



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

Lincoln Center | 1325 Poplar St. | Helena, MT 59601

Thursday, July 27th, 2023 - 10:00 a.m.

Lincoln Board of Trustees Conference Room and
via TEAMS

[Click here to join the meeting](#)

AGENDA

I. CALL TO ORDER /PLEDGE OF ALLEGIANCE

II. REVIEW OF AGENDA

III. 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.

IV. NEW BUSINESS

A. Consent Action Items

1. Personnel Actions
2. Warrants
3. Out-Of-District Attendance Agreements (Non-Resident Students Attending HPS)
4. Out-Of-District Attendance Agreements (Helena Students Attending Other Districts)
5. Resolution to Dispose of Sewing Machines
6. MTSBA FY25 Dues Revenue Estimate
7. MTSBA Principles & Guidelines
8. MTSBA Organizational DNA

9. MTSBA's Board of Directors Visionary-Based Advocacy Resolution
10. MTSBA's Board of Directors Gap Analysis Resolution
11. MTSBA's Officer Elections
 - Sue Corrigan – MTSBA President Elect
 - Krystal Zentner – MTSBA Vice-President

B. Items For Action

1. Approval and Ratification of the HPS-Electrician Collective Bargaining Agreement
2. Approval and Ratification of the HPS-Carpenters Collective Bargaining Agreement
3. Consider Approval of Multidistrict Agreement to Explore Formation of a Health Insurance Trust

C. Items For Information

1. Activity Fee & Drivers Education Fee Increases
2. Academic Growth District Priority Update

V. BOARD COMMENTS

VI. ADJOURNMENT

**HELENA SCHOOL DISTRICT
Board of Trustees Meeting**

Meeting Date: 07/27/2023

Item IV.A.1. - A.11.

Consent Action Items

Items For Action

Items For Information

Item Title: Consent Action Items

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Board Action	1st Motion	Second	Aye	Nay	Other
Hathhorn					
McKee					
Beaver					
Satre					
Hindoien					
Cleatus					
Walsh					
Armstrong					

PERSONNEL ACTIONS

June 28, 2023 – July 27, 2023

CERTIFIED PERSONNEL

Appointments

<u>Location/Assignment</u>	<u>Name</u>	<u>Offered Salary</u>	<u>Accepted Salary</u>	<u>Start Date</u>
Bryant/Gifted and Talented (.50 FTE)	Back, Cameron	\$24,448.81	\$24,448.81	08/28/2023
Jefferson/Grade 1	Collins, Minjian	\$59,995.31	\$59,995.31	08/28/2023
Smith/Special Education	Kelley, Madalynne	\$41,615.00	\$41,615.00	08/28/2023
Kessler/Grade 4	Van Voorst, Stephanie	\$58,261.00	\$58,261.00	08/28/2023
Hawthorne/HMS Librarian	Linder, Emily	\$58,261.00	\$58,261.00	08/28/2023
Rossiter/3-4 Combo	Schuma, Maggie	\$41,615.00	\$41,615.00	08/28/2023

**Salary is subject to the Collective Bargaining Agreement and will be adjusted accordingly.*

Terminations/Retirements

<u>Location/Assignment</u>	<u>Name</u>	<u>Reason</u>	<u>Effective Date</u>
Smith/Special Education	Conley, Jean	Resignation	07/16/2023

Change in Contract

<u>Name</u>	<u>From</u>	<u>To</u>	<u>Effective Date</u>
Wellenstein, Cori	1.00 FTE	.50 FTE	08/28/2023

CLASSIFIED PERSONNEL

Appointments

<u>Location/Assignment</u>	<u>Name</u>	<u>Offered Salary</u>	<u>Accepted Salary</u>	<u>Start Date</u>
TBD/SACC Site Manager	Branson, Shelby	\$17.64/hr.	\$17.64/hr.	07/05/2023
Bryant/Para Educator	Clanin, Jessica	\$17.29/hr.	\$17.29/hr.	08/28/2023
HHS/Custodian	Clark, David	\$16.49/hr.	\$16.49/hr.	07/10/2023
Facilities/Centralized Maintenance Wrkr	Helgeson, Chad	\$20.81/hr.	\$20.81/hr.	07/17/2023
CRA/Custodian	Hinds, Garret	\$16.49/hr.	\$16.49/hr.	07/24/2023
HMS/Float Custodian	Martian, Allie	\$16.49/hr.	\$16.49/hr.	06/16/2023
Broadwater/SACC Para Educator	Salway, Trenton	\$14.66/hr.	\$14.66/hr.	07/10/2023
Transportation/Transportation Manager	VanFossen, Drew	\$79,289.60/yr	\$79,289.60/yr	07/17/2023

**Salary is subject to the Collective Bargaining Agreement and will be adjusted accordingly.*

Terminations/Retirements

<u>Location/Assignment</u>	<u>Name</u>	<u>Reason</u>	<u>Effective Date</u>
HMS/Para Educator	Corcoran, Shiloh	Resignation	07/16/2023
CRA/Custodian	Sanchez, Melinda	Resignation	07/28/2023

Helena School District #1

Warrants June 1 to 30, 2023

Direct Deposits: \$7,978,095.03

Payroll Warrants: 70131572-70131591

Payroll Deduction: 69294166-69294208

Non-Check Payroll Deductions: \$4,392,845.02

Non-Check Accts Payable Deductions: \$2,392,102.99

Non-Check Accts Payable Deductions- HHS Extracurricular: \$0

Claim Warrants: 69293927-69294410

CRA Middle School Student Activity Checks: 17340-17344

HMS Middle School Student Activity Checks: 8727

Capital High Student Activity Checks: 24321-24343

Helena High Student Activity Checks: 36268-36303

Cancelled Warrants: \$470.90

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 _____

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, MT 59634	Helena High School
9	Jefferson High School	Clancy, MT 59634	Helena High School
9	Jefferson High School	Clancy, MT 59634	Helena High School
10	Jefferson High School	Clancy, MT 59634	Helena High School
10	Jefferson High School	Clancy, MT 59634	Helena High School
10	Jefferson High School	Clancy, MT 59634	Helena High School
11	Jefferson High School	Clancy, MT 59634	Helena High School

Running Total of Out-of-District Attendance Agreements

Grade	Address				Total
	East Helena	Clancy	Montana City	Townsend	
K	1				1
1					0
2					0
3	3				3
4					0
5					0
6					0
7					0
8	1				1
9	2	33	3	1	39
10		3			3
11		1			1
12					0
	7	37	3	1	48

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

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

Grade	Clancy Elementary	East Helena K-12	Total
K	4	1	5
1	4	12	16
2	3	15	18
3	3	9	12
4	4	12	16
5	5	12	17
6	3	4	7
7	5	16	21
8	3	14	17
9		23	23
10		16	16
11		27	27
12		14	14
	<hr/>	<hr/>	<hr/>
	34	175	209

HELENA SCHOOL DISTRICT NO., LEWIS AND CLARK COUNTY
RESOLUTION TO DISPOSE OF PERSONAL PROPERTY

WHEREAS, the trustees of any district have the power and the responsibility to hold in trust all real and personal property of the District for the benefit of the schools and children of the district, and;

WHEREAS, the trustees of any district have the authority to determine that certain personal property of the District is or is about to become abandoned, obsolete, undesirable, or unsuitable for the school purposes of the district pursuant to Mont. Code Ann. § 20-6-604, and;

WHEREAS, the District owns items of personal property consisting of various items, including:

Bernina 115 OMDA – 1 item

Bernina B215- 2 Red, 2 Black

Bernina Artista 165- 1 item

Bernina Artista 180- 1 item

WHEREAS, the Board of Trustees of Helena School District No. 1 desires to sell or dispose of such equipment because they are abandoned, obsolete, undesirable or unsuitable for school purposes;

THEREFORE, BE IT RESOLVED, that the Board of Trustees of Helena School District No. 1, Lewis and Clark County, Montana, shall dispose of sewing machines. Interested parties must submit sealed bids to the Helena School District #1 Business Office, 1325 Poplar Street, Helena, MT 59601 by 3:00 p.m. on Thursday, August 17th. The exterior of all bid envelopes or packages must clearly state: Sealed Bid for CHS Sewing Machines. In the event that no bids are received for an item listed above, the District will dispose of the item(s) in any manner deemed appropriate.

The items may be viewed at Capital High School Main Office, located off of Main Entry #1, 100 Valley Drive, August 14th-17th, between the hours of 8:00 am- 3:00 pm. Please call Brett Zanto at 324-2472 for more information or if you have questions.

This Resolution shall not become effective for 14 days. Upon expiration of the 14-day period, the Superintendent of the District shall effectuate the sale or disposal of the above-described property. Money realized from the sale of any of the above-identified items shall be credited to the Capital High School “Vending Budget.”

Adopted this ____ day of _____ 2023..

By: _____

Chairperson, Board of Trustees

DISTRICT CLERK CERTIFICATION:

I attest the above-referenced signature of the Chairperson of the Board of Trustees, and further certify as follows _____ made the motion to approve this RESOLUTION TO DISPOSE OF PERSONAL PROPERTY and _____ seconded the motion; the following Trustees voted in favor of the motion:

_____; the following Trustees voted against _____; and the following Trustees were absent: _____.

By: _____

Janelle Mickelson, District Clerk

Helena School District No. 1



**MTSBA Membership Ballot
Background Information**

June 13, 2023

Dues Revenue Estimate	Pages 2-4
Principles and Guidelines	Pages 5-12
MTSBA Organizational DNA	Pages 13-17
Vision-Based Advocacy Resolution, 2023-2029	Page 18
Gap Analysis Resolution, 2025 Legislature	Pages 19-28
Officer Elections	Page 29



TO: MTSBA Members
 FROM: Lance Melton, Executive Director
 RE: Dues Revenue Estimate for FY2025
 DATE: May 25, 2023

Pursuant to the MTSBA Bylaws, below is a dues revenue estimate for the fiscal year beginning July 1, 2024. The MTSBA Board will be reviewing this estimate and will initiate a motion during the annual meeting regarding adoption of the dues revenue estimate.

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 FY21 to FY22 (ESSER funds removed from the total of both years) was 4.21% (\$73,273,797 increase in total current spending). 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 they would be set in the bylaws after member approval. The chart below is in an adjusted form as specified in the Bylaws and is presented for your consideration and approval.

FY25 Proposed Dues Formula - Dues Effective July 1, 2024				
FY22 Spending Low	FY22 Spending High	Assessment	Floor	Cap
\$0	\$413,770	Flat Rate	\$421	\$421
\$413,771	\$2,491,798	0.14%	\$421	\$2,749
\$2,491,799	\$4,970,477	0.11%	\$2,749	\$4,645
\$4,970,478	\$7,365,089	0.09%	\$4,645	\$5,714
\$7,365,090	\$11,645,553	0.08%	\$5,714	\$7,552
\$11,645,554	Above Floor, not 1 of 7 largest members	0.06%	\$7,552	\$14,768
Seven Largest Members	Flat Rate	Flat Rate	\$20,712	\$20,712
Coop Members	Flat Rate	Flat Rate	\$851	\$851

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 at the annual meeting.

For purposes of estimating the dues revenue for FY2025, I have used OPI’s data set for total current spending for FY2022, which reflects an increase in total current spending by our members of 4.21% from FY21-22:

- FY21 Total Current Spending = \$1,739,448,500
- FY22 Total Current Spending = \$1,812,519,591
- Growth in Total Current Spending, \$\$, FY21-22 = \$73,273,797
- Growth in Total Current Spending, %, FY21-22 = 4.21%

Comparison to Prior Year

The 4.21% increase from FY21-22, which drives FY25 dues, follows a prior year increase from FY20-FY21 of 1.13%, which is the corresponding amount by which MTSBA dues increased in FY24. The year to year variance from FY20-21 vs. FY21-22 is likely attributable to relatively smaller spending increases from FY20-21 during COVID 19, both due to substantial temporary reductions in ANB and the arrival of COVID-19 relief funds that took pressure off of what would have otherwise been a larger increase in state and local spending during the applicable year. The average increase in spending and MTSBA dues over two years is 2.67% per year.

