

## Board of Trustees Work Session

Tuesday, March 23, 2021

Jefferson Elementary School and via Microsoft Teams

Tour at 3:30 p.m. / Meeting at 4:00 p.m.

**Notice:** In accordance with State and Local health guidance/regulations, physical attendance at this meeting will be limited to 30 attendees. All in-person attendees must wear a mask/face covering at all times and remain safety distanced from anyone not residing within the same place of residence. All other attendees are encouraged to attend the meeting via Zoom and/or email your public comment to [boardoftrustees@helenaschools.org](mailto:boardoftrustees@helenaschools.org) prior to the start of the meeting.

Members of the public are able to attend by clicking here: <https://helenaschools.org/event/board-of-trustees-work-session-3-23-2021/>. We ask that all participants mute their microphone until called upon by the Board Chair for general and/or specific public comments. Upon completing public comment, please ensure that your microphone is again muted.

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## AGENDA

I. TOUR OF JEFFERSON ELEMENTARY SCHOOL at 3:30pm

II. CALL TO ORDER / PLEDGE OF ALLEGIANCE

III. REVIEW OF AGENDA

IV. PRESENTATION: Jefferson Elementary School

V. 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.*

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### Helena Public Schools Board of Trustees

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## **VI. NEW BUSINESS**

### **A. Items for Action**

1. Consideration of Ballot Language for General Fund Levy Propositions (see attached)
2. Consideration of 2021-2022 District Calendar (see attached)
3. Consideration of Superintendent's Contract (see attached)
4. Consideration of Bid for Four Georgians Reroof (see attached)
5. Consideration of Bid for CHS Partial Reroof (see attached)
6. Consideration of Bid for Vigilante Stadium Improvements (see attached)
7. Consideration of Bid for CHS Air Handler Replacement (see attached)

### **B. Items for Consent**

1. Consideration of the 02.10.2021 Board of Trustees Special Meeting Minutes (see attached)
2. Consideration of the 02.11.2021 Board of Trustees Special Meeting Minutes – Open Session (see attached)
3. Consideration of the 02.19.2021 Board of Trustees Special Meeting Minutes – Open Session (see attached)

## **VII. SUPERINTENDENT'S REPORT**

## **VIII. BOARD COMMENTS**

## **IX. ADJOURNMENT**

The next Board Work Session will be Tuesday, April 27, 2021, at Helena High School.



Home of the Mustangs!



# Jefferson Elementary School

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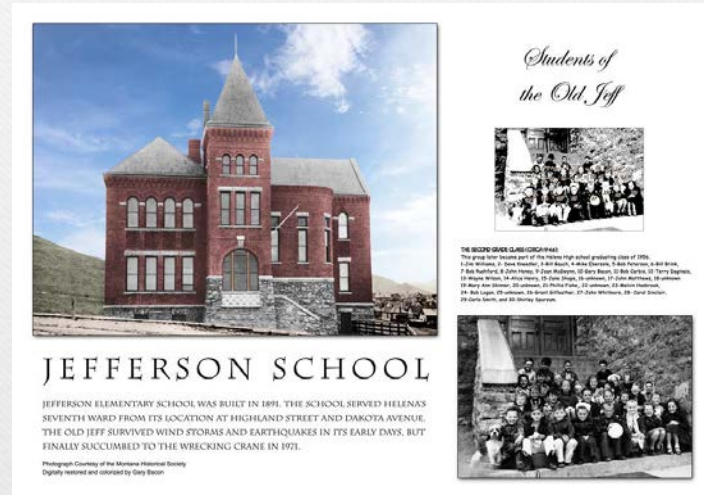
A learning community;

A family of learners



# Jefferson's History

- The original Jefferson Elementary School was constructed in 1891. The current Jefferson Elementary School was built in 1948, with additions to the school taking place in 1970 to include 4<sup>th</sup> and 5<sup>th</sup> grade classrooms and a library.
- The school square footage ~ 33,350 square foot
- Jefferson's school site ~ 3.85 acres



# Our Mission

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To challenge and empower each student to maximize individual potential in becoming a competent, productive, responsible, caring citizen.



# Our guiding principles... Your guiding principles

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- Each student enters school healthy and learns about and practices a healthy lifestyle.
- Each student learns in an intellectually challenging environment that is physically and emotionally safe for students and adults.
- Each student is actively engaged in learning and is connected to the school and broader community.
- Each student has access to personalized learning and to qualified, caring adults.
- Each graduate is prepared for success in college or further study and for employment in a global environment.



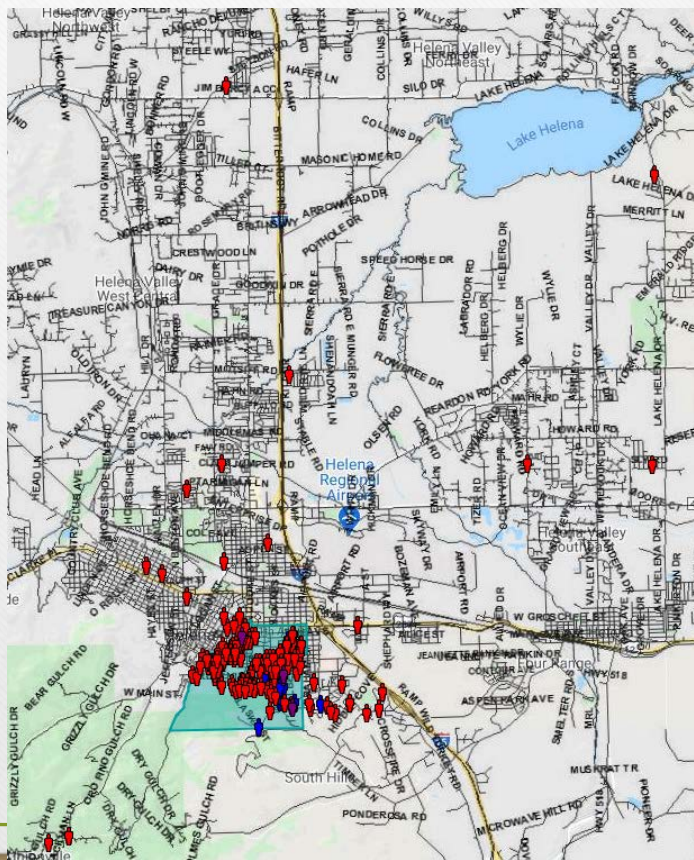
# Jefferson Staff Overview

- 13 Classroom Teachers (11 in-person, 2 DLI)
- 1 Special Education Teacher
- .5 Speech & Language Pathologist
- .5 School Psychologist
- .8 School Counselor
- .67 PE & Music Teacher
- 1 Librarian
- .2 FTE School Nurse
- 1 Secretary
- 6 Para-Educators (4 General Education, 1 Special Education, 1 DLI)
- 2 Custodians
- 3 School Aged-Child Care Staff for before and after school SACC
- 1 Elementary Principal





# Where do students travel from?



Attendance Boundary	Number of Students
Broadwater	3
Bryant	1
Central	13
Four Georgians	5
Hawthorne	2
Jefferson	208
Jim Darcy	2
Kessler	0
Rossiter	1
Smith	22
Warren	3
Total	260

# Who do we serve?

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- 260 students from 186 families (Down from 291 students last year, most of whom have re-registered to return next year)
- 11 regular education classrooms; 2 Multi-grade DLI classrooms
- 223 student's self identified as Caucasian, 3 Native American, 2 Asian, 11 Hispanic, 0 Black, 0 Native Hawaiian, 19 Two or more race categories, 2 as Unclassified
- 11 students are formally identified for special education services with an additional student being evaluated and 6 going through RTI; 26 students are receiving formal speech services, with 2 receiving informal speech services (K & 1)
- 24 3<sup>rd</sup>, 4<sup>th</sup> and 5<sup>th</sup> grade students are identified as gifted; 15 attend PEAK
- 3 students are identified with health care needs; 5 students who receive medication at school as needed, 1 student with medications is scheduled for administration during the school day, 3 students with diagnosed food allergies, 26 students with diagnosed asthma.



# Who do we serve?

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- Students At-risk:
  - Poverty - 33 students on free/reduced lunch this year; 50 last year (all students are receiving free lunch this year)
  - Homeless - 6 students; 3 last year
  - Food Packs - 15 students this year; 32 last year
  - Outside Counseling - 19 students this year;
  - Formal School Counseling Services - 13 this year; 66 last year, including groups (low numbers this year due to Phase 1 schedule and we are not conducting groups)
  - Informal School Counseling Services - 49 this year; 35 last year
  - 100% of students receive weekly social emotional learning lessons (second step)
  - Chronic Absenteeism - 7 this year; 6 last year
  - Other student/family support- boots, hats, gloves, coats, bibs, school supplies, gas cards, grocery gift cards

# In the Classroom

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Guaranteed and Viable Curriculum

Clarity and Consistency

Common Vocabulary



# Jefferson's Universal Rules



At Jefferson Elementary School we expect everyone to:

- Be Respectful,
- Be Responsible,
- Be Safe,
- Be a Learner,
- Be Creative,
- Be Present!



Graduation starts now!!





# HSD K-5 Instructional Framework

Ensuring quality instruction, across all educational settings

## L E A R N

→Learners understand the success criteria for the lesson.

→Lesson outcomes will measure standard performance.

→Lessons contain interdisciplinary content if applicable

→Engagement strategies in the classroom:

- Strategies: randomly calling on students warm calling, turn and talk, think pair share, think ink, small group work
- I do, we do, you do

→Engagement strategies online:

- Small group, breakout rooms, one-on-one virtual meetings, interactive technology—videos, forms, online lessons
- I do, we do, you do

→Agenda in the classroom:

- posted on board
- introduced at the beginning of the lesson for students to see.
- Highlights standards and skills tied to strategy and activity

→Agenda online

- introduced at the beginning—refer back
- Highlights standards and skills tied to strategy and activity

→Agenda: students take ownership of their learning.

→Restate the standards and expected outcomes of the lesson.

→Reinforce the content and check understanding

- Exit ticket
- Performance measure—could include writing about learning, activity or project
- Formative measure

→Notice the need for:

- Enrichment
- Reinforcement
- Remediation

→Need for connection:

- Student needs more than just instruction on content

# Transition to Standard Based Progress Reports & Trimesters


## Kindergarten Progress Report - School Year: 2020-2021

Teacher: Jill Putnam  
Helena School District  
Helena, MT

Grade Placement for 2021-2022

	T1	T2	T3
Absences	1	4	
Tardies	0	0	
Excuses/Tardies			

Tardes	0	0	
Progress is affected by absences/tardies			



Child: \_\_\_\_\_  
 Teacher: Jill Putnam  
 Helena School District  
 Helena, MT

SCHOOL UNIVERSALS	T1	T2	T3
Be Responsible	5.1	5.1	
Be Respectful	5.1	5.1	
Be Safe	5.1	5.1	
Be a Learner	5.1	5.1	

Be Creative	P	M
ENGLISH/LANGUAGE ARTS	T1	T2 T3
Phonemic awareness		
I can rhyme.	P	M
I can recognize beginning (T1), ending (T2), and middle (T3) sounds.	M	M
I can segment sounds that make words.		M
I can blend sounds to make words.		M
I can add and substitute sounds to make new words.		

Reads with accuracy and fluency		
I can recognize and read sight words.	M	P
I can answer comprehension questions about stories.	M	M
Reading literature and informational texts		
I can name the main idea		
I can recall and retell a story in sequence.		
I can recognize and/or name character/setting/plot in a story.		
I can identify the difference between fiction and nonfiction.		

writing with purpose: opinion, informative, narrative		
I can use a combination of drawing, dictating and writing to compose opinion, and informative/explanatory pieces.	P	M
<b>Language</b>		
I can demonstrate proper use of English language.	P	P
<b>Speaking and Listening</b>		
I can present knowledge and ideas clearly.	P	P

SCIENCE/SOCIAL STUDIES	T1	T2	T3
I can demonstrate an understanding of the science inquiry process.	TNG	TNG	TNG
I can participate in a variety of cultures, communities, and traditions.	TNG	TNG	TNG

Meets Standards Consistently and Independently	M	Consistently meets
Progressing Toward Meeting Standards	P	Demonstrates clear
		apply grade level
Support Needed to Meet Standard	NS	Not meeting at grade
		apply grade level
More Information Available	*	See Comment Box
Not Assessed	N/A	
Teacher Not Yet Graded	TNG	

MATH	T1	T2	T3
Counting and Cardinality			
I can count to 100 by 1's.	100	100	
I can count to 100 by 10's.			
I can count on from any given number.			

I can recognize 0-30 out of order (T1) and 0-20 (T2 and T3)	NA	NA
I can correctly write 0-30 (T1) and 0-20 (T2 and T3) out of order.	NA	NA
I can count objects to 20 using 1:1 correspondence.	NA	NA
I can compare and contrast sets (greater than/less than/equal)	NA	NA
<b>Operations and Algebraic Thinking</b>		
I can fluently add and subtract within 5.		NA
I can add and subtract within 10.		NA
I can find partners of 10.		

I can use a variety of problem solving strategies.	P	M
<b>Number and Operations in Base 10</b>		
I can demonstrate the foundation for place value for the numbers 11-20.		
<b>Measurement and Data</b>		
I can compare measurable attributes (length, weight, etc)		
I can classify and count the number of objects.	M	M
<b>Geometry</b>		
I can identify and describe 2D shapes (T1) and hexagon/3D shapes (T2 and T3).	M	M

I can use and relate position words (above, below, beside, in front, behind, next to)	P	M	
<b>ADDITIONAL SKILLS</b>	<b>T1</b>	<b>T2</b>	<b>T3</b>
I can use fine motor skills	M	M	
I can recognize colors	P	M	
<b>ASSESSMENT AND PROGRESS SCORES</b>	<b>T1</b>	<b>T2</b>	<b>T3</b>

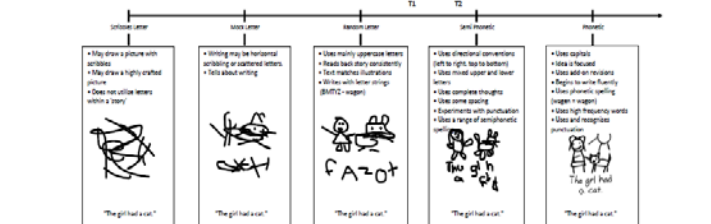
Unit Math Test	100%	97%
		91%
Journeys Progress Monitoring Test *** Postponing during COVID***		
Labels Inc./Composite Score/11's benchmark 26 + 12 and 433-456	43	178

Student Level	Exemplary	Advanced	Proficient	Developing	Beginning
<b>Profile Key</b>					
4	Demonstrates solid understanding of key concepts—Independently applies grade level concepts and skills.				
3	Meets the standard—Demonstrates partial understanding of key concepts—Needs teacher support and assistance to				
2	standard yet—Demonstrates limited understanding of key concepts—Needs substantial teacher support and assistance to				
1	and skills.				

## Kindergarten Progress Report - School Year: 2020-2021

[illegible]

**Emergent Reading** x: indicates mastery of the letter or sound recognition. All letters and sounds should be mastered by the end of First Trimester T1, Second Trimester T2, Third Trimester T3



## Comments:

Thank you for meeting with me on TEAMS today. I love his great and happy attitude. He is doing amazing in reading and math. Goals for 12 are to continue working on letter and sounds and reading and not be in such a rush to finish each word quickly.

To go 11 for meeting with me via TEAMS to discuss. Has met her goal of learning all of his letter and sounds. Ways to go 11 have been slowing down a his work and working on turning in a "hearted" product. His handwriting is looking much better. will work slowly, but that is just because he knows the answers? For 7's goal are to work on using his correct speech sounds in class. He needs to slow his speech down and think about his words. - Please see sight word list that came home and practice ALL unknown sight words. This will be [www.hellokids.com](http://www.hellokids.com) to know these words for Grade One



Attendance	Trimester 1	Trimester 2	Trimester 3
Total days present:	55	53	
Days Absent:	5	7	
Days Tardy:	0	0	



2020-2021 School Year	
Student Name:	Grade:
Susie Q.	3rd Grade
School:	Teacher:
Jefferson Elementary	Mrs. Perschon

LANGUAGE ARTS	T1	T2	T3
<b>Reading - Literature</b>			
RI.3.1 can ask and answer questions about a fiction text using text evidence.		P	
RI.3.2 can recount stories, determine the message, and explain the message with key details from the text.	P	P	
RI.3.3 can describe character traits, motivations, and feelings and how they affect the story.	P	P	
<b>Reading - Informational Text</b>			
RI.3.1 can ask and answer questions about non-fiction text using text evidence.		P	
RI.3.2 can determine a main idea and details from multimedia sources.			
<b>Foundational Skills</b>			
RF.3.1 can identify common prefixes and suffixes and know the meaning of them.		P	
<b>Language</b>			
L.3.1 can distinguish between literal and non-literal meanings.		P	
L.3.1 can use knowledge of language and its conventions when writing, speaking, reading, or listening.		P	

LANGUAGE ARTS cont.	T1	T2	T3
<b>Speaking and Listening</b>			
SL.3.1 can engage in collaborative discussion.	M	M	
SL.3.2 can determine the main idea/details when information is given in multimedia.	M	M	

MATH	T1	T2	T3
<b>Operations and Algebraic Thinking</b>			
OA.3.1 can represent and solve problems involving multiplication.		P	
OA.3.2 can represent and solve problems involving division.		P	
OA.3.3 can use multiplication and division within 100 to solve word problems.			
OA.3.4 can understand properties of multiplication and the relationship between multiplication and division.		P	
OA.3.5 can fluently multiply and divide within 100.		M	
<b>Numbers and Operations in Base 10</b>			
NBT.3.1 can use place value understanding and properties of operations to fluently add and subtract within 1000.		M	M

MATH cont.	T1	T2	T3
<b>Number &amp; Operations-Fractions</b>			
NF.3.1 can understand and represent fractions as part of a whole.			P
NF.3.2 can understand fractions as numbers on the number line and represent them on a number line.			P
<b>Measurement and Data</b>			
MD.7.1 can understand concepts of area and relate area to multiplication and to addition.			
<b>Geometry</b>			
G.3.1 can divide shapes into parts with equal areas and show those areas as fractions.			

Academic Key	
<b>M Meets Standard Consistently &amp; Independently</b>	Consistently meets standard—Demonstrates solid understanding of key concepts—Independently applies grade level concepts and skills
<b>P-Progressing Toward Meeting Standard</b>	Demonstrates steady progress toward the standard—Demonstrates partial understanding of key concepts—Needs teacher support and assistance to apply grade level concepts and skills
<b>SN-Support Needed to Meet Standard</b>	Not working at grade level standard yet—Demonstrates limited understanding of key concepts—Needs substantial teacher support and assistance to apply grade level concepts and skills
<b>*-More Information Available</b>	See Comments Box
<b>NE-No Evidence</b>	Not enough evidence was collected to evaluate

LEARNERS' SUCCESS SKILLS	Trimester 1	Trimester 2	Trimester 3
<b>RESPECT</b>			
Respects others' rights, feelings, and property	S	S	
Exhibits courteous behavior to peers and adults	S	S	
<b>RESPONSIBILITY</b>			
Takes responsibility for own behavior	S	S	
Completes homework in a timely manner	S	S	
<b>SAFETY</b>			
Exercises self-control	S	S	
Follows school and class rules	S	S	
<b>WORK HABITS</b>			
Organizes self and materials	S	S	
Listens to and follows directions	S	S	
Approaches challenges using a variety of strategies	S	S	
Uses time effectively to produce quality work	S	S	
<b>SOCIAL SKILLS</b>			
Cooperates with others	S	S	
Handles frustration and disappointment well	S	S	
Resolves conflict appropriately	S	S	
Uses appropriate voice level	S	S	

Other Subjects	T1	T2	T3
Science	TNG	TNG	
Social Studies	TNG	TNG	
Writing	WLS.3 Narrative I	WLS.3 Informational I	WLS.3 Opinion
Library	TNG	TNG	
Music	TNG	TNG	
P.E.	TNG	TNG	

Success Skills/Other Subjects Key:
S-Satisfactory
I-Improving
NI-Needs Improvement
TNG-Taught Not Graded
*-Modified

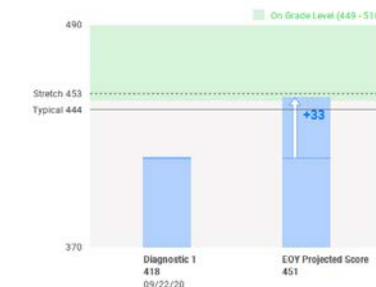
Student has been assigned to \_\_\_\_\_ grade for the 2021-2022 school year.

COMMENTS:

## Growth Monitoring Results



Subject  
Student  
Student ID  
Student Grade



Initial Scale Score: **418** EOY Projected Growth: **+33**

	Likelihood of Meeting 100% Growth by EOY	Projected Growth / Growth to be on Track
Typical Growth	Somewhat Likely (50-70%)	+ 33 / 26
Stretch Growth	Somewhat Unlikely (<50%)	+ 33 / 35
On (Mid/Late) or Above Grade Level	Somewhat Unlikely (<50%)	+ 33 / 46

### Supporting Data

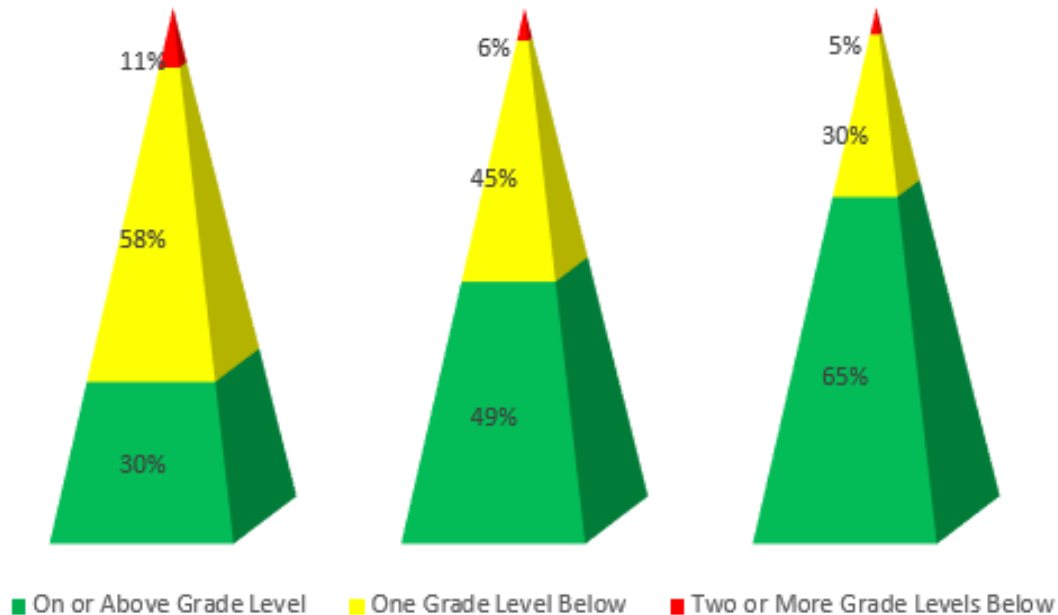
Test Date	Test Type	Scale Score	Standard Error
09/22/20	Diagnostic*	418	+/-6
11/09/20	Growth Monitoring	433	+/-12
01/12/21	Diagnostic	427	+/-6
03/08/21	Growth Monitoring	453	+/-12

\*This Diagnostic was designated as the initial Diagnostic for this student and was used to establish Typical and Stretch Growth measures.



