



Montana Board of Public Education

Public Charter School Application

June 2024

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INTRODUCTION

HB 549 (2023), now codified in Title 20, Chapter 6, Part 8 of Montana Code Annotated, authorized the establishment of public charter schools in Montana and tasked the Montana Board of Public Education as the sole entity authorized to enter into public charter contracts with a governing board. There are two types of public charter schools – those operating under an existing local school board and those operating as a new school district under a separate governing board. This Public Charter School Application is for both options.

A public charter school means a public school that has autonomy over decisions including, but not limited to, matters concerning finance, personnel, scheduling, curriculum, and instruction as defined in a public charter contract. Public charter schools are governed by a local school board, or in the case of a governing board other than a local school board, by the governing board of the public charter school district of which the public charter school is a part. Public charter schools are established and operated under the terms of a public charter contract and allow parents to choose to enroll their children. Public charter schools must admit students based on a lottery if more students apply for admission than can be accommodated.

Public charter schools provide a program of education that may include any or all grades from kindergarten through grade 12 and vocational education programs and operate in pursuit of a specific set of educational objectives as defined in its public charter contract.

The evaluation of your application will focus on whether implementing the proposals in your application will lead to the academic, organizational, and financial performance you are promising in exchange for potential broad flexibility from Montana's education standards. The evaluation will also determine whether:

- There is an established need for the proposed public charter school;
- The proposed public charter school meets the needs of all its students;
- The proposed public charter school is of the highest academic quality;
- The proposed public charter school will provide a healthy learning environment and positive school climate;
- The proposed governing board demonstrates the capacity to implement the plan outlined in the application with fidelity; and
- The proposed public charter school will provide an educational opportunity to students that they would not otherwise receive at the traditional school they are zoned to attend.

SUBMISSION PROCEDURES

To facilitate the Montana Board of Public Education's review of public charter school applications, applicants must submit the application to bpe@mt.gov between the dates of October 28 and November 1, 2024, with a deadline of November 1, 2024 at 5PM. All submission materials must be submitted in a single electronic submission. Multiple attachments will not be accepted in the submission. The Board will review the public charter school application, and if determined complete, will facilitate an interview, and take public comment on the application in November. Final approval of the application will take place at the January 2025 Board of Public Education meeting. Please note the timeline on the Board's webpage under the Public Charter School tab.

We recognize that this application may not provide the space to fully respond to each of the questions in the application. Please provide a brief, direct response to each question, with reference to attachments, appendices, and weblinks to lengthier handbooks, policies, and additional information. Please make sure to clearly state where any corresponding responses are located within the application and limit application pages to 26, plus any attachments and letters of support.

Please note that submitting a public charter school application does not guarantee approval and that a public charter school contract will be granted. Failure to adhere to any requirements may lead to an incomplete application that is

rejected before consideration. In addition, complete applications that are not strong enough to guarantee a successful public charter school implementation will be recommended for denial.

PUBLIC CHARTER APPLICATION COVER PAGE

Check One: ☒ New Public Charter under existing local school board ☐ New Public Charter District

Name of Public Charter School Butte Pathway Academy

Local school district in which the public charter school will be physically located: _____

Butte School District #1

Contact Information for the Governing Board Chair

Contact Person:

Ann Boston

Board Chair

Name

Title

Contact Address: 111 N. Montana St., Butte MT. 59701

Telephone 406-533-2500

Number:

E-mail bostona@bsd1.org

Address:

Contact Information for the Person Completing this Application

Contact Person:

Judy Jonart

Superintendent

Name

Title

Contact Address: 111 N. Montana St., Butte, MT 59701

Telephone 406-533-2527

Number:

E-mail jonartjm@bsd1.org

Address:

Local Board of Trustee Evidence

Check One: ☒ Approved by existing local school board ☐ Refused approval by existing local school board

Provide copy of local school board minutes as evidence.

PUBLIC CHARTER APPLICATION

Name of Public Charter School: Butte Pathway Academy

Provide an executive summary with the general purpose and rationale for the creation of the public charter school, and explain how the proposed public charter school is different from a program that you could operate or currently operating without the public charter designation.

Our goal is to establish a public charter high school that offers enhanced flexibility and stronger connections to career and post-secondary pathways for students who are at -risk of failing or dropping out of school. While traditional education serves some learners well, it does not meet the needs of all. Many students can excel when they have the opportunity for both structured and personalized learning that includes wraparound services and focused on career readiness skills. The route to obtaining a high school diploma should be tailored and relevant to the individual, equipping students for their future endeavors. Our proposal for the Butte Pathway Academy embodies these principles and complies with the standards governing the establishment of a public charter school under Title 20 Chapter 6, Part 8 of the Montana Code Annotated.

The Butte Pathway Academy will create a public charter high school focused on flexibility and career readiness. The key components of the Butte Pathway Academy are:

1. **Flexibility in Learning:** The school will offer a blend of structured and independent learning opportunities, catering to diverse learning styles.
2. **Career and Post-Secondary Connections:** Emphasis on workplace learning opportunities, internships, and exploring career interests to better prepare students for life after high school. The goal is that all students graduate either earning dual credits, industry certifications, or job skills that can lead to immediate full-time employment.
3. **Tailored Education:** Developing a personalized learning plan for each student that articulates a clear pathway for student success. Providing case management that includes wraparound services that will make a significant step towards reducing barriers to learning. Integrating these support services is indeed critical for helping students achieve their potential.
4. **Compliance:** The proposal adheres to the standards governing Montana public charter as well as meeting state and federal regulations governing the operation of a school and the education of students.

Opening Date: August 2025

Public Charter Term Length: 5 years

Grades to be served: 9-12

Minimum Enrollment Per Year: 41

Planned Enrollment Per Year: 60-80

Maximum Enrollment Per Year: 100

During the proposed public charter 5-year term, indicate the specific grade-level programs that you plan to serve:

Check all that apply: ☐ Elementary Program ☐ Middle Grades Program ☒ High School Program

For each year of the public charter term, estimate the number of students the public charter school plans to serve in each grade:

	Elementary							Middle		High School				Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Year 1										8	12	20	20	60
Year 2										10	12-20	20	20	60-70
Year 3										10	20-25	20-25	20-25	70-80
Year 4										10	20-25	20-25	20-25	70-80
Year 5										10	20-25	20-25	20-25	70-80

ACADEMIC PROGRAM

See Submission Procedures

1. State the public charter school's mission and vision and describe why this initiative is important to the community it will serve.

The Butte Pathways Academy (BPA) will be dedicated to fostering a personalized learning environment that empowers every student to thrive. In collaboration with our staff, families, and community, we implement best practices and innovative approaches to meet the individual academic, social, and emotional needs of our students. Our mission is to provide transformative learning opportunities that equip students with the competencies necessary to become responsible, engaged, and contributing citizens. Our students will emerge from the Butte Pathways Academy as skilled, educated, and prepared members of the community. Together, we are shaping a brighter future for our students and community.

Our vision at the Butte Pathways Academy is to cultivate a dynamic and inclusive learning community where every student is inspired to reach their full potential. In a safe, caring, and empathetic environment, we envision a school that fosters creativity, critical thinking, and personal growth and direction. Students will realize their full potential and prepare for successful entry into the community as willing, productive citizens.

The Butte School District identified the need to address the impacts of poverty and other risk factors such as absenteeism, homelessness, food insecurity, among others in the Butte School District Strategic Plan, and we will be taking significant steps towards reducing these barriers to learning by creating the Butte Pathways

Academy. By doing so, we will not only be helping students in the present, but we will also be investing in the future of our community. Butte School District and the Butte community has recognized the need to provide alternative programming and have operated an alternative high school program for over 50 years. This Butte Pathways Academy is designed to enhance this program by providing transformative learning opportunities that equip students with the competencies necessary to become responsible, engaged and contributing citizens.

Butte Pathways Academy will take a comprehensive and proactive approach to addressing the needs of its students, particularly those who are economically disadvantaged or academically at risk. The fact that 44% of Butte High School students are identified as economically disadvantaged, and the homeless population has increased to 4%, underscores the importance of taking a proactive approach to supporting this population.

The implementation of wraparound services, which include case management and collaboration with community agencies, as part of the Butte Pathways Academy application, is a significant step towards reducing barriers to learning caused by the identified risk factors. Integrating these support services is indeed critical for helping students achieve their potential.

These wraparound services can provide a wide range of support for students and their families. This can encompass everything from academic assistance to health care, to nutrition, to housing, and other critical needs. By addressing these issues, the school district can help create a more conducive learning environment for these students.

2. Identify the targeted student population and the community the public charter school proposes to serve.

The Butte Pathways Academy seeks to support high-risk and medium-risk students identified by the Early Warning System in Infinite Campus. Additionally, we aim to help students facing academic, social, or emotional challenges in traditional school settings.

The Butte Pathways Academy *will serve the following populations:*

- Students at risk of not graduating and/or seeking credit recovery
- Students with excessive absenteeism
- Students needing smaller class sizes to meet their social/emotional needs.
- Students needing more flexibility due to personal and/or family circumstances.
- Students of **all abilities** who may seek a more personalized, flexible learning program or who are unable to prosper and cope within the traditional high school setting.

3. Describe plans and timelines for student recruitment and enrollment, including lottery procedures.

Each year following the initial start-up year, recruitment for the Butte Pathways Academy will begin with the fall open house at the middle school and during parent-teacher conferences for the high school. All students will receive enrollment information for the Academy at the annual course registration meeting for all current grades 8-11 students after the end of the first semester.

For current 8th grade students, enrollment in the Butte Pathways Academy will begin at the initial 9th grade registration meeting which normally take place after the end of the first semester. The principal and counselors will inform parents and students within the targeted group about this opportunity through recruitment materials and throughout continual SAT process.

For current 9th -11th grade students, enrollment in the Butte Pathways Academy will be continual throughout the school year, with acceptance every 45 days to maximize credits earned. The principal and counselors will notify parents and students about this opportunity using recruitment materials. Information regarding the Academy will also be emphasized during the ongoing SAT process with at-risk students.

Butte High parents will be provided with information about the Butte Pathways Academy twice annually, at the beginning of both the first and second semesters. Furthermore, information regarding the Academy will be posted on the District's website and social media platforms and communicated with various local media channels. We are confident that this comprehensive recruitment plan that targets the general student population, and the at-risk student population will afford all stakeholders an opportunity for timely enrollment.

The Butte Pathways Academy will enroll all students who wish to attend *unless* the number exceeds the capacity of the program, class, grade level, or building. If there are more students who apply than can be accommodated, the Academy will select students through a lottery process.

4. Describe the public charter school's academic program, specifically focusing on why it is innovative in your school district. Include plans to formally assess student achievement on an annual basis.

Incorporating the Montana Content Standards, the Butte Pathways Academy will focus significantly on proficiency-based learning and career exploration, encompassing four different work-based experiences for each grade level. Students from grades 9-12 will have access to career awareness, exploration, preparation, and experiences. This will include monthly career speakers, an annual career fair, worksite tours aligned with student interests, and community service projects coordinated between the school and the local community. Moreover, a school-based enterprise will be established in the first year of the BPA, with a business plan developed collaboratively by students, teachers, and volunteer business professionals. For students in grades 11-12, career launch activities will be available, including dual credit enrollment, certificates of completion recognized at the local or state level, and school-to-work opportunities. To effectively cater to our students' diverse interests and introduce them to unfamiliar careers, we will utilize the Defined Careers platform. This comprehensive tool aids college and career readiness through project-based learning. It will engage students in all facets of career exploration and connect them with community or industry members for live or virtual job shadowing experiences.

A personal learning plan will be developed for each student through collaboration with teachers, counselors, students, and parents/guardians, tailored to the student's unique academic, social, and emotional needs, as well as career interests. Upon finalizing the personalized learning plan, an advisor teacher will be assigned to each student to ensure their overall progress and success. This connection aims to provide students with a dedicated school contact who offers support and assistance with the personal learning plan. The plans will be reviewed and updated annually to monitor and promote student progress.

Additionally, BPA is uniquely different in that it will use a proficiency-based model of instruction where students will be able to work at their own pace and demonstrate proficiency using a variety of assessment methods. The program will also utilize a block schedule to allow the flexibility needed to implement this model as well as provide strategic and intensive interventions to support student learning.

The Butte Pathways Academy academic program will utilize the RTI (Response to Intervention) and MTSS (multi-tiered system of supports) model that will maximize student achievement while supporting the students' social, emotional, and behavioral needs. The Academy will emphasize the core curriculum based on the Montana Content Standards to meet graduation requirements. The core program will be supported by strategic and intensive levels of interventions according to proficiency. Levels of remediation, strategic or intensive will be determined by MAP (Measures of Academic Progress). Students will also participate in state assessments. Our fundamental commitment to a student lies in providing each with graduation support and individual growth to prepare students for college or career.

Our plan for assessment includes formative and summative assessment. The District will utilize state assessment and MAP will be our primary formative assessment that measures growth and progress towards proficiency. Additionally, we will use classroom assessments to measure growth primarily related to teacher SMART goals. All formative and informal assessments including data collected from career surveys, social/emotional surveys will be used to drive personalized learning plans. It should be noted that personalized learning plan does not replace the IEP for students eligible for special education services. Data collected from completion of dual credits, industry certifications, and work-based learning experiences will also be included in the personalized learning plan.

5. Describe any variances to existing standards that the public charter school requires to enhance educational opportunities.

We will not be asking for any variances.

6. Describe the instructional design, including the type of learning environment, class size and structure, curriculum overview, and teaching methods.

