

FRENCHTOWN PUBLIC SCHOOLS DISTRICT #40
REGULAR SCHOOL BOARD MEETING
SHARED PROJECT AREA IN THE MIDDLE SCHOOL - 7:00 P.M.
TUESDAY, JUNE 20, 2023

AGENDA:

- I. CALL TO ORDER
- II. PLEDGE OF ALLEGIANCE
- III. BOARD RECOGNITION (Presentation)
- IV. PUBLIC COMMENT PERIOD (for non-agenda items)
- V. INDIVIDUALS AND DELEGATIONS TO ADDRESS THE BOARD
 - a. Student Council Report; b. Frenchtown Community Coalition; c. PTSA
- VI. STAFF PRESENTATION –
- VII. APPROVAL OF MINUTES of previous meeting
- VIII. ADMINISTRATIVE REPORTS 1) Maintenance Supervisor 2) IT Report 3) Administrative Reports 4) Superintendent’s Report
- IX. BUSINESS
 - A. OLD BUSINESS
 - 1) Review/Action: Reorganization of the School Board Committees
 - B. NEW BUSINESS
 - 1) Review/Action: Bus Routes for 2023-2024 School Year
 - 2) Review/Action: Student breakfast and lunch increases
 - 3) Review/Action: Hiring
 - 4) Review/Action: Hiring of Spring High School Coaches/Coordinators for the 2023-2024 School Year
 - 5) Information/Discussion: Resignations
 - 6) Review/Action: Approve K-12 Handbooks for 2023-2024 School Year
 - 7) Review/Action: Ratify the Certified Negotiations and Collective Bargaining Agreement
 - 8) Review/Action: American Rescue Plan & Continuity of Services Plan
 - 9) Review/Action: Approve Purchases/Contract
 - a. HVAC Preventative Maintenance Plan
 - b. Retro Commission – North Campus
 - c. Sage Hill – Occupational Therapy
 - 10) Review/Action: Approval of Middle School out of state travel – April 24-28
 - 11) Review/Action: Approval of UofM Tipline
 - 12) Review/Action: Approval of indirect cost reimbursement
 - 13) Review/Action: Motion to Transfer General Fund Monies to the Compensated Absence Liability Fund
 - 14) Review/Action: Motion to Transfer Transportation Fund Balance in Excess of Reserve Limit to Building Reserve Safety Subfund
 - 15) Review/Action: Motion to Fund Operating Reserve Up to 10% Limit of General Fund Budget
 - 16) Review/Action: Motion to Fund Excess Reserves with Protested Tax Dollars Up to the Legal Extent Possible
 - 17) Information/Discussion: Superintendent 6-month review

*****BREAK*****

- X. POLICY REVIEW: Review/Action:
- XI. APPROVAL OF WARRANTS/APPROVAL OF FINANCIAL REPORT
- XII. COMMITTEE REPORTS:
 - A. Policy (Shiloh Lucier, Jami Wright, Noah Peters)
 - B. Insurance (Bryce Simpson, Amanda Hansen, Jami Wright)
 - C. Negotiations/Labor Relations (Jami Romney FitzGerald, Bryce Simpson, Jami Wright)
 - D. Transportation (Bryce Simpson, Rainier Batt)
 - E. Safety (Bryce Simpson, Rainier Batt)
 - F. School Improvement/Goals Committee (Bryce Simpson, Jami Romney FitzGerald, Noah Peters)
 - G. Ad Hoc Committees - IT (Jami Romney FitzGerald, Amanda Hansen), Facilities (Jami Romney FitzGerald, Bryce Simpson, Rainier Batt), Curriculum/Professional Development (Noah Peters, Amanda Hansen), Academic Achievement – (Shiloh Lucier, Noah Peters, & Jami Wright), and Wellness - (Jami Romney FitzGerald & Shiloh Lucier)

XIII. ADJOURNMENT

- NOTE 1: *The Board shall make a copy of the minutes available within 5 working days following the approval of the minutes*
- NOTE 2: *Please contact the Superintendent 48 hours prior to the meeting to be heard on an agenda item appearing on the scheduled agenda. This is not required, but is a scheduling courtesy for the Superintendent and the Board*
- NOTE 3: *To be placed on the agenda for a future meeting, please contact the Superintendent at least one week prior to the scheduled meeting.*
- NOTE 4: *A brief public comment period will be allowed for each item under the following agenda areas:
V. Individuals and Delegations to address the Board. VII. Business A. Old Business (action items) B. New Business (action items) IX. Policy Review*
- NOTE 5: *The Board Chairman will set time limits and regulations for public comment periods*
- NOTE 6: *To respect individual rights of privacy, comments about any student, staff member, or member of the general public will not be permitted. Board Policy #1420*

Approval of Minutes

Frenchtown School Board of Trustees Meeting
May 16, 2023 at 7:00 p.m.
Middle School Shared Common Area

I. **Call to Order:** The Regular School Board Meeting was called to order by Board Chair Jami Romney FitzGerald. Trustees Shiloh Lucier, Bryce Simpson, Noah Peters, Rainier Batt and Amanda Hansen were in attendance. Also in attendance were Superintendent Les Meyer, Principals Aaron Griffin, Riley Devins and Jodi Hall, Special Services Coordinator Jennifer Demmons, Technology Coordinator James Forrider and District Clerk Shauna Anderson.

II. **Pledge of Allegiance:** The meeting opened with the pledge at 7:00 p.m.

III. **Board Recognition**

Superintendent Les Meyer discussed Teacher Appreciation week, and thanked the Frenchtown PTSA and Booster Club for everything they did for the teachers. Board Chair Jami Romney FitzGerald acknowledged Music Teacher Elaina Blass for her work with many concerts and the recent memorial service for Justine Luebke. Also acknowledged was Art Teacher Megan Dungan. The custodial staff was thanked for their work through events at the District.

IV. **Public Comment Period**

Natalie Grubb addressed the board. As a substitute bus driver, she enjoyed working with the transportation department. She asked the board to install a parent code of conduct stemming from a recent incident that resulted in her resignation. She felt this was important to provide an expectation of safety for staff and would help with bus driver retention.

Jodi Thomasson addressed the board, thanking English Teacher Annie Sullivan and Trustees Noah Peters and Bryce Simpson for presenting and discussing literature, discussed the influence of literature personally and asked those present to read the book *The Kite Runner*.

Damon Leishman addressed the board as a representative of the West Valley Community Council. Projects in progress include the bike loop on Mullan Road. The WVCC meets every second Thursday at 6:00 p.m. with the exception of the summer months.

V. **Individuals and Delegations to Address the Board**

Frenchtown Community Coalition representative Reagan Mecham discussed the upcoming Frenchtown Youth Summit June 14-16, and distributed a flyer to board members. Topics to be covered are substance use, prevention strategies and coping mechanisms. This Youth Summit is open to ages 12 and up for all of Montana.

VI. **Staff Presentation** – none.

VII. **Approval of Minutes**

Shiloh Lucier made a motion to approve the minutes as written. Bryce Simpson seconded the motion. Public discussion – none. Board discussion – none. Unanimous.

Principal Jake Haynes and Assistant Principal Beth Terzo arrived at 7:17 p.m.

VIII. **Administrative Reports**

Highlights of the administrative reports were 1) Maintenance Supervisor Sean Mecham discussed the numerous spring and summer projects underway and the recent board walk through. Superintendent Les Meyer indicated that the facilities committee would meet to prioritize summer projects. 2) Technology Coordinator James Forrider discussed working with Blackfoot regarding issues with the infrastructure and improvements being made this summer. 3) Administrative Reports: Special Services Coordinator Jennifer Demmons acknowledged Special Olympic coaches Jennifer Stephens, Jasmine Schreckendgust and Jessica Beers for their work at this amazing event. Elementary Principal Jodi Hall discussed “Kindy Roundup”,

with 62 enrolled for next year already. Also discussed was the Boys and Girls Club after school program, which is an excellent benefit for Frenchtown families. Trustee Noah Peters distributed an art project from the Transitional Kindergarten class for trustees to see. Principal Hall encouraged those in attendance to see the K-5 art installation by Art Teacher Megan Dungan. Principal Riley Devins acknowledged Enrichment Teacher Dalene Normand and the Science Palooza event, an excellent hands-on science experience. The Bronc Stampede will be on June 1st. Principal Devins thanked the PTSA for teacher appreciation week, and the conclusion of testing. MS Principal Aaron Griffin discussed the promotion ceremony and acknowledged the custodial crew for all their work with MS track meets. The Iron Bronc had 23 students meet the criteria for the award, which acknowledges those students who demonstrate excellent community service. HS Principal Jake Haynes discussed numerous end of year events, including graduation and academic awards.

4) Superintendent Les Meyer congratulated newly elected trustees Shiloh Lucier and Bryce Simpson. Staffing was discussed, and the District will not be replacing 5.5 teaching positions next year. Recent legislation regarding special education savings accounts and school choice were discussed, as well as increases in insurance costs for the District.

IX. Business

A. Old Business

1) Review/Action: Curriculum Committee Recommendation of Adoption

Superintendent Les Meyer discussed the final five books reviewed by the Curriculum Committee for adoption. Numerous meetings over the previous two years were held and the final committee meeting resulted in the recommendation of the final five books: *The Kite Runner*, choice read for seniors; *Into the Thin Air*, choice read for juniors; *The Hate U Give*, choice read for juniors; *The*
Meow Thieves, classroom read for juniors with censored copies available, and *Black Boy*, Choice read for seniors.

Noah Peters made a motion to approve the books as listed. Amanda Hansen seconded the motion. Public discussion.

Nate Tollefson addressed the board, and felt none of these books should be a part of the curriculum due to not only language but also content, and expressed concerns that once approved the teachers would introduce the books into the curriculum as assigned, feeling parents know what is best for their students. Todi Thomasson addressed the board, indicating that alternative texts are available for all students, expressed respect for the teachers' professional judgement, and supported approval of the books. Lauren Atkin addressed the board and discussed HB234 recently signed into law regarding obscenity. Copies of the legislation were provided for the board. Ann Gentry addressed the board, discussing the freedom to read as guaranteed by the Constitution, agreeing the parents are best suited to choose material for their child but not other children. Also discussed was the negative impact of cell phones, and how books are not the problem. Debbie Lester addressed the board, also indicating that books are not the problem and students need literature that is challenging and controversial. Michael Russell addressed the board, and with a degree in English felt that FTSD should focus on teaching English including proper sentence structure, etc., and not what or how to think. Josh Smith addressed the board, indicating with an expletive that this word is not appropriate for school and the students should not be reading it, indicating the school should focus on reading, writing and courses such as finance and resume building. Doug Lundell addressed the board, discussing the unspoken word suggesting that if the school allows the material it is suggesting it is acceptable and rather would prefer providing the best education possible. Elysa Stoker addressed the board, discussed derogatory statements students have said to one another and felt that students are afraid of things they have to read. Liz Delaney addressed the board and acknowledged the teachers as professionals, did not appreciate the language used by others present in this public meeting and felt the differing perspectives in these books need to be shared. Jenny Tollefson addressed the board, felt students need culture but these are not the books for this reading an explicit excerpt from *The Kite Runner*. Damon Leishman addressed the board and felt parents are present tonight to exercise their authority to educate their children, and innocence should be protected in the school. Claudia Ruple addressed the board and felt it was not appropriate for children to read these books and the children should be taught to be better citizens. Doug Henry addressed the board

and felt that in a bleak world we should be choosing books that are a bright spot for the students. Jean Bardwell addressed the board in support of the English department, and felt this literature opens up discussions with parents and children. Crystal Leishman addressed the board and felt teachers do not have training in psychology and should not present socially charged topics since students are not prepared mentally for them. Kari Mazzola addressed the board acknowledging the broad spectrum of opinions about the teachers, and expressed concerns over the impact of social media and cell phones on the students causing the poor behavior in school. Caitlin McIver addressed the board and discussed how the teachers vetted over 200 books in the prior two years and selected books with educational value appropriate for the maturity level of the student, and thanked those in attendance. Mandi Klimpel addressed the board and indicated that teachers are not trying to indoctrinate students, did not take this process lightly and thanked the curriculum committee for reading the books.

Board discussion:

Trustee and committee member Noah Peters indicated that both sides would not be completely happy with decisions made, read all of the books, saw education value, and felt with given choices this is a compromise. Trustee Rainier Batt supports teachers however does not support books with topics demeaning to police officers. Trustee Bryce Simpson spoke about choice reads as being impactful personally and trusts the administration, teachers and committee members. Superintendent Meyer responded to public discussion explaining how the District was part of a curriculum consortium but not with the size of the District is establishing curriculum independently. Principal and Curriculum Coordinator Riley Devins indicated that one content area will be reviewed each year and value the community input and opinions for all subject matters. Board Chair Jami Romney FitzGerald appreciated everyone in attendance and how all care for our students. Trustee and committee member Amanda Hansen thanked all in attendance, indicated this was a long and difficult process with the best interests of the students in mind. A lot of thought and angst went into this process and the committee took into consideration the opinions and input of all sides.

Jami Romney FitzGerald, Bryce Simpson, Noah Peters and Amanda Hansen voted in favor of the motion. Shiloh Lucier and Rainier Batt opposed. The motion passed 4-2.

B. New Business

1) Review/Action: Approval of Bus Drivers for the 2023-2024 School Year

Superintendent Les Meyer discussed the current crisis with the transportation department and the critical need for bus drivers. If the shortage continues, in consideration are difficult decisions such as staggered start times or not offering bus service for students within three miles or out of district students. Superintendent Meyer recommended hiring the bus drivers listed in the board packet. Bryce Simpson made a motion to approve the hires as listed. Rainier Batt seconded the motion.

Public discussion: Michael Russell addressed the board and indicated that poorly behaved students on the busses may be corrected now that they are “enlightened” by the English curriculum. Natalie Grubb addressed the board and indicated it is not just children, but it is also parents and if this behavior is corrected, there may be more drivers. Board discussion: Trustee and transportation committee member Bryce Simpson indicated that there might need to be difficult decisions made regarding bus routes if route drivers are not hired. Unanimous.

2) Review/Action: Hire Supervisors and Administrative Support Personnel for the 2023-2024 School Year

Superintendent Les Meyer recommended the hiring of support personnel as listed in the board packet. Rainier Batt made a motion to approve the hires as listed. Shiloh Lucier seconded the motion. Public discussion – none. Board discussion – none. Unanimous.

3) Review/Action: Hiring Classified Employees 2023-2024 School Year

Superintendent Les Meyer recommended the hiring of classified staff members as listed in the board packet. Shiloh Lucier made a motion to approve classified staff as listed. Noah Peters seconded the motion. Public discussion – none. Board discussion – none. Unanimous.

- 4) Review/Action: Hiring of Middle School Coaches/Advisors for the 2023-2024 School Year
 Superintendent Les Meyer recommended the hiring of Middle School coaches and advisors as listed in the packet, noting a resignation was received from the MS Soccer coach so that position is open. Bryce Simpson made a motion to approve the hires as listed. Noah Peters seconded the motion. Public discussion – none. Board discussion – none. Unanimous.
- 5) Review/Action: Hiring of Winter High School Coaches for the 2023-2024 School Year
 Superintendent Les Meyer recommended the hiring of winter high school coaches as listed in the packet, noting a resignation was received from the Cheer coach so that position is open. Bryce Simpson made a motion to approve the hires as listed with the exception of Cheer coach Avery Spacek. Noah Peters seconded the motion. Public discussion – none. Board discussion – none. Unanimous.
- 6) Review/Action: Approval of Girls Swim Co-op with MCPS
 Superintendent Les Meyer recommended approval of the girls swim co-op with MCPS. Bryce Simpson made a motion to approve the girls swim co-op as recommended. Noah Peters seconded the motion. Public discussion: Josh Smith addressed the board and thanked coaches for the jobs they do. Board discussion – regarding the success of the swim co-op. Unanimous.
- 7) Review/Action: Approval of Boys Soccer Co-op with Missoula Loyola
 Missoula Loyola requested a co-op for boys' soccer, indicating there are two boys who are interested in playing. Superintendent Les Meyer indicated that if they have the numbers to support a team on their own they would do so. MHS is aware and supports this. Noah Peters made a motion to approve boys' soccer co-op with Missoula Loyola. Bryce Simpson seconded the motion. Public discussion – none. Board discussion – regarding the historic rivalry with Missoula Loyola the cost to the District, player maximums and cuts. Unanimous.
- 8) Review/Action: Hiring Staff
 Superintendent Meyer recommended the following for hire: Sub Bus Driver Anna Feusner, Bus Aid 23-24 Kiele Stoker, Summer Workers Kellen Klimpel, Sully Belcourt, Phoenix Miller, Lauryn Lynch, Josh Criner and Seth Mason, Student Workers Corbin Hong and Isabelle Cahall, Career Exploration Week Teacher Debbie Wine, Career Exploration Week Student Workers Ryan Morris, Kaiden VanSydow, Angie Maze-Kelly, Anthony Simon, Anjle Cobler and Destiny Stolle, HS Secretary Katie Clute-Morgan, Custodian Corey Hansen, HS Health Enhancement Teacher Brent Yeakey, HS Science Teacher Abigail Jones and HS Science Teacher Madeleine Boller. Noah Peters made a motion to approve the hires as listed. Shiloh Lucier seconded the motion. Public discussion – none. Board discussion – none. Unanimous.
- 9) Information/Discussion: Resignations
 The resignations of Math Counts Advisors Seth Mason and Josh Criner, MS Student Council Peyton Fulbright, MS Volleyball Mariah Harvey, 4th Grade Teacher Jennifer Wipplinger, Kitchen Worker Leeza Burklund, HS Science Teacher Hannah Pepper, HS Secretary Anna Feusner, Permanent Substitutes Melody Lindorf, Mackenzie Stickel and Abigail Lynes, Paraprofessionals Cassandra Lindseth, Kielee Stoker and Taryn Johnson, MS Soccer Jessie Yeager, Assistant HS Boys Basketball Mark Quinn, Study Hall Teacher Steve Pineseault, Sub Bus Driver Natalie Grubb, Student Council advisors Mandi Klimpel and Annie Sullivan and Kindergarten Teacher Shareena Musso were discussed.
- 10) Review/Action: Approval of Leave of Absence
 Superintendent Les Meyer recommended the approval of the leave of absence request by Art Teacher Megan Dungan. Shiloh Lucier made a motion to approve the leave of absence as requested. Rainier Batt seconded the motion. Public discussion – none. Board discussion – regarding replacing this position. Unanimous.
- 11) Review/Action: Approval – Bus Route Change
 Bryce Simpson made a motion to approve bus route changes 18A to 18B, 18B to 18C and 11B to 11C. Noah Peters seconded the motion. Public discussion – none. Board discussion – none. Unanimous.
- 12) Review/Action: Contracts/Agreements

DRAFT

- a. Fundamentals Therapy Services
- b. Sign Language Interpreter

Superintendent Les Meyer made a motion to approve the contracts as presented in the board packet. Shiloh Lucier made a motion to approve the contracts as presented in the packet. Noah Peters seconded the motion. Public discussion – none. Board discussion – regarding the sign language interpreter contract and the possibility of subtitles for future events. Unanimous.

13) Review/Action: Canvass Election Results

District Clerk Shauna Anderson distributed election canvass documents provided by the Missoula County Elections Administration for certification. Amanda Hansen made a motion to approve the Canvass of Votes and Declaration of Results, and the Certificate of Election for Proposition as presented. Noah Peters seconded the motion. Public discussion – none. Board discussion – none. Unanimous.

X. **Policy Review – none.**

Superintendent Les Meyer indicated there would be many policy changes coming due to recent legislation.

XI. **Approval of Warrants/Approval of Financial Report**

Shiloh Lucier made a motion to approve the warrants and financial reports as presented. Noah Peters seconded the motion. Public discussion – none. Board discussion – none. Unanimous.

XII. **Committee Reports – Updated Committees**

- A. Policy (Shiloh Lucier, Jami Wright, Noah Peters)
- B. Insurance (Bryce Simpson, Amanda Hansen & Jami Wright)
- C. Negotiations/Labor Relations (Jami Romney FitzGerald, Bryce Simpson & Jami Wright)
- D. Transportation (Bryce Simpson & Rainier Batt)
- E. Safety (Bryce Simpson & Rainier Batt)
- F. School Improvement/Goals Committee (Jami Romney FitzGerald, Bryce Simpson & Noah Peters)
- G. Ad Hoc Committees – IT (Jami Romney FitzGerald & Amanda Hansen), Facilities – (Jami Romney FitzGerald, Bryce Simpson & Rainier Batt), Curriculum/Professional Development (Noah Peters & Amanda Hansen), Academic Achievement – (Shiloh Lucier, Noah Peters & Jami Wright), Wellness (Jami Romney FitzGerald & Shiloh Lucier).

Upcoming meeting are Negotiations Committee and Facilities Committee.

XIII. **Adjournment**

ADJOURNED 9:24 p.m.

Approved: _____

Respectfully Submitted,

Board Chair

District Clerk

Frenchtown School Board of Trustees Meeting
May 16, 2023 – Special School Board Meeting
Trustee Reorganizational Meeting

Shared Project Area – Middle School - Upon conclusion of regular scheduled board meeting

- I. **Call to Order:** The Special School Board Meeting was called to order by Board Chair Jami Romney FitzGerald at 9:31 p.m. Trustees in attendance were Bryce Simpson, Shiloh Lucier, Noah Peters, Rainier Batt and Amanda Hansen. Also in attendance were Superintendent Les Meyer, Principals Jake Haynes, Aaron Griffin, Riley Devins and Jodi Hall, Assistant Principal Beth Terzo, Special Services Coordinator Jennifer Demmons and District Clerk Shauna Anderson.
- II. **Business**
- A. Review/Action: Swear-In Trustees
District Clerk Shauna Anderson swore in the newly elected trustees Shiloh Lucier and Bryce Simpson with the Oath of Office. Each trustee will serve a three-year term.
- B. Review/Action: Call for Nominations for Chairman to Serve During the Ensuing Year
Rainier Batt nominated Shiloh Lucier to serve as Board Chair for the ensuing year. Closed nominations, only one nomination.
- C. Review/Action: Election of a Chair
A vote was held regarding the nomination of Shiloh Lucier as Board Chair. Shiloh Lucier, Bryce Simpson, Noah Peters, Amanda Hansen and Rainier Batt voted in favor Shiloh Lucier. Jami Romney FitzGerald opposed. Shiloh Lucier was elected Board Chair by a vote of 5-1. Public discussion – none. Board discussion – none. Unanimous.
- D. Review/Action: Assumption of Office by the New Chair
Shiloh Lucier assumed the Board Chair position.
- E. Review/Action: Call for Nominations for Vice-Chairman to Serve During the Ensuing Year
Amanda Hansen nominated Jami Wright as Vice-Chair for the ensuing year. Closed nominations, only one nomination.
- F. Review/Action: Election of a Vice-Chair
Public discussion – none. Board discussion – none. Shiloh Lucier, Bryce Simpson, Noah Peters, Amanda Hansen and Rainier Batt voted in favor of Jami Wright. Jami Romney FitzGerald opposed. Jami Wright was elected Vice-Chair by a vote of 5-1.
- G. Review/Action: Appointment of a Clerk
Trustee Bryce Simpson recommended appointing Shauna Anderson as School District Clerk for FY24. Public discussion – none. Board discussion – none. Unanimous.
- H. Information/Discussion: Reorganization of the School Board Committees
Committees will be reorganized during the June regular board meeting. Jami Romney FitzGerald, Bryce Simpson and Jami Wright will serve on the negotiations committee for the upcoming meetings.
- I. Review/Action: Approve Resolution and Contract Appointing Missoula Co Election Department to Handle Election Procedures for 2023-2024
Bryce Simpson made a motion to approve the Trustee Resolution Requesting County Conduct Elections and the 2023-2024 Election Contract with the Missoula County Elections Administration. Rainier Batt seconded the motion. Public discussion – none. Board discussion – none. Unanimous.

