



The Helena Public Schools educate, engage, and empower each student to maximize his or her individual potential with the knowledge, skills and character essential to being a responsible citizen and life-long learner.

Board of Trustees Meeting

Ray Bjork Learning Center | 1600 8th Ave | Helena MT 59601

Tuesday, January 14, 2020 - 5:30 p.m.

AGENDA

I. CALL TO ORDER / PLEDGE OF ALLEGIANCE

II. REVIEW OF AGENDA

III. EDUCATOR & STUDENT RECOGNITIONS

A. Helena High Science Olympiad State Competition First Place Winners

- 1st place in Chem Lab: Jonathan DeWald and Owen Cleary
- 1st place in Fossils: Heath Caldwell and Izzy Kosena
- 1st place in Geologic Mapping: Heath Caldwell and Robert Stimpson
- 1st place in Wright Stuff: Izzy Kosena and Jeri Wilkerson (balsa wood plane)

B. Buffy Smith, Congressman Gianforte's Spirit of Montana recipient

IV. GENERAL PUBLIC COMMENT

This is the time for comment on public matters that are not on the agenda. Public matters do not include any pending legal matters, private personnel issues or private student issues. Please do not attempt to address such issues at this time or you will be ruled out of order. The Board cannot enter into a discussion during General Public Comment.

V. NEW BUSINESS

A. Action Items

1. Elementary General Fund Budget Amendment Resolution Due to an Unanticipated Enrollment Increase (see attached)
2. Approval of Counselor Evaluation Tool (see attached)
3. Approval of Nurse Evaluation Tool (see attached)
4. Approval of Librarian Evaluation Tool (see attached)
5. HSD Policy 2035: Federal Funding and Title I (see attached)
6. HSD Policy 4040: School, Student, Parent, Family, and Community Engagement in Education (see attached)
7. HSD Policy 5105: Conflict of Interest (see attached)

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8. HSD Policy 7053: Food Service Procurement (see attached)

B. Consent Items

1. 12.10.2019 Board of Trustees Meeting Minutes (see attached)
2. Approval of Personnel Actions (see attached)
3. Approval of Warrants
4. Approval of Out-of-District Attendance Agreements (see attached)

C. Items for Information

1. HSD Policy 9000: Facilities Goals (see attached)
2. Strategic Priorities: Mid-Year Update (see attached)

D. Reports

1. Budget & Finance Committee Report
2. Policy Committee Report
3. Facilities & Maintenance Committee Report
4. Teaching & Learning Committee Report
5. Health Benefits Committee Report
6. Montana School Boards Association Report
7. Helena Education Association Report
8. HHS / CHS Student Representatives Report

VI. SUPERINTENDENT'S REPORT

VII. BOARD COMMENTS

VIII. ADJOURNMENT

The next Board of Trustees meeting has been scheduled for February 11, 2020. The next Board of Trustees work session has been scheduled for January 28, 2020, at the Ray Bjork Learning Center.

Board of Trustees Meeting

Elementary General Fund Budget Amendment Resolution



V. NEW BUSINESS

A. Items for Action

1. Elementary General Fund Budget Amendment Resolution Due to an Unanticipated Enrollment Increase
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Background:

Pursuant to 20-9-161, MCA, a school district that experiences an unanticipated enrollment increase over the prior school year enrollment used to calculate the current fiscal year budget may adopt a budget amendment to pay for the increased costs associated with the increase in enrollment. If the increase in enrollment used to calculate the ANB for the current fiscal year is greater than the lesser of 40 students or 4%, the district is eligible for additional Direct State Aid.

Considerations:

- At the December 10, 2019 Board of Trustees meeting, the board passed a resolution proclaiming a need for a budget amendment due to increased costs associated with an unanticipated increase in enrollment.
- Following that meeting, the District petitioned the State Superintendent to adopt a resolution for a budget amendment to be funded with additional Direct State Aid (DSA) of \$93,311.07.
- Approval from the State Superintendent was received on December 11, 2019 and public notice was provided on December 20-22, 2019.
- Approval of the attached Budget Amendment Resolution by a majority vote is the final step to officially amend the budget and receive the additional DSA of \$93,311.07.

Superintendent recommendation:

Approve of the attached budget amendment resolution to the Helena Elementary District No. 1 general fund.

**UNANTICIPATED ENROLLMENT INCREASE
BUDGET AMENDMENT RESOLUTION
SCHOOL DISTRICT
COUNTY**

At the regular meeting of the board of trustees of the Helena School District No.1, Lewis and Clark County, Montana, held December 10, 2019, at 5:30p.m. at the Ray Bjork Learning Center, 1600 8th Street, Helena, Montana 59601, the following resolution was introduced:

WHEREAS, the trustees of the Helena School District No.1, Lewis and Clark County, Montana, have made a determination that as a result of an unanticipated enrollment increase, the district's budget for the general fund does not provide sufficient financing to properly maintain and support the district for the entire current school year; and

WHEREAS, the trustees have determined that an amendment to the Helena Elementary School District No. 1 general fund budget in the amount of \$93,311.07 is necessary under the provision of Section 20-9-161 (1), MCA; for the purpose of financing general maintenance and operational costs of the school district and

WHEREAS, the anticipated source of financing the budget amendment expenditures shall be additional Direct State Aid (DSA);

THEREFORE, BE IT RESOLVED that the Board of Trustees of the Helena Elementary School District No.1, Lewis and Clark County, Montana, proclaims a need for an amendment to the Helena Elementary School District No. 1 general fund budget for fiscal year 2019 in the amount of \$93,311.07 under Section 20-9-161 (1), MCA, for the purpose identified above, and;

BE IT FURTHER RESOLVED that the Board of Trustees of the Helena School District No.1, Lewis and Clark County, Montana, will meet at 5:30p.m. at the Ray Bjork Learning Center, 1600 8th Street, Helena, Montana 59601 on January 14, 2020, for the purpose of considering and adopting the budget amendment.

<u>Luke Muszkiewicz</u> Print Chairperson's Name	_____ Signature of Chairperson	_____ Date
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<u>T. Janelle Mickelson</u> Print District Clerk's Name	_____ Signature of District Clerk	_____ Date
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DATE BUDGET AMENDMENT WILL BE ADOPTED: January 14, 20 20

List all budget amendment expenditure line items and amounts:
101.100.1000.610

Board of Trustees Meeting

Approval of HPS – HEA Evaluations



V. NEW BUSINESS

- A. Items for Action
 2. Approval of Counselor Evaluation Tool
 3. Approval of Nurse Evaluation Tool
 4. Approval of Librarian Evaluation Tool

Background:

In accordance with the Collective Bargaining Agreement between the Helena Education Association and the Helena Public Schools, Article XIV – Teacher Evaluation, 14.1 (2) “The Labor/Management Committee shall make recommendations for revisions of the Teacher Evaluation document to the HEA Board of Directors and the District’s Board of Trustees for approval. The Labor/Management Committee shall be allowed to adjust the working and structure of the teacher evaluation document as long as the original intent and philosophy remain intact. All changes made in the Teacher Evaluation document will be reviewed with the Board of Trustees and the HEA Board of Directors on an annual basis”

For years, the other licensed staff have been evaluated with the teacher rubric, and many of the components did not match the scope and functionality of their positions. Beginning in 2016, the librarians, counselors and nurses modified the evaluation matrix to be more aligned with professional standards for their specific occupation.

The Labor Management Committee reviewed and approved all three evaluation rubrics, the HEA Board of Directors have approved the new evaluation tools and now the issue rests appropriately with the District Board of Trustees for consideration. All three tools are attached to this action item for consideration.

A high-level summary of the changes to the evaluation rubrics are noted below:

- Standards of practice with national certification entities (example: National Association of School Nurses).
- Explicit measures to determine proficiency level and development opportunities.
- Comment sections for administrators and staff for a robust conversation relative to performance and goal setting.

Considerations:

- HEA and HPS have worked collaboratively to determine successful performance measures for all staff. There are several other licensed professionals within the HEA bargaining unit and we are working on those evaluation rubrics for approval later on this year.
- Professionals in each discipline have contributed both standards of measure, and professional requirements as well as relationship to student engagement for the betterment of the district as they serve students.
- These documents support the directive of the Board and philosophy to support our employees.

Superintendent recommendation:

Approve the three new evaluation rubrics as written.

HSD1 School Counselor Performance Appraisal

Based on the [American School Counselor Association National Model™](#)
used by permission.

The Helena School District supports the American School Counselor Association national model and all K-12 counselors will be expected to perform duties in addition to the ASCA model based on what is best for our educational environment, the needs of the district, and as directed.

School Counselor Name: _____ Today's Date: _____

Evaluator Name: _____ Building: _____

Directions:

1. The Counselor will be asked to provide a self-rating and assessment of performance and application of the standards throughout the evaluation.
2. For each of the performance standards, rate the counselor using the following scale:

1	2	3	4	NA
<i>Does Not Meet Standards</i>	<i>Needs Improvement</i>	<i>Proficient</i>	<i>Exceptional</i>	<i>Not Applicable</i>

3. Relevant comments must be included where applicable to describe the school counselor's overall performance.

Description	Rating
ASCA Standard 1: The school counselor plans, organizes, and delivers the school counseling program.	
1.1 A program is designed to meet the needs of the school(s).	
1.2 The school counselor demonstrates positive interpersonal relationships with students.	
1.3 The school counselor demonstrates positive interpersonal relationships with educational staff.	
1.4 The school counselor demonstrates positive interpersonal relationships with parents or guardians.	
Justification for Ratings:	

Please note, not all ASCA standards have been adopted for application in Helena Public Schools; this document was created in collaboration with school counselors and administration to the benefit of the students of the District.

School Counselor Performance Appraisal
 Helena School District #1

Description	Rating
ASCA Standard 2: The school counselor implements the school counseling curriculum through the use of effective instructional skills and careful planning of structured group sessions for all students.	
2.1 The school counselor teaches school counseling units effectively.	
2.2 The school counselor develops materials and instructional strategies to meet student needs and school goals.	
Justification for Ratings: 	
ASCA Standard 3: The school counselor implements the individual planning component by guiding individuals and groups of students and their parents or guardians through the development of educational and career plans.	
3.1 The school counselor, in collaboration with parents or guardians, helps students establish goals and develop and use planning skills.	
3.2 The school counselor demonstrates accurate and appropriate interpretation of assessment data and the presentation of relevant, unbiased information.	
Justification for Ratings: 	

School Counselor Performance Appraisal
 Helena School District #1

Description	Rating
ASCA Standard 4: The school counselor provides responsive services through the effective use of individual and/or small-group counseling, consultation and referral skills.	
4.1 The school counselor counsels individual students and/or small groups of students with identified needs and concerns.	
4.2 The school counselor consults effectively with parents or guardians, teachers, administrators, and other relevant individuals.	
4.3 The school counselor implements an effective referral process with administrators, teachers and other school personnel. (example, follows ASIST protocol, A-Team process)	
Justification for Ratings:	
ASCA Standard 5: The school counselor provides system support through effective school counseling program management and support for other educational programs.	
5.1 The professional school counselor provides a comprehensive and balanced school counseling program in collaboration with school staff and other school programs.	
5.2 The professional school counselor uses school data to make decisions regarding student choice of classes and special programs. (MS/HS COUNSELORS ONLY)	
Justification for Ratings:	

School Counselor Performance Appraisal
 Helena School District #1

Description	Rating
ASCA Standard 6: The school counselor monitors the students on a regular basis as they progress in school.	
6.1 The school counselor is accountable for monitoring every student's progress. (MS/HS ONLY)	
6.2 The school counselor implements monitoring systems appropriate to the individual school.	
6.3 The school counselor develops appropriate interventions for students as needed and monitors their progress. (Manage 504's *not supported by ASCA National Model)	
Justification for Ratings: 	
ASCA Standard 7: The school counselor uses time and calendars to implement an efficient program.	
7.1 The school counselor uses a calendar to plan activities throughout the year.	
7.2 The school counselor spends majority of time providing direct service to students.	
Justification for Ratings: 	

*School Counselor Performance Appraisal
Helena School District #1*

Description	Rating
ASCA Standard 9: The school counselor is a student advocate, leader, collaborator, and a systems change agent.	
9.1 The school counselor promotes academic success of every student.	
9.2 The school counselor promotes equity and access for every student.	
9.3 The school counselor takes a collaborative role within the counseling department, the school setting and the community.	
9.4 The school counselor understands reform issues and works to close the achievement gap.	
9.5 The school counselor collaborates with teachers, parents and the community to promote academic success of students.	
9.6 The school counselor builds effective teams by encouraging collaboration among all school staff.	
9.7 The school counselor uses data to recommend systemic change in policy and procedures that limit or inhibit academic achievement.	
Justification for Ratings:	

School Counselor Performance Appraisal
Helena School District #1

COMMENTS:	

Overall Performance Comments by Evaluator:

Signatures

_____ Date _____ Evaluator _____ Date

Used with permission of American School Counselor Association, 4-5-2016

HSD1 School Nurse Performance Appraisal

School nursing, a specialized practice of nursing, protects and promotes student health, facilitates optimal development, and advances academic success. School nurses, grounded in ethical and evidence-based practice, are the leaders who bridge health care and education, provide care coordination, advocate for quality student centered care, and collaborate to design systems that allow individuals and communities to develop their full potential. Adopted by the NASN Board of Directors February 2017.