Every student will have a personal learning plan that is developed with a team that consists of collaboration with teachers, counselors, students, and parents/guardians. Once the personal learning plan is developed through the team, each student will be assigned an advisor teacher who will mentor and support the students for the time that they attend the Academy. The personal learning plan will be updated annually.

Learning Environment:

- The location will be Webster Garfield School. The Academy will use 7 classrooms and the lunchroom. There is also one conference room and one office.
- Class size will be capped at 15 students per class to ensure flexibility and personalization of learning.
- Flexible learning opportunities will be applied to elective courses. Elective courses may include on-site virtual, or off-site, which will be looked at and approved on an individual need, interest, or progress basis.
- We will have an extended school year that will continue into summer to promote workforce opportunities and credit recovery.
- Block Schedule – 45-day block plan. Core classes will be held in the mornings. Afternoons from 1:00-3:00 will be flexible, offering electives, work-based programs, community service, and

School Enterprise activities. Some electives are year-long, one-hour courses, while project-based courses will span a two-hour block.

- School Day hours 8:18 to 3:00. Class periods will be 1 hour and 40 minutes in the mornings with an advisor/advisee period scheduled for four days a week. Class time in the afternoon will vary offering one-hour courses year long courses or courses offered in two-hour blocks offering flexible time in the afternoon.

Curriculum Overview

We will follow the Butte School District adopted curriculum for our core curriculum which is based on the Montana K-12 Content Standards. Students will need to earn 20 credits to graduate from Butte Pathways Academy under the Butte School District. All courses will be facilitated by highly qualified teachers. The teachers will be extensively trained and will use the Marzano Framework in their instructional practices.

Core curriculum classes will be proficiency-based, allowing students to progress at their own pace by demonstrating proficiency. They will also engage in project-based learning within this framework.

Defined Careers will serve as the main platform for our career exploration piece. Students will have the chance to job shadow either in person or participate in a “virtual internship” embedded in Define Careers. Furthermore, each student will create a project tailored to their chosen career path through the project development component within Defined Careers. Additionally, each student will design or participate in a pre-determined community service project to be completed by graduation.

School enterprise will involve students forming groups to create a business and business plan, guided by advisors. They will develop soft skills and gain entrepreneurship knowledge.

As said prior- Butte Pathways Academy academic program will be based on the RTI (Response to Intervention) and MTSS (multi-tiered system of supports) tiered model that emphasizes the core curriculum based on the Montana K-12 Content Standards to meet graduation requirements. The core program will be supported by strategic and intensive levels of interventions according to proficiency. Levels of remediation, strategic or intensive will be determined by MAP (Measures of Academic Progress). Students will also participate in state assessments. Students will have the opportunity to meet with their advisor teacher four days a week. Our fundamental commitment to a student lies in providing each with graduation support and individual growth to prepare students for college or career.

Teaching Methods

The Butte Charter will integrate proficiency-based and project-based learning. Using the Marzano Instructional Framework, teachers will create a safe and supportive environment. Each student will follow a personalized learning plan in this flexible instructional model. Access to technology is an important component to this model of teaching and learning.

As instruction and learning take place, all students will have a advisor teacher with whom they will meet four times a week. All progress will be tracked, and interventions will be put into place as needed to ensure progress and success.

Marzano Framework for High Reliable Schools



7. Describe plans for identifying and successfully serving students with disabilities, students who are English Language Learners, students who are academically challenged, and gifted students, including compliance with applicable laws and regulations.

The Butte Pathways Academy will follow state and federal regulations identification and educational services of students with special education, English Language Learners, those academically challenged and gifted students. BPA will follow state and federal law required to identify and evaluate all students who are in need of special education services. The BFA will have access to District services including school psychologist, speech and language therapist, occupational therapist, physical therapist, audiologist, and nursing services. A hybrid model of instruction including online courses will be used to give students different class options or allow credit recovery options. The BPA will follow all applicable school board policies and state and federal laws regarding these students. (See links below)

Policy Links:

<https://www.bsdl.org/school-board/policies/2000-instruction/2161-special-education>

<https://www.bsdl.org/school-board/policies/2000-instruction/2161p-special-education-cont>

<https://www.bsdl.org/school-board/policies/2000-instruction/2162p-section-504-cont>

<https://www.bsdl.org/school-board/policies/2000-instruction/2166-gifted-program>

<https://www.bsdl.org/school-board/policies/2000-instruction/2170-mds>

BPA students with disabilities have an assigned case manager at the school who develop, and serve the Individualized Education Plan (IEP) in accordance with state and federal special education regulations. The counselor assigned to serve the BPA will orchestrate support and accommodations for students with a 504 Plan. Student participation in the development of IEPs and 504 plans is crucial to assist the students in gaining independence and understanding of processes essential to their education. The flexible nature of the Butte Pathway Academy also allows for individualized and small group instruction, so accommodations are easier to implement than in a traditional classroom.

Our English Language Learners follow assessment protocols for the State of Montana and are served by the District ELL Coordinator.

Because every student develops a custom plan of instruction, enrichment and alteration of course requirements can vary. Students are encouraged to take industry developed certification courses as well as concurrent enrollment courses at post-secondary institutions. The Career Exploration program can be

differentiated to meet the needs of gifted learners. Gifted students have the flexibility to adjust the pace of instruction in BPA courses, opening up opportunities for additional courses, post-secondary opportunities, or employment opportunities. It is anticipated that high achieving students will find acceleration and instruction at an individual appropriate level in the BPA.

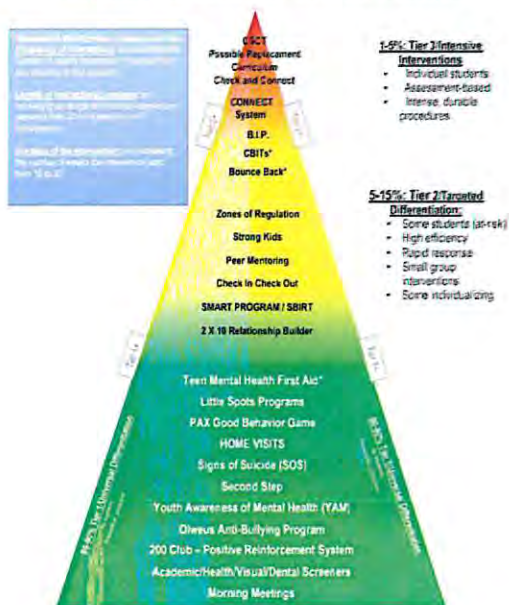
For each student, a personalized learning plan is the guiding document as students move through their tenure at the Academy. (It should be noted that the personalized learning plan does not replace the IEP or 504 plans for those students qualifying for services.) Within that plan of instruction, students are served by a multi-tiered system of support designed to address their individual needs. The MTSS includes the career education portion of the curriculum in which students explore, investigate, and enter their chosen careers. The MTSS pyramid covers academic and social and emotional learning challenges.

Teachers will be provided professional development to support diverse learners. Marzano Instructional Framework from Marzano New Art and Science Design Areas will be utilized to enhance learning.

English Language Learners will receive RTI and MTSS tiered supports, along with instruction via the SIOP model, which includes multiple supports for English Language Learners and other students.

Marzano 10 Design Areas:

BSD #1 MULTI-TIERED SYSTEM OF SUPPORT MODEL FOR BEHAVIORS



10 Design Questions

	Design Areas	Design Questions
Feedback	1. Providing and Communicating Clear Learning Goals	How will I communicate clear learning goals that help students understand the progression of knowledge they are expected to master and where they are along that progression?
	2. Using Assessments	How will I design and administer assessments that help students understand how their test scores and grades are related to their status on the progression of knowledge they are expected to master?
Content	3. Conducting Direct Instruction Lessons	When content is new, how will I design and deliver direct instruction lessons that help students understand which parts are important and how the parts fit together?
	4. Conducting Practicing and Deepening Lessons	After presenting content, how will I design and deliver lessons that help students deepen their understanding and develop fluency in skills and processes?
	5. Conducting Knowledge Application Lessons	After presenting content, how will I design and deliver lessons that help students generate and defend claims through knowledge application?
	6. Using Strategies That Appear in All Types of Lessons	Throughout all types of lessons, what strategies will I use to help students continually integrate new knowledge with old knowledge and revise their understanding accordingly?
Context	7. Using Engagement Strategies	What engagement strategies will I use to help students pay attention, be energized, be intrigued, and be inspired?
	8. Implementing Rules and Procedures	What strategies will I use to help students understand and follow rules and procedures?
	9. Building Relationships	What strategies will I use to help students feel welcome, accepted, and valued?
	10. Communicating High Expectations	What strategies will I use to help typically reluctant students feel valued and comfortable interacting with me and their peers?

The design areas and questions then break into 43 elements. Attendees at this institute explore several instructional strategies within each element. This framework organizes over 300 instructional strategies into a comprehensive network.

8. Describe student discipline policies, including those for special education students.

It is the goal of the Butte Pathway Academy to provide a safe, positive, and nurturing learning environment to which students will be allowed to reach their potential. It is the aim of the Butte School District to establish and maintain Marzano's High Reliability Schools Level One-Safe, Supportive, and Collaborative Culture. As students enrolled in Butte School District #1, students will follow the policies, rules, and procedures as set forth in the adopted policies of Butte School District #1, including and not limited to the following:

3210 Equal Education, Non-Discrimination, and Sex Equity

<https://www.bsd1.org/school-board/policies/3000-students/3210-equal-education-nondiscrimination-sex-equity>

3215 Uniform Grievance Procedure

<https://www.bsd1.org/school-board/policies/3000-students/3215-uniform-grievance-procedure>

3225/3225F/3225P Sexual Harassment /Intimidation of Students

<https://www.bsd1.org/school-board/policies/3000-students/3225-sexual-harassment-intimidation-of-students>

<https://www.bsd1.org/school-board/policies/files/Files/3225F%20Sexual%20Harassment%20Reporting.pdf>

<https://www.bsd1.org/school-board/policies/3000-students/3225p-procedure-sexual-harassment-of-students>

3226 Hazing/Harassment/Intimidation/Bullying

<https://www.bsd1.org/school-board/policies/3000-students/3226-hazing-harassment-intimidation-bullying-menacing>

3235 Video Surveillance

<https://www.bsd1.org/school-board/policies/3000-students/3235-video-surveillance>

3300/3300F/3300P Corrective Actions and Punishments

<https://www.bsd1.org/school-board/policies/3000-students/3300-corrective-actions-punishments>

[https://www.bsd1.org/school-board/policies/files/Files/3300F%20Notice%20of%20Hearing%20\(form\).pdf](https://www.bsd1.org/school-board/policies/files/Files/3300F%20Notice%20of%20Hearing%20(form).pdf)

<https://www.bsd1.org/school-board/policies/3000-students/3300p-corrective-actions-punishments-cont>

3310 Student Discipline

<https://www.bsd1.org/school-board/policies/3000-students/3310-student-discipline>

3310P Discipline of Students with Disabilities

[https://www.bsd1.org/school-](https://www.bsd1.org/school-board/policies/files/Files/3310P%20Students%20Suspected%20of%20Chemical%20Use.%20Abuse%20or%20Dependency.pdf)

[board/policies/files/Files/3310P%20Students%20Suspected%20of%20Chemical%20Use.%20Abuse%20or%20Dependency.pdf](https://www.bsd1.org/school-board/policies/files/Files/3310P%20Students%20Suspected%20of%20Chemical%20Use.%20Abuse%20or%20Dependency.pdf)

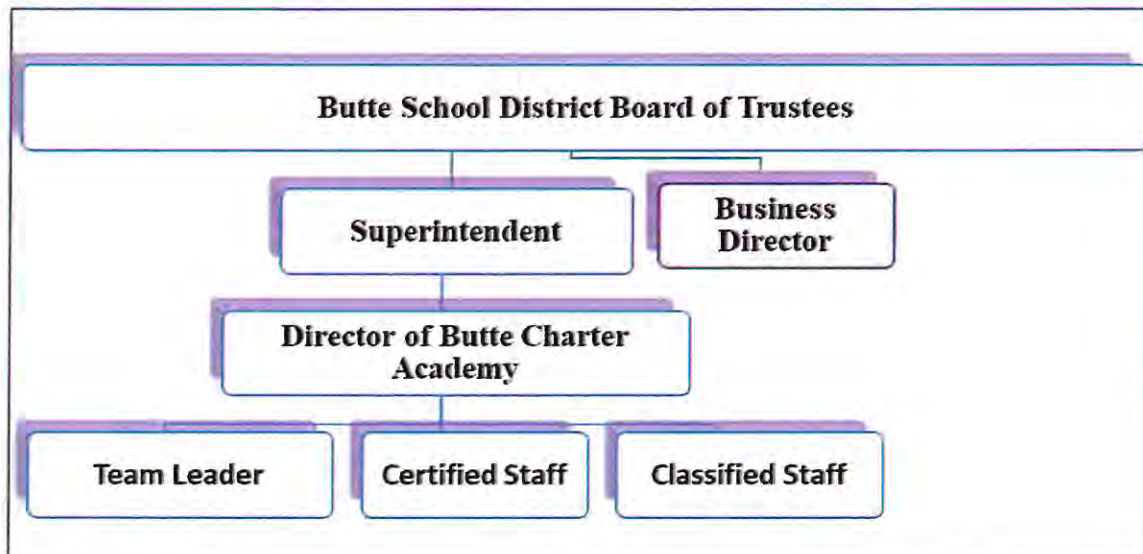
Students are expected to progress through coursework reflective of their personalized learning plan. Students who are not progressing receive interventions through established tiers of intervention until they can demonstrate they are on pace for learning. Staff must consistently track progress to provide timely intervention and support, ensuring student success. We recognize that a robust system of support is necessary to ensure learning.

