of Trustee meeting minutes that show the Board of Trustees approved the application for a renewal variance at an official, properly noticed 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).**

    The initial variance detailed the efficiency and ongoing function of the Library to maintain and improve the overall performance of studnet knowledge related to reading and Library Media 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.**
    Our Elysian studens continue to show gorwth and progress on standard district and state assessments as measured by MAPs an SBAC. This variance allows for our Para to do managerial and organizational tasks in the Library allowing our Certified Teacher (Librarian) to design and deliver quality instruction relating to Reading and Library Media Standards.

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 design in place to have a Para designated for specific duty to the Library will remain and has allowed a consistent coverage and help.

6. **Provide a statement of the mission and goals of this proposed renewal variance.**

Reading i the foundational backbone for all other learning. It continues to be one of the top educational priorities at Elysian. This renewed variance allows for managerial and clerical tasks to be done by a para allowing our certified teacher to focus on instruction and the lessons being delivered relating to Reading and Library Media standards.

7. **List specific measurable objectives that demonstrate the proposed renewal variance will meet or exceed the results under the current standard(s).**

The renewed variance wil allow for the Library schedule to stay in place allowing all students access to the resource weekly as detailed in our master schedule. It will provide our Certified Librarian time to plan and execute her instruction to those students weekly addressing Reading, writing, and Media Litercay standards. These results wil be measured on our students performance on district and state assessments.

8. **What data or evidence will be gathered to document progress toward meeting the measurable objectives of the renewal variance?**

    The districts yearly results on district and state reading assessments wil be reviewed and monitored. Grade level lessons will be reviewed regularly by administration. The schedule will be updated yearly to provide time for our Elementary and Middle Schools to access the Library resources.

9. **In what way does this variance meet the specific needs of the students in the school(s)?**

    The variance wil allow students in our elementary and middle schoo to have access to a well maintained library that is capable of meeting their academic needs and also mee the state program delivery standards.

10. **Describe how and why the proposed variance would be:**

    a. **Workable**

    Due to the fact that Elysian Elementary and Elysian Middle School are housed in the same building and under the same roof, we are able to schedul a .02 FTE Para time in the Library. This wil alow the Library to remain open to assist students as needed. It will allwo our Librarian time to plan and deliver instruction to our students on Reading and Library Media standards.

    b. **Educationally sound.**

    The variance allows for students to have access to a full functioning Library and all its resources. It provides for weekly lessons centered around literacy and media as outlined by State Standards to be provided by our certified teacher.

c. **Where applicable, aligned with program standards under ARM 10.55.1101 through 10.55.2101.**

The renewed variance will allow Elysian to continue to meet the Library standards. Working as a team, Elysian's Administration, Librarian, and teachers will be able to improve Elysian's current library through its access to resources fo student check-out, projects and delivery of instruction.

d. **Where applicable, aligned with contend standards under ARM Chapters 53 and 54.**

By following the Montana literacy / Library Media content standards this variance wll allow studnts to access and evaluate information and gain an apprectiation and respect for diverse ideas and creative expression using literacy skills in all aspects of learning and assist student to become life long learners. These standards will be aligne under (ARM 10.54.6510-6513 through ARM 10.54.6601-6660)

Required school district signatures:

Board Chair Name: _Mark W. Kane_

Board Chair Signature: _____ Date: 3/7/23

Superintendent Name: _Luke Shelton_

Superintendent Signature: _____ Date 3/6/23

Mail the signed form to:

Accreditation and Educator Preparation Division
Office of Public Instruction
PO Box 202501
Helena, MT 59620-2501

OPI USE ONLY

Superintendent of Public Instruction: _____ Date_____

☐ Approve ☐ Deny

Board of Public Education Chair _____ Date_____

☐ Approve ☐ Deny

Elysian Elementary School
Board of Trustees
March 7, 2023

Vice Board Chair, Mark Kane, called to order at 6:00PM the regular meeting of the Board of Trustees of School District #23, Yellowstone County, Montana. Trustees present were Vice Chair Mark Kane, Trustee Jake Frank and Trustee Shanna Herrick. Chair Monica Zieske and Trustee Ben Reichenbach were absent. Superintendent Luke Shelton, Principal Ryan Truscott, Dean Jennifer Sundsted and Clerk Laurie Hickethier were present. Guest present were Nurse Jaime Martian, Heather Haynes, Lisa Pepper, Michael Moots, Traci Fitzgerald, Anna Vickers and Renae Heisler (land planners from IMEG).

All present recited the Pledge of Allegiance.

Public Comment

Michael Moots spoke to the board in regards to instituting a way for parents of students as well as the teaching and support staff to have a regular, recurring opportunity to provide feedback and evaluation on how things are working. Principal Truscott stated that a Leader in Me Survey started last year, and a new survey with a broader goal went out a couple weeks ago. The survey results will be distributed to the board at the May meeting.

Anna Vickers, a land planner from IMEG, presented to the board updated information in regards to the proposed zoning around Elysian School. After the presentation, a potential community meeting will be scheduled on March 23rd at Elysian School. The community meeting notices will be sent to all landowners surrounding Elysian School and will have the potential developers at the school as well to discuss the potentials for the land. After that community meeting, the hope is to have a meeting with City Commissioners to discuss the proposed zone changes. Information on the upcoming meetings will be shared as soon as details are finalized.

Vice Chair Kane stated that a Uniform Complaint Form has been received and it has been passed on to the appropriate personal under Policy 1700.

Nurse Jaime Martian stated that she is in support of the County High School and supports the board funding a feasibility study for a county high school. Nurse Jaime also stated she also agrees a survey allows for great ideas and community feedback. She would like some changes to the Leader in Me Survey to allow for which student that you are answering about in the survey and maybe allow for parents with multiple students at the school to fill out the survey based on that student.

Heather Haynes also agreed with changing the survey to allow for parents with multiple students at Elysian to answer based on each student. Heather also stated it would be nice to have a portion where you can just write in comments as well.

Principal Truscott stated he will check with Leader in Me to see if those changes are available.

Correspondence

Supt. Shelton gave the board three letters of resignation; one from Shyla Hutchinson, Elysian School's Elementary Title Teacher, Claire Oravsky, a 2nd grade Teacher at Elysian School, and Ashlie Love, a Para at Elysian School.

Consent Agenda

Jake Frank motioned to approve the consent agenda. Second from Shanna Herrick, all trustees present voting yes, motion passed. Consent agenda items were the minutes from the February 7th Board Meeting, Warrants 23026802 – 23026821 (February 7th); Warrants 23026822 - 23026834 (February 21st), Expenditure Report as of January 31, 2023, and Activity Account Balances as of March 3, 2023.

New Paraprofessional – Melissa Mormile (replaces Ashlie Love)

Shanna Herrick motioned to approve Melissa Mormile as an 8 hour per day Paraprofessional. Second to the motion was Jake Frank, all trustees present voting yes, motion passed.

SB307 (School Facilities) – Consideration and Adoption of Resolution Estimating Changes in revenues / mills from Tuition, Adult Education, Building Reserve, Transportation levies for school fiscal year 2023-2024

Jake Frank motioned, seconded by Shanna Herrick, to adopt the B307 School Facilities resolution estimating the changes in revenues/mills from Permissive Levies at Elysian School. The following is the resolution:

Model Resolution Under SB 307

As an essential part of its budgeting process, the Elysian Board of Trustees is authorized by law to impose levies to support its budget. The Elysian Board of Trustees estimates the following increases/decreases in revenues and mills for the funds noted below for the next school fiscal year beginning July 1, 2023, using certified taxable valuations from the current school fiscal year as provided to the district:

Fund Supported	Estimated Change in Revenues	Estimated Change in Mills	Est. Impact $100,000 Home	Est. Impact $200,000 Home
Transportation	$55,340	1.87	$2.53	$5.05
Tuition	$11,204	0.38	$0.51	$1.02
Adult Education	$0	0.00	$0.00	$0.00
Building Reserve	$2,341	0.08	$0.11	$0.21
Total	$68,885	2.33	$3.14	$6.29

Regarding the increase in the building reserve levy referenced above, the following are school facility maintenance projects anticipated to be completed at this time:

1. Future Construction, Equipping and Maintaining of Existing Facilities
2. Reconstruct Sewer Line in old building
3. Roof Maintenance

All Trustees present voting yes, motion passed.

Curriculum Adoption – Social Study Curriculum

Supt. Shelton stated to the board that Savvas and McGraw Hill will be at Elysian School to present their Social Study Curriculum to the Curriculum committee on April 4th and 5th. The recommendation from the committee will be presented to the board at the April board meeting.

1st Reading Review Policy 3416 – Administering Medicines to Students

Shanna Herrick motioned to approve the 1st Reading of Policy 3416 – Administering Medicines to Students with a correction on a spelling error on page 2. Second to the motion was Jake Frank. All Trustees present voting yes, motion passed.

Library Variance Renewal 2023-2024 through June 2027

Superintendent Shelton presented to the board information in regards to state accreditation standards. The state accreditation standards currently require 1.001 FTE to meet our elementary and middle school library needs at Elysian. Mr. Shelton has submitted a variance of standards application in accordance with ARM 10.55.604.1 to the Board of Public Education requesting a .001 variance. This variance will allow Elysian School to appoint a Para-Professional to the .001 requirement in the library. Shanna Herrick motioned to approve this request for variance in regards to the library needs at Elysian. Second to the motion was Mark Kane. All Trustees present voting yes, motion passed.

Corrected TR5 1st Semester

Business Manager stated that because the TR4 was not approved until the January 3, 2023 board meeting, the TR5 can only contain the 8 days for the remaining of 1st semester instead of the 28 days from when the student was transported to YBGR. Jake Frank approve the corrected TR5 for 1st Semester, with Shanna Herrick seconding the motion. All Trustees present voting yes, motion passed.

Elysian ARP ESSER Plan – Safe Return to School Update

Superintendent Shelton stated the ARP ESSER Plan is up to date online and has been submitted to OPI.

Build Committee Update

Superintendent Shelton stated he has met multiple times with the Architects and the General Contractor in regards to the multi-purpose field. Initially the cost of the multi-

purpose field was over budget by about 1.6 million dollars. Changes have been made and the cost is about $300,000 over budget at this time. Supt. Shelton stated that he is holding firm and he wants to make sure that the Multi-purpose field that was presented to the public is what will be delivered.

Clerk's Report

Clerk Hickethier did not have anything to present to the board.

Principal Truscott's Report

Principal Truscott stated the following to the Board:

- March is a great month and there are only a couple weeks before the end of 3rd Quarter.
- The Student Led Parent Teacher conferences are coming up soon. Supt. Shelton and Principal Truscott will be grilling for the parents, students and staff at the conferences.
- The 31st is a day off of school
- March 15th is the School Board Member Day for the members of the school board to travel the school during the day and see all of the good things happening at Elysian School.
- There were 5 staff members today – and by 5am I already had about 40 text messages from our Paraprofessionals figuring out how to move around to cover for the day. Our Paraprofessionals at Elysian are amazing!

Superintendent Shelton's Report

Superintendent Shelton stated the following to the Board:

- Supt. Shelton stated he agrees our staff is amazing. On a day that we had so many teachers out sick, he still had an evaluation to do in a classroom that was short staffed. The evaluation was amazing to see and the staff did an amazing job hopping between the students and had everything very well organized. We are extremely luck at Elysian School to have the staff we do!
- With the resignations coming up, those positions have been first offered internally. With that, Mrs. Tolton will be moving from Middle School Title and some math and advisory positions that she currently teaches to Elementary Title. Mrs. Pepper will become full-time next year and will do .5 Kinder along with ½ day of Middle School Title. Mrs. Ingraham will teach the other half of Mrs. Tolton's schedule which includes some middle school science and will keep .5 day of Technology classes. We are currently advertising for a Middle School Math teacher, an Elementary position and a K-8 Art Teacher.
- The High School Expansion group met at Elysian School a couple weeks ago. They presented to the group the results of the survey that was sent out. Mr. Shelton stated he would feel more comfortable if a survey was sent out to reach the full community that a high school would effect not just the parents that currently have students at each school. The High School Expansion group asked that each school look at splitting a cost of a feasibility and demographic study at a cost of approximately $15,000 to $20,000 divided between the 4

county schools. Another proposal to look at is a House Bill that is currently being presented at the legislature, HB707. This Bill would allow the 4 schools to build a high school without the need to consolidate the elementary schools. This bill has passed the house and is going to the senate.

There being no further business to come before the Board at this time, Vice Chair Mark Kane called to adjourn. This meeting adjourned at 7:46PM.

Approved: _____

Date: _____

ATTEST: _____

VARIANCES TO STANDARDS APPLICATION
Renewal Application (three years)

Purpose: <u>ARM 10.55.604(4)</u> "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:

First Monday in March

COUNTY: Flathead

DISTRICT: Bigfork

LIST EACH SCHOOL THAT IS REQUESTING THE VARIANCE:

Bigfork Middle 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.

   Library and Media Standards as defined in 10.55.709

RECEIVED

JAN 19 2023

SUPERINTENDENT
OF PUBLIC INSTRUCTION

2. Provide evidence that local community stakeholders were involved in the consideration and development of the proposed renewal variance application. Community stakeholder groups include parents, community members, and students as applicable.

   Please see attached letters.

3. Provide evidence local school stakeholders were involved in the consideration and development of the proposed renewal variance application. School stakeholder groups include trustees, administrators, teachers and classified school staff.

   Please see attached letters.

4. Attach Board of Trustee meeting minutes that show the Board of Trustees approved the application for a renewal variance at an official, properly noticed 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).

   Bigfork Elementary and Middle School combined campus has a 1.0 FTE librarian. Combined enrollment numbers put us about 111 student over the 1.0 FTE for Library and Media standards requirements. We are requesting approval for a .5 FTE Library and Media variance from the standard defined in 10.55.709.

   Approving the variance would allow for the combined continuation of instructional technology/media arts 1.5 FTE, leveled reading material and Wonders "walk-to-read" supports for every K-5th student 1.0 FTE (equivalent of 2.5 instructional paraprofessionals) and librarian services (1.0 FTE) to remain in the K-8 rotation."

   Additionally, Bigfork High School serves just over 350 students 9th-12th grade on the same campus as the Bigfork Elementary and Middle School. Although Bigfork High School is at the lower end of the student requirement, 1.0 FTE is employed for Library and Media Services. We believe the total 2.0 FTE librarians as well as the combined supports mentioned above more than satisfy the spirit of the requirements.

   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.

   Please see Principal letters.