III. **ADJOURNMENT - ADJOURNED 9:43 p.m.**

Approved: _____

Respectfully Submitted,

Board Chair

District Clerk

Frenchtown School Board of Trustees Meeting
May 26, 2023 – Special School Board Meeting
Middle School Conference Room

- I. **Call to Order:** The Special School Board Meeting was called to order by Board Chair Shiloh Lucier at 7:07 a.m. Trustees in attendance were Bryce Simpson, Jami Wright, Noah Peters, Rainier Batt and attending electronically was Jami Romney FitzGerald. Also in attendance were Superintendent Les Meyer and District Clerk Shauna Anderson.

The meeting opened with the Pledge.

II. **Review/Action: Hiring**

Superintendent Les Meyer recommended the following for hire: Head HS Girls Soccer Coach Mark Richardson, Assistant HS Boys Basketball Coach Matt Warren, HS Cheer Coach Annie Sullivan, Special Education Teacher Brett Eells, Kindergarten Teacher Amber Shoupe, 2nd Grade Teachers Taylor McNally and Ashlyn Stenerson, 3rd Grade Teacher Jennifer Kaufman and PK Teacher/Special Education Support Kristen Braun. Jami Wright made a motion to approve the hires as recommended. Rainier Batt seconded the motion. Public discussion – none. Board discussion – none. Unanimous.

III. **Review/Action: Facilities and priorities**

Superintendent Les Meyer discussed facilities projects in process and upcoming needs.

In process projects included: card readers and security upgrades to the north campus, painting the east parking lot at the south campus, updating room numbers District wide, and the installation of a window in the high school. Superintendent Meyer discussed the funding for these projects and the difficulties finding vendors to perform the work.

Trustee Amanda Hanson arrived electronically at 7:19 a.m.

Upcoming projects were discussed to establish Board priorities and considerations.

Due to funding constraints, several items in need of repair will not be completed at this time. These items are painting the elementary building, lower playground sprinklers and MS practice field sprinklers, MS parking lot repair, and the HS gym floor restoration.

Prioritized items to pursue all concern deferred maintenance and safety considerations. Items that will be scheduled are HVAC system repair on the south campus, lower playground restoration on the south campus, roofing repair projects, kitchen compressor repair, and the stage/auditorium repair. Discussion was held regarding all of these projects, including possible lower cost alternatives for HVAC repair and compressor repair. Also discussed was the HS track, which will need repair or replacement in the future. Alternatives for the sprinklers was discussed, including the purchase of water cannons instead of underground sprinklers. Board members discussed the difficulty of this conversation and making difficult decisions regarding facility projects that are needed but due to funding, unable to be completed. Questions were asked about funding sources, prioritizing projects and safety considerations for the students. A finance committee meeting will be scheduled to discuss additional programs that may not have funding for the upcoming school year.

IV. **ADJOURNMENT - 7:52 a.m.**

Approved: _____

Respectfully Submitted,

Board Chair

District Clerk

Administrative Reports

Summer Maintenance Report: June 14, 2023

Mr Meyer,

As in past years, I am doing a condensed Summer report to outline progress of Summer projects

- 1) Summer crews have been established and are working together on grounds and exterior maintenance projects. We have 4 students, who as of this week have shown up every day and put in a hard day of work.
- 2) FACE Building - The rotten stairs at the emergency exits for the FACE building have been removed and replaced with the new aluminum emergency stairs. A full inventory of projects to repair water damage around the building is complete and work to finish the repair and painting of the building exterior will continue in dry weather.
- 3) Summer custodial crews are in process of deep cleaning classrooms in areas that are accessible. The library carpet project will delay completion of some of the HS upper hallways. Waxing operations will begin as basketball and volleyball camps come to a close on North Campus and have already begun on South Campus. The custodial order for next year has been issued to administration.
- 4) There have been two large and growing piles of discarded desks, chairs, and tables stacking up outside of our North and South campus building. Those piles were sorted, metals separated and recycled, and non-recyclables thrown out. It took 4 truck/trailer loads to get rid of just chair and desk legs.
- 5) Painting has started in the HS, will soon move to the MS, then to South campus. A lot of small damage is being resolved along with paint requests made by administration.
- 6) Weed spraying and fertilization is ongoing. The rain to date has helped keep grounds looking nice, but our irrigation systems are working and ready to keep things green.
- 8) Border, certified chips, and mats have been ordered for the lower elementary playground. We should see those products and begin safety work on the equipment in a few weeks.
- 9) Gym floors refinish status is currently unknown. Trying to pin down actual dates for our standard refinish so it is cured and ready for the training activity in August. Have requested a start date of July 17th.
- 10) Replacement of bad bulbs and ballast for the football / track lights should take place later this month.
- 11) A contractor was recommended to Administration for our HVAC preventative maintenance contract. We received 4 proposals and reviewed them for the best overall benefit to the district and with the hope that enforcing a much more detailed and clear preventative maintenance schedule, we will spend less money on repair and replacement of equipment.
- 12) As part of a plan to better manage our HVAC systems we are requesting consideration of a retro-commission of our North campus HVAC system. Through the preventative maintenance proposal process we learned that a lot of our system is not running optimally under existing control parameters. We believe that by itemizing all of the current issues with our system and producing a facility

improvement plan, we can save money through efficiency and reduce adverse wear on system parts. This commission would be performed by a company separate of our PM contractor with an understanding that collaboration between FTSD Maint, PM Contractor, our loop chemical supplier, and the commissioning group would be a requirement of the project.

Much more to come in the next report - Sean

- The IT department has received 40 tickets with 90% closer rate. We have taken care of 120+ troubleshooting requests via email and phone since we last reported in May.

We were able to end the school year without any major fires. And so far this summer, we have been able to:

1. Replace 30 computers with asset tags under 5000 with newer inventory.
2. Remove 21 computers out of the Middle School Lab.
3. Built Master image for the 7040s (these are the latest PCs that we have purchased).
4. Turn off WSUS in group policy.
5. Work with NIM and we are at the final testing stages.
6. Move 30 Home drives to the new virtual servers
7. Complete inventory of all MS Chromebooks in MS Office.
8. Start a monthly goal list and weekly progress reports
9. Walkthrough with Blackfoot for new Wi-Fi system.

Thank you for the privilege of serving the Frenchtown School District. As always, feel free to contact myself or Les if you have any questions or concerns.

Respectfully Submitted,

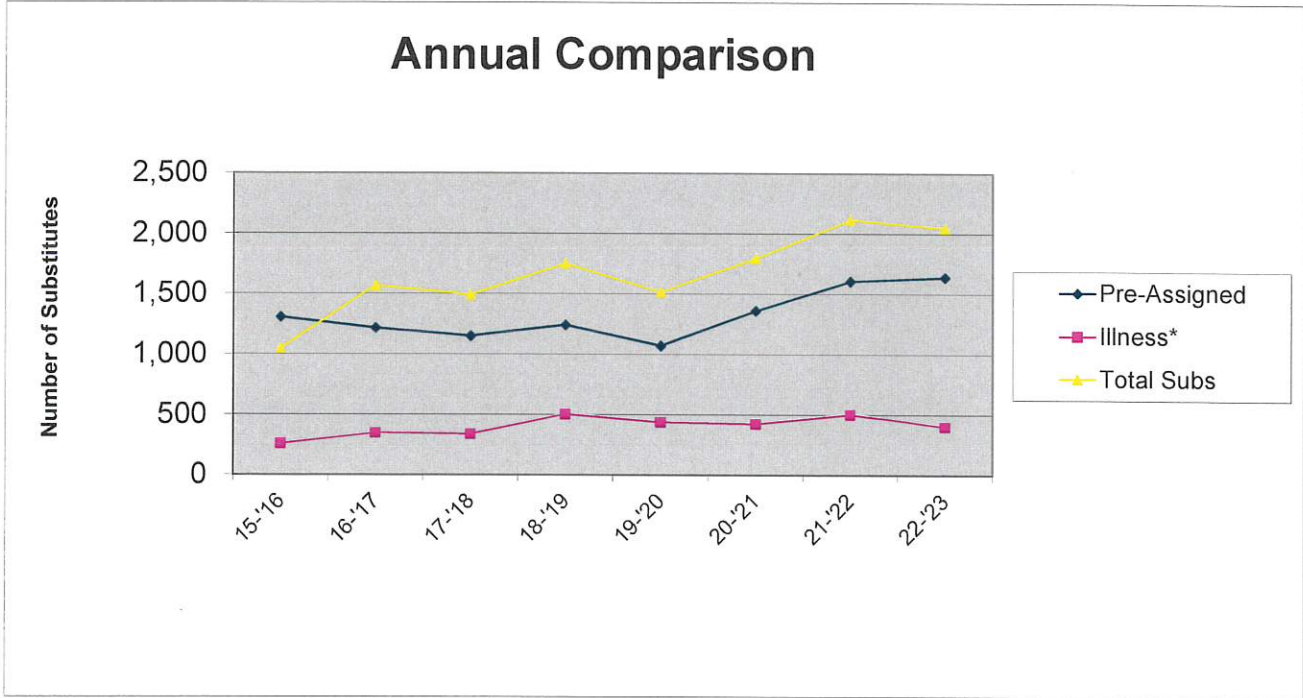
James Forrider

District Technology Coordinator

Annual Comparison Report
All Substitutes

5/31/2023

YTD	15-'16	16-'17	17-'18	18-'19	19-'20	20-'21	21-'22	22-'23	vs Prior Year	Difference % Change
Pre-Assigned	1,305	1,215	1,149	1,240	1,070	1,360	1,605	1,638	33	2%
Illness*	266	354	346	512	446	434	512	411	(101)	-20%
Total Subs	1,049	1,569	1,495	1,752	1,516	1,794	2,117	2,049	(68)	-3%



YTD Absence Summary Report
All Sites

Site Name	Sub		Unfilled Jobs	No Sub Required Jobs
	Required Jobs	Filled Jobs		
K-3 Elementary	688	526	162	92
4-5 Intermediate	238	255	74	30
6-8 Middle School	281	159	116	41
9-12 High School	659	381	288	90
Total number of jobs for above sites	1866	1321	640	253

Date Range:8/24/22-5/31/23

Day of Week Absence Analysis

[Return to Report Menu](#)

Start Date: 05/01/2023



End Date: 05/31/2023



Type: Absences/Vacancies

Employee:

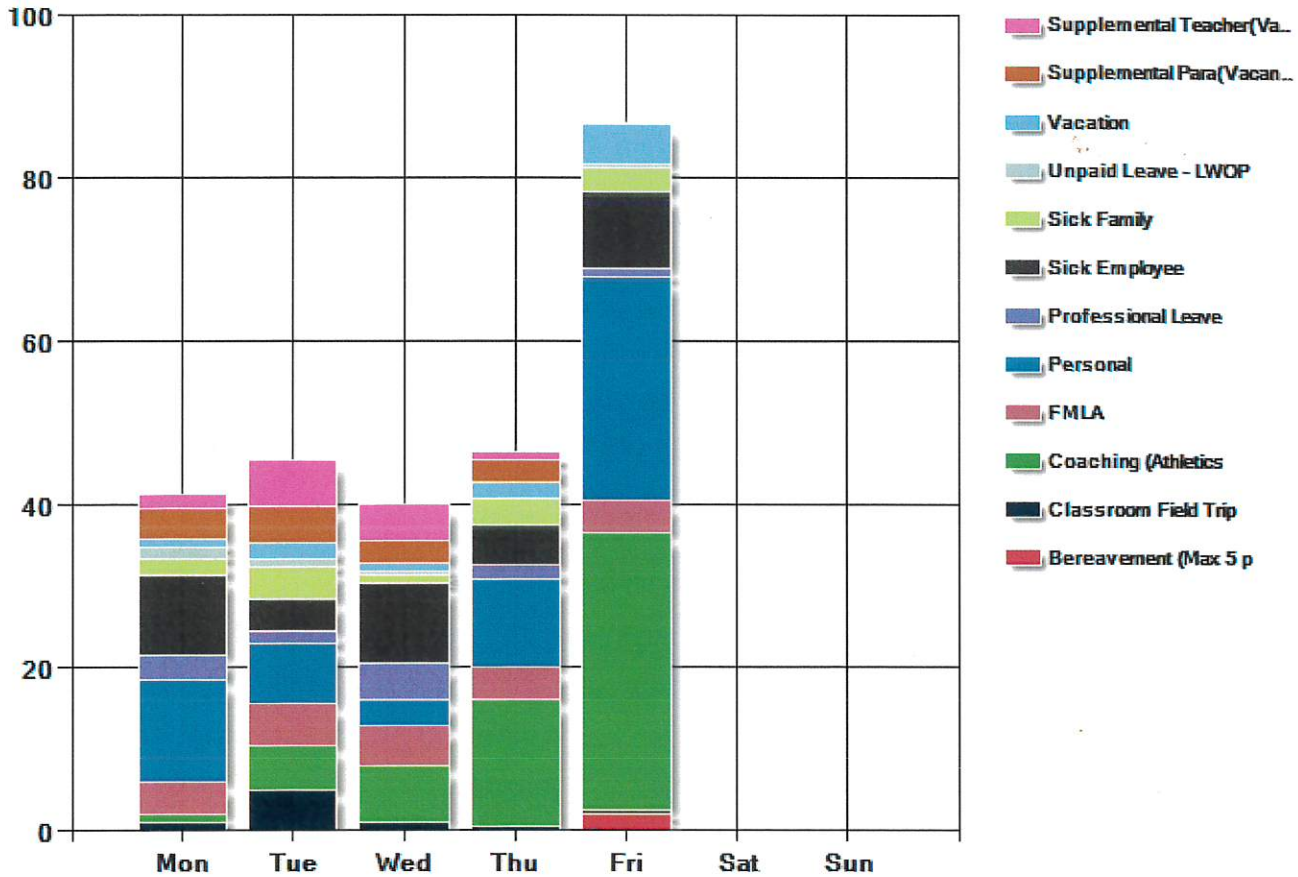
[View All](#)

Vacancy Profile: [View All](#)

[School\(s\):](#)

[View All](#)

[Employee Types :](#) [View All](#)



Absence Reasons	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday	Total
Bereavement (Max 5 p)	0	0	0	0	2	0	0	2
Classroom Field Trip	1	5	1	0.5	0.5	0	0	8
Coaching (Athletics)	1	5.5	7	15.5	34	0	0	63
FMLA	4	5	5	4	4	0	0	22
Personal	12.5	7.5	3	11	27.5	0	0	61.5
Professional Leave	3	1.5	4.5	1.6	1	0	0	11.6
Sick Employee	10	4	10	5.1	9.3	0	0	38.4
Sick Family	2	4	1	3	3	0	0	13
Unpaid Leave - LWOP	1.5	1	0.5	0	0.5	0	0	3.5
Vacation	1	2	1	2	5	0	0	11
Totals	36	35.5	33	42.7	86.8	0	0	234

Vacancy Reasons	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday	Total
Supplemental Para(Vacancy)	3.7	4.3	2.7	2.7	0	0	0	13.4
Supplemental Teacher(Vacancy)	1.5	5.6	4.5	1	0	0	0	12.6
Totals	5.2	9.9	7.2	3.7	0	0	0	26

Absence Reasons By School

[Return to Report Menu](#)

Start Date: 05/01/2023



End Date: 05/31/2023



School:

View All ▲

Frenchtown School District 40

Administration Office

Frenchtown Elementary ▼

Absence Reasons:

View All ▲

Bereavement (Max 5 p)

Classroom Field Trip

Coaching (Athletics)

FMLA

Jury Duty ▼

Vacancy Reasons:

View All ▲

(Vacancy Position)

Office

Supplemental Para

Supplemental Teacher

Testing ▼

Employee Types :

View All ▲

Paraprofessional

Teacher ▼

Absence Reasons

	Frenchtown Elementary	Frenchtown High School	Frenchtown Intermediate School	Frenchtown Middle School
Bereavement (Max 5 p)	1.00	1.00	0	0
Classroom Field Trip	1.00	6.00	0	1.00
Coaching (Athletics)	9.50	26.50	10.00	17.00
FMLA	0	22.00	0	0
Personal	22.00	25.00	4.50	10.00
Professional Leave	7.63	1.00	0	3.00
Sick Employee	14.74	17.10	4.50	2.00
Sick Family	4.00	2.00	2.00	5.00
Unpaid Leave - LWOP	3.47	0	0	0
Vacation	6.00	5.07	0	0

Vacancy Reasons

	Frenchtown Elementary	Frenchtown High School	Frenchtown Intermediate School	Frenchtown Middle School
Supplemental Para	13.33	0	0	0
Supplemental Teacher	9.57	0	3.00	0

Absence Reason Percentages

[Return to Report Menu](#)

Start Date: 05/01/2023



End Date: 05/31/2023



Type: Absences/Vacancies ▾

School(s):

View All ▲

Paraprofessional

Teacher ▼

View All

▾ **Employee Types :**

Absence Reason Type	% Needs Substitute	Absences Needing Substitute	% Does NOT Need Substitute	Absences NOT Needing Substitutes	% of Total Absences	Total Absences
Bereavement (Max 5 p	100.00%	2	0.00%	0	0.77%	2
Classroom Field Trip	68.75%	5.5	31.25%	2.5	3.08%	8
Coaching (Athletics	93.65%	59	6.35%	4	24.24%	63
FMLA	100.00%	22	0.00%	0	8.46%	22
Personal	94.31%	58	5.69%	3.5	23.66%	61.5
Professional Leave	91.40%	10.63	8.60%	1	4.47%	11.63
Sick Employee	84.09%	32.24	15.91%	6.1	14.75%	38.34
Sick Family	92.31%	12	7.69%	1	5.00%	13
Unpaid Leave - LWOP	85.59%	2.97	14.41%	0.5	1.34%	3.47
Vacation	89.70%	9.93	10.21%	1.13	4.26%	11.07
TOTALS	91.57%	214.27	8.43%	19.73	100.00%	234

Vacancy Reason Type	% Needs Substitute	Vacancies Needing Substitute	% Does NOT Need Substitute	Vacancies NOT Needing Substitutes	% of Total Vacancies	Total Vacancies
Supplemental Para	100.00%	13.33	0.00%	0	5.13%	13.33
Supplemental Teacher	100.00%	12.57	0.00%	0	4.84%	12.57
TOTALS	100.00%	25.9	0.00%	0	100.00%	25.9

Superintendent Report

Frenchtown Broncos



June 20, 2023

ACCREDITATION PROCESS CHANGES

Schools will be going through changes regarding accreditation. There is a document in the packet that attempts to breakdown how it will happen. More to come on this subject.

FOOD SERVICE REPORT

This is the first time I have seen a report like this, but it tracks information regarding meal participation.

MONTANA INNOVATIVE ASSESSMENT

We participated in the MAST this past year in 5th grade math in a pilot program. The state is going to go to this assessment in 4 years, in the meantime SBAC will still be the assessment in which we will be graded. They would like us to participate again. We are not going to. Our staff will need to be trained and prepared for the MAST. The MAST assesses through the course of the year rather than the end of the year. We would be taking the MAST, but the report card will be based on how well we do according to the SBAC.

NAEP

The NAEP – Nation's Report Card Assessment will occur this year. We will test in grades 4 & 8 in math and reading.

WORK COMP REPORT

In the packet is an accumulating report of the District's Work Comp report over the course of five years (7/1/16 through 6/30/21)

LIBRARY – FLOOD NEWS

The flooring is all in and done. The shelving units are not installed yet, but progress is going pretty well.

ALERRT - Advanced Law Enforcement Rapid Response Training

Tuesday the 13th and Thursday the 15th

AAIR – Active Attack Integrated Response – Law Enforcement, Fire, and EMT – responding to active attack events. They used our Intermediate Building for a training exercise.

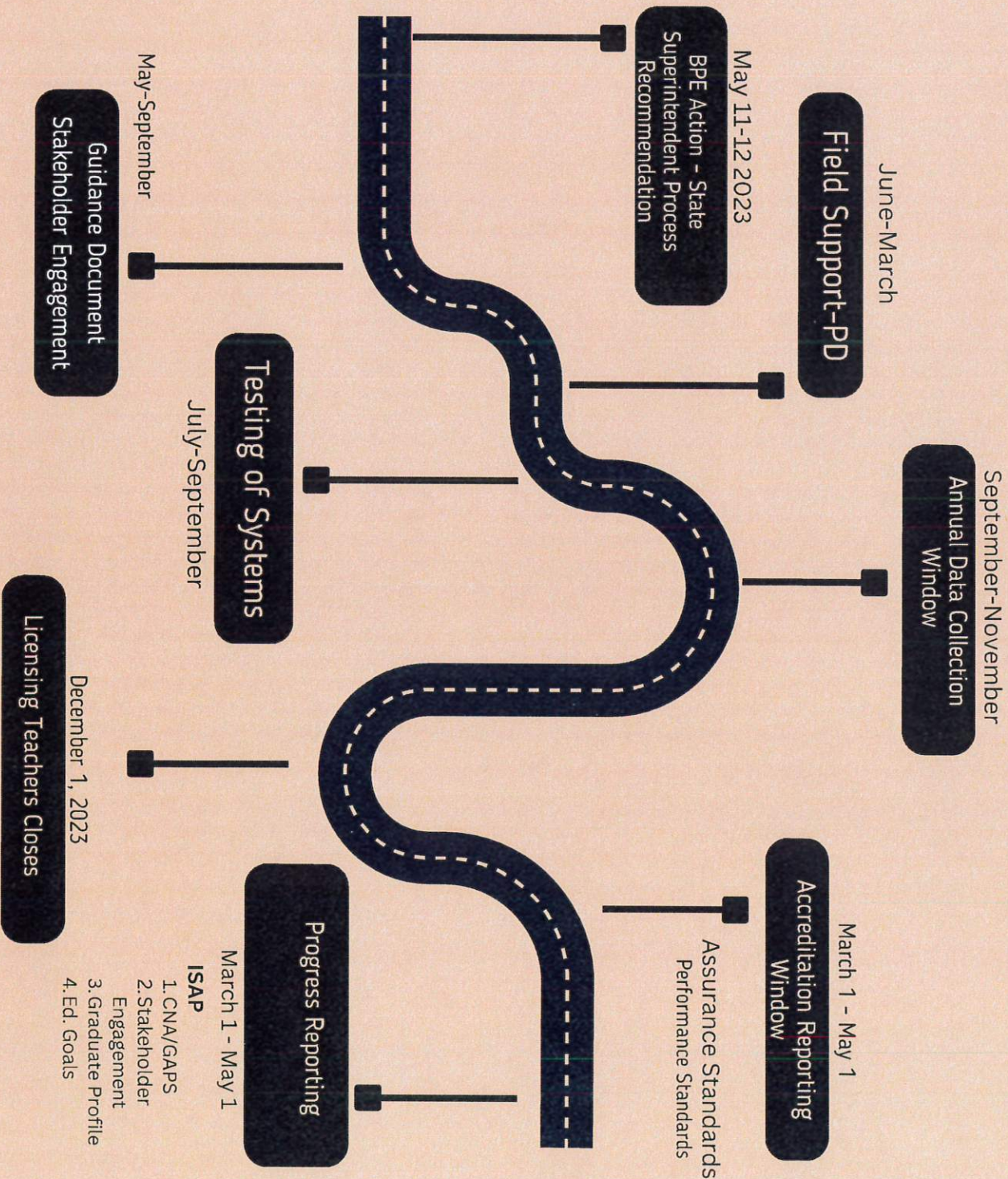


New Rules Effective
July 1, 2023

YEAR 1 - BPE APPROVES ACCREDITATION STATUS NOVEMBER 2024- IMPLEMENT 3-YR CYCLE

Accreditation Implementation

Timeline



Full Integration of New Rules from Progress to Full Reporting is 25-26

Timing

2022-2023 - Old Rules Set Accreditation
for 2023-2024 School Year



2023-2024 School Year - New Rules Set Accreditation
for the 2024-2025 School Year

**Field Testing Waiver - Assessment
Measuring District Progress ISAP
November 2024 - Identification of 3 Yr Cycle Districts
IEFA Accountability Fully Implemented**



