



Superintendent
Jack Copps
324-2001

Business Manager
Janelle Mickelson
324-2040

Board of Trustees Meeting

Ray Bjork Learning Center
1600 8th Avenue

Tuesday May 8, 2018
5:30 p.m.

AGENDA

I. CALL TO ORDER / PLEDGE OF ALLEGIANCE

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. RECOGNITIONS/PRESENTATIONS

1. Helena High School Green Group Presentation (See Attached)
2. Helena High School Two-Time State Champions Lady's Basketball (See Attached Roster)
3. Helena High School Envirothon Three-Time State Champions (See Attached)
4. Capital High School State Science Winners (See Attached)
5. Capital High School State SkillsUSA Winners (See Attached)
6. Capital High School DECA State Conference Winners (See Attached)
7. Harrison Writing Awards (See Attached)

V. NEW BUSINESS

- 1. Items for Action** (*The Board of Trustees will accept Public Comment on the Following Items*):
 - a. Approval of Minutes (See Attached)
 1. Board Meeting 4-10-18
 - b. FEMA Grant; Rossiter Flood Mitigation Project
 1. Rossiter Easement (See Attached)
 - c. Board Policy (See Attached)
 1. 2035 Federal Funding and Title I
 2. 2060 Instructional Materials
 3. 3023 Education of Children in Foster Care
 4. 5032 Prohibition on Aiding and Abetting Sexual Abuse
- 2. Consent Action Items**
 - a. Personnel Actions (See Attached)
 - b. Approval of Out-of-District Attendance Agreements (See Attached)
 - c. Resolution to Dispose of Power Supplies for Computers (See Attached)

3. Items for Information *(The Board of Trustees will not take public comment on items for information unless specifically noted with the agenda item; discussion only/no voting will occur)*

4. Reports

- a. Budget & Program Committee Report
- b. Policy Committee Report
- c. Facilities & Maintenance Report
- d. Health Benefits Committee Report
- e. Montana School Boards Association Report
- f. Helena Education Association Report
- g. Student Representative Reports

5. Bond / Project Update

6. Board Comments

VI. SUPERINTENDENT'S REPORT

VII. ADJOURNMENT

Next regular board meeting June 12, 2018

May 1st, 2018

Dear Helena School Board, Helena District Administration, Superintendent Jack Copps, Assistant Superintendent Grep Upham and Superintendent- Elect Tyler Ream,

We, the students of Green Group of Helena High, would like to propose a solution to strive to make the Helena School District more environmentally friendly, while considering the costs of these improvements. Green Group (established in 2007) in the past has contributed to numerous projects, including the "Filling Station" (water bottle filtration system in the Helena High School English hallway), aluminum and plastic recycling, Prickly Pear Land Trust donations, along with the solar panels on Helena High School. Although these projects have caused Helena High School to become more environmentally friendly, we would wish for progress to be made that included the entire Helena School District.

Green Group of Helena would like to execute changes that include the reduction of energy expenditure, increased recycling, conservation of water, and increased involvement of students. There are many improvements that can be made that create instant results such as lights, heating, and overall energy usage. However, these efforts can be better coordinated by a dedicated staff member, known as a Sustainability Coordinator, than relying solely on volunteers.

A Sustainability Coordinator would be responsible for implementing change related to environmental dilemmas. The job of a Sustainability Coordinator includes coordinating events related to sustainability, managing projects to make the school district more eco-friendly, encouraging environmentally friendly behavior, sharing materials of different schools, and saving money through these projects. In order for our schools to become more efficient, eco-friendlier, and become more aware of the environmental issues, a Sustainability Coordinator is necessary.

We believe that the Sustainability Coordinator would ultimately pay for his/her own position based on the cost savings. Also, many rebates, grants, and donations are available to pay for the numerous changes that the Sustainability Coordinator would enact.

Many school districts have already instituted a Sustainability Coordinator position, and the schools in the capital of Montana should not be the last. Thank you for taking the time to listen to our proposal, and we hope that you contemplate this idea with an open mind. We look forward to presenting to you.

Sincerely, Students of the Sustainability Committee of the Green Group of Helena High,

Claudia Downing,

Kara Steab,



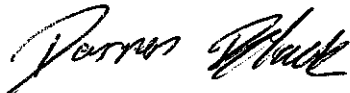
Sam Sullivan,

Samuel Sullivan

James Blanchard,



Darren Black.



1300 Billings Ave.
Helena, MT 59601
May 1, 2018

Dear Helena School Board and Administrators:

Thank you for welcoming the Helena High Green Group students to your Tuesday, May 8th meeting! They are excited to present their proposal asking the Helena School District to consider creating a permanent "sustainability coordinator" position in the district. This employee could collect and monitor energy and other data; analyze and implement resource conservation and recycling programs (coordinating with facilities and school leaders); analyze other areas including technology, transportation, waste, etc.; and save the district money. Savings could help pay for this position.

The coordinator could also collaborate with teachers and students in sustainability education and efforts, as well as collaborate with community groups. Other ideas might be to explore the idea of student-run gardens, plant trees, hold friendly competitions ("Which school can save the most energy?"), writing grant proposals (such as for solar panels), reduce waste, and role model for students this up-and-coming profession.

Sustainability is a growing field nationwide, with colleges and K-12 districts across the country creating increasing numbers of these positions. In Montana, the Whitefish School District is leading the way by building and operating a "Center for Sustainability and Entrepreneurship" (see attached article).

The main impetus for the Helena position would be the goal of doing our part to reduce climate change. In Montana, we have already seen the effects of warmer temperatures, with wildfires and months of smoke. Green Group believes that improving sustainability efforts in the Helena School District would be taking a responsible, ethical step forward to care for the children whom we educate and their future.

A core group of Green Group students has been meeting every Wednesday for months (in addition to our regular Monday meetings) to brainstorm ideas for this position and to research locations, job qualifications, duties, funding, and more. In conference calls, they have interviewed Eva Rocke, sustainability coordinator, University of Montana; Hal Corin, energy manager, Jeffco Public Schools (Golden, Colorado) (see two attached Jeffco job descriptions); and others. Green Group students have also participated in a short energy analysis of the HHS common area lighting with Ryan Schwochert, consultant with DNV GL Energy Services USA, who provided Green Group with some savings and rebate data and who has met with our students several times.

Attached is some selected information from our research findings. These students will also be happy to share additional research with you or field any questions you have.

Thank you sincerely for your time and attention to this idea and to these dedicated young people.

Helena High Green Group advisors:

--Jill Van Alstyne (HHS English teacher)
--Art Butler (retired Helena district school psychologist)

MANAGING SUSTAINABILITY IN SCHOOL DISTRICTS:

A PROFILE OF SUSTAINABILITY STAFF
IN THE K-12 SECTOR

DANIA GUTIERREZ

Master's Candidate

University of Michigan School of Natural Resources and Environment

ANISA BALDWIN METZGER, Assoc. AIA, LEED AP[®] BD+C O+M

The Center for Green Schools at the U.S. Green Building Council

EXECUTIVE SUMMARY

Since 2011, the Center for Green Schools (Center) at the U.S. Green Building Council (USGBC®) has been the sole national convener of approximately 90 school district professionals who currently serve as the sustainability change-makers in school districts. The green schools movement is growing, and with it the growth of new roles within school districts. The importance of having a sustainability-focused staff member is beginning to be recognized by educational leaders who look to sustainability as a means of revitalizing their districts. Not much is known about this profession, however, and particularly about how a sustainability role functions within a school district.

This report is the latest step in ongoing research being conducted by the Center to gain a better understanding of sustainability professionals in the workplace and how these individuals impact the sustainability performance of their organizations. The research focuses on the elementary and secondary education (K-12) sector, building a more detailed profile of what a sustainability-focused staff member does in a school district, how he or she fits within the district, and how the staff member is demonstrating the impact that his or her performance has on the district's triple-bottom line. The Center defines green schools in terms of the three pillars of the Department of Education's Green Ribbon Schools Award: reduced environmental impact, enhanced human health, and increased environmental literacy. The phrases 'sustainable schools,' 'green schools,' and 'sustainability in schools' are used interchangeably in this report.

Organizational barriers and superiors' lack of familiarity with a sustainability professional's role and sustainability in general has a greater impact on the success of sustainability initiatives.

Research within this report is based on a survey of 35 school district sustainability staff and interviews with 17. The sustainability staff surveyed represent school districts of all sizes from across the country. An analysis of the data gathered reveals that, among this group of 35 professionals, job characteristics (i.e. job title, area of focus, and time dedicated to sustainability) and self-assessed effectiveness were not impacted by the number of schools in the school district. Further analysis finds that organizational barriers and superiors' lack of familiarity with a sustainability professional's role and sustainability in general has a greater impact on the success of sustainability initiatives.

Approximately 75 percent of staff surveyed report that their positions are located within the facilities or operations departments of their districts. Interviews with the professionals revealed that being siloed in the facilities department is challenging. However, this placement also has presented a new opportunity for the facilities and operations departments to evolve into more cross-cutting arms of school districts. These staff members are using their limited resources not only to promote sustainability but also to transform facilities departments into efficient and innovative units that can relate to all other departments of the district and provide additional educational value for students.

The sustainability position in school districts is multi-dimensional and still evolving. The community of professionals currently in sustainability roles have the capacity to function as engineers, communicators, and leaders. Given ideal circumstances (and, in many cases, less than ideal), this position has the potential to truly transform the way a school district operates.

STUDY GOALS AND METHODOLOGY

When organizations seek to develop and implement a sustainability strategy, their approach is either to make sustainability an additional duty of an existing position or to create an entirely new functioning role. When they pursue the latter path, organizational leaders must decide where to place this individual, what the individual's goals should be, and how his or her position should be evaluated. Very little research has been conducted regarding evaluating the performance of sustainability professionals.

In existing research, in-depth profiles of sustainability staff have focused primarily on the corporate sector, higher education sectors, or a combination of many sectors. The Center has chosen to analyze an additional sector where sustainability staff are a recent and growing addition: K-12 school districts. Sustainability professionals within this sector face similar organizational obstacles as their counterparts in other sectors; however, they also face unique challenges. These unique challenges involve navigating complex organizational structures and the strongly-held, sometimes conflicting, values and mandates that come with working in K-12 education.

RESEARCH GOALS

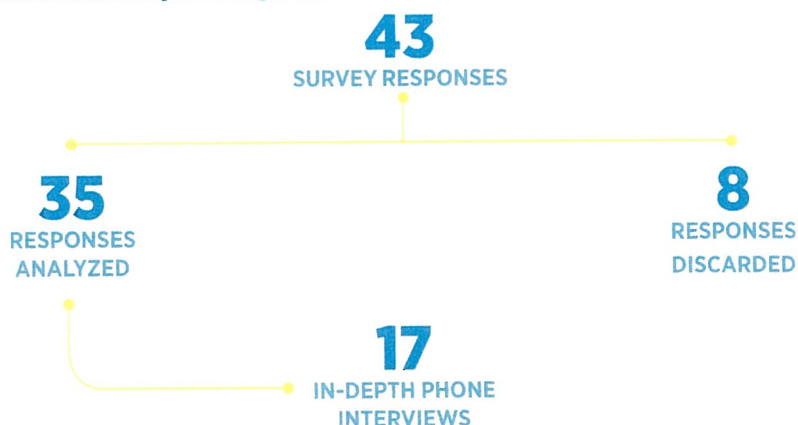
The research goals of this study are to:

- Develop a profile of a typical K-12 sustainability professional
- Determine how this role is similar to sustainability positions in other sectors
- Understand what motivates school leaders to hire these professionals
- Investigate how school districts are setting expectations for professionals in this role and evaluating their performance

METHODOLOGY

Two phases of research addressed the stated research goals: an online survey questionnaire and a series of phone interviews. Of the 43 responses received from the online survey, eight responses did not fit the criteria of being non-faculty school system staff and had to be discarded. Thus, the final sample size for the online survey questionnaire is 35 responses. Unless otherwise noted, this is the sample size used for analysis throughout this paper. Additionally, research included 17 in-depth phone interviews to allow survey questionnaire participants to further explain their responses and discuss related topics. These two samples form the basis for the analyses presented in this report. For a more detailed description of the study methodology and survey design, refer to Appendix A.