# Jefferson iReady Math

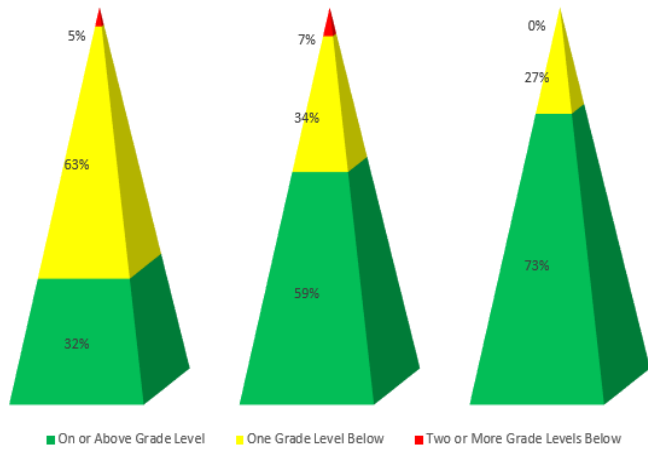
1-5 Overall Jefferson Math



Jefferson First Grade Math

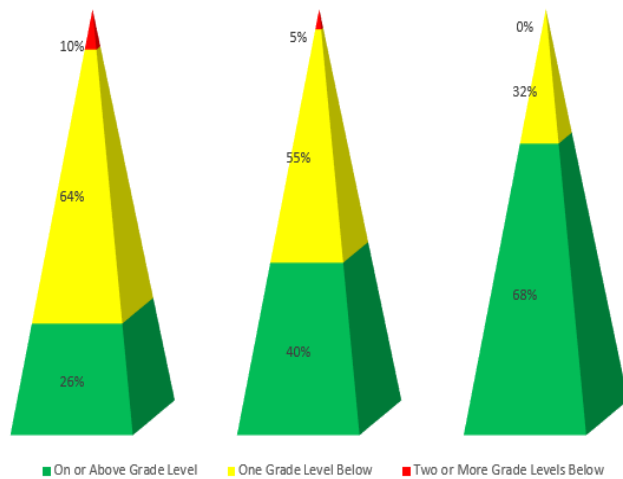


Jefferson Grade 2 Math

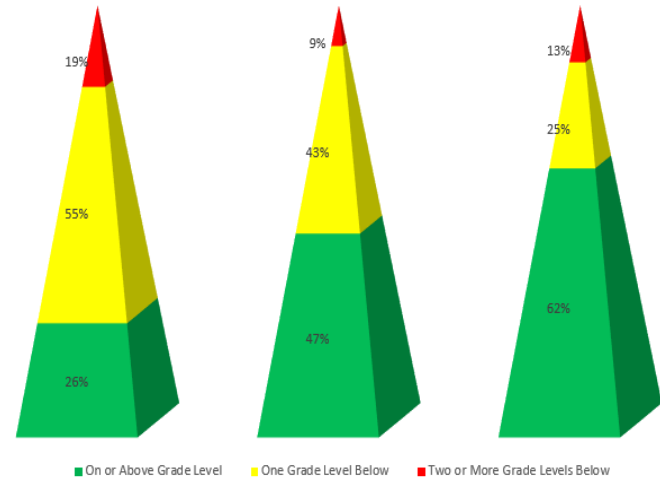




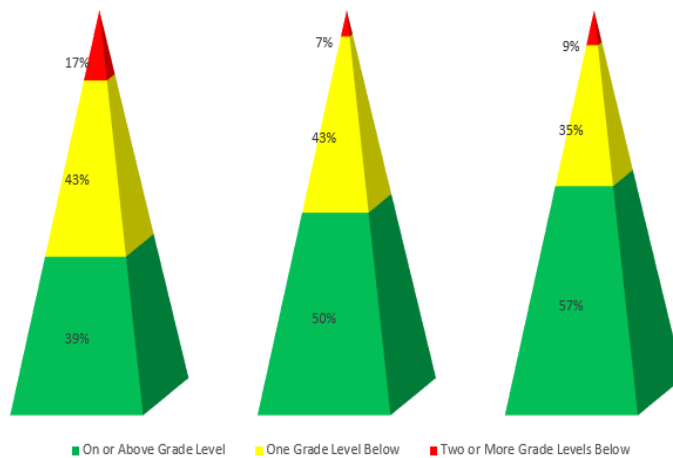
Jefferson Grade 3 Math



Jefferson Grade 4 Math

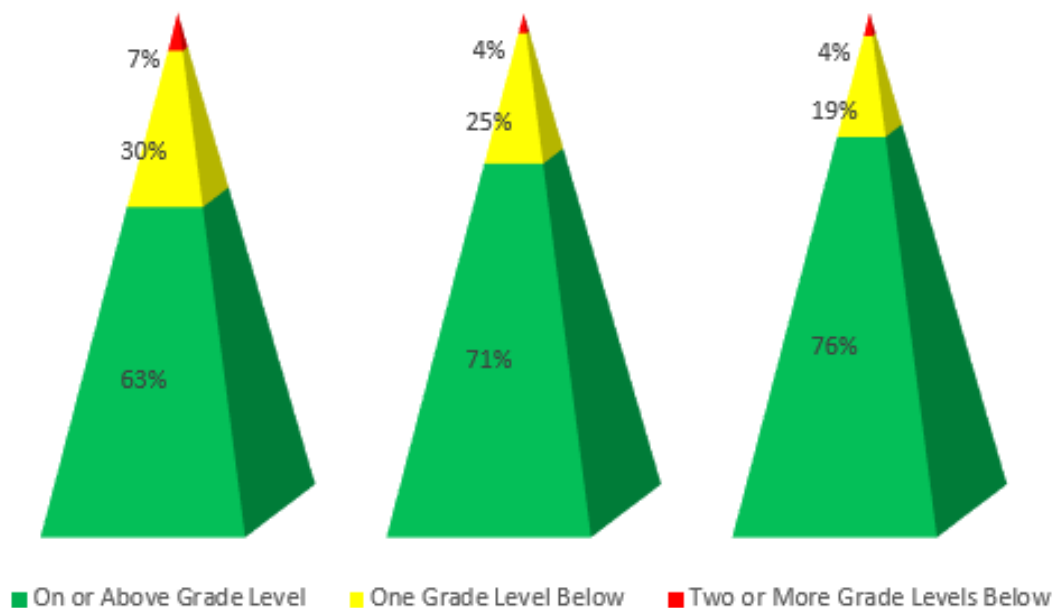


Jefferson Grade 5 Math

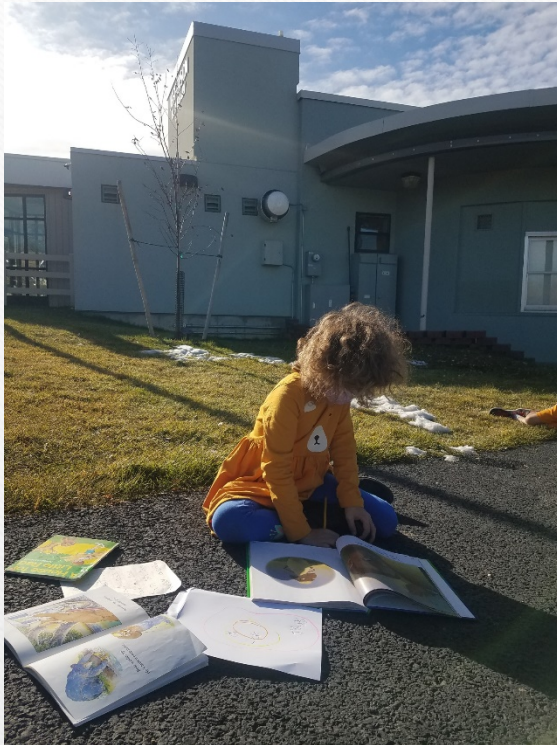


# Jefferson iReady Reading

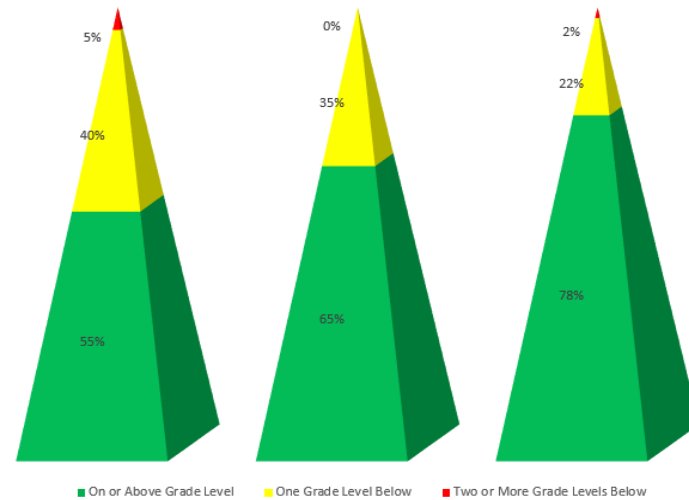
2-5 Overall Jefferson Reading



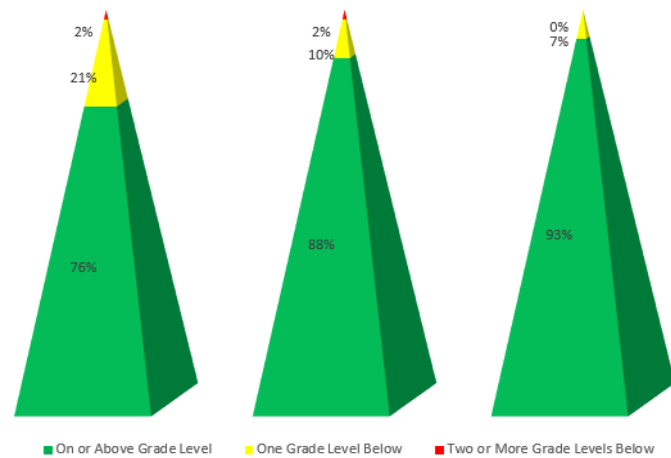




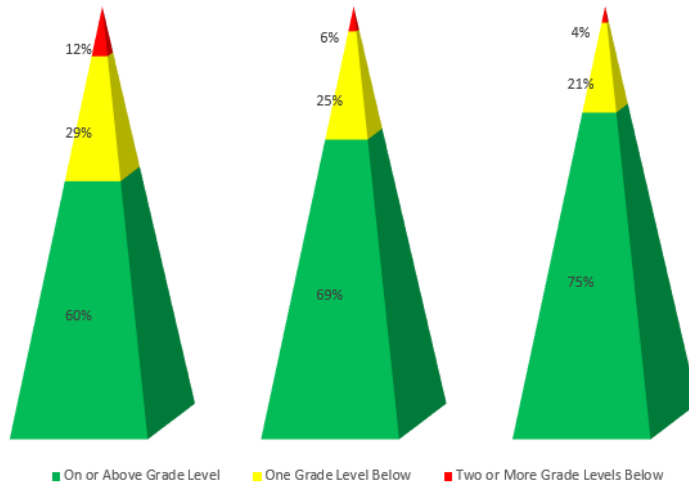
Jefferson Grade 2 Reading



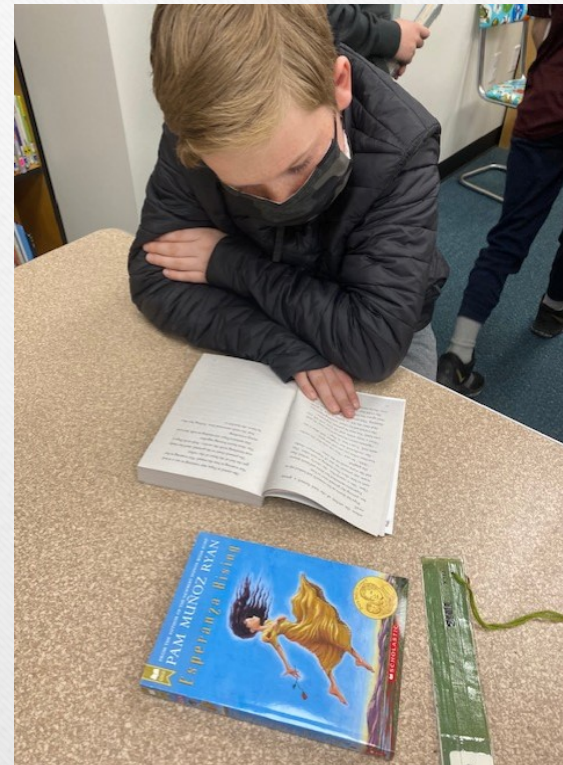
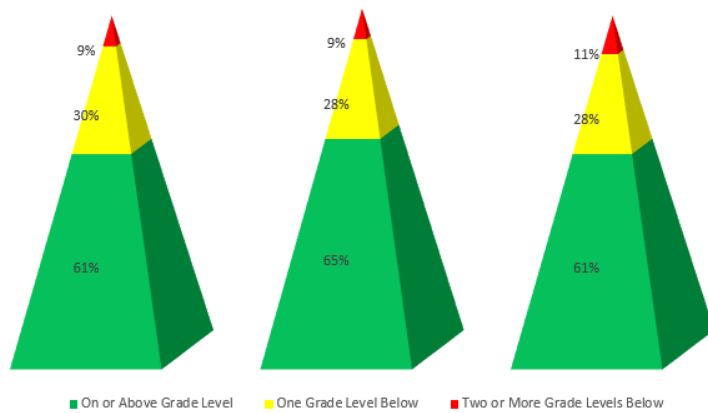
Jefferson Grade 3 Reading



Jefferson Grade 4 Reading



Jefferson Grade 5 Reading





## Tier 3

504 Plans, Care Plans

Special Education IEP (Individual Behavior Plan)

Social Skills Group, Individual Referral System, Food Packs

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### Tier 2

- Pre-teach/re-teach
- Walk to Read (suspended at this time due to COVID)
- Structured Recess
- Check in/Check out with Principal or School Counselor
- Individual or small group lessons
- Progress Monitoring / Individual Behavior Plans

### Tier 1

- Guaranteed Viable Curriculum
- Jefferson Universal Rules
- Flexible Groups/Direct Core Instruction
- Para Educator Support
- Family Meetings
- iReady, iRead, AR (Reading)
- iReady/EdReady (Math)
- Second Step Lessons

# Self Care for Kids

## Self-Care for Kids

Self-care is when you take time to do things that make your mind and body feel calm and happy. By taking care of yourself often, you are better able to cope with stress or other feelings that you may experience. Read below to learn how you can start practicing self-care!

### 1 Take a Break

You may have a lot going on in your life such as school, homework, chores, sports, clubs, recitals, or other activities or events. It can be helpful to try making your schedule lighter by taking a little break (if you can) from certain stressful activities.

### 2 Do Your Favorite Things

Sometimes when we get too busy, we stop doing things that make us feel happy. Make a list of hobbies and activities that you enjoy doing that you haven't been able to do in a while. Make a plan to do the things on your list soon!

### 3 Learn to Relax

Take some time to do something that relaxes you and calms your mind and body. This might mean turning off electronics and going out in nature. You could also try meditation, yoga, or listening to calming music.

### 4 Take Care of Your Body

The healthier you are, the easier it'll be to cope with stress and negative feelings. Make sure that you're getting enough sleep every night. Exercise often, and eat healthy meals.

### 5 Be Around People You Enjoy

Surround yourself with people that make you feel happy. Self-care includes staying away from people that might stress you out or cause you to feel anxious, sad, or upset.

### 6 Share Your Feelings

It is helpful to find someone to talk about your feelings with often. This could be a counselor, a close friend, or a family member. Talking about your feelings is a healthy way of coping and can help you feel happier.



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## 6 Components of

# self-care



### mental

Stimulate your brain with puzzles, reading, & problem solving.

### physical



Stay healthy by eating right, exercising, sleeping well & hydrating.



### emotional

Cultivate your feelings by writing in a journal, talking about your feelings or being creative.

### practical



Keep up with necessary tasks such as work, organization, & making appointments.



### relationships

Cultivate relationships by socializing with friends & talking regularly with others.

### spiritual



Think about the bigger picture through meditation, nature walks, and/or a belief system that guides you.



# Self Care for Parents

Dear Jefferson Family,

For all of us, the 2020/2021 school year has certainly been unique and sometimes challenging! At Jefferson Elementary, we strive to meet the needs of all our students. This year we have provided students with additional tools to help with emotional regulation and calming strategies. We have created a "Calm Down Kit".

## What is a *Calm Down Kit*?

The Calm Down Kit is a Ziplock bag of tools, that students may access when they are feeling strong emotions such as: anger, frustration, sadness, anxiety, etc. The goal is to teach self-regulation and help manage feelings/emotions in a safe and appropriate manner. Students will receive several tools, including a 2-minute timer, that allows students the freedom to relax and calm down while still understanding and complying with classroom expectations. The expectations for the Calm Down Kits are on the second page and explain that the timer is to be set while they think about their feeling and try one of the strategies to calm down. When the timer is up, the student is to put away their calm down kit and return to their schoolwork or activity.

## When do you use a *Calm Down Kit*?

ANYTIME! The goal is to use the Calm Down Kit before the student acts out in a negative manner. The idea is for the student to use it, in the classroom as well as at home, to help self-regulate and calm down before they shut down and/or act out. If the Kit is accessed after a melt/shut down, it is comparable to giving a tornado warning after it hits your neighborhood! These kits can be extremely helpful while learning from home on remote learning days.

## What items do I choose for a *Calm Down Kit*?

There are many tools already in the Calm Down Kit, but there may be items from home that help your child feel better. If your child has specific items that assist in calming and security, those items can also be placed in the plastic bag. Selected items are to be regarded as tools, not toys. An example would be a small stuffed animal that may be hugged when stressed or frustrated. I like to limit it to 4 items, so students won't be overwhelmed. Students have many tools at school and so we ask that these kits be used at home. Here is a list of ideas for you to consider:

### Sensory

#### Tools

Playdough

Stuffed animals

Legos

### Brain Breaks

Coloring

Puzzles, word searches

Books

### Stress

#### Relievers

Fidgets

Calming jar

Stress ball

### Relaxing

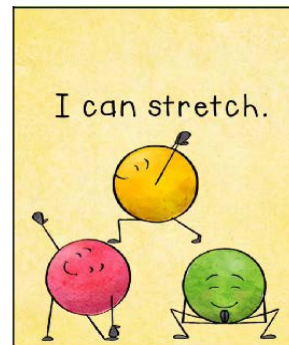
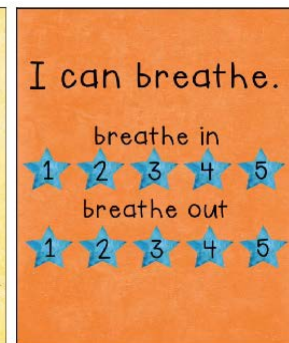
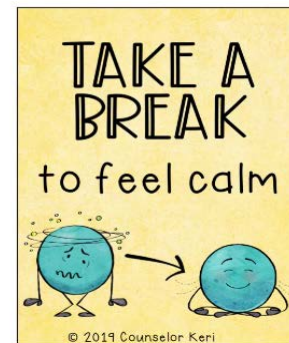
#### Supports

Mindfulness cards

Breathing techniques

Yoga cards

We understand that many of our students have mastered emotional regulation and may not want a Calm Down Kit. Participation is not mandatory, but personal kits will be available for all students. If you have any questions or concerns, feel free to contact me at 406.324.2083 or [ehilliard@helenaschools.org](mailto:ehilliard@helenaschools.org). Thank you for your support. Emily Hilliard, School Counselor





# Self Care for Staff



## Mental Health SELF-CARE BINGO





# What's new?

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- Safety Upgrades
- Teacher Speaker System
- Smart Projectors
- New heating/cooling system



- PAX Good Behavior Game
  - Reduce problematic behaviors
  - Increase learning and instructional time
  - Improve teamwork and collaboration
  - Restore children's peer networks
  - Build resilience
- Foreign Language Lessons
- Virtual Art Lessons

# And our creative and dedicated staff!!



- Literacy Nights (on hold)
  - September - MakerSpace
  - October - Sit, Stay, Read - Therapy Dogs
  - November Book Fair (**held virtually**)
  - January - Cocoa and Books
  - February - Dr. Seuss Read Across America
  - April - Earth Day Book Exchange
- 5<sup>th</sup> grade Book Club (**virtual**)
- Student Council (on hold)
- Guitar & Ukulele Club (on hold)
- Garden (**kindergarten in-person**)
- Halloween Library Carnival (on hold)
- Governor's Cup Training (on hold)
- Bal-A-Vis-X Morning Club( on hold)
- Breakfast Homework Club (on hold)
- Knitting Club (on hold)
- Mario Music 3<sup>rd</sup> – 5<sup>th</sup> grades (on hold)
- MoSAIC (Model School Art Integrated Curriculum) and Gala (on hold)
- Art Classes every week (**live & virtual**)
- Foreign Language Lessons (on hold)



# Our Amazing Jefferson Parent Council!



## JEFFERSON PARENT COUNCIL

2020 – 2021 School Year Update  
March 10, 2021

*Where the money comes from* - TOTAL INCOME: \$10,080 (29% over budget of \$7,742; in addition to a \$9,200 carryover from 2019-2020 School Year)



*Where the money goes* - TOTAL EXPENSES: \$9,980 (30% under budget of \$14,320)



**Library:** 100% of Read-a-thon proceeds went to fund new books and supplies for the library. This new fundraiser was very well received and an enormous success!

**Classroom Materials:** Scholastic News for students for all grade levels, and additional classroom materials as requested by teachers.

**Teacher Stipends:** Each teacher receives \$100 from JPC at the beginning of the year to purchase classroom supplies.

**Staff/School Support:** Masks for the students who need them, meals for Parent Teacher Conference days, Jefferson T-shirts for staff, and a massage gift certificate as a prize for teachers.

**Administration:** Website services, Tax Fees, 501c3 Insurance.

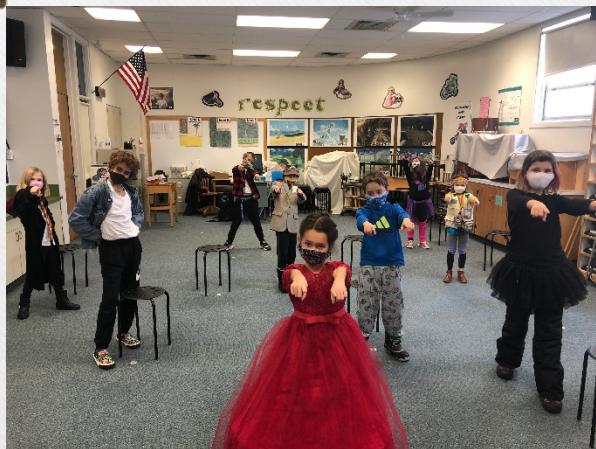
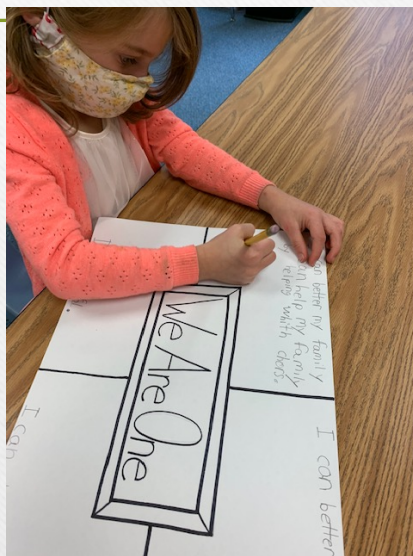
**Foreign Language Program:** \$1,500 (income & expenses) budgeted; however, Program on hold this school year due to COVID-19.

**2<sup>nd</sup> Chance Breakfast:** \$2,000 (expenses); however, not used this school year due to Robert Worthly, Sodexo, covering costs with grants, etc.





# Thank you! Questions?



Like us on Facebook! <https://www.facebook.com/Jefferson-Elementary-School-HSD1-Helena-MT-59601-159208504202983/>



# Board of Trustees Work Session

Approval of ballot language for general fund levy propositions

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## VI. NEW BUSINESS

### A. Items for Action

1. Approval of ballot language for general fund levy propositions
- 

#### Background:

Pursuant to 20-20-401, MCA, the election administrator prepares the final ballot form. The Lewis and Clark County Elections Office (election administrator) has requested the ballot language for the propositions to be voted on in the upcoming election be submitted to them by March 25, 2021. Trustees must pass a resolution stating the exact levy amount, the estimated number of mills, and the tax impact on a home with a market value of \$100,000 and a home with a market value of \$200,000. The resolution must include the durational limit, if any, on the levy.

#### Considerations:

##### Elementary:

- Under the present law, if a district anticipates an unusual increase in enrollment in the ensuing year, they may apply to the state superintendent of schools for additional Average Number Belonging (ANB) used for calculating funding amounts. Elementary enrollment was down approximately 300 students in fiscal year 2021, presumably due to the pandemic. Fiscal year 2021 enrollment is used to calculate funding amounts for fiscal year 2022. The District is anticipating the return of approximately 217 students or 225 ANB in fiscal year 2022 and, assuming legislature does not temporarily suspend the mechanism, plans to apply for additional ANB for calculating funding amounts. With the increased ANB, the highest levy that can be requested for the elementary general fund is two hundred twenty-one thousand one hundred sixty-nine DOLLARS (\$221,169), which is approximately 1.98 mills. Passage of the proposal will increase the taxes on a home with a market value of \$100,000 by approximately \$2.67/year and on a home with a market value of \$200,000 by approximately \$5.35/year.
- If the elementary general fund levy passes and legislature suspends the mechanism to apply for additional ANB, the District will only be able to levy approximately \$82,280 of the amount requested.

##### High School:

- Under the present law, the highest levy that can be requested for the high school general fund is two hundred ninety thousand one hundred sixty-six DOLLARS (\$290,166), which is approximately 2.36 mills. Passage of the proposal will increase the taxes on a home with a market value of \$100,000 by approximately \$3.19/year and on a home with a market value of \$200,000 by approximately \$6.37/year.

##### Other Election Information:

- There are two open trustee positions in the elementary (K-12 positions).
- The deadline to file a Declaration of Intent and Oath of Candidacy is March 25, 2021.
- The deadline for filing a declaration of intent to be a write-in candidate is 5:00 pm on April 1, 2021.

#### Superintendent recommendation:

Approve the attached ballot language for the levy propositions.

