

MISSOULA COUNTY PUBLIC SCHOOLS
BOARD OF TRUSTEES
Meeting

Tuesday, December 12, 2023 – 6:00 p.m.
Administration Building A - Boardroom

Note: If you have questions regarding the agenda, please contact the Superintendent's Office (728-2400, ext. 1026, prior to the meeting).

Board of Trustees: Board Chair Wilena Old Person, Jeffrey Avgeris, Grace M. Decker, Vice Chair Nancy Hobbins, Koan Mercer, Jen Vogel, Ann Wake, Vice Chair Arlene Walker-Andrews, Meg Whicher, Keegan Witt, Rob Woelich

Student Trustees: Emily Fortune, Atsede Glidewell, Devyn Deschamps, Wilson Freer, Regan Jones, Aubrey Matthew, Ryan Howell

AGENDA

1. CALL TO ORDER, WELCOME AND ROLL CALL
2. PLEDGE OF ALLEGIANCE
3. REVIEW, REVISE, AND APPROVE AGENDA
4. APPROVE MINUTES – Action
 - A. **Board of Trustees Special Meeting – November 14, 2023** **Page 5**
 - B. **Board of Trustees Regular Meeting – November 14, 2023** **Page 6**
5. COMMUNITY CONNECTION: Jennifer Courtney, Big Sky High School Principal **Page 17**
6. PUBLIC COMMENT/CORRESPONDENCE
 - A. **Written Correspondence** **Page 30**
 - B. **Public Comment** – Regarding Non-Agenda Items (3 minutes each speaker)
7. REPORTS / ANNOUNCEMENTS
 - A. **Student Trustee Reports** – Student Trustees from the individual high schools will report on activities at their school.
 - B. **Announcements from the Superintendent** – Superintendent Micah Hill will report on items of interest.
8. CONSENT AGENDA - In accordance with BP 1420 School Board Meeting Procedure, the Board approves the use of a Consent Agenda to expedite business at the regular monthly meeting. Agenda items dealing with perfunctory, routine matters may also be placed on the Consent Agenda by the Board Chair. Any item on the Consent Agenda may be removed from the Consent Agenda and placed on the regular agenda upon request by any Trustee.
 - A. FINANCE, OPERATIONS and MAINTENANCE
 - i. **Topic: Acknowledge MCPS Student Attendance Agreements** (Elem/Sec)(Action) – Pat McHugh, Executive Director of Business and Operations **Page 34**
Background: Attached in this packet is a list of students who are residents of MCPS District #1 and are requesting to attend other school districts. Those school districts require notification of the acknowledgement by the MCPS Board of Trustees to complete their application process. MCPS District #1 is not responsible for any tuition fees incurred by these students.
 - **Elementary Recommendation:** Administration recommends that the Trustees acknowledge the attached list of elementary students requesting to attend other school districts.

- **Secondary Recommendation:** Administration recommends that the Trustees acknowledge the attached list of high school students requesting to attend other school districts.

9. NEW BUSINESS – Information and Action

A. FINANCE, OPERATIONS and MAINTENANCE

- i. **Topic: FY23 General Fund Expenditure Recap and FY25 Budget Projection Update** (Elem/Sec)(Information) – Pat McHugh, Executive Director of Business and Operations **Page 38**

Background: FY23 general fund expenditure recap for elementary and high school districts and updated general fund budget projections for FY25 are attached hereto.

- ii. **Topic: Lease of Space at Missoula County Public Schools Administration Building by Missoula Education Foundation** (Elem/Sec)(Action) – Pat McHugh, Executive Director of Business and Operations

Background: Missoula Education Foundation (MEF) is a nonprofit, tax-exempt organization established to raise funds and build community support for teachers and students in MCPS. MEF would utilize room 161 in Admin Building A for foundation business. Administration recommends leasing the space for a nominal fee for the fiscal year. MEF has been utilizing the space on a day to day basis, pending approval of a lease by the board. The proposed lease term is July 1, 2023 to June 30, 2024 for the use of the room during the work day. The lease would include all of the standard MCPS lease terms.

Board Discussion

Recommendation: Administration recommends that trustees approve the lease with MEF for the use of a room to operate a nonprofit organization to support teachers and students in MCPS.

- iii. **Topic: Approve Use of Seeley Swan Funds to Pay Off Loan** (Sec)(Action) – Pat McHugh, Executive Director of Business and Operations

Background: MCPS High School District and Seeley Swan High School entered into an intercap loan agreement with Montana Board of Investments to finance the purchase of a vehicle for school use. The intercap loan has a variable finance rate and this rate has increased from an initial rate of 1.65% to a current rate of 6.00%. MCPS administration and Seeley Swan High School would like to use \$16,896.76 of Seeley Lake interlocal funds from FY22 to pay off the loan and save the cost of future interest payments.

Board Discussion

Recommendation: Administration recommends that the trustees approve the use of roll over funds to pay off the intercap loan.

- iv. **Topic: Open Trustee Positions and Notable Election Dates** (Elem/Sec)(Information) – Pat McHugh, Executive Director of Business and Operations

Background: Beginning Thursday, December 14th eligible voters can file for one of the following five board seats that are up for election:

- Two K-12 trustee seats that represent both the Elementary and High School District for a three-year term;
- One high school trustee seat that represents Election District “A” (includes attendance area for Lolo and DeSmet schools) for a one-year term;
- One high school trustee seat that represents Election District “B” (includes attendance area for Bonner and Target Range schools) for a three-year term;
- One high school trustee seat that represents Election District “C” (includes attendance area for Hellgate Elementary School) for a three-year term.

Completed Declarations of Intent and Oaths of Candidacy must be notarized and turned in by Thursday, March 28th, 2024. The election will be held on Tuesday, May 7th, 2024. More information and MCPS High School District Map can be accessed on the MCPS district website.

B. PERSONNEL, NEGOTIATIONS & POLICY

- i. **Topic: Approve Personnel Report** (Elem/Sec)(Action) – Trevor Laboski, Executive Director of Human Resources **Page 51**

Background: The routine Personnel Report reflects the current requests for personnel to be hired, leaves to be granted, retirements and resignations to be accepted, and terminations to be approved. Included in the packet is the Personnel Report upon which the Board must take action.

- **Elementary Recommendation:** Administration recommends trustee approval of the items on the provided Elementary Personnel Report.
- **Secondary Recommendation:** Administration recommends trustee approval of the items on the provided High School Personnel Report.

- ii. **Topic: Approve the Montana Advanced Opportunity Act Grant Renewal Application** (Elem/Sec)(Action) – Barbara Frank, Director of Academic and Community Service **Page 58**

Background: The Montana Advanced Opportunity Act Grant is funded through Senate Bill 946 by the Montana Office of Public Instruction. The grant application summary is attached hereto.

Board Discussion

Recommendation: Administration recommends Trustees approve the Montana Advanced Opportunity Act Grant renewal application.

- iii. **Topic: Approve the Transformational Learning Grant Applications** (Elem/Sec)(Action) – Micah Hill, Superintendent, and Barbara Frank, Director of Academic and Community Service **Page 59**

Background: Transformational Learning Grants are a funding opportunity through the Montana Office of Public Instruction and state legislation. Grant materials are attached hereto.

- **Elementary Recommendation:** Administration recommends trustees approve the elementary Transformational Learning Grant Application.
- **Secondary Recommendation:** Administration recommends trustees approve the high school Transformational Learning Grant Application.

- iv. **Topic: Approve the Urban and Community Forestry Grant Application** (Elem)(Action) – Vinny Giammona, Assistant Superintendent **Page 103**

Background: The Urban and Community Forestry Grant is funded through the Montana Department of Natural Resources and Conservation through the Inflation Reduction Act funds. The grant application summary is attached hereto.

Board Discussion

Recommendation: Administration recommends Trustees approve the Urban and Community Forest Grant application.

- v. **Topic: Approve the Murdock Trust Partners in Science Supplemental Award Grant** (Elem)(Action) – Amy Shattuck, Assistant Superintendent **Page 107**

Background: Sentinel High School was originally awarded The Murdock Trust Partners in Science Grant for the summer of 2022-23. The application for a supplemental Partners in Science Grant is attached hereto.

Board Discussion

Recommendation: Administration recommends Trustees approve The Murdock Trust Partners in Science Supplemental Award grant application.

- vi. **Topic: Approve Enrollment for the Early Kindergarten Program** (Elem)(Action) – Vinny Giammona, Assistant Superintendent

Background: OPI requires board approval for the enrollment of 4-year old students in the Early Kindergarten Program.

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Board Discussion

Recommendation: Administration recommends that Trustees approve the enrollment of this student for the Early Kindergarten Program 2023-2024.

C. TEACHING AND LEARNING

- i. **Topic: Review Grade 6-8 Social Studies Curriculum (Elem)(Information)** – Barbara Frank, Director of Academic and Community Service

Background: The middle school social studies committee has met to review and adopt social studies standards. The standards document for the courses that MCPS offers, meet and, in many cases, exceed the Montana standards for social studies. Subsequently, the committee reviewed social studies curricula in order to find publishers that align with the standards. The committee was successful finding publishers that matched the standards. The materials that have been chosen will be available in the District Office for the next 30 business days for public review – December 12, 2023 until January 31, 2024.

10. ADJOURN

**MISSOULA COUNTY PUBLIC SCHOOLS
BOARD OF TRUSTEES**

Special Meeting

Tuesday, November 14, 2023 – 5:30 p.m.

Administration Building A - Boardroom

Trustees Present: Board Chair Wilena Old Person, Koan Mercer, Jen Vogel, Ann Wake, Vice Chair Arlene Walker-Andrews, Meg Whicher, Keegan Witt, Rob Woelich

Others Present: Micah Hill, Trevor Laboski, Amy Shattuck, Vinny Giammona, Megan Morris (District legal counsel)

MINUTES

1. CALL TO ORDER, WELCOME AND ROLL CALL: The meeting was called to order 5:32 p.m.
2. PLEDGE OF ALLEGIANCE was said by all.
3. REVIEW, REVISE, AND APPROVE AGENDA: Trustee Avgeris/Wake made a motion to approve the agenda as written. Seconded by Trustee. No comments. The motion passed unanimously by all Trustees present.
4. PUBLIC COMMENT: No public comment.
5. TERMINATION HEARING: Board Chair Wilena Old Person explained the matter before the Board was a hearing on the recommendations to terminate a classified employee due to the inability to perform the essential functions of the position and closed the public portion of the meeting 5:33 p.m.

Chair Old Person reconvened the public portion of the meeting 5:41 p.m.

6. BOARD DELIBERATION AND DECISION: Board Chair Wilena Old Person called for a motion. Trustee Avgeris made a motion to terminate classified staff member A. Seconded by Vice Chair Walker-Andrews. No comments. The motion pass unanimously by all Trustees present.
7. ADJOURN: The meeting was adjourned 5:43 pm.

As recording secretary for this Board meeting, I certify these minutes to be a true and correct copy of what was taken at the meeting.

Tracy Long, Minutes Recorder_____

Wilena Old Person, Board Chair_____

Pat McHugh, District Clerk_____

MISSOULA COUNTY PUBLIC SCHOOLS BOARD OF TRUSTEES Meeting

Tuesday, November 14, 2023 – 6:00 p.m.

Administration Building A - Boardroom

Trustees Present: Board Chair Wilena Old Person, Jeff Avgeris, Koan Mercer, Jen Vogel, Ann Wake, Vice Chair Arlene Walker-Andrews, Meg Whicher, Keegan Witt, Rob Woelich

Others Present: Micah Hill, Amy Shattuck, Vinny Giammona, Pat McHugh, Trevor Laboski

MINUTES

1. CALL TO ORDER, WELCOME AND ROLL CALL: The meeting was called to order 6:00 p.m.
2. PLEDGE OF ALLEGIANCE was said by all.
3. REVIEW, REVISE, AND APPROVE AGENDA: Trustee Avgeris made a motion to approve the agenda as written. Seconded by Trustee Woelich. No comments. The motion passed unanimously by all Trustees present.
4. APPROVE MINUTES
 - A. **Board of Trustees Special Meeting – October 17, 2023:** Trustee Wake made a motion to approve the October 17, 2023, Special Meeting minutes. Seconded by Trustee Avgeris. No comments. The motion passed unanimously by all Trustees present.
 - B. **Board of Trustees Regular Meeting – October 17, 2023:** Trustee Wake made a motion to approve the October 17, 2023, Regular Meeting minutes. Seconded by Trustee Avgeris. No comments. The motion passed unanimously by all Trustees present.
 - C. **Board of Trustees Regular Meeting – October 24, 2023:** Trustee Wake made a motion to approve the October 24, 2023, Regular Meeting minutes. Seconded by Trustee Avgeris. No comments. Chair Old Person, Vice Chair Walker-Andrews, Trustees Vogel, Wake, Whicher, Avgeris, Witt, and Woelich for. Trustee Mercer abstained. The motion carried.
5. COMMUNITY CONNECTION: Supt. Hill introduced Billie Jo Juneau, Native American Student Services Coordinator. Juneau thanked Amy Shattuck, Vinny Giammona, and Chair Old Person. Shared a PowerPoint presentation about the Native American Student Services Department (NASS). The presentation included the NASS mission statement, department staff and restructure, and NASS goals. NASS goals included data collection and correction. Juneau shared the school year's NASS events including the Potato Dance, Owl Dance, etc. Vice Chair Walker-Andrews inquired about the number of undercounted Title VI students. Juneau explained the count is based on self-reporting. Combination of self-report and miscounts at the District level. Trustee Mercer inquired about Washington Middle School buying books for an IEFA unit. Supt. Hill explained there are specific budgets for those allocations. Chair Old Person thanked Billie Jo Juneau.
6. PUBLIC COMMENT/CORRESPONDENCE
 - A. **Written Correspondence:** The written correspondence was reviewed.
 - B. **Public Comment:**
 - Patricia Palin, Hellgate teacher, read a prepared statement in regards to her lack of hot water in the culinary room, roof leak, bad sinks and faucets throughout the school, girls bathroom ceiling falling in, etc. Shared she sent numerous emails. Building principal advised to keep emailing. Boiling water for cleanup in her classroom is not sanitary. At no time was she contacted by maintenance. On Oct. 16th plumbers came to the culinary room but did not fix. Water still not hot. This is an issue with Missoula code. There are 40 work orders for Hellgate. Asking Trustees to hold head of maintenance accountable.

- Charlotte Struna, Meadow Hill teacher, supported Palin's comments. Shared Meadow Hill has issues with non-working drinking fountains and Meadow Hill is second on the list to have pipes replaced in 2025. School is bringing in Culligan water stations, science room gas valves leak, 1 out of 17 classroom sinks work, and read off much more that needed to be repaired. Thanked the Board for their service.

7. REPORTS / ANNOUNCEMENTS

A. **Health Insurance Trust Fund Report:** The routine Health Insurance Trust Fund Report for September 2023 and October 2023 were reviewed. No oral report.

B. Student Trustee Reports:

- Atsede Glidewell/Emily Fortune BSHS: Big Sky has 10 student Reading Opens Your World volunteers at Target Range Elementary School. Collecting can donations for "Can the Cats". Over 30 families signed for November Meal Kits. Great turnout for PSAT test-takers. Theater put on fall production of "A Little Murder Never Hurt Anyone" and put on their annual cabaret show. FFA and Speech and Debate competing successfully. Student government hosted a trunk-or-treat event and partnering with GSA for a clothing swap. Students initiated a survey for student voices. There will be four academies next year – Health & Public Service, ACME (Architecture, Construction, Manufacturing and Engineering), AgriScience and Natural Resource, and Media Business. Ms. Labbe awarded the Outstanding Choral Music Educator of the Year award. Big Sky hosting AA Choral Festival. National Honor Society held a coin drive to help Soft Landing and are preparing for a giving tree. Winter sports starting. Two students participated in Econoquest in Bozeman.
- Devyn Deschamps/Wilson Freer HHS: Held winter sports meeting. Fall sports have concluded. Girls soccer took 2nd at State. Boys soccer took 4th at State. Volleyball played in the Divisionals. Girls cross country won state and five were All-State. Boys cross country placed 5th in state and three were All-State. Hellgate hosting Dodgeball Tournament of Champions on November 16th. Money raised will be donated to Hellgate families in need during the holiday season. End of October, Hellgate hosted Japanese exchange students and were acknowledged during an assembly. Speech and Debate competed in their first tournament. Hellgate sent the most musicians to All-State in band, orchestra and choir. Theater will host their production of "Alice in Wonderland" beginning Thursday. Key Club hosting Cats vs. Griz blood drive on November 17th as well as a Thanksgiving food drive. Student government's mental health committee holding an initiative in English classes allowing students to say what they are thankful for. Will then post the notes across the school. Next week students going to Model UN. PSAT was held 2 weeks ago.
- Regan Jones SSHS: Leos hosted 6th annual turkey drive and raised nearly \$4,000. Business Professionals of America members working on upcoming Regional competition. Volunteering at the Seeley Lake Community Foundation. Entrepreneurship held shark tank presentations where business owners came into class to hear the pitches. Preparing for Blackhawk Biz Market Day on December 16th. They have 14 businesses this year. Winter sports practices starting this week.
- Ryan Howell SHS: Fall sports have concluded for the season. Winter sports gearing up. Key Club is sponsoring Can the Cats event. Winning homeroom receives a doughnut party. Theater's production of "A Midsummer Night's Dream" will be on Thursday, Friday, and Saturday. Speech and Debate had two tournaments. HOSA is sponsoring a coin drive for a fellow student. Student Government planning Golden Goat and the Fireside Dance. Sentinel working on picking up litter in the parking lots. Bathrooms were recently painted. Spoke to the climate at Sentinel High School with the new cell phone policy and student accountability.

C. **Announcements from the Superintendent:** Superintendent Micah Hill made the following announcements:

- MCPS will be hosting the Board of Public Education (BOPE) and the Legislative Interim Committee on November 15-16. BOPE touring Lowell, Hellgate, and Sentinel.
- BOPE will be reviewing the charter school applications on November 30th. Administration will be presenting on the two applications.

8. CONSENT AGENDA

A. FINANCE, OPERATIONS and MAINTENANCE

- Topic: Acknowledge MCPS Student Attendance Agreements (Elem/Sec)(Action) – Pat McHugh**

ii. **Topic: Approve Disposal of Records** (Elem/Sec)(Action) – Pat McHugh

- **Elementary Recommendation:** Trustee Avgeris made a motion to approve the elementary consent agenda items. Seconded by Trustee Witt. No comments. The motion passed unanimously by all Trustees present.
- **Secondary Recommendation:** Trustee Wake made a motion to approve the high school consent agenda items. Seconded by Woelich. No comments. The motion passed unanimously by all Trustees present.

9. OLD BUSINESS

A. PERSONNEL, NEGOTIATIONS & POLICY

- i. **Topic: Approve Second Reading of Policy Revisions:** Superintendent Micah Hill explained the proposed policies and revisions had been approved at first reading by the Board on September 26, 2023. The revised policies were posted for public comment. No public comment was received. Trustee Mercer questioned not seeing a self-defense definition in policy 3225. Supt. Hill explained legal counsel revised to meet HB450. Bill says if it was an act of self-defense then the student could not be penalized. Trustee Vogel commented the policy with the definition was approved at the last meeting. Vice Chair Walker-Andrews asked for timeline. Supt. Hill explained administration has brought forward groups of policies. This is the 2nd group, 2nd reading, and once approved will become the policy. Trustee Avgeris made a motion to approve the policies and revisions. Seconded by Trustee Wake. No comments. The motion passed unanimously by all Trustees present.

Policy Number	Policy Name	Information
2132	Student and Family Privacy Rights	Required Update
3210	Equal Educational Opportunities	Required Update
3225	Bullying, Harassment, Intimidation, and Hazing	Required Update
4330	Community Use of School Facilities	Required Update
8301	District Safety	Required Update
1650	Public Charter Schools	NEW - Required
2423	Personalized Learning Opportunities	NEW - Required
2332	Religion and Religious Activities	NEW
4700	Family and Community Engagement	NEW
5015	Bullying/Harassment/Intimidation	NEW

B. FINANCE, OPERATIONS and MAINTENANCE

- i. **Topic: Health Insurance Trust Update:** Superintendent Micah Hill explained HB332, enacted by the Montana Legislature, provided for the creation of a qualifying public school health insurance trust. MCPS is self-funded. There are 17 Montana districts that are self-funded not in connection with each other. MCPS has \$15M in reserve. There is a pool of school districts that pool their resources to have health insurance. Those districts use MUST which is run out of Helena. The State legislature will provide \$40M of reserve into the trust provided certain qualifications are met. Biggest qualifications includes having at least 12,000 employees and there can only be one trust. AA district represent about 10,000 lives. MUST represents over 150 districts. MUST and the AA districts must come together to make this work. Looking for ways to reduce health care costs. The Board of Trustees approved the Montana AA School District Multidistrict Cooperative on August 8, 2023. Through the Cooperative, the Districts will evaluate and explore the prospects of a Trust under HB332. District put \$50K into the group to explore. Working with AA districts. MUST secured a 3rd party vendor to help guide. AA districts invited to be a part of it. Also included were the MEF President Amanda Curtis, SAM Director Rob Watson, and MTSBA Director Lance Melton. AA districts chose to select their own consultant. Put out an RFP for another consultant. Concerned with MUST and Alliance. Have involved the District's insurance committee. Enlisted the help of Marilyn Bartlett. She is providing consultation services at no cost. Put out an RFP. Received 3 responses. Chosen company will do the data work. Will issue another RFP after that to help build. Have two and half years to set up. Trustee Mercer inquired if the District would make a recommendation to join at some point. Micah responded yes. No comments.

10. NEW BUSINESS

A. FINANCE, OPERATIONS and MAINTENANCE

- i. **Topic: Innovative Educational Program Tax Credit:** Pat McHugh explained next year will be the 3rd year for the tax credit. Referred Trustees to page 69 of the agenda. Explained under HB279 Montana taxpayers who make eligible donations to school districts can receive a dollar for dollar reduction on their state income taxes. Allowed \$2M last year up to a \$200K max per donation. Hit that cap. Will allow \$5M for 2024. Intent of the agenda item is to get approval from the board to authorize DOR Portal designations. McHugh shared the communication plan. Shared history of previous donations. Referred Trustees to the website for more information. Trustee Mercer recollected trying to secure a piece of the credit. Donation may or may not get in. McHugh explained the District already has one donor. Would like to have donations in hand ahead of opening the portal. Greater opportunity for donations to be accepted with the increase to \$5M. Trustee Mercer asked if the District would offer the donations back if the tax credit was not available. McHugh referred to the language in the brochure. Will give money back if they do not receive full credit. Supt. Hill explained the process for the DOR Portal. Cannot guarantee the donation will be accepted. Vice Chair Walker-Andrews shared the first year the money was gone in one hour and last year it was a day. Trustee Mercer encouraged the District to be very clear. Vice Chair Walker-Andrews made a motion to authorize the superintendent or his designee to review the District's account on the DOR Portal and to designate administrative user(s) to record and view donations. Seconded by Trustee Witt. Chair Old Person shared a comment. The motion passed unanimously by all Trustees present.

B. PERSONNEL, NEGOTIATIONS & POLICY

- i. **Topic: Approve Personnel Report:** Trevor Laboski explained this was a routine Personnel Report reflecting personnel hiring, resignations, and probationary releases.
 - **Elementary Recommendation:** Trustee Avgeris made a motion to approve the items on the provided Elementary Personnel Report. Seconded by Trustee Whicher. No comments. The motion passed unanimously by all Trustees Present.
 - **Secondary Recommendation:** Trustee Wake made a motion to approve the items on the provided High School Personnel Report. Seconded by Vice Chair Walker-Andrews. No comments. The motion passed unanimously by all Trustees Present.
- ii. **Topic: Approve Stipend for Early Notification of Retirement:** Trevor Laboski explained this stipend for early notification of retirement was annual. Trustee Witt inquired if the stipend was the same amount as in previous years. Trustee Avgeris shared it was formerly \$500 but last year went to \$750. Inquired if the District saw any difference in the number of retirements. Laboski responded no and had considered moving the date but keeping date and amount is appropriate. Trustee Witt made a motion to approve a stipend of \$750.00, less appropriate deductions, for early notification of retirement to be received in the Human Resources Office no later than February 29, 2024, at 4:00 pm. Seconded by Trustee Avgeris. No comments. The motion passed unanimously by all Trustees present.
- iii. **Topic: Approve Freshman Football Coach Stipends:** Trevor Laboski explained there were three negotiated stipends. Freshman coaches are the lowest because they did not travel. Trying to rectify the situation. Trustee Mercer questioned if the stipend was not increased if the District would not have any freshman football coaches. Laboski explained the season is already over. Working with the union. Trustee Mercer further inquired if the District was trying to uphold good faith. Laboski affirmed. MOU stipends were less than assistant football coaches since freshman did not travel. Freshman teams traveling more. Adjustment needed to rectify the discrepancy. Trustee Wake made a motion to approve an adjustment of the freshman football coach stipend making it equal to the assistant football coach stipend. Seconded by Trustee Woelich. No comments. The motion passed unanimously by all Trustees present.
- iv. **Topic: Approve Out-of-Country Field Trip Requests:** Amy Shattuck explained out of country field trip requests requires Board approval six months prior to travel. Introduced Big Sky teacher Erin Smith.