FIGURE 1: Survey responses and analysis categories



RESULTS

The following results come from the analysis of the 35 valid survey responses, which are referred to as “respondents.” “Interviewees” refer to the 17 individuals who participated in more in-depth interviews in addition to responding to the survey. Analysis examines trends related to survey respondents’ answers. The more limited in-depth interviews conducted after the survey supplement analysis with anecdotal evidence.

WHO ARE SCHOOL DISTRICT SUSTAINABILITY STAFF?

Respondent Profile

As can be seen in Figure 2, of the 35 respondents, 54 percent have master's degrees or higher. While this indicates that postgraduate education is valuable in the field of sustainability professionals, it is not a requirement for these positions. Most of the degrees held by the respondents are in the fields of environmental science, sustainability, or business. For a list of reported degrees, refer to Appendix B.

The sustainability professionals surveyed report a range of sustainability-related work experience. The survey asked respondents to report on their relevant sustainability work experience prior to their current experience. This experience varies from less than one year in the field to over five years, as can be seen in Figure 3. No significant relationships were found between the years of experience of the respondents and the reported capabilities and challenges discussed in the following sections.

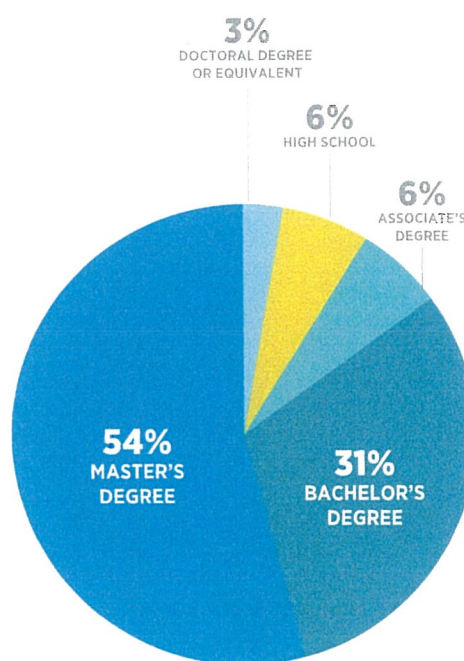


FIGURE 2: Academic background of the respondents

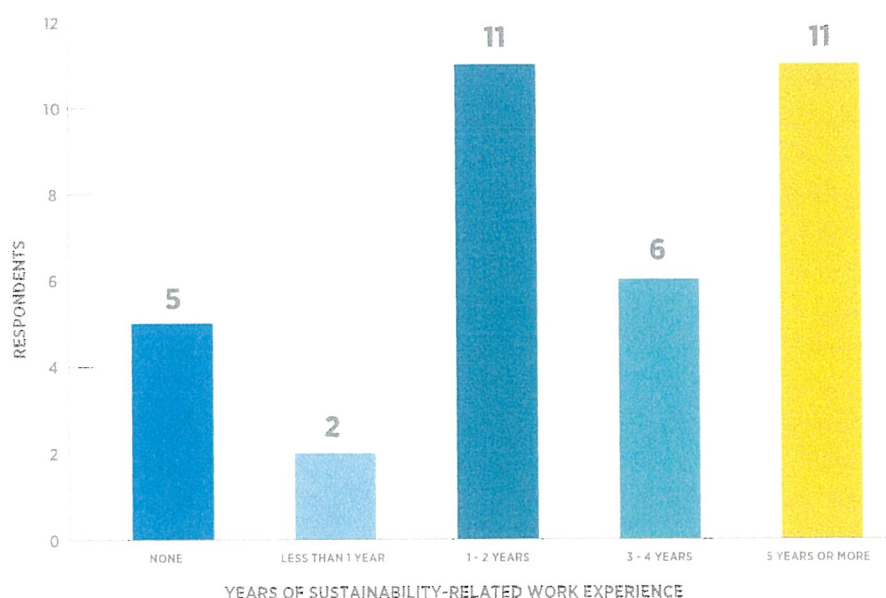


FIGURE 3: Years of sustainability-related work experience prior to current position

District Profile

All but one of the respondents are employed in school districts where traditional public schools make up at least 75 percent of their district. The final respondent reports being from a district comprised of 50 percent charter schools and 50 percent public schools. In total, 34 districts from 20 different states are represented in the 35 survey responses. Survey responses are from professionals in school districts of all sizes. The smallest is comprised of just five schools, and the largest has over 1,000. Despite this range, the size of the school district does not appear to have a significant influence on the responses given by the professionals in this study.

Job Title

Job titles can be important in determining responsibilities and expectations associated with sustainability-related positions in K-12 school systems. Job titles also often indicate where the sustainability professional is placed within the administration of K-12 schools and where he or she falls in the administration's hierarchy.

Examination of job titles reported by the surveyed professionals finds that 75 percent of respondents' job titles contain words that indicate their focused role in the school district. These terms include sustainability, energy, environment, and conservation. Job titles that do not include these terms are primarily related to facilities or operations. For a list of reported job titles, refer to Appendix C.

Figure 4 illustrates the breakdown of the job titles given by respondents, categorized by theme. Forty-three percent of all respondents have the word "sustainability" in their official job title, though the functions of their roles vary. These functions are defined in job titles as coordinators, managers, directors, officers, and analysts. Those who chose "other" in response to the survey question about job title have specialized titles related to green schools, including Green Schools Coordinator, High Performance Schools Program Manager, and LEED® Program Specialist.

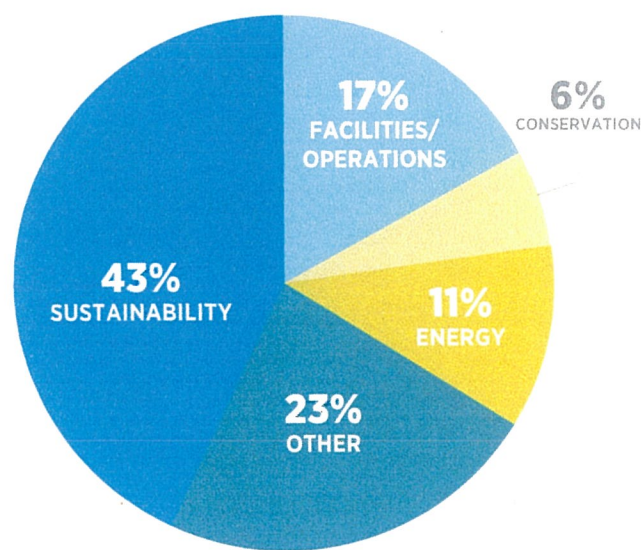
Hiring and Job Creation

The sustainability professional is a relatively new position in schools, which is indicated by the initial hiring dates reported by survey respondents. While the first hire among the professionals surveyed was 1999, the majority of hires have occurred in the past six years, as displayed in Figure 5. For each sustainability professional surveyed, this graph displays the reported hire date into his or her current position (not necessarily the hire date into the school district).

Respondents who report hire dates into their current position prior to 2009 are more likely to have been previously working in school district positions that were commuted into sustainability positions or were expanded to include sustainability.

Sixty-three percent of those in sustainability or environment-focused roles were newly hired or had their job title changed in the last five years. Not surprisingly, then, 75 percent of respondents state that they are the first to hold their current position in their districts (n=32). Respondents not included in this particular analysis were either hired as consultants or are unsure if they are the first to hold their position.

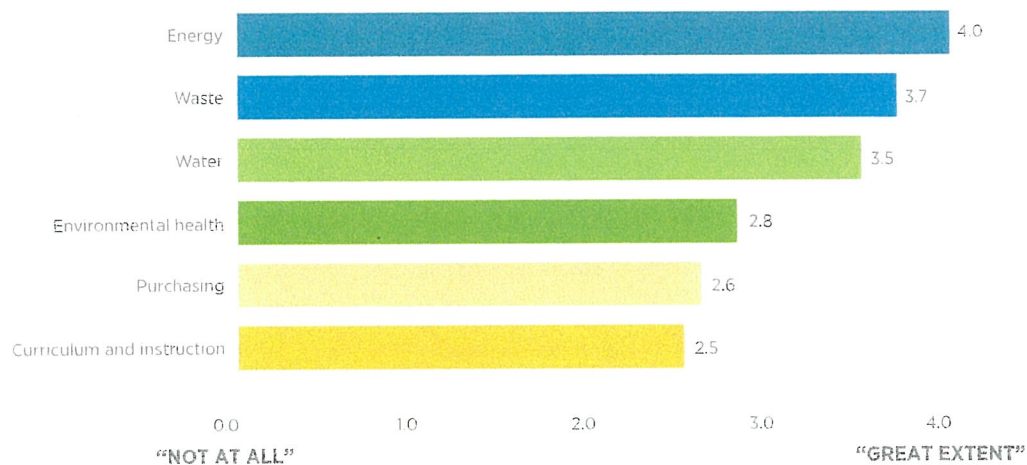
FIGURE 4: Job titles by theme selected by respondent



Interviewees who have sustainability or environment-focused job titles but reported spending less than 100 percent of their day dedicated to sustainability explained that their other duties include administrative and technical tasks, such as facilities maintenance.

The survey also asked respondents to indicate the extent to which they are responsible for managing various areas of sustainability. Figure 9 shows the average responses for each of these areas. The highest ranking response is “Energy,” with the majority of respondents reporting that they are responsible “to a great extent” for its management. The lowest ranking area of responsibility is “Curriculum and Instruction,” indicating that the sustainability staff position is still one that operates largely outside of the classroom.

FIGURE 9: Average extent responsible for specific areas of K-12 sustainability



As with most job characteristics associated with sustainability professionals, different individuals have differing levels of staff support within their districts. Over half of the respondents report having support from additional sustainability-focused staff. The size and type of support staff identified by the respondents varies greatly, including full-time staff, part time staff, and temporary staff. One respondent reports that her district has 25 additional sustainability staff. During her interview, she explained that custodial and maintenance employees are unofficially considered sustainability staff because they make up a team that executes sustainability practices at each of their schools. The interviewee described this as an indication that sustainability truly is embedded in district culture.

On average, respondents who report having at least one additional staff member are less likely to identify with the challenges of overcoming structural barriers, scaling efforts district-wide, and lacking influence. Even with additional staff support, however, sustainability staff still identify “integrating sustainability into district culture” as a significant challenge.

Fifty-nine percent of respondents have control of a budget, and these respondents report budgets ranging from \$4,000 to several million dollars. No relationship was found between respondents’ control over a budget and the duties identified as key aspects of their job, including implementing programs and developing partnerships with internal and external stakeholders.

INSIGHTS FROM INTERVIEWS: EXPECTATIONS, EVALUATION, AND FEEDBACK

Research interviews gave the opportunity for sustainability staff to provide insight into the methods their employers use to evaluate their performance. In some cases, these staff still find that they must actively make the case not just for their positions but for sustainability in general. The following results synthesize the themes found among the interviews with sustainability professionals, specifically related to demonstrating the value of their work.

The general consensus among the sustainability professionals interviewed is that their school districts do not know what to expect of the sustainability staff role. Six out of the 17 individuals mentioned that this confusion is likely due to a lack of understanding across the district of what sustainability is or how sustainability can be incorporated in the district. Four of the interviewees said that a lack of clear expectations stems from a lack of involvement among top leadership. All of the individuals interviewed reported that the absence of a clearly defined scope of work means that their job is constantly evolving, depending on the needs of the districts or changes in motivation among stakeholders. This flexibility means that sustainability staff can achieve multiple goals and work with a variety of internal and external stakeholders at any one time. On the other hand, the constantly shifting role can make it difficult for sustainability staff to engage stakeholders who often have no idea their position exists within the district or what their job entails.

Eight of the 17 interviewees mentioned that the only concrete expectation of their supervisors or district leaders is for them to serve as the point of contact or as the resource for all things related to sustainability. All of the interviewees discussed reporting to their supervisor (which for 14 out of 17 of the interviewees was the director or equivalent of facilities) and participating in informal evaluations. The evaluations primarily involve reporting on the progress of programs.

When asked which performance metrics their supervisors pay attention to the most, all but two of the interviewees reported that financial performance (e.g. cost savings, avoided costs, cost recovery, cost reduction, etc.) is the most important metric to their supervisors. Other important common metrics include:

- Energy use reduction
- Waste reduction
- Waste diversion
- Recycling rate
- Number of employees engaged in programs
- Number of students engaged in programs
- Number of school gardens
- Pounds of produce grown in gardens

Reporting on meaningful data is still a challenge for 14 out of the 17 individuals interviewed for a variety of reasons, including lack of time and funding as well as unreliable sources of data. This challenge appears to lessen, however, as top leadership become more interested in their programs.