School nurses help ensure that students are healthy and prepared to participate actively in learning activities. The school nurse is aware of state and district regulations concerning health matters and ensures that the school complies with all provisions.

Beyond those responsibilities, school nurses contribute to an environment of wellness throughout the school. Nurses identify and address individual student needs through screening, assessment and nursing interventions. As the resident medical consultant, school nurses serve a critical consulting role for the entire school, for teachers as well as students.

The domains and components of a school nurse's responsibilities include:

Domain 1: Health Appraisal and Assessment

- Demonstrates medical knowledge and skill in nursing techniques
- Demonstrates knowledge of child and adolescent development
- Establishes goals for the nursing program appropriate to the setting and the students served
- Demonstrates knowledge of government regulations and resources, both within and beyond the school and district
- Demonstrates knowledge of acute, episodic and chronic health conditions
- Identification of health accommodations to ensure safety and education accessibility

Domain 2: Health Promotion and Prevention

- Management of immunization compliance in accordance to State rules and statutes
- Demonstrates knowledge of communicable disease and infection control standards
- Demonstrates ability to provide student and staff health education on multiple subjects
- Demonstrates appropriate health counseling techniques and information
- Knowledge of community needs and resources

*School Nurse Performance Appraisal
Helena School District #1*

Domain 3: Special Health Issues

- Knowledge of psychosocial issues that impact student health
- Demonstrates ability to utilize medical technology in the school setting
- Administration of medications that ensure student health and maximize ability
- Collaborates with other school professionals in developing IEP and 504 plans
- Demonstrates understanding of school nurse role in developing IEPs and 504.

Domain 4: Professional Responsibilities

- Maintains health records in accordance with policy and submission of required reports in a timely manner
- Facilitates communication between the school and families
- Communicates with school staff for the benefit of the student while observing required confidentiality
- Engages in professional development
- Shows professionalism, including integrity, advocacy and maintaining confidentiality

School Nurse Name: _____ Today's Date: _____

Evaluator Name: _____ Building: _____

Observation Date/Period _____ Post Conference Date/Time _____

Directions:

1. Each nurse will complete a self-evaluation with examples of proficiency and demonstration of performance.
2. Administrators will rate the nurse using the following scale:

1	2	3	4	NA
<i>Unsatisfactory</i>	<i>Basic</i>	<i>Proficient</i>	<i>Distinguished</i>	<i>Not applicable</i>

3. Include any relevant comments for each of the eight standards and for the school nurse's overall performance.

*School Nurse Performance Appraisal
Helena School District #1*

DOMAIN 1: Health Appraisal and Assessment				
Component	Unsatisfactory	Basic	Proficient	Distinguished
1a. Knowledge of Health History components and collection of data for a health history.	The school nurse does not demonstrate fundamental knowledge of health history components.	The school nurse demonstrates minimal knowledge of health history components.	The school nurse demonstrates consistent understanding of health history components.	The school nurse applies the knowledge of thoroughly collecting the data for a health history while making intervention decisions.
COMMENTS:				
1b. Knowledge of anatomy and pathophysiology of body systems.	The school nurse does not demonstrate a fundamental knowledge of anatomy and pathophysiology.	The school nurse has a basic knowledge of anatomy and pathophysiology.	The school nurse demonstrates an understanding between anatomy and bodily systems and pathophysiology.	The school nurse applies the knowledge of pathophysiology while making nursing assessments.
COMMENTS:				
1c. Knowledge of emergencies in the school setting and appropriate responses to emergencies	The school nurse does not follow general emergency guidelines and first aid measures for emergency care in the school setting.	The school nurse has a basic understanding of general emergency guidelines and first aid measures.	The school nurse uses the knowledge of basic first aid measures and general emergency guidelines while responding to an emergency situation in the school setting.	The school nurse demonstrates appropriate assessment skills of an emergency situation in the school setting by administering, instructing, and /or delegating to others first aid emergency care.
COMMENTS:				

School Nurse Performance Appraisal
 Helena School District #1

DOMAIN 1: Health Appraisal and Assessment				
Component	Unsatisfactory	Basic	Proficient	Distinguished
1d. Knowledge of acute, episodic, and chronic health conditions.	The school nurse does not demonstrate a fundamental knowledge of acute, episodic and chronic health conditions.	The school nurse has a limited knowledge and has past experience in the assessment of acute, episodic, and chronic health conditions as relative to the school health setting.	The school nurse demonstrates a broad knowledge of acute, episodic and chronic health conditions.	The school nurse demonstrates a thorough understanding of acute, episodic and chronic health conditions while making nursing assessments and appropriate interventions in a school health setting.
COMMENTS:				
1e. Knowledge of communicable disease.	The school nurse does not demonstrate knowledge of communicable disease.	The school nurse demonstrates minimal knowledge of communicable disease.	The school nurse demonstrates knowledge of communicable disease.	The school nurse demonstrates a thorough knowledge of communicable disease and makes appropriate referrals as needed.
COMMENTS:				
1f. Planning District health care services.	The school nurse does not participate in the planning or evaluation of Health Care Services.	The school nurse participates in school nurse committees to develop and evaluate basic essential health care services.	The school nurse participates in district level committees that affect student and staff health and safety.	The school nurse uses evidence-based research to plan, implement and evaluate District health care services.
COMMENTS:				

School Nurse Performance Appraisal
 Helena School District #1

DOMAIN 2: Health Promotion and Prevention				
Component	Unsatisfactory	Basic	Proficient	Distinguished
2a. Immunization requirements	The school nurse does not demonstrate a knowledge of the required immunization schedule.	The school nurse demonstrates a basic knowledge of the required immunization schedule.	The school nurse works diligently to meet the State mandated minimum vaccination requirements for school attendance (MCA 20-5-403 and ARM 37.114.7). In addition, the school nurse coordinates the exclusion of un-vaccinated students according to State Code and Rules and reporting of Non Compliance (37.114.721)	The school nurse communicates immunization requirements to parents and collaborates with outside community agencies, other school districts and physician's offices to assist families in meeting the State requirements.
COMMENTS:				
2b. Risk reduction and infection control.	The school nurse does not possess knowledge of or ignores opportunities for risk reduction and infection control.	The school nurse possesses a basic understanding of risk reduction and infection control.	The school nurse identifies and provides information to students, parents, and staff members to correct deficient patterns of health care.	The school nurse communicates to students, parents and staff and collaborates with appropriate agencies. The school nurse has an understanding of primary, secondary and tertiary prevention.
COMMENTS:				

School Nurse Performance Appraisal
Helena School District #1

2c. Health and safety education.	The school nurse does not possess knowledge of health and safety measures in the school setting.	The school nurse possesses a basic knowledge of health and safety measures.	The school nurse identifies and provides information to students, parents and staff members of health and safety measures.	The school nurse consistently provides information to enhance health and safety in the school setting. The school nurse encourages students to develop patterns of healthful living and to accept responsibility for his/her own health and wellbeing.
COMMENTS:				
DOMAIN 2: Health Promotion and Prevention				
Component	Unsatisfactory	Basic	Proficient	Distinguished
2d. Health Counseling techniques.	The school nurse has no understanding of health counseling.	The school nurse has a basic knowledge of health counseling.	The school nurse identifies opportunities to advise, educate and teach health issues.	The school nurse understands a variety of health counseling techniques. The school nurse develops rapport and relationships with students, parents or staff to advise or educate on specific health issues with an awareness of the importance of confidentiality.
COMMENTS:				
2e. Knowledge of school health needs.	The school nurse does not have an awareness of school health needs.	The school nurse has a basic understanding of school health needs.	The school nurse can prioritize interventions to meet school health needs.	The school nurse is effective in identifying services that are appropriate for the schools needs and serves as a resource for others in the school district.
COMMENTS:				

School Nurse Performance Appraisal
 Helena School District #1

2f. Organization of physical space	The Health Room is not safe/clean, and supplies are not organized.	The Health Room is cluttered but accessible. Supplies are somewhat organized.	The Health Room is clean, uncluttered, and easily accessible. Supplies are well organized.	The Health Room is consistently clean and organized. Supplies are well organized, and the school nurse monitors for medication/supply expiration dates.
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COMMENTS:

DOMAIN 3: Special Health Issues

Component	Unsatisfactory	Basic	Proficient	Distinguished
3a. Ability to identify needs of students regarding growth development, pregnancy, and sexuality.	The school nurse is unable to recognize the needs of the student regarding growth and development, pregnancy, and sexuality.	The school nurse possesses a general knowledge of the health issues surrounding student growth and development, pregnancy, and sexuality.	The school nurse consistently recognizes the needs of the student regarding growth and development, pregnancy and sexuality and implements appropriate intervention.	The school nurse possesses thorough knowledge of appropriate community/outside agencies and provides referrals.

COMMENTS:

School Nurse Performance Appraisal
 Helena School District #1

DOMAIN 3: Special Health Issues				
3b. Knowledge of psychosocial needs impacting student health.	The school nurse has no knowledge of the psychosocial needs of the student.	The school nurse has limited knowledge of the psychosocial needs of the student.	The school nurse consistently demonstrates an understanding of the psychosocial needs of the student.	The school nurse consistently collaborates with colleagues and appropriate outside community agencies as needed.
COMMENTS:				
3c. Knowledge of medical technology in the school setting.	The school nurse lacks awareness or is resistant to medical technology.	The school nurse has a limited awareness of medical technology used in the school setting.	The school nurse demonstrates the ability to utilize medical technology in a school setting.	The school nurse demonstrates a broad knowledge of current medical technology and pursues educational opportunities to enhance delivery of services in the school setting.
COMMENTS:				

School Nurse Performance Appraisal
 Helena School District #1

DOMAIN 3: Special Health Issues				
Component	Unsatisfactory	Basic	Proficient	Distinguished
3d. Knowledge of abuse and neglect.	The school nurse does not recognize and/or does not report abuse and neglect.	The school nurse understands all categories of child abuse are required by law to be reported to the proper authorities.	The school nurse consistently recognizes and reports all categories of abuse to appropriate authorities.	The school nurse collaborates with colleagues and appropriate support services. Performs physical assessments, documents findings, provides first aid for any injuries requiring emergency management, reports suspicion of abuse/neglect to authorities in accordance to child protection laws and school district policies.
COMMENTS:				
3e. Individualized Educational Plan	The school nurse does not understand the process of creating an Individual Educational Plan for an identified student with a medical need.	The school nurse has a basic understanding of the process of creating an Individual Educational Plan for an identified student with a medical need.	The school nurse participates in developing goals that are educationally relevant to an individual medical need.	The school nurse consults and collaborates with other school personnel, the parents, and the student, in gathering other health related information pertinent in developing an IEP goal.
COMMENTS:				

School Nurse Performance Appraisal
 Helena School District #1

DOMAIN 3: Special Health Issues				
Component	Unsatisfactory	Basic	Proficient	Distinguished
3f. Staff Collaborative Teams.	The school nurse does not communicate with those involved in the staff collaborative teams.	The school nurse communicates with members of the staff collaborative teams.	The school nurse provides an accurate report and /or attends the staff collaborative teams to present findings.	The school nurse provides an accurate report, can communicate pertinent health information, and contributes in determining special education (504) eligibility.
COMMENTS:				
3g. Individualized health Plan (IHP)	The school nurse does not use an individualized health plan for students with health needs.	The school nurse possesses a basic understanding of individualized health plans.	The school nurse develops IHPs for students with medical needs that interferes with the education process.	The school nurse constructs an IHP that contains the following identifiable parts: health concerns, history, assessment data, and nursing actions or interventions to reflect the needs of a student in an educational setting.
COMMENTS:				
3h. Special education law/American with Disabilities (504)	The school nurse does not possess a knowledge of special education laws and section 504 of the rehabilitation act (ADA).	The school nurse has a basic knowledge of special education laws and section 504 (ADA).	The school nurse has a basic knowledge of special education laws and section 504 (ADA).	The school nurse collaborates with other school personnel, the parents and student and other appropriate outside community agencies to provide necessary accommodations in the educational setting.
COMMENTS:				

School Nurse Performance Appraisal
 Helena School District #1

DOMAIN 3: Special Health Issues				
Component	Unsatisfactory	Basic	Proficient	Distinguished
3i. Montana State Nurse Practice Rules and Statues.	The school nurse does not possess an understanding of how the Montana State Practice and Rules and Statues regulate school nursing.	The school nurse has a basic understanding of the Montana State Practice and Rules and Statues regulate school nursing.	The school nurse utilizes the Montana State Practice and Rules and Statues as guidelines for nursing practice in the educational setting.	The school nurse possesses a thorough understanding of the Montana State Practice and Rules and Statues, what nursing care can be delegated, qualifications of persons providing nursing care, and how failure to comply may result in litigation or loss of one's nursing license.
COMMENTS:				
DOMAIN 4: Professional Responsibilities				
Component	Unsatisfactory	Basic	Proficient	Distinguished
4a. Medication policy	The school nurse does not possess an understanding of the district medication policy regulating the authorization of medication in the school setting.	The school nurse has a basic understanding of the district medication policy regulating the authorization of medication in the school setting.	The school nurse implements the district medication policy.	The school nurse collaborates with parents, physicians, and students regarding safe distribution of medication. The school nurse maintains proper authorization, and documentation of records. The school nurse provides appropriate storage of medications.
COMMENTS				