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).

Please see the attached letters.

6. Provide a statement of the mission and goals of this proposed renewal variance.

It is our intent to ensure students are fulfilling the Montana Content Standards for Library Media and Information Literacy through a collaborative approach including grade level access and instruction, technology/media instruction and a comprehensive literacy program facilitated by homeroom teachers.

7. List specific measurable objectives that demonstrate the proposed renewal variance will meet or exceed the results under the current standard(s).

*K- 4th grade students will be scheduled for library services on a rotation to consist of no less than 25% of total electives opportunities.
*5th - 8th grade students will be scheduled for library services through grade level master scheduling ot consist of no less than 15% of total elective opportunities.
*6th grade students will receive (2) two periods of ELA services with (1) period having a specific literacy focus.
*5th and 8th grade students will have weekly access time available to both the K-8th library, as well as the high school library.
*K through 5th grade students will participate in Wonders "walk-to-read" programs ensuring they have continual access to leveled resources and assessment.
*K-4th grade students will be scheduled for technology/media services on a rotation to consist of no less than 25% of total electives opportunities.
*5th-8th grade students will be scheduled for library services through grade level master scheduling to consist of no less than 20% of total elective opportunities.
*3rd-8th grade students will be provided Chromebooks at a 1:1 ratio, so that homeroom and core course teachers can incorporate media literacy standards across curriculum.

8. What data or evidence will be gathered to document progress toward meeting the measurable objectives of the renewal variance?

    Elementary and Middle School master schedules and rotation schedules will be reviewed annually to ensure measurable objectives for each grade level are fulfilled.

    Cross curricular inquiry/research standards will be evaluated by content department and reflected in curriculum development documents as well as individual evaluations.

9. In what way does this variance meet the specific needs of the students in the school(s)?

    Please see attached letters.

10. Describe how and why the proposed variance would be:

    a. Workable

    The vast majority of our proposed variance objectives are established practices or norms wihin each course or grade level. Adjustments have been discussed, reviewed and edited in fulfillment of the variance application process.

    b. Educationally sound.

    The additional supports defined in this request more than offset any limitation possibly incurred through the .5FTE shortage. Specifically, ARM 10.55.1801 (1) (a) (i-iii) speaks to the importance of flexibility and collaboration of staff while modeling and supporting appropriate and ethical use of information. The fact our plan to compensate the .5FTE shortages requires these standards and sub-standards be a central focus only enhances the realities will be fulfilled.

c. Where applicable, aligned with program standards under ARM 10.55.1101 through 10.55.2101.

The vast majority of the Library Media Program Delivery Standards defined in ARM 10.55.1801 and outlined in the basic program description will continue to be fulfilled by our 2.0 FTE librarians.

d. Where applicable, aligned with contend standards under ARM Chapters 53 and 54.

N/A

A+ **Montana**
Office of Public Instruction
opi.mt.gov Elsie Arntzen, Superintendent

Required school district signatures:

Board Chair Name: Paul Sandry
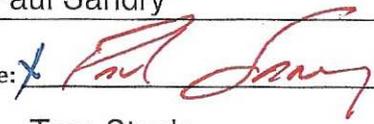
Board Chair Signature: X _Paul Sandry_ Date: 1/11/2023

Superintendent Name: Tom Stack

Superintendent Signature: _____ Date 1-17-23

Mail the signed form to:

Accreditation and Educator Preparation Division
Office of Public Instruction
PO Box 202501
Helena, MT 59620-2501

OPI USE ONLY

Superintendent of Public Instruction: _____ Date_____
☐ Approve ☐ Deny

Board of Public Education Chair _____ Date_____
☐ Approve ☐ Deny

Mr. Stack and et. al.,

RE: Variance to Standards Review Board-2023

I have been the librarian at Bigfork Schools for 18 years. During my tenure, I've made it my goal to have the library be the learning hub for the community within our schools. Being at the helm for so long I can attest to how we, the two librarians, are meeting the needs of all of our students K-12th grade. Bigfork Schools is one beautiful campus with two buildings, therefore, two libraries. We are currently split into K-8 and 9-12 respectively. It is my understanding that the state sees our schools at 3 schools: K-6, 7-8 and 9-12. Currently the K-6 school has 467 students, the 7-8 school has 148 students and the 9-12 school has 346 students respectively, that being said, it looks like the 7-8 school is the school in need. It is always the 7-8 school that vacillates in numbers, usually between 130 to now our highest at 148. The need for a middle school librarian is shown by our middle school being over by 22 students. Mrs. Bonner sees the Kinders through 4th graders daily for specials and the 5th-8th graders on a weekly basis. While I normally only see 9-12th grade students, two years ago we made arrangements for 8th graders to have access to the high school library on a weekly basis as well. This was due to the fact that we are currently in a growth period, but over the last 20+ years, Bigfork has gone up and down in enrollment. It is this very reason that the Library Variance was implemented, and I feel very fortunate the state recognizes libraries and their importance, but also realizes that sometimes staffing a .5 person has its limitations.

While I would never discourage my school district from staffing our libraries to meet accreditation, I am fully confident that Mrs. Bonner and I are working within our best interest for the school and staff to meet the needs of our growing student population. Mrs. Bonner and I continually develop and evaluate our programs. We continually collaborate with classroom teachers and technology specialists to make sure we are meeting our standards. Therefore, please grant us another three-year variance where at that further date our school can make appropriate staffing accommodations and adjustments.

Sincerely,

Scarlett Sherman

Scarlett Sherman
Librarian | Bigfork High School
site: mtsc.ent.sirsi.net/client/en_US/BFHS
email: scarletts@bigfork.k12.mt.us

To Whom it may concern,

On behalf of the proposed library variance for Bigfork Schools. As you can see through our application and past variances, we at Bigfork Schools take library and media services and standards very seriously. Not only do we achieve the intent, we surpass the standards through several technology and media related classes, which encourages collaboration and allows Bigfork Elementary and Middle School students to experience learning opportunities within the Library and Media Standards. Additionally, we have been able to expand opportunities for Middle School library access and support through shared high school resources and staff. Because we believe the technology/media opportunities we have are meeting the spirit of the Library Media FTE standard, and because we believe the high level of staffing committed to Library and Media standards would exceed the expectations established through 10.55.709, we are in support of a continued variance for .5 FTE Librarian at Bigfork Schools.

Thank you,

Brenda Clarke Elementary Principal

Charles Appleby Middle School Principal

Mark Hansen High School Principal

Julie Bonner, Teacher Librarian

This is my eighth year as teacher librarian in the Bigfork School District. After classroom teaching for over 20 years, I completed a Masters degree in Curriculum and Instruction and also obtained a Library Media Endorsement through Montana State University.

The elementary students in our schools receive library instruction as a special and additionally, computers from a Technology Specialist. We collaborate to ensure standards are met and meet to plan lessons and discuss student needs.

In addition, I work closely with the middle school English teachers to ensure our middle school students receive opportunities to access the library. I assist in book selection and am able to recommend books and share resources with our high school librarian as well. Because we are part of the MSC (Montana Shared Catalog) students are able to search for a book and see if it is available at our high school or nearby public library location. Our campus lends itself to students traveling between the high school and elementary/middle school campuses as needed.

Teachers and students also have access to a large Leveled Library housed within our library. Students in grades four through seven, are encouraged to participate in Montana Battle of the Books which allows them access to a variety of genres and supports their growth as readers. We hold an on site competition and winners go on to compete in Missoula with other schools in our state.

Time is given for collaboration with teachers to assist struggling or advanced students. Small groups may visit the library to move into varied sections of the library or a book club may be recommended. Meeting students' needs as readers is an emphasis in our school and in our library we hope to foster a love for reading and being curious learners.

December 16, 2022

To Whom It May Concern:

As a parent of two Bigfork Elementary students, it is my strong belief that our school library exceeds all expectations when it comes to providing students with learning opportunities and exposing them to the resources within a school library. In the few years that my children have been in school, they have grown to have such a love of books and reading, and so much of this is because of our school library. Students rotate to library as part of a "specials" rotation once a week. The excitement my children have on library days to explore books and learn about their school library never fails to put a smile on my face. A school library is not only a place for students to find great mystery and adventure through the pages of a book, but is also a place to provide them with endless educational resources!

Sincerely,

Tabatha Venezio

Julie Kreiman
185 Bear Hollow Dr.
Bigfork, MT 59911
julie4bigfork@gmail.com

January 3rd, 2023

Office of Public Instruction
P.O. Box 202501
Helena, MT 59620-2501

To Whom It May Concern:

I am writing as both a Bigfork School District trustee and the parent of three students, grades 3 through 7, that attend Bigfork Middle and Elementary Schools. I am in full support of the continued variance that allows us one full-time librarian at the elementary and middle school campus. My view is based on my observations as a parent over the past six years, the full-time elementary computer teacher that we have on staff, and the unique collaboration that we have with our high school campus and its proximity to the elementary and middle school campus.

For years I have had the pleasure of knowing Mrs. Bonner who serves as the K-8 Librarian. I have volunteered to help at the bookfair annually, and the structure and materials the library provides students with is remarkable. Mrs. Bonner is extraordinary and gets to know all the students and builds a rapport with them. During the spring of 2020 when schools closed, she even mailed individualized letters to each student. My kids have library weekly and are always bringing home a variety of grade appropriate books that they have checked out. In addition to the library staff, K-5 students also rotate to computers as one of their regular specials. I have been impressed with the projects that my kids have completed in computers, and they enjoy working on the coding activities that they have learned at school from home. Finally, Bigfork School District is fortunate to have its high school and elementary campuses next door to one another and as a result the staff collaborate to meet the educational needs of students. My seventh-grade student attends one of his courses on the high school campus daily. Our two full-time librarians similarly collaborate to ensure that our middle school and high school students have access to adequate library resources.

I encourage you to approve the variance that is already in place and working well. It allows us to prioritize staffing where it is needed.

Sincerely,

Julie Kreiman

THE REGULAR MEETING of the BOARD OF TRUSTEES of Bigfork Elementary School and Bigfork High School, District No 38, Flathead and Lake Counties, was called to order by Chairperson Sandry on January 11, 2023, at 5:00 pm in the high school library.

Trustees in attendance: Field, Woods, Relyea, Sandry, Anderson, Elwell & Kreiman

Trustees absent: none

Also in attendance were Superintendent Tom Stack, Business Manager Lacey Porrovecchio, Principals Mark Hansen, Brenda Clarke and Charlie Appleby, Activities Director/Special Education Director Matt Porrovecchio, staff members and community members.

Pledge of Allegiance

There were no comments on non-agenda items.

A motion to approve the agenda was made by Trustee Relyea, seconded by Trustee Woods, and approved by unanimous vote of the elementary and high school trustees.

A motion to approve the consent agenda was made by Trustee Kreiman, seconded by Trustee Elwel, and approved by unanimous vote of the elementary and high school trustees.
- Consideration of Board Meeting Minutes for December 14, 2022
- Consideration of All Bill Approval Lists
- Consideration of District Donations
  1. Glacier Bank Donation to Payoff Reduced Lunch Balances, $1500.00
  2. Bigfork Innovations Group Donation to Swim Program, $2000.00
  3. Bigfork Innovations Group Donation to Cave Club, $1000.00
- Consideration of Student Activity Report for November, 2022
- Consideration of Out of District Students
- Consideration of Surplus Property Disposal – 2000 Ford Expedition
- Consideration of Personnel — *Any offer of employment is contingent upon receipt of satisfactory criminal history background check and for some positions receipt of satisfactory pre-employment screening.*
  1. Substitute Personnel Recommended for Consideration
     a. Jeannine Reichenbach, 5-12 Substitute Teacher
     b. Rob Tracy, 5-12 Substitute Teacher
  2. Extra-Curricular Volunteers Recommended for Consideration
     a. Brigand Kline, 8th Grade Girls Assistant

NEW BUSINESS
   A. Electric Bus Purchase – Mr. Walker told trustees the district was awarded approximately $400,000 for the purchase of an electric bus and charging infrastructure. He received three quotes. He recommended moving forward with Lion Electric for $375,000. The district will receive $20,000 for the charging station which covers almost the entire cost. The charging station will be installed near the bus barn. Bus 12 will be scrapped as part of the grant award. Board discussion followed.

A motion to approve the Electric Bus Purchase as recommended was made by Trustee Anderson, seconded by Trustee Relyea, and approved with unanimous votes of the elementary and high school trustees.

   B. District Projects
      1. Elementary & High School Sewer Line Repairs – Mr. Stack explained there were sewer line issues last spring. The company doing the repairs offered to come back and examine more lines over Christmas break. They found problem lines in the elementary and three breaks in the high school lines. The breaks under the high school are at the spots where old pipes connect to new pipes. Mr. Casalegno met with the contractor as well. Repairs have been

started. The cost is approximately $37,000 in the high school and $13,000 in the elementary. Once the contractor examines all lines, more repairs may be necessary. Board discussion followed. Mr. Stack will contact the district insurance company as well to see if a claim should be submitted.

A motion to approve the elementary & high school sewer line repairs was made by Trustee Relyea, seconded by Trustee Woods, and approved with unanimous votes of the elementary and high school trustees.

2. HS Cleaning Contract- Mr. Stack explained the district already entered into a cleaning contract due to an employee shortage. He told the board he is seeking approval now because the district may be able to use ESSER funds. The cleaning contract goes until June 30, 2023 and is approximately $12,000 per month. Board discussion followed.

A motion to approve the HS cleaning contract was made by Trustee Anderson, seconded by Trustee Krelman, and approved with unanimous votes of the elementary and high school trustees.

C. Potential District Projects
1. Elementary Building Boiler Replacement- Mr. Stack asked trustees to approve moving forward with an RFP to replace the two elementary boilers. They are almost 20 years old. He is hoping to get approval from OPI to use ESSER funds. Two initial quotes came in at $106,000 and $134,000.
2. Elementary Building Elevator Replacement- Mr. Stack said the kindergarten elevator is out of date. If trustees approve the RFP process, he will seek to use ESSER funds as well.

A motion to approve moving forward with the RFP process for the elementary boilers and elevator was made by Trustee Anderson, seconded by Trustee Relyea and approved with unanimous votes of the elementary trustees.

3. District Window Coverings- Mr. Stack explained the window treatments are part of overall district safety. The one-way coverings would be installed in select areas. Initial quotes were around $5,000 per building. ESSER funds could potentially be used.

A motion to approve the window covering RFP was made by Trustee Woods, seconded by Trustee Relyea, and approved with unanimous votes of the elementary and high school trustees.