Knowledge and Skillsets

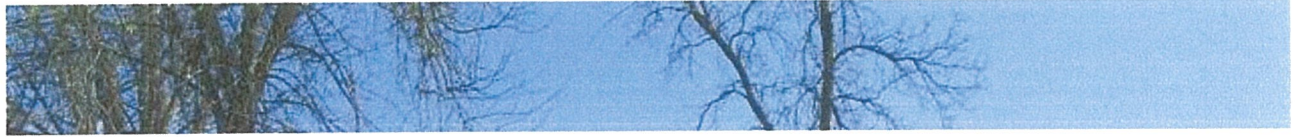
Interviewees were asked to list the skills that make them effective in their role and uniquely qualified to take on sustainability in their district. Five interviewees placed their necessary skillsets into three general categories:

- Subject-matter expertise
- Communication and relationship-building skills
- Passion and motivation

All interviewees stated that the ability to work effectively and communicate with people is key. While having the technical knowledge to manage building operations is helpful, interviewees reported that this skill is not enough to see results. In order to drive change, interviewees stressed the importance of being able to manage relationships, having excellent written and oral communication skills, and serving as both a leader and a team player. Ten out of 17 interviewees stated that passion is absolutely necessary to be able to handle the challenges that are faced on a daily basis when working for a school district.

SCHOOLS SET TO STUDY ENERGY USAGE WITH SMART SENSORS

March 22, 2018 at 7:57 am / By [Daniel McKay \(mailto:dmckay@whitefishpilot.com\)](mailto:dmckay@whitefishpilot.com)



Whitefish Schools is planning to take a high-tech approach to examining its energy usage and sustainability measures.

The Whitefish School Board on March 13 approved a three-year contract with Buddy Ohm, a mechanical monitoring service that is expected to provide real-time feedback on both energy usage and sustainability measures in the new Center for Sustainability and Entrepreneurship as well as Muldown Elementary and the Whitefish middle and high schools. There is no cost to the district for the service.

District Director of Curriculum Ryder Delaloye said the partnership will allow the district to better track and adhere to its sustainability goals.

"This is a mechanism by which we can get a read on the Center for Sustainability and Entrepreneurship in terms of the energy use, resource consumption, temperature and so forth. And basically through these sensors, transform the facility into a smart building," Delaloye said. "It's a moment-by-moment responsive system."

The Ohm is a set of building sensors and an accompanying dashboard that will provide building data on different energy measurements. Buddy, the parent company of the Ohm technology, also provides software enabling administrators and facility staff to examine and review the data collected by the sensors.

Buddy is based in Australia and has a U.S. office in Seattle.

Delaloye said when the district and Buddy first began exploring a partnership, Buddy was enthusiastic and eager to offer a discount to Whitefish Schools.

As the sustainability center gained more national attention and sustainability practices became a mainstay in the district's future plans, the two decided on a service-for-service agreement at no cost to Whitefish schools.

Buddy will install its software in the district's four buildings and offer their services, and in return the district will work with Buddy to develop promotional materials about Whitefish's experience with the technologies.

The sustainability center will also be a host to conferences, seminars and other learning experiences for others interested in what the district and Buddy are doing.

Programming initiatives with students, including internships and work with FREEFLOW students, were mentioned as part of the agreement.

For Delaloye, the ability to monitor energy usage helps keep the schools on track with their goals and show how behavior change can create a more sustainable district.

"When we started to look at the scope of the contract, it seems like there's a lot there. But what we realized is that's an accountability measure for us to accomplish what our sustainability goals are," he said. "It's often difficult to change behavior. It's because we can't see how that behavior is occurring directly and immediately. This dashboard, these sensors can help adjust that."

Trustee Marguerite Kaminski liked the proposal, but asked what happens if the partnership isn't as ideal as it now seems and the district has to leave the contract.

"The only thing they have asked if we do break this contract amicably for any reason, is that we return the hardware," Delaloye said.

As to the district's obligations in the partnership, Superintendent Heather Davis Schmidt said most of the promotional videos and articles they'll be creating would have been a part of the project anyway.

"We are really excited about this opportunity," she said. "I don't think there's anything in here that we weren't already going to do."

**JEFFERSON COUNTY PUBLIC SCHOOLS
CLASSIFIED POSITION JOB DESCRIPTION**

Job Title: Resource Conservation Advocate
Date Prepared: December 3, 2015
Job Code: ?
CDE Code: ?
Grant: No
Salary Grade: G-01
Work Year: 12 months
Department: Energy Management
Division: Facilities Management
Reports To: Energy Manager

SUMMARY: Responsible for the administration, implementation, and oversight of conservation programs and competitions in schools. Responsible for producing and providing data support and justification for programs.

ESSENTIAL DUTIES AND RESPONSIBILITIES: Enthusiasm and passion for conservation is a must.

Serve as point of contact and motivator for school "Green Teams" or "Environmental Clubs".

Act as spokesperson and coordinator for district conservation programs.

Assist in development of and implementation of conservation programs aimed and goals to reduce water and energy usage throughout the district.

Assist in the development of departmental goals for the district.

Assist in the development of conservation materials and strategies for students and staff. To include presentations, labs, classroom assignments, resources, projects, rubrics, best practices, memorandum, etc.

Write press releases and stories about student engagement programs and other department initiatives.

Responsible for compiling reports in Excel that show trends in usage to support departmental work and internal reporting in all areas of utility use.

Assist in assembly of Excel spreadsheets that will help determine savings targets, goals, and will help quantify the effectiveness of savings programs.

Maintenance of website and development of new content.

Paying utility bills or submitting rebate paperwork as assigned.

Other duties may be assigned.

EXPERIENCE: 1 to 3 years of professional work experience. Experience teaching in a formal or informal K-12 learning environment strongly preferred. Involvement in energy and water conservation

programs strongly preferred. Experience working with datasets and comfort working with numbers is a plus.

EDUCATION AND TRAINING: Bachelor's degree in education, mathematics, science, or engineering.

CERTIFICATES, LICENSES, REGISTRATIONS: Colorado Driver's License

SKILLS, KNOWLEDGE, & EQUIPMENT: Strong written and verbal communication, organizational, presentation and interpersonal skills. Able to manage multiple projects simultaneously. Capable of simplifying and explaining complex concepts and fielding questions on related topics. *Strong abilities in Microsoft Excel* and Word. The successful candidate will develop an understanding for utility rate structures, district billing processes, a fluency in energy terminology, and for how energy is used in schools.

To perform this position successfully, an individual must be able to execute each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

DECISION MAKING: Ability to work with principals, students, and staff to convey information regarding departmental conservation goals and district utility resources. Ability to make sound, well-reasoned decisions independently. Seeks out guidance and input from supervisor when needed. Responsible for communicating problems to the Energy Manager before or as they arise.

COMMUNITY RELATIONS: Regular contact with students and parents to furnish information and maintain relationships; non-profits and public agencies to obtain/furnish information and maintain relationships; and with the media, news, press, etc. to furnish information. Regular contact with administrative/classified staff within/outside department to discuss routine internal matters, resolve routine corrections/adjustments.

SPAN OF CONTROL: This position does not have any supervisory responsibilities. This position serves as a supporting role for the Energy Manager.

EDUCATIONAL DELIVERY: Provide direct support to schools and individual classes related to departmental conservation goals and district utility resources.

COMPLEXITY OF WORK: Strategic planning is directed by Energy Manager. Ability to make independent judgments based on district policy.

Job Title: Manager, Energy
Date Prepared: October 16, 2013
Job Code: 2104
Position A/P/T: Professional/Technical
Salary Grade: G-06
Work Year: 12 Months
Department: Support Services
Division: Support Services
Reports To: Executive Director of Facilities & Construction Management

SUMMARY: Be responsible for the development and implementation of the District's Utility Conservation Management Plan. The Plan will provide proper environmental conditions through economical and efficient use of utility and financial resources.

ESSENTIAL DUTIES AND RESPONSIBILITIES: Ensure that energy and resource conservation operations are supportive of the instructional goals of the district while promoting a comfortable indoor climate for learning.

Maintain liaison with the principals, school and central staffs, Maintenance/Operations department, Design and Construction department in order to provide optimum facility comfort, reducing energy consumption levels and complying with district-mandated policies and guidelines.

Articulate the district's mission and goals in the area of utility management to the community and solicit its support in realizing the mission. Demonstrate the use of appropriate and effective techniques for community and staff involvement. Demonstrate awareness of district-community needs and initiate activities to meet those identified needs.

Recommend sound policies directed toward utility conservation and develop long-range plans for implementing policies and innovations. Employ effective interpersonal skills to promote, manage and monitor the effectiveness of the Utility Management Program.

Assist maintenance and construction project managers in evaluating HVAC and energy equipment to ensure effectiveness and compliance with conservation goals. Review with consultants and equipment suppliers, new technologies and products applicable for potential system or equipment upgrades and retrofits.

Assist site maintenance managers in evaluating and implementing water conservation strategies including irrigation systems and the development of site based water budgets.

Develop training options and/or improvement plans to ensure the best operation in the area of HVAC, lighting and power, and utility equipment maintenance.

Pursue an aggressive program to reduce district costs for energy. Assume responsibility for compiling, maintaining, and filing utility reports, billings, and other documents required. Act as primary contact to solar energy vendor; monitor solar usage and notify vendor of maintenance needs.

Monitor facility activity schedules for all buildings in order to coordinate efficient usage.

Utilize consultants when necessary to identify utility conservation measures.

contact with students and parents to furnish information and maintain relationships; with vendors, contractors, engineers, developers and public agencies to obtain/furnish information and maintain relationships; with State Legislature or Congressional staff to recommend policy and negotiate rates; and with the media, new, press, etc. to furnish information. Annual contact with advisory committees to furnish information and interpret policy; with school support team, Administrative leadership team, and the Board to furnish information and recommend policy; and with citizen or patron committees to furnish information, interpret policy, and maintain relationships.

SPAN OF CONTROL This position does not have any supervisory responsibilities. This position is responsible for both budget development and accountability.

EDUCATIONAL DELIVERY: Provide direct support to school personnel for site utility cost/usage information. Provide classroom support to teachers for all district utility and energy consumption programs. Relay information to all school personnel including students about District policies affecting energy consumption and conservation programs.

COMPLEXITY OF WORK: Work is self-directed. Strategic planning is directed by Executive Director of Facilities & Construction Management. Self-management skills are a requirement. Ability to make independent judgments, assess building performance within the parameters of District policy, communicate problems to the Executive Director of Facilities & Construction Management, Director of Building Maintenance, Director of Site Maintenance, facility managers, technicians, and building automation technicians accordingly. Operating knowledge of mechanical systems is required to communicate effectively with technicians.