School Nurse Performance Appraisal
 Helena School District #1

DOMAIN 4: Professional Responsibilities				
Component	Unsatisfactory	Basic	Proficient	Distinguished
4b. Management of health records	The school nurse does not possess an understanding of compliance with state, federal laws, regulations and guidelines governing school health records.	The school nurse has a basic understanding of the need for compliance of school health records.	The school nurse maintains accurate and complete health records on each student while maintaining confidentiality.	The school nurse efficiently interprets health record information. The school nurse seeks out clarification of incomplete records while striving for the goal of compliance of all records according to state law.
COMMENTS				
4c. Supervision and delegation of care.	The school nurse does not understand roles and responsibilities that may be delegated to unlicensed assistive personnel (UAP)	The school nurse has a limited awareness of nursing responsibilities that may be delegated to paraprofessionals and volunteers.	The school nurse clearly defines tasks to be delegated to UAP within guidelines of their job description.	The school nurse delegates tasks, provides supervision, in-service training and evaluation of performance of paraprofessionals and volunteers.
COMMENTS				
4d. Growing and developing professionally – formal	The school nurse does not pursue opportunities to expand his/her knowledge base or acquire new skills.	The school nurse pursues course work, seminars and workshops to enhance knowledge and develop skills.	The school nurse is active in developing expertise in relevant areas and shares that knowledge and expertise with colleagues.	The school nurse continually expands knowledge and skills, sharing with colleagues and incorporating knowledge into practice and programs. The school nurse maintains professional affiliations.
COMMENTS				

School Nurse Performance Appraisal
 Helena School District #1

DOMAIN 4: Professional Responsibilities				
Component	Unsatisfactory	Basic	Proficient	Distinguished
4e. Growing and developing professionally – informal	The school nurse does not utilize opportunities to read about and discuss current professional literature and issues.	The school nurse engages in reading and discussions related to professional issues.	The school nurse actively shares from personal reading and initiates discussions with colleagues about issues related to education and nursing.	The school nurse incorporates knowledge and insights into daily practice utilizing professional journals, resources, and other technologies.
COMMENTS				
4f. Awareness of available resources and community agencies.	The school nurse is unaware of available resources and does not provide appropriate referrals.	The school nurse has general knowledge of resources and can refer appropriately as needed.	The school nurse has comprehensive knowledge of available resources and makes appropriate referrals as needed.	The school nurse is a resource for others in sharing knowledge and making referrals to community resources and agencies.
COMMENTS				
4g. Cooperative working agreement with community agencies.	The school nurse does not make appropriate referrals and does not respond to requests from community agencies regarding the student’s needs.	The school nurse makes appropriate referrals and responds to requests from community agencies.	The school nurse actively collaborates with community agencies.	The school nurse initiates effective relationships with community agencies.
COMMENTS				

School Nurse Performance Appraisal
Helena School District #1

DOMAIN 4: Professional Responsibilities				
Component	Unsatisfactory	Basic	Proficient	Distinguished
4i. Standards of Professional School Nursing Practice.	The school nurse is not aware of the Standards of Professional School Nursing Practice.	The school nurse has a basic understanding of the Standards of Professional School Nursing Practice.	The school nurse has a thorough knowledge of the Standards of Professional School Nursing Practice.	The school nurse consistently uses the Standards of Professional School Nursing Practice as a guideline for competent practice.
COMMENTS				
4j. Leadership in the profession.	The school nurse does not engage in teamwork with other school nurses.	The school nurse demonstrates basic teamwork and demonstrates a commitment to the education process.	The school nurse teaches others to be successful, participates in district mentoring and serves as a team member in key situations and roles.	The school nurse promotes advancement of the profession, participates in state and national level organizations and facilitates participation of other nurses within the District.
COMMENTS:				
4k. Communication; (School Nursing: Scope and Standards of Practice, 2 nd edition)	The school nurse demonstrates ineffective oral or written communication skills. The school nurse violates the privacy and confidentiality of students and families.	The school nurse uses effective verbal skills reflective of articulate speech and good listening ability. The school nurse writes clearly and concisely using correct grammar and spelling. The school nurse understands regulations pertaining to privacy and confidentiality to maintain the rights of individual students and families in all communications.	The school nurse contributes own professional perspective with the multidisciplinary team and others. The school nurse provides students, families, and staff with health information in formats that promote understanding.	The school nurse discloses observations or concerns related to hazards, errors in care or the practice environment to the appropriate level of administration.
COMMENTS				

*School Nurse Performance Appraisal
Helena School District #1*



This document serves as a permanent record. Signature implies that the nurse has reviewed this document with the evaluator. The Nurse may submit a rebuttal to this evaluation tool as well as evidence supporting the rebuttal and/or evaluation. Standards developed through School Nursing: Scope and Standards of Practice, 2 Edition.

Overall Performance Comments by Evaluator:

Signatures

School Nurse

Date

Evaluator

Date

Helena Public Schools Teacher Librarian Evaluation Rubric

Educator _____ (Tenured/Non-tenured)	Grade/Subject _____	Building _____				
Standard 1: (Planning and Preparation)						
Instructional Methodology	<i>Both directly and indirectly, the school librarian plays an important role in planning for instruction. Supporting instruction requires having the necessary resources; achieving availability requires knowledge of curriculum and students. The school librarian is involved in ensuring that units of instruction help students develop and practice a variety of essential skills.</i>					
	Does Not Meet Standards--1	Needs Improvement--2	Proficient--3	Exceptional--4	N/A	Evidence of rating
1a: Literature	Teacher Librarian demonstrates little or no knowledge of current trends in literature.	Teacher Librarian demonstrates limited knowledge of current trends in literature.	Teacher Librarian demonstrates thorough knowledge of current trends in literature.	Drawing on extensive professional resources, Teacher Librarian demonstrates rich understanding of literature and of current trends in literature.		
1b: Technology	Teacher Librarian demonstrates little or no knowledge of the school's use of educational software and technology and of students' needs for educational software and technology.	Teacher Librarian demonstrates basic knowledge of the school's use of educational software and technology and of students' needs for educational software and technology.	Teacher Librarian demonstrates thorough knowledge of the school's use of educational software and technology and of students' needs for educational software and technology.	Teacher Librarian takes a leadership role within the school to articulate the needs of students for information technology within the school's academic program.		
1c: Curriculum	Teacher Librarian demonstrates little or no knowledge of the school's curriculum and of students' needs for information skills within the curriculum.	Teacher Librarian demonstrates basic knowledge of the school's curriculum and of students' needs for information skills within the curriculum.	Teacher Librarian demonstrates thorough knowledge of the school's curriculum and of students' needs for information skills within the curriculum.	Teacher Librarian takes a leadership role within the school to articulate the information and resource needs of students within the school's academic program. Teacher librarian has clear understanding of school's curriculum.		
1d: Goals	Teacher Librarian has no clear goals for the library, or they are inappropriate to either the situation in the school or the age of the students.	Teacher Librarian's goals for the library are rudimentary and are partially suitable to the situation in the school and the age of the students.	Teacher Librarian's goals for the library are clear and appropriate to the situation in the school and to the age of the students.	Teacher Librarian's goals for the library are highly appropriate to the situation in the school and to the age of the students and have been developed following consultations with students, colleagues, and school leaders.		
1e: Resources	Teacher Librarian demonstrates little to no knowledge of resources available for students and teachers in the school, in other schools in the district, and in the larger community to advance school wide goals.	Teacher Librarian demonstrates basic knowledge of resources available for students and teachers in the school, in other schools, in the district, and in the larger community to advance school wide goals.	Teacher Librarian is fully aware of resources available for students and teachers in the school, in other schools, in the district, and in the larger community to advance school wide goals.	Teacher Librarian is fully aware of resources available for students and teachers and actively seeks out new resources to enrich the school wide goals.		
1f: Planning	Library program consists of a random collection of unrelated activities, lacking coherence or an overall structure.	Teacher Librarian's plan has a guiding principle and includes a number of worthwhile activities, but some of them don't fit with the broader goals.	Teacher Librarian's plan is well designed to support both teachers and students in their information needs.	Teacher Librarian's plan is highly coherent, taking into account the competing demands of scheduled time in the library, consultative work with teachers, and work in maintaining and extending the collection; the plan has been developed after consultation with teachers and school leaders.		

Standard 2: (The Library Environment)

Instructional Methodology

In this standard many elements and components are similar to those of the classroom environment. The components of managing classroom procedures and organizing the learning environment have been adapted to meet specific needs within the library. Traffic flow - the ability to move freely and easily within a space - and the importance of self-directed use are important concepts to consider in the organization of the library as a flexible learning environment capable of simultaneously supporting a variety of groups and activities.

	Does Not Meet Standards--1	Needs Improvement--2	Proficient--3	Exceptional--4	N/A	Evidence of rating
2a: Rapport	Interactions, between the Teacher Librarian, colleagues, and students are negative, inappropriate, or insensitive to students' cultural or developmental backgrounds and are characterized by sarcasm, putdowns, or conflicts.	Interactions, between the Teacher Librarian, colleagues, and students are generally appropriate and free from conflict but may be characterized by occasional displays of insensitivity or lack of responsiveness to cultural or developmental backgrounds among students.	Interactions, between the Teacher Librarian, colleagues, and students are polite and respectful, reflecting general warmth and caring, and are appropriate to the cultural and developmental backgrounds among groups of students.	Interactions between the Teacher Librarian, colleagues, and students are highly respectful, reflecting genuine warmth and caring and sensitivity to cultures and levels of development. Students and teachers ensure high levels of civility among themselves in the library.		
2b: Culture	Teacher Librarian in interactions with both students and colleagues conveys a sense that the work of seeking information and reading literature is not worth the time and energy required.	Teacher Librarian in interactions with both students and colleagues goes through the motions of performing the work of the position, but without any real commitment to it.	Teacher Librarian, in interactions with both students and colleagues, conveys a sense of the importance of seeking information and reading literature.	Teacher Librarian, in interactions with both students and colleagues, conveys a sense of the essential nature of seeking information and reading literature. Students and staff appear to have internalized these values.		
2c: Library Procedures	Library routines and procedures (for example, for circulation of materials, working on computers, independent work) are either nonexistent or inefficient, resulting in general confusion. Library staff are confused as to their role.	Library routines and procedures (for example, for circulation of materials, working on computers, independent work) have been established but function sporadically. Efforts to establish guidelines for library staff are partially successful.	Library routines and procedures (for example, for circulation of materials, working on computers, independent work) have been established and function smoothly. Library staff are clear as to their role.	Library routines and procedures (for example, for circulation of materials, working on computers, independent work) are seamless in their operation, with students assuming considerable responsibility for their smooth operation. Library staff works independently and contribute to the success of the library.		
2d: Behavior Management	There is no evidence that standards of conduct have been established, and there is little or no monitoring of student behavior. Response to student misbehavior is repressive or disrespectful of student dignity.	The Teacher Librarian has made an effort to establish standards of conduct for students and tries to monitor student behavior and respond to student misbehavior, but these efforts are not always successful.	Standards of conduct appear to be clear to students, and the Teacher Librarian monitors student behavior against those standards. Teacher Librarian's response to student misbehavior is appropriate and respectful to students.	Standards of conduct are clear, with evidence of student participation in setting them. Teacher Librarian's monitoring of student behavior is subtle and preventive, and response to student misbehavior is sensitive to individual student needs. Students take an active role in monitoring the standards of their own behavior.		
2e: Environment	Teacher Librarian makes poor use of the physical environment, resulting in poor traffic flow, confusing signage, inadequate space devoted to work areas and computer use, and general confusion.	Teacher Librarian's efforts to make use of the physical environment are uneven, resulting in occasional confusion.	Teacher Librarian makes effective use of the physical environment, resulting in good traffic flow, clear signage, and adequate space devoted to work areas and computer use.	Teacher Librarian makes highly effective use of the physical environment, resulting in clear signage, excellent traffic flow, and adequate space devoted to work areas and computer use. The library is attractive and inviting.		

Standard 3: (Instruction/Delivery of Service)

Instructional Methodology

The components in this standard have been adapted to show how the school librarian is involved in instruction. The research process, as well as information, media, and digital literacy and technology skills are emphasized when working with classes, small groups, or individuals. Additionally, much one-on-one teaching occurs in the library.

	Does Not Meet Standards--1	Needs Improvement--2	Proficient--3	Exceptional--4	N/A	Evidence of rating
3a: Collection Management	Teacher Librarian fails to adhere to district or professional guidelines in selecting materials for the collection and does not periodically remove outdated material from the collection. All areas of the collection are not receiving adequate attention.	Teacher Librarian is partially successful in attempts to adhere to district or professional guidelines in selecting materials and removing outdated materials from the collection. Some areas have received adequate attention.	Teacher Librarian adheres to district or professional guidelines in selecting materials for the collection and periodically removing outdated materials from the collection. Most areas of the collection have received adequate attention.	Teacher Librarian selects materials for the collection thoughtfully and in consultation with teaching colleagues, and periodically removes outdated materials from the collection. All areas of the collection have received adequate attention.		
3b: Collaboration	Teacher Librarian declines to collaborate with classroom teachers in the design of instructional lessons and units.	Teacher Librarian collaborates with classroom teachers in the design of instructional lessons and units when specifically asked to do so.	Teacher Librarian initiates collaboration with classroom teachers in the design of instructional lessons and units.	Teacher Librarian initiates collaboration with classroom teachers in the design of instructional lessons and units, locating additional resources.		
3c: Literature	Students are not engaged in literature because of poor design of activities or inappropriate materials.	Only some students are engaged in literature due to uneven design of activities or partially appropriate materials.	Students are engaged in literature because of effective design of activities and appropriate materials.	Students are highly engaged in literature and take initiative in ensuring the engagement of their peers		
3d: Information Skills	Students are not engaged in learning information skills because of poor design of activities or inappropriate materials.	Only some students are engaged in learning information skills due to uneven design of activities or partially appropriate materials.	Students are engaged in enjoying learning information skills because of effective design of activities and appropriate materials.	Students are highly engaged in learning information skills and take initiative in ensuring the engagement of their peers.		
3e: Technology	Teacher Librarian declines to assist students and colleagues in the use of technology in the library.	Teacher Librarian assists students and colleagues in the use of technology in the library when specifically asked to do so.	Teacher Librarian initiates sessions to assist students and colleagues in the use of technology in the library.	Teacher Librarian anticipates needs, is proactive in initiating sessions and ensures understanding in an effort to assist students and colleagues in the use of technology in the library.		
3f: Innovation	Teacher Librarian adheres to the plan, in spite of evidence of its inadequacy.	Teacher Librarian makes modest changes in the library program when confronted with evidence of the need for change.	Teacher Librarian makes revisions to the library program when they are needed.	Teacher Librarian is continually seeking ways to improve the library program and makes changes as needed in response to student, parent, or teacher input.		