Impact of Estimate on MTSBA’s Budget for FY25

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 4.21% and by applying the Bylaws-adjusted formula to total current spending of the members from FY22. Based on these referenced calculations, I estimate that MTSBA dues revenue would increase under the adjusted formula by approximately \$41,712, from \$1,091,138 in FY24 to \$1,135,675 in FY25.

1. The increase in dues represents approximately 0.76% of MTSBA’s budgeted revenues for FY24 and this increase, if approved, will help MTSBA meet the inflationary costs of operation in FY25 and continue to provide expanded dues based services to our members.
2. This projected increase represents estimated membership dues revenue growth of 3.8% and is based on 100% member retention and no member consolidating, dissolving, or quitting between now and FY25.
3. Provided that we experience average growth in overall revenues from FY24 to FY25, I estimate that the FY25 dues will represent approximately 19% of overall revenues.

Placing Dues in Context:

The large majority, 81% of what we do, is funded through revenues other than dues. At approximately 19% of our \$5.6 million overall budget, our dues are among the lowest in the nation in terms of the percentage of revenues.

We have approximately \$1.7 million in expenses that don't generate any revenues for MTSBA, and dues help pay for programs that do not generate revenues but that provide tremendous value for our members. Examples of the categories of expense that do not generate revenues include the cost of operating the MTSBA Board and engaging in COSSBA, member outreach, the cost of owning and operating the building, advocacy before the Legislature and Congress and the cost of corresponding staff that do not generate revenues but who provide valuable services that are core to our Mission. We make up the several hundred thousand dollar gap between dues revenue and non-revenue generating expenses through fees generated by voluntary member selection of MTSBA services, royalties, and contracts with our Insurance Programs that provide our members with access to extensive fee-free services, all of which have been extensively documented and transparently outlined to our members in the membership value infographic.

Thank you in advance for reviewing this memo and let me know if you have any questions.

Sincerely,

A handwritten signature in black ink, appearing to read "Lance Melton", with a stylized flourish at the end.

Lance Melton, Executive Director

Principles and Guidelines

(Last adopted in 2022)

Contingent on approval and subject to changes approved by the MTSBA Board of Directors

The purpose of this document is two-fold. First, it is intended to provide a framework of governance for school districts throughout Montana. You, as school board trustees, can review these Principles and Guidelines and use them as a starting point for guide to fulfill the Peoples' goal of developing the full educational potential of each child in your district. Secondly, this document identifies key advocacy issues that MTSBA will pursue on behalf of trustees, school districts, and each student in Montana in the pursuit of educational excellence.

Principle I

School boards should Alignment of their efforts and activities with the Peoples' goal of fully developing the full educational potential of all the state's citizens while guaranteeing equality of educational opportunity to each person of the state.

Relevant Guidelines for School Boards:

School boards should:

1. Embrace Practice eExcellence in the gGovernance of their local public schools. This can be accomplished through coherent and aligned governance devoted to visionary and strategic based leadership, setting high expectations for all, embracing a culture of collaboration and team-building, and other practices and strategies that are focused on developing the full potential of each child. MTSBA recommends consideration of the Eight Characteristics of Effective School Boards, which is included as Appendix A of this document. Briefly summarized:
 - a. Set high expectations for student achievement and quality instruction and set clear goals toward that end.
 - b. Develop strong, shared beliefs and values about what is possible for students to learn and achieve.
 - c. Focus on accountability through policy, not through micro-management.
 - d. Collaborate, communicate, and engage freely with staff and community members to set and achieve district goals.
 - e. Understand data and use it to drive improvement.
 - f. Promote professional development of administrators and staff even in the midst of financial challenges.
 - g. Ensure that the board and superintendent share the same vision of excellence and achievement.
 - h. Make individual and whole board training a priority to build shared knowledge, values, and commitment toward excellence in education.
2. School boards should remain focused on the success of each child interests of children, including student achievement, in carrying out their statutory obligation to collectively bargain in good faith with their public employees in compliance with 39-31-305, MCA. Maintaining a focus on the interests of students individualized success of each child will help ensure that limited resources are used in the most

effective and efficient manner possible in pursuing the people's goal of developing the full development of each student's educational potential of each child.

3. Employ staff who are highly qualified and engaging.
4. Embrace the concept of differentiated personalized learning for all students embracing individualized, applied, work-based and distance learning opportunities to. Meet each child on his or her their own terms to ensure student success. Create a safe environment for all that is conducive to learning, free from bullying, harassment, and intimidation.
5. Encourage and welcome parental and family involvement to help understand each child's needs.
6. Advocate in every possible manner the need for adequate school funding to pursue and accomplish the Peoples' goal of developing the full educational potential of each student.

Relevant Guidelines for MTSBA Activities:

MTSBA must:

1. Advocate for adequate, rational and flexible 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

School boards should Recognition of the shared authority for education between the community, locally elected school boards, and the bodies with constitutional authority and responsibility for education, including the Governor, the Montana Board of Public Education, and the Legislature.

Relevant Guidelines for School Boards:

School boards should:

1. Strongly encourage embrace and advocate for the preservation of locally-made decisions within the our communities, rather than a "one-size-fits-all" approach from the state or federal government.
2. Conscientiously use local, state, and federal resources to successfully educate students.
3. Engage, educate, and enlist the support of community members regarding the public schools' charge of fully developing the full educational potential of each child.

Relevant Guidelines for MTSBA Activities:

MTSBA must:

1. Advocate for preservation of decision-making at the local, community level supervision and control of the schools in each district by the community-elected board of trustees working in collaboration with the community in which they serve as the best way to ensure that all students are college, career and life ready, equipped to choose and thrive in a career of their choice.
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 which represent the minimum 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 publicly elected by the qualified electors in each district as required by Article X, Section 8 and Article IV, Section 2 of the Montana Constitution.

Principle III

School boards should ensure Equality of educational opportunity for all students each person of the state.

Relevant Guidelines for School Boards:

School boards should:

1. Ensure that all students resident children have full access to the programs and resources of their local public schools district.
2. Ensure the opportunity to succeed for each child. Position every child to succeed, regardless of any special circumstances.

Relevant Guidelines for MTSBA Activities:

MTSBA must:

1. Work to provide adequate and equitable funding so that local boards can provide each child’s student access to programs and services.
2. Protect the equal right to respect, dignity, and opportunity for each child.

Principle IV

School boards should recognize Recognition of and commitment to the preservation of the distinct and unique cultural heritage of American Indians.

Relevant Guidelines for School Boards:

School boards should:

1. Implement and maintain programs to preserve and educate its students regarding the cultural heritage and language of American Indian peoples and tribes.
2. Collaborate with American Indian peoples and tribes to ensure that educational programming is culturally accurate and relevant and in harmony with the corresponding efforts of tribal governments, education departments and tribal colleges.

Relevant Guidelines for MTSBA Activities:

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

~~School boards should preserve the separation of~~ **Balance between Church and State.**

Relevant Guidelines for Trustees:

School boards should:

1. In accordance with our obligation of guarding the constitutional rights of families and children and in accordance with applicable court rulings, ensure an appropriate balance between freedom of religion and avoidance of endorsement of a particular religion.
2. Comply with the test set forth in Lemon v. Kurtzman (1971) in addressing issues of religion in the public schools:
 - a. The action of the district must have a secular purpose.
 - b. The primary effect of the district's action must neither advance nor inhibit religion; and
 - c. The action must not excessively entangle the district in religion.

Relevant Guidelines for MTSBA Activities:

MTSBA must:

1. Advocate for balance between the core religion issues expressed in the United States Constitution through the Establishment Clause, which bans the government from "establishing" a religion; and the Free Exercise Clause, which protects citizens' right to practice their religion. MTSBA shall use relevant holdings of the United States Supreme Court to guide its efforts and positions on these issues.
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 student and family religious freedom.

Principle VI

~~School boards should work to~~ **Collaboration among and with our locally-elected school boards, solve challenges and resolve disagreements with other school boards locally whenever possible.**

Relevant Guidelines for Trustees:

School boards should:

1. Recognize the shared bond among and autonomous authority of area locally-elected school boards in exercising supervision and control of their respective school districts/public schools pursuant to Article X, Section 8 of the Montana Constitution;
2. Recognize the value of outreach to and collaboration among area our locally-elected school boards and school districts;

3. Recognize and respect the potential for divergence in the interests of different area school boards when each are exercising supervision and control of their respective local public schools districts;
4. Recognize the dilution of effectiveness in MTSBA's advocacy when based on simple majorities rather than broad consensus among our member school boards.
5. Ensure open lines of communication among the constitutionally empowered trustees in areas throughout the state.
6. Work to resolve differences among area school boards and school districts through local solutions whenever possible.
7. Work to isolate the impact of division among school districts in a given area on overall unity and resulting effectiveness within and among state education organizations associations representing local school boards and their staff.

Relevant Guidelines for MTSBA Activities:

MTSBA must:

1. Understand, respect and equitably balance the interests of its our member school boards while ensuring that the voices of all its our 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 our members. When issues of limited statewide impact involve division among its our members, MTSBA advocacy must be limited to providing information to all of its our affected members on an equitable and neutral basis.
3. Identify and attempt to resolve division within the our membership whenever possible through neutral facilitation of dialogue and transparent provision of information to its members.

Appendix “A” To MTSBA’s Principles and Guidelines Eight characteristics of effective school boards: At a glance

What makes an effective school board — one that positively impacts student achievement? From a research perspective, it’s a complex question. It involves evaluating virtually all functions of a board, from internal governance and policy formulation to communication with teachers, building administrators, and the public.

But the research that exists is clear: boards in high-achieving districts exhibit habits and characteristics that are markedly different from boards in low-achieving districts. So what do these boards do? Here are eight characteristics:

1. Effective school boards commit to a vision of high expectations for student achievement and quality instruction and define clear goals toward that vision. Effective boards make sure these goals remain the district’s top priorities and that nothing else detracts from them. In contrast, low-achieving boards “were only vaguely aware of school improvement initiatives” (Lighthouse I). “There was little evidence of a pervasive focus on school renewal at any level when it was not present at the board level,” researchers said. (Lighthouse I)
2. Effective school boards have strong shared beliefs and values about what is possible for students and their ability to learn, and of the system and its ability to teach all children at high levels. In high-achieving districts, poverty, lack of parental involvement and other factors were described as challenges to be overcome, not as excuses. Board members expected to see improvements in student achievement quickly as a result of initiatives. In low-achieving districts, board members frequently referred to external pressures as the main reasons for lack of student success. (Lighthouse I)
3. Effective school boards are accountability driven, spending less time on operational issues and more time focused on policies to improve student achievement. In interviews with hundreds of board members and staff across districts, researchers Goodman, Fulbright, and Zimmerman found that high-performing boards focused on establishing a vision supported by policies that targeted student achievement. Poor governance was characterized by factors such as micro-management by the board.
4. Effective school boards have a collaborative relationship with staff and the community and establish a strong communications structure to inform and engage both internal and external stakeholders in setting and achieving district goals. In high-achieving districts, school board members could provide specific examples of how they connected and listened to the community, and school board members received information from many different sources, including the superintendent, curriculum director, principals and teachers. Findings and research were shared among all board members (Lighthouse I; Waters and Marzano.) By comparison, school boards in low-achieving districts were likely to cite communication and outreach barriers. Staff members from low-achieving districts often said they didn’t know the board members at all.