SCHOOL GOVERNANCE

See Submission Procedures

9. Describe the public charter school's organizational chart that clearly presents the proposed organizational structure, including lines of authority and reporting between the governing

board, staff, related bodies such as advisory bodies or parent and teacher councils, and external organizations that will play a role in managing the public charter school.



The Butte Pathway Academy will be governed by the Butte School District Board of Trustees, which oversees all aspects of the District's operations as established by the State of Montana. The primary goal is to ensure that students have ample opportunities to achieve their individual and collective learning needs.

The Superintendent will report directly to the Board of Trustees. Reporting to the Superintendent will be the Director of the Butte Pathway Academy and the Business Clerk. The Director of the BPA will manage the day-to-day operations of the school, including teacher and staff evaluations, budget management, course development, and program evaluations. These evaluations aim to continuously monitor student achievement and progress towards meeting their individual goals outlined in their personalized learning plans.

Teachers will be organized into teams, with a team leader reporting directly to the Director of the BPA. Each team member will serve as an advisor for a group of students, conducting advisor periods and morning meetings to build relationships with students, support their social, emotional, and academic needs, and continuously monitor progress towards their personalized learning plans.

A community advisory committee will be established, composed of administration, team leaders, business and community leaders involved in workforce development programs in Southwest Montana. The purpose of this committee is to continue to build strong partnerships and develop meaningful relationships in order that students have access to quality programming that provide all students with access to hands-on, workplace experiences necessary to acquire durable professional skills for work and life, develop confidence, and build a network of community support.

Parents and guardians will be invited to join various activities throughout their child's education at the BPA. From the application process to creating personalized learning plans, parent involvement will be integral part of the process. They will receive regular updates on student progress through the parent portal. Additionally, formal biannual parent/teacher meetings will be scheduled which will allow for in-

person discussions with teachers about student progress. Finally, parents are welcome to schedule meetings with teachers throughout the school year. Parents will also be encouraged to volunteer, such as chaperoning trips, speaking in classes, or assisting with projects. The school will host a Thanksgiving luncheon for families and will hold the ROSE Ceremony at graduation. The ROSE Ceremony allows each graduate to present a rose to that one person who has supported them throughout their high school career. The graduates have an opportunity to publicly thank that person and tell them what their support meant to them and how they have helped shape their future.

Finally, a student council will be created to ensure that students' voices are heard, and their needs and preferences are considered in the decision-making process. The council will be responsible for helping to create a warm, welcoming school environment where everyone is treated with respect and is a valued member of the school community. Additionally, the student council will serve as a valuable liaison, positively presenting the BPA as an integral part of the district's programming.

10. Describe the roles and responsibilities of the governing board, the proposed leadership management team, and other entities shown in the organizational chart.

Superintendent: The superintendent reports directly to the Board and will participate in all phases of the planning process and will progress monitor all phases of the program via a bi-weekly meeting with the Director of the Butte Pathway Academy.

Director of the Butte Pathway Academy: The Director reports directly to the Superintendent and is responsible for operation and supervision of all phases of the school, evaluates all certified and classified staff, develops, interprets, and enforces regulations that are in agreement with Board policies as interpreted by central administration, that improve school efficiency and support educational effort. The Director will deliver an annual presentation to the Board on all phases of the Charter program. This report is in addition to the monthly financial reporting that is provided to the board. The Director will also work with the Superintendent and Business Director in all aspects of financial management.

Team Leader: The team leader in collaboration with the Director and other support personnel will oversee the application/enrollment process. The team leader will also be responsible for coordinating with director in developing PLC agendas.

Teachers: Each teacher will serve as an advisor to a group of students and will be responsible for monitoring student progress towards meeting the goals outlined in their personalized learning plan.

Monitoring student progress towards their personalized learning goals will help ensure that each student is on track and receiving the guidance they need to succeed.

11. Provide a staffing chart for the public charter school's first year and a staffing plan for the term of the public charter school.

Projected Staffing Chart. Staffing is dependent on enrollment and student interest.

	Year 1	Year 2	Year 3	Year 4	Year 5
Director	.5	.5	.5	.5	.5
English	1	2	2	2	2
Mathematics	1	1	1	1	1

Science/ Special Education	1	1	1	1	1
Social Studies	1	1	1	1	1
Health Enhancement	1	1	1	1	1
Counselor	.5	.5	.5	1	1
CTE Teacher	.33	.5	.5	1	1

(Team leader will be one of the teachers mentioned above and will be provided with time in the day to complete duties assigned to this role. Staffing will be dependent on student enrollment).

12. Detail the public charter school startup plan, identifying tasks, timelines, and responsible individuals.

Task	Timeline	Responsible Individual(s)
Initial Application	October 2024	Charter development team
Butte School District Board of Trustees Approval	October 2024	Superintendent Jonart
Application Submittal	November 2024	
Official Notification of approval from the Board of Public Education	January 2025	
Develop Charter publicity materials	January 2025	Charter development team
Public Meeting	January 2025	Leadership
Develop Application materials	January -February-2025	Charter development team
Parent Orientation/ Introduction of Charter	February 2025	Charter Director; Charter development team
Charter Curriculum/ materials development	February-May 2025	Curriculum Director, Curriculum team including teachers from the Charter
Recruitment/ Introduction for students	February 2025	Butte High Administration; Charter Director
Applications To students	February 2025	Butte High Counselors; Administration
Lottery if needed	April 2025	Charter Director
Acceptance Notifications	May 2025	Charter Director
Curriculum Work continued	June-July 2025	Curriculum Director, Curriculum team including teachers from the Charter
Professional Development	June-August 2025	Charter staff and leadership
Opening of Charter 1 st year	September 2025	Charter staff and leadership

13. Describe the plans for recruiting and developing school leadership and staff.

Butte Pathway Academy will maintain current staff at the current Alternative High School Program. We will maintain the partnership with Butte High School in that Butte High School will continue to share teachers for elective courses. Current leadership staff will also remain.

14. Describe the proposed leadership and teacher employment policies, including performance evaluation plans.

In the Butte School District, District policy outlines the evaluation process for teachers. Non-tenured teachers are evaluated annually, and tenured teachers are evaluated on a three-year cycle. Staff are evaluated by the Director of the Butte Pathway Academy. Teachers in the Butte Pathway Academy receive a standard teaching contract and salary schedule placement based on experience and credits beyond certification. Teachers are also entitled to benefits and responsibilities outlined by collective bargaining agreement between the District and collective bargaining units. Collective bargaining agreements can be viewed at Butte School District Employment Information at <https://www.bsd1.org> Teachers must be certified in their content area, as per Montana requirements. The following policies guide the evaluation process:

5222 Evaluation of Staff

<https://www.bsd1.org/school-board/policies/5000-personnel/5222-evaluation-of-staff>

5303/5303 P Staff Evaluation

<https://www.bsd1.org/school-board/policies/5000-personnel/5303-staff-evaluation>

<https://www.bsd1.org/school-board/policies/files/Files/5303P%20-%20Tenured%20Teacher.pdf>

5304/5304 P Evaluation of Non-Tenured Certified Staff

<https://www.bsd1.org/school-board/policies/5000-personnel/5304-evaluation-of-non-tenured-certified-staff>

<https://www.bsd1.org/school-board/policies/files/Files/5304P%20Evaluation%20of%20Non-Tenured%20Staff.pdf>

5305 F-1 Individual Teacher Growth plans

<https://www.bsd1.org/school-board/policies/5000-personnel/5305f-1-individual-teacher-growth-plan>

15. State the proposed governing bylaws.

The Butte Pathway Academy will be governed by Butte School District Board of Trustees policies and procedures. All policies can be found in the Board Policy Manual: Butte Board Policies | Master Index | Policies
<https://www.bsd1.org>

16. Explain any partnerships or contractual relationships central to the operations and mission of the public charter school.

We have existing partnerships with Highlands College in Butte, Montana and a partnership with Montana Tech in Butte. Both partnerships exist to offer dual credit courses to our Butte School District students.

We also have a curriculum partnership with the Western States Regional Council of Carpenters. We use Union developed curriculum and, upon module completion, offer certificates of completion of which students may use to show potential employers that they have been trained in a certain skill.

We have an ongoing partnership with Butte Job Service. The Butte Job Service will schedule presentations, a “Real Life Fair”, and ongoing support for our students at the BPA as well as throughout the Butte School District

We have an ongoing partnership with the Economic Development city-county Butte Silver Bow. This partnership provides students with the opportunity to engage with local leaders and industry. It is reciprocal in that business and industry leaders become involved in shaping curriculum in areas that they see a need.

17. Provide the proposed calendar and sample daily schedule.

Schedule of Day

The Butte Pathway Academy will follow the regular District calendar, and a summer program will be offered based on their personalized learning plan. (See Appendix for School Year Calendar)

The Butte Pathway Academy will utilize a 45 Day Block Schedule. This schedule was designed to allow students the opportunity to concentrate on just two core subjects at a time for 45 days. This schedule design also allows the student to recover credits faster. Career exploration and vocational activities will be scheduled on select Fridays throughout the year and will be aligned with the personalized leaning plans.

Time	Period	Description
8:18-8:55	Advisor/Advisee Period	Morning meetings with student advisor.
9:00-10:40	Block I	Core Subjects
10:45-12:25	Block II	Core Subjects
12:25-1:00		Lunch
1:00-2:00 2:00- 3:00	Block III	Electives and work-based programs, community service and/or working in School Enterprise. It should be noted that some electives are provided as one-hour courses scheduled for the full year. Project-based courses will be scheduled for a two- hour block.

The Butte Pathway Academy will follow the same academic calendar as the Butte School District, a copy of the current year calendar is included in the appendix. It should be noted that the Butte Pathway

Academy will also offer a summer program that will run between the end of a school year and the beginning of a new school year.

BUSINESS OPERATIONS

See Submission Procedures

18. Describe plans for providing transportation, food service, and all other significant operational or ancillary services.

Butte School District Transportation Department will provide transportation to students in compliance with state laws. Butte Silver Bow Transit System is also available to students with easy access to uptown and downtown routes. Transportation will align with the transportation schedule of the Butte School District.

Students will also have access to the Butte School District food service and because Butte High School is eligible to operate under the Community Eligibility Provision, (CEP), all students will be eligible for free breakfast and lunch regardless of income. Students will also have access to all wrap around services including access to services for those experiencing homelessness. Butte School District pantry and backpack programs will be available to students. McKinney-Vento wrap around services are available for those students that qualify.

Central services including maintenance, warehouse delivery, purchasing and all other ancillary services will be provided by the Butte School District.

19. Describe cocurricular and extracurricular programs and how the programs will be funded and delivered.

Co-curricular and extracurricular programs will be offered through Butte High School. Students who attend the BPA will be eligible to participate in all activities offered.

20. Describe the proposed financial plan and policies, including financial controls and audit requirements.

The proposed financial plan includes the addition of the basic entitlement funding which will be included in the general fund and will go towards operating expenses of the school including salaries/benefits and supplies for the school. The Financial controls and audit requirements will follow the same policies governing the Butte School District and are outlined in the following policies:

Policy 7110- Budget and Program Planning

<https://www.bsd1.org/school-board/policies/7000-financial-management/7110-budget-program-planning>

Policy 7260 Endowments and Gifts

<https://www.bsd1.org/school-board/policies/7000-financial-management/7260-endowments-gifts-investments>

Policy 7310 Purchasing

<https://www.bsd1.org/school-board/policies/7000-financial-management/7310-budget-implementation-execution>

Policy 7325 Accounting System Design

<https://www.bsd1.org/school-board/policies/7000-financial-management/7325-accounting-system-design>

Policy 7400 Credit/Procurement Card Use

<https://www.bsd1.org/school-board/policies/7000-financial-management/7400-credit-procurement-card-use>

Policy 7410 Fund Accounting System

<https://www.bsd1.org/school-board/policies/7000-financial-management/7410-fund-accounting-system>

Policy 7430 Financial Reporting and Audits

<https://www.bsd1.org/school-board/policies/7000-financial-management/7430-financial-reporting-audits>

Policy 7515 Financial Management

<https://www.bsd1.org/school-board/policies/7000-financial-management/7515-financial-management>

The entire 7000 Financial policy series can be viewed on the District's website: <https://www.bsd.org>
It should also be noted that the district has an excellent record of receiving unqualified opinions on its annual independent audit report.

21. Describe the insurance coverage that will be obtained.

The Butte Pathway Academy will be covered by Butte School District Property, Causality, and Liability plan. We anticipate no changes as this building and the programs housed in this building are included in the current policy. A copy of the insurance certificate is included in the appendix.

22. Describe the startup and five-year budgets with clearly stated assumptions.

Funding for the Butte Pathway Academy will adhere to the same funding structures as the school district's general fund. Salaries and benefits are driven by the current collective bargaining agreements for the various groups.

