



The Helena Public Schools educate, engage, and empower each student to maximize his or her individual potential with the knowledge, skills and character essential to being a responsible citizen and life-long learner.

Board of Trustees Meeting

Tuesday, December 8, 2020 - 5:30 p.m.

Capital High School Auditorium and via Microsoft Teams

Notice: In accordance with State and Local health guidance/regulations, physical attendance at this meeting will be limited to 49 individuals. All in-person attendees must wear a mask/face covering at all times and remain safety distanced from anyone not residing within the same place of residence. All other attendees are encouraged to attend the meeting remotely and/or email your public comment to boardoftrustees@helenaschools.org prior to the start of the meeting.

Members of the public are able to attend remotely by clicking here: <https://helenaschools.org/event/board-of-trustees-meeting-12-08-2020/> and using the Microsoft Teams link. We ask that all participants mute their microphone until called upon by the Board Chair for general and/or specific public comments. Upon completing public comment, please ensure that your microphone is again muted.

AGENDA

I. CALL TO ORDER / PLEDGE OF ALLEGIANCE

II. REVIEW OF AGENDA

III. STUDENT & EDUCATOR RECOGNITIONS

A. The HHS Model UN team won the Small Delegation Award for outstanding group at the 55th annual conference. Advisor: **Lauren Gustafson**; Team: **Owen Cleary, Tim Cuddy, Jonathan DeWald, Grace Johnson, Isaac Nehring, Brynja Severtson, Lenny Triem**

B. The Capital High Volleyball team won the Montana AA Volleyball State Championship for the third year in a row. Head Coach: **Rebecca Cleveland**; Team: **Audrey Hofer, Kennedy Pocha, Noel Teders, Addy Meredith, Katie LaFave, Rachael Stacey, Nyeala Herndon, Parklyn Heller, Dani Bartsch, Paige Bartsch, and Kayla Almquist.**

Helena Public Schools Board of Trustees

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Board Vice Chair

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C. Capital High educator, **Sarah Urban**, was awarded the Outstanding Biology Teacher Award (OBTA) for Montana.

D. Capital High educator, **Heather Parrish**, through the MATELA newsletter that she co-edits, was awarded an NCTE Affiliate Newsletter of Excellence Award.

IV. GENERAL PUBLIC COMMENT

This is the time for comment on public matters that are not on 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. The Board cannot enter into a discussion during General Public Comment.

V. NEW BUSINESS

A. Items for Action

1. Authorization of Trustees to Advocate for MTSBA's Legislative Platform in the 2021 Legislature (see attached)
2. Authorization of Superintendent and/or Authorized Designees to Advocate in the 2021 Legislature

B. Items for Consent

1. Approval of 11.10.2020 Board Meeting Minutes (see attached)
2. Approval of Personnel Actions (see attached)

C. Approval of Warrants (see attached)

1. Acknowledgement of Out-of-District Attendance Agreements (see attached)
2. Approval of Out-of-District Attendance Agreements (see attached)
3. Approval of MTSBA FY22 Dues Revenue Estimate (see attached)

D. Reports

1. Teaching & Learning Committee Report
2. Health Benefits Committee Report
3. Negotiations Update
4. Montana School Boards Association Report
5. Helena Education Association Report

VI. SUPERINTENDENT'S REPORT

VII. BOARD COMMENTS

VIII. ADJOURNMENT

The next Board of Trustees meeting has been scheduled for January 12, 2021.



2021 Legislative Session Platform

MEMBER ADOPTED JUNE 2020



2021 LEGISLATIVE SESSION PLATFORM

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MTSBA'S BOARD OF DIRECTORS



Barb Riley
President
Region 1
Columbia Falls Trustee



Luke Muszkiewicz
President-Elect
Helena Municipal
Director



Scott Walter
Vice President
Region 11
East Helena Trustee



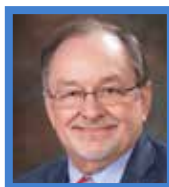
Paul Finnicum
Immediate Past President
Region 3
Culbertson Trustee



Yancy Beston
Indian School
Board Caucus



Tom Billteen
Butte Municipal
Director



Jan Cahill
Great Falls
Municipal Director



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Region 10
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Harvey Capellen
Region 2
Havre Trustee



Sue Corrigan
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Region 4
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Region 5
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Iris Kill Eagle
Indian School
Board Caucus



Gary Lusin
Bozeman
Municipal Director



Greta Besch Moen
Billings Municipal
Director



Shaun Scott
Region 8
Townsend Trustee



Charlee Thompson
Region 6
St. Regis Trustee



Gayle Venturelli
Region 7
Anaconda Trustee



Ann Wake
Missoula Municipal
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Krystal Zentner
Region 9
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The Development of MTSBA's 2021 Legislative Platform

Our legislative session platform has been proposed and adopted by member trustees, each of whom have enjoyed a wide range of opportunities to influence and shape our legislative session priorities over the last year.

From member surveys, opportunities to submit resolutions for consideration by the membership, participation in the K-12 Vision Group, MTSBA's Delegate Assembly, multiple caucus and town hall meetings and the right to deliberate and vote on each proposal at the Annual Meeting of the membership, our trustees have actively driven the areas of focus for our Legislative Session Platform.

About MTSBA

The Montana School Boards Association (MTSBA) has consistently and enthusiastically embraced its core purpose to develop the full potential of each child through school board leadership for over 94 years.

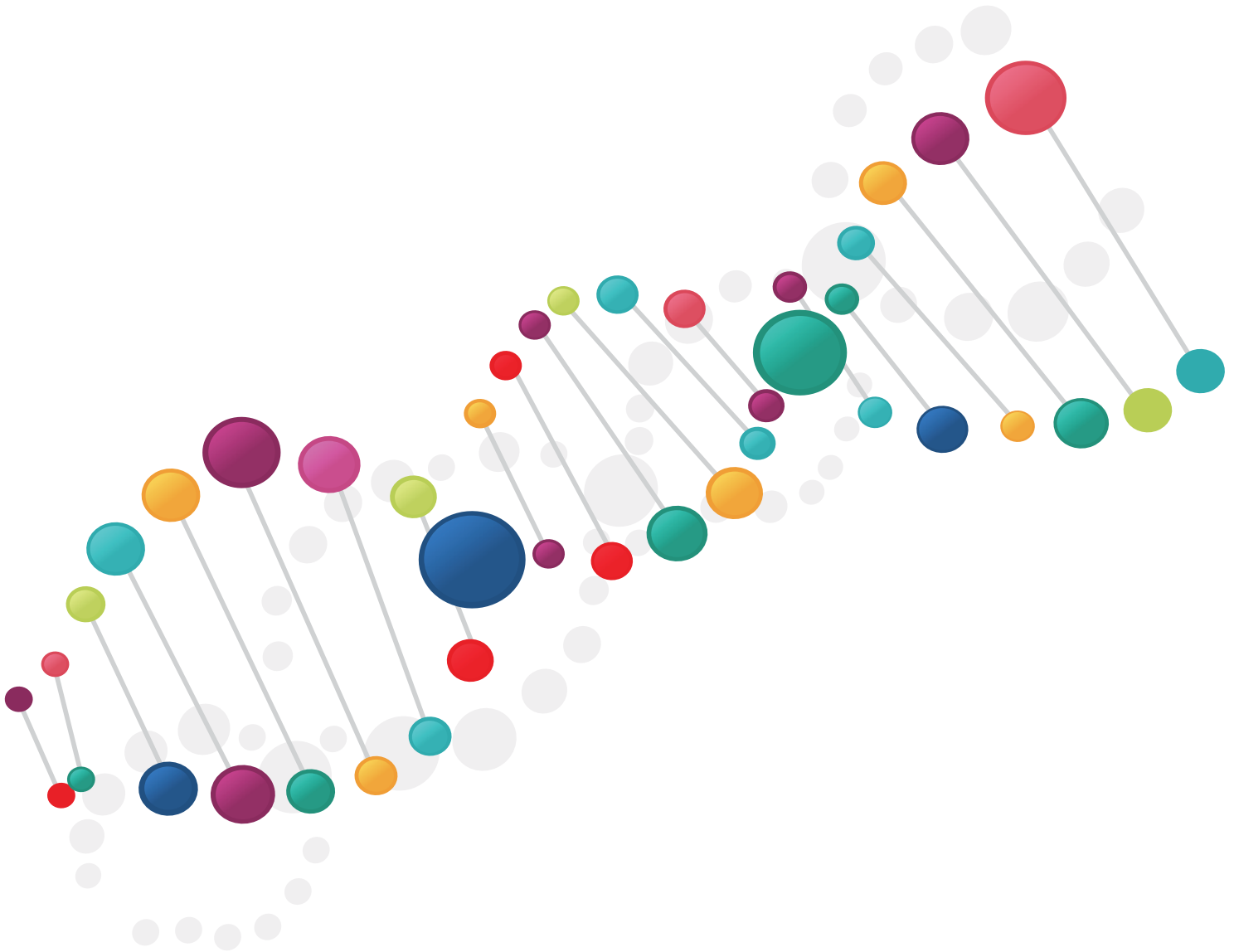
We represent over 1,400 trustees from throughout the state of Montana, many more elected officials than any other group advocating before the Montana Legislature. Each of our members stand for election in their respective communities for the privilege of ensuring the development of each child's full potential while also working to ensure the community's voice is heard in its public schools.