## TRUSTEE RESOLUTION APPROVAL OF BALLOT LANGUAGE

BE IT RESOLVED, the Board of Trustees for School District No. 1, Lewis and Clark County, State of Montana, by a majority vote approves of the following ballot language for the ballot issue to be voted on at the Regular School Election to be held on May 4, 2021. The Board of Trustee of School District No. 1, further certifies that the ballot language contains all information required to be included pursuant to 15-10-425, MCA.

### HELENA ELEMENTARY SCHOOL GENERAL FUND LEVY

Shall the board of trustees be authorized to impose an increase in local taxes to support the general fund in the amount of two hundred twenty-one thousand one hundred sixty-nine DOLLARS (\$221,169) per year which is approximately 1.98 mills, for the purpose of: the general operations of the district?

Passage of this proposal will increase the taxes on a home with a market value of \$100,000 by approximately \$2.67 and on a home with a market value of \$200,000 by approximately \$5.35. The durational limit of the levy is permanent once approved by the voters, assuming the district levies that amount at least once in the next five years.

**FOR the Additional Levy**

**AGAINST the Additional Levy**

\_\_\_\_\_  
Luke Muszkiewicz

Print Name of Board Chair

\_\_\_\_\_  
Signature of Board Chair

\_\_\_\_\_  
T. Janelle Mickelson

Print Name of Clerk

\_\_\_\_\_  
Signature of Clerk

DATED this \_\_\_\_\_ day of \_\_\_\_\_, 20\_\_.



## TRUSTEE RESOLUTION APPROVAL OF BALLOT LANGUAGE

BE IT RESOLVED, the Board of Trustees for School District No. 1, Lewis and Clark County, State of Montana, by a majority vote approves of the following ballot language for the ballot issue to be voted on at the Regular School Election to be held on May 4, 2021. The Board of Trustee of School District No. 1, further certifies that the ballot language contains all information required to be included pursuant to 15-10-425, MCA.

### HELENA HIGH SCHOOL GENERAL FUND LEVY

Shall the board of trustees be authorized to impose an increase in local taxes to support the general fund in the amount of two hundred ninety thousand one hundred sixty-six DOLLARS (\$290,166) per year which is approximately 2.36 mills, for the purpose of: the general operations of the district?

Passage of this proposal will increase the taxes on a home with a market value of \$100,000 by approximately \$3.19 and on a home with a market value of \$200,000 by approximately \$6.37. The durational limit of the levy is permanent once approved by the voters, assuming the district levies that amount at least once in the next five years.

**FOR the Additional Levy**

**AGAINST the Additional Levy**

\_\_\_\_\_  
Luke Muszkiewicz

Print Name of Board Chair

\_\_\_\_\_  
Signature of Board Chair

\_\_\_\_\_  
T. Janelle Mickelson

Print Name of Clerk

\_\_\_\_\_  
Signature of Clerk

DATED this \_\_\_\_\_ day of \_\_\_\_\_, 20\_\_.



# DRAFT

## July 2021

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

## August 2021

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22	23	24	25	26	27	28
29	30	31				

## September 2021

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## October 2021

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24	25	26	27	28	29	30
31						

## November 2021

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## December 2021

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17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

August 26 & 27	Staff Orientation
August 30	First Day of School
August 31	First Day of School
September 2	First Day of School for Kindergarten
September 6	Labor Day - No School - District Closed
October 21 & 22	Educator Conferences - No School
November 26	End of K-5 Trimester
November 1	2nd Quarter Begins
November 23	End of K-5 Trimester
November 24-26	Thanksgiving Break - No School
November 25-26	District Closed
December 23 - Jan. 3	Winter Break - No School
December 24, 27 & Jan. 1	District Closed
January 17	Martin Luther King Day - No School - District Closed
January 18-20	High School Semester Testing
January 20	K-8 12:00 p.m. Early Dismissal
January 21	HS Staff in Service Records Day, No School K-12
January 24	3rd Quarter Begins
February 21	President's Day
March 4	End of K-5 Trimester
March 28 - April 1	Spring Break - No School

## January 2022

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## February 2022

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## March 2022

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## April 2022

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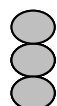
## May 2022

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## June 2022

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23	24	25	26	27	28	29
30	31					

**Mondays are Professional Release days for Helena School District staff.  
School for students will dismiss early. Please see below.**



Elementary School Student day ends 45 minutes early  
Middle School Student day ends 45 minutes early  
High School Student day end 45 minutes early

- Holiday/Break - No School - All Grades
- Staff Orientation
- Last Day of School 9-11 Students
- High School Semester Testing
- Early Dismissal (at Noon) for K-8 Students (Staff Full Day)
- HS Staff Full Day (In-service & Records day) - No School for Students K-12

Board Approval:



March 23, 2021

Trustees:

On February 19, 2021, the Board of Trustees voted unanimously (8-0) to designate Mr. Rex Weltz as the sole finalist for superintendent of Helena Public Schools, and to authorize me as board chair to negotiate an employment contract with Mr. Weltz.

In preparation for the negotiation, I performed a comparative analysis of superintendent contracts from each of the AA districts in Montana that included base salary, personal leave, contract length, and miscellaneous stipends and benefits.

Mr. Weltz and I have agreed upon the attached contract for your consideration. Simply put, the 2-year contract will honor Mr. Weltz's educational credentials and professional experience, including his previous service as a superintendent, and provide him an annual base salary of \$172,500 that is in line with the median and average salary of the current AA superintendents.

I look forward to board approval of this contract so that we may begin in earnest Mr. Weltz's transition to our next superintendent. Above all else, Mr. Weltz has continually reinforced his thankfulness for this opportunity and his eagerness to fulfill this new role.

I want to thank the following staff, trustees, and partners who assisted in this effort: Ms. Stacy Collette, Ms. Janelle Mickelson, Trustee Siobhan Hathhorn, Trustee Libby Goldes, and Ms. Elizabeth Kaleva.

Thank you,

Luke Muszkiewicz  
Chair, Board of Trustees  
Helena Public Schools

**HELENA PUBLIC SCHOOLS  
SUPERINTENDENT'S EMPLOYMENT CONTRACT  
2021-2023**

This employment contract (the "Agreement") is entered into and made effective the 1<sup>st</sup> day of July 2021 by and between the Board of Trustees of Helena School District No. 1, Lewis and Clark County (the "Board") and Rex Weltz (referred to by name or as the "Superintendent").

**WHEREAS**, Montana law provides that the Board shall appoint and employ a district superintendent, Mont. Code Ann. § 20-4-401(1);

**WHEREAS**, in 2021, the Board hired Mr. Weltz to serve as the superintendent of the Helena Public Schools (collectively called the "District");

**WHEREAS**, the Board and Mr. Weltz believe that a written employment contract is necessary to describe specifically their relationship and to serve as the basis of effective communication between them as they fulfill their governance and administrative functions in operating the education program of the District.

**NOW, THEREFORE**, the Board and Mr. Weltz, for the consideration herein specified, agree:

**1. Employment.** The Board, in accordance with its action as recorded in the official minutes of its March 23, 2021 board meeting, has, and does employ Rex Weltz as Superintendent of the District, under Montana law. The Superintendent shall perform faithfully the duties of superintendent of the District and serve as chief executive officer of the Board and of the District as prescribed and defined by the laws of the State of Montana and the rules and regulations thereunder and by the policies of the Board.

**2. Salary.** Effective July 1, 2021, the District shall pay the Superintendent an annual salary of \$172,500. The District and the Superintendent shall review his salary on an annual basis thereafter concurrent with the Superintendent's performance evaluation as provided for herein.

The Superintendent's salary shall be paid to the Superintendent in installments of one-twelfth (1/12) of the annual salary each month for his services rendered during the preceding month or under the schedule of salary payments in effect for other certified employees, at the option of the Superintendent. The annual salary shall be paid based on a two hundred sixty (260) day contract, with a corresponding daily rate of pay of \$663.46 starting July 1, 2021. The Superintendent shall be entitled holiday pay in conformance with Mont. Code Ann. § 20-1-305 and District policy. The annual salary and any benefits shall be subject to the District's payroll policies and practices, and applicable law.



**3. Term.** The Board employs the Superintendent, and the Superintendent accepts employment as Superintendent for a term of two years commencing July 1, 2021 and ending June 30, 2023.

**4. Certification.** The Superintendent shall furnish throughout the term of this Agreement a valid and appropriate certificate as defined by Montana law to act as Superintendent in the State of Montana for the District. Failure to provide necessary certification shall render this Agreement void.

**5. Duties.** The Superintendent is the chief executive officer of the Board and shall have charge of the administration of the District under the direction of the Board and under Board Policy, Montana law and federal law. The Superintendent shall comply with (a) Board directives, (b) Montana law, including without limitation, Mont. Code Ann. § 20-4-402, (c) federal law, and (d) District policies as they exist or may hereafter be adopted or amended, which are incorporated in and made a part of this Agreement as though set forth herein, except if any Board Policy directly conflicts with a specific provision of this Agreement, in which case, the Agreement language shall control. The Superintendent agrees to devote his time, skill, labor, and attention to performing these duties in a competent and professional manner. In particular, and without limitation to the foregoing, the Superintendent (a) shall direct and assign teachers and all other employees of the District under his supervision; (b) shall organize, reorganize and arrange the administrative and supervisory staff, including instruction and business affairs, as best serves the District, subject to the consent of the Board; (c) shall select and supervise and recommend for termination, if necessary in his judgment, any personnel subject to the approval of the Board; (d) shall, from time to time, suggest regulations, rules and procedures deemed necessary for the well ordering of the District; (e) shall communicate with the community about issues facing the District as designated from time to time by the Board, including communication with governmental officials, legislative members and others regarding levies, bonding of capital items, capital projects and other matters that affect the conduct of the administrative, financial and educational matters of the District; and (f) perform all duties incident to the office of the Superintendent and such other duties as prescribed by the Board, Montana law, and federal law.

**6. Vacation and Other Benefits.**

A. **Administrator Benefits.** Except as modified herein or restricted or regulated by Montana law, the Superintendent shall be entitled to all the benefits applicable generally to twelve (12)

month administrative employees as are incident to their employment relationship with the District, including without limitation disability and life insurance.

B. Annual Vacation Leave. The Superintendent shall earn annual vacation leave credits under Montana law (Mont. Code Ann. §§ 2-18-611 and 612). The Superintendent may accumulate and be paid for unused vacation leave under Montana law (Mont. Code Ann. § 2-18-617).

C. Personal Leave. In addition to the annual vacation leave credits earned, the Superintendent shall have seven (7) personal leave days per contract year to be used for the conduct of personal business of the Superintendent. The Superintendent shall be paid for unused personal leave at his daily rate of pay at the end of each fiscal year during the term of this Agreement.

D. Sick Leave. The Superintendent shall earn sick leave credit under Montana law (Mont. Code Ann. § 2-18-618). The Superintendent may accumulate and be paid for unused sick leave under Montana law (Mont. Code Ann. § 2-18-618).

For record keeping purposes, the Superintendent shall inform the Board Chair and District Clerk before any vacation leave or any absences from the District over five (5) days. Vacation days taken by the Superintendent shall be taken at such time or times as will least interfere with performing the Superintendent's duties.

E. Professional Association Memberships. The District shall pay one hundred percent (100%) of the Superintendent's annual membership charges or dues for the American Association of School Administrators, the Montana Association of School Administrators, and a local service club of the Superintendent's choice. In addition, the Board may, in its sole discretion, approve payment of membership charges or dues for other professional groups which the Superintendent feels desirable to join to maintain and improve his professional skills.

F. Medical and Dental Insurance. The Superintendent may enroll as a full-time District employee in the District's medical and dental insurance program with an effective date of July 1, 2020, for coverage.

G. Office Equipment. The District shall provide the Superintendent with these items of office equipment, all of which shall be compatible with District technology and shall remain the property of the District upon the termination of this Agreement: (1) a desktop computer, (2) a laptop computer, (3) a printer, and (4) a cell phone or equivalent stipend. The Superintendent may use these items at his home. Any income tax liabilities related to the stipend provided for herein shall be the responsibility of the Superintendent.



**7. Mileage and Travel Allotment.** The Superintendent shall be paid a monthly stipend of \$200.00 for all in-district travel. The Superintendent shall be paid mileage for all out-of-district travel in his own vehicle while performing his official duties and tasks at a rate equal to the current mileage allotment of the United States Internal Revenue Service and as otherwise provided for under Montana law.

The District agrees to pay the reasonable actual and incidental costs incurred by the Superintendent for travel outside of the District; such costs include, but are not limited to, mileage at the state mileage reimbursement rate, hotels and accommodations, meals, rental car, and other expenses incurred in the performance of the business of the District. The Superintendent shall keep the Board reasonably advised before all out-of-District travel.

**9. Professional Growth of the Superintendent.** The Board encourages the continuing professional growth of the Superintendent through his participation, as he might decide, given his responsibilities as Superintendent, in (a) the operations, programs and other activities conducted or sponsored by local, state and national school administrator and school board associations; (b) seminars and courses offered by public or private educational institutions; and (c) informational meetings with other persons whose particular skills or backgrounds would improve the capacity of the Superintendent to perform his professional responsibilities for the Board.

**10. Outside Activities.** Upon prior approval by the Board, the Superintendent may undertake outside consultative work, speaking engagements, writing and lecturing or other professional duties and obligations of short duration. If the Superintendent uses vacation leave to perform such outside activities, he shall retain any honoraria paid. In no case shall the District be responsible for expenses attendant to performing such outside activities. The Superintendent shall maintain a record of all time spent on such outside activities with a designation of whether vacation leave has been used and shall provide such record to the Board at its request.

**11. Professional Liability.** The Board shall provide for the immunization, defense, and indemnification of the Superintendent in accordance with Mont. Code Ann. §2-9-305.

**12. Evaluation.** The Board shall evaluate and assess in writing the performance of the Superintendent at least once a school year during the term of this Agreement. The evaluation instrument, format and procedure shall be subject to the Board's discretion with the Superintendent's input, but the Board agrees that the evaluation and assessment shall be reasonably related to the job description of the Superintendent and the specific, measurable performance goals

and objectives agreed to by the Board in consultation with the Superintendent, by September 1, for the year in question.

**13. Termination of Employment Agreement.** In addition to termination as provided in Paragraph 3 above, this Agreement may be terminated prior to the expiration of its express term as provided for herein.

A. Mutual Agreement of the Parties. This Agreement may be terminated by mutual agreement of the Superintendent and the Board in writing and upon such terms as may be mutually agreed, including a release of all obligations and claims.

B. Death, Disability or Retirement of Superintendent. This Agreement shall be terminated upon the death, disability, or retirement of the Superintendent, and all obligations and duties shall be terminated effective on the date of the Superintendent's death or retirement. If the Superintendent becomes unable to perform the essential functions of the job with reasonable accommodation by the District for a period of time in excess of the Superintendent's accrued vacation, personal, and sick leave, the Board may terminate this contract because of the Superintendent's disability, in which case all duties and obligations shall be terminated.

C. Termination for Cause. The Board may terminate this Agreement and dismiss the Superintendent for cause. Dismissal for cause shall mean reasonable job-related grounds for dismissal based on (1) a failure to satisfactorily perform job duties, (2) disruption of the employer's operation, (3) other legitimate business reasons, or (4) other conduct prejudicial to the Board or the District. Reasonable job-related grounds for dismissal include, without limitation, insubordination, neglect of duty, breach of contract, immorality, unfitness, incompetence, violation of an adopted policy of the Board, failure to comply with Board directive, or violation of law.

If the Board terminates this Agreement for cause, all rights and duties shall cease as of the date of the termination for cause and no further compensation or benefits shall be paid to the Superintendent. If termination is found by a court to be wrongful, the Superintendent's damages are limited to the amount of compensation which would have been paid under the remaining term of this agreement.

D. Termination by Board without Cause. It is the Board's position that because of its affirmative statutory duty to appoint and employ a superintendent of a public school system and because of its fiduciary and trust relationship with its pupils, parents, and patrons, it reserves the right to terminate without cause the employment of a person in a position of heightened public



trust, as provided for herein. Therefore, the Board may, at its option and its sole discretion, unilaterally terminate this Agreement by providing sixty (60) days written notice to the Superintendent. If the Board elects to exercise its right to terminate this Agreement without cause, it shall pay the Superintendent a sum equal to that portion (pro-rata) of the Superintendent's salary and benefits remaining unpaid under this Agreement as liquidated damages. The liquidated damages will be paid in lieu of any other legal remedies available to the Superintendent, including any remedy under the Montana Wrongful Discharge from Employment Act, Mont. Code Ann. § 39-2-907, et seq., in equal monthly installments until the date that would have otherwise been the ending date of this Agreement. For the purpose of this paragraph, "benefits" shall mean the monetary value as of the date of the unilateral termination of the Superintendent's (1) annual vacation leave and sick leave, both of which shall be paid out under Montana law, (2) accrued and unused personal leave, which shall be paid at his daily rate of pay then in effect, and (3) health, dental, disability, and life insurance premiums paid by the District.

#### **14. Miscellaneous Provisions.**

A. If, during the term of this Agreement, it is found that a specific clause of this Agreement is illegal under federal or state law, the remainder of this Agreement, not affected by such a ruling, shall remain in force.

B. This Agreement shall be governed by and construed under the laws of the state of Montana. The parties agree that venue of any legal action filed relating to this Agreement shall be in the District Court of Lewis and Clark County, Montana, Fifth Judicial District.

C. The parties also agree and acknowledge that the Agreement is a public document, under Montana law.

D. This Agreement embodies the complete agreement of the parties, superseding all oral and written previous and contemporary agreements between the parties. No alteration or modification of this Agreement shall be valid unless evidenced by a writing signed by the parties to this Agreement.

E. This Agreement shall be binding upon and inure to the benefit of the parties and their respective heirs, personal representatives, successors and assigns, including any change of membership of the Board.

F. All notices, consents, requests, instructions, approvals, or other communications provided for herein shall be in writing and delivered by personal delivery, overnight mail or regular

U.S. mail, return receipt requested, to the last known address of the party being provided such notice.

IN WITNESS WHEREOF, the Board has caused this Agreement to be approved by a duly authorized officer, and the Superintendent has approved this Agreement effective on the day and year specified above.

SUPERINTENDENT

BOARD

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Rex Weltz

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By: Luke Muszkiewicz, the Chair of the Board  
of Trustees, Helena School District 1, Lewis  
and Clark County, Montana

ATTEST:

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Janelle Mickelson, Clerk





## MEMORANDUM

TO: HSD Board of Trustees  
FROM: Kalli Kind  
DATE: March 23, 2021  
RE: Four Georgian's Roof Replacement

This project is to replace the 20+ year old roof at Four Georgians. In addition, drainage will be addressed on the north side of the building to alleviate winter ice conditions. Two bids were received for this project. Summit Roofing is the low bid at \$545,400.00. Summit has done a considerable amount of reroofing projects for the HSD. All projects have been successful and completed on time.

This project will be completed during summer break.

I respectfully request the board of trustees award the Four Georgian's reroof project to Summit Roofing.

Regards,  
*Kalli Kind*  
Kalli Kind, Engineer  
Facilities Director  
Helena School District

## MEMORANDUM

Date: February 9, 2021

To: Helena Public Schools  
Attn: Kalli Kind  
1201 Boulder Avenue  
Helena, MT 59601

From: Cushing Terrell

RE: Award Recommendation  
Four Georgians Elementary School – Roof Replacement Project

---

To whom it may concern;

The Four Georgians Elementary School Roof Replacement Project for the summer of 2021 bid on February 09, 2021. The contractor that provided the school district with the lowest bid to perform the work was Summit Roofing. Summit Roofing bid was \$226,291.00 lower than the next low bid.

The project consists of removing the existing 20+ year old roofing systems on the entire school totaling approximately 56,888 square feet and replacing the roof with a new, fully adhered single ply roofing system. The project will also include providing a new roof drainage system on the north side of the building to eliminate the large amount of ice build-up from water draining from the roof to the gutter then to the down spouts onto the side walk on the north side of the building.

Cushing Terrell believes the submitted low bid falls in line with pricing currently being seen throughout the roofing marketplace. Cushing Terrell is also confident in Summit Roofing ability to successfully perform the work of the project in accordance with the Construction Documents.

It is Cushing Terrell's recommendation that the school district award the contract for the Roof Replacement Project at Four Georgians Elementary School to Summit Roofing, Inc. in the amount of \$545,400.00.

Please see attached official bid tabulation sheet.

Sincerely,



Patrick Todd  
Associate / Roofing & Building Envelope Specialist



## BID TABULATION

## Cushing Terrell

**HELENA PUBLIC SCHOOLS****Project: FOUR GEORGIANS ELEMENTARY SCHOOL**

## Partial Roof Replacement Project

**Date:** 2/9/2021

**Location: District Facilities Office**

Time: 1:30 PM MST

**Project Ref: HPS21\_4GOR\_RR**

[illegible]

HELENA PUBLIC SCHOOLS  
FOUR GEORGIANS ELEMENTARY SCHOOL  
ROOF REPLACEMENT PROJECT  
HELENA, MONTANA

HPS21\_4GOR\_RR

**BID FORM**

PROJECT: Four Georgians Elementary School  
Roof Replacement Project  
Helena, Montana

Cushing Terrell Project No: HPS21\_4GOR\_RR

TO: Helena Public Schools  
Building & Maintenance Office  
Attn: Kalli Kind, Director of Support Services  
1201 Boulder Avenue  
Helena, Montana 59601

BID FROM:

Summit Roofing, Inc.  
PO Box 17227 Missoula, MT 59808

I have received the documents titled Project Manual for Helena Public Schools – Four Georgians Elementary School Roof Replacement Project and the following Contract Drawings: Cover Sheet G001, A101, A102, A103, A104, C001, C100, and C400. I have also received Addenda Nos. 2 and have included their provisions in my Bid. I have examined both documents and the site and submit the following Bid:

In submitting this Bid, I agree:

1. To hold my Bid for 60 days after receipt of Bids.
2. To accept the provisions of the Instructions to Bidders regarding disposition of Bid Security.
3. To enter into and execute a Contract, if awarded on the basis of this bid, and to furnish all Bonds and Insurance required by the bidding Documents.
4. To accomplish the Work in accordance with the Contract Documents.
5. I certify that I am not presently working beyond the contract time including and authorized extensions of time on any previously awarded public contract in the State of Montana. (MT).
6. To comply with the requirements of the 1% Gross Receipts Tax per Montana Code Annotated.
7. To comply with the Prevailing Wage Rates requirements per the State of Montana.

**BASE BID: Roof Replacement Project**

I will perform all the Work indicated in the Contract Documents for the lump sum price of:

Five Hundred Forty Five Thousand Four Hundred dollars (\$545,400<sup>00</sup>)  
The base bid work must be completed by August 20, 2021

I have attached the required Bid Security to this Bid. I understand that if I do not answer the above questions and complete all blank spaces provided, my Bid may be rejected as an incomplete Bid.

Respectfully Submitted:

HELENA PUBLIC SCHOOLS  
FOUR GEORGIANS ELEMENTARY SCHOOL  
ROOF REPLACEMENT PROJECT  
HELENA, MONTANA

HPS21\_4GOR\_RR

Date: 2/9/2021

By: Summit Roofing, Inc.  
Contractor

John Darby  
Signature

Vice President  
Title

(Seal - if by a Corporation)

P.O. Box 17227 Missoula, MT  
Business Address 59508

55897  
Montana Public Contractor's Registration No.



# Document A310™ – 2010

Conforms with The American Institute of Architects AIA Document 310

## Bid Bond

### CONTRACTOR:

(Name, legal status and address)

Summit Roofing, Inc.  
9550 Derby Drive  
Missoula, MT 59808

### OWNER:

(Name, legal status and address)

Helena Public Schools  
1201 Boulder Ave.  
Helena, MT 59601

### SURETY:

(Name, legal status and principal place of business)

North American Specialty Insurance Company  
1200 Main Street, Suite 800  
Kansas City, MO 64105  
**Mailing Address for Notices**  
1200 Main Street, Suite 800  
Kansas City, MO 64105

This document has important legal consequences. Consultation with an attorney is encouraged with respect to its completion or modification.

Any singular reference to Contractor, Surety, Owner or other party shall be considered plural where applicable.

**BOND AMOUNT:** 10% Ten Percent of Amount Bid

### PROJECT:

(Name, location or address, and Project number, if any)

Four Georgians Elementary School, Roof Replacement Project: Helena, Montana

The Contractor and Surety are bound to the Owner in the amount set forth above, for the payment of which the Contractor and Surety bind themselves, their heirs, executors, administrators, successors and assigns, jointly and severally, as provided herein. The conditions of this Bond are such that if the Owner accepts the bid of the Contractor within the time specified in the bid documents, or within such time period as may be agreed to by the Owner and Contractor, and the Contractor either (1) enters into a contract with the Owner in accordance with the terms of such bid, and gives such bond or bonds as may be specified in the bidding or Contract Documents, with a surety admitted in the jurisdiction of the Project and otherwise acceptable to the Owner, for the faithful performance of such Contract and for the prompt payment of labor and material furnished in the prosecution thereof; or (2) pays to the Owner the difference, not to exceed the amount of this Bond, between the amount specified in said bid and such larger amount for which the Owner may in good faith contract with another party to perform the work covered by said bid, then this obligation shall be null and void, otherwise to remain in full force and effect. The Surety hereby waives any notice of an agreement between the Owner and Contractor to extend the time in which the Owner may accept the bid. Waiver of notice by the Surety shall not apply to any extension exceeding sixty (60) days in the aggregate beyond the time for acceptance of bids specified in the bid documents, and the Owner and Contractor shall obtain the Surety's consent for an extension beyond sixty (60) days.