First Year of Funding

Revenues

Source	Assumptions	Amount
Basic High School Entitlement (Based on Current Year allocations)	Assume enrollment will be ≥ 41 students. No new students enrolled in the Charter	\$353,784.00
Per ANB		0
Quality Educator Payment		0
Indian Education for All		0
Data for Achievement		0
Federal State Grants	Grant funds will be made available based on the terms of the grant	
Total New Revenue		\$353,787.00

(American Indian Achievement Gap and At-Risk payment not included in calculations)

Expenditures

Description	Amount
Salaries (Salaries and Benefits calculated based on Collective Bargaining Agreements and contracts.)	
Director .5 FTE	\$59,097.00
Core Teachers 5.33 FTE	\$304,834.00
Counselor .5	\$40,000.00
SOARS Case Manager Assume .1 FTE	\$6,800.00
Certified Benefits	\$112,036.00
Classified Salaries Maintenance 2 FTE	\$91,020.00
Classified Benefits	\$31,900.00
Instructional Materials, Technology \$210 per student assume ≥41	\$8,610.00
Total First Year Expenditures	\$654,297.00

Funding YRS 2-5

REVENUE				
Source	Year 2	Year 3	Year 4	Year 5
Basic High School Entitlement (Based on Current Year allocations) Assume enrollment will be ≥ 41 students.	\$353,784.00	\$353,784.00	\$353,784.00	\$353,784.00
Per ANB (Based on Current Year allocations)	Assume ANB 60 students \$8317 (less \$.50 per ANB) \$498,135.00	Assume ANB 60 students \$8317 (less \$.50 per ANB) \$498,135.00	Assume ANB 80 students \$8317 (less \$.50 per ANB) \$663,780.00	Assume ANB 80 students \$8317 (less \$.50 per ANB) \$663,780.00
Quality Educator Payment (Based on Current Year allocations)	Assume 7.33 @ 3783 \$27,730.00	Assume 7.3 @ 3783 \$27,730.00	Assume 8.33 @ 3783 \$31,513.00	Assume 8.33 @ 3783 \$31,513.00
Indian Education for All (Based on Current Year allocations)	Assume 60 students @ 25.37 \$1,523.00	Assume 60 students @ 25.37 \$1,523.00	Assume 80 students @ 25.37 \$2,030.00	Assume 80 students @ 25.37 \$2,030.00
TOTAL	\$881,172.00	\$881,172.00	\$1,051,107.00	\$1,051,107.00

(American Indian Achievement Gap and At-Risk payment not included in calculations)

EXPENDITURES				
Salaries/Benefits	Assumptions: (Salaries and Benefits calculated based on current Collective Bargaining Agreements and contracts.) Assume 2% increase salaries/benefits. Staffing will be driven by enrollment and adjustments will be made accordingly.			
Description	Year 2	Year 3	Year 4	Year 5
Director .5 FTE	\$60,279.00	\$61,485.00	\$62,715.00	\$63,970.00
Core Teachers	Assume 6.5 FTE \$393,735.00	Assume 6.5 FTE \$401,610.00	Assume 7 FTE \$480,414.00	Assume 7 FTE \$490,023.00
Counselor	Assume .5 FTE \$40,800.00	Assume .5 FTE \$42,416.00	Assume 1FTE \$69,384.00	Assume 1FTE \$70,771.00
SOARS Case Manager	Assume .1FTE \$6,939.00	Assume .1 FTE \$7,078.00	Assume .1 FTE \$7,220.00	Assume .1FTE \$7,365.00
Certified Benefits	\$145,842.00	\$138,965.00	\$166,936.00	\$170,274.00
Classified Maintenance	Assume 2 FTE \$92,841.00	Assume 2 FTE \$94,697.00	Assume 2FTE \$96,592.00	Assume 2FTE \$98,524.00
Classified Benefits	\$24,139.00	\$24,622.00	\$25,114.00	\$25,617.00
Instructional Supplies	Assume 60 students@ 210 \$12,600.00	Assume 60 students@ 210 \$12,600.00	Assume 80 students@ 210 \$16,800.00	Assume 80 students@ 210 \$16,800.00
Instructional Software	Assume 60 students at 125 \$7,500.00	Assume 60 students at 125 \$7,500.00	Assume 80 students at 125 \$10,000.00	Assume 0 students at 125 \$10,000.00
TOTAL	\$784,675.00	\$790,973.00	\$935,175.00	\$953,344.00

23. Describe the startup and first year cash flow projections with clearly stated assumptions.

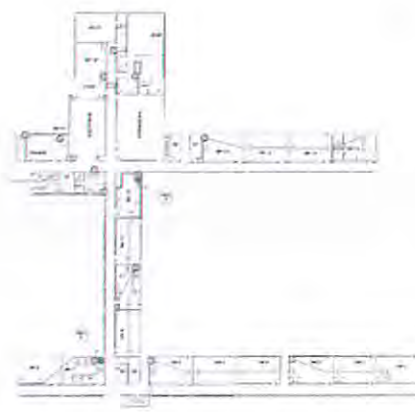
Funding for the Butte Pathway Academy will adhere to the same funding structures as the school district's general fund. The budget will be based on the funding formula used to calculate funding for all schools with enrollment tied to funding. The Butte School District has operated an alternative high school program and based on these enrollment numbers we can anticipate a minimum of 41 students in the first year. We recognize the basic entitlement will increase the budget authority by \$353,787.00 for the first year and the funding will flow through the general fund as direct state aid and local tax dollars. We understand that the first year will not include ANB therefore, remaining costs will be funded through the general fund.

24. Describe anticipated fundraising contributions and evidence, if applicable.

No fundraising is anticipated.

25. Describe the facilities plan, including backup or contingency plans.

The Butte Pathway Academy will be housed at the Webster Garfield Complex located at 1050 South Montana Street. This is the current location of the district's alternative high school. Below is a blueprint of the building. Our contingency plan if this building becomes inaccessible is to locate the BPA in a wing of Butte High School.



COMMUNITY SUPPORT AND NEED

See Submission Procedures

26. Describe the specific evidence of significant community support.

The Butte Pathway Academy has strong community backing, as evidenced by advisory councils from diverse industries. Partners in healthcare, hospitality, automotive, construction, higher education, etc. are eager to collaborate on career exploration, internships, and training programs.

With an aging workforce in our area, local industries are enthusiastic about preparing the next generation for stable, well-paying jobs. These partnerships reflect a shared commitment to collaborative educational efforts.

Additionally, families have expressed a desire for greater flexibility in education. The Butte Pathway Academy offers alternative personalized learning, responding to parents' requests for individualized pacing and innovative delivery methods. This adaptability positions the school to effectively serve our community's varied educational needs.

27. Describe the opportunities and expectations for parent involvement.

At the BPA, parent involvement is integral to creating a meaningful educational experience. We begin by meeting with parents and students at the end of the 8th grade to determine if our charter school is the right fit for their educational needs and goals. Importantly, families can choose to enroll their student at any time in the student's corresponding grade level, from 9th to 12th grade. Each student collaborates with their parents, teacher mentor, school counselor, and Charter administration to design a personalized high school learning plan, culminating in an education plan that parents and learning team approve each June prior to the new school year. Our educators provide structure and guidance to help students earn their high school diploma while working closely with parents to identify the best academic path.

We understand that high school students may not have a clear career plan, and we embrace the exploratory nature of this stage. If a student discovers that a particular career interest isn't the right fit, that realization is still valuable. We equip both students and parents with resources to navigate alternative career pathways.

Parents are encouraged to participate in an Open House in late August to learn about our program and support their child's education. Parent-Teacher Conferences in November and March offer additional opportunities for engagement, and a Parent Advisory Council is included in our school structure for ongoing community input.

As previously stated, parents and guardians will be invited to join various activities throughout their child's education at the BPA. From the application process to creating personalized learning plans, their involvement will be integral. They will receive regular updates on student progress through the parent portal, emails, and social media. Additionally, biannual parent meetings will allow for in-person discussions with teachers about student progress. Parents will also be encouraged to volunteer, such as chaperoning trips, speaking in classes, or assisting with projects.

We also prioritize feedback through student and family surveys, which inform our program evaluation each year. Our ultimate goal is to create a flexible school environment that meets the diverse needs of all learners, providing a relevant and engaging high school experience.

NOT AN EXISTING LOCAL SCHOOL BOARD? COMPLETE THE FOLLOWING INFORMATION

See Submission Procedures

1. Provide specific evidence that the applicant has sought from the local school board the creation of a school or program of the located school district serving the mission and vision of the proposed public charter school.

N/A

2. Provide specific evidence that the local school board declined to create the school or program and declined to submit a proposal for the creation of a public charter school to the Board of Public Education.

N/A

3. Provide a legal description of the property of the existing school district from which the boundaries of the public charter school district are proposed to be formed.

N/A

4. Share background information on the initial governing board members and, if identified, the proposed school leadership and management team.

N/A

Questions? Contact bpe@mt.gov

Appendix

- 1. Letters of Support**
- 2. Butte School District's Strategic Action Plan**
- 3. Butte School District 2024-2025 School Calendar**
- 4. Butte School District Certificate of Insurance**
- 5. Regular School Board Meeting Minutes**

HIGHLANDS COLLEGE

O F M O N T A N A T E C H

October 15, 2024

Board of Public Education
46 N. Last Chance Gulch, Suite 2B
PO Box 200601
Helena, MT 59620

Dear Board of Public Education:

As Dean of Highlands College, the home to all Montana Technological University's career-ready and transfer programs, I am writing this letter in support for expanding programming offered at the Alternative High School in Butte, Montana.

Together, the Alternative High School and Highlands College will help build the workforce needed in our community, State, and beyond. Through a collaborative effort, we will bring new educational opportunities to students by offering dual credits, industry credentials/certifications, and/or career exploration activities.

We are excited to continue our partnership with the Alternative High School and impact the future of our bright, young adults.

Sincerely,



Karen VanDaveer
Dean, Highlands College



THE CITY-COUNTY OF Butte-Silver Bow

Community and Economic Development
Kristen Rosa, Economic Development Coordinator
Ph: 406-497-6470 E-Mail: krosa@bsb.mt.gov

Dr. Tim Tharp, Chair
Board of Public Education
46 N Last Chance Gulch, Suite 2B
Helena, MT 59620

October 16, 2024

Dear, Dr. Tharp and members of the Board of Public Education,

I am writing to express my enthusiastic support for the development of a charter school in Butte that focuses on creating meaningful opportunities for students and local employers to collaborate. This initiative presents a unique chance to enhance workforce development strategies, ensuring that our students are well-prepared to meet the demands of a dynamic job market.

In Butte, we have a rich history of industry and innovation, and our workforce is a vital asset to the community. By fostering partnerships between students and local employers, this charter school can serve as a bridge that connects education with real-world applications. Programs that facilitate internships, job shadowing, and mentorship opportunities will not only enhance students' learning experiences but also empower them to build essential skills that are highly valued in today's workforce.

This charter school can also serve as a platform for employers to communicate their needs and expectations directly to students. By involving businesses in curriculum development, we can ensure that our educational programs align with local industry requirements, thereby reducing the skills gap and enhancing employability for our graduates. This collaborative approach will also cultivate a sense of community, as students will have the chance to engage with local leaders and professionals who can inspire them to envision a future in Butte.

Having worked in Economic Development for the last 16 years the demand for a well-educated and qualified workforce has never been more important and this initiative by the Butte School District is forward-thinking and will be an integral part of our community's future success.

A charter school dedicated to this mission can empower students to explore various career paths, while also providing employers with a pipeline of skilled candidates who are ready to contribute to their organizations.

I encourage all stakeholders to support this charter school, as it represents a significant opportunity to strengthen our community's workforce development efforts and ensure that our students are equipped to thrive in the future.

Thank you for considering my perspective on this important initiative. I look forward to seeing the positive impact this charter school will have on our students and the broader Butte community.

Sincerely,

A handwritten signature in blue ink that reads "Kristen Rosa".

Kristen Rosa
Economic Development
City-County of Butte-Silver Bow

Butte Public Schools' Strategic Planning Process

2024

Overview

The Butte Public School District (Butte Public Schools) has created a new direction for the school district to strategically focus its resources on identified wants, preferences, and needs of its community. As part of this process, Butte Public Schools has begun a strategic planning and thinking process that will lead to a stronger and more vital school district. This process will be ongoing as Butte Public Schools moves into the future. This Strategic Plan is intended to help Butte Public Schools in focusing its resources in a manner that will best benefit the students enrolled in Butte Public Schools.

The Butte Board of Trustees, Staff Leadership Team, and community members began the strategic planning and thinking process necessary to fit with its commitment to students, to community engagement, to moving the District forward and to utilizing a knowledge-based decision-making process.