D. Board Policies, First Reading
1. Policy 3416 Administering Medication to Students- Mr. Stack told trustees he worked with Nurse Knopik and Mr. Hansen. There's an increase in students who need medications and some need to carry the medications and administer them. The policy replaces the existing one which was revised in 2013. Mr. Hansen said the biggest change is the new policy allows students to administer their own medication with parental approval. Board Chair Sandry said this is the first reading.
2. Policy 3305 Use of Restraint, Seclusion, and Aversive Techniques for Students- Mr. Stack told the board this will be a new policy. He explained certain staff will be trained in de-escalation strategies, including physical restraint, and with that, comes liability. The policy came from Montana School Board Association. Board discussion followed.

E. Elementary Library Variance – Mr. Stack said the district has been asking for a library variance for quite a few years. Standards say the district needs 2.5 FTE and we currently have 2 FTE. He worked with the librarians and administrators and once the board approves it, the application will go to OPI. He said with some of the standards being hot topics in the state, there is a possibility it could be denied.

A motion to approve the elementary library variance was made by Trustee Anderson, seconded by Trustee Kreiman, and approved with unanimous votes of the elementary trustees.

COMMITTEE REPORTS
None

PRINCIPALS' REPORTS
Mr. Hansen talked about ASVAB testing, the end of the semester, job fair planning and 23-24 class registration.

Mr. Appleby reported on Pancakes with Parents, upcoming ski trips and working on school vision and mission.

Mrs. Clarke read an email she received commending the bus drivers. She said the drivers and Mrs. Venegas work well together. She talked about winter benchmark assessments and working with Mr. Appleby, Mr. Hansen and Eric Nelson on the district vision.

Mr. Porrovecchio gave a brief report on winter activities.

SUPERINTENDENT REPORT
Mr. Stack said two students that graduated last year connected with the high school cleaning company at the job fair held on campus. He talked about the importance of student attendance. He handed out preliminary calendar options for next school year. Two are from the certified union and one is similar to this school year. He asked for feedback over the next couple of weeks. The calendar will be on the February or March agenda for approval.

FUTURE MEETING SCHEULE
All School Board meetings are held at 5 pm in the high school library, unless otherwise noted.
   o   Wednesday, February 8, 2023
   o   Wednesday, March 8, 2023
   o   Wednesday, April 12, 2023
   o   Wednesday, May 10, 2023

A motion to adjourn was made by Trustee Anderson, seconded by Trustee Elwell, and **approved** by unanimous vote of the elementary and high school trustees.

Adjourned: 5:51 pm
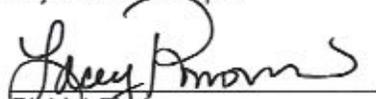
_____   X _____
District Clerk   Chairperson

VARIANCES TO STANDARDS APPLICATION
CHARTER - Renewal Application (three years)

Purpose **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:

First Monday in March

COUNTY: Gallatin County

DISTRICT: Bozeman Elementary District

LIST EACH SCHOOL THAT IS REQUESTING THE VARIANCE: Bozeman Charter School (BoCS)

1. Standard(s) for which a variance is requested, e.g., 10.55.709. If there is a program delivery/content standard, be sure to list it as well, e.g., 10.55.1801.

> The initial charter application for the Bozeman Charter school included variance requests for ARM 10.55.710 Assignment of School Counseling Staff, ARM 10.55.709 Library Media Services, ARM 10.55.705 Administrative Personnel: Assignment of School Administrators, and ARM 10.55.711 Class Size and Teacher Load.
>
> During the presentation to and discussion with the Board of Public Education it was noted that the approval of the Charter School itself was the "uber variance" and that approval of individual variances was not necessary. The Board of Public Education in approving the initial charter tasked Bozeman Public Schools with meeting the educational needs of the students and families in the Bozeman Charter School and providing documentation of the success of that effort.
>
> If the "uber variance" of approving the Charter School truly doesn't require requesting individual variances, then the district would like to proceed accordingly with requesting approval of the "Public Charter School Variance." If approval of individual variances are required the district would request approval of the initial list of variances previously requested in the original application. (See Attachment A).

2. Provide evidence that local community stakeholders were involved in the consideration and development of the proposed renewal variance application. Community stakeholder groups include parents, community members, and students as applicable.

2022-2023 School Year
- Parent Advisory Council (PAC) meeting 1.17.2023
  The BoCS Principal discussed and received feedback regarding the charter renewal application from the Bozeman Charter School Parent Advisory Council (PAC) on 1.17.2023. (See Attachment B)
- Board of Trustees Meeting 2.13.2023 (Discussion)
  The Board of Trustees discussed the Bozeman Charter School renewal application at their regularly noticed and scheduled meeting on 2.13.2023. (See Attachment C) A public comment period was part of the discussion.
- Parent Advisory Council (PAC) meeting 2.14.2023
  The Superintendent, Casey Bertram, and BoCS Principal, Jennifer Westphal, discussed the charter renewal application with the BoCs Parent Advisory Council (PAC) on 2.14.2023. The PAC was supportive of the new goal areas for 2023-2024. (See Attachment D)
- Board of Trustees Meeting 2.27.2023 (Singular Action Item)
  The Board of Trustees approved the final charter renewal application via the elementary district consent agenda on 2.27.2023. (See Attachment E) Minutes were approved at the regular board meeting on 3.6.2023. A public comment period was part of consent approval for both the charter approval action item and the approval of the minutes.

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3. Provide evidence local school stakeholders were involved in the consideration and development of the proposed renewal variance application. School stakeholder groups include trustees, administrators, teachers and classified school staff.

2022-2023 School Year
- BoCS Board of Trustees Luncheon 1.31.2023
  The BSD7 Board of Trustees, Central Office Administrators, BoCS Principal, BoCS Parent Advisory Council, and BoCS staff and students came together for the annual board luncheon on 1.31.2023. The charter application renewal was discussed as well as an overall presentation given by Principal, Jennifer Westphal, that included data, celebrations, challenges, as well as an opportunity to observe BoCS staff working with students during the afternoon in-person portion of the program. (See Attachment F)
- BoCS Staff Charter Renewal Meeting 2.1.2023
  The BSD7 Superintendent, HR Director, and BoCS Principal discussed the charter renewal process with the current BoCS staff at their regularly held staff meeting on 2.1.2023. Discussion included the following topics: hopes/dreams for the future of BoCS, charter renewal process, open enrollment bill, BSD7 policy on open enrollment, enrollment caps in BoCS, suggestions and feedback on next steps for the BoCS.

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4. Attach Board of Trustee meeting minutes that show the Board of Trustees approved the application for a renewal variance at an official, properly noticed meeting.

The BSD7 Board of Trustees discussed the Bozeman Charter School renewal application at their meeting on 2.13.2023. (See Attachment C)

The BSD7 Board of Trustees considered approval of the Bozeman Charter School renewal application at their meeting on 2.27.2023. The Board of Trustees approved the minutes of the 2.27.2023 meeting on 3.6.2023. (See Attachment E).

5. Reflection upon initial variance:
   a. Describe the specific goals, measurable objectives, and rationale that describe the initial variance and how the proposed variance was to meet or exceed the results under the current standard(s). Include how the variance was workable and educationally sound.

Objective 1- Know Our Impact: A program evaluation system will be developed and utilized to establish baseline data by which to measure the school's effectiveness related to student achievement and growth both academically and socially-emotionally.
   1. Who: BOCS administrator and district administrators.
   2. When: Prior to August 27, 2021 through June 10, 2022 for initial baseline data analysis. Further data analysis will take place through the 2022-23 school year to examine growth and progress from established baseline data.
   3. Measurement: A scheduled plan for program evaluation has been developed that includes what data will be collected for the purpose of program evaluation, predetermined dates for data collection, and predetermined dates for data analysis.

Objective 2- Compare Our Impact: Data collected for the purpose of evaluating the effect of BOCS related to student achievement and growth both academically and social-emotionally will be compared to other schools in the district to help understand the relative effect size between models of instruction.

   1. Who: BOCS administrator and district administrators.
   2. When: Annually at the end of each semester
   3. Measurement: Utilizing common data points between district schools, the BoCS will compare its results in these areas to better understand the BoCS's own impact on student learning relative to other areas in the district.

Objective 3- Develop a Positive Climate and Culture: A program evaluation system will be developed and utilized to establish baseline data by which to measure the school's climate and culture.

   1. Who: BOCS administrator.
   2. When: Prior to August 27, 2021 through June 10, 2022 for initial baseline data analysis. Further data analysis will take place through the 2022-23 school year to examine growth and progress from established baseline data.
   3. Measurement: A scheduled plan for school climate and culture evaluation has been developed that includes what data will be collected and how, predetermined dates for data and survey response collection, and predetermined dates for analysis.

Objective 4- Audit Content Standards: The BoCS will ensure that all applicable content and program standards are being directly instructed towards and assessed for learning. Additionally, as the BOCS will be a competency-based educational model, it will be important that analysis is directed at seeing which program and content standards are students meeting proficiency in and which ones are not as a way to further inform our MTSS process.

1. Who: BOCS administrator and staff.
2. When: At the end of each grading period.
3. Measurement: The BOCS staff will look at standards progress reports for all subject areas within the BOCS at the end of each grading period.

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b. How were these goals and objectives met or exceeded? (Implementation)

Objective 1- Know Our Impact (Implementation)
The Bozeman Charter School is included in and accountable to BSD7's Long Range Strategic Plan (LRSP) annual goal setting and accountability process.

For the 2021-2022 school year each school site set measurable goals and built associated action plans in the areas of ELA, Math, and Social Emotional Learning. To view the completed 2021-2022 LRSP Goals/Action planning document for the BoCS see attachment G. It is important to note that the BoCS did not meet the attendance threshold for the statewide SBAC assessment in the spring of 2022. There were parents with COVID concerns who did not allow their students to attend any of the in-person components of the BoCS, including state testing. There is currently no option in the state assessment plan to allow for remote participation in the SBAC assessment. Per OPI policy the number of students necessary to achieve the attendance threshold automatically received novice scores on the SBAC assessment. Thus the district benchmark assessment scores (STAR, Acadience, and DESSA) are more accurate indicators of student achievement for the 2021-2022 school year.

A summary of the Bozeman Charter School academic achievement for 2021-2022 is below. To access the full BSD7 LRSP Accountability Document for the BoCS see attachment G.

Reading:
K-5 School wide proficiency increased from fall (56%) to spring (69%). Acadience Reading Assessment
6-8 School wide proficiency decreased from fall (67%) to spring (55%). STAR Reading Assessment

Math:
K-5 School wide proficiency increased from fall (68%) to spring (74%). Star Math Assessment
6-8 School wide proficiency increased from (43%) to spring (65%). Star Math Assessment

For the 2022-2023 school year each school site set measurable goals and built associated action plans in the areas of ELA, Math, Social Emotional Learning, and Graduation. A summary of the progress to date (Fall to Winter) is below. To access the full BSD7 LRSP Accountability Document for the BoCS and see attachment H.

Reading:
Baseline Data - Fall
Second grade: 80% benchmark and above
Third grade: 100% benchmark and above
Fourth grade: 70% benchmark and above
Fifth grade: 78% benchmark and above
Sixth grade: 66% benchmark and above
Seventh grade: 22% benchmark and above
Eighth grade: 0% benchmark and above

Mid-Year Progress - Winter
Second Grade: 75% at benchmark or above (-5)
Third Grade: 100% at benchmark or above
Fourth Grade: 60% at benchmark or above (-10)
Fifth Grade: 78% at benchmark or above
Sixth Grade: 100% at benchmark or above (+34)
Seventh Grade: 44% at benchmark or above (+22)
Eighth Grade: 33% at benchmark or above (+33)

Math:
Baseline Data - Fall
Second grade: 20% at benchmark and above
Third grade: 80% at benchmark and above
Fourth grade: 70% at benchmark and above
Fifth grade: 55% at benchmark and above
Sixth grade: 33% at benchmark and above (out of 3 students)
Seventh grade: 55% at benchmark and above (out of 9 students)
Eighth grade: 0% at benchmark and above (out of 3 students)

Mid-Year Progress - Winter
Second Grade: 66% at benchmark or above (+46)
Third Grade: 80% at benchmark or above
Fourth Grade: 62% at benchmark or above (-8)
Fifth Grade: 41% at benchmark or above (-14)
Sixth Grade: 75% at benchmark or above (+42)
Seventh Grade: 78% at benchmark or above (+23)
Eighth Grade: 100% at benchmark or above (+100)

Objective 2 - Compare Our Impact (Implementation)
The Bozeman Charter School serves a very small population of students. Currently there are 44 students combined in grades 2-8. With that being said it is important that readers use caution when comparing the BoCs to other schools in the district. **Overall, we are seeing positive student achievement results in the BoCS. Below you will find the most recent comparison data in Math, and ELA showing the BoCS in comparison to other BSD7 schools at that grade band. You will notice that the BoCS shows higher proficiency levels at mid-year (winter benchmark) than our brick and mortar school sites in both elementary and middle school level reading and math.**

2nd-5th Grade Acadience Reading Benchmark Assessment - Fall 2022 Proficiency Scores - Winter 2023 Proficiency Scores (Bocs vs. District Average)

