

**POWELL COUNTY HIGH SCHOOL BOARD OF TRUSTEES
REGULAR MEETING – March 13, 2023 – 6:30 p.m. – PCHS Library**

1. CALL TO ORDER:

Board Chair Jennifer Nicholson called the meeting to order at 6:31 p.m.

2. ROLL:

Board Chair: Jennifer Nicholson.

Board Members: Amanda Bohrer, Baylee Brown, Will Graveley, Maureen Mannix, Robert Rabel, and Bart Smith.

Administration: Rick Duncan, Katie Crofutt, and Annette Galahan.

3. PLEDGE OF ALLEGIANCE:

4. RECOGNITION OF VISITORS:

Noel Barne, Susie Bleken, Natalie Bohrer, Rose Butler, Art Conat, Jolene Conat, Tom Cotton, Kaelinne Daniel, Maranda Dylan Edge, Ami Everson, Martanda Everson, Jackie Greenwood, John Greenwood, Dawn Hagan, Kristen Hansen, Jace Haynes, Karen Herrin, Pat Liedes, Bill Lombardi, Sean McConnaha, Jaina Meador, Marisa Rivera-Kohn, Alesha Ross, Dave Ross, Bob Schalk, Clint Stevenson, Sarah Tilley, and Luke Ulatowski.

5. APPROVAL OF MINUTES:

Action: Baylee Brown moved to approve the February 13, 2023 regular meeting minutes, seconded by Will Graveley.

The motion passed unanimously.

6. CORRESPONDENCE:

Rick Duncan received the following thank you:

Your willingness to give your time and service is greatly appreciated! Your support Little Guy Wrestling Club allows us to continue to fulfill our mission!! This tournament would not have been so smooth without your help!

Scott Perkins

Trina Kent

Keith Wheatley

Andy Scharf

Jodi Kilgore

Austin Micu

Bob Schalk received the following resignation letter:

Dear PCHS,

I appreciate being a part of the football program for the last four years. Heading forward I will not be signing a new contract for football. Please accept my letter of resignation for my position.

*Thank you,
Justin Marshall*

7. STUDENT COUNCIL REPORT:

Council President Jaina Meador was present to discuss recent student activities. Ms. Meador reported that winter sports are finished and 3 wrestlers made it to the state tournament, boys basketball lost out in a divisional tournament play-in game, and girls basketball lost out in the divisional tournament. Ms. Meador also discussed Chess, FCCLA, WorldQuest, which had 5 teams this year, and she said that e-Sports has been very successful this year; she also discussed an upcoming blood drive sponsored by the Student Council and National Honor Society.

8. ATHLETIC DIRECTOR REPORT:

Bob Schalk was present to discuss the end of winter sports and the beginning of spring sports. Mr. Schalk listed the various awards dinners for boys basketball, girls basketball, wrestling, and cheerleading. Mr. Schalk said that spring sports signups as of today are 30 in track, 20 in softball, and 15 in golf; he added that 72 events are scheduled for the season.

9. NEW BUSINESS

Audit FY22

Rick Duncan stated an Audit Review was held with Debbie Ouellette from Newland and Company, himself, Annette Galahan, Jennifer Nicholson, and Bart Smith. Mr. Duncan said that overall net position increased by 62%, there were no findings, and it was a good clean audit. Questions were asked about certain line items on various pages, such as property tax decrease, county assistance, support services, and long-term liabilities section.

Action: Will Graveley moved to approve the FY22 Audit Report as presented, seconded by Baylee Brown.

The motion passed unanimously.

Resolution of Intent to Increase/Decrease Non-Voted Levies

Rick Duncan discussed permissive levies and stated that there are no expected decreases or increases of non-voted levies for next year.

Action: Maureen Mannix moved to approve the Resolution of Intent to Impose an Increase in Levies, seconded by Robert Rabel.

The motion passed unanimously.

Technology Levy

Rick Duncan stated that we do not need to run a new Technology Fund levy, as we are grandfathered in on previous levies that are in perpetuity; the only way this changes is if we decide to increase the amount needed. There will be no Technology Fund levy.

Student Request for Credit

Action: Maureen Mannix moved to approve the Montana Digital Academy course list for credit according to BP 2170P, seconded by Will Graveley.

Discussion: Baylee Brown asked about veterinary science, and also asked about tuition, and Amanda Bohrer asked if parental permission is required. Katie Crofutt said that the student is responsible for tuition, and yes to parental permission.

The motion passed unanimously.