Smith provided a brief presentation on the request for French students to travel to Quebec and Montreal, Canada March 18-22, 2024. Students will explore the Age of Colonization, French cuisine, history, and have the opportunity to speak with and listen to French-Canadian citizens. Using Explorica. Tour directors provided. Shared the itinerary. Students can do their own fundraising. No Trustee questions. Amy Shattuck introduced Vo-Ag teacher Kristy Rothe. Rothe shared a brief summary of her previous trip. Provided a brief presentation on the agriculture students traveling to Costa Rica on June 6-13, 2024. Students will explore the agriculture industry and natural resources of Costa Rica. Will tour a coffee and chocolate plantation and visit national parks. Rothe provided information for an additional field trip scheduled for Vo-Ag students traveling to Italy June 13-22, 2025. Students will explore sustainable agriculture and meet locals who raise livestock, grow fruit, and process olive oil. Trustee Wake made a motion to approve the out-of-country travel requests. Seconded by Trustee Witt. Trustee Witt made comments in support of student travel. Trustee Mercer inquired if the trips were of no cost to the District. Trustee Wake requested the students present to the Board after the trip. Vice Chair Walker-Andrews inquired how the students were paying for the trip. Rothe shared students fundraising and there are some scholarships available. No public comment. The motion passed unanimously by all Trustees present.

- v. **Topic: Approve Grant Application:** Barbara Frank explained there was a slight change to the grant application summary. Reduced the amount of the grant to \$47,680. Shifted part of the cost to a separate grant. The Otto Bremer Trust would fund the Kids in Transition Kindergarten Program at Lowell and Franklin Elementary. Under new HB 352 the District receives .25 ANB for students participating in a jump start program. ANB funding comes in arrears. Grant would allow the District to jump start the program and fund staff. Board already has approved the Community Schools Grant. Wrote materials into that grant. The program, out of Oregon, is a research based program. Shows significant improvement for students over multiple years that participate. Also includes parent education component. Trustee Whicher inquired about the timeline. Frank explained there is a specific amount of time written into the bill. District would have approximately four weeks. Believed it would be a 120 hours of instruction. Looking at school calendar and trying fit in before kindergarten starts. Vice Chair Walker-Andrews asked Frank to clarify the grant amount. Trustee Mercer asked if this was the year one for the District and if year two would be funded by ANB. Frank affirmed and further explained each student that participates in a jump start program will get an extra .25 ANB. Trustee Mercer made a motion to approve the Otto Bremer Trust grant application. Seconded by Trustee Avgeris. No comments. The motion passed unanimously by all Trustees present.
- vi. **Topic: Boys High School Baseball:** Superintendent Micah Hill thanked and acknowledged all those in the Missoula community that had reached out in support of high school baseball and who had spent considerable time evaluating and assessing the program. Proponents have shared statistics in improved academic performance, important life skills, the ability to continue to play after Little League, baseball's inclusivity, school and community spirit, potential scholarships, and baseball's affordability. Shared some challenges to consider including the cost, impact to other MCPS sports, baseball a cut sport, lack of available facilities, Title IX equity, and sustainability. MHSAA approved adding baseball. Inaugural season was 2023. 25 schools representing 21 teams participating. Currently an "all-class" sport. Currently only two AA high schools approved baseball – Butte and Belgrade. Both only have one high school. AA districts with multiple high schools cite budget and facilities as greatest obstacle. No other AA high schools planning to add baseball for the 2023-2024 school year. Big Fork, Ronan, and Livingston looking to join. MCPS estimates \$50,000 per school to have varsity and JV baseball team. Does not include field rentals or maintenance. Based on city rentals, could cost at least \$4K - \$5K. MHSAA requires MCPS to look at Title IX. Proportionality we offer one more sport for females. Provided an example. Equity is important. Cannot run a legion baseball and high school baseball concurrently due to the MOU MHSAA has. Problematic for existing legion baseball. The District discussed the addition with other stakeholders including legion baseball, Coach Hathaway, the Missoula Education Association (see it through a financial lens), and high school administration. Heavy lift to put together baseball in four months. It is an administrative function. Hill explained that adding baseball is a sensitive proposition amidst the current budget challenges. Hill

not the right time. Concerns over ESSER. MCPS facing ESSER funding cliff and approximately 90 staff members will be impacted. Need to be transparent. Also, in a negotiation year with the two unions – MEA and MMCEO. Provided some options for the Board to consider.

- Decide not to offer high school baseball as an activity at MCPS.
- Delay the start of high school baseball until 2025.
- Approve high school baseball for 2024 and use current, one time only funds and direct the administration to make it budget neutral beginning in 2025. Would mean baseball would be added but it would take away funding from other male high school programs. Annual budget \$3.7M. Provided some examples.
- Approve high school baseball for 2024 and require that the entire first year be fundraised (with fundraising milestones) and look to add baseball to the general fund in 2025. Fundraising \$150K is a heavy lift. Only have 4 months to put together.

Chair Old Person opened the floor to Trustee questions. Trustee Witt asked Supt. Hill to talk about Ridgeway and what that is in comparison to Title IX. Hill explained proportionality and making sure funds are expended in support of girls activities. Not an “apples to apples” comparison. Trustee Whicher questioned option 4. Inquired if it is budget neutral by 2025 what realistically could be cut. Supt. Hill explained administration would do line by line analysis of expenditures and look at what the schools could do without. Shared an example of the Missoula city’s request of MCPS to help fund the tennis court renovations requiring tennis to fundraise significantly. Not a whole lot to tap into for cuts. Trustee Whicher asked if the District had to have team for each high school. Supt. Hill affirmed there would have to be. Trustee Avgeris used a contractor doing a home renovation analogy. Inquired if the District had more exact start up figures. Supt. Hill explained costs may vary. Used Butte as an example. Trustee Mercer inquired if the \$150K was startup or ongoing costs. \$150K just for startup. Ongoing for next year would be around \$130K – 140K range depending upon post season travel. Trustee Witt inquired about Seeley-Swan High School. Seeley did not put forth any proposal. Trustee Mercer commented the funds were different checkbooks from the ESSER funds. When ESSER stops, district will be funding positions out of the general interlocal which is the same checkbook. Further commented might be looking at whatever could be cut from transportation if this conversation was not happening. Questioned if the District might be saying they may have to cut that to save a teaching position. Trustee Avgeris explained the District has two transportation budgets. The District has the transportation budget and also has the transportation budget within activities which is in the general budget. Trustee Witt inquired about the budget overall. Pat McHugh explained part of it depended upon negotiations. Counting on using \$1.2M in ESSER funds to support high school and \$400K on the elementary side which needs to be built into the budget. High school, with an over base levy, is down \$800K and the elementary down \$1m which is assuming the 1% increase. Trustee Witt commented the District is in a union negotiations year. Do not have a contract for next year. Inquired if the 1% increase is an estimate. McHugh explained even estimating 1% increase, budget in the negative. Trustee Witt commented on inflation and the increase received from the legislature. McHugh explained the budget would be negative close to \$1M by each percent. Chair Old Person asked if any other trustees had not yet had an opportunity to speak. Trustee Mercer asked what the teacher increase was last time. It was 1.75 per year – part of the increase was by steps – 2 different pieces. Trustee Whicher inquired if there could be an option 5 that says they will provide the money for 2024, 2025, and 2026. Supt. Hill explained you could not request fundraising for multiple years. Would get into issues with Ridgeway and the equity piece. Can’t require one team or a specific sport to permanently fundraise when you are going to provide none and a different option for other sports. Trustee Mercer inquired if baseball was added, if the women’s wrestling offset it. Did it meet the proportionality requirement? Supt. Hill spoke with the Montana High School Association (MHSA) and was told to be prepared to expend some dollars for female activities. Shared examples. Complicated and tricky. Cannot fundraise for a particular sport and make it only go to a male dominated sport. Must show you are equitable. Trustee Mercer commented or maybe extend a similar offer. Shared examples. Trustees Witt, Mercer, and Whicher spoke to the additional costs and proportionality. Trustee Witt said Arthur Banks, owner of the Atlantic Falcons, is offering to fund the program for the first three years. (100% first year, 75% second, and 50% third) Vice Chair Walker-Andrews asked for clarification of the offer – any school in the United States or just Montana. Trustee Vogel asked if it

would be against the rules if they received a donation strictly for the purpose of baseball. Further asked about proportionality. Supt Hill shared examples of Title IX and the Ridgeway settlement. Trustee Whicher made comments in support of non-athletic activities and clubs. Supt. Hill shared that speech and debate was the most-costly of all activities due to the travel and tournaments. Vice Chair Walker-Andrews asked if donors from the Innovative Tax Credit could specify a sport. Montana law stipulates the donations (to receive the tax credit) must be used for transformational learning. Sports does not fall under that category. Trustee Mercer asked if the \$3.7M included speech and debate. Includes all activities. Further asked what percentage went to male sports and female sports. Real equal in terms of coaching stipends, etc. Trustee Mercer spoke to option number 4. Unwilling to commit the District in perpetuity. It is meaningful that no other big schools are not doing it just yet. Questioned if it would be a commitment to add baseball to the general fund tonight. Supt. Hill explained his need to get the four options before the Board and through discussion arrive at a solution. Trustee Woelich commented whether or not it was approved and fund raised for the first year, it could not be fundraised in perpetuity, so it would go into the general fund the year after and would continue. Supt. Hill shared that most activities on average are generating about 30% of the expenditures through fundraising activities. Chair Old Person asked if facilities were included. Hill explained facilities were more difficult to be definitive. Shared some examples. Trustee Woelich inquired if approved would the District have to commit to similar increases in female activities. Supt. Hill responded it was the overall part of the equalization. McHugh shared updated budget numbers. Elementary deficit \$800K and \$200K deficit in high school after a 3% inflationary increase and then both operation levies (high school \$167K and elementary \$304,000). 1% is approximately \$1M dollars. Trustee Walker-Andrews shared there was an additional issue with legion baseball. MHSA has an MOU with legion baseball. Cannot have a concurrent season with high school baseball. Chair Old Person inquired in Supt. Hill's homework if he had met with athletic directors and administrators. If so, wanted to know their thoughts. Supt. Hill met with athletic directors and administrators. Many have strong close ties to the sport. Administrators have shared concerns. Big commitment to pull it off in 4 months. Hill spoke to a quote in the Missoulian from a former superintendent which said baseball was a heavy lift but could be done in 23-24. Hill reminded the Trustees baseball had not been approved by the Board. Hill shared he started in July and received a spreadsheet but did not fully understand the nuances up until last week. Did not know about the concurrent season or the implications with the Mavs. ESSER conversations have priorities too such as mental health and safety. Mercer commented on the concurrent season. Selling points are more people get to play and not the same people. Less useful if the same people are playing. Supt. Hill explained the Mavs' season would start after high school baseball concludes. Trustee Mercer comments that it sets it up so that the same people would do both. Hill thought roughly 60 spots in the Mavs. Trustee Avgeris shared the issue is that it is expensive to play for the Mavs. Not all can afford it. It is inequitable. Trustee Vogel commented the Mavs have their schedule set and cannot overlap with that schedule but inquired if this would be a problem next year too. Supt. Hill explained the American Legion from the State signs an MOU with MHSA so they cannot have competing seasons. Trustee Avgeris shared if baseball was approved for 2024, the Mavs would have to forfeit their games which takes them out of post season competition because the schedule is already set. Trustee Mercer made an exploratory motion to approve high school baseball in 2024 fully fund raised and decide 2025 after the Trustees see how it felt. Second by Trustee Wake. Vice Chair Walker-Andrews asked the motion to be repeated. Chair Old Person asked for Trustee comments. Trustee Whicher commented essentially the motion is to approve baseball for 2024 but if there is no money in 2025, there is no baseball. Supt Hill commented the exploratory motion maybe trying to gauge interest. Can' ask a group to raise \$150K but not guarantee baseball in 2025. Did not know what it would look like to pull sports back out of the District. Cautioned on the exploratory motion. Chair Old Person shared she would go with option 4. Trustee Avgeris commented there were two sides. The financial side and how it is funded each year – fundraising and perpetuity. The equity side - equity in girl and boy girls sports. There is also a different equity – baseball is a pay to play game. Public institution. Community colleges very active with scholarships. Spoke to the kids involved in sports, school engagement, school graduation rates, etc. Would like to see Seeley have a team. Questioned if 2024 was too late but fully fund for 2025. Skeptical can put together this spring. Shared personal history with baseball including coaching. Commit for 2025. Trustee Avgeris amended Trustee

Mercer's motion to approve baseball for 2025 fully fundraised and post 2026. Vice Chair Walker-Andrews commented given the issue with the Mavs should not rush things or it will not be done well. Chair Old Person commented she did not want an outside entity to impact the Board's decision. The Mavs' schedule shouldn't impact the students. Don't need to take that into consideration. They are community partners. Similar to transportation. Trustee Mercer commented from his perspective, as a Board, this is the first Trustee have been asked to think about this. No board contemplation. Very easy to say yes but hard to say no. Title IX problems. Alternative would be to set up a sub committee and dedicate time to come back with a proposal. Develop a coherent package plan. Chair Old Person commented not starting from there. A group already did that work and was paid. Trustees have already met with parents. Agreed with Avgeris' pay to play comments. Shared her personal interest as a parent of a BIPOC athlete. Acknowledged the work parents have done. It is an equitable issue. \$100K not a lot. Commented the District pays Micah for this and the Board is the oversight. Does see ESSER funding cliff. People knew they were hired with ESSER funding. Wished ESSER could continue. Prefers option 4. Looked for a motion to move forward. Trustee Witt did not provide a motion. Commented that he too would love to add opportunities for students. No doubt funds could be raised quickly. Concerned would not be ready for 2024 but would be in 2025. Understands the ESSER positions. Teachers will continue to advocate. Still in an environment where schools are seeing 7 to 8% inflation but the State only allows a 3%. Looking at cutting. \$200K deficit next year with 1% is not good. Spending money the District does not have even if baseball is made budget neutral. Further commented the legislature is not fixing school funding. Should look at baseball in 2025 not in 2024. Trustee Mercer commented last year the District did not rehire a dozen teachers or more. Suggested Trustees do 2024 if they can raise it and 2025 if not and needs to be budget neutral within the athletic department. Does not want it set up so everyone hates baseball. Allocate the money to extracurricular activities and must make it work within that. Chair Old Person asked for clarification. Trustee Mercer's motion was to approve baseball for 2024 fully fundraised and budget neutral for 2025 with leftover fundraising to be applied. No second. Trustee Avgeris reiterated his previous suggested motion. Approve baseball in 2025 fully fundraised and budget neutral 2026. Trustee Mercer agreed to Avgeris' motion and seconded. Vogel assumed if male softball team was started it would pull some of the male track athletes. Commented track and field funding maybe shifted to baseball. Trustee Mercer expressed concerns over having problems with proportionality that will have to be dealt with. By saying budget neutral can commit that far and two years budget neutral. Chair Old Person commented she was unaware of former Supt. Lodge's comments in the newspaper. Did not feel informed. Preferred Trustee Mercer's former motion. Would give seniors an opportunity to play. Not in favor of the motion. Trustee Woelich referenced a previous request from the Sentinel parent's seeking fundraising for a sports complex which felt rushed. Supports a more timed roll out. Supported Avegeris' motion. Would be the best compromise to everybody in the community. Trustee Avgeris agreed with Chair Old Person but commented it was not realistic to put together in 4 months. Difficult to raise \$150K and schedule everything out. Would all be put on the District's administrators. Chair Old Person wondered if it had been put on the agenda sooner if it would have made a difference. Trustee Witt commented it would have been preferable to have baseball on the agenda earlier but was for the motion. Hard to commit right now. Need to be fiscally responsible. Trustee Whicher acknowledged a comment from a former superintendent may have been a mistake. Also knew the public had been asked to be on the agenda. Provided some perspective. District just hired a new superintendent and she stands behind the work that the District has done. Vice Chair Walker-Andrews reiterated that there will be fundraising milestones so people can look all along whether the funding is coming. Trustee Witt not concerned the parents will fundraise but is less confident in the MCPS budget and union negotiations. Trustee Mercer spoke to the budget neutral piece. Expressed the need for a subcommittee. Should have an actual look over time. Budget neutral part is what make it plausible.

Public Comment:

- Joe Fischer, Sentinel High School teacher, commented on the importance of every activity or club if it aligns with MCPS goals. Had issues with unresolved issues and was thankful to the parents and supporters of baseball that had brought the issue forward. Appreciated the professionalism of the administration.

- Ryan Howell, student trustee from Sentinel High School, commented on the team cultures. Shared football is a male dominated sport at Sentinel. Many of the players do not uphold Sentinel values. Not in support of another male dominated sport. More accountability before we throw money at another male sport. Supportive of flag football idea.
- Carson Bay, Sentinel High School, read a statement in support of baseball in 2024. Provided his history.
- Aiden Cabrera, thanked trustees for putting baseball on the agenda. Baseball is his passion. Wants to help and find a way to keep playing. Baseball can open up options. Umpiring at lower levels Baseball players have equipment and willing to donate. Would help all the other players.
- Amanda Ferrulli spoke to being a new member to the Missoula community. Came from a larger state where high school baseball was paid for. Shocked Missoula did not have baseball. Current players maybe paying a money to just sit a bench. Fight for high school baseball. People can't afford to pay. District can pay for it.
- Cejay Fortney, 5th grader at Lewis and Clark Elementary, read a statement. Baseball his favorite sports. Encouraged to vote yes.
- Isaac Halls, freshman, read a statement. Cut from Mavs but could afford to pay for legion baseball. Baseball can open doors. Encouraged to vote yes.
- Devan Leder spoke in support of baseball. Spoke to the benefits. Benefits far out way the costs. Spoke to scholarships and investment into students. Encourage to vote yes. Wants to participate now.
- Jude Leder spoke in support of baseball. Shared his views and asked the Board to vote yes. Took a petition to the school and over sixty students wanted to play. Many willing to help fundraise.
- Dave Lodwig shared he moved to Missoula 10 years ago. Shared his history playing and coaching baseball. Shared his childhood history. Found a way out of his life circumstances playing baseball. Knows the reality of managing a large budget with shortfalls and thanked the Board for it to be on the agenda. Son plays for Mavs. Adding baseball would triple the number of participants.
- Jackson Lodwig read a prepared statement. Plays for the Mavs. Classmates would like to play high school baseball. Asked Trustees to vote yes to baseball – even if they have to wait until 2025.
- William McCarthy, parent of Missoula senior, coached his students in baseball. The value of the baseball is something to be experienced. Shared his day job is a lawyer and provided some history. Ridgeway does not say what is being said tonight. Have to have the same number of sports to have proportionality. Either you have to cut or add. Read excerpts out of law. MCPS in violation. Optics – do not have a choice must approve baseball now.
- Missy Miculka read a prepared statement. Noted the yellow lanyards in support. Thanked Board for putting on the agenda. Understands the money piece. Group will share cost saving ideas with administration. Ready to meet the milestones for the 2024 year. 2024 tangible.
- Sean Miculka offered some clarification. Shared American Legion plays non-conference games early in the spring. Conference games are played after high school baseball. High school tournament will be held in Missoula in 2024. Only chance for seniors to play.
- Scott Nickolarsen, Vice President of Mavs, appreciated all the conversation. Missoula Mavs supports high school baseball. Legion baseball has filled the void. Hard for Mavs to change their model. Hope Missoula can implement baseball -2025 seems to make the most sense. The right decision. The Mavs' Board submitted a more detailed letter via public comment email outlining economic impact, and impact of 2024 tournament schedule. Supports implementing in 2025.
- Harley Paugh echoed everyone's comments. Thanked Supt. Hill and the Board. The intent was to get baseball to a vote. Would like a yes vote.

- Cole Smith read a prepared statement outlining the other states having baseball. Shared his history playing athletics including playing Little League. Baseball would give boys lots of opportunity.
- Matthew Doty spoke on behalf all those in support of baseball. Shared he played for Mavs. Baseball is an important opportunity. Funding not a problem. Missoula baseball important.
- Charlie Palmer, parent of a child playing Mavs and former Mavs board member, shared Wyoming the only state that does not sanction high school baseball. Fully supports MCPS baseball. Shortens the Mavs seasons but willing to make those changes. Only ask that it be done well. Starting in 2024 not prudent. Spring of 2025 more prudent. Can more effectively plan. Thanked the Board.
- Miles Crawford, sophomore student, shared his history playing baseball. Now playing travel ball. Could not pay for 6-month baseball season. High school baseball would give him more opportunities. Lack of teams does not allow for players to advance. High school baseball would advance his skills.
- Lawrence King spoke in support of baseball. Shared his own boys experience playing baseball. Spoke to the young men that have spoken out tonight. If you say no, wants Trustees to look in the mirror and look at those young men.
- Jami Bay thanked the Trustees. Spoke on behalf of a senior at Sentinel and shared her desire to approve baseball. Asked Trustees to amend the motion to 2024. Group of families and community supporters will get the job done.
- Korin Planger shared his history playing baseball. Has friends that want to play baseball. If everyone comes together and fundraises it can happen. Thanked Trustees for their time.
- Judson Miller, Hellgate Principal, commented as an educator he worked in a number of schools that had baseball. Baseball benefits community. Knows what it takes to implement a program. Four months is not enough time. Has concerns. Want to know more about the budget landscape before a program would require trimming in other areas. Wait until the District has a clearer picture. Baseball scholarships puts kids through college. Takes a lot of energy and do not have the capacity yet.
- Paul Wilson runs 2 travel ball teams. Program offers a lot of opportunity for kids that do not get to play for the Mavs. Shared his personal history. Start planning tournaments and uniforms in February. Season starts in April. Says he gets it done while he works his own job and coaching. Wants it done right.
- Robert Marsden thanked Trustees for the opportunity. Baseball important to him and shared his employment history. Serving people important. Knows what it takes to organize. Shared his own history with baseball. Society plagued with mentorship and values. Understands the money challenges. Important to consider the value. Players will come back and pay it forward.
- Max Cannon shared his history with baseball and fundraising. Folks will get the fundraising done. Need to give the children opportunities. Baseball is a game of failure. Must give them the opportunity to play baseball. Advocated for high school baseball. Thanked the Trustees and encouraged to vote yes.
- Mykell Wallace spoke to the girl's wrestling program. Other areas have larger programs. Boys not expecting baseball to be perfect for the 2024 season. Boys want to play baseball.
- Stephanie Thennis, Sentinel Principal, thanked the Board. Kids have benefited from baseball. Started her career in baseball. The strong youth baseball programs in Missoula were major selling point to move to Missoula. Spoke to the ESSER curve. Very real and very raw to people. Significant special education to be developed in the building. Means pulls in too many directions. Baseball needs to happen but need more time.
- Joe Fulford commented there are outside decisions that involve the Missoula Mavs. Had the opportunity to visit with their staff. His own children opted out of Mavs. Here to discuss the MCPS structure and voting. Heard great discussion tonight. Learn from the young men, talking about budgets, and unions. Stewardship is towards the young men that spoke. Urge Board to vote. Shared his history in sports. Heard about budgets and restraints. Vote yes.

- Carson Dypwick shared his history playing sports Baseball means a lot to the seniors.
- Neil Caselton commented everyone has gone over baseball at nauseum. Wants baseball now. Wants a clear picture of the financials. Does not want to waste another year. Need a yes vote for this year. Will not get it done perfectly. People will help.

Vote: Trustees Avgeris, Woelich, Whicher, and Mercer, and Vice Chair Walker-Andrews for. Chair Old Person and Trustees Vogel, Wake, and Witt opposed. The motion carried.

11. BOARD OF TRUSTEES

- A. **Montana School Board Association Update:** Vice Chair Arlene Walker-Andrews shared in September members of MTSBA went to Washington DC and talked to delegates about federal funding for special education, the extension of ESSER deadlines, impacts on the privatization, school nutrition assistance, school safety, and teacher and administrator recruitment and retention. Spoke to her assignment – federal funding for special education. She used two examples – the District’s budget and special education expenditures. Spoke to the difficulties of rural schools. During the October MCEL meeting in Billings numerous resolutions were brought by the Bozeman and Columbia Falls school districts to modify further the vision and gap analysis that were voted on last year. Membership voted to have the MTSBA Directors continue to think about it. Took part in a presentation from Jason Dougal, Rep. Lou Jones, Rep. Dave Beattie, and Senator Shannon O’Brien. Also need two delegates from the MCPS Board. Nominated herself, and seeking an additional member.

12. ADJOURN: The meeting was adjourned 10:03 p.m.

As recording secretary for this Board meeting, I certify these minutes to be a true and correct copy of what was taken at the meeting.

Tracy Long, Minutes Recorder _____

Wilena Old Person, Board Chair _____

Pat McHugh, District Clerk _____

Career and Technical Education College and Career Academies

— The Academies of Big Sky —



College and Career Academies at Big Sky High School

Four College and Career Academies

- **Health & Public Service (HPS)**
- **Architecture, Construction, Manufacturing & Engineering (ACME)**
- **Media & Business (MBA)**
- **Agrisciences & Natural Resources (ANR)**

CTE Pathways in the Academies

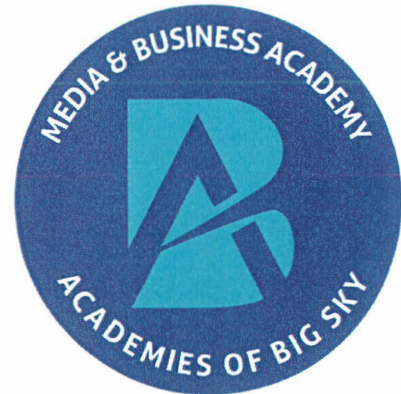
- 12 CTE pathways offered
- Benefits of CTE pathways:
 - Hands-on experience that can make students more employable
 - Most programs offer industry certifications for direct employment
 - Many CTE classes offer dual enrollment opportunities to earn college credit
 - Some programs offer internships, a great opportunity for work experience
 - Greater confidence in students' post secondary plan

Why Choose an Academy?