2024-2025 - New Rules Fully Implemented Set
Accreditation for the 2025-2026 School Year

**All Districts in New Assessment Model- Standards Setting July-September 2024
Measuring District Progress ISAP
November 2025 - Identification of Districts 3 Yr. Cycle**



2025-2026 - New Rules Fully Implemented Set
Accreditation for the 2026-2027 School Year

**ISAP Fully Implemented
November 2026 - Identification of Districts 3 Yr. Cycle**

Annual Data Collection

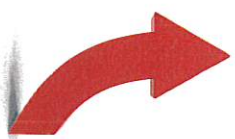
SIS 95 % of Data already exists in System

Snowflake - Access to Data Lake to pull reports

Reduce

Redundancy

District



School

Outcomes

- ISAP
- Family Engagement
- Student Learning Outcomes

*Business
Focus*

Guidance Document

Movement to Rubrics vs. Checklists

Focus on Outcomes

Clarity for Districts & Schools

OPI Continues Stakeholder Engagement

*Informational ONLY -
No Board Action*

OPI

ORITVEN

Frenchtown K-12 School Meal Insights

Highlights from forthcoming Missoula Public Health Missoula County Nutrition Environment Report on School Meals

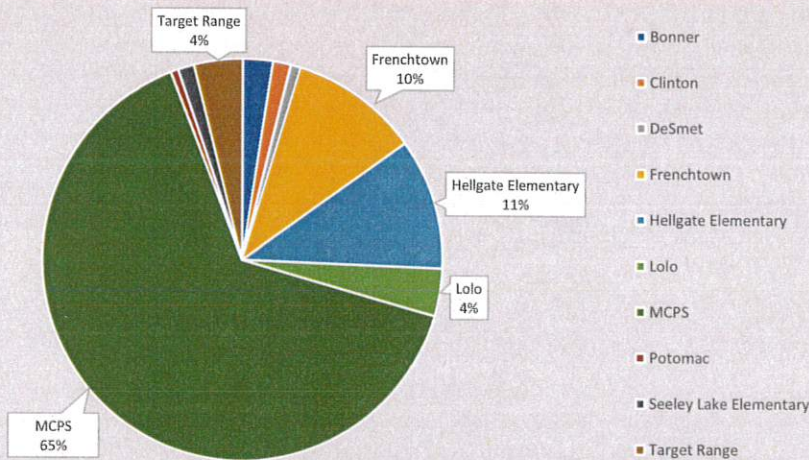
Current District Income Demographics—SY22-23

District	District Enrollment	F/R E-Rate (Oct 1)	DC ISP (Apr 1)	SAIPE
Frenchtown K-12 Schools	1,452	30.25%	11.2%	7.5%

District Meals Served & Enrollment at Public School Districts (SFY 2022)

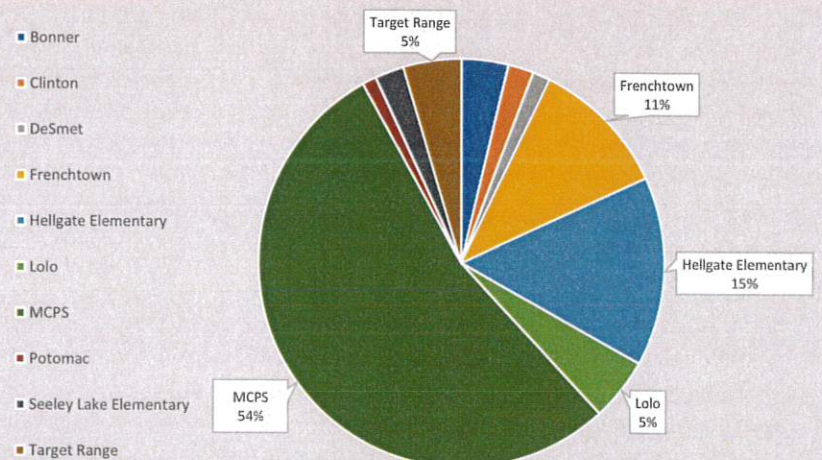
Ten public school districts in Missoula County operate USDA Child Nutrition Programs during the school year and over the summer months.

Public School Enrollment, By District



In SFY2022, **Frenchtown K-12 Schools** enrolled **10%** of county public K-12 students.

Annual Share of Meals Served, by District



In SFY2022, **Frenchtown K-12 Schools** served **11%** of all school meals served in Missoula County.

District Food Service Expenses—SFY2022

School nutrition programs are a balance of complex meal patterns, finances, and logistics. Here is a snap shot of food service expenses in SFY 2022 (July 1 –June 30).

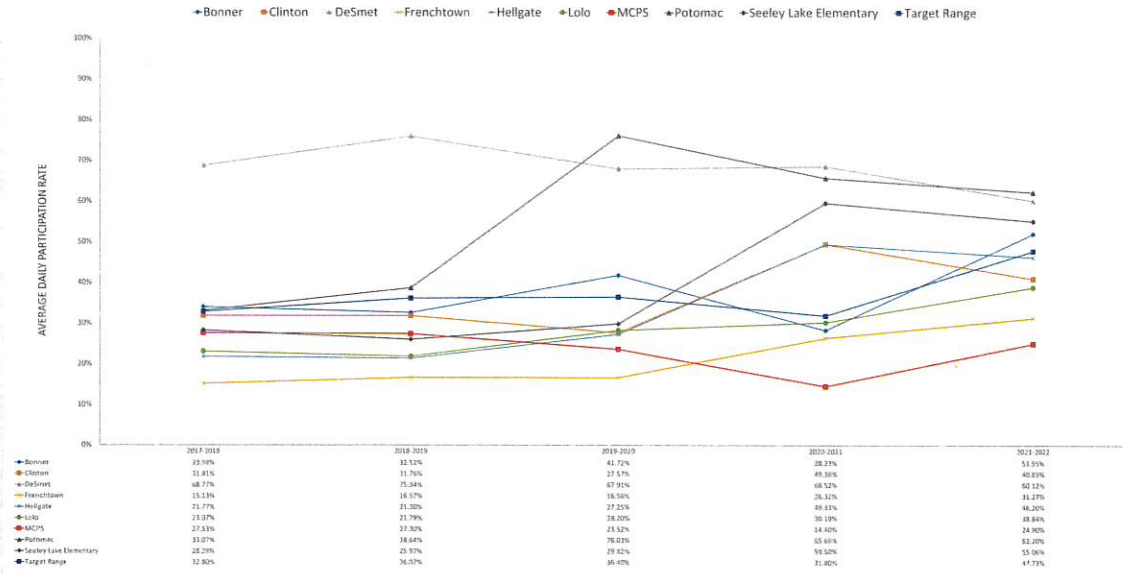
District	Total Enrollment	Food Service Expenses (Fund 112 + General Fund)	Meals Served July 1—June 30	% Food Service Expenses from General Fund
Frenchtown K-12 Schools	1,473	\$740,712.49	204,767	2.41%

*Source: OPI School Financial Data, Annual Expense Report

Frenchtown K-12 School Meal Insights

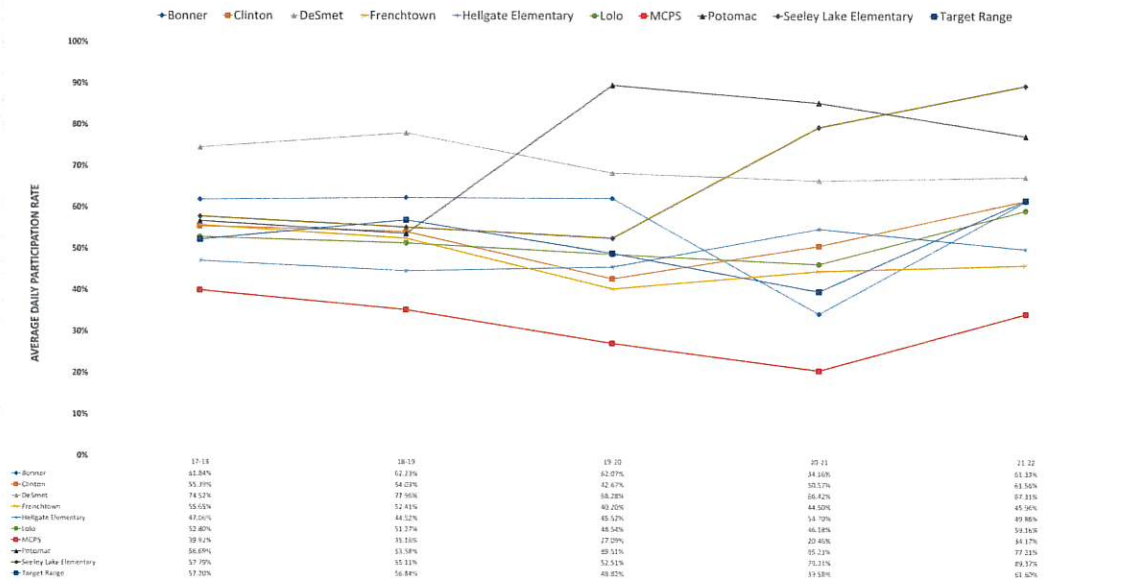
Meal Participation— SY2017-18 to SY2021-22

2017-2022 MISSOULA COUNTY BREAKFAST ADP TRENDS, BY DISTRICT



Average Daily Participation (ADP) in school breakfast at **Frenchtown K-12 Schools** nearly doubled from **16.56%** of students eating each day in SY19-20 (Pre COVID) to **31.27%** of students in SY21-22.

2017-2022 MISSOULA COUNTY SCHOOL LUNCH ADP TRENDS, BY DISTRICT



Average Daily Participation (ADP) in lunch at **Frenchtown K-12 Schools** declined from **55.65%** of students eating each day in SY17-18 to **45.96%** of students in SY21-22.

Out of all High School sites in the county (5), Frenchtown High School has the second highest participation in lunch.

Frenchtown K-12 Schools increased participation in school breakfast and lunch from SY17-18 to SY21-22.

The COVID-19 pandemic made the logistics of getting meals to kids difficult. Staff illness, supply chain disruptions, school closures, and food cost inflation were a few of the obstacles to tackle. Frenchtown K-12 Schools met the challenge with resilience and increased access to meals.

Thank you for your commitment to education and student health during the public health emergency. We look forward to learning new ways to partner with you in the future to support students.



Montana – Leading the Way in Assessment Innovation

The Montana Alternative Student Testing (MAST) pilot program gives teachers real-time data

What work is Montana doing to overhaul the current assessment system?

- The Montana Office of Public Instruction (OPI) is developing and piloting a next-generation state testing system that provides teachers with real-time data on student progress. Throughout the year, students take multiple short tests aligned to classroom and local curriculum.
- These assessments measure student mastery of state standards and support personalized, competency-based learning.

Why are current assessment systems failing our teachers and students?

- Interim assessments test students on material they haven't learned in the classroom, providing an often-frustrating testing experience for students and unreliable data for teachers.
- End-of-year statewide assessments return data too late to provide real-time instructional value.

How is MAST more beneficial to our students than traditional statewide assessments?

- Assessing students on content they just learned is more fair than testing them months after they were taught.
- Immediate feedback throughout the year will give educators and parents the information they need to support students, unlike traditional statewide assessments which only provide data after the school year has ended.

How does MAST prioritize educators and parents?

- MAST gives educators real-time student data that ties directly to what they are teaching in the classroom helping them provide more personalized student support as they advance towards grade-level mastery.
- This level of relevant, real-time data will support conversations with parents, strengthening the parent-teacher partnership.

How will MAST support education leaders and policymakers leverage data-driven decision-making?

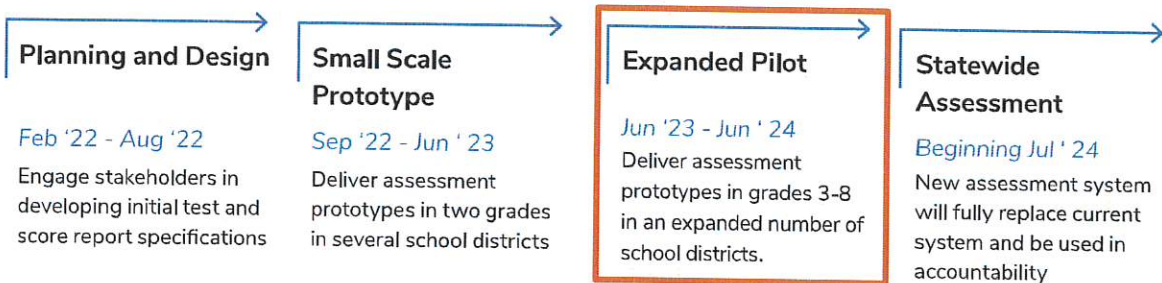
- The results of each test will be combined to support a reliable, comparable end-of-year score that education leaders and policymakers can use to allocate resources, making sure every education dollar counts.
- The MAST program creates a single, coherent assessment system that yields rich, actionable data, feeding the needs of stakeholders throughout Montana's education system.

More than 30 districts and nearly 5,000 students have participated in the MAST Pilot Program to date.

Participating School Districts by County (33)

Alberton K-12	Butte School District	Fairview Consolidated	Kila	Stanford
Arlee Elementary	Circle	Frenchtown	Lockwood K-12	Superior K-12
Arrowhead	Cohagen	Frontier	Moore	Ulm
Belgrade	Culbertson	Glendive	Power	Whitefish
Bigfork	East Helena	Hamilton	Ronan	Winnett
Big Sky	Evergreen K-8	Havre	Savage	
Billings Public Schools	Fair-Mont-Egan	Kalispell	Shelby	

Timeline





DATE: May 30, 2023

RE: NAEP 2024 Participation

During the 2023-2024 school year, Montana will participate in the 2024 administration of the National Assessment of Educational Progress (NAEP). The NAEP assessment is our only national perspective on American education, and is often referred to as "[The Nation's Report Card](#)." From January 29 to March 8, 2024, NAEP will administer two operational assessments: mathematics and reading for Grades 4, 8 and 12 and science for Grade 8. The NAEP program will also include a field trial to ensure NAEP 2024 will run smoothly. The trial will be administered from November 6-17, 2023 in Grades 4 and 8 for mathematics and reading. In 2024, National Center for Education Statistics (NCES) will continue the program's commitment to ensure that NAEP digitally based assessments provide a reliable, meaningful, and efficient measure of student achievement as NAEP explores the use of an online assessment platform, a transition to the use of new assessment administration devices, and, where schools are willing and able, the use of schools' own internet connections. This is a great opportunity for Montana to demonstrate our students' progress and showcase the excellent work of our teachers. This memorandum is intended to provide you with early notification of the upcoming assessment for inclusion in your district and school calendars.

As of 2003, participation in mathematics and reading at Grades 4 and 8 became a requirement in all states and school districts receiving Title I funding. It is important that we all work together to meet this requirement and ensure that schools receive the monies to which they are entitled.

Please note the following key features of NAEP:

- The assessment is based on a representative sample of Montana's student population where about 2,200 students are assessed at each NAEP-tested grade and subject.
- NAEP Assessment Teams are hired and supervised by Westat under contract with NCES. The Assessment Teams consist mainly of retired Montana educators and administrators to minimize the time taken from instruction and to reduce the need for school staff participation.
- The assessment takes about 120 minutes of students' time including transition time and instructions.
- Students do not need to prepare for the assessment. They will not know in advance which subject they will be given. Each student is assessed in only one subject.
- Parents must be notified in writing that the assessment is occurring, that student participation is voluntary, and that students are not required to complete every item on the assessment.
- The assessment protects the anonymity of the participating students and school staff. Data may only be used for statistical purposes; it may not be disclosed or used in identifiable form for any other purpose except as required by law (20 U.S.C. § 9573). Contractors must protect and destroy all personally identifiable information and ensure that data security and privacy agreements have been obtained.
- The assessment provides results for student groups, including gender, racial/ethnic origin, students with disabilities, English language learners, and National School Lunch Program eligibility.
- NAEP's test design precludes reporting results below the state level in Montana.

Shantel Niederstadt, our NAEP State Coordinator, will contact School Coordinators in August to provide additional information and details on the assessment. If you have further questions, please contact her at (406) 444.3450 or by e-mail at sniederstadt@mt.gov. You may also visit the NAEP website at <http://nces.ed.gov/nationsreportcard> for additional information. Thank you in advance for supporting this important assessment.

Sincerely,

Elsie Arntzen
Superintendent of Public Instruction

Frenchtown School District Service Commitment FY24

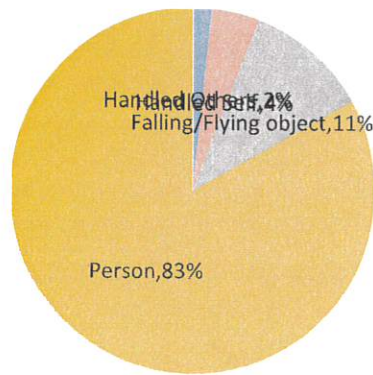
It is the goal of the MSGIA to increase staff understanding to limit injuries from occurring in the workplace. Based on a five-year claim history (7/1/16-6/30/21), the District has reported 202 claims and those claims are reserved at \$362,532.00. The most frequent claims have been struck by claims (119) and the most severe have resulted in injury due to bodily motion/strains (\$186,408.00). The teachers' aides have reported the most claims (93) and the teachers have experienced the most severe claims (\$253,143.00).

The district's most recent Experience Modification Factor history:

Experience Modifier Trend	
Fiscal Year	Experience Modifier
24	1.05
23	1.10
22	1.10
21	1.20
20	1.26
19	1.26

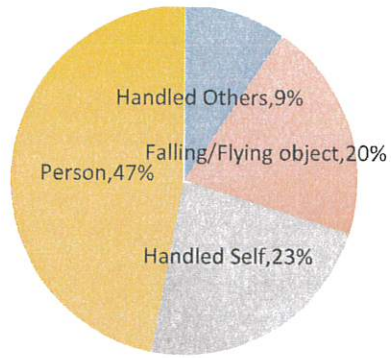
Occupation	Frequency	Occupation	Severity
Teacher's Aide	93	Teacher	\$253,143.00
Teacher	58	Teacher's Aide	\$51,467.00
Custodian	23	Custodian	\$28,136.00
Vehicle Bus	10	Bus Driver	\$23,797.00

Struck By Frequency



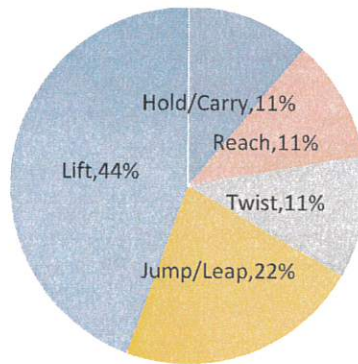
■ Handled Others
 ■ Handled Self
 ■ Falling/Flying object
 ■ Person

Struck By Severity



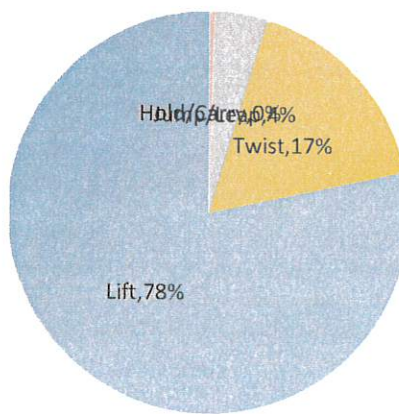
Handled Others Falling/Flying object Handled Self Person

Strain Frequency

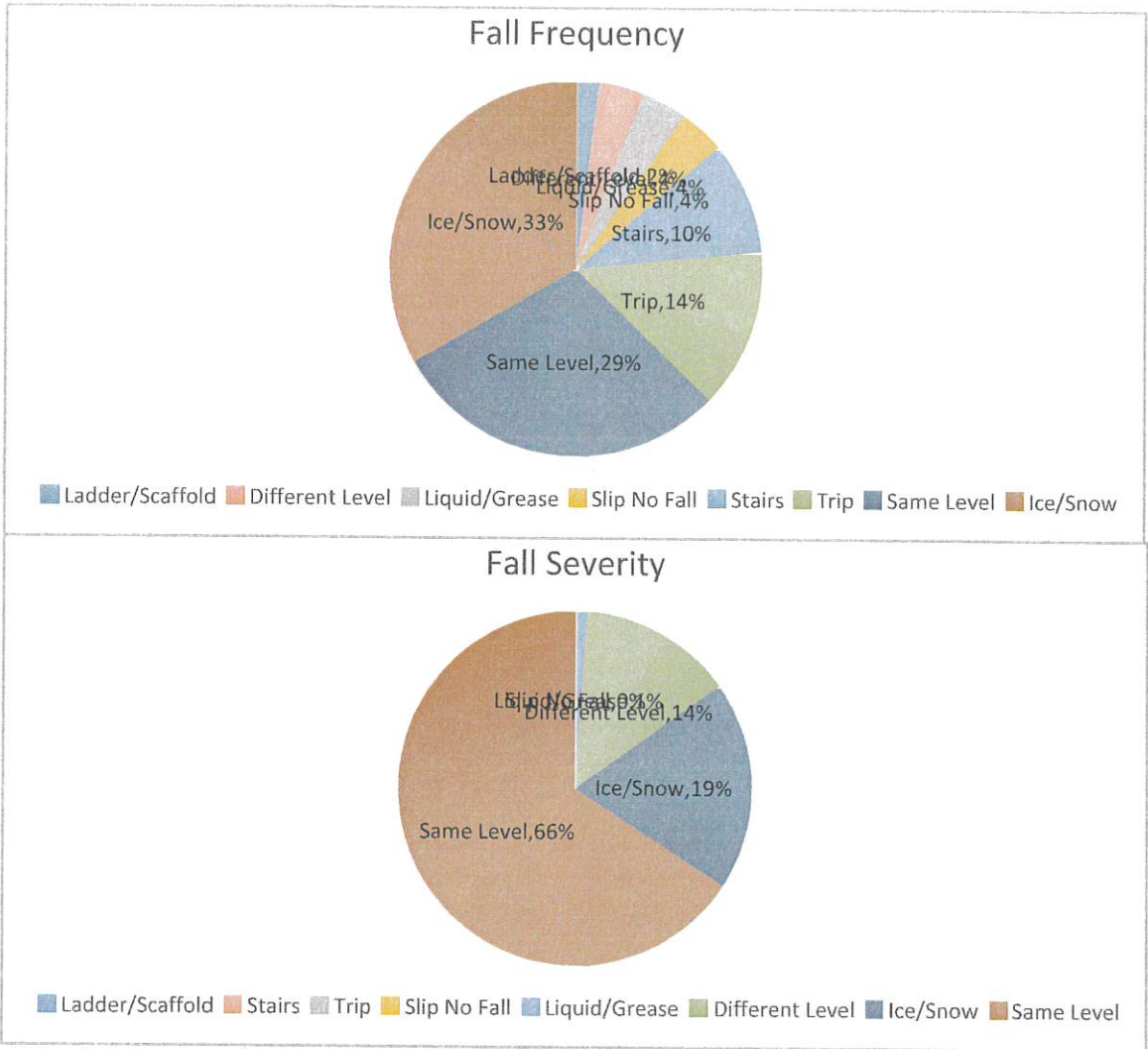


Hold/Carry Reach Twist Jump/Leap Lift

Strain Severity

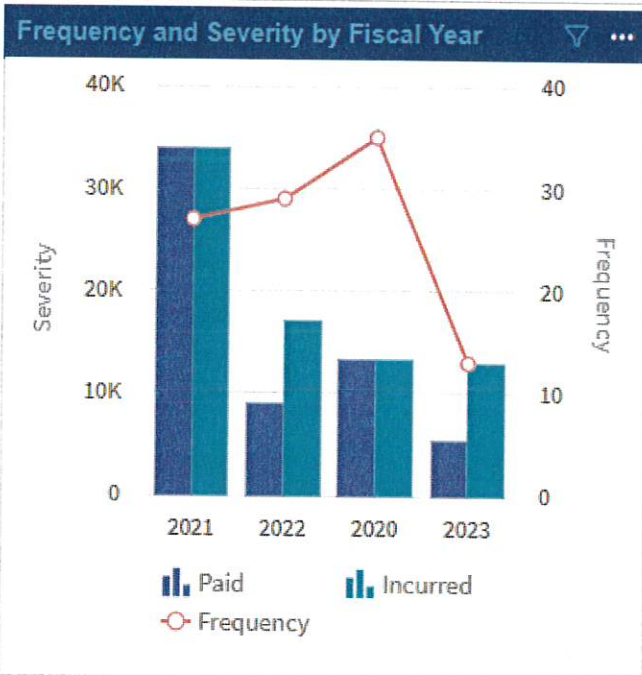


Reach Hold/Carry Jump/Leap Twist Lift



Location	Frequency	Location	Severity
Elementary PreK-3	115	Elementary PreK-3	\$179,131.00
Middle School	39	Middle School	\$117,289.00
High School	34	High School	\$39,501.00
Administration	5	Bus Garage	\$18,376.00
Bus Garage	5	Administration	\$5,421.00
Intermediate 4-6	4	Intermediate 4-6	\$2,814.00

Loss Ratio and Loss Trending:



First Quarter:

- Adopt plan set for FY24.
- Risk Manager will offer to assist with back to school training.
- Claims Examiner will provide a quarterly claim review and status update of all open claims to discuss claim status, reserves, future reserve balance and anticipated plans.
- Superintendent to state the importance of safety in opening training sessions. Principals to add safety as a staff meeting agenda idea. Insurance staff provide information to be presented in first of school meetings.
- Put plan in place to prevent falls, struck by claims and strains especially those resulting from lifting.