BoCS 2022-23 Acadience Proficiency for Grades 2-5
Total Students Noted in Parentheses
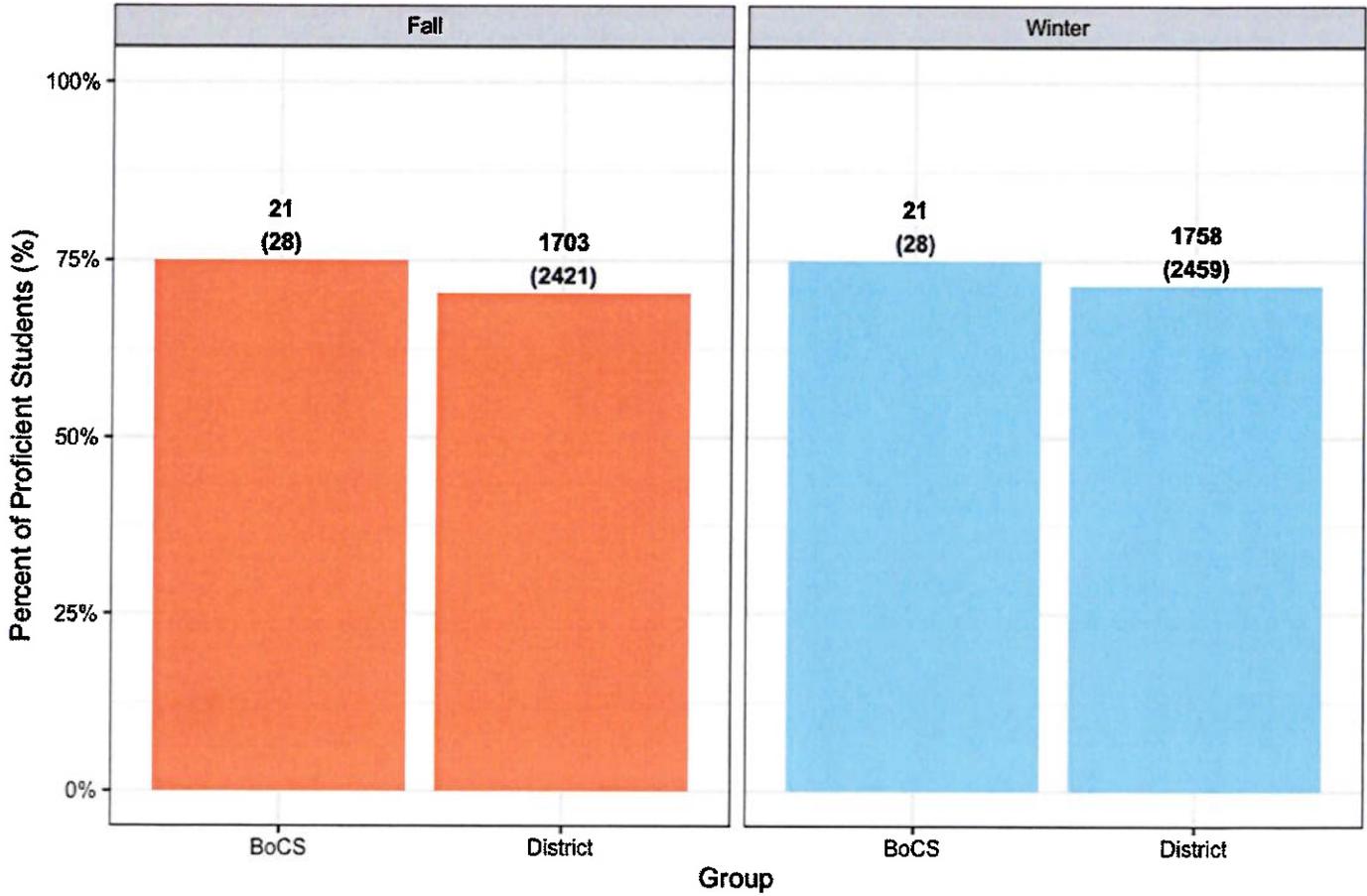
2nd-5th Grade Star Math Benchmark Assessment - Fall 2022 Proficiency Scores - Winter 2023 Proficiency Scores
(Bocs vs. District Average)

BoCS 2022-23 STAR Math Proficiency for Grades 2-5
Total Students Noted in Parentheses

Proficiency is counted as having a Percentile Rank of 60 or above

6th - 8th Grade STAR Reading Benchmark Assessment - Fall 2022 Proficiency Scores - Winter Proficiency 2023 Scores
(Bocs vs. District Average)

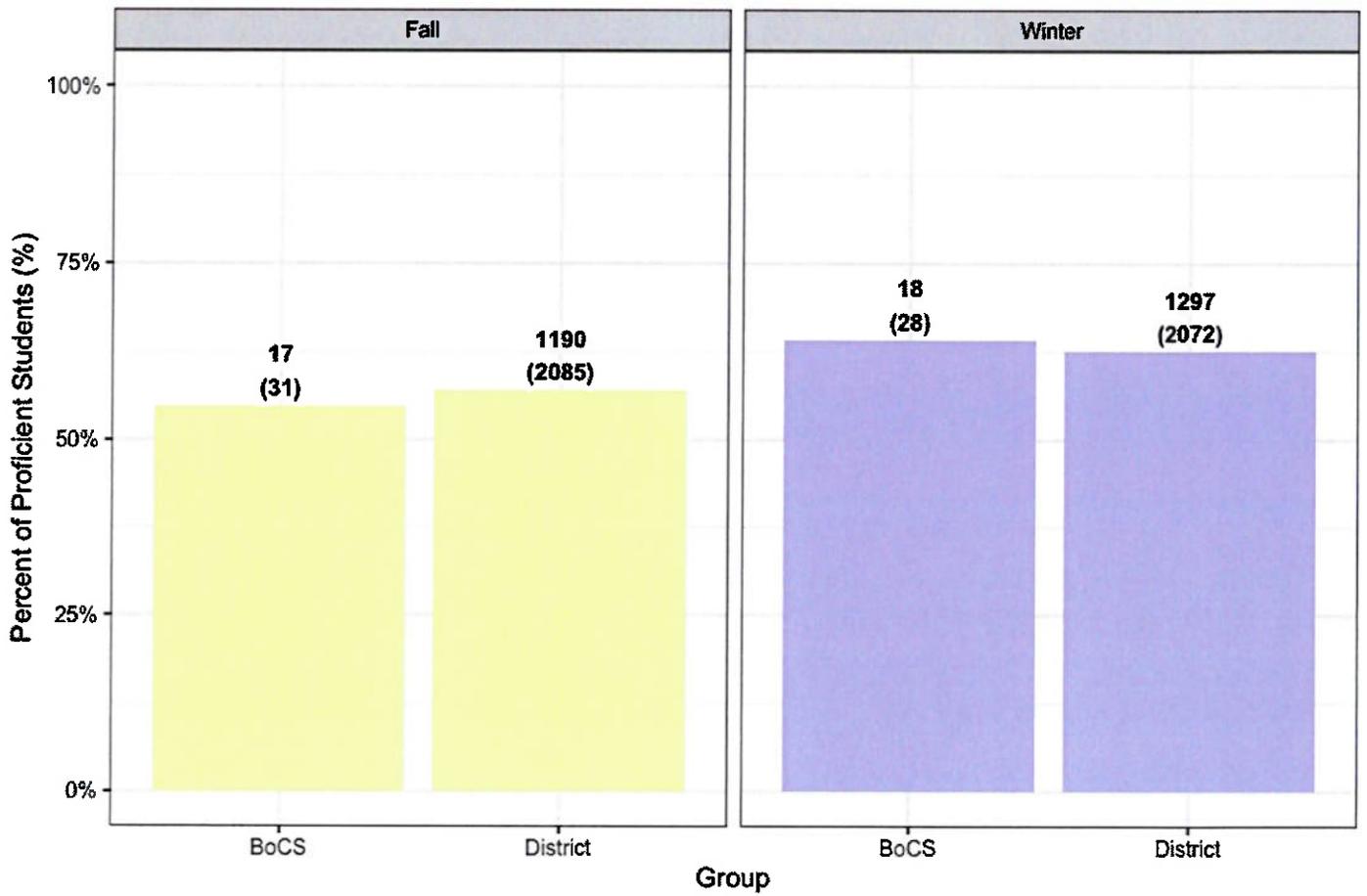# BoCS 2022-23 STAR Reading Proficiency for Grades 6-8
Total Students Noted in Parentheses

6th - 8th Grade STAR Math Benchmark Assessment - Fall 2022 Proficiency Scores - Winter Proficiency 2023 Scores (Bocs vs. District Average)

BoCS 2022-23 STAR Math Proficiency for Grades 6-8
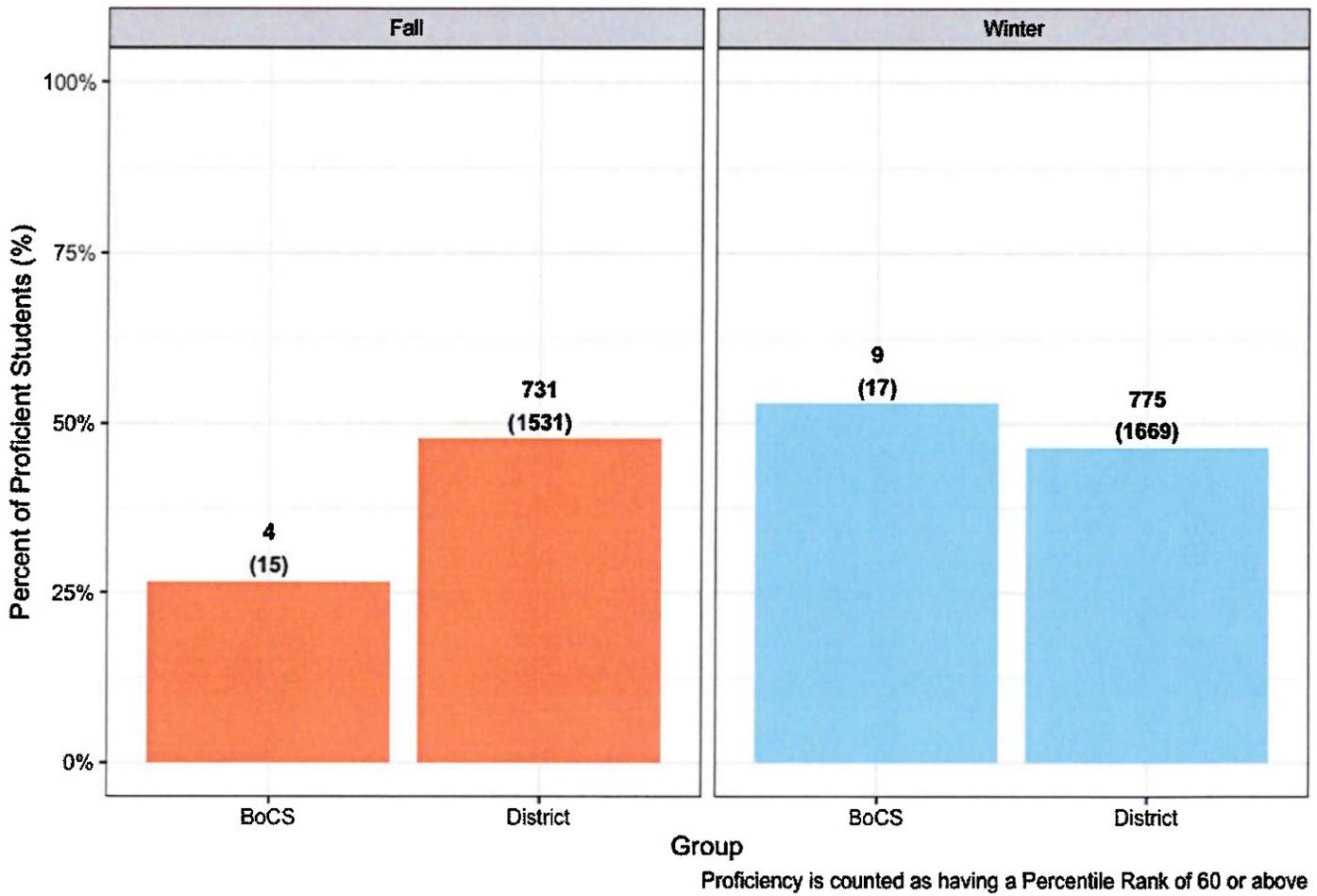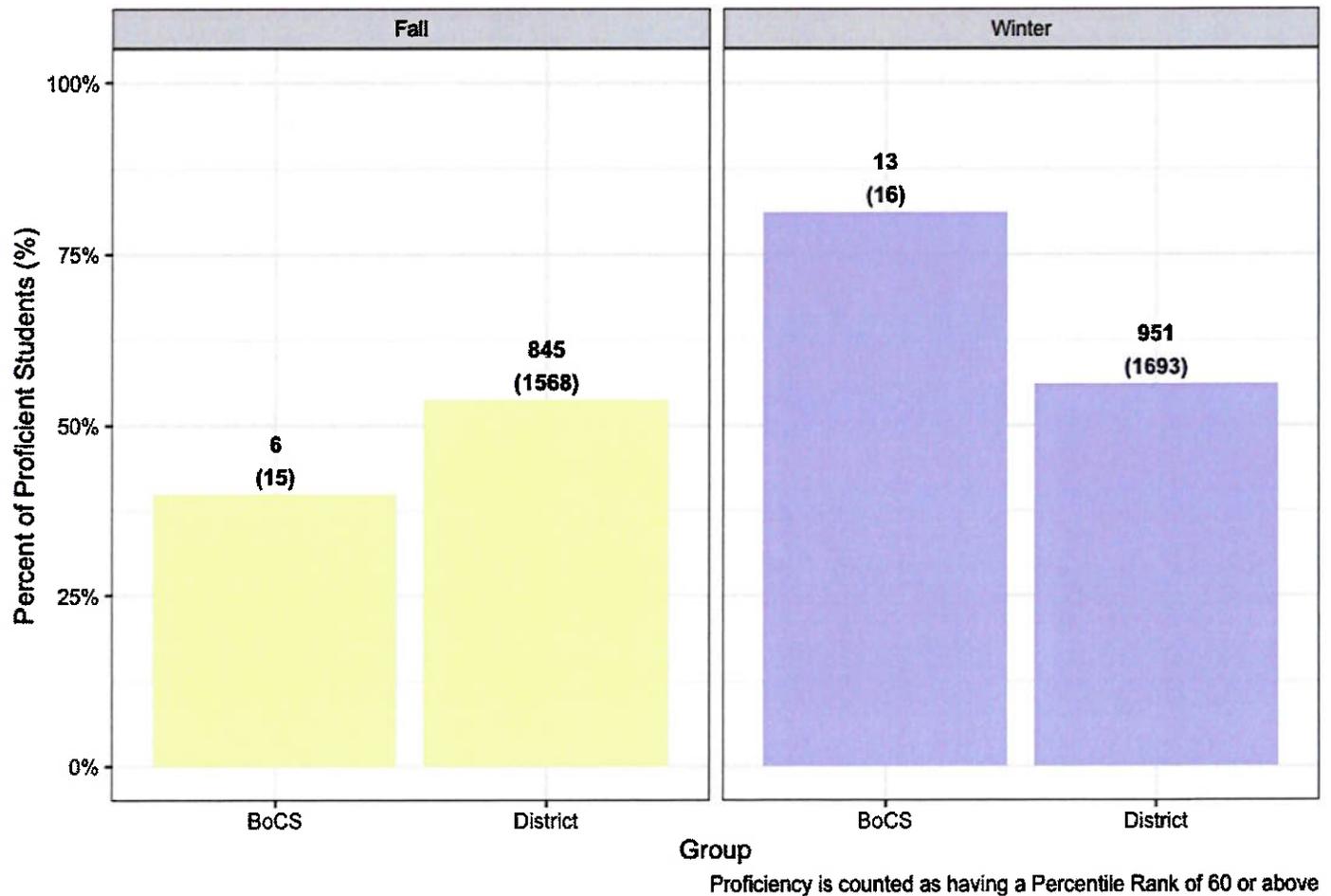### Total Students Noted in Parentheses

Proficiency is counted as having a Percentile Rank of 60 or above

Objective 3- Develop a Positive Climate and Culture (Implementation)

In general, the team at the Bozeman Charter School reports that building relationships with students and working on social, emotional, behavioral skill deficits is much easier to accomplish for those students who regularly attend the in-person components of the program. The district uses the Devereux Student Strengths Assessment (DESSA) as the benchmark tool for social emotional learning. The BoCS team set the following goals after the 2021-2022 school year around the SEL portions of the program:

- Need to take a look at the questions in the DESSA and see how to best answer these questions regarding fully remote students.
- Work with the counselor on how to better connect with fully remote students (this has been a challenge).
- Increase efforts on attendance monitoring and systems.
- Adopt more of a "search and connect" mentality as opposed to a wait until they come to us.
- Have counselor build out remote lessons and curriculum in advance.
- Establish Canvas page.
- Connect during remote times with specific lessons.