Media & Business Academy

- Digital Photography
- Film, TV & Journalism
- Hospitality & Tourism
- Marketing
- Culinary Arts



ACME Academy

- Architecture
- Construction
- Manufacturing
- Engineering



Health & Public Service Academy

- Health Care Careers
- Sports Medicine
- Education



ANR Academy

- Agriscience
- Natural Resources
- Meat Processing
- Applied Vet Sciences



Opportunities Beyond the Classroom

Pathways:

- Experiential Learning
- Career Exploration
- College Visits
- Industry Field Trips
- Job Shadowing
- Capstone Classes,
- Internships
- Quality Career Experiences



International Baccalaureate

College Credit Opportunities

World Languages, English, Social Studies, Art, Music, Science

IB for All School + Diploma Programme

All 11th & 12th graders take IB English, History of the Americas and 20th Century Topics

Consistent Learner Profile

- Knowledgeable
- Thinkers
- Communicators
- Principled
- Open-minded
- Caring, Risk-takers
- Balanced
- Reflective



BSHS College & Career Continuum

- Postsecondary Research
- Postsecondary Visit
- College Fair
- ACT
- Postsecondary Application
- FAFSA/Scholarship Application
- Capstone Project
- Career Research
- 10-Year Plan
- Future You College & Career Fair
- Resume & Mock Interviews
- Career Speakers
- Career Field Trips
- Job Shadows
- Professional Certifications

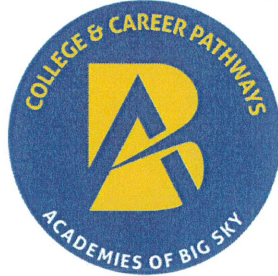
BSHS Graduate Profile

Description	Measure
Be Postsecondary Ready	Acceptance Letter and/or minimum of a 22 ACT and/or Completion of the Postsecondary Continuum
Be Career Ready	Minimum of 95% daily attendance rate for four years and/or Completion of the Career Continuum and professional certification
Be An Eagle (Responsible, Respectful, and Resilient)	Zero Level Three Offenses and/or On Track for Graduation
Be a Critical Thinker	Successful Completion of a Capstone project and/or Completing at least two IB courses
Be Civic Minded	Participation in at least one Club/Extra- or Co-Curricular and/or Completion of Hours of Community Service



**PROFILE OF
an ACADEMY of
BIG SKY GRADUATE**
FOLLOW YOUR PASSIONS

Find your passion
Get a head start on college and career



The Academies of Big Sky

Big Sky High School, Missoula, MT



ACADEMIES OF BIG SKY

ACADEMY OF ARCHITECTURE, CONSTRUCTION,
MANUFACTURING & ENGINEERING

ACME ACADEMY PROGRAM OF STUDY

GRADE	LANGUAGE ARTS	SCIENCE	MATH	SOCIAL STUDIES	PATHWAY ELECTIVES	REQUIRED ELECTIVES:	DUAL CREDIT OPPORTUNITIES
9TH	English 1*	Integrated Science 1 *	Algebra 1 or Geometry	Social Studies Elective	Engineering Essentials * (1 Year)	<ul style="list-style-type: none"> Fine Arts (2 Semesters) Health Enhancement (1 Semester) Physical Education (3 Semesters) 	<ul style="list-style-type: none"> OSH 130 Intro to Trades & Trade Safety / Job Site Ready
10TH	English 2*	Integrated Science 2 *	Algebra 2 or Geometry	Social Studies Elective	CHOOSE FROM ONE OF THE FOLLOWING: Building Trades 1&2 * Welding 1&2 * Civil Engineering *	RECOMMENDED ELECTIVES: <ul style="list-style-type: none"> Digital Design 1 & 2 Drawing Technical Theater Precalculus Calculus Physics World Languages 	<ul style="list-style-type: none"> WLDG 103 Welding Fundamentals Construction Trades
11TH	IB Eng. 3* HL or SL	Approved 3rd Year of Science	Approved 3rd Year of Math	IB History of the Americas *	CHOOSE FROM ONE OF THE FOLLOWING: Engineering Design & Development * Computer Integrated Manufacturing *		<ul style="list-style-type: none"> WLDG 180 Shielded Metal Arc Welding
12TH	IB Eng. 4* HL or SL	Approved 4th Year of Science	Approved 4th Year of Math	20th Century Topics *	CHOOSE FROM ONE OF THE FOLLOWING: Building Trades 3* Welding 3 * Principles of Engineering *		<ul style="list-style-type: none"> EGEN 101 Introduction to Engineering Calculations and Problem Solving SRVY 108 Construction Surveying SRVY 230 Intro to Surveying for Engineers

CAREER & TECHNICAL STUDENT ORGANIZATIONS:

- Skills USA
- DECA

POTENTIAL CERTIFICATIONS:

- OSHA 130
- Cyber Safety
- Career Safe: Employability
- AutoCAD
- Revit
- AWS

POTENTIAL COMMUNITY PARTNERSHIPS:

- Diversified Plastics
- Missoula Job Service
- Jackson Contractor Group
- Montana Contractors Association
- Montana Manufacturing Extension Center Missoula
- Building Industry Association
- Northwestern Energy
- Missoula College
- Society of Engineers
- Knife River
- University of Montana
- Montana Tech
- Montana State U
- CM Manufacturing
- Clark Industrial
- Metalworks of Montana
- Tri-Arc Missoula

* Denotes Cohorted Classes

SAMPLE CAREER OPPORTUNITIES	HIGH SCHOOL	ON-THE-JOB TRAINING	CERTIFICATE	ASSOCIATE'S DEGREE	BACHELOR'S DEGREE	ADVANCED DEGREE	AVERAGE ANNUAL SALARY	POSSIBLE CAREERS FOR THESE PATHWAYS
ENGINEER					X	X	\$51K-\$170K	<ul style="list-style-type: none"> Biomedical Engineer Civil Engineer Industrial Engineer Mechanical Engineer Petroleum Engineer Machinist Welder Robotics Technician Environmental Engineer Architect Plumber Electrician Project Management
MACHINIST		X	X	X			\$50K-\$80K	
CONSTRUCTION		X	X	X			\$40K-\$80K	
WELDER		X	X	X			\$40K-\$100K	
ARCHITECT					X	X	\$50K-\$120K	





ACADEMIES OF BIG SKY

ACADEMY OF AGRISCIENCE & NATURAL RESOURCES

ANR ACADEMY PROGRAM OF STUDY

GRADE	LANGUAGE ARTS	SCIENCE	MATH	SOCIAL STUDIES	PATHWAY ELECTIVES	REQUIRED ELECTIVES:	DUAL CREDIT OPPORTUNITIES
9TH	English 1*	Integrated Science 1*	Algebra 1 or Geometry	Social Studies Elective	Introduction to Agriculture* (1 Year)	<ul style="list-style-type: none">Fine Arts (2 Semesters)Health Enhancement (1 Semester)Physical Education (3 Semesters)	<ul style="list-style-type: none">AGSC 101 Intro to Ag & Environmental Resources 1
10TH	English 2*	Integrated Science 2*	Algebra 2 or Geometry	Social Studies Elective	Agriculture 2* (1 Year)	RECOMMENDED ELECTIVES: <ul style="list-style-type: none">Advanced Problems in ScienceMeat ProcessingHorse & Companion AnimalCareer ReadinessMarketing 1& 2	<ul style="list-style-type: none">ANSC 100 Intro to Animal Science 3
11TH	IB Eng. 3* HL or SL	Approved 3rd Year of Science	Approved 3rd Year of Math	IB History of the Americas*	CHOOSE FROM ONE OF THE FOLLOWING: Ag 3 & Ag 4* OR Applied Vet Science & Natural Resources *		<ul style="list-style-type: none">NRSM 101 Natural Resource Conservation 3
12TH	IB Eng. 4* HL or SL	Approved 4th Year of Science	Approved 4th Year of Math	20th Century Topics*	CHOOSE FROM ONE OF THE FOLLOWING: Vet Certification* OR IB Environmental Science *		<ul style="list-style-type: none">NRSM 102 Montana Range Plants 1BIOB 110 Introduction to Plant Biology 3

POTENTIAL COMMUNITY PARTNERSHIPS:

- Blue Mountain Vet Clinic
- Alpine Vet
- Mangan Angus
- Missoula Horse Park
- Missoula Horseman's Council
- 4-H Livestock Committee
- Northwest Feeds
- Axmen
- Murdoch's Ranch & Home Supply
- Mountain West Co-Op
- Missoula Weed District
- Missoula Parks Department
- Urban Foresters
- Montana Department of Fish, Wildlife and Parks
- Department of Natural Resources
- Missoula Conservation District

POTENTIAL CERTIFICATIONS:

- OSHA 30 & OSHA 10
- Tractor Safety
- Equipment Parts
- Career Safe
- Applicators' License
- Commercial Applicators' License
- Veterinary Assistant
- Pet First Aid
- Kennel Maintenance
- Hills VNA
- Brand Inspection
- Animal Evaluation
- Horse Evaluation

CAREER & TECHNICAL STUDENT ORGANIZATIONS:

- FFA
- 4-H
- Montana Alliance for Biotechnology

* Denotes Cohorted Classes

SAMPLE CAREER OPPORTUNITIES	HIGH SCHOOL	ON-THE-JOB TRAINING	CERTIFICATE	ASSOCIATE'S DEGREE	BACHELOR'S DEGREE	ADVANCED DEGREE	AVERAGE ANNUAL SALARY	POSSIBLE CAREERS FOR THESE PATHWAYS
VET. ASSISTANT	X	X	X				\$25K-\$35K	<ul style="list-style-type: none"> Veterinary Assistant/Tech
VETERINARIAN						X	\$95K-\$150K	<ul style="list-style-type: none"> Doctor of Veterinary Medicine Animal Science
LABORATORY TECHNICIAN				X	X		\$50K-\$60K	<ul style="list-style-type: none"> Livestock Management Natural Resource Conservation & Management
FORESTER					X		\$50K-\$60K	<ul style="list-style-type: none"> Agriculture Production
CONSERVATION SCIENTIST					X	X	\$60K-\$75K	<ul style="list-style-type: none"> Sustainable Food & Bio energy Systems





ACADEMIES OF BIG SKY

ACADEMY OF HEALTH & PUBLIC SERVICE

HPS ACADEMY PROGRAM OF STUDY

GRADE	LANGUAGE ARTS	SCIENCE	MATH	SOCIAL STUDIES	PATHWAY ELECTIVES	REQUIRED ELECTIVES:	DUAL CREDIT OPPORTUNITIES
9TH	English 1*	Integrated Science 1 *	Algebra 1 or Geometry	Social Studies Elective	Principles of Biomedical Science * (1 Year)	<ul style="list-style-type: none"> Fine Arts (2 Semesters) Health Enhancement (1 Semester) Physical Education (3 Semesters) 	<ul style="list-style-type: none"> KINS 105 Foundations of Exercise Science
10TH	English 2*	Integrated Science 2 *	Algebra 2 or Geometry	Social Studies Elective	CHOOSE FROM ONE OF THE FOLLOWING: Human Body Systems* (1 Year)	RECOMMENDED ELECTIVES: <ul style="list-style-type: none"> IB Chemistry IB Biology IB Psychology Precalculus/Calculus Physics IB SEHS Sociology World Languages 	<ul style="list-style-type: none"> AHMS 144 Medical Terminology
11TH	IB Eng. 3* HL or SL	Approved 3rd Year of Science	Approved 3rd Year of Math	IB History of the Americas *	CHOOSE FROM ONE OF THE FOLLOWING: Medical Interventions* OR Early Childhood Education/Child Development *		<ul style="list-style-type: none"> AHMA 129 Intro to Health Professions
12TH	IB Eng. 4* HL or SL	Approved 4th Year of Science	Approved 4th Year of Math	20th Century Topics *	CHOOSE FROM ONE OF THE FOLLOWING: Biomedical Innovations * OR Education 201 (DC)* / Education WBL *		<ul style="list-style-type: none"> BIOH104/105 Basic Human Biology PUBH 101S Intro to Public Health EDEC 247 Child & Adolescent Growth and Development EDU 201 Introduction to Education with Field Experience

CAREER & TECHNICAL STUDENT ORGANIZATIONS:

- HOSA-Future Health Professionals
- FCCLA
- Educators Rising

POTENTIAL COMMUNITY PARTNERSHIPS:

- Missoula College
- University of Montana
- Providence St. Patrick's Hospital
- Community Medical Center
- Bone & Joint
- Peak Health & Wellness Center
- American Red Cross
- Village Health Care
- Missoula Job Service

- Lifelong Learning Center
- UM Western
- Missoula Pediatric Dentistry
- American College of Sports Medicine
- Missoula Aging Services
- Missoula Food Bank and Community Center
- Chamber of Commerce
- WMT-AHEC

* Denotes Cohorted Classes

SAMPLE CAREER OPPORTUNITIES	HIGH SCHOOL	ON-THE-JOB TRAINING	CERTIFICATE	ASSOCIATE'S DEGREE	BACHELOR'S DEGREE	ADVANCED DEGREE	AVERAGE ANNUAL SALARY	POSSIBLE CAREERS FOR THESE PATHWAYS
CNA			X				\$30K	<ul style="list-style-type: none"> CNA RN LPN
RESPIRATORY THERAPIST				X	X	X	\$50K-\$80K	<ul style="list-style-type: none"> Therapist Anesthesiologist Radiologist
ANESTHESIOLOGIST						X	\$100-150K	<ul style="list-style-type: none"> Education Community Health
TEACHER					X	X	\$40K-\$80K	<ul style="list-style-type: none"> Human Development & Family Sciences Political Science
PSYCHIATRIST						X	\$50K-\$120K	<ul style="list-style-type: none"> Medical Doctor Dental Psychiatry





ACADEMIES OF BIG SKY

MEDIA & BUSINESS ACADEMY

MBA PROGRAM OF STUDY

GRADE	LANGUAGE ARTS	SCIENCE	MATH	SOCIAL STUDIES	PATHWAY ELECTIVES		REQUIRED ELECTIVES:	DUAL CREDIT
9TH	English 1*	Integrated Science 1 *	Algebra 1 or Geometry	Social Studies Elective	Intro to Media Arts *	Digital Design 1 (DD1) *	<ul style="list-style-type: none"> Fine Arts (2 Semesters) Health Enhancement (1 Semester) Physical Education (3 Semesters) 	
10TH	English 2*	Integrated Science 2 *	Algebra 2 or Geometry	Social Studies Elective	Hospitality & Tourism 1 (HT1) *	Principles of Marketing (MKT 1) *	RECOMMENDED ELECTIVES: <ul style="list-style-type: none"> Creative Writing Printmaking Technical Theater Precalculus Calculus Street Law World Languages 	
11TH	IB Eng. 3* HL or SL	Approved 3rd Year of Science	Approved 3rd Year of Math	IB History of the Americas *	CHOOSE FROM THE FOLLOWING PATHWAYS: HT 2* Photo 2* Food & Nutrition 1 & OR & OR MKT 2* DD2* & 2*			
12TH	IB Eng. 4* HL or SL	Approved 4th Year of Science	Approved 4th Year of Math	20th Century Topics *	CHOOSE FROM THE FOLLOWING PATHWAYS: MKT 3* Capstone Food & Nutrition & OR Media OR MKT 4* Arts* 3*			

CAREER & TECHNICAL STUDENT ORGANIZATIONS:

- Student Television Network
- DECA
- FCCLA
- JEA

POTENTIAL CERTIFICATIONS:

- Certificate of Applied Science in Media Business Design
- OSHA
- Adobe Suite
- Microsoft Office Specialist
- Customer Service
- Serv Safe

POTENTIAL COMMUNITY PARTNERSHIPS:

- University of Montana
- Missoula College
- MCAT
- Big Sky Documentary Film Festival
- Montana Broadcasters' Association
- Greater Montana Foundation
- MontanaPBS
- PBS NewsHour KECI
- KPAX
- ABC Montana
- Montana Public Radio
- Missoula Downtown Association
- Missoula Chamber of Commerce
- Big Sky Culinary Institute
- Logjam Presents
- Missoula Health Department
- Missoula Job Service
- Daily's Meats
- Summit Beverage
- The Historical Museum at Fort Missoula
- The Huckleberry People

* Denotes Cohorted Classes

SAMPLE CAREER OPPORTUNITIES	HIGH SCHOOL	ON-THE-JOB TRAINING	CERTIFICATE	ASSOCIATE'S DEGREE	BACHELOR'S DEGREE	ADVANCED DEGREE	AVERAGE ANNUAL SALARY	POSSIBLE CAREERS/ MAJORS
FILM & VIDEO EDITOR		X			X		\$50K-\$75K+	<ul style="list-style-type: none"> Parks, Tourism & Recreation Culinary Arts Hospitality Management Communications Business Media Design Journalism & Broadcasting Game Development Graphic & Web Design
BROADCAST JOURNALIST					X	X	\$40K-\$60K+	
HOTEL/RESTAURANT MANAGER		X	X	X	X		\$50K-\$75K+	
CHEF		X	X				\$50K+	
SOUND ENGINEERING TECH					X		\$40K-\$60K+	





ACADEMIES OF BIG SKY STUDENT APPLICATION

STUDENT NAME	PARENT/GUARDIAN NAME
HOME ADDRESS	CITY, STATE, ZIP
STUDENT EMAIL	PARENT/GUARDIAN EMAIL
CURRENT SCHOOL	ACADEMY OF CHOICE (Number 1-4 your academy of choice, 1 being your first choice) _____ MBA: Media, Marketing & Business Academy _____ HSA: Health Science Academy _____ ACME: Architecture, Construction, Manufacturing & Engineering _____ ANR: Agriscience & Natural Resources
REASON FOR CHOICE	

Student
Initials

Parent/
Guardian
Initials

ACADEMY COMMITMENTS:

- | | | |
|--------------------------|--------------------------|--|
| <input type="checkbox"/> | <input type="checkbox"/> | I UNDERSTAND I AM COMMITTING TO AN ACADEMY AT BIG SKY FOR 1 FULL YEAR. |
| <input type="checkbox"/> | <input type="checkbox"/> | I UNDERSTAND ALL ACADEMIES WILL USE STANDARDS BASED INSTRUCTION. |
| <input type="checkbox"/> | <input type="checkbox"/> | I UNDERSTAND ALL FRESHMEN WILL BE PLACED IN AN ACADEMY BASED ON STUDENT INTEREST. |
| <input type="checkbox"/> | <input type="checkbox"/> | I UNDERSTAND I WILL RECEIVE AN ACADEMY SHIRT THAT MUST BE WORN AS REQUIRED. |
| <input type="checkbox"/> | <input type="checkbox"/> | I UNDERSTAND I WILL HAVE TO PAY \$30 TO REPLACE MY SHIRT IF LOST OR UNWEARABLE. |
| <input type="checkbox"/> | <input type="checkbox"/> | I UNDERSTAND THERE IS A PROCESS TO SWITCH ACADEMIES AT THE END OF YEAR 1 ONLY. |
| <input type="checkbox"/> | <input type="checkbox"/> | I UNDERSTAND EACH ACADEMY IS A SMALLER LEARNING COMMUNITY CENTERED ON A COLLEGE AND CAREER THEME. |

TELL US WHAT YOU WOULD LIKE TO DO AFTER HIGH SCHOOL? WHAT CAREER OR EDUCATIONAL PATH WOULD YOU LIKE TO PURSUE? WHY?

ACCORDING TO THE ATTACHED INTEREST SURVEY, WHAT ARE YOUR TOP THREE CAREER CLUSTERS OF INTEREST? 1. _____ 2. _____ 3. _____	WHAT YOU ARE MOST EXCITED ABOUT FOR HIGH SCHOOL?
---	--

PLEASE IDENTIFY AT LEAST ONE REFERENCE (TEACHER, COUNSELOR, ETC.) FROM YOUR SCHOOL AND ASK THEM TO COMPLETE THE BACK OF THIS FORM.

REFERENCE'S NAME: _____ REFERENCE'S POSITION AT SCHOOL: _____

If you have any questions, please contact Jennifer Keintz, Academies Coordinator, @ (406) 728-2400 x8640, jkeintz@mcpsmt.org or Principal Jennifer Courtney at x8026, jccourtney@mcpsmt.org.

Parent/Guardian Name _____ Parent/Guardian Signature _____

Student Name _____ Student Signature _____

Reference Form

Student Name: _____

Reference Name: _____

Position/Title: _____

Please evaluate the student according to the following criteria, offering additional comments where appropriate:

1 = Unsatisfactory	Does not meet expectations
2 = Below Average	Meets some expectations but needs improvement
3 = Satisfactory	Meets expectations, but does not exceed them
4 = Very Good	Exhibits above average performance
5 = Exceptional	Exhibits superior performance
6 = Not Applicable	

1 2 3 4 5 6 **Productivity:** Student completes assignments in a timely manner, performs high quality work that is accurate and thorough, and manages time effectively.

1 2 3 4 5 6 **Punctuality:** Student is responsible, dependable, punctual, has good attendance, and notifies the supervisor if s/he will be late or unable to work.

1 2 3 4 5 6 **Attitude Toward Work:** Student is enthusiastic, interested, diligent, courteous, and willing to work at difficult or disagreeable tasks.

1 2 3 4 5 6 **Communications Skills:** Student expresses thoughts clearly and is professional in dealing with both co-workers and the public.

1 2 3 4 5 6 **Initiative:** Student asks for work if not assigned and is able to work independently

1 2 3 4 5 6 **Creativity:** Student is innovative, accomplishes tasks in creative ways, and offers suggestions for new or better methods of operation.

1 2 3 4 5 6 **Relationships with Others:** Student is tactful, diplomatic, and maintains good working relationships with co-workers, supervisor, faculty, and staff.

1 2 3 4 5 6 **Overall Contribution:** Student contributes overall to improving the office/department.

Additional Comments:

Please identify some of the student's strengths or weaknesses.

Which academy (academies) would you recommend for this student and why?

Anything else you would like to say about this student?

Thank you for your time and thoughtful consideration of this applicant.

Reference Signature

Date

Baseball

Angela Simonson <addksimonson@gmail.com>

Wed, Nov 15, 2023 at 7:03 AM

To: Grace Decker <gdecker@mcpsmt.org>, "awake@mcpsmt.org" <awake@mcpsmt.org>, "awalker-andrews@mcpsmt.org" <awalker-andrews@mcpsmt.org>, "javgeris@mcpsmt.org" <javgeris@mcpsmt.org>, "jvogel@mcpsmt.org" <jvogel@mcpsmt.org>, "kmercerc@mcpsmt.org" <kmercerc@mcpsmt.org>, "kwitt@mcpsmt.org" <kwitt@mcpsmt.org>, "mwhicher@mcpsmt.org" <mwhicher@mcpsmt.org>, "nhobbins@mcpsmt.org" <nhobbins@mcpsmt.org>, "publiccomment@mcpsmt.org" <publiccomment@mcpsmt.org>, "rwoelich@mcpsmt.org" <rwoelich@mcpsmt.org>, "woldperson@mcpsmt.org" <woldperson@mcpsmt.org>

Good Morning

I was unable to attend last night due to being sick however my 15 yr old and I watched the entire meeting. He went to bed crying. Adults let him down....again.

First I'd like to say how very disappointed I am that you voted no on an offer presented to you that would cost zero dollars this year. A FREE offer was brought to you and you said NO. The dreams of 100s of kids were crushed last night because adults failed to follow the values you preach to them daily at school. Do you say to them in school "if you cannot do it perfect then don't do it at all?" That IS what you said last night. The risk of 2024 baseball 100% parent fundraising was minimal and you made it big!!

Every year you delay equals loss of skill (except for kids playing legion ball). Mavs know this and why they spoke against 2024. In many ways you allowed an outside entity's scheduling issues, concerns about some players dropping, etc to influence you more than 100's of students and parents. Now the kids in lower socio economic groups will likely not play ball ever again. Reengaging kids can be a challenge at this age but loss of skill in baseball is a bigger issue than most sports.

Second I'm even more disappointed that some of you acted like you never knew HS baseball was a thing we wanted. Seriously?! You are responsible for our school district and should keep up with the news. We know of a family that moved from Missoula to French town just so their son could play ball. There are others who may do the same.

Finally this was only my second school board meeting yet I attend weekly city council and committee meetings and I'd like to say how these meetings are held is bizzare and very non inclusive. Where is JEDI in these meetings? Why have the person write their name down AND spell out loud? How is it that none of you had even met the new principal of sentinel? Why can online participants not comment? Why is the camera not always on the person speaking? Why did the vote occur, "motion passes" and not a single thank you, next steps, nothing. So very robotic and not pro human. Even city council thanks audience, explains next steps and by doing so creates a more inclusive and welcoming environment. I hope you're able to find better ways to engage with tax payers in meetings. They are the people who approve/deny levy and elect you. I'd share this hopefully helpful information even if this vote passed.

Thank you for your service.

Angela Simonson

Re: Baseball

Robert "Rob" Woelich <rwoelich@mcpsmt.org>

Fri, Nov 17, 2023 at 2:37 PM

To: addksimonson@gmail.com

Cc: publiccomment@mcpsmt.org

Hi Angela,

Thanks for the email. I appreciate the work that the community put into a high school baseball proposal, and the unified support that you all have showed. Your voices and your positions were definitely heard.

That said, I feel that your statements in your email boil a complex situation down to a much more simplified one, as viewed from one perspective.

First and most importantly, the Board did not say no to high school baseball. The majority of trustees said yes, and voted yes, to baseball. The majority of those that did not vote yes appeared to primarily disagree on the timeline, just as you do. However, it appears that a motion to start high school baseball in 2024 likely would not have passed, as there likely would not have been sufficient trustee support for it. A 2025 start was the only motion with sufficient support to pass. Between the 2025 option and the option of no baseball, I would think that a 2025 start would be the preferable outcome.