Curriculum Review

Rick Duncan discussed BP 2120 and the role of the board and its responsibility for curriculum adoption. He brought up that PCHS does not have a coordinator, but that we are a member of the Golden Triangle Curricular Consortium. Katie Crofutt discussed Montana state curriculum standards and school goals; she used the example of Physical Education and state standards which include skills, vocabulary, assessment, and resources. Mrs. Crofutt reminded the Board reviews/approves the Curriculum Handbook each year. Mrs. Crofutt discussed lesson plans, committees, and the current 5-year curriculum plan. Jennifer Nicholson asked if lesson plans are designed to meet each standard, to which the answer was yes. Amanda Bohrer brought up the newest texts purchased, which are forensic science books, and said that the Board didn't get to look at those until after they were purchased; she discussed BP2120 lines 20-23 and asked if that is just for staff. Mrs. Crofutt replied yes. Mr. Duncan read aloud the following proposed amendment to BP2120:

“There will be no use of curriculum that includes Critical Race Theory (CRT), Critical Theory (CT), or any other information from the 1619 Project at Powell County High School. No unequal value shall be placed on any race, ethnicity, or social group. Teaching sensitive race, or gender related topics will require all points of view be taught, and must first be approved by the administration and/or Board of Trustees.

Rick Duncan then discussed the legal review from the MTSBA and stated that we didn't receive great guidance, just suggestions; he then suggested the formation of a curriculum committee with 2 trustees, 2 administrators, and 2 teachers to formulate and wordsmith the policy amendment. Bart Smith said he would like to hammer out the specifics and have it ready for first reading in April, and second reading in May to possibly add to BP2120. Jennifer Nicholson said that we need staff involvement. Baylee Brown said that we haven't talked as much about adding a policy, but rather how we are reviewing curriculum. Mrs. Nicholson believes we need boundaries and guidelines due to many questions. Mr. Smith said we need to know, according to statute, what is being taught. Ms. Brown suggested an actual Curriculum Committee, as it's not realistic for the Board to review everything. Mrs. Crofutt agrees to a curriculum review, and that new textbooks reviewed by the Board are a good idea. Mrs. Bohrer said that her concern is the parents, who are taxpayers, are sending their kids to school here, and that we should make sure

that we are not undoing family values. Mrs. Nicholson said we want to make sure that our teachers have guidelines. Mrs. Crofutt said she needs to do a better job of communicating to the Board, and the teachers and administration need to do a better job of communicating with each other. Mr. Duncan brought up department presentations, and Mrs. Brown responded that they are very positive. A consensus was reached regarding the formation of a committee, and the volunteers from the Board are Bart Smith, Robert Rabel, and Amanda Bohrer.

Jennifer Nicholson then opened the discussion to the public. The teachers were against the idea that trustees would prohibit supplementary materials in the classroom.

Jackie Greenwood asked if parents could be on the committee. Some saw no problem with this, and others didn't think so.

Teacher Bill Lombardi (Agriculture) addressed the Board and said that we have a good school and good teachers, and that we want the best for our students. He said that his greatest joy is to see former students thriving. Mr. Lombardi said, "We strive to do this each and every day."

Teacher Pat Lienes (Chemistry/Forensics) admonished the Board to be cautious. Mrs. Lienes stated that she is highly qualified, has 57 graduate hours and a Masters Degree. She said, "I know what I am doing." Mrs. Lienes then discussed the forensics books and stated that she carefully vets any/all materials that she brings to students, and that she is the expert on her class. Her parting words were, "Careful how you word things, you can word yourself out of my ability to teach."

Teacher Jace Haynes (Biology/Field Ecology) said that he seconds Mrs. Lienes, and that he too earned his Bachelor of Science degree and Masters Degree, stating, "I'm qualified." Mr. Haynes gave the example that Field Ecology and Zoology are not found in textbooks and the material he uses is mostly supplementary. He said that the proposed amendment conflicts with Indian Ed for All, which would violate state and federal standards. Mr. Haynes provided examples of standards and how they are implemented in his classes; he said the first standard is 34 pages of activities and is meant to be taught over a week. He provided the example of deciding between "Is There a Home on the Range for Bison?" or "Human Impacts on the Environment – Fire on the Land" and how he decided to teach the less controversial topic. Mr. Haynes said that all the resources that he used to meet the standards are supplemental. He said, "I'm giving you a perspective of a teacher in the classroom trying to teach 24 standards."

Alesha Ross told the Board that in her opinion, the book that she was upset about was garbage, and that there has to be a way to set boundaries.