Second Quarter:

- Meet to discuss progress from last qtr., open claims, and plans for this qtr. (within the first 15 days of the qtr.)
- Risk Manager will provide information on preventing claims from a person, slips and falls, and those that result from a form of bodily motion.

Third Quarter:

- Risk Manager and Claims Examiner to attend safety committee meeting to discuss trending.
- Insurance team meets with the district for quarterly progress meeting and claim status.
- Focus on preventing falls (ice).
- Assist district with the MT 300 logs. Will be to district before end of January.

Fourth Quarter:

- Insurance team meets with the district for quarterly progress meeting and claim status.
- Develop and agree on plan for FY2025.
- Claims Examiner will discuss progress with the PEP Program and Back to School Program.
- Claims Examiner will conduct the quarterly claim review and status update.

Property and Casualty Program:

- 1.) Annette will meet with district to discuss facility inspections.
- 2.) Based on reported claims, the following Safe Schools modules are recommended:
 - a. Water Damage Prevention

The MSGIA Pool continues to be proactive in reviewing claims and making recommendations to districts to reduce the cost of claims which is a savings to our pool member schools. The districts should implement the following to avoid or reduce the impact of a potentially costly claim:

1. Property Losses:

- a. When high wind or hail warnings are issued, the district should take additional measures to protect its property. Assign someone who can key into forecasts and weather alerts that are issued by governmental agencies such as the National Weather Service or FEMA:
 - ✓ Move all vehicles inside (industrial arts, automotive shop, FFA barn, etc.)
 - ✓ All lawn care and sports equipment are inside sheds and locked or at a minimum properly secured to the ground to avoid damage from the wind.
 - ✓ All doors and windows in the facility are closed and locked.
 - ✓ To prevent flooding, place sandbags in low lying areas where heavy rain or hail might enter the facility.
 - ✓ Make sure weather stripping at the bottom of exterior doors is in good shape and won't allow water entry into the building.
 - ✓ Make sure rain gutters and downspouts are clear of debris and other obstructions.
- b. Freeze losses continue to be a loss leader and are easily preventable. When the temps drop make sure you have adequate heat throughout the building and have buildings checked daily, ideally twice a day, especially over weekends and holiday closures. If you offer teacher housing make sure your tenants maintain adequate heat in their rental, and it is best practice to keep the utilities in the districts name, rather than the tenant, to make sure bills are paid and there are no breaks in services, especially when a tenant moves out.
- c. Recommended fixes to avoid water breaks or loss of power to freezer units include:
 - ✓ Place water sensors strategically around the facility that would sense and alert you to water.
 - ✓ Attach temperature sensors to freezer units and refrigerators to sense loss of power and temperature.

- ✓ Electronic alarms will notify staff of water or loss of power to a unit.
 - d. Districts can reduce costly vandalism losses by installing security cameras and making sure doors, windows, and roof access points are always locked. This is particularly important with vacant buildings in the district.
- 2. Auto Liability and Auto Physical Damage Claims:**
- a. Striking Animals: The fix is simple. Slow down; especially at dusk and at dawn. By driving 5 mph below the posted speed limit, especially after dark, the driver has more time to react.
 - b. Passengers: The best practice is to only allow students, staff and volunteers of your district to be passengers in district owned vehicles.
 - c. Supplemental Auto Insurance: School District Employees and Officials shall secure supplemental auto physical damage and auto liability coverage when renting a vehicle to complete School District business or duties or when travelling to conduct School District business. The employee or official will be reimbursed for the cost of the supplemental coverage through regular reimbursement protocols in accordance with School District Policies 1531 or 7335.
 - d. Encourage all bus drivers to work on cornering to ensure there is no contact between the bus and other objects. All bus drivers should avoid backing up. Try to park where it doesn't require backing up.
- 3. General Liability Claims:**
- a. Do not allow students to engage in unsafe behaviors while at school.
 - b. Make sure outside entities requesting to use your facilities meet the requirements of your facility use policy including providing proof of GL coverage with the district named as an additional insured. The district should contact MHSAs and be named as an additional insured on their policy for post season specific event.
 - c. Make the school property a safe environment for guests/visitors all year around. Identified hazards should be addressed as soon as possible.
 - d. Staff should be trained on what is appropriate and inappropriate contact and communications with minors. There are 22 classes in Safe Schools that can assist with this training.
 - e. It should be noted that the Montana Statute of Limitation for sexual abuse and molestation claims has been extended from age 21 to age 27.
- 4. Cyber Liability Claims:**
- a. Multi-Factor Authentication is best practice for remote access to your network and may become required by cyber insurers. If not currently in place the district should do so asap.
 - b. Passwords: Require staff to change their passwords every six months at a minimum.
 - c. Educate your user to identify phishing emails with malicious links or attachments.
 - d. Encrypted back-ups prevents the back-up data from being used if accessed in a breach as well as protecting that data. Frequent checks should be made to ensure the backups are working.
 - e. Have your IT department configure your email system to provide a banner at the top of each email that comes from an external email server. This will help alert your staff to be aware before clicking on any links or attachments that originate outside of your district.
 - f. Take advantage of the IT courses offered through Safe Schools
- 5. School Board Legal:**
- a. Have Shawn Bubb, Director of Insurance Services, schedule School Board Legal training with the MTSBA attorneys.

MAP-21

The Federal Motor Carriers Safety Administration (FMCSA) has issued new regulations regarding training for school bus drivers who are first-time CDL holders. Referred to as **Moving Ahead for Progress 2021**, or MAP-21, the new regulations apply to all locations that train school bus drivers who require a Class A or

Class B CDL License. Any driver receiving a CDL after February 7, 2022, will need to follow these stringent new regulations and will thus require additional training. Each district that trains drivers must become a Training Provider. MSGIA has put together a short video tutorial explaining how to complete this task. MSGIA also purchases the School Bus Safety Company computer modules for the districts in our Property and Casualty Program and can be accessed through Safe Schools. All of the 26 on-line courses provided, plus the new on-line MAP 21 supplemental course, cover the practices required to meet the Entry-Level Driver Training.

You may access the tutorial video link here: <https://msgia.org/safety-resources/training/cdltraining>

Team:

Superintendent: Les Meyer

Business Manager: Shauna Anderson

MSGIA Director of Insurance Services: Shawn Bubb

MSGIA Asst Director, WC Operations: Kevin Bartsch

WC Claims Examiner: Brenda Damuth

MSGIA Asst Director, PC Operations: Matt Komac

PC Claims Examiner: Jeremy May

Risk Manager: Annette Satterly

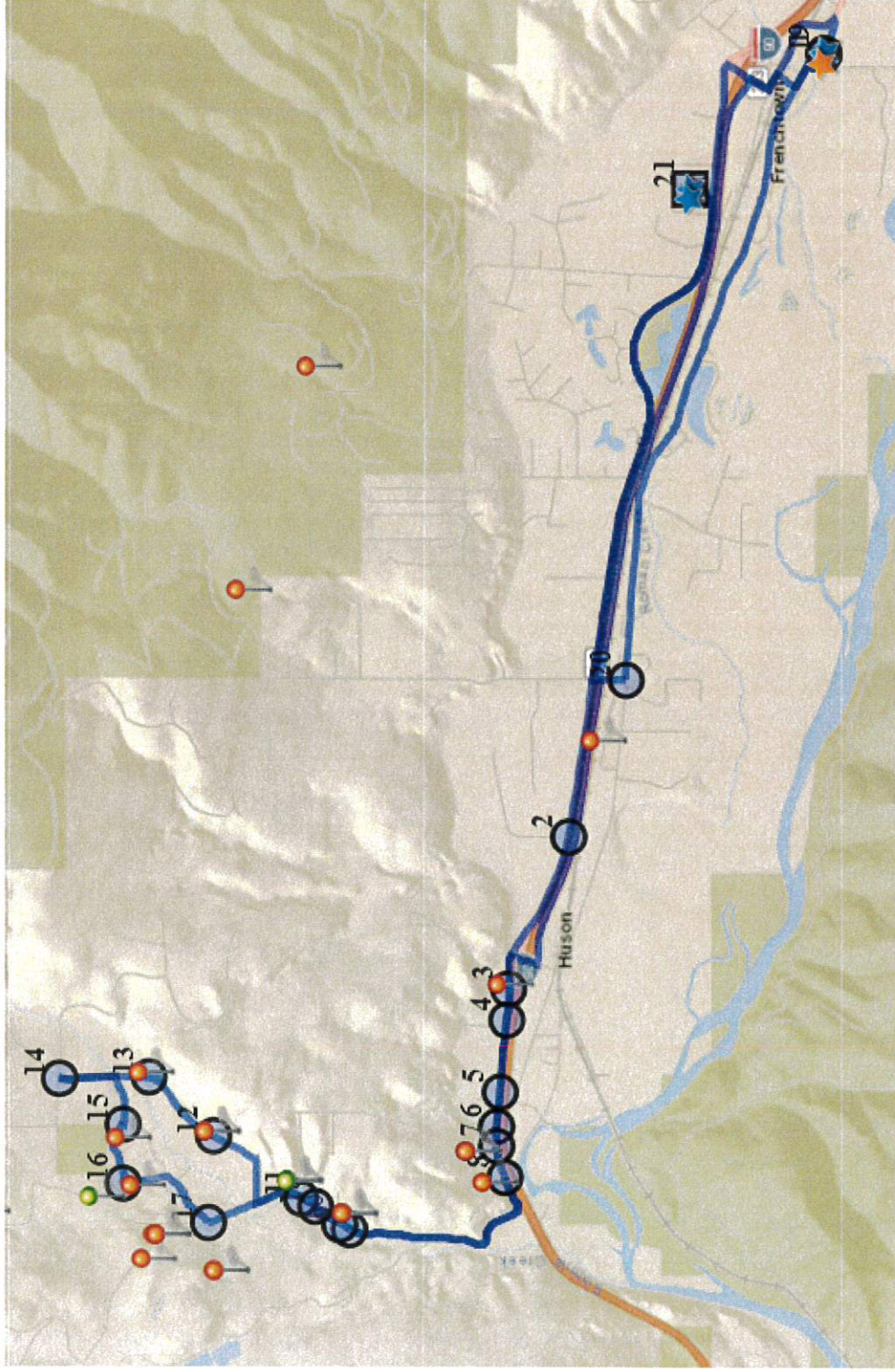
Old Business

New Business

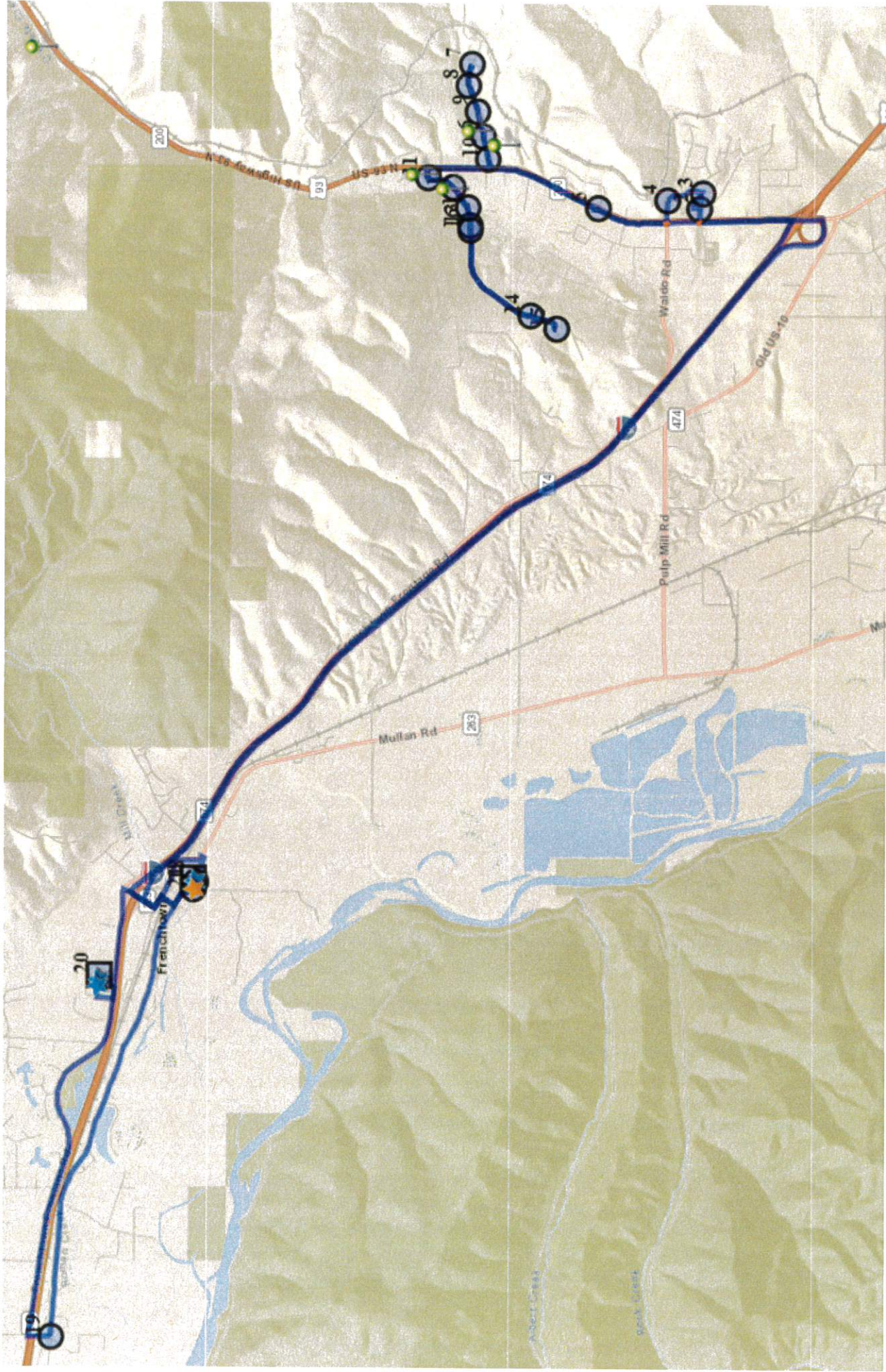
**2023-2024 Frenchtown School District #40 Transportation Routes
June 15, 2023**

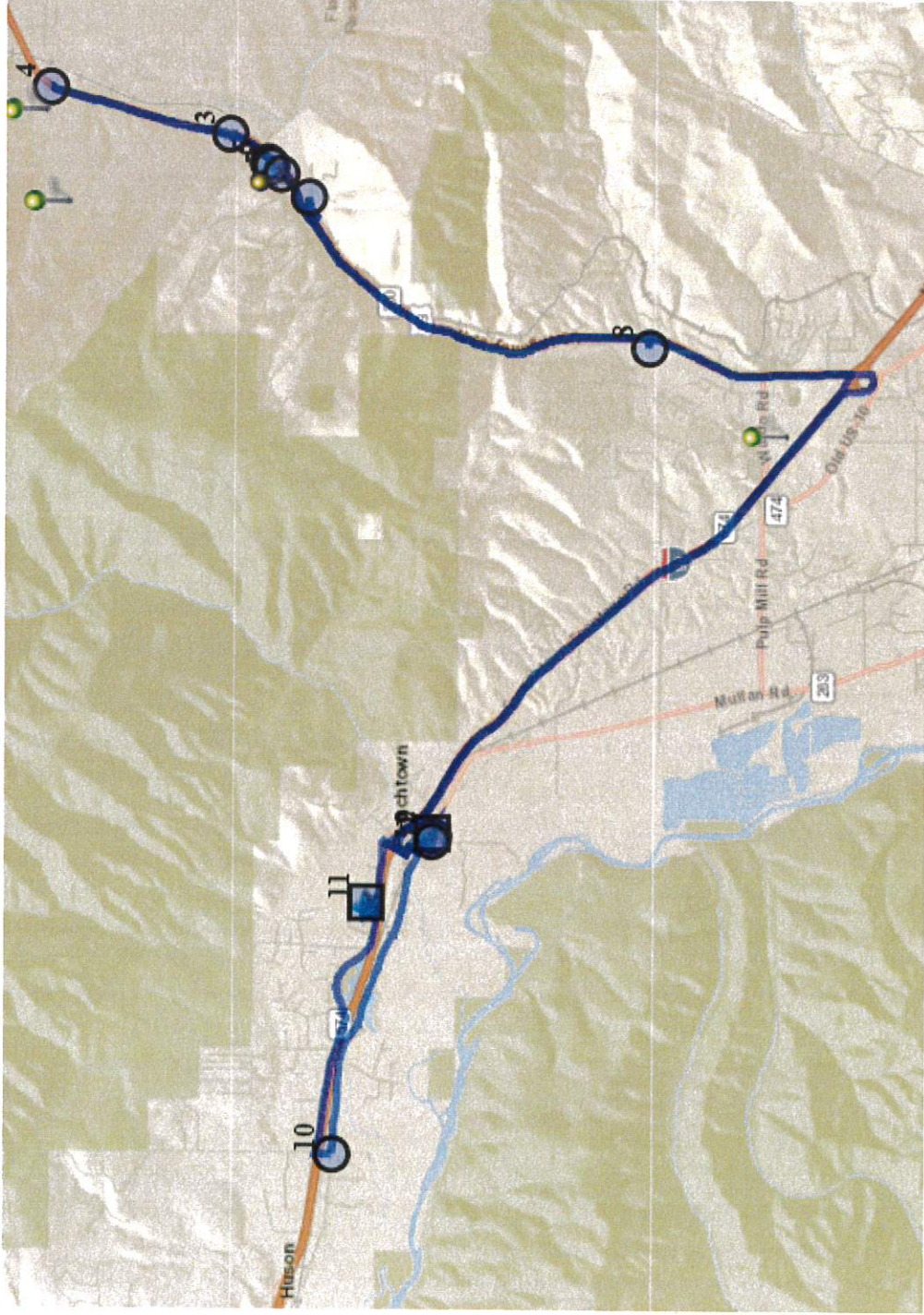
Route	2022-2023 Mileage	Route Change	2023-2024 Mileage
1		New	73.8
1A	74	Delete	
1B	65.9	Delete	
2		New	46.7
2C	40.6	Delete	
2AM	20.3	Delete	
2PM	20.3	Delete	
3	33	Delete	
3A		New	32.2
4	74.4	Delete	
4A	81.4	Delete	
4B	74.4	Delete	
4C		New	78.1
5-O	23.8	Delete	
5	52.5	Delete	
5A		New	69.7
6	20.9	Delete	
6A	20.9	Delete	
7	41.8	Delete	
7A	47	Delete	
7B	47	Delete	
7C	47	Delete	
8	29	Delete	
8A	33.1	Delete	
8B		New	51.3
9	34.6	Delete	
9A	29.2	Delete	
9B	28.6	Delete	
9C	31.6	Delete	
9D		New	38.7
10	47	Delete	
10A	39.4	Delete	
10B	43.2	Delete	
10C	39.4	Delete	
10D		New	47.2
11		New	52.6
11A	43.4	Delete	
11B	43.4	Delete	
11C	43.4	Delete	
13	46.2	Delete	
13A	36.8	Delete	
13B		New	51.1
16	27.5		27.5
18	67	Delete	
18A	67	Delete	
18B	67	Delete	
18C	69	Delete	
SPED18		New	72.6