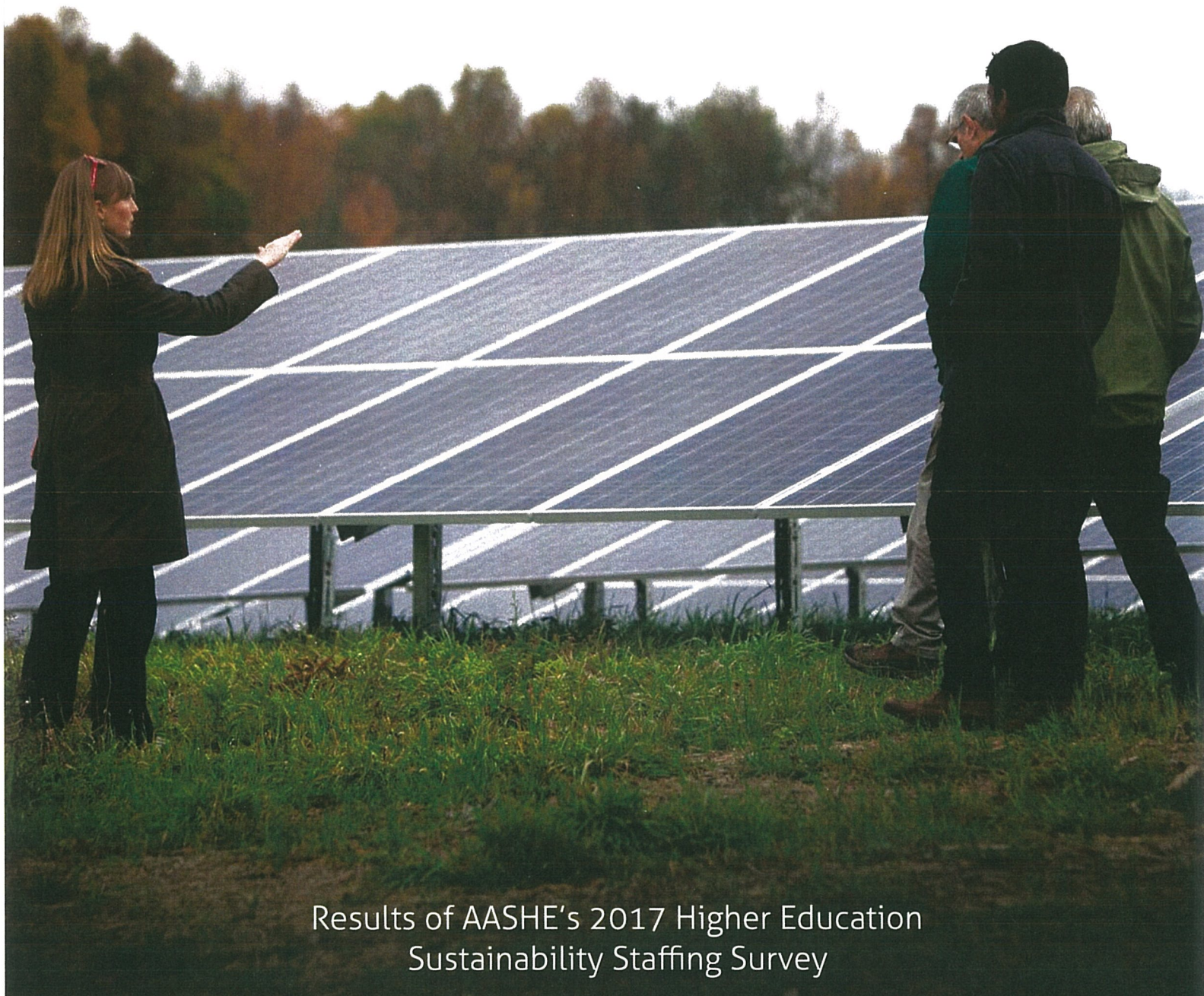
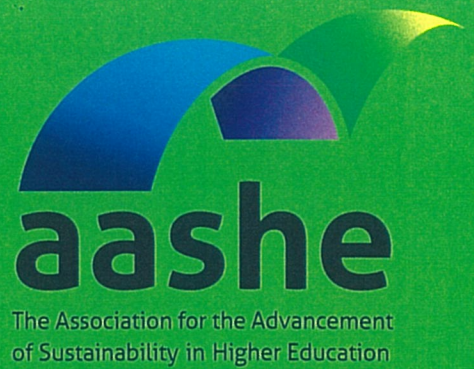
The physical demands, mental functions, and work environment characteristics described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

PHYSICAL DEMANDS: While performing the duties of this job, the employee is regularly required to use hands to finger, handle or feel; reach with hands and arms; and talk or hear. The employee is occasionally required to stand; walk; sit; climb or balance; stoop, kneel, or crouch; and taste or smell IAQ (Indoor Air Quality). The employee must regularly lift and/or move up to 10 pounds. The employee must occasionally lift and/or move up to 50 pounds. Specific vision abilities required by this job include close vision and distance vision.

MENTAL FUNCTIONS: While performing the duties of this job, the employee is regularly required to communicate, coordinate, instruct, compute, synthesize, evaluate, use interpersonal skills, and negotiate. The employee is frequently required to compare, analyze, and compile. The employee is occasionally required to copy

WORK ENVIRONMENT: While performing the duties of this job, the employee is frequently required to work near moving mechanical parts. This job involves extensive in-district travel; occasional irregular hours, periodic exposure to conditions in mechanical/boiler rooms, ceilings, roofs, and under-floor areas; may be exposed to fumes or airborne particles, risk of electrical shock, and vibration. The noise level in the work environment is usually moderate.

SALARIES & STATUS of SUSTAINABILITY STAFF in HIGHER EDUCATION 2017



Results of AASHE's 2017 Higher Education
Sustainability Staffing Survey

INTRODUCTION



Oklahoma State University Sustainability staff focus on resource conservation and Close-the-Loop purchasing practices.

Since 2008, AASHE has been conducting a biennial survey of higher education sustainability positions. These surveys collect data from sustainability officers as well as a number of more focused sustainability positions such as recycling/waste staff and sustainable energy staff. This report presents the results of the 2017 Higher Education Sustainability Staffing Survey and serves as an update to our 2015 report. It examines the nature of sustainability positions at colleges and universities in the United States, Canada and other countries, providing insights into salaries, funding, supervision, job satisfaction, challenges and more. The report aims to increase our understanding of the continuously growing career field of higher education sustainability professionals.

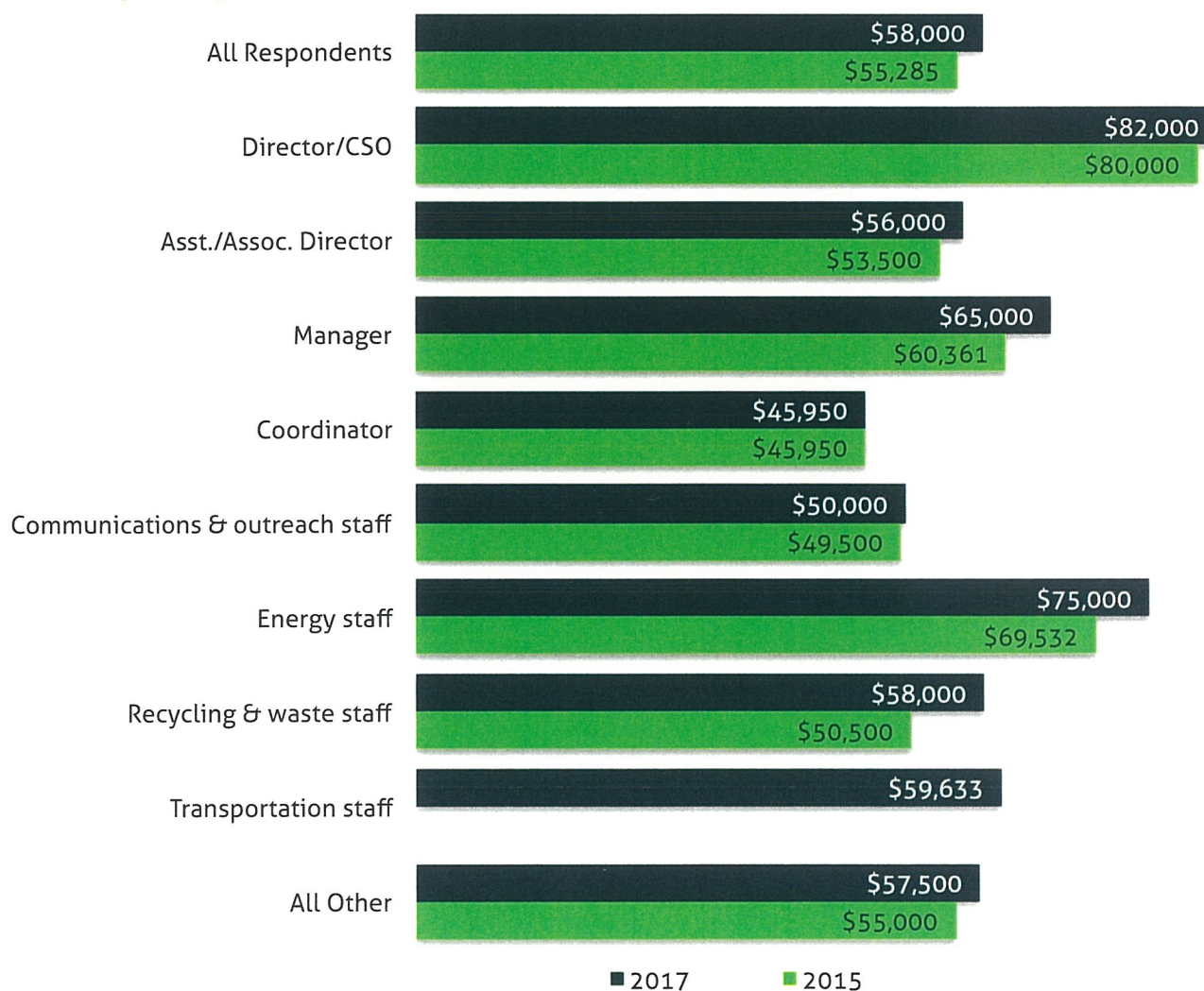
This year's survey and report include several improvements in comparison to previous years:

- The survey was open to respondents outside of the United States and Canada for the first time
- Report includes graphical data comparisons between this year and the previous report year (2015) rather than current year data alone.
- An [infographic](#) summarizing key results has been released to accompany the report.
- A [redacted version of the survey data](#) has been made available to AASHE members for further analysis.

SALARY DATA

Comparison of 2017 and 2015 salary data shows an incremental increase in median salaries (5% increase overall) and across virtually all position types. Data are not available for transportation staff in 2015 since we did not receive sufficient responses for that category during that year. Because this is not a longitudinal survey, comparisons over time for certain positions should be interpreted cautiously.

Salary Change Over Time | N=451



But are the school coordinators making any impact – and if so, what kind? No one has been able to say for sure, because the coordinator role is to some extent open to interpretation by the teacher or staff member who is appointed or takes it on at each school. And while the New York City Department of Education (NYCDOE) has been collecting data about the coordinators, it lacks the expertise and capacity to analyze that data.

Enter Pizmony-Levy and four of his students in TC's International & Comparative Education Program – master's degree candidates Lauren Bowden, Melanie Nethercott and Erika Kessler and second-year doctoral candidate Carine Verschueren. Working on a pro bono basis, they have put the city's data in useable form, mined it to draw some basic conclusions, and raised some important questions about what, ultimately, the program is trying to achieve. In late December, the TC team delivered a presentation of their work – titled "If You Can Make It Green Here, You Can Make It Anywhere" – at a conference at New York University convened by the Environmental Education Advisory Council, a nonprofit that is assisting NYCDOE on the sustainability coordinators project.

"We asked the coordinators to discuss what 'sustainability' means to them. There's not much research on teachers' views of this big, amorphous concept, which very obviously must affect how they do their jobs as coordinators."

— **Melanie Nethercott**

Bowden, a former Houston elementary school teacher, was tasked with "cleaning up" NYCDOE's raw data so that it could be mined with a statistical tool called Stata.

"Everything had been dumped into one giant spread sheet in a quasi-logical way," she recalls. "We literally got an Excel file with 1,400 records, very messy – which wasn't DOE's fault, the data had been collected by another agency."

Bowden conducted a preliminary analysis to learn who the coordinators are – specifically, what other roles they play at their schools – and what each has pledged to do. Most turn out to be science or social studies teachers, she reports, and they tend to focus on resource management – energy conservation and recycling – rather than on creating new courses or other experiences aimed at prompting students to think more broadly about sustainability issues.

Nethercott, who previously designed education programs for a global nonprofit, conducted a secondary analysis of the cleaned-up data that Bowden provided.

"We asked the coordinators to discuss what 'sustainability' means to them," she says. "There's not much research on teachers' views of this big,



BUCKET LIST TC's research considers whether the school sustainability coordinators can go beyond resource management to create new courses and directly engage students.

amorphous concept, which very obviously must affect how they do their jobs as coordinators.”

Nethercott found that even though many of the coordinators do focus on resource management, there is considerable variety in how they define their roles. And even though they operate at the school level, “over half situate sustainability in a bigger context – the community, the nation, the world.

“The three pillars of sustainability are environmental, which means resource management; social, which refers to equity, social justice and decreasing poverty; and economics, which focuses on how communities can benefit from economic growth,” Nethercott says. “One of the strengths of sustainability is pluralism in defining it. But it would be great if the coordinators could focus on the second two pillars more.”

“Our data shows that if a coordinator is a science teacher, she or he tends to define sustainability in ways that keep everything within science, as opposed to, say, social studies. You want them to cross disciplines and create a sustainable whole-school approach to transmitting these values.”