Standard 4: (Professional Responsibilities)

Instructional Methodology

Within this standard, components dealing with reflection, communication, contributing to the school and school district, and growing professionally are much the same as the teachers' components. Also, included are additional components unique to librarianship and professional responsibilities involving the management of the library.

Does Not Meet Standards--1

Needs Improvement--2

Proficient--3

Exceptional--4

N/A

Evidence of rating

	Does Not Meet Standards--1	Needs Improvement--2	Proficient--3	Exceptional--4	N/A	Evidence of rating
4a: Materials Selection	Teacher Librarian ignores teacher, student, curricular and building needs when preparing requisitions and orders and does not follow established procedures.	Teacher Librarian's efforts to prepare requisitions and orders are partially successful, responding sometimes to teacher, student, curricular and building needs and following procedures.	Teacher Librarian honors teacher, student, curricular and building needs when preparing requisitions and orders and follows established procedures.	Teacher Librarian anticipates teacher, student, curricular and building needs when preparing requisitions and orders follows established procedures, and suggests improvements to those procedures.		
4b: Outreach	Teacher Librarian makes no effort to engage in outreach efforts to parents or the larger community.	Teacher Librarian makes sporadic efforts to engage in outreach efforts to parents or the larger community.	Teacher Librarian engages in outreach efforts to parents and the larger community.	Teacher Librarian is proactive in reaching out to parents and establishing contacts with the larger community, coordinating efforts for mutual benefit.		
4c: Inventory	Teacher Librarian makes no effort to maintain an accurate and up-to-date inventory.	Teacher Librarian makes limited effort to maintain and update inventory.	Teacher Librarian maintains and updates accurate annual inventory and includes information in annual report.	Teacher Librarian maintains and updates an accurate annual inventory, schedules meeting with building principal to review results, and includes information in annual report.		
4d: Reports	Teacher Librarian does not develop annual report that evaluates the program and reflects on professional practice. Resists suggestions that are important.	Teacher Librarian has a rudimentary annual report that evaluates the program and reflects on professional practice.	Teacher Librarian's annual report evaluates the program and is organized around clear goals and the collection of evidence to indicate the degree to which the goals have been met. It also includes reflection of professional practice.	Teacher Librarian's annual report is highly sophisticated, with evidence and a clear path toward improving the program on an ongoing basis. It also includes in-depth assessment reflecting professional practice.		
4e: Networking	Teacher Librarian's relationships with colleagues are negative or self-serving.	Teacher Librarian's relationships with colleagues are cordial, and the teacher librarian participates in projects when specifically requested.	Teacher Librarian participates actively in school and events and projects and maintains positive and productive relationships with colleagues.	Teacher Librarian makes a substantial contribution to school events and projects and assumes a leadership role.		
4f: Professional Development	Teacher Librarian does not participate in professional development activities, even when such activities are clearly needed for the enhancement of skills.	Teacher Librarian's participation in professional development activities is limited to those that are convenient or are required.	Teacher Librarian seeks out opportunities for professional development based on an individual assessment of need.	Teacher Librarian actively pursues professional development opportunities and makes a substantial contribution to the profession through offering both formal and informal training opportunities with colleagues.		
4g: Professionalism	Teacher Librarian displays dishonesty in interactions with colleagues, students, and the public; violates copyright laws.	Teacher Librarian is honest in interactions with colleagues, students, and the public; respects copyright laws.	Teacher Librarian displays high standards of honesty and integrity in interactions with colleagues, students, and the public; adheres carefully to copyright laws.	Teacher Librarian can be counted on to hold the highest standards of honesty and integrity and takes a leadership role with colleagues in ensuring there is no plagiarism or violation of copyright laws.		

**Policy Background – Items for Action
Board of Trustees Meeting
January 14, 2020**

The following policies are being presented for action.

- A. **2035 Federal Funding and Title I** - This policy has been updated to incorporate the standards for Title I as amended by ESSA and the focus on family engagement.

- B. **4040 School, Student, Parent, Family and Community Engagement in Education** - This policy has been revised to reference coordination of family engagement required under Montana law with the requirement for family engagement under Title I as well as the requirements under Montana with respect to family engagement.

- C. **5105 Conflicts of Interest** - This policy has been revised to reflect the ethical standard whereby an employee may have a conflict of interest whereby a vote may result in an economic detriment for a competitor of an entity in which the employee may have a significant interest. It has also been updated with additional legal references.

- D. **7053 Food Service Procurement** - This policy has minor revisions to the cross-references section. Policies relating to procurement and purchasing and conflicts of interest are cross-referenced.

The above policies have had at least two readings by the Policy Committee.

2 STUDENT INSTRUCTION

3 Federal Funding and Title I

4
5 The Board may participate in federal programs which in the judgment of the administrative staff
6 shall be beneficial to the total school program. All projects written to secure federal funds shall
7 be on the recommendation of the Superintendent and approval of the Board. The Board shall
8 comply with all federal and state certification requirements for alcohol and drug abuse education
9 and prevention programs.

10
11 The Superintendent or designee shall pursue funding under Title I, ~~Improving the Academic~~
12 ~~Achievement of the Disadvantaged~~, of the Elementary and Secondary Education Act, to
13 supplement instructional services and activities in order to improve the educational opportunities
14 of educationally disadvantaged ~~or deprived~~ children.

15
16 All District schools, regardless of whether they receive Title I funds, shall provide services that,
17 taken as a whole, are substantially comparable. Teachers, administrators and other staff shall be
18 assigned to schools in a manner that ensures equivalency among the District’s schools.
19 Curriculum materials and instructional supplies shall be provided in a manner that ensures
20 equivalency among the District’s schools.

21
22 In keeping with the requirements of ~~ESSIA(1) and EDGAR(2)~~ federal law, the Board assures:

- 23 1. A salary schedule which applies to all instructional personnel,
- 24 2. Equivalence among schools in teachers, administrators, and auxiliary personnel,
- 25 3. Equivalence among schools in the provision of curriculum materials and instructional
- 26 supplies, and
- 27 4. Parental consultation in project planning, implementation and evaluation.

28
29 Parental ~~Involvement~~ and Family Engagement

30
31 ~~The District maintains programs, activities, and procedures for the involvement of parents of~~
32 ~~students receiving services, or enrolled in programs, under Title I. These programs, activities,~~
33 ~~and procedures are described in the District—School Parental Involvement Compact, which is~~
34 ~~hereby incorporated by reference.~~

- 35
- 36 1. ~~Elementary and Secondary School Improvement Amendments~~
- 37 2. ~~Education Department General Administrative Regulations~~

38
39 ~~The Superintendent shall develop District—School Parental Involvement Compact according to~~
40 ~~Title I requirements. The Compact shall contain:~~

- 41 1. ~~the District’s expectations for parental involvement,~~
- 42 2. ~~specific strategies for effective parent involvement activities to improve student~~
43 ~~academic achievement and school performance, and~~
- 44 3. ~~other provisions as required by federal law.~~

The Superintendent shall ensure that the Compact is distributed to parents of students receiving services, or enrolled in programs, under Title I.

District schools operating Title I programs shall undertake the following to engage parents and families:

- Host an annual meeting that accommodates parents’ needs to inform parents about Title I requirements and about the right of parents to be involved in the Title I program.
- Involve parents and families in an organized, ongoing, and timely way, in the planning, review, and improvement of the school’s Title I program and the school-parent compact.
- Provide parents with timely information about the Title I program/services.
- Provide parents with an explanation of the curriculum used at the school, the assessments used to measure student progress, and the proficiency levels students are expected to meet.
- Provide opportunities for regular meetings that allow the parents to participate in decisions relating to the education of their children.
- Develop, with the assistance of parents and families, and conduct an effective evaluation process regarding the Title I program.

School-Parent Compact

The District will distribute to parents a school-parent compact for each school operating a Title I program. The compact, jointly developed with parents, explains how parents, the entire school staff, and students share the responsibility for improved student academic achievement. It shall describe specific ways the school and families will partner to help children achieve the State’s academic standards. It will address the following:

- The school’s responsibility to provide high-quality curriculum and instruction;
- The ways parents will be responsible for supporting their children’s learning;
- The importance of ongoing communication between parents and teachers through, at a minimum, annual parent-teacher conferences; reports on student progress; access to staff; opportunities for parents to volunteer and participate in their child’s class; and opportunities to observe classroom activities .

It will also address any other matters determined in development of the compact.

Interactions with Parents and Families

The District will engage parents and families in meaningful interactions with schools operating Title I programs. It will support flexible opportunities for a partnership among staff, parents, and the community to improve student academic achievement. To help reach these goals, schools will establish the following practices:

- Provide parents and families with assistance in understanding the State’s academic content standards, assessments, and how to monitor and improve the achievement of their children.
- Provide parents and families with materials and training to help them work with their children to improve their children's achievement.
- With the assistance of parents, educate staff members about the value of parent and family contributions, and in how to work with parents and families as equal partners.

2035 Continued

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- Coordinate and integrate the Title I parental and family engagement program with other programs, and conducts other activities, such as parent/family resource nights/activities, to encourage and support parents and families in more fully participating in the education of their children.
- Distribute information related to school and parent and family programs, meetings, and other activities to parents and families in a format and language that the parents understand.

To the extent feasible and appropriate, the District will attempt to coordinate and integrate parent and family engagement strategies with other relevant federal, state, and local laws and programs.

Accessibility

The District will provides opportunities for the participation of all parents, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. Information and reports shall be provided in a format and language that parents understand.

Review

The District shall undertake activities to engage parents and families in the review and revision of this policy.

Legal Reference: Title I of the Elementary and Secondary Education Act, 20 U.S.C. §6301- 6514, as implemented by 34 C.F.R. part 200 of the No Child Left Behind Act of 2001 Agostini v. Felton, 521 U.S. 103 (1997)

Cross References: Board Policy 4040 School, Student, Parent, Family and Community Engagement in Education

Policy History:
Adopted on: 2.28.2012
Revised on:

2 SCHOOL/COMMUNITY RELATIONS

3 School, Student, Parent, Family and Community Engagement in Education

4
5 ~~The Helena Public Schools Board of Trustees believes that meaningful engagement of students,~~
6 ~~parents, families and the community in our schools contributes to the success of all students. The~~
7 ~~Board of Trustees further believes that sustained engagement throughout all levels of school~~
8 ~~ensures a lasting and positive impact on lifelong student achievement and attitudes about~~
9 ~~learning.~~

10
11 ~~The Helena School District commits to building partnerships by conducting outreach, supporting~~
12 ~~multi-directional communications, encouraging participation in each school’s improvement~~
13 ~~planning process, and creating opportunities to volunteer and collaborate at all levels in support~~
14 ~~of student achievement.~~

15
16 ~~The Board believes that students, parents, families and the community must be actively invited~~
17 ~~and encouraged at stakeholders in education.~~

18
19 The District’s Board of Trustees recognizes the importance of engaging families in the education of children.
20 The Superintendent and staff shall undertake activities designed to:

- 21
- 22 (1) encourage families to actively participate in the life of their children’s schools;
- 23 (2) ensure families feel welcomed, valued, and connected to one another, school staff, and to what
24 students are learning and doing in class;
- 25 (3) encourage families and school staff to engage in regular, two-way meaningful communication about
26 student learning;
- 27 (4) ensure continuous collaboration between families and school staff to support student learning and
28 healthy development both at home and at school and have regular opportunities to strengthen their
29 knowledge and skills to do so effectively;
- 30 (5) empower families to be advocates for their own and other children to ensure that students are treated
31 equitably and have access to learning opportunities that will support their success;
- 32 (6) allow families and school staff to partner in decisions that affect children and families and together
33 inform, influence, and create policies, practices, and programs; and
- 34 (7) encourage families and school staff to collaborate with members of the community to connect
35 students, families, and staff to expand learning opportunities, community services, and civic
36 preparation.
- 37

38 To the extent feasible and appropriate, the District will attempt to coordinate and integrate parent and
39 family engagement strategies with other relevant federal, state, and local laws and programs, including but
40 not limited to Title I programs.

