

Browning Public Schools  
**Board Agenda Request**  
Meeting To Be Held: 1/10/17



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- Recognition:**    Students                       Staff                       Parents  
**Information:**    Building Report               Old Business               Superintendent's Report  
**Action:**         Resignation                       Hiring                       Contract Service Agreements  
                     Travel Out-of-State               Travel In State               Approvals  
                     Termination                       Legal Matters               Other:  
                    This action request pertains to  Elementary (only)       High School/District Wide

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**Date:**        01/03/17

**To:**            **Board of Trustees**  
                    Browning Public Schools

**From:**        Jeri Matt  
**Title:**         Curriculum

**Subject:**    **In-State Travel-Title I School Support Training.**

**Description:** Request travel for Julie Hayes, Tonia Tatsey, Jennifer Wagner, Sicily Bird to attend the Title I School Support training in Helena, MT February 6-7, 2017. As part of the new math grant from OPI, administrators are required to attend this two-day training.

**Financial Impact:** **\$386.02 Approximate** (Math Grant/Elementary)

**Attachment(s):** Conference Agenda/Sample Leave Request

**Approval:** Superintendent's Office/Finance/Personnel as applicable (Initial) \_\_\_\_\_

**Comment:** \_\_\_\_\_

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**Board Action:**    N/A (Info)     Approved     Denied     Tabled to: \_\_\_\_\_

**February 6 & 7, 2017**  
**Title I School Support Training**  
**Radisson Colonial Hotel, Helena**

**Monday, February 6, 2017**

	<b>Elementary Literacy</b>	<b>Secondary Literacy</b>	<b>Elementary Math</b>	<b>Secondary Math</b>	<b>IES Partnership</b>				
	<p style="text-align: center;">Wyola Ashland  Tanya Peshovich <i>Judicial Room</i></p>	<p style="text-align: center;"><b>GFHS</b>  Ann Ganzert  State Room</p> <hr/> <p style="text-align: center;">Browning HS  Keith Lenz  <i>Legislative Room</i></p>	<p style="text-align: center;">All Browning Elementary schools  Michele Douglass  <i>Capitol Room</i></p>	<p style="text-align: center;"><b>Rocky Boy MS/HS</b>  East MS Hardin MS Browning MS Libby HS  Claire Gates  <i>Executive Room</i></p>	<p style="text-align: center;"><b>Attend your School Support area</b></p>				
<b>8:00-8:30</b>	<b>Sign-in and breakfast</b>								
<b>8:30-10:30</b>	<ul style="list-style-type: none"> <li>Syllable types</li> <li>Comprehension activities for 1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup> reads</li> </ul>	<table border="1"> <tr> <td style="text-align: center;"><b>GFHS</b></td> <td> <ul style="list-style-type: none"> <li>Continued work on school-wide framework and implementation</li> </ul> </td> </tr> <tr> <td style="text-align: center;"><b>BHS</b></td> <td> <ul style="list-style-type: none"> <li>Course and Unit organizer refresher</li> <li>Updating and creating organizers</li> </ul> </td> </tr> </table>	<b>GFHS</b>	<ul style="list-style-type: none"> <li>Continued work on school-wide framework and implementation</li> </ul>	<b>BHS</b>	<ul style="list-style-type: none"> <li>Course and Unit organizer refresher</li> <li>Updating and creating organizers</li> </ul>	<ul style="list-style-type: none"> <li>Define Number Sense and the Need for Visualization/Representation</li> <li>Assess Our Understanding</li> <li>Number Meaning: It is more than just recognition of digits <ul style="list-style-type: none"> <li>Visualizing quantity</li> <li>Importance of counting</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Revisiting the NCTM Principles to Action</li> <li>Share progress with the selected teaching practice from the October session</li> <li>Evidence and questions about student learning</li> </ul>	
<b>GFHS</b>	<ul style="list-style-type: none"> <li>Continued work on school-wide framework and implementation</li> </ul>								
<b>BHS</b>	<ul style="list-style-type: none"> <li>Course and Unit organizer refresher</li> <li>Updating and creating organizers</li> </ul>								
<b>10:30-10:45</b>	<b>Break</b>								
<b>10:45-12:00</b>	<ul style="list-style-type: none"> <li>Comprehension activities for 1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup> reads (cont.)</li> <li>Core program analysis</li> </ul>	<table border="1"> <tr> <td style="text-align: center;"><b>GFHS</b></td> <td> <ul style="list-style-type: none"> <li>Continued work on school-wide framework and implementation</li> </ul> </td> </tr> <tr> <td style="text-align: center;"><b>BHS</b></td> <td> <ul style="list-style-type: none"> <li>Course and Unit organizer refresher</li> <li>Updating and creating organizers</li> </ul> </td> </tr> </table>	<b>GFHS</b>	<ul style="list-style-type: none"> <li>Continued work on school-wide framework and implementation</li> </ul>	<b>BHS</b>	<ul style="list-style-type: none"> <li>Course and Unit organizer refresher</li> <li>Updating and creating organizers</li> </ul>	<ul style="list-style-type: none"> <li>Number Meaning Planning <ul style="list-style-type: none"> <li>Important tasks for students</li> </ul> </li> <li>Number Relationships: Comparing numbers and the need for visuals <ul style="list-style-type: none"> <li>Use of representations (ten frame, drawings, etc)</li> <li>Progressive use of more or less</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>System change</li> <li>Each person's role in the system effects teaching and learning</li> </ul>	
<b>GFHS</b>	<ul style="list-style-type: none"> <li>Continued work on school-wide framework and implementation</li> </ul>								
<b>BHS</b>	<ul style="list-style-type: none"> <li>Course and Unit organizer refresher</li> <li>Updating and creating organizers</li> </ul>								