Those goals have largely been accomplished. The counselor in the BoCS has fully built-out SEL lessons available to online only students as well as teaching some of those lessons in the afternoons to the in-person students. BoCS has worked hard to connect with all students and families and the most recent DESSA data for 2022-2023 shows that only

one student was flagged in the needs category.

Objective 4- Audit Content Standards: (Implementation) The BoCS staff has made great progress in implementing a truly competency based model in core academic areas. Students are working at their own pace and the structure allows for both interventions and extensions tailored to individual student needs. The district is prioritizing professional development for the BoCS team for 2023-2024 specific to growing their collective expertise in delivering a competency based program. The BoCS team is also flexible in its approach to providing families with options for elective programming (HE, art, music, library, etc.) Students have options in BSD7 brick and mortar schools, options for online programming via MTDA and EdGenuity at the middle school level, as well as student specific options directed by parents. The BoCS team has been able to make strong curricular connections to the weekly expeditionary learning opportunities provided to all students in the BoCS. Those expeditions have included the following trips:

Bumblewood Thicket Fairy Villages
Headwaters State Park
Lindley Park
Tinsley House at Museum of the Rockies
MSU Recreation Center
OWLS (Outdoor Wilderness Living School)
Bozeman Fish Technology Center
Tipi Pole Harvest
Bear Biology with FWP
American Indian Hall at MSU
Emerson Center for the Arts and Culture Schools in the Gallery
Museum of the Rockies MOR Apsáalooke Women and Warriors & Paugh History Hall
Gallatin Valley Food Bank
Skating at Gallatin Ice
Crosscut Mountain
Bozeman Public Safety Center and Fire Department
SPIRE Climbing Club
BHS Coding Club
Bozeman Bike Kitchen

c. 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. (Examples may include, but are not limited to: student performance trends, if applicable, specific goals being addressed through AdvancED, etc. Do not include lesson plans, library monthly checkout logs, or calendars).

The data in the section above show that the BoCS is meeting the needs of students and families in a flexible model that includes a competency based approach, core instruction delivered remotely, in-person opportunities for SEL, interventions/extensions, and weekly expeditionary learning. Bozeman Public Schools is working through budgetary challenges and the sustainability of the BoCS was part of budget reduction conversations. As part of that process we heard from many parents in the BoCS who articulate powerful stories of student success that are hard to capture in the assessment data numbers. See attachment I for testimonials from BoCS families.

d. What evidence, do you anticipate, will be collected for the renewal application's goals/ objectives

The district will continue to hold the BoCS accountable via the Long Range Strategic Plan (LRSP) site goals and accountability structures. In short, that process includes each school site setting measurable goals, tied to district goals, in the areas of ELA, Math, SEL, and Graduation. Each school site shares their progress annually with the board of trustees in the public board luncheon at each school site. Principals meet with central office administration three times a year, following benchmark assessment periods, to discuss progress towards goals and associated action plans. The process culminates in a transparent board discussion and action items where all building goals and actions plans as well as the board luncheon presentations are transparently posted on the district website. For example, Click HERE for the 2021-2022 BSD7 LRSP Annual Report.

6. After reflection of the evidence/data gathered on the initial variance, what is the status of your renewal application?

___ Continue with current goals and measurable objectives (state)

☑ Propose new goals and measurable objectives for renewal application (state)

Throughout the process of collecting input from community and school stakeholders three specific areas of focus have been established as part of the continuous improvement process for the Bozeman Charter School (BoCS).

1. Firm up program requirements. Erring on the side of parental choice and flexibility, there are some students and families that pick and choose what components of the program they participate in. The BoCS would like to firm up program requirements, consistent with an MTSS approach, to move away from A-La-Carte and ensure the program is meeting the needs of students and guarantees student success. The BoCS will remain flexible but will roll out the following parameters:
   - Remote Core Instruction Daily = Required component for all students
   - In-Person Component = Required for some students via a tiered MTSS process. If the student is struggling with making progress toward grade level core standards, or IEP/504 goals, the afternoon in-person component will be required. Additionally, if the student is struggling with social, emotional, behavioral issues the BoCS staff will work with the family and require in-person support.
   - Expeditionary Learning = Students will opt in or out to this part of the curriculum and won't be allowed to pick and choose. The BoCS works hard to spiral and integrate the expeditions with learning from the core program, thus it is difficult to plan these opportunities never knowing how many students will attend.
   - Firming up these requirements will ensure the BoCS is able to meet the needs of all students and also helps to ensure stable state funding in the BoCS. Because the BoCS doesn't include the requisite hours in MCA 20-9-311 Bozeman Public Schools cannot count for ANB purposes students in the BoCS who are not proficient as defined in BSD7 Board Policy.
2. Explore/Pursue Full Day Options For Students. From an equity lens the current program delivery model in the BoCS requires flexible parents/guardians who can support students at home during the remote component, and also provide transportation to the in-person components. The district will be exploring options to provide a hybrid approach and/or a supervised classroom setting for students to access bussing in the morning to come to the BoCS site for the online instruction component, and then stay for access to school lunch, the afternoon in-person programming, and bussing home.
3. Support Open Enrollment As A Strategy To Grow Enrollment: Open enrollment is seemingly inevitable in the 2023 legislative session. The BSD7 Board of Trustees will be considering a policy change opening up the BoCS

to students outside of the district, on a space and staffing available basis. This strategy will help to grow and solidify enrollment in the BoCS, thus making it a budgetarily sustainable model in Bozeman Public Schools.

__ Adjustments to implementation need to be made to meet or exceed standard (state)

Required school district signatures:

Board Chair Name: _____ Greg Neil _____

Board Chair Signature: _____ Greg Neil _____   Date: 3/6/2023

Superintendent Name: _____ Casey Bertram _____

Superintendent Signature: _____ [signature] _____   Date 3/6/2023

Mail the signed form to:

Accreditation and Educator Preparation Division Office of Public Instruction

PO Box 202501

Helena, MT 59620-2501

Attachment A

If the "uber variance" of approving the Charter School truly doesn't require requesting individual variances, then the district would like to proceed accordingly with requesting approval of the "Charter School Variance". If approval of individual variances are required the district would request approval of the following variances to standards:

ARM 10.55.710 ASSIGNMENT OF SCHOOL COUNSELING STAFF (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.

1. The BOCS will implement a comprehensive school counseling program designed to meet standards and is educationally sound by implementing the BSD7 Board adopted ASCA Mindsets and Behavior Standards. Core and supplemental materials aligned with the standards will be used in the BOCS, similar to their use in other District schools. Assessment of the standards will include the use of the Devereux Student Strengths Assessment (DESSA), completed during the same benchmark assessment window as other District schools.
2. The BOCS seeks a slight modification to the accreditation standard, in order to assist with the consistent staffing, assignment of a school counselor and to ensure this role is workable for the needs of the BOCS. Instead of a fully prorated assignment, the BOCS seeks to assign a school counselor at the following ratio:
   .2 FTE when enrollment is up to 159 students
   .4 FTE when enrollment is between 160-239 students
   .6 FTE when enrollment is between 240-319 students
   .8 FTE when enrollment is between 320-399 students
   1.0 FTE when enrollment is 400 students.

ARM 10.55.709 LIBRARY MEDIA SERVICES (1) The school library shall be housed in a central location, and each school shall have a licensed and endorsed library media specialist.
1. The BOCS will primarily be on-line and will not have a standalone building by which to house a library. BOCS students will have access to library materials and resources through the eight elementary libraries and two middle school libraries within the district in a way that is designed to meet standards. Access to these resources will be based on availability and the capacity to provide those resources to the number of students requiring them at any given time.
2. As there cannot be a physical library in the remote school, the job requirements of a library media specialist would look vastly different. The BOCS would seek a modification to this accreditation standard that would better reflect how to best utilize a library media specialist in this remote schooling environment in a way that is workable in the given context and remains educationally sound in supporting the BOCS students. BOCS seeks to assign a library media specialist at the following ratio:
   .2 FTE when enrollment is up to 200 students
   .4 FTE when enrollment is between 201-400 students
   .6 FTE when enrollment is between 401-600 students
   .8 FTE when enrollment is between 601-800 students
   1.0 FTE when enrollment is between 801-1000 students.

ARM 10.55.705 ADMINISTRATIVE PERSONNEL: ASSIGNMENT OF SCHOOL ADMINISTRATORS/PRINCIPALS (2) The Assignment of licensed principals shall be based upon student enrollment and prorated as applicable.
1. Due to the nature of remote schooling, the supervision duties of the school administrator will look very different than that of an in-person administrator. The BOCS will not require noon-aides, custodians, or kitchen staff; nor is there a physical building or grounds to be overseen in this remote model. Furthemore, student discipline is

greatly reduced in the remote environment and does not require this level of supervision. However, the start up and maintenance of a new remote program like this will require more of a school administrator in this role apart from the enrollment numbers, and is designed to meet standards.

2. The BOCS would seek a modification to this accreditation standard that is workable and educationally sound in how to best utilize a school administrator in this remote schooling environment and not be as directly tied to student enrollment numbers as current ARM standards describe. BOCS seeks to assign a school administrator at the following ratio:

    .5 FTE when enrollment is up to 250 students

    1.0 FTE when enrollment is between 251-700 students

    2.0 FTE when enrollment is between 701-1400 students

ARM 10.55.711 GENERAL: CLASS SIZE AND TEACHER LOAD (Elementary and Middle School)

1. With the remote school environment physical space is not a barrier that limits the number of students.
2. With the flexibility offered through competency-based learning and remote learning, class sizes will vary based on what learning students need, how much support they require, and how fast they are moving through the assigned learning objectives. The BOCS would seek a modification to this accreditation standard that is workable, educationally sound, designed to meet standards, and better reflects the realities of the BOCS structure and model, and ask that elementary class size maximums be increased by 5 students for each grade level and that middle school class size maximums be increased by 8 students.

Attachment B

January 17, 2023 Bozeman Online Charter School PAC Agenda/Notes

Location: 2:30-3:15 at the Irving School or
Google Meet
Video call link: meet.google.com/huh-rsen-tdc

- Principal's Report
  - BoCS renewal variance application
    - Variances
      - Counseling sessions are in person for middle school and remote for elementary
      - Library .2, in person for elementary
      - Music and Health shared with Irving
      - K-1 20-24 +5
      - 3-4 28-32 +5
      - 5 30-34 +5
      - Middle school 30-34 +8
      - Combos are capped at 24
    - Know your data
    - Compare your data
    - Positive Climate and Culture
    - Audit
    - Data
      - DESSA
      - Acadience
      - STAR Math
      - STAR Reading
      - Attendance
- President's Report
  - K-1 for next year
  - State annual report $20
  - Sled Fest - February 8
  - Article - Montana Parent
  - Enrollment up to ~100
  - Open enrollment bill - will allow any student within the state of Montana wants to attend a school, they can

- Treasurer's Report
  - Balances

Attachment C

Board of Trustees Meeting Agenda 2.13.2023

BOZEMAN SCHOOL DISTRICT NO. 7
WILLSON BOARD ROOM #122
MONDAY -- February 13, 2023 -- 5:45 PM

–

Regular Board Meeting

5:45 **1.** **Call to Order -- Roll Call -- Pledge of Allegiance**   Red = Not an Agenda Item (Placeholder)

2. **BSD7 Experience**   Black = Agenda Item

    2.1   Student Representatives Report

    2.2   Board Education - Building Reserve

        The Board Education Opportunity is a **15-minute** segment that allows our Board to receive an educational snippet of what is happening in   our District.

    2.3   Recognition and Awards

        2.3.1   2022-23 Gatorade Montana Girls & Boys Cross Country Players of the Year

        2.3.2   ASBO Meritorious Budget Award for the 2022-23 Budget

3. **Action Items -- Consent**

    3.1   Policy 2nd Reading

    3.2   Minutes

        3.2.1   Consider Approval of Board Meeting Minutes

    3.3   High School District

        3.3.1   Consider Calling for May 2, 2023 School Election - High School District

    3.4   Both Districts

        3.4.1   Consider Approval of Personnel Actions

        3.4.2   Consider Approval of Financial Reports, Warrant Approval, and Donations

        3.4.3   Consider Approval of 2022-2023 Superintendent Evaluation

        3.4.4   Consider Approval of Superintendent Contract

    3.5   Elementary District

        3.5.1   Consider Calling for May 2, 2023 School Election - Elementary District

4. **Action Items -- Singular**

    4.1   Both Districts

    4.2   High School District

    4.3   Elementary District

5. **Board Discussion**

    5.1   Policy 1st Reading

    5.2   Middle School Schedule Consensus Discussion

    5.3   Committee Reports

    5.4   Legislative Update

    5.5   Discuss Strategy and Partnership with Bozeman Schools Foundation to Enhance Privately Funded Positions/Programs

    5.6   Preliminary 2023-24 Budget Report

    5.7   Bozeman Charter School Renewal

6. **Public Comment on Non-Agenda Items**

Recognition of visitors and explanation of procedures to be followed when addressing the Board. Members of the community are given the opportunity to make brief comments to the Board on any matter that is not included in the agenda. Public matters do not include any pending legal matters, private personnel issues or private student issues. Please do not attempt to address such issues at this time or you will be ruled out of order.