I would also hope that it was evident during our nearly 2 hours of discussion and public comment on baseball (and from agenda items earlier in the meeting) that there were numerous considerations to be made in this decision. These included:

2024 vs 2025: Many of us seemed to believe that a 2024 start would create logistical difficulties. This included two out of our three high school principals (who also took the time to appear for public comment), our superintendent, and one of our own trustees who is very knowledgeable about baseball and has been involved himself. While other groups like the Mavericks/Legion had their own reasons for wanting to delay until 2025, this was not why I selected that date. I believe it is very important that we listen to and back our administrators in the district and in our buildings, because they will ultimately be charged with organizing baseball within the district. Keep in mind that the district must manage and oversee the rollout of baseball, despite the excellent work that the community group has done to show that the groundwork has been thoroughly considered and planned out. As a sanctioned sport, it is not something that can simply be handed to the community to manage, as Superintendent Hill explained. Finally, while there were concerns expressed about "doing it (the rollout of baseball) right", the message was not that the rollout of baseball needs to be "perfect" so it needed to be pushed to 2025 for that reason. It seems that at some point, that was a message which was adopted during public comments.

Fundraising and budgeting: It didn't appear that any trustee had any doubts or concerns that fundraising could not be completed for 2024. In fact, Trustee Witt said as much in his comments. This was not the reason I voted for 2025 over 2024. Concerns over our impending budget deficits drove the decision to push baseball out a year, and to still require fundraising for the first year. This will give the district more time to conclude union negotiations, see how we're sitting budget-wise for 2025-2026, and figure out where cuts from other sports might be necessary in order to keep baseball budget-neutral. It also shows that we are sensitive to the fact that positions are being cut via ESSER funds ending, and that we are not simply committing \$100-150k to baseball per year at the expense of classified or other staff, or things like needed repairs in the district - which we also heard about during public comment that night from frustrated staff. Finally, a vote to approve baseball wasn't a vote to accept it for "free" forever - only for the first year. As was discussed during the meeting, we cannot require fundraising indefinitely, and so the vote was to determine in part if we could support the expense year after year.

I am sorry to hear that your child was disappointed in the decision, and I am sure that the majority of students and families who appeared in support of baseball share in that disappointment. I really do feel for the students that may not have the opportunity to play in 2024 otherwise. These are the challenges of sitting on an elected board, where we represent and consider more than one group's interests. We will often make decisions which leave some (or all) parties at least a little bit unhappy. That is the nature of compromise, though, and I feel that our decision was the best one for us to make considering all of the complex pieces that we manage in the school district. We're starting high school baseball in 2025 - that's still something to be excited about!

Please also keep in mind that trustees, while elected, are unpaid volunteers, and that our official engagement is limited to board meetings once or twice a month, and occasional other appearances for school visits or similar events. Most of us

have full-time jobs in addition to these duties, and it is impossible to keep up on every detail of what is happening throughout the district. Additionally, many of us are new to the board, only having been elected or appointed in 2021-2022. Our superintendent is new this year as well. Between all of these facts and other normal life occurrences which prevent every trustee from attending every meeting, I feel it may be a bit unfair to say that we should simply be able to "keep up with (what is implied to be all of) the news" in the district. I believe we all do our best, but there are limits as to what we can learn. Our involvement is at a very macro level, informing the administration as to our general direction and priorities. Most of what we become aware of is done through public comment, and from groups like yours appearing at meetings to show support. For that reason, I was personally never aware of the significance of the push for high school baseball prior to these last few months. It appears that once we became aware of the support for the matter, we put it on the agenda and put it to a vote. It is sometimes difficult to be informed about specific issues outside of this process.

My understanding is that how meetings are conducted is largely driven by Montana law, though some may be driven by our specific district policies. I agree that some parts of our meetings are a bit awkward, like the inability to respond immediately to public comments, but I believe this is due to our inability to discuss or act upon non-agenda items under state law. I also believe that "next steps" were discussed in detail for each presented option prior to the vote. I would suggest reaching out to the administration if you have questions on why any aspect of these meetings are conducted the way they are. I'm sure that changes or improvements would be considered if they are within our control as a district.

Thanks again for your email, and your engagement. Feel free to reach out in the future. As noted below in my signature, the above statements are my personal opinions, and not an official statement on behalf of the MCPS Board of Trustees. I am also submitting this email to public comment, as your original email was sent to public comment along with all trustees.

--

Rob Woelich

MCPS Trustee

High School District C (Big Sky/Hellgate Elementary)

Please note that statements in this email are my own personal thoughts and opinions. They are made as an individual, and not on behalf of the entire MCPS Board of Trustees or as an official statement from the Board, unless otherwise noted and as a result of a Board vote.

YMCA Active 6

Kallie Smith <kallie.smith@outlook.com>

Wed, Nov 29, 2023 at 2:22 PM

To: "publiccomment@mcpsmt.org" <publiccomment@mcpsmt.org>

To whom it may concern,

I recently learned that the school board is preventing the YMCA from hosting a free after school health program for 6th grade students at the schools . The YMCA informed me that they are ready to host this program that is free to all 6th grade students, but are not allowed to at this time. My son attended the Active 6 summer camp and enjoyed it very much, in addition to learning healthy habits. Why is this program being denied?

Respectfully,
Kallie Smith

2023-24 ELEMENTARY - COMPLETED STUDENT ATTENDANCE			
For the Period Ending November 2023			
MCPS ELEMENTARY STUDENTS ATTENDING OTHER DISTRICTS			
STUDENT NAME	School Attending	Grade	District of Residence
G.,S.	HELENA	8	MCPS (M)
C.,D.	HELLGATE	6	MEADOW HILL
H.,S.	HELLGATE	4	LOWELL
H.,C.	HELLGATE	1	LOWELL
W.K.	HELLGATE	K	LOWELL
H.,O.	HELLGATE	K	FRANKLIN
R-G.,J.	HELLGATE	K	LOWELL
O.,F.	HELLGATE	2	JRE
O.,M.	HELLGATE	4	JRE
B.,J.	HELLGATE	2	RUSSELL
B.,C.	HELLGATE	4	RUSSELL
V.,M.	HELLGATE	6	MEADOW HILL
P.,A.	HELLGATE	3	CHIEF CHARLO
P.,K.	HELLGATE	K	CHIEF CHARLO
H.,C.	HELLGATE	3	JRE
W.,J.	HELLGATE	6	WASHINGTON
W.,J.	HELLGATE	5	LEWIS AND CLARK
B.,S.	TARGET RANGE	4	CHIEF CHARLO
C.,F.	TARGET RANGE	5	JRE
C.,G.	TARGET RANGE	4	JRE
C.,H.	TARGET RANGE	4	JRE
D.,Q.	TARGET RANGE	1	JRE
H.,J.	TARGET RANGE	4	JRE
H.,L.	TARGET RANGE	1	JRE
L.,M.	TARGET RANGE	5	JRE
L.,Z.	TARGET RANGE	4	JRE
N.,L.	TARGET RANGE	3	JRE
R.,M.	TARGET RANGE	5	JRE
R.,W.	TARGET RANGE	2	JRE
S.,E.	TARGET RANGE	5	JRE
S.,L.	TARGET RANGE	1	JRE
B.,A.	TARGET RANGE	3	FRANKLIN
B.,O.	TARGET RANGE	5	FRANKLIN
C.,G.	TARGET RANGE	K	FRANKLIN
H.,S.	TARGET RANGE	K	FRANKLIN
S.,K.	TARGET RANGE	1	FRANKLIN
B.,K.	TARGET RANGE	5	HAWTHORNE
B.,A.	TARGET RANGE	2	HAWTHORNE
C.,A.	TARGET RANGE	K	HAWTHORNE

C.,T.	TARGET RANGE	2	HAWTHORNE
G.,B	TARGET RANGE	5	HAWTHORNE
J.,A.	TARGET RANGE	2	HAWTHORNE
J.,J.	TARGET RANGE	1	HAWTHORNE
M-K.,A.	TARGET RANGE	2	HAWTHORNE
L.,L.	TARGET RANGE	2	HAWTHORNE
K.,O.	TARGET RANGE	5	HAWTHORNE
K.,E.	TARGET RANGE	5	HAWTHORNE
M.,C.	TARGET RANGE	1	HAWTHORNE
M.,L.	TARGET RANGE	5	HAWTHORNE
M.,M.	TARGET RANGE	K	HAWTHORNE
P.,Q.	TARGET RANGE	1	HAWTHORNE
R.,A.	TARGET RANGE	1	HAWTHORNE
S.,C.	TARGET RANGE	3	HAWTHORNE
S.,D.	TARGET RANGE	1	HAWTHORNE
T-Y.,Q.	TARGET RANGE	2	HAWTHORNE
T.,B.	TARGET RANGE	5	HAWTHORNE
W.,E.	TARGET RANGE	4	HAWTHORNE
W.,M.	TARGET RANGE	K	HAWTHORNE
W.,S.	TARGET RANGE	2	HAWTHORNE
N.,K.	TARGET RANGE	5	LEWIS AND CLARK
C.,A.	TARGET RANGE	5	PAXSON
C.,S.	TARGET RANGE	1	PAXSON
B.,P.	TARGET RANGE	3	RUSSELL
M.,J.	TARGET RANGE	1	RUSSELL
M.,K.	TARGET RANGE	K	RUSSELL
B.,R.	TARGET RANGE	8	PORTER
B.,C.	TARGET RANGE	7	PORTER
B.,C.	TARGET RANGE	8	PORTER
B.,C.	TARGET RANGE	7	PORTER
D-L.,B.	TARGET RANGE	7	PORTER
J.,L.	TARGET RANGE	8	PORTER
P-K.,A	TARGET RANGE	8	PORTER
K.,A.	TARGET RANGE	8	PORTER
M.,M.	TARGET RANGE	6	PORTER
M.,B.	TARGET RANGE	7	PORTER
M.,R.	TARGET RANGE	7	PORTER
O.,B.	TARGET RANGE	8	PORTER
R.,A.	TARGET RANGE	6	PORTER
R.,A.	TARGET RANGE	7	PORTER
R.,K.	TARGET RANGE	7	PORTER
R.,W.	TARGET RANGE	7	PORTER
S.,E.	TARGET RANGE	6	PORTER

T.,A.	TARGET RANGE	7	PORTER
W.,P.	TARGET RANGE	8	PORTER
W.,A.	TARGET RANGE	7	PORTER
W.,W.	TARGET RANGE	7	PORTER
B.,A.	TARGET RANGE	6	MEADOW HILL
G.,A.	TARGET RANGE	8	MEADOW HILL
G.,M.	TARGET RANGE	7	MEADOW HILL
N.,A.	TARGET RANGE	6	MEADOW HILL
N.,G.	TARGET RANGE	8	WASHINGTON
O.,B.	TARGET RANGE	8	WASHINGTON

2023-24 HIGH SCHOOL - COMPLETED STUDENT ATTENDANCE

For the Period Ending November 2023

MCPS HIGH SCHOOL STUDENTS ATTENDING OTHER DISTRICTS

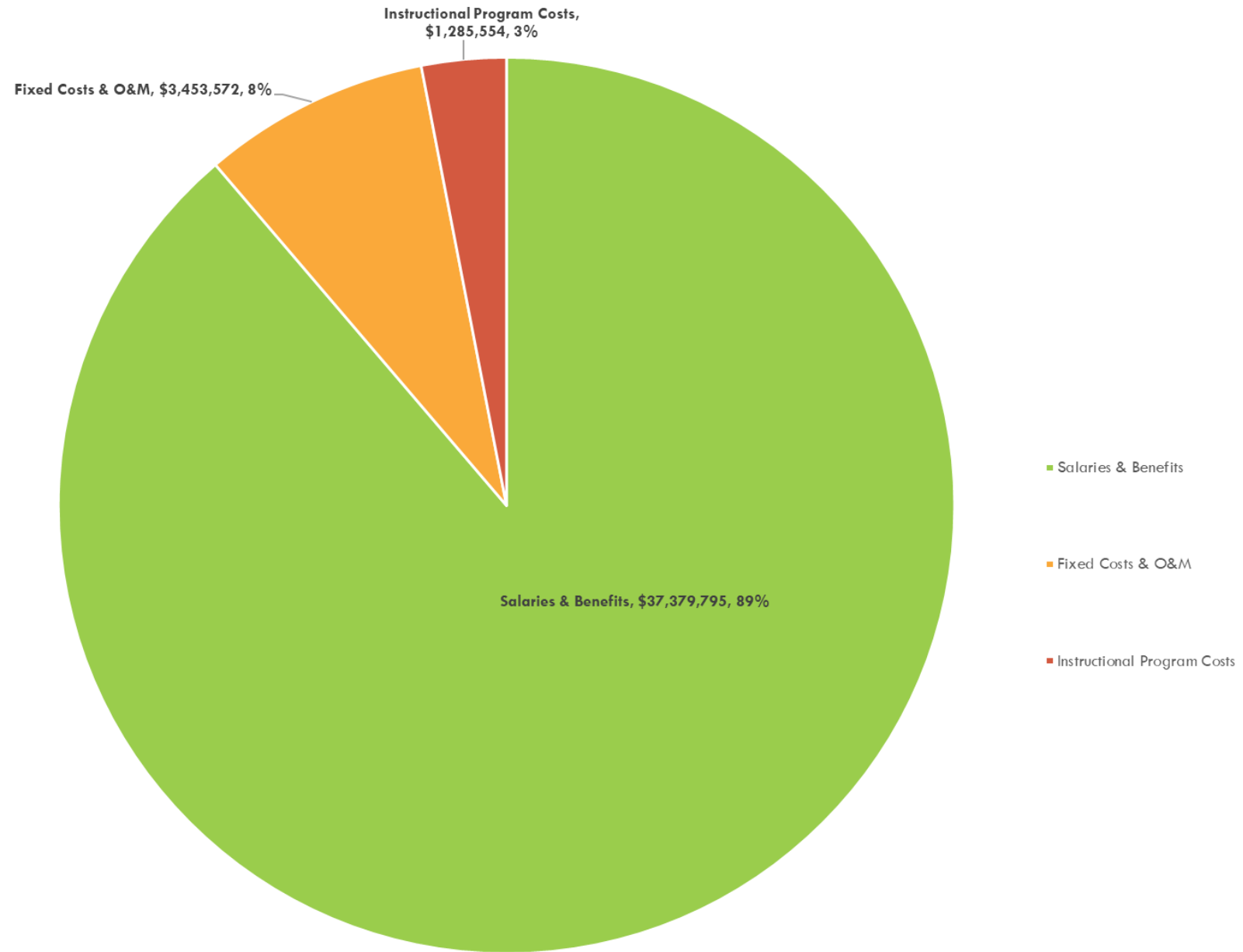
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General Fund FY23 Budget Recap & FY25 Projection Update

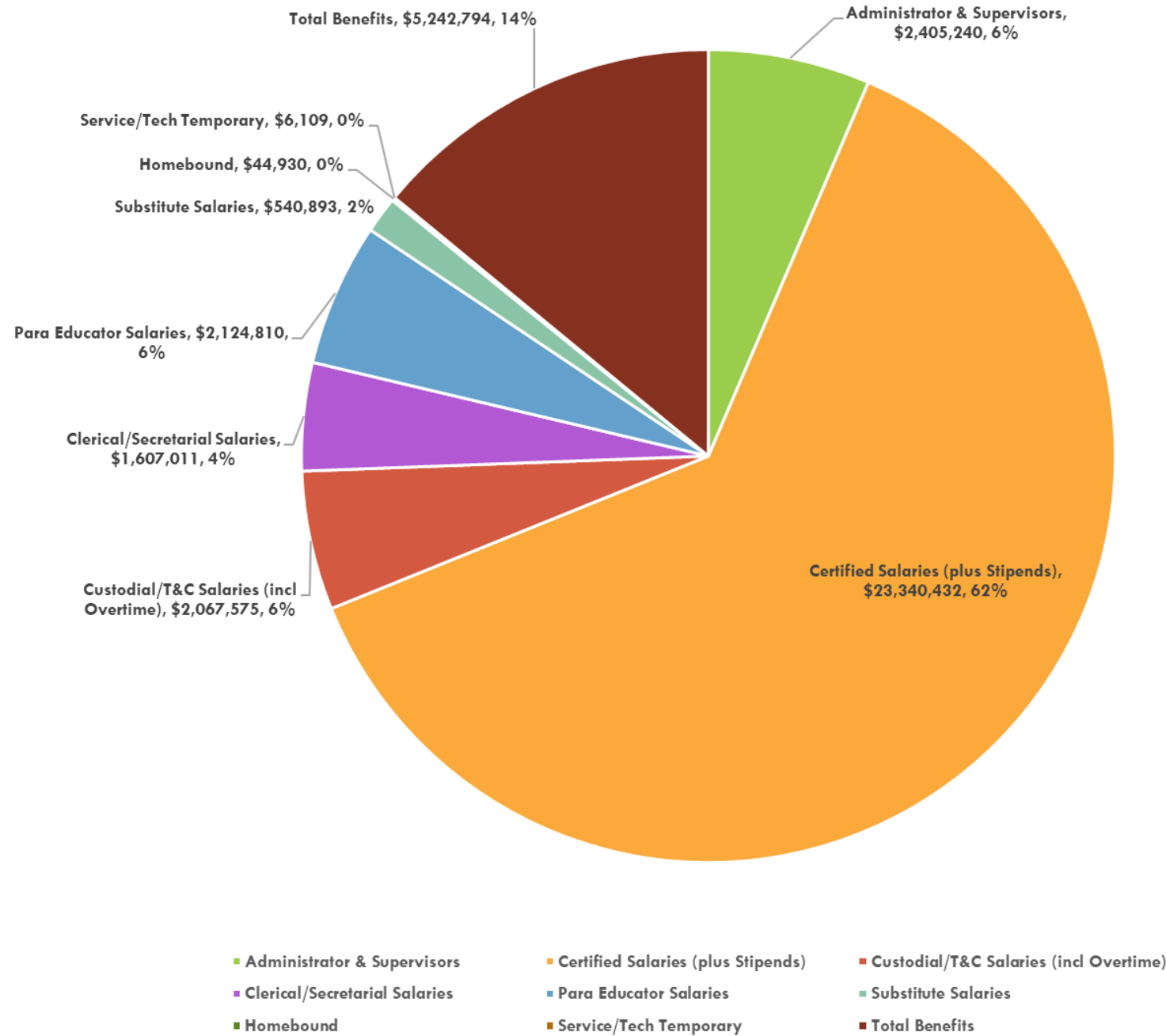
December 12, 2023



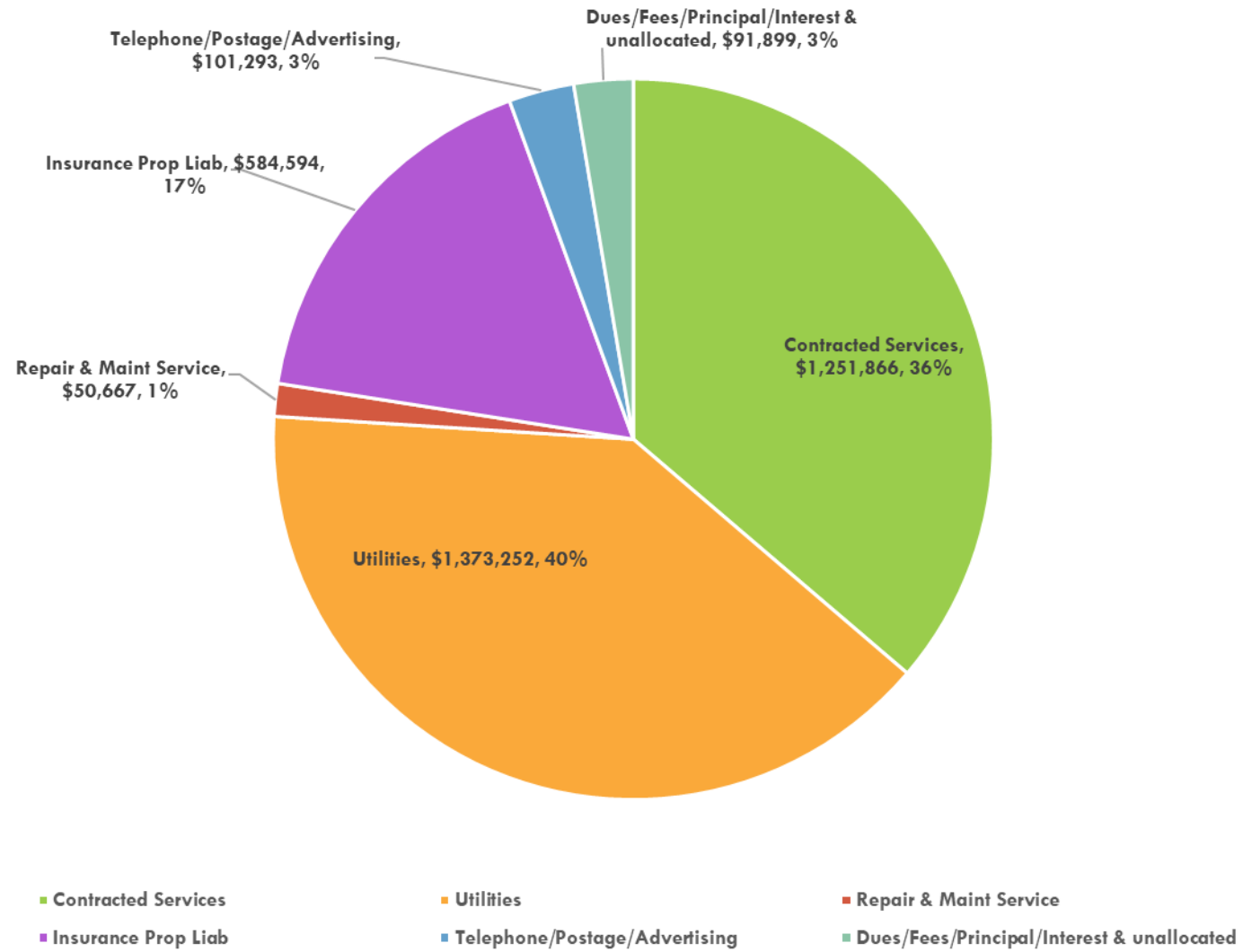
FY23 Elementary General Fund Expenditures