— **Carine Verschueren**

Kessler, a former Chinese studies and international business major -- and current TC Zankel Fellow – is working with six of New York’s Title I schools (those that, because they have a large concentration of low-income students, receive supplemental funds to assist in meeting students’ educational goals) on developing student Green Teams. Not many schools

have these teams, which are usually created by student councils, and Kessler’s goal is find ways to increase such student engagement. (Learn more about the Zankel Fellows (<http://www.tc.columbia.edu/oscp/main-content/student-support/arthur-zankel-urban-fellowship/>) and Zankel Fellowships offered by the Teachers College Working Group on Environmental and Sustainability Education (<http://www.tc.columbia.edu/sustainability/news/ese-for-all-fellowship-20172018-call-for-applications-/>).

And then there is Verschueren, a mid-career professional and mother of two who is originally from Belgium. With Pizmony-Levy as her adviser, she is writing her dissertation on the politics surrounding New York City’s sustainability movement. Her focus is on how the

school coordinators' program came about, and the different directions it has taken under the Bloomberg and de Blasio mayoral administrations.

"I've worked in the field with education NGOs, done research in Kenya on how education does and doesn't serve nomadic tribes there, and now I'm focused on sustainability," she says. "The common thread is global norms and values and how they're implemented in different education systems – how they're incorporated, or not."

Verschueren applauds the city's decision to extend its sustainability movement to the schools – work she sees as critical to building good citizenship. As a policy analyst, however, she's keenly aware of how even seemingly bureaucratic aspects of the effort, such as the fact that NYCDOE's Office of Sustainability is housed in its Division of Facilities, have political implications.

"The institutionalization of sustainability impacts what they do and don't do," she says. "That fact alone move things in the direction of resource management rather than curriculum and citizenship education." she says.

There are some hopeful signs that things could move in the latter direction: Where the Bloomberg administration focused on the economic and environmental pillars of sustainability, "de Blasio has added the equity piece, but it hasn't yet trickled down to DOE," she says. "But maybe that will happen during his second term." Indeed, Bowden's findings show that coordinators who participated in a recent one-day training "expo" held by NYCDOE are more likely to address curricular issues or involve students in some broader way.



QUANTITATIVE METHODOLOGIST Pizmony-Levy's courses have inspired even number-phobic students to pursue quantitative research.

Then, too, Verschueren says, American public education, with its emphasis on standardized testing, is "fragmented and discipline-specific," while sustainability by nature needs to be cross-disciplinary.

“Our data shows that if a coordinator is a science teacher, she or he tends to define sustainability in ways that keep everything within science, opposed to, say, social studies,” she says. “You want them to cross disciplines and create a sustainable whole-school approach to transmitting these values.”

Officials at NYCDOE clearly are listening.

“Oren’s students were very impressive in their presentation of their research findings,” says Meredith McDermott, Director of Sustainability. “I’m confident that their collective contribution will have long-term impact on our outreach and engagement strategies. I can’t believe it was their first time co-presenting this material. I told them it certainly was not their last.”

The TC team is “helping us to identify new opportunities and methods to strengthen and expand sustainability in the city’s schools,” adds Thaddeus Copeland, Deputy Director of Sustainability, Operations. “Some of their research findings are informing our strategic plan to improve school sustainability.”

Indeed, this week, TC is hosting its first workshop for NYCDOE sustainability coordinators, including activities that build on insights from the students’ research. For Pizmony-Levy’s team, there’s a lot riding on the outcome.

“As the U.N. says, education/school plays a crucial role in transmitting these kinds of values,” says Verschueren. “With coordinators reaching 1.1 million students at 1,700 schools, there’s an incredible opportunity and potential for change. You just have to know how to do it.” – **Joe Levine**

Published Wednesday, Jan 10, 2018

Helena High School Lady's Basketball Team

Paige Aasved
Madelyn Mariegard
Payton Aasved
Riley Thennis
Vanessa Walsh
Maddy Grove
McKayla Kloker
Kamden Hilborn
Katelyn McKay
Emily Feller
Tatum McNamara
Abby Marcille
McKenzie Plummer
Rylee Holman
Caroline Bullock
Kylee Floerchinger
Jamie Pickens

Head Coach: Eric Peterson

Assistant Coaches: Jolene Lloyd, Heather Madsen, and Kaci Matthies

Helena High School Envirothon Team

Devin Seyler
Claudia Downing
Emma Beaver
Taylor White
Janell Swanson

Capital High School State Science Fair Winners

Hannah Dreesbach
Grace Ludlow

Capital High School State SkillsUSA Winners

Jeremiah Gibson
Zane King
Andrew Bugni (2nd Place)

Capital High School DECA State Conference Winners

Kaedin Rosling
Lydia Fife
Jamie Starke
Amanda Penley
Audrey Bloomquist
Allie Hicks

Harrison Writing Awards

Caitlin Robinson
Clara McRae
Hannah Dreesbach
Declan Rous



Board of Trustees Meeting
Ray Bjork Learning Center
1600 8th Avenue
Helena, Montana

Tuesday, April 10, 2018
5:30 p.m.

MINUTES

ATTENDANCE – Present unless otherwise noted.

Sarah Sullivan, Board Chair
Terry Beaver, Board Vice Chair
Tyler Emmert, Trustee, Excused
Sanjay Talwani, Trustee
Jeff Hindoien, Trustee
Luke Muszkiewicz, Trustee, Excused
Elizabeth “Libby” Goldes, Trustee, Excused
Karen Goldsberry, Trustee
Jennifer Walsh, Trustee
Francie Tupper, CHS Representative, Excused
Jordan Straub, HHS Representative

Jack Copps, Superintendent of Schools
Greg Upham, Assistant Superintendent of Schools
Janelle Mickelson, Business Manager
Barb Ridgway, Staff & Student Services Administrator
Trish Klock, Helena Education Association President
Kalli Kind, Director of Support Services
Sarah Bohorquez, Recording Transcriptionist

I. CALL TO ORDER/PLEDGE OF ALLEGIANCE

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

II. REVIEW OF AGENDA

1. Helena High School Two-Time State Championship Lady’s Basketball was not in attendance and will be recognized at the next board meeting.
2. Two changes in Personnel Action: Lance Bouchee, Head Tennis Coach contract assignment amount should read \$4,445.68 under Supplementary Contract Assignments. Sean Maharg and Sean Morrison should have the title of MBC/Special Education Co-Administrator in Certified Personnel Appointments.

III. RECOGNITIONS

1. Steve Thennis, principal at Helena High School, gave an overview of the Big Sky Regional Championship Science Bowl and introduced the coaches, Jan Hill and Julie Ladd. Jan described the

Helena Public Schools foster dynamic educational experiences that prepare all students for life.

students involved with the team as intuitive, human sponges. Julie stated these students were quick on the buzzer. Helena High's "A" team consisting of Nathan Kynett, Carson Putnam, Elizabeth Rigby (unable to attend the recognition due to sport commitment), Devin Seyler, and Mariah Thompson were introduced. The team went up against Billings West in the championship round, winning 70- 36. There were 24 teams that took part in the jeopardy-style contest sponsored by the Department of Energy and the Western Area Power Administration. The winning team will travel to Washington, D.C. in April for the National Science Bowl competition. Devin Seyler, a senior, is a returning champion who plans on studying physics. He recognized his dad and mom. Carson Putnam, a junior pointed out his parents and grandparents and looks forward to a return next year. Mariah Thompson, a senior will study mechanical engineering at New Mexico Tech. Nathan Kynett, a senior, most likely will attend MSU for mechanical engineering. Karen Goldsberry thanked the team for representing Helena so well. Championship is in Washington DC the 26th of April.

IV. GENERAL PUBLIC COMMENT

None

V. NEW BUSINESS located

1. Items for Action

a. Approval of Minutes

1. Board Meeting 3-13-2018 -**Karen Goldsberry moved to approve the Board Meeting Minutes for 1-9-2018. Terry Beaver seconded the motion. The motion carried.**

b. CR Anderson (CRA) Safety and Security was bid on March 28th. Kalli Kind recommended Wandsworth out of Great Falls as the contractors. This bid had a completion date of December 2018 and an alternate date of August 22, 2018 was given with no additional cost for early completion. This is the last of the safety and security projects for this year. As with the others, visitors will come in and be greeted by office staff. At that point, the office staff can allow them to be buzzed into the school. There is currently one vestibule at CRA and another set of doors will be installed to create the second one. They will also install a student counter inside the main structure, so students will not have to go through the same process as visitors. The sheer volume of classrooms, external doors, wiring, keyless entry and technology are the major factors contributing to the cost. Terry asked if there were any doors that would be eliminated. Kalli responded, no, per code all doors remain. There will be a master key in the lock box of maintenance and the superintendent's office. Certain doors have been chosen by principals to have keyless entry and those doors will be how staff enter and leave the building. Fire and police will have access. Terry asked if any furniture would be placed in the vestibules. Kalli stated, at this point no, but they intend to make the space welcoming despite their new access. Faculty will have the discretion of letting the parents in to the second vestibule. **Jeff Hindoien moved to accept Wadsworth as the contractors for CR Anderson Safety and Security. Sanjay Talwani seconded the motion. The motion carried.**

c. Sierra Park Agreement -Eric Burke, a parent of Rossiter Elementary School kids addressed the Board by saying Sierra Park has had 33 years as an open space for kids in the valley to play. That was the vision that the founders had in 1985 and there have been contributions from grants well over \$1,000,000 in assets and resources. These 31 developed acres belong to the Helena School District. Sierra Park is the only park, other than L & C Fairgrounds, that is in use all year round. Eric stated that eight years ago the agreement with the county and school district expired. Needless to say, volunteers have been taking care the park and many groups have inquired about the usage. He said it is important for the Board to help in developing an agreement to determine who has responsibility. Eric pointed out a paragraph of the proposed agreement that reads "The DISTRICT shall appoint or otherwise designate a

community advisory board to recommend improvements, coordinate meetings of user groups and citizens, establish protocols for usage in collaboration with DISTRICT and COUNTY, and raise funds to provide further improvement or maintenance as is necessary for the continuation and growth of Sierra Park”. The county is a full partner in this and there have been many discussions with County Commissioners. Chair Sarah Sullivan said we are so lucky that we have partners to work together. She thanked Barb Ridgeway, Jack Copps and Kalli Kind for all their help. Terry Beaver asked Eric about infrastructure. Eric informed the Board that the irrigation of the fields, as well as the road and parking area were the first improvements made. These improvements to infrastructure were extremely expensive. There are no building restrooms but there are portable toilets year-round. Money is raised to pay for them. Karen Goldsberry asked if they own the water rights and the answer was yes. Jeff Hindoien echoed Sarah's gratitude and commended the staff.

Jeff Hindoien made a motion to approve the Sierra Park Agreement. Karen Goldsberry seconded the motion. Public comment: Eric Burke thanked Kalli Kind and put on record tremendous gratitude he has for everyone involved. His mom was first grade teacher to Kalli. The motion carried.