Teacher Tom Cotton (Social Sciences) said that he echoes Mrs. Lienes, and that we need freedom to teach. Mr. Cotton said, "I am a professional" and added that he teaches not what to think, but how to think. Mr. Cotton added that all 19 teachers are professionals

and want the best for students, and that trust needs to be extended to the teachers. Mr. Cotton added that supplemental materials are very important to his job.

Sarah Tilley said that there is a time and a place for discussions with children, and she appreciates the formation of a committee. Mrs. Tilley said that she is doing her job as a parent, that a lot of parents are doing their jobs, and that certain topics are for parents to teach rather than school teachers. She said, “Trust me to do my job, and I’ll trust you to do your job.”

Rose Butler stated that she is Native American and an activist. She said “We’re about unity, we promote spirituality, no division.” Ms. Butler said that she is against CRT, and that CRT has to be fair.

Teacher Dawn Hagan (Special Education) said that if her students don’t understand, that she needs supplemental materials to help them, and that her teaching is all individually based. Mrs. Hagan echoes Mrs. Lienes’ remarks, and said, “This is the most cohesive group of teachers in 25 years.” She warned the Board that they would lose teachers.

Teacher Clint Stevenson (Industrial Arts) stated that he echoes his fellow teachers. Mr. Stevenson said, “We care” and added that they come up with ways to teach. He said that he has a Masters Degree in Curriculum and Assessment, and discussed diversifying instruction in order to teach to the kids. Mr. Stevenson said that he teaches shop class, and that he teaches important skills to prepare student for the future. He said that 75 percent of his material is from life experience. He brought up “controversial topics” and said that he teaches about logging – he said he’d have to wait a month to teach while waiting for Board approval. Mr. Stevenson said that teachers need flexibility. He said that Marxism seems to be the word of the day, and that his daughter is in the English class that started this discussion. He said the assignment in question was asking for various points of view, and added that you need to consider equal time for “other points of view.” Mr. Stevenson pointed out that with the proposed policy amendment, that we’d have to eliminate classes – such as Current Events. Mr. Stevenson read aloud the PCHS Mission Statement:

“Powell County High School has as its mission to provide the environment and guidance needed to foster skilled, knowledgeable, and enthusiastic lifelong learners who will thrive in, and contribute to, the world they will inherit.”

Mr. Stevenson added that the state standards involve looking at other points of view, and that a committee might be a good thing. Mr. Stevenson said his main point is this, “Treat us and our administrators with respect. I’ve put a lot of time into my career, and I am the expert at my curriculum.” He asked the teachers to look at certain policies, and he said that he is very concerned about driving away teachers, and wants the Board to look at them as professionals.

Teacher Susan Bleken (Advanced Math) read aloud the definition of curriculum, and then from a prepared statement:

“Curriculum is a standards-based sequence of planned experiences where students practice and achieve proficiency in content and applied learning skills. Curriculum is the central guide for all educators as to what is essential for teaching and learning, so that every student has access to rigorous academic experiences. In the post-NCLB age when schools have (to some extent) made the shift to digital and personalized learning is the new meme, what in the world is curriculum. Thirty years ago, a school board adopted textbook was the core curriculum. Twenty year ago, most stated introduced learning standards, and those also became part of the definition of curriculum. Teachers have always supplemented the core curriculum to meet the needs of students. In the digital classroom today, the whole curriculum appears to be a mashup of supplemental materials. Curriculum typically refers to the knowledge and skills students are expected to learn, which includes the learning standards or learning objectives they are expected to meet; the units and lesson that teachers teach; the assignments and projects given to students; the books, materials, videos, presentations, and readings used in a course; and the tests, assessments, and other methods used to evaluate student learning. An individual teacher’s curriculum, for example, would be the specific learning standards, lessons, assignments, and materials used to organize and teach a particular course.

“My passion is and has always been for the students. If you ever stop in the building, I am usually helping students with homework or prepping for the next day. Additionally, as someone who has earned their master’s in curriculum and instruction, I use a variety of materials in order to better fit the needs of my students in my area of mathematics. As each year changes, my curriculum must also change. What worked one year ago, may not currently work. However, I feel very unsupported as a current staff member at PCHS.

I have always bragged to anyone who will listen about how many awesome things we offer for being such a small school. Some examples include work-based learning, online college credit courses, internships, school farm, activity-based finals, AP humanities, ProStart, etc. Our education in Deer Lodge really is experiential based and that is rare. However, the change to BP 2330 drastically limits our unique atmosphere of teaching as an entire staff. The change limits my opportunity to be a professional and use my degree as it was intended, to help teach students mathematics and to continue to be a lifelong learner.