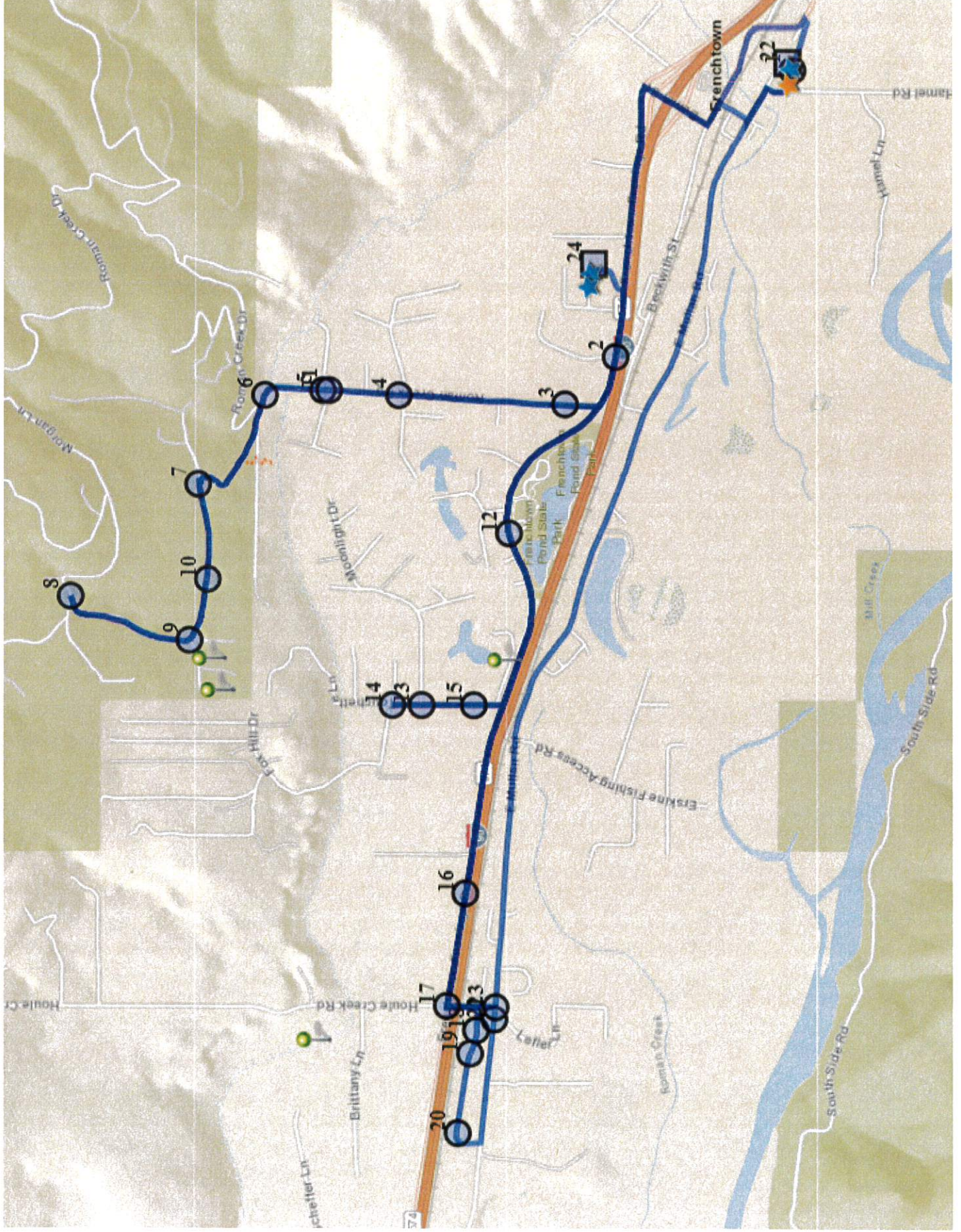








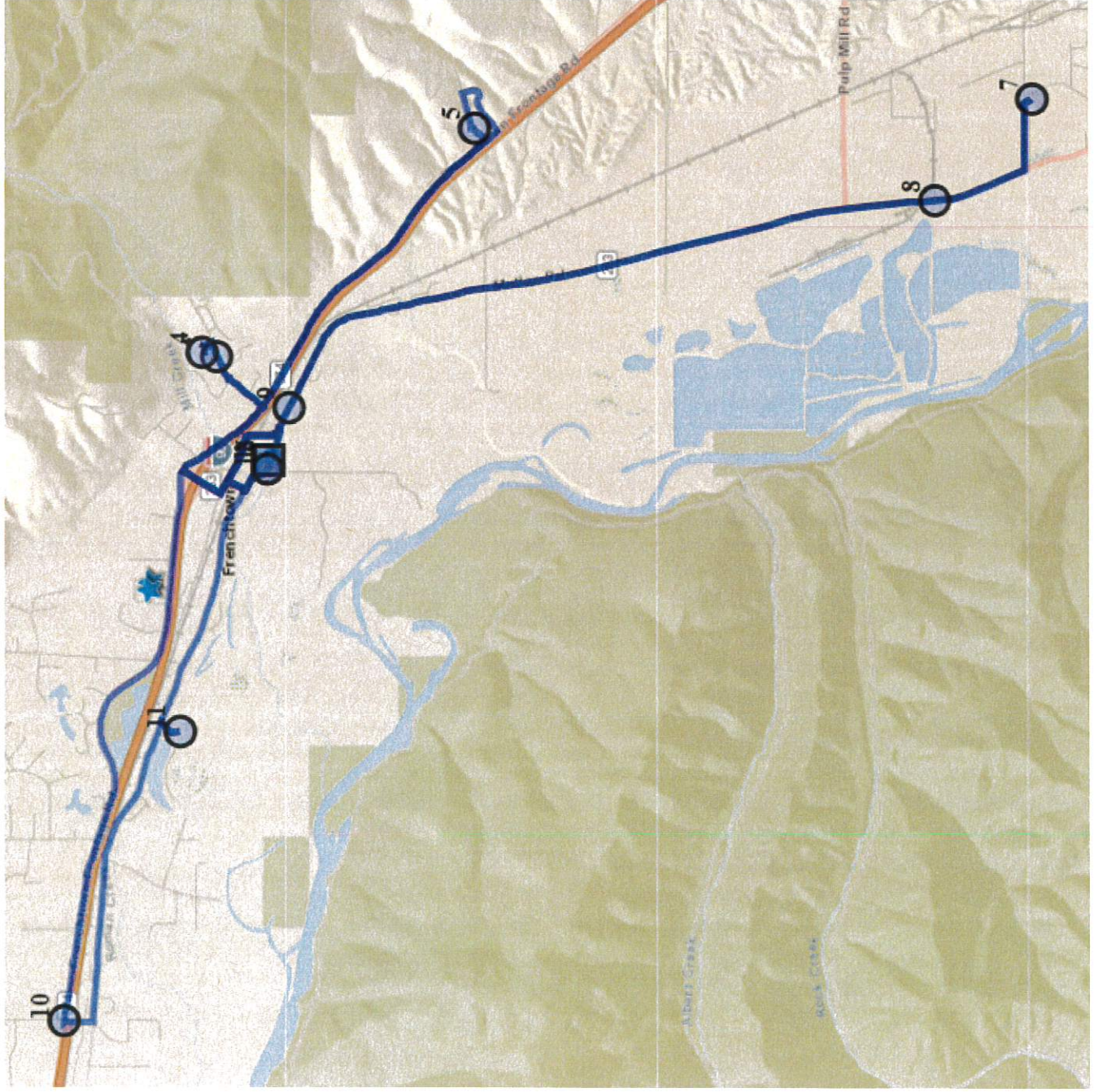


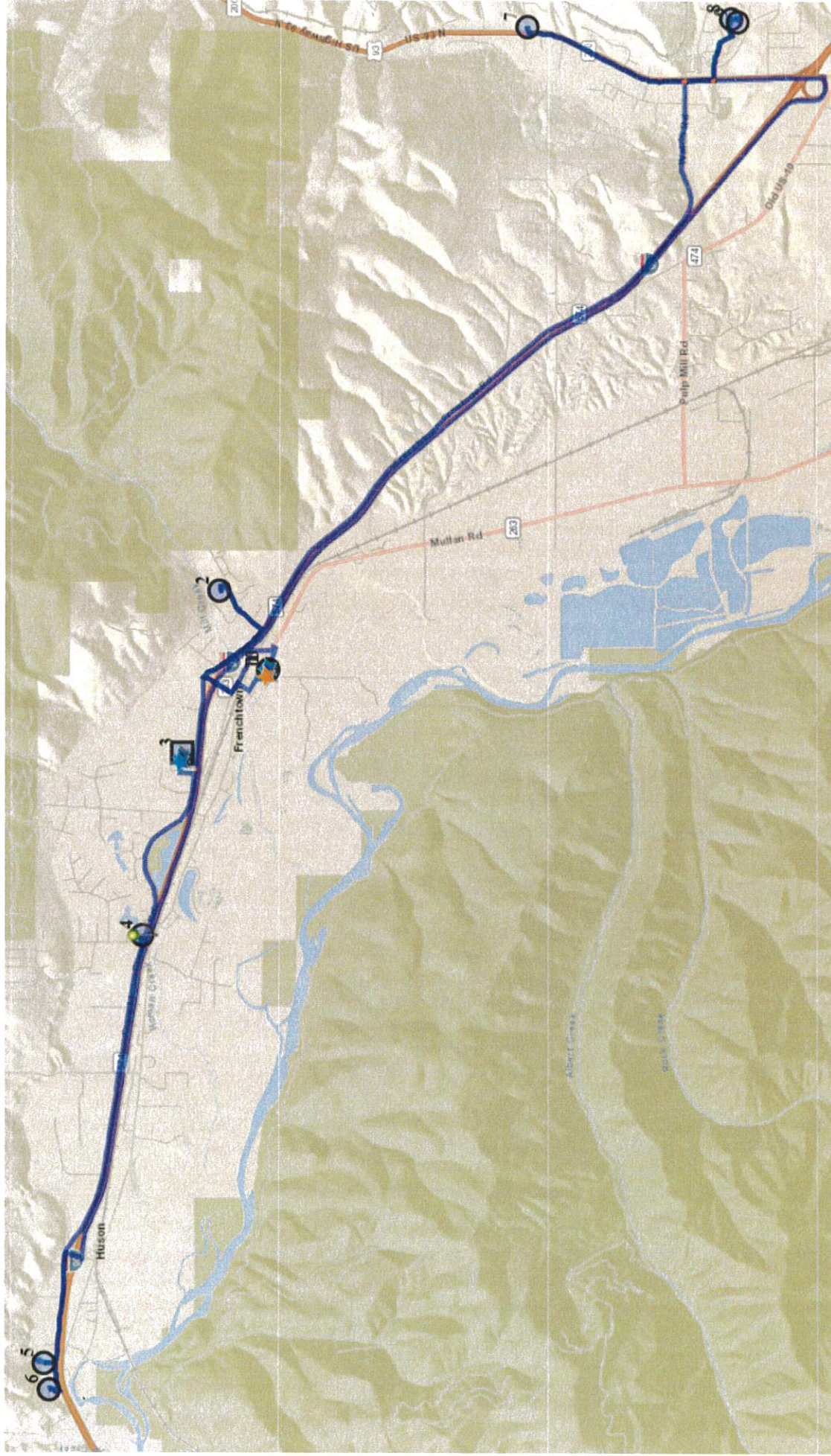












Review/Action: Student breakfast and lunch increases

- K-5 Breakfast \$1.40 to \$1.50
- MS breakfast \$1.40 to \$1.50
- HS breakfast \$1.65 to \$1.75
- * K-5 lunch \$2.60 to \$2.75
- * MS lunch \$2.65 to \$2.80
- * HS lunch \$2.90 to \$3.05

June 20, 2023 School Board Meeting

Hires

- Gabby Wine – Student Para 2023-2024
- Kailee Scott – Student Para 2023-2024
- Shae Gooden – Student Worker
- Mark Richardson – Summer Grounds
- Mark Richardson – Head HS Girls Soccer
- Sadie Forte – Asst. HS Girls Basketball
- Sami Tandy – Perm Sub – South Campus
- Brian Labbe - Asst. HS Football Coach
- Caitlyn McIver – HS Newspaper Advisor
- David Diehl – Bus Driver
- Skye McMaster – MS Soccer
- Mckenzie Luth – HS Assistant Soccer

Certified

- Lacey DeSalles – Special Ed Teacher
- Kaitlynn Radloff – K-8 Art
- Brian Labbe – MS Computer Applications .5

Classified

- Mandy Patch – PT Para
- Diana Erickson – PT Kitchen/Playground
- Peggy Duncan – Shipping/Receiving/Grounds

Resignations

- Shanelle Shirey - Teacher
- Shanelle Shirey – Cross Country & Track
- Shareena Musso
- Sarah Drew – Psych
- Josh Criner – MS Basketball
- Dane Anderson – Custodian
- Sean Mecham – Asst. Track Throwing Coach

2023-2024 Frenchtown School District #40 Activities

Spring 2023-2024 Coach Recommendations

Boys Baseball

Brad Waln	Head Coach
Tony Davis	Assistant Coach
Whit Gill	.5 Assistant Coach

Girls Softball

Eli Field	Head Coach
Kayla Devlin	Assistant Coach
Lauryn Lynch	.5 Assistant Coach

Track and Field

Louis Faust	Head Coach
McKenzie Luth	Assistant Coach
Allen McCarty	Assistant Coach
Dan Moe	Assistant Coach
_____ TBD	Assistant Coach
_____ TBD	Assistant Coach
Archie Petritz	.5 Assistant Coach

Fall Activities Coordinator

Brandon Robbins

Winter/Spring Activities Coordinator

Josh Criner



Les Meyer <lesmeyer@ftbroncs.org>

Fwd: Resignation

Eli Field <elifield@ftbroncs.org>

Tue, Jun 6, 2023 at 1:48 PM

To: Stacie Mether <staciemether@ftbroncs.org>, Les Meyer <lesmeyer@ftbroncs.org>

Shanelle's resignation from coaching for cross country and track.

----- Forwarded message -----

From: **Shanelle Shirey** <shanelleshirey@ftbroncs.org>

Date: Tue, May 30, 2023 at 7:02 PM

Subject: Resignation

To: Eli Field <elifield@ftbroncs.org>, Louis Faust <louisfaust@ftbroncs.org>

Hello Mr. Field and Mr. Faust,

I am sad to let you both know that I will be moving to Georgia this summer. My fiancé has been offered an amazing opportunity in his engineering field that we cannot pass up, and are going to give a try. I apologize for the inconvenience in timing as summer is approaching. It was very challenging for us to decide to take this leap since we love what we do in Montana so much. If there's anything I can do to help make this process easier please let me know how I can assist.

I wanted to thank you both for hiring me as an assistant track coach this year, it makes not coming back as an assistant cross country coach very difficult. It has always been a dream of mine to be a coach, and I appreciate you making those dreams happen at an early time in my career. In the future when we come back to Montana I would love the opportunity to work with the staff and amazing student- athletes we have in our community again.

Thank you again.

With all my best regards,

Shanelle Shirey

--
Miss Shanelle Shirey, M. Ed ECE
Early Kindergarten Teacher and Kindergarten Title Teacher
Frenchtown Elementary

--
Eli Field
Activities Director/ Head Softball Coach
Frenchtown High School
Cell: (406) 550-3216
School: (406) 626-2615
elifield@ftbroncs.org

Following my one year contract ending on 6/2/2023, I will not be returning to the Frenchtown School District for the 2023-2024 school year. I was offered a job with the Butte School District prior to Frenchtown having an available position for the upcoming school year and will be moving to be closer to my family.

I have greatly appreciated the opportunity to work in the Frenchtown School District throughout this school year. I have been able to work with wonderful staff members and families throughout the district, both in the elementary/intermediate school and in the middle school and high school.

Being an intern this year, I have had numerous learning opportunities and experiences that have been valuable in both my personal and professional development as a beginning school psychologist. I am incredibly grateful for the support and supervision I have been given when needed to answer questions and consult on cases throughout the year. The district also has provided very informative training opportunities that will continue to be beneficial throughout my career. I am fortunate to have been able to work in a district that is dedicated to providing students the support they need to be successful across all aspects of their educational development. I appreciate all those that I have worked with this year, and I wish everyone and the district the best moving forward.

Have a great summer!

Sarah Drew
School Psychologist
Frenchtown School District #40
(406) 626-2748



Les Meyer <lesmeyer@ftbroncs.org>

Middle school basketball

Josh Criner <joshcriner@ftbroncs.org>

Thu, Jun 1, 2023 at 10:18 AM

To: Aaron Griffin <aarongriffin@ftbroncs.org>, Angie Gibbs <angiegibbs@ftbroncs.org>, Les Meyer <lesmeyer@ftbroncs.org>

I would like to resign from my middle school basketball position. Thanks



Les Meyer <lesmeyer@ftbroncs.org>

Boys Soccer Resignation

Stacie Mether <staciemether@ftbroncs.org>

To: Eli Field <elifield@ftbroncs.org>, Les Meyer <lesmeyer@ftbroncs.org>

Tue, Jun 6, 2023 at 2:10 PM

Mark Richardson's resignation from Boys Soccer Coach.

----- Forwarded message -----

From: **Mark Richardson** <markrichardson@ftbroncs.org>

Date: Tue, Jun 6, 2023 at 2:05 PM

Subject: Re: Boys Soccer Resignation

To: Stacie Mether <staciemether@ftbroncs.org>

I mark Richardson resign as assistant boys soccer coach and accept the girls head coach position. Thank you!!!

[Quoted text hidden]

[Quoted text hidden]

Rae-Ann Beaulieu
2820 S. 3rd St. W.
Missoula, MT 59804
406-239-2666
beaulieu@q.com

June 1, 2023

Frenchtown School District
17620 Frenchtown Frontage Rd.
Frenchtown, MT 59834
406-626-2600

Dear Mr. Griffin, Mr. Meyer and Frenchtown School Board of Trustees:

This letter is to notify you of my formal resignation as a teacher at Frenchtown School District, effective at the end of the contracted 2022-2023 school year. Unfortunately, with only being offered a .5 FTE elective position, despite two years of service and several requests/statements of interest for transfer to a permanent position, I need to relinquish my position as the MS Computer Applications Teacher. Due to the circumstances of being a single parent and needing to support myself and my two children, as well as the rising cost of commuting from Missoula, I cannot sustain a living on the part-time position that has been offered.

I appreciate the opportunity to serve the students of Frenchtown Middle School for the last two years. It has been a high honor to be known and loved as a favored teacher among students and parents. Additionally, it was a privilege to provide a safe and calming space for all of our students, in which long-lasting relationships, friendships and community were forged, nurtured and fostered. I take great pride in knowing that I made an impact on so many of our students and value every moment that I had with them. Just as I made an impact on them, they made just as much, if not more, of an impact in my life.

Thank you for providing me the opportunity to serve the students of Frenchtown Middle School.

With appreciation,



Rae-Ann Beaulieu

FRENCHTOWN SCHOOL DISTRICT #40



AMERICAN RESCUE PLAN ELEMENTARY AND SECONDARY SCHOOL EMERGENCY RELIEF FUND

**UNITED STATES DEPARTMENT OF
EDUCATION**



Montana School District ARP ESSER Plans

Federal Requirement

The US Department of Education (USED) required the OPI to establish a process for district plans consistent with the ARP ESSER requirements for the use of ARP ESSER funds and ensure plans be made available to the public, within no later than 90 days after a district received its ARP ESSER allocation (August 24, 2021). The requirements for the school district plans include, at a minimum, how districts will:

1. use funds to implement prevention and mitigation strategies;
2. use the funds totaling not less than 20% to address lost instructional time;
3. spend its remaining 80% of ARP ESSER funds;
4. respond to needs of student disproportionately affected by the pandemic; and
5. meaningfully engage with and consult stakeholders in crafting their plans.

Each of these federally required components are embedded into this school district ARP ESSER plan.

In addition, the USED requires the OPI to support and monitor each school district's use of ARP ESSER funds, including:

- i. implementation of evidence-based interventions;
- ii. address the student groups specifically that were disproportionately impacted by the pandemic; and
- iii. identify, reengage, and support students who have experienced the impact of lost instructional time.

The plan will provide the information necessary for the OPI to support and monitor school districts as they move forward.

State Components

Throughout this school district ARP ESSER plan, the OPI has emphasized local control and coordination of state initiatives and requirements so that school districts can identify and innovate solutions for unique local needs and priorities. These components are embedded in the school district ARP ESSER plan. Additionally, the OPI will seek flexibility from the Board of Public Education to use the Goals section of this plan in place of the Continuous School Improvement Plan (CSIP).

This template will guide the development of the school district's (LEA's) ARP ESSER plan. The template sections are as follows:

1. School District-Identified Priorities
2. Meaningful Consultation



3. Goals
4. Coordinating Funds
5. Creating Safe and Healthy Learning Environment
6. Addressing Lost Instructional Time
7. Supporting the Educator Workforce
8. Monitoring and Measuring Impact of ARP ESSER funds

While completing your school district ARP ESSER plan, consider the following:

- What would you like to achieve before the funding ends in September of 2024?
- What goals will need to be established in order to get there?
- You may need to leave and come back to this form as you formulate your plan.
- You will still need to complete the eGrants application for ESSER III that is due

September 1, 2021. It is important that your school district ARP ESSER plan aligns with the budget amounts reported in eGrants.

Resources to help with completing your plan

- Curriculum Selection
- Acceleration Guidance
- ESSA Tiers of Evidence
- Gap Analysis Tool
- U.S. Department of Education FAQ - ESSER/GEERS
- FAQ's of Maintenance of Equity Requirements
- Montana Office of Public Instruction ESSER website SEL Priorities

Next Steps:

- The OPI will confirm your submission via the email you provide at the start of your plan.
- The OPI will reach out with questions and support as needed.
- Districts will need to set up their own monitoring which needs to be paired with implementation.
- Districts will be able to answer these same question every 6 months.
- The OPI created this temporary form as a means to meet the federal timelines; it will be put in a more permanent location where you can access and update your plan.
- The OPI will use this form to collect best practices to share with other districts.

1. School District-Identified Priorities

Please provide the top priorities the school district has determined as the most pressing needs for students and schools within the school district as a result or in response to the COVID-19



pandemic. You may elect between 1-3 priorities by checking the box and providing the text response.

Priority 1

Addressing learning loss and provide an intervention based education to struggling students, behavioral support/analysis, and data analysis decision making to support in learning loss and recovery of content.

Priority 2

To prevent, prepare, and respond to covid-19 through infrastructure upgrades, device accessibility and facility configuration/upgrades that support with safety processes/practice within the Frenchtown School District.

Priority 3

Addressing learning loss regarding Special Education, curriculum analysis, professional development opportunities, and the planning and preparation required for effective teaching during Covid-19 that include learning and lesson support for online and in person learners.

When you identified each of your district's priorities, what data points did you use? Please list any and all data sources, such as attendance, interim assessments, surveys, etc.

District uses DIBELS, STAR, MAP, SBAC, IAB, Read Naturally, and, AIMSWEB, SBAC for math and reading assessments. Targeted Intervention summer instruction based on results of this data for at-risk students. District has a special services coordinator, homeless/foster care liaison to monitor and tracks migrant populations. Services are offered to all who fall within these categories as well as those who achieve at low levels on assessments. The High School also has a credit recovery program called FACE and JMG or Jobs for Montana Graduates that support students with future direction.

Please indicate which of the following student groups specifically referenced in ARP ESSER were more affected than others in your district.

Choose all that apply.

Economically Disadvantaged (Free and Reduced Lunch)

White Black or African American

American Indian or Alaska Native

Multi-Racial Migrant

Homeless

Foster Youth



Children with Disabilities

- Male
- Female English
- Language Learners
- Other (please identify in the box below)

2. Meaningful Consultation

ARP ESSER requires school districts to consult with a wide variety of stakeholders when developing a plan. Please select all of the following groups of stakeholders your district consulted and/or plans to consult.

Parents

Students

Teachers

Staff

- Tribal governments
- Local bargaining units
- Educational advocacy organizations

County health departments

Community members

- Other (please identify in the box below)

What method(s) did you use to seek stakeholder input? Choose all that apply.

- Webinars
- Public meetings**
- Website**
- Media
- Social media**
- Email**



Other

Zoom, and Google Meets with Public/Parents/Community/Staff

3. Goals

Goal Action Plan:

Please define your Math goal, English Language Arts (ELA) goal, and other goal, based on the priorities you identified.

Explain what instruments or methods will be used to monitor the progress of the goals and determine if the goals are met. Click the box and provide the text response for each applicable box.

Math Goal

In the area of Math Frenchtown School District has targeted growth goals for each student grades K-8 of 6 RIT points based on MAP data for the 2021-2022 school year. FTSD High School has a targeted average data point on the ACT test of 20. The ACT is taken by all Juniors at FTSD. These targeted goal are to establish consistency within the district with tangible goals that are consistent with performance trends prior to Covid-19. The districts K- 8 goal for math in the 2020-21 school year is to increase the percentage of students scoring prof. in grades 3-8 by 5% from 35% in 2018-19 to 40% on the Smarter Balance Statewide Assessment (SBAC) in 2021. (Dist. 3-yr trend=38%)

ELA Goal

In the area of ELA Frenchtown School District has targeted growth goals for each student grades K-8 of 7 RIT points based on MAP data for the 2021-2022 school year. FTSD High School has a targeted average data point on the ACT test of 20. The ACT is taken by all Juniors at FTSD. These targeted goal are to establish consistency within the district with tangible goals that are consistent with performance trends prior to Covid-19. The districts K- 8 goal for ELA in the 2020-21 school year is to increase the % of students in grades 3-8 scoring proficient by 5% from 41% in 2018-19 to 46% on the Smarter Balance Statewide Assessment (SBAC) in 2021. (Dist. 3-yr=44%)

Other Goal (For example, SEL, Mental Health, Graduation Rates, Recruitment/Retention, Professional Development, Community and Family Engagement, etc.)

Frenchtown School District will be targeting mental health support by providing behavioral data tracking for student in need of support K-8. This targeted approach will establish behavioral interventions and help to support students that need behavioral interventions based areas of struggle. This goal is measurable for each individual and not as a collective district.

Goal Action Plan, Part 2:



Identify what strategies/action steps will be used to support the achievement of the goals.
Describe a realistic and achievable timeline to achieve the goals.

Identify who is responsible to ensure the strategies/action steps are achieved. Click the box and provide the text response for each applicable box.