- d. SACC Rate Increase Proposal -Superintendent Jack Copps states that the SACC program has not had an increase in four years and needs to be self-supporting. Jennifer Walsh asked if this would contain room for more staff and more openings. She indicated there is a waiting list and was wondering about expanding the program. Parents have commented that they need the spots and openings aren't always available. Jack said he will look at man power and will consider it. Terry Beaver asked if the SACC program is run by classified staff. Kirstan Roush, SACC Coordinator addressed the Board and stated she has 30 site managers and para-educators, as well, as a handful of substitutes. Each site has a site manager, which are classified as independents. Para-educators are classified employees. All schools run SACC except Bryant as they have a different program funded through YMCA. The current SACC program has 425 students. Kirstan addressed Jennifer's question regarding creating more openings. She commented that although the SACC program pays well and has great benefits, it took all year to get fully staffed. SACC is licensed through state of Montana. State law only allows 14 children per adult. In addition, the required square feet per child is 35. A lot of buildings have issues with spacing. For example, Jefferson Elementary, which houses the largest amount of SACC kids at 55 and 4 staff, is bursting at the seams. In turn, a huge waitlist is created. Kirstan thanked everyone for their support. She pointed out how well Helena supports the SACC program which was evident when she attended a conference a few years back. She stated that Helena appears to be a front runner when it comes to the program. **Jeff Hindoien moved to accept the recommendation to adopt an increase to the SACC program. Terry Beaver seconded the motion. The motion carried.**

2. Consent Action Items: **Jeff Hindoien moved to approve items 2A and 2B. Karen Goldsberry seconded the motion. The motion carried.**
3. Items for Information:
- a. Board Policy
1. 2035 Federal Funding and Title 1: This policy is being revised to reflect the Title 1 Federal Statute. Second revision is in line 7 – it is not necessary that the Board give approval but the superintendent does. It is also no longer the No Child Left Behind Act of 2001 but now called Every Student Succeeds Act of 2015.
 2. 2060 Instructional Materials: This policy is being revised to reflect actual practice. Committees are no longer used and all curriculum is to be reviewed at intervals.
 3. 3023 Education of Children in Foster Care: First Reading
 4. 5032 Prohibition on Aiding and Abetting Sexual Abuse: First Reading

4. Reports

- a. Budget & Program Committee Report: No Report
 - b. Policy Committee Report: Jeff Hindoien said they are working on policies such as facility use policies and usage of gyms. May 1, 2018 is the next Policy Committee meeting.
 - c. Facilities & Maintenance Report: Kalli Kind, Director of Support Services, reported that it is a very busy time right now. Renovations for the new maintenance shop could be done a week early. Kalli visits the site a few times a week and is in awe of the work Abraham Construction is doing. It appears the current maintenance shop will start moving at the end of April. There is a surplus sale on Saturday. Furniture that the new facility will not have room in which to store is being surplused. The office side of the new facility will take a few weeks longer to complete and that is anticipated for the middle of May. Demolition of the old shop is scheduled for the first week in June. Abraham will then go to Broadwater to begin work on the re-roof project. Summer projects are in the works such as equipment installations for some PTOs and HHS renovations for students transitioning from the middle school. In addition, the fire alarm failed at HHS due to faulty wiring and they had to have someone over there 24/7 as a fire guard. Nico services the alarm and tends to spend a lot of time at HHS as buttons are wearing out and systems fail. There is an urgency on this project because if a situation were to arise where the system completely failed, the cost would be even higher. Kalli indicated she would like to see sprinklers placed there. Karen Goldsberry asked if it is ALL wiring and Kalli said yes, it would all need to be replaced. A system would need to be online with a timely transition. Cost is of great concern. Terry Beaver inquired about a wireless alarm system? Kalli indicated she spoke with the Fire Marshal and he is willing to sit and discuss options for the future. Terry asked about the district mechanic and was informed that he retired 6-8 weeks ago. A replacement will be hired in the future. Terry also asked if there are specific schools in the que for painting this summer. Kalli shared that Nick Radley, principal at Four Georgians Elementary School has received a "Great Ideas" grant to reinstate the mural in the gym. Kalli pointed out she was a Rossiter kid K-3 and then on to Four Georgians for 4-6 and recalls the mural.
 - d. Health Benefits Committee Report: No report
 - e. Montana School Board Association Report: No report
 - f. Helena Education Association: Trish Klock shared that voting is underway for teacher and para-educator of the year. Five teachers and seven para-educators make up the finalists. The first annual MFPE conference was held and had over 300 attendees. Trish pointed out a site in which teachers can get projects funded, "Donors Choose", which is primarily ran through Horace Mann. Just over the weekend one company funded \$29,000,000 in projects that included five employees in the Helena School District. That company is willing to fund half of any first time projects out of Montana so all educators are encouraged to join.
 - g. Student Representative Report: Helena High School representative Jordan Straub, shared that Linda Paul, coach of Women's Cross Country and Track was inducted into Montana Coaches Association Hall of Fame. The following were recipients of the Montana State University System Scholarship: Audrey Barber, Hanna Dartman, Konnor Donaldson, Dane Rieger, Elizabeth Rigby, Gunter Roylance, Meriwether Schroer-Smith, Alexander Seburn, Emma Sihler, Haley Wright. Two Mock Trial teams competed in the Idaho state competition in Boise, Idaho before spring break. The A team placed 6th at the competition. The B team placed 10th out of 12 teams. In addition, the following individual efforts were recognized: Aurora Boutin and Jordan Straub. Bryndon Wilkerson, Elizabeth Rigby and Mariah Thompson were winners in Carroll College's annual NCWIT – National Center for Women and Information Technology. Bryndon is a 3 time state winner.
5. Bond/Project Update: Kalli Kind indicated there was no additional report.
 6. Board Comments: Karen Goldsberry stated that last night was East Helena's Board meeting. She shared that they would like Helena School District Board to know how appreciative they are for the working relationship that exists between the two boards. They further like the open communication and look forward to working together no matter what the future holds for the districts. Karen also wanted to thank each and every board member for their support. She encouraged the board to attend

future meetings and if anyone is interested she would provide dates. Sarah Sullivan thanked Karen for being a great liaison between the two entities. Sarah indicated the need for a Board photograph as time is running out. She is looking to schedule one at noon and will provide a couple dates.

- VI. SUPERINTENDENT'S REPORT:** Superintendent Jack Copps discussed the current lunch program and the brought up the issue of people who cannot pay for child lunches. An article was printed in the Independent Record telling the public how large of a debt it creates. The school district's intention was to try and minimize this debt and bring awareness. He stated it was never our intent to punish the poor. However, the district needs to be vigilant in collecting from those who can pay. He further continued that 9% comes from reduced lunches and some of that is prior to eligibility. It is important to note the vast majority of debt are people who have the means or have failed to submit an application for free or reduced lunch. Although the school district wants to make every effort possible to recover this money, the worst thing to do is force those who are poor into collection. He stated if the public interpreted it this way, he provides his sincere apologies. Jack stated a need to improve our communications with those who are incurring a debt and that we do have an interest in working with the public. He hoped it was interpreted that way. He stated some donations have come in and paid off some of that debt. He does not know that total right now, but debts will be eliminated and the district will start fresh in the new school year. Sarah Sullivan said she appreciated the clarification from the new article.

Board Work Session will be held May 22, 2018 at Rossiter Elementary School (1497 Sierra Road)

VII. ADJOURNMENT

There being no other topics for future meetings, and no public comments on issues not on the agenda, the meeting adjourned at 6:43 p.m.

Respectfully Submitted,

Sarah Sullivan, Chair

T. Janelle Mickelson, Clerk

Date

MEMORANDUM

TO: HSD Board of Trustees

FROM: Kalli Kind
Director of Support Services
Helena Public Schools

DATE: May 9, 2018

RE: Rossiter Flood Mitigation Easement

The attached easement provides Lewis & Clark County authorization to utilize property along the north side of the Rossiter School site for The Trap Club Flood Mitigation Project. See **Figure 1** below.

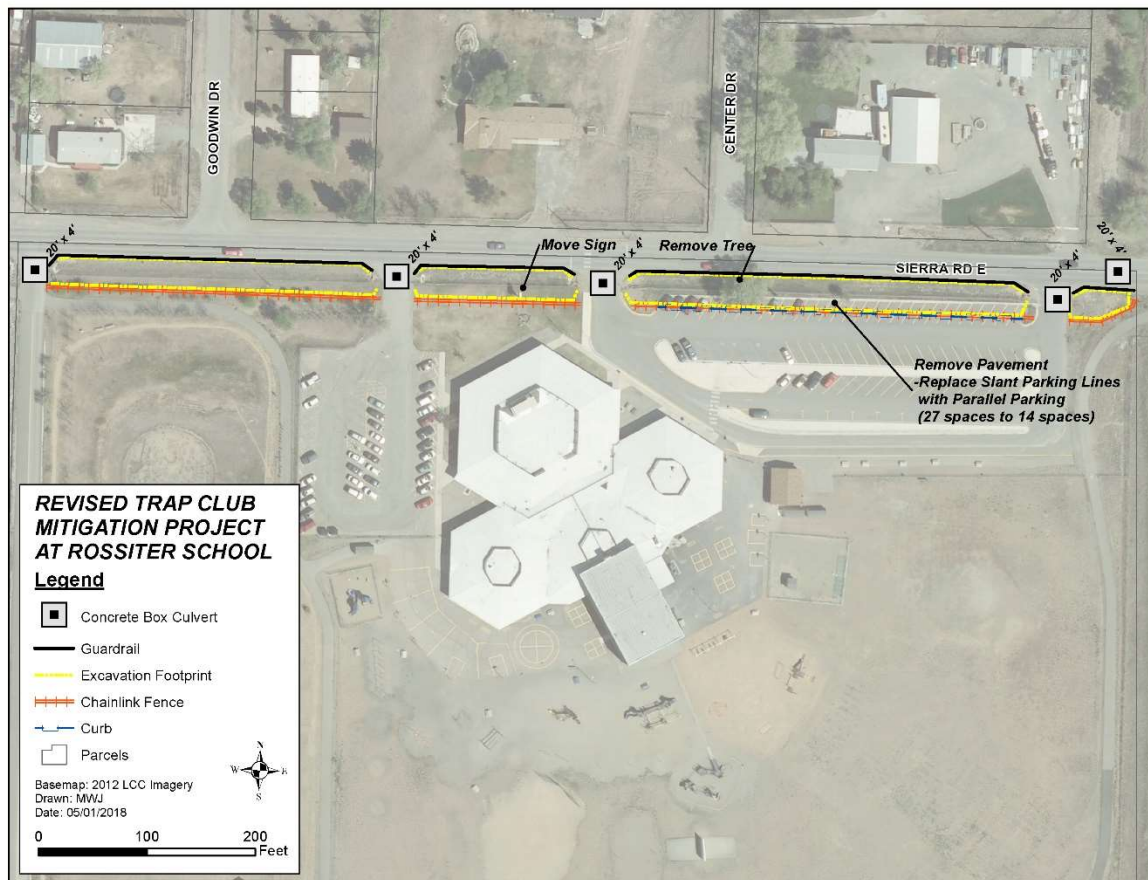


Figure 1. Trap Club Flood Mitigation Project components on and adjacent to the Rossiter School property.



In 2012, Lewis & Clark County successfully secured a FEMA Hazard Mitigation Grant for flood drainage and detention project (DR 1996 P32R Trap Club Mitigation Project). The project proposed roadside ditch enhancements, two culvert upgrades, and formalizing floodwaters into the Trap Club pit for detention.

The new expanded Trap Club Flood Mitigation Project will include replacement of nine additional crossings not previously included, modification to the Trap Club pit diversion and turnout, increased excavation and ditch profile alteration, modification of existing infrastructure conflicting with the proposed project, and an increase in the size of the originally proposed culvert replacements.

The project will prevent flow from overtopping Sierra Rd and does not flood structures south of Sierra Rd for the 10-year and 25-year flood events (including Rossiter).

The flood mitigation infrastructure improvements associated with the Trap Club Flood Mitigation Project that are on and adjacent to the Rossiter School property include:

- four 20' x 4' Reinforced Concrete Box Culverts for approaches from Sierra Road onto Rossiter School Property;
- one 20' x 4' Reinforced Concrete Box Culvert through Sierra Road, conveying Sierra Road south ditch flood flow into the Interstate 15 west ditch;
- approximately 3,200 cubic yards of excavation along Sierra Road south ditch;
- 1,000 feet of chain link fence between the school and Sierra Road south ditch;
- relocation of existing utilities infrastructure; and
- new curb and pavement striping for modified parking lot.

The above improvements will eliminate 13 parking spaces from the east parent parking lot.

It is my recommendation to approve the easement and allow the Lewis & Clark County to continue flood mitigation work intended to protect Rossiter School.

Regards,

Kalli Kind

Kalli Kind
Director of Support Services
Helena School District

EASEMENT

THIS CONVEYANCE, made this _____ day of _____, 2018, by and between Helena School District No. 1, party of the first part, Grantor, and Lewis & Clark County, a county organized pursuant to the laws of the State of Montana and party of the second part, Grantee.

WHEREAS, Lewis and Clark County has secured a FEMA Hazard Mitigation Grant for a flood drainage and detention project known as the Trap Club Mitigation Project. The project includes roadside ditch enhancements, two culvert upgrades, and formalizing floodwaters into the Trap Club pit for detention;

WHEREAS, current conditions for the Trap Club Mitigation Project include persistent flooding along Sierra Road;

WHEREAS, Rossiter School, a school within Grantor's district, is located on Sierra Road;

WHEREAS, Grantee seeks to perform work along Sierra Road that will impact the Rossiter School property and seeks an easement to perform such work; and

WHEREAS, in exchange for all costs of the work being borne by Grantee, including the use of FEMA grant funds, Grantor wishes to grant an easement to Grantee as described below.