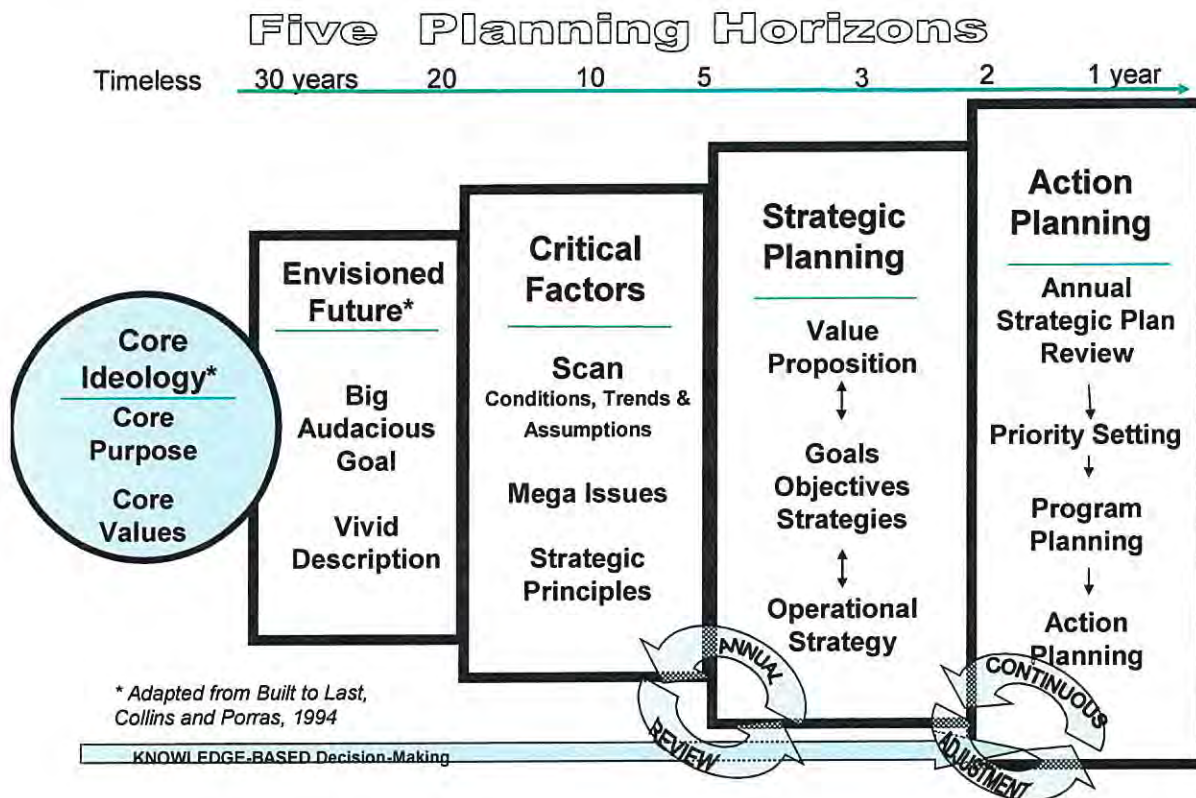
As part of its preparation for planning strategically, Butte Public Schools brought in staff from the Montana School Boards Association with expertise in strategic planning for public schools to help facilitate the group through the initial strategic planning process.

On May 21, 2012, the Butte School District Board of Trustees formally adopted its new strategic plan. The Board updated the Plan in 2015.

Butte Public Schools' Board, Staff Leadership Team, and involved community members view the process of strategic planning as an ongoing process within the school system. This is not a "strategic planning project" that is completed. Adoption of a plan is an affirmation of the general intent and direction articulated by the Core Ideology, Envisioned Future and Goals and Strategic Objectives. It is understood that progress toward achieving identified strategic objectives will be assessed at least annually, and the plan will be updated based on achievement and changes in the needs of the students served by Butte Public Schools.

Strategic Planning Framework

The framework used by the Butte Public Schools for its strategic planning process was adapted from a model developed by Jim Collins, author of “Built to Last” and “Good to Great.” The Board focused on five different planning horizons, starting with the long term issues first to provide focus on shorter term efforts.



Core Ideology of the Butte Public Schools:

Core ideology describes a school district's consistent identity that transcends all changes related to its relevant environment. It consists of two elements - **core purpose** - the school district's reason for being - and **core values** - essential and enduring principles that guide a school district. **Envisioned future** conveys a concrete yet unrealized vision for the school district. It consists of a **big audacious goal** - a clear and compelling catalyst that serves as a focal point for effort - and a **vivid description** - vibrant and engaging descriptions of what it will be like to achieve the big audacious goal.

Core Purpose of the Butte Public Schools:

The Core Purpose of Butte Public Schools is to provide students with the essential skills and knowledge to be successful in life. We do this by:

- *Providing a positive, supportive and safe environment;*
- *Teaching fundamental subjects while also equipping students with problem solving skills to solve real social issues in a multi-cultural environment;*
- *Encouraging lifelong learning;*
- *Effectively incorporating technology into all aspects of our curriculum; and*
- *Emphasizing the importance of responsibility, integrity, citizenship, and participation in our democratic process.*

Core Values of the Butte Public Schools:

The Core Values of Butte Public Schools are:

Students: *Butte Public Schools values our students. Everything we do is directly tied to enhancing student achievement and success. We value providing a safe environment where the focus is on learning and succeeding.*

Cultural Diversity: *Butte Public Schools values passing on to our children our cultures of: (1) loyalty, honor and integrity; and (2) respect, tolerance and the celebration of individual uniqueness.*

Community/Parental Involvement: *Butte Public Schools values the involvement of our community and the parents of our students in our programs and services. We value our taxpayers' support of our schools and the vision of the District.*

Staff: *Butte Public Schools values our staff. We understand the importance of recruiting and retaining the best and the brightest. We value providing the necessary professional development for our staff to flourish in their positions for the betterment of all of our students.*

Pride and Personal Responsibility: *Butte Public Schools values taking collective and individual pride and ownership in our accomplishments and responsibility for our challenges.*

15-20 Year Planning Horizon

Envisioned Future of the Butte Public Schools

Big Audacious Goal:

Butte Public Schools is the #1 educational institution of choice. We graduate accountable, responsible students with competence in areas to succeed in a global environment through flexible curriculum that supports diverse career choices and lifelong success.

A Vivid Description of the Desired Future:

- We have a 100% graduation rate.
- We have a highly positive image within our local community and elsewhere.
- Our students are offered vast opportunities to take dual college credits.
- Our facilities are welcoming to students, parents and community members while maintaining the safety of students at all times.
- We have a fully integrated system of learning at all levels that promotes individual excellence.
- Our parents and community are highly engaged in our school system, understand our vision of the District and are supportive of our efforts.
- Because of our successes, our student enrollment count has continued to increase.
- We are the hub for technology education and are recognized as a leader in distance learning opportunities.
- Our campuses and facilities meet the contemporary needs of our students, staff and community. Our community takes pride in our schools and buildings and they are the center of our community. Improvements to existing facilities and construction of new facilities have been accomplished in an environmentally friendly manner.
- The community is proud of our schools and buildings. Our schools and facilities are the center of our community.
- Every student is provided the tools and environment to explore desired career paths.
- We have a successful early intervention program for students.
- Our school environment promotes positive social interactions at all levels with student peers, mentors and our staff.
- For those students who choose vocational opportunities as a career path, we have successfully established a mentorship program that prepares students for their career choice.
- We have developed successful partnerships with community businesses that provide the needed opportunities for our students to succeed.

5-10 Year Planning Horizon

Assumptions Regarding the Relevant Future for Butte Public Schools

In order to make progress against the 20 year Envisioned Future, Butte Public Schools must constantly anticipate the strategic factors likely to affect its ability to succeed, and to assess the implications of those factors. This process of building foresight about the future will help the District to constantly recalibrate its view of the relevant future, a basis upon which to update the strategic plan on an annual basis. As the outcome-oriented goals that will form the basis of the long-range strategic plan will be based on this foresight, annual review of these statements will be an appropriate method of determining and ensuring the ongoing relevance of the strategic plan.

Creating the Assumptions - during the Strategic Planning meetings held in 2015, the Butte Public Schools Board of Trustees and Staff Leadership Team made many assumptions about the future. While many different assumptions were made, see Appendix "A" to this Plan for those assumptions that are likely to have the greatest influence on the success of Butte Public Schools.

Five Year Planning Horizon

Outcome-Oriented Goals and Strategic Objectives

The following thinking represents goals for the next five years. They are areas in which Butte Public Schools will explicitly state the conditions or attributes it wants to achieve. These outcome statements will define, "what will constitute future success." The achievement of each goal will move the school district toward realization of its Envisioned Future.

Strategic Objectives provide direction and actions on how the school district will accomplish its articulated goals. All strategies included in the strategic plan should be considered accomplishable at some point in the future. Strategic Objectives are reviewed annually by the Butte School Board, Staff Leadership Team, and faculty.

The following Goal Areas are not in any order of priority. Rather, they are all given equal weight in terms of identifying priorities of the District.

Goals of the Butte Public School District

Goal Area 1: Community/Parent Engagement and Outreach Initiative

Statement of Intended Outcome, Five years: Butte Public Schools has developed a comprehensive program for effectively engaging community members and parents of students. We have embarked on an initiative that capitalizes on our successes, promotes our accomplishments, our offerings and informs our community and others of the uniqueness of our community and our excellent programs and services that benefit students.

1-2 Strategic Objectives:

1. We will increase our knowledge and understanding of the home environment of our students and what individual students need from the District to be successful.
2. We will increase the effectiveness and frequency of our communications and collaboration with parents and community members, including but not limited to, enhancing our collaboration with retired individuals and utilizing social media as a method of outreach.
3. We will increase our collaboration with businesses and with institutions of higher education with the goal of providing our students with increased opportunities.
4. We will increase our outreach to graduates of Butte High School as a valuable resource for our students.
5. We will increase our collaboration with local government entities for the mutual benefit of our community, our school and the students we serve.
6. We will increase the promotion of and opportunities for our facilities to be used as community centers.
7. We will increase the promotion of our programs, services and opportunities for students with the goal of aggressively dispelling the negative myths about the District.
8. We will provide enhanced opportunities for parents to engage in their child(ren)'s education and to be present in our schools.
9. As part of our outreach initiative, we will share information about our partnership with businesses and higher education.
10. As part of our outreach initiative, we will call upon local businesses to take the lead in promoting school successes through strategic commercials and ads.
11. As part of our curriculum and outreach initiative, we will enhance the opportunities for students to both design and have input into our website to ensure that it meets the contemporary needs of our students, staff, community and others.

Goal Area 2: Enhanced/Adaptive Curriculum

Statement of Intended Outcome, Five years: Butte Public Schools has developed a curriculum where high standards are set for students and staff and both have the tools necessary to succeed. Students are provided with individualized instruction that is adapted to fit their needs and individual career paths. Our students and staff are well-versed in available technologies needed to be successful. Music and the arts are an integral part of the curriculum. Students, staff and parents receive instruction on the health of the community and the negative impacts of alcohol and substance abuse.

1-2 Strategic Objectives:

1. We will enhance our early intervention program with the goal of ensuring that students are equipped with the tools and supports to be successful.
2. We will make enhancements in our school environment with the goal of providing positive learning experiences for students and positive work experiences and opportunities for our staff.
3. We will provide enhanced opportunities for students to take dual-enrollment college credits through our 3+1+3 Initiative.

4. We will provide enhanced opportunities and information to parents and students on the negative impacts of alcohol and drugs on the health, wellbeing and success of our students and community members.
5. We will enhance our use of technology as a tool that enhances teaching and learning opportunities.
6. We will make enhancements to our individualized approach to education for each student.

Goal Area 3: Accountability

Statement of Intended Outcome, Five Years: Butte Public Schools has developed a comprehensive process of being accountable to the public and for educating the public regarding the needs of the District to carry out its Strategic Plan, the need for continued financial support for the District, and the need to address generational accountability as a community.

1-2 Strategic Objectives:

1. We will increase our outreach initiatives with respect to families and students living in poverty and other at-risk students.
2. We will increase our communications with parents and the community, at large, regarding our financial status, the long-term direction of the District, the short-term strategies implemented to reach long-term goals and the needs of the District to make progress on these goals and strategies.

Goal Area 4: Leadership/Staff Development

Statement of Intended Outcome, Five Years: Butte Public Schools has created a collaborative environment within a decision/problem-solving system that is outcome oriented and sets high standards for all.

1-2 Strategic Objectives:

1. We will increase our collaboration with stakeholders on significance issues that impact our District and our students with the goal of creating ownership by all of those involved.
2. We will enhance our effectiveness of setting high standards and effectively measuring the performance of our students and staff.
3. We will enhance the professional development opportunities for staff that support professional growth, students and student achievement.

Goal Area 5: Facilities

Statement of Intended Outcome, Five Years: Butte Public Schools has, through thoughtful and comprehensive planning, expanded our facilities where we are experiencing growth and updated our existing facilities in an environmentally responsible manner. Existing facilities will be retrofitted to meet the needs of our staff and students and new facilities will be designed and constructed to meet the contemporary and ongoing success of our students, staff and for the betterment of our community.

1-2 Strategic Objectives:

1. We will enhance our facilities with the goal of making our school environment welcoming to our students, staff and community.
2. We will enhance the functionality of our facilities to support contemporary models of student learning.
3. We will enhance our facilities to support the necessary technology to improve staff development and student achievement.
4. For new facilities, we will align facility design to meet the District's educational needs and goals.
5. We will enhance the opportunities for the community to utilize our facilities as community resource centers.

Appendix “A”

Megatrend Analysis to Help Inform and Assess Butte Public School District’s Strategic Plan

Assumptions about the future (5-10 years)

Assumptions: The following are 5-10-year assumptions concerning the key external trends, challenges, or issues facing Butte Public School District in the future. They may represent either future opportunities or threats to the District.

5-10 Year Planning Horizon

Assumptions Regarding the Relevant Future for the Butte Public School District

In order to make progress against the 15-20-year Envisioned Future, Butte Public Schools must constantly anticipate the strategic factors likely to affect its ability to succeed, and to assess the implications of those factors. This process of building foresight about the future will help Butte Public Schools to constantly recalibrate its view of the relevant future, a basis upon which to update the strategic plan on an annual basis. As the outcome-oriented goals that will form the basis of the long-range strategic plan will be based on this foresight, annual review of these statements will be an appropriate method of determining and ensuring the ongoing relevance of the strategic plan.