41
42 Cross Reference: Board Policy 2035 Federal Funding and Title I

43
44 Legal References: § 10.55.701, ARM Board of Trustees

45
46 Cross References:

47
48 Policy History:
49 Adopted On: 04.04.2006
50 Revised On:

2 PERSONNEL

3 Conflicts of Interest

4 Employees shall refrain from any activity that can be reasonably seen as creating a conflict of
5 interest with their duties and responsibilities as employees of the District.

6 The following conduct is specifically prohibited:

- 7 • Using public time, facilities, equipment, supplies, personnel, or funds for the
8 employee's private business purposes;
- 9 • Engaging in a substantial financial transaction for the employee's private business
10 purposes with a person whom the employee inspects or supervises in the course of
11 official duties;
- 12 • Assisting any person for a fee, contingent fee, or other compensation in obtaining
13 a contract, claim, license, or other economic benefit from the District;
- 14 • Performing an official act directly and substantially affecting to its economic
15 benefit a business or other undertaking in which the employee either has a
16 substantial financial interest or is engaged as counsel, consultant, representative,
17 or agent;
- 18 • Soliciting or accepting employment, or engaging in negotiations or meetings to
19 consider employment, with a person whom the employee regulates in the course
20 of official duties without first giving written notification to the employee's
21 supervisor and Superintendent; or
- 22 • Engaging in an intimate relationship with another employee who is in a
23 subordinate position and for whom one employee has supervisory and evaluation
24 responsibility.
25

26 Employees who violate this policy will be subject to disciplinary action, up to and including
27 termination from employment.

28

29 Cross Reference:

30 Legal Reference: § 2-2-104, MCA Rules of conduct for public officers, legislators, and
 31 public employees
 32 § 2-2-105, MCA Ethical requirements for public officers and public
 33 employees
 34 § 2-2-121, MCA Rules of conduct for public officers and public
 35 employees

36 Policy History:

37 Adopted on: 12.10.2013

38 Revised on: 3.12.2019

2
3 OPERATIONAL SERVICES

4
5 Procurement of School Food

6
7 The District will abide by the following requirements for any procurement related to its food
8 services:

9
10 *Purchases Greater than \$80,000*

11
12 Except as permitted below, whenever the cost of food service supplies, products, or
13 equipment exceed \$80,000, the District will call for formal bids by issuing public notice as
14 required by law. Specifications will be prepared and made available to all vendors interested
15 in submitting a bid. The contract shall be awarded to the lowest responsible bidder, except
16 that the trustees may reject any or all bids. The Board, in making a determination as to which
17 vendor is the lowest responsible bidder, will take into consideration not only the amount of
18 each bid, but will also consider the skill, ability, and integrity of a vendor to do faithful,
19 conscientious work and to promptly fulfill the contract according to its letter and spirit.

20
21 The District may enter into cooperative purchasing contracts with one or more districts for
22 procurement of food supplies or services. Such services and supplies may be purchased
23 without complying with the above stated bidding requirements if the cooperative purchasing
24 group has a publicly available master list of items available with pricing included and
25 provides an opportunity at least twice yearly for any vendor to compete, based on lowest
26 responsible bidder standard, for inclusion of the vendor’s supplies and services on the
27 cooperative purchasing group’s master list.

28
29 *Purchases Less than \$80,000 but Greater than \$3,500*

30
31 Purchases of food service supplies, products, or equipment between \$3,500 and \$80,000 shall
32 be considered “Small Purchases.” The District is not required to use a formal bidding process
33 for Small Purchases, but it shall use a competitive process to ensure fairness. For any Small
34 Purchase, the District shall obtain at least two or more price quotes. The District shall
35 maintain all procurement documentation to ensure the cost is less than \$80,000 but more than
36 \$3,500 for a Small Purchase.

37
38 *Purchases Less than \$3,500*

39
40 Purchases of food service supplies, products, or equipment less than \$3,500 shall be “Micro-
41 Purchases.” The District is not required to use a formal bidding process for Micro-Purchases,
42 but it shall ensure that purchases are reasonable and equitably distributed among all qualified
43 sources. The District shall maintain all procurement documentation to ensure the cost is less
44 than \$3,500 for a Micro-Purchase.

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Bid Specifications

The District will not award a contract to a potential vendor who has written any of the bid specifications, the solicitation documents, or any of the contract language.

Identical bid specifications and/or request for proposals will be provided to all potential vendors.

Geographic Preference

As part of a Farm to School program, the District has the discretion to apply a geographic preference for procurement of unprocessed locally grown or locally raised domestic products only.

Buy American

The District shall procure domestic commodities and products (“Buy American”) for the use of its Child Nutrition Program to the maximum extent practicable. The District is permitted to buy foreign goods only when:

- Food preferences can only be met with foreign goods;
- A sufficient quantity and/or quality is not available through domestic commodities or products; or
- The cost of domestic commodities and products is significantly higher.

Debarment and Suspension

For any food service purchase in excess of \$25,000, the District shall obtain verification or certification from a vendor that neither it nor any of its principals (e.g., key employees) have been proposed for debarment, debarred, or suspended by a federal agency.

Standard of Conduct

District employees engaged in the award and/or administration of food service contracts supported by federal funds are subject to the following code of conduct:

- No employee may participate in the selection, award, or administration of a food service contract supported by federal funds if he or she has a conflict of interest or can reasonably be perceived as having a conflict of interest.
- No employee may solicit any gratuities, favors, or anything else of monetary value from a potential vendor.
- No employee may participate in the selection, award, or administration of a food service contract supported by federal funds when the employee or member of his or her immediate family, his or her partner, or an organization which employs or is about to employ any of these individuals has a financial interest in a vendor.
- Employees are expected to demonstrate integrity and honesty.

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Employees who fail to abide by this policy will be subject to disciplinary action up to and including discharge.

Bid Protest Procedures

Any vendor who desires to protest the award of a bid pursuant to this policy shall, within fifteen (15) days after award of the bid, give notice of their protest. The notice shall state in detail the basis of the claimant’s bid protest and the resolution requested. The bid protest shall be provided to the Business Manager or designee. The Business Manager or designee shall investigate the claim and issue a written decision within fifteen (15) days after receipt. If the claimant is not satisfied with the decision of the Business Manager or designee, the claimant may appeal the decision to the District’s Board of Trustees. The notice of appeal shall be filed with the Board of Trustees within fifteen (15) days after issuance of the decision from which the appeal is taken. The appeal shall state the basis of the appeal and provide to the Board the original bid protest, together with a copy of the decision being appealed from. The specific grounds for the appeal shall be stated in the appeal and shall not include additional claims or information not provided with the original bid protest.

The Board of Trustees at the next regular board meeting following the receipt of the appeal shall either hear the appeal or set a time to consider the appeal. The Board may in its discretion render a decision based upon the information and records before the Board of Trustees or, in the Board’s discretion, may request the claimant and a representative of the District to each present information pertaining to the bid protest.

The Board shall issue a written decision within thirty (30) days of the meeting in which it considered the appeal.

Legal References:	2 C.F.R. § 200.318	General Procurement Standards
	7 C.F.R. § 210.21	Procurement
	7 C.F.R. § 220.16	Procurement Standards
	7 C.F.R. § 225.17	Procurement Standards
	MCA § 20-9-204	Conflicts of interest, letting contracts, and calling for bids

Cross References:	Board Policy 5035	Staff Ethics and Political Activity
	Board Policy 5070	Disciplinary Action
	<u>Board Policy 5105</u>	<u>Conflicts of Interest</u>
	Board Policy 7010	Purchasing
	<u>Board Policy 7012</u>	<u>Procurement of Supplies, Materials, Equipment and Services Using Federal Funds</u>

139 Policy History:
140 Adopted on: 2.14.2017
141 Revised on:

12.3.2019 Policy Committee – 1st Reading
1.7.2020 Policy Committee – 2nd Reading

12.10.2019 Full Board – 1st Reading
1.14.2020 Full Board – 2nd Reading



Superintendent
Tyler Ream, Ed. D
324-2001

Business Manager
Janelle Mickelson
324-2040

Board of Trustees Meeting

Ray Bjork Learning Center
1600 8th Avenue

Tuesday December 10, 2019
5:30 p.m.

MINUTES

The Board of Trustees Meeting of the Board of Trustees was called to order by Chair Luke Muszkiewicz at the Ray Bjork Learning Center, 1600 8th Avenue, Helena, Montana at 5:33 p.m.

ATTENDANCE – Present unless otherwise noted

Luke Muszkiewicz, Board Chair
Terry Beaver, Board Vice Chair
Sarah Sullivan, Trustee
Jeff Hindoien, Trustee
Elizabeth “Libby” Goldes, Trustee
Jennifer Walsh, Trustee (absent - unexcused)
Siobhan Hathhorn, Trustee (absent – excused)
John McEwen, Trustee
Hannah Muszkiewicz, Helena High School Representative
Zyanne Cervantes, Capital High School Representative (absent – excused)

Dr. Tyler Ream, Superintendent
Josh McKay, Assistant Superintendent
Janelle Mickelson, Business Manager
Barb Ridgway, Chief of Staff
Stacy Collette, Human Resources Administrator
Sean Maharg, Special Education Administrator
Sean Morrison, Special Education Administrator
Kalli Kind, Director of Support Services
Jane Shawn, Helena Education Association President

Guests:

Lisa Cordingley, Helena Education Foundation
Steve Thennis, Helena High School Principal
Bill Kaiser, Helena Public Schools Teacher
Ann Waickman, No Kid Hungry
Claire Pichette, Helena Public Schools Teacher
Joan Leik, Wellness Committee Member/HPS Teacher
Rebecca Cleveland, CHS Head Volleyball Coach

I. CALL TO ORDER/PLEDGE OF ALLEGIANCE

Chair Luke Muszkiewicz called the meeting to order at 5:33 p.m. and led the Pledge of Allegiance.

II. REVIEW OF AGENDA

No changes.

III. EDUCATOR & STUDENT RECOGNITIONS

- A. Capital High School Volleyball team was introduced by Coach Rebecca Cleveland for winning back-to-back State AA Volleyball championships.
- B. Claire Pichette, Helena High School teacher, was introduced by HHS Principal Steve Thennis. She was selected as a 2017 national award winner for the prestigious Presidential Award for Excellence in Mathematics and Science Teaching. This is the nation's highest honor for U.S. math and science teachers in grades K-12.
- C. Ryan Schulte, Helena High School teacher, was introduced by HHS Principal Steve Thennis. He was accepted into the Case Method Project at the Harvard Business School.
- D. Caroline Southworth, Capital High School student, is a semi-finalist for the National Merit Scholarship, however, was unable to attend the meeting.

IV. GENERAL PUBLIC COMMENT

Ann Waickman with Kids Hunger Coalition thanked the Board for the efforts being made toward nutrition. There have already been improvements with the menu.

Joan Leik, a member of the District Wellness Committee and a Helena Public Schools teacher, made it aware and asked the board to support a curriculum being made to educate children about wellness and nutrition.

V. NEW BUSINESS

A. Items for Action

- 1. Elementary general fund budget amendment proclamation due to an unanticipated enrollment increase was presented by Janelle Mickelson. Ms. Mickelson presented the petition to adopt the budget and proposed to adopt the budget in January. Last year the increase was similar.

Motion: Sarah Sullivan moved to approve the Elementary General Fund Budget Amendment. John McEwen seconded the motion.

Public Comment: None
Board Comment: None
Vote: 6-0 The motion carried

2. HSD Policy 3010: School Admissions
Barb Ridgway presented the policy.
There were changes made on lines 36-38 to make it clear on how those immunization records move. There were clarifications made to line 45 that there is no longer a personal exemption.
Motion: Libby Goldes moved to approve Policy 3010. Terry Beaver seconded the motion.
Public Comment: None
Board Comment: None
Vote: 6-0 The motion carried.
3. HSD Policy 7012: Procurement of Supplies, Materials, Equipment, and Services Using Federal Funds
Barb Ridgway presented the policy on the second reading.
Motion: John McEwen moved to approve Policy 7012. Libby Goldes seconded the motion.
Public Comment: None
Board Comment: None
Vote: 6-0 The motion carried
4. HSD Policy 7065: Contracts with Third Parties Affecting Student Records
Barb Ridgway presented the policy with no additional changes.
Motion: Terry Beaver moved to approve Policy 7065. Libby Goldes seconded the motion.
Public Comment: None
Board Comment: None
Vote: 6-0 The motion carried

B. Consent Action Items

1. Board of Trustee Meeting – November 12, 2019 minutes
2. Board of Trustee Special Session – November 26, 2019 minutes
3. Approval of Personnel Actions
4. Approval of Warrants
5. Resolution to Dispose of Personal Property – Technology Surplus
Motion: Sarah Sullivan moved to approve the Consent Action Items. John McEwen seconded the motion.
Public Comment: None
Board Comment: None
Vote: 6-0 The motion carried.

C. Items for Information

1. HSD Policy 2035: Federal Funding and Title I
Barb Ridgway presented the first reading of Policy 2035. This policy will have updated language to match legislative changes.
2. HSD Policy 4040: School, Student, Parent, Family and Community Engagement in Education
Barb Ridgway presented Policy 4040. This is an existing policy that is being revamped.
3. HSD Policy 5105: Conflicts of Interest
Barb Ridgway presented Policy 5105. This policy is an existing policy that is being revised.
4. HSD Policy 7053: Food Services Procurement
Barb Ridgway presented Policy 7053. This is an existing policy with the cross references being the only changes necessary.

A short break was called at 6:25p.m. The meeting was called back to order by Board Chair Luke Muszkiewicz at 6:32p.m.