<b>12:00-1:00</b>	<b>Team Working Lunch (provided)</b>				
<b>1:00-2:30</b>	<ul style="list-style-type: none"> <li>Core program analysis (cont.)</li> <li>Connecting to MCCC</li> </ul>	<b>GFHS</b>	<ul style="list-style-type: none"> <li>Continued work on school-wide framework and implementation</li> </ul>	<ul style="list-style-type: none"> <li>Number Relationship Planning <ul style="list-style-type: none"> <li>Important tasks for students</li> </ul> </li> <li>Number Magnitude: Understanding powers of ten within our place value system MUST include rigorous tasks <ul style="list-style-type: none"> <li>Steps for building place value</li> <li>Important instructional questions</li> <li>Use of visualization and representations</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Learning Progressions</li> <li>Understanding learning progressions is essential to planning and teaching</li> </ul>
		<b>BHS</b>	<ul style="list-style-type: none"> <li>Course and Unit organizer refresher</li> <li>Updating and creating organizers</li> </ul>	<ul style="list-style-type: none"> <li>Number Operations: Understand algorithms and connections to building fluency (addition and subtraction) <ul style="list-style-type: none"> <li>Building basic facts using strategies</li> <li>Building multiple strategies (place value chart, chips, ten frames, hundreds chart, arrow/number line)</li> <li>Reflections</li> </ul> </li> </ul>	
<b>2:30-2:45</b>	<b>Break</b>				
<b>2:45-4:30</b>	<ul style="list-style-type: none"> <li>Connecting to MCCC (cont.)</li> </ul>	<b>GFHS</b>	<ul style="list-style-type: none"> <li>Continued work on school-wide framework and implementation</li> </ul>	<ul style="list-style-type: none"> <li>Number Operations: Understand algorithms and connections to building fluency (addition and subtraction) <ul style="list-style-type: none"> <li>Building basic facts using strategies</li> <li>Building multiple strategies (place value chart, chips, ten frames, hundreds chart, arrow/number line)</li> <li>Reflections</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Planning a lesson using Formative Assessment</li> <li>Clarify intended learning</li> <li>Elicit Evidence</li> <li>Interpret Evidence</li> <li>Act on Evidence</li> </ul>
		<b>BHS</b>	<ul style="list-style-type: none"> <li>Course and Unit organizer refresher</li> <li>Updating and creating organizers</li> </ul>		

**Tuesday, February 7, 2017**

	<b>Elementary Literacy</b>	<b>Secondary Literacy</b>	<b>Elementary Math</b>	<b>Secondary Math</b>	<b>IES Partnership</b>
	Wyola	GFHS	All Browning Elementary schools	Rocky Boy MS/HS	Browning MS
	Ashland	<i>State Room</i>	<i>Capitol Room</i>	East MS	Browning HS
	<i>Judicial Room</i>			Hardin MS	Anaconda HS (Tues. only)
				Libby HS	Hardin MS
				<i>Executive Room</i>	<i>Natatorium</i>
<b>8:00-8:30</b>	<b>Sign-in and breakfast</b>				