Creating the Assumptions - during the Strategic Planning meetings, the Butte School Board and Staff Leadership Team made many assumptions about the future. While many different assumptions were made, what follows are those assumptions that are likely to have the greatest influence on the development of Butte Public Schools' Strategic Plan.

Assumptions about the future

Demographics

- We anticipate that our local homeless population will increase.
- We anticipate that more grandparents and other relatives of students will be raising these children.
- We anticipate that the trend of multiple families living in the same household will continue.
- We anticipate that the trend of an aging, local population will continue.
- We anticipate that the trend of young families enrolling their children but moving once the children get older will continue.

- We anticipate that there will be little to no change, at best, with probable continued decline in Butte's population, in the opportunities for higher paying jobs, and in student enrollments counts.
- With an increase of greater proportion at poverty level or below, we anticipate there will be an ongoing need and requirement for greater services from education, which in turn;
 - May decrease education rates;
 - May increase school services needed; and
 - May require a greater integration of community support to aide in prevention of decline.

Business/Economic Climate

- From an economic standpoint, we anticipate that growth will continue to be slow.
- We anticipate that the trend of Butte becoming a retirement community will continue.
- We anticipate that we will continue to see more Healthcare infrastructure (e.g., veterans homes, retirement homes, etc.). As a result of this, we anticipate that funding will be tied to other priorities.
- Given technological advancements, we anticipate that the trend of people working from home will continue.
- We anticipate that we will see restoration of green collar jobs. We would like to see Butte become the go-to area (NCAT, Clark Fork WS, etc.) for these jobs.
- We anticipate that we will continue to experience a decrease in natural resource jobs.
- We anticipate that Butte's entertainment opportunities will continue despite other economic challenges.
- We anticipate a continuing need to replace substandard housing in Butte.
- We anticipate that the trend of Butte losing businesses that provide "starter jobs" will continue. Examples: loss of mail center, re-location of TV station, possible loss of airline carrier, loss of local printing of newspaper, cutbacks at Northwest Energy and 360 Networks.
- Despite our local challenges, we anticipate that Butte will continue to be progressive, e.g., MT. Tech Doctorate Program, progressive school district, tourism (known as the Festival City) and, Advantage Butte, tournaments, concerts, etc.

Legislation/Regulation

- We anticipate that legislation will continue to be too stringent thereby creating barriers for schools to adapt to local needs.
- We are not anticipating an increase in funding levels from the state or the federal government. As we have done in the past, we will have to do more with less.
- We anticipate continued unfunded mandates.
- We anticipate a continued push for the use of public funds supporting the privatization of education.

Technology /Science

- We anticipate that there will continue to be increased advancements in both technology and science. As a result, it will be a challenge to keep up with the advancements in these areas.
- We anticipate that it will continue to be challenging to balance changing technology with concerns about usability and cost.
- As technology advances, we anticipate that this trend will create a continual learning process and it will be a challenge providing professional development of staff to support these advancements.
- Despite all of the advancements in technology, we anticipate that there will always be a need and desire for students to have in-person interactions with others.
- We anticipate that it will continue to be a challenge integrating the high school curriculum (as well as the delivery of this curriculum) with post-secondary coursework so that students can get 1-2 years of college coursework during high school.
- With technological advancements, we anticipate that our schools will need to become community centers. In other words, we anticipate that Butte Public Schools will be viewed as a community center that offers a variety of offerings to the general public.
- We anticipate that it will be a challenge to meaningfully integrate contemporary technologies into the classroom.

Politics and Social Values

- We anticipate that we will continue to experience financial challenges and, as a result, we will need to be creative in our funding and fundraising efforts.
- We anticipate that the teaching profession, from a financial standpoint, will continue to be undervalued by our society.
- Despite the social issues we face, we anticipate that we will continue to have strong community support for positive change of social ills.
- We anticipate that we will continue to see increased accountability for our educational systems.
- We anticipate continued and increasing educational competition and choice for parents and students. As a result, we will need to actively promote our great programs, services and opportunities for students.
- We anticipate that the school will continue to take on the role of the parent in providing for the basic necessities of life. By way of example, we are seeing an increase in the number of youth participating in our summer lunch program.

5-10 Year Planning Horizon

Mega Issues facing the Butte Public Schools

Mega issues are issues of strategic importance, which represent choices the school district will need to make in defining the ultimate direction of its long-range plan. These issues represent potential impediments to achievement of the Envisioned Future, and form a basis for dialogue about the choices facing the school district. These questions can serve as an ongoing "menu" of strategic issues that, using a knowledge-based approach in gathering insights relative to Butte Public Schools' strategic position and directional choices for each of the issues, can be used by the Board to create regular opportunities for strategic dialogue about the future issues facing the school district.

Note: The mega-issue questions are not necessarily arranged in priority order.

Mega-Issue Questions for consideration by the District:

- What can we do to help stimulate growth in our local economy?
- Given the increased number of retirees in our community, how can we ensure that our community continues to support our programs and services?
- What can we do to find and to tap into alternative sources of revenue and other resources (other than increased property taxes) to help support our programs and services?
- As a district and community, what do we need to do to stay in front of the continued advancements in technology and science?
- How do we implement change to our local culture where drug and alcohol use is widely accepted?
- How do we create a culture where the teaching profession is a highly valued career choice?

Knowledge-Based Decision-Making Questions

The Board should prioritize the above-referenced mega issues and decide which of these issues require immediate attention on the part of the Board. Once the identified mega-issues are prioritized, the Board will set aside time at scheduled meetings to analyze a particular mega issue. At such meetings, the Board's primary focus will be on the mega-issue at hand. All other business (routine or otherwise) will be conducted at the end of the meeting once the dialogue and deliberation on the mega-issue has been concluded for that meeting. When analyzing mega issues, the Board will utilize a knowledge-based decision-making process. This will keep the focus of the Board on relevant factors to consider as it develops strategies to overcome particular impediments/barriers that may impact the Board's strategic direction. The Board will analyze mega-issues by answering the following questions:

1. What do we know about the wants, needs and preferences of our constituents that are relevant to this decision?

2. What do we know about the current realities and evolving dynamics facing our constituents/community that is relevant to this decision?
3. What do we know about the capacity/strategic position of our school district that is relevant to this decision?
4. What are the ethical implications of our choices?

Butte School District No. 1 Academic Calendar



2024 to 2025
8:18 Start

Aug 2024						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

Sep 2024						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

Oct 2024						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

Nov 2024						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

Dec 2024						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

Jan 2025						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

Feb 2025						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	

Mar 2025						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

Apr 2025						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

May 2025						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

Jun 2025						
S	M	T	W	T	F	S
1	2	3	4	5*	6	7
8	9	10	11	12	13	14

Pupil Instruction Related PIR Days

District PIR:	August 21&22
School Meetings:	August 27
Dog Days/CSIP:	August 26
Classroom Day:	Aug 23 Jan 17
Teacher Convention:	October 17-18
P/T Conference:	November 7
District PIR:	February 17
Record Keeping:	June 6
Totals:	11

Term Dates

	Date	Inst
1st	8.28-10.9	30
2nd	10.10-11.22	29
3rd	11.25-1-16	29
4th	1.20-3.3	29
5th	3.4-4.14	29
6th	4.15-6.5	30
TOTALS:		176

START TIME (8:18) and Dismissal Times:

Regular Dismissal- K – 2 Dismissed at 2:00 p.m. 3 – 12 Dismissed at 3:00 p.m.
Early Dismissal- K – 2 Dismissed at 12:15 p.m. 3 – 12 Dismissed at 1:00 p.m.

	First Day of Instruction
	First Day of Kindergarten
	No School K-2 Round up
	PIR Day
	P/T Conference (Eve)
	HS P/T Conference (Eve)
	Non-scheduled Days
	Early Dismissal All Schools
	Early Dismissal HS
	Early Dismissal HS and MS
	Early Dismissal Elementary
	End of Term
	Last Day for Seniors
	Graduation Day
*	Last Day of Instruction Early out K-8



BUTTSCH-02

SBROOKIE

CERTIFICATE OF LIABILITY INSURANCE

DATE (MM/DD/YYYY)
9/11/2024

THIS CERTIFICATE IS ISSUED AS A MATTER OF INFORMATION ONLY AND CONFERS NO RIGHTS UPON THE CERTIFICATE HOLDER. THIS CERTIFICATE DOES NOT AFFIRMATIVELY OR NEGATIVELY AMEND, EXTEND OR ALTER THE COVERAGE AFFORDED BY THE POLICIES BELOW. THIS CERTIFICATE OF INSURANCE DOES NOT CONSTITUTE A CONTRACT BETWEEN THE ISSUING INSURER(S), AUTHORIZED REPRESENTATIVE OR PRODUCER, AND THE CERTIFICATE HOLDER.

IMPORTANT: If the certificate holder is an ADDITIONAL INSURED, the policy(ies) must have ADDITIONAL INSURED provisions or be endorsed. If SUBROGATION IS WAIVED, subject to the terms and conditions of the policy, certain policies may require an endorsement. A statement on this certificate does not confer rights to the certificate holder in lieu of such endorsement(s).

PRODUCER Butte Office Marsh McLennan Agency LLC PO Box 3089 Butte, MT 59702	CONTACT NAME: Shelby Brookie	
	PHONE (A/C, No, Ext): (406) 457-4532	FAX (A/C, No):
	E-MAIL ADDRESS: Shelby.Brookie@MarshMMA.com	
	INSURER(S) AFFORDING COVERAGE	NAIC #
	INSURER A: Lloyd's Syndicate 2987 (Brit Syndicates Limited)	
INSURED Butte School District #1 111 N Montana St. Butte, MT 59701	INSURER B: Montana State Fund	15819
	INSURER C:	
	INSURER D:	
	INSURER E:	
	INSURER F:	

COVERAGES

CERTIFICATE NUMBER:

REVISION NUMBER:

THIS IS TO CERTIFY THAT THE POLICIES OF INSURANCE LISTED BELOW HAVE BEEN ISSUED TO THE INSURED NAMED ABOVE FOR THE POLICY PERIOD INDICATED. NOTWITHSTANDING ANY REQUIREMENT, TERM OR CONDITION OF ANY CONTRACT OR OTHER DOCUMENT WITH RESPECT TO WHICH THIS CERTIFICATE MAY BE ISSUED OR MAY PERTAIN, THE INSURANCE AFFORDED BY THE POLICIES DESCRIBED HEREIN IS SUBJECT TO ALL THE TERMS, EXCLUSIONS AND CONDITIONS OF SUCH POLICIES. LIMITS SHOWN MAY HAVE BEEN REDUCED BY PAID CLAIMS.

INSR LTR	TYPE OF INSURANCE	ADDL INSD	SUBR WVD	POLICY NUMBER	POLICY EFF (MM/DD/YYYY)	POLICY EXP (MM/DD/YYYY)	LIMITS
A	☒ COMMERCIAL GENERAL LIABILITY ☐ CLAIMS-MADE ☒ OCCUR ☒ Professional GEN'L AGGREGATE LIMIT APPLIES PER: ☐ POLICY ☐ PROJECT ☐ LOC OTHER:	X		PK1036824	7/1/2024	7/1/2025	EACH OCCURRENCE \$ 4,000,000 DAMAGE TO RENTED PREMISES (Ea occurrence) \$ 5,000 MED EXP (Any one person) \$ 4,000,000 PERSONAL & ADV INJURY \$ 6,000,000 GENERAL AGGREGATE \$ 4,000,000 PRODUCTS - COMP/OP AGG \$
A	☒ AUTOMOBILE LIABILITY ☒ ANY AUTO OWNED AUTOS ONLY ☐ SCHEDULED AUTOS ☐ HIRED AUTOS ONLY ☐ NON-OWNED AUTOS ONLY			PK1036824	7/1/2024	7/1/2025	COMBINED SINGLE LIMIT (Ea accident) \$ 4,000,000 BODILY INJURY (Per person) \$ BODILY INJURY (Per accident) \$ PROPERTY DAMAGE (Per accident) \$
	☐ UMBRELLA LIAB ☐ OCCUR ☐ EXCESS LIAB ☐ CLAIMS-MADE ☐ DED ☐ RETENTION \$						EACH OCCURRENCE \$ AGGREGATE \$
B	☒ WORKERS COMPENSATION AND EMPLOYERS' LIABILITY ANY PROPRIETOR/PARTNER/EXECUTIVE OFFICER/MEMBER EXCLUDED? (Mandatory in NH) ☐ Y/N If yes, describe under DESCRIPTION OF OPERATIONS below	N/A		034077396	7/1/2024	7/1/2025	PER STATUTE ☐ OTH-ER ☐ E.L. EACH ACCIDENT \$ 1,000,000 E.L. DISEASE - EA EMPLOYEE \$ 1,000,000 E.L. DISEASE - POLICY LIMIT \$ 1,000,000
A	☒ Commercial Property			PK1036824	7/1/2024	7/1/2025	Hawthorne School \$ 6,511,600

DESCRIPTION OF OPERATIONS / LOCATIONS / VEHICLES (ACORD 101, Additional Remarks Schedule, may be attached if more space is required)
See attached ENDORSEMENT - MONTANA TORT IMMUNITY for restrictions to applicable limits

Re: Hawthorne School - 3500 Whiteway Boulevard, Butte, MT 59701 is insured for \$6,511,600 with a \$5,000 Deductible

CERTIFICATE HOLDER

CANCELLATION

State of Montana
Department of Public Health & Human Services
PO Box 202951
Helena, MT 59625

SHOULD ANY OF THE ABOVE DESCRIBED POLICIES BE CANCELLED BEFORE THE EXPIRATION DATE THEREOF, NOTICE WILL BE DELIVERED IN ACCORDANCE WITH THE POLICY PROVISIONS.