- *My content is not all based off of high school content and curriculum.*
 - *AP Calculus is a curriculum set up by the AP college board. It is a mash up of both high school and college curriculum. The exam is in May, what would you like me to teach them if I cannot use outside resources?*
 - *M121 – college level algebra is from the University of Montana Western. The curriculum must meet the standards for both Montana OPI Algebra as well as Montana University System. Students are required to take both semester*

exams that are identical to the students taking those courses at the college level. This was offered for the first time this semester – midyear.

- *What happens when we are earning a master's and following content provided through our master's college program? Each semester the courses change. Are you willing to approve my content and curriculum for my master's level courses?*
- *Absent – Are you prepared to answer my email at 3:30 in the morning when I call in sick to approve outside materials? If I am stuck to only approved curriculum and no outside resources, how can my students learn when I am absent?*
- *What happens to my projects? – Oil Spill project, vectors and treasure maps, and 3D modeling all come from outside a textbook.*
- *What happens to teacher professional development?*
 - *If there are not outside resources, what is the point in going to a conference? Or continuing my education? Are you prepared to provide development to help meet the needs of my license per state requirements?*
 - *What happens to improving and bettering ourselves to help our students?*
- *What happens to work-based learning?*
- *What happens to internships?*
- *What happens to helping students learn in a variety of ways?*
- *How am I able to help all students to learn math? Sometimes the textbook is not enough. Sometimes students need to see more examples of view something in a different manner. I don't always know until it takes place in my room. Are you prepared to help my students to better understand concept that appear briefly in a textbook?*
- *Why would I stay in a place that does not promote student learning in all facets of curriculum and instruction? My joy is teaching and helping all students, BP 2330 limits my abilities to be creative and to share my knowledge with the students. Education is about being a lifelong learner and helping students learn to be lifelong learners as well. This is not always something that can be taught from a textbook.*

My last comment is a few questions: How are we promoting experiential learning in all classrooms? How are we able to keep all the amazing programs that very few other high schools offer? How are we preparing our students for college? How are we preparing students for the working world? How does this change positively impact our students?"

Martanda Everson said that he and his blended, mixed family are new to town – refugees from Washington. He asked what is driving this new policy, and is it beneficial to the school and to the students? Mr. Everson said he feels better after hearing the teachers speak, and he has gratitude for what he has witnessed. He said that education needs to be focused on academics and not politics. He did say that CRT is one-sided.

Teacher Sean McConnaha (English) addressed the board a read aloud a prepared statement.

“You can’t brainwash kids. This is one of the first things you learn as a teacher. Not that it’s immoral or unethical to brainwash kids. You just can’t do it. Every single day I set down a new idea in front of students, only to have about half of them say “nope.” These could be abstract ideas or grammatical norms, but the response is the same. Students come to class loaded with their own ideas, and giving them access to new ideas doesn’t suddenly change their minds. Still, it’s important to give students access to new ideas because that’s how education works. That’s what education is. I really think we should push back on the idea that school is a place where we only hear our own ideas repeated back to us. I think this board should not pass this measure or anything similar. It’s easy to reach for censorship when we hear things we disagree with, but that’s not the right solution. This school should represent the values of the community, and this is a community with many diverse values. That means our classrooms should be places of diverse opinions.

As you can probably tell, I’m here to speak against the proposed Line 30 amendment to policy 2330. Section 2330 as written contains excellent language about how to approach sensitive issues with students.

One thing I want to share with you all is that critical theory is not the same thing as CRT, which is not the same thing as DEI. Setting up a blanket ban on three different things is a bad idea, especially in the name of teaching all sides of an issue. I think we should disentangle these ideas and examine them one at a time.

First, as far as I know, no one is teaching CRT here. It is a philosophy that starts with central principles, and if those principles aren’t taught, CRT isn’t taught. The idea might have its merits, but I don’t teach it in the classroom. Teaching critical theory is not teaching CRT.

Second, DEI (Diversity, Equity, and Inclusion) are three entirely different things. DEI is one of the most topical business practices and would possibly be part of business dual-credit classes or business internships. Students should learn about this idea even if they don’t agree with it. Passing this measure would mean censoring dual-credit business classes for ideological reasons. If we really want to start censoring ideas, we need to first untangle all of the ideas that are being conflated in this policy. These are not the same things, so we shouldn’t pass a measure that says they are.