If this Bond is issued in connection with a subcontractor's bid to a Contractor, the term Contractor in this Bond shall be deemed to be Subcontractor and the term Owner shall be deemed to be Contractor.

When this Bond has been furnished to comply with a statutory or other legal requirement in the location of the Project, any provision in this Bond conflicting with said statutory or legal requirement shall be deemed deleted herefrom and provisions conforming to such statutory or other legal requirement shall be deemed incorporated herein. When so furnished, the intent is that this Bond shall be construed as a statutory bond and not as a common law bond.


Signed and sealed this 28th day of January, 2021.

  
(Witness)

Summit Roofing, Inc.

(Principal)


(Seal)

By:  2/9/2021  
(Title)

North American Specialty Insurance Company

(Surety)

(Seal)

By:  , Attorney-in-Fact  
(Title)



SWISS RE CORPORATE SOLUTIONS

NORTH AMERICAN SPECIALTY INSURANCE COMPANY  
WASHINGTON INTERNATIONAL INSURANCE COMPANY

GENERAL POWER OF ATTORNEY

KNOW ALL MEN BY THESE PRESENTS, THAT North American Specialty Insurance Company, a corporation duly organized and existing under laws of the State of New Hampshire, and having its principal office in the City of Kansas City, Missouri, and Washington International Insurance Company, a corporation organized and existing under the laws of the State of New Hampshire and having its principal office in the City of Kansas City, Missouri, each does hereby make, constitute and appoint: Pamela A. Nelson

Principal: Summit Roofing, Inc. Bond Number: Bid Bond  
Obligee: Helena Public Schools Bond Amount: See Bond Form  
Bond Description: Four Georgians Elementary School, Roof Replacement Project: Helena, Montana

Its true and lawful Attorney(s)-in-Fact, to make, execute, seal and deliver, for and on its behalf and as its act and deed, bonds or other writings obligatory in the nature of a bond on behalf of each of said Companies, as surety, on contracts of suretyship as are or may be required or permitted by law, regulation, contract or otherwise, provided that no bond or undertaking or contract or suretyship executed under this authority shall exceed the amount of:  
FIFTY MILLION (\$50,000,000.00) DOLLARS

This Power of Attorney is granted and is signed by facsimile under and by the authority of the following Resolutions adopted by the Boards of Directors of both North American Specialty Insurance Company and Washington International Insurance Company at meetings duly called and held on the 9<sup>th</sup> of May, 2012:

"RESOLVED, that any two of the Presidents, any Managing Director, any Senior Vice President, any Vice President, any Assistant Vice President, the Secretary or any Assistant Secretary be, and each or any of them hereby is authorized to execute a Power of Attorney qualifying the attorney named in the given Power of Attorney to execute on behalf of the Company bonds, undertakings and all contracts of surety, and that each or any of them hereby is authorized to attest to the execution of any such Power of Attorney and to attach therein the seal of the Company; and it is

FURTHER RESOLVED, that the signature of such officers and the seal of the Company may be affixed to any such Power of Attorney or to any certificate relating thereto by facsimile, and any such Power of Attorney or certificate bearing such facsimile signatures or facsimile seal shall be binding upon the Company when so affixed and in the future with regard to any bond, undertaking or contract of surety to which it is attached."



By [Signature]  
Steven P. Anderson, Senior Vice President of Washington International Insurance Company  
& Senior Vice President of North American Specialty Insurance Company

By [Signature]  
Michael A. Ito, Senior Vice President of Washington International Insurance Company  
& Senior Vice President of North American Specialty Insurance Company



IN WITNESS WHEREOF, North American Specialty Insurance Company and Washington International Insurance Company have caused their official seals to be hereunto affixed, and these presents to be signed by their authorized officers this 1st day of February, 2019.

North American Specialty Insurance Company  
Washington International Insurance Company

State of Illinois  
County of Cook ss:

On this 1st day of February, 2019, before me, a Notary Public personally appeared Steven P. Anderson, Senior Vice President of Washington International Insurance Company and Senior Vice President of North American Specialty Insurance Company and Michael A. Ito, Senior Vice President of Washington International Insurance Company and Senior Vice President of North American Specialty Insurance Company, personally known to me, who being by me duly sworn, acknowledged that they signed the above Power of Attorney as officers of and acknowledged said instrument to be the voluntary act and deed of their respective companies.



[Signature]  
M. Kenny, Notary Public

I, Jeffrey Goldberg, the duly elected Assistant Secretary of North American Specialty Insurance Company and Washington International Insurance Company, do hereby certify that the above and foregoing is a true and correct copy of a Power of Attorney given by said North American Specialty Insurance Company and Washington International Insurance Company, which is still in full force and effect.

IN WITNESS WHEREOF, I have set my hand and affixed the seals of the Companies this 28th day of January, 2021.

[Signature]  
Jeffrey Goldberg, Vice President & Assistant Secretary of  
Washington International Insurance Company & North American Specialty Insurance Company

**RECEIVED**

FEB - 3 2021

FOR SUPPORT SERVICES

10:58 am

CC

**"SEALED BID ENCLOSED"**

Project: FOUR GEORGIANS ELEMENTARY SCHOOL,  
ROOF REPLACEMENT PROJECT  
HELENA, MONTANA

Name of Bidder: SUMMIT ROOFING, INC.  
PO BOX 17227  
MISSOULA, MT 59808  
ROOFING CONTRACTOR

Acknowledge Addendum: 1 1 1 1

MT CONTRACTOR'S LICENSE: 55897





## MEMORANDUM

TO: HSD Board of Trustees  
FROM: Kalli Kind  
DATE: March 23, 2021  
RE: CHS Partial Roof Replacement

This project is to replace two 23+ year old roof sections at Capital High School. Bids were received from four contractors. Summit Roofing is the low bid at \$287,611.00. Summit has done a considerable amount of work for the HSD. All projects have been successful and completed on time.

This project will be completed during summer break.

I respectfully request the board of trustees award the Capital High partial reroof project to Summit Roofing.

Regards,  
*Kalli Kind*  
Kalli Kind, Engineer  
Facilities Director  
Helena School District

## MEMORANDUM

Date: March 10, 2021

To: Helena Public Schools  
Attn: Kalli Kind  
1201 Boulder Avenue  
Helena, MT 59601

From: Cushing Terrell

RE: Award Recommendation  
Capitol High School – Partial Roof Replacement Project

---

To whom it may concern,

The Capitol High School Partial Roof Replacement Project for the summer of 2021 bid on March 09, 2021. Four competent roofing contractors bid on the project. The contractor that provided the school district with the lowest bid to perform the work was Summit Roofing. Summit Roofing bid was \$287,611.00 which included Alternate #1.

The project Base Bid consists of removing and replacing roof section "G" in the center portion of the school that is 23+ year old and Alternate #1 is a small roof section that is also 23+ yrs. old located next to the science classrooms.

Cushing Terrell believes the submitted low bid falls in line with pricing currently being seen throughout the roofing marketplace. Cushing Terrell is also confident in Summit Roofing ability to successfully perform the work of the project in accordance with the Construction Documents.

It is Cushing Terrell's recommendation that the school district award the contract for the Roof Replacement Project at Capitol High School to Summit Roofing, Inc. in the amount of \$287,611.00.

Please see attached official bid tabulation sheet.

Sincerely,



Patrick Todd  
Associate / Roofing & Building Envelope Specialist

# **BID TABULATION**

**Cushing Terrell**

**HELENA PUBLIC SCHOOLS**

**Project: Capitol High School Partial Roof Replacement Project**

**Partial Roof Replacement Project**

**Date:**

**3/9/2021**

**Location:**

**District Facilities Office**

**Time:**

**11:00 AM MST**

**Project Ref: HPS21\_CAP\_PRR**

<b>CONTRACTOR</b>	<b>Red'd 10% Bid Bond</b>	<b>Rec'd. Add. # 1</b>	<b>Base Bid</b>	<b>Alternate #1 Roof Section C</b>	<b>Total</b>
<b>Summit Roofing</b> Contractor Registration # 55897	X	X	\$ 258,586.00	\$ 29,025.00	\$ 287,611.00
<b>CentiMark Corp</b> Contractor Registration # 31442	X	X	\$ 325,366.00	\$ 30,582.00	\$ 355,948.00
<b>K&amp;K Roofing</b> Contractor Registration # 145829	X	X	\$ 273,716.82	\$ 34,209.82	\$ 307,926.64
<b>Progressive Roofing</b> Contractor Registration # 160660	X	X	\$ 361,158.00	\$ 44,000.00	\$ 405,158.00
<b>Cushing Terrell</b>			\$ 277,200.00	\$ 24,510.00	\$ 301,710.00



HELENA PUBLIC SCHOOLS  
CAPITOL HIGH SCHOOL  
PARTIAL ROOF REPLACEMENT PROJECT  
HELENA, MONTANA

HPS21\_CAP\_PRR

**BID FORM**

PROJECT: Capitol High School  
Partial Roof Replacement Project  
Helena, Montana

Cushing Terrell Project No: HPS21\_CAP\_PRR

TO: Helena Public Schools  
Building & Maintenance Office  
Attn: Kalli Kind, Director of Support Services  
1201 Boulder Avenue  
Helena, Montana 59601

BID FROM:

Summit Roofing, Inc.  
P.O. Box 17227 Missoula, MT 59808

I have received the documents titled Project Manual for Helena Public Schools – Capitol High School Partial Roof Replacement Project and the following Contract Drawings: Cover Sheet G001, A101, A102, A103, A104. I have also received Addenda Nos. 1 and have included their provisions in my Bid. I have examined both documents and the site and submit the following Bid:

In submitting this Bid, I agree:

1. To hold my Bid for 60 days after receipt of Bids.
2. To accept the provisions of the Instructions to Bidders regarding disposition of Bid Security.
3. To enter into and execute a Contract, if awarded on the basis of this bid, and to furnish all Bonds and Insurance required by the bidding Documents.
4. To accomplish the Work in accordance with the Contract Documents.
5. I certify that I am not presently working beyond the contract time including and authorized extensions of time on any previously awarded public contract in the State of Montana. (MT).
6. To comply with the requirements of the 1% Gross Receipts Tax per Montana Code Annotated.
7. To comply with the Prevailing Wage Rates requirements per the State of Montana.

**BASE BID: Roof Replacement Roof Sections G1, G2, G3, G4 & G5.**

I will perform all the Work indicated in the Contract Documents for the lump sum price of:

Two Hundred fifty Eight Thousand Five Hundred Eighty Six dollars (\$258,586.00)  
The base bid work must be completed by August 20, 2021

HELENA PUBLIC SCHOOLS  
CAPITOL HIGH SCHOOL  
PARTIAL ROOF REPLACEMENT PROJECT  
HELENA, MONTANA

HPS21\_CAP\_PRR

**Alternate #1: Roof Replacement Roof Section C.**

I will perform all the Work indicated in the Contract Documents for the lump sum price of:

Twenty Nine Thousand Twenty Five dollars (\$ 29,025.00 )

The base bid work must be completed by August 20, 2021

I have attached the required Bid Security to this Bid. I understand that if I do not answer the above questions and complete all blank spaces provided, my Bid may be rejected as an incomplete Bid.

Respectfully Submitted:

Date: 3/9/21

By: Summit Roofing, Inc.  
Contractor

John Kelly  
Signature

Vice President  
Title

(Seal - if by a Corporation)

PO Box 17227 Helena, MT 59607  
Business Address

55897  
Montana Public Contractor's Registration No.

# Document A310™ – 2010

Conforms with The American Institute of Architects AIA Document 310

## Bid Bond

### CONTRACTOR:

(Name, legal status and address)

Summit Roofing, Inc.  
9550 Derby Drive  
Missoula, MT 59808

### OWNER:

(Name, legal status and address)

Helena Public Schools  
1201 Boulder Ave.  
Helena, MT 59601

### SURETY:

(Name, legal status and principal place of business)

North American Specialty Insurance Company  
1200 Main Street, Suite 800  
Kansas City, MO 64105  
**Mailing Address for Notices**  
1200 Main Street, Suite 800  
Kansas City, MO 64105

This document has important legal consequences. Consultation with an attorney is encouraged with respect to its completion or modification.

Any singular reference to Contractor, Surety, Owner or other party shall be considered plural where applicable.

**BOND AMOUNT:** 10%

Ten Percent of Amount Bid

### PROJECT:

(Name, location or address, and Project number, if any)


Capital High School, Partial Roof Replacement Project, Helena, MT

The Contractor and Surety are bound to the Owner in the amount set forth above, for the payment of which the Contractor and Surety bind themselves, their heirs, executors, administrators, successors and assigns, jointly and severally, as provided herein. The conditions of this Bond are such that if the Owner accepts the bid of the Contractor within the time specified in the bid documents, or within such time period as may be agreed to by the Owner and Contractor, and the Contractor either (1) enters into a contract with the Owner in accordance with the terms of such bid, and gives such bond or bonds as may be specified in the bidding or Contract Documents, with a surety admitted in the jurisdiction of the Project and otherwise acceptable to the Owner, for the faithful performance of such Contract and for the prompt payment of labor and material furnished in the prosecution thereof; or (2) pays to the Owner the difference, not to exceed the amount of this Bond, between the amount specified in said bid and such larger amount for which the Owner may in good faith contract with another party to perform the work covered by said bid, then this obligation shall be null and void, otherwise to remain in full force and effect. The Surety hereby waives any notice of an agreement between the Owner and Contractor to extend the time in which the Owner may accept the bid. Waiver of notice by the Surety shall not apply to any extension exceeding sixty (60) days in the aggregate beyond the time for acceptance of bids specified in the bid documents, and the Owner and Contractor shall obtain the Surety's consent for an extension beyond sixty (60) days.

If this Bond is issued in connection with a subcontractor's bid to a Contractor, the term Contractor in this Bond shall be deemed to be Subcontractor and the term Owner shall be deemed to be Contractor.

When this Bond has been furnished to comply with a statutory or other legal requirement in the location of the Project, any provision in this Bond conflicting with said statutory or legal requirement shall be deemed deleted herefrom and provisions conforming to such statutory or other legal requirement shall be deemed incorporated herein. When so furnished, the intent is that this Bond shall be construed as a statutory bond and not as a common law bond.

Signed and sealed this 23rd day of February, 2021.

  
(Witness)

Summit Roofing, Inc.

(Principal)

(Seal)

By:

(Title)

North American Specialty Insurance Company

(Surety)

(Seal)

By:

(Title) Pamela A. Nelson

, Attorney-in-Fact





SWISS RE CORPORATE SOLUTIONS

NORTH AMERICAN SPECIALTY INSURANCE COMPANY  
WASHINGTON INTERNATIONAL INSURANCE COMPANY

GENERAL POWER OF ATTORNEY

KNOW ALL MEN BY THESE PRESENTS, THAT North American Specialty Insurance Company, a corporation duly organized and existing under laws of the State of New Hampshire, and having its principal office in the City of Kansas City, Missouri, and Washington International Insurance Company, a corporation organized and existing under the laws of the State of New Hampshire and having its principal office in the City of Kansas City, Missouri, each does hereby make, constitute and appoint: Pamela A. Nelson

Principal: Summit Roofing, Inc.

Bond Number: Bid Bond

Obligee: Helena Public Schools

Bond Amount: See Bond Form

Bond Description: Capital High School, Partial Roof Replacement Project, Helena, MT

Its true and lawful Attorney(s)-in-Fact, to make, execute, seal and deliver, for and on its behalf and as its act and deed, bonds or other writings obligatory in the nature of a bond on behalf of each of said Companies, as surety, on contracts of suretyship as are or may be required or permitted by law, regulation, contract or otherwise, provided that no bond or undertaking or contract or suretyship executed under this authority shall exceed the amount of:

FIFTY MILLION (\$50,000,000.00) DOLLARS

This Power of Attorney is granted and is signed by facsimile under and by the authority of the following Resolutions adopted by the Boards of Directors of both North American Specialty Insurance Company and Washington International Insurance Company at meetings duly called and held on the 9<sup>th</sup> of May, 2012:

"RESOLVED, that any two of the Presidents, any Managing Director, any Senior Vice President, any Vice President, any Assistant Vice President, the Secretary or any Assistant Secretary be, and each or any of them hereby is authorized to execute a Power of Attorney qualifying the attorney named in the given Power of Attorney to execute on behalf of the Company bonds, undertakings and all contracts of surety, and that each or any of them hereby is authorized to attest to the execution of any such Power of Attorney and to attach therein the seal of the Company; and it is

FURTHER RESOLVED, that the signature of such officers and the seal of the Company may be affixed to any such Power of Attorney or to any certificate relating thereto by facsimile, and any such Power of Attorney or certificate bearing such facsimile signatures or facsimile seal shall be binding upon the Company when so affixed and in the future with regard to any bond, undertaking or contract of surety to which it is attached."



By

Steven P. Anderson, Senior Vice President of Washington International Insurance Company  
& Senior Vice President of North American Specialty Insurance Company



By

Michael A. Ito, Senior Vice President of Washington International Insurance Company  
& Senior Vice President of North American Specialty Insurance Company

IN WITNESS WHEREOF, North American Specialty Insurance Company and Washington International Insurance Company have caused their official seals to be hereunto affixed, and these presents to be signed by their authorized officers this 1st day of February, 2019.

North American Specialty Insurance Company  
Washington International Insurance Company

State of Illinois  
County of Cook

ss:

On this 1st day of February, 2019, before me, a Notary Public personally appeared Steven P. Anderson, Senior Vice President of Washington International Insurance Company and Senior Vice President of North American Specialty Insurance Company and Michael A. Ito, Senior Vice President of Washington International Insurance Company and Senior Vice President of North American Specialty Insurance Company, personally known to me, who being by me duly sworn, acknowledged that they signed the above Power of Attorney as officers of and acknowledged said instrument to be the voluntary act and deed of their respective companies.



M. Kenny, Notary Public

I, Jeffrey Goldberg, the duly elected Assistant Secretary of North American Specialty Insurance Company and Washington International Insurance Company, do hereby certify that the above and foregoing is a true and correct copy of a Power of Attorney given by said North American Specialty Insurance Company and Washington International Insurance Company, which is still in full force and effect.

IN WITNESS WHEREOF, I have set my hand and affixed the seals of the Companies this 23rd day of February, 2021.

Jeffrey Goldberg, Vice President & Assistant Secretary of  
Washington International Insurance Company & North American Specialty Insurance Company

*8.51 AM*  
**RECEIVED**

**MAR 09 2021**

**FOR SUPPORT SERVICES**

**"SEALED BID ENCLOSED"**

Project: CAPITAL HIGH SCHOOL  
PARTIAL ROOF REPLACEMENT PROJECT  
HELENA, MONTANA

Name of Bidder: SUMMIT ROOFING, INC.  
PO BOX 17227  
MISSOULA, MT 59808  
ROOFING CONTRACTOR

Acknowledge Addendum: 1 2 3 4 5

MT CONTRACTOR'S LICENSE: 55897



## MEMORANDUM

TO: HSD Board of Trustees

FROM: Kalli Kind

DATE: March 23, 2021

RE: Vigilante Stadium Improvements Project

This project includes many improvements to the Vigilante Stadium complex. The project scope includes, replacing the collegiate certified track, replacing all retaining walls around the track, replacing the west end sidewalks, creating a new ADA stadium entrance on the west side that aligns with the associated parking, adding ADA seating in the SW corner of the property and replacing field lighting. Bids were received from two local contractors and one contractor from Butte. Golden Eagle Construction is the low bid at \$775,086 which includes Alternates 1 and 2. The project will commence June 1 and is scheduled for completion in August.

I respectfully request the board of trustees award the Capital High partial reroof project to Summit Roofing.

Regards,

*Kalli Kind*

Kalli Kind, Engineer

Facilities Director

Helena School District





**HELENA, MT**  
KALISPELL, MT  
BOZEMAN, MT

## ROBERT PECCIA & ASSOCIATES

March 17, 2021

Kalli Kind, Facilities Director  
Helena Public Schools  
1201 Boulder Avenue  
Helena, MT 59601

Subject: 2021 Vigilante Stadium Improvements  
Recommendation of Award for Construction

Kalli,

Bids for the 2021 Vigilante Stadium Improvements project were received and opened on March 16, 2021. We have reviewed the bids and are furnishing the accompanying Certified Bid Tabulations. We have also conducted an engineering check of the low bid for conformance to the Contract Document requirements, including the following:

- Mathematical verification of the bid amounts, extensions, and totals.
- Review of bid form for proper signature and addenda acknowledgments. No irregularities were noted in the low bid.
- Review of bid bond. Bid bond appears proper and duly executed.
- Contractor background and experience: MT Contractor's registration number was provided by the low bidder, and confirmed through the Dep't of Labor and Industry. It is our opinion that the low bidder is qualified and capable of completing the job.

Based on the foregoing, we recommend award of the construction contract to the following Contractor, contingent on review and/or concurrence from the School District and/or its legal counsel:

Base Bid + Additive Alternate #1 + Additive Alternate #2

**Golden Eagle Construction**

3020 East Lyndale Avenue  
Helena, MT 59601  
Phone: (406) 449-7228

Montana Contractor's Registration #: 7880

<b>Bid Amount:</b>	Base Bid:	\$758,106.00
	Add. Alt. #1:	\$ 11,280.00
	Add. Alt. #2:	\$ 5,700.00
	<b>Total Award Amount:</b>	<b>\$775,086.00</b>

Please feel free to contact me at (406) 447-5000 with any questions.

Sincerely,

ROBERT PECCIA AND ASSOCIATES

  
Craig Jenneskens, P.E.

Enclosure

**Helena**  
3147 Saddle Drive  
P.O. Box 5653  
Helena, MT 59601  
Tele: 406.447.5000  
Fax: 406.447.5036

[www.rpa-hln.com](http://www.rpa-hln.com)

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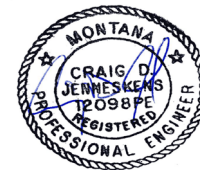
**BID TABULATIONS**  
**2021 VIGILANTE STADIUM IMPROVEMENTS**  
**Bid Date: Tuesday, March 16, 2021**



**ROBERT PECCIA & ASSOCIATES, INC.**  
 3147 Saddle Drive \* Helena \* Montana \* (406) 447-5000  
 102 Cooperative Way, Suite 300 \* Kalispell \* Montana \* (406) 752-5025  
 602 S. Ferguson Ave., Suite 5 \* Bozeman \* Montana \* (406) 284-2110

				Engineer's Estimate		Golden Eagle Construction Helena, MT		Markovich Construction, Inc. Butte, MT		Mockel Precast & Excavating East Helena, MT	
				Unit Price (Figures)	Total Price (Figures)	Unit Price (Figures)	Total Price (Figures)	Unit Price (Figures)	Total Price (Figures)	Unit Price (Figures)	Total Price (Figures)
Item No.	Quantity	Unit	Description								
BASE BID											
1	1	LS	Mobilization, Bonding & Submittals	\$40,000.00	\$40,000.00	\$34,279.00	\$34,279.00	\$22,600.00	\$22,600.00	\$35,000.00	\$35,000.00
2	1	LS	Site Demolition - West End	\$13,500.00	\$13,500.00	\$41,512.00	\$41,512.00	\$40,680.00	\$40,680.00	\$10,500.00	\$10,500.00
3	1	LS	West-End Retaining Wall and Site Improvements	\$247,500.00	\$247,500.00	\$224,915.00	\$224,915.00	\$228,248.00	\$228,248.00	\$255,000.00	\$255,000.00
4	1	LS	Site Demolition - East End	\$9,000.00	\$9,000.00	\$13,394.00	\$13,394.00	\$6,742.00	\$6,742.00	\$2,500.00	\$2,500.00
5	1	LS	East-End Retaining Wall and Site Improvements	\$74,100.00	\$74,100.00	\$70,148.00	\$70,148.00	\$76,168.00	\$76,168.00	\$80,000.00	\$80,000.00
6	1	LS	New Chain Link Fencing and Gates	\$25,000.00	\$25,000.00	\$32,750.00	\$32,750.00	\$11,233.00	\$11,233.00	\$24,500.00	\$24,500.00
7	1	LS	Replace Track Surfacing	\$380,000.00	\$380,000.00	\$200,575.00	\$200,575.00	\$276,421.00	\$276,421.00	\$280,000.00	\$280,000.00
8	1	LS	Replace Existing Field Lighting System	\$150,000.00	\$150,000.00	\$140,533.00	\$140,533.00	\$147,963.00	\$147,963.00	\$140,000.00	\$140,000.00
TOTAL BASE BID					\$939,100.00		\$758,106.00		\$810,055.00		\$827,500.00
ADDITIVE ALTERNATE #1											
A-1	1	LS	Add Patterned Form Liner to New Retaining Walls	\$11,000.00	\$11,000.00	\$11,280.00	\$11,280.00	\$11,160.00	\$11,160.00	\$10,500.00	\$10,500.00
TOTAL BID - ADDITIVE ALTERNATE #1					\$11,000.00		\$11,280.00		\$11,160.00		\$10,500.00
ADDITIVE ALTERNATE #2											
A-2	1	LS	Add Integral Coloring to Retaining Wall Concrete	\$5,000.00	\$5,000.00	\$5,700.00	\$5,700.00	\$3,360.00	\$3,360.00	\$3,000.00	\$3,000.00
TOTAL BID - ADDITIVE ALTERNATE #2					\$5,000.00		\$5,700.00		\$3,360.00		\$3,000.00
TOTAL BID: BASE + ADD ALT #1 + ADD ALT #2					\$955,100.00		\$775,086.00		\$824,575.00		\$841,000.00

The Engineer's review confirms that all bid tabulations shown above accurately reflect bids as publicly opened and read aloud at the Helena Public Schools District Facilities Office on March 16, 2021



*Craig D. Jenneskens*

Craig D. Jenneskens, P.E.  
 Robert Peccia & Associates  
 17-Mar-21

## BID BOND

Any singular reference to Bidder, Surety, Owner or other party shall be considered plural where applicable.