7. **Reports**

7.1 Executive Cabinet Report

7.2 Board of Trustees

Requests, Calendar, Concerns, Reports, Future Agenda Items, Open Meeting Topics for Next Meeting

_____ ADJOURN

MOTION	SECOND	AYES	NAYS	ABSTAIN

Topic:
Bozeman Charter School Renewal

Discussion:

1. In the Spring of 2021, the Bozeman School District made an initial application to create a charter school. This request was approved by the Board of Trustees at the February 17, 2021 Board meeting. The application was forwarded to the Office of Public Instruction using the process outlined in ARM 10-55-604. The application for the creation of a charter school was approved by the Montana Board of Public Education in March 2021. That initial approval was valid for a period of 2 years and expires at the end of the 2022-2023 school year..

2. This is the first renewal application for Bozeman Charter School (BoCS).

3. As per the charter renewal process, the Board of Trustees must adopt the application for renewal of the charter program prior to submission to the Board of Public Education.

4. The charter renewal process requires evidence that local school and community stakeholders were involved in the consideration and development of the charter renewal application.

5. A discussion with the Board of Trustees is scheduled for February 13, 2023. The final application will appear for Board approval as an agenda item on February 27, 2023. Submission deadline for the Charter application is Monday, March 6, 2023.

6. If approved by the Board of Trustees, the application for charter renewal will be forwarded to the Superintendent of Public Instruction. After her review, it may be forwarded to the Board of Public Education for final deliberation and approval. The Board of Public Education may approve the charter renewal for no more than 3 additional years.

February 14, 2023 Bozeman Online Charter School PAC Agenda/Notes

Location: 2:00-3:00 at the Irving School or
Google Meet
Video call link: meet.google.com/huh-rsen-tdc

- Casey charter renewal presentation
    - Describe variances
    - School stakeholder input
    - Describe if you have any new goals of program
        - Jennifer and Staff
            - Firming up program requirements
            - Required aggregate hours in Montana (not required if student making progress toward end goals)
            - Looking at a full day option equity concerns, transport to/from school, Make program more efficient
            - Open enrollment bill - ask Board of Trustees revise enrollment policy for BoCS jump in year early
            - Out of district would charge parents tuition - March 6
            - Lincolns for Levys
- Principal's Report
- President's Report
    - Sled Fest recap $4405
    - End of Year picnic date to reserve Pavillion - June 7?
    - Celebration?
    - Money to teachers ($200/primary teacher)
    - Grants
    - Levy
- Treasurer's Report
    - Expenses - board luncheon
    - Balances
- Ideas
    - Camp out at Lewis and Clark
    - Banking expedition
    - Jump time
    - HRDC volunteer
- Other
    - Carpooling

Attachment E

Approved Minutes of 2.27.2023 Board of Trustees Meeting, approved on 3.6.2027;
Board of Trustees Meeting Agenda 2.27.2023 and Consent Action Item

BOARD MEETING, BOARD OF TRUSTEES, SCHOOL DISTRICT NO. 7 AND HIGH SCHOOL DISTRICT

Open Session

DATE: February 27, 2023

TIME: 5:45 p.m.

PLACE: Willson Board Room

MEMBERS
PRESENT: Greg Neil, Chair
               Tanya Reinhardt, Vice Chair
               Lei-Anna Bertelsen
               Kevin Black
               Lauren Dee
               Douglas Fischer
               Gary Lusin

MEMBERS
ABSENT: Sandra Wilson

STAFF
PRESENT: Casey Bertram, Superintendent
               Lacy Clark, Director of Business Services/District Clerk
               Marilyn King, Deputy Superintendent
               Pat Strauss, Director of Human Resources
               Mike Van Vuren, Deputy Superintendent
               Mike Waterman, Executive Director of Business and Operations
               Lori Ross, Executive Assistant

VISITORS: Approximately 80

Call to Order
The meeting was called to order at 5:45 p.m. by Chair Neil. Following the Roll Call and the Pledge of Allegiance, Neil welcomed visitors and explained the purpose of the meeting and procedures to be followed.

BSD7 Experience
2.3.1   Montana Thespian Recognition
Trustee Dee recommended that the Board of Trustees adopt the following resolution. Trustee Fischer seconded the motion. Motion carried 7-0. (Trustee Wilson absent).

WHEREAS: Montana Thespians, an affiliate of the Educational Theatre Association, strives to positively impact the lives of youth in Montana through Theatre education, advocacy, networking opportunities, and community building resources; and

WHEREAS: Bozeman High School and Gallatin High School participated in the Montana Thespian Festival and brought home 5 awards,

Bozeman High School and Gallatin High School:
Best Comedy: *The Play That Goes Wrong* ONE BOZEMAN cast and crew
Best Director: Hugh Burroughs BHS
Best Tongue Twister: Quinn Fastnow BHS
Best Supporting Actor: McCants Meinders GHS
Best Walk On by an Actor: Elizabeth McLean GHS; and

WHEREAS: Sparta Evans, BHS was also named Ribbon Hoarder of the Order;

THEREFORE: Be it resolved that the Board of Trustees recognize and honor Hugh Burroughs, Sparta Evans, Quinn Fastnow, Elizabeth McLean, McCants Meinders, and the full cast and crew of ONE BOZEMAN'S *The Play That Goes Wrong* with these honors.

2.3.2 DECA State Career Development Conference Awardees and Officer Recognition

Trustee Bertelsen recommended that the Board of Trustees adopt the following resolution. Trustee Reinhardt seconded the motion. Motion carried 7-0. (Trustee Wilson absent).

WHEREAS: DECA, an Association of Marketing Students, is a student organization designed for students interested in careers or advanced education in the areas of marketing, management, and entrepreneurship; and

WHEREAS: Students from Bozeman High and Gallatin High attended the state DECA conference on February 5 - February 7, 2023, which featured events in Marketing, Hospitality, Finance, Management, and Business Administration; and

WHEREAS: Bozeman High took 1st place in four events, 2nd place in five events, and 3rd place in two events; and

WHEREAS: The following BHS students received 1st place awards:
International Business Plan - Aika Lanes, Elsa Austin & Tristan Klem
Travel and Tourism Team Decision Making - Henry Riendeau & Leland Lammers
Independent Business Plan - Abbott Brechbuhler
Community Awareness Project - Aika Lanes, Elsa Austin & Tristan Klem; and

WHEREAS: Coen Bensley, Ellie Boyd, Maddy Coombs, Olivia Davis, Griffin Fosdal, and Olivia Hall were recognized for Gold Certified School Store; and

WHEREAS: Bozeman High School received the Largest Percentage Growth Award; and

WHEREAS: Gallatin High had 15 1st place finishes, 12 2nd place finishes, and three 3rd place finishes; and

WHEREAS: The following GHS students received 1st place awards:
Retail Merchandising - Maiya Stohlman
Hospitality Services Team Decision Making - Natalia Antonnuci & Halle Taylor
Human Resource Management - Riley Munson
Business Law and Ethics Team Decision Making - Carmen Kessenich & Jade Huynh
Financial Services Team Decision Making - Ravenor Davion & Cole Woodward

Principles of Finance - Ravenor Davion
Business Solutions Project - Tess Catron & Tai Carr
Integrated Marketing Campaign Product - Emery Streets & Lyla Streets
Buying and Merchandising Operations Research - Jackson Butler & Alyssa Lehrkind
Accounting Applications - Keelan Gaines
Integrated Marketing Campaign Event - Riley Munson
Franchise Business Plan - Ava Shepherd & Cole Woodward
Career Development Project - Auna Flohr, Lily Barnes, & Keira Appleton
Personal Financial Literacy Project - Bailey Kumlien
Hospitality Professional Selling - Ava Shepherd; and

WHEREAS: Cole Woodward was elected as a 2023-24 State Officer; and

WHEREAS: Jillian Bottcher, Tai Carr, Tess Catron, and Ava Shepherd, were recognized for Gold Certified School Store;

THEREFORE: Be it resolved that the Board of Trustees recognize and honor the DECA teams of both schools.

Consent Agenda Minutes, Elementary, High School District, and Both Districts

Trustee Fischer moved that the Board of Trustees approve items #3.3.1, 3.5.1, and 3.5.2. Trustee Reinhardt seconded the motion. Motion carried 6-0. (Trustees Bertelsen and Wilson absent).

3.3.1 Consider approval of the revised requests for high school out-of-state field trips
3.5.1 Consider approval of renewal application for the Bozeman Charter School (BoCS)
3.5.2 Consider Approval of requests for middle school out-of-state field trips

4.2.1 Consider Citizen's Request for Reconsideration of Materials - Appeal to Board of Trustees

Superintendent Bertram introduced this item. The Complainant, a parent at Gallatin High School, submitted a formal request to GHS Principal Erica Schnee to remove The Marrow Thieves from the 9th Grade English curriculum at Gallatin High School on September 28, 2022.

The Marrow Thieves is an approved core instructional resource. A primary core material is a major instructional resource integral to a given course that is approved by the Board of Trustees on an annual basis. The book was approved by the Board for the first time for the 2020-21 school year but has been used as an alternative to The Absolutely True Diary of a Part-Time Indian.

Principal Schnee met with the complainant on October 10, 2022 to discuss the concerns.

Principal Schnee formally reviewed The Marrow Thieves and responded to the complainant on October 21, 2022 that she was not supportive of removing The Marrow Thieves as a core instructional resource in the English Department at GHS.

Per policy #2314 the complainant appealed the decision to the Superintendent on October 30, 2022.

Consistent with policy #2314 Superintendent Bertram appointed a learning materials review committee to make a formal recommendation regarding the appeal within the established timelines in policy.

The Learning Materials Review Committee included eight members representing the following areas: (1) Building Administrator/Committee Chair; (1) 9-12 Teacher Librarian; (1) 9-12 English Teacher; (1) 6-8 ELA/SS Teacher; (1) Bozeman Public Library Librarian/Community Member; (3) Community Members.

The Learning Materials Review Committee, convened on January 3, 2023, from 4 - 7 pm, to discuss the appeal to remove the book, The Marrow Thieves, from the English curriculum at Gallatin High School. The meeting was noticed on January 1, 2023.

All committee members read the book The Marrow Thieves, the original Request for Reconsideration, Principal Erica Schnee's initial response, and published reviews of The Marrow Thieves.

The Committee meeting included testimony from the complainant, public comment, and discussion about the book, i.e., purpose, appropriateness, connection to the curriculum, literary quality, etc. by the committee.

The Committee's unanimous recommendation was: To not support the appeal to remove The Marrow Thieves as a core material in the English department at Gallatin High School.

The Committee Chair, Will Dickerson, provided the complainant and the Superintendent with the final written recommendation of the Committee on January 3, 2023.

Consistent with SB99 both annual and 48 hours' notice to parents was provided prior to instruction of The Marrow Thieves. Teachers and principals work with families to provide alternative texts, if asked.

The Learning Materials Review process, as outlined in District Policy #2314, was followed.

Trustee Reinhardt moved that the Board of Trustees Board accept the Superintendent's recommendation that the Board of Trustees deny the appeal to remove The Marrow Thieves as a core instructional material in the English department at Gallatin High School. Trustee Fischer seconded the motion.

Public Comment:
- Heather Higgs
- Cheryl Tusken
- Bryant Higgs
- Patti Steinmuller
- Stephanie Lourie
- Heather Musselman
- Katy Osterloth
- Troy Bertelsen
- David Wooten

Motion carries 7-0. (Trustee Wilson absent).

5.2 Committee Reports
- None

5.3 Legislative Update
Superintendent Casey Bertram and the Executive Cabinet team provided Trustees with updates and led discussion on Montana and Congressional legislation that may affect the operation of the District.

Bertram and Waterman answered Trustees' questions.

6.   **Public Comment on Non-Agenda Items**
  - None

7.1   **Executive Report**
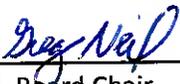 - Superintendent Bertram reported on the hiring timeline for the Sacajawea Middle School Principal position and the High School Guiding Coalition training taking place this week.

7.2   **Board of Trustees**
  - Trustee Neil reminded Trustees of the Day of Advocacy on March 13.

Meeting adjourned at 7:05 PM

_____
Greg Neil, Board Chair

Lacy Clark   3/6/23
Lacy Clark, District Clerk

BOZEMAN SCHOOL DISTRICT NO. 7
WILLSON BOARD ROOM #122
MONDAY -- February 27, 2023 -- 5:45 PM

-

Special Board Meeting

5:45 1.   Call to Order -- Roll Call -- Pledge of Allegiance   Red = Not an Agenda Item (Placeholder)

   2.   BSD7 Experience   Black = Agenda Item

   2.1   Student Representatives Report

   2.2   Board Education
   The Board Education Opportunity is a **15-minute** segment that allows our Board to receive an educational snippet of what is happening in   our District.

   2.3   Recognition and Awards
        2.3.1   2023 Montana Thespian Recognition
        2.3.2   DECA State Career Development Conference Awardees and Officer Recognition

   3.   Action Items -- Consent

   3.1   Policy 2nd Reading

   3.2   Minutes

   3.3   High School District
        3.3.1   Consider approval of the revised requests for high school out-of-state field trips based
                 on considerations related to covid or other safety issues

   3.4   Both Districts

   3.5   Elementary District
        3.5.1 Consider approval of renewal application for the Bozeman Charter School (BoCS).

   4.   Action Items -- Singular

   4.1   Both Districts

   4.2   High School District
        4.2.1 Consider Citizen's Request For Reconsideration of Materials - Appeal

   4.3   Elementary District

   5.   Board Discussion

   5.1   Policy 1st Reading
        5.1.1 Discussion revision to policy #3115 Out-of-District Attendance with Discretionary Approval

   5.2   Committee Reports

   5.3   Legislative Update

   6.   Public Comment on Non-Agenda Items
Recognition of visitors and explanation of procedures to be followed when addressing the Board. Members of the community are given the opportunity to make brief comments to the Board on any matter that is not included in the agenda. Public matters do not include any pending legal matters, private personnel issues or private student issues. Please do not attempt to address such issues at this time or you will be ruled out of order.