5. Effective school boards are data savvy: they embrace and monitor data, even when the information is negative, and use it to drive continuous improvement. The Lighthouse I study showed that board members in high-achieving districts identified specific student needs through data, and justified decisions based on that data. Board members regularly sought such data and were not shy about discussing it, even if it was negative. By comparison, board members in low-achieving districts tended to greet data with a “blaming” perspective, describing teachers, students and families as major causes for low performance. In these districts, board members frequently discussed their decisions through anecdotes and personal experiences rather than by citing data. They left it to the superintendent to interpret the data and recommend solutions.

6. Effective school boards align and sustain resources, such as professional development, to meet district goals. According to researchers Larocque and Coleman, effective boards saw a responsibility to maintain high standards even in the midst of budget challenges. “To this end, the successful boards supported extensive professional development programs for administrators and teachers, even during times of [fiscal] restraint.” In low-achieving districts, however, board members said teachers made their own decisions on staff development based on perceived needs in the classroom or for certification.

7. Effective school boards lead as a united team with the superintendent, each from their respective roles, with strong collaboration and mutual trust. In successful districts, boards defined an initial vision for the district and sought a superintendent who matched this vision. In contrast, in stagnant districts, boards were slow to define a vision and often recruited a superintendent with his or her own ideas and platform, leading the board and superintendent to not be in alignment. (MDRC/Council of Great City Schools)

8. Effective school boards take part in team development and training, sometimes with their superintendents, to build shared knowledge, values and commitments for their improvement efforts. High-achieving districts had formal, deliberate training for new board members. They also often gathered to discuss specific topics. Low-achieving districts had board members who said they did not learn together except when the superintendent or other staff members made presentations of data. (Lighthouse I; LFA; Larocque and Coleman)

Though the research on school board effectiveness is in the beginning stages, the studies included in this report make it clear that school boards in high-achieving districts have attitudes, knowledge and approaches that separate them from their counterparts in lower-achieving districts. In this era of fiscal constraints and a national environment focused on accountability, boards in high-performing districts can provide an important blueprint for success. In the process, they can offer a road map for school districts nationwide.

Appendix “~~AB~~” To MTSBA’s Principles and Guidelines References for MTSBA Principles & Guidelines

Principle I --

- Montana Constitution, Article X, section 1
- Core Purpose of MTSBA, Strategic Plan
- Core Purpose of the basic system of free quality schools, K-12 Vision Project

Principle II –

- Montana Constitution, Article X, Section 8, ~~Locally-E~~lected ~~T~~rustees
- Montana Constitution, Article X, Section 9, Board of Public Education
- Core Values, MTSBA
- Core Values, K-12 Vision Project

Principle III –

- Montana Constitution, Article X, Section 7
- MTSBA Core Values (balance in treating and addressing needs of members)

Principle IV –

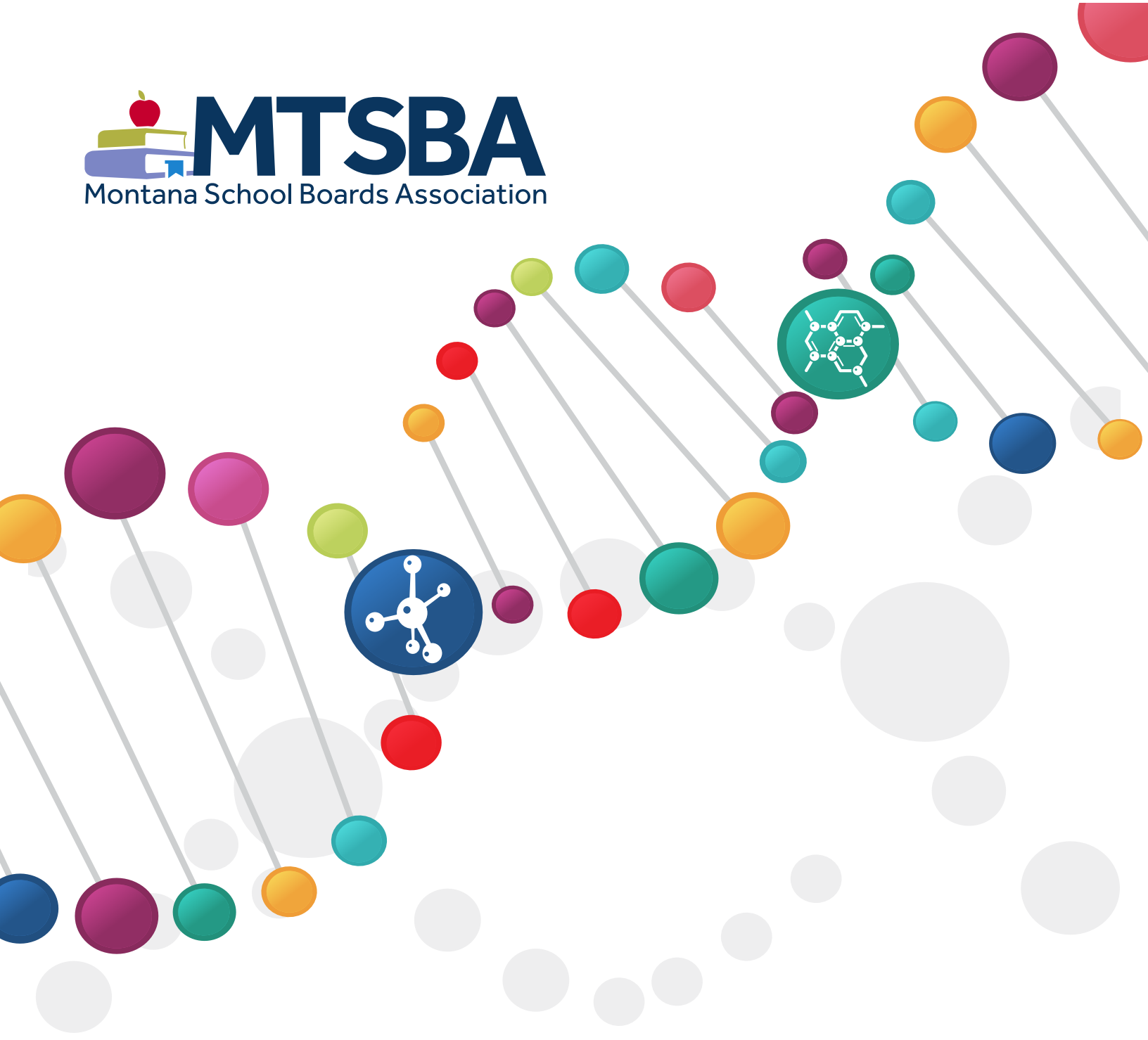
- Montana Constitution, Article X, Section 1(2)
- MTSBA Core Values
- K-12 Vision Project Core Values

Principle V –

- ~~Montana Constitution, Article X, Section 6 (applies to school districts, the state and public corporations)~~
- MCA, 20-5-109
- ~~Lemon v. Kurtzman (1971)~~, Kennedy v. Bremerton School District (2022) and other U.S. Supreme Court cases
- Kaptein v. Conrad

Principle VI –

- Montana Constitution, Article X, Section 8, elected trustees
- MTSBA Core Value: ~~“Understanding, respecting and equitably balancing the interests of every public school system in Montana.”~~ “We understand and respect the variety of circumstances in which our members govern, and the variety of perspectives held by our members. We strive to meet the needs of and balance the interests of each of our members.”
- MTSBA Board of Directors Goal Area 1 - ~~Engaged and United Advocacy for Increased Student Achievement.~~ Engaged and United Advocacy For Each Child in Every Public School
- ~~Objective 2: We will increase member unity on key advocacy initiatives.~~



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 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 now and into the future;
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;

MTSBA Core Values:

Visionary Leadership - We embrace vision and innovation in all that we do, continually adapting to the changing needs, wants and preferences of our members.

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.

13. We take the lead in advocating for public education and EACH child served by our membership;
14. We advocate for and educate our members on the innovations that advance personalized learning for EACH child and efficient district operations;
15. We align our programs and services with our Core Purpose and Core Values; and
16. We deliberately choose and conform to a governance model of "representative of".

"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. They voice interests and opinions of those they know best and vote on behalf of the best overall interests of the organization. We avoid a "representative for" model, by which board members 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.

In Carrying Out our Work on Behalf of Our Members, 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 or ideology 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 we 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. Our 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 but not limited to:

- Opportunities for each child to fulfill their educational potential;
- The right of each child to access a basic system of free quality schools in every Montana community, adequately and equitably funded;
- 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, appreciation and understanding 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 Member-Adopted Principles and Guidelines:

Principle I

Alignment of efforts and activities with the goal of developing the full educational potential of all the state's citizens while guaranteeing equality of educational opportunity to each person of the state

Principle II

Recognition of the shared authority for education between the community, locally elected school boards, and the bodies with constitutional authority and responsibility for education, including the Governor, the Montana Board of Public Education, and the Legislature

Principle III

Equality of Educational Opportunity for each person of the state

Principle IV

Recognition and commitment to the preservation of the distinct and unique cultural heritage of American Indians

Principle V

Balance between Church and State

Principle VI

Collaboration among and with our locally elected school boards



About the Impressive Contributions of our Members

The founding of Montana's public schools pre-dates Montana's statehood by 25 years.

Creation of a system of public schools was one of the first actions of the First Montana Territorial Legislative Assembly in 1864.

Since the first public school opened in Virginia City in 1865, **Montana's public schools have been preparing Montana children for a future of success over the last 150 years**, governed by community-elected trustees all along the way.

Our **members oversee the employment of over 25,000 public employees** who educate, support, transport supervise, feed and protect the safety of over **155,000+ children**, in virtually every community in the state, every day of the week throughout the school year.

Our boards govern for **excellence and efficiency in equal measures** and the results of their efforts speak for themselves.

Montana's public schools provide performance that compares favorably by any measure, nationally or even internationally and our **members deliver these results for below average costs** when compared to other states in our Nation.

Our members **ensure preservation and fulfillment of important constitutional guarantees afforded Montana's citizens.**

Over 1,450 elected trustees in Montana volunteer nearly 750,000 hours each year in pursuit of increased student achievement, taking on complex and sometimes controversial challenges **with no compensation whatsoever.**

The **combined annual volunteer service of our members would take an individual 86 continuous years, working 24 hours per day**, to match.

When we say that our members provide a lifetime of service each year, we mean that literally.

Our members' annual contributions are **equivalent to 360 FTE positions provided free of charge each year**, providing taxpayers **over \$14 million in savings each year** compared to what those positions would cost if filled by employees.

Vision-Based Strategic Advocacy

Proposed Multi-Year Strategic Advocacy Resolution For Consideration of the MTSBA Membership, June 2023

MTSBA Vision-Based Strategic Advocacy Resolution, 2025-2029 Legislative Sessions, including steps for preparation in advance of each applicable session during the process of building the MTSBA Legislative Platform.

Vision Based Advocacy - Setting the Course Through the 2029 Legislative Session

BE IT RESOLVED that MTSBA follow a vision-based strategic advocacy process in developing and executing its legislative priorities in each legislative session.