AUTHORIZED REPRESENTATIVE

Shelby Brookie

THIS ENDORSEMENT CHANGES THE POLICY. PLEASE READ IT CAREFULLY.

NAMED INSURED: Montana Schools Property & Liability Insurance Plan

Policy Number: PK1036823

Effective Date: July 1, 2023

Endorsement Number 12

**MONTANA TORT IMMUNITY
(MANUSCRIPT 04.2021)**

Notwithstanding anything to the contrary in this Policy, including any endorsements, this Policy does not apply to any amount for which the **INSURED** would not be liable under applicable governmental or sovereign immunity but for the existence of this Policy. It is understood and agreed that the **INSURED** shall not waive, either in the adjustment of claims or in the defense of **SUITS** against the **INSURED**, any governmental or sovereign immunity, of the **INSURED**, unless Underwriters and the **INSURED** mutually agree, in writing in advance, to do so.

The following is added to **Coverage Section II General Liability – Excess Limits of Insurance** and **Coverage Section III AUTOMOBILE Liability – Excess Limits of Insurance** respectively:

In accordance with tort limitations that have been enacted on governmental liability for damages in tort under the substantive law of Montana (Montana Code Annotated 2014, 2-9-108) pursuant to a waiver of sovereign immunity solely because of the existence of this Policy, including any endorsements, the following applies:

- (a) The following **Specific Excess Limits of Insurance** per **OCCURRENCE** for this Coverage Section applies only to **ULTIMATE NET LOSS** excluding **DEFENSE COSTS**:

\$750,000 for each claim subject to \$1,500,000 for each **OCCURRENCE**.

- (b) These limits are part of and not in addition to, the **Specific Excess Limit of Insurance** per **OCCURRENCE** and Annual Aggregate limit as stated in the applicable Coverage Section of **Schedule of Specific Excess Limits of Insurance**.
- (c) The above stated each claim limit is the most Underwriters will indemnify the **INSURED** under this Coverage Section for each claim. The above stated each **OCCURRENCE** limit is the most Underwriters will indemnify all **INSUREDS** collectively under this Coverage Section for all covered claims arising out of a single **OCCURRENCE**.
- (d) Any **DEFENSE COSTS** payable under this Coverage Section will be in addition to the above stated limits, but in no event shall the total **ULTIMATE NET LOSS** including such **DEFENSE COSTS** per **OCCURRENCE** exceed the **Specific Excess Limit of Insurance** as stated in the **Schedule of Specific Excess Limits of Insurance** for the applicable Coverage Section.
- (e) The limits specified in Paragraph (a) above are inclusive of, and not in excess of, the applicable **SELF INSURED RETENTION**, as stated in the **Schedule of SELF INSURED RETENTIONS**. These limits are also inclusive of any Clash Coverage payments made by Underwriters as stated in **Clash Coverage**.
- (f) In the event the above described substantive law of Montana requires a change in the tort limits for entities subject to sovereign immunity, the limits specified in Paragraph (a) above will be amended to reflect the new limits, but in no event will such new amounts exceed the **Specific Excess Limit of**

THIS ENDORSEMENT CHANGES THE POLICY. PLEASE READ IT CAREFULLY.

NAMED INSURED: Montana Schools Property & Liability Insurance Plan

Policy Number: PK1036823

Effective Date: July 1, 2023

Insurance as stated in the **Schedule of Specific Excess Limits of Insurance** for the applicable Coverage Section.

EXCEPT AS AMENDED IN THIS ENDORSEMENT, THIS INSURANCE IS SUBJECT TO ALL
COVERAGE TERMS, CLAUSES, AND CONDITIONS IN THE POLICY TO WHICH THIS
ENDORSEMENT IS ATTACHED.

**BUTTE SCHOOL DISTRICT NO. 1
BOARD OF TRUSTEES
REGULAR MEETING
OCTOBER 21, 2024**

The Board of Trustees held a Regular Meeting on Monday October 21, 2024 at 5:03 p.m. in the East Middle School Library with Chairperson Ann Boston presiding. Trustees present were Tom Billteen, Mike Kujawa, Kathy Milodragovich, Patty Hepola and Henry Klobucar. Trustees Lee and Thatcher were absent. Also present were Judy Jonart, Superintendent and Kevin Patrick, Director of Business Affairs. Karen Alley, Director of Human Resource was absent.

CALL TO ORDER AND PLEDGE OF ALLEGIANCE

WELCOME AND DIRECTIONS FOR PUBLIC PARTICIPATION

APPROVAL OF MINUTES

Item 3.1 – Regular Board Meeting Minutes, September 16, 2024

Trustee Kujawa motion to approve, second by Trustee Klobucar. Motion carried unanimously.

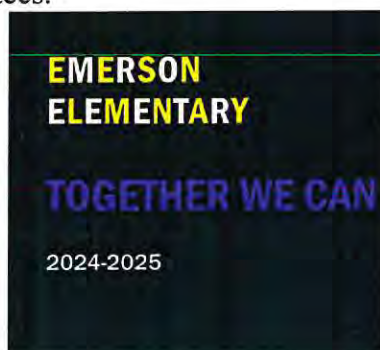
Item 3.2 – Special Board Meeting Minutes-Litigation Session, September 24, 2024

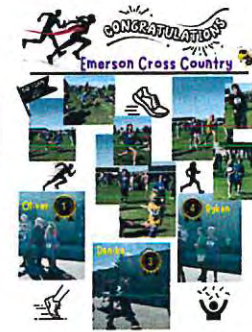
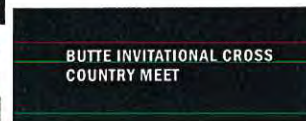
Trustee Billteen motion to approve, second by Trustee Kujawa. Motion carried unanimously.

COMMUNICATIONS

Item 4.1 - East Middle School Presentation

Erna Gallagher, Interim Emerson Elementary School Principal, went over her presentation with the Board of Trustees.





Kindergarten Mrs. Bushnell for Engaging Literacy Centers
 Library/Technology Mrs. Davis for Inclusive Books in the Library
 4th grade Mrs. Stenson for WIN with Fun! Improving Math and Writing skills
 Kindergarten Mrs. Warner for Reading Rockets and making learning fun to read
 Title Mrs. Lynch for her Terrific Title Class using math support flexible seating and learning incentives
 Resource Mrs. Nix for engaging books, games, and alternative seating
 Resource Mr. Kabe for classroom headphones
 Speech Ms. Cody for interactive books, games, and toys to help build communication skills
 2nd grade Mrs. Tully for making reading fun through games and manipulatives
 Counselor Mrs. Johnson for tools to support successful life skills and emotional regulation
 3rd grade Mrs. Doherty for hands on books to support math and language skills
 2nd grade Mrs. McMahon for reading games and hands on materials for her readers.



\$500 donations from Subaru Loves Learning!

Mr. Kebe- Resource Teacher

Mrs. Jonart- 1st Grade Teacher

Mrs. Campbell- Kindergarten Teacher

BUTTE CARES GRANT

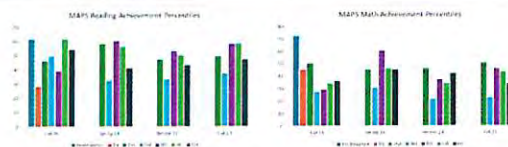
Brittany Masters



Fully funded online access to all teachers that work with students reading at a Pre-K- 3rd grade reading level.

15 teachers

ACADEMIC PERFORMANCE



NEWSLETTER & DOJO




PAX LEADERS



Tressa Johnson & Misty Warner



PAX Roll Out



Week 1 & Week 2
PAX Vision, Oh-Not Oh, PAX Six
Vision posted in room by Sept. 13th

Week 3
PAX Hands & Feet, PAX Voice, PAX Quiet

Week 4
PAX Leader

Week 5
Granny's Wacky Paces, Book the Time

Week 6
Footies

SOCIAL EMOTIONAL LEARNING



5th-6th Early Intervention Screeners Grade 4-6



RBHI: 6th Grade Screener

WEEKLY SEL lessons in every classroom

Twinkl's best Twinkl themes



Ashley Chesnut
SMT's Interventionist



Tressa Johnson
School Counselor

SCHOOL SAFETY

Practice

- 2 Fire Drills
- 2 Earthquake Drills
- 1 Lockdown Drill



Staff & Students evacuating to Redline Sports



Misty Perry Secretary

RED RIBBON WEEK



NATIONAL FAMILY PARTNERSHIP PRESENTS

LIFE IS A MOVIE
FILM DRUG FREE

COMING SOON
RED RIBBON WEEK OCTOBER 22-31
WWW.REDRIBBONWEEK.ORG



RED Ribbon Week
Real Excellent Decisions

YOU ARE INVITED!



Native American Education Fair

November 27th
8:00am-9:00am

Have a warm coffee and check out our student exhibits. Take a moment to meet staff from Butte's Native Wellness Center.



BUTTE NATIVE
WELLNESS CENTER

Item 4.2 – 1st Reading and Review – Policy 2100 School Year Calendar and Day

Judy Jonart, Superintendent, went over the changes to policy 2100, which there is not a substantial amount of changes from our current policy. Judy went over the additional language regarding professional development and annually noticed public meeting, which we do by bringing the calendar to the Board. Saturday school is a new addition as well as extended school year, professional development and legal reference.

Item 4.3 – 1st Reading and Review – Policy 2165 Early Literacy Targeted Intervention/2165F Early Literacy Targeted Intervention Consent

Judy Jonart, Superintendent, presented policy 2165 which is a new policy relating to the Early Literacy Targeted Intervention that was put in place in July 2024. The purpose is to target students and increase literacy for K-3rd grade students. Judy explained the three options, Classroom Based Programming, where we offer it to students who turn four on or before September 10th. Home-Based Programming where students can get access to an online program

and the Jumpstart Program which is a summer program for students K-3rd. All of these options will be included in the policy. Classroom Based will receive full ANB. Home-Based and Jumpstart will receive a quarter ANB. Students have to be evaluated for programs and have to be below benchmark. All assessments must be done in April, May and June. Funding will be based on the reported enrollment. Judy stated form 2165F is the consent form for parent participation.

Item 4.4 – 1st Reading and Review – Policy 3410 Student Health-Physical Screening-Examinations/3410F Medical Exam Consent

Judy Jonart, Superintendent, went over the changes to policy 3410. The physical or mental services screenings are new language. Judy stated it is important to go over as these changes will affect some of the screenings that require parent consent. Important language is parents must consent to the screenings as we cannot do any of the screenings without consent. We used to have the option to opt out, but consent is now needed. Judy stated form 3410F will be sent out to parents. We are hoping to get this on Infinite Campus so it can be done at the beginning of the school year. The social and emotional screenings are not included on the form because each time we do them we need the parent to understand what the screening is and make sure we get their consent. We hope it won't reduce the number of screenings and the parents will send in the consent forms. Adding it to the handbook will be done as well.

Item 4.5 – Public Comment on Items Not on Agenda

None.

CONSENT AGENDA

Item 5.1 – Approval of Activity Fund Reports (September 2024)

Please transfer from the funds listed below into the		Transfers	
9/30/2024	PAYROLL CLEARING FUND	Debit	Credit
Account	Description		
7761.000.2120.30.000	101 - ELEM GENERAL FUND	\$ 1,572,218.43	
7761.000.2120.30.000	110 - ELEM TRANSPORTATION FUND	\$ 67,748.84	
7761.000.2120.30.000	112 - SCHOOL FOOD SERVICE FUND	\$ 74,894.61	
7761.000.2120.30.000	113 - ELEM TUITION FUND	\$ 33,984.40	
7761.000.2120.30.000	114 - ELEM RETIREMENT FUND	\$ 258,912.43	
7761.000.2120.30.000	117 - ELEM ADULT EDUCATION FUND	\$ 1,469.90	
7761.000.2120.30.000	119 - MEDICAID	\$ 24,713.63	
7761.000.2120.30.000	121 - ELEM SICK LEAVE	\$ 2.43	
7761.000.2120.30.000	124 - ELEM METAL MINES	\$ 19,087.63	
7761.000.2120.30.000	143 - RSVP LOCAL	\$ 1,358.83	
7761.000.2120.30.000	149 - RSVP	\$ 5,435.31	
7761.000.2120.30.000	153 - IDEA B 47-0840-7711	\$ 87,887.27	
7761.000.2120.30.000	155 - IDEA PRESCHOOL	\$ 1,582.04	
7761.000.2120.30.000	156 - TITLE VB	\$ 33.22	
7761.000.2120.30.000	189 - COBRA	\$ 7,731.49	
7761.000.2120.30.000	186 - PAYROLL CLEARING ACCOUNT		\$ 2,157,060.46
7761.000.2120.30.000	201 - H S GENERAL FUND	\$ 790,116.29	
7761.000.2120.30.000	210 - H S TRANSPORTATION FUND	\$ 35,674.33	
7761.000.2120.30.000	213 - HS TUITION	\$ 23,694.03	
7761.000.2120.30.000	214 - H S RETIREMENT FUND	\$ 131,582.63	
7761.000.2120.30.000	217 - H S ADULT EDUCATION FUND	\$ 4,365.79	
7761.000.2120.30.000	218 - TRAFFIC ED	\$ 109.45	
7761.000.2120.30.000	221 - HS SICK LEAVE RESERVE	\$ 0.78	
7761.000.2120.30.000	224 - HS METAL MINES RESERVE	\$ 21,673.07	
7761.000.2120.30.000	225 - AGGREGATE-INDIRECT COSTS	\$ 19,275.68	
7761.000.2120.30.000	231 - TITLE I	\$ 73,270.97	
7761.000.2120.30.000	238 - GRADUATION COACH	\$ 5,191.81	
7761.000.2120.30.000	239 - ESSER II	\$ 709,788.83	
7761.000.2120.30.000	241 - TITLE II	\$ 27,990.41	
7761.000.2120.30.000	242 - TITLE IV, PART A	\$ 187.25	
7761.000.2120.30.000	244 - SCHOOLWIDE	\$ 37,250.21	
7761.000.2120.30.000	248 - ADULT BASIC ED (ABLE)	\$ 3,485.59	
7761.000.2120.30.000	265 - FACILITY USE	\$ 756.72	
7761.000.2120.30.000	275 - ACTIVITY BUS SERVICE	\$ 9,537.90	
7761.000.2120.30.000	282 - INTERLOCAL AGREEMENT	\$ 23,667.73	
7761.000.2120.30.000	284 - CO-CURRICULAR	\$ 2,967.96	
7761.000.2120.30.000	186 - PAYROLL CLEARING ACCOUNT		\$ 1,920,587.43