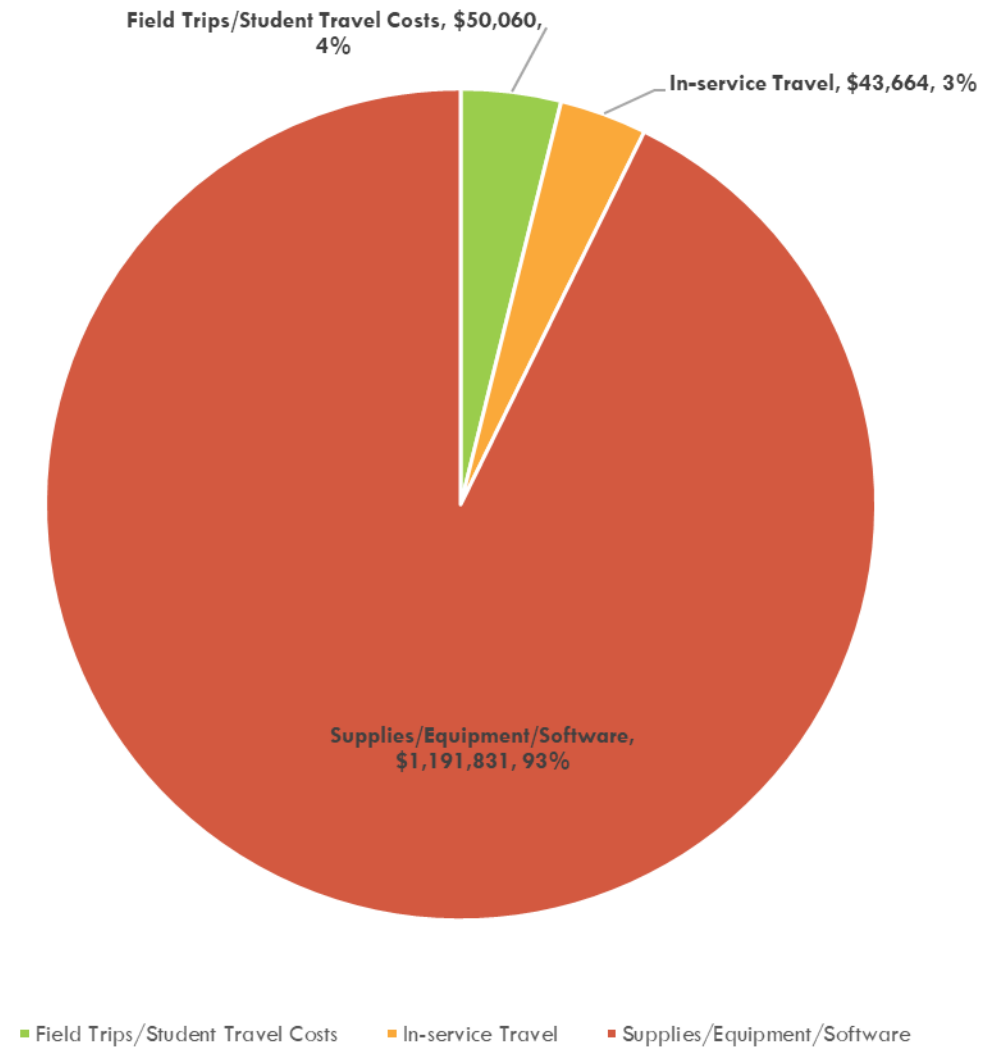
Elementary GF Salaries & Benefits



FY23 Elementary Fixed Costs and O&M Expenditures

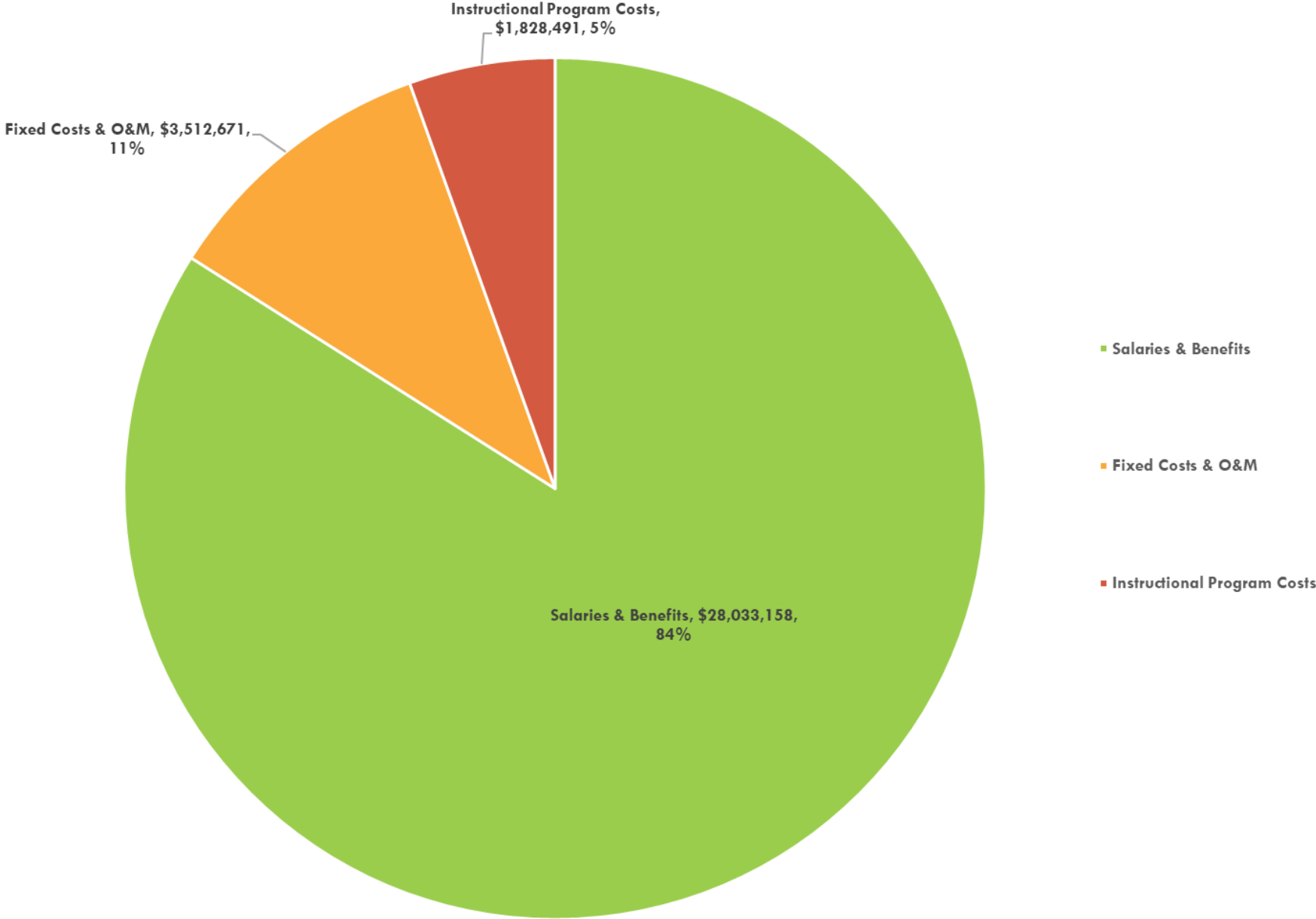


FY23 GF Elementary Instructional Program Costs

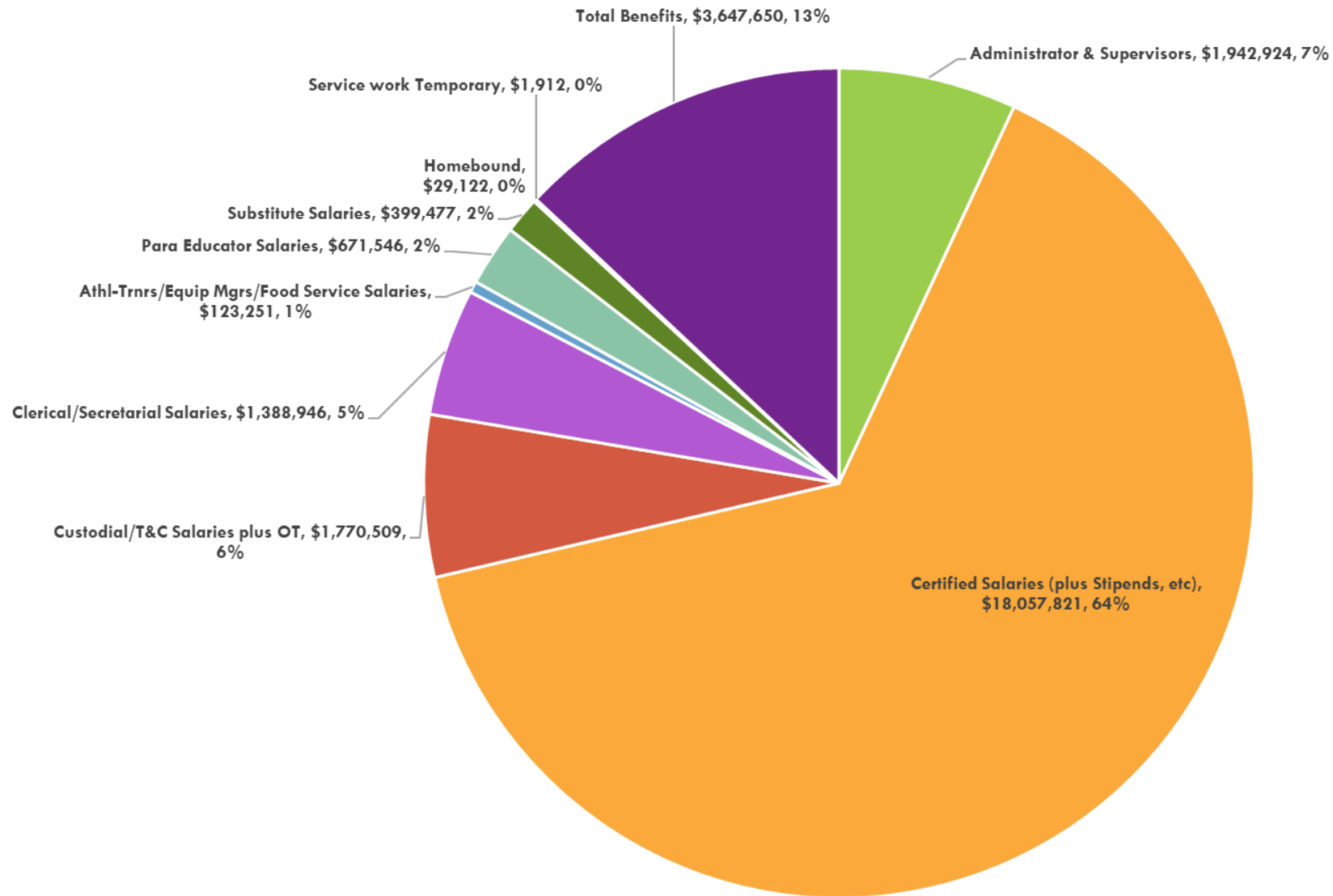


ADDITIONAL DETAIL OF EXPENDITURES					
ELEMENTARY DISTRICT					
	FY22	FY23	% Inc/Dec		
Off Administrator Services	\$70,194	\$55,662	-20.70%		
Contract Prof/Educ Services	\$101,231	\$139,735	38.04%		
Other Professional Services	\$529,972	\$774,865	46.21%		
Audit	\$37,320	\$14,670	-60.69%		
Tech Services	\$171,231	\$191,441	11.80%		
Cont Tech Services	\$73,441	\$75,492	2.79%		
Contracted Services (A)	\$983,390	\$1,251,866	27.30%		
Gas	\$309,918	\$390,169	25.89%		
Electric	\$470,121	\$577,569	22.86%		
Water	\$106,992	\$128,155	19.78%		
Sewer	\$34,349	\$37,457	9.05%		
Disposal	\$104,768	\$129,125	23.25%		
Snow Removal	\$50,381	\$110,778	119.88%		
Utilities	\$1,076,529	\$1,373,252	27.56%		
Insurance Prop Liab	\$492,670	\$584,594	18.66%		
Supplies	\$701,341	\$566,045	-19.29%		
Supplies Tech	\$32,649	\$21,398	-34.46%		
Gas/Oil	\$527	\$368	-30.21%		
Food	\$905	\$5,748	534.86%		
Books	\$291,258	\$294,513	1.12%		
Periodicals Subscriptions	\$16,571	\$28,551	72.30%		
Minor Equip New	\$109,864	\$49,217	-55.20%		
Minor Equip Tech	\$13,712	\$29,651	116.23%		
Media Software	\$4,598	\$424	-90.77%		
Technology software	\$220,829	\$195,915	-11.28%		
Constr Services	\$5,200	\$0	-100.00%		
Major Equipment	\$28,560	\$0	-100.00%		
Supplies/Equipment/Software	\$1,426,015	\$1,191,831	-16.42%		
(A) Services include SRO/CRO's (\$263K), the GF contribuion/funding of the preschool program (mainly teachers salaries) \$384K approx. cost of elections(\$93K), fleet copier contract(\$55K), District Match of CSCT Svcs provided by contractors (these costs cannot come out of the CSCT revenue that comes in from the state, so we use IDC, which were expenses that were ultimately adjusted to the GF) (\$202K elem and \$135K HS), Spark Arts Ignite (\$45K), Pmts to Uof M, Shelley Danaher and Stella Woodrum for interpreting and IEP services (\$80K), some payroll items that were consistently coded to non payroll accounts (\$8K), Audit (\$24K)					

FY23 High School General Fund Expenditures

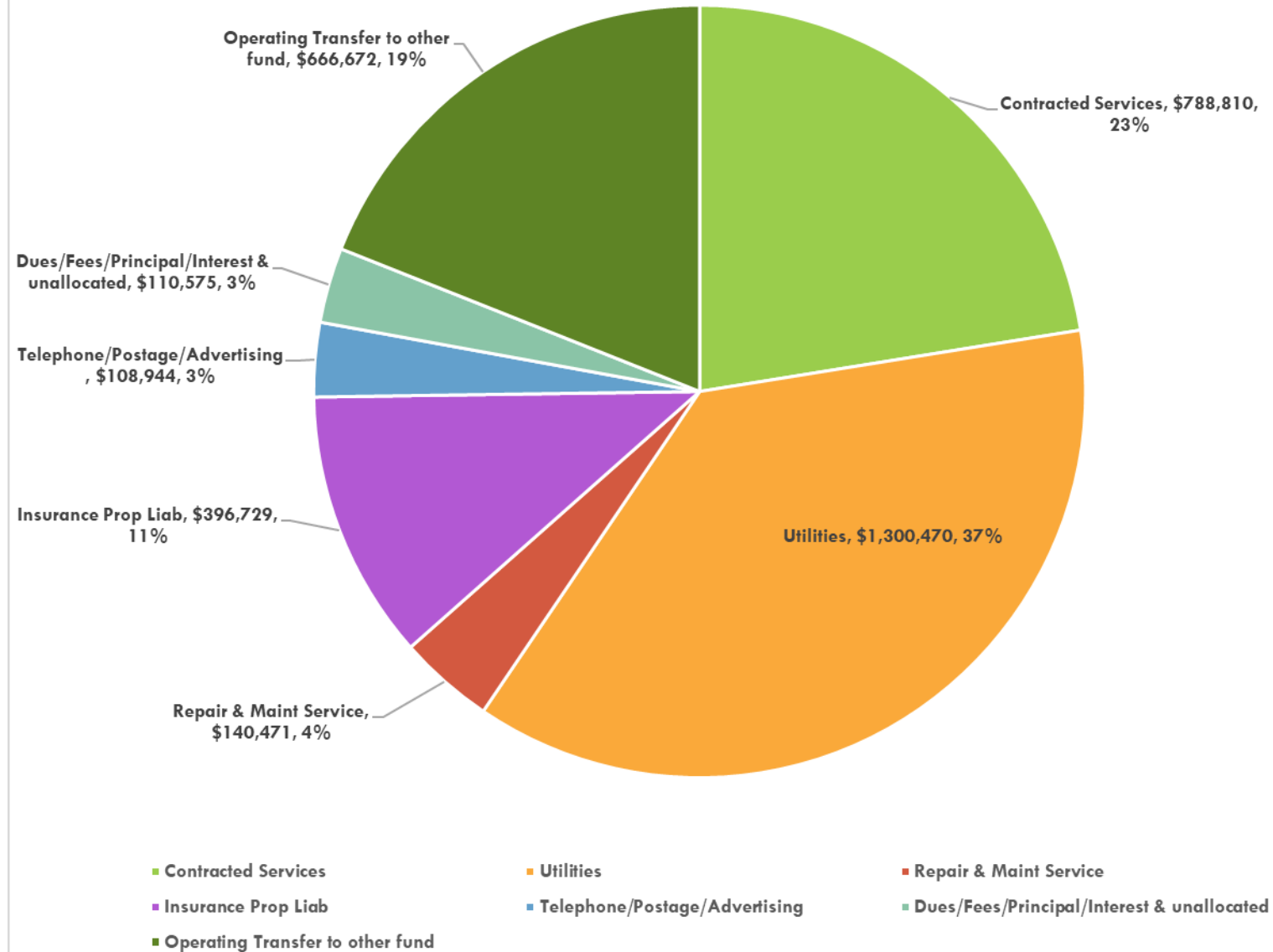


FY23 High School Salaries & Benefits

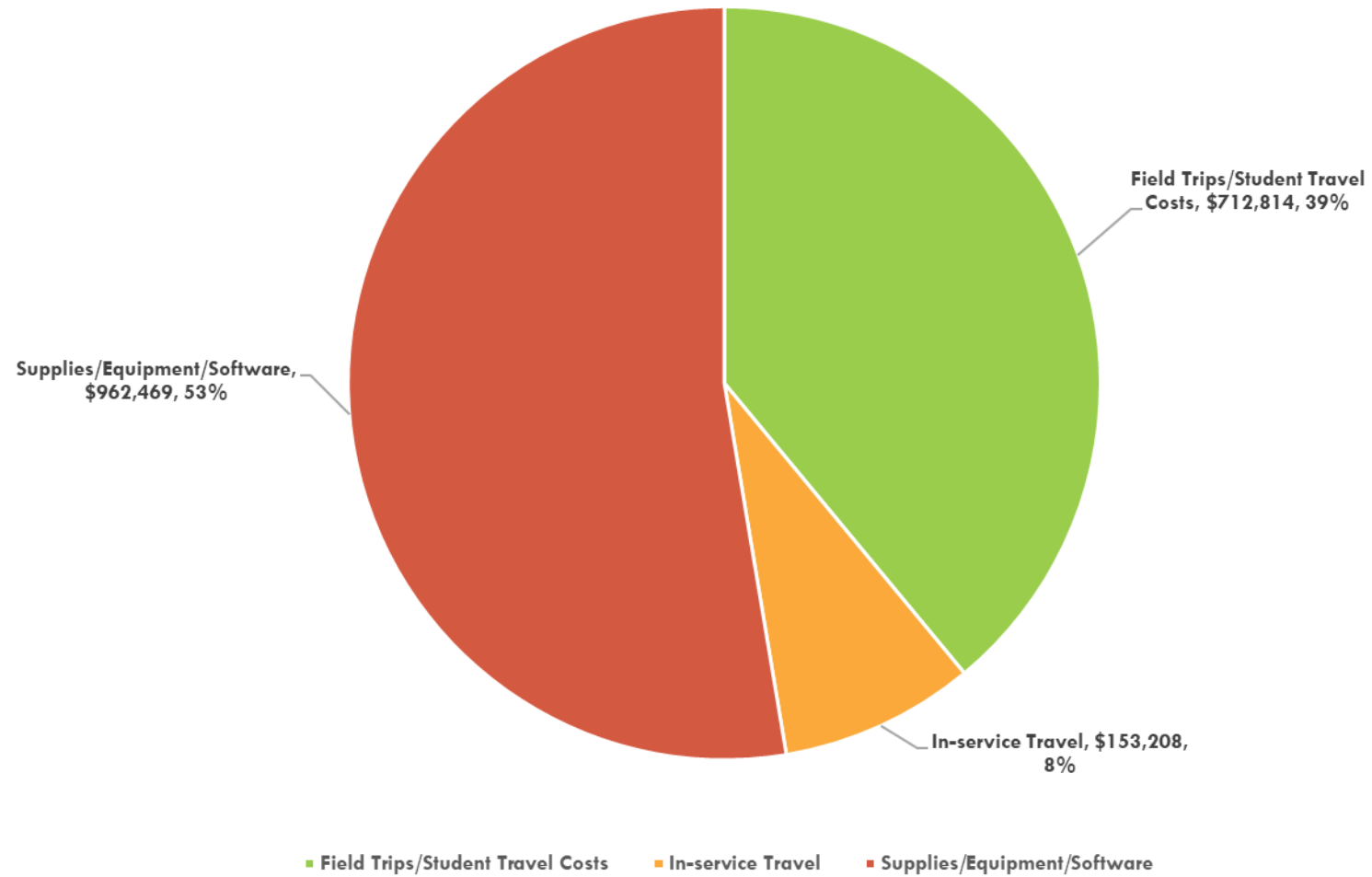


- Administrator & Supervisors
- Certified Salaries (plus Stipends, etc)
- Custodial/T&C Salaries plus OT
- Clerical/Secretarial Salaries
- Athl-Trnrs/Equip Mgrs/Food Service Salaries
- Para Educator Salaries
- Substitute Salaries
- Homebound
- Service work Temporary
- Total Benefits

FY23 GF High School Fixed Costs and O&M



FY23 GF High School Instructional Program Costs



ADDITIONAL DETAIL OF EXPENDITURES						
HIGH SCHOOL DISTRICT						
	FY22	FY23	% Inc/Dec			
Off Administrator Services	\$65,938	\$37,108	-43.72%			
Contract Prof/Educ Services	\$24,164	\$9,693	-59.89%			
Other Professional Services	\$331,008	\$455,562	37.63%			
Audit	\$24,880	\$9,780	-60.69%			
Tech Services	\$199,622	\$211,170	5.79%			
Cont Tech Services	\$69,762	\$65,497	-6.11%			
Contracted Services (A)	\$715,373	\$788,810	10.27%			
Gas	\$286,664	\$311,398	8.63%			
Electric	\$671,940	\$797,863	18.74%			
Water	\$46,719	\$56,850	21.68%			
Sewer	\$14,771	\$20,485	38.68%			
Disposal	\$110,281	\$113,875	3.26%			
Snow Removal	\$0	\$0	0.00%			
Utilities	\$1,130,376	\$1,300,470	15.05%			
Insurance Prop Liab	\$340,533	\$396,729	16.50%			
Supplies	\$510,380	\$642,996	25.98%			
Supplies Tech	\$23,545	\$21,975	-6.67%			
Gas/Oil	\$4,270	\$3,089	-27.66%			
Food	\$2,687	\$29,677	1004.58%			
Books	\$238,185	\$73,573	-69.11%			
Encyclopedias/DICT	\$218	\$50	-77.06%			
Periodicals Subscriptions	\$55,077	\$48,363	-12.19%			
Minor Equip New	\$77,744	\$37,796	-51.38%			
Minor Equip Tech	\$39,648	\$17,351	-56.24%			
Media Software	\$392	-\$2	-100.61%			
Technology software	\$83,998	\$92,202	9.77%			
Constr Services	\$12,069	\$0	-100.00%			
Major Equipment	\$55,739	-\$4,600	-108.25%			
Supplies/Equipment/Software	\$1,103,954	\$962,469	-12.82%			
(A) Services include SRO/CRO's (\$263K), the GF contribution/funding of the preschool program (mainly teachers salaries) \$384K approx., cost of elections(\$93K), fleet copier contract(\$55K), District Match of CSCT Svcs provided by contractors (these costs cannot come out of the CSCT revenue that comes in from the state, so we use IDC, which were expenses that were ultimately adjusted to the GF) (\$202K elem and \$135K HS), Spark Arts Ignite (\$45K), Pmts to Uof M, Shelley Danaher and Stella Woodrum for interpreting and IEP services (\$80K), some payroll items that were consistently coded to non payroll accounts (\$8K), Audit (\$24K)						

**MCPS General Fund
Budget Projections - 3% Inflationary Increase
FY25**

	ELEMENTARY	HIGH SCHOOL
Highest Budget Without Vote	\$ 43,841,473	\$ 35,770,672
Over Base Levy	\$ 166,626.71	\$ 303,848.92
Proposed Adopted Budget	\$ 44,008,099	\$ 36,074,521
Prior Year Adopted Budget	\$ 43,181,480	\$ 34,591,338
Estimated Increase to General Fund	\$ 826,619	\$ 1,483,183
Add:		
Certified & Classified Retiree Savings	\$ 260,000	\$ 260,000
Subtotal-Available to Balance	\$ 1,086,619	\$ 1,743,183
<u>Estimated Salary & Benefit Obligations to Build into the Budget:</u>		
Additional Classroom Staff	\$ -	\$ -
Certified Step	\$ (694,746)	\$ (311,647)
Certified (1.0%)	\$ (253,836)	\$ (189,844)
Certified Lane Movement	\$ (230,000)	\$ (135,000)
MMCEO Step/Longevity	\$ (51,199)	\$ (41,243)
MMCEO (\$.20)	\$ (53,053)	\$ (37,676)
Exempt 1.00%	\$ (3,738)	\$ (2,707)
Professional Specialists 1.00%	\$ (794)	\$ (575)
Administrative 1.00%	\$ (27,932)	\$ (24,848)
Trades & Crafts 1.00%	\$ (8,346)	\$ (3,750)
Noon Duty 1.00%	\$ (3,863)	\$ -
Subtotal	\$ (240,888)	\$ 995,894
<u>Anticipated Obligations:</u>		
Liability insurance-Estimated 15% increase	\$ (92,800)	\$ (76,800)
SRO/CRO/SSO	\$ (3,152)	\$ (4,728)
ESSER funds-Used as expense offset in FY24	\$ (355,769)	\$ (1,130,321)
Anticipated Budget Balance before Other Adds/Reductions	\$ (692,610)	\$ (215,956)
<u>Reductions, Savings and Offsets</u>		
Anticipated Budget Balance	\$ (692,610)	\$ (215,956)

General Fund

ANB, Budgets & Levies

FY19-FY28

<i>Elementary</i>										
	FY19	FY20	FY21	FY22	FY23	FY24	FY25-est	FY26-est	FY27-est	FY28-est
Inflation %	1.87	0.91	1.83	1.50	2.57	2.70	3.00	3.00	3.00	3.00
ANB K-6	4,473	4,486	4,560	4,428	4,360	4,262	4,253	4,295	4,285	4,254
ANB 7-8	1,101	1,155	1,247	1,198	1,222	1,207	1,190	1,148	1,179	1,207
Max Budget	39,437,677	40,465,533	42,395,229	41,501,201	42,151,020	43,181,480	44,008,099	45,136,795	46,554,612	47,818,040
Base Budget	31,408,186	32,239,023	33,765,312	33,123,129	33,657,720	34,410,426	35,070,419	35,982,676	37,129,669	38,154,405
Adopted/Est.	39,437,677	40,457,147	41,983,822	41,341,638	42,151,020	43,181,480	44,008,099	45,136,795	46,554,612	47,818,040
Increase in Adopted Budget		1,019,470	1,526,675	(642,184)	809,382	1,030,460	826,619	1,128,696	1,417,817	1,263,428
Voted Levy		200,519			294,791	261,504	166,627	216,435	270,824	238,692
<i>High School</i>										
	FY19	FY20	FY21	FY22	FY23	FY24	FY25-est	FY26-est	FY27-est	FY28-est
Inflation %	1.87	0.91	1.83	1.50	2.57	2.70	3.00	3.00	3.00	3.00
ANB 9-12 Missoula	3,646	3,683	3,641	3,629	3,843	3,926	3,992	4,176	4,134	4,149
ANB 9-12 Seeley	100	91	95	94	101	102	101	102	101	102
Max Budget	29,961,994	30,610,010	30,566,151	31,261,185	33,410,120	34,591,338	36,074,521	38,729,700	39,449,856	40,794,457
Base Budget	24,006,504	24,515,029	24,524,830	25,063,330	32,884,157	27,872,220	29,051,554	31,181,736	31,807,534	32,853,718
Adopted/Est.	29,961,994	30,588,908	30,751,683	31,244,575	33,410,120	34,591,338	36,074,521	38,729,700	39,449,856	40,794,457
Increase in Adopted Budget		626,914	162,775	492,892	2,165,545	1,181,218	1,483,183	2,655,179	720,156	1,344,601
Voted Levy		118,986			525,963	128,027	303,849	527,997	144,358	249,417
Non Voted OB Increase			152,994	107,366						