MTSBA is governed by a 20-member Board of Directors, which include 11 directors elected by their peers in geographic regions throughout the state of Montana, appointed representatives of the state's seven largest school systems, and two representatives appointed by the Indian School Board Caucus.

All of MTSBA's directors are community-elected volunteer trustees, and serve without compensation on the MTSBA Board, just as they do in their local communities.

We also have a strong team of advocates, with a combined experience lobbying in excess of 100 years, with the majority of that experience gained working on behalf of each child in every public school.

MTSBA'S
ORGANIZATIONAL
DNA



The Foundational Elements of MTSBA's Organizational DNA

Synthesized from common themes/fused elements reflected in the MTSBA Member Adopted Principles and Guidelines, the MTSBA Board's Strategic Plan, and the MTSBA Board's Specific, Methodical and Consistent Practices Recipe

Key Sources of Authority for MTSBA



MTSBA Core Purpose:

To develop the full potential of each child through school board leadership.

MTSBA Core Values:

Advocacy - We advocate for EACH child in EVERY public school in Montana.

Empowered School Boards - We empower community-engaged, elected school boards in their Constitutional mission to fulfill the potential of each child.

Member-Centric - We understand, respect and balance the interests of each of our members.

Constitutional Guardian - We guard and defend all Article X constitutional guarantees for each child.

American Indian Peoples and Tribes - We help our members preserve the history and cultural integrity of American Indian Peoples and Tribes.

MTSBA Specific, Methodical and Consistent (SMaC) Practices:

1. **We focus on assisting our members with reaching the full potential of EACH CHILD;**
2. **Our Strategic Plan drives the work of the Board and the staff.** We always look at what's coming up on the horizon that impacts our members, planning for changes and aligning our budgetary priorities with our strategic objectives;
3. **We integrate knowledge-based decision-making in all member discussions/decisions** and we must ensure expanded involvement of our members in our decision-making processes;
4. **We strive to implement solutions that collectively benefit our members** and which do not divide or disengage our membership, exercising fairness and balance in addressing the diverse needs of our members;
5. **Each Director meaningfully participates and engages in the governance of the Association**, effectively communicates with the membership and serves as an ambassador of MTSBA's programs and services;
6. **We encourage leadership of individual champions on the Board of Directors** who rise above and beyond the call of duty and inspire those serving with and for them;
7. **The Board and staff work in collaboration** for the collective benefit of our membership;
8. **We strategically devote the time and resources necessary** to ensure outcomes consistent with our core purpose;
9. **We foster opportunities to develop personal relationships** that strengthen the organization and enable us to meet challenges more effectively;
10. **We continually adapt and innovate to meet the needs, wants and preferences of our members**, to help our members succeed in promoting initiatives that support each student's success;
11. **We instill trust and openness in our relations with each other** and with our membership;
12. **We prioritize professional development** for the Board and staff;
13. **We take the lead in advocating for public education** and EACH child served by our membership;
14. **We identify opportunities to innovate the delivery of public education** services in a customized manner that develops the full potential of EACH child; and
15. **We deliberately choose and conform to a governance model of "representative of"** rather than "representative for" our constituents.
 - *"Representative of": Board members who view their role as ensuring that the views, beliefs, values, and self-interests of the constituencies they know the best are on the table as part of the conversation, are "representative of." They voice interests and opinions of those they know best and vote on behalf of the best overall interests of the organization. MTSBA embraces "Representative of".*
 - *"Representative for": If board members believe they are "representative for," they see themselves as the elected representatives of a particular constituency. They voice only the self-interests and opinions of that constituency and vote only on behalf of that constituency's interests. MTSBA disclaims "Representative for".*

The Montana School Boards Association:



Sees the world through the eyes of the elected trustee and dedicates its programs and services to helping school boards develop the full potential of each child in every public school in Montana.



Operates from a nonpartisan orientation in all that it does, determining its support for and opposition to proposals on the basis of alignment with strategic/member adopted priorities, and without regard to the positions of political parties regarding such proposals.



Is driven by its strategic planning and related processes and tightly aligns all that it does to the plan. We fully integrate strategy into everything that the board and staff do.



Generates its success through the leadership of fully-engaged, knowledgeable and selfless directors who work for the benefit of, are committed to understanding and who are devoted to equitably balancing and fulfilling the interests of all member districts. These directors set aside the specific interests of their own school district and understand their obligation to serve all school districts in fulfilling the potential of each child in every public school.



Works for the collective benefit of its members, striving to create clarity and consensus regarding its key initiatives and exercising fairness and balance in addressing the diverse needs of our members.



Executes its strategy through advocacy, services and innovation, demonstrating visionary leadership in and striving for excellence in all that we do.



Guards the constitutional guarantees afforded children in Article X of the Montana Constitution, including:

- Opportunities for each child to fulfill her/his educational potential;
- The right of each child to access a basic system of free quality schools in every Montana community, adequately and equitably funded;
- The right of Montanans to the separation of church and state and an assurance against direct or indirect aid to parochial education;
- A balanced structure of checks and balances between elected school boards, the Board of Public Education and the Legislature; and
- A commitment to education regarding the preservation of American Indian culture.



Operates with Transparency and Trust, providing our members with ready access and an open invitation to observe and hold us accountable for conducting ourselves in a manner that is consistent with our principles and to measure our successes and failures in the context of our adherence to the norms of behavior that have been defined and adopted by the MTSBA Board of Directors and its member school boards throughout the state.

MTSBA'S PRINCIPLES AND GUIDELINES

Principle I:

Embracing the Peoples' Goal of Developing the Full Educational Potential of Each Child in Every Public School

MTSBA must:

1. Advocate for adequate, rational funding for schools, sufficient to allow school districts to meaningfully comply with and provide an education worthy of the definition of the basic system of free quality schools in 20-9-309, MCA.