Math Goal Strategies, Actions, Timelines, and Assignments

Starting 2021: Interventions teachers will be located at each grade level K-3. With additional intervention staff and rubrics that target students that need additional support based on data, Frenchtown School District will be support two times the population of students that are in need of intervention at the Primary and Early Elementary Levels. Starting 2021: Frenchtown Elementary will also be providing a behavioral specialist to help with targeted behavioral needs, data and interventions for students in crisis. Starting 2021: Frenchtown School District will be implementing Milepost to collect consistent data in one management system. This will allow for all academic data, interventions, and behavior data to be view analyzed and supported by intervention professionals. Quarterly through the 2021-2022 school year: Frenchtown School District will be looking at data in all areas that fall under the MTSS (Multi-Tiered Systems of Support)

ELA Goal Strategies, Actions, Timelines, and Assignments

Starting 2021: Interventions teachers will be located at each grade level K-3. With additional intervention staff and rubrics that target students that need additional support based on data, Frenchtown School District will be support two times the population of students that are in need of intervention at the Primary and Early Elementary Levels. Starting 2021: Frenchtown Elementary will also be providing a behavioral specialist to help with targeted behavioral needs, data and interventions for students in crisis. Starting 2021: Frenchtown School District will be implementing Milepost to collect consistent data in one management system. This will allow for all academic data, interventions, and behavior data to be view analyzed and supported by intervention professionals. Quarterly through the 2021-2022 school year: Frenchtown School District will be looking at data in all areas that fall under the MTSS (Multi-Tiered Systems of Support)

Other Goal (For example, SEL, Mental Health, Graduation Rates, Recruitment/Retention, Professional Development, Community and Family Engagement, etc.) Strategies, Actions, Timelines, and Assignments

Starting 2021: Frenchtown School District will be implementing Milepost to collect consistent data in one management system. This will allow for all academic data, interventions, and behavior data to be view analyzed and supported by intervention professionals. Quarterly through the 2021-2022 school year: Frenchtown School District will be looking at data in all areas that fall under the MTSS (Multi-Tiered Systems of Support)



For which of the following student groups do you have a distinct Math goal? Choose all that apply.

American Indian or Alaska Native

Black or African American

Hispanic

MultiRacial

White

Free and Reduced Lunch

Homeless

Students with Disabilities

None

For which of the following student groups do you have a distinct English Language Arts (ELA) goal? Choose all that apply.

American Indian or Alaska Native

Black or African American

Hispanic

MultiRacial

White

Free and Reduced Lunch

Homeless

Students with Disabilities

None

Describe your Math goal for each identified student group.

Sub-Group Goal 1—Increase the % of prof. SPED students by 9% in math from 11% in 2018-19 to 20% on the SBAC in 2021. Sub-Group Goal 2—Increase the % prof. of Native Amer. students by 3% in math from 37% in 2018-19 to 40% on the SBAC in 2021. Sub-Group Goal 3—Increase the % of prof. Econ. Dis. students in grades 3-8 by 5% in math on the SBAC in 2021. The districts HS goals for math in the 2020- 21 school year is to increase the ACT math score for dist. 11th graders to 20.2 from to 19.8 in 2018-19 on the ACT test. (Dist. 3-yr=20.2). The dist.



2nd goal for math in 2020-21 is to increase the ACT College Readiness percentage of 11th grade students from 36% in 2018- 19 to 40% in 2020-21. (Dist. 3- yr.=37%) HS sub groups reported in school CSIP.

Describe your ELA goal for each identified student group.

Sub-Group Goal–Increase the % of prof. SPED students in grades 3-8 by 12% in ELA from 8% in 2018- 19 to 20% in 2020 -21 on the SBAC in 2021. Sub-Group Goal 2–Increase the % of prof. of Native Amer. students in grades 3-8 by 5% in ELA on the SBAC in 2021. Sub-Group Goal 3–Increase the % of prof. Econ. Dis. students in grades 3-8 by 5% in ELA on the SBAC in 2021. The districts 1st HS goal for ELA in the 2020-21 school year is to increase the ACT ELA/English score for district 11th graders to 19.5 from 18.8 in 2018-19 on the ACT test. (Dist. 3-yr=19.7). The districts 2nd high school goal for ELA/English in the 2020-21 school year is to increase the ACT College Readiness percentage of 11th grade students from 56% in 2018-19 to 62% in 2020-21. (Dist. 3yr=62%)

4. Coordinating Funds

Identify other federal funding that you are coordinating with ARP ESSER funds to most effectively use funds to address student needs.

Did you coordinate ARP ESSER funds with other federal funds to address student needs?

Yes

No

5. Creating Safe and Healthy Learning Environments

Determine if ARP funds will be used to implement prevention and mitigation strategies, to the greatest extent practicable, in order to continuously operate schools for in-person learning.

If you are planning to use ARP ESSER funds for prevention and/or mitigation strategies, please select the evidence-based practices below and/or describe an additional practice in the Other box.

Mental health supports

Social emotional learning

Academic support

Extended learning/enrichment

Hiring new staff and avoiding layoffs

Meeting the nutritional needs of underserved students.

Locating absent students and re-engaging disconnected youth

Providing safe, healthy, inclusive learning environments.



- Activities to address the unique needs of at-risk populations.**
- Developing and implementing procedures and systems to improve the preparedness and response efforts**
- Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases**
- Purchasing supplies to sanitize and clean the facilities**
- Planning for, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under the Individuals with Disabilities Education Act and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements.**
- Purchasing educational technology (including hardware, software, and connectivity) that aids in regular and substantive educational interaction between students and their classroom instructors including low-income students and children with disabilities, which may include assistive technology or adaptive equipment.**
- School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.**
- Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and nonmechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement**
- Other (please identify in the box below)**

6. Addressing Lost Instructional Time

Describe how the school district will use ARP ESSER funds it reserves under Section 2001(e)

(1) of the ARP Act to **address lost instructional time** through the implementation of evidence-based interventions. The district must spend a minimum of 20% of ARP ESSER funds. The full implementation of the evidence-based interventions should be considered including personnel, materials, equipment, professional development, and expenses needed to meet the needs of students. Other evidenced-based practices may be utilized if the intervention meets one of the four tiers of evidence. Evidence-based practices may be found at OPI's Multi-Tiered Systems of Support page.

How do you plan to spend the required 20% set-aside to address lost instructional time? Choose all evidence-based practices that apply.



- Extended learning time**
- Tribal/community engagement**
- Wraparound academic/health/social services**
- SEL learning supports**
- Evidenced-based curriculum**
- Accelerating learning through instructional approaches: In-school acceleration- Certified educators provide support for students within the classroom and grade-level work, using high-quality instructional materials, instructional strategies, and formative assessments.**
- Accelerating learning through instructional approaches: Tutoring Program-High-dosage tutoring provided consistently by well-trained tutors or educators at least 3 days per week for at least 30 minutes at a time in groups of five or fewer students.**
- Accelerating learning through instructional approaches: Out-of-school time programs- Identified students, needing additional support before, and after the regular school days, as well as on weekends, and during school breaks.**
- Accelerating learning through instructional approaches: Summer learning and enrichment: Summer learning programs, camps, community partnerships, work-based learning or community service that provide high-quality instructional and are designed to meet the social and emotional needs of student through engaging and enriching experiences.**
- Access to and effective use of technology**
- Engaging families in digital learning training and effectively using technology and platforms**
- Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction**
- Providing information and assistance to parents and families on how they can effectively support students**
- Tracking student attendance and improving student engagement provided by the school**
- Using data about student's opportunity to learn indicators to help target resources and support**
- Professional Learning Communities**



- Access to advanced coursework, dual enrollment, work-place learning, and/or internships**
- Career, Technical, and Agricultural Education expenses (approved under Perkins Act)**
- Distance/Remote Learning: connectivity (hot spots, outfitting buildings/buses with Wi-Fi, other wireless, internet service, etc.), devices (laptops, tablets, etc.), printing costs for learning packets, instructional resources/tools, hardware, software, subscriptions, licenses, assistive technology or adaptive equipment, online learning platforms/learning management systems, other distance/remote learning costs**
- Other (please identify in the box below)

How do you plan to use the remaining 80% for the allowable uses of funds related to preventing, preparing for, and responding to COVID-19 as required by ESSER I, II, and III? See page 5 of the ARP ESSER Fact Sheet for more information. Choose all evidence-based practices that apply.

- Extended learning time**
- Tribal/community engagement**
- Wraparound academic/health/social services**
- SEL learning supports
- Evidenced-based curriculum**
- Accelerating learning through instructional approaches: In-school acceleration- Certified educators provide support for students within the classroom and grade-level work, using high-quality instructional materials, instructional strategies, and formative assessments.**
- Accelerating learning through instructional approaches: Tutoring program-High-dosage tutoring provided consistently by well-trained tutors or educators at least 3 days per week for at least 30 minutes at a time in groups of five or fewer students.**
- Accelerating learning through instructional approaches: Out-of-school time programs- Identified students, needing additional support before, and after the regular school days, as well as on weekends, and during school breaks.**
- Accelerating learning through instructional approaches: Summer learning and enrichment: Summer learning programs, camps, community partnerships, work- based learning or community service that provide high-quality instructional and are designed to meet the social and emotional needs of student through engaging and enriching experiences.**



- Access to and effective use of technology**
- Engaging families in digital learning training and effectively using technology and platforms**
- Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction**
- Providing information and assistance to parents and families on how they can effectively support students**
- Tracking student attendance and improving student engagement provided by the school**
- Using data about student's opportunity to learn indicators to help target resources and support**
- Professional Learning Communities**
- Access to advanced coursework, dual enrollment, work-place learning, and/or internships**
- Career, Technical, and Agricultural Education expenses (approved under Perkins Act)**
- Distance/Remote Learning: connectivity (hot spots, outfitting buildings/buses with WiFi, other wireless, internet service, etc.), devices (laptops, tablets, etc.), printing costs for learning packets, instructional resources/tools, hardware, software, subscriptions, licenses, assistive technology or adaptive equipment, online learning platforms/learning management systems, other distance/remote learning costs**
- Mental health supports**
- Hiring new staff and avoiding layoffs**
- Meeting the nutritional needs of underserved students**
- Locating absent students and re-engaging disconnected youth**
- Providing safe, healthy, inclusive learning environments**
- Activities to address the unique needs of at-risk populations**
- Developing and implementing procedures and systems to improve the preparedness and response efforts**
- Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases**



- Purchasing supplies to sanitize and clean the facilities**
- Planning for, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under the Individuals with Disabilities Education Act and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements.**
- Purchasing educational technology (including hardware, software, and connectivity) that aids in regular and substantive educational interaction between students and their classroom instructors including low-income students and children with disabilities, which may include assistive technology or adaptive equipment.**
- School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.**
- Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and nonmechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.**
- Other (please identify in the box below)

7. Supporting the Educator Workforce

Determine if ARP funds will be used to support and stabilize the educator workforce consistent with Section 2001 (e) (2) of the ARP Act.

How do you plan to use ARP funds to support and stabilize the educator workforce? Choose all that apply.

- Cover costs of offsetting the need to furlough or reduce the salaries of school-based staff**
- Cover costs of bonuses for recruiting and retaining educators and support personnel**
- Additional pay for additional work**
- Class-size reduction**
- Technology to support learning: enable students to learn anywhere and teachers to teach essential standards**
- Additional professional development for school leaders, teachers, and staff (trainings, extended professional development days, programs, etc.)**
- Staffing additional physical and mental health support staff (counselors, social workers)**



Other (please identify in the box below)

Please provide the estimated number of jobs (FTEs) that have been or will be created by the school district through the district's planned use of ESSER III Funds.

10

Please provide the estimated number of jobs (FTEs) that have been or will be retained by the LEA through the LEA's planned use of ESSER III Funds.

3

8. Monitoring and Measuring Impact of ARP ESSER funds

How will the District monitor the impact of the ARP ESSER funded interventions or strategies, including but not limited to the 20% set-aside, to respond effectively to the academic, social, emotional, and mental health needs of all students, and particularly those students disproportionately impacted?

Data Tracking system with assessment (Milepost), attendance (Infinite Campus), and State and District Testing Data.

Please indicate the type of data you are obtaining and using to monitor outcomes.

- Early Warning System**
- Interim Formative Assessment**
- Opportunities to Learn surveys**
- Summative assessments**
- Chronic absenteeism**
- Student engagement**
- Use of exclusionary discipline
- Advanced coursework**
- Access to technology**
- Educator PD on technology**
- Access to and preparation of high-quality educators**
- Access to mental health and nursing staff**
- Student, parent, or educator surveys**



- Per-pupil expenditures**
- Classified and certified staff (numbers of positions or people)**
- Summer, Afterschool, and ESY enrollment**
- Health protocols**
- Student enrollment by Mode of instruction**
- Student attendance by Mode of Instruction**
- Other (please identify in the box below)

The OPI has created a way for the district respondents to return to this plan and edit it multiple times before submitting. You can return any time before August 24 to finish your submission.

When you're ready, click Submit at the end of the plan.

After you click Submit, your responses will display in a PDF file. Download the PDF file. Upload the PDF file of your responses to your district's webpage.

Note: The option to edit is no longer available once the plan is submitted by clicking the Submit button. If you click Submit and then determine later that you need to make changes, contact OPITeams@mt.gov.

This plan must be monitored continuously and updated every six months.

The OPI will confirm your submission via the email you provide at the start of your plan. The OPI will reach out with questions and support as needed.

Thank you for your submission!

Powered by Qualtrics A

FRENCHTOWN SCHOOL DISTRICT

ESSER Priority Survey

The Federal Government requires data collection from school districts to demonstrate how federal ESSER funds have been utilized and to assess how schools across the nation have managed or are managing the pandemic. Data is used to verify that each district is using ESSER for allowable purposes that align with the legislative intent of the CARES, CRRSA, and ARP Acts. (Montana Office of Public Instruction; 2021)

The requirements for the school district plans include, at a minimum, how districts will:

1. use funds to implement prevention and mitigation strategies;
2. use the funds totaling not less than 20% to address lost instructional time;
3. spend its remaining 80% of ARP ESSER funds;
4. respond to needs of student disproportionately affected by the pandemic; and
5. meaningfully engage with and consult stakeholders in crafting their plans. Each of these federally required components are embedded into this school district ARP ESSER plan.

(U.S. Department of Education - Montana State Plan for the American Rescue Plan Elementary and Secondary School Emergency Relief Fund; 2021)

School Districts were to address the needs of students, staff, and community by choosing three of five priorities. The Frenchtown School District chose to address the following priorities. Through this plan and the funding provided to the Frenchtown District, we have worked to address the needs below. Highlights include, but are not limited to the following:

Priority 1 – Address learning loss and provide an intervention based education to struggling students, behavioral support/analysis, and data analysis decision making to support in learning loss and recovery of content.

Title Services for K-3 and Middle School
Summer programs for elementary and intermediate students
Behavior specialist
Milepost subscription to track learning gains and behaviors
Teacher preparation time
Additional Teaching Staff

Priority 2 – To prevent, prepare, and respond to covid-19 through infrastructure upgrades, device accessibility and facility configuration/upgrades that support safety processes/practice and air quality within the Frenchtown School District.

Technology Infrastructure
Ionization
South Campus Asphalt
Roofing projects – South Campus & North Campus
Security Camera upgrades
Tables
Chromebooks K-12
Desktops
Prometheans

Priority 3 – Addressing learning loss regarding Special Education, curriculum analysis, professional development opportunities, and the planning and preparation required for effective teaching during Covid-19 that include learning and lesson support for online and in person instruction while addressing social emotional learning.

Special education teachers

School Psychologist

Speech Pathologist

School Guidance Counselor

The ARP ESSER Plans along with the Continuity of Services Plan are on the FTSD website if you wish to review the full documents. www.ftsd

Below is a survey for you to provide feedback regarding FTSD's attempts at addressing the Priorities as outlined. Thank you for your time.

Do you approve of the district's attempts to follow the Priorities as outlined?

Are there ideas you would like to share regarding the Priorities as outlined?

Q1 Do you approve of the district's attempts to follow the Priorities as outlined?

Answered: 161 Skipped: 0

#	RESPONSES	DATE
1	Yes	11/25/2022 3:12 PM
2	Yes	11/14/2022 8:21 AM
3	Yes	11/13/2022 9:57 PM
4	Yes.	11/13/2022 5:00 AM
5	Yes	11/12/2022 10:09 AM
6	Yes	11/12/2022 4:54 AM
7	yes	11/11/2022 6:18 AM
8	Yes	11/10/2022 9:08 PM
9	Yes	11/10/2022 11:30 AM
10	Yes	11/10/2022 10:14 AM
11	Yes	11/10/2022 5:48 AM
12	Yes	11/9/2022 5:02 PM
13	Yes	11/9/2022 4:24 PM
14	Yes	11/9/2022 1:27 PM
15	Yes	11/9/2022 9:52 AM
16	Yes	11/9/2022 7:48 AM
17	Yes	11/9/2022 7:20 AM
18	Yes	11/8/2022 11:54 PM
19	Yes	11/8/2022 7:40 PM
20	Yes	11/8/2022 2:00 PM
21	yes	11/8/2022 1:39 PM
22	Yes	11/8/2022 1:30 PM
23	Yes	11/8/2022 12:51 PM
24	yes	11/8/2022 12:37 PM
25	Yes	11/8/2022 12:23 PM
26	Yes	11/8/2022 11:29 AM
27	Yes	11/8/2022 11:08 AM
28	Yes	11/8/2022 10:26 AM
29	yes	11/8/2022 10:06 AM
30	Yes	11/8/2022 9:39 AM
31	Yes	11/8/2022 9:15 AM

ESSER Priority Survey

32	Yes	11/8/2022 8:50 AM
33	Yes	11/8/2022 8:46 AM
34	Yes	11/8/2022 7:59 AM
35	Yes	11/8/2022 7:55 AM
36	Yes	11/8/2022 7:50 AM
37	yes	11/8/2022 6:54 AM
38	Yes	11/8/2022 6:19 AM
39	Yes	11/8/2022 5:21 AM
40	Yes	11/8/2022 2:54 AM
41	I agree with hiring more teachers.	11/7/2022 11:00 PM
42	Yes	11/7/2022 8:48 PM
43	Yes	11/7/2022 8:14 PM
44	Yes	11/7/2022 7:59 PM
45	Yes	11/7/2022 7:51 PM
46	Yes	11/7/2022 7:39 PM
47	Yes	11/7/2022 6:42 PM
48	yes	11/7/2022 6:16 PM
49	Yes	11/7/2022 5:56 PM
50	Yes	11/7/2022 5:43 PM
51	Yes!	11/7/2022 5:33 PM
52	Yes	11/7/2022 5:23 PM
53	Yes	11/7/2022 4:55 PM
54	Yes	11/7/2022 4:49 PM
55	Yes	11/7/2022 4:41 PM
56	Yes	11/7/2022 4:26 PM
57	Yes	11/7/2022 4:25 PM
58	Sure	11/7/2022 4:09 PM
59	Yes	11/7/2022 4:07 PM
60	Yes	11/7/2022 4:03 PM
61	Yes	11/7/2022 4:02 PM
62	Yes	11/7/2022 4:01 PM
63	Yes	11/7/2022 3:49 PM
64	Yes	11/7/2022 3:48 PM
65	Yes	11/7/2022 3:44 PM
66	Yes	11/7/2022 3:42 PM
67	Yes	11/7/2022 3:38 PM
68	Yes	11/7/2022 3:36 PM
69	Yes	11/7/2022 3:30 PM

ESSER Priority Survey

70	yes	11/7/2022 3:29 PM
71	Yes	11/7/2022 3:27 PM
72	Yed	11/7/2022 3:27 PM
73	Yes	11/7/2022 3:21 PM
74	Yes	11/7/2022 3:09 PM
75	Yes	11/7/2022 3:08 PM
76	Yes	11/7/2022 3:07 PM
77	Yes	11/7/2022 3:00 PM
78	I haven't seen evidence of any of that happening	11/7/2022 2:53 PM
79	Yes	11/7/2022 2:50 PM
80	Yes	11/7/2022 2:50 PM
81	Yes.	11/7/2022 2:49 PM
82	Yes	11/7/2022 2:48 PM
83	Yes	11/7/2022 2:47 PM
84	Yes	11/7/2022 2:41 PM
85	Yes.	11/7/2022 2:32 PM
86	Yes	11/7/2022 2:30 PM
87	yes	11/7/2022 2:28 PM
88	yes	11/7/2022 2:28 PM
89	Yes	11/7/2022 2:26 PM
90	Yes	11/7/2022 2:24 PM
91	Sure	11/7/2022 2:23 PM
92	Yes	11/7/2022 2:19 PM
93	Yes. I approve	11/7/2022 2:17 PM
94	yes	11/7/2022 2:16 PM
95	Yes	11/7/2022 2:14 PM
96	Yes	11/7/2022 2:13 PM
97	Yes	11/7/2022 2:13 PM
98	Yes	11/7/2022 2:12 PM
99	Yes	11/7/2022 2:11 PM
100	Yes	11/7/2022 2:09 PM
101	Yes	11/7/2022 2:08 PM
102	Yes!	11/7/2022 2:07 PM
103	Yes	11/7/2022 2:04 PM
104	Yes	11/7/2022 2:01 PM
105	Yes I approve	11/7/2022 2:00 PM
106	Yes	11/7/2022 1:59 PM
107	Yes	11/7/2022 1:58 PM

ESSER Priority Survey

108	Yes	11/7/2022 1:57 PM
109	Yes	11/7/2022 1:57 PM
110	Yes	11/7/2022 1:57 PM
111	Yes	11/7/2022 1:56 PM
112	Yes	11/7/2022 1:55 PM
113	Yes	11/7/2022 1:54 PM
114	Yes	11/7/2022 1:54 PM
115	Yes I approve	11/7/2022 1:54 PM
116	Yes!	11/7/2022 1:54 PM
117	yes	11/7/2022 1:54 PM
118	yes	11/7/2022 1:54 PM
119	Yes	11/7/2022 1:53 PM
120	Yes	11/7/2022 1:53 PM
121	Yes	11/7/2022 1:52 PM
122	yes	11/7/2022 1:52 PM
123	Yes	11/7/2022 1:52 PM
124	Yes	11/7/2022 1:52 PM
125	Yes	11/7/2022 1:50 PM
126	Yes	11/7/2022 1:50 PM
127	Yes	11/7/2022 1:50 PM
128	Yes	11/7/2022 1:49 PM
129	No	11/7/2022 1:49 PM
130	Yes	11/7/2022 1:49 PM
131	Yes	11/7/2022 1:48 PM
132	Yes	11/7/2022 1:48 PM
133	Yes	11/7/2022 1:48 PM
134	Yes	11/7/2022 1:48 PM
135	yes	11/7/2022 1:48 PM
136	I do	11/7/2022 1:47 PM
137	Yes	11/7/2022 1:47 PM
138	Yes	11/7/2022 1:47 PM
139	Yes	11/7/2022 1:47 PM
140	Yes	11/7/2022 1:47 PM
141	Yes.	11/7/2022 1:46 PM
142	Yes	11/7/2022 1:46 PM
143	Yes	11/7/2022 1:46 PM
144	Yes	11/7/2022 1:46 PM
145	Yes	11/7/2022 1:46 PM

ESSER Priority Survey

146	Yes	11/7/2022 1:46 PM
147	Yes	11/7/2022 1:46 PM
148	yes	11/7/2022 1:46 PM
149	Yes	11/7/2022 1:45 PM
150	Yes	11/7/2022 1:45 PM
151	Yes	11/7/2022 1:45 PM
152	Yes	11/7/2022 1:45 PM
153	Yes	11/7/2022 1:45 PM
154	Yes	11/7/2022 1:45 PM
155	Yes	11/7/2022 1:45 PM
156	Yes	11/7/2022 1:45 PM
157	Yes	11/7/2022 1:45 PM
158	Yes	11/7/2022 1:44 PM
159	Yes	11/7/2022 1:44 PM
160	Yes	11/7/2022 1:44 PM
161	Yes	11/7/2022 1:44 PM

ESSER Priority Survey

Q2 Are there ideas you would like to share regarding the Priorities as outlined?

