

## November Superintendent's Report

Oct. 28<sup>th</sup>

- All e-grants and TEAMS reports have been submitted. E-grants are the funds we get from State and Federal levels for special education, title 1, and students with disabilities. The TEAMS report is our annual staffing report for teachers and classified employees. It also includes coaches, bus drivers, and dishwashers. I also report on digital academy classes, board policy, PIR days, aggregate student hours, Indian Education for All, courses and professional development.

- We did receive a letter from the county superintendent that our out of district student declaring mootness and expiration of time for new appeal. I have attached it.

- Evaluations of non-tenured teachers have been completed as stated in the CBA. Those were to be done by November 1st.

-Our in district assessment (MAPS) has been administered.

-Montana graduation rates are 6 % points above the national average.

-I have received the waiver from MTSBA for dropping off students after extra-curricular events. It helped immeasurably that you approved a drop off spot. I have attached the waiver and already received it back from students who will need. A copy was given to the coaches and another is on file in the office.

- Our life skills students prepared and served 2 meals this week, the result was a tie for best meal. It was a fun experience and all enjoyed it.

-MCEL was informative with more legal primer info, a possible free online reading resource that MSC would like to purchase for the state of Montana, a free K-12 reading series sample, ways to promote positive morale, and networking with other administrators and trustees. It was one of the best I have attended.

- I do have a new series of flexibility and efficiency board policy that is available to you. It is developed to maximize the District's resources that are available for the benefit of the students and student achievement through available innovations. Please let me know if you would like a copy to put in your policy book.

Some of our community members are a little uncertain about the difference between suspension and expulsion and which one requires board action.

---"Suspension" means the exclusion of a student from attending individual classes or school and participating in school activities for an initial period not exceed ten (10) school days. An administrator may order suspension of a student. (I do have to document all suspensions in a school discipline report for the state and a letter goes home to the parent and a copy is placed in the student's file). Due process procedures are followed.

---"Expulsion" is any removal of a student for more that twenty(20) school days without the provision of educational services. Expulsion is a disciplinary action available only to the board. It requires due process procedures that include written notice to the student and parent or legal guardian of a hearing to consider a recommendation for expulsion, which will be sent by registered or certified mail at least five (5) school days before the date of the scheduled hearing. The notice will include time and place of hearing, information describing the process to be used to conduct the hearing, and notice that the Board intends to conduct the hearing in closed session unless a parent or legal guardian waives the student's right to privacy. This is well documented and also in the student's file.

Have a great weekend and I will be in Plentywood for the volleyball tournament.

November 6<sup>th</sup>

-Much of the wood work around the school is starting to decay. This is very apparent around the elementary windows, over the office door and my office. Since Roger has presented tin to cover over the office, I would like to extend this to these areas too. The maintenance would be low and we would not have to worry about repainting it. Diana did some research and found the following:

*In 2008 OPI granted schools a One-Time-Only Capital Investment and Deferred Maintenance grant. This grant was to be for 10 years so the end date will be June 30<sup>th</sup>, 2017. This is a use it or lose it grant which means that if any monies remain unspent the amount of money will revert back to the state general fund. The amount of this grant in Elementary was \$67,430.88 and \$33,715.44 in the High School. In 2008-2010 we spent money on various projects and some deferred maintenance but in my inexperience some of that money was coded incorrectly. I have used some of the money for the new building as deferred maintenance. The amount of money spent is \$49,010.66 in Elementary and \$27,053.94 in High School. This leaves \$18,420.22 in Elementary to spend and \$6,661.50 in High School. I will in the near future, when time permits, be going through records to find all instances where I might have coded expenditures in error for this grant. OPI will then help me get those items straightened out. However, we do need to make a plan to get something for this money and not have to return to the state. Remember the money can only be spent on deferred maintenance or capital investment.*

-We have received our quarterly report for oil and gas. The elementary received \$2,835 so we have netted \$4,935.06. This means we are still short \$6,725 in the elementary general fund. However, we have met our oil and gas obligations in the high school general fund. Our quarterly payment came to \$110,119.99. \$100,000 will go into the general fund to offset insurance costs and \$10,119.99 will go into building reserves.

-The elementary will start looking at a reading series this week. I have several samples and will be contacting Prairie view Curriculum Consortium to come out to meet with the staff to evaluate the series we prefer. I hope to cover this cost with oil and gas money. These books can be ordered in the summer after all our revenue has been received. It is not an annual cost but our elementary is in need of new books. After that, science textbooks need to be updated, especially since Montana has adopted a new set of standards for science.