NOW THEREFORE, in consideration of the promises as set forth herein, the parties agree as follows:

WITNESSETH:

Grantor hereby grants, conveys and warrants to Grantee, their successors and assigns, an easement upon which to construct, operate, maintain, replace, and remove certain improvements as described in Exhibit "A" attached hereto and made a part hereof, along with necessary appurtenances, through the property identified in Exhibit "A" and providing for access across that certain real property located in Lewis and Clark County, Montana, and particularly described as follows:

That portion of S05, T10 N, R03 W, C.O.S 3029320, GOVT LT 3 along Sierra Road and bounded on the east by Marcella Burke Drive and on the west by the end of the Rossiter School property.

which is hereafter referred to as "Easement Area", and is as shown on the attached Exhibit "A," and by this reference made a part hereof. This easement shall also include the right to reasonable ingress and egress over the land immediately surrounding the Easement Area.

The Easement is granted subject to any and all restrictions, covenants, easements, licenses, permits, leases, and other encumbrances of whatsoever nature whether or not of record, if any, relating to the property and is subject to all applicable federal, state and local laws, regulations, ordinances, restrictions, covenants and court or administrative decisions and orders.

Grantee shall bear all costs related to the work to be performed as described in Exhibit

“A.” Grantor shall have no liability for any costs or performance of any work described in Exhibit “A” except for maintenance costs as described herein.

If Grantee or a successor in interest no longer needs this easement or abandons use of this easement for more than one year, this easement shall be deemed abandoned and automatically terminate.

Grantee shall be solely responsible for restoring Grantor’s property and repairing any damage to Grantor’s property within and adjacent to the Easement Area to the extent impacted, including but not limited to irrigation systems, utility systems, sod, curbs, and paved areas, to as near its original condition as reasonably possible except as permitted by the easement as described herein, after any usage of the easement, whether original construction, maintenance, replacement, reconstruction, or removal.

Grantee shall provide for reasonable advance notice to Grantor to access the Easement Area for the work to be performed as described in Exhibit “A.” Grantee shall be responsible to provide for appropriate measures to address public safety, signage, detours, and site repair each time it accesses the easement.

Grantor retains the right to use the Easement Area for any and all other purpose, provided that such use does not interfere with the Grantee’s performance of work described in Exhibit “A.” .

Grantee shall indemnify and hold Grantor, its trustees, employees, and agents harmless for any liability stemming from Grantee’s construction, operation, maintenance, replacement, and removal of certain improvements as described in Exhibit “A.”

Grantee agrees to take all actions necessary for the maintenance of the culverts installed as part of the Trap Club Mitigation Project along Sierra Road. Grantee agrees that its routine operation and maintenance of the culverts shall not diminish Grantor’s use of the property. Grantor agrees to take all actions necessary for the maintenance of the fencing installed and parking lot. Grantor agrees that its routine operation and maintenance of its property shall not unreasonably interfere with Grantee’s easement to perform maintenance as necessary on the culverts.

Grantor acknowledges that it is the lawful owner(s) and seized of the real property over which and upon the easement described herein are granted, and that it has good and lawful right and authority to grant said easement.

Grantee acknowledges that Grantor has made no representation whatsoever to Grantee concerning the state or condition of the property. Grantee has not relied on any statement or declaration of Grantor, oral or in writing, as an inducement to entering into this easement agreement other than as set forth herein. GRANTOR HEREBY DISCLAIMS ANY REPRESENTATION OR WARRANTY, WHETHER EXPRESS OR IMPLIED, AS TO THE DESIGN OR CONDITION OF ANY PROPERTY CONSIDERED HEREIN, ITS MERCHANTABILITY OR FITNESS FOR ANY PARTICULAR PURPOSE, THE QUALITY OF THE MATERIAL OR WORKMANSHIP OF ANY SUCH PROPERTY, OR THE CONFORMITY OF ANY SUCH PROPERTY TO ITS INTENDED USES. GRANTOR SHALL NOT BE RESPONSIBLE TO GRANTEE OR ANY OF GRANTEE’S CONTRACTORS FOR ANY DAMAGES RELATING TO THE DESIGN, CONDITION, QUALITY, SAFETY, MERCHANTABILITY, OR FITNESS FOR ANY PARTICULAR PURPOSE OF ANY PROPERTY CONSIDERED HEREIN, OR THE CONFORMITY OF ANY SUCH PROPERTY TO

ITS INTENDED USES. GRANTEE ACCEPTS ALL RIGHTS GRANTED UNDER THIS AGREEMENT IN THE PROPERTY IN AN "AS IS, WHERE IS" AND "WITH ALL FAULTS" CONDITION, AND SUBJECT TO ALL LIMITATIONS ON GRANTOR'S RIGHTS, INTERESTS, AND TITLE TO THE PROPERTY. Grantee has inspected or will inspect the property, and enters upon the property with knowledge of its physical condition. Grantee acknowledges that this easement agreement does not contain any implied warranties that Grantee can successfully construct or operate any improvements.

Grantee agrees and understands that this easement and the covenants and conditions contained herein, which shall be recorded at the Lewis and Clark County Clerk and Recorder's Office, is binding upon the heirs, executors, personal representatives, assigns and successors of the parties hereto and shall run with the land.

IN WITNESS WHEREOF, the parties have hereunto set their hands and seals this _____ day of _____, 2018.

ACCEPTANCE

For Grantor Helena School District No. 1:

ATTEST:

APPROVE:

Janelle Mickelson
District Clerk

Sarah Sullivan
Chair, Board of Trustees

(SEAL)

For Grantee Lewis and Clark County:

Name: _____
Title: _____

Exhibit "A"

Helena School District No. 1 grants Lewis & Clark County an easement to construct, operate, maintain, replace, and remove the following flood mitigation infrastructure improvements associated with the Trap Club Flood Mitigation Project that are on and adjacent to the Rossiter School property:

- Installation of four 20' x 4' Reinforced Concrete Box Culverts for approaches from Sierra Road onto Rossiter School Property;
- Installation of one 20' x 4' Reinforced Concrete Box Culvert through Sierra Road, conveying Sierra Road south ditch flood flow into the Interstate 15 west ditch;
- Excavation of approximately 3,200 cubic yards along Sierra Road south ditch;
- Installation of 1,000 feet of chain link fence between Rossiter School and Sierra Road south ditch;
- Relocation of existing utilities infrastructure; and
- Installation new curb and pavement striping for modified parking lot, which reduces parking from slant parking which permitted 27 spaces to parallel parking which will permit 14 spaces.

These property impacted and project components are illustrated on **Figure 1**.

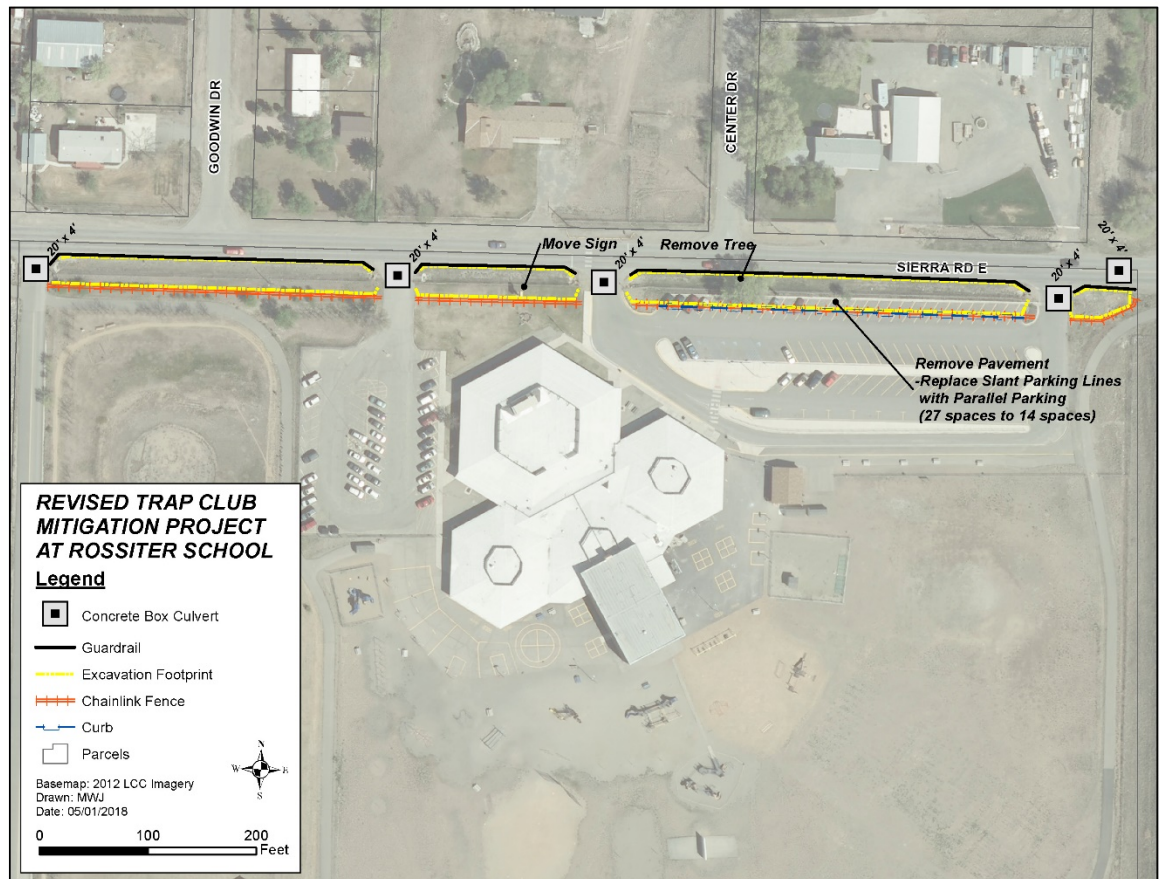


Figure 1. Trap Club Flood Mitigation Project components on and adjacent to the Rossiter School property.

STUDENT INSTRUCTION

Federal Funding and Title I

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

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

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

In keeping with the requirements of ESSIA(1) and EDGAR(2), the Board assures:

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

Parental Involvement

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

- (1) *Elementary and Secondary School Improvement Amendments*
- (2) *Education Department General Administrative Regulations*

The Superintendent shall develop the District – School Parental Involvement Compact according to Title I requirements. The Compact shall contain:

- (1) the District's expectations for parental involvement,
- (2) specific strategies for effective parent involvement activities to improve student academic achievement and school performance, and
- (3) other provisions as required by federal law. The Superintendent shall ensure that the Compact is distributed to parents of students receiving services, or enrolled in programs, under Title I.

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

Legal Reference: ~~Title I of the Elementary and Secondary Education Act, 20 U.S.C. §6301-6514, as implemented by 34 C.F.R. part 200 of the No Child Left Behind Act of 2001 *Agostini v. Felton*, 521 U.S. 103 (1997)~~
ESSA (2015). Every Student Succeeds Act of 2015, Pub. L. No. 114-95 § 114 Stat. 1177 (2015-2016).

Cross References:

Policy History:

Adopted on: 2.28.2012

Revised on:

STUDENT INSTRUCTION

Instructional Materials

The Board is legally responsible to approve and to provide the necessary instructional materials used in the District.

Basic instructional course material ~~in the fundamental skill areas of language arts, mathematics, science, and social studies~~ should be reviewed at intervals not exceeding five (5) years or in a manner consistent with the state's standards revisions schedule. Instructional materials, both print and non-print, are selected based upon their quality and educational value. Instructional materials shall be recommended ~~by committees through a process~~ established by the Superintendent. ~~Specific criteria for selection shall be developed by each committee.~~

Basic ~~Instructional materials for required courses~~ shall be provided for use to students at no cost. Students may be charged for lost or damaged instructional materials including but not limited to textbooks, technology, etc.

The District may receive and/or provide distance, online, and technology-delivered learning programs to supplement instruction within the District. These programs may be utilized in the same manner as other supplementary resources, and all programs and/or courses shall meet the learner expectations as adopted by the District and must be aligned with state content standards and content-specific grade-level learning progressions.

Except as provided by state regulation, teachers of distance, online and technology delivered learning programs shall be licensed and endorsed in Montana in the area of instruction taught with such license granted as a result of the completion of an accredited professional educator preparation program. The District shall appoint a distance learning facilitator for each course.