ELEMENTARY CERTIFIED/PROFESSIONAL PERSONNEL REPORT			
CERTIFIED/LICENSED NEW HIRES - <i>Contingent upon satisfactory results of a criminal background check, as required.</i>			
none			
CERTIFIED ASSIGNMENT/FTE CHANGES			
Harper Kushner	From: Sp Ed Ext Resource Para	To: Sp Ed Ext Resource 3-5	Effective: November 27, 2023
	Lowell Elementary	Russell Elementary	repl: S.Junso
CERTIFIED RETIREMENTS			
none			
CERTIFIED RESIGNATIONS			
Veronica Ziesmer	Sp Ed Resource 3-5	Russell Elementary	Effective: December 21, 2023
CERTIFIED LEAVE OF ABSENCE			
none			
CERTIFIED AUTHORIZED FTE			
none			
HIRE OF LONG TERM SUBSTITUTE TEACHERS - <i>Contingent upon satisfactory results of a criminal background check, as required.</i>			
Kayla Kendall	Exploratories	Washington Middle School	Effective: October 17, 2023
(for Tori Wilson)			
			ATTACHMENT 1
Emma Blyton	Grade 8	Washington Middle School	Effective: November 27, 2023
(for Emily Wilson)			
			ATTACHMENT 2
TERMINATION OF LONG TERM SUBSTITUTE TEACHERS			
<i>Administration recommends termination of the long term substitute teachers listed below in accordance with the attached resolutions.</i>			
Kayla Kendall	Exploratories	Washington Middle School	
(for Tori Wilson)			ATTACHMENT 1
Emma Blyton	Grade 8	Washington Middle School	
(for Emily Wilson)			ATTACHMENT 2
EXTRA DUTY CONTRACTS/ASSIGNMENTS - <i>Contingent upon satisfactory results of a criminal background check, if applicable.</i>			
Conor Ryan	MS Boys Basketball	Washington Middle School	Effective: 2023-24 season
Anne Blanche Adams	MS Soccer	CS Porter Middle School	Effective: 2023-24 season
Andrew Schmitz	MS Boys Basketball	Meadow Hill Middle School	Effective: 2023-24 season
Payton Petersen	MS Boys Basketball	CS Porter Middle School	Effective: 2023-24 season
Kari Boucher	MS Math Counts Advisor	Washington Middle School	Effective: 2023-24 season
Alec Arntzen	MS Robotics	Washington Middle School	Effective: 2023-24 season
Erin McLeod	MS Yearbook Advisor	CS Porter Middle School	Effective: 2023-24 season
Ariel Cornelius	MS Student Council	Meadow Hill Middle School	Effective: 2023-24 season

ELEMENTARY DISTRICT # 1 PERSONNEL BOARD REPORT DECEMBER 12, 2023

ELEMENTARY CLASSIFIED STAFF PERSONNEL REPORT			
CLASSIFIED NEW HIRES - <i>Contingent upon satisfactory results of a criminal background check, as required.</i>			
Ryan Martin	Sp Ed Ext Resource Para	Chief Charlo Elementary	Effective: December 11, 2023 repl: A.Cotell
Angelica Zuniga	Early Kinder Sp Ed Life Skills Para	Russell Elementary	Effective: November 27, 2023 new fte
Robert Degen	Sp Ed Ext Resource Para	Russell Elementary	Effective: December 4, 2023 repl: S.Phelps
Linda Miller	Noon Duty Aide	Russell Elementary	Effective: November 29, 2023 repl: Z.Mohesky
Elyse Johnson	Noon Duty Aide	Chief Charlo Elementary	Effective: November 20, 2023 repl: M.Krause
CLASSIFIED ASSIGNMENT/FTE CHANGES			
Billie Spahr	From: Sp Ed Ext Resource Para Russell Elementary	To: Sp Ed Res Para Sentinel High School	Effective: December 6, 2023 repl: self (moving back to orig position)
Ann Bates	From: Admin Secretary Chief Charlo Elementary	To: Admin Secretary .50 fte & .50 Prof Devel Specialist District	Effective: October 10, 2023 repl: C.Quincy
Stacie Staples	From: Admin Secretary CS Porter Middle School	To: Admin Secretary Lifelong Learning Center	Effective: December 11, 2023 repl: K.DePue
Sonja Wolkysy	From: Perm Bldg Substitute Lewis & Clark Elementary	To: Admin Secretary Chief Charlo Elementary	Effective: November 30, 2023 repl: A.Bates
Angelica Zuniga	From: Sp Ed Resource Para Russell Elementary	To: EK Sp Ed Life Skills Para Russell Elementary	Effective: November 27, 2023 new fte
CLASSIFIED AUTHORIZED FTE			
none			
PERMANENT SUBSTITUTE NEW HIRES - <i>Contingent upon satisfactory results of a criminal background check, as required.</i>			
Maggi Cassidy	Permanent Building Substitute	Chief Charlo Elementary	Effective: November 28, 2023
CLASSIFIED RESIGNATIONS			
Zoe Mohesky (will remain a substitute)	Noon Duty Aide	Russell Elementary	Effective: November 17, 2023
Kendall Earle	Sp Ed SLP Para	Washington Middle School	Effective: October 27, 2023
CLASSIFIED RETIREMENTS			
Duane Defresne	Dray Driver	District	Effective: December 31, 2023
Debra Liedle	Admin Secretary	District Library	Effective: December 31, 2023
CLASSIFIED PROBATIONARY RELEASES			
Theron Gertz	Permanent Building Substitute	Franklin Elementary	Effective: November 28, 2023
PERMANENT SUBSTITUTE RESIGNATIONS			
none			

RESOLUTION FOR TERMINATION

AND NON-RE-ELECTION OF THE TEACHING CONTRACT OF

NON-TENURED TEACHER

WHEREAS, Kayla Kendall is assigned to substitute teach and will receive a NON-TENURED teaching contract with the Missoula County Public School District #1 beginning on the thirty-sixth (36th) day of substituting for Tori Wilson during the 2023-24 school year until the end of the school year, June 7, 2024 or upon return of Tori Wilson, the teacher on leave, whichever occurs first. Kayla Kendall will begin receiving prorated daily rate of pay and a non-tenured contract if the absence of the regular teacher, Tori Wilson, continues for more than thirty-five (35) consecutive work days and if the assignment of Kayla Kendall to substitute teach for Tori Wilson continues for more than thirty-five (35) days.

BE IT RESOLVED by the Board of Trustees of Missoula County Public School District #1 that pursuant to Montana Codes Annotated, Section 20-4-206, the non-tenured teaching contract of Kayla Kendall, beginning on the thirty-sixth (36) work day of substitute teaching for Tori Wilson during the 2023-24 school year is hereby terminated in the Missoula County Public School District #1 effective upon the return of Tori Wilson, the teacher on leave, or the end of the school year, June 7, 2024, whichever occurs first.

BE IT FURTHER RESOLVED that written notice be sent to Kayla Kendall, regarding the termination and non-reelection of her contract as provided by law and that such notice shall be in substantially the following form:

NOTICE OF TERMINATION FOR A NON-TENURED TEACHER

*You are hereby notified that at a regular meeting of the Board of Trustees of the Missoula County Public School District #1 held on **December 12, 2023**, it was resolved after a majority vote of the Board to terminate your non-tenured contract, which begins the thirty-sixth (36th) work day of substitute teaching for Tori Wilson, effective **upon the return of the teacher on leave or the end of the school year, June 7, 2024, whichever occurs first**, and not to elect you for re-employment for the 2024-2025 school year. The action of the Board of Trustees was taken pursuant to M.C.A. Section 20-4-206.*



Chairperson, Board of Trustees
Missoula County Public Schools

RESOLUTION FOR TERMINATION
AND NON-RE-ELECTION OF THE TEACHING CONTRACT OF
NON-TENURED TEACHER

WHEREAS, Emma Blyton is assigned to substitute teach and will receive a **NON-TENURED** teaching contract with the **Missoula County Public School District #1** beginning on the first (1st) day of substituting for Emily Wilson **during the 2023-24 school year until the end of the school year, June 7, 2024 or upon the return of Emily Wilson, the teacher on leave, whichever occurs first.** Emma Blyton will begin receiving a prorated daily rate of pay and a non-tenured contract in the absence of the regular teacher, Emily Wilson.

BE IT RESOLVED by the Board of Trustees of Missoula County Public School District #1 that pursuant to Montana Codes Annotated, Section 20-4-206, the non-tenured teaching contract of Emma Blyton, beginning on the first (1st) day of substitute teaching for Emily Wilson during the 2023-24 school year, is hereby terminated in the Missoula County Public School District #1 effective **upon the return of Emily Wilson, the teacher on leave, or the end of the school year, June 7, 2024, whichever occurs first.**

BE IT FURTHER RESOLVED that written notice be sent to Emma Blyton, regarding the termination and non-reelection of her contract as provided by law and that such notice shall be in substantially the following form:

NOTICE OF TERMINATION FOR A NON-TENURED TEACHER

*You are hereby notified that at a regular meeting of the Board of Trustees of the Missoula County Public School District #1 held on **December 12, 2023**, it was resolved after a majority vote of the Board to terminate your non-tenured contract, which begins the first (1st) day of substitute teaching for Emily Wilson, **upon the return of the teacher on leave or the end of the school year, June 7, 2024, whichever occurs first**, and not to elect you for re-employment for the **2024-25** school year. The action of the Board of Trustees was taken pursuant to M.C.A. Section 20-4-206.*



Chairperson, Board of Trustees
Missoula County Public Schools

HIGH SCHOOL CERTIFIED/PROFESSIONAL PERSONNEL REPORT			
CERTIFIED/LICENSED NEW HIRES - <i>Contingent upon satisfactory results of a criminal background check, as required.</i>			
Cara Grula	Science	Sentinel High School	Effective: November 27, 2023 repl: A.Sobin
CERTIFIED ASSIGNMENT/FTE CHANGES			
Michael Striebel	Department Team Leader	Big Sky High School	Effective: 2023-24 school year
	<i>increase from partial stipend to full</i>	from \$1169 to \$2031.72	<i>general fund</i>
Matthew Long	Department Team Leader	Sentinel High School	Effective: 2023-24 school year
	<i>increase from partial stipend to full</i>	from \$1845.82 to \$2872	<i>general fund</i>
Ashley House	Department Team Leader	Sentinel High School	Effective: 2023-24 school year
	<i>increase from partial stipend to full</i>	from \$1845.82 to \$2338	<i>general fund</i>
Heather Nile	Department Team Leader	Sentinel High School	Effective: 2023-24 school year
	<i>increase from partial stipend to full</i>	from \$1845.82 to \$2338	<i>general fund</i>
CERTIFIED RETIREMENTS			
none			
CERTIFIED RESIGNATIONS			
none			
CERTIFIED LEAVE OF ABSENCE			
Trevor Fuhrman	Sp Ed Life Skills	Sentinel High School	Effective: Jan 8 - Apr 8, 2024
CERTIFIED AUTHORIZED FTE			
M.Long/A.House/H.Nile	Sp Ed Dept Team Lead stipend	Sentinel High School	Effective: 2023-24 school year
	<i>split SLP, Resource & Life Skills</i>	Total \$2,010	
HIRE OF LONG TERM SUBSTITUTE TEACHERS - <i>Contingent upon satisfactory results of a criminal background check, as required.</i>			
none			
TERMINATION OF LONG TERM SUBSTITUTE TEACHERS			
<i>Administration recommends termination of the long term substitute teachers listed below in accordance with the attached resolutions.</i>			
none			
EXTRA DUTY CONTRACTS/ASSIGNMENTS - <i>current employees or continuing extra duty employees</i>			
Moreno, Rick	Head Wrestling	Big Sky High School	Effective: 2023-24 season
Rauser, Jade	Assistant Wrestling	Big Sky High School	Effective: 2023-24 season
Rhodes, Preston	Assistant Wrestling - .25 FTE	Big Sky High School	Effective: 2023-24 season
Stone, Nathan	Assistant Boys Basketball	Big Sky High School	Effective: 2023-24 season
Boylan, Eliana	Assistant Swimming	District	Effective: 2023-24 season
Friend, Jay	Assistant Swimming	District	Effective: 2023-24 season
Brunner, Virginia	Assistant Wrestling - .50 FTE	Hellgate High School	Effective: 2023-24 season

HIGH SCHOOL DISTRICT # 1 PERSONNEL BOARD REPORT DECEMBER 12, 2023

[illegible]

HIGH SCHOOL DISTRICT # 1 PERSONNEL BOARD REPORT DECEMBER 12, 2023

HIGH SCHOOL CLASSIFIED STAFF PERSONNEL REPORT			
CLASSIFIED NEW HIRES - <i>Contingent upon satisfactory results of a criminal background check, as required.</i>			
Bartley Goldbar	Sp Ed SLP Para	Sentinel High School	Effective: November 20, 2023 repl: F.Draven
Alexander Lorenz	Sp Ed Life Skills Para	Sentinel High School	Effective: November 6, 2023
<i>formerly a substitute</i>			repl: T.Mendenhall
CLASSIFIED ASSIGNMENT/FTE CHANGES			
Ann Bates	From: Admin Secretary	To: Admin Secretary .50 fte &	Effective: October 10, 2023
	Chief Charlo Elementary	Prof Devel Specialist	repl: C.Quincy
		District	
Stacie Staples	From: Admin Secretary	To: Admin Secretary	Effective: December 11, 2023
	CS Porter Middle School	Lifelong Learning Center	repl: K.DePue
CLASSIFIED AUTHORIZED/CHANGED FTE			
none			
PERMANENT SUBSTITUTE HIRES - <i>Contingent upon satisfactory criminal background check results, as required.</i>			
Anthony Ferrero	Permanent Building Substitute	Sentinel High School	Effective: December 1, 2023
CLASSIFIED RESIGNATIONS			
none			
CLASSIFIED RETIREMENTS			
Tim Cardarelli	Custodian	Big Sky High School	Effective: December 31, 2023
Duane Defresne	Dray Driver	District	Effective: December 31, 2023
Debra Liedle	Admin Secretary	District Library	Effective: December 31, 2023
PERMANENT SUBSTITUTE RESIGNATIONS			
none			

This form is required to obtain permission from the Board of Trustees to apply for the grant. The completed form should be submitted to the Superintendent's Office on or before the first or third Wednesday of the month to be placed on the Board of Trustees regular meeting agenda.

GRANT APPLICATION SUMMARY

NAME OF GRANT/SOURCE OF FUNDING:

Montana Advanced Opportunity Act Grant
Funded through Senate Bill 946 and managed by the Montana Office of Public Education

DATE GRANT APPLICATION DUE:

Report due to the OPI by January 8th 2024 by 5:00 P.M

AMOUNT OF GRANT:

High School-\$332,840.15 Elementary-\$74,603.04

MATCHING MCPS FUNDS REQUIRED:

none

DESCRIPTION OF GRANT:

☒ ELEMENTARY ☒ SECONDARY

What content area/curriculum will be addressed through these grant funds?

Learning objective. What standards will be addressed?

How will this grant enhance student learning?

The Montana Advanced Opportunity Act:

- expands personalized career & technical education opportunities for middle and high school students;
- reduces out-of-pocket costs for students and families in support of a students post secondary success;
- empowers students to actively engage in forming post secondary success that aligns with their individual interests, passions, strengths, needs and culture; and
- authorizes elected school boards to use advanced opportunity aid to invest in Montana students by supporting individualized pathways for career and post secondary.

PERSON/SCHOOL APPLYING FOR GRANT:

Kasey Dirnberger-CTE Coordinator

DATE SUBMITTED TO SUPERINTENDENT'S OFFICE:

6/4/19 - 1:13 PM



Transformational Learning

Montana Transformational Learning Definition

**Also known as: Personalized,
Competency-Based
Education**

Transformational Learning is defined as *a flexible system of pupil-centered learning that is designed to meet the Montana Constitutional mandate of "fully develop[ing] the educational potential of each person."*



Board Policy 2422

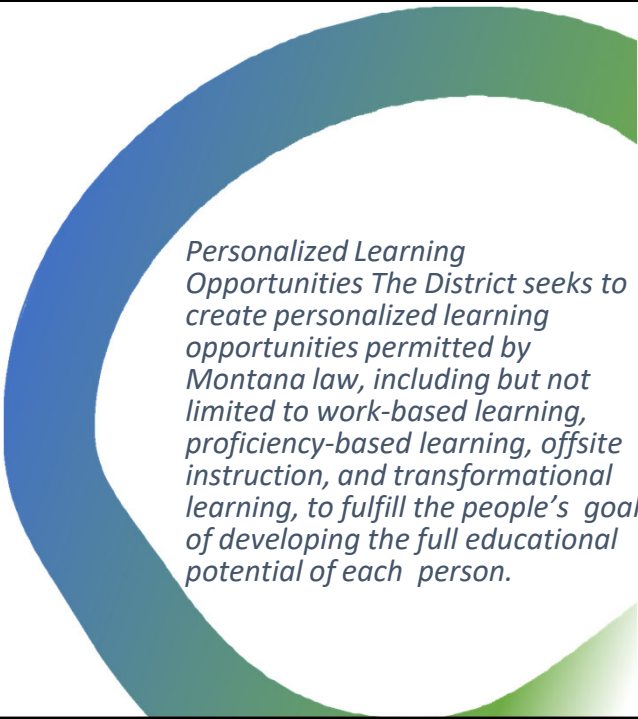
Definition of Proficiency

For purposes of this policy and the District's ability to seek additional funding under Montana law based upon student's demonstrating proficiency, "proficiency" is defined as mastering content through application in a performance assessment for a course that is equivalent to a passing grade. A student's time in a school classroom shall not be considered for determining proficiency. The determination of proficiency shall be made concurrent with the deadline for submission of grades for any course.



Board Policy 2423

Definition of Proficiency



Personalized Learning Opportunities The District seeks to create personalized learning opportunities permitted by Montana law, including but not limited to work-based learning, proficiency-based learning, offsite instruction, and transformational learning, to fulfill the people's goal of developing the full educational potential of each person.

The Industrial Model of Education

- It is efficient
- It is what we know
- We do it pretty well
- Starts after Labor Day and ends before Memorial Day
- 8am-3pm
- 7 periods a day, 50 minutes a period
- Students sit in rows
- Students grouped by age or grade level – regardless of ability
- Teacher is the expert
- Teacher delivers content
- Pre-determined requirements
- Students are assessed at how well they regurgitate the content
- Every student – regardless of differences, has the exact same opportunity
- Curriculum centered
- Teacher driven

“What Schools Could Be?” Model of Education



Path



Place



Pace



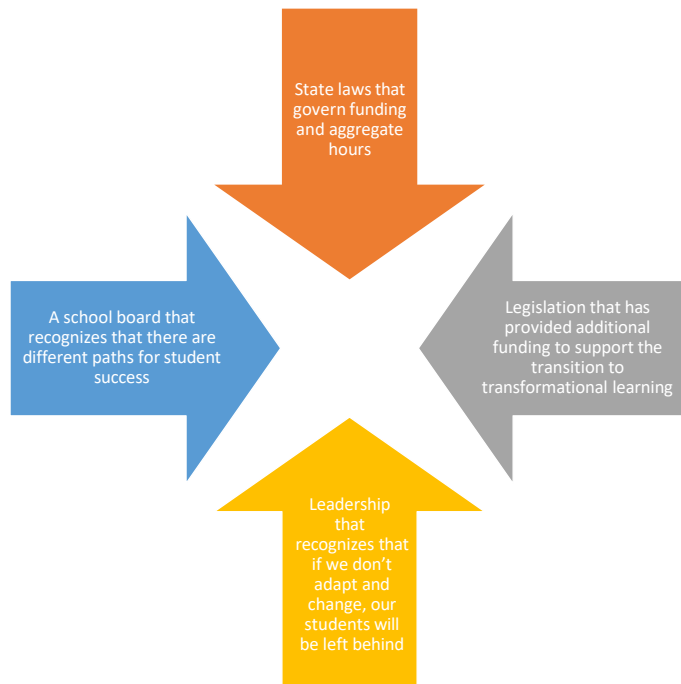
Choice



Voice

- Adapts based on learning progress, motivations, and goals
- The speed of learning is learner driven and based on need
- Physical environment
- Competency-based

Transformational Learning isn't a new concept– so what's changed?

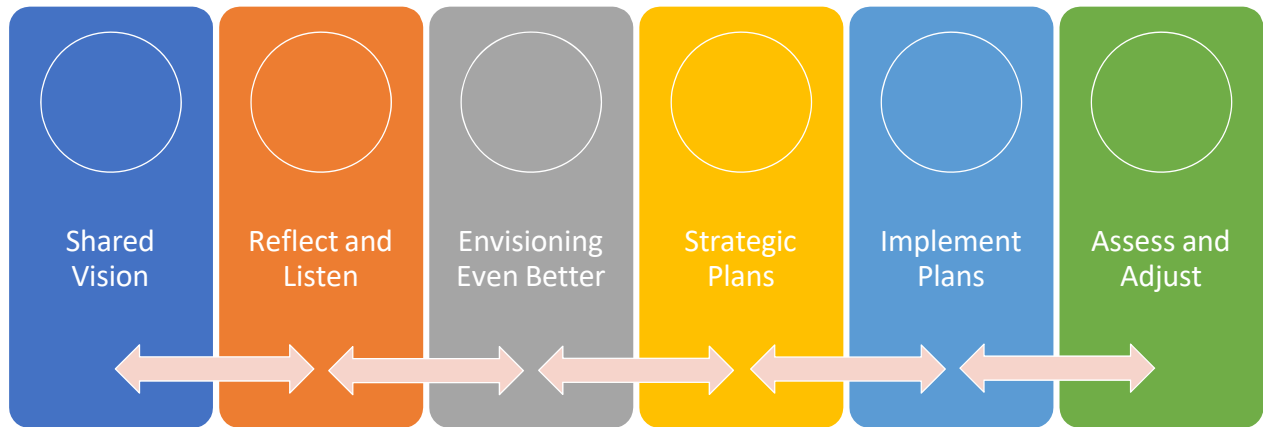


Transformational Learning:

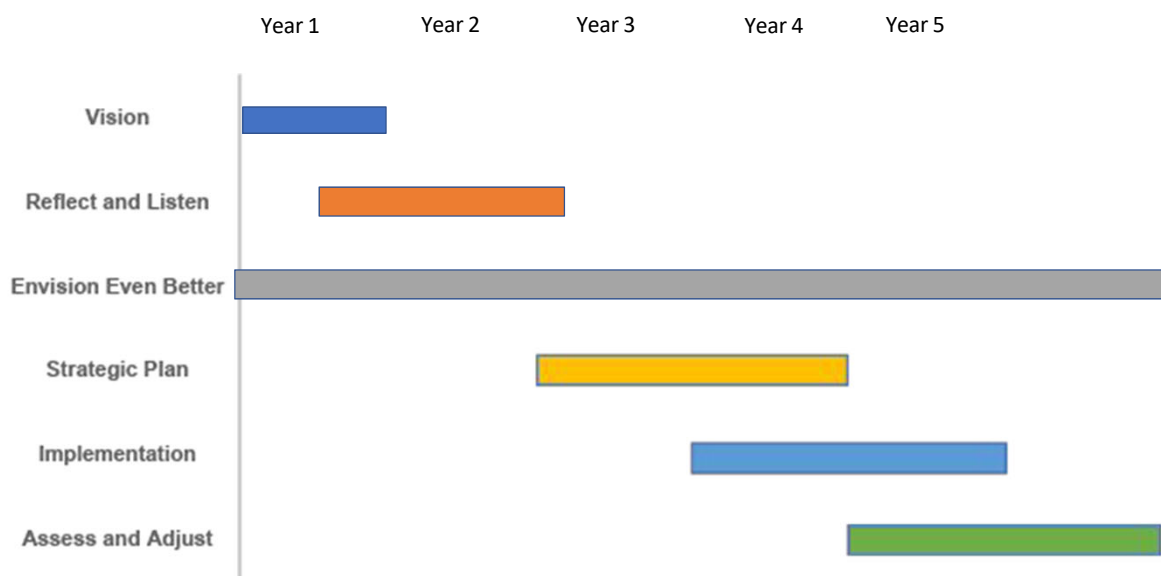
This is a process
- not an event
in time

This is exciting
and anxiety
provoking

Process



Timeline



Grant funded opportunity through the OPI and state legislation

1 Year	FTE	\$/FTE	Total
Elementary	444	\$3,673	\$1,630,812
High School	301	\$3,673	\$1,105,573
Total	675	\$3,673	\$2,736,385
4 Years	FTE	\$/FTE	Total
Elementary	444	\$3,673	\$6,523,248
High School	301	\$3,673	\$4,422,292
Total	675	\$3,673	\$10,945,540

Advanced Opportunities

Funded through state legislation:

Approximately \$400-\$500k annually

expands personalized career & technical education opportunities for middle and high school students;

reduces out-of-pocket costs for students and families in support of a students post secondary success;

empowers students to actively engage in forming post secondary success that aligns with their individual interests, passions, strengths, needs and culture; and

authorizes elected school boards to use advanced opportunity aid to invest in Montana students by supporting individualized pathways for career and postsecondary education.

Advanced Opportunities

Old Funding Formula:

Elementary = 3% of QEP

High School = 20% of QEP

Out of Pocket expenditures vs District Share = 60/40

New Funding Formula:

Elementary = 4.5% of QEP (\$1,675,734) = \$75,408

High School = 30% of QEP (\$1,147,125) = \$344,137
+25% of Total from Adult Ed (\$104,886)

Out of Pocket expenditures vs District Share = 75/25
\$314,659/\$104,886

What are we doing now?



It starts with envisioning even better



We're exploring and learning about transformational learning



We are applying for grants that will help us in implementing the process



We're talking with the college and businesses to share our vision and collect feedback



We're partnering with OPI, Department of Labor and Industry and the State to move the needle on implementation



We're sharing our vision for what schools could be



MCPS's Transformational Learning Implementation Plan

MCPS's Transformational Learning Plan outlines a comprehensive, multi-year strategy designed to integrate transformative educational practices across all grade levels. By the conclusion of the fourth year, our vision entails the successful implementation of adaptable, interdisciplinary learning modules in elementary schools and the incorporation of competency-based instruction and expanded Career and Technical Education (CTE) programming in middle schools. MCPS is confident that our strategic approach to educational transformation will establish a model tailored to address each student's unique strengths, needs, and interests. Emphasizing proficiency over mere content knowledge, our plan actively involves students in charting their personalized pathway to graduation, ensuring an engaged and individually meaningful educational journey.

Years 1-2

During the initial two years of implementation, the district will undertake a threefold approach to lay the foundation for transformative learning practices.