The conference in Bozeman was quite good and I talked to the student teacher placement office about getting more student teachers out to the east. I also discussed how MSU could better welcome small town college freshman to feel supported in a much larger school. Other workshops I attended talked about teaching our students to think about how they think and to improve their learning skills. Another doctor talked about how anxiety can cause brains to shut down and inhibit learning. I have a lot to share with my teachers.

Nov. 11<sup>th</sup>

-The glycol is in and the filtering is complete. That should be the end of the severed well geo thermal well line situation. I have been in contact with MSGIA and we are just waiting on the final bill. All but \$1000 should be covered by insurance.

-And on that note, I have submitted all legal documents and fees regarding the out-of-district students to MSGIA. They are currently examining the issue to see if they will cover all but \$1000 dollars of it.

-More chrome books and a classroom charging cabinet are on the way. We do need to use up REAP money or we will lose it. We also pay copy machine leases and technology fees out of it.

-Don't forget that our board training starts at 5:30 on Tuesday the 15th. Food will be served! Please look at policy 6110P before the training on Tuesday. Although this designates the board and superintendent roles, Kris and Harry may be able to give concrete examples to clarify any questions we may have.

-Please check out the bulletin board in the commons area to see examples of student writing.

-We have used our new alert system a few times to notify parents, have you heard any comments?

- I have attached the board agenda for next week

November 15<sup>th</sup>.

-MSU is placing a student teacher with us in January. They will be working with Amber Henwood in broad field social studies. It is part of the university's goal to emphasize student teaching in rural areas.

- On that note, I will be part of a rural school panel speaking to fall student teachers and teacher candidates about teaching in rural schools. Dr. Tena Versland has organized a "Rural Teaching Colloquium" to increase awareness about the value and multiple opportunities in rural districts. There will also be an interview session with these new graduates after the panel discussion. I will drive up on December 13<sup>th</sup> and will back the morning of the 15<sup>th</sup> for the winter concert. Eastern Montana superintendents have come to realize that recruitment has become a year round process that needs to be addressed as a group rather than one by one.

-Dr. Tricia Seifert, the head of the Department of Education at MSU, has asked Savage to be part of a project to address the rural Montana teacher workforce needs. They are proposing to add a dual enrollment course, for both high school and college to our high school curriculum. **EDU 101 Teaching and Learning** is designed to develop a critical understanding of public education and the role of the classroom teachers in today's public schools. Students will discuss what it means to know, to learn, and to teach. Most importantly, students are introduced to the classroom as a place of work, of community, and of inclusion. Student will also learn about college, its structure, culture, and expectations through the coursework and course leadership opportunities for both instructors and students.

-I will be taking 5 days off over winter break when there are no students in the building.

As required by the state, each district is to have a 504 and Title IX coordinator. In our district, Mrs. Nelson is our 504 coordinator. This entails:

The determination of whether a student has a physical or mental impairment that substantially limits a major life activity must be made on the basis of an individual inquiry. The Section 504 regulatory provision at 34 C.F.R. 104.3(j)(2)(i) defines a physical or mental impairment as any physiological disorder or condition, cosmetic disfigurement, or anatomical loss affecting one or more of the following body systems: neurological; musculoskeletal; special sense organs; respiratory, including speech organs; cardiovascular; reproductive; digestive; genito-urinary; hemic and lymphatic; skin; and endocrine; or any mental or psychological disorder, such as mental retardation, organic brain syndrome, emotional or mental illness, and specific learning disabilities. The regulatory provision does not set forth an exhaustive list of specific diseases and conditions that may constitute physical or mental impairments because of the difficulty of ensuring the comprehensiveness of such a list. Some parents confuse a 504 plan with an IEP (Individualized Education Plan) which is mandated for students who qualify for special education.

I am the Title IX coordinator for the district. Title IX of the Education Amendments of 1972 ("Title IX") and the Montana Human Rights Act prohibit discrimination on the basis of sex in education programs and activities. Discrimination based upon sex can include sexual harassment or sexual violence, such as sexual intercourse without consent, sexual assault, and sexual coercion. Title IX also prohibits gender based harassment, which may include acts of verbal, nonverbal, or physical aggression, intimidation, or hostility based on sex or sex stereotyping, even if those acts do not involve conduct of a sexual nature.