Third, critical theory is a toolbox of various tools for thinking. It’s ok to hear these tools and disagree with them. Disagreement isn’t bad or wrong. I teach debate, and we wind up discussing a lot of positions we don’t necessarily agree with. In the last few years, we’ve talked about John Locke’s theory of property. We’ve run cases about libertarianism and laissez-faire capitalism. We’ve endorsed John Rawls’ ideas about justice. We have looked at legal concepts like terra nullius from several perspectives. In advocating positions on these cases, my students have admitted that they each have their merits. Yet, discussing these ideas hasn’t brainwashed our students. A debater who runs John Rawls’ Original Position theory doesn’t suddenly transform into a Rawlsian, but they do have an expanded view of what justice could mean. Exploring the free marketplace of ideas is an important part of real education, and students should have that experience, even outside of debate.

*The language of the proposed amendment is as follows: “When teaching on sensitive political, race, or gender related topics, all points of view must be taught” Not only is this contradictory within the amendment that seeks to ban multiple points of view, it is a very bad idea. I teach a book that discusses historical racism in the American medical system. If you adopt this language, I’m going to have to teach the points of view that it was acceptable to use Black people as guinea pigs for medical tests. I teach a book about a character who tries to maintain indigenous religions, and adopting this amendment would require me to teach the point of view that indigenous religions should be wiped out. I teach a Shakespeare play about dynamics between men and women (*Taming of the Shrew*), and adopting this amendment would require me to tell students that Petruchio is doing nothing wrong when he kidnaps and abuses Katerina. This is silly, and I’m not willing to teach any of these ideas, but that’s what the amendment would require. If you truly don’t believe that “**all points of view must be taught**,” then you shouldn’t pass this amendment.*

Seeking to censor teachers for bringing multiple perspectives is a bad approach. In the last board meeting, it was pointed out that Marxism is only one part of the picture. However, this was a reason used to support censoring Marxist ideas. That doesn’t make sense. The solution to speech you disagree with is more speech, not censorship. Exploring Marx’s ideas is important for the same reason exploring any idea is important: one must understand an idea before agreeing or disagreeing with it. That is the principle of charity.

*Sometimes students are asked to look through lenses that are not their own so they can better understand other points of view. People who are concerned that only one point of view is being expressed in my classroom shouldn’t worry. As an English teacher, I’ve taught a lot of pro-capitalist points of view. I teach conservatives and classical liberals like Milton Friedman and Mark Helprin. I also teach post-scarcity anarchist works like *The Dispossessed*. These ideas are contradictory and teaching them both in a classroom setting helps students understand many ideas that they may not hold. To my knowledge, *The Dispossessed* hasn’t made any students into utopian anarchists any more than Friedman has made them into libertarians or Helprin has made them into conservative nationalists. That’s just not how people work. See my first point. You can’t brainwash students. What you can do is set out a broad array of ideas and look at their relative merits. We can call that critical theory if you want to, or we can call it the free marketplace of ideas. It just depends on whether our goal is to make these things sound scary.*

While we are discussing misconceptions, I want to point out that there are no lenses of critical theory that claim one race has “unequal value” over another race. That’s the language used in this measure: “No unequal value shall be placed on any race, ethnicity, identity, religious, or social group.” There is no critical theory lens that says “Group A is superior to Group B.” It’s not part of critical theory, so it doesn’t make any sense to ban critical theory discussions on those grounds.

*If you ban the teaching of critical theory at this school, you’ll be banning some very important lenses that help students make sense of literature. I teach *The Taming of the Shrew* with some classes, and that play only makes sense if you approach it from a feminist lens. If you read the play without this lens, you’ll find it to be a really horrid artifact of the past. You’d think that Shakespeare was advocating violence toward*

women. You would be mistaken. When students know that Shakespeare was fairly progressive and feminist for his day, and was making fun of Punch and Judy-style plays from other playwrights that were popular during the time, they can appreciate the things Shakespeare was really saying. If you add language like this amendment, you'll also force me into some strange positions with other works. Students have pointed out in most years that the women in *The Great Gatsby* are often treated as prizes to be won. I don't want to have to tell future students that they aren't allowed to notice that because that's a feminist interpretation "under a different or non-existent title." Students should be able to examine literature through many perspectives, and critical theory contains important perspectives that should not be censored.

Also, AP English Literature requires certain lenses, so passing this measure would mean banning future AP English classes from Powell County. That means this measure is not in the best interest of our students.