1. Shared Visioning:

- Certified staff will lead investigations engaging various stakeholder groups to inform a cohesive shared vision for transformative learning practices at all grade levels.
- Stakeholders will contribute recommendations, ensuring a comprehensive understanding of diverse perspectives.
- This collaborative effort aims to lay the groundwork for a unified vision that resonates across the district.

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2. Reflect and Listen:

- Certified staff will work closely with stakeholder groups to review committee recommendations, fostering a “reflect and listen” approach.
- The strategic plan will be refined based on collective insights, setting measurable goals for transformative learning recommendations in elementary, middle, and high schools.
- Data from surveys, communities of practice, forums, and school board meetings will guide decision-making, ensuring a responsive and inclusive planning process.
- Collaboration with business and higher education partners will explore potential CTE program enhancements, strengthening community and industry connections.

3. Strategic Planning:

- In fall 2025, the collaborative efforts of certified teams and stakeholder groups will culminate in a revised strategic plan.
- High school offerings will feature competency-based courses, and a comprehensive plan for opening a new high school CTE center will be outlined.
- This strategic blueprint reflects a commitment to innovation and impactful education, aligning with the evolving needs of our students and community.

Years 3-4

In the progressive continuum of our transformational learning initiative, years 3-4 mark an important phase wherein the district will transition from strategic planning to the dynamic implementation of transformational learning strategies, all while engaging in continuous assessment and responsive adjustments to ensure a personalized educational experience.

1. Implement Strategic Plans:

- Building upon the foundation laid in the initial years, the district will rigorously implement the refined strategic plans developed in collaboration with stakeholders.

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- Certified staff and educators will work cohesively to introduce and embed interdisciplinary, flexible instruction in elementary schools and competency-based coursework in middle schools.

2. Assess and Adjust:

- Continuous assessment will be conducted to gauge the effectiveness of the implemented transformative learning practices at various grade levels.
- Certified staff, alongside stakeholders, will regularly review data generated from student outcomes, surveys, and ongoing feedback mechanisms.
- Based on these assessments, strategic adjustments will be made to further refine and enhance transformative learning approaches.
- A commitment to flexibility and responsiveness ensures that the educational experience remains dynamic, aligning with the evolving needs of students and the community.

Years 1-4 Professional Sustaining Practices:

Throughout the evolution of our transformational learning programs, MCPS remains steadfast in its commitment to cultivating Teacher Clarity as a framework for competency based professional learning. By emphasizing ongoing, job-embedded professional development, our educators will be actively engaged in programs designed to enhance competency based learning, thus ensuring a seamless alignment with the district's evolving educational paradigm.

1. Deliberate Practices:

MCPS recognizes the importance of intentional and focused practice in refining instructional strategies. Supporting deliberate practice will be a cornerstone of our PD plans, therefore providing educators with targeted opportunities to hone their skills and adapt to the dynamic landscape of transformative learning.

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2. School Based Leadership

In fostering a collaborative culture, MCPS will continue to convene School-Based Leadership Teams. These teams will play a crucial role in disseminating best practices, fostering a sense of shared responsibility, and ensuring that transformative learning principles are effectively integrated into the fabric of each school community.

3. Provide Supportive Professional Development

MCPS is dedicated to providing ongoing and supportive professional development to empower educators with the knowledge and skills needed for successful implementation. This includes targeted training sessions, mentorship programs, and resources to equip teachers with the tools essential for creating an enriched and transformative learning environment.

Through ongoing and supportive professional development that elevates school and teacher leadership, MCPS aims not only to initiate but also to perpetuate a culture of continuous improvement, innovation, and excellence in education. These foundational principles will fortify the district's capacity to adapt, learn, and thrive in the ever-evolving landscape of transformative education.

Outcomes

Through intentionally phased implementation of the this transformational learning implementation plan, the district expects the following outcomes:

Through intentionally phased implementation of the this transformational learning implementation plan, the district expects the following outcomes:

- Interdisciplinary Elementary curriculum

**Missoula County Public Schools: Transformational Learning through Teacher Clarity
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- Robust Middle School CTE programming that gives students more opportunities to explore CTE pathways before High School
- Competency based high school courses and credit recovery options that challenge and engage all students in a relevant, rigorous environment that prepares students for college and career choices.
- Opening of a new Proficiency based CTE center that expands our CTE pathways and creates more opportunities for dual credit and advanced certification courses.
- Decreased chronic absenteeism at each grade level due to higher levels of student engagement and motivation across grade bands
- Increased proficiency in all subjects at all grade level bands.

The following plan will guide the implementation of Transformational Learning district-wide.

Date	Activity
Fall 2025	Pay certified staff to participate in numerous committees and teams to investigate and make recommendations for improving interdisciplinary, competency based courses at all levels
	Continue to provide job embedded professional development opportunities that facilitate teacher clarity focused practices that facilitate transformational learning practices in all classrooms
Fall 2026	Pay certified staff to work with community teams to update the MCPS Strategic Plan to reflect the Transformational Learning Practices at all grade levels
	Pay certified staff to develop implementation plans that increase CTE opportunities 6-12
	Continue to provide job embedded professional development opportunities that facilitate teacher clarity focused practices that facilitate transformational learning practices in all classrooms
Fall 2027	Begin implementation of a new strategic plan with measurable goals that reflect the move to proficiency based learning, increased access to CTE pathways and advanced certifications.
	Facility Planning for possible high school CTE center and increased middle school CTE programs
	Continue to provide job embedded professional development opportunities that facilitate teacher clarity focused practices that facilitate transformational learning practices in all classrooms

**Missoula County Public Schools: Transformational Learning through Teacher Clarity
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Fall 2028	Continue implementation of a new strategic plan with measurable goals that reflect the move to proficiency based learning, increased access to CTE pathways and advanced certifications.
	Possible opening of new CTE center
	Increased CTE programming in all middle schools
	Continue to provide job embedded professional development opportunities that facilitate teacher clarity focused practices that facilitate transformational learning practices in all classrooms
	Ongoing data collection and program evaluation to fulfill promise of flexible, personalized pathways for all students.

Introduction

Missoula County Public Schools (MCPS), began serving students in 1904. MCPS sustains nine elementary schools, three middle schools and four high schools (three in Missoula and one in Seeley Lake). The District also operates an Alternative High School program, Early Learning Preschool program at Jefferson Center and an adult education program at The Lifelong Learning Center. In the 2022-2023 school year, MCPS served 5,264 students in kindergarten through 8th grade and 3,961 students in 9th through 12th grades. There are seven identified Title One schools in the district: four elementary schools, one middle and two high schools.

Missoula County Public School District's (MCPS) mission is to strive for continuous improvement of existing programs while also seeking to identify new opportunities to enhance student engagement.¹ This Transformational Learning Grant represents a visionary initiative aimed at reshaping the educational landscape within our community. Our multifaceted approach encompasses three pivotal priorities: the introduction of interdisciplinary competency-based units in elementary schools, and the expansion of Career and Technical Education (CTE) experiences and courses in middle schools. This comprehensive strategy seeks to revolutionize the educational journey for our students across grade bands, fostering a seamless progression from foundational interdisciplinary learning in elementary school to specialized and competency-driven pathways in high school. By addressing the diverse needs of our students at each stage, we aim to cultivate well-rounded, skilled, and future-ready individuals poised for success in an ever-evolving global landscape. Personalized learning through Teacher Clarity PD was incorporated in the MCPS 2022 Strategic Plan² and is at the center of our district's future high quality education initiatives.

¹ <https://www.mcpsmt.org/domain/49>

² <https://www.mcpsmt.org/domain/3976>

Missoula County Public School District Strategic Plan

Part I: Planning Horizon: Timeless

Core Ideology³ of MCPS

The Core Purpose of MCPS is to engage all students in a high quality education that empowers, inspires and prepares each student for their future.

Core Values of MCPS:

Student-Centered: We value an environment in which each student is engaged, inspired and challenged each and every day.

Equity: We value providing opportunities and a high quality, comprehensive education where each student has the necessary supports and resources to meet their needs and circumstances, including but not limited to, race, socio-economic status or other individual circumstances.

Innovation: We value a culture of creativity, curiosity, forward-thinking, leadership, and excellence for all.

Safety: We value a safe environment where our students and staff feel and are secure and valued.

Inclusion: We value a culture of respect that embraces diversity where individuals feel a strong sense of belonging.

Relationships: We value the trust, interdependence, support and collaboration we have with our staff, with families and with our communities.

³ **Core Ideology** describes an association's consistent identity that transcends all changes related to its relevant environment. It consists of two elements - **Core Purpose** - the Association's reason for being - and **Core Values** - essential and enduring principles that guide an association. **Envisioned Future** conveys a concrete yet unrealized vision for the association. It consists of a **Big Audacious Goal** - a clear and compelling catalyst that serves as a focal point for effort - and a **Vivid Description** - vibrant and engaging descriptions of what it will be like to achieve the big audacious goal.

Part II: Planning Horizon: 10-15 Years

Envisioned Future of MCPS

Big Audacious Goal:

To inspire locally and globally minded citizens through a culture of inclusion, equity, leadership and excellence.

A Vivid Description of the Desired Future:

MCPS will have successfully achieved its Envisioned Future when the following are commonly agreed to have become present realities:

Each student has been provided with enhanced learning opportunities.

- Students take ownership of their learning through shared decision-making with established clear outcomes for success.
- Students have ample art and music opportunities to choose from.
- Our programs and services are adaptable and flexible to meet the needs and attributes of students.
 - Students have opportunities for learning through before, after and summer programs, recreational programs, community partnerships and engagement experiences, apprenticeships, and other work-based opportunities.
- Students have multiple pathways and are supported to meet graduation goals. As a result we have 100% graduation success.
- Our students are provided with a holistic, multi-disciplinary, multi-cultural and integrated curriculum.
- Our students are technology proficient and have the supports and tools to learn in any setting. At the same time, we teach students the importance of balance in their lives between technology and personal connections.
- Our students are provided with youth leadership opportunities.

Our school environment is inclusive, safe and where students, staff, families and visitors feel a sense of belonging.

- We have successfully implemented restorative and social justice strategies that support the needs of our students and their families.
- We have successfully transformed discipline issues into learning opportunities for our students, through conflict resolution and other strategies.
- We provide education and other supports to students and staff to make healthy decisions regarding their physical, mental, behavioral, social and emotional well-being.
- We have successfully implemented trauma-informed strategies that support our students, families, and staff.

**Missoula County Public Schools: Transformational Learning through Teacher Clarity
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Our staff are valued and supported and are provided training to be highly effective in their positions.

- Our staff are well-versed and trained in our trauma-informed strategies and programming.
- We utilize knowledge and data to drive our decisions keeping students at the center of everything we do.
- We have a culturally diverse and inclusive staff that represent our dynamic and caring community.
- We support our staff through the provision of both tangible and intangible benefits and supports.
- We have increased the number of school counselors, social workers, special education and support staff to meet the on-going needs of our students.
- We have implemented a robust professional development/learning model for all staff that provides opportunities for leadership, professional growth and as a means of implement best practices
- We have improved our team-building and collaboration opportunities for staff.

Communications, connection to, and engagement with families and our communities are meaningful and effective.

- We have enhanced the community use and support of school facilities.
- We have succeeded in making our schools community centers for the neighborhoods they serve.
- We have greatly enhanced community and family engagement, partnerships and community programs and services.
- We have enriched the pride in our schools with our staff, students, families and community members. It shows in everything we do.
- We have enhanced the connectivity to and with our rural and urban areas.
- We have seamless, effective and meaningful communication between our District, families, students, and staff.
 - In collaboration and through partnerships with our community, we have District-wide sustainable and responsible systems and operations that result in zero waste.

Part III: Planning Horizon: 3-5 Years

Outcome-Oriented Goals and Strategies

Goal Area 1: Enhanced Learning Opportunities

Statement of Intended Outcome: Each student has access to enhanced opportunities that will lead to individual student success now and into their future.

Strategic Objectives:

1.01: Use current, research-based content standards in planning and instruction so that each student has access to high quality learning opportunities.

Initiative examples: Science curriculum implementation, Social Studies

Missoula County Public Schools: Transformational Learning through Teacher Clarity
Strategic Plan Description
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curriculum review, world language curriculum review, Special Education intervention and replacement curriculum review, PK-5 literacy (Science of Reading), AP/IB programs at HS, and Career and Technical Education, special education program, standards-based instruction.

1.02: Use effective learning strategies, assessments, and interventions, so that each student can realize sustained academic growth in all content areas.

Initiative examples: Multi-tiered systems of support, balanced assessment practices, K5 Report Card revision/implementation, and standards-based instructional practices.

1.03: Prepare all students to be ready for the next level of their academic career by providing rigorous, relevant, and innovative learning experiences.

Initiative examples: K5 Literacy (Science of Reading), academies at HS, CTE innovation at 6-12, workforce development opportunities, AP and IB programs at HS, dual enrollment at HS, specials at K5, exploratories at 6-8, arts integration at all levels, and middle school philosophy framework.

Goal Area 2: Trusted and Valued Staff

Statement of Intended Outcome: MCPS values its greatest resource—our staff. We trust our staff with the important work they do every day. Our staff has the support, training and resources needed to be successful.

Strategic Objectives:

2.01: Use meaningful, job-embedded professional development to support student achievement.

Initiative examples: Academic interventionists, multi tiered systems of support teams, professional learning communities, new faculty mentoring programs, and instructional coaches.

2.02: Provide opportunities to develop high performance teaching, learning and leadership for all members of our education team.

Initiative examples: New faculty mentoring programs, classified professional development, professional development tied to curriculum implementation, growth and development of leaders, and professional learning communities.

2.03: Establish and maintain opportunities for staff support, including those activities that influence retention and emotional well-being.

Initiative examples: New faculty mentoring programs, educators thriving program, second-step for adults, lifeworks program, and emotional well-being professional development for all staff (Fall, 2022).

Goal Area 3: Inclusion and Equity

Statement of Intended Outcome: We have the necessary support and resources to focus on the individual needs and circumstances of each student and their families so that each student

Missoula County Public Schools: Transformational Learning through Teacher Clarity
Strategic Plan Description
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can succeed.

Strategic Objectives:

3.01: Create safe, supportive, engaging and healthy school environments for all students and staff.

Initiative examples: Social - emotional curriculum standards, wellness committee, my-voice survey and data, K-8 behavior interventionists, and school safety assessments.

3.02: Provide equitable, comprehensive educational opportunities in every school environment so that all students have access to a high quality educational experience.

Initiative examples: Middle school philosophy framework, K5 “specials” committee, SPARK! arts integration, one-to-one technology device program, career & technical education audit, AP / IB high school programs, and dual enrollment programs.

3.03: Provide opportunities for all students to engage in social/emotional learning activities and increase their abilities in resilience and regulation to succeed in the educational environment. *Initiative examples: social/emotional curriculum standards and program implementation.*

3.04: Prepare all for success in a global community by providing opportunities for students and staff to engage in discussions, learning activities, and experiences to broaden their perspective of diverse cultures and groups that exist within our community.

Initiative examples: IVALUE (Inclusion, Validation, Action, Learning and Understanding Equity) - MCPS working group, IEFA (Indian Education for All) standards, second language instruction at the K5 level, and social/emotional learning programs.

Goal Area 4: Community Engagement

Statement of Intended Outcome: Our mutual engagement and relationship with our communities and families is vital to our success and the success of each student. We have robust relationships and a strong sense of community within our schools, and within and among our community organizations, community members and families.

Strategic Objectives:

4.01: Recognize and increase educational partnership opportunities within our community to help support the success of our students and our District.

Initiative examples: Facility committee - master plan, enrollment, boundaries. Zero by 2050 - recycling, zero waste initiative. Zero to Five - early childhood initiative. Clark Fork watershed - connection with K5 Science. Writing collaborative. SPARK! Arts. School meals coalition (food bank, MCCHD, Garden City Harvest). CTE Community Advisory Boards. Missoula Education

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Foundation. Individual school partnerships. (NOTE: This list of partnerships does not include all community partnerships. An audit will need to be completed to create an exhaustive list of all school-community partnerships.)

4.02: Provide opportunities to engage in collaborative dialogue (Mega Issues), with both internal and external stakeholders that influence the work of our school district.

Initiative examples: facility committee, Superintendent advisory councils, Board work sessions regarding mega issue topics. Missoula Education Foundation collaboration, PTA and booster groups at individual schools.

4.03: Elevate public awareness regarding the external influences (funding, laws, policies), which impact the goal of creating high quality educational environments within MCPS. *Initiative examples: Levy requests (operational & building reserve), Board engagement with local lawmakers, Board engagement through MTSBA both prior and during legislative session.*

4.04: Increase and enhance community and family engagement in our District and our schools. *Initiative examples: volunteer portal, communications, parent nights, PTAs, student recognition opportunities, open house events, booster clubs, neighborhood schools program, and grade level transitions.*

District Proficiency Definition

Presented to Board for First Reading on April 14, 2020 and posted for public comment Adopted on: May 12, 2020 Approved First Reading: September 12, 2023

In order to increase the flexibility of the District's resources, the Board authorizes the inclusion in the District's Average Number Belonging counts of students who may be enrolled in a program providing fewer than the required aggregate hours of pupil instruction required under Montana law if the student has demonstrated proficiency in the content ordinarily covered by the instruction. For purposes of this policy and the District's ability to seek additional funding under Montana law based upon student's demonstrating proficiency, "proficiency" is defined as mastering content through application in a performance assessment for a course that is equivalent to a passing grade. A student's time in a school classroom shall not be considered for determining proficiency. The determination of proficiency shall be made concurrent with the deadline for submission of grades for any course. The Board of Trustees waives the minimum number of instructional hours for students who demonstrate proficiency in a course area using district assessments that include, but are not limited to, the course or class teacher's determination of proficiency as defined in this policy. This determination shall be based on a review of the student's completed coursework, participation in course delivery, and other methods applicable to the specific course or class. The Board of Trustees authorizes the use of the proficiency determination process for students who have selected this method of delivery, students for whom the District is unable to document satisfaction of the required minimum aggregate number of hours through remote, offsite, or onsite methods outlined in this policy, or other students whom District personnel determine satisfy the definition of proficient or meeting proficiency.

MCPS's Transformational Learning Plan Description

The MCPS Transformational Learning Grant seeks to introduce interdisciplinary competency-based units in elementary schools, increase access to Career and Technical Education (CTE) experiences and courses in middle schools, and establish competency-based courses along with a new CTE center in high schools.

Elementary School Transformation:

Our elementary school initiative focuses on introducing interdisciplinary competency-based units to foster a holistic learning approach. These units will integrate subjects such as science, technology, engineering, arts, and mathematics (STEAM), promoting collaboration, critical thinking, and problem-solving skills. Through this approach, students will engage in hands-on projects that connect various subjects, preparing them for the complex challenges they will encounter in future academic and professional pursuits.

Middle School Expansion:

In the middle school phase of our program, we aim to increase access to CTE experiences and courses. Recognizing the importance of early exposure to various career pathways, we intend to provide students with opportunities to explore their interests and develop practical skills. This includes partnerships with local businesses and professionals, guest lectures, and hands-on experiences to help students make informed decisions about their academic and career trajectories.

Anticipated Outcomes:

Through the implementation of the Transformational Learning Grant, we anticipate significant improvements in student engagement, academic performance, and career readiness. By integrating interdisciplinary competency-based units, expanding CTE offerings, and establishing a dedicated CTE center, we aim to empower students with the skills and knowledge necessary for success in the 21st-century workforce.

Professional Development:

Our proposal also includes a robust plan for ongoing professional development, essential to the successful implementation of competency-based units in our district. We aim to leverage the proven effectiveness of the Teacher Clarity framework to provide teachers with the necessary tools and methodologies for designing and delivering competency-based instruction. The professional development program will be designed to empower educators with a deep understanding of learning objectives, success criteria, and assessment strategies, aligning their instructional practices with the principles of competency-based education. By investing in the continuous growth and refinement of our teaching staff through the Teacher Clarity framework,

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we anticipate a transformative shift in pedagogy that will better prepare our educators to guide students through personalized and mastery-focused learning experiences. This investment in professional development is a critical component of our strategy to ensure sustained excellence in competency-based education across our district.

Budget Overview:

An allocation of funds from the grant will provide a phased approach to cover curriculum development, teacher training, and resources for CTE experiences in middle schools.

We believe that this comprehensive approach to education will not only transform the learning experience for our students but also contribute to the overall success and prosperity of our community. We sincerely appreciate your consideration of the MCPS Transformational Learning Grant.

Grant Objectives and Budget Allocations

GRANT OBJECTIVES AND BUDGET ALLOCATIONS

Transformational learning is a flexible system of student-centered learning to develop the full educational potential of each person.

- A system that is customized to address each pupil's strengths, needs, and interests.
- Continued focus on each student's proficiency over content.
- Actively engages each pupil in determining what, how, when, and where each pupil learns.

Objective	Expense
Pay at least one certified staff in each building to be a certified Teacher Clarity trainer to facilitate a "train the trainer" model for competency based learning at each school.	\$47,000
Contract for Instructional Coaching Opportunities to support job embedded professional development related to high impact teaching and transformational learning strategies (elementary/ middle school 4 certified staff)	\$290,000
Offer annual 2-3 day MCPS Summer Transformational Learning Institute for MCPS Teachers focused on professional development that facilitates a move to competency based learning	\$40,000
Include grade band specific competency based facilitated work time in annual MCPS Community Education Summit in February	\$24,000
Pay P-8 certified staff members to participate in Teacher Leadership PD Cohort for 6-12 hours of paid time focused on growing transformational learning practices in all classrooms.	\$22,000
Pay certified staff members to investigate competency based intervention models to update MTSS handbooks and district assessment systems	\$12,000
Pay certified staff to develop interdisciplinary, competency based units for P-5 content areas (ELA, Social Studies, IEFA, Math Science)	\$22,000
Pay certified staff to investigate and make recommendations for middle school models that support competency based instruction and grading	\$10,000

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Pay certified staff to investigate and make recommendations for expanding CTE courses in middle school programming.	\$22,000
Pay certified staff members to investigate and make recommendations for the design of middle school course internships embedded with community-based, experiential, and online opportunities	\$12,000
Pay for addition of CTE or Experiential Learning Opportunities at all levels	\$579,812
Purchase curriculum materials, resources and supplies that facilitate competency based instructional models and increased access to CTE pathways and advanced certifications	\$450,000
YEAR ONE PROJECTED GRANT TOTAL	\$1,630,812
YEAR ONE ACTUAL GRANT TOTAL	\$1,630,812
+/-	0

GRANT BUDGET PROJECTIONS

\$1,836.50 per certified FTE

\$1,836.50 per certified FTE permissively levied

\$3473 total

1 YEAR	FTE	\$/FTE	TOTAL
Elementary	444	\$3,673	\$1,630,812
4 YEARS	FTE	\$/FTE	TOTAL
Elementary	444	\$3,673	\$6,523,248

MCPS's Transformational Learning Implementation Plan

MCPS's Transformational Learning Plan outlines a comprehensive, multi-year strategy designed to integrate transformative educational practices across all grade levels. By the conclusion of the fourth year, our vision entails the successful implementation of adaptable, interdisciplinary learning modules in elementary schools, the incorporation of competency-based instruction and expanded Career and Technical Education (CTE) programming in middle schools, as well as the introduction of flexible, competency-based courses coupled with the potential establishment of a cutting-edge CTE center for our high school students. MCPS is confident that our strategic approach to educational transformation will establish a model tailored to address each student's unique strengths, needs, and interests. Emphasizing proficiency over mere content knowledge, our plan actively involves students in charting their personalized pathway to graduation, ensuring an engaged and individually meaningful educational journey.

Years 1-2

During the initial two years of implementation, the district will undertake a threefold approach to lay the foundation for transformative learning practices.

1. Shared Visioning:

- Certified staff will lead investigations engaging various stakeholder groups to inform a cohesive shared vision for transformative learning practices at all grade levels.
- Stakeholders will contribute recommendations, ensuring a comprehensive understanding of diverse perspectives.

**Missoula County Public Schools: Transformational Learning through Teacher Clarity
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- This collaborative effort aims to lay the groundwork for a unified vision that resonates across the district.

2. Reflect and Listen:

- Certified staff will work closely with stakeholder groups to review committee recommendations, fostering a Reflect and Listen approach.
- The strategic plan will be refined based on collective insights, setting measurable goals for transformative learning recommendations in elementary, middle, and high schools.
- Data from surveys, communities of practice, forums, and school board meetings will guide decision-making, ensuring a responsive and inclusive planning process.
- Collaboration with business and higher education partners will explore potential CTE program enhancements, strengthening community and industry connections.

3. Strategic Planning:

- In fall 2025, the collaborative efforts of certified teams and stakeholder groups will culminate in a revised strategic plan.
- High school offerings will feature competency-based courses, and a comprehensive plan for opening a new high school CTE center will be outlined.
- This strategic blueprint reflects a commitment to innovation and impactful education, aligning with the evolving needs of our students and community.

Years 3-4

In the progressive continuum of our transformational learning initiative, years 3-4 mark a pivotal phase wherein the district will transition from strategic planning to the dynamic implementation of transformational learning strategies, all while engaging in continuous assessment and responsive adjustments to ensure a personalized educational experience.

1. Implement Strategic Plans:

- Building upon the foundation laid in the initial years, the district will rigorously implement the refined strategic plans developed in collaboration with stakeholders.

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- Certified staff and educators will work cohesively to introduce and embed interdisciplinary, flexible instruction in elementary schools, competency-based coursework in middle schools, and competency-based course offerings in high schools.
- The opening of the potential high school CTE center will be a focal point, providing students with enriched opportunities for career exploration and skill development.

