

FACILITIES

| Findings | Recommendations | Notes |
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| Regardless of form, state assistance for facilities needs to be predictable | Ensure steady revenue stream for debt service GTB or other mechanism | <ol style="list-style-type: none"> Staff can present options for steady revenue What about districts that can't pass bonds? Are current debt caps OK? |
| TBD | | <ol style="list-style-type: none"> Could require % of GF expenditures to “plant” Explore sinking fund model; would tweaking Building Reserve fund accomplish same? Like Comp Absences? Allow some degree of permissive levy authority? Explore raising reserve limit in GF for facility investment |
| Projected enrollment growth and current state of infrastructure requires increased state and local investment | Regardless of form, increase state investment and require local match/effort | <ol style="list-style-type: none"> Explore revenue generating options at state and local level: local option sales tax; coal tax trust; <u>SB 354—Ripley</u> Investigate the variations in district spending on capital (in GF and all funds); try to identify metric(s) and mechanisms for local effort Explore leasing as option |
| | | Explore 1995 bill eliminating school equalization fund? |
| | | Review accreditation standards req'ts for facilities (EAQ) |
| | | Joint bonding capability? Contracts? (Need explanation) Is it possible for city, county, district to join in bond efforts? Bond capacity? |
| | | Information on WY process (brief paper) |
| | | BofI for ideas |
| | | DOR for tax equity and consequences of changes |
| | | MUS LRBP as model especially with Ripley |
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RECRUITMENT AND RETENTION

| Findings | Recommendations | Notes |
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| Montana teachers are not being prepared to fill "critical shortage" positions | K-12 community and teacher prep programs need to align pipeline with need (both content and geography) | Not a statutory change, but a legislative rec? More sp ed, CTE, etc. Practice teaching in rural areas? Could have prep programs visit with SFC at next meeting about this |
| School climate and management are important factors in retention | Climate and teacher satisfaction need to be measured | Explore ESSA req'ts for accountability plans including school climate and legislative involvement in process |
| High quality induction for new teachers and principals can improve retention and student achievement | School districts with support from OPI, ed community, RESAs, etc should have induction programs | Explore current Chap 55 req't for induction and current efforts (SAM) What about teacher induction/mentoring? OPI New teacher center? Financial support induction or incentivize high-quality induction programs? More PIR days? OPI support for induction? What is turnover, vacancy data for principals? AGENDA |
| High quality professional development can improve retention and ensure all learners "develop full educational potential" | | Explore PIR day funding and flexibility? Would changing the current funding mechanism help? |
| Increased flexibility with licensure would help districts | | Explore statutory changes regarding alternative licensure, emergency authorization (QE payment eligible?), increased local control (SB 331: Hansen) Would this help tap "reserve pool"? |
| Small, isolated, rural districts have the greatest difficulty with recruitment and retention | Better target loan forgiveness program and extend/increase duration/amount | Explore options to define isolated (share Lohse report on isolation defs) Increase QE payment or other component for isolated districts meeting local effort req'ts? RISE 4 MT efforts |
| Variability of health benefit offerings is a contributing factor | | Explore options for statewide health benefit pool? |
| | | Can we get data on MT's "reserve pool" (Ingersoll present)? How can we tap? |
| | | Eliminate loan forgiveness program? |
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District Structure

| Findings | Recommendations | Notes |
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| <p>The number of school districts and the structure of district boundaries contribute to the complexities of Montana's school finance system</p> | | <p>More info/data on tax equity issues Look at tuition laws and explore open enrollment possibilities (Sen Facey bill draft 2013?) Explore equalization of BASE mills at county level? Statewide? Explore how nonlevy revenue is utilized/budgeted Does reliance on natural resources and boom/bust cycle have negative impact? (Revise this Y/N question) Examination of permissive and voted levies</p> |
| | | <p>Do you want more GIS maps? What additional data?</p> |
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Special Ed and other

| Findings | Recommendations | Notes |
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| Special education funding has not increased commensurate with costs | Include sp ed with components that receive inflationary adjustment | ANB for sp ed through age 21? Review Pope bill HB 451 |
| | | OPI Task Force on Sp Ed coop funding (report from?) Pad check in |
| | | Review Bus Depreciation Fund |
| | | Review transpo audit and options (coordinate with ELG) |
| | | Info on technology fund levy (specific info?) |
| | | Review flexibility fund—would reinstating a state payment (even modest one) allow districts to secure local funds to help with recruitment, facilities maintenance, G&T, etc? |
| Technology | | |
| G&T | | |
| Educational programs for gifted and talented students are currently inadequate | | Explore options for increased funding; professional development; dual enrollment/AP SB 191 expanded to allow levy in tuition fund for G&T? Add component to budget Full-time OPI |