Principle II:

Recognition of the Shared Authority for Education Between the Community, Locally Elected School Boards, the Montana Board of Public Education, and the Legislature

MTSBA must:

1. Advocate for preservation of decision-making at the local, community level.
2. Support and advocate for proper exercise of the Board of Public Education's and the Legislature's respective authority. The Board of Public Education is to exercise "general supervision" over the basic system of free quality schools, which should be exercised in a manner that does not intrude on the more specific and expansive authority of elected school boards to "supervise and control" education in each community. The Legislature is to define the basic system of free quality schools and fund it rationally, recognizing the Board of Public Education's accreditation standards as the foundation upon which the basic system of free quality schools is built.
3. Advocate for and enforce the constitutional guarantee and requirement that all publicly funded K-12 education in Montana be supervised and controlled by publicly elected school boards as required by Article X, Section 8 of the Montana Constitution.

Principle III:

Equality of Educational Opportunity for All

MTSBA must:

1. Work to provide adequate and equitable funding so that local boards can provide student access to programs and services.

Principle IV: Recognition and Commitment to the Preservation of the Distinct and Unique Cultural Heritage of American Indians

MTSBA must:

1. Work to provide adequate funding for and state-wide commitment to Indian Education for All.
2. Recognize the negative impact that concentrated poverty can have on cultural preservation and pride and advocate for legislation to address and mitigate these negative impacts, including but not limited to advocacy for resources to address poverty, such as impact aid legislation.

Principle V: Preservation of the Separation of Church and State

MTSBA must:

1. Oppose vouchers, tuition tax credits, and other forms of proposed direct or indirect support for sectarian education that MTSBA believes violates Article X, Section 6 of the Montana Constitution.
2. Advocate for continued support of religious freedom.

Principle VI: Collaboration to Solve Challenges and Resolve Disagreements Whenever Possible

MTSBA must:

1. Understand, respect and equitably balance the interests of its member school boards while ensuring that the voices of all its members are heard and acknowledged in MTSBA's advocacy.
2. Maintain a focus on and reserve its resources to address issues of statewide impact and concern in its advocacy and maintain neutrality on issues of limited statewide impact that divide its members. When issues of limited statewide impact involve division among its members, MTSBA advocacy must be limited to providing information to all of its affected members on an equitable and neutral basis.
3. Identify and attempt to resolve division within the membership whenever possible through neutral facilitation of dialogue and transparent provision of information to its members.

MTSBA'S RESOLUTIONS

2017 Resolution - K-12 Vision Group Process to be followed from 2017-2023:

1. MTSBA will continue to convene the K-12 Vision Group on an ongoing basis through the 2023 Legislative Session to provide continuing guidance and recommendations aligned with the “Vision for Public Education in Montana” developed by the K-12 Vision Group in 2012. The work of the K-12 Vision group shall be designed to culminate with consensus recommendations regarding the definition of the basic system of free quality schools that is scheduled to be reviewed by the Legislature up to and including the 2023 Legislative Session pursuant to 20-9-309, MCA.
2. The membership of the K-12 Vision Group will continue to include trustees, business managers, teachers and administrators representing all MTSBA caucus groups and shall be annually revised and/or renewed prior to November 1, to incorporate nominations from the School Administrators of Montana, Montana Rural Education Association, MFPE, and Montana Association of School Business Officials.
3. MTSBA shall extend the opportunity for full collaborative partnerships in facilitating the ongoing work of the K-12 Vision Group to SAM, MREA, MASBO and MFPE.
4. MTSBA shall facilitate the K-12 Vision Group’s work using knowledge-based decision making processes, emphasizing careful, deliberate and comprehensive analysis of issues, the use of open dialogue (the purpose of which is to inform) prior to deliberation (the purpose of which is to decide), pursuit of insight regarding what the involved groups’ members want, need and prefer, and consideration of the ethical implications of our choices and mitigation of disadvantage to certain aspects of the respective groups’ members that might be caused by recommendations made by the K-12 Vision Group.
5. MTSBA shall seek to collaborate with and inform legislators from both political parties as well as key representatives of the offices of the Governor, the Board of Public Education and the Superintendent of Public Instruction of the progress and ongoing work of the K-12 Vision Group to ensure open communications and the availability of legislative and executive branch perspectives regarding such work.
6. MTSBA shall start to engage other external stakeholders outside of public education circles to increase awareness of the work of the K-12 Vision Group and to identify common interests and goals and opportunities for collaboration. There should be no static identification of “outside interest” groups but rather a process for highlighting broad public awareness of the work of the K-12 Vision Group and emphasizing an open invitation for the public to weigh in on such work. This might be accomplished, for example, through a combination of public opinion polling, facilitated community dialogue, outreach to business, higher education and other community leaders and public awareness campaigns. The key will be to ensure that we generate broad public support for the recommendations of the K-12 Vision Group over time.

7. The work of the K-12 Vision Group shall be focused on the following:
 - a. A global look at the current funding formula for schools with an eye toward determining how the formula could be simplified, made more responsive to need, equitable and adequate to allow schools throughout the state to provide the basic system of free quality schools as that term is defined in 20-9-309, MCA. Specifics to be reviewed as part of the global look at the formula shall include:
 - i. Whether the formula sufficiently promotes local control. If not, recommendations should be developed regarding how the formula could be improved to better vest authority in the elected trustees to make financial decisions.
 - ii. Review of weighting adjustments in current formula and identify possible enhancements. This inquiry shall include analysis of what other states do to account for economies of scale and address needs of school systems in different circumstances.
 - iii. Whether the current formula is sufficiently responsive to the educationally-relevant factors identified in 20-9-309, MCA, including:
 1. the number of students in a district;
 2. the needs of isolated schools with low population density;
 3. the needs of urban schools with high population density;
 4. the needs of students with special needs, such as a child with a disability, an at-risk student, a student with limited English proficiency, a child who is qualified for services under 29 U.S.C. 794, and gifted and talented children;
 5. the needs of American Indian students; and
 6. the ability of school districts to attract and retain qualified educators and other personnel.
 - iv. Recommendations regarding how the varying challenges experienced by different school districts throughout the state of Montana can be met to ensure that the needs of every child can be met.
 - v. Whether there is a practical way to better predict and incorporate relevant inflation into the formula that is based on the predominant expenditures of school districts.
 - b. As part of its work in identifying a simple, adequate, equitable and rational funding formula, the K-12 Vision Group shall undertake the following:
 - i. An updated review of the differential that exists between current funding and funding necessary to meet the definition of the basic system of free quality schools under 20-9-309, MCA;
 - ii. Revenue necessary to eliminate the differential;
 - iii. A long-range plan to eliminate the differential; and
 - iv. A communications plan to create the political will to accomplish the elimination of the differential.

GAP Analysis - Resolving Discrepancies Between the Promise and Reality of Quality

Note: In undertaking its advocacy efforts MTSBA must first devote its efforts to preserving previous progress as reflected in this platform. MTSBA's second priority will be to pass legislation further enhancing the constitutional guarantees afforded children as outlined in its gap analysis resolution.

BE IT RESOLVED: MTSBA believes that the definition of quality in 20-9-309 as currently written is sufficiently aligned with the constitutional guarantees afforded children under Article X of the Montana Constitution to fulfill the goal of fully developing the educational potential of the state's citizens.