**BIDDER (Name and Address):**

Golden Eagle Construction, Inc.  
3020 East Lyndale Avenue

Helena, MT 59601

**SURETY (Name, and Address of Principal Place of Business):**

Nationwide Mutual Insurance Company  
1100 Locust Street, Ste 2006

Des Moines, IA 50391-2006

**OWNER (Name and Address):**

Helena Public Schools  
1201 Boulder Avenue

Helena, MT 59601  
BID

Bid Due Date: 3/16/2021

Description (Project Name— Include Location): 2021 Vigilante Stadium Improvements, Helena Middle School, 1025 N. Rodney St., Helena, MT 59601

**BOND**

Bond Number: 001

Date: 03/11/2021

Penal sum Ten Percent of the Total Amount Bid \$ 10%  
(Words) (Figures)

Surety and Bidder, intending to be legally bound hereby, subject to the terms set forth below, do each cause this Bid Bond to be duly executed by an authorized officer, agent, or representative.

**BIDDER**

**SURETY**

Golden Eagle Construction, Inc. (Seal)

Nationwide Mutual Insurance Company (Seal)

Bidder's Name and Corporate Seal

Surety's Name and Corporate Seal

By:

Signature

ADAM SENECHAL

Print Name

PRESIDENT

Title

Attest:

Signature

Title P.M.

By:

Signature (Attach Power of Attorney)

John D. Leaf

Print Name

Attorney-In-Fact

Title

Attest:

Signature Kimberly Hodson

Title Bond Clerical

Note: Addresses are to be used for giving any required notice.

Provide execution by any additional parties, such as joint venturers, if necessary.



1. Bidder and Surety, jointly and severally, bind themselves, their heirs, executors, administrators, successors, and assigns to pay to Owner upon default of Bidder the penal sum set forth on the face of this Bond. Payment of the penal sum is the extent of Bidder's and Surety's liability. Recovery of such penal sum under the terms of this Bond shall be Owner's sole and exclusive remedy upon default of Bidder.
2. Default of Bidder shall occur upon the failure of Bidder to deliver within the time required by the Bidding Documents (or any extension thereof agreed to in writing by Owner) the executed Agreement required by the Bidding Documents and any performance and payment bonds required by the Bidding Documents.
3. This obligation shall be null and void if:
  - 3.1 Owner accepts Bidder's Bid and Bidder delivers within the time required by the Bidding Documents (or any extension thereof agreed to in writing by Owner) the executed Agreement required by the Bidding Documents and any performance and payment bonds required by the Bidding Documents, or
  - 3.2 All Bids are rejected by Owner, or
  - 3.3 Owner fails to issue a Notice of Award to Bidder within the time specified in the Bidding Documents (or any extension thereof agreed to in writing by Bidder and, if applicable, consented to by Surety when required by Paragraph 5 hereof).
4. Payment under this Bond will be due and payable upon default of Bidder and within 30 calendar days after receipt by Bidder and Surety of written notice of default from Owner, which notice will be given with reasonable promptness, identifying this Bond and the Project and including a statement of the amount due.
5. Surety waives notice of any and all defenses based on or arising out of any time extension to issue Notice of Award agreed to in writing by Owner and Bidder, provided that the total time for issuing Notice of Award including extensions shall not in the aggregate exceed 120 days from the Bid due date without Surety's written consent.
6. No suit or action shall be commenced under this Bond prior to 30 calendar days after the notice of default required in Paragraph 4 above is received by Bidder and Surety and in no case later than one year after the Bid due date.
7. Any suit or action under this Bond shall be commenced only in a court of competent jurisdiction located in the state in which the Project is located.
8. Notices required hereunder shall be in writing and sent to Bidder and Surety at their respective addresses shown on the face of this Bond. Such notices may be sent by personal delivery, commercial courier, or by United States Registered or Certified Mail, return receipt requested, postage pre-paid, and shall be deemed to be effective upon receipt by the party concerned.
9. Surety shall cause to be attached to this Bond a current and effective Power of Attorney evidencing the authority of the officer, agent, or representative who executed this Bond on behalf of Surety to execute, seal, and deliver such Bond and bind the Surety thereby.
10. This Bond is intended to conform to all applicable statutory requirements. Any applicable requirement of any applicable statute that has been omitted from this Bond shall be deemed to be included herein as if set forth at length. If any provision of this Bond conflicts with any applicable statute, then the provision of said statute shall govern and the remainder of this Bond that is not in conflict therewith shall continue in full force and effect.
11. The term "Bid" as used herein includes a Bid, offer, or proposal as applicable.

Power of Attorney

KNOW ALL MEN BY THESE PRESENTS THAT:

Nationwide Mutual Insurance Company, an Ohio corporation

hereinafter referred to severally as the "Company" and collectively as "the Companies" does hereby make, constitute and appoint:

JON TIERNEY, BROOKE A GARNES, KIMBERLY HODSON, JAMIE M ROE, ROBERT C PFENNIGS,  
MICHELLE SCHERMERHORN, KRISTIN A PICCIONI, SHARRISA DRAHOS, GARY PALADICHUK, JOHN D LEAF,  
CHRIS JERMUNSON, MARSHA HATTEL, KAYE U MUZZANA, BLAINE D MARTIN

each in their individual capacity, its true and lawful attorney-in-fact, with full power and authority to sign, seal, and execute on its behalf any and all bonds and undertakings, and other obligatory instruments of similar nature, in penalties not exceeding the sum of

UNLIMITED

and to bind the Company thereby, as fully and to the same extent as if such instruments were signed by the duly authorized officers of the Company; and all acts of said Attorney pursuant to the authority given are hereby ratified and confirmed.

This power of attorney is made and executed pursuant to and by authority of the following resolution duly adopted by the board of directors of the Company:

"RESOLVED, that the president, or any vice president be, and each hereby is, authorized and empowered to appoint attorneys-in-fact of the Company, and to authorize them to execute and deliver on behalf of the Company any and all bonds, forms, applications, memorandums, undertakings, recognizances, transfers, contracts of indemnity, policies, contracts guaranteeing the fidelity of persons holding positions of public or private trust, and other writings obligatory in nature that the business of the Company may require; and to modify or revoke, with or without cause, any such appointment or authority; provided, however, that the authority granted hereby shall in no way limit the authority of other duly authorized agents to sign and countersign any of said documents on behalf of the Company."

"RESOLVED FURTHER, that such attorneys-in-fact shall have full power and authority to execute and deliver any and all such documents and to bind the Company subject to the terms and limitations of the power of attorney issued to them, and to affix the seal of the Company thereto; provided, however, that said seal shall not be necessary for the validity of any such documents."

This power of attorney is signed and sealed under and by the following bylaws duly adopted by the board of directors of the Company.

Execution of Instruments. Any vice president, any assistant secretary or any assistant treasurer shall have the power and authority to sign or attest all approved documents, instruments, contracts, or other papers in connection with the operation of the business of the company in addition to the chairman of the board, the chief executive officer, president, treasurer or secretary; provided, however, the signature of any of them may be printed, engraved, or stamped on any approved document, contract, instrument, or other papers of the Company.

IN WITNESS WHEREOF, the Company has caused this instrument to be sealed and duly attested by the signature of its officer the 27<sup>th</sup> day of February, 2019.



Antonio C. Albanese, Vice President of Nationwide Mutual Insurance Company

ACKNOWLEDGMENT

STATE OF NEW YORK, COUNTY OF NEW YORK: ss

On this 27<sup>th</sup> day of February, 2019, before me came the above-named officer for the Company aforesaid, to me personally known to be the officer described in and who executed the preceding instrument, and he acknowledged the execution of the same, and being by me duly sworn, deposes and says, that he is the officer of the Company aforesaid, that the seal affixed hereto is the corporate seal of said Company, and the said corporate seal and his signature were duly affixed and subscribed to said instrument by the authority and direction of said Company.

Suzanne C. Delio  
Notary Public, State of New York  
No. 02DE6126649  
Qualified in Westchester County  
Commission Expires September 16, 2021

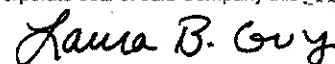


Notary Public  
My Commission Expires  
September 16, 2021

CERTIFICATE

I, Laura B. Guy, Assistant Secretary of the Company, do hereby certify that the foregoing is a full, true and correct copy of the original power of attorney issued by the Company; that the resolution included therein is a true and correct transcript from the minutes of the meetings of the boards of directors and the same has not been revoked or amended in any manner; that said Antonio C. Albanese was on the date of the execution of the foregoing power of attorney the duly elected officer of the Company, and the corporate seal and his signature as officer were duly affixed and subscribed to the said instrument by the authority of said board of directors; and the foregoing power of attorney is still in full force and effect.

IN WITNESS WHEREOF, I have hereunto subscribed my name as Assistant Secretary, and affixed the corporate seal of said Company this 11th day of March, 2021.



Assistant Secretary

## BID PROPOSAL

**Helena Public Schools  
District Facilities Office  
1201 Boulder Ave  
Helena, MT 59601**

The undersigned, having familiarized himself with the conditions of the work and the contract documents, agrees to furnish all labor, materials, equipment and services necessary to complete all general construction work, as bid herein, for a project entitled **2021 Vigilante Stadium Improvements** in accordance with the contract documents, including all Addenda.

The undersigned Bidder hereby agrees to commence work under this contract on the date to be specified in a written Notice to Proceed from the Owner and to fully complete the project within the following specified times thereafter as stipulated in the Specifications. Time is of the essence in completing this project. Bidder further agrees to pay liquidated damages for each consecutive day work continues past the contract time. Liquidated damages will be the sum of **\$500.00** plus reimbursement for engineering services per consecutive calendar day the work continues past the contract time. The work shall be completed within the allotted contract times as specified in the Special Provisions.

The undersigned Bidder hereby certifies that: 1) this Bid is genuine and is not made in the interest of, or in the behalf of, any undisclosed person, firm, or corporation, and is not submitted in conformity with any agreement or rules of any group, association, organization, or corporation; 2) he has not directly or indirectly induced or solicited any other Bidder to put in a false or sham Bid; 3) he has not solicited or induced any person, firm or corporation to refrain from bidding; and 4) he has not sought by collusion to obtain for himself any advantage over any other Bidder or over the Owner.

The undersigned Bidder agrees to provide or perform as follows:



**BID PROPOSAL**  
**2021 VIGILANTE STADIUM IMPROVEMENTS**  
**BASE BID**

Item No.	Estimated Quantity	Unit	Description	Bid Price
1	1	LS	Mobilization, Bonding, & Submittals (May not exceed 5% of Total Bid)	\$ <u>34,279.00</u>  <u>THIRTY FOUR THOUSAND TWO HUNDRED</u> (Bid Price Written in Words) <u>SEVENTY NINE</u>
2	1	LS	Site Demolition – West End (excludes demolition of existing track surface and field lighting)	\$ <u>41,512.00</u>  <u>FORTY ONE THOUSAND FIVE HUNDRED TWELVE</u> (Bid Price Written in Words)
3	1	LS	West-End Retaining Wall and Site Improvements	\$ <u>224,915.00</u>  <u>TWO HUNDRED TWENTY FOUR THOUSAND NINE HUNDRED</u> (Bid Price Written in Words) <u>AND FIFTEEN</u>
4	1	LS	Site Demolition – East End (excludes demolition of existing track surface and field lighting)	\$ <u>13,394.00</u>  <u>THIRTEEN THOUSAND THREE HUNDRED NINETY FOUR</u> (Bid Price Written in Words)
5	1	LS	East-End Retaining Wall and Site Improvements	\$ <u>70,148.00</u>  <u>SEVENTY THOUSAND ONE HUNDRED FORTY EIGHT</u> (Bid Price Written in Words)
6	1	LS	New Chain Link Fencing and Gates	\$ <u>32,750.00</u>  <u>THIRTY TWO THOUSAND SEVEN HUNDRED FIFTY</u> (Bid Price Written in Words)

**BID PROPOSAL**  
**2021 VIGILANTE STADIUM IMPROVEMENTS**  
**BASE BID**

Item No.	Estimated Quantity	Unit	Description	Bid Price
7	1	LS	Replace Surfacing on 400 Meter Running Track and High Jump Area	\$ <u>200,575.00</u> Two HUNDRED THOUSAND FIVE HUNDRED SEVENTY FIVE (Bid Price Written in Words)
8	1	LS	Replace Existing Field Lighting System	\$ <u>140,533.00</u> ONE HUNDRED FORTY THOUSAND FIVE HUNDRED THIRTY THREE (Bid Price Written in Words)
<b>TOTAL BASE BID:</b>				\$ <u>758,106.00</u> SEVEN HUNDRED FIFTY EIGHT THOUSAND ONE HUNDRED SIX DOLLARS (Total Base Bid Written in Words)

**BID PROPOSAL**  
**2021 VIGILANTE STADIUM IMPROVEMENTS**  
**ADDITIVE ALTERNATE ITEMS**

Item No.	Estimated Quantity	Unit	Description	Bid Price
A-1	1	LS	Add Patterned Form Liner to Exposed Surfaces of New Retaining Walls	\$ <u>11,280.00</u> <u>Eleven Thousand Two Hundred Eighty</u> (Bid Price Written in Words)
A-2	1	LS	Add Integral Coloring to Retaining Wall Concrete (excludes footing concrete)	\$ <u>5,700.00</u> <u>Five Thousand Seven Hundred</u> (Bid Price Written in Words)



### BID PROPOSAL (cont.)

The foregoing unit bid prices shall include all labor, materials, equipment, overhead, profit, insurance, and all incidentals required to cover the finished work of the several kinds called for.

Bidder understands that the Owner reserves the right to reject any or all bids and to waive any informalities in the bidding.

The Bidder agrees that this Bid shall be good and may not be withdrawn for a period of **sixty (60)** calendar days after the scheduled opening time.

Bidder hereby acknowledges receipt of the following Addenda, which have been considered in preparation of this Bid:

Addendum No. 1  
Addendum No. 2  
Addendum No. \_\_\_\_\_

Dated 3/11/21  
Dated 3/12/21  
Dated \_\_\_\_\_

The undersigned Bidder acknowledges that this information, which was developed by the Engineer, is for design purposes only. The Contractor shall be solely responsible for information required to bid the project. By signing this Proposal, the Contractor acknowledges that he has adequate information independently verified by the Contractor, to prepare and offer this bid.

Firm Name: GOLDEN EAGLE CONSTRUCTION

By: [Signature]  
(Signature)

Title: PRESIDENT

Business Address: 3020 EAST LYNDALE AVE, HELENA

Montana Contractor's Registration No. 7880

Telephone No.: 406-449-7228

Date: 3/10/21

Bid Security Included: Yes \_\_\_\_\_

**Golden Eagle**  
CONSTRUCTION

3020 East Lyndale Avenue  
Helena, MT 59601  
406-449-7228  
[www.GEConstruction.com](http://www.GEConstruction.com)

Helena Public Schools District Facilities Office  
1201 Boulder Ave  
Helena, MT 59601

**RECEIVED**  
MAR 16 REC'D  
FOR SUPPORT SERVICES

250 pm  
LC

PROJECT NAME: 2021 VIGILANTE STADIUM  
IMPROVEMENTS  
Bid Date\Time: 3/16/21 \ 3:00 PM  
Contractor Name: GOLDEN EAGLE CONSTRUCTION



## MEMORANDUM

TO: HSD Board of Trustees  
FROM: Kalli Kind  
DATE: March 23, 2021  
RE: CHS Air Handler Replacement

The scope of this project is to replace an air handler at Capital High School. Two bids were received for this project. Merit Mechanical Services Inc. out of Billings is the low bid at \$146,000.

This project will be completed during summer break.

I respectfully request the board of trustees award the Capital High air handler replacement project to Merit Mechanical Services Inc.

Regards,  
*Kalli Kind*  
Kalli Kind, Engineer  
Facilities Director  
Helena School District



# MEMORANDUM

DATE: 2/22/2021  
TO: Rich Whitney, Hulteng CCM  
Kalli Kind, HPS  
FROM: Carl Thrasher, GPD PC  
PROJECT: Capital High A/C Upgrades  
RE: Bid Results and Recommendation



524 1st Avenue South  
Great Falls, MT 59401  
(406)452-9558  
Fax (406)727-9720

Please refer to the bid results from February 17, 2021 for the referenced project below:

<b>CONTRACTOR:</b>	Merit Mechanical	Tri-County Mechanical & Electrical, Inc	
<b>10% Bid Bond:</b>	Yes	Yes	
<b>Addenda Acknowledged:</b>	No. 1 Yes	No. 1 Yes	
<b>TOTAL BID:</b>	\$146,000	\$152,212	

After talking to Merit Mechanical, the low bidder, it is my recommendation to accept the low bid of \$146,000.00. They felt that everything was covered and were comfortable with their bid price.

Thank you,

A handwritten signature in black ink, appearing to read 'Carl Thrasher II'.

**Carl Thrasher II**  
Mechanical Engineer

## **GPD, P.C.**

524 1st Avenue South  
Great Falls, MT 59401  
ph: (406) 452-9558  
fax: (406) 727-9720  
[cthramer@gpdpc.com](mailto:cthramer@gpdpc.com)

# BID PROPOSAL FORM

**OWNER:** Helena Public Schools  
1201 Boulder Avenue  
Helena, MT 59601

**PROJECT:** Capital High School A/C Upgrade

By submitting this Proposal, I agree:

That I have received the documents titled Capital High School A/C Upgrade, and that I have received Addenda Numbers 1, 11, 11, 11, 11 and have included their provisions in my proposal. By submitting this Proposal, I agree:

1. To hold my Bid open at least sixty (60) consecutive calendar days.
2. To enter into and execute a Contract, if awarded on the basis of this Proposal.
3. To accomplish the Work in accordance with the Contract Documents.
4. It is the Owner's intention to issue Notice to Proceed on March 17, 2021; to reach Substantial Completion by August 13, 2021, and to complete punch list work items by August 29, 2021.
5. To commence with work within seven (7) days of receipt of "Notice to Proceed."

**Contract Amount** (In numerical and written form)

\$ 146,000 One hundred forty six thousand dollars and <sup>00</sup>/<sub>100</sub>'s

The above prices shall include all labor, materials, overhead, profit, insurance, all permits and fees, all bonds, all applicable taxes, etc., necessary to complete the Work described in the Contract Documents.

Changes shall be processed in accordance with the requirements of Division 1 Section "Contract Modification Procedures" and the General Conditions. (Along with the Completed Contractor's Breakdown and Partial Payment Form).

BY: Shane Black (merit mechanical)  
**CONTRACTOR NAME**

[Signature]  
**SIGNATURE**

Operations Manager  
**TITLE**

P.O. Box 30776 Billings MT 59107  
**BUSINESS ADDRESS**

2-17-2021  
**DATE**

(Seal if by a Corporation)

**MONTANA LICENSE NUMBER** 6584

# AIA® Document A310™ – 2010

## Bid Bond

**CONTRACTOR:**

(Name, legal status and address)

Merit Mechanical Services, Inc.  
PO Box 30776  
Billings, MT 59107

**SURETY:**

(Name, legal status and principal place of business)

Great American Insurance Company  
301 E. 4th St.  
Cincinnati, OH 45202-4201

**OWNER:**

(Name, legal status and address)

Helena Public Schools  
1201 Boulder Avenue  
Helena, MT 59601

**BOND AMOUNT:** Ten Percent of the Total Amount Bid 10%

This document has important legal consequences. Consultation with an attorney is encouraged with respect to its completion or modification.

Any singular reference to Contractor, Surety, Owner or other party shall be considered plural where applicable.

**PROJECT:**

(Name, location or address, and Project number, if any)

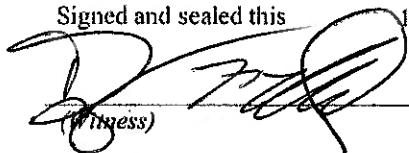
Capital High School A/C Upgrade, Helena, Montana

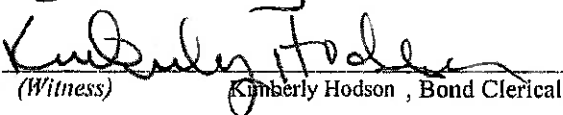
The Contractor and Surety are bound to the Owner in the amount set forth above, for the payment of which the Contractor and Surety bind themselves, their heirs, executors, administrators, successors and assigns, jointly and severally, as provided herein. The conditions of this Bond are such that if the Owner accepts the bid of the Contractor within the time specified in the bid documents, or within such time period as may be agreed to by the Owner and Contractor, and the Contractor either (1) enters into a contract with the Owner in accordance with the terms of such bid, and gives such bond or bonds as may be specified in the bidding or Contract Documents, with a surety admitted in the jurisdiction of the Project and otherwise acceptable to the Owner, for the faithful performance of such Contract and for the prompt payment of labor and material furnished in the prosecution thereof; or (2) pays to the Owner the difference, not to exceed the amount of this Bond, between the amount specified in said bid and such larger amount for which the Owner may in good faith contract with another party to perform the work covered by said bid, then this obligation shall be null and void, otherwise to remain in full force and effect. The Surety hereby waives any notice of an agreement between the Owner and Contractor to extend the time in which the Owner may accept the bid. Waiver of notice by the Surety shall not apply to any extension exceeding sixty (60) days in the aggregate beyond the time for acceptance of bids specified in the bid documents, and the Owner and Contractor shall obtain the Surety's consent for an extension beyond sixty (60) days.

If this Bond is issued in connection with a subcontractor's bid to a Contractor, the term Contractor in this Bond shall be deemed to be Subcontractor and the term Owner shall be deemed to be Contractor.

When this Bond has been furnished to comply with a statutory or other legal requirement in the location of the Project, any provision in this Bond conflicting with said statutory or legal requirement shall be deemed deleted herefrom and provisions conforming to such statutory or other legal requirement shall be deemed incorporated herein. When so furnished, the intent is that this Bond shall be construed as a statutory bond and not as a common law bond.

Signed and sealed this 16th day of February 2021

  
(Witness)

  
(Witness) Kimberly Hodson, Bond Clerical

Merit Mechanical Services, Inc.

(Contractor as Principal)

(Seal)

(Title)

Shane Black, Operations Manager

Great American Insurance Company

(Surety)

(Seal)

(Title)

Brooke A. Garness, Attorney-In-Fact

**CAUTION:** You should sign an original AIA Contract Document, on which this text appears in RED. An original assures that changes will not be obscured.

Init.

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# GREAT AMERICAN INSURANCE COMPANY®

Administrative Office: 301 E 4TH STREET • CINCINNATI, OHIO 45202 • 513-369-5000 • FAX 513-723-2740

The number of persons authorized by  
this power of attorney is not more than SIX

No. 0 21002

## POWER OF ATTORNEY

KNOW ALL MEN BY THESE PRESENTS: That the GREAT AMERICAN INSURANCE COMPANY, a corporation organized and existing under and by virtue of the laws of the State of Ohio, does hereby nominate, constitute and appoint the person or persons named below, each individually if more than one is named, its true and lawful attorney-in-fact, for it and in its name, place and stead to execute on behalf of the said Company, as surety, any and all bonds, undertakings and contracts of suretyship, or other written obligations in the nature thereof; provided that the liability of the said Company on any such bond, undertaking or contract of suretyship executed under this authority shall not exceed the limit stated below.