   7.   Reports
   7.1   Executive Cabinet Report
   7.2   Board of Trustees
          Requests, Calendar, Concerns, Reports, Future Agenda Items, Open Meeting Topics for Next Meeting

Meeting Date:	February 27, 2023
Category:	Action Item - Consent - Elementary District
Agenda Item #:	3.5.1
Originated By:	Marilyn King and Mike Van Vuren, Deputy Superintendents
Others Involved:	High School Principals, Director of Music and Fine Arts

MOTION	SECOND	AYES	NAYS	ABSTAIN

Topic:
Consider approval of renewal application for the Bozeman Charter School (BoCS)

Facts & Discussion:
1. The Board of Public Education met on May 14, 2021 and approved the district application to create a charter school under ARM 10.55.604(11) for Bozeman Online Charter School (BOCS).
2. The approval was effective beginning the first semester 2021-2022. The school code (SC) of 1867 was established.
3. The initial approval was for two years and will expire June 30, 2023.
4. The charter school was renamed Bozeman Charter School (BoCS) for the 2022-2023 school year.
5. The Board of Trustees discussed the BoCS renewal application on February 13, 2023. The Board showed support for the focus areas and new goal areas to be included in the charter renewal application.
6. As per the charter renewal process, the Board of Trustees must formally approve the application for renewal of the charter program prior to submission to the Board of Public Education.
7. Community and school stakeholders were engaged in the renewal application process.
8. The charter renewal application is due the first Monday in March (March 6, 2023).
9. If approved by the Board of Trustees, the application for charter renewal will be forwarded to the Superintendent of Public Instruction. After her review, it may be forwarded to the Board of Public Education for final deliberation and approval. The Board of Public Education may approve the charter renewal for no more than 3 additional years.

Fiscal Impact:
N/A

Recommendation:
The Superintendent recommends that the Board of Trustees approve the renewal application for the Bozeman Charter School (BoCS).

Other Alternatives:
1. Do not approve.

Attachment F

Bozeman Charter School Board Luncheon - 1.30.2023

Click <u>HERE</u> - or follow link to view presentation

<u>https://docs.google.com/presentation/d/16rrWFzjGyvz6Nakzfp-OpGWz6MRLAMfck2MM3MtH4S4/edit?usp=sharing</u>

2021-2022 Bozeman Charter School (BoCS) LRSP Implementation Framework

Bozeman School District
Long-Range Strategic Plan: 2021-2022 Implementation Framework

Introduction

Bozeman Public Schools' Long Range Strategic Plan process is intended to define our goals as well as our plan for accomplishing those goals. The following document is intended to describe the "work plan" for implementing the LRSP for the 2021-2022 school year.

This implementation framework is divided into three areas:

Section A: District Goals (20 year and 5 year)
Section B: School-Wide Instructional Focus (Three Critical Areas)
Section C: Building/Principal Professional Goal
Section D: Reporting on the LRSP: Board Luncheons, School Reports, District Reports

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Section A: District Goals

District Goals (20 year and 5-10 year)

Big Audacious Goal:

Long term, 20-year planning horizon

The Bozeman Public School District is student-centered and known as a vibrant, flexible, purposeful, and progressive educational system that values diversity, models community engagement, provides numerous opportunities to generate individual student growth, and engage students to succeed and positively contribute in a global community.

Focus Goals:

Short term, 5-10 year planning horizon

Early Literacy Goal: By 2025, 85% of all children entering Kindergarten will have requisite literacy skills as measured by Acadience.

Grade Level Reading Goal: By 2025, 90% of all BSD7 3rd Grade Students will demonstrate grade-level reading skills by achieving a proficient score on the Acadience reading assessment at the end of the school year.

PLC Goal: By spring of 2025 all BSD7 schools PK-12 will have fully implemented PLC's in place that will support the closing of the achievement gap, thus qualifying BSD7 as a Solution Tree Model PLC District.

Section B: School-Wide Instructional Focus 2021-2022

Three Critical Areas: ELA/Literacy, Mathematics, Social-Emotional Learning (SEL)

School teams will develop a school-wide instructional focus action plan using the planner below:

ELA/Literacy Measurable Goal/s
(measureable, based upon benchmark data, targeted at students within the achievement gap, includes proficiency and/or growth metrics)

Elem. Baseline Data/Identification of Achievement Gap:(Acadience)

	Fall	Winter	Spring
Kindergarten	44%	56%	67%
1st	33%	38%	47%*
2nd	86%	88%	100%
3rd	46%	46%	77%
4th	82%	82%*	80%
5th	73%	73%*	45%*
School-Wide Proficiency:	56%	59%*	69%

Elem. Measurable Goal/s to Target Achievement Gap: Statistically significant change in growth and/or >.40 ES

*These scores may be affected by instructor error while administering the Acadience test as this was the first year using Acadience.

Reading Growth: Typical Progress or Better

K: 43%
1: 67% (73%)*
2: 86%
3: 85%
4: 40%
5: 40%

MS. Baseline Data/Identification of Achievement Gap: (STAR, 60th PR)

	Fall	Winter	Spring
6th	64%	75%	50%
7th	60%	55%	50%
8th	77%	67%	65%
School-Wide Proficiency	67%	66%	55%

MS. Measurable Goal/s to Target Achievement Gap: Statistically significant change in growth and/or >.40 ES

MTSS (Tiers I,II,II)
Action Plan To Support ELA/Literacy Goal/s

Tier 1
- Super Kids + Top 10 Tools
- "Site" visit w/ Dr Nell
- BOCS Competency-Based Model (Yr. 1)
- Raz Kids (Elem Only)

Tier II
- In-person mornings (MS) and afternoons (Elem)
- 1-1 meetings and small group (remote and in-person)

Tier III
- Specialized instruction / case management

Professional Learning Communities (PLC)
Action Plan To Support ELA/Literacy Goal/s

Wednesday team meetings regarding CBL and system approaches (our school model).

Friday student support meetings (specific student discussions and plans)

Other
Action Plan To Support ELA/Literacy Goal/s

What, if any, additional resources are needed to achieve the goal?

I want to look at ways to carve out more time for training and work on CBL. While having time on Wed. to do this has been good, it still doesn't feel like enough. I would like to discuss the "Jackson Hole" approach as a way to garner more PIR-type time.

Mid-Year Progress Toward Goal/s:

- Gaps remain, especially with those in the pre-reader stages
- Students who were utilizing the hybrid approach did better

End of Year Progress Toward Goal/s:

At the elementary, we made some important gains, despite some human error by the principal in administering the acadience.

At the middle school we continued to see drops.

Math Measurable Goals:
(measureable, based upon benchmark data, targeted at students within the achievement gap, includes proficiency and/or growth metrics)

Elem. Baseline Data/Identification of Achievement Gap: (STAR, 60th PR)

	Fall	Winter	Spring
Kindergarten	N/A	N/A	N/A
1st	N/A	88%	86%
2nd	86%	80%	71%
3rd	73%	83%	77%
4th	64%	73%	62%
5th	56%	50%	71%
School-Wide Proficiency:	68%	75%	74%

MS. Baseline Data/Identification of Achievement Gap: (STAR, 60th PR)

Student Growth Percentile (median):
1st: 39th
2nd: 4th
3rd: 38th
4th: 77th
5th: 18th

	Fall	Winter	Spring
6th	58%	88%	67%
7th	50%	56%	64%
8th	27%	70%	65%
School-Wide Proficiency:	43%	70%	65%

Student Growth Percentile (median):
6th- 48th
7th- 74th
8th- 76th

Elem. Measurable Goal/s to Target Achievement Gap: Statistically significant change in growth and/or >.40 ES
MS. Measurable Goal/s to Target Achievement Gap: Statistically significant change in growth and/or >.40 ES

MTSS (Tiers I,II,II)
Action Plan To Support Math Goal/s

Tier 1
- Bridges
- BOCS Competency-Based Model (Yr. 1)

Tier II
- Bridges Intervention Kit
- In-person mornings (MS) and afternoons (Elem)
- 1-1 meetings and small group (remote and in-person)

Tier III
- Specialized instruction / case management

Professional Learning Communities (PLC)
Action Plan To Support Math Goal/s

Wednesday team meetings regarding CBL and system approaches (our school model).

Friday student support meetings (specific student discussions and plans)

Other
Action Plan To Support Math Goal/s

What, if any, additional resources are needed to achieve the goal ?

I want to look at ways to carve out more time for training and work on CBL. While having time on Wed. to do this has been good, it still doesn't feel like enough. I would like to discuss the "Jackson Hole" approach as a way to garner more PIR-type time.

Mid-Year Progress Toward Goal/s: While I was not able to look at "statistically significance" related to the data, we made massive growth. However, in some cases, this could be more related to measurement error in fall data.

Of note, the impressive math growth was seen at all levels in the BoCS, and was stronger with our fully remote students than our hybrid students.

End of Year Progress Toward Goal/s:

Again, my initial goal of utilizing effect size as a measurable goal did not pan out. Again, our numbers in math remained strong. While there was some drop from our winter scores, the overall growth throughout the year was very positive.

Social-Emotional Learning (SEL) Measurable Goal/s based on DESSA:
(measureable, based upon benchmark data compared to norm sample - target areas for growth)

Fall
Elem. Baseline Data/Identification of Achievement Gap: 9% in "need"
MS. Baseline Data/Identification of Achievement Gap: 20% in "need"

Elem. Measurable Goal/s to Target Achievement Gap: Reduce to 5%
MS. Measurable Goal/s to Target Achievement Gap: Reduce to 10%

Spring
Elem. Data/Identification of Achievement Gap: 12% in "need"
MS. Data/Identification of Achievement Gap: 31% in "need"

MTSS (Tiers I,II,II)
Action Plan To Support SEL Goal/s

T1
- Grade Band Team meetings to review and plan strategies
- Counselor led presentations and activities w/ students

T2/3
- Counselor interface (review concerns with teachers, identifies primary concerns, reaches out to students)
- Grade Band Team meetings to review and plan strategies (consider Parent Liaison)
- Admin. Follow up with families

Professional Learning Communities (PLC) Action Plan To Support SEL Goal/s
1. Ongoing identification of SEL needs 2. Communication of needs to counselor, admin. And appropriate team members 3. Track through MTSS sheets

Other Action Plan To Support SEL Goal/s

What, if any, additional resources are needed to achieve the goal?

-

Mid-Year Progress Toward Goal/s:

- We are having a hard time getting the remote students to interface with the counselor. Most contact has been with the core teachers, who provide weekly updates on student engagement.

End of Year Progress Toward Goal/s:

We went the opposite direction from our goals. In interviews with the teachers after showing them the data, they related that many of the questions did not have a "N/A" option, as some of them were not applicable to students in a fully remote environment. In instances like this, they rated them with a lowest score. They did not feel the current scores were an accurate depiction of what was taking place in the BoCS.

Many students, they feel, were actually making progress, as evidenced in participation, work completion, and email communication.

However, they do believe that there are students who this data would represent (in the sense of a regression). In this case it became a matter of attendance, as well as the challenge of supporting students and families with the remote components of the model.

The school counselor did have success late in the year with connecting with middle schools students remotely and saw very high participation rates.

5/27/22 Meeting with Mike Ruyle included focus on this aspect of schools and importance in our work. Team seemed energized to focus on this area.

For 22/23

- Need to take a look at the questions in the DESSA and see how to best answer these questions regarding fully remote students.
- Work with the counselor on how to better connect with fully remote students (this has been a challenge).
- Increase efforts on attendance monitoring and systems.
- Adopt more of a "search and connect" mentality as opposed to a wait until they come to us.

- Have counselor build out remote lessons and curriculum in advance.
- Establish Canvas page.
- Connect during remote times with specific lessons.
-

Section C: Building/Principal Professional Goal

2021-2022 Goal = MTSS Resource Mapping

Action Plan:

1. Overview and Communicating the Why
   a. **Completed with all team members on 8/24 through 8/27**

2. BOCS Personnel Resource Mapping
   a. **Completed with all team members on 8/25**

3. BOCS Facilities Usage Map
   a. **Completed on 10/30**
4. BOCS Time Allocation Resource Mapping
   a. **Completed on 1/04**

5. BOCS Data Sources Resource Mapping
   a. **Completed on 6/1/22**

6. BOCS Curriculum and Instruction Resource Mapping
   a. **Completed on 6/3/22**

What, if any, additional resources are needed to achieve the goal ?

Mid-Year Progress Toward Goal/s: Resource Mapping is progression on schedule

End of Year Progress Toward Goal/s: More summary than the meaningful resource mapping I had intended.

Section D: Reporting on the LRSP

Board Luncheons and School Visits:
Starting in October and continuing through February 2021, the Board will be invited to each school for a short presentation and opportunity to visit classrooms. We will ask Principals to focus their presentation and classroom visits around one of the three critical areas: ELA/Literacy, Mathematics, Social-Emotional Learning (SEL). Additionally, presentations should include information related to the MTSS and PLC work associated with the critical area.

Luncheon Schedule: March 1st, 2022

Presentations: The presentation from the school Principal or Director should include the following information:
- School LRSP goal/s and progress for one of the critical areas (ELA/Literacy, Mathematics, Social-Emotional Learning)
- Presentations should include information related to the MTSS and PLC work associated with the critical area.
- Successes and challenges

School Reports: School data reports will be generated in conjunction with the school presentation for each Board luncheon.

District Reports: Board education sessions will be held throughout the school year highlighting the district work being done on the three critical areas (ELA/Literacy, Mathematics. Social-Emotional Learning).

Principal Goals Meeting With Central Office: Principas will use the templates above to meet with the Superintendent and Deputy Superintendents three times (Oct., Feb., May/June) during the school year to discuss progress related to the three critical areas (ELA/Literacy, Mathematics, Social-Emotional Learning).

Public Facing LRSP Progress: Progress towards LRSP goals will be reported on the District web-page beginning 2021-2022, consistent with pre-Covid expectations. HERE

Attachment H

2022-2023 Bozeman Charter School (BoCS) LRSP Implementation Framework

DRAFT
Bozeman School District
Long Range Strategic Plan: 2022-2023 Implementation Framework

Introduction

Bozeman Public Schools' Long Range Strategic Plan (LRSP) process is intended to define our goals as well as our plan for accomplishing those goals. The following document is intended to describe the "work plan" for implementing the LRSP *Academic Performance* goals for the 2022-2023 school year.

This implementation framework is divided into four areas:

Section A: Core Purpose and District Academic Goals
Section B: School-Wide Instructional Focus (Four Critical Areas)
Section C: Building/Principal Professional Goal
Section D: Reporting on the LRSP: Board Luncheons, School Reports, District Reports

Section A: Core Purpose and District Academic Goals

Core Purpose -
"Bozeman Public Schools exist to provide an outstanding education that inspires and ensures high achievement so every student can succeed and make a difference in a rapidly changing world community."