There have also been some noted improvements in the funding formula over the last ten years, including the addition of full-time kindergarten, a better scaled basic entitlement, expanded authority of school districts to address the needs of children qualified for services under the Individuals with Disabilities Education Act (IDEA) and through improvements in funding (both overall and in the State's share) and flexibility.

MTSBA efforts since the 2009 Legislative Session have been consistently directed at resolving findings of Judge Sherlock in his order in *Columbia Falls Elementary v. State* (Columbia Falls II), where Judge Sherlock entered the following findings:

118. *Throughout this document, the Court has noted many improvements to the situation that existed in 2004. The Court has also noted that some problems remain. As just noted, this Court, given the efforts of the State and the difficulty of providing an adequate remedy at this time, chooses not to grant any supplemental relief. However, as loath as this Court is to provide an advisory opinion, it will make a few comments so as to avoid future problems.*
119. *By and large, the Court finds that the State has done a good job of addressing the problems earlier addressed. Following are some of the problems the Court sees that could cause this Court's conclusion to be reversed in the future. According to Exhibit 784, the State has made excellent contributions to ongoing State aid from 2005 through 2008. However, beginning in fiscal year 2009, the increase in the amount of State aid will drop to 1.9 percent. In order to avoid future problems, this figure should reflect to the trend of 2005-2008.*
120. *Next, although the total State aid to the school districts' general funds has increased from 2004 until today, the Court notes a slight relapse in 2009, as set forth in Finding of Fact 88, above. In the view of this Court, this figure should not be declining, but should either be increasing or at least staying the same.*
121. *The costs of special education need to be addressed. This Court noted in Finding of Fact 72, above, that Exhibit 549 shows that State appropriations for special education have fallen far short of the growth in costs. The increased competition for general fund dollars between special and general education continues.*
122. *In Finding of Fact 86, this Court noted the continuing problems with the recruitment and retention of teachers in isolated districts. While the State has made progress in this regard, it would be helpful if more could be done to ease these problems. As noted, increasing salaries for rural and isolated districts would have a noticeable impact on recruitment and retention problems.*

Specific legislation previously passed through MTSBA efforts pertaining to the above findings include:

1. **2011 Legislative Session:** MTSBA successfully drafted and passed Senate Bill 329, allowing school districts to form multi-district agreements. The most notable improvement here was that unified school systems were provided greater flexibility in committing funds throughout their K-12 school systems. School districts throughout the state have used this law, not only to qualify for state incentive funding, but to also level out the ups and downs of budgets that go hand in hand with enrollment fluctuations.
2. **2013 Legislative Session:**
 - a. SB 175: In addition to a prorated basic entitlement that provided school districts of all sizes with millions in new funding, SB 175 also increased the basic and per-ANB entitlements, attained inflationary increases on portions of the formula that had been frozen since 2005, provided a new funding stream for student data systems, added a new natural resource development payment to freeze local property taxes and provide a funding stream for school construction, and implemented:
 - i. Proficiency based ANB, with no seat time requirement. This can help facilitate accelerated learning for gifted and talented students and could also be used to free up resources to pay for dual credit courses for such students and to devote more time to individualized instruction.
 - ii. School board flexibility to increase its over BASE general fund levy without a vote, provided that other non-voted levies are reduced by a corresponding amount.
 - iii. Immediate increased funding for school districts experiencing an unusual increase in enrollment with more meaningful thresholds than what existed under previous law. Old law required a 6% increase before immediate funding could be attained. We successfully changed this so that an increase of 4% or 40 students would qualify a school district for immediate funding.
 - b. SB 191: Allows a district to use the non-voted tuition fund to pay for any actual costs of providing a Free Appropriate Public Education to students qualifying for services under IDEA that are above the current federal, state and local funding streams available to serve such students.
 - c. SB 348: Allows a district to transfer state or local revenue from any fund other than debt service or retirement to its building reserve fund and use the funds for enhancements to school safety and security.
3. **2017 Legislative Session:**
 - a. Senate Bill 103: Extended new flexibility for personalized learning at the system level. Removed the obligation to provide the aggregate hours of instruction to all students other than those not gaining proficiency.
 - b. Senate Bill 307: Created a new major maintenance funding stream of \$23 million annually, through a combination of non-voted levy authority and matching funds through the Natural Resource Development Payment, thereby covering \$10.5 million of the \$23 million through state funds.
 - c. House Bill 647: Protected school districts against what would have otherwise been budget reductions of \$42 million. Used block grant funds to cover short term budget shortfalls and expanded GTB FY18-21, providing \$20 million in net increased GTB compared to old GTB and block grants.
4. **2019 Legislative Session:**
 - a. House Bill 211: Passed funding for educator loan repayments for schools facing critical quality educator shortages.
 - b. House Bill 247: Authorized school districts to use major maintenance resources to service debt on major maintenance loans. Authorized over \$250 million in major maintenance loans.
 - c. House Bill 351: Provided incentive funds to help school districts converting to personalized learning models.
 - d. House Bill 387: Increased career and technical education programming and funding, expanding to middle grades, authorizing matching non-voted adult education levy funds and more than doubling current CTE funding levels.
 - e. House Bill 576: Increased flexibility over donated funds previously obligated to endowment funds. Expanded school district access to over \$30 million in such funds.
 - f. Senate Bill 92: Expanded authorized use of funding transfers, major maintenance resources and voted levies for operational and capital costs of school and student safety and security.

In spite of significant progress from the 2011-2019 Legislative Sessions as noted above, MTSBA believes there are remaining gaps between what is promised in the definition of quality under 20-9-309, MCA, and what is reasonably attainable through current law. Key areas where the law must be better aligned with an education worthy of the definition of quality in 20-9-309, MCA, include:

Primary Areas of Focus

- 1. Preserve Previous Progress:** Monitor and work to preserve and protect existing provisions of law previously passed pursuant to MTSBA resolution that closed gaps between the definition of quality in 20-9-309 and the reality of the funding formula. Examples of previous progress to be protected include all elements previously incorporated in law to ensure the constitutional rights of each child in every public school, including but not limited to:
 - a. Institutionalization of the consistent provision of K-12 Base Aid Inflation;
 - b. Provisions ensuring a free appropriate public education in the least restrictive environment possible for students who qualify for services under the Individuals With Disabilities Education Act, including provisions providing school boards with the tools, including both funding and flexibility, to ensure meaningful compliance with the applicable laws ensuring the rights of children with disabilities;
 - c. Previous improvements to adequacy and equity in the formula as outlined in the body of this resolution above; and
 - d. The flexibility and authority of elected school boards to:
 - i. provide opportunities for personalized learning paths through any reasonable means, including through off-site and/or remote instruction and assessments, determinations, and declarations of student proficiency;
 - ii. facilitate each student's attainment of postsecondary career and educational success; and
 - iii. develop and provide flexible systems of pupil-centered learning that are designed to fully develop the educational potential of each person.
- 2. School Facilities:** Seek to remove language in existing law that allows the state to fund less than the amount that would otherwise be yielded through the formula through a prorated distribution of funds. The two sections implicated are 20-9- 525(5) and 20-9-346(2)(b):
 - a. **20-9-525(5)** If the appropriation from or the available funds in the school major maintenance aid account in any school fiscal year are less than the amount for which school districts would otherwise qualify, the superintendent of public instruction shall proportionally prorate the aid distributed to ensure that the distributions do not exceed the appropriated or available funds.
 - b. **20-9-346(2)(b)** based on the limitation of state equalization aid appropriated for debt service purposes, determining the state advance for school facilities and the proportionate share of state reimbursement for school facilities that each eligible district must receive for the school fiscal year.
- 3. Equitable Funding:** Protect the phased in expansion of state support for GTB (232% for fiscal year 2021 and each succeeding fiscal year, 20-9-366) and the Natural Resource Development K-12 School Facilities Payment (\$7.6 million in fiscal year 2021, and \$10 million in fiscal year 2022, increased by an inflationary adjustment calculated as provided in 20-9-326 in each succeeding fiscal year, 20-9- 635).
- 4. Recruitment and Retention:**
 - a. Continue to seek legislation to improve school districts' abilities to effectively recruit and retain high quality educators. Examples of strategies to support include:
 - i. Increase available resources, including state assistance on managing the cost of health benefits for school districts to provide health insurance comparable to what other public employers provide for their staff;
 - ii. adequate funding of loan forgiveness programs, service scholarships, state paid stipends and programs supporting local pipelines into the profession (e.g., educators rising); and
 - iii. Targeted efforts to improve recruitment and retention in areas of need, including but not limited to:
 1. Rural and isolated school districts.
 2. The following specific subject areas/education levels:
 - a. Drivers Education.
 - b. Dual Credit Licensure.

- 5. Resolve Selective Application of Inflation to the Funding Formula and Improve the Accuracy of the Inflation Factor:** The definition of quality in 20-9-309, MCA, asserts the necessity of a formula that is “self-executing and includes a mechanism for annual inflationary adjustments.”
- a. In spite of the inclusion of this requirement for the entire formula in the definition of quality, all portions of the formula are not self-executing or inflation adjusted. This is of particular importance in seeking inflation adjustment for special education funding. Additionally, when the state faces funding difficulties, the discussion inevitably turns to freezing inflation. MTSBA shall seek to ensure application of inflation as set forth in 20-9-326 to the funding formula (as required by 20-9-309), including all formula elements to which current law requires the application of inflation and expansion of existing law to provide inflation for remaining elements of the funding formula, including Special education, Gifted and talented and Career and Technical/Vocational Education.
 - b. MTSBA shall also seek to amend 20-9-326 to replace the use of the Bureau of Labor Statistics’ CPI-U Inflation with the use of the Bureau of Labor Statistics’ employment cost index, state and local government as part of efforts to ensure that inflation on the formula better matches the inflationary costs of operation in Montana’s public schools.
 - c. Finally, MTSBA shall seek changes to decrease the emphasis within the formula on enrollment for districts with declining enrollments.
- 6. Improve Access to Opportunity for Students Facing Barriers to Effective Learning:** Seek increases in state support, removal of regulatory barriers and local funding restrictions and improve local flexibility to allow school boards to develop the full educational potential of each child in every public school. MTSBA shall seek legislation to assist in improving Montana’s public schools’ success in helping those suffering from or statistically more likely to experience achievement gaps, such as those associated with poverty and trauma. Emphasis shall be placed on helping school districts address and successfully overcome the root causes of significant barriers to effective learning, reaching affected pupils beginning with early childhood education and improving pupils’ abilities to learn, form healthy relationships, regulate their emotions, and achieve success for the rest of their lives. If necessary, to ensure passage, tie the increase to implementation of effective strategies aimed at closing the opportunity/achievement gap. This effort should focus on the opportunity gap as a systemic issue, not misinformed assumptions regarding inherent differences in students’ capabilities. An example could include development of a clearinghouse of best practices and strategies, with an incentive for school district use of the increased funds on implementation of such practices and strategies and improved outcomes for students.

Allow Limited Waiver of Tuition

Resolution: Authorize a board of trustees of a school district that is part of a unified school system to waive tuition for any student attending the school district who was or will be a resident of the district with which the other school district is unified and who does not have residency status in the school district of choice because of a previous allocation of abandoned district territory by the county superintendent under 20-6-209, MCA.

Expand/segment the definition of “entity” in 20-5-320, MCA, so that a school district can waive tuition for students in the circumstances described above without losing their authority to charge tuition to other students and/or districts or state, federal and tribal agencies without these unique circumstances. Possible conceptual amendment as follows:

20-5-320(2)(c) (ii) As used in this subsection (2)(c), “entity” means a parent or guardian or the trustees of the district of residence. The different types of “entities” include:

- (A) A parent or guardian of a student who is a nonresident of an elementary district of choice;
- (B) A parent or guardian of a student who is a nonresident of a high school district of choice and who was not a resident of the elementary district with which the high school district of choice is unified pursuant to 20-6-312, MCA;
- (C) A parent or guardian of a student who is a nonresident of a high school district of choice and who was a resident of the elementary district with which the high school district of choice is unified pursuant to 20-6-312, MCA;
- (D) The trustees of the district of residence; and
- (E) Any state, federal or tribal agency responsible for tuition under the law.

Allow Use of Electronic Evidence of Traffic Offense

Resolution: Allow the use of video evidence to enforce school bus stop arm violations

WHEREAS, Montana law requires drivers overtaking a school bus from either direction to stop while the school bus is operating visual flashing red signals as specified in 61-9-402 and the driver may not proceed until the children have entered the school bus or have alighted and reached the side of the highway or street and until the school bus ceases operation of its visual flashing red signal; and

WHEREAS, the National Highway Traffic Safety Administration (NHTSA) notes stop arm laws are particularly challenging to enforce because violations occur randomly, as opposed to at certain times or locations, and typically must be witnessed by a law enforcement officer in order for a ticket to be issued; and

WHEREAS, Montana school buses travel millions of miles per year on roads, highways, and streets not heavily monitored by law enforcement at all times; and

WHEREAS, Montana schools leverage technology in many ways to ensure our students safety while they are in the schools' care; and

BE IT RESOLVED, that MTSBA will support legislative action authorizing the use of stop arm camera technology to substantiate the reporting of stop arm violations. The implementation of such technology will remain at the discretion of local trustees, not mandatory, and the cost of implementation can come from any applicable fund allowed by law including but not limited to Transportation, Bus Depreciation, and/or School Safety monies.

Create Funding Mechanism to Expand Middle School Career and Technical Education Programs

Resolution: Additional funding for career and vocational/technical education

WHEREAS, funding for Career and Vocational/Technical Education (CTE) in Montana is well below the funding levels for programs in neighboring and other western states; and

WHEREAS, state funding for career and technical education is distributed using the Carl Perkins formula, these funds are earmarked for high school programs only and no mechanism is currently available in law to fund middle school programs; and

WHEREAS, career and technical education prepares students for a wide range of careers and post-secondary education programs; and

WHEREAS, career and technical education courses provide students with life and employment skills to make them highly desirable employees in today's modern workforce; and

WHEREAS, the majority of jobs in the U.S. labor market now require more than a high school diploma but less than a four-year degree; and

WHEREAS, career and technical education directly benefits not only our students, but also employers and local economies; and

WHEREAS, enrollment in career and technical education courses has been identified as a path that increases student engagement and high school graduation rates; and

WHEREAS, it is widely recognized that the foundation for these high school programs should be established in middle school; and

WHEREAS, as funding increases at the high school level it creates a larger gap between those programs and middle school options; and

WHEREAS, establishing an ongoing funding mechanism for middle school career and technical education makes minimal resources available for middle school level career and technical education offerings; and

BE IT RESOLVED, that MTSBA will primarily support legislative action targeting additional funding for high school CTE programs including inflationary increases consistent with House Bill 218, 2019 Legislative Session; and

BE IT FURTHER RESOLVED, that MTSBA will support legislative action to create a funding mechanism to provide career and technical education opportunities for students in accredited middle schools that supplements but does not supplant high school funding.

Bills to pursue:

1. Cost of employment index inflation for school funding -
 - a. Will show a fiscal impact and significant local tax impact starting in the 2025 biennium.
 - b. Should not show any fiscal impact in the 2023 biennium.
2. Supplemental Advanced Opportunity
 - a. Will show a fiscal impact because right now the appropriation adopted by the Legislature takes precedence over the amounts for which school districts qualify under the formula, with a first come, first served cut off for those seeking funding.
3. Supplemental Transformational Learning
 - a. Will show a fiscal impact because right now the appropriation adopted by the Legislature takes precedence over the amounts for which school districts qualify under the formula, with a first come, first served cut off for those seeking funding.
4. Trauma as Subset of School Safety
 - a. Should not show a fiscal impact. Our plan is to simply mark out and identify resolving trauma as an issue of school and student safety and security.
5. School Health Insurance Pool
 - a. Should not show a fiscal impact at all, other than a small amount of revenue to OPI for confirming a health pool qualifies.
 - i. We need to redraft this bill to require another qualification of the Pool. The pool must purchase excess loss coverage with an attachment point no more than \$250,000 for a single claim.
6. Protect FY22 ANB shortfalls from COVID impacts –
 - a. Will show a fiscal impact and significant local tax impact in the upcoming biennium.
 - b. Use of unusual enrollment increase under current law won't fix this issue. It will only kick it down the road and result in a high stakes supplemental appropriation in the 2025 Legislature.
7. No ANB reduction in unforeseen emergencies
 - a. We should be able to sell this as a clarification, resolving the conflict between sections 20-9-805 (which says funding is reduced proportionally for days missed) and 20-9-806 (which says that funding is not reduced as long as the district makes a reasonable effort (defined as making up 3 days) to make up days lost to the emergency.
 - b. Use of proficiency determinations and declarations under current law is another way to solve this issue without the need for legislation.
8. Use of Leftover K-12 BASE Aid to Fund Categorical K-12
 - a. Will show a fiscal impact and significant local tax impact in the upcoming biennium because under current law, unspent K-12 base aid remains in the state general fund and supplements the ending fund balance for the biennium.
9. Video Evidence School Bus Traffic Infractions

- a. Should not have a fiscal impact but I recommend we not introduce if Rep Vinton is unwilling to carry.
- 10. Allow limited tuition waivers in unique territory circumstances
 - a. Should not have a fiscal impact and is likely safe to introduce.



Superintendent
Tyler Ream, Ed. D
324-2001

Business Manager
Janelle Mickelson
324-2040

Board of Trustees Meeting

Due to the response of COVID-19 this meeting was held virtually as well as in person at
Capital High School

Tuesday November 10, 2020

5:30 p.m.

MINUTES

The Board of Trustees Meeting of the Board of Trustees was called to order by Chair Luke Muszkiewicz over the Microsoft Teams platform at 5:40 p.m.

ATTENDANCE – Present unless otherwise noted

Luke Muszkiewicz, Board Chair
Siobhan Hathorn, Board Vice Chair
Sarah Sullivan, Trustee
Jennifer McKee, Trustee
Elizabeth “Libby” Goldes, Trustee- absent, excused
Jennifer Walsh, Trustee
Terry Beaver, Trustee
John McEwen, Trustee
Claire Downing, HHS Student Board Representative
Mariah Mercer, CHS Student Board Representative

Dr. Tyler Ream, Superintendent
Josh McKay, Assistant Superintendent
Janelle Mickelson, Business Manager
Barb Ridgway, Chief of Staff
Stacy Collette, Human Resources Administrator
Sean Maharg, Special Education Administrator
Sean Morrison, Special Education Administrator
Kalli Kind, Director of Support Services
Jane Shawn, Helena Education Association President

Pat Boles, IT Administrator
Gary Meyers, IT
Tim McMahon, Activities Director
Steve Thennis, Helena High School Principal
Dave Thennis, CR Anderson Middle School Principal
Brett Zanto, Capital High School Principal
Trish Klock, Bryant Elementary School Principal
Deb Jacobsen, Hawthorne Elementary School Principal
Wynn Randall, Access to Success Principal
Erin Maxwell, RBLC Principal
Jill Nyman, Smith Elementary School Principal
Lisa Lowney, Kessler Elementary School Principal
Nick Radley, Four Georgian's Elementary School Principal
Brian Cummings, Jim Darcy Elementary School Principal

Many Guests of the Helena School District

I. CALL TO ORDER/PLEDGE OF ALLEGIANCE

Chair Luke Muszkiewicz called the meeting to order at 5:40p.m. and led the Pledge of Allegiance.

II. REVIEW OF AGENDA

Pull the minutes from October 13, 2020, they will be presented during the December Board of Trustees Meeting.

III. GENERAL PUBLIC COMMENT

None

IV. NEW BUSINESS

A. Items for Action

1. Approval of School Psychologist Evaluation Tool

Stacy Collette presented the information to the board. In accordance with the Collective Bargaining Agreement between the Helena Education Association and the Helena Public Schools, Article XIV – Teacher Evaluation, 14.1 (2) “The Labor/Management Committee shall make recommendations for revisions of the Teacher Evaluation document to the HEA Board of Directors and the District’s Board of Trustees for approval. The Labor/Management Committee shall be allowed to adjust the working and structure of the teacher evaluation document if the original intent and philosophy remain intact. All changes made in the Teacher Evaluation document will be reviewed with the Board of Trustees and the HEA Board of Directors on an annual basis”. For years, other licensed staff have been evaluated with the teacher rubric, and many of the components did not match the scope and functionality of their positions. Beginning in 2016, the other licensed staff began modifying their

evaluations to align with their own professional standards for their specific occupation. On November 4, 2020, the Labor Management Committee reviewed and approved the School Psychologists Evaluation rubric. The contract calls for the Board of Trustees to vote and approve this evaluation tool. Due to timing, the HEA Board of Directors will vote on this tool November 17th. This item rests with the District Board of Trustees for consideration for approval. The changes to the evaluation rubrics include; Standards of practice with national certification entity. Explicit measures to determine proficiency level and development opportunities. Comment sections for administrators and staff for a robust conversation relative to performance and goal setting. HEA and HPS have worked collaboratively to determine successful performance measures for all staff through the Labor Management Committee. Unique to Helena, and indicative of our collaborative relationship, we have created evaluation rubrics which are specific to the disciplines represented. School Psychologists across the district have contributed both standards of measure, and professional requirements as well as relationship to student engagement for the betterment of the district as they serve students. These documents support the directive of the Board and philosophy to support our employees. The Superintendent recommends that the new evaluation rubrics as written.

Motion: Sarah Sullivan moved to approve the School Psychologist Evaluation Tool. John McEwen seconded the motion.

Public Comment: None

Board Comment: None.

Vote: 8-0 The motion carried

2. Policy 5000: Equal Employment Opportunity and Non-Discrimination
The policy was presented by Barb Ridgway. This policy has been reviewed by the Policy Committee twice and to the full board once. As noted previously, this policy is being revised, because in May 2020, the Trump administration released a new rule that outlines when and how K-12 schools must respond to reports of sexual assault and harassment under Title IX, the federal law that prohibits sex discrimination for both students and staff.

Motion: Sarah Sullivan moved to approve Policy 5000. John McEwen seconded the motion.

Public Comment: None

Board Comment: None.

Vote: 8-0 The motion carried

3. Policy 5005: Sexual Harassment
The policy was presented by Barb Ridgway. This policy has been reviewed by the Policy Committee twice and to the full board once. As noted previously, this policy is being revised, because in May 2020, the Trump administration released a new rule that outlines when and how K-12 schools must respond to

reports of sexual assault and harassment under Title IX, the federal law that prohibits sex discrimination for both students and staff.