If we aren't teaching theory in the classroom, English teachers are probably teaching formalism. Formalism is the study of how parts of speech work together. It's the study of individual literary tools like metaphors, similes, imagery, etc. You can call that scary Russian formalism if you want people to be afraid of it, but that doesn't help people understand what it is. Most of us just call it formalism. We can make anything sound scary if our primary goal is instilling fear or deepening our political divides.

The other idea I heard at the last board meeting that worried me is the idea that we should "stick to the curriculum," by which some board members meant materials that board members had approved of. The whole point of having state standards instead of a state curriculum is that local teachers are best situated to understand the needs of our students. We are in the best position to decide which materials can help us teach which standards.

You should be celebrating the fact that your staff cares enough about finding the right approach that we bring in outside materials. It is much more work to find our own materials and build our lessons than to throw a textbook down in front of students and ignore the fact that their answers will probably come from the internet. I see my colleagues going above and beyond by bringing in supplemental materials, and I think they should be congratulated, not disciplined. The extra work my colleagues do to make the material relatable and interesting to students makes me proud to be a staff member here, and it should make you proud to have hired such diligent educators.

We do have pressing issues to deal with as a school, and I believe the board needs to focus on these issues. I think before passing any measure like this in the future, this board needs to ask how such a measure positively affects student achievement at Powell County High School. Like I said, I can't brainwash students. I hope that relieves some fears."

Jackie Greenwood spoke again, and made comments about *The Taming of the Shrew*. She then said we should let student think critically.

Policy Review 3350: Random Drug Testing

Katie Crofutt reminded everyone that last month the Board decreased the number of students drug tested from 20 percent to a flat number of 15; she said testing 15 students was wonderful; it only took 2 hours and went really smoothly. Mrs. Crofutt conducted a survey of staff/student/parents, and she reviewed the results. Baylee Brown said she thinks its great that it only took 2 hours; she added that she would still like to see the testing only be done “in season.” Mrs. Crofutt replied that a lot of kids agree. Amanda Bohrer stated that she does not agree, and that kids could use drugs/alcohol in the off season. Jaina Meador, speaking on behalf of the student body, said that most athletes don’t generally do drugs, and they don’t do them in the off season either. Mrs. Crofutt said that the tester can pull a student from the pool after 2 consecutive random picks and leave them out of the third round. The goal is to have this issue wrapped up by June.

10. PRINCIPAL’S REPORT

Katie Crofutt reported a March 13, 2023 enrollment of 179 students (a decrease of 4 from last month), and consists of the following: 51 freshman, 59 sophomores, 36 juniors, and 32 seniors. Included in the count are 0 Job Corp students, and 0 Youth Challenge students. Mrs. Crofutt said that 2 moved to home school, and the others moved away. Mrs. Crofutt also discussed a field trip to Missoula for Trades Day, that included a Dick Anderson Construction presentation, and a field trip to Helena for the junior and senior classes to observe the legislature in action. FCCLA/ProStart and FFA will attend state competitions next week, Prom is this coming weekend, Spring Break is April 6-11, and the ACT Exam will be April 13th – on the computer for the first time. There will be a PIR Day on March 8th and teacher evaluations are 25 percent finished. Parent/Teacher conferences were held March 7th, and data from survey results show that the preference is in-person conferences.

11. SUPERINTENDENT’S REPORT:

Rick Duncan gave a Covid update and stated that there have been no changes. Mr. Duncan then gave a legislative update. Governor Gianforte signed HB 15 which deals with the inflationary increase for schools (a statutory requirement); it contains a 2.7% increase for the first year, and a 3% increase for the second year. Mr. Duncan also discussed numerous other bills. Mr. Duncan said the next Joint Board meeting is Monday, March 27th at the CPC at 7 p.m. A community survey will be discussed.

12. BUSINESS MANAGER

Annette Galahan provided an updated revenues/expenditures spreadsheet through January 2023.

Action: Robert Rabel moved to approve the March bills, seconded by Jennifer Nicholson. The motion passed unanimously.

13. FUTURE AGENDA ITEMS:

- Unification.
- Policy discussion – CRT.
- Drug testing policy.

14. PUBLIC COMMENT:

None.

The meeting was adjourned at 9:07 p.m. by unanimous consent.

The next regular meeting will be Monday, April 17, 2023 at 6:30 p.m.

s/Annette Galahan, District Business Manager/Clerk

s/Jennifer Nicholson, Board Chair