Legal References:	§ 20-7-601, MCA	Free textbook provision
	§ 20-7-602, MCA	Textbook selection and adoption
	10.55.603, ARM	Curriculum and assessment

Cross References: 2140 K-12 Online Learning

Policy History:

Adopted on:

Revised on:

3.3.2015 Policy Committee – 1st Reading
 4.7.2015 Policy Committee – 2nd Reading
 5.6.2015 Policy Committee – 3rd Reading

5.12.2015 Full Board – 1st Reading
 6.9.2015 Full Board – 2nd Reading
 2.6.2018 Policy Committee – 1st Reading Revision
 4.3.2018 Policy Committee – 2nd Reading Revision
 4.10.2018 Full Board – 1st Reading Revision
 5.8.2018 Full Board – 2nd Reading

Education of Children in Foster Care

The Superintendent or designee shall identify a Point of Contact (POC) to coordinate the District's provision of services to children in foster care.

Legal References: 20 U.S.C. 6311 Title I (as amended by Every Student Succeeds Act)

Revised on:

2
3 **PERSONNEL**
4

5 Prohibition on Aiding and Abetting Sexual Abuse
6

7 The District prohibits any individual who is a school employee, contractor, or agent from assisting
8 another school employee, contractor, or agent in obtaining a new job if it is known or there is probable
9 cause to believe that such person engaged in sexual misconduct regarding a minor or student in violation
10 of law. Assisting a person in obtaining a new job does not include the routine transmission of
11 administrative or personnel files.

12 This prohibition does not apply if the information giving rise to probable cause:

- 13 1. Has been properly reported to a law enforcement agency with jurisdiction over the alleged
14 misconduct and any other authorities required by federal, state or local law, including, but not
15 limited to Title IX; and
16 2. One of the following three circumstances has occurred:
17 a. the matter has been officially closed or the prosecutor or police with jurisdiction over the
18 alleged misconduct has investigated the allegations and notified school officials there is
19 insufficient information to establish probable cause that the school employee, contractor,
20 or agent engaged in sexual misconduct regarding a minor or student in violation of law;
21 b. the school employee, contractor, or agent has been charged with, and acquitted or
22 otherwise exonerated of the alleged misconduct; or
23 c. the case or investigation remains open and there have been no charges filed against or
24 indictment of the school employee, contractor, or agent more than four years from the
25 date the information was reported to law enforcement.

26
27
28 Legal References: §§ 8038, 8556 Every Student Succeeds Act
29
30
31
32

33 Cross References:
34

35
36 Policy History:

37 Adopted on:

38 Revised on:
39
40

PERSONNEL ACTIONS
April 11, 2018 – May 7, 2018

CERTIFICATED PERSONNEL

Appointments

<u>Name</u>	<u>Effective</u>	<u>Location/Assignment</u>	<u>Salary</u>
Ream, Tyler	7/1/18	MBC/Superintendent	\$163,000
Lynn, Emily	8/27/18	Jefferson/Grade 3	\$47,825
Hasselbach, Amy	8/27/18	Smith/Kindergarten	\$47,825
Baranek, Susan	8/27/18	CHS/English	\$56,929
Mitchell, Lauren	8/27/18	CHS/English	\$46,577
Van Dine, Susan	8/27/18	4Gs/Kindergarten	\$39,177
Coil, Shay	8/27/18	4Gs/Grade 2	\$39,177
Kingston, Chelsea	8/27/18	Broadwater/4-5 Combo	\$54,929
Lund, Joanna	8/27/18	Kessler/Grade 5	\$39,177
Hamper, Madison	8/27/18	4Gs/Grade 1	\$39,177
Ferguson, Krystal	8/27/18	4Gs/Counselor	\$52,265
Perry, Courtenay	8/27/18	SSC/Resource	\$39,177
Perschon, Nicole	8/27/18	Jefferson/Grade 4	\$39,177
Ashley, Tamara	8/27/18	Hawthorne-Jim Darcy/Music	\$46,317
Thomas, Jacqueline	8/27/18	HHS/Resource	\$54,929
Neils, Bridget	8/27/18	Central/Resource	\$39,177
Friez, Rachel	8/27/18	SSC/Speech, Language, Pathologist	\$40,917
Ross, Christopher	8/27/18	SSC/School Psychologist	\$42,177
Martin-Salazar, Andrea	8/27/18	SSC/Speech Language Pathologist	\$43,177
Alger, Kellen	8/27/18	Jefferson/Grade 5	\$50,525
Van Hemelryck, Kylee	8/27/18	Kessler/Grade 5	\$39,177

*Temporary Contract: Contract expires at the discretion of the District or 6/7/2018 whichever occurs first.

* 2018-19 Salary Increase of 1.5% dependent upon passing of levy.

Terminations

<u>Name</u>	<u>Effective</u>	<u>Location/Assignment</u>	<u>Reason</u>
Copps, George "Jack"	7/1/18	MBC/Interim Superintendent	Retirement
Newton, Jillian	6/6/18	CRA/.33 FTE Band	Resignation
Buscher, James	6/7/18	ABE/English	Non-Renewal
Alger, Kellen	6/6/18	CRA/.60 Mathematics	Non-Renewal
Lewis, Richard	6/7/18	HHS/English	Non-Renewal
McKissick, Jacob	6/7/18	HHS/Social Studies	Non-Renewal
Lamphier, Rebecca	6/6/18	Warren/Grade 5	Non-Renewal
Ewals, Lianne	6/6/18	Warren/Resource	Non-Renewal

McCarvel, Russell	6/7/18	CHS/Mathematics	Resignation
Baranek, Susan	6/7/18	CHS/English	Non-Renewal*
Kuntz, Jamie	6/7/18	Smith/Kindergarten	Non-Renewal*
Kakuk, Camus	6/7/18	RBLC/Gifted & Talented	Non-Renewal
Kepler, Candyce	6/6/18	Jefferson-Jim Darcy-Rossiter/Nurse	Resignation

Leave

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

Change in Contract

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

**Temporary Assignment*

CLASSIFIED PERSONNEL

Appointments

<u>Name</u>	<u>Effective</u>	<u>Location/Assignment</u>	<u>Salary</u>
-------------	------------------	----------------------------	---------------

**Temporary Assignment*

Terminations

<u>Name</u>	<u>Effective</u>	<u>Location/Assignment</u>	<u>Reason</u>
Hovda, Christine	4/5/18	Bryant/ParaEducator	Discharge
Olsen, Carl	4/6/18	HHS/Custodian	Discharge
Schnackenberg, Nikki	4/27/18	Jim Darcy/ParaEducator	Resigned
Madden, Maureen	4/27/18	CRA/ParaEducator	Resigned
Krings, Michelle	5/2/18	MBC/Facilities Coordinator	Resignation
Grant, Irv	5/3/18	Maintenance/Custodian	Retirement
Fulton, Melissa	6/6/18	Rossiter/ParaEducator	Resignation
Trojanos, Rebecca	6/7/18	CHS/Career Center Counselor	Resignation
Dirks, Susan	4/13/18	Warren/Secretary	Resignation

Leaves

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

SUPPLEMENTARY CONTRACT ASSIGNMENTS

<u>Last Name</u>	<u>First Name</u>	<u>Assignment</u>	<u>Location</u>	<u>Amount</u>
Dalton	Kahlee	Track-Asst Boys Coach	HMS	\$553.00
Graham	Susan	Track-Asst Girls Coach	CRA	\$603.00
Hagengruber	Leslie	Track-Asst Girls Coach	CRA	\$603.00
Hatten	Teal	Track-Asst Boys Coach	HMS	\$553.00
Hunt	Jared	Track-Asst Girls Track	CRA	\$553.00
Koch	Cassie	Track-Asst Girls Coach	HMS	\$553.00
Lindgren	David	Track-Asst Boys Coach	CRA	\$553.00
Madsen	Michael	Track-Asst Boys Coach	CRA	\$553.00
McGinley	Michael	Track-Asst Boys Coach	CRA	\$603.00
McMahon	Kelle	Track-Head Girls Coach	HMS	\$952.00
Norbeck	Casey	Track-Asst Boys Coach	CRA	\$553.00
North	Dawn	Track-Asst Girls Coach	CRA	\$603.00
Preshinger	Shannin	Track-Asst Girls Coach	CRA	\$579.00
Reiter	Tyson	Track Asst Boys Coach	HMS	\$553.00
Robertson	Nicole	Volleyball	CRA	\$551.00
Robertson	Scott	Track-Asst Boys Coach	HMS	\$553.00
Sheridan	James	Track-Head Girls Coach	CRA	\$768.00
Shockley	Roxanne	Track-Asst Girls Coach	HMS	\$553.00
Smith	Colby	Track-Asst Boys Coach	HMS	\$553.00
Smith	Lori	Track-Asst Girls Coach	HMS	\$553.00
Stief	Halstyn	Track-Asst Girls Coach	HMS	\$553.00
Stergar	Dave	Track-Head Boys	HMS	\$952.00
Wall	Glen	Track-Asst Boys Coach	CRA	\$553.00
Ybarra	Austin	Track-Asst Boys Coach	CRA	\$553.00
Zepeda	Haendel	Track-Asst Boys Coach	HMS	\$553.00
Zentz	Jesse	Track-Asst Boys Coach	HHS	\$1,583.00

Grade	District of Residence	Address	School of Attendance
9	Jefferson High School	Clancy	Helena High School
9	Jefferson High School	Clancy	Helena High School
9	Jefferson High School	Clancy	Helena High School
9	Jefferson High School	Clancy	Helena High School
10	Jefferson High School	Clancy	Helena High School
10	Jefferson High School	Clancy	Helena High School
11	Jefferson High School	Clancy	Helena High School
11	Jefferson High School	Clancy	Helena High School
11	Jefferson High School	Clancy	Helena High School
12	Jefferson High School	Montana	Helena High School
12	Jefferson High School	Montana	Helena High School

Running Total of Out-of-District Attendance Agreements									
	Address								
Grade	East Helena	Clancy	MT City	Jefferson City	Boulder	Townsend	Wolf Creek		Total
9	5	28	7						40
10	1	28	6	4			1		40
11	3	37	6	1	1	1	1		50
12		27	4						31
	9	120	23	5	1	1	2		161

HELENA SCHOOL DISTRICT NO. 1, LEWIS AND CLARK COUNTY
RESOLUTION TO DISPOSE OF PERSONAL PROPERTY

WHEREAS, the trustees of any district have the power and the responsibility to hold in trust all real and personal property of the District for the benefit of the schools and children of the district, and;

WHEREAS, the trustees of any district have the authority to determine that certain personal property of the District is or is about to become abandoned, obsolete, undesirable, or unsuitable for the school purposes of the district pursuant to Mont. Code Ann. § 20-6-604, and;

WHEREAS, the District owns items of personnel property consisting of computers, no hard drives included.

WHEREAS, the Board of Trustees of Helena School District No. 1 desires to dispose of computers because they are abandoned, obsolete, undesirable or unsuitable for school purposes;

THEREFORE, BE IT RESOLVED, that the Board of Trustees of Helena School District No. 1, Lewis and Clark County, Montana, shall sell or otherwise dispose of the computers identified below:

- 3 – 4000 SFF Duo
- 15 – 4000 SFF Pentium
- 3 – 8300 Elite SFF 15VPRO
- 1 – HP Workstation x4200
- 1 – HP z210 CMT Workstation

The items may be viewed at Helena Middle School Warehouse, located at 1010 Idaho Ave, Helena, MT, May 15, 2018 between the hours of 1:00 pm and 2:00pm. Please call Stacy Box at 406-324-1096 for more information. Interested parties must submit sealed bids to the Helena School District #1 Business Office, 55 S. Rodney, Helena, MT 59601 by 3:00 p.m. on May 22nd, 2018. The exterior of all bid envelopes or packages must clearly state: Sealed Bid for computers. In the event that no bids are received for an item listed above, the District will dispose of the item(s) in any manner deemed appropriate.

This Resolution shall not become effective for 14 days. Upon expiration of the 14-day period, the Superintendent of the District shall effectuate the sale or disposal of the above-described property. Money realized from the sale of any of the above-identified items shall be credited to the elementary and high school miscellaneous funds as deemed appropriate.

Adopted this 8^h day of May 2018.

By:_____

Chairperson, Board of Trustees

DISTRICT CLERK CERTIFICATION:

I attest the above-referenced signature of the Chairperson of the Board of Trustees, and further certify as follows: _____made the motion to approve this RESOLUTION TO DISPOSE OF PERSONAL PROPERTY and _____ seconded the motion; the following Trustees voted in favor of the motion: _____; the following Trustees voted against:_____; and the following Trustees were absent: _____

By:_____

Janelle Mickelson, District Clerk

Helena School District No. 1