<b>8:30-10:30</b>	<ul style="list-style-type: none"> <li>Engaging students in text reading</li> <li>Reading intervention strategies</li> </ul>	<ul style="list-style-type: none"> <li>Continued work on school-wide framework and implementation</li> </ul>	<ul style="list-style-type: none"> <li>A Fresh Look at Number Sense</li> <li>Number Operations: Understand algorithms and connections to building fluency (multiplication and division) <ul style="list-style-type: none"> <li>Building facts and progression of learning</li> <li>Connecting Operations</li> <li>Assessing for fluency</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Embedded professional development at your school</li> <li>Strategies to move forward as a team to increase effectiveness of mathematics teaching and to increase student learning</li> </ul>	Content presentation
<b>10:30-10:45</b>	<b>Break</b>				
<b>10:45-12:00</b>	<ul style="list-style-type: none"> <li>Reading intervention strategies</li> <li>Wrap up</li> </ul>	<ul style="list-style-type: none"> <li>Continued work on school-wide framework and implementation</li> </ul>	<ul style="list-style-type: none"> <li>Number Magnitude and Operations Planning <ul style="list-style-type: none"> <li>Important tasks for students</li> </ul> </li> <li>Integration of Learning with Curriculum</li> </ul>	<ul style="list-style-type: none"> <li>Your data team and its responsibilities</li> <li>Next steps—plan for action</li> </ul> <p><i>Effective teaching is the non-negotiable core that ensures that all students learn mathematics at high levels... Principles to Actions, NCTM</i></p>	Process presentation Data presentation
<b>12:00-1:00</b>	<b>Team Working Lunch (provided)</b>				
<b>1:00-2:00</b>	<b>Keynote: Dr. Timothy Shanahan in the Grand Ballroom</b>				
<b>2:00-2:15</b>	<b>Break</b>				
<b>2:15-3:30</b>	<b>Keynote: Dr. Timothy Shanahan in the Grand Ballroom</b>				
<b>3:30-4:30</b>					Next steps meeting

**Turn in your “Here’s What, So What, Now What” sheet and collect your renewal unit form**

**BROWNING PUBLIC SCHOOLS  
Leave Report/Travel Request**

Employee Name Sample  
Building: Elementary Schools

Employee #11750  
Substitute Name NA

**LEAVE REPORT**

<u>Date of Leave</u>	<u>Hours</u>	<u>Type of Leave</u>
Feb. 6-7, 2017	<u>16</u>	<u>SR</u>
_____	_____	_____

Employee Signature \_\_\_\_\_ Date \_\_\_\_\_

**Approved; Condition upon the specific leave being available for the specific employee**     **Not Approved**

Principal/Supervisor \_\_\_\_\_ Date \_\_\_\_\_

**TYPE OF LEAVE**

- |  |                                    |                               |
|--|------------------------------------|-------------------------------|
| AN Annual                              | PL Personal Leave                  | ALWO Approved Leave W/O Pay   |
| SL Sick Leave                          | JD Jury Duty (attach verification) | ULWO Unapproved Leave w/o Pay |
| *EX/SR Extra-Curricular/School Related | NG National Guard                  | SWP Suspended w/Pay           |
|  | FN Funeral _____                   | SWOP Suspended w/o Pay        |
- (Master Contract) Relationship*

**\*If taking School Related/Extra-Curricular Leave only, In or Out of District, you MUST list Conference Name/Location**

**TRAVEL REQUEST** (If receiving payment for EX/SR leave please fill out entire form completely)

Conference/Workshop SRI/Title I Math Grant Meeting (Attach Brochure/Agenda)

Location Helena, MT

Departure Date 12/5/17

Return Date 2/7/17

Departure Time 2:00 PM

Return Time 7:00 PM

Transportation:     Personal Vehicle  
                            District Vehicle  
                            Professional Development

Mileage 344 @.535÷2=\$92.02  
 Per Diem 2 days + supper=\$85.00

Registration PO# \_\_\_\_\_ = \$0  
 Hotel PO# \_\_\_\_\_ = \$209  
 Other PO# \_\_\_\_\_ = \_\_\_\_\_  
 Other PO# \_\_\_\_\_ = \_\_\_\_\_

**Sub Total \$386.02**

Budget \_\_\_\_\_ (    %)  
 \_\_\_\_\_ (    %)

**Check Total \$177.02**

Employee Signature \_\_\_\_\_ Date \_\_\_\_\_

Principal/Supervisor \_\_\_\_\_ Date \_\_\_\_\_

Superintendent Signature \_\_\_\_\_ Date \_\_\_\_\_