5. 2019/2020 Enrollment and Demographics Update
Superintendent, Dr. Tyler Ream, presented this annual presentation to the Board of Trustees. The data is specific to the numbers pulled in October 2019. Dr. Ream discussed enrollment stability with considering enrollment trends starting in 2002, which have been consistent. Current enrollment, given the drop with East Valley Middle School, is still going strong and is on track with the Elementary schools' numbers. Dr. Ream discussed the cohort enrollment trends further, breaking down Elementary, Middle, and High School enrollment. The projections versus actual enrollment differences with a forecast of 2019 done in 2015 had a -55 difference across the district, which was a -.6% difference. The expected elementary growth in the district continues a positive trend. 2019 Kindergarten class is only the second 600+ student incoming kindergarten class in the last 20 years. The expected high school enrollment showed 161 fewer students than our high school enrollment numbers from last fall. With current east-west transfer restrictions in place, enrollment at Capital High School will be relatively flat across the next three years. Based on the sizes feeder classes from Helena Middle and an average number of out-of-district transfers (40), Helena High is expected to near 1,075 students by the 2022/23 school year. Dr. Ream suggested that they are in the information gathering stage with this information.

D. Reports

1. **Budget & Program Committee Report**
Trustee Jeff Hindoien reported that the committee did meet. They reviewed that there needs to be an update on the salary schedule negotiated items. The plan is to get the big program budget projections set up to better inform the negotiation process for next year.

2. Policy Committee Report

Trustee Libby Goldes reported that the committee did meet. With Bea's help advising the committee, we were able to understand the complexity of changing one word. The committee will meet again on January 7.

3. Facilities & Maintenance Report

Trustee Terry Beaver reported that the committee did meet. They went over the cost of getting the report from an outside agency, however, the District has done much of the work, so Dr. Ream will continue to absorb this extra cost.

4. Teaching & Learning Committee Report (TLC)

Dr. Ream reported that there was not a meeting this month, however, there is a full agenda for January.

5. Health Benefits Committee Report

Trustee Libby Goldes reported that there was a plan to cover any cost for genetic therapy. There would be approval for a one-time use, however, express scripts said this may not happen. This may affect the stop-loss insurance, however, the representatives for stop-loss think it may not affect that. There will be further meetings about this topic.

6. Montana School Boards Association Report

Board Chair Luke Muszkiewicz reported that it's been a quiet month, there will be more to report next month.

7. Helena Education Association Report

Jane Shawn, HEA President, reported that some folks are worried about a RIF. She is reassuring them that they will get a full overview budget. She reported that there are four new board-certified teachers within the district; Katie Wright, Smith Elementary, Adam Clinch, Capital High, Susan Robinson, Central Elementary, and Jake Warren, Capital High.

8. Student Representative Reports

Hannah Muszkiewicz, Helena High School Representative, reported that HHS has an array of concerts and competitions coming up. Winter sports have started. Student Council has started working towards a random acts of kindness campaign as well as constructing holiday food baskets.

VI. SUPERINTENDENT'S REPORT

Dr. Tyler Ream spoke on maintenance related issues focusing on student safety. He plans to get with Kalli to figure out what will work. There are a couple things that can be done right now, coming from building reserves. One immediate deliverable is to reduce the number of exposed unsupervised hallways in order to get to the main office. Kalli and her team are pricing these projects. This cannot be a negotiation, there needs to be hard lines for safety and security for protocol to work. Our students need to learn how to have identification on them at all time. It's a small sacrifice to know who is in our buildings

and to keep our students safe. If this is something we want to do in May, we need to get this together fast if we want to run a levy towards this. We need more facility upgrades to increase the safety and security of the students.

VII. BOARD COMMENTS

None

VIII. ADJOURNMENT

There being no other topics for future meetings and no public comment on issues not on the agenda, the meeting adjourned at 8:24 p.m. The next Regular Board Meeting will be held on January 14, 2019.

Respectfully submitted,

Luke Muszkiewicz, Chair

Jessica Evans, Recording Secretary

Date

PERSONNEL ACTIONS
December 11, 2019 – January 14, 2020

CERTIFICATED PERSONNEL

Appointments

<u>Name</u>	<u>Effective</u>	<u>Location/Assignment</u>	<u>Salary</u>
Buska, Cassandra	01/06/2020	RBLC/Special Education Resource	\$22,894.04*
Heaton, Catherine	02/10/2020	HHS/Library	\$26,140.81*

*Temporary Contract: Contract expires at the discretion of the District or 6/10/2020 whichever occurs first.

Terminations/Retirements

<u>Name</u>	<u>Effective</u>	<u>Location/Assignment</u>	<u>Reason</u>
Jacobsen, Deborah	06/30/2020	Hawthorne/Elementary Principal	Retirement
Standage, Chanelle	12/16/2020	RBLC/Nurse	Resignation

<u>Name</u>	<u>Term</u>	<u>Location/Assignment</u>	<u>Type of Leave</u>
-------------	-------------	----------------------------	----------------------

Change in Contract

<u>Name</u>	<u>From</u>	<u>To</u>	<u>Effective Date</u>
-------------	-------------	-----------	-----------------------

**Temporary Assignment*

CLASSIFIED PERSONNEL

Appointments

<u>Name</u>	<u>Effective</u>	<u>Location/Assignment</u>	<u>Salary</u>
Bishop, Arielle	12/16/2019	JD-Ross-Kessler-Cen/IEFA Tutor	\$15.48/hr.
Stinson, Christine	12/16/2019	Transportation/Routing & Data Spec.	\$42,098/yr.
Tripp, Jayden	01/06/2020	CRA/IEFA Academic Tutor	\$15.48/hr.

**Temporary Assignment*

Terminations/Retirements

<u>Name</u>	<u>Effective</u>	<u>Location/Assignment</u>	<u>Reason</u>
Casey, Clifford	12/31/2019	CHS/Custodian	Retirement
Foster, Patricia	01/21/2020	Broadwater/SACC Para Educator	Resigned
Kirkland, Mark	12/12/2019	Warren/Custodian	Resigned
Lamphere, Dan	12/31/2020	MBC/Payroll Coordinator	Retirement
Lindgren, David	01/10/2020	CRA/IEFA Academic Tutor	Resigned
Patterson, Paul	12/11/2019	CHS/Head Boys Soccer Coach	Resignation
Paul, Linda	11/20/2019	HHS/Head Girls Cross Country	Retired
Weber, Amy	12/06/2019	Four Georgians/Para Educator	Discharge
Wood, Amy	01/17/2020	CHS/Day Custodian	Resigned

Leaves

<u>Name</u>	<u>Term</u>	<u>Location/Assignment</u>	<u>Type</u>
-------------	-------------	----------------------------	-------------

SUPPLEMENTARY CONTRACT ASSIGNMENTS

<u>Last Name</u>	<u>First Name</u>	<u>Assignment</u>	<u>Location</u>	<u>Amount</u>
Broadhead	Dane	Track-Assist Boys	Helena High	\$3,370.50
Clark	Brooke	Track-Asst Girls	Capital High	\$3,210.00
Hogan	Brittany	Softball JV Head	Helena High	\$2,302.00
Hussey	Randy	Coordinator-Boys Basketball	Helena High	\$2,000.00
Klemp	Jennifer	Coordinator-Softball	Helena High	\$600.00

APPROVAL OF OUT-OF-DISTRICT ATTENDANCE AGREEMENTS
(NONRESIDENT STUDENTS ATTENDING HELENA SCHOOL DISTRICT)

Grade	District of Residence	Address	School of Attendance
9	Powell County High School	Avon	Capital High School
9	Jefferson High School	Clancy	Capital High School
9	Jefferson High School	Clancy	Helena High School
10	Jefferson High School	Clancy	Helena High School
11	Jefferson High School	Clancy	Helena High School
11	Jefferson High School	Clancy	Helena High School
11	Jefferson High School	Clancy	Helena High School
11	Jefferson High School	Clancy	Helena High School
11	Jefferson High School	Montana City	Helena High School
12	Jefferson High School	Clancy	Capital High School
12	Jefferson High School	Clancy	Helena High School
12	Jefferson High School	Clancy	Helena High School
12	Jefferson High School	Montana City	Helena High School

Running Total of Out-of-District Attendance Agreements

Grade	Address							Total	
	East Helena	Clancy	MT City	Jefferson City	Boulder	Elliston	Avon		Out of State
K	3					1			4
1									0
2									0
3									0
4									0
5	1								1
6	2								2
7		1							1
8		1							1
9	18	36	1	2				1	58
10		4			1				5
11		4	1						5
12		4	2					2	8
	24	50	4	2	1	1		2	85

**Policy Background – Items for Information
Board of Trustees Meeting
January 14, 2020**

The policy below is being presented for information only. It has had an initial review by the Policy Committee.

A. 9000 Facility Goals

The Board Policy Committee believes that as we continue to address our ongoing facility issues that a policy section devoted specifically to facilities could provide guidance and direction for future facility projects and issues. Administration would be charged with developing procedures to ensure implementation of adopted policies.

The *Facility Goals* policy being presented for first reading establishes the Board's role in planning for, investing in and ensuring sustainability of all District facilities.

2
3 SCHOOL FACILITIES

4
5 Facility Goals

6
7 The District recognizes the importance of the physical plant in providing an environment
8 conducive to the learning/teaching process. Such an environment must be attractive,
9 comfortable, safe, secure, and healthful.

10
11 The District acknowledges its stewardship responsibilities under the law, which requires
12 it to “hold in trust all real and personal property of the district for the benefit of the
13 schools and children of the district.”

14
15 Facilities represent a long-term investment, and proper care will extend the useful life of
16 this investment far into the future. The District shall develop and implement an
17 aggressive program to maintain and upgrade the buildings and grounds of the District.

18
19 The District further recognizes the importance of planning in order to anticipate the
20 facilities needs of the future. The District shall review changes in demographics, in health
21 and safety factors, and in educational philosophy to keep the District physical plant fully
22 responsive to the District’s education programs.

23
24
25
26 Legal References: § 20-6-601, MCA Trustees’ power over property

27
28 Cross References:

29
30 Policy History:

31 Adopted On:

32 Revised On:

33



Mid-Year Strategic Priorities Update

Board of Trustees Meeting - January 14, 2020
Helena Public Schools



DRAFT
01.20.20



What are Strategic Priorities?

Areas of opportunity that, if successfully addressed, significantly improve the organization as a whole

Background & Context:

- Strategic Priorities were drafted to align with the Mission and Vision of the Helena Public Schools
- The six current priorities were crafted through a variety of inputs including:
 - Our district's most recent strategic plan (2016)
 - Qualitative data gathered and considered across the 2018/2019 school year (including the 100 Day entry plan and summary report).

Background & Context:

- Priorities represent the “optimal state,” meaning, these statements will be true when our district has reached an optimal level of performance in a designated area
- Priorities represent two distinct but interrelated areas
 - **Teaching and Learning:** Priorities that are specifically aligned with our core educational responsibilities as a school district.
 - **Management and Operational:** Priorities that are more foundational in nature and support the educational environment of our schools.

Helena Public Schools: Strategic Priorities

Strategic Priorities

Teaching and Learning

Ensure that each HSD student is engaged in learning opportunities that are authentic, meaningful, and relevant

Ensure that every HSD graduate has multiple career, college or service options available to them upon high school graduation

Ensure a culture of interdependence exists on every HSD campus in which self-awareness, self-regulation, social awareness, and collaboration are taught and continually fostered as necessary 21st Century skills.

Management and Operations

Ensure that the learning of every HSD student and employee is supported by a school facility that is safe, healthy and neutral to additive to optimal student learning

Ensure an aligned, balanced and sustainable budget supports the varied needs of our students while providing predictability and consistency for our HSD colleagues and community.

Ensure that each HSD stakeholder receives and has access to timely, informative and relevant school and district information via a varied communications platform

Background & Context:

- **Near-Term Goals:** By design, each priority includes annual goals only relevant to that school year (July to June)
- **Assessments and Targeted Outcomes:** Priorities and related near-term goals include assessments that, by design, measure our progress
- **Operational Plans:** Required for each priority, operational plans frame important project management aspects including deliverables, leads, and expected delivery dates.

Alignment with Board Committees: Several Board Committees have at least one aligned priority

- ***(Teaching and Learning Committee)*** Ensure that each HSD student is engaged in learning opportunities that are authentic, meaningful, and relevant
- ***(Teaching and Learning Committee)*** Ensure that every HSD graduate has multiple career, college or service options available to them upon high school graduation
- ***(Facilities and Maintenance)*** Ensure that the learning of every HSD student and employee is supported by a school facility that is safe, healthy and neutral to additive to optimal student learning
- ***(Budget and Program Committee)*** Ensure an aligned, balanced and sustainable budget supports the varied needs of our students while providing predictability and consistency for our HSD colleagues and community.



How are we progressing?

Strategic Priority: Ensure that each HSD student is engaged in learning opportunities that are authentic, meaningful, and relevant.

SY2020 Goals:

- Ensure that the learning every student, the instruction of every educator and the care of every parent is supported by a district-wide academic platform that includes 1) essential standards, 2) aligned proficiency scales, and 3) leveled curricular resources (both print and digital) available 24/7
- Evaluate and revise school-level data platforms to include regular progress monitoring as an integral part of each school's instructional framework
- Explore, pilot and implement additional reading interventions targeted for intermediate elementary students

Strategic Priority: Ensure that each HSD student is engaged in learning opportunities that are authentic, meaningful, and relevant.