DATE: October 4, 2024
 LETTER: #3
 RE: ADJUSTING JOURNAL ENTRIES RECAP
 September 2024
 TO: Brandy Camer
 Treasurer's Office
 Butte-Silver Bow County
 FROM: Kevin Patrick
 Director of Business Affairs

PUT INTO THESE FUNDS:

101	Elem General	\$	265,379.83
110	Elem Transportation	\$	3,519.33
112	Food Services	\$	4,403.28
114	Elem Retirement	\$	41,324.01
153	DEA B	\$	2,181.04
201	High General	\$	19,981.34
210	High Transportation	\$	3,519.33
214	High Retirement	\$	7,324.48
225	Interest Costs	\$	79,368.00
231	Title I	\$	3,776.11
236	Grad Coach	\$	5,214.64
239	ESSER II	\$	112,009.64
241	Title II	\$	19,176.64
242	Schoolwide	\$	38,828.15
269	ARP I	\$	12,477.62
282	ARP	\$	15,501.52
TOTAL		\$	662,086.96

TAKE FROM THESE FUNDS:

* 101	Elem General	\$	105,756.57
* 110	Elem Transportation	\$	187.53
* 114	Elem Retirement	\$	17,707.13
* 119	Medicaid	\$	208.97
* 156	Title VB	\$	136.00
* 187	Claim Clearing	\$	245.42
* 201	High General	\$	14,195.70
* 210	HS Transportation	\$	87.62
* 214	HS Retirement	\$	2,453.22
* 231	Title I	\$	15,462.00
* 239	ESSER II	\$	458,290.52
* 241	Title II	\$	3,823.00
* 242	Schoolwide	\$	7,536.00
* 269	ARP I	\$	33,418.37
* 277	ARP	\$	137.00
* 284	Co-Curricular	\$	978.05
* 999	Warehouse	\$	1,364.69
TOTAL		\$	662,086.96

Please transfer from the funds listed below into the CLAIMS

Account	Description	Transfers	Debit	Credit
7761.000.2120.30.000	101 - ELEMENTARY GENERAL FUND		131,105.70	
7761.000.2120.30.000	110 - ELEMENTARY TRANSPORTATION FUND		29,159.09	
7761.000.2120.30.000	111 - ELEMENTARY BUS DEPRECIATION FUND		287,304.54	
7761.000.2120.30.000	112 - SCHOOL FOOD SERVICE FUND		109,851.41	
7761.000.2120.30.000	113 - ELEM TUITION FUND		4,210.05	
7761.000.2120.30.000	115 - ELEM MISC FEDERAL FUND		23,416.20	
7761.000.2120.30.000	117 - ELEM ADULT EDUCATION FUND		20.00	
7761.000.2120.30.000	119 - MEDICAL SPECIAL SERVICES		72.01	
7761.000.2120.30.000	128 - ELEM TECHNOLOGY FUND		15,834.50	
7761.000.2120.30.000	130 - USDA NSLP SUPPLY CHAIN ASSISTANCE FUND		8,480.33	
7761.000.2120.30.000	136 - CSCT		12,554.31	
7761.000.2120.30.000	143 - RSVP Local		70.85	
7761.000.2120.30.000	149 - RSVP		2,284.37	
7761.000.2120.30.000	153 - DEA B 47-0840-7711		9,959.46	
7761.000.2120.30.000	162 - 21ST CENTURY STATE GRANT		530.72	
7761.000.2120.30.000	187 - CLAIMS CLEARING ACCOUNT			609,593.54
7761.000.2120.30.000	201 - HIGH SCHOOL GENERAL FUND		127,535.76	
7761.000.2120.30.000	210 - H S TRANSPORTATION FUND		15,742.22	
7761.000.2120.30.000	211 - H S BUS DEPRECIATION FUND		131,657.46	
7761.000.2120.30.000	213 - H S TUITION FUND		920.00	
7761.000.2120.30.000	228 - H.S. TECHNOLOGY		814.93	
7761.000.2120.30.000	231 - TITLE I		5,502.17	
7761.000.2120.30.000	239 - ESSER II		995,819.74	
7761.000.2120.30.000	241 - TITLE I A TCHR TRAINING		1,920.00	
7761.000.2120.30.000	242 - TITLE IV, PART A		12,678.00	
7761.000.2120.30.000	245 - CARL PERKINS		62,281.31	
7761.000.2120.30.000	246 - ADULT BASIC ED (ABLE) 4		87.41	
7761.000.2120.30.000	275 - ACTIVITY BUS SERVICE FUND		490.19	
7761.000.2120.30.000	292 - INTERLOCAL AGREEMENT FUND		10,894.28	
7761.000.2120.30.000	294 - CO-CURR ACTIVITIES FUND		15,541.71	
7761.000.2120.30.000	187 - CLAIMS CLEARING ACCOUNT			1,379,685.16

NOTE: A complete and detailed listing of the Payroll and Claims Warrants, Budget Transfers and Revenue Reports is on file in the Clerk's Office and by the reference is made part of these minutes.

- **Student Activity Fund Report from Butte High School (September 2024)**
- **Student Activity Fund Report from East Middle School (September 2024)**

Trustee Kujawa made motion to approve, second by Trustee Klobucar. Motion carried unanimously.

PERSONNEL**Item 6.1 - PAR**

Judy Jonart, Superintendent, presented the following PAR for approval.

**Butte School District No. 1
Personnel Action Report
Regular Board Meeting October 21, 2024**

Certified Personnel**Leave of Absence:**

Katherine Dennehy	12/3/24-1/2/25	Special Education Teacher, EMS
Sarah Floyd	3/21/25-5/7/25	Speech Language Pathologist, District

Classified Personnel**Appointment:**

Karen Cuthill	10/22/24	Paraprofessional, District/Head Start
Yuliia Pshybysh	10/04/24	Substitute Cleaner, District

Retirement:

Fred Ogolin	10/15/2024	Bus Driver, District
John Sorich	12/12/2024	Maintenance Engineer, Emerson

Resignation:

Karen Cuthill	10/21/24	Substitute Monitor, District
William "Dennis" Rigby	10/16/24	Substitute Engineer, District
Darcy Schinell	10/23/24	Cleaner, Margaret Leary

Leave of Absence:

Debra Kindt	9/2/24-11/1/24	Cleaner, EMS
Lois Taylor	10/11/24-12/5/24	Cleaner, Whittier

Supplemental Personnel**Appointment:**

Michael Alexander	10/22/24	Event Worker, District
Delia Alke	10/2/2024	Substitute Teacher, District
Sharon Brown	10/4/24-6/6/25	Volunteer, District
Kathryn Hiebert	1/20/25-3/26/25	Adult Community Education Teacher, District

Craig LaDouceur	10/3/2024	Assistant Speech & Debate Coach, BHS
Mariah LeFever	10/4/2024	Substitute Teacher, District
	11/21/24-	
Jori Liva	2/15/25	Volunteer Wrestling Chaperone, District
Taylor Liva	10/2/24-6/6/25	Volunteer, District
Levi Loggins	9/20/2024	Football Coach, EMS
Levi Loggins	10/22/2024	Boys' Basketball Coach, EMS
Jordayne Miller	10/4/2024	Substitute Teacher, District
Pamela Monsen	10/22/2024	Substitute Teacher, District
	1/20/25-	
Richard Myers	3/26/25	Adult Community Education Teacher, District
Tallan Watters	10/8/2024	Assistant Speech & Debate Coach, BHS

Resignation:

Eaglewoman Armstrong	9/24/2024	Substitute Teacher, District
Eric Zahler	10/3/2024	Assistant Track Coach, BHS
Eric Zahler	10/3/2024	Intramurals Director, BHS

Trustee Milodragovich made motion to approve, second by Trustee Hepola. Motion carried unanimously.

Item 6.2 – Approval of the Memorandum of Understanding with Butte School District #1 and Butte Teachers Union Local #332

Judy Jonart, Superintendent, requested approval of the MOU with BTU regarding a onetime exception of notification with intent to retire. The employee would like to withdraw their letter based on a change in medical/life situation.

Trustee Kujawa made motion to approve, second by Trustee Hepola. Motion carried unanimously.

NEW BUSINESS ITEMS

Item 7.1 – Approval of the Charter Application

Judy Jonart, Superintendent, requested approval of the Charter application for the Butte Pathway Academy which will provide an alternative high school for the Butte School District. If approved it will provide close to \$354,000 into the general fund meaning an increase to the basic high school entitlement to implement this alternative high school. The work was done through a committee of Judy Jonart, Suzanne Fulouis, Keith Miller, Ron Ricketts and Melissa Johnson. Superintendent Jonart stated this is exciting to her as it provides personalized learning and will pick up those students who are falling through the cracks by developing a personalized learning plan for each one of the students attending the Academy. It will be based on proficiency-based learning where students can work at their own pace, which will be a highlight of the program. Trustee Billteen acknowledged the work and people that worked on this as he is impressed with the application and the opportunity it will provide to students if approved.

Trustee Billteen made motion to approve, second by Trustee Kujawa. Motion carried unanimously.

Item 7.2 – Approval of the Attached Application for Non-Resident Student Enrollment

Judy Jonart, Superintendent, is requesting Board approval of the Non-Resident student applications for three additional students.

Trustee Kujawa made motion to approve, second by Trustee Hepola. Motion carried unanimously.

Item 7.3 – Approval of the Independent Contract with Melissa Kallas for Speech Therapy

Susan Johnson, Special Education Director, is requesting approval for an independent contract with Melissa Kallas to provide 10-12 hours of speech services to our students that qualify for speech services.

Trustee Billteen made motion to approve, second by Trustee Klobucar. Motion carried unanimously.

Item 7.4 – Approval of the Distribution of Special Olympics Contract

Melissa Johnson, Interim Transition Special Education Director, is requesting Mr. Meherns stipend for Special Olympics be amended as he is not able to attend the major trip due to a family issue. Melissa is looking to take \$500 off his stipend to pay another person to attend the State basketball tournament in Helena this November with Tom Peterson.

Trustee Billteen made motion to approve, second by Trustee Milodragovich. Motion carried unanimously.

Item 7.5 – Approval of the Agreement with Pre-Employment Transition Services (Pre-Ets) Program for the 2024-2025 School Year

Melissa Johnson, Interim Transition Special Education Director, is requesting approval of the Pre-Ets contract which will be good from October 1, 2024 through September 30, 2025. We will bill quarterly and this contract will provide work options for students at Butte High School that sign up through vocational rehab and the Pre-Ets program.

Trustee Kujawa made motion to approve, second by Trustee Hepola. Motion carried.

Item 7.6 – Approval to Purchase Seven New School Buses

Jeremey Whitlock, Transportation, Building and Maintenance Director, is requesting permission to purchase seven new school route buses through Harlow's Bus Sales in Missoula, Montana.

Trustee Billteen made motion to approve, second by Trustee Klobucar. Motion carried unanimously.

Item 7.7 – Approval of the Nike/BSN Sports Reward Contract

Travis Johnson, Athletic Directors, is requesting approval of the contract with BSN Sports. This will be a five-year agreement. Trustee Milodragovich asked if this is something that has been

done before. Travis stated this is a new contract that was brought to the School District at the beginning of July. Trustee Klobucar asked if there was anyone else that put in a bid. Travis stated there was another contract from Game One, but it did not have the extent of the rewards that we would receive from BSN. The highlights of BSN Sports contract is the signing bonus is significantly larger and they also did the VIP/Facility branding to include East and Unified Games. This is great because they would be willing to work with Unified Games and give money back to those programs. We have another unified school in the District with West Elementary. It is growing and they saw that the Butte School District is influencing and promoting Unified Games. Five-year agreements are a normal length of a contract, but if we are not happy with materials they will not hold us to the contract. We can still purchase from our local businesses, such as UpTop and Universal and will support those businesses. Other AA schools that use BSN are Helena High and Belgrade along with the University of Montana.

Trustee Hepola made motion to approve, second by Trustee Billteen. Motion carried unanimously.

ADJOURNMENT

There being no further business to come before the Board, Trustee Hepola moved to adjourn, second by Trustee Kujawa. Motion carried unanimously. Chairperson Boston adjourned the meeting at 5:50 p.m.

District Clerk/
mke

Chairwoman of Board of Trustees