Answered: 161 Skipped: 0

#	RESPONSES	DATE
1	No	11/25/2022 3:12 PM
2	No	11/14/2022 8:21 AM
3	Ensuring hand sanitizer is accessible to office persons for parent/ student drop off sheet at front desk. Small steps make for big changes keeping us all safe and healthy. Also malone sure nurse has supplies needed- medicine such as fever reducer and items such as tissues and hand sanitizer.	11/13/2022 9:57 PM
4	I feel that the children in the 6th grade are way too young to be by the high school.	11/13/2022 5:00 AM
5	No	11/12/2022 10:09 AM
6	No	11/12/2022 4:54 AM
7	no	11/11/2022 6:18 AM
8	No	11/10/2022 9:08 PM
9	Thanks for working through this.	11/10/2022 11:30 AM
10	No	11/10/2022 10:14 AM
11	No. Frenchtown school district did an excellent job thank you very much!	11/10/2022 5:48 AM
12	No	11/9/2022 5:02 PM
13	No	11/9/2022 4:24 PM
14	N/a	11/9/2022 1:27 PM
15	No	11/9/2022 9:52 AM
16	No	11/9/2022 7:48 AM
17	No	11/9/2022 7:20 AM
18	No	11/8/2022 11:54 PM
19	No	11/8/2022 7:40 PM
20	No	11/8/2022 2:00 PM
21	no	11/8/2022 1:39 PM
22	No	11/8/2022 1:30 PM
23	No	11/8/2022 12:51 PM
24	speech very important	11/8/2022 12:37 PM
25	No	11/8/2022 12:23 PM
26	No	11/8/2022 11:29 AM
27	No	11/8/2022 11:08 AM
28	No	11/8/2022 10:26 AM
29	no	11/8/2022 10:06 AM
30	No	11/8/2022 9:39 AM

ESSER Priority Survey

31	Continue to put the kids first	11/8/2022 9:15 AM
32	I would like to see more effort in the first priority, with a greater emphasis on addressing learning loss.	11/8/2022 8:50 AM
33	No	11/8/2022 8:46 AM
34	No	11/8/2022 7:59 AM
35	Not connected enough for a relevant answer	11/8/2022 7:55 AM
36	N/a	11/8/2022 7:50 AM
37	I think we need to strive to catch up these kids that lost so much so whatever means necessary.	11/8/2022 6:54 AM
38	No	11/8/2022 6:19 AM
39	None	11/8/2022 5:21 AM
40	No	11/8/2022 2:54 AM
41	How do new computers and security cameras do anything to mitigate the spread of COVID?	11/7/2022 11:00 PM
42	No	11/7/2022 8:48 PM
43	Yes	11/7/2022 8:14 PM
44	No	11/7/2022 7:59 PM
45	No	11/7/2022 7:51 PM
46	You're doing a good job.	11/7/2022 7:39 PM
47	I would move priority 3 to priority 2.	11/7/2022 6:42 PM
48	no	11/7/2022 6:16 PM
49	No	11/7/2022 5:56 PM
50	No	11/7/2022 5:43 PM
51	Not at this time	11/7/2022 5:33 PM
52	No	11/7/2022 5:23 PM
53	Build more gyms so that youth teams consistently have access to gym space. Practices are constantly canceled because of other activities in gyms.	11/7/2022 4:55 PM
54	Priority #3 is more important than #2.	11/7/2022 4:49 PM
55	No	11/7/2022 4:41 PM
56	No	11/7/2022 4:26 PM
57	No	11/7/2022 4:25 PM
58	No	11/7/2022 4:09 PM
59	No	11/7/2022 4:07 PM
60	No	11/7/2022 4:03 PM
61	No	11/7/2022 4:02 PM
62	No	11/7/2022 4:01 PM
63	No	11/7/2022 3:49 PM
64	No	11/7/2022 3:48 PM
65	No	11/7/2022 3:44 PM
66	No	11/7/2022 3:42 PM

ESSER Priority Survey

67	No	11/7/2022 3:38 PM
68	No	11/7/2022 3:36 PM
69	No	11/7/2022 3:30 PM
70	no	11/7/2022 3:29 PM
71	No	11/7/2022 3:27 PM
72	No	11/7/2022 3:27 PM
73	No thanks	11/7/2022 3:21 PM
74	No	11/7/2022 3:09 PM
75	Adding infrastructure to support an increasing student population	11/7/2022 3:08 PM
76	No, I trust that the school administrators know what is in the school's best interest	11/7/2022 3:07 PM
77	No	11/7/2022 3:00 PM
78	You wasted a ton of money on the new ag barn and FFA...hello...look where you are, these kids already have that at home, pull your heads out and hire more bus drivers, real teachers, invest in some actual good math teachers, replace crappy coaching staff so we can do away with nepotism in Frenchtown	11/7/2022 2:53 PM
79	It would be nice to have more programs or support for kids in the higher grades who are struggling or at risk.	11/7/2022 2:50 PM
80	I feel like FTSD did so many things well during the pandemic to address learning loss as well as respond responsibly to infection.	11/7/2022 2:50 PM
81	I 100 percent oppose any future requirement to force children to take the COVID-19 vaccination. All past and present remedial action are appropriate in my estimation.	11/7/2022 2:49 PM
82	N/a	11/7/2022 2:48 PM
83	Yes - Placing an emphasis on creating inclusive education settings for children with IEPs. Research shows inclusive settings benefit all students, help break down stereotypes while increasing the likelihood of meeting IEP goals and promoting independence. These practices also reduce the need for hiring aides as special education services should be integrated in the typical classroom setting. Peer support systems can be leveraged as well as classroom zones to support inclusivity. Please look into methods and professional development around this.	11/7/2022 2:47 PM
84	No	11/7/2022 2:41 PM
85	No.	11/7/2022 2:32 PM
86	Great starting point for priorities and action items.	11/7/2022 2:30 PM
87	no	11/7/2022 2:28 PM
88	na	11/7/2022 2:28 PM
89	No	11/7/2022 2:26 PM
90	None	11/7/2022 2:24 PM
91	After school programs. These kids have short summers as it is. Summer school is difficult for everyone. Half days when parents work they don't have ways to utilize summer school to help their kids. If kids need additional help after school program might work better.	11/7/2022 2:23 PM
92	No	11/7/2022 2:19 PM
93	No	11/7/2022 2:17 PM
94	no	11/7/2022 2:16 PM
95	No	11/7/2022 2:14 PM
96	N/A	11/7/2022 2:13 PM
97	No	11/7/2022 2:13 PM

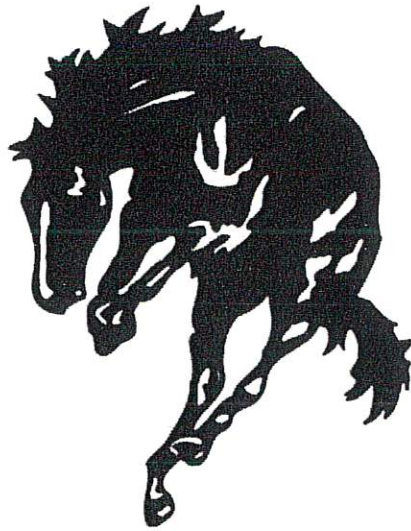
ESSER Priority Survey

98	No	11/7/2022 2:12 PM
99	I would like to see expanded free and reduced lunches due to the financial strain on parents due to the pandemic	11/7/2022 2:11 PM
100	No	11/7/2022 2:09 PM
101	No	11/7/2022 2:08 PM
102	I think these are great. I think learning loss is a key component that needs to be addressed due to covid 19 shutting down so much. We also have been hit hard by colds, flus etc due to covid shutdowns and masking so littles weren't building immunity and that will lead to children falling behind as well.	11/7/2022 2:07 PM
103	No	11/7/2022 2:04 PM
104	Make sure to remember some children including mine do not have internet access at home. It is not currently available in the area I live.	11/7/2022 2:01 PM
105	No	11/7/2022 2:00 PM
106	No	11/7/2022 1:59 PM
107	Kids definitely need Title services and extra help during this time of covid	11/7/2022 1:58 PM
108	I trust in your decisions and that they will put the children first.	11/7/2022 1:57 PM
109	No	11/7/2022 1:57 PM
110	No	11/7/2022 1:57 PM
111	No	11/7/2022 1:56 PM
112	Hire additional staff to meet the needs of the district	11/7/2022 1:55 PM
113	no	11/7/2022 1:54 PM
114	No	11/7/2022 1:54 PM
115	Help the high school students that struggle with learning.	11/7/2022 1:54 PM
116	No	11/7/2022 1:54 PM
117	no	11/7/2022 1:54 PM
118	math title support in the junior high	11/7/2022 1:54 PM
119	No	11/7/2022 1:53 PM
120	No	11/7/2022 1:53 PM
121	Yes	11/7/2022 1:52 PM
122	no	11/7/2022 1:52 PM
123	No	11/7/2022 1:52 PM
124	No	11/7/2022 1:52 PM
125	No	11/7/2022 1:50 PM
126	No	11/7/2022 1:50 PM
127	No	11/7/2022 1:50 PM
128	No. Think Frenchtown school district was creative in how they managed the covid 19 pandemic and made sure kids were still receiving an education under the circumstances.	11/7/2022 1:49 PM
129	No	11/7/2022 1:49 PM
130	No	11/7/2022 1:49 PM
131	No	11/7/2022 1:48 PM

ESSER Priority Survey

132	No	11/7/2022 1:48 PM
133	No	11/7/2022 1:48 PM
134	No	11/7/2022 1:48 PM
135	no	11/7/2022 1:48 PM
136	I think the school had done a great job. Thank you!	11/7/2022 1:47 PM
137	No	11/7/2022 1:47 PM
138	No	11/7/2022 1:47 PM
139	No	11/7/2022 1:47 PM
140	No	11/7/2022 1:47 PM
141	I trust our district	11/7/2022 1:46 PM
142	No	11/7/2022 1:46 PM
143	Yes	11/7/2022 1:46 PM
144	No	11/7/2022 1:46 PM
145	None	11/7/2022 1:46 PM
146	No	11/7/2022 1:46 PM
147	No	11/7/2022 1:46 PM
148	should have funding for free breakfast and lunch for all students	11/7/2022 1:46 PM
149	No	11/7/2022 1:45 PM
150	No	11/7/2022 1:45 PM
151	N/A	11/7/2022 1:45 PM
152	No	11/7/2022 1:45 PM
153	No	11/7/2022 1:45 PM
154	No	11/7/2022 1:45 PM
155	No	11/7/2022 1:45 PM
156	No	11/7/2022 1:45 PM
157	No	11/7/2022 1:45 PM
158	No	11/7/2022 1:44 PM
159	No	11/7/2022 1:44 PM
160	No	11/7/2022 1:44 PM
161	Nope	11/7/2022 1:44 PM

FRENCHTOWN SCHOOL DISTRICT #40



SAFE RETURN TO SCHOOL CONTINUITY of SERVICES PLAN

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The packet includes the following documents:

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This is a working document: updates will occur

School Continuity of Services

FRENCHTOWN SCHOOL DISTRICT SAFE RETURN TO SCHOOL AND CONTINUITY OF SERVICES PLAN



Date of Original Adoption: 3/26/2020

Date Plan was Last Revised: 5/5/2020

Next Regularly Scheduled Month for Consideration (At least quarterly) : _8/18/20, 9/15/20, 10/20/20, 11/17/20,
12/15/20, 1/19/21, 2/16/21, 3/16/21, 4/20/21, 5/18/21, 6/15/21_

Dates Reviewed: _8/18/20, 9/15/20, 10/20/20, 11/17/20, 12/15/20, 1/19/21, 2/16/21, 3/16/21, 4/20/21, 5/18/21,
6/15/21, 1/18/2022, 2/15/2022, 6/21/2022, 10/18/2022, 11/15/2022

March 2020 - June 2021

1. The Frenchtown School District was ordered to close to in person instruction on March 15, 2020, under an executive order issued by then-Governor Bullock. Districts were provided a two week period of time during which they could remain fully closed to instruction of any kind while developing a plan for remote instruction required by the Governor.

Although our district was authorized to remain closed, we quickly mobilized and began remote instruction during the timeframe when we were authorized to remain closed. Thereafter, our district continued pursuant to a reopening plan approved by the Governor beginning March 30, 2020.

2. On April 22, 2020, then-Governor Bullock lifted his Stay at Home Order, and Announced a Plan to Begin Phased Reopening of Montana. As part of that plan, effective May 7, 2020, all schools were provided the option to return to in-classroom teaching at the discretion of local school boards.

Our school district finished the 2020-21 school year through remote instruction. During the 2020-21 school year Frenchtown was open entirely from start to finish. The only exception during this timeframe was temporary closing of classrooms or removal of students due to county health quarantine, close contacts or individual positive Covid-19 test results.

1. In person instruction was provided the entire year to grade 4th-8th to 80%-100% of students.
 11. Hybrid was provided to grades K-3 and 9-12 students- 80%-90% in person and 10%-20% online.
 - n1. Offsite live streaming was provided to between 1% and 20% of grades 4th - 8th students
3. Our district developed a plan for reopening to in person instruction, with contingencies, and we implemented that plan for the 2020-21 school year. The reopening plan, details regarding which are provided below, included adoption of various model policies provided by the Montana School Boards Association under its 1900 Series, including model policies aligned with CDC guidance regarding mitigation strategies to limit exposure to and transmission of COVID-19 in school settings.

Part 1

4. Our district is finishing the 2020-21 school year strong, having provided high quality learning opportunities to the students in our community in safe and effective learning environments.
5. We embraced a fundamental principle of providing extensive transparency to our community throughout the above timeframe. We publicly noticed, held meetings regarding, and provided extensive opportunities for our community to provide us with feedback regarding the School District's plans and we carefully considered such feedback in developing and refining the School District's plans throughout the last 14-15 months.

Safe Return to Schools and Continuity of Services Plan Contents:

March 2020-June 2021

Part I: Documentation of Meaningful Consultation in Developing and Refining the School District's plan from March 2020 Through June 2021:

We noticed, held, and invited public comment on our evolving plans for a safe return to school and continuity of services on the following dates since March 2020:

1. 3/15/2020- School was closed for twodays
2. 3/18 &19/2020- Online instruction started: All parents and students were directed to come to the school and pick up materials, chromebooks, packets, textbooks and any other materials deemed necessary to complete the school year.
3. 3/36/2020- MOU with certified and classroom teachers unions regarding Covid-19 protocols to complete the 2019-2020 school year.
4. 3/26/2020- Plan was submitted to the Governor's office for the duration of the 2019-2020 school year. Packet pickup and google classroom were used to deliver instrcnction from 3/18/2020-5/25/2020.
5. 4/21/2020- Governor's office ordered the school closure to be extended through April 24, 2020. CARES act funds were discussed with the public and the school board during the normal scheduled board meeting.
6. 8/7/2020 Parent Survey response reported- 85% wanted to send kids to school/14% remotes1% undecided (700 parents actively participated)
7. 8/1 7/2020- Parent online meeting Start andend times
8. 8/21/2020- Board meeting to finalize reopening plans
9. 8/30/2020- Community meeting with administration regarding reopening plan.
10. 8/18/20- Board meeting review of districts response to Coid-12 (Virtual and Inperson attendance available to all constituents in FTSD)
11. 9/15/20 Board meeting review of districts response to Coid-12 (Virtual and Inperson attendance available to all constituents in FTSD)
12. 9/15/2020- MOA signed with School District, Classified and Certified Unions
13. 10/20/20 Board meeting review of districts response to Coid-12 (Virtual and Inperson attendance available to all constituents in FTSD)
14. 11/17/20 Board meeting review of districts response to Coid-12 (Virtual and Inperson attendance available to all constituents in FTSD)
15. 12/15/20 Board meeting review of districts response to Coid-12 (Virtual and Inperson attendance available to all constituents in FTSD)
16. 1/19/21 Board meeting review of districts response to Coid-12 (Virtual and Inperson attendance available to all constituents in FTSD)
17. 2/16/21 Board meeting review of districts response to Coid-12 (Virtual and Inperson attendance available to all constituents in FTSD)

Part II



18. 3/16/21 Board meeting review of districts response to Covid-12 (Virtual and Inperson attendance available to all constituents in FTSD)
19. 4/20/21 Board meeting review of districts response to Covid-12 (Virtual and Inperson attendance available to all constituents in FTSD)
20. 5/7/2021- Letter was sent to parents regarding special board meeting regarding Missoula County Health protocols
21. 5/11/2021- Administrative team streamed to all the community regarding following Missoula County Public Health protocols
22. 5/18/21 Board meeting review of districts response to Covid-12 (Virtual and Inperson attendance available to all constituents in FTSD)
23. 6/15/2021 - Rep011 of plan completion at Board Meeting

Our invitation for public input included a general opportunity for the public to provide input and was provided to everyone interested, including:

1. Students; families; school and district administrators (including special education administrators); teachers, principals, school leaders, other educators, school staff, and their unions; and
2. Tribes; civil rights organizations (including disability rights organizations); stakeholders representing the interests of children with disabilities, English learners, children experiencing homelessness, children in foster care, migratory students, children who are incarcerated, and other underserved students.

Part II: Contents of The School District's plan for Safe Return to In-Person Instruction and Continuity of Services:

1. A description of how the district will maintain the health and safety of students, educators, and other staff:

Following the lifting of the Stay-at-Home Order and subsequent reopening of the state on April 22, 2020, Frenchtown School District utilized the Montana Public Education Center *Roadmap for Safely Reopening Montana's Public Schools Using Emergency School District Policies* and accompanying MTSSBA Model Emergency Policies. Utilizing these resources supported our district's continued service to students with transparency and accountability while ensuring the operations of the school district reflected the circumstances in our community.

The policies ensured our Board of Trustees and school leaders honored the following priorities: quality instruction to students; a healthy and safe setting for students, staff, and the community; needed support of teachers and staff; and responsible financial and operational procedures. The policies provided an actionable plan for completing the 2020-2021 school fiscal year in a manner that met these priorities and secured district funding while providing an operational platform for considering long term innovations in the delivery of education services.

Frenchtown School District implemented policy options that facilitated collaboration between the Board of Trustees, administrative team, employees, parents, students, health officials, and community as we established protocols aligned with CDC guidance addressing how instruction was to be delivered to students; how gatherings and events would take place on school property; how the health and safety of staff and students would be protected and preserved while schools were open; and how financial and operational functions of the school district would continue during the period of public health emergency.

Frenchtown School District reviewed, considered, and addressed numerous areas of operation in our reopening process. On the topic of school district policy and procedures, the district considered emergency policies and procedures, adoption and amendment of policies, suspension of policies, and administrative procedures. To support students' academic, mental, social and emotional success, the district considered alternative grading, counseling, extended school year, student instruction proficiency determinations and declarations, support for particularly vulnerable students, transportation services, access to internet for students, food preparation and service, summer school and additional student instruction resources. To ensure the health and safety of students, teachers, and staff, the district considered cleaning and disinfection, community use of facilities, county board of health orders, diagnosis and confidentiality, hand washing and related hygiene protocols, telework, school closure orders, stay at home orders, symptom monitoring and isolation, travel quarantines, visitors, volunteers, vulnerable individuals, masks and personal protective equipment, and physical distancing.

Following the *Roadmap for Safely Reopening Montana S Public Schools Using Emergency School District Policies* ensured Frenchtown School District has remained in compliance with guidance and best practices provided by federal, state, or local health officials. Our school district has continued to adapt and adjust our policies as new and updated guidance and best practices have become available.

Further, the policies provide options for consideration through input from our board of trustees, administrative team, employees, parents, students, health officials, and community as collaborative partners as we have worked our way through ever evolving changes due to the pandemic. By considering all possible perspectives and factors when making the decisions to adopt or adjust a policy, or to implement a policy, we focused on the health and safety of our students, staff, and community for delivery of learning and services to our students. The policies have enabled us to adjust our procedures and practices during different phases in compliance with guidance and best practices provided by federal, state, and local agencies.

Frenchtown School District will continue to follow the policies noted below while engaging in a quarterly reevaluation process to continue to ensure the health, safety and wellbeing of our students, teachers, staff, and community through 2024.

2. The extent to which the district has adopted policies, and a description of any such policies, on each of the following safety recommendations established by the CDC:

Topic	School District Policy Reference	Description of Policy (All referenced policies can be found at the end of this document.)	Policy Adopted and Revised Date(s)
School District policies and procedures	1901		1. 5/5/20
Alternative Grading	1902		1. 4/29/20
Use of Transportation Funds	1904		2. 3/26/20 3. Revised: 5/5/20
State Emergency	1907		1. 8/17/20
Temporary Covid-19 Emergency Policies	1900; 3417	1900: Temporary Covid-19 Emergency Policies	1. 3/26/20

<p>Contact tracing in combination with isolation and quarantine, in collaboration with the State, local, territorial, or Tribal health departments.</p>		<p>3417: In all proceedings related to this policy, the District will respect a student's right to privacy. Although the District is required to provide educational services to all school-age children who reside within its boundaries, it may deny attendance at school to any child diagnosed as having a communicable disease that could make a child's attendance harmful to the welfare of other students. The District will rely on advice of the public health and medical communities in assessing the risk of transmission of various communicable diseases to determine how best to protect the health of both students and staff. The District will manage common communicable diseases in accordance with Montana Department of Public Health and Human Services guidelines and communicable diseases control rules. The District may temporarily exclude from school attendance a student who exhibits symptoms of a communicable disease that is readily transmitted in a school setting. The District may notify parents of other children attending a school that their children have been exposed to a communicable disease without identifying the particular student who has the disease.</p>	<p>2. 11/13/01-Reviewed 6/17/14</p>
<p>Efforts to provide vaccinations to school communities</p>	<p>3413</p>	<p>Please note that House Bill 702 passed the 2021 Legislature and was signed into law effective May 14, 2021. New Section I of that law provides that it is an unlawful discriminatory practice for a governmental entity to refuse, withhold from, or deny to a person any local or state services, goods, facilities, advantages, privileges, licensing, educational opportunities, health care access, or employment opportunities based on the person's vaccination status. The law also provides that it is unlawful for an employer to refuse employment to a person, to bar a person from employment, or to discriminate against a person in compensation or in a term, condition, or privilege of employment based on the person's vaccination status. Finally, House Bill 702 provides that it is unlawful for a public accommodation to exclude, limit, segregate, refuse to serve, or otherwise discriminate against a person based on the person's vaccination status.</p> <p>3413: Upon initial enrollment, an immunization status form shall be completed by the student's parent or guardian. The certificate shall be made a part of the student's permanent record.</p>	<p>1. Revised-6/15/15</p> <p>Clinics: 3/18/21 3/25/21 4/8/21 4/15/21</p>
<p>504/IDEA</p>	<p>2162;2162P</p>	<p>2162: It is the intent of the District to ensure that students who are disabled within the definition of Section 504 of the Rehabilitation Act of 1973 are identified, evaluated, and provided with appropriate educational services. For those students who need or are believed to need special instruction and/or related services under Section 504 of the Rehabilitation Act of 1973, the District shall establish and implement a system of procedural safeguards.</p> <p>2162P: If the parent or legal guardian of a student who qualifies under Section 504 for special instruction or related services disagrees with a decision of the District with respect to: (1) the identification of the child as qualifying for Section 504; (2) the District's evaluation of</p>	<p>1. Reviewed-5/20/24</p>

Part III

		the child; and/or (3) the educational placement of the child, the parents of the student are entitled to certain procedural safeguards. The student shall remain in his/her current placement until the matter has been resolved through the process set in the policy.	
Coordination with State and local health officials.	1900; 1907; 3417	<p>1900: In light of the COVID-19 pandemic, the Board of Trustees has found it necessary to adopt temporary policies related to emergency school closures, the ongoing provision of educational services to students, meetings of the Board, gatherings on school property, health and safety of students, staff and community members, human resource matters and budgetary matters. To ensure clarity and transparency, the board has organized all emergency school policies into a temporary chapter. School District Policies Numbered 1900-1999 are intended to govern during any emergency related to COVID-19 declared by the President, Congress, Montana Legislature, Governor, Montana Department of Public Health and Human Services, County Health Department or the Board of Trustees..</p> <p>1907: The Board of Trustees is authorized to declare that a state of emergency exists within the community. A declaration issued by the Board of Trustees is distinct from any declaration in effect or previously issued by local, state or federal authorities.</p> <p>3417: The District will manage common communicable diseases in accordance with Montana Department of Public Health and Human Services guidelines and communicable diseases control rules. When information is received by a staff member or a volunteer that a student is afflicted with a serious communicable disease, the staff member or volunteer will promptly notify a school nurse or other responsible person designated by the Board to determine appropriate measures to be taken to protect student and staff health and safety. A school nurse or other responsible person designated by the Board, after consultation with and on advice of public health officials, will determine which additional staff members, if any, need to know of the affected student's condition.</p>	<ol style="list-style-type: none"> 1. Adopted 3/26/20 Revised- 5/5/20 2. 8/17/20 3. 6/17/14
Missoula County Health Directive:		Missoula County Health Directive followed	<ol style="list-style-type: none"> 1. 8/18/20, 9/15/20, 10/20/20, 11/17/20, 12/15/20, 1/19/21, 2/16/21, 3/16/21, 4/20/21, 5/18/21, 6/15/21

June 2021

Part III - Updated Compliance for the District's Previously Adopted Plan for the Safe Return to In-person Instruction and Continuity of Services:

Part IV

Section 2001(i)(3) of the ARP Act states that a school district that developed a plan for the safe return to in-person instruction and continuity of services prior to the date of enactment of the ARP Act will be deemed to have met the requirement to develop a plan under section 2001(i)(1) as long as the plan meets the statutory requirements (*i.e.*, is publicly available on the LEA's website and was developed after the LEA sought and took into account public comment).