Projects to Date:

- ✔ Interim Data Sessions: Work collaboratively with schools to develop and implement mid-year data sessions focused on utilizing interim data to inform instructional designs
- 🟡 Educator Data Dashboard:
 - 🟡 Stabilize/Enhance PowerSchool as our district's foundational Student Information System (SIS)
 - 💬 Implement a data dashboard that will allow our educators to easily access relevant, real-time indicators needed for instructional design
- 🟡 Curriculum Development Plan: Develop and communicate a plan (including deliverables and timelines) for the iterative development of our K-12 curriculum including standards-based grading and the eventual implementation of competencies
- 🟡 Foundations of Reading: Develop and implement professional development and coaching for educators based on the 5 Foundational Reading Skills

Strategic Priority: Ensure that every HSD graduate has multiple career, college or service options available to them upon high school graduation.

SY2020 Goals:

- Realign statistical benchmarks to ensure alignment with college/career/service options upon graduation
- Revisit the current design, function and the social/emotional, physical and academic outcomes of middle school to ensure vertical alignment between elementary, high school and post-high school options.
- Expand curricular and professional development efforts designed to ensure cross-curricular writing at the middle and high school levels
- Explore, design and implement course patterning that ensures that students remain on-track through Algebra II

Strategic Priority: Ensure that every HSD graduate has multiple career, college or service options available to them upon high school graduation.

Projects to Date:

- Develop Measures of Success: Research, develop, communicate and monitor a K-12 framework of measures (outcomes and targets) aligned with the goal of ensuring that every HSD graduate has multiple career, college or service options available to them upon high school graduation
- Post Graduation Connections: Research, design and implement a plan for connecting with HSD students after their graduation to ensure continued connection and support
- Youth Apprenticeship Expansion: Collaboratively work with partner organizations to expand apprenticeship opportunities for high school students
- Course Patterning Project: Pilot efforts to review/enhance course patterning efforts to include needed interventions and progress monitoring for Pre-Algebra, Algebra and Algebra II

Strategic Priority: Ensure a culture of interdependence exists on every HSD campus in which self-awareness, self-regulation, social awareness, and collaboration are taught and continually fostered as necessary 21st Century skills.

SY2020 Goal:

- Develop a social/emotional health tier for each level (elementary, middle and high) that includes the formal teaching and reinforcement of proactive, researched-based programs/practices.

Strategic Priority: Ensure a culture of interdependence exists on every HSD campus in which self-awareness, self-regulation, social awareness, and collaboration are taught and continually fostered as necessary 21st Century skills.

Projects to Date:

- ✔ PGBG Expansion: Expand training and implementation of PAX Good Behavior Game (PGBG) to interested elementary schools
- 🟡 Support Tiers: Facilitate collaborative efforts across schools to articulate and share interventions per behavioral support tiers – Tier I (universal), Tier II (targeted), Tier III (intensive)
- ⋯ Behavioral Handbook: Develop a comprehensive behavioral support handbook to include support tiers, resources, and revised protocols including threat assessments
- 🟡 Expand Professional Development Options: Based on the support tiers of our schools, work to develop, offer and facilitate expanded professional development options (to include the 2019/2020 school year and the 2020 Educator Conference)

Strategic Priority: Ensure that the learning of every HSD student is supported by a school facility that is safe, healthy and (neutral to additive) to their learning

SY2020 Goal:

- Update the district facilities plan to include 1) the 2017 Bond deliverables and 2) an updated demographics study in order to develop clear next steps pertaining to school facilities and attendance boundaries.

Strategic Priority: Ensure that the learning of every HSD student is supported by a school facility that is safe, healthy and (neutral to additive) to their learning

Projects to Date:

- ✓ Deliver New Schools: Complete the construction and delivery of three new school facilities on-time and in accordance with the commitments we made to our community
- Deliver Safety/Security Upgrades: Enhance the safety/security of every elementary and middle school through 1) the completion of planned facility upgrades, and 2) realigned emergency procedures
- Phased High School Safety/Security Plan: Develop and deliver a phased plan to upgrade safety/security of high school campuses
- Long-Range Facilities Plan: Revise long-range facilities plan to include 1) updated school facilities ('17 bond), 2) *revised assessment of current needs and 3) potential plans for future efforts

** In accordance with the above strategic priority, school facilities will be assessed for safety, health and educational viability*

Genre: Management and Operations (Budget/Finance)

Strategic Priority: Ensure an aligned, balanced and sustainable budget supports the varied needs of our students while providing predictability and consistency for our HSD colleagues and community.

SY2020 Goal:

- Develop and maintain elementary and high school district budgets (FY21) that 1) support the continued development of teaching and learning, and 2) ensure sustainability and fiscal solvency in future years.

Strategic Priority: Ensure an aligned, balanced and sustainable budget supports the varied needs of our students while providing predictability and consistency for our HSD colleagues and community.

Projects to Date:

- ✔ FY19 Audit: Complete and publicly report on an FY19 audit to ensure appropriate fiscal practices, public transparency and continued financial viability across the Helena Public Schools
- 🟡 Multi-Year Budget Projection: Develop and report a five-year budget projection that ensures public understanding of the district's current and near-term financial outlook (general funds)
- 🟡 High School Phasedowns: Work collaboratively with high schools to ensure supportive yet cautious fiscal support to manage phasedowns associated with declining high school enrollment
- ✔ Facilitate Retirement Incentive: Manage the negotiated retirement incentive to ensure clarity, consistency and fiscal solvency
- 🟡 Electronic Time and Payroll Reporting: Implement a secure, electronic system for managing time and payroll records





Strategic Priority: Ensure that each HSD stakeholder receives and has access to timely, informative and relevant school and district information via a varied communications platform.

SY2020 Goal:

- Develop a district communications plans that outlines the district's communications platform, practices, methods and targets.

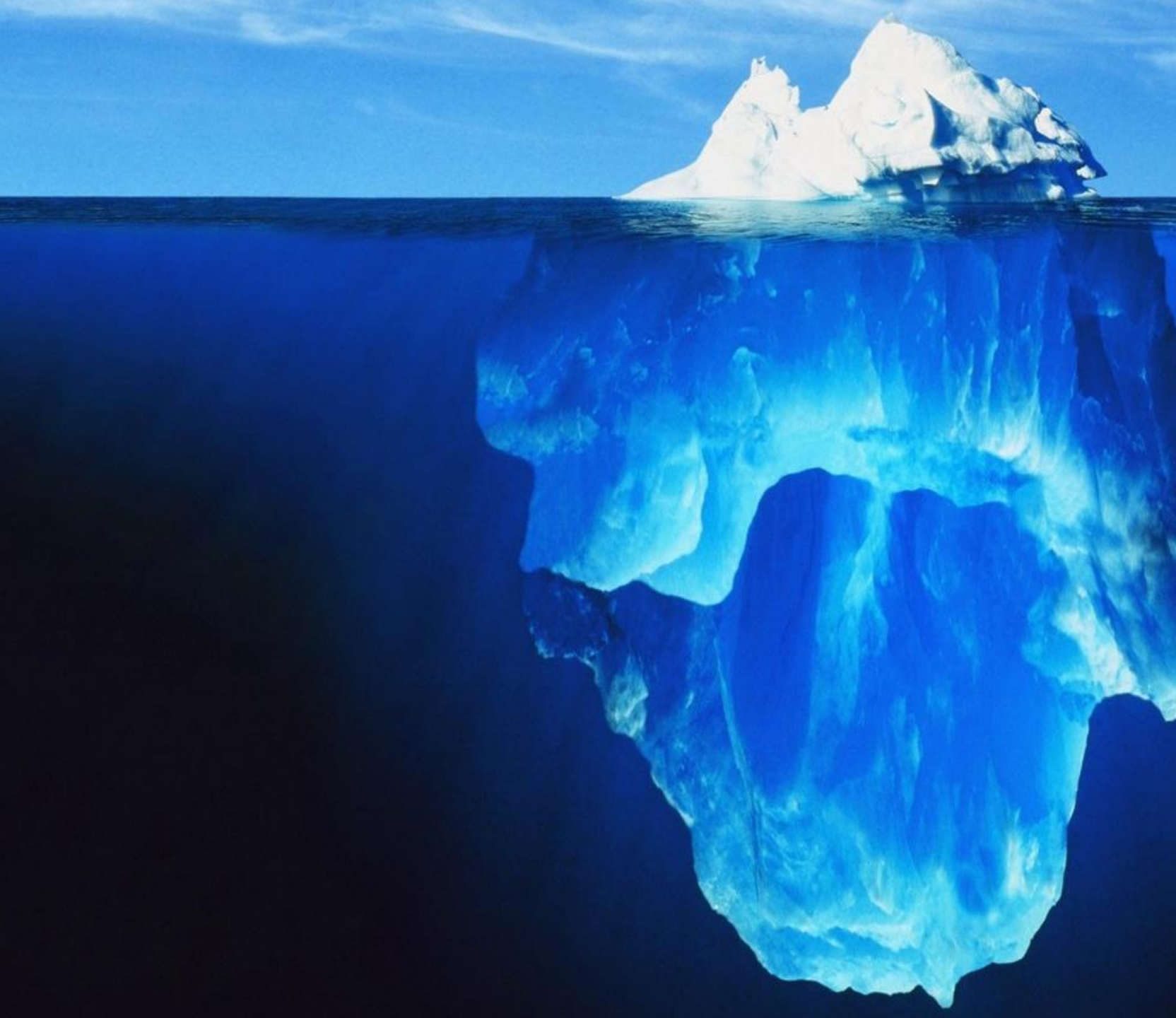
Strategic Priority: Ensure that each HSD stakeholder receives and has access to timely, informative and relevant school and district information via a varied communications platform.

Projects to Date:

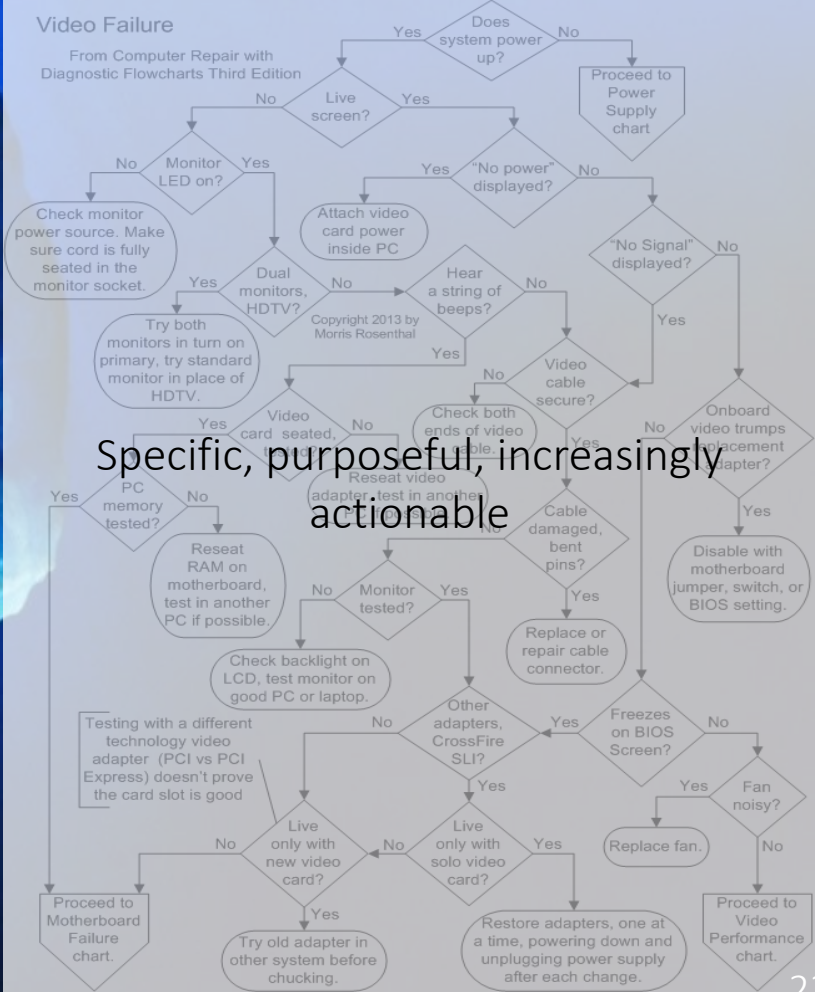
-  External Communications Plan: Develop an overarching plan to inform external communications practices including protocols and deliverables for daily communication, periodic communications and emergency communications
-  Internal Communications Plan: Develop a plan for internal communications including protocols and deliverables for daily communication, periodic communications and emergency communications
-  Social Media Enhancement: Enhance the district's social media presence through increased platforms, activity, and viewership
-  Redevelop HSD Website: Provide the most current, complete and timely information to students, families, educators, and our community via a dynamic, modern, and visually striking website