1. MTSBA will convene and facilitate its members in ongoing strategic dialogue to ensure the ongoing relevance and value of its advocacy efforts before the Montana Legislature and other bodies impacting the constitutional rights, authorities and obligations under the Montana Constitution.
2. MTSBA will strive to ensure alignment between its priorities and corresponding priorities of other constitutionally empowered bodies to support transformative strategies that will support Montana's public schools in their mission to develop the full educational potential of each person and to ensure equality of educational opportunity for all children.
3. MTSBA shall study and provide references to and consider the adoption of priorities and strategic direction of other comparable strategic efforts at supporting public education, such as the National Conference of State Legislatures' "The Time is Now" initiative.
4. MTSBA efforts must include both development of internal clarity and consensus regarding the desired future for Montana's public schools and external outreach, collaboration with and pursuit of common goals with the Legislature, Board of Public Education, Governor and State Superintendent.
5. MTSBA shall route internal efforts through MTSBA's K-12 Vision Project and will engage our member trustees, administrators, clerks, and teachers from all MTSBA caucus groups.
6. MTSBA shall collaborate in a full partnership with the organizational partners in the Coalition of Advocates for Montana's Public Schools to ensure broad consensus and strategic alignment of our advocacy, focused on the best interests of the children we serve in Montana's Public Schools.
7. MTSBA shall facilitate the work of the K-12 Vision Project using knowledge-based decision making processes, emphasizing careful, deliberate and comprehensive analysis of issues, the use of open dialogue prior to deliberation, pursuit of insight regarding wants, needs and preferences of our members, consideration of the ethical implications of our choices and mitigation of disadvantage to all stakeholders.
8. MTSBA shall initiate outreach efforts to broaden and heighten awareness of the work of the K-12 Vision Project and the efforts of the Coalition of Advocates for Montana's Public Schools, including a combination of public opinion polling, facilitated community dialogue, outreach to business, higher education and other community leaders and public awareness campaigns.
9. MTSBA's overall advocacy efforts must always include:
 - a. An ongoing analysis of the gaps between the vision for success under Article X of the Montana Constitution and the reality of and any impediments created by laws governing and resources provided to Montana's public schools; and
 - b. Development of proposals to resolve the gaps between the vision for success and current realities.

Preliminary Gap Analysis Resolution for 2025 Legislature Montana School Boards Association Board of Directors Resolution

Resolution Overview:

Analyze and resolve gaps between the vision for success under Article X of the Montana Constitution and the reality of laws governing, and resources provided to Montana's public schools.

How is the resolution anticipated to advance the interests of all of Montana's public schools, and/or public school students and/or increase student opportunity and success?

The Directors of the Montana School Boards Association believe that it is important to ensure the state's continued focus on and compliance with constitutional guarantees afforded children under Article X of the Montana Constitution.

As part of this effort, for many years, the Directors have proposed and the members have adopted a resolution that would call on MTSBA to continually analyze and identify, draw attention to and seek legislation to close any gaps between the promises of quality that are made to Montana citizens through the definition of the Basic System of Free Quality Public Elementary and Secondary Schools as defined in 20-9-309, MCA, and the level of quality reasonably assured through Montana law. MTSBA has followed the process proposed (analyzing, identifying and seeking to close gaps between the promise and current realities of quality) since October 2018.

What are the anticipated sources of external opposition (groups outside of MTSBA)?

There are organizations that have opposed the concept, mission and legislative goals of Montana's public schools and MTSBA in every legislative session in recent memory. There are also individual legislators serving in the Montana Legislature who have regularly voted in a manner contrary to the expressed will of MTSBA members in the past.

What are the anticipated sources of internal opposition or division within MTSBA and what steps have been taken, if any, to mitigate/minimize or resolve such division? The Directors of the Montana School Boards Association do not anticipate sources of internal opposition because of previous steps taken.

What is the projected statewide impact on Montana's public schools of the proposed resolution?

The Directors of the Montana School Boards Association believe that passage of legislation consistent with this resolution and the defeat of legislation that would undermine the goals of this resolution will improve the success of Montana's public schools in meeting the peoples' goal of developing the full educational potential of each person through Montana's system of public education.

MTSBA Board Proposed Resolution for 2023 Annual Meeting Gap Analysis, Post-2023 Legislative Session

Analyze and resolve gaps between the vision for success under Article X of the Montana Constitution and the reality of laws governing and resources provided to Montana's public schools.

Goals for MTSBA's Advocacy in the 2025 Interim

1. Broaden member awareness of the changes in law, including both new opportunities and challenges, to help members perform at high levels and work under new changes in the law.
 - a. HB 203 - open public school enrollment;
 - b. HB 214 - access to online learning and multidistrict agreements;
 - c. HB 396 - part time enrollment guarantees;
 - d. HB 504 - standardization of grievance policies;
 - e. HB 676 and SB 518 – Parental rights and obligation of districts to advise parents of available innovations and flexibilities.
 - f. HB 117 - Expand working retiree options under TRS.
 - g. HB 257 - Expand funding for advanced opportunities program.
 - h. HB 321 – GTB subsidies for major maintenance levies.
 - i. HB 332 \$40 million for startup funds for school health trust.
 - j. HB 352 – Targeted intervention – strategies for startup.
 - k. HB 408 – Marketing innovative education tax credits.
 - l. HB 549 – Separate basic entitlement for charter schools.
 - m. HB 587 – Demonstrating care for taxpayers through 95 mills.
 - n. HB 588 – Changes to the TEACH Act.
 - o. HB 749 – Expanded course access through Montana Digital Academy.
 - p. HB 833 - Teacher residency program.
 - q. SB 70 – Broader qualifications for Quality Educator Loan Assistance Program.
 - r. SB 213 - Threat assessment teams and training for school and student safety and security.
 - s. SB 373 - Alternative teacher credentialing licensure.
 - t. SB 444 - Protecting unpaid internships for work-based learning.

2. Advocate for school friendly guidance and supportive startup funding to assist school districts generate the initial funds needed to create targeted intervention programs. Efforts must be consistent with the fiscal note for HB 352, Section 9 language in the bill evidencing legislative intent for FY24 funding and collaboration with OPI. This could include urging OPI to spend its ESSER learning loss funds to support start up efforts of school districts implementing targeted intervention programs and/or urging our members to do the same. FY24 provides a unique and soon to expire opportunity for school districts to use learning loss funds that will expire September 2024 to fund a targeted

intervention-aligned exceptional circumstances enrollment program in FY24, and then use the ANB generated off such operation in FY25 to initiate a formal HB 352 targeted intervention early childhood education program.

3. Through membership in MQEC, initiate legal challenges of bills passed by the 2023 Legislature that impinge on constitutional guarantees afforded children, voters and taxpayers under the Montana Constitution.
 - a. HB 393 Special Needs Savings Account. Article V, Section 11(5) prohibition on appropriation of funds for private purposes or to private parties.
 - b. HB 562 Charter Schools without popularly elected trustees, general supervision of the board of public education and with elections that violate the Article IV, Section 2 definition of qualified elector.
4. Broaden member awareness and prepare for engagement on issues unresolved in the 2023 Legislative Session that are likely to come back next session.
 - a. HB 774, revising elections for occurrence every two years in even years in November.
 - b. HB 502, 566, 837 and free conference activity on human sexuality instruction and “identity instruction” and the concept of curricular opt outs vs. opt ins.
 - c. HB 501 – State superintendent determination regarding which textbook dealers can sell books in Montana.
 - d. State Superintendent variety of proposals seeking to use gross neglect of duty to deter public school employees from instruction on topics.
 - e. HB 690 – Revise Pupil Data Privacy, Address Facial Recognition Technology. Even though this bill failed, pupil privacy and the use of facial recognition technology in public schools will remain visible throughout the interim and could become the target of legislation during the interim or during the next legislative session.

Goals for MTSBA’s Advocacy in the 2025 Legislative Session

1. **Preserve Previous Progress:** MTSBA shall monitor and work to preserve and protect the constitutional role of elected school boards and valuable provisions of existing law previously passed pursuant to MTSBA resolutions. We anticipate that increasing polarization over public schools nationwide will continue to yield legislative proposals seeking to infringe on the constitutional authority and obligations vested in elected school boards by the people of Montana under Article X of the Montana Constitution.

MTSBA continues to support and rely on the definition of quality in 20-9-309 as currently written to ensure the constitutional guarantees afforded children under Article X of the Montana Constitution.

MTSBA has also collaborated with other public education advocates and with the legislative and executive branches of government to achieve significant improvements in current law that we must protect against attacks.

MTSBA shall continue its ongoing efforts that we started in the 2009 Legislative Session to resolve findings of Judge Sherlock in his order in *Columbia Falls Elementary v. State (Columbia Falls II)*. Although Judge Sherlock denied supplemental relief sought by MQEC, he also 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 district would have a noticeable impact on recruitment and retention problems.

Specific legislation previously passed through MTSBA efforts (in collaboration with others) 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 a change in the law granting unified school systems 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 difficulties of budgets that go hand in hand with enrollment fluctuations. MTSBA designed this increased flexibility consistent with Judge Sherlock's ruling in 2008 where he identified that drawing on other fund balances was a means by which schools should be able to respond to spikes in inflation during a biennium that were above inflation calculated under the law.

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 mitigate 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 while freeing 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 the board reduces other non-voted levies 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.
- 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. MTSBA drafted and supported passage of this legislation to address finding 121 from Judge Sherlock's 2008 ruling regarding the competition between general and special education. Schools today have access to \$28.5 million more for special education funding through the tuition levy than they did in 2013.
- 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. 2015-2023 Legislative Sessions – After decades of funding K-12 public education last, after the Legislature first addressed every other key

component of House Bill 2, the Legislature started funding K-12 public education inflation as one of the first substantive bills of each session. Inflationary increases in the two years affected by the 2023 Legislature will reflect a full decade of this new trend of prioritizing funding for K-12 schools in state budgeting discussions that reverses a trend that persisted during the first 150 years of the operation of public schools in Montana (1865-2015).

4. 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. From this point forward, state law authorizes school districts to implement personalized learning paths with funding attached based on proficiency over content.
 - b. Senate Bill 307: Created a new major maintenance funding stream of \$23 million annually, through a combination of nonvoted levy authority and guaranteed tax base support that pays for the majority of these total costs on a statewide basis.
 - 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 guaranteed tax base aid from FY18-21 in a manner that provided tens of millions in savings to local property taxpayers on an annual basis. Through this bill and successor legislation, the GTB ratio has risen from 193% to 262% and local property taxes during the period covered (2017-2023) grew by only \$15 million statewide while state GTB support grew by over \$90 million.
5. 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 new borrowing authority of over \$250 million for major maintenance projects.
 - c. House Bill 351: Provided incentive funds to help pilot 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 authorized a new voted levy for operational and capital costs of school and student safety and security.
6. 2021 Session:
- a. House Bill 46: Applied the inflationary adjustment to the special education allowable cost payment and included it in the present law base in future biennia starting in the 2023 Legislative Session.
 - b. House Bill 143: The TEACH Act. Provided a financial incentive to Montana public school districts to increase teacher base pay to attract early career teachers to Montana school districts. Funding through the quality educator payment for school districts meeting the legislative goals set forth in the bill adds to K-12 Base Aid for qualifying school districts.
 - c. House Bill 246: Codified and expanded flexibilities in personalized learning and teacher licensure and enhanced the state's recognition of the constitutional power of elected school boards. The broadened definition of instruction in 20-1-101(17) took pressure off districts trying to compute their aggregate hours of instruction requirements amid the challenges of COVID-19.
7. 2023 Session
- a. HB 15 - Implement K-12 Inflation. Sustains a 10 consecutive year streak in which school funding is determined early in a legislative session, compared to previous trend where school funding would be determined last.
 - b. HB 117 - Expand working retiree options under TRS. This removes red tape from the process of qualifying a person for working retiree status and expands coverage to administrative positions.
 - c. HB 257 - Expand funding for advanced opportunities program. CTE funding is now at \$6 million per year, with \$4 million of the funds administered through advanced opportunity grants. This is an all-time high in CTE funding.
 - d. HB 321 - \$73 million transfer to school facilities trust. The school facilities trust will now be \$200 million, and interest generated off that trust provides GTB-subsidize major maintenance levies and debt service payments on bonds approved by voters.
 - e. HB 332 \$40 million for startup funds for statewide school health trust. The trust must qualify no later than June 30, 2026, to claim these funds.
 - f. HB 352 - Implement targeted interventions starting at age 4 to support 3rd grade reading proficiency. This is groundbreaking for Montana in providing early childhood education on a formula

basis focused on early literacy. Options include any combination or a home based program (\$1,000), summer jump start program (120 hours for ¼ ANB) and a classroom program that can be either half time or full time starting with children who turn 4 on or before September 10 of the year of service.

