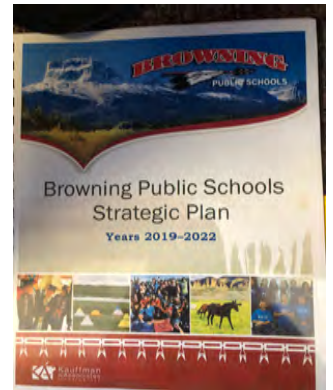


Browning Public Schools

Home of the Browning Indians!



BNAS committee

BNAS will be getting ready for their summer program for teachers. They will be offering language classes in the morning and technology in the classroom and IEFA activities in the afternoon. In the next week we will have them working with the immersion students for an inclusion opportunity.

Wellness

Committee Mtg.

Each building/department will receive an elliptical, bike, and a treadmill. Plans are in place for distribution of equipment and staff training.



Strategic Plan Update

Trauma Invested

We are working on a Capstone Project for our district to continue working toward being trauma invested. Working on PD for Restorative Practices, Trauma and social emotional needs of our students for the upcoming year.

Cultural Life Skills and the wellness committee

The committee is providing training on second hand trauma to BNAS staff during the summer program. Follow up with all staff in the fall.



Community Involvement

for students with correlation with their interests

Heide BullCalf for 21st century sent student survey to the evaluators. We will begin prioritizing the students interests and use those to provide activities this summer and next school year.



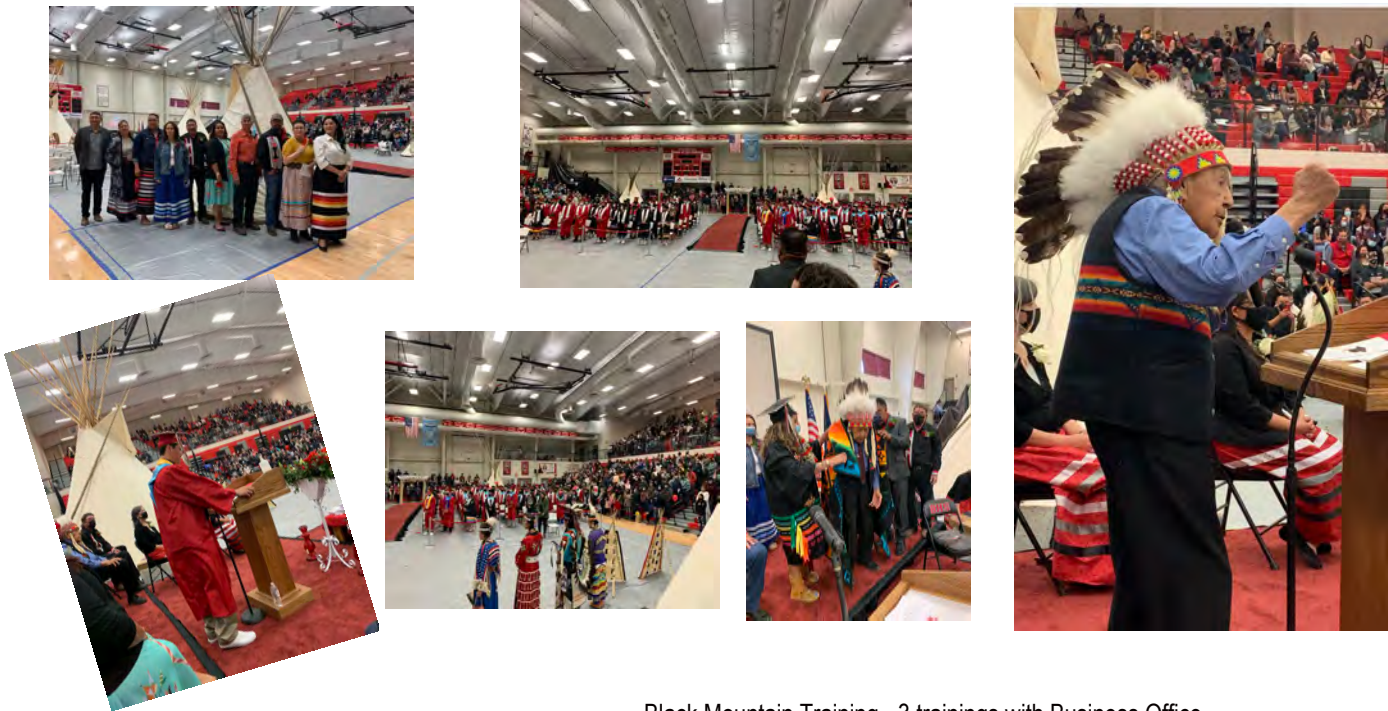
Construction UPDATE:

Browning Middle School - We love our school! We are working on additional fencing, and window coverings as a change order. Landscaping will begin this spring.

The Sports Complex construction Change orders for moving the track field events east of the sports complex, fencing around the complex, signage and the multi court complex east of the gym will be brought forward soon. We are anxious to have this completely finished.

DREAMS REALLY DO COME TRUE....

Graduation was a huge success!!! Thank you to all the staff that pitched in to make this even so memorable. I am so proud of all of you! Congratulations to our Seniors!



MTSBA Budget symposium links

March 9, March 16, an March 23, 2021

Black Mountain Training - 3 trainings with Business Office
November 3, 2021, March 1, 2021, March 4, 2021

Confidentiality Training with Tony Koenig March 8, 2021 due to his scheduling conflicts

- School Budget #1 - <https://vimeo.com/521689942/f48d877705>
- School Budget #2 - <https://vimeo.com/525075483/10cc61e32a>
- School Budget #3 - <https://vimeo.com/528455686/f47a94c0d1>

BUDGETED FUNDS	FUND #	FUND NAME	Permissive or Voted Levy?
	01	General	Permissive and voted
	10	Transportation	Permissive
	11	Bus Depreciation	Permissive
	13	Tuition	Permissive
	14	Retirement	Permissive (countywide levy)
	17	Adult Education	Permissive
	19	Non-Operating	Permissive
	28	Technology	Voted
	29	Flexibility	Voted, but tied to state funding
BUDGETED FUNDS	50	Debt Service	Voted and permissive (SIDs)
	61	Building Reserve	Voted and permissive

NON-BUDGETED FUNDS	FUND #	FUND NAME
	12	Food Service
	15	Miscellaneous Programs
	18	Traffic Education
	20	Lease Rental Agreement
	21	Compensated Absences
	24	Metal Mines Tax Reserve
	25	State Mining Impact
	26	Impact Aid
	27	Litigation Reserve
NON-BUDGETED FUNDS	45	Permanent Endowment
	60	Building
	70-72	Enterprise
	73-79	Internal Service
	82	Interlocal Cooperative (multi-district agreements)
	81-85	Other Trust Funds

Mission Browning Public Schools works with all stakeholders – families, students, staff, trustees and community – to provide a high quality, culturally diverse education for all our children using guidance, teaching, and support through collaboration and communication.

VISION Browning Public Schools is a safe environment that teaches personal and community wellness and provides support and strategies for overcoming adversity. **In Browning Public Schools, we are free to teach and learn successfully. We instill and develop respect and pride for self, family, school, community, our environment and all cultures through service to others. We model hard work and personal accountability through humility and dedication – demonstrating that these values are the responsibility of all. We cultivate and nurture strong partnerships with the community to build citizens who have a sense of place, respect for Mother Earth, and an understanding of the rights and responsibilities of, and to, all people in all communities.**

Montana Public Education Center - Summary of Differences Between ESSER I, ESSER II and ESSER III

[illegible]

ESSER II Permissible Uses

(5) Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.

(8) Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.

(7) Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.

(8) Planning for, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under the IDEA and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements.

ESSER III Permissible Uses

(2) Continued

(F) Activities to address the unique needs of low-income children students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.

