



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

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

Notice of Online Meeting:

In compliance with the guidance of local and state health officials, the Helena Public Schools are conducting this Board of Trustees Meeting as an online meeting. This meeting will not occur at any specific location as all members will attend online.

Members of the public are able to attend by clicking on the below link. We ask that all participants mute their microphone until called upon by the Board Chair for general and/or specific public comments. Upon completing public comment, please ensure that your microphone is again muted.

This meeting will take place using Microsoft Teams. However, participants need only to click on the below link to join the meeting from any internet enabled device.

https://teams.microsoft.com/l/meetup-join/19%3ameeting_MjZlZjg3ZTMtYThjYy00ZDczLTk5MTMtYWE0YTkyNzVhNWJk%40thread.v2/0?context=%7b%22Tid%22%3a%22f4b4f9cd-c417-4e65-8143-10d0fe789053%22%2c%22Oid%22%3a%22c065943b-e7ea-4ff8-ad53-8851a166377b%22%7d

AGENDA

I. CALL TO ORDER / PLEDGE OF ALLEGIANCE

II. REVIEW OF AGENDA

III. 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.

Helena Public Schools Board of Trustees

Luke Muszkiewicz
Board Chair
Siobhan Hathorn
Trustee

Terry Beaver
Vice Chair
Jeff Hindoién
Trustee

John E McEwen
Trustee
Sarah Sullivan
Trustee

Libby Goldes
Trustee
Jennifer Walsh
Trustee

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IV. NEW BUSINESS

A. Items for Action

1. Remote Services Action Plan Update (see attached)

B. Items for Consent

1. Board of Trustees March 10, 2020, Meeting Minutes (see attached)
2. Board of Trustees March 27, 2020, Special Meeting Minutes (see attached)
3. Approval of Personnel Actions
4. Approval of Warrants (see attached)

C. Items for Information

1. Remote Services Update: Forthcoming Grading and Graduation Decisions (see attached)

D. Reports

1. Health Benefits Committee Report
2. Montana School Boards Association Report
3. Helena Education Association Report
4. HHS / CHS Student Representatives Report

V. SUPERINTENDENT'S REPORT

VI. BOARD COMMENTS

VII. ADJOURNMENT

The next Board of Trustees Meeting has been scheduled for May 12, 2020.

Board of Trustees Board Meeting

Remote Services Action Plan: 4/14/20 Food Services Update



IV. NEW BUSINESS

A. Action Items

1. Remote Services Action Plan Update
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Background: The Helena Public Schools completed/submitted their original draft of the Remote Services Action Plan on Friday, March 27th, 2020. This plan remains in action and serves as the foundation for our remote environment and services we continue to provide. In concert with Federal Regulations, our Grab & Go food distribution sites were updated as of Monday, August 6th to include nine specific locations (listed below).

In addition, the days of food distribution were updated as we now provide seven days of meals but only distribute on Mondays, Wednesdays and Fridays. Participants receive two days of meals on Mondays and Wednesdays and three days of meals on Fridays. These updates have been added to our Remote Services Action Plan and, in compliance with Governor Bullock's 3/19 directive, this update requires approval and the resubmission of the plan.

9 Regional Grab & Go Meal Locations/Times:

- Bryant Elementary: 11:45am to 1:00pm
- Broadwater Elementary: 10:00am to 11:15am
- Central Elementary: 1:15pm to 2:00pm
- Four Georgians Elementary: 10:00am to 11:15am
- Rossiter Elementary: 12:00pm to 1:00pm
- Warren Elementary: 11:45am to 1:00pm
- Dollar Tree (3085 N Montana Ave): 10:00am to 11:15am
- CVS (603 N Montana): 11:45am to 1:00pm
- Bob's Valley Market (7507 N Montana Ave): 10:15am to 11:30am



Remote Services Action Plan
 Helena Public Schools
 Date of Initial Plan: Friday, March 27, 2020
 Updated: Tuesday, April 14, 2020

OVERVIEW

On Sunday, March 15, 2020, Governor Bullock ordered all K-12 public schools in Montana closed starting Monday, March 16, 2020, through Friday, March 27, 2020. This closure was extended by Governor Bullock on March 24, 2020 through Friday, April 10, 2020. Pursuant to Governor Bullock’s March 19 directive, requirements for pupil instruction from Monday, March 16, 2020 through Friday, March 27, 2020 were waived with Montana’s public schools receiving full funding, including the state transportation reimbursement. The Governor further directed that during the mandated school closure from March 16, 2020 to March 27, 2020, school districts were to plan and begin implementation on the following:

1. Offsite learning instruction and structure;
2. School meals, consistent with what the District regularly provides;
3. Services for students with disability; and
4. Other services customarily provided to students.

Through his March 19 directive, the Governor stated that districts will receive full funding and all requirements for pupil instruction will be waived if the following conditions are met:

1. The District creates a Plan of Action to address those specific areas identified above;
2. The Board of Trustees approves the District’s Plan of Action;
3. The Governor, in consultation with OPI, approves the Board of Trustees’ endorsed Plan of Action and waives all requirements for pupil instruction. The Governor’s March 19, 2020, directive provides that: “Presumptively, the Governor will approve waiver requests that are approved by school boards.”
4. The District will submit periodic reports to the Governor addressing those specific areas identified above.

PLAN OF ACTION

Upon announcement by Governor Bullock that all public schools in Montana were to close, the Helena Public Schools initiated a plan that involved several phases, each designed to bring remote services online in the most expedient manner possible. An outline of that plan, by-date, is included in the below graphic.

Day #1 Monday, March 16	Day #2 Tuesday, March 17	Day #3 Wednesday, March 18	Day #4 Thursday, March 19	Day #5 Friday, March 20
<ul style="list-style-type: none"> · Campuses Closed to Students · Classrooms open to pick-up supplies · Teacher Planning Day #1 	<ul style="list-style-type: none"> · Campuses Closed to Students · Classrooms open to pick-up supplies · Teacher Planning Day #2 	<ul style="list-style-type: none"> · Campuses Closed to Students · Chromebook distribution at all schools · Teacher Planning Day #3 	<ul style="list-style-type: none"> · Campuses Closed to all non-essential personnel · Remote Learning Day #1 · Remote student services begin 	<ul style="list-style-type: none"> · Campuses Closed to all non-essential personnel · Remote Learning Day #2
Breakfast/Lunch service at each school (to-go)	<ul style="list-style-type: none"> · Breakfast/Lunch service at each school (to-go) 	<ul style="list-style-type: none"> · Regional Grab & Go Sites Open 	<ul style="list-style-type: none"> · Regional Grab & Go Sites Open 	<ul style="list-style-type: none"> · Regional Grab & Go Sites Open · Helena Food Share Food-Pack Delivery
District/Home Communication Update	Principal/Home Update Email Update SPED/Home Update Email	Teacher/Student-Family Overview Email	Teacher/Student-Family Day #1 Email	Teacher/Student-Family Day #2 Email

This five-day plan provided an overview of daily deliverables that allowed us to shift from our traditional, in-person service environment to a remote services environment. Prior to this closure, parents/families received several updates including decisions to cancel out-of-state travel, school events, etc. District/Home communications increased with two messages being sent on Sunday, March 15th and one each of the following two days. By midweek, communication to our families shifted from being district-wide to school specific. This allowed families to reconnect with their principal and teachers as we prepared for our first day of remote instruction on Thursday, March 19, 2020. The Helena Public Schools have utilized a remote learning environment, provided services for students with additional needs, provided ongoing food services, and provided remote student services continuously since Thursday, March 19th.

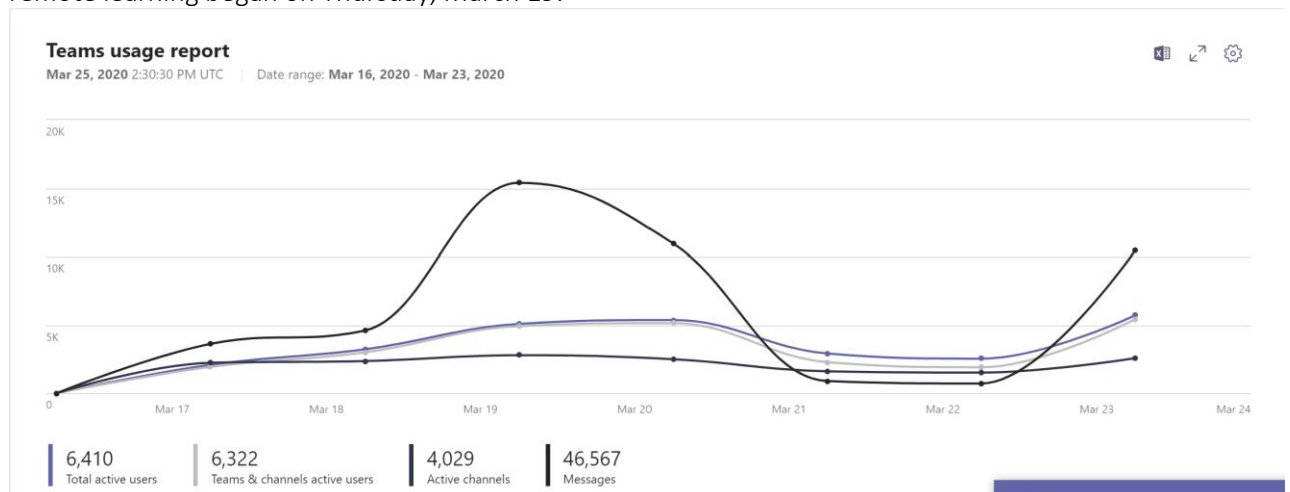
The following represents remote services currently being provided by the Helena Public Schools. In accordance with Governor Bullock’s directive, each of our plan’s four areas are described below:

1. Offsite Learning Instruction and Structure:

The Helena Public Schools are utilizing a remote learning environment designed to accomplish two daily goals: 1) remain connected to our students (socially, emotionally and academically) and 2) provide every student with a remote extension of our classroom teaching/learning environment. Students/Families were provided an [overview](#) of our remote learning environment on March 17, 2020, prior to the initiation of remote learning on March 19, 2020. Below are specifics related to our remote learning environment:

- Daily Connections: Our educators strive to connect with their learners each day whether through email update, class meetings, online instruction, feedback on assignments, video “office hours,” online tutoring/differentiation, or an individual phone call.
- Academic Content: While the initial days of remote learning primarily focused on the reinforcement and application of previously learned content, new learning will become a more prominent part of remote learning instruction beginning on April 6th and will continue as long as school closures continue. Our educators will work together to consider which of the identified essential standards remain as needing to be taught/mastered. Regardless of continued closure, identified essential standards will serve as our primary content focus by grade level, school and classroom as we progress towards the conclusion of the 2019/2020 school year.
- Platforms: Clever serves as the district’s single sign-on platform which connects students to district, school and teacher-specific resources. The Helena Public Schools utilize the Microsoft Office 365 Suite as a backbone to our offered digital tools and programs. This suite includes Microsoft Outlook for student email and scheduling and Microsoft Teams as a platform for digital learning and collaboration, and Microsoft Stream for Videos. We also support Moodle as a learning platform for some of our classes.

As illustrated in the graphic below, usage of Microsoft Teams has grown to over 6,400 active users since remote learning began on Thursday, March 19.



- Teacher Planning: Just as they do when schools are open, teachers meet weekly for designated Professional Learning Community (PLC) meetings. During these meetings, educators review student data, discuss plans for teaching essential standards and collectively share instructional strategies. These collaborative opportunities remain an important part of our shared instructional framework and are now taking place in a remote manner.
- Using the [Very Good Online Teaching Standards](#) developed by the Montana Digital Academy, we have created learning frameworks for K-1, 2-5, Middle and High School. These efforts ensure consistency, communication and common expectations across the district.

Through this plan, the Helena Public Schools are continually working to ensure the continuity of educational services for all of our students, regardless of resources available at home. The strategies identified below are available to all students and customizable according to the unique needs of specific students.

Examples to include:

- All certified and classified employees are utilizing a digital, online work environment to connect and provide educational services to our students. Resources utilized to accomplish these daily objectives include the following.
 - Daily/Multiday Schedules: Teachers work to provide daily and/or weekly learning schedules to students that provide our learners with suggested windows of time for learning. These schedules include many components of the traditional learning day but are adapted to meet the asynchronous needs of this new learning environment. As part of our remote learning environment, schools/educators are working to provide access to all curricular areas, including physical education, library, music, art, and social-emotional learning. That noted, the Helena Public Schools understand that online learning schedules must be flexible to meet the needs of students and families as they balance work, study, and family life during this time.
 - Update Emails: Teachers/Principals connect with students/families via student email addresses with class/course updates, schedules and resources.
 - Class Meetings: Teachers utilize Microsoft Teams to connect with their classes as general, daily check-ins or to discuss specific academic content.
 - Recorded Lessons: Teachers may record specific direct instruction portions of their lessons as a resource to support remote learning.
 - Online Tutoring: Teachers primarily utilize Microsoft Teams to connect with specific students or small groups of students to focus on specific content or questions.
 - Accessibility Tools: All Microsoft Office tools include accessibility features to improve access for students with disabilities
 - School/Home Phone Calls: Teachers, counselors and administrators reach out via phone to students who have been absent/offline for several days. These calls allow schools to remain connected to students and gauge their ongoing needs (physical, social, emotional and academic).
 - Digital Resources: Using our single login site, Clever, teachers load educational resources (programs, articles, websites, etc.) in one common place for easy student access. Teachers group resources into “teacher pages” that students are able to access. Additionally, district-wide programs/resources are pre-loaded into every student’s account. Many of these include options for enrichment for students who would like to expand their learning.
 - Traditional Textbooks, Digital Textbooks and Other Associated Resources: Prior to closure, students (K-12) were able to take needed texts home for remote use. However, many district curriculum resources are also available online. Digital textbook supplements aid in supporting deeper learning through expanded access and content. Teachers are able to cite/link these resources into student plans and students are able to access all of these online materials from home using the Clever portal.
- In order to ensure that all students have access to online coursework, the Helena Public Schools are providing the below-listed supports:

- Chromebook Checkout: Through several structured Chromebook opportunities, the Helena Public Schools have been able to provide over 1,500 Chromebook devices to students for use throughout this closure. Multiple distribution dates will occur for the first two weeks of closure. Should closure continue, weekly distribution will occur each Friday in concert with regional food service sites and/or individualized home delivery. We will use a similar system to replace any Chromebooks that malfunction on a weekly basis.
- District Support: Our Helena Public Schools IT Department has rapidly retooled to provide online support for students and staff.
- Service Connection: The Helena Public Schools are working to pair families with available internet services via media providers. One example includes Charter Communications offer to provide free Spectrum broadband and Wi-Fi access for 60 days to households with K-12 and/or college students who do not already have a Spectrum broadband subscription (up to 100 Mbps).
- Hotspot Checkout: The Helena Public Schools have purchased internet hotspot devices through T-Mobile. These hotspots will be provided to students in situations where Wi-Fi internet remains unavailable.
- Reimbursement: As needed, through the use of transportation funds (pursuant to 20-10-101(5)), the Helena Public Schools may be able to reimburse parents for the costs of internet access. However, through services provided by media companies (including the above-referenced) and the use of hotspots, we believe that we can aid most of our families with devices and connectivity.

2. School Meals, consistent with what the Helena Public Schools regularly provide:

Access to needed school meals has been a regular part of our remote services environment from the first day of school closure. Over the first week of closure, the Helena Public Schools through our partner Sodexo, phased breakfast and lunch meal services from individual school sites (3/16 and 3/17) to eight regional meal sites beginning Wednesday, March 18, 2020. Services were expanded to nine regional sites beginning the week of April 6th, 2020.

In addition, the Helena Public Schools continue to partner with the Helena Food Share to provide Food Packs to students and families in need. Made possible through the Helena Food Share, meals are provided to sustain families over weekends and breaks. First Student, our partner in student transportation, will begin delivery of Food Packs on Friday, March 27, 2020. Students and families will be able to receive their Food Packs from our buses at designated stops near/at their places of residence.

Through these two collaborative food service methods, students and families are provided breakfast and lunch each weekday and Food Packs for meals over weekends and breaks. For additional information, please see the examples below.

Examples may include:

- The Helena Public Schools/Sodexo provide free, grab-and-go breakfasts and lunches to any child, ages 1 to 18. Food service is provided on Mondays, Wednesdays and Fridays at nine regional sites (listed below). Students are provided with two days of meals (three days of meals on Fridays). This will ensure that our students are being provided breakfast and lunch for each day of the week, weekends included. In addition, parents are able to reserve meals via an online [link](#). While not required, this link helps our kitchens better predict daily meal needs. To date, the Helena Public Schools/Sodexo are serving between 1,000 and 2,000 meals each day.

9 Regional Grab & Go Meal Locations/Times:

- Bryant Elementary: 11:45am to 1:00pm
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- CVS (603 N Montana): 11:45am to 1:00pm
- Bob's Valley Market (7507 N Montana Ave): 10:15am to 11:30am

- The Helena Public Schools are fortunate to partner with the Helena Food Share to provide Food Packs for students/families in need. These resources target weekends and breaks to ensure that students have needed food when traditional school kitchens are not open. Beginning Friday, March 27, 2020, First Student Transportation will partner to deliver Food Packs to students via our school buses.

3. Services for Students with Disability:

The Helena Public Schools have implemented the following strategies to ensure that each student being served through an Individualized Education Plan (IEP) or a 504 Plan continue to receive the educational and related services required to make progress towards their individual goals. Throughout this school closure, the Helena Public Schools will continue to provide a Free and Appropriate Education for students with disabilities. However, in upholding the safest possible environment for all involved, the Helena Public Schools will be conducting IDEA and 504 meetings via electronic means and/or meeting in person, but complying with CDC Guidelines, State Guidelines and/or local health guidelines.

In addition to the above-described services, associated with the section entitled Offsite Learning Instruction and Structure, the below services are being offered to every student currently receiving special education services. The identified strategies below are customized and differentiated to meet the individual needs of every student in association with the Individuals with Disabilities Education Act (IDEA) and Section 504 of the Rehabilitation Act.

- The provision of Free and Appropriate Public Education (FAPE) may include, as appropriate, special education and related services provided through remote instruction provided virtually, online or telephonically.
- Our special education staff continue planning and providing special education, and related services, to students with special needs.
- Special education staff are reviewing IEPs to determine what, if any, accommodations are necessary in order for students to access our remote learning environment.
- Through examining the individual needs of each child in relation to provided services, special education staff will consider and implement alternative modes of instruction that serve to meet the intent of student's IEP goals through a remote learning environment.
- Services and related services that can be offered for each child may include paper packets, online resources, remote instruction and support through a virtual learning platform.
- If a child with a disability who is at high risk of severe medical complications is excluded from school during an outbreak of COVID-19 once schools re-open, the exclusion will be considered a change in educational placement subject to the protections of the Code of Federal Regulations.
- A continually evolving FAQ document has been created/posted for parents/families - [Link](#)

Examples may include:

- In addition to the above-described services, associated with the section entitled Offsite Learning Instruction and Structure, the below examples are specific to meeting the needs of students who are receiving services associated with special education including related services.
 - Online Learning: Special Education Teachers are utilizing a host of online resources to engage students in new learning. Resources include but are not limited to Freckle for Math, Spelling City, KHAN Academy, and Read 180
 - Video Student/Class Meetings: Special Education Teachers are working to convene their students in a digital format as a way to continue the social/emotional connection of school. Teachers work to provide an overview of the intended learning content before working (digitally) in small groups or

individually to address specific needs.

- Conferencing with Students and Families: Staff are interacting remotely with students and families using Microsoft Teams, Class Dojo and other live conferencing platforms. Conferencing typically occurs either in small groups or through individualized interactions.
- Hard-Copy Resource Packets: In the initial days of remote learning, special education teachers sent home resource packets associated with student IEP Goals. Teachers then worked to follow-up remotely in support of learning.
- Textbook Guides: Special Education Teachers utilize traditional texts as appropriate while providing accommodations and modifications. Supports are aligned to student IEP goals but limited to what is available given the distance required during this closure.

4. Other Services Customarily Provided to Students:

With the exception of services that cannot be provided in a remote manner, the Helena Public Schools will continue to ensure that student needs are met through needed resources and support. These continued services include counseling, social/emotional support services, health and medical services, library/media services, technology services and driver's education. While listed below, our before/after school program (SACC) and student athletics/activities have largely been suspended as these services/environments are limited for health reasons.

Examples include:

- Counseling and Social/Emotional Support Services: Student support services have transitioned to a remote platform that include a variety of methods.
 - Counselors and social workers are reaching out to students and families to address lack of academic progress or other struggles with the online environment (calls and emails)
 - Counselors, social workers, administrators and technology personnel are working to assist students and families with technology needs including devices and internet access
 - Counselors and educators are working to provide support and assistance to our students who have active 504 Plans
 - Counselors and social workers are connecting with teachers and administrators to address specific student needs
 - Counselors and social workers are continuing to assist students remotely with college/career questions, plans and needs
 - All student support personnel are meeting weekly as professional learning communities
 - All student support personnel are meeting weekly with grade level groups
 - Counselors and social workers are participating in remote IEP meetings
 - Counselors and social workers are conducting regular check-ins with student through emails, phone calls and Microsoft Teams appointments.
 - All student support personnel are meeting weekly with their school's administrative team
 - Student support personnel are working to provide a variety of resources on school webpages focused on coping skills, time management, technology help sheets, etc.
 - Counselors continue to work with students to finalize registration for classes next fall
 - Counselors and social workers are continuing to provide support and process/connect referrals for current mental health needs including new needs that arise during the time of school closure
 - High school counselors continue to provide current seniors (12 graders) with college and scholarship support
- Health and Medical Services: Our school nurses continue to support students, families and colleagues through a variety of remote services. These services include all of the following.
 - Continuing to manage medication needs (e.g. returning medication to families, etc.)
 - Providing COVID-19 Prevention Practices to principals for staff and student newsletters
 - Working with families to provide medical consultation via phone or email
 - Participating in Lewis & Clark Public Health(LCPH) COVID-19 contact tracing training

- Participating in Response Team support and training with the LCPH department during the COVID-19 Outbreak/Pandemic
- Providing support to students and staff as requested/needed
- Library/Media Services: Our K-12 Librarians are working remotely to provide continued services to our students, K-12. Remote services may include:
 - Developing standards-based information/media lessons to be delivered during weekly “specials” at the K-5 Level
 - Integrating library lessons into classroom instruction and collaborating with students and teachers by joining their online classes
 - Providing digital resources and support to students and staff
 - Helping manage Chromebook distribution and provide technical support to students, staff and families
 - Meeting weekly in PLC groups to plan together to provide support and materials for instruction
 - Collecting and curating resources appropriate for age level and school culture
 - Providing links to reading and technology resources that vendors are providing at no cost during pandemic closure
 - Connecting with students through various online tools and providing technology support for online tools for staff, students, and parents
 - Serving as moderators during virtual classes
 - Facilitating online book clubs/groups (e.g. One Book Activity, etc.)
 - Running extracurricular activities like Spirit Week, etc.
 - Assisting counselors who are checking on students
 - Managing remote learning platforms for schools
 - Creating and sharing daily videos and video story times via numerous platforms (e.g. ClassDojo, Clever, YouTube, Teams, etc.)
 - Frequently adding resources to the District’s COVID-19 Learning Bridge
 - Helping develop take-home packets for primary students
 - Managing Audible accounts for students
 - Locating and sharing resources with teachers to use for online instruction, such as anchor text, tech tutorials, best practices using tech tools
 - Assisting students with logging in to classes, receiving communication, and submitting work to classes
 - Facilitating communication between administration and teachers for our English Language Learners (ELL). Librarians have a relationship with these students as they work regularly in the library.
- Technology Services: As noted above in the section entitled Offsite Learning Instruction and Structure, the Helena Public Schools will continually work to ensure that every student’s technology needs are being met in relation to our remote learning environment. Ongoing services include Chromebook checkout/exchange, internet acquisition, and technology support/problem solving.
- Drivers Education: Our Drivers Education program continues to provide digital classroom instruction that will count towards required hours. However, non-classroom driving hours have been suspended as there is no feasible way to provide such opportunities in a manner that is consistent with the guidance of state and local health officials.
- SACC Before/After School Program: Our before and after school programs were closed as a result of school closures. However, staff members continue to reach out to students in their program and as school closures continue, will be providing after-hours academic support to available, enrolled SACC students.
- Athletics and Activities: All school-related athletics and activities were suspended with the announcement of school closures. The Helena Public Schools are strictly following the expectations of the Montana High School Association (MHSA) in prohibiting practices, meetings or gatherings of any sort. Coaches remain in contact with their student athletes strictly to provide support during this challenging time. Student-athletes are encouraged to continue their workouts individually but only in a manner consistent with the guidance of state and local health officials.

CHECKLIST OF ACTIONS:

During the planning and implementation of the District's Plan of Action, the Helena Public Schools implemented the following processes/mechanisms to ensure compliance with the Governor's March 19, 2020 Directive. These actions include ongoing collaboration with all stakeholders and effective communications with our community, staff, parents and students.

- ✓ On Tuesday, March 24th, the Board of Trustees for the Helena Public Schools made a Declaration of Unforeseen Emergency pursuant to 20-9-801 through 20-9-806, MCA
- ✓ At a properly noticed meeting (Friday, March 27th, 2020), the Helena Public Schools Board of Trustees reviewed this Remote Services Action Plan. This review included dialogue and deliberation by Trustees in an open meeting format. Prior to approving this plan, the public had an opportunity to provide input and feedback. The plan was posted publicly on our district website on Wednesday, March 25th in association with the called Board of Trustees Meeting that occurred on Friday, March 27th, 2020.
- ✓ The administrative staff of the Helena Public Schools have taken the lead in coordinating meetings with parents, certified and classified staff while maintaining the social-distancing, self-isolation and other guidance of the CDC, the State and local health officials.
- ✓ The certified and classified employees of the Helena Public Schools have participated in the development and implementation of this Remote Services Action Plan. All employees were informed of our need to develop a plan via email on Monday, March 23rd, 2020. The plan was drafted through feedback shared from school principals as a result of staff and departmental meetings. All of our Helena Public Schools Employees were provided a draft of this plan on Wednesday, March 25th, 2020. Feedback was gathered and incorporated into the final, presented plan.
- ✓ All parents/guardians of our students have been informed of our Remote Services Action Plan for the continuity of educational and other services to their children.
- ✓ The Helena Public Schools have maintained regular contact with our community during this time of uncertainty to provide our community that we are providing for the needs of students and families and doing our part to minimize the impact of COVID-19 on our community, staff, parents and students. Please see the above-referenced communication and the below-referenced appendix for specific updates.
- ✓ The Helena Public Schools have adopted a policy protecting students and student information when engaged in online learning ([HSD Policy 7065: Contracts with Third Parties Affecting Student Records](#))
- ✓ The Helena Public Schools have taken measures to ensure that all communications relating to the provision of programs and services for students and families are accessible to individuals with disabilities. This includes ensuring that all messages are available in both audio and visual formats.
- ✓ The Helena Public Schools leadership team has reviewed COVID-19 basic information provided by the CDC.
- ✓ The Helena Public Schools have established a point of contact with local and state health authorities to discuss the impact of COVID-19 on their community.
- ✓ The Helena Public Schools have provided students, staff, and parents with COVID-19 fact sheets from the CDC including citations/links to online resources from the CDC, the Montana Department of Public Health & Human Services, and Lewis & Clark Public Health

- ✓ The Helena Public Schools have communicated information for staff and students on common preventative measures for COVID-19 prevention including:
 - Washing hands with soap for at least 20 seconds
 - Avoiding touching eyes, nose, and mouth
 - Covering coughs and sneezes with tissues and throwing away tissues
 - Avoiding contact with others when sick
- ✓ The Helena Public Schools will continue to comply with FERPA in reference to any student who may be identified as having COVID-19
- ✓ The Helena Public Schools will continue to comply with HIPAA Privacy laws in reference to any staff member who may be identified as having COVID-19.
- ✓ The Helena Public Schools have taken safety measures to comply with CDC guidelines on social distancing (6-feet of distance between individuals), limiting large groups of individuals from being together, and provided disinfectant wipes, etc. to regularly sanitize surfaces within the school, including but not limited to: door handles/knobs, restrooms, surfaces and electronic devices shared by staff and others, etc.
- ✓ The Helena Public Schools have adequately equipped maintenance and cleaning staff with personal protective equipment gloves and gowns that are appropriate for the cleaning products used and to minimize having contact with potentially contaminated surfaces.
- ✓ The Helena Public Schools maintain a cleaning schedule that is updated daily based on school/building activities during this closure.
- ✓ The Helena Public Schools have worked to educate all staff to recognize the symptoms of COVID-19 in case they become exposed to the virus themselves.
- ✓ The Helena Public Schools have cancelled all school sponsored events/travel of students and staff.
- ✓ The Helena Public Schools will utilize twice monthly Board of Trustee Meetings to regularly review and refine our Remote Services Action Plan to ensure it continues to meet the needs of our students throughout this school closure.
- ✓ The Helena Public Schools Board of Trustees will review and when necessary approve any updates to this Remote Services Action Plan for submission to the Governor's Office.



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 March 10, 2020
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 5:30 p.m.

ATTENDANCE – Present unless otherwise noted

Luke Muszkiewicz, Board Chair
Terry Beaver, Board Vice Chair
Sarah Sullivan, Trustee
Jeff Hindoen, Trustee
Elizabeth “Libby” Goldes, Trustee
Jennifer Walsh, Trustee
Siobhan Hathhorn, Trustee
John McEwen, Trustee
Hannah Muszkiewicz, Helena High School Representative
Zyanne Cervantes, Capital High School Representative

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

Guests:

Steve Thennis, Helena High School Principal

Brett Zanto, Capital High School Principal

Julia Shannon, Helena High School Swim Coach

Jeff Mahana, Capital High School Wrestling Coach

Chloe Smith, Capital High School Speech and Debate Coach

Ben Terhune, Helena High School Speech and Debate Coach

I. CALL TO ORDER/PLEDGE OF ALLEGIANCE

Chair Luke Muszkiewicz called the meeting to order at 5:30 p.m. and led the Pledge of Allegiance.

II. REVIEW OF AGENDA

No changes.

III. EDUCATOR & STUDENT RECOGNITIONS

- A. Christion Goetsch, Helena High School student, Swimming State Champion in boys 100-yard butterfly, was unable to attend the meeting.
- B. Parker Keller, Helena High School student, was introduced by Coach Shannon, who was introduced by HHS Principal Steve Thennis. Parker is the Swimming State Champion in boys 200-yard individual medley and boys 100-yard breaststroke. He is also academic all-state.
- C. Rob Wagner, Helena High School student, was introduced by Coach Shannon, who was introduced by HHS Principal Steve Thennis. Rob is the Swimming State Champion in boys 500-yard free-style.
- D. Helena High students, Christion Goetsch, Parker Keller, Rob Wagner, and Jacob Demmons were introduced by Coach Shannon. They are the Swimming State Champion in the 400-yard free-style relay.
- E. Noah Kovick, Capital High School student, was introduced by Coach Mahana, who was introduced by CHS Principal Brett Zanto. Noah is the State Champion in Wrestling, in the 182-pound weight class.
- F. Lea Hohenlohe, Capital High School student, was introduced by Coach Chloe Smith, who was introduced by CHS Principal Brett Zanto. Lea was a National Speech & Debate Meet Double Qualifier in International and US Extemporaneous Speaking.
- G. Jordyn Shaw, Capital High School student, was introduced by Coach Chloe Smith, who was introduced by CHS Principal Brett Zanto. Jordyn was a National Speech & Debate Meet Qualifier in Congressional Debate.
- H. Erin Heaton, Capital High School student, was unable to attend the meeting. Erin was a National Speech & Debate Meet Qualifier in World Schools Debate.
- I. Hannah Muszkiewicz, Helena High School Student, was introduced by Coach Ben Terhune, who was introduced by HHS Principal Steve Thennis. Hannah was a National Speech & Debate Meet Double Qualifier in Domestic Extemporaneous and International Extemporaneous Speaking.

- J.** Timothy Cuddy, Helena High School Student, was introduced by Coach Ben Terhune, who was introduced by HHS Principal Steve Thennis. Timothy was a National Speech & Debate Meet Qualifier in World Schools Debate.
- K.** Hayden Ferguson, Helena High School Student, was introduced by HHS Principal Steve Thennis. Hayden is a National Merit Finalist.
- L.** Lea Hohenlohe, Capital High School Student, was introduced by CHS Principal Brett Zanto. Lea is a National Merit Finalist.
- M.** Caroline Southworth, Capital High School Student, was unable to attend the meeting. Caroline is a National Merit Finalist.

Luke Muszkiewicz called a 5-minute break at 6:10pm. The Board resumed at 6:17pm.

IV. GENERAL PUBLIC COMMENT

None

V. NEW BUSINESS

A. Items for Action

1. Approval of Resolution of Intent to Increase Non-Voted Levies

Janelle Mickelson presented the information to the board. trustees of a school district are required to adopt a resolution no later than March 31 and provide notice whenever the trustees intend to impose an increase in a Non-Voted levy in the ensuing year to support budgets in the following funds: transportation fund, bus depreciation fund, tuition fund, adult education fund, and building reserve fund. The resolution must include at a minimum, the estimated number of increased or decreased mills to be imposed compared to the current fiscal year, the estimated increase or decrease in revenue to be raised compared to the current fiscal year, and the estimated impact on a home valued at \$100,000 and a home valued at \$200,000. A copy of the resolution must be published in a newspaper that will give notice to the largest number of people of the district as determined by the trustees and must be posted to the school district's website. All estimates are preliminary and expected to change and are based on the current year's taxable values. This is linked to identify projects. The increase in the tuition levy represents the estimated increase in payments made to detention facilities and the estimated actual cost of providing services to resident students with special needs in the current year. The estimated increase in the adult education fund will be based on any increases in salary and benefits and estimated operating needs for the ensuing year.

Motion: Sarah Sullivan moved to approve the resolution of intent to increase Non-Voted levies for the Elementary District, Jeff Hindoién seconded the motion.

Public Comment: None

Board Comment: None

Vote: 8-0 The motion carried

Motion: Sarah Sullivan moved to approve the resolution of intent to increase Non-Voted levies for the High School District, Siobhan Hathorn seconded the motion.

Public Comment: None

Board Comment: None

Vote: 8-0 The motion carried

2. Approval of the RBLC Safety and Security Bid

Kalli Kind presented the information to the board. The project bid recommendation is for the safety and security work to be completed at RBLC this summer. The base project bid includes, controlled public access, keyless entry, exterior cameras and speakers, electronic reader boards and integrated communications. Two bids were received and have been thoroughly vetted. The recommendation is to award the base bid to Wadsworth Builders in the amount of \$740,800.00.

Motion: John McEwen moved to approve the Ray Bjork Learning Center Safety and Security Bid; Libby Goldes seconded the motion.

Public Comment: None

Board Comment: None

Vote: 8-0 The motion carried.

3. Approval of the Kessler Partial Re-Roof Bid

Kalli Kind presented the bid to the board. The project bid recommendation is for the Kessler Elementary School partial reroof project. The project includes six roof sections. There were three bids received and thoroughly vetted. Centimark is the lowest responsible bid, which is recommended to the Board at \$162,194.00.

Motion: John McEwen moved to approve the Kessler Partial Re-Roof Bid; Sarah Sullivan seconded the motion.

Public Comment: None

Board Comment: None

Vote: 8-0 The motion carried

4. Approval of the Warren Partial Re-Roof Bid

Kalli Kind presented the bid to the board. The project bid recommendation is for the Warren Elementary partial reroof project. The project includes one roof section. Six bids were received and thoroughly vetted. The recommended award for the project is Summit Roofing in the amount of \$69,900.00. The project will commence during the 2020 summer break.

Motion: Libby Goldes moved to approve the Warren partial reroof bid. Sarah Sullivan seconded the motion.

Public Comment: None

Board Comment: None

Vote: 8-0 The motion carried

5. Approval of the Helena High School Partial Re-Roof Bid

Kalli Kind presented the bid to the board. This project is for the Helena High School partial reroof bid. The project includes four roof sections. Six bids were received, however, the low bid from Advanced Contracting Services was disqualified due to the contractor not being certified to install and warranty the specified material. Summit Roofing is the next lowest responsible bid and has completed many successful roofing projects for the Helena School District. The recommendation award goes to Summit Roofing in the amount of \$144,030.00. The project will commence during the 2020 summer break.

Motion: Sarah Sullivan moved to approve the awarded bid for the Helena High School partial reroof, Libby Goldes seconded the motion.

Public Comment: None

Board Comment: None

Vote: 8-0 The motion carried

6. Approval of the Central Photovoltaic System Bid

Kalli Kind presented the bid to the board. The project bid recommendation is for the Central Elementary School Photovoltaic System project. The project includes installing a 50kW solar PV system on the gum roof of Central Elementary School. The HSD received a \$38,000 grant from NorthWestern Energy for the installation. In addition, the district received a grant from the Montana Solar Community Project in the amount of \$9,336 for the preparation of technical system design plans and bid documents for the installation of roof-mounted PV systems at Central, Bryant, and Jim Darcy Elementary Schools. Four bids were received and thoroughly vetted. The recommendation is to give the project to Bozeman Green Build in the amount of \$72,180.00. The project will commence during the 2020 summer break. Note was added from Trustee Hindoien that Madalyn Quinlan has been great with working on this for the new schools.

Motion: John McEwen moved to approve the award of the bid for the Central Elementary School Photovoltaic System, Sarah Sullivan seconded the motion.

Public Comment: None

Board Comment: None

Vote: 7-1 The motion carried; Trustee Beaver voted against.

7. HSD Policy 9210: Site Acquisition

Barb Ridgway presented the policy to the board. It is a policy that is being presented for action. This policy requires the trustees to periodically review District land holdings in concert with other factors like area growth and the state of existing facilities to determine and best meet the needs of the District.

Motion: John McEwen moved to approve and then withdrew his motion.

Public Comment: None

Board Comment: Trustee Beaver asked about line 16, the words “in use”. Can the Lincoln area be included in this? The Policy Committee will need to go back and check with the statute.

Vote: No vote on this Policy.

8. HSD Policy 9350: District Wide Asbestos Plan

Barb Ridgway presented the policy to the board. This policy requires action from the board. It requires the Superintendent to designate a person to ensure compliance with all requirements related to asbestos per federal and state statute.

Motion: Libby Goldes moved to approve Policy 9350; Siobhan Hathhorn seconded the motion.

Public Comment: None

Board Comment: None

Vote: 8-0 The motion carried

B. Consent Action Items

1. February 11, 2020 Board of Trustees Minutes
2. Approval of Personnel Actions
3. Approval of Warrants
4. Approval of Out-of-District Attendance Agreements

Motion: Sarah Sullivan moved to approve the Consent Action Items. John McEwen seconded the motion.

Public Comment: None

Board Comment: None

Vote: 8-0 The motion carried.

C. Items for Information

1. HSD Policy 9640 Naming School Facilities, Spaces and Programs

Barb Ridgway presented the policy to the board. This policy is being presented as information only, it has had an initial review by the Policy Committee. The policy is being revised to align with practice. The revision establishes that the Superintendent may appoint a committee but acknowledges that a committee may not always be necessary. Any naming recommendation must be approved by the board. The policy committee will take it back to reword and add verbiage to make it clearer.

2. Multi-Year Budget Projections Update

Superintendent Tyler Ream presented the drafted information to the board. Grounded in historical trends and carefully calculated estimations, budget projections are helpful in aiding our collective understanding of our near-term fiscal future. Projections provide context to understand how the financial decisions of today impact the fiscal state of our district tomorrow. This is the draft of our five-year projections beginning with the forthcoming FY 2020-21 and extending through FY 2024-25. Also, this is pertaining to the former FY 2018-19 and the current FY 2019-20.

This information describes how specific, projected numbers were calculated. Many are based on calculated, near-term averages and/or related information

released by the Office of Public Instruction. This information is just a draft, it can and will change.

Methodology to Calculate the Average Number Belonging (ANB): FY2020-21: Utilized our ANB number as calculated by the OPI (based on October and February counts). FY 2021-22 through 2023-24: Internal enrollment projections were utilized based on actual student counts and near-term enrollment trends. Other adjustments include adding +60 students to ninth grade each year to account for out of district transfers. Additionally, at the end of each school year we subtracted -15 students from our tenth, eleventh, and twelfth grade enrollment counts as this represents our average mobility rate. The average part-time percentage was calculated based on six-year averages. This percentage was applied to each projected enrollment count. Negative fall to spring mobility rates were calculated for our high schools (-2%) and applied that to estimated spring counts. Based on those numbers, projections were made by averaging estimate fall/spring enrollment counts into one ANB number.

Methodology to Calculate Budget Authority Limits: An updated general fund model was obtained from the OPI with FY 2020-21 ANB updated along with special education rates and updated at-risk entitlement numbers. Projected ANB numbers for FY 2021-22 through 2023-24 were added to the model. These numbers supplanted former numbers that were informed by the OPI growth rate factor on ANB for those years. The incoming quality educator payment was decreased by 7.5 FTE each year for three consecutive years beginning in FY 2021-22 - this is due to the lagging nature of this payment.

Methodology to Calculate Expenditure Budgets: Decreased the composite high school salaries total as follows in accordance with expected enrollment declines. In 2020-21 – 7.5 FTE (salary \$48,000 and health benefit 821/mo.) \$433,890. In 2021-22 – 15 FTE (salary \$48,000 and health benefit 821/mo.) \$867,780. In 2022-23 – 22.5 FTE (salary \$48,000 and health benefit 821/mo.) \$1,301,670. This is a cumulate number which represents an estimated decline of 7.5 FTE each year for a composite of 22.5 positions over the next three years.

Paraeducator salaries were reduced each year by what we can levy (lagging one year) in the tuition fund - 1,247,473 in the elementary and \$497,642 in the high schools. This is not due to a reduction of positions but rather, specific employee salaries associated with special education services. In the following year, these salaries are funded by the tuition fund as opposed to the general fund. As these positions are associated with special education services, the amounts are expected to fluctuate.

Termination (end of contract/career) payouts were projected to be constant in alignment with yearly averages. However, with the FY2019-20 retirement

incentive, numbers could be reduced in the coming years. Worker's compensation was projected as constant in alignment with yearly averages. A 4.5% increase was projected for Operations and Management (O&M). These numbers were based on historical increases in recent years.

Other assumptions include the following: curriculum and technology projections are based on historical expenditures and planned technology purchases and maintenance (example: Chromebook refresh cycles by year). The superintendent contingency fund is set at 1% of total budget. This typically funds emergency, nonbudgeted expenditures including unplanned special education increases and overage paraeducators. Annual allocations including per enrollment library allotments are also funded from this account. The enclosed projections maintained the current 65/35% split between the elementary and high school budgets for centralized (cross-district) expenditures. Based the current enrollment, the split is 66% elementary students and 34% high school students.

The projections are dynamic vary with every input. The proposed next steps will vary on the scenario and can be forecasted by applying proposed inputs to this foundation. Over the coming weeks and months, we anticipate forecasting several different projections based on various discussions and/or inquiries.

Doing this report has been very helpful. The budgets projected does not include any levies, but it does include all the inflationary increases, per Janelle Mickelson. We could take our projections and place it in 2023-24 and see what the difference is. The budget projections will change.

This document was reviewed at the Budget and Finance committee meeting as a free-flow discussion, which worked the best.

Chair Muszkiewicz commended the team on their work on this project. Trustee Sullivan appreciated the work on the methodology, as it is very helpful and easy to understand. There was a line item added at the last minute, which needs to have a correction in FY 18-19, therefore it will be updated before it is publicly advertised.

Chair Muszkiewicz asked to include an actual number of students that are lost instead of percentage, because it's easier to understand. However, Ms. Mickelson explained that due to the rapid mobility rates, it is difficult to be accurate. What is included in operational and maintenance? That is Kalli's budget to include maintenance, custodial, facilities, supplies, salaries, utilities, etc. These are actual expenditures averaged out over five years. Health insurance expenditures are included in this projected budget. However, it is too early to predict an entirety increase, therefore, within the projected budget, it is flat, according to Ms. Stacy Collette, Human Resource Administrator. With the curriculum and technology jump 20-21 to 21-22, the difference in

just the Elementary – that’s largely due to the big wireless project, according to Dr. Ream.

D. Reports

1. **Budget & Program Committee Report**

Jeff Hindoien reported that the projected budget that was just addressed, is what was talked about in the committee meeting.

2. **Policy Committee Report**

Libby Goldes reported that the committee went over the policies that were brought to the Board tonight to be voted on. Libby thanked Barb Ridgway for her work.

3. **Facilities & Maintenance Report**

Terry Beaver reported that the committee did not meet. They will meet this week. Focused on the summer projects and the ones for the rest of the year.

4. **Teaching & Learning Committee Report (TLC)**

Sarah Sullivan reported that the committee looked at different survey questions for staff and students. They are looking for questions that will give us actual data that we can change and/or approve.

5. **Health Benefits Committee Report**

John McEwen reported that the committee went over the incoming and outgoing money and projections throughout the year.

6. **Montana School Boards Association Report**

Luke Muszkiewicz reported that next week is when the rescheduled board meeting will be that should have happened in January. Luke has put in his intention to serve as President-Elect and plans to continue to serve on MTSBA.

7. **Helena Education Association Report**

Jane Shaw reported that HEA is still working with Teachers to understand what their options are and what realities are with different situations, trying to work through frustrations and anxieties. HHS is feeling the impact of opening a new school district in East Helena.

8. **Student Representative Reports**

Hannah Muszkiewicz reported that HHS mock trial took first and second place in State. We won State Science bow. Both are headed to Nationals. We are getting ACT results; we are second to Bozeman in math. We are no longer a targeted school, for example, our Native American group jumped in proficiency. There has been back-lash with the potential of phasing out zero-period. Mr. Thennis thinks we will phase it out, regardless (Dr. Ream – there hasn’t been a decision made about the master schedule thus far). There are

complaints about the temperature, especially in the bathrooms, being excessively hot. The internet at HHS is very slow, which makes it difficult for the Chromebooks to work properly; it's been slow for a long time; however, it seems worse.

Zyanne Cervantes reported that registration season has wrapped up. The counselors will start registering upcoming Juniors for ACTs. Speech and Debate has done well, and two students are going to nationals. Girls' and boys' basketball teams did great in regionals. They will be seeded 1 and 2, respectively. Green Club is planning activities for Earth Day with Elementary Schools. There has been unusual push back about moving announcements to the beginning of the period instead of the end. There is a complaint about not having an additional central bathroom that they are comfortable using. Mr. Zanto's main concern is vaping in the restroom. PAL should have a spot on the school board as a student representative.

VI. SUPERINTENDENT'S REPORT

Dr. Tyler Ream reported on prevention and preparedness of COVID-19. This is very similar to the schools across the Nation. There have been best practices shared across the nation. Locally, Barb and Deb Sargent, have been working with the Health Department in Lewis and Clark County. The biggest challenge is separating fact from fiction; and what is happening. From a communication standpoint, we are running a fine line between what we are doing and what is in the news cycle. There is a post that refreshes, daily on our website. From the cleaning standpoint, we have talked about what we are doing and what we plan to do if we are affected by COVID-19. Electrostatic disinfectant solution is in use, extra cleaning on busses is being performed. Currently, there are no restrictions on travel, locally. If there is someone that is going to travel to a country listed as a level III, there will be a 14-day quarantine process. Our nurses have been great on being proactive, to include how to communicate with parents. We are actively preparing for providing an education while not having school in session, if it comes to that, regarding Coronavirus. If there is a declaration of state of emergency, the minutes can be waved, however we have the responsibility to provide an alternative educational environment. We want to be able to provide students a way to communicate over an alternative educational environment, instead of closing the doors and not learning, if the situation presents itself. We do have options regarding Chromebooks, but some students would probably prefer their own devices. A significant challenge would be trying to figure out hotspots and helping students that do not have internet. Barb Ridgway let the board know that there is a Librarian actively working with an internet provider to help low-income families. We do have the ability to provide services for food, but it will depend on the local environment. We would take the county Health Department lead on providing any kind of food services.

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 8:35 p.m. The next Regular Board Meeting will be held on April 14, 2020.

Respectfully submitted,

Luke Muszkiewicz, Chair

Jessica Evans, Recording Secretary

Date

DRAFT



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 – Special Board Meeting

Friday, March 27, 2020 – 12:00pm

MINUTES - DRAFT

ATTENDANCE

<i>Board of Trustees:</i>	<i>Others in Attendance:</i>
Luke Muszkiewicz, Board Chair	Tyler Ream, Superintendent
Terry Beaver, Board Vice Chair	Josh McKay, Assistant Superintendent
Sarah Sullivan, Past Board Chair	Barb Ridgway, Chief of Staff
Libby Goldes, Trustee	Stacy Collette, Human Resources Director
Siobhan Hathhorn, Trustee	Janelle Mickelson, Business Services Administrator
John McEwen, Trustee	Tim McMahan, Athletic Director
Jennifer Walsh, Trustee	Sean Maharg, Special Education Administrator
	Sean Morrison, Special Education Administrator
	Gary Myers, Education Technology Coordinator

I. CALL TO ORDER

The meeting was called to order at 11:59am by Chair, Luke Muszkiewicz.

II. REVIEW OF AGENDA

No changes were requested.

III. GENERAL PUBLIC COMMENT

No public comments were offered.

IV. NEW BUSINESS

A. Items for Action

1. Consideration and Action on HSD Policy 1900: Temporary COVID-19 Policy

Ms. Ridgway presented two applicable policies for review to the board. The first, Policy 1900 was a policy generated by Montana School Boards Association (MTSBA), to which the district adjusted cross-references to match existing school district policies. According to Ms. Ridgway, this policy was not intended to last in perpetuity – only intended to cope with school closure related to COVID-19. This policy will be posted to the Board of Trustees series of policies and will

have a June 2020 expiration date with the opportunity to extend in case of emergency. Mr. Muszkiewicz and Ms. Goldes expressed their appreciation for the comprehensive review of the issues to be included in the policy. Ms. Goldes moved to approve Policy 1900. Mr. McEwen seconded the motion. There was neither public nor board comment. The motion carried unanimously.

2. Consideration and Action on HSD Policy 1901: Use of Transportation Funds

The second policy presented to the board was Policy 1901, which allowed for transportation funds to serve students during school closure. Ms. Ridgway said that while the policy was designed to allow flexibility, details must be determined for how to proceed moving forward. This policy also was intended to expire in June 2020. Ms. Mickelson added that since the policy and associated expenditure was new, it would be closely monitored to ensure proper account coding.

Mr. Muszkiewicz clarified that the Office of Public Instruction (OPI) had established specific guidance related to transportation funds. Ms. Ridgway agreed the policy mirrored both MTSBA policy and OPI guidance.

Mr. Muszkiewicz asked if the policy would allow funds to assist with students who did not have internet access. Ms. Ridgway answered the policy allowed funding for access to the internet and the technology needed for access.

Mr. McEwen asked if the transportation company would be paid when they weren't running routes. Ms. Mickelson answered an addendum would be added to their contract reflecting the services they were to provide and the payment to be made regarding those services. Ms. Ridgway added that, after spring break, buses will be used to deliver meals to students. Dr. Ream said that full funding from the government included transportation, which was intended to keep staff members employed. Mr. McEwen moved to approve Policy 1901. Ms. Goldes seconded the motion. There was neither public nor board comment. The motion carried unanimously.

3. Consideration and Action on the District's Remote Services Action Plan for Submission to the Governor's Office

Dr. Ream discussed the remote learning plan, adding there had been very few changes since the draft published earlier that week. Dr. Ream presented the remote learning plan in four sections.

Section 1: Off-site learning and learning instruction. This section detailed the daily expectations of how educators are connecting with students. Two specific pieces were detailed:

- Platforms: 6500 users were engaged on Teams each day.
- Chromebook Checkout: 2,000 Chromebooks had been checked out by students.

Ms. Hathhorn asked for an estimation on the number of students still needing access to the internet. Dr. Ream answered that it wasn't very many. Ms. Hathhorn asked if teachers had been reaching out to students who weren't in communication with them. Dr. Ream replied teachers were reaching out daily.

Ms. Hathhorn asked if students had been able to find exterior information aligning to the curriculum. Dr. Ream answered that some sources had been created by educators and some had been found by the educators that aligned with the curriculum.

Ms. Sullivan addressed the Special Education (SPED) portion of the remote learning plan and noted the district may not be able to meet the needs of some SPED students. Dr. Ream answered that SPED administrators were working on ways to provide compensatory time to meet the needs of all students.

Ms. Goldes asked who was responsible for judging mastery for packets sent home. Dr. Ream answered it was a work in progress, adding some teachers were requesting assignments be posted on Teams – either via a photo or uploaded documents to allow educators to assess assignments.

Ms. Walsh asked about credit expectations. Dr. Ream answered that 3rd quarter ended that day. Mr. McKay said principals had been working through the grading process, but there had been question about grading if remote learning continued, including the ramifications for high school if a shift is made from the traditional 4.0 scale and the impact for college-bound students. He continued the key was proficiency flexibility, and grading was a focus in regular discussions among principals.

Dr. Ream detailed Section 2 as a focus on food services. With Sodexo, the district had been thinking through not just how to provide service, but how to work with partners like Helena Food Share to provide food to kids who typically rely upon food packs. Ms. Ridgway added the first day providing food packs for kids utilized the buses to deliver 1200 food packs, make 300 stops, and travel 500 miles. After meeting with the transportation department and the food services department, future pick up sites will be posted.

According to Dr. Ream, Section 3 focused on students who qualified for special services through an IEP, which had been the most challenging aspect for districts across the nation. This section included how to support students to the same level they are used to, available platforms, how para-educators will be utilized, and how to provide an extension of the classroom. Mr. Morrison provided a FAQ document to the trustees. Mr. Maharg added communication had been occurring using whatever platform worked best for the families.

Ms. Sullivan asked if it would be easier to review IEPs to adjust for remote learning. Mr. Maharg answered the SPED staff had been discussing that option with families. Ms. Sullivan asked if there had been consideration of summer school for SPED students. Dr. Ream answered that it could be an option depending on how long the school closure lasted.

Ms. Goldes asked how Explore School had been interacting with students. Mr. McKay answered they were communicating similarly to the district.

Ms. Hathhorn asked about summer school for Title students. Dr. Ream answered it was unclear whether funding would be available.

Ms. Sullivan made a motion to approve the district's Remote Services Action Plan for submission to the Governor's Office. Ms. Hathorn seconded the motion. There was neither public nor board comment. The motion carried unanimously.

V. ADJOURNMENT

Meeting was adjourned at 1:14pm by Mr. Muszkiewicz.

PERSONNEL ACTIONS
March 11, 2020 – April 14, 2020

CERTIFICATED PERSONNEL

Appointments

<u>Name</u>	<u>Effective</u>	<u>Location/Assignment</u>	<u>Salary</u>
Alberts, Justine	8/24/2020	Hawthorne/Principal	\$81,400
Bauer, Jennifer	8/24/2020	Hawthorne/Grade One	\$39,697
Brower, Rochelle	8/24/2020	Rossiter/Library	\$57,449
Busby, Nicole	8/24/2020	CRA/Math	\$57,449
Charlton, Bret	4/28/2020	CHS/English	\$1,890.33**
Dunnehoff, Ava	8/24/2020	Hawthorne/Grade One	\$39,697*
Erickson, Mattea	8/24/2020	SSC/Resource Teacher	\$39,697
Everts, Cynthia	8/24/2020	ABE/Career Counselor (.16 FTE)	\$7,439.70
Fitzpatrick, Jennifer	8/24/2020	Hawthorne/Kindergarten	\$51,695
Hollow, Cody	8/24/2020	HHS/Band	\$49,695
Jensen, Barbara	8/24/2020	RBLC/Pre-Kindergarten	\$42,397*
Kolar, Tiffany	5/20/2020	HMS/Science	\$3,140.52**
Maharg, Christine	8/24/2020	CRA/Physical Education	\$41,047
MacQuarrie, Bethany	8/24/2020	Hawthorne/Kindergarten	\$39,697
McNellis, Destry	8/24/2020	Bryant/Kindergarten	\$41,047
Osborne, Mildred	8/24/2020	HMS/6 th Social Studies	\$41,047
Paulsonmorgan, Joey	8/24/2020	CHS/Physical Education	\$41,047
Peters, Michelle	8/24/2020	SSC/Resource Teacher	\$45,747
Pickens, Jessica	8/24/2020	Kessler/Grade One	\$39,697
Prescott, April	8/24/2020	Smith/Resource Teacher	\$49,695
Robertson, Quinci	8/24/2020	4G/Grade One (20-21)	\$43,747
Shields, Jeremy	8/24/2020	SSC/Resource Teacher	\$53,045
Smith, Mary	4/06/2020	Broadwater/Grade Five	\$9,661.70**
Solomon, Juliann	8/24/2020	Warren/Grade Three	\$57,449
Toivonen, Chris	8/24/2020	HMS/6 th Math	\$57,449
Toivonen, Jamie	8/24/2020	CHS/Computer Science	\$55,449
Tripp, Jayden	8/24/2020	Broadwater/Grade One	\$39,697
Uribe, Kyla	8/24/2020	Broadwater/Kindergarten	\$57,449
Voigt, Jamie	8/24/2020	Bryant/TBD Teacher	\$41,047
Vulk-Kelly, Sarah	8/24/2020	CRA/Resource Teacher	\$42,397
Webb, Caitlin	8/24/2020	CRA/Geography-7 th Grade	\$53,045

*Temporary Contract: Contract expires at the discretion of the District or 6/10/2021 whichever occurs first.

**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>
Clark, Brooke	6/11/2020	CHS/PE	Resigned
Everts, Cynthia	6/11/2020	ABE/Career Counselor (.16 FTE)	Non-Renewal Temporary

Frederickson-Vogt, Lora	6/10/2020	Broadwater/Grade One	Retired
Hovley, Paula	6/10/2020	Broadwater/Grade 5	Resigned
McNellis, Destry	6/10/2020	Bryant/Kindergarten	Non-Renewal Temporary
Pickens, Jessica	5/22/2020	Jim Darcy/Grade 1	Non-Renewal Temporary
Robertson, Quinci	6/10/2020	Four Georgians/Grade Five	Non-Renewal Temporary
Voigt, Jamie	6/10/2020	Bryant/Grade Five	Non-Renewal Temporary
Webb, Caitlin	6/10/2020	CRA/Language Arts	Resigned Temporary

Name Term Location/Assignment Type of Leave

Change in Contract

Name From To Effective Date

**Temporary Assignment*

CLASSIFIED PERSONNEL

Appointments

<u>Name</u>	<u>Effective</u>	<u>Location/Assignment</u>	<u>Salary</u>
Ford, Angela	12/01/2020	MBC/Payroll Coordinator	\$70,939
Nelson, Linda	02/27/2020	Broadwater/Temp. Para Educator	\$14.58/hr.*
Patrick, Rosita	03/02/2020	HMS/Temporary Para Educator	\$14.66/hr.*
Schnaderbeck, Margaret	03/11/2020	Bryant/Temporary Para Educator	\$12.79/hr.*
Taylor, Henry	04/08/2020	Bryant/Evening Custodian	\$16.01/hr.
Thom, Wally	04/08/2020	HHS/Float Custodian	\$16.01/hr.
Webster, Sheila	02/25/2020	Kessler/Temporary Para Educator	\$12.53/hr.*

**Temporary Assignment*

Terminations/Retirements

<u>Name</u>	<u>Effective</u>	<u>Location/Assignment</u>	<u>Reason</u>
Mundt, Chris	06/10/2020	Kessler/Para Educator	Retirement
Peterson, Eric	03/30/2020	HHS/Head Girls Basketball Coach	Resigned
Ponder, Linda	02/15/2020	Jim Darcy/SACC Para Educator	Resigned
Prescott, April	06/10/2020	Kessler/Para Educator	Resigned
Sandvig, Linda	06/10/2020	Rossiter/Para Educator	Retirement
Shepherd, Dana	03/10/2020	HHS/Asst Golf	Resigned

Vandine, Susan	03/18/2020	Smith/SACC Site Manager	Resigned
Vinton, Jayme	06/10/2020	HMS/Para Educator	Retirement
Vulk-Kelly, Sarah	06/10/2020	CRA/Para Educator	Resigned
Wall, Stephan	03/10/2020	CHS/Asst Boys Soccer	Resigned
Zentz, Jesse	03/10/2020	HHS/Asst Girls Cross Country	Resigned

Leaves

<u>Name</u>	<u>Term</u>	<u>Location/Assignment</u>	<u>Type</u>
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SUPPLEMENTARY CONTRACT ASSIGNMENTS

<u>Last Name</u>	<u>First Name</u>	<u>Assignment</u>	<u>Location</u>	<u>Amount</u>
Clark	Brooke	Coordinator – Track	HHS	\$808.00

Helena School District #1

Warrants March 1 to 31, 2020

Direct Deposits: \$3,048,353.89

Payroll Warrants: 70130437-70130497

Payroll Deduction: 69272486-69272523

Non-Check Payroll Deductions: \$4,838,316.70

Non-Check Accts Payable Deductions: \$938,006.28

Claim Warrants: 69272153-69272597

Cancelled Warrants: \$4,477.54

We certify that all warrants herein listed were prepared and previously paid for, are just and correct to the best of our knowledge, and that the board of trustees has authorized the issuance of the same.

Chairperson _____

Business Manager _____

Remote Services Update

*Forthcoming Grading and Graduation Decisions
Helena Public Schools: April 14, 2020*



Please Note: Drafted plans contained in this update remain tentative and constantly developing in relation to the ever-changing nature of this crisis. Final decisions will need to be made in the coming weeks but for now, we remain focused on serving our students and families through evolving and responsive remote services.



How are students being graded as a result of school closures?

Presently, grading practices continue as normal with an emphasis on providing students with responsive grace and understanding. The following information pertains to current options/plans for final quarter/semester grades.

Developing Plans for Grading:

Context:

- Under normal circumstances, educators must weigh a variety of quantitative and qualitative data points in generating what must be determined, a reliable and valid grade
- Given our current environment, many of these data points are, at worst, unavailable or, at best, complicated and potentially compromised.

Developing Plans for Grading:

Guiding Considerations:

- ***Students over grades:*** More than ever, grading practices should be sensitive to the individual needs and situations that students may be encountering
- ***Remove all barriers:*** Before grading can occur, we must work to remove all barriers to learning including access to technology, internet, resources, etc.
- ***Teacher insights are vital:*** Teacher evaluation of student mastery in relation to essential standards is an absolute in determining proficiency

Developing Plans for Grading:

Guiding Considerations:

- **Actionable information:** If possible, final marks for the quarter/semester should serve as an action plan or roadmap for what each student has mastered as well as academic areas in need of continued study
- **Focused feedback:** If possible, final marks should inform future instruction including, as accessible, future summer opportunities
- **Reduce future complications:** The nature of final grades should not limit or complicate a student's plans for the future. Rather, options should be made available to match each student's current situation without complicating their future.

Developing Plans for Grading:

Options:

- Options range from continuing our current grading practices to developing an alternate grading scale particular to this fourth quarter.
- Final decisions pertaining to grading have not been made. Rather, feedback is being gathered from teachers, students and families as we consider several options.

Developing Plans for Grading:

Commitment:

The ability of individual students to achieve their graduation status will not be compromised as a result of this crisis/closure

Developing Plans for Grading:

Draft High School Grading Framework:

- ***9-12: A-F + I Scale w/ Opportunity for Choice***

- Feedback:
 - Students tend to understand current grading practices - a sudden shift may complicate/compromise their ongoing efforts
 - Unknown impacts regarding how colleges, universities and clearinghouses interpret/transcript non-traditional marks
- Prior to final grades being posted, students may select a “credit only” option that is not accounted in their GPA
- Documentation will be an absolute for any non-passing grades to ensure that a student is not being held accountable for not having needed access

Developing Plans for Grading:

Draft High School Grading Framework:

- Graduating seniors are already provided the opportunity to petition the superintendent for waiver of 23-credit requirement due to extenuating circumstances
 - Students cannot drop below state-required 20 credits
 - Incomplete (I) or No Grade (NG) marks do not count as passing for MHSA eligibility purposes and must be resolved by a determined final date
 - Board of Trustees will need to designate a final date for 4Q/2S grade resolution for the resolution of incomplete grades
 - Board action will allow superintendent to evaluate individual situations accordingly

Developing Plans for Grading:

Draft High School Grading Framework:

- Students taking classes in association with other academic institutions will receive grades in accordance with that institution.

Developing Plans for Grading:

Draft Middle School Grading Framework:

- ***6-8: A-F + I Scale w/ Opportunity for Choice***
 - Due to the practice of middle school students taking high school courses, alignment with high school grading practices is likely helpful for future student needs (course selection, transcripts, etc.)
 - Prior to final grades being posted, students may select a “credit only” option that is not accounted in their GPA
 - Documentation will be an absolute for any non-passing/non-credit grades to ensure that a student is not being held accountable for not having needed access

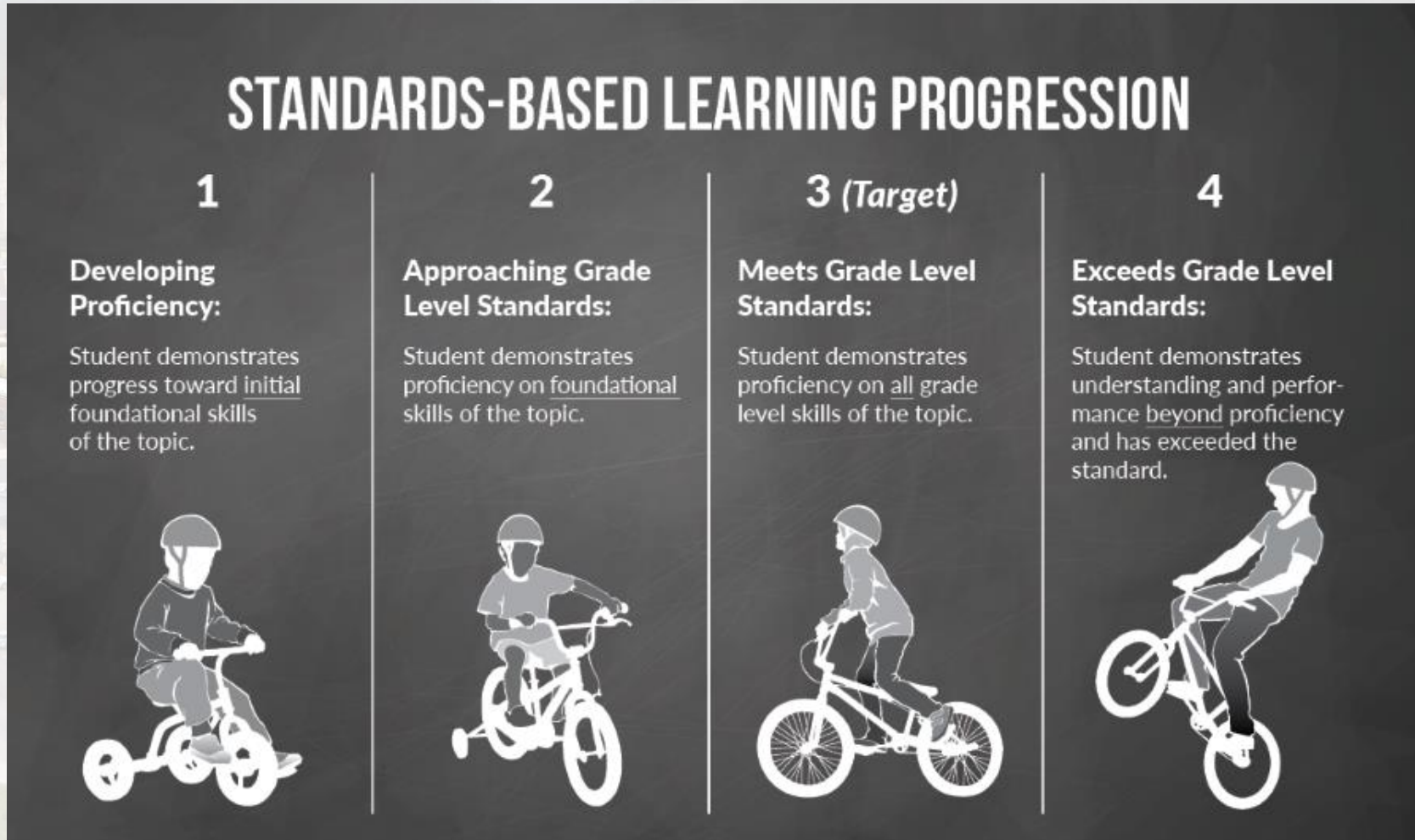
Developing Plans for Grading:

Draft Elementary Grading Framework:

- ***K-5: 4th Quarter Remote Learning Progress Report***
 - Proficiency notation for essential standards taught during 4th quarter
 - Qualitative over quantitative feedback preferred
 - Provides a roadmap for remediation and a starting place for next year's teacher
 - Would require intensive development and teacher feedback efforts across the forthcoming month

Developing Plans for Grading:

Draft Elementary Grading Framework:





What plans are being developed for high school graduation?

Presently, several plans are being simultaneously developed to ensure that high schools are ready for whatever situation is present in our community come early June. No final decisions have been made regarding our 2020 graduation ceremonies.

Developing Plans for Graduation:

Context:

- Graduation is a traditionally a community celebration designed to honor our graduates for their K-12 accomplishments as part of a public ceremony.
- Rightfully so, current state and local orders restrict the size, nature and proximity of gatherings.
- While predictions abound, no one can be certain as to how this crisis will develop between now and early June. Therefore, we believe it is prudent to develop multiple, iterative plans that can be updated accordingly across the forthcoming weeks.

Developing Plans for Graduation:

Context:

- In a letter dated April 9, 2020, multiple state-level education leaders collectively advised that school districts:
 - Plan to continue distance learning through the remainder of the 2019/2020 school year
 - Postpose in-person graduation ceremonies or develop alternate plans

“Therefore, we advise that you plan to continue your distance learning plans through the remainder of this school year and also plan to not hold large-scale in-person graduation ceremonies. We encourage you to postpone graduation ceremonies until later in the year or come up with alternative plans to honor your graduates, ensuring equity in recognition for all students, including special education students.”

Developing Plans for Graduation:

Guiding Considerations:

- ***Health and Safety First:*** As a school district, we are committed to adhering to the advice and orders of state and local officials. We will not decide on any option that officials believe poses a risk to our students, families and employees.
- ***However Possible, Honor Students in the Present:*** While in alignment with restrictions, we fully intend to honor our graduating Class of 2020 in whatever manner is in alignment with state and local officials.

Developing Plans for Graduation:

Guiding Considerations:

- ***Multiple Plans Help in Times of Uncertainty:*** We currently have the ability to develop multiple plans at once. This flexibility allows for plans to iteratively develop in alignment with the impacts of the Coronavirus Pandemic.
- **If Impacted, Plan for the Future:** Should our graduating Class of 2020 not have the opportunity to graduate in person (digital option only), we commit to hosting a future opportunity to ensure that our graduates are honored accordingly.

Developing Plans for Graduation:

Options and Current Plans:

- **(DRAFT) Live and In-Person Graduation:**
 - We plan for this year-round and, throughout this crisis, plans have continued to develop
 - The development of the program (order and content of speakers) has largely been drafted
 - Outdoor ceremonies can be modified to adhere to updated orders/restrictions

Developing Plans for Graduation:

Options and Current Plans:

- **(DRAFT) Entirely Digital Graduation:**

- Ceremony takes place via local cable/network television that can be watched/streamed
- In concert with the ceremony, a live social media event could be utilized to collectively celebrate graduates
- Possible Parade of Graduates (no gathering, in-cars only)
- Live, in-person ceremony would be structured for a later date (likely, June 2021)

Developing Plans for Graduation:

Options and Current Plans:

- **Hybrid Graduation Ceremony:**

- Several options are possible in alignment with active orders/restrictions
 - Graduates only, distanced with no contact (streamed ceremony for friends/family)
 - Multiple smaller graduation ceremonies for each school to include a limited number of distanced graduates and immediate (same residence) family members



How and when will a graduation decision be made?

While no formal timeline exists, the district would need roughly a month to plan accordingly for any given scenario. In keeping with our priority, we will make this decision strictly in alignment with the advice/orders of local and state officials.

Developing Plans for Graduation:

Restrictions

Trigger Actions

Ceremony Genre

Highly Restrictive

Stay-at-Home Order
Gathering Limitations <500
Social Distancing

Televised/Streamed Ceremony

Restrictive

Gathering Limitations
Social Distancing

Limited, Hybrid Ceremony

No Restrictions

All Restrictions/Orders Lifted

In-Person Ceremony

Developing Plans for Graduation:

Important Notations:

- Even if noted restrictions/orders are lifted, graduation plans will be carefully considered in keeping with our guiding priority of health and safety first
- The drafted options are not “if-then” scenarios as every aspect associated with graduation will be carefully scrutinized. Lifting specific orders does not guarantee a specific genre of ceremony.
- The drafted options also assume the needed support from partner organizations. Each of these partners will need to be part of planning to ensure the highest quality environment for all involved.



Your

Helena

Public Schools

...a great place to learn