- g. HB 408 - Expand innovative education tax credits and broaden permissible expenditures. This bill expands the innovative education tax credit from \$2 million to \$5 million and now allows expenditure on equipment and facilities supporting innovative educational programming.
- h. HB 549 - Authorizing establishment of public charter schools. We drafted this bill in collaboration with Representative Anderson and the Coalition of Advocates for Montana's Public schools. The bill is constitutionally compliant with schools supervised and controlled by popularly elected trustees and subject to general supervision by the board of public education.
- i. HB 587 - Increase transparency and expand tax relief through 95 mills. This bill devotes the 95 mills to supporting K-12 education funding. The 95 mills now fund the general fund GTB program (262% ratio), and provides \$30 million in permanent local property tax relief for countywide retirement levies. The bill also provides for a contingent spill over to further support GTB support for major maintenance levies and debt service payments due to voter approved bonds.
- j. HB 588 - Expand TEACH Act to ensure the eligibility of class 5 provisional certified staff and to ensure that the "first three years of career" does not count for years when an individual is working under an emergency authorization.
- k. HB 749 - Expand Montana Digital Academy funding for nationwide clearinghouse. The \$950,000 increase in funding will exponentially expand student access to high quality distance learning opportunities, all accessed through enrollment in a resident public school on a part time or full time basis.
- l. HB 833 - Establish teacher residency program. This program funds approximately 70 new teachers each year in rural and isolated communities to help address recruitment and retention.
- m. SB 70 - Ease rules to qualify for Quality Educator Loan Assistance Program to help address recruitment and retention. Removes red tape from the process of qualifying a person for loan repayment by removing the content-specific criteria and qualifying anyone working in a rural or isolated school for loan repayment.
- n. SB 373 - Provide for alternative teacher credentialing to help address recruitment and retention.

- o. SB 444 - Protect unpaid internships related to work-based learning. To ensure student access to work-based learning partnerships and avoid a requirement that a work based learning partner must pay a student intern while that student is gaining credit for the work. Aligns with existing practice for unpaid internships consistent with federal law.

2. **Ensure a Structure of Shared Authority that Matches the Intent of Constitutional Framers:**

- a. MTSBA shall increase awareness among public policy makers and the public regarding the interrelationships and shared and obligations of the Montana Legislature, the Board of Public Education, the State Superintendent and Elected School Boards for ensuring a constitutionally compliant system of public education that develops the full potential of each person. The people of Montana have commissioned and assigned responsibilities to each of these groups to ensure that the peoples' goal of developing the full potential of each person is within reach. The authority and obligation of community elected school boards to supervise and control public schools in each community is a power specifically greater than the power to generally supervise schools as vested in the board of public education. It remains important for MTSBA to remain vigilant in preserving the authority of supervision and control by elected school boards against proposals to infringe on that authority introduced before the Legislature and/or the Board of Public Education.
- b. MTSBA shall identify and seek changes to all laws that are inconsistent with the intent of the people in adopting Article X of the Montana Constitution, ensuring codification of proper roles and scope of authority for all branches of government sharing a duty of fidelity to fulfilling the goals and guarantees afforded children under Article X of the Montana Constitution. MTSBA shall source its position on such issues by relying on guidance as to the proper role, balances of power and interrelationships among constitutionally empowered parties from the verbatim transcript of the Montana Constitutional Convention of 1972, with particular emphasis on portions of that transcript related to the adoption of Article X, Section 8 vesting supervision and control of public education in each community in elected school boards.²

² These are all from Volume VI of the Constitutional Convention Notes, Verbatim Transcript

- March 9, 1972 - March 16, 1972
- Page 2046 is where the delegates first considered what has become Article X, Section 8. Delegate George Heliker, who was an economics professor at the University of Montana moved: I move to amend Section 8 of the Education and Public Lands Committee Proposal on page 5, line 24, after the word and punctuation

- 'elections': 'The supervision and control of schools in each school district shall be vested in a school board.'
- Page 2046 – Heliker says that the fear has been expressed that local school boards would lose autonomy unless added to the Constitution. He also drew a parallel between the authority he was suggesting be provided to local school boards and the authority that the committee had previously granted to the board of regents.

“The committee proposal in Section 11 provides for autonomy to a certain extent for the Board of Regents, which they propose to establish as a constitutional board. And I feel, therefore, that we should give constitutional recognition and status to the local boards to-first of all, to allay the fears which have been expressed, which I think are well founded, concerning the preservation of local autonomy; and secondly, to give parallel treatment to the governing boards of the public schools, as well as the public universities and colleges.”
 - Page 2046-2047 - Richard Champoux, Delegate, a professor at Flathead Valley College and a Senate Democrat, added the following comments, noting a specific intent to reduce the power of the Board of Public Education over what it had been under the 1899 Constitution:

“I have also felt that there is quite a bit of fear on the part of many delegates here, and no matter what we say, perhaps they’d still have that fear that the local school districts are going to lose some control and some power. And if you’ll note in my remarks to the-when we get to 9,10 and 11, you will note that we have even eliminated the word “control” in the new Public Board of Education, where it is in the old Constitution, and only use the word “supervise”, By this amendment the intent is shown, I think, that this delegate-this body does want local control to remain with the local school districts, and I heartily support it.”
 - Page 2048 – Reflects the proposal was adopted unanimously.
 - Page 2050 – Delegate Champoux emphasizes the deliberate reduction in power of the Board of Public Education vis-à-vis local school boards by reiterating that the removal of authority to “control” by the Board of Public Education was deliberate.

“I want you to notice, in this Number 9, if you look at the old section of the Constitution, it talks about supervision and control. In this section we have left out the word “control”. Again, we want to emphasize that we want the local public school boards to have as much power as possible.”
 - Page 2051 – Delegate Champoux addresses the relationship between the power of the Board of Public Education and local school boards:

The fear has been expressed that a separate board for public education might usurp the powers of local boards. There is no reason to be concerned about such a possibility-however, since the powers granted the state board would be almost identical to those now granted, and what we have just done is to guarantee the control by the local board at the local level. Indeed, the committee has actually deleted the word “control” from the powers and granted-now granted the board, so that the new section reads: “exercise general supervision over the public school system.” It would be difficult to argue that this grants any additional powers to the state board at the expense of local school boards.



MTSBA Officer Elections, Candidates as Follows:

- 1. President-Elect Nominee (Sue Corrigan, Kalispell Municipal Director and Trustee) Unanimously nominated by the MTSBA Board**
- 2. Vice President Nominee (Krystal Zentner, Region 9 Director and Bridger Trustee) Unanimously nominated by the MTSBA Board**

**HELENA SCHOOL DISTRICT
Board of Trustees Meeting**

Meeting Date: 07/27/2023

Item IV.B.1

Consent Action Items

Items For Action

Items For Information

Item Title: Item For Action

1. Approval and Ratification of the HPS-Electrician Collective Bargaining Agreement

Board Action	1st Motion	Second	Aye	Nay	Other
Hathorn					
McKee					
Beaver					
Satre					
Hindoién					
Cleatus					
Walsh					
Armstrong					

Board of Trustees

Approval of HPS – Electrician Collective Bargaining Agreement



IV. NEW BUSINESS

B. Item for Action

1. Approval and Ratification of the HPS-Electrician Collective Bargaining Agreement

Background:

Pursuant to MCA 39-31-306, an agreement reached by the public employer and the exclusive representative must be reduced to writing and must be executed by both parties.

The Helena School District and the International Brotherhood of Electrical Workers Local 233 reached a tentative agreement on June 21, 2023 for compensation. The Electrician (1 member) unanimously ratified the tentative agreement to the contract and notified us on July 12, 2023. The District negotiation team recommends ratification.

A summary of the conditions of the contract are noted below. Upon the Board's approval, a final copy of the negotiated agreement will be made available electronically.

- The two (2) year agreement was open for wages only for the fiscal year July 1, 2023, through June 30, 2024.
- The District shall continue to contribute to the employee cafeteria plan an amount of \$969.00 per month/\$11,628.00 per benefit year.
- A two percent (2%) increase of \$.69 per hour to the base wage from \$34.43 to \$35.12 for the 2023-2024 fiscal year.
- A retention bonus of \$500.00 will be paid in December 2023. The retention bonus will be paid as a separate line item on the December 2023 payroll.
- The total estimated salary cost of this settlement is \$1,956 for the 2023-2024 fiscal year.

Considerations:

- HPS and the Electricians have a collaborative relationship and productive negotiations history.
- This agreement brings parity to the bargaining units within HSD that work together on facilities projects.
- This agreement supports the directive of the Board to support our staff members and address issues relative to the district budget.

Superintendent recommendation:

Approve and ratify the collective bargaining agreement as agreed upon between HPS and Electricians.

**HELENA SCHOOL DISTRICT
Board of Trustees Meeting**

Meeting Date: 07/27/2023

Item IV.B.2

Consent Action Items

Items For Action

Items For Information

Item Title: Item For Action

2. Approval and Ratification of the HPS-Carpenters Collective Bargaining Agreement

Board Action	1st Motion	Second	Aye	Nay	Other
Hathorn					
McKee					
Beaver					
Satre					
Hindoién					
Cleatus					
Walsh					
Armstrong					

Board of Trustees

Approval of HPS – Carpenters Collective Bargaining Agreement



IV. NEW BUSINESS

B. Item for Action

2. Approval and Ratification of the HPS-Carpenters Collective Bargaining Agreement.
-

Background:

Pursuant MCA 39-31-306, an agreement reached by the public employer and the exclusive representative must be reduced to writing and must be executed by both parties.

The Helena School District and the Southwest Mountain States Regional Council of Carpenters reached a tentative agreement on July 20, 2023. The Carpenters (2 members) unanimously ratified the tentative agreement to the contract and notified us on July 21, 2023. The District negotiation team recommends ratification.

A summary of the conditions of the contract are noted below. Upon the Board's approval, a final copy will be made available electronically.

- The two (2) year agreement was open for wages only for the fiscal year July 1, 2023, through June 30, 2024.
- The District shall continue to contribute to the employee cafeteria plan an amount of \$969.00 per month/\$11,628.00 per benefit year.
- A two and a half (2.5%) increase of \$.65 per hour to the base wage from \$25.94 to \$26.59 for the 2023-2024 fiscal year.
- A current employee with 25+ years of service with the District will receive an additional \$0.25 per hour effective July 1, 2023 and on July 1, 2024, barring unforeseen circumstances, to align with the longevity schedule.
- The total estimated salary cost of this settlement is \$3,224.00 for the 2023-2024 fiscal year.

Considerations:

- HPS and the Carpenters have a collaborative relationship and productive negotiations history.
- This agreement continues to bring parity to the bargaining units within HSD that work together on facilities projects.
- This agreement supports the directive of the Board to support our staff members and address issues relative to the district budget.

Superintendent recommendation:

Approve and ratify the collective bargaining agreement as agreed upon between HPS and Carpenters.