Name	Address	Limit of Power
JOHN D. LEAF	ALL OF	ALL
GARY PALADICHUK	GREAT FALLS, MONTANA	\$100,000,000
JON TIERNEY		
BROOKE A. GARNES		
KIMBERLY HODSON		
SHARRISA DRAHOS		

This Power of Attorney revokes all previous powers issued on behalf of the attorney(s)-in-fact named above.

IN WITNESS WHEREOF the GREAT AMERICAN INSURANCE COMPANY has caused these presents to be signed and attested by its appropriate officers and its corporate seal hereunto affixed this 12TH day of JULY, 2019.

Attest

GREAT AMERICAN INSURANCE COMPANY



*Stephen C. Beraha*

Assistant Secretary

*Mark V. Vicario*

Divisional Senior Vice President

STATE OF OHIO, COUNTY OF HAMILTON - ss:

MARK VICARIO (877-377-2405)

On this 12TH day of JULY, 2019, before me personally appeared MARK VICARIO, to me known, being duly sworn, deposes and says that he resides in Cincinnati, Ohio, that he is a Divisional Senior Vice President of the Bond Division of Great American Insurance Company, the Company described in and which executed the above instrument; that he knows the seal of the said Company; that the seal affixed to the said instrument is such corporate seal; that it was so affixed by authority of his office under the By-Laws of said Company, and that he signed his name thereto by like authority.



Susan A. Kohorst  
Notary Public, State of Ohio  
My Commission Expires 05-18-2020

*Susan A. Kohorst*

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**RESOLVED FURTHER:** That the Company seal and the signature of any of the aforesaid officers and any Secretary or Assistant Secretary of the Company may be affixed by facsimile to any power of attorney or certificate of either given for the execution of any bond, undertaking, contract of suretyship, or other written obligation in the nature thereof, such signature and seal when so used being hereby adopted by the Company as the original signature of such officer and the original seal of the Company, to be valid and binding upon the Company with the same force and effect as though manually affixed.

## CERTIFICATION

I, STEPHEN C. BERAHA, Assistant Secretary of Great American Insurance Company, do hereby certify that the foregoing Power of Attorney and the Resolutions of the Board of Directors of June 9, 2008 have not been revoked and are now in full force and effect.

Signed and sealed this 16th day of February, 2021.



*Stephen C. Beraha*

Assistant Secretary



ORIGIN: DGT-A (406) 771-9957  
 BROOKS GARNES  
 HUB  
 100 PARK DRIVE S

GREAT FALLS, MT 59401  
 UNITED STATES US

SHIP DATE: 16FEB21  
 ACTWGT: 0.50 LB  
 CAD: 106780799/NET/4340  
 BILL SENDER

TO SHANE BLACK

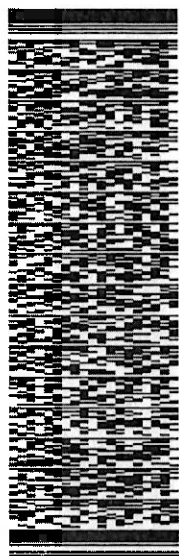
MERIT MECHANICAL SERVICES, INC.  
 1601 A ST

HELENA MT 59601

(406) 439-1150  
 INV.  
 PO

REF:

DEPT:



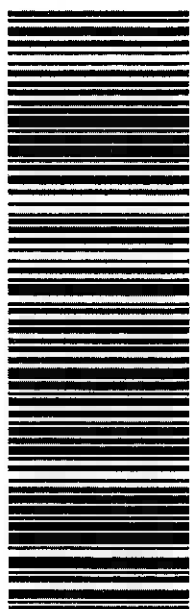
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# AIA® Document A310™ – 2010

## Bid Bond

### CONTRACTOR:

(Name, legal status and address)

Merit Mechanical Services, Inc.

PO Box 30776

Billings, MT 59107

### OWNER:

(Name, legal status and address)

Helena Public Schools

1201 Boulder Avenue

Helena, MT 59601

### BOND AMOUNT:

Ten Percent of the Total Amount Bid

10%

### PROJECT:

(Name, location or address, and Project number, if any)

Capital High School A/C Upgrade, Helena, Montana

### SURETY:

(Name, legal status and principal place of business)

Great American Insurance Company

301 E. 4th St.

Cincinnati, OH 45202-4201

This document has important legal consequences. Consultation with an attorney is encouraged with respect to its completion or modification.

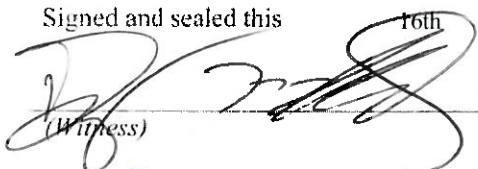
Any singular reference to Contractor, Surety, Owner or other party shall be considered plural where applicable.

The Contractor and Surety are bound to the Owner in the amount set forth above, for the payment of which the Contractor and Surety bind themselves, their heirs, executors, administrators, successors and assigns, jointly and severally, as provided herein. The conditions of this Bond are such that if the Owner accepts the bid of the Contractor within the time specified in the bid documents, or within such time period as may be agreed to by the Owner and Contractor, and the Contractor either (1) enters into a contract with the Owner in accordance with the terms of such bid, and gives such bond or bonds as may be specified in the bidding or Contract Documents, with a surety admitted in the jurisdiction of the Project and otherwise acceptable to the Owner, for the faithful performance of such Contract and for the prompt payment of labor and material furnished in the prosecution thereof; or (2) pays to the Owner the difference, not to exceed the amount of this Bond, between the amount specified in said bid and such larger amount for which the Owner may in good faith contract with another party to perform the work covered by said bid, then this obligation shall be null and void, otherwise to remain in full force and effect. The Surety hereby waives any notice of an agreement between the Owner and Contractor to extend the time in which the Owner may accept the bid. Waiver of notice by the Surety shall not apply to any extension exceeding sixty (60) days in the aggregate beyond the time for acceptance of bids specified in the bid documents, and the Owner and Contractor shall obtain the Surety's consent for an extension beyond sixty (60) days.

If this Bond is issued in connection with a subcontractor's bid to a Contractor, the term Contractor in this Bond shall be deemed to be Subcontractor and the term Owner shall be deemed to be Contractor.

When this Bond has been furnished to comply with a statutory or other legal requirement in the location of the Project, any provision in this Bond conflicting with said statutory or legal requirement shall be deemed deleted herefrom, and provisions conforming to such statutory or other legal requirement shall be deemed incorporated herein. When so furnished, the intent is that this Bond shall be construed as a statutory bond and not as a common law bond.

Signed and sealed this 16th day of February 2021

  
(Witness)

Merit Mechanical Services, Inc.

(Contractor as Principal)

(Seal)

(Title)

Operations Manager

Great American Insurance Company

(Surety)

(Seal)

(Title)

Brooke A. Garness, Attorney-In-Fact

**CAUTION:** You should sign an original AIA Contract Document, on which this text appears in RED. An original assures that changes will not be obscured.

Init.

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# GREAT AMERICAN INSURANCE COMPANY®

Administrative Office: 301 E 4TH STREET • CINCINNATI, OHIO 45202 • 513-369-5000 • FAX 513-723-2740

The number of persons authorized by  
this power of attorney is not more than SIX

No. 0 21002

## POWER OF ATTORNEY

KNOW ALL MEN BY THESE PRESENTS: That the GREAT AMERICAN INSURANCE COMPANY, a corporation organized and existing under and by virtue of the laws of the State of Ohio, does hereby nominate, constitute and appoint the person or persons named below, each individually if more than one is named, its true and lawful attorney-in-fact, for it and in its name, place and stead to execute on behalf of the said Company, as surety, any and all bonds, undertakings and contracts of suretyship, or other written obligations in the nature thereof; provided that the liability of the said Company on any such bond, undertaking or contract of suretyship executed under this authority shall not exceed the limit stated below.

Name	Address	Limit of Power
JOHN D. LEAF	ALL OF	ALL
GARY PALADICHUK	GREAT FALLS, MONTANA	\$100,000,000
JON TIERNEY		
BROOKE A. GARNES		
KIMBERLY HODSON		
SHARRISA DRAHOS		

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Attest

GREAT AMERICAN INSURANCE COMPANY



*Steph C. B.*

Assistant Secretary

*Mark V. Vicario*

Divisional Senior Vice President

STATE OF OHIO, COUNTY OF HAMILTON - ss:

MARK VICARIO (877-377-2405)

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**Susan A. Kohorst**  
Notary Public, State of Ohio  
My Commission Expires 05-18-2020

*Susan A. Kohorst*

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Signed and sealed this 16th day of February, 2021



*Steph C. B.*

Assistant Secretary

Capital High School A/C upgrades  
Merit Mechanical  
P.O. Box 30776 Billings, MT 59107  
Physical address 1601 St. Helena, MT 59602

Attn: Engineer  
Kelli Kind, Engineer  
Helena Public Schools Facilities and Transportation Director  
1201 Boulder Avenue  
Helena, MT 59601

2-17-21

223





Superintendent  
Tyler Ream, Ed. D  
324-2001

Business Manager  
Janelle Mickelson  
324-2040

Board of Trustees Special Session  
Ray Bjork Center (1600 8<sup>th</sup> Ave) and via Microsoft Teams  
Wednesday, February 10, 2021  
9:30am

**MINUTES**

**ATTENDANCE:** Present unless otherwise noted

Luke Muszkiewicz, Board Chair  
Siobhan Hathhorn, Board Vice Chair  
Terry Beaver, Trustee, (excused for 1<sup>st</sup> interview, present for 2<sup>nd</sup>)  
John McEwen, Trustee  
Sarah Sullivan, Trustee  
Jennifer McKee, Trustee  
Libby Goldes, Trustee  
Jennifer Walsh, Board Member

**I. CALL TO ORDER/ PLEDGE OF ALLEGIANCE**

Chair Luke Muszkiewicz called the meeting to order at 9:30 am and led the Pledge of Allegiance.

**II. REVIEW OF AGENDA**

No Change

**III. NEW BUSINESS**

**A. ITEM FOR INFORMATION**

1. Superintendent Search – Semifinalist Interviews

### **Jim Wagner**

Jim Wagner is from Minnesota originally. He is currently living and working in Wyoming. He started his career as a science teacher in Minnesota in a school district of about 12,000. After 11 years teaching, he spent 7 years as a principal in 2 different districts in the same state. He worked with a significant population of Hispanic and Native American students in his time as principal. He then took a superintendent job north of the Twin Cities and spent 4 years there. During his time there, he dealt with a failed building bond, that was then turned around when a local company donated a building to the district. Following his times there, he took a superintendent job in Wyoming, where he is currently. He has been there for 3 years. He is looking for a larger district in an area with more opportunities for his family. He was born and raised on a farm. In school, he was an athlete, in band, choir and drama. He tries to always look through the eyes of the kids to determine their needs.

**Q: What do you see as the strengths of our district and what is compelling about serving as superintendent in Helena?**

A: The community size provides opportunities for the school to work with the community. It gives businesses an opportunity to partner with the schools in both the town and the state. The school district seems to function with the community and not independent of it, which makes it stronger. Smaller class sizes are available. Its important for the schools to provide for all levels and the possibilities in Helena are endless.

**Q: The impact of COVID-19 on public education cannot be overstated. What have you learned from your leadership during a pandemic? What must we consider as we move forward as a public school district?**

A: Politics can muddy things way too much and make it frustrating in navigating. Mr. Wagner has an undergraduate degree in Biology, so he studied microbiology and genetics. He has a thorough understanding of how viruses spread and how they work. Its important to look at the science in situations like this. In Wyoming, his district has been fully open since September. They have pushed the mask mandate and social distancing. The schools have always done the contract tracing. They learned that when they followed protocol closely, they were not spreading the virus in large numbers. They have upped the cleaning and have done fogging. They can see and predict the spikes at holidays. They did learn that they were not as prepared for online learning as they thought they were. They implemented smart start and stuck to it and continued to watch the science the whole way.

**Q: Aside from COVID-19, what do you see as the most significant issue facing the Helena public schools? Can you describe relevant experience and how you will address these issues?**

A: There is a significant achievement gap for Helena students. Data shows a higher level of poverty and he would work to bridge the gap. Teachers are as much

responsible as kids are for this issue. He would evaluate who are the stronger teachers and who are the ones who may need improvement and not be afraid to have those conversations. He would take part in observations and walk throughs at each school and take notes and give feedback. He would look for student engagement. He would make sure the focus is on the students and find out what is working and change what is not working. He would also look for struggles in minorities.

**Q: A successful public school district requires mutual respect and shared vision between the Board and the Superintendent including a clear understanding of each other's roles. How do you foster a healthy, collaborative relationship with your Board to further the strategic priorities of your district?**

A: Its important to have a good solid Strategic Plan that both are involved in. Discussions need to be had at the very beginning of the relationship to establish trust and understanding. Make sure protocols are followed in speaking to staff and make sure that the plan in place is clear and concise.

**Q: What aspects of our current Strategic Plan do you feel are most important? How do you ensure progress towards district priorities while remaining open to uncertainty and change in the future?**

A: The most important aspects are the direction and looking at how that impacts the students at the individual level. There is a good step by step process. Its important to make sure that it is a moving document. It must be re-evaluated monthly and yearly to change things and make it more successful. It must always stay student focused.

**Q: Unfortunately, sometimes staff must be let go due to performance issues, enrollment declines, or it becomes clear that a staff person is not in the right role and needs to be transferred. How do you go about making those difficult decisions and how would you rate your ability to do so?**

A: Its something he has had to do throughout his career. If it is a budget cut, that is easier because you can strictly go off that and its an easy explanation. If its performance based, you have to make sure you have the data to back up your words. Not performing well is a day wasted, and a day lost and its not acceptable. He would approach this in looking at if he would be comfortable having his own kids in that classroom. If not, then he does not want other kids under that person either. He believes he does it well, but it does tear him up a bit because he knows its peoples lives that are affected. He is willing to do the hard things and he would always make sure to have data to back it up and cover the district.

**Q: Describe experience with labor unions representing teachers and support staff. What is your approach to finding consensus through collective bargaining?**

A: The last 7 years as a superintendent, he negotiated contracts. Minnesota is a heavy labor union state. Wyoming is not as well organized. He would meet with the Board and be clear on finances. He would use comparisons with other similar districts size

wise to be competitive. He would also find ways to recognize educators and make them feel appreciated if finances were not there.

**Q: What is your communication style and how do you build strong relationships with students, parents, staff, community members and media organizations? How will you handle these responsibilities in order to maintain trust, understanding and engagement within the district and community?**

A: First, he would determine if what he has to say is informational or a discussion. If it is a discussion that needs to be had, he would always have it in person. He would then figure out how the community wants to be communicated with. In Minnesota, he found a company that helped with the webpage and app technology. He would work to build trust and talk to people and take the time to meet with people. He would give more people access through technology. He would always keep the Board in the loop and make sure to be approachable and accessible. He would go to people instead of waiting for them to always come to him. He would work to make sure that everyone involved in a situation is always notified and up to date.

**Q: What experience do you have preparing all the students for the range of opportunities that await them after graduation? How will you approach college readiness, career and technical education, internships and apprenticeships?**

A: He would first look at what is offered. Look at adding more college prep classes and start apprenticeship programs with local companies. They can train the kids and have an opportunity to see who may be able to come on with the company after high school. Expand the opportunities of welding, culinary arts, meat processing, ranching, etc. He would talk to local business and get them to donate and partner with the schools.

**Q: Nationwide and within our district, the number of students that identify as special education needs is greatly increased. We have also seen an increase in students with severe behavioral problems and mental health needs. What is your experience with this challenging issue and what successful strategies have you been able to employ given existing budget constraints?**

A: Its not necessarily that there are more kids with these issues, its that we have become better at identifying these kids and their needs. He has sat in on IEP meetings. Its important to break the stigma and make it known that this is not a life sentence. Look at what we can provide and possibly take a kid on an IEP and change that to a 504 plan. Help staff understand the difference between IEP's and 504's. Help staff be able to better identify students needs. There are financial constraints, but he would look to gain partnership with other entities and provide more alternative learning like the alternative high school in his current district in Wyoming.

**Q: Our district provides several educational programs focused on specific student populations: Elementary Montessori, alternative High School, High**



**School dropout recovery programs and a gifted and talented program. How would you evaluate and administer such programs and what role they play in fulfilling our mission to challenge and empower each student to maximize individual potential?**

A: He would make sure to set short term and long-term goals and determine the success rate of both. Data should show what is working and what is not. Not all models work for every person. He would work to see what is working and tweak what is not to make sure to give kids lifelong habits to be successful.

**Q: East Helena Public Schools began admitting high school students in the Fall of 2019 and opened the new building in the Fall of 2020. Do you have experience with declining enrollment and how should we plan for needed investment in our high schools?**

A: In his first superintendent job, the districts had been experiencing falling enrollment for 12 years when he started, and they were in debt. They hired a company to promote and highlight the things the district was doing. They surveyed the parents and identified the top 5 issues that were contributing to the enrollment decline and then corrected them. Once corrected, they sent that info out to parents. They were able to increase the enrollment by 22% in the 4 years he was there. He would be ready to talk to the mayor, city council and businesses. He would partner with them to help in getting new people to move to the area.

**Q: Like many districts within Montana, revenues are often insufficient to meet rising personnel and facilities costs. We have utilized budget forecasting to build a shared understanding of our financial situation, but what additional steps should we take to help close the revenue gap?**

A: Look at the birth rates, the people moving in and out of the community and look at what can be done to bring more revenue to the area. Partner with local and state governments to provide tax breaks for business moving in. The district needs to always have a working partnership with city and county and make sure there is always dialog going back and forth.

**Q: What experience do you have with developing and implementing long range facilities planning, including boundary adjustments, land acquisition, new construction and maintenance. Please explain how you have involved the community in these discussions and decisions.**

A: In Minnesota, the building bond failed, but the process involved discussions with the city and having public meetings with parents. He had to look at the long-term impacts to the community and have answers to any issues. He looked at land availability, funding and revenues. Its important to make sure that the planning is done with anyone who is involved or may be impacted. He has also had experience meeting with Legislators and State Reps. He has seen what works and what does not.

**Q: Leading a school district is difficult and an all-consuming job, especially during a pandemic. How do you handle the stress involved with your work? How will you maintain a sustainable work/life balance while successfully running our school system?**

A: He has a lot of faith in family and spiritual faith. He gets up very early to workout every morning. He is usually the only one in the gym and he uses this time to collect his thoughts and take care of himself physically. He is currently working on his doctorate. His wife and his children are his stress relief. He tries not to take himself too seriously, but he works hard to always be prepared. He is also a pilot and that hobby gives him something else to also focus on.

**Q: Is there anything in your background that could come out in this process that you would like to discuss now?**

A: Nothing.

**Q: Any questions for the Board?**

Q: What does the Board do for a successful Superintendent relationship?

A: Revise and adapt the Strategic Plan. This is the game plan to measure success. Make sure that everyone is on the same page. Make sure that everyone understands and agrees on their rolls upfront. Its also important to the Board that the Superintendent take time off and have a balance with personal life. Informal conversations and an open-door policy are also helpful.

Q: What is the community's mood towards the District?

A: Generally speaking, the community is very supportive. People appreciate the work that is being done. Typically, they pass and support levies. Recently a large bond was passed with overwhelming support. In March, the school went online. In September, the district started back in a hybrid model. It kind of came to a head at the last meeting. The public spoke and the Board chose to phase up to a 4 day a week model. The community seems to be split mostly down the middle on this. We are confident the community will rally.

Thank you.

RECESS

### **Joe Koch**

Joe Koch is in his 19<sup>th</sup> year of education. He began his career as a Special Education teacher in Milwaukee schools at the High School level, then went on to teach in Waukesha County and Port Washington schools, both in Wisconsin. After 5 years in Port Washington, we moved on to the Denmark District, also in Wisconsin. Here he split time between being the High School Principal and the Director of Pupil Services.

He moved from there to a split District situation south of Green Bay as the Director of Pupil Services for 2 years. He is currently in Waukesha as the Deputy Superintendent. He has been there for 7 years.

**Q: What do you see as the strengths of our district and what is compelling about serving as superintendent in Helena?**

A: The strengths are in the recent bond work and the commitment the community has made which shows a sign of support. The academic levels the students are achieving show that Helena is attracting and retaining high quality staff. The opportunity to be in a larger school district in the state capital and to be in such a beautiful place is what draws him to this position. His career has focused on districts with declining enrollment and he has worked through building projects and restructuring of districts and that is a need for the Helena school district.

**Q: The impact of COVID-19 on public education cannot be overstated. What have you learned from your leadership during a pandemic? What must we consider as we move forward as a public school district?**

A: It has had a remarkable impact. He has learned how to more accurately diagnose obstacles. He led his current school districts re-opening plan. They looked at the impact's quarantines would have and at what supplies and supports were in place to reopen. They looked at what impacts the hybrid and online learning were having on student achievement. In many instances across the board, students' number of F's were doubling and tripling. They had to look at what could be done from that point and further into the summer program to help kids get back on track. Its important to have a plan to help kids get reasonably caught up. Subjects like math took a bigger hit because its hard for families at home to help with that subject. Areas like reading were easier to stay up with. They deployed social workers to connect with students during the shutdown and hybrid model. They are now working on getting more mental health services.

**Q: Aside from COVID-19, what do you see as the most significant issue facing the Helena public schools? Can you describe relevant experience and how you will address these issues?**

A: The most pressing issue is probably declining enrollment at the High School level and the impact it will have on the budget in the 3–5-year planning. He has experience with the declining enrollment. He would look at priorities and align the staff and funding. In his current district they have a virtual charter school that is very successful. He would look at what would draw students into the district. Dual language programs have also been successful.

**Q: A successful public school district requires mutual respect and shared vision between the Board and the Superintendent including a clear understanding of**

**each other's roles. How do you foster a healthy, collaborative relationship with your Board to further the strategic priorities of your district?**

A: His door is always open. He believes in communication. Some things are easier communicated than others. He would spend a lot of time making sure that everyone knows what is going on and why. He would establish priorities and make sure everyone is on the same page with the strategic priorities. Its essential to establish everyone's role and to also make sure no one is ever surprised by anything.

**Q: What aspects of our current Strategic Plan do you feel are most important? How do you ensure progress towards district priorities while remaining open to uncertainty and change in the future?**

A: The priorities that stand out are the ones pertaining to post-secondary options. That should encompass all we do from the start of school to the finish at graduation. In going through the plan, he feels it does not establish a lot of metrics to measure success. So, he would look at how to measure that success and what opportunities there are for the future.

**Q: Unfortunately, sometimes staff must be let go due to performance issues, enrollment declines, or it becomes clear that a staff person is not in the right role and needs to be transferred. How do you go about making those difficult decisions and how would you rate your ability to do so?**

A: If the reason for letting someone go was budgetary, he would fall back on the handbook and collective bargaining. The rules and matrix would dictate that. He feels its important to always be clear about what is expected and when what is expected is not met, dismissal is necessary. He has been effective in getting rid of staff that fall short. He has had to do it with principals, central office and teachers. He likes to give them an opportunity to grow but when they do not, it is time to move on. It should be no surprise if what is expected is clear from the beginning. Students should always be central to that decision.

**Q: Describe experience with labor unions representing teachers and support staff. What is your approach to finding consensus through collective bargaining?**

A: He has experience with partnering with teachers' unions along the way. Communication on the front end is essential. How are we currently being funded would be the first thing to look at. What are the priorities and what does the 3/5/10 year plan look like for the district? There needs to be balance between attracting and retaining, but it is also important to see if raises will butt up against teacher reduction issues.

**Q: What is your communication style and how do you build strong relationships with students, parents, staff, community members and media organizations? How will you handle these responsibilities in order to maintain trust, understanding and engagement within the district and community?**



A: He prefers to do things face to face; however, he does also have strong written communication skills. Its important to be responsive to the media and proactive when its possible. He tries to always respond in a timely manner. Make sure staff understands why we are doing what we are doing. Show the community members the benefits. Time spent is an investment. Its being true to your work. Its always necessary to be clear about what you can and cannot do. Communicating progress towards goals is also important. He would make himself available and work to gain trust and maintain a servant leadership.

**Q: What experience do you have preparing all the students for the range of opportunities that await them after graduation? How will you approach college readiness, career and technical education, internships and apprenticeships?**

A: As far as internships and apprenticeships go, he would work with high school counselors and administrators to make sure they are in contact with the local tech colleges and businesses to employ and give real life experience. He would work from K-12 to make sure kids can have the knowledge needed to get into college. He would work towards access to college experiences before kids ever graduate from High School. His Master Thesis in college was on Transitioning Students with Disabilities from High School to Post Secondary Careers in the Trades. He learned there is a skill gap in what we experience and what kids perceive life will be. Kids need to get to graduation with a key to unlock any door they chose. They should not be pushed into something they are not ready for or interested in. Its also important to prioritize those things within the budget constraints. Its should be part of the Strategic Plan.