District Goals -
Early Literacy Goal: By 2025, 85% of all children entering Kindergarten will have requisite literacy skills as measured by Acadience.

Grade Level Reading Goal: By 2025, 90% of all BSD7 3rd Grade Students will demonstrate grade-level reading skills by achieving a proficient score on the Acadience reading assessment at the end of the school year.

PLC Goal: By spring of 2025 <u>all</u> BSD7 schools PK-12 will have fully implemented PLC's in place that will support the closing of the achievement gap, thus qualifying BSD7 as a Solution Tree Model PLC District.

Graduation Goal: By 2025, 95% of BSD7 students in each graduation cohort will earn a regular high school diploma in four years or fewer.

For More Information Regarding The District LRSP Five Year Plan and Goals - <u>CLICK HERE</u>

Elsie Arntzen, Superintendent • Montana Office of Public Instruction   December 2017

School teams will develop a school-wide instructional focus action plan using the planning template below. The template identifies four critical areas of focus: ELA/Literacy, Mathematics, Social-Emotional Learning (SEL), and Graduation. Additionally, the planning template specifically addresses MTSS and PLC's as foundational components of the teaching and learning model in Bozeman Public Schools. Those areas are intertwined with the four critical areas to ensure they are not addressed in isolation, but rather braided together in the efforts to address the four critical areas of focus.

ELA/Literacy Measurable Goal/s
(measureable, based upon benchmark data, targeted at students within the achievement gap, includes proficiency and/or growth metrics)

Baseline Data/Identification of Achievement Gap:
Second grade: 80% benchmark and above
Third grade: 100% benchmark and above
Fourth grade: 70% benchmark and above
Fifth grade: 78% benchmark and above

Sixth grade: 66% benchmark and above
Seventh grade: 22% benchmark and above
Eighth grade: 0% benchmark and above

Measurable Goal/s to Target Achievement Gap: **In each grade level, 90% of students will reach a reading composite score of "at benchmark" or "above benchmark" on the Spring Acadience assessment.**

For Middle School students, 90% of students will reach a score of Proficient or above on the Spring STAR Benchmark.

MTSS (Tiers I,II,II)
Action Plan To Support ELA/Literacy Goal/s

Tier II:

-Adjust our .5 intervention teacher's schedule to accommodate traveling to Willson to provide supports to any middle school student that is at-risk academically.

-One-on-one meets with students that are at-risk with the teachers.

Professional Learning Communities (PLC)
Action Plan To Support ELA/Literacy Goal/s

-Teams meet twice a week to analyze data and discuss strategies to use with at-risk students.
-Teams will begin reading "Learning By Doing" and complete activities within the book.

Other
Action Plan To Support ELA/Literacy Goal/s

Elementary:

-Students scoring in the red/yellow will be given further diagnostic assessments to pinpoint the exact skill area to provide focused instruction (using the Literacy MTSS Tiered Intervention Matrix).

All grades:

-Follow MTSS process for at-risk students.
-Implement attending in-person in the afternoon as an intervention for at-risk students.

What, if any, additional resources are needed to achieve the goal?

Mid-Year Progress Toward Goal/s:

Second Grade: 75% at benchmark or above (-5)
Third Grade: 100% at benchmark or above
Fourth Grade: 60% at benchmark or above (-10)
Fifth Grade: 78% at benchmark or above

Sixth Grade: 100% at benchmark or above (+34) - 4 students
Seventh Grade: 44% at benchmark or above (+22) - 9 students
Eighth Grade: 33% at benchmark or above (+33) - 3 students

Mid-Year Course Corrections Based Upon Data: **Look at individual students that are still below benchmark and make sure that they are getting the targeted interventions that they need. Administer diagnostics to guide this process.**

End of Year Progress Toward Goal/s:

Math Measurable Goals:
(measureable, based upon benchmark data, targeted at students within the achievement gap, includes proficiency and/or growth metrics)

Baseline Data/Identification of Achievement Gap:
Second grade: 20% at benchmark and above
Third grade: 80% at benchmark and above
Fourth grade: 70% at benchmark and above
Fifth grade: 55% at benchmark and above

Sixth grade: 33% at benchmark and above (out of 3 students)
Seventh grade: 55% at benchmark and above (out of 9 students)
Eighth grade: 0% at benchmark and above (out of 3 students)

Measurable Goal/s to Target Achievement Gap: **85% of students will make adequate growth on the STAR Math Benchmark from Fall to Spring (25 SGP or more for students at Benchmark or above on the Fall STAR Math benchmark and 50 SGP or more for students below benchmark on the Fall STAR Math).**

MTSS (Tiers I,II,II)
Action Plan To Support Math Goal/s

Tier II:

-One-on-one meets with students that are at-risk with the teachers.

Professional Learning Communities (PLC)
Action Plan To Support Math Goal/s

-Teams meet twice a week to analyze data and discuss strategies to use with at-risk students.
-Teams will begin reading "Learning By Doing" and complete activities within the book.

Other
Action Plan To Support Math Goal/s

Elementary:

-Students scoring in the red/yellow will be given further diagnostic assessments to pinpoint the exact skill area to provide focused instruction (using the limited diagnostic math assessments available - Bridges Intervention Assessment).

All grades:

-Follow MTSS process for at-risk students.
-Implement attending in-person in the afternoon as an intervention for at-risk students.

What, if any, additional resources are needed to achieve the goal? **Quality diagnostic assessments for math to identify skills in which students need to improve.**

Mid-Year Progress Toward Goal/s:

Second Grade: 66% at benchmark or above (+46)
Third Grade: 80% at benchmark or above
Fourth Grade: 62% at benchmark or above (-8)
Fifth Grade: 41% at benchmark or above (-14)

Sixth Grade: 75% at benchmark or above (+42)
Seventh Grade: 78% at benchmark or above (+23)
Eighth Grade: 100% at benchmark or above (+100)

50% of students that were below benchmark on the Fall STAR Math made growth with an SGP of 50 or higher on the Winter Benchmark.

81% of students that were at benchmark on the Fall STAR Math made growth with an SGP of 25 or higher on the Winter Benchmark.

Mid-Year Course Corrections Based Upon Data: **Administer diagnostic assessments to pinpoint areas where students are still struggling. Provide intervention to those students below benchmark and not making growth.**

End of Year Progress Toward Goal/s:

Social-Emotional Learning (SEL) Measurable Goal/s based on DESSA:
(measureable, based upon benchmark data compared to norm sample - target areas for growth)

Baseline Data/Identification of Achievement Gap: **1 student scored "at-risk" on the DESSA assessment rating.**

Measurable Goal/s to Target Achievement Gap:
-No increase in the number of students scoring "at-risk" on the DESSA in the Spring.

MTSS (Tiers I,II,II)
Action Plan To Support SEL Goal/s

-Monthly counseling lessons taught by the school counselor
-One-on-one support provided by the school counselor for students in need

Professional Learning Communities (PLC)
Action Plan To Support SEL Goal/s

-PLC teams will devote time regularly to discuss "at-risk" students and strategies for those students

Other
Action Plan To Support SEL Goal/s

-Home visits for students that are not engaging in the lessons and/or displaying signs of need

What, if any, additional resources are needed to achieve the goal ?

Mid-Year Progress Toward Goal/s:

Mid-Year Course Corrections Based Upon Data: **N/A**

End of Year Progress Toward Goal/s:

Graduation Measurable Goal/s:
(measureable, based upon available **A**ttendance, **B**ehavior, or **C**oursework data within Unified Insights identifying students who are at risk of dropping out.)

Baseline Data/Identification of at-risk students:
Of the 7 students that are at-risk academically, 1 student has a 504 plan.
Of the 7 students that are at-risk academically, 1 does not attend in person at all and 3 attend in person sporadically.

Measurable Goal/s to target success of at-risk students:
At least 3 of the 4 that are not attending consistently in person will start attending in person regularly. **Students that are coming in person are receiving support 4 days a week with the intervention teachers at Irving.**

MTSS (Tiers I,II,II) Action Plan To Support Graduation Goal/s
-Frequent communication with parents/guardians regarding the need to attend in person -incentives to increase attendance -Parent Liaison to reach out to families with ideas/resources

Professional Learning Communities (PLC) Action Plan To Support Graduation Goal/s

Other Action Plan To Support SEL Goal/s

What, if any, additional resources are needed to achieve the goal ?
Mid-Year Progress Toward Goal/s: **8 students are at-risk academically (one student started after the fall benchmark).** **Of the 8 students at-risk academically, 1 student has a 504 plan.** **Of the 8 students at-risk academically, 1 does not attend in person at all and 2 attend in person sporadically.** **Attendance has improved for at least one of the academically at-risk students.**
Mid-Year Course Corrections Based Upon Data: **Schedule meeting with parent of middle school student that does not attend in person at all to discuss attendance, placement and academic progress.**
End of Year Progress Toward Goal/s:

Section C: Building/Principal Professional Goal

2022-2023 Goal = *The Motive & The Advantage* **Instructional Cabinet Leadership Discussions**

Personal Leadership Goal and Action Plan:
Improve upon developing leadership within staff.

-Have more coaching conversations which may include difficult conversations.
What, if any, additional resources are needed to achieve the goal ?
Mid-Year Progress Toward Goal/s: -I have been having more difficult conversations amongst staff members. -BoCS staff members are taking on more leadership roles.
End of Year Progress Toward Goal/s:

Section D: Reporting on the LRSP

Board Luncheons and School Visits:
Starting in November and continuing through May 2023, the Board will be invited to each school for a short presentation and opportunity to visit classrooms. We will ask Principals to focus their presentation and classroom visits around one of the four critical areas: ELA/Literacy, Mathematics, Social-Emotional Learning (SEL), or Graduation. Additionally, presentations should include information related to the school wide MTSS and PLC work associated with the critical area.

> **Luncheon Schedule:** Click HERE
>
> **Presentations:** The presentation from the school Principal or Director should include the following information:
> - School LRSP goal/s and progress for one or more of the four critical areas (ELA/Literacy, Mathematics, Social-Emotional Learning, Graduation)
> - Presentations should include information related to the MTSS and PLC work associated with the critical area.
> - Successes and challenges
>
> **School Reports:** School data reports will be generated in conjunction with the school presentation for each Board luncheon.

District Reports: Board education sessions will be held throughout the school year highlighting the district work being done on the four critical areas (ELA/Literacy, Mathematics. Social-Emotional Learning, Graduation).

Principal Goals Meeting With Central Office: Principals will use the templates above to meet with the Superintendent and Deputy Superintendents three times (Oct., Feb., May/June) during the school year to discuss progress related to the four critical areas (ELA/Literacy, Mathematics, Social-Emotional Learning, Graduation).

Public Facing LRSP Progress: Progress towards LRSP goals will be reported on the District web-page after the LRSP annual report is approved by the Board. HERE

Bozeman Charter School (BoCS) Parent/Guardian Testimonials

"Our 12 year old daughter has thrived at BOCS. She has a diagnosis of generalized anxiety disorder that has grown substantially worse since Covid started. She sees 3 professionals to help. She can panic in crowds. The BSD document stating that BOCS students will be 'absorbed' back into the school system shows a lack of understanding of the mental and emotional health issues facing our daughter and families like ours. Middle school is challenging enough for students w/o mental health challenges. School districts are legally required to accommodate students with mental health issues and have great systems in place to do this within the school. However, they do not have a good system in place for students who can not go back due to fear of people and Covid. or for immunocompromised students or children of immunocompromised parents. BOCS is the only accredited online school program in Montana according to OPI leaving us with no good choices. Therefore, I ask that the Board strongly consider delaying the closing of BOCS for one year to give our family and others time to find alternatives or write grant proposals to keep BOCS solvent. Thank you for considering this request."

"Every time I think of what my son's life would look like without his school, the BoCS, I'm overcome. This model works for him and works well! His story is his own, but know it is not an exaggeration for me to say the BoCS community and teachers have both saved and changed his life. Instead of school refusal and withdrawing from other students as was previously the case in public school settings, my son actually runs into the Willson every day. What other middle schooler do you know does that? And he smiles! The BoCS is a place where he has been allowed to explore his own strengths, pursue them, and grow. It is an extremely special community of teachers, staff, and students. The BoCS is my son's school where he has become a successful learner and a human being confident in his own abilities. The idea that it may be lost is wrenching."

"I have 3 kids in Bozeman Schools, 2 attend Morningstar and my oldest,_____, attends BoCS. We have been so thankful to have BoCS as an option for him, we believe it is a major factor in his positive attitude towards school. _____ has ADHD and possibly Aspergers. A traditional classroom with ~25 students, lots auditory and visual stimulation is overstimulating and overwhelming. At the end of a traditional school day in 3rd grade he was exhausted and irritable. He would have frequent anger outbursts and meltdowns. Attending BoCS since 4th grade has been a gift to him and our family. He can do the majority of his learning in a low-stimulating environment, he can move around during online class without disturbing others and he also gets the benefit of engaging in person with peers for part of the day. The most stressful parts of his day are kept to a minimum, allowing him to learn most effectively. He is a brilliant boy and bright kids can be the hardest to keep motivated and engaged in school. BoCS is doing that for him and many others."

"Not only has BoCS has allowed my child to excel academically, but grow into a very strong, capable and confident person. My child has gone from being "at risk" or "intervention" and being lost in the class to excelling in both language and math, thanks to the teaching style and dedication of the teachers. My child has also been afforded the time and guidance from teachers to grow socially and has been recognized as a quiet leader (leader by participation) within the middle school. We are so thankful for BoCS, the staff and their dedication and support of our student."

"Its a wonderful environment for learning and has been immense help. Its reputation and size will only grow over time."

"My child really, really struggled in traditional in-person schooling. BoCS is the first time it feels like they have really thrived at school."

"BoCS provides an incredibly supportive and responsive learning environment that meets students where they are and helps ensure their success. My son is thriving in the BoCS learning environment."

"We love the flexibility this program gives our child and feel she is excelling in many ways."

"We are so grateful for the Bozeman Charter School and the life-altering effects it has had on our student! The BoCS is our school. It is our child's community. A community in which he is thriving and that cannot be recreated anywhere else within Bozeman public schools. The BoCS is a place where my son has been allowed to explore his own strengths, pursue them, and grow. It is an extremely special community of teachers, staff, and students. The BoCS is my son's school where he has become a successful learner and a student confident in his own abilities."

Superintendent of Public Instruction: _____ Date_____ _____

Approve _____Disapprove

Board of Public Education Chair _____ Date_____ _____

Approve _____Disapprove