Motion: Sarah Sullivan moved to approve Policy 5005. Terry Beaver seconded the motion.

Public Comment: None

Board Comment: None.

Vote: 8-0 The motion carried

B. Consent Action Items

1. October 13, 2020 Board of Trustees Minutes Meeting Minutes
2. Approval of Warrants
3. Approval of out-of-district attendance agreements

Motion: Sarah Sullivan moved to approve the Consent Action Items as presented. John McEwen seconded the motion.

Public Comment: None

Board Comment: None

Vote: 7-0 The motion carried.

C. Items for Information

1. Technology Department Update

Gary Myers presented the information to the board. The staff in the technology department has consisted of ten people in the last twenty years. In order to support the mission of the district there should be staffing increases. Comparable districts have 12-30 tech staff. There has been a daily consistent user increase from 1,000 to 9,000, and staffing increase would help with the support ticket volume and Help Desk. Immediate needs include hiring additional tier 1 support staff, department secretary, a revision of salary matrix in order to retain and support staff and establishing a new department organization chart.

Board Chair Luke Muszkiewicz called for a break in the meeting at 6:50pm. The meeting was resumed at 7:03pm. The Superintendent Search Update was moved to after reports.

D. Reports

1. Policy Committee Report

Trustee McEwen gave the policy committee report. The committee met, two of the policies that the group met on, came to the board tonight. There are more policies that are being worked on, currently.

2. Teaching and Learning Committee Report

Trustee Sullivan gave the report; the committee had the same presentation that Gary gave to the board tonight.

3. **Budget and Finance Committee Report**
Trustee McEwen gave the report; the committee reviewed Gary's presentation and we reviewed the expenditures from the general fund. The committee went over the census report, as the main effort of the meeting. This is conducted in October and February.
4. **Health Benefits Committee Report**
Trustee McEwen gave the report; the committee looked at the end of the plan year. The plan finished well with the expenditures this year compared to last year, has decreased.
5. **Negotiations Update**
Stacy Collette reported that the negotiations presented the HEA teachers with a proposal to consider an exploration of an alternate plan. Employees are reviewing this to possibly transfer to a traditional plan. They will continue until coming to a settlement.
6. **Montana School Boards Association Report**
Will be pushed to the Board Work Session on November 17.
7. **Helena Education Association Report**
Jane Shawn reported that HEA is excited that they have reached a conclusion on the school psych evaluation tool. They appreciate the Board approving that evaluation. Jonna Schwartz is the new Treasurer. Bargaining is on-going. Both parties have agreed, on principal, with the traditional steps and lane technique, but there are still many things that need negotiated. Thanked Jackie and Carolyn for their hard work on the Superintendent Search.
8. **Student Board Representative Report**
Claire Downing, HHS, reported that the teachers and students are really working on increasing their communication. The survey focused on how online schooling is going with the workload and communication with their teachers. Students are struggling with staying organized and staying motivated at home, along with time management.
Mariah Mercer, CHS, highlighted their student council election and success amongst the student body in academic, athletics, and choir. Three national merit semi-finalists at CHS – scoring very high on the PSAT. NHS is offering tutor students. CHS is trying to help mental health of both staff and students.

ITEMS FOR INFORMATION (continued)

Superintendent Search Update – Leadership Profile, Desired Characteristics, and Survey Summary

Jackie and Carolyn presented the information to the board. They thanked everyone that has been involved in the process. In the first group 133 people participated and the other groups were significant as well. The community really thinks that the strengths that have come from the current superintendent, Dr. Ream, are rigorous high-quality education, wide variety of

program offerings, student performance at high levels. The teacher and staff quality strengths are valued for their strength, expertise, commitment, dedication to success of students. All staff is seen as student-centered. Pride in Helena's ability to attract the "best for Montana" with strong building administrators. The parents and community value Superintendent Ream's involvement and is supportive with a true sense of community with a small-town feel, while remembering that many employees are former students, and the community attracts supporters of public education. There has been kudos given to the District on the COVID19 response. The issues and concerns are financial challenges that the district is facing, negotiations impact, loss of enrollment due to East Helena High School. There are also facilities issues; old facilities needing repaired or replaced. There needs to be a future bond for construction. Other challenges are communication with more communication and more impact from central office. Board governance is another issue with not understanding the roles and responsibility; not being unified. A concern revolves around the Superintendent turn-over in recent years. Desired Characteristics range from experience, communication skills, community engagement, leadership, relationship builder with strong communication skills. They want someone who is student centered. Applicants will be screened if there are recommendations for Helena School District.

V. SUPERINTENDENT'S REPORT

The District meets weekly with the County Health Department. The data is what begins the conversation to set the precedent for any decisions that will be made for the school district and if the schools should be closed. Dr. Ream reviewed metrics from national and guideline considerations. We did not phase-up because we were warned by the health partners to not phase. The local professionals were correct for late September early October. If the county health team warns us that the schools need to be closed, it will be on something the district has to do, not what the district wants to do. We are hoping to continue to have school in the phase one model.

VI. BOARD COMMENTS

Thanks to the technology crew for helping run the meeting as smooth as possible.

VII. ADJOURNMENT

There being no other topics for future meetings and no public comment on issues not on the agenda, the meeting adjourned at 9:26 p.m.

Respectfully submitted,

Luke Muszkiewicz, Chair

Jessica Evans, Recording Secretary

Date

PERSONNEL ACTIONS
November 18, 2020 – December 8, 2020

CERTIFICATED PERSONNEL

Appointments

<u>Name</u>	<u>Effective</u>	<u>Location/Assignment</u>	<u>Salary</u>
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**Temporary Contract: Contract expires at the discretion of the District or 6/10/2021 whichever occurs first.*

Terminations/Retirements

<u>Name</u>	<u>Effective</u>	<u>Location/Assignment</u>	<u>Reason</u>
Turner, Tessa	1/25/2020	RBLC/Speech-Language Pathologist	Personal

Leaves

<u>Name</u>	<u>Term</u>	<u>Location/Assignment</u>	<u>Type of Leave</u>
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Change in Contract

<u>Name</u>	<u>From</u>	<u>To</u>	<u>Effective Date</u>
-------------	-------------	-----------	-----------------------

**Temporary Assignment*

CLASSIFIED PERSONNEL

Appointments

<u>Name</u>	<u>Effective</u>	<u>Location/Assignment</u>	<u>Salary</u>
Dauenhauer, Misti	11/17/2020	HMS/General Secretary II	\$18.03/hr.
Eggensperger, Ryan	11/30/2020	HHS/Temporary Para Educator Proctor	\$13.91/hr.*
Lightner, Jacklyn	11/16/2020	Bryant/Custodian	\$16.01/hr.
Smith, Brooke	11/30/2020	CRA/NET Tutor	\$17.20/hr.
Smith, Kendall	12/07/2020	CHS/Temporary Para Educator Proctor	\$13.91/hr.*

**Temporary Assignment*

Terminations/Retirements

<u>Name</u>	<u>Effective</u>	<u>Location/Assignment</u>	<u>Reason</u>
Linjanen, Denise	12/08/2020	Lincoln-Hawthorne/SACC Para Educ.	Resignation
Whitlatch, Isaac	11/23/2020	CHS/Temporary Para Educator Proctor	Termination