**Q: Nationwide and within our district, the number of students that identify as special education needs is greatly increased. We have also seen an increase in students with severe behavioral problems and mental health needs. What is your experience with this challenging issue and what successful strategies have you been able to employ given existing budget constraints?**

A: We need to make sure that the district has a comprehensive social and emotional learning program in place to teach skills. Technology sometimes causes issues. He would partner with families to support the kids. He feels that the county would benefit from providing more early learning programs for preacademic success. A lack of motivation leads to a disengagement and that leads to troubling behaviors. We need to adapt to be relevant and engage. He would like to see an increase in social workers and counselors and psychologists. He would partner with the counties for more outreach.

**Q: Our district provides several educational programs focused on specific student populations: Elementary Montessori, alternative High School, High School dropout recovery programs and a gifted and talented program. How would you evaluate and administer such programs and what role they play in**

**fulfilling our mission to challenge and empower each student to maximize individual potential?**

A: All students have different learning styles. Some are prepared much earlier to be able to tackle and handle more difficult academic tasks. To gauge the effectiveness of your programs, you have to spend time with the teachers, students and parents, and make sure they are truly meeting the needs of the students. Are the programs we have challenging them enough? Are they high in reading but low in math? Kids will engage at different times in their academic life. We need to make sure we have programs at every level to support the learner when the learner is ready. A diploma should be a sense of accomplishment and should mean something.

**Q: East Helena Public Schools began admitting high school students in the Fall of 2019 and opened the new building in the Fall of 2020. Do you have experience with declining enrollment and how should we plan for needed investment in our high schools?**

A: He has a lot of experience with this issue. One way to start to plan is to do a population study to see what the future impact will be. Where he is currently, they run a 2-, 3- and 5-year average for enrollment and it helps to reasonably predict future numbers. Currently, Helena has 2 high schools, and the numbers are decreasing. Would Helena possibly need to close a high school and with that there are new needs. Would one building need an addition to accommodate all the students? He would put time into the community to find out what they would support and what is appropriate. An addition would then need a bond and he has experience with that as well.

**Q: Like many districts within Montana, revenues are often insufficient to meet rising personnel and facilities costs. We have utilized budget forecasting to build a shared understanding of our financial situation, but what additional steps should we take to help close the revenue gap?**

A: We would look at the possibility of levying extra money. We would need to forecast out far enough into the future and look at what the compensation model looks like. Are there constraints in place to prevent from touching retirements and benefits? Some grant work can cover a few costs. It's important to make sure the right people are doing the right jobs. Are there things we are doing now that we will not need to do in the future? Also, this should be part of the Strategic Plan.

**Q: What experience do you have with developing and implementing long range facilities planning, including boundary adjustments, land acquisition, new construction and maintenance. Please explain how you have involved the community in these discussions and decisions.**

A: He has experience with long range facilities plans and working with architects and engineers to go through the building and look at high ticket items like roofs, parking lots and boiler systems. He would survey the community to see what things they would support. In a past job, they looked at putting together a new Middle School that

would cost taxpayers \$110,000,000. They surveyed and found the community would not support that, but they would support upgrades to current buildings and when they did that, it passed with a 2/3 vote of support. 2 years ago, he had to close an elementary school and they had to plan for redistribution of students and with that, boundary line changes. He would make sure to be available to answer questions to those that are affected by the changes. He says to count swing sets and not houses to predict your future numbers.

**Q: Leading a school district is difficult and an all-consuming job, especially during a pandemic. How do you handle the stress involved with your work? How will you maintain a sustainable work/life balance while successfully running our school system?**

A: He wakes up at 3:30 am most mornings to have coffee and check emails and follows that with a workout. He does all of this before his family wakes up. He has 4 small children that he wants to be present for. It is important to develop good working relationships with those around him to share the burden. He believes that everyone can share the load if they do the jobs assigned to them. He tries to utilize time well. He listens to music and podcasts on his way to work. He also likes to hunt and fish and spend time outdoors.

**Q: Is there anything in your background that could come out in this process that you would like to discuss now?**

A: Nothing.

**Q: Any questions for the Board?**

Q: What does the Board look for in a Board/Superintendent relationship?

A: Differentiate between governance and operations. Have upfront discussions and a shared understanding of the roles of each. Also need the Superintendent to be a leader. The Board makes decisions largely based on the recommendations made by the Superintendent. The Board can also serve in an advisory roll when needed. The Superintendent should work to gain respect.

Q: What does the Board value about the Helena school district?

A: We live in a very supportive community. Helena values education. It is a well-educated area with the state government, the VA and the hospital being 3 of the major employers. It is a liberal town in a conservative state. There is a strong sense of family here and parents are willing to speak out and be heard when issues arise. We also find great support from the Helena Education Foundation.

Thank you.

#### **IV. PUBLIC COMMENT**

None

**V. BOARD COMMENTS**

None

**VI. ADJOURNMENT**

There being no other topics for future meetings and no public comments on issues not on the agenda, the meeting adjourned.

Respectfully Submitted,

Luke Muszkiewicz, Chair

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Gretchen George, Recording Secretary      Date





Superintendent  
Tyler Ream, Ed. D  
324-2001

Business Manager  
Janelle Mickelson  
324-2040

Board of Trustees Special Session  
Ray Bjork Center (1600 8<sup>th</sup> Ave) and via Microsoft Teams  
Thursday, February 11, 2021  
9:00am

**MINUTES**

**ATTENDANCE:** Present unless otherwise noted

Luke Muszkiewicz, Board Chair  
Siobhan Hathhorn, Board Vice Chair  
Terry Beaver, Trustee  
John McEwen, Trustee  
Sarah Sullivan, Trustee  
Jennifer McKee, Trustee  
Libby Goldes, Trustee  
Jennifer Walsh, Board Member

**I. CALL TO ORDER/ PLEDGE OF ALLEGIANCE**

Chair Luke Muszkiewicz called the meeting to order at 9:00 am and led the Pledge of Allegiance.

**II. REVIEW OF AGENDA**

No Change

**III. NEW BUSINESS**

**A. ITEM FOR INFORMATION**

1. Superintendent Search – Semifinalist Interviews

## **Kevin Aten**

Dr Aten and his wife have been married for 33 years. They have 2 children, ages 30 and 27. They have 1 grandchild. His wife has also been a teacher her whole career as well. He is the first in his family to even graduate high school, so it is quite an accomplishment that he has gone on to the Doctorate level of his education. He grew up on a farm and he believes his life experiences have made him a bold leader. He spent 6 years in the classroom and then 10 years as the principal at a large urban high school. After that he went on to be a Chief Human Resources Officer at a district of approximately 21,000. He is currently the Superintendent of the Bayfield school district in Durango Colorado where he has been since 2018.

**Q: What do you see as the strengths of our district and what is compelling about serving as superintendent in Helena?**

A: The community feels very strong, and the staff seem absolutely committed. He and his wife summer in Montana and would love to be here year-round. When the school district is in or near the capital city, there is another layer of advocacy and linkage to the state that is great. He is currently on the Education Commissioners Superintendent Advisory Council for his state, and he does things like that because he believes in advocacy and feels it makes a difference. He also did some consulting work in the Helena schools in 2011 and was very impressed.

**Q: The impact of COVID-19 on public education cannot be overstated. What have you learned from your leadership during a pandemic? What must we consider as we move forward as a public school district?**

A: His current school started the school year only 1 week late and they have been in person learning all year. Some classrooms have had to isolate and there have been a few quarantines, but the schools have stayed in session all year. As of today, every staff member in his district who wants to be vaccinated with their first dose of the vaccine will have it. He has had to make tough decisions during this pandemic, but he has been bold and is proud that everyone who wants to be vaccinated has had the opportunity. He says he will probably make everyone mad at some point, but he will also make them happy at some point. He tries to be steady and constant. Models have emerged to create opportunities for the kids. Social emotional is so important. Learning loss is an interruption. Kids need teachers and teachers need kids. We will learn kindness through this and caring and the social emotional will be even more important again. Also, he believes that through this, technology has advanced about 20 years' worth in 1 year.

**Q: Aside from COVID-19, what do you see as the most significant issue facing the Helena public schools? Can you describe relevant experience and how you will address these issues?**

A: Budget concerns with the new East Helena High School are at the top of the list. He comes from one of the lowest funded states for education and he has become adept to dealing with budget constraints. He is currently working to cut almost 1 million from the budget, but they have put together a good guide to do that well. He believes you must listen to every voice but in the end difficult decisions must be made. It is important to emphasize the other things the district has to offer to keep kids coming here. If you get the process right with the people, they will come together. You must listen to understand.

**Q: A successful public school district requires mutual respect and shared vision between the Board and the Superintendent including a clear understanding of each other's roles. How do you foster a healthy, collaborative relationship with your Board to further the strategic priorities of your district?**

A: Some districts have too many Strategic Priorities and if you have too many you cannot focus. When he looks at Helena's, he sees 6 clear areas that are critical. When the Board has a clear vision, then the Board can represent the people. He talks to Board members daily to keep them involved so they always have the answers as well when asked by stakeholders. Communication is a foundation of respect. Being transparent is important.

**Q: What aspects of our current Strategic Plan do you feel are most important? How do you ensure progress towards district priorities while remaining open to uncertainty and change in the future?**

A: When there are too many priorities, you cannot focus. He cares deeply about authentic learning opportunities. He wants to be "toolish"- skill based. He thinks the emphasis on career and technical training is great. Students must be the priority and social emotional learning are part of that. He serves on suicide prevention and family outreach programs because he believes these areas are so important. He thinks it's also important to make sure the district is providing what the staff need as well. He wants to prepare kids for the future, not for the past. Also, being efficient with the budget and being able to always provide clean, safe classrooms and warm meals among many other things.

**Q: Unfortunately, sometimes staff must be let go due to performance issues, enrollment declines, or it becomes clear that a staff person is not in the right role and needs to be transferred. How do you go about making those difficult decisions and how would you rate your ability to do so?**

A: That is some of the hardest work that must be done. He was the Chief Human Resources Officer for 4 years in a district of about 2700 employees. He had to learn about getting people into the right role and sometimes people are just not a good fit. At one point, because of budget cuts, he had to let 16 staff members go. They were all amazing people. So, he has experience and knows how to do it. After he let those 16 go, he followed up by writing recommendation letters and helping them find the

right things for them. He has read in studies that Doctors and teachers are some of the most committed people to their careers. When someone is not the right fit or is underperforming, he wants to give them the opportunity to make changes but even so, sometimes, the hard decisions must be made. It must be what is best for the kids. Its ok to move people around if that is what is needed. Kindness and respect should always be part of the process in all aspects. Usually, they already know it is not right, but it is important to always be clear and always be kind.

**Q: Describe experience with labor unions representing teachers and support staff. What is your approach to finding consensus through collective bargaining?**

A: For his final 2 years as principal, he was on the bargaining team. He was in charge of bargaining for 4 years as the Chief Human Resources Officer. He urges people to google October 2015 and his name in a web search. After 80 hours of negotiations with a different Superintendent and a flawed process, the district was facing a lawsuit. When they got a new superintendent, he was included in the bargaining process. In 2 hours, he was part of the team that fixed what 8- previous hours could not in the Greely-Evans school district. To this day, he remains good friends with the Association President. He learned that relationships are key, and trust and respect are important. Always look for a win-win. Listen, empathize, what can we agree on, and follow up is the process that he uses. This process works for most situations. You cannot always please everyone and you can't have everything that you want but you can have 1 or 2 things you want. He wants to be able to say yes whenever he can and where appropriate.

**Q: What is your communication style and how do you build strong relationships with students, parents, staff, community members and media organizations? How will you handle these responsibilities in order to maintain trust, understanding and engagement within the district and community?**

A: He describes himself as bold. He has nothing to hide. He is social media aware. He starts at the media. All the area reporters have his phone number. He has a background in radio and newspaper and understands the importance of media. He likes to have an ongoing relationship with the media. His office phone goes through to his cell phone. You can reach him at any time. With students, talking to them is the best part of the day. He asks students for their ideas and listens to their voices. He goes to sporting events and activities to talk to parents and families. He tries too always be open, honest and accountable. He feels it important to be around and be visible. He always wears his name badge, so people know who he is and he is always ready to stop and listen, no matter where he is. He thinks you need to be an extrovert to do a job like this and he is one. He wants to be the face of the district.

**Q: What experience do you have preparing all the students for the range of opportunities that await them after graduation? How will you approach college readiness, career and technical education, internships and apprenticeships?**



A: He has a career and technical education director license. He was part of getting one of the largest innovation grants in the state. They just filed a 501C3 with his name on it. He wants to make sure to have those things to create well-paying jobs for graduates. The military is also a great option that can lead to a career. He has vast experience with Advanced Placement courses. He wants classes that give kids access to rigorous curriculum and give confidence of having those college credits by the time they graduate. He wants to help remove barriers. He believes in internships and apprenticeships. In his current district, every senior does a capstone project, and he believes this also helps to create after graduation opportunities.

**Q: Nationwide and within our district, the number of students that identify as special education needs is greatly increased. We have also seen an increase in students with severe behavioral problems and mental health needs. What is your experience with this challenging issue and what successful strategies have you been able to employ given existing budget constraints?**

A: The community work he does helps him to understand and connect to behaviors. If there are behavioral issues and chaos in the schools, you will see a higher incidence of behavior with the kids. He was the principal of a high school that was one of the top 10 in America for positive behavioral support. Kids expelled from other schools would come and graduate in his district. He believes in a wraparound service to include every kids. He would work on social emotional learning every day. Kids with IEPs of 504's gets the same love and wrap around. All means all. It does not cost a dime, it's just a mind shift. It's important that schools make sure that they are doing everything they can to meet each kid's plans and goals. It is important at the middle and high school levels to have the student be part of the planning meetings. Challenges are many, numbers are getting higher, but we need to invest. His current school is now adding a 17-21-year-old transition teachers now.

**Q: Our district provides several educational programs focused on specific student populations: Elementary Montessori, alternative High School, High School dropout recovery programs and a gifted and talented program. How would you evaluate and administer such programs and what role they play in fulfilling our mission to challenge and empower each student to maximize individual potential?**

A: He believes the number one measure of any school should be the graduation rate. Then you can build a triangle back from the graduation rate. Montessori was great for his one child but not the other and that shows that some programs do not work for everyone. He would track how kids are doing from each program and monitor through iReady to see which programs are producing successful kids. How do parents and teachers feel about the programs? Look at the qualitative and quantitatively measures. His current district has 20 kids enrolled in an alternative high school. These different programs can change lives. In the budget cutting area, we cannot

afford to keep programs that benefit only one or two kids so he would look at different programs and directions in that circumstance.

**Q: East Helena Public Schools began admitting high school students in the Fall of 2019 and opened the new building in the Fall of 2020. Do you have experience with declining enrollment and how should we plan for needed investment in our high schools?**

A: A 400-person loss is certainly an impact. He has experience with declining and increasing numbers. Where he was a principal, there was a new high school built 8 miles north. The staff wanted to bash and say how bad the new school was but that is not the solution. He had to show how great his school was. It would be the same here. What does Helena offer that East Helena cannot? Well established school can sometimes offer things that new ones simply cannot. It is important to stay positive. It is a shiny new nickel and people will run to it for a time but there will be a time when it may all equal out. Provide a constant, steady message and plan of how to make it better. But there is no money tree, so you have to build a strong case for building and adding on and making improvements to our older schools. Be in it for the long game.

**Q: Like many districts within Montana, revenues are often insufficient to meet rising personnel and facilities costs. We have utilized budget forecasting to build a shared understanding of our financial situation, but what additional steps should we take to help close the revenue gap?**

A: The next step of the school issue may involve closing a school or schools. When the populations shift sometimes buildings can be repurposed. At his current district, he has repurposed an old building to now house a school health-based clinic, a daycare co-op, and a local food bank and those things are a help to the community. Take a lemon and make lemonade. Sometimes, the hard decisions must be made to make the cuts.

**Q: What experience do you have with developing and implementing long range facilities planning, including boundary adjustments, land acquisition, new construction and maintenance. Please explain how you have involved the community in these discussions and decisions.**

A: Sometimes districts must make the hard decisions for the betterment of the district. They need to be phased in over time. He has done this at 2 different school districts. You must look at what makes sense. Give people options and be respectful. He has acted as a project manager in building projects at past schools. He has extensive experience with the buildings and bonds. You must go to the community and work with them. People want a voice, and they will support you.

**Q: Leading a school district is difficult and an all-consuming job, especially during a pandemic. How do you handle the stress involved with your work?**

**How will you maintain a sustainable work/life balance while successfully running our school system?**

A: He loves serving people and he loves this work. He officiates at sport games to include basketball, football, and soccer. He and his wife love to be outdoors and out in their camper or hiking. They love the four-season lifestyle. His wife is also an educator and understands the life. He realizes that he does not always have the best balance, but he is happy to give so much to his career. He does believe it is important to have the balance though, so he tries to model the balance for others.

He wants the Board to know that he believes he has the right skills to tackle the issues the Helena District is facing. He has a big personality, and he gets things done. He is aware of the Helena Education Foundation and its great work. He also has an extensive knowledge of technology and technology integration and data.

**Q: Is there anything in your background that could come out in this process that you would like to discuss now?**

A: No, not for him personally. He was, however, the principal at a school where a teacher was caught with a student. His name may come up in looking into that. But he turned that situation around and brought in a sex assault advocate and did some rebuilding around that situation.

**Q: Any questions for the Board?**

Q: What does the Board do for a successful Superintendent relationship and what are they looking for in a Superintendent?

A: The Board is committed to education. They are looking for that line between governance and operations. They use the Strategic Plan as a guide and want it to be clear. They are looking to have conversations at the beginning about roles upfront. They look for an open-door policy. The Superintendent needs to be able to make hard decisions and be fun to work with. The Superintendent should have good people relationships and should work to earn respect.

Thank you.

RECESS

**Rex Weltz**

Rex Weltz has spent 11 years in the classroom. He is certified in K-12 physical education and health and 5-12 in biology sciences. He spent 10 years as a Site Administrator, 3 years as an Elementary Principal, 7 as High School Principal in 3 different states. (Montana, Alaska, and Washington) He became the Superintendent of the Polson school district after that and did that for 4 years. He started his teaching career in Hamilton, MT and he is a graduate of Western. He fought forest fires to pay

his way through college and worked in an open pit mine. He grew up in Noxon, MT. He is married with 3 kids and 1 grandchild.

**Q: What do you see as the strengths of our district and what is compelling about serving as superintendent in Helena?**

A: When he first entered the district over the summer, he first noticed that the administrative teams were strong. He has predominantly worked with elementary administrators. COVID has limited the ability to work and meet face to face. Even so, he has learned so much from the principals he works with. His Rossiter team is a great group of amazing people who work hard 6-7 days a week. Helena has great, dedicated teachers and there are good systems in place.

**Q: The impact of COVID-19 on public education cannot be overstated. What have you learned from your leadership during a pandemic? What must we consider as we move forward as a public school district?**

A: As a leader, he learned that things change quickly, and schools need to be able to adjust. Communications skills are huge. Both unions in the district wrote letters of recommendation and both noted in those letters that he is an extremely effective communicator especially during the pandemic. He has kept people informed and he says it is important to be flexible. He does not have all the answers, but he keeps communication open with staff and families. He also is aware that there is unfinished learning stemming from this pandemic and he wants to work on that road to recovery. Those may be the priorities going forward as early as summer. He wants to look at the standard for the grade level above and below each class grade and work that all into a 2–3-year recovery plan.

**Q: Aside from COVID-19, what do you see as the most significant issue facing the Helena public schools? Can you describe relevant experience and how you will address these issues?**

A: He hasn't had a chance to get out and talk to many people and hear what the concerns are, but the financials are definitely being impacted by the opening of the East Helena High School. That is due to enrollment declines. Relationships with the community have also been strained because of the COVID issue and it will be important to work to rebuild that relationship. He has some ideas on how to close that divide and bring the community back together. He will be visible, and he will work to build partnerships. He feels it's important for the district to narrate the story, so others won't.

**Q: A successful public school district requires mutual respect and shared vision between the Board and the Superintendent including a clear understanding of each other's roles. How do you foster a healthy, collaborative relationship with your Board to further the strategic priorities of your district?**



A: It is so important that there is even a policy for it. However, he does not need a policy to get along. That is one of his strengths. He works to have a relationship built on trust, positivity, and respectfulness. Each person is different. Communication is key. The Board governs and the Superintendent serves at the pleasure of the Board. The Board directs and the Superintendent carries out. He has always had a healthy relationship with his Boards. He does not want to be surprised and he won't surprise the Board. It is important to know and follow the chain of command. He wants to get to know the Board as people. He will work to understand what form of communication works best for each person. Some people like text over phone or email and vice versa.

**Q: What aspects of our current Strategic Plan do you feel are most important? How do you ensure progress towards district priorities while remaining open to uncertainty and change in the future?**

A: Academics and how to grow students academically is one of the biggest pieces. They need to prioritize the standards. With COVID in mind, they will need to make changes to address social emotional needs. There will need to be recovery efforts built into the plan for the needs of both students and staff. Adjust the plan to rethink how business will go coming out of this.

**Q: Unfortunately, sometimes staff must be let go due to performance issues, enrollment declines or it becomes clear that a staff person is not in the right role and needs to be transferred. How do you go about making those difficult decisions and how would you rate your ability to do so?**

A: One of the advantages to working in a larger district is that we can make sure we are moving people in accordance with the master agreements and collective bargaining agreements. He trusts the HR department is following procedures. The superintendent must make the directive. It is always important to treat people with dignity and respect regardless of what is taking place. He has no issue with moving people or terminating.

**Q: Describe experience with labor unions representing teachers and support staff. What is your approach to finding consensus through collective bargaining?**

A: He has had a lot of experience with this as the Superintendent in Polson. In the past he has led most of these. He has handled the majority of the negotiations. It is not his favorite part of the job, but it is important to always maintain professionalism so it's always what's best for the staff while keeping within budget constraints. He would establish good relationships with the unions. He has worked hard in the past to develop these relationships. There needs to be transparency because in this area there is an inherent lack of trust. Teams need to be put together to look at the priorities.

**Q: What is your communication style and how do you build strong relationships with students, parents, staff, community members and media organizations?**

**How will you handle these responsibilities in order to maintain trust, understanding and engagement within the district and community?**

A: He loves this part of the job. Everything is his style. He moves and he does not sit. Email is not his favorite. Text is quickest. The district needs a comprehensive communication plan. Remind 101 has worked well for him in the past. He can communicate with parents through the website, Instagram, and Twitter. One size does not fit all. He wants to celebrate the districts success and communicate that to the community. He uses everything that works. As we communicate, trust grows. The Superintendent should be the face of the district. He likes to go on the radio and tv to talk about the district.

**Q: What experience do you have preparing all the students for the range of opportunities that await them after graduation? How will you approach college readiness, career and technical education, internships and apprenticeships?**

A: Experience spans from CTE courses up to AP classes. As a Principal, he worked to provide more opportunities in video editing, business, marketing, and industrial shop classes. Another track into the workforce is through the military. Also, in Polson, they partnered with the Providence Hospital to provide internships for Juniors and Seniors to rotate through the ER, billing department and diagnostic imaging. He wants to make sure there are equal opportunities for males and females.

**Q: Nationwide and within our district, the number of students that identify as special education needs is greatly increased. We have also seen an increase in students with severe behavioral problems and mental health needs. What is your experience with this challenging issue and what successful strategies have you been able to employ given existing budget constraints?**

A: More students are coming in. He would work closely with the special ed department and student services to analyze what can and cannot be done under the budget. In the past, they have brought mental health therapy directly into the school. He carved out a space for the therapist in the building. Staff is very tired, and they need to be supported as well with compassion. He would like to bring in extra training for staff and support them as well.

**Q: Our district provides several educational programs focused on specific student populations: Elementary Montessori, alternative High School, High School dropout recovery programs and a gifted and talented program. How would you evaluate and administer such programs and what role they play in fulfilling our mission to challenge and empower each student to maximize individual potential?**

A: He is thrilled to be in a district that provides so many opportunities for students. He wants Helena schools to be the magnet schools. He believes the alternative high school provides a valuable opportunity to many. He wants to see how kids are doing

in each program and see how parents feel. He wants to look at which programs are assets to the community. Student outcome is the key.

**Q: East Helena Public Schools began admitting high school students in the Fall of 2019 and opened the new building in the Fall of 2020. Do you have experience with declining enrollment and how should we plan for needed investment in our high schools?**

A: He has experience with transitioning enrollment. Kids bounced around schools in the district he was in. The district must be exceptional to be where people want to be. He would build teams to include parents. He would strengthen relationships. We may not get them all, but we can make it difficult for them to want to leave. We must ask kids what they're thinking and seeing and wanting as well.

**Q: Like many districts within Montana, revenues are often insufficient to meet rising personnel and facilities costs. We have utilized budget forecasting to build a shared understanding of our financial situation, but what additional steps should we take to help close the revenue gap?**

A: Costs are going up and revenues are going down. In the 2017/19 legislative sessions, schools were given areas to be more flexible to take the burden off the general budget. Currently about 92% of the general budget goes to salaries. Our business office is solid. Janelle and her team are a good resource. That is a reputation that they have all over Montana and he trusts it. As an example of the flexibility, transportation funds can be moved to health and safety. Sometimes you can reallocate funds. Keep an eye on the legislative session as well.