The School District's plan meets the requirements of Section 2001(i)(1) and (i)(2) of the ARP Act. The School District's plan is available on our website and, as noted above, was developed through a process that included extensive public comment. Further, we have, as part of the organization of the School District's plan for purposes of the ARP Act, revised the School District's plan at a meeting held on 6/25/2021 that included not just a notice of opportunity for public input but which specifically invited meaningful consultation with and input from:

1. Students; families; school and district administrators (including special education administrators); teachers, principals, school leaders, other educators, school staff, and their unions; and
2. Tribes; civil rights organizations (including disability rights organizations); stakeholders representing the interests of children with disabilities, English learners, children experiencing homelessness, children in foster care, migratory students, children who are incarcerated, and other underserved students.

We have considered the input of all affected parties and have carefully deliberated regarding the best possible means by which our district can provide safe effective learning environments for each of our students.

June 2021 - September 30, 2024

Part IV - Schedule for Future Review and Updates:

Consideration of this Safe Return to Schools and Continuity of Services Plan shall be added as a standing agenda item on each regular and special meeting of the board of trustees throughout the 2021-24 school years. The agenda item shall, at a minimum, include notice of any changes to the plan recommended by the administration with an invitation for input, notice of opportunity for public input, and consultation with:

1. Students; families; school and district administrators (including special education administrators); teachers, principals, school leaders, other educators, school staff, and their unions; and
2. Tribes; civil rights organizations (including disability rights organizations); stakeholders representing the interests of children with disabilities, English learners, children experiencing homelessness, children in foster care, migratory students, children who are incarcerated, and other underserved students.

Policies

COVID-19 Emergency Measures

Emergency Policy and Procedures

Applicability of Emergency Policy Series

During a state of emergency declared by the Board of Trustees or other local, state or federal agency, official, or legislative body, the provisions in the emergency policies adopted by the Board of Trustees as codified at 1900-1999 in the district policy manual will govern in the event of any conflict or inconsistency between an emergency policy and other provision in the district policy manual. All other aspects of the district policy manual not affected by the provisions in the emergency policy series continue to be in full effect.

Legal References

In the absence of a legal reference on an emergency policy adopted by the Board of Trustees, the policy is specifically based on the Board of Trustees authority to supervise and control the schools within the District in accordance with Article X, section 8 of the Montana Constitution.

Adoption and Amendment of Policies

New or revised policies that are required or have required language changes based on State or Federal law or directive, required by administrative rule, or are required due to a declaration of emergency issued by the Board of Trustees or other state or federal agency official or legislative body may be adopted after the first (s1) reading if notice has been given through the board agenda provided to the trustees and public. All new or amended policies adopted as part of the emergency policy series shall become effective immediately upon adoption; unless a specific effective date is stated in the motion for adoption.

Suspension of Policies

Under circumstances that require waiver of a policy, the policy may be suspended by a majority vote of the trustees present. To suspend a policy, however, all trustees must have received written notice of the meeting, which includes the proposal to suspend a policy and an explanation of the purpose of such proposed suspension.

Administrative Procedures

The Superintendent shall develop such administrative procedures as are necessary to ensure consistent implementation of policies adopted by the Board of Trustees.

Legal References: § 20-3-323, MCA District policy and record of acts
10.55.701, ARM Board of Trustees
Title 20, Chapter 9 Part 8, MCA

Policy History:

Adopted on: 5/5/2020
Reviewed on: 5/5/2020
Revised on:
Terminated on:

1 **Frenchtown School District**

2
3 **COVID-19 Emergency Measures**

1902

4
5 Alternative Grading

6
7 This policy is adopted as a temporary policy in accordance with the framework set by District
8 Policy 1900 -Temporary COVID-19 Policies and is intended to govern School District
9 operations for the period affected by the COVID-19 health and safety measures implemented by
10 the School District in response to federal, state or local authorities.

11
12 Teachers will grade students as usual in accordance with established classroom or course
13 practices during the grading period in accordance with District Policy 2420 and the Employee
14 Handbook.

15
16 The default option for students and parents is the grade typically assigned for students in the
17 grade level or class which may include an **A-F** letter grade. Students and parents may choose to
18 receive a Proficient/Fail or *PIF* grade in place of a grade typically assigned for the student's
19 courses. The *PIF* grade option can be requested by a student and parents no later than 10 calendar
20 days after report cards have been sent to parents by submitting a written request to the district
21 clerk, the School District's custodian of records.

22
23 For students or parents who request a P/F grade, the School District will record the *PIF*
24 designation using a rubric in which all grades of 60% or higher earn a Proficient in accordance
25 with District Policy 1005FE and the School District's COVID-19 Plan of Action as submitted to
26 the Office of the Governor.

27
28 Students earning course grades converted to a Proficient grade in this temporary *PIF* option for
29 grading periods affected by COVID-19 health and safety measures will be granted credit for the
30 course and the credit will count towards promotion or graduation requirements and extra-
31 curricular eligibility. Students earning a Fail designation in a course will not earn credit, will be
32 subject to retention consideration, and, if applicable, will be subject to extra-curricular eligibility
33 consequences.

34
35 Grades converted to *PIF* will not be counted toward or against class honors or valedictorian
36 status as outlined in Policy 2410P for classes of students graduating during or after 2020.

37
38 The School District will include a designation on the students' transcripts indicating the
39 extraordinary circumstances for any grading period affected by COVID-19 health and safety
40 measures.

41
42 Cross Reference: Policy 1005FE - Proficiency Based Learning
43 Policy 2410-2410P- Graduation Requirements
44 Policy 2420 - Grading and Progress Reports
45 Policy 2168 - Distance Learning
46 Policy 2421 - Promotion and Retention

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Legal Reference: Section 20-1-301, MCA School fiscal year
Section 20-9-311(4)(a)(b)(d), MCA Calculation of average number
belonging

Section 20-3-324, MCA Powers and duties
Section 20-7-1601. Transformational learning
10.55.906 ARM High School Credit

10 Policy History:

11 Adopted on: 4/29/20

12 Reviewed on: 4/21/20

13 Revised on:

14 Terminated on:

4
5
6 Use of Transportation Funds During Periods of School Closure
7

8 Pursuant to guidance issued from the Office of Public Instruction, the board of trustees
9 authorizes the following expenditures of its FY20 budgeted transportation funds that are in
10 addition to traditionally authorized expenditures. The expenditures below are, as noted in OPI
11 guidance, transportation services which provide instructional services to students.
12

- 13 • Transportation of food and meals used in nutritional programs.
- 14 • Purchase of equipment to ensure food safety.
- 15 • Providing accessibility to student services for remote learning.
- 16 • Providing instructional materials to students, including but not limited to internet service
17 adequate to allow students to effectively access curriculum during periods of school
18 closure.
- 19 • Cost of instructional materials, supplies, and software licenses.
- 20 • Costs of technological equipment needed for offsite instruction/correspondence study
21 purchased by the school district and loaned to students without such equipment.
- 22 • Cost of correspondence study.
- 23 • Costs of providing services to students with an IEP or a plan adopted pursuant to section
24 504 of the 1973 Rehabilitation Act.
- 25 • Costs of time off or repurposed time for staff nonnally paid from the transportation fund.
26

27 Cost Guidelines

28
29 The board of trustees authorizes the Superintendent to exercise his/her professional judgment and
30 discretion as to the necessity, quality and amount of all expenses referenced below. Aggregate
31 costs of items below are to remain within the budget limits adopted by the board of trustees for
32 the FY20 transportation budget, including any budget amendments adopted by the board of
33 trustees prior to the completion of FY20.
34

- 35 • Any costs consistent with costs under normal operation, including costs referenced in any
36 contract to which the district is a party.
- 37 • Actual costs of delivering meals to students at locations authorized by any and all waivers
38 of regular rules for school nutrition programs that have been adopted by the United States
39 Department of Agriculture or the Office of Public Instruction.
- 40 • Any costs consistent with and necessary to comply with an IEP or section 504 plan.
- 41 • Actual costs of equipment, software and service necessary to bridge digital divides or
42 provide a quality learning environment for students, including:
43
44
45
46

- o Equipment necessary to provide wi-fi in a student's home, including any equipment qualifying for discount under the federal E-Rate program;
- o Equipment necessary to allow students to effectively participate in offsite instruction with an emphasis on ensuring opportunities for real time interactions, collaboration, and effective engagement in the learning process by students.
 - Equipment purchased under this section may include any combination deemed necessary and appropriate by the Superintendent, including but not limited to mobile devices, tablets and laptops.
 - Equipment purchased under this section shall become and remain the property of the district and shall be provided to students through a loan/checkout service developed by the Superintendent.
- o Software to ensure a safe and appropriate online learning experience by students of the district.
- o Internet service at an adequate bandwidth to ensure full and effective use of instruction delivery and interaction methods employed by the district as part of its offsite learning program.
 - If there are multiple internet service providers in the community, the board authorizes the superintendent to choose either a single provider or to allocate/rotate selection from among all providers in the community meeting minimum bandwidth and other safety and quality standards deemed necessary and appropriate by the superintendent.

Cross Reference: Policy 3612 - District-Provided Access to Electronic Information, Services, and Networks
Policy 3612P - District-Provided Access to Electronic Information, Services, and Networks Procedure
Policy 3612F - Internet Access Agreement
Policy 3650 - Montana Pupil Online Personal Information Protection Act
Policy 3650F - Montana Model Data Privacy Agreement
Policy 2168.- Distance Learning
Policy 2170 - Montana Digital Academy
Policy 2170P - Montana Digital Academy Procedures

Legal Reference: Section 20-10-101(5), MCA-Transportation

Policy History:

Adopted on: 3/26/2020
Reviewed on: 3/26/2020
Revised on: 5/5/2020
Terminated on:

1 **Frenchtown School District**

2

3 **COVID-19 Emergency Measures**

1907

4

5 School District Declaration of Emergency

6

7 The Board of Trustees is authorized to declare that a state of emergency exists within the

8 community. A declaration issued by the Board of Trustees is distinct from any declaration in
9 effect or previously issued by local, state or federal authorities. An emergency declaration issued
10 by the Board of Trustees authorizes the School District to take extraordinary measures to protect
11 students and staff while delivering education services in a manner authorized by law. The
12 method and location of instruction and related educational services shall be implemented in a
13 manner that serves the needs of students, their families, and staff and preserves the School
14 Districts full entitlement of funding.

15

16	Legal Reference:	Section 20-9-801 - 802, MCA	Emergency School Closure
17		Section 20-9-806, MCA	School closure by declaration of
18			emergency
19		Section 20-9-805.	Rate of reduction in annual
20			apportionment entitlement.

21

22 Policy History:

23 Adopted on: 8/17/20

24 Reviewed on:

25 Revised on:

26 Terminated on:

4
5 Introduction
6

7 The board of trustees and its staff are operating under unusual, even unprecedented
8 circumstances by virtue of the declaration of a statewide emergency by the Governor and the
9 executive orders related to school closure to address concerns from the COVID-19 Virus. As
10 part of its own concurrent declaration of an unforeseen emergency (community disaster), the
11 board of trustees has found it necessary to adopt temporary policies related to emergency school
12 closure. To ensure clarity and transparency, the board has organized all emergency school
13 closure policies into a temporary chapter. The board has also included this introductory section
14 as a heading for each policy to ensure understanding of the purpose and duration of each policy
15 adopted pursuant to this chapter.
16

17 Purpose(s) of Policies
18

- 19 1. Addressing barriers to learning presented by distance.
- 20 2. Improvement of instruction in offsite setting during school closure.
- 21 3. Ensuring equity in services provided, including special education for exceptional children
22 pursuant to Title 20, Chapter 7, Part 4.
- 23 4. Mitigation of digital divides that could otherwise create barriers to effective learning.
- 24 5. Ensuring adequate nutrition for students relying on the district's nutrition programs.
- 25 6. Ensuring continuity of employment of school district staff and/or continuity of services
26 provided by contract transportation providers.
- 27 7. Ensuring accountability to families with children.

28
29 Term of COVID-19 Emergency Measures Policies
30

31 The term of School District Policies Numbered 1900-1999 shall run concurrent with any
32 emergency related to COVID-19 declared by the President, Congress, Montana Legislature,
33 Governor, Montana Department of Public Health and Human Services, county health department
34 or the board of trustees. This policy shall terminate, unless further extended, on the earlier of
35 June 30, 2020 or the date upon which all emergency declarations related to COVID-19 that apply
36 to the district have lawfully expired or have been dissolved.
37

38 Cross Reference: Policy 2221 - 2221P - School Closure
39 Policy 1400 - Board Meetings
40 Policy 1310 - Policy and Procedure
41 Policy 1420 - Meeting Procedure
42

43 Legal Reference: Executive Orders - 2-2020 and 3-2020- Office of the Governor and
44 accompanying Directives
45 Section 20-9-801-806, MCA-Emergency School Closure
46 Section 50-1-202-204, MCA - Public Health Laws

Section 10-3-104, MCA - General Authority of Governor

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Policy History:

Adopted on: 3/26/2020
Reviewed on: 3/26/2020
Revised on: 5/5/2020
Terminated on:

Frenchtown School District

STUDENTS

Communicable Diseases

Note: For purposes of this policy, the term "communicable disease" refers to the diseases identified in 37.114.203, ARM, Reportable Diseases, with the exception of common colds and flu.

In all proceedings related to this policy, the District will respect a student's right to privacy. Although the District is required to provide educational services to all school-age children who reside within its boundaries, it may deny attendance at school to any child diagnosed as having a communicable disease that could make a child's attendance hannful to the welfare of other students. The District also may deny attendance to a child with suppressed immunity in order to protect the welfare of that child when others in a school have an infectious disease, which, although not normally life threatening, could be life threatening to a child with suppressed immunity.

The Board recognizes that communicable diseases that may afflict students range from common childhood diseases, acute and short-term in nature, to chronic, life-threatening diseases such as human immunodeficiency virus (HN) infection. The District will rely on advice of the public healthand medical communities in assessing the risk of transmission of various communicable diseases to determine how best to protect the health of both students and staff.

The District will manage common communicable diseases in accordance with Montana Departmentof Public Health and Human Services guidelines and communicable diseases control rules. The District may temporarily exclude from school attendance a student who exhibits symptoms of a communicable disease that is readily transmitted in a school setting.

Students who complain of illness at school may be referred to a school nurse orother responsible person designated by the Board and may be sent home as soon as a parent or person designated on a student's emergency medical authorization form has been notified. The District reserves the right to require a statement from a student's primary care provider authorizing a student's return to school.

When information is received bya staff member or a volunteer that a student is afflicted with a serious communicable disease, the staff member or volunteer will promptly notify a school nurse or other responsible person designated by the Board to determine appropriate measures to be talcen to protect student and staff health and safety. A school nurse or other responsible person designated by the Board, after consultation with and on advice of public health officials, will determine which additional staff members, if any, have need to know of the affected student's condition.

Only those persons with direct responsibility for the care of a student or for determining appropriate educational accommodation will be informed of the specific nature of a condition, if it is determined that such individuals need to know thisinformation.

The District may notify parents of other children attending a school that their children have been exposed to a communicable disease without identifying the particular student who has the disease.

Legal Reference: 37.114.101, et seq., ARM Communicable Disease Control

Policy History:

Adopted on: 11/13/01
Reviewed on: 06/17/2014

Revised on:
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1 **Frenchtown School District**

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3 **STUDENTS**

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5 Student Innunization
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7 The Board requires all students to present evidence of their having been innunized against the following
8 diseases: varicella, diphtheria, pertussis (whooping cough), poliomyelitis, measles (rubeola), mumps,
9 rubella, and tetanus in the manner and with innunizing agents approved by the department.
10 Haemophilus influenza type "b" innunization is required for students under age five (5).
11

12 Upon initial enrollment, an innunization status form shall be completed by the student's parent or
13 guardian. The certificate shall be made a part of the student's permanent record.
14

15 A student who transfers into the District may photocopy innunization records in the possession of the
16 school of origin. The District will accept the photocopy as evidence of innunization. Within thirty (30)
17 days after a transferring student ceases attendance at the school of origin, the school shall retain a certified
18 copy for the permanent record and send the original innunization records for the student to the school
19 district to which the student transfers, Exemptions from one or more vaccines shall be granted for medical
20 reasons upon certification by a physician indicating the specific nature and probable duration of the
21 medical condition for not administering the vaccine(s). Exemptions for religious reasons must be filed
22 annually, The statement for an exemption shall be maintained as part of the student's innunization
23 record. The permanent file of students with exemptions shall be marked for easy identification, should
24 the Department of Public Health and Human Services order that exempted students be excluded from
25 school temporarily when the risk of contracting or transmitting a disease exists. Exclusion shall not
26 exceed thirty (30) calendar days.
27

28 The administrator may allow the commencement of attendance in school by a student who has not been
29 innunized against each disease listed in § 20-5-403, MCA, if that student has received one or more doses
30 of varicella, polio, measles (rubella), mumps, rubella, diphtheria, pertussis, and tetanus vaccine, except
31 that Haemophilus influenza type "b" vaccine is required only for children under 5 years of age.
32

33 The District shall exclude a student for noncompliance with the innunization laws and properly notify
34 the parent or guardian. The local health department may seek an injunction requiring the parent to submit
35 an innunization status form, take action to fully innunize the student, or file an exemption for personal
36 or medical reasons.
37

38	Legal Reference:	§ 20-3-324(20), MCA	Powers and duties
39		§ 20-5-402 - 410, MCA	Health
40		§ 20-5-403, MCA	Innunization required - release and acceptance
41			of innunization records
42		§ 20-5-405, MCA	Medical or religious exemption
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45 Policy History:

46 Adopted on: 11/13/01
47 Reviewed on: 06/17/2014
48 Revised on: 10/11/05, 06/15/15

INSTRUCTION

Section 504 of the Rehabilitation Act of 1973 ("Section 504")

It is the intent of the District to ensure that students who are disabled within the definition of Section 504 of the Rehabilitation Act of 1973 are identified, evaluated, and provided with appropriate educational services. For those students who need or are believed to need special instruction and/or related services under Section 504 of the Rehabilitation Act of 1973, the District shall establish and implement a system of procedural safeguards. The safeguards shall cover students' identification, evaluation, and educational placement. This system shall include: notice, an opportunity for the student's parent or legal guardian to examine relevant records, an impartial hearing with opportunity for participation by the student's parent or legal guardian, and a review procedure.

Legal Reference:	Rehabilitation Act of 1973, Section 504, 29 U.S.C. § 794	
	ADA Amendments Act of 2008	
	34 C.F.R. §104.1 <i>et seq.</i>	Purpose
	34 C.F.R. §104.35	Evaluation and Placement
	34 C.F.R. §104.36	Procedural safeguards

Policy History:

- Adopted on: 11/13/01
- Reviewed on: 05/20/2014
- Revised on:

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3 **INSTRUCTION**

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5 Section 504 of the Rehabilitation Act of 1973 ("Section 504")
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7 (1) Impartial Due Process Hearing. If the parent or legal guardian of a student who qualifies
8 under Section 504 for special instruction or related services disagrees with a decision of
9 the District with respect to: (1) the identification of the child as qualifying for Section
10 504; (2) the District's evaluation of the child; and/or (3) the educational placement of the
11 child, the parents of the student are entitled to certain procedural safeguards. The student
12 shall remain in his/her current placement until the matter has been resolved through the
13 process set forth herein.

14
15 A. The District shall provide written notice to the parent or legal guardian of a
16 Section 504 student, prior to initiating an evaluation of the child and/or
17 determining the appropriate educational placement of the child, including special
18 instruction and/or related services;

19
20 8. Upon request, the parent or legal guardian of the student shall be allowed to
21 examine all relevant records relating to the child's education and the District's
22 identification, evaluation, and/or placement decision;

23
24 C. The parent or legal guardian of the student may make a request in writing for an
25 impartial due process hearing. The written request for an impartial due process
26 hearing shall identify with specificity the areas in which the parent or legal
27 guardian is in disagreement with the District;

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29 D. Upon receipt of a written request for an impartial due process hearing, a copy of
30 the written request shall be forwarded to all interested parties within three (3)
31 business days;

32
33 E. Within ten (10) days of receipt of a written request for an impartial due process
34 hearing, the District shall select and appoint an impartial hearing officer who has
35 no professional or personal interest in the matter. In that regard, the District may
36 select a hearing officer from the list of special education hearing examiners
37 available at the Office of Public Instruction, the county superintendent, or any
38 other person who would conduct the hearing in an impartial and fair manner;

39
40 F. Once the District has selected an impartial hearing officer, the District shall
41 provide the parent or legal guardian and all other interested parties with notice of
42 the person selected;

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44 G. Within five (5) days of the District's selection of a hearing officer, a prehearing
45 conference shall be scheduled to set a date and time for a hearing, identify the
46 issues to be heard, and stipulate to undisputed facts to narrow the contested

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factual issues;

- H. The hearing officer shall, in writing, notify all parties of the date, time, and location of the due process hearing;
- I. Anytime prior to the hearing, the parties may mutually agree to submit the matter to mediation. A mediator may be selected from the Office of Public Instruction's list of trained mediators;
- J. At the hearing, the District and the parent or legal guardian may be represented by counsel;
- K. The hearing shall be conducted in an informal but orderly manner. Either party may request that the hearing be recorded. Should either party request that the hearing be recorded, it shall be recorded using either appropriate equipment or a court reporter. The District shall be allowed to present its case first. Thereafter the parent or legal guardian shall be allowed to present its case. Witnesses may be called to testify, and documentary evidence may be admitted; however, witnesses will not be subject to cross-examination, and the Montana Rules of Evidence will not apply. The hearing officer shall make all decisions relating to the relevancy of all evidence intended to be presented by the parties. Once all evidence has been received, the hearing officer shall close the hearing. The hearing officer may request that both parties submit proposed findings of fact, conclusions, and decision;
- L. Within twenty (20) days of the hearing, the hearing examiner should issue a written report of his/her decision to the parties;
- M. Appeals may be taken as provided by law. The parent or legal guardian may contact the Office of Civil Rights, 912 2nd Avenue, Seattle, WA 98714-1099; (206) 220-7900.

(2) Uniform Complaint Procedure. If a parent or legal guardian of the student alleges that the District and/or any employee of the District has engaged in discrimination or harassment of the student, the parent or legal guardian will be required to proceed through the District's Uniform Complaint Procedure.

Legal Reference: 34 C.F.R. 104.36 Procedural safeguards

Procedure History:

Promulgated on: 11/13/01
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45 Reviewed on: 05/20/2014

46 Revised on: