



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 – Teaching and Learning Committee

May Butler Center | 55 S. Rodney Ave
Wednesday, December 18, 2019 – 12:00p.m.

Committee Purpose Statement: The Teaching and Learning Committee collectively works to operationalize the strategic priorities of the Helena Public Schools specifically in areas related to our goals and measures for teaching and learning.

AGENDA

- I. **CALL TO ORDER / INTRODUCTIONS**
- II. **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.*
- III. **REVIEW OF AGENDA**
- IV. **REVIEW OF MINUTES**
11/06/19 Teaching and Learning Committee Meeting Minutes (attached)
- V. **ITEMS FOR INFORMATION/DISCUSSION**
 - A. **Panorama Education Discussion**
Debrief and 11/06 Discussion w/ Panorama Education
Review Proposed Contract Terms
 - B. **Student Cell Phone Use Discussion**
Discuss Cell Phone Practices at PAL and CR Anderson Middle
Discuss Potential Next Steps in Relation to Student Cell Phone Use
- VI. **BOARD COMMENTS**
- VII. **ADJOURNMENT**

Next Meeting:
January 8, 2020 | MBC Conference Room



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Board of Trustees – Teaching and Learning Committee Meeting

May Butler Center | 55 S. Rodney Ave
Wednesday, November 6, 2019 – 12:00pm

MINUTES

ATTENDANCE

Sarah Sullivan, Committee Chair	Tyler Ream, Superintendent
Libby Goldes, Committee Member	Josh McKay, Assistant Superintendent
Siobhan Hathhorn, Committee Member	Barb Ridgway, Chief of Staff
	Jane Shawn, Helena Education Association President

I. CALL TO ORDER/INTRODUCTIONS

Meeting was called to order at 12:02pm by Committee Chair, Sarah Sullivan.

II. REVIEW OF AGENDA

No changes were requested.

III. GENERAL PUBLIC COMMENT

None was offered.

IV. APPROVAL OF MINUTES

No changes were requested.

V. ITEMS FOR INFORMATION/DISCUSSION

A. K12+4 Measures Update

Dr. Ream presented the feedback he received from the Parent Advisory Council, the Teacher Advisory Council, and general and leveled administration meetings.

Dr. Ream noted one change to the measures since the previous meeting as the additional measurement for the percentage of students who attempt a dual-credit class. Ms. Sullivan asked if there was a non-military version of the ASFAB. Ms. Ridgway replied that there was not.

Ms. Goldes asked if the district had connections at the local unions to help measure the number of high school graduates in apprenticeships, adding the district may not want to encourage

graduates to pursue an apprenticeship if there were few local options. Ms. Hathhorn asked if there were dual credit options for trades classes. Mr. McKay answered that there were dual credit options for mechanics and college level courses. Ms. Hathhorn agreed that measuring the percentage of students attempting a dual credit better allow the school district to capture students not planning on attending college.

Dr. Ream noted a discrepancy between STAR and SBAC testing and results, questioning whether one or the other correlated to mastery. He recommended continuing to include both assessments since scores were reported to the state and available to the public.

Dr. Ream said other feedback he received from teachers included the need for a climate survey and the importance of learning the future of graduates.

Ms. Sullivan asked why the percentage of students taking honors classes wasn't included in the measures. Dr. Ream replied that measure could be added and said the objective was to find the group of students attempting neither an honors class nor an AP class. Ms. Goldes added that some of those factors tie into a climate survey, noting that some students take an honors or AP class because their friends take it. Mr. McKay said the district was attempting to find a quantifiable way to measure what qualifies as "honors" or "AP." He noted that Ms. Ridgway used a set of factors when determining distinguished scholars that could be modified to the strategic measures. Ms. Ridgway added she includes 4th year language and music as advanced curriculum in her determination process.

Mr. McKay said the district was responsible for providing a facilitated system encouraging students to achieve academic rigor and experience enough success to pursue further education. He added that if honors or AP classes were part of the best curriculum, all students should have access to them. Ms. Goldes said the measure related to the percentage of students attempting an AP class specifically tied into the District's mission statement of creating lifelong learners.

Ms. Hathhorn said it would be beneficial to see how a student's pursual of an AP class correlates to success in his/her other classes. Mr. McKay said that core curriculum planning was designed to get all students to success. He added the strategic measures would help determine whether the system was working.

Ms. Sullivan asked if the committee wanted to take the measures to the board. Dr. Ream recommended waiting until the December board meeting to allow for baselines to be set.

B. School Connectedness Survey Update

Dr. Ream gave an overview of the Panorama Education program as a comprehensive suite to help teachers and schools examine the data collected by each survey. He said platform had the ability to send surveys on student relationships to schools and family to school relationships, along with teacher and staff surveys.

C. Panorama Education Demonstration

Molly Blake and Jeff Doddio presented the features of Panorama. Mr. Doddio said the company was comprised of educators, designers, developers, and researchers, and added the company had a focus on social and emotional learning. Mr. Doddio said Panorama had conducted studies

for 10 million students from 1,100 school districts focusing on school climate and culture, early warning, and social/emotional learning. He continued that Panorama's purpose was to help districts measure, understand, and gauge not just how students feel, but how teachers and families feel through climate surveys.

Ms. Sullivan asked if the survey platform was capable of phrasing questions differently based on students' ages. Mr. Doddio said yes – it was important that each grade level understood what the survey was asking. He added the survey was inclusive of everyone. Mr. McKay asked how long each survey was. Mr. Doddio replied that Panorama wanted to make taking the survey easy – about ten minutes – and that surveys could be taken online or on a mobile device.

Ms. Ridgway asked for an estimate on the response rate for surveys. Mr. Doddio answered Panorama had a project team that would assist the district in increasing the response percentage.

Ms. Sullivan asked if there were opportunities for more subjective responses. Mr. Doddio answered the community voice questions allowed for longer responses. He recommended a blend of standard Panorama questions and open-ended questions. Mr. Doddio recommended incorporating some standard questions, which would allow the district to compare the results with peer districts. Ms. Sullivan asked if any other Montana district currently was utilizing Panorama, and Mr. Doddio replied that there currently were none.

Mr. Doddio gave an overview of the platform's abilities to assess the collected answers, saying the data could be broken down by district, school, and student. Dr. Ream said the district wanted to guarantee confidentiality. Ms. Blake answered if a sub-group was too small to maintain confidentiality, it would be added to the next smallest sub-group. Ms. Sullivan said maintaining teacher confidentiality was more of a concern for the district. Mr. Doddio answered there were tools in place to maintain confidentiality, so teachers would feel comfortable giving honest answers.

Mr. Doddio said Panorama has the ability, through open-ended survey questions, to pull key phrases from the responses and open up individual responses related to those phrases.

According to Mr. Doddio, Panorama allows measurements to national benchmarks, and the district could compare results to similar districts by demographics to look for achievement gaps by demographic group. He said demographic groups could be tailored specifically to the district.

Mr. Doddio said he would provide the district with a user guide and would include a list of specific questions under specific topics. He added that most surveys were 5-7 questions.

Ms. Ridgway asked if there was a question to measure screen-time. Mr. Doddio answered a custom question could be asked and said he would look for similar questions.

Mr. Doddio described the goal as gaining clarity through data, and that Panorama would help incorporate strategies to help with determining next steps for the data. He said Panorama would work with its partnership organizations to provide strategies and information by topic area. Mr. Doddio said Panorama would also provide quick training opportunities online for users.

Ms. Hathhorn asked the Panorama representatives what sets their product apart from its competition. Mr. Doddio answered the company's background in education, surveys built specific to education, access to partnerships for the entire process, the ability to craft custom questions, and a vested interest in students. Ms. Blake added Panorama's emphasis on focusing on students' voices set it apart.

Ms. Goldes asked if Panorama had worked on surveys that would assist in connecting with students post-graduation. Mr. Doddio answered that he would investigate options.

Ms. Sullivan requested utilizing the December committee meeting to finalize the district measures and to review the materials from Panorama. Dr. Ream agreed to provide the committee with overall costs for the two suggested packages from Panorama. He said the best package included the ability to send surveys to unlimited subgroups at least three times each year, the ability to adjust questions after each survey, and cost \$20,000-\$25,000.

Ms. Hathhorn asked if the student and teacher surveys could be sent this school year, and Dr. Ream confirmed.

VI. SUPERINTENDENT'S REPORT/BOARD COMMENTS

None were offered.

VII. ADJOURNMENT

Meeting was adjourned at 1:26pm by Ms. Sullivan. The next Teaching and Learning Committee meeting will be at noon on December 4, 2019.

PANORAMA EDUCATION – SERVICE ORDER



Primary Contact Information			
Client		Panorama Education, Inc. ("Panorama")	
<i>Client Legal Name ("Client")</i>	Helena Public Schools	<i>Company Name</i>	Panorama Education, Inc.
<i>Primary Contact, Title</i>	Tyler Ream, Superintendent	<i>Primary Contact, Title</i>	Jeff Doddio, Outreach Specialist
<i>Billing / Payment Address</i>	55 South Rodney	<i>Billing Address</i>	24 School St. 4th Floor
<i>City / State / Zip</i>	Helena, MT 59601	<i>City / State / Zip</i>	Boston, MA 02108
<i>Email</i>	tream@helenaschools.org	<i>Email</i>	jdoddio@panoramaed.com
<i>Phone</i>	(406) 431-4529	<i>Phone</i>	(617) 302-8668
<i>Billing Contact</i>			
<i>Billing Email Address</i>			

(1) Description of Services and (2) Fees		
Description of Services	Fees	
<p><u>Annual License Fees:</u></p> <p>Panorama Platform License Fee Access to Platform and Support (as defined in the Terms and Conditions): Survey administration, analysis and reporting.</p> <ul style="list-style-type: none"> • Student, parent, and staff surveys • Social-emotional learning measures • Community survey 	<i>Effective Date:</i>	12/1/2019
	<i>Contract Term:</i> <i>(From Effective Date)</i>	2.5 Contract Years (12/1/19 – 5/31/22)
	<i>License Fee for 12/1/19-5/31/20:</i>	\$15,000 -\$750 (multi-year discount) <u>\$14,250</u>
	<i>Annual License Fee for 6/1/20-5/31/21</i>	\$30,000 -\$1,500 (multi-year discount) <u>\$28,500</u>
	<i>Annual License Fee for 6/1/21-5/31/22</i>	\$30,000 -\$1,500 (multi-year discount) <u>\$28,500</u>
<p><u>Services Fees:</u></p> <p>Project Management</p>	<p><i>Subtotal License Fee Over Contract Term:</i></p>	

PANORAMA EDUCATION – SERVICE ORDER



Includes dedicated Professional Services Manager who will work with the client's main point of contact to execute a successful project administration. <ul style="list-style-type: none"> • Develop project timeline • Manage setup and administration • Customize configurations • Manage logistics for paper surveys (if applicable) • Coordinate rollout of reports Data and Import Integration Import and integrate data from previously administered surveys within the Panorama Platform.		<u>\$71,250</u>
	<i>Project Management:</i>	\$2,000/year
	Subtotal Services Fees Over Contract Term:	\$6,000
	Total Over Contract Term:	\$77,250

Other Terms and Conditions (if any)

Invoice 1: \$16,250 for contract dates 12/1/19-5/31/20 to be sent 12/1/19
Invoice 2: \$30,500 for contract dates 6/1/20-5/31/21 to be sent 6/1/20
Invoice 3: \$30,500 for contract dates 6/1/21-5/31/22 to be sent 6/1/21

Agreement

The agreement by and between the Client and Panorama (this "Agreement") consists of this Service Order (the "SO") and the Terms and Conditions attached to the SO.

Authorization

By signing below, the parties hereto ACCEPT AND AGREE to this Agreement as of the last date executed.

Client Signature:	Print Name, Title:	Date:
Panorama Signature:	Print Name, Title:	Date:



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This Colorado Middle School Banned Phones 7 Years Ago. They Say Students Are Happier, Less Stressed And More Focused

 By Jenny Brundin | November 5, 2019

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Chris Neal/Shooter Imaging

A student at Mountain Middle School, a public charter school in Durango, Colo, puts her phone away before entering the building for the school day on Wednesday, Oct. 30, 2019.

Teachers at Mountain Middle School in Durango knew they had to do something. La Plata County had one of the highest [teen suicide rates](#) in Colorado and the school wanted to be a truly safe space.

One of the first things that came to mind — a cell phone ban. So, seven years ago, that's what they did.

Shane Voss, who was the new head of school at the public charter school back then, cites 24-hour cyberbullying, loss of sleep, round-the-clock social pressure to respond to Snapchats, Instagram posts and texts, and constant comparing oneself to other students. Voss and other school staff say cell phones play an underestimated role in the current teen mental health crisis.

Eighth graders Grace and Henry don't know what school is like *with* phones. Henry is on his phone about 10 minutes before he walks into Mountain Middle School and then it's off.

He said for the first half hour of school his phone might be in the back of his mind, "but once class starts then it's just 'kinda out the window and I'm not really thinking about it. So it's not a big distraction for me during school."

When school's out, he doesn't really think about it either because he hasn't seen in for the past six or seven hours. Grace doesn't think about her phone at all during the day except towards the end of the day, "thinking about like, did my mom send me a text to say where I'm going after school and or something like that."

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The rules are simple. And kids are talking to each other.

There's a warning the first time a phone is out of a student's backpack. On the second infraction, the phone is confiscated and parents have to pick it up. The third time, a student must hand the phone into the office at the beginning of the school day and pick it up at the end, for a set period of time.





“What we've tried to do at our school is create a safe zone,” Voss said. “The eight hours of a school day when students don't have to worry about that added extra pressure.”

He calls it a sanctuary.

“They can just be a kid for eight hours and not have to worry about all the madness of responding and playing that digital game with their friends.”

TEENS UNDER STRESS [Learn more »](#)



More stories about how teens in America are struggling:

- What are teens doing when they're on their phones? [We asked them](#)
- [What phones do to teen brains](#) (and what teens wanted to know about that)
- Teens aren't breaking language, [they're adding to it](#)

When the policy was first implemented seven years ago, kids would come into the school at 7:45 a.m., pull out their phones and look at Snapchat or Instagram as they waited for school to start at 8:00 a.m.

“It was kind of eerie that they were all sitting next to each other but not talking to each other,” recalls Voss. In 2016, teachers and administrators tweaked the rule to require that phones are in backpacks before students enter the building.

“And now that 15 minute time as they're waiting for class, students are actually talking to each other. They're talking to teachers and they're talking to each other,” he said.



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office and every classroom has a phone. But they [parents] should not be texting their student during the school day and distracting them during class,” Voss said.

You don’t spring a cell phone ban on parents.

Voss said parents needed to be educated about the impacts of the cell phone on the adolescent brain. Some studies point to a correlation between high social media use and anxiety and depression. The school invited parents throughout Durango to attend a screening of the documentary [“Screenagers,”](#) which explores the impact of screens on kids’ brains. A second event featured a showing of [“Angst”](#) which documents heightened levels of anxiety in today’s youth.

If you are in crisis, or are looking for mental health services for you or someone you know, call the [Colorado Crisis Services hotline](#). Call 1-844-493-8255 or text “TALK” to 38255 to speak with a trained counselor or professional. Counselors are also available at walk-in locations or online to chat between 4 p.m. and 12 a.m.

Parents, however, can also be part of the problem. Cell phone behavior is learned, Voss said. So the community discussions emphasized the importance of not using the cell phone while driving or during family dinners or when talking with children.



Chris Neal/Shooter Imaging

A student at Mountain Middle School pre-orders lunch from his phone before school starts on Wednesday, Oct. 30, 2019.

“Parents need to model appropriate usage,” he said. “We’re getting our kids ready for the world of work and you're present, you're focused, you're not checked out and you're not on social media and when you're in a business meeting.”

Voss said when he walks into a school without a cell phone ban, the difference is palpable.

Students are walking around with their heads down, on their phones.

“It's kind of like the zombie apocalypse and you have all these kids in the hallways not talking to each other. It's just a very different vibe.”

Mountain Middle School’s structure and programming is adapted on the nationally-renowned High Tech High model with a heavy focus on project-based learning,



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students work to adults. Voss said that requires focus and collaboration.

The school tries to teach the skill of being “indistractable” focusing students on one skill



Chris Neal/Shooter Imaging

Mountain Middle School eighth graders Grace and Henry .

Some parents and teachers worry that the cell phone could be interfering with young people’s identity formation, a critical time of social development when young people grapple with who they are and how best to communicate with others. Voss shares that worry. He said teaching social skills is equally as important as academic skills, for example, the importance of eye contact in a conversation. Students are required to do public exhibitions about their learning.

“I do think the cell phone piece is a big part of why students don't know how to communicate well face to face,” Voss said. He believes schools should be teaching students how to use technology appropriately and teach them that it can play a role in teen anxiety and depression.



emotional skills, take deep dives into the symptoms of anxiety and learn coping skills. Police officers also talk to sixth, seventh and eighth graders about the legal ramifications of using cell phones improperly.

Why doesn't every school create cell-phone free environments?

Ninety-five percent of teens have access to a smartphone and many Colorado school officials say it's impossible to monitor them. Voss counts off the excuses he's heard for why schools can't implement bans. One is that there may not have enough Chromebooks for each student and so teachers rely on phones for internet access. Voss believes that technology needs to be prioritized in the budget so classrooms don't have to rely on phones. He also believes some administrators fear parent and student pushback. "It's kind of like a digital umbilical cord for parents and students," he said.

"I can't tell you how many schools I visit and they say, 'Man, I wish we could do that, but we don't have the courage to do that.'"

But Voss believes the current mental health crisis in youth means that schools need to think hard about what's best for kids.

"Let's remove all the excuses because we know this is what's best for kids. We're going to have fewer kids facing depression and anxiety. The mental health piece of this is huge and that can't be ignored."

Henry said kids do complain about the ban.

"Everybody said like, 'Oh, I really, really wish I can be on my phone.' But I think subconsciously everybody realized that it's good for them, but like nobody *really* realizes it. Nobody thinks, 'Wow, this is nice. I don't have to worry about this for seven hours.' And that's one of the nice things is people may think it's a burden or it's like a punishment, but it's really there to help you be the best person you can be."



summer gorge-rest.

Grace and Henry think the cell phone ban eliminates cyberbullying and gives kids a “nice break.”

They’ll soon be headed to high school, where there isn’t a cell phone ban. It’s another change Grace has thought about.

“I guess your phone is like more of a big deal in high school ‘cause it’s a lot more prominent of a way of communication,” she said.

We want to know more, and we hope you do, too.

CPR News will spend the next few months investigating the factors that have created the ultimate pressure cooker for some teens. We’ll go into their world through audio diaries, interviews, reflection and analysis. Most importantly, we’ll examine what teens, families and schools can do to let some of the pressure loose.

What questions do you have about the issues that are causing teen stress?

0/300

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We'll be in touch if we look into your question.

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Email address

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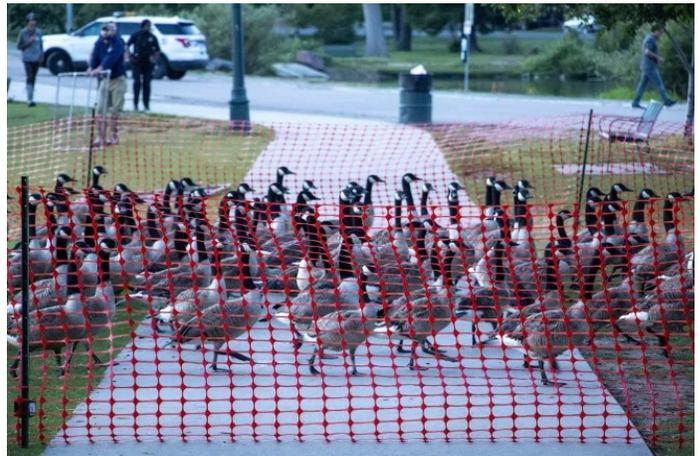
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