**HELENA SCHOOL DISTRICT
Board of Trustees Meeting**

Meeting Date: 07/27/2023

Item IV.B.3

Consent Action Items

Items For Action

Items For Information

Item Title: **Item For Action**

3. Consider Approval of Multidistrict Agreement to Explore Formation of a Health Insurance Trust

Board Action	1st Motion	Second	Aye	Nay	Other
Hathhorn					
McKee					
Beaver					
Satre					
Hindoien					
Cleatus					
Walsh					
Armstrong					

Board of Trustees Meeting

Consider Approval of Multidistrict Agreement to
Explore Formation of a Health Insurance Trust



IV. NEW BUSINESS

B. Item for Action

3. Consider Approval of Multidistrict Agreement to Explore Formation of a Health Insurance Trust

Background:

The 2023 Montana Legislature enacted House Bill 332, which provides for the creation of a qualifying public school health insurance trust and incentive funding for the Trust if certain requirements are met. One of the requirements for Trust formation is the creation and execution of a multidistrict agreement.

Considerations:

- The Montana AA Districts have a collective interest in exploring the creation of a Trust under the provisions of HB 332, performing initial due diligence on the concept, collaborating on a proposal for the Trust's structure, and obtaining sufficient information to decide if they wish to participate if a Trust is ultimately formed.
- SB 329 passed by the 2011 Legislature expanded Multidistrict Agreements that encourage cooperation between districts to create flexibility, efficiency, and cost savings. HB 39 from the 2013 session further clarified those agreements and extended their maximum term to three years.
- The proposed Multidistrict Agreement expires on June 30, 2026
- The Billings Elementary District will serve as the prime agency and establish an interlocal agreement fund for the financial administration of this Agreement.
- An initial investment of \$6,000 will be sent to the prime agency from the Helena School District Interlocal Agreement Fund upon approval of the agreement.
- Per the agreement, Helena School District will be responsible for 12% of the costs incurred under the agreement.

Superintendent recommendation:

Enter into the Multidistrict Agreement as presented.

**HELENA SCHOOL DISTRICT
Board of Trustees Meeting**

Meeting Date: 07/27/2023

Item IV.C.1

Consent Action Items

Items For Action

Items For Information

Item Title: Item For Information

1. Activity Fee & Drivers Education Fee Increases

Board of Trustees Meeting

Activity Fee & Drivers Education Fee Increases



IV. NEW BUSINESS

C. Item For Information

1. Activity Fee & Drivers Education Fee Increases

Background:

The Helena School District High School Activity 284 (Pay to Play) Account is used to provide financial support to all MHSA sanctioned activities. This support is in the form of program specific supply budgets, event workers, facility rental, limited improvement of our current facilities and other operational expenses for the department. This account is also used to cover travel expenses for sports teams advancing to post regular season competitions as well as all travel expenses for our music and drama programs. The account is funded through fees paid by our participants, gate receipts, season ticket sales, tournament reimbursements, advertisement sales, a portion of our facility use fee, and participation costs paid by visiting schools when we host a large event. Currently, all participants for our sports teams, speech and debate programs, dance and cheer pay our activity fees. Our music students and drama students do not pay any activity fees. The Helena School District Activities Account 201 is our general fund account. It is used to pay stipends for all coaches, sponsors and directors of MHSA recognized activities, travel for regular season and MOA officials for all events. Only Drama is supported by activities general fund dollars as a non MHSA activity.

This request to the board has five potential changes from current practice in regards to fee amount, activity ticket pricing, and use of activity department funding for specific programs:

1. To raise the participation fee for all activities at the high school level from the current level of \$50.00 per participant for each activity of participation to \$60.00 per participant for each activity of participation. This increase would bring the Helena Public School closer to the AA state average participant fee of \$70.00.
2. To initiate an activity fee payment by students participating in MHSA recognized Music events (All State Music Festival, District Music Festival and State Solo & Ensemble Festivals). Participants in these events would be required to pay a participation fee of \$60.00 but would not be required to purchase an activity ticket. Music students who do not participate in the listed MHSA recognized events would continue to be exempt from all activity department fees. Expenses for participation and travel to these MHSA events will continue to be paid by the activities department as they have in the past.
3. MHSA does not provide for class AA Drama events, the annual Thespian Festival is not an MHSA event. In Helena, expenses for this trip are paid by the activity department but Drama students are not required to pay an activity fee. I am requesting all students who travel to the Thespian Festival pay the \$60.00 activity fee to help offset some cost as all other recipients of activity funding support do.
4. The cost of an adult all season activity ticket would be increased from \$50.00 to \$60.00. This increase would bring the Helena Public School closer to the AA state average adult all season activity pass of \$69.25.

Considerations:

1. Students participating in MHSА music events have not been required to pay any type of participation fee in the past. A participation fee for these students would be a new fee to help to cover the costs of their participation in MHSА events just as all other students involved in MHSА sanctioned events are asked to pay.
2. Drama Students participating in the Thespian Festival have not been required to pay any type of participation fee in the past. A participation fee for these students would be a new fee to help to cover the costs of their participation in a non-MHSА events since their travel expenses are paid by the activity department.
3. All single game ticket prices will remain stable. These are currently at the AA state average.

Drivers Education Fee Increase Proposal

Rational for Request

The Drivers Education program is required to be self-funding. Budgeting for this program is difficult since only two revenue streams exist and both of those are unpredictable. The first is a fee paid by each student entering the program. The number of students who take drivers education has fluctuated from 386 to 519 in the last three years. The second revenue stream is the amount per student reimbursed by the state of Montana as a direct payment to the district at the end of the fiscal year. That payment has ranged from \$68.00 to \$108.00 per student in the last five years.

Analysis of 2022-2023 budget year shows that after the estimated State of Montana's reimbursement is posted for the budget year a potential negative cash balance will remain. With anticipated increases in Instructor salaries, vehicle rental costs, maintenance of vehicles and gas expected again this year, a low beginning cash balance is a threat to the programs ability to continue to self-fund. This is the first request for an increase in the Traffic Education fee since the summer of 2018.

Fee Increase Request

As the administrator of the program I am requesting an increase in the fee paid by students when they register for Drivers Education of 30.00 per student. The program typically averages 425 students yearly. This increase will produce an estimated \$12,750 additional dollars which will help the program to stay self-sufficient in the future. The increase would raise the cost of Drivers Education from the current level of \$305 per student to \$335.

Comparison of Helena Program to other AA districts

The last available data (spring 2023) shows Helena's student fee is comparative with other districts in the AA except for Great Falls. Great Falls receives general fund support which helps keep their driver education fee lower. When comparing all reporting AA school districts, the average cost to students for enrollment in a Drivers Education program is \$285. If Great Falls (as an outlier) is factored out, the average cost to students is \$313. The majority of AA districts also run self-funded programs with the greatest variable in the overall cost of the program appearing to be the hourly rate paid to their instructors. At least two of the other districts are anticipating requesting fee increases as well.

AA Ticket Prices and Participation Fees Spring 2023

	Adult Activity	Reserved All Seasons	Student All Seasons	Family All Seasons	Single Adult Ticket	Single Student Ticket
Billings (Daylis Stadium \$6/\$4)	\$ 60.00		\$ 20.00	\$ 105.00	\$ 5.00	\$ 3.00
Belgrade	\$ 45.00		\$ 25.00	\$ 100.00	\$ 6.00	\$ 4.00
Bozeman	\$ 55.00		\$50.00	\$ 125.00	\$ 7.00	\$ 5.00
Butte	\$ 75.00		\$ 50.00		\$ 5.00	\$ 3.00
Great Falls	\$ 55.00		\$ 15.00	\$ 135.00	\$ 5.00	\$ 3.00
Helena	\$ 50.00		\$ 30.00		\$ 6.00	\$ 4.00
Kalispell	\$ 70.00		\$ 30.00		\$ 7.00	\$ 5.00
Missoula	\$ 75.00		\$ 25.00	\$ 150.00	\$ 6.00	\$ 5.00
Current Average	\$69.25		\$30.62		\$5.87	\$4.00
PARTICIPATION FEES FOR AA HIGH SCHOOLS FOR 2023-24						
SCHOOL	FEES Y/N	1 SPORT	2 SPORTS	3 SPORTS	2 SPORTS	NOTES
Billings Sky, Sen, West	YES	\$ 50.00	\$ 100.00	\$ 150.00		\$50 for each sport plus fornesics, cheerleaders, and dance teams.
Belgrade	YES	\$ 65.00	\$ 130.00	\$ 195.00		\$35 for manager
Butte	YES	\$ 50.00	\$ 100.00		\$ 100.00	With first \$50 you receive a Activity ticket. Capped at \$150 for a family
Bozeman	YES	\$ 150.00	\$ 300.00	\$ 450.00		Booster Clubs provide for students who cannot pay
Great Falls High/CMR	YES	\$ 40.00	\$ 70.00		\$ 70.00	
Helena High/Capital	YES	\$ 50.00	\$ 100.00	\$ 150.00		First sport is \$50 plus a \$30 fee for an activity ticket.
Kalispell Glacier/Flathead	YES	\$ 65.00	\$ 100.00	\$ 135.00		A max of \$210 per family. Students must also purchase a \$30 activity pass with first sport.
Missoula BSK, Hel, Sen	YES	\$ 60.00	\$ 120.00	\$ 180.00		\$240 Maximum and \$25 activity pass.
average per number of activites		\$70.00	\$131.25	\$ 215.00		

**HELENA SCHOOL DISTRICT
Board of Trustees Meeting**

Meeting Date: 07/27/2023

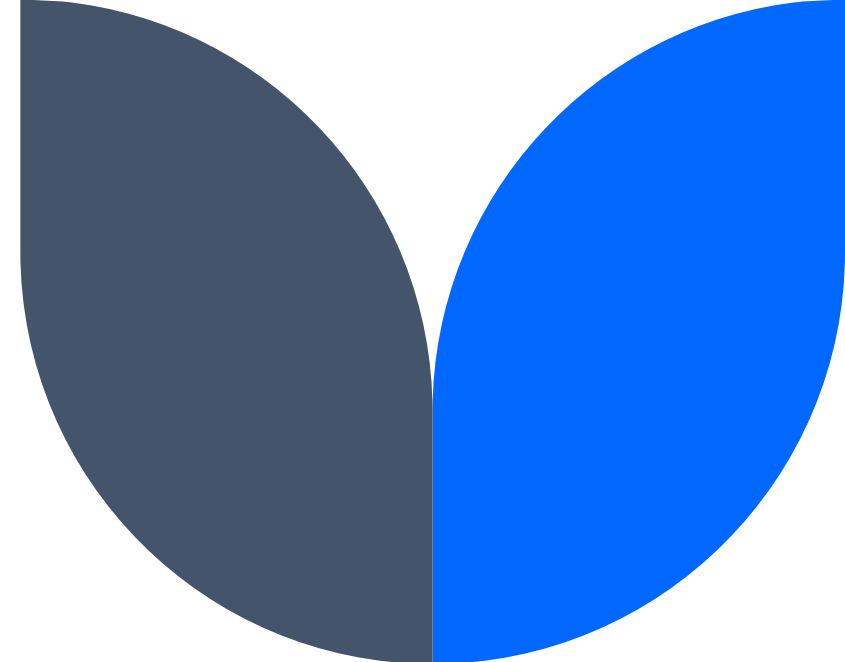

Item IV.C.2

Consent Action Items

Items For Action


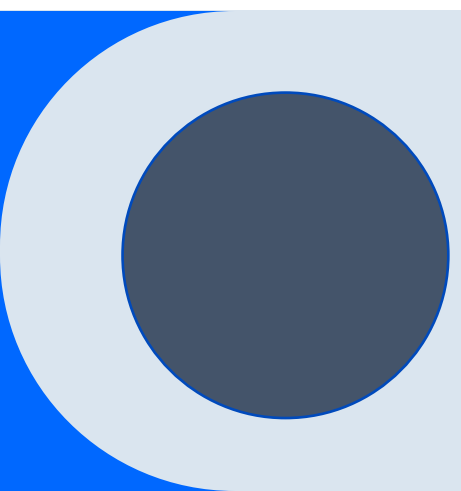
Items For Information

Item Title: **Item For Information**
 2. Academic Growth District Priority Update