**Q: What experience do you have with developing and implementing long range facilities planning, including boundary adjustments, land acquisition, new construction and maintenance. Please explain how you have involved the community in these discussions and decisions.**

A: Construction, land and facilities work have followed wherever he has been. In Hamilton, he helped to build the new High School in 1997. In 1999, he went to Alaska and as an elementary principal in the mid 2000's, he was at a school meant for 400 kids that was housing 640. He was the project manager for building a new elementary. After moving to Washington, a bond was passed to build a new high school and he was part of that effort. In Polson, snow took out the gym, so he had to work on the repair of that facility. He has seen bonds fail as well. He has experience holding community meetings and communicating through social media and pamphlets, etc.... He will work to update the aging buildings in the Helena school district.

**Q: Leading a school district is difficult and an all-consuming job, especially during a pandemic. How do you handle the stress involved with your work?**

**How will you maintain a sustainable work/life balance while successfully running our school system?**

A: His kids are out of the house now and he is at a good place in his life to focus on a job like this. He does not like to fail so he works very hard. He will ask the Board to help if needed. He likes to cook, camp, and work out. He will take time and unplug when he feels he needs it. It is just the right time in his life and career to do a job like this one. He is confident he can do the job and do it well. Helena is his home now.

He has ambitions are to be great and he wants that for the district and the kids. His parents instilled the importance of education in him and helped him to get a college degree. He believes education changes lives. As he gets older, he has matured and realized he does not know everything. It is ok to ask for help and get support from those around you. He also has coached basketball, baseball, and track.

**Q: Is there anything in your background that could come out in this process that you would like to discuss now?**

A: If you google his name and Polson school district, you will find the story of the color wars that went viral. During Polson's homecoming dress up days, each class picked a color and whichever class wore the most of that color won for the day. One class's color was white, and they wrote "white power" on their shirts. They were asked to take them off and they did, but not before taking pictures in them, which then got out and went viral across the country and painted a very different picture of what was going on. It was misunderstanding but he apologized for it and even call the tribal council and apologized.

**Q: Any questions for the Board?**

Q: What are quality indicators that set Helena schools apart?

A: Supportive and education minded community, good longevity and retention of teachers, excellence with high achieving students, Janelle and the business office are exceptional, teachers are exceptional and dedicated, Helena Education Foundation is a huge asset, great variety of classes, passion of the families and staff and we are the capital and people look to us to provide leadership.

Thank you.

2. Superintendent Search -- Review Background & Reference Checks --  
CLOSED SESSION (Personnel Specific: This portion of the meeting will be closed because the demands of individual privacy clearly exceed the merits of public disclosure. MCA 2-3-203)

**B. ITEM FOR ACTION**

1. Superintendent Search – Select Finalists



All Board members agree that Dr Kevin Aten and Rex Wertz are the most qualified to move forward to the finalist interviews, set for February 19.

Reasons given:

Dr Kevin Aten: Has experience as Chief Human Resources Officer in collective bargaining issues. He is a good communicator and natural relationship builder. He is the strongest and most experienced on paper.

Rex Wertz: He has been both an elementary and high school principal. He has a MT Superintendents license already. He has a passion for education.

**Motion:** Accept Dr. Kevin Aten and Rex Wertz as the 2 finalists made by Trustee Haththorne, Second by Trustee McEwen

**Public Comment:** None

**Board Comment:** None

**Vote:** 8-0. Motion carries.

**IV. PUBLIC COMMENT**

Courtney McAdams: She would like the Board to look at some of the stats on the kids who are in the yellow or red zone currently. When will the Board create a plan to fix this issue? Will that be this summer? Is this something that can be added to the agenda?

**V. BOARD COMMENTS**

Thank you to all 29 candidates. Thank you to Chairman Muszkiewicz who has worked very hard through this whole process. Thank you to HYA.

**VI. ADJOURNMENT**

There being no other topics for future meetings and no public comments on issues not on the agenda, the meeting adjourned.

Respectfully Submitted,

Luke Muszkiewicz, Chair

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Gretchen George, Recording Secretary    Date



Superintendent  
Tyler Ream, Ed. D  
324-2001

Business Manager  
Janelle Mickelson  
324-2040

Board of Trustees Special Session  
Ray Bjork Center (1600 8<sup>th</sup> Ave) and via Microsoft Teams  
Friday, February 19, 2021  
9:00am

**MINUTES**

**ATTENDANCE:** Present unless otherwise noted

Luke Muszkiewicz, Board Chair  
Siobhan Hathhorn, Board Vice Chair  
Terry Beaver, Trustee  
John McEwen, Trustee  
Sarah Sullivan, Trustee  
Jennifer McKee, Trustee  
Libby Goldes, Trustee (online)  
Jennifer Walsh, Board Member

**I. CALL TO ORDER/ PLEDGE OF ALLEGIANCE**

Chair Luke Muszkiewicz called the meeting to order at 9:00 am and led the Pledge of Allegiance.

**II. REVIEW OF AGENDA**

No Change

**III. NEW BUSINESS**

**A. ITEM FOR INFORMATION**

1. Superintendent Finalist Interviews
  - a. Dr. Kevin Aten

## **Dr Kevin Aten**

### **Q: What tools and techniques do you utilize to support staff and encourage personal growth and development?**

A: There will be short-term and long-term needs for staff regarding the pandemic. Some people are having more trouble than others. Some will need emotional support. Some are coming back with trauma. They may have lost someone or have ongoing issues from having COVID themselves. We want to give people confidence. There are also professional learning needs. Some will need pieces that others do not. There is no going back. The workplace has changed, and the needs of students and families have changed. We must be conscience of how we respond to the staff and to families. He always trains on what it means to be warm and welcoming. His staff has agreed to always get back to people within 24 hours with some kind of response. It will involve stakeholders. One size fits all staff development does not work. We need to help people where they are. There is a teacher shortage, and we need to retain the staff we have. He looks forward to the challenge.

### **Q: Where do you want to see Helena Public Schools and Helena's students and staff in 1 year and in 5 years, and how do you chart a course to get there?**

A: Helena School District #1. That says it all. He is inspired by what he saw the day before this final interview. He wants Helena to be the district of attraction and not to worry about what other districts are doing. Short term he would look at credit recovery for high school students. Learning recovery will be a need for elementary students. There is research from other disasters like Hurricane Katrina, that shows that we can make this up. However, for Juniors and Seniors who are looking towards graduation, that is a priority. For the 1-year goal, he will work on credit recovery at the higher level and for the longer term he will focus on learning recovery at the lower levels. For staff, we need to start as early as yesterday to find out what is needed. He is always looking at the horizon. People need to know where the district is going. We need to have communication, culture, input, and order. If communication is lacking, culture will fail. If people feel that they do not have input, then order suffers. All four must be aligned to keep Helena as the number 1 school district. In 5 years, he wants the district to be the model for how to do this right. He wants to be the model for how the districts should support students, and make sure they graduate on time and that our younger kids are back to grade level. There will be a brighter day because he believes in the power of public education and the power of educators. If you put a group of educators together in one room and ask them to solve a problem, they not only solve it, but it comes out better then you could have ever expected.

### **Follow up: Can you talk about how your experience helps to put into operations the Strategic Plan not only with students but also with trustees?**

The strategic priorities for the Helena schools show 6 priorities. They are an amazing 6 buckets. The current plan that he developed is on one piece of paper. Each area can have its own action report. He believes that one person should oversee each of the 6 areas. As an example, the budgetary priority would put Janelle in charge because that makes sense. So, her job would be to align and make sure we stay on focus for that priority. Then every 4 months, he would come

back to the plan to “scrub” it. You can look and make sure it is working or not working and then you can make changes. You do this to stay on the same page as the trustees. And you make it very public, so the community knows we are focusing and getting somewhere. You never want it to get stale. First priority would be to have a plan for each of the 6 priorities and make it actionable.

**Q: What are the best approaches to gain and maintain trust and respect? Describe a time where you believe you were successful in overcoming a distrust or disrespect issue or situation.**

A: Trust and respect and everything that are good and wholesome in a school district are built at the speed of relationships. We often do not trust people because we do not know them. Sometimes the issue can also be cultural which can also be a relationship issue. So, the first part is that trust and respect are earned. But the currency of that is relationships. Superintendents do not have a magic wand. Having relationships and sitting down with people is important. He does not love sitting across a table from anyone. He loves to sit in a circle and put down the phone or computer. Our work is hard, so we need to build relationships. In October 2015, he was able to work out a plan forward in 2 hours after others could not do it in 80 hours. Salaries improved, moral improved and a bond passed. There are countless examples that happen in school every day. He uses listen, empathize, agree, and follow up. He truly listens to concerns and assumes they are coming from a place of positive content. What can we agree that we can fix? Then he follows up with them. If you do not do that, then people think you do not care. That interrupts the relationship. One of the joys of his job is helping to find solutions. People sometimes come to him huffing and puffing and leave feeling heard. Be kind and give people grace and space.

**Follow up: What do you do when there are just too many concerned parents? How do you prioritize?**

A: If a mass of people all has the same concern, he must take a look. Is it safety or something else? The safety concerns he can get right to. Other concerns can be more complex. You may have to listen to one who is a representative of the group by having a meeting. Make sure to really understand and follow up on what we can do and will do. People want to be heard and see changes made. People want personalization. We cannot do all things for all people, but we should do what we can.

**Follow Up: People should maybe start at the lowest level and if its an issue with a teacher, then go to the Principal. Problems with the Principal would go to the Assistant Superintendent. Individual parents don't necessarily know how that works. Would you change that practice?**

A: This is the chain of command question. One of his non negotiables is the chain of command. As an example, questions about homework in a certain classroom should not go straight to the Board. He encourages that all staff be trained in getting back to people because then problems can be worked out and not have to go to the higher levels. Email is for confirmation and not

conversation. Picking up the phone and having a meeting is going to be more effective. Zoom and TEAMS and all the other things have made it easier to take care of this.

**Q: Describe a time when you implemented a change that was innovative or necessary to enhance or correct a problem in a program. What was the change? What steps did you take to devise the approach and what was the outcome?**

A: True innovators are problem solvers. There are countless small examples. The most inspiring solutions that have come out of problems were when we put the team of people at the levels which the problems were occurring in the room. He stayed out of the room and he gave them the space they needed. They came out with a 3-tier intervention plan. The freshman coming into his high school had different schedules and shorter or longer interventions. In Bayfield, the old elementary was vacant and crumbling and he saw that as an opportunity. He involved the community. Now there is a college, a school-based health clinic, a food share, and a daycare co-op. It is also the site of the alternative high school and they have access to the other things in the building. They work and volunteer at the food bank. Great leaders find a way to say yes. He dreams big. The food bank is now putting in a grow dome. If there is a way to say yes and do it together, he will find the way. Its easy to chase shiny objects but we need to find solutions with those that are involved. Educators get the job done.

**Q: What are your thoughts on meeting the social emotional needs of staff? Are you familiar with the Montana Behavioral Initiative or a similar approach to student behavior? What is your experience?**

A: His whole dissertation is around positive behavior support: Supporting behaviors and restorative practices. If the culture and behavior are right, that is everything. Behavior at its most simple level is to get into or get out of. We understand behavior until we get to be parents. When kids do things in school, it is usually to get out of things. For a child who understands this, the best place in their mind is the office. But they are not in the classroom and that is not good. We need to understand. We are not talking punishment we are talking consequence. Restorative practices with kids work well. Kids understand that having that conversation is not just saying I am sorry. Its talking about understanding and how it makes the kids feel. With age comes wisdom and we have all been there so we can encourage as well. We must give space and grace and kindness. We have personnel and personal. Do not take it personally. That kid did not come to school today to make you upset. We need to provide soft landings. In the high school where he was principal, the minorities and kids in poverty did not want to leave his school. We must teach behavior and what we expect and be warm, welcoming, caring adults. One plugged in adult can help a kid overcome everything. Even disengaged kids make a relationship with someone. Kids who were expelled from other districts did well with his school. He did it together as a staff. Some kids have a lot and need a lot. Kids cannot learn if the social emotional part is not right. Safe ride to school matters. Warm lunches matter.

**Follow up: How would you approach from the district level. We have some very effective behavior programs but they vary from school to school. Is it more effective to have a master plan or more effective for each school to work independently in that area?**



A: Two neighboring schools might approach things differently. We teach what we expect. From a district standpoint, it should be expected that each school have a plan but beyond that, you must look at the data. If school A has low incidence of behavioral issues and B has high incidents, then you have to let that data rule. Make that a district priority. Go back and “scrub” the data and make changes. Sometimes different things will work for different schools and the different populations. Caring staff looking at the situation and working with families and kids is what will work.

**Q: Our students have experienced a COVID lag, similar to the summer lag that is common. Students will vary in their lag time from 0-12 months. What processes would you employ to alleviate this missing learning period for elementary, middle school and high school students?**

A: There are some students who have done well in the online environments and we do not want to run them through things they don’t need. iReady assessments will help show where kids are. The reports are already out there. Reading is down much less than expected. Math is more but less than expected. There must be a phased approach. There is more time with elementary students. We must work with stats. There is not an appetite to go all summer. Kids and families are tired. We can maybe do enrichment though the summer. In a past school where learning was down, he did education bell to bell. Kids were not released early. They did not wait at the door for the bell. He protected every minute of learning. With high school now we have more pressing issues. We have credit issues, and we have graduation. His wife is currently teaching all online. She has 15 or 20 that have not even engaged. That is an emergency for Juniors and Seniors. If those young people want to graduate, we must craft a plan for credit recovery and doing this in the summer is tough on teachers. Middle School is just in the middle. There is a longer time, but they need a lot of social emotional support. We can break kids into groups and have some do summer this year and some next year to catch up. But we need kids to be back in front of teachers before the lag gets too big. There will not be enough federal dollars to fix all this. The way we fund this will also be a critical conversation.

**Follow Up: You mentioned part of the plan is to offer a summer opportunity to the students. If there is opposition from teachers or the community, do you see there is time to offer that in the time that we have?**

A: Yes. There will be families that say no way. We must have intervention periods. Maybe we do a chunk of after school. Next year will have to look different. You can also offer a 0 hour. There is motivation in things like that. We must continue to monitor the data. How much prescription do we need to write for this? It is going to take some time, but we will get there.

**Q: What is the Superintendents role in Special Education leadership and how to you evaluate whether the Special Education programs (which are a broad category) are meeting the needs of students?**

A: He has a long history of being very clear about special services and individual learning for students. For too long, Special Education was a dead end. His leadership is a commitment to the fact that it is a service and a way to provide skills and provide the kids that need a little more, a

little more. It's another non-negotiable. In education, the term main streaming is used. What he wants is instruction for all children that can benefit and be delivered by a caring teacher. An ideal model has all services coming into the schools. Once kids get to the school they do not want to leave. Transitions are hard for kids with behavioral issues. Staff should know who these kids are to be able to provide the supports. Where he is now, you can stay in school until you are 21 if you need the help. The programing should follow the children. Look at the data, the families, and the needs. Vocational rehab and job coaches can be brought in for the older kids. He does not have to be the one doing it, but people know it is a non-negotiable for him. It builds respect and trust and confidence, and it builds a community.

**Follow Up: Could you elaborate a bit more on how you would evaluate how Special Education programs are as productive as you would like? How about for the learning disabled?**

A: They learn differently. They need extra. They should still be taking the assessments. We look at the kids who are on an IEP or 504 plan and look at the different genders. At that program and school, we must look at the numbers. If we see a place where the achievement is not the direction that we need it, we need to "scrub" that data and sit with the staff and give them license to say, get off the horse and fix it. You can do the assessments as many times a year as you need to see where they are. The data sets you free to do what you need to do and make the changes. Be hard on the problem and not on the people.

**Q: Although schools offer a variety of programs, academic achievement is at the heart of our educational mission. How do you measure academic success and identify areas of need at the district level, school level and for student sub groups and how would you address these areas of need and make sure improvement plans are implemented at all levels within the district?**

A: District level data is great from a dashboard. Districts should get a dashboard. Trustees can see how we are doing overall but, it does not help teachers in the classroom. It helps us to advocate at the top level. Its easy to get caught up in state testing numbers but, it is easy to get caught up in one snapshot. The other part of the measurement is the iReady assessments, etc. Those can be done more often and shows us where our kids are at this space and time. These measurements make sense at the classroom level. Teachers can read and understand it. It shows teachers where to go next and that is ideal. The other piece that the research says is clear is that children should be involved in smart goals. Kids know what they are good at and what they need to work on. Having improvement plans that include smart goals for kids are important. Behavioral objectives should also be included. What are we doing for authentic learning at the higher levels? When he was at a high school with a reading problem, they took all high school teachers to elementary classrooms and they learned how to be reading teachers. He had a shop teacher who did not know how to introduce reading into his classroom. They got online and found a story on CNN about a safety violation, and someone had fallen into a fan. The kids read that story because it was interesting. That shop teacher became a wonderful reading teacher. All of us must put in the plan and work on it. They put up data walls in the office and made their

goals public. That teacher was a dear friend. He was tragically lost to suicide later. So, he wants to celebrate and honor him and what he did.

**Q: If you could design the perfect centralized office and leadership team, what strengths and skills would you seek to compliment any weaknesses in your skillset.**

A: In the true colors training, he is an orange. He is an idea guy. He looks ahead at the horizon. He is an innovation guy. But sometimes innovation without purpose, without why, without communication is chaos. He is looking for people who can do the nuts and bolts. You must be supportive to each other. He is looking for people who can map things out and keep them going. He always has a laptop and can sneak in little times to work. He wants people around him who have been principals too. He serves and supports principals. That experience is key. There are some people who are inspiring coaches, but he also needs people who have sat in that chair. He is a big personality and has a lot of energy. So, he needs people who are high energy. He says he may be a bit impatient, so he wants to see things happen. He wants to see forward progress. He will listen, learn, and lead. This district seems to have great people and be organized well. He wants a team who is completely honest. If his team can come up with a good solution, he can sell it. He wants to be number one every day for the kids and families. Some people fear talent. He does not. He wants great people on his team. Kind, smart and honest. More brains are better than one. But it does take talent to manage talent.

He thanks everyone for the last few days to see the inspiring work being done in the Helena school district. He thanks the trustees for being so caring. Students were in every way the best example of what Helena has to offer. He spoke about music and sports and mock trial and it was all very inspiring. He is a fierce advocate of public education. He is committed to making the transition if chosen. The school district in the capital needs a higher level of advocacy and he has experience with that. He has experience with human resources and the labor unions and bargaining. He has the experience as a Superintendent. He is a bold leader. He is an innovator. He understands this is a tough job. He thinks this process has been amazing. He would be honored and blessed to be part of the team.

RECESS

b. Mr. Rex Weltz

**Mr. Rex Weltz**

**Q: What tools and techniques do you utilize to support staff and encourage personal growth and development?**

A: He works to build strong relationships and provide an opportunity. In Polson, they invited teachers to participate in a personal development and training plan and then those plans were implemented throughout the year. At the end of the year, they were revisited to make sure they were working. We want our teachers and staff to grow. We would offer a certain amount of

money for development. Staff would post what they are reading as well so students can see that their teachers are developing too. Agreements with the unions and supporting it financially.

**Q: Where do you want to see Helena Public Schools and Helena's students and staff in 1 year and in 5 years, and how do you chart a course to get there?**

A: He wants to be great, and he wants the district to be great. He wants input from the Board and the internal and external community. He wants to work to identify what that looks like. He wants to be a district where kids want to be as well as educators and he wants them to stay. That's something that would be part of the strategic plan in a 1, 3 and 5-year plan. In the first 5 days he would set the priorities and in the first year, develop that in the plan. He would look at what has been accomplished and where we need to go. There is money available to help schools recover from COVID. One of his connections in Montana are people who can develop a strategic plan. We must reach out to external stakeholders. He is excited to reach out and find out what people see as strengths, weaknesses, and opportunities. He would reach out to the faith-based community and civic organizations and see what the district can improve. Internal conversations are also important. In Polson, the strategic plan was built at a retreat. He brought people to the table and these are the people who will be involved in implementing. Those plans should mimic what we and the community want.

**Follow Up: How do you see the Board interfacing with the central office staff who work under the Superintendent?**

A: There is often a day or two to put together a plan then everyone goes back to their corners. He has no reservations for the Board interfacing with administrators or office personnel. He would only ask for a heads-up so there are no surprises. Not everything has to run through the Superintendent. There is nothing he would have to hide. We have the freedom to build that into the Strategic Plan. When we do this, we put a timeline and who is responsible for each area. So, he would trust the Board to be in touch with the people who oversee each area. He knows we are all in it for the right reasons.

**Follow Up: The Strategic Plan is based on data but is also a bottom-up kind of process so people can get together and submit their wish lists:**

A: Yes, teachers and principals need to have the ability to say what their needs are and what they are seeing at the ground level. Principals need to let everyone know what they need in their specific building. Bottom up, top down to meet in the middle. The Strategic Plan needs to be a moving document. The district needs to know what their beliefs are. One person cannot run the Strategic Plan. Many people need to know how to build them and run them.

**Q: What are the best approaches to gain and maintain trust and respect? Describe a time where you believe you were successful in overcoming a distrust or disrespect issue or situation.**

A: His career has been built around building trust and respect. You cannot ask for it or demand it. You have to role model it first before it comes back to you. Actions speak volumes. You must be trustworthy and humble and willing to admit when you make mistakes. Strong

relationships are trust relationships. An example, in Polson, during Homecoming was the Color Wars. Kids dressed in a particular color for each class to see how many in each class dressed up. A lot of kids participated and one of the colors was white. A couple students put white power on their t-shirts. That created an issue, especially on a reservation. They were asked to take them off and they did but they took pictures in the shirts and they went viral. It was very offensive to the tribal counsel and the native families. He had to call the tribe and apologize. He owned the mistake. He did not defend, just owned it and it built respect. When you try to excuse things, you can lose trust. You must be humble. He also had to reverse a hiring decision because he felt it was a mistake. The community must know that we are willing to admit that we make mistakes too and we are also learning, especially in things like this pandemic.

**Q: Describe a time when you implemented a change that was innovative or necessary to enhance or correct a problem in a program. What was the change? What steps did you take to devise the approach and what was the outcome?**

A: Its never easy. Change is not always easy. There is a lot of unfinished learning now. When we ask teachers to assist with a kid, it has been before or after school. He has some issue with that, so teachers do not get burned out. He had a program when remediation was not working well. He implemented a time and support program for the kids not meeting classroom expectations. He strategically brought key members of the staff together to see how they can fix it. When they were included, they got excited about it. He took the staff to go visit another place using it. It was not forced; it was what they wanted to do. All the students were analyzed every month. All students with a D or F were looked at. 3 to 4 minutes were carved off each class period to create a time between 2<sup>nd</sup> and 3<sup>rd</sup> period. That was a core flex window. They went to the teacher they were failing and worked with them. All C, B and A students, had some freedom within the campus. They reduced the students failing by 50% or better. It had to be well managed. They worked hard and were motivated to get done so they had that freedom period. It also helped teach students how to manage their time. This could be used coming out of COVID.

**Follow up: Would you feel the need to revisit it to see if changes need to be continually made?**

A: Change in personnel effects programs. When someone took over that program for him, they had a bit different spin, and his changes were effective too and they hit up on other needs.

**Follow Up: For the emotional aspect of that change, there was an element of pressure for students to get done to join friends. Was there shaming for the students who were still needing to participate?**

A: Similar to what we see in meals when kids run out of lunch money. We did a good job of marketing it and showing them that we really cared about the grades. It was more self-inflicted than anything. Student body took care of each other which is what he saw in the Helena High Schools as well.



**Q: What are your thoughts on meeting the social emotional needs of staff? Are you familiar with the Montana Behavioral Initiative or a similar approach to student behavior? What is your experience?**

A: Core Flex was partnered with Link Project and the Boomerang Project. He has experience presenting on these. At a presentation, he presented to Steve Bullock during a rainstorm in a graduation effort. It was part of the MBI initiative. Very familiar. Social emotional learning has always been a top priority even before the pandemic. He was part of a pilot program for therapists in school. Not all students have the ability to get to a therapist, so he brought them in to the school. He also started the Sandy Hook Promise. They partnered with Ronan School District. It starts with hello. They did depression screening. They then followed up with anyone who red flagged. He lost 2 friends in high school to suicide. Outreach services were then provided. Conversations were had with parents. That was hard but important. He also worked with the special education populations. He was one of the first to start unified school. It is a part of Special Olympics that is all year long. He would participate with the Special Ed students in Missoula.

**Follow Up: What can we do at the lower levels for social emotional.**

All the foundations need to be laid in early elementary and the key is with the teachers so its important to make sure the teachers are trained. Also, the relationships with the parents. He would also refer to