(G) Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.

(H) Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.

(l) Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.

(J) Planning for, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under the Individuals with Disabilities Education Act and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements.

ESSER II Permissible Uses

(T) Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act the Individuals with Disabilities Education Act ("IDEA"), the Adult Education and Family Literacy Act the Carl D. Perkins Career and Technical Education Act of 2006 ("The Perkins Act"), or subtitle B of title VII of the McKinney-Vento Homeless Assistance Act.

(2) Coordination of preparedness and response efforts of local educational agencies with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to, coronavirus.

(3) Providing principals and others school leaders with the resources necessary to address the needs of their individual schools.

(4) Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.

ESSER III Permissible Uses

(1) shall reserve not less than 20 percent of such funds to address learning loss through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs, and ensure that such interventions respond to students' academic, social, and emotional needs and address the disproportionate impact of the coronavirus on the student subgroups described in section 1111(b)(2)(B)(x)(i) of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 6311(b)(2)(B)(x)(i)), students experiencing homelessness, and children and youth in foster care; and

(2) shall use the remaining funds for any of the following:

(A) Any activity authorized by the Elementary and Secondary Education Act of 1965.

(B) Any activity authorized by the Individuals with Disabilities Education Act.

(C) Any activity authorized by the Adult Education and Family Literacy Act.

(D) Any activity authorized by the Carl D. Perkins Career and Technical Education Act of 2006.

(E) Coordination of preparedness and response efforts of local educational agencies with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to coronavirus.

ESSER II Permissible Uses

12) Addressing learning loss among students. Including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by—

A. Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction.

B. implementing evidence-based activities to meet the comprehensive needs of students.

ESSER III Permissible Uses

(2) Continued

- (ii) implementing evidence-based activities to meet the comprehensive needs of students;
- (iii) providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment; and
- (iv) tracking student attendance and improving student engagement in distance education.

(O) School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs

(P) Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and nonmechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.

(Q) Developing strategies and implementing public health protocols including, to the greatest extent practicable, policies in line with guidance from the Centers for Disease Control and Prevention for the reopening and operation of school facilities to effectively maintain the health and safety of students, educators, and other staff.

(R) Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff of the local educational agency.

AASA National Superintendent Certification Program®



Welcome to AASA National Superintendent Certification Program®!

Excellence in leadership in our nation's public schools has never been more vital to our children's success than it is today. The AASA National Superintendent Certification Program is THE place for early career superintendents and superintendents desiring to refresh their skill set, to engage in a world-class professional learning opportunity. The program offers the highest quality curriculum and the ability to join professional networks that today's superintendents need to become the excellent leaders for our children, and our nation. In light of the pandemic, the AASA National Superintendent Certification Program provides a real-time focus on key issues that superintendents are facing.

Program Modules

- **Gathering the Group and Building Community**
- **Module I Ethics and Professional Norms for the Future Ready Superintendent**
- **Module II Promoting Equity and Cultural Responsiveness: Shared Vision of Student Achievement and Well Being**
- **Module III A Vision for Educational Leadership for the Future Ready Superintendent**
- **Module IV Superintendent and Board Relations, Policies, and Procedures**
- **Module V The Superintendent and the District's Communication Plan**
- **Module VI Organizational Culture Building: Promoting a Shared Vision for Quality Teaching and Learning**
- **Module VII Engaging Families, Businesses, Government Agencies, and the Community**
- **Module VIII The Superintendent as the Instructional Leader: Curriculum, Assessment and Instruction**
- **Module IX The Role of the Superintendent in Promoting the School/System Improvement Process**
- **Module X Addressing Social Emotional and Academic Learning: Building a Community of Care and Support**
- **Module XI Building Professional Capacity and Community in the Learning Organization**
- **Module XII Operations and Management**
- **Module XIII Legislative Advocacy and Culminating Capstone Projects**
- **Module XIV Putting it All Together: Culminating Capstone Projects, Reflections, and Graduation**