Curriculum, Instruction, and Assessment Action Plan

July 2023



Agenda

- 22-23 Academic Data
- Research on best practices
- Action Plan and goals for 23-24
- Feedback and Questions



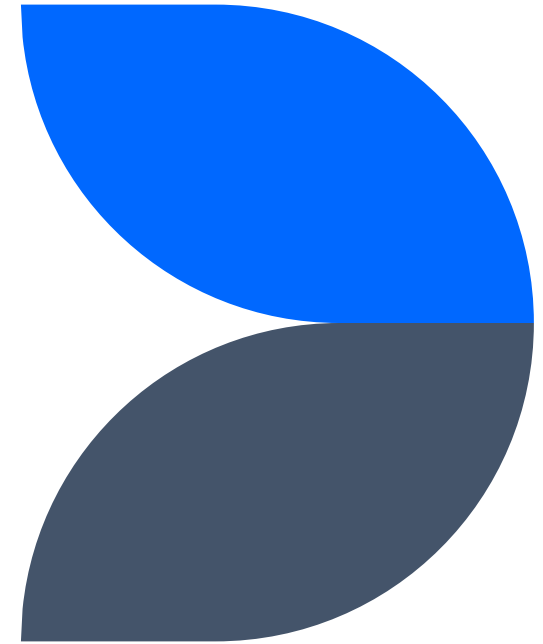


The ultimate purpose of collecting
the data is to provide a basis for
action or a recommendation.

W. Edwards Deming

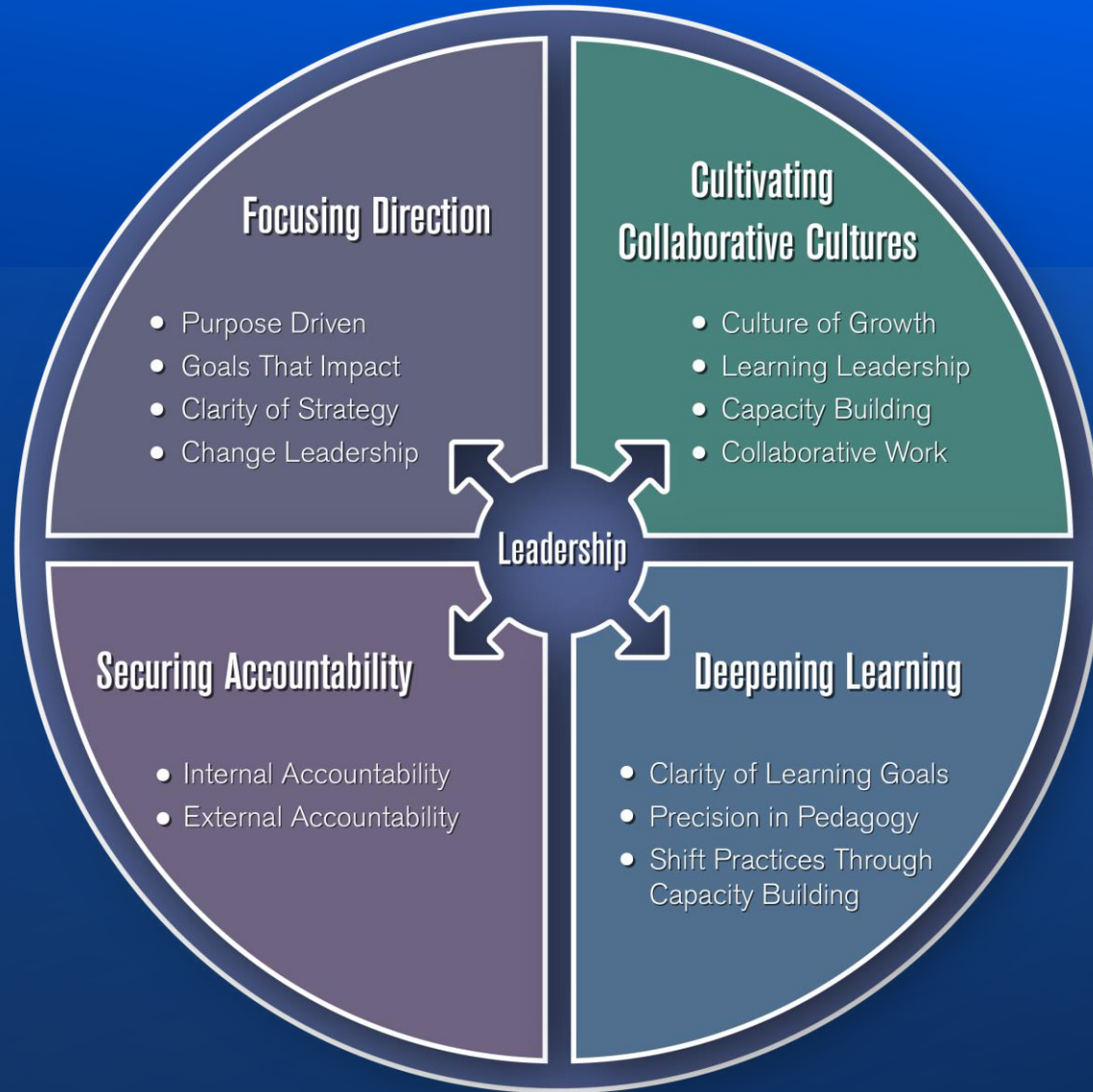
Student Achievement Data

Spring 2023

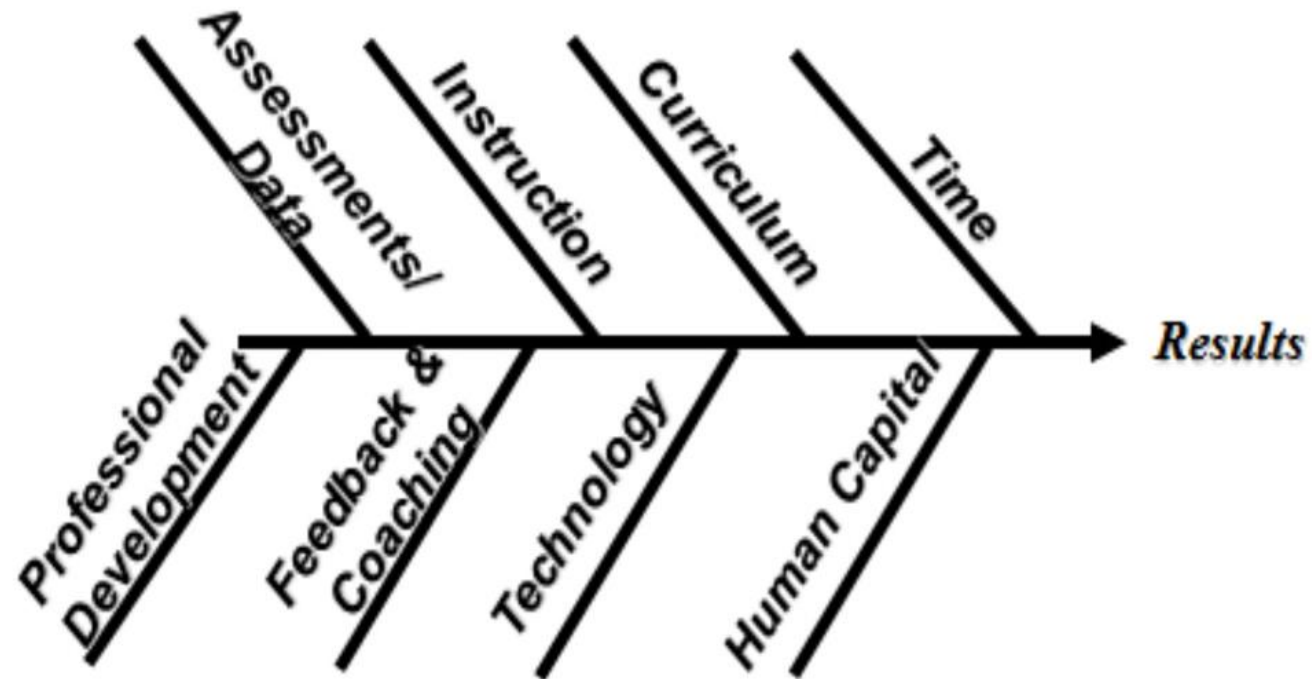


“ All of the processes, procedures, protocols, events, and actions within an organization must be aligned in the same direction of improving student academic achievement. These drivers and leverage points work synchronously for school instructional improvements. ”