2. Assess and Adjust:

- Continuous assessment will be conducted to gauge the effectiveness of the implemented transformative learning practices at various grade levels.
- Certified staff, alongside stakeholders, will regularly review data generated from student outcomes, surveys, and ongoing feedback mechanisms.
- Based on these assessments, strategic adjustments will be made to further refine and enhance transformative learning approaches.
- A commitment to flexibility and responsiveness ensures that the educational experience remains dynamic, aligning with the evolving needs of students and the community.

Years 1-4 Professional Sustaining Practices:

Throughout the evolution of our transformational learning programs, MCPS remains steadfast in its commitment to cultivating Teacher Clarity as a framework for competency based professional learning. By emphasizing ongoing, job-embedded professional development, our educators will be actively engaged in programs designed to enhance competency based learning, thus ensuring a seamless alignment with the district's evolving educational paradigm.

1. Deliberate Practices:

MCPS recognizes the importance of intentional and focused practice in refining instructional strategies. Supporting deliberate practice will be a cornerstone of our PD

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plans, therefore providing educators with targeted opportunities to hone their skills and adapt to the dynamic landscape of transformative learning.

2. School Based Leadership

In fostering a collaborative culture, MCPS will continue to convene School-Based Leadership Teams. These teams will play a crucial role in disseminating best practices, fostering a sense of shared responsibility, and ensuring that transformative learning principles are effectively integrated into the fabric of each school community.

Provide Supportive Professional Development: MCPS is dedicated to providing ongoing and supportive professional development to empower educators with the knowledge and skills needed for successful implementation. This includes targeted training sessions, mentorship programs, and resources to equip teachers with the tools essential for creating an enriched and transformative learning environment.

Through supportive and ongoing professional development that elevates school and teacher leadership, MCPS aims not only to initiate but also to perpetuate a culture of continuous improvement, innovation, and excellence in education. These foundational principles will fortify the district's capacity to adapt, learn, and thrive in the ever-evolving landscape of transformative education.

Outcomes

Through intentionally phased implementation of the this transformational learning implementation plan, the district expects the following outcomes:

- Competency based high school courses and credit recovery options that challenge and engage all students in a relevant, rigorous environment that prepares students for college and career choices.
- Opening of a potential Proficiency based CTE center that expands our CTE

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pathways and creates more opportunities for dual credit and advanced certification courses.

- Decreased chronic absenteeism at each grade level due to higher levels of student engagement and motivation across grade bands
- Increased proficiency in all subjects at all grade level bands.

The following plan will guide the implementation of Transformational Learning district-wide.

Date	Activity
Fall 2025	Pay certified staff to participate in numerous committees and teams to investigate and make recommendations for improving interdisciplinary, competency based courses at all levels
	Continue to provide job embedded professional development opportunities that facilitate teacher clarity focused practices that facilitate transformational learning practices in all classrooms
Fall 2026	Pay certified staff to work with community teams to update the MCPS Strategic Plan to reflect the Transformational Learning Practices at all grade levels
	Pay certified staff to develop implementation plans that increase CTE opportunities 6-12
	Continue to provide job embedded professional development opportunities that facilitate teacher clarity focused practices that facilitate transformational learning practices in all classrooms
Fall 2027	Begin implementation of a new strategic plan with measurable goals that reflect the move to proficiency based learning, increased access to CTE pathways and advanced certifications.
	Facility Planning for potential high school CTE center and increased middle school CTE programs
	Continue to provide job embedded professional development opportunities that facilitate teacher clarity focused practices that facilitate transformational learning practices in all classrooms
Fall 2028	Continue implementation of a new strategic plan with measurable goals that reflect the move to proficiency based learning, increased access to CTE pathways and advanced certifications.
	Possible opening of new CTE center
	Increased CTE programming in all middle schools

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	Continue to provide job embedded professional development opportunities that facilitate teacher clarity focused practices that facilitate transformational learning practices in all classrooms
	Ongoing data collection and program evaluation to fulfill promise of flexible, personalized pathways for all students.

Introduction

Missoula County Public Schools (MCPS), began serving students in 1904. MCPS sustains nine elementary schools, three middle schools and four high schools (three in Missoula and one in Seeley Lake). The District also operates an Alternative High School program, Early Learning Preschool program at Jefferson Center and an adult education program at The Lifelong Learning Center. In the 2022-2023 school year, MCPS served 5,264 students in kindergarten through 8th grade and 3,961 students in 9th through 12th grades. There are seven identified Title One schools in the district: four elementary schools, one middle and two high schools.

Missoula County Public School District's (MCPS) mission is to strive for continuous improvement of existing programs while also seeking to identify new opportunities to enhance student engagement.¹ This Transformational Learning Grant represents a visionary initiative aimed at reshaping the educational landscape within our community. Our multifaceted approach encompasses three pivotal priorities: the introduction of interdisciplinary competency-based units in elementary schools, the expansion of Career and Technical Education (CTE) experiences and courses in middle schools, and the establishment of competency-based courses along with the potential for a state-of-the-art CTE center in high schools. This comprehensive strategy seeks to revolutionize the educational journey for our students, fostering a seamless progression from foundational interdisciplinary learning in elementary school to specialized and competency-driven pathways in high school. By addressing the diverse needs of our students at each stage, we aim to cultivate well-rounded, skilled, and future-ready individuals poised for success in an ever-evolving global landscape. Personalized learning through Teacher Clarity PD was incorporated in the MCPS 2022 Strategic Plan² and is at the center of our district's future high quality education initiatives.

¹ <https://www.mcpsmt.org/domain/49>

² <https://www.mcpsmt.org/domain/3976>

Missoula County Public School District Strategic Plan

Part I: Planning Horizon: Timeless

Core Ideology³ of MCPS

The Core Purpose of MCPS is to engage all students in a high quality education that empowers, inspires and prepares each student for their future.

Core Values of MCPS:

Student-Centered: We value an environment in which each student is engaged, inspired and challenged each and every day.

Equity: We value providing opportunities and a high quality, comprehensive education where each student has the necessary supports and resources to meet their needs and circumstances, including but not limited to, race, socio-economic status or other individual circumstances.

Innovation: We value a culture of creativity, curiosity, forward-thinking, leadership, and excellence for all.

Safety: We value a safe environment where our students and staff feel and are secure and valued.

Inclusion: We value a culture of respect that embraces diversity where individuals feel a strong sense of belonging.

Relationships: We value the trust, interdependence, support and collaboration we have with our staff, with families and with our communities.

³ **Core Ideology** describes an association's consistent identity that transcends all changes related to its relevant environment. It consists of two elements - **Core Purpose** - the Association's reason for being - and **Core Values** - essential and enduring principles that guide an association. **Envisioned Future** conveys a concrete yet unrealized vision for the association. It consists of a **Big Audacious Goal** - a clear and compelling catalyst that serves as a focal point for effort - and a **Vivid Description** - vibrant and engaging descriptions of what it will be like to achieve the big audacious goal.

Part II: Planning Horizon: 10-15 Years

Envisioned Future of MCPS

Big Audacious Goal:

To inspire locally and globally minded citizens through a culture of inclusion, equity, leadership and excellence.

A Vivid Description of the Desired Future:

MCPS will have successfully achieved its Envisioned Future when the following are commonly agreed to have become present realities:

Each student has been provided with enhanced learning opportunities.

- Students take ownership of their learning through shared decision-making with established clear outcomes for success.
- Students have ample art and music opportunities to choose from.
- Our programs and services are adaptable and flexible to meet the needs and attributes of students.
 - Students have opportunities for learning through before, after and summer programs, recreational programs, community partnerships and engagement experiences, apprenticeships, and other work-based opportunities.
- Students have multiple pathways and are supported to meet graduation goals. As a result we have 100% graduation success.
- Our students are provided with a holistic, multi-disciplinary, multi-cultural and integrated curriculum.
- Our students are technology proficient and have the supports and tools to learn in any setting. At the same time, we teach students the importance of balance in their lives between technology and personal connections.
- Our students are provided with youth leadership opportunities.

Our school environment is inclusive, safe and where students, staff, families and visitors feel a sense of belonging.

- We have successfully implemented restorative and social justice strategies that support the needs of our students and their families.
- We have successfully transformed discipline issues into learning opportunities for our students, through conflict resolution and other strategies.
- We provide education and other supports to students and staff to make healthy decisions regarding their physical, mental, behavioral, social and emotional well-being.

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- We have successfully implemented trauma-informed strategies that support our students, families, and staff.

Our staff are valued and supported and are provided training to be highly effective in their positions.

- Our staff are well-versed and trained in our trauma-informed strategies and programming.
 - We utilize knowledge and data to drive our decisions keeping students at the center of everything we do.
 - We have a culturally diverse and inclusive staff that represent our dynamic and caring community.
 - We support our staff through the provision of both tangible and intangible benefits and supports.
 - We have increased the number of school counselors, social workers, special education and support staff to meet the on-going needs of our students.
 - We have implemented a robust professional development/learning model for all staff that provides opportunities for leadership, professional growth and as a means of implement best practices
- We have improved our team-building and collaboration opportunities for staff.

Communications, connection to, and engagement with families and our communities are meaningful and effective.

- We have enhanced the community use and support of school facilities.
- We have succeeded in making our schools community centers for the neighborhoods they serve.
- We have greatly enhanced community and family engagement, partnerships and community programs and services.
- We have enriched the pride in our schools with our staff, students, families and community members. It shows in everything we do.
- We have enhanced the connectivity to and with our rural and urban areas.
- We have seamless, effective and meaningful communication between our District, families, students, and staff.
 - In collaboration and through partnerships with our community, we have District-wide sustainable and responsible systems and operations that result in zero waste.

Part III: Planning Horizon: 3-5 Years

Outcome-Oriented Goals and Strategies

Goal Area 1: Enhanced Learning Opportunities

Statement of Intended Outcome: Each student has access to enhanced opportunities that will lead to individual student success now and into their future.

Strategic Objectives:

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1.01: Use current, research-based content standards in planning and instruction so that each student has access to high quality learning opportunities.

Initiative examples: Science curriculum implementation, Social Studies curriculum review, world language curriculum review, Special Education intervention and replacement curriculum review, PK-5 literacy (Science of Reading), AP/IB programs at HS, and Career and Technical Education, special education program, standards-based instruction.

1.02: Use effective learning strategies, assessments, and interventions, so that each student can realize sustained academic growth in all content areas.

Initiative examples: Multi-tiered systems of support, balanced assessment practices, K5 Report Card revision/implementation, and standards-based instructional practices.

1.03: Prepare all students to be ready for the next level of their academic career by providing rigorous, relevant, and innovative learning experiences.

Initiative examples: K5 Literacy (Science of Reading), academies at HS, CTE innovation at 6-12, workforce development opportunities, AP and IB programs at HS, dual enrollment at HS, specials at K5, exploratories at 6-8, arts integration at all levels, and middle school philosophy framework.

Goal Area 2: Trusted and Valued Staff

Statement of Intended Outcome: MCPS values its greatest resource—our staff. We trust our staff with the important work they do every day. Our staff has the support, training and resources needed to be successful.

Strategic Objectives:

2.01: Use meaningful, job-embedded professional development to support student achievement.

Initiative examples: Academic interventionists, multi tiered systems of support teams, professional learning communities, new faculty mentoring programs, and instructional coaches.

2.02: Provide opportunities to develop high performance teaching, learning and leadership for all members of our education team.

Initiative examples: New faculty mentoring programs, classified professional development, professional development tied to curriculum implementation, growth and development of leaders, and professional learning communities.

2.03: Establish and maintain opportunities for staff support, including those activities that influence retention and emotional well-being.

Initiative examples: New faculty mentoring programs, educators thriving program, second-step for adults, lifeworks program, and emotional well-being professional development for all staff (Fall, 2022).

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Goal Area 3: Inclusion and Equity

Statement of Intended Outcome: We have the necessary support and resources to focus on the individual needs and circumstances of each student and their families so that each student can succeed.

Strategic Objectives:

3.01: Create safe, supportive, engaging and healthy school environments for all students and staff.

Initiative examples: Social - emotional curriculum standards, wellness committee, my-voice survey and data, K-8 behavior interventionists, and school safety assessments.

3.02: Provide equitable, comprehensive educational opportunities in every school environment so that all students have access to a high quality educational experience.

Initiative examples: Middle school philosophy framework, K5 “specials” committee, SPARK! arts integration, one-to-one technology device program, career & technical education audit, AP / IB high school programs, and dual enrollment programs.

3.03: Provide opportunities for all students to engage in social/emotional learning activities and increase their abilities in resilience and regulation to succeed in the educational environment. *Initiative examples: social/emotional curriculum standards and program implementation.*

3.04: Prepare all for success in a global community by providing opportunities for students and staff to engage in discussions, learning activities, and experiences to broaden their perspective of diverse cultures and groups that exist within our community.

Initiative examples: IVALUE (Inclusion, Validation, Action, Learning and Understanding Equity) - MCPS working group, IEFA (Indian Education for All) standards, second language instruction at the K5 level, and social/emotional learning programs.

Goal Area 4: Community Engagement

Statement of Intended Outcome: Our mutual engagement and relationship with our communities and families is vital to our success and the success of each student. We have robust relationships and a strong sense of community within our schools, and within and among our community organizations, community members and families.

Strategic Objectives:

4.01: Recognize and increase educational partnership opportunities within our community to help support the success of our students and our District.

Initiative examples: Facility committee - master plan, enrollment, boundaries. Zero by 2050 - recycling, zero waste initiative. Zero to Five - early childhood

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initiative. Clark Fork watershed - connection with K5 Science. Writing collaborative. SPARK! Arts. School meals coalition (food bank, MCCHD, Garden City Harvest). CTE Community Advisory Boards. Missoula Education Foundation. Individual school partnerships. (NOTE: This list of partnerships does not include all community partnerships. An audit will need to be completed to create an exhaustive list of all school-community partnerships.)

4.02: Provide opportunities to engage in collaborative dialogue (Mega Issues), with both internal and external stakeholders that influence the work of our school district.

Initiative examples: facility committee, Superintendent advisory councils, Board work sessions regarding mega issue topics. Missoula Education Foundation collaboration, PTA and booster groups at individual schools.

4.03: Elevate public awareness regarding the external influences (funding, laws, policies), which impact the goal of creating high quality educational environments within MCPS. *Initiative examples: Levy requests (operational & building reserve), Board engagement with local lawmakers, Board engagement through MTSBA both prior and during legislative session.*

4.04: Increase and enhance community and family engagement in our District and our schools. *Initiative examples: volunteer portal, communications, parent nights, PTAs, student recognition opportunities, open house events, booster clubs, neighborhood schools program, and grade level transitions.*

District Proficiency Definition

Presented to Board for First Reading on April 14, 2020 and posted for public comment Adopted on: May 12, 2020 Approved First Reading: September 12, 2023

In order to increase the flexibility of the District's resources, the Board authorizes the inclusion in the District's Average Number Belonging counts of students who may be enrolled in a program providing fewer than the required aggregate hours of pupil instruction required under Montana law if the student has demonstrated proficiency in the content ordinarily covered by the instruction. For purposes of this policy and the District's ability to seek additional funding under Montana law based upon student's demonstrating proficiency, "proficiency" is defined as mastering content through application in a performance assessment for a course that is equivalent to a passing grade. A student's time in a school classroom shall not be considered for determining proficiency. The determination of proficiency shall be made concurrent with the deadline for submission of grades for any course. The Board of Trustees waives the minimum number of instructional hours for students who demonstrate proficiency in a course area using district assessments that include, but are not limited to, the course or class teacher's determination of proficiency as defined in this policy. This determination shall be based on a review of the student's completed coursework, participation in course delivery, and other methods applicable to the specific course or class. The Board of Trustees authorizes the use of the proficiency determination process for students who have selected this method of delivery, students for whom the District is unable to document satisfaction of the required minimum aggregate number of hours through remote, offsite, or onsite methods outlined in this policy, or other students whom District personnel determine satisfy the definition of proficient or meeting proficiency.

MCPS's Transformational Learning Plan Description

The MCPS Transformational Learning Grant seeks to introduce interdisciplinary competency-based units in elementary schools, increase access to Career and Technical Education (CTE) experiences and courses in middle schools, and establish competency-based courses along with a new CTE center in high schools.

High School Competency-Based Courses and CTE Center:

At the high school level, our initiative focuses on two key aspects: introducing competency-based courses and establishing a new CTE center. Competency-based courses will provide students with personalized learning experiences, allowing them to progress at their own pace while mastering essential skills. Additionally, the potential for a new CTE center will serve as a hub for advanced vocational training and certification, enabling students to gain practical experience in fields such as technology, healthcare, and manufacturing.

Anticipated Outcomes:

Through the implementation of the Transformational Learning Grant, we anticipate significant improvements in student engagement, academic performance, and career readiness. By integrating interdisciplinary competency-based units, expanding CTE offerings, and establishing a dedicated CTE center, we aim to empower students with the skills and knowledge necessary for success in the 21st-century workforce.

Professional Development:

Our proposal also includes a robust plan for ongoing professional development, essential to the successful implementation of competency-based units in our district. We aim to leverage the proven effectiveness of the Teacher Clarity framework to provide teachers with the necessary tools and methodologies for designing and delivering competency-based instruction. The professional development program will be designed to empower educators with a deep understanding of learning objectives, success criteria, and assessment strategies, aligning their instructional practices with the principles of competency-based education. By investing in the continuous growth and refinement of our teaching staff through the Teacher Clarity framework, we anticipate a transformative shift in pedagogy that will better prepare our educators to guide students through personalized and mastery-focused learning experiences. This investment in professional development is a critical component of our strategy to ensure sustained excellence in competency-based education across our district.

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Budget Overview:

An allocation of funds from the grant will provide a phased approach to cover curriculum development, teacher training, infrastructure for the new CTE center, and resources for CTE experiences in middle schools.

We believe that this comprehensive approach to education will not only transform the learning experience for our students but also contribute to the overall success and prosperity of our community. We sincerely appreciate your consideration of the MCPS Transformational Learning Grant.

Grant Objectives and Budget Allocations

GRANT OBJECTIVES AND BUDGET ALLOCATIONS

Transformational learning is a flexible system of student-centered learning to develop the full educational potential of each person.

- A system that is customized to address each pupil's strengths, needs, and interests.
- Continued focus on each student's proficiency over content.
- Actively engages each pupil in determining what, how, when, and where each pupil learns.

Objective	Expense
Pay certified staff to redesign high school courses to reflect competency based units and assessments	\$28,800
Pay certified staff in each building to be a certified Teacher Clarity trainer to facilitate a "train the trainer" model for competency based learning at each school.	\$40,000
Contract for Instructional Coaching Opportunities to support job embedded professional development related to high impact teaching and transformational learning strategies (High School 1 certified staff)	\$75,000
Offer annual 2-3 day MCPS Summer Transformational Learning Institute for MCPS Teachers focused on professional development that facilitates a move to competency based learning	\$75,000
Include grade band specific competency based facilitated work time in annual MCPS Community Education Summit in February	\$24,000
Pay 9-12 certified staff members to participate in Teacher Leadership PD Cohort for 6-12 hours of paid time focused on growing transformational learning practices in all classrooms.	\$20,000
Pay certified staff members to investigate competency based intervention models to update MTSS handbooks and district assessment systems	\$12,000
Pay certified staff members to investigate and make recommendations for a competency-based high school grading system with common assessments	\$22,000

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Pay certified staff members to design a competency-based district dropout recovery program	\$22,000
Pay certified staff members to design course internships embedded with community-based, experiential, online and work-based learning opportunities	\$22,000
Pay certified staff to investigate the development of a competency based CTE Center to increase opportunities for transformational learning, advanced certifications, and dual credit pathways for high school students	\$22,000
Pay Stipends to certified high school staff to serve as Career Coaches at each high school to facilitate further development of personalized learning pathways, internships, and workplace learning opportunities	\$100,000
Pay to Expand CTE and Experiential Learning Opportunities at all levels	\$192,773
Purchase curriculum materials, resources and supplies that facilitate competency based instructional models and increased access to CTE pathways and advanced certifications	\$450,000
YEAR ONE PROJECTED GRANT TOTAL	\$1,105,573
YEAR ONE ACTUAL GRANT TOTAL	\$1,105,573
+/-	0

GRANT BUDGET PROJECTIONS

\$1,836.50 per certified FTE

\$1,836.50 per certified FTE permissively levied

\$3473 total

1 YEAR	FTE	\$/FTE	TOTAL
High School	301	\$3,673	\$1,105,573
4 YEARS	FTE	\$/FTE	TOTAL
High School	301	\$3,673	\$4,422,292

This form is required to obtain permission from the Board of Trustees to apply for the grant. The completed form should be submitted to the Superintendent's Office on or before the first or third Wednesday of the month to be placed on the Board of Trustees regular meeting agenda.

GRANT APPLICATION SUMMARY

NAME OF GRANT/SOURCE OF FUNDING:

Inflation Reduction Act Funds through Urban and Community Forestry Grants

Montana Department of Natural Resources and Conservation

DATE GRANT APPLICATION DUE:

January 31, 2024

AMOUNT OF GRANT:

\$50,000

MATCHING MCPS FUNDS REQUIRED:

\$0

DESCRIPTION OF GRANT: SECONDARY

What content area/curriculum will be addressed through these grant funds? Learning objective. What standards will be addressed?
How will this grant enhance student learning?

CS Porter Middle School seeks to apply for an Urban Forestry Grant through the Montana Department of Natural Resources and Conservation (DNRC). The DNRC Inflation Reduction Act Funds are specifically designated for areas that are considered “marginalized, underserved, and overburdened by pollution in national datasets.” The goal of the grant project is to fund a multi-year, phased approach to enhance the natural landscape at C.S. Porter Middle School. Currently, C.S Porter Middle School’s campus includes minimal greenery, with the largest trees bordering Reserve Street susceptible to death by invasive species within the

next few years. To prepare for securing this grant, we have met with several community organizations who have responded with overwhelming support for the project. Community partners include representatives from Garden City Harvest, Trees for Missoula, and the DNRC. The goal of our project is straightforward: enhance student's mental health and learning through planting more trees and incorporating more natural elements in our school environment.

Based on research through educational and environmental organizations, there are several benefits of trees and urban forests on student's mental health and focus. For instance, research suggests that children with Attention-Deficit Hyperactivity Disorder function better in greener settings, often diminishing their symptoms of inattention, hyperactivity, and impulsivity (ACTrees.org). Additionally, contact with nature not only decreases school children's stress, but higher amounts of exposure to natural environments indicate lower levels of stress in a child (ACTrees.org). Stress reduction is important for all students to enhance learning, but can be particularly meaningful for students with significant trauma histories, such as those currently enrolled at C.S. Porter Middle School. Lower stress levels coupled with increased, sustained attention are important factors for student learning.

Furthermore, climate change is resulting in higher temperatures during the MCPS school year. Heat has been shown to affect student engagement and behavior by increasing rates of impulsivity and behavior dysregulation as well as deteriorating decision-making skills (Edweek.org). At C.S. Porter, air conditioning units are lacking in certain classrooms, particularly the eighth grade wing which borders the recreation field. Trees are a natural option for providing shade to classrooms and easy viewpoints of nature from classroom windows.

Funding from the DNRC grant will also be used to improve recreation for C.S. Porter students. The first phase of the project is geared toward planting along Reserve Street, a four lane highway that has seen a remarkable increase in traffic in the past decade. C.S. Porter students are required daily to use this physical space next to Reserve to engage in physical activity and socialize with peers. However, recent studies have started to consider the negative effect of noise pollution on physical and mental health, including how noise can trigger stress responses in humans (NPR.org). Planting trees on the perimeter of the C.S. Porter campus will create “noise buffers,” with the potential to reduce 50% of noise to the human ear (ACTrees.org). Trees also create cleaner air by absorbing carbon dioxide, sulfur dioxide, nitrous oxides and other pollutants, all of which are emitted by traffic on Reserve Street. Lastly, trees will serve to create smaller sections of spaces on our campus (e.g. providing a shaded, separate location to play basketball or providing shaded reading nooks). By offering a variety of smaller spaces on our campus, we may create more opportunities for prosocial behaviors and less instances of peer conflict (Edweek.org).

The meaningful work and educational opportunities to expand curriculum by bringing natural elements to our campus are abundant. Securing funding from this grant will allow C.S. Porter Middle School staff to purchase materials to use during meaningful work interventions, which have been proven to increase students’ sense of community and belonging at school. Staff may also use funding to develop and facilitate lessons in partnership with community partners. Representatives from the DNRC and Trees for Missoula have already expressed interest in giving guest lectures and lessons for C.S. Porter students.

Thank you for your consideration. A full list of research is available upon request.

PERSON/SCHOOL APPLYING FOR GRANT:

**Sarah Snodgrass, Speech/Language Pathologist
Kelly Jennings, School Psychologist
Tyler Solberg, CS Porter Middle School Principal
C.S. Porter Middle School**

**DATE SUBMITTED TO
SUPERINTENDENT'S OFFICE:**

12/7/2023

6/4/19 - 1:13 PM

DATE: 12.12.2023

This form is required to obtain permission from the Board of Trustees to apply for the grant. The completed form should be submitted to the Superintendent's Office on or before the first or third Wednesday of the month to be placed on the Board of Trustees regular meeting agenda.

GRANT APPLICATION SUMMARY

NAME OF GRANT/SOURCE OF FUNDING:

DATE GRANT APPLICATION DUE:

--

AMOUNT OF GRANT:

--

MATCHING MCPS FUNDS REQUIRED:

--

DESCRIPTION OF GRANT: ☐ ELEMENTARY ☐ SECONDARY

What content area/curriculum will be addressed through these grant funds?
Learning objective. What standards will be addressed?
How will this grant enhance student learning?

--

PERSON/SCHOOL APPLYING FOR GRANT:

--

DATE SUBMITTED TO SUPERINTENDENT'S OFFICE:

--