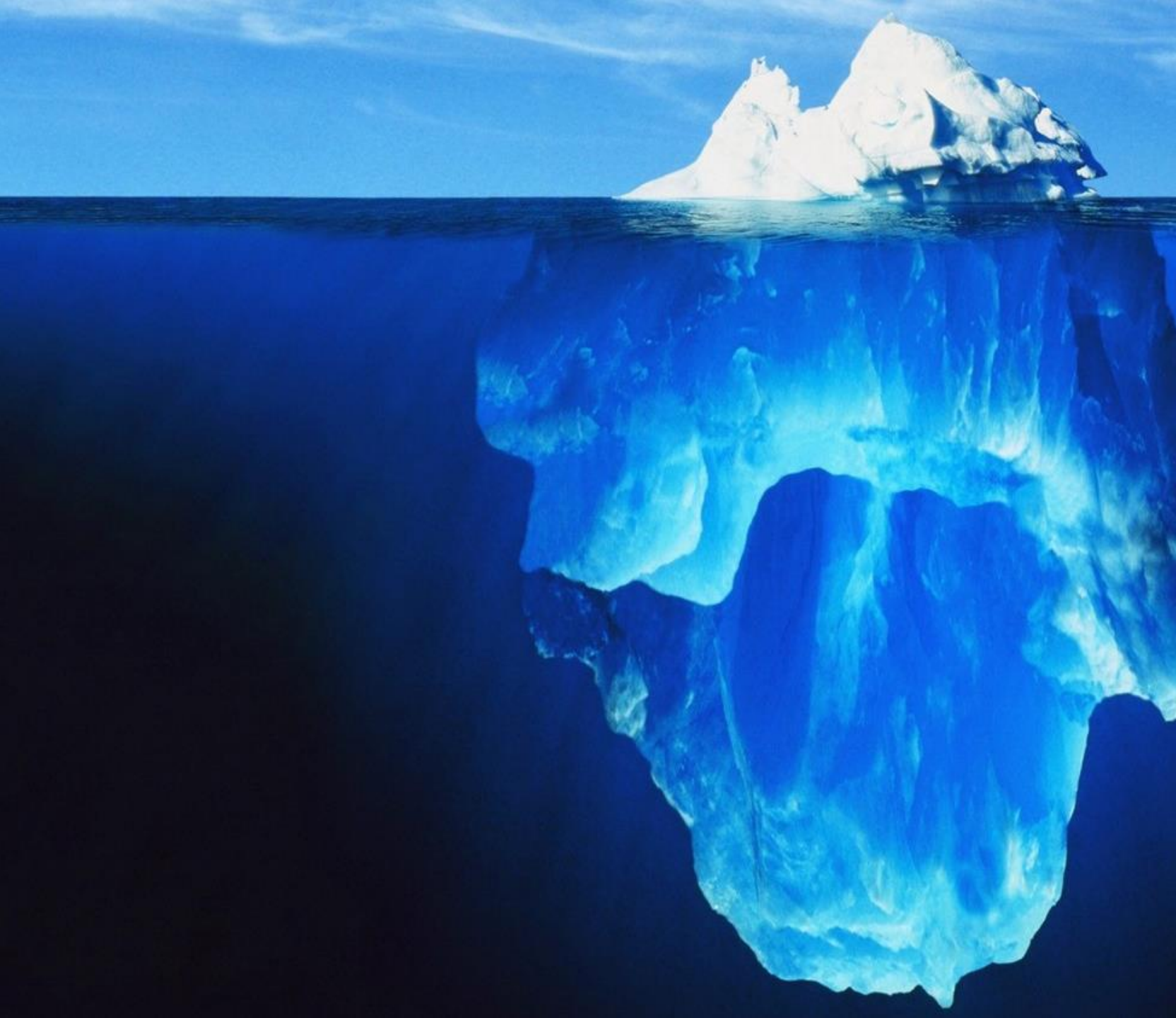


How are we measuring our progress?



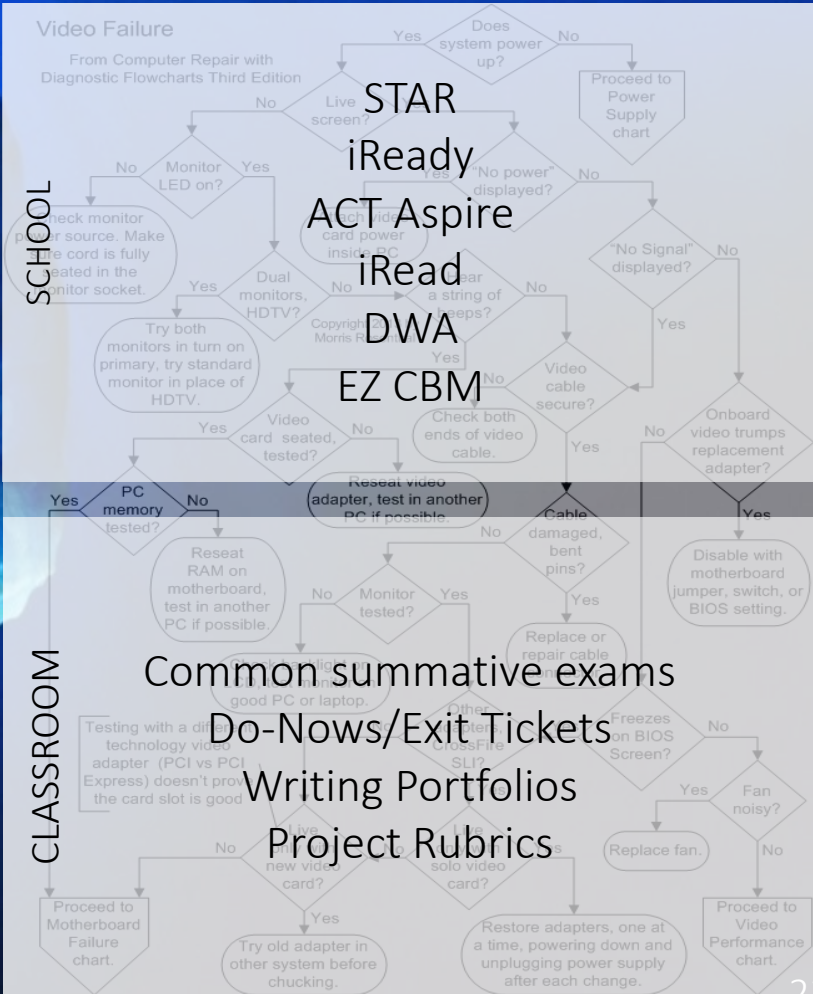
Broad, summative, often not immediately actionable





MEASURES

Attendance, Climate, SES, and Summative Academic Data



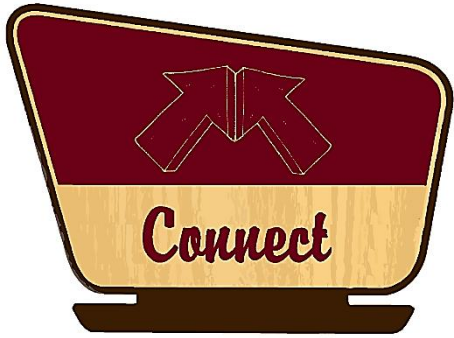


Our students present and ready to learn?

First and foremost, students must be present to take full advantage of their learning environment and associated opportunities. Without attendance, a student is effectively disconnected from their learning (academic environment) and learning environment (social environment).

How will we know?

- Daily attendance rates¹ (SP1)



Are students connected to and find meaning in their learning and learning environments?

For optimal learning to occur, students must be socially, emotionally and academically connected to their school. In addition, for students to fully comprehend new learning, they must find relevancy and a purpose to the content.

How will we know?

- Student connectedness rates² (SP1)



Are our students academically growing and developing towards having post-high school options to succeed?

In HSD1, our mission involves preparing students to be college and career ready. To accomplish this, we believe that each student needs to be learning at their optimal rate (as measured by growth). Upon graduation, each HSD1 student should be able to choose from a variety of career and college options as they seek to discover their pathway forward as adults.

How will we know?

- Rate of HSD1 students achieving/exceeding on year of growth in one year of time² (SP1)
- Percentage of HSD1 student scoring at/above "mastery" on local, state and nation (ACT) assessments¹ (SP2)
- Annual gap-closure rate for students performing below "mastery" on local and state assessments¹ (SP2)
- Percentage of HSD1 high school graduates who continued learning through a college/university, military service, an accredited career program or another form of service learning² (SP2)



Example District Measures

Measure	Baseline	2021 Target	2021 Actual
Average daily attendance rate	91.2%	92.0%	92.2%
Composite student connectedness rates (5pt. Likert Scale – 1 low to 5 high)	Academic Connectedness: 3.2 School Connectedness: 3.8 Social Connectedness: 4.0	Academic Connectedness: 3.6 School Connectedness: 4.0 Social Connectedness: 4.2	Academic Connectedness: 3.2 School Connectedness: 4.0 Social Connectedness: 3.9
(LOCAL) Rate of average student growth (Grades 3-8)	English/Language Arts: 0.98 Mathematics: 1.11	English/Language Arts: 1.10 Mathematics: 1.10	English/Language Arts: 1.05 Mathematics: 1.12
(LOCAL) Percentage of students achieving at/above mastery (Grades 3-8)	English/Language Arts: 58% Mathematics: 49%	English/Language Arts: 60% Mathematics: 51%	English/Language Arts: 57% Mathematics: 53%
(SBAC) Percentage of students achieving at/above mastery (Grades 3-8)	English/Language Arts: 56% (MT50%) Mathematics: 48% (MT41%)	English/Language Arts: 58% Mathematics: 50%	English/Language Arts: 57% (MT52%) Mathematics: 52% (MT41%)
(DC) Percentage of students attempting a Dual Credit class	63%	68%	68%
(AP) Percentage of students attempting an Advance Placement class	44%	46%	47%
(AP) Percentage of students attempting an AP Exam (per enrolled class)	87%	89%	90%
(AP) Composite percentage of students achieving at/above mastery on AP Exams	67%	69%	67%
(ACT) Percentage of eleventh grade students achieving at/above composite mastery	32.35%	34.00%	34.08%
Percentage of post high school students remaining on-target*			Post Four Months: 88% (2020) Post-Sixteen Months: 80% (2019) Post-Twenty-Eight Months: Post-Forty Months:

*On-Target includes the percentage of graduates who remain enrolled in a four-year college/university, two-year college, military service, technical program, or career-track job



K12+4 District Measures

Measure	Baseline (2019/2020)	2021 Target	2021 Actual
Average daily attendance rate	90.97%	x	TBD
(NEED) Composite student connectedness rates (5pt. Likert Scale – 1 low to 5 high)	Academic Connectedness: TBD School Connectedness: TBD Social Connectedness: TBD	Academic Connectedness: x School Connectedness: x Social Connectedness: x	Academic Connectedness: TBD School Connectedness: TBD Social Connectedness: TBD
(NEED) Rate of average student growth (Grades 3-8)	English/Language Arts: TBD Mathematics: TBD	English/Language Arts: x Mathematics: x	English/Language Arts: TBD Mathematics: TBD
(STAR) Percentage of students achieving at/above mastery (Grades 3-8)	English/Language Arts: 79% Mathematics: 82%	English/Language Arts: x% Mathematics: x%	English/Language Arts: TBD% Mathematics: TBD%
(SBAC) Percentage of students achieving at/above mastery (Grades 3-8)	English/Language Arts: 56% (MT50%) Mathematics: 48% (MT41%)	English/Language Arts: x% Mathematics: x%	English/Language Arts: TBD% (MT%) Mathematics: TBD% (MT%)
(DC) Percentage of students attempting a Dual Credit class	NEED%	x%	TBD%
(AP) Percentage of students attempting an Advance Placement class	X% (X of X)	x%	TBD%
(AP) Percentage of students attempting an AP Exam (per enrolled class)	X% (540 of X)	x%	TBD%
(AP) Composite percentage of students achieving at/above mastery on AP Exams (score of 3 or higher)	71% (340 of 540)	x%	TBD%
(ACT) Percentage of eleventh grade students achieving at/above composite mastery	32.35%	x%	TBD%
Percentage of post high school students remaining on-target*			Post Four Months: TBD% (2021) Post-Sixteen Months: TBD% (2020) Post-Twenty-Eight Months: Post-Forty Months:

*On-Target includes the percentage of graduates who remain enrolled in a four-year college/university, two-year college, military service, technical program, or career-track job



What are our next steps?

Next Steps:

- Further refine project management practices:
 - Break down and review projects at the tactics/actions level
 - Monitor tactics/actions in shorter cycles/sprints

(SP2.1) Develop Measures of Success: Research, develop, communicate and monitor a K-12 framework of measures (outcomes and targets) aligned with the goal of ensuring that every HSD graduate has multiple career, college or service options available to them upon high school graduation

- ✓ (SP2.1.1) Research outcome measures for alignment with post high school success via pathways (including college-going options, technical education options, military service and career-track jobs)
- ✓ (SP2.1.2) Facilitate feedback sessions pertaining to draft measures with stakeholders including (but not limited to) educators, administrators, parents, higher-education partners, business partners, and HSD Trustees.
- ✓ (SP2.1.3) Revise draft measures in accordance with feedback received
- ✓ (SP2.1.4) Research data for any current measures to establish a baseline
- ⚠ (SP2.1.5) Research and obtain assessment options for indicators that remain “to be determined”
- ⋮ (SP2.1.6) Facilitate assessments and/or surveys and research data for all measures to establish baseline data
- ⋮ (SP2.1.7) Facilitate feedback sessions with school administrators to set goals for the forthcoming school year
- ⋮ (SP2.1.8) Review final draft of measures, baseline datasets and goals with the Board of Trustees

- Communication of Strategic Priorities:
 - Include updates and links in periodic internal communication
 - Design an update page within the forthcoming, refreshed website

Now

Helena



Public Schools

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