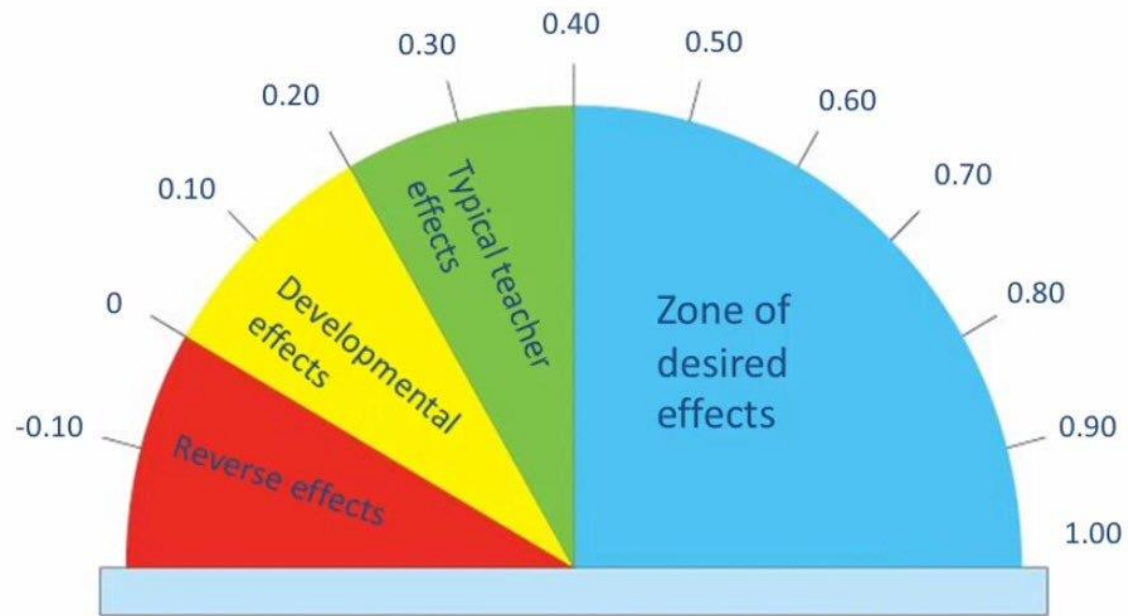
Michael Fullan, 2016



Coherence in systems=results



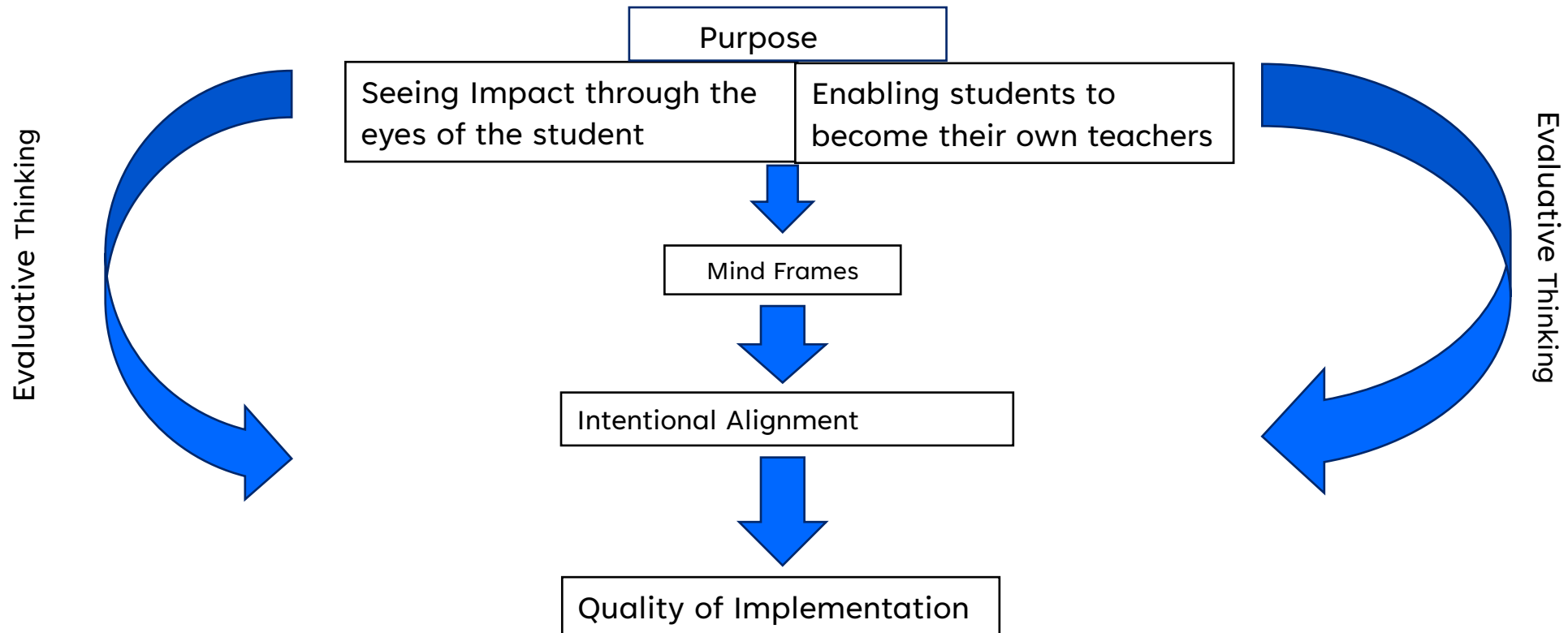
Influences on achievement



John Hattie Effect Sizes

- Synthesis of over 2,100 meta-analyses relating to achievement.
- Hinge point-.40 effect size

Hattie-5 Premises of the Visible Learning Model



Curriculum, Instruction, and Assessment Action Plan 2023-2024



Review

- Hired a K-5 Math TOSA
- Hires (2) Literacy Grant TOSAs
- Curriculum and Assessment monthly meetings with administrators (2Xs/month for K-5)
- Curriculum and Assessment support at monthly SLT meetings in each building
- Overall alignment of systems k-12 for continuity amongst schools and identification of professional development opportunities.

References

Fullan, M., & Quinn, J. (2016). *Coherence: The right drivers in action for schools, districts, and systems*. Corwin.

Hattie, J. (2023). *Visible learning, the sequel: A synthesis of over 2,100 meta-analyses relating to achievement*. Routledge.

Curriculum, Instruction, and Assessment Action Plan

HELENA PUBLIC SCHOOLS

2023-2024



Student Achievement Goals

Goal #1: By 2025, 75% of all HSD 3rd grade students will demonstrate grade-level proficiency on math grade level standards by achieving a proficient score on the iReady math assessment at the end of the school year.

Subgoal: By 2025, increase proficient math scores on SBAC by 10% in grades 3 (59%) and 4 (54%) and 14% in grade 5 (55%).

Goal #2: By 2025, 85% of all HSD 3rd grade students will be on grade level as evidenced by the iReady reading assessment at the end of the year.

Subgoal: By 2025, increase proficient ELA scores on SBAC by 10% in grades 3 (56%), 4 (59%), and 5 (47%).

Goal #3: By 2025, 50% of all HSD 7th graders will be proficient in math as evidenced by the SBAC assessment.

Goal #4: By 2025, 70% of all HSD 7th graders will be proficient in math as evidenced by the SBAC assessment.

Goal #5: By 2025, 35% of HPS 11th graders will meet all 4 benchmarks on the ACT.

Action Plan

Standards and Curriculum Amount and Quality of Instruction

Goal #1: Implement instructional systems (SLT, PDSA, WIN, Instructional framework and walkthroughs) in all schools with 100% fidelity to ensure quality instruction.

Effect Size:: Teacher Clarity, (.85) Teacher expectations, (.58) Student Self efficacy (.64) Student self-control, (.66) and Student self-reported grades, (.96)

Action Steps	Who	When
1. Hire two district TOSAs under the MCLSDP grant to develop a districtwide plan and support schools with the implementation of systems.	District Admin	July (Abby Kuhl and Jonna Schwartz)
1. District Admin give ½ day PD on looking at assessment data.	District Admin, School Admin	August
2. Each school develops an action plan as their CSIP to guide monthly SLT meetings.	District Admin, School Admin	August
3. Each school builds in SLT meetings and WIN time into master schedule.	School Admin	August
4. Hire two district TOSAs under the MCLSDP grant to develop a districtwide plan and support schools with the implementation of systems.	District Administration	July
5. School admin meet once a month with district admin as a collective group to review the rubrics on each of the systems and share out ideas with one another	School admin, district admin, coaches	Ongoing/monthly
6. Title coaches meet monthly with district admin to share ideas and discuss where they are with each system and their action plans in their schools.	School admin, title coaches	Ongoing/monthly

Goal #2: Increase math scores on SBAC by a minimum of 10% in two years by implementation of new curriculum and instruction.

Effect Size:: Direct and Guided Math instruction, (.48) (More ES listed below)

<p>1. Hire a math TOSA to help facilitate curriculum work, professional work, and instructional practices. (Coaching, .26)</p>	<p>Curriculum and Assessment Admins</p>	<p>July (Melissa Romano)</p>
<p>2. Form a math team to support the K-5 math TOSA in developing new curriculum and instruction. (Professional Development, .44)</p>	<p>Math TOSA, Curriculum and Assessment Admins</p>	<p>September</p>
<p>3. Offer the opportunity for teachers to volunteer piloting Engage NY (Eureka 1.0).</p>	<p>Principals</p>	<p>August</p>
<p>4. Each elementary school will require teachers to teach a 70-minute core block of math that includes 10 minutes of number sense instruction. (Whole group Math instruction, 1.60 Tier 1) (Number Sense instruction, .88)</p>	<p>District Admin, Principals, Teachers</p>	<p>Ongoing</p>
<p>5. Each elementary school will require teachers to include 30-45 minutes of My Path Instruction weekly. (Technology with learning needs students, .60) (Intelligent tutoring systems, .52)</p>	<p>District Admin, Principals, Teachers</p>	<p>Ongoing</p>
<p>6. Each Elementary School will require teachers to use math manipulatives in core math instruction. (Use of manipulative, .52)</p>	<p>District Admin, Principals, Teachers</p>	<p>Ongoing</p>

Assessment and Data-Based Decision Making

Goal:

- 1- Each building has a School Leadership Team (SLT) that meets monthly and reviews action plans, student data, and assesses progress towards goals.
- 2- Implement Plan, Do, Study Act (PDSA) cycles in all PLCs K-12.

Effect Size:: Planning and prediction-(.83); Success Criteria-(.64); Explicit Teaching Strategies-(1.22)

Action Steps	Who	When
1. Develop a district calendar that has all PLC's and expectations for the PLC dates.	District Admin	August
1. Principals build monthly SLT meetings into the school calendar and district admin and TOSAs attend to support the work and improve feedback. (Collective teacher efficacy, 1.34)	Principals, Curriculum Director, Assessment Director	Ongoing-monthly. (Abby and Jonna work)
2. Action Plans/CSIPs are submitted in OneDrive as a shared document for follow up and feedback.	Principals, Curriculum Director, Assessment Director	September
3. District TOSAs and administrators support principals monthly in developing PDSAs for PLC groups and following up on feedback.	Principals, Curriculum admin, Assessment admin, TOSAs.	Ongoing

**Evidence-Based Interventions and Practices
Instruction for Disadvantaged Students**

Goal: All (4) 6-12 schools will develop an intervention model for instruction in the core and decrease their pull-out interventions by 50%.

Goal: 100% K-5 schools will have WIN groups for reading and math with fidelity by spring 2024.

Effect Size:: Whole Class Instruction-(1.70); small group-(.70); Tier 1 Interventions-(1.32); Tier 2 Interventions- (.67)

Action Steps	Who	When
K-5: Principals will build WIN time into their master schedules for both reading and math. 6-12 Principals will evaluate student data and develop individual schedules to address the gaps.	Principals	August
Principals will meet monthly with district admin and other principals to review district rubrics and evaluate student data.	Principals, district admin, consultant	Monthly-ongoing
Curriculum administrator and Assessment administrator will attend SLT meetings to support WIN groups and evaluate student data.	District admin, TOSAs	Monthly-ongoing
District TOSA will attend SLT meetings and meet with principals to support and evaluate the interventions.	TOSA	Monthly-Ongoing

**Academic Leadership to Improve Instruction
Professional Development**

Goal:

- 1- Support teachers with the shift in math curriculum and instruction K-5.
- 2- Leadership - will support PDSA cycles in PLC aligned to student and framework data

Effect Size:: Professional Development-(.44)

Action Steps	Who	When
Math Pilot Group will meet regularly throughout the year to discuss what is working and what is not with the Engage NY math curriculum.	Teachers, principals, district admin, TOSA's	Ongoing
Math instruction at grade level meetings from the Math TOSA and consultant.	TOSAs, consultant	Fall and Spring grade level meetings
Job embedded professional development through modeling and mini coaching cycles.	TOSAs	Ongoing
District administrators will attend SLTs and discuss PDSA cycles with principals	Curriculum administrator and assessment administrator	Ongoing
Principals will oversee PDSA cycles within PLCs in their buildings.	Principals	Ongoing

Community and Family Engagement to Support Instruction

Goal: Increase family engagement in schools by each school offering a family engagement opportunity at a minimum of 1/month. Title schools will offer more frequent family engagement opportunities.

Effect Size:: Parenting programs-(.39); Parental Expectations-(.49); Communication home-(.38)

Action Steps	Who	When
1. Each school will put together a calendar of regular family engagement events	Title Coaches, Principals, SLTs	August/September
2. Principals will discuss family engagement events at monthly Friday meetings.	District admin, coaches, principals	Ongoing
3. Title schools will meet quarterly to discuss success with family engagement	Title administrator, principals, Title Coaches	October, January, March, May

References

Hattie, J. (2023). *Visible learning, the sequel: A synthesis of over 2,100 meta-analyses relating to achievement*. Routledge.

Acronyms

SLT School Leadership Team

PDSA Plan, Do, Study, Act

WIN What I Need (Targeted Intervention)

CSIP Comprehensive School Improvement Plan (OPI required)

MCLSDP Montana Comprehensive Literacy School Development Plan (OPI Grant)

TOSA Teacher on Special Assignment

PLC Professional Learning Community