Leaves

<u>Name</u>	<u>Term</u>	<u>Location/Assignment</u>	<u>Type</u>
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SUPPLEMENTARY CONTRACT ASSIGNMENTS

<u>Last Name</u>	<u>First Name</u>	<u>Assignment</u>	<u>Location</u>	<u>Amount</u>
Broadhead	Ashten	Coor-Girls Basketball	HHS	\$2000.00
Pilon	Jim	Wrestling Asst Coach	HHS	\$3548.00
Swenson	Elizabeth	Coor-Girls Basketball	CHS	\$2060.00
Swenson	Ryan	Coor-Boys Basketball	CHS	\$2080.00

Helena School District #1

Warrants November 1 to 30, 2020

Direct Deposits: \$3,190,839.42

Payroll Warrants: 70130611-70130642

Payroll Deduction: 69277367-69277402

Non-Check Payroll Deductions: \$5,062,965.26

Non-Check Accts Payable Deductions: \$1,111,313.62

Non-Check Accts Payable Deductions- HHS Extracurricular: \$30.00

Claim Warrants: 69277001-69277472

CRA Middle School Student Activity Checks: 17202-17203

HMS Middle School Student Activity Checks: 8142-8143

Capital High Student Activity Checks: 23506-23529

Helena High Student Activity Checks: 35272-35298

Cancelled Warrants: \$4,490.95

We certify that all warrants herein listed were prepared and previously paid for, are just and correct to the best of our knowledge, and that the board of trustees has authorized the issuance of the same.

Chairperson _____

Business Manager _____

ACKNOWLEDGE OUT-OF-DISTRICT ATTENDANCE AGREEMENTS
(HELENA RESIDENT STUDENTS ATTENDING OTHER SCHOOL DISTRICTS)

Discretionary:

Grade	Address	District of Attendance
8	1205 Winston Ave., Helena, MT 59601	Clancy Elementary

Running Total of Acknowledged Out-of-District Attendance Agreements
(Helena Resident Students Attending Other School Districts)

Grade	East Helena K-12	Lincoln K-12	Townsend K-12	Cascade Public Schools	Clancy Elementary	Missoula High School	Jefferson High School	Total
K	10				2			12
1	12				1			13
2	13				4			17
3	12				7			19
4	16				1			17
5	16				4			20
6	22	1			3			26
7	20			1	4			25
8	19			2	7			28
9	28			1			1	30
10	17			3				20
11			1	2				3
12						1		1
	185	1	1	9	33			231

APPROVAL OF OUT-OF-DISTRICT ATTENDANCE AGREEMENTS
(NONRESIDENT STUDENTS ATTENDING HELENA SCHOOL DISTRICT)

Grade	District of Residence	Address	School of Attendance
9	Jefferson High School	Clancy	Helena High School
10	Jefferson High School	Clancy	Capital High School
11	Jefferson High School	Clancy	Helena High School

Running Total of Out-of-District Attendance Agreements

Grade	Address						Total
	East Helena	Clancy	Montana City	Boulder	Jefferson City	Helena	
1	1						1
2							
3	1						1
4	1						1
5		1					1
6							
7							
8	1						1
9	13	50	10	1	1	4	79
10	5	8	1				14
11	1	3		1			5
12		6	1				7
	23	68	12	2	1	4	110



FY22 DUES REVENUE ESTIMATE

TO: MTSBA Member School Boards
 FROM: Lance Melton, Executive Director
 RE: Dues Revenue Estimate for FY2022
 DATE: November 11, 2020

Pursuant to the MTSBA Bylaws, below is a dues revenue estimate for the fiscal year beginning July 1, 2021. The MTSBA Board of Directors has voted on this issue and recommends the membership’s approval of the FY22 dues revenue estimate as presented.

Refresher Regarding How MTSBA Dues are Calculated:

The MTSBA bylaws include a dues formula that is based on total current spending by each member three years preceding the year to which the dues apply. The lag between the year of spending vs. the year of dues to which such spending applies is to ensure that we are relying on audited data submitted by OPI to the National Center for Education Statistics.

The dues formula is largely sensitive to each member’s local funding, providing a decrease in dues when a member’s expenditures drop from year to year and providing an increase in each year when a member’s expenditures rise. If a member’s spending places them in one of the floors, caps or flat rates, the dues for such member change according to the total percentage change in expenditures by all members in the applicable year.

The percentage by which total current spending of all members increased from FY18 to FY19 was 3.42%. That inflation factor has been applied to all floors, caps and flat rates as well as to spending thresholds as required by the Bylaws.

The following is a chart that identifies the various assessment rates, floors, caps and flat rates as specified in the Bylaws. The chart below is in an adjusted form as specified in the Bylaws and is presented for your approval.

FY22 Dues Formula, Formula Change Per Bylaws				
FY19 Spending Low	FY19 Spending High	Assessment	Floor	Cap
\$0	\$385,976	Flat Rate	\$392	\$392
\$385,977	\$2,324,421	0.14%	\$392	\$2,565
\$2,324,422	\$4,636,603	0.11%	\$2,565	\$4,332
\$4,636,604	\$6,870,365	0.09%	\$4,332	\$5,330
\$6,870,366	\$10,863,305	0.08%	\$5,330	\$7,045
\$10,863,306	Above Floor, not 1 of 7 largest members	0.06%	\$7,045	\$13,776
Seven Largest Members	Flat Rate	Flat Rate	\$19,322	\$19,322
Coop Members	Flat Rate	Flat Rate	\$794	\$794

Estimated Dues Revenue Required by the MTSBA Bylaws:

The MTSBA Bylaws provide that I am to “*estimate the financial impact of the formula above upon projected revenue from regular voting member dues for the Corporation in the subsequent year. In making such estimate, the Executive Director shall adjust the floors, caps and flat rates by the same percentage that spending of the membership overall has changed.*”

Once the revenue estimate is complete, it is subject to approval by the MTSBA Board of Directors. Once approved by the MTSBA Board, the dues revenue estimate is presented to the members for their approval. With our flipped schedule for conducting our Annual Meeting, approval or rejection of the dues revenue estimate by our members is being conducted through an electronic ballot distributed to each member school board per the MTSBA Bylaws.

For purposes of estimating the dues revenue for FY2022, I have used OPI’s data set for total current spending for FY2019, which reflected an increase in total current spending by our members of 3.42% from FY18-19:

- FY18 Total Current Spending = \$1.643 Billion
- FY19 Total Current Spending = \$1.7 Billion
- Growth in Total Current Spending, \$\$, FY18-19 = \$56.3 million
- Growth in Total Current Spending, %, FY18-19 = 3.42%

Pursuant to the Bylaws, I have estimated the impact of this growth on our existing dues formula by adjusting the floors, caps, flat rates and spending classifications by 3.42% and by applying the Bylaws-adjusted formula to total current spending of the members from FY19.

On the basis of these referenced calculations, I estimate that MTSBA dues revenue would increase under the adjusted formula by approximately \$34,010, from \$1,020,565 in FY21 to \$1,054,575 in FY22.

1. The increase in dues represents approximately 0.69% of MTSBA’s budgeted revenues for FY21 and this increase, if approved, will help MTSBA meet the inflationary costs of operation in FY22 and continue to provide expanded dues-based services to our members.
2. This projected increase represents estimated membership dues revenue growth of 3.33% and is based on 100% member retention and no member consolidating, dissolving, or quitting between now and FY22.
3. Provided that we experience average growth in overall revenues from FY21 to FY22, I estimate that the FY22 dues will represent approximately 21% of overall revenues.

If you have any questions, please let me know.

Sincerely,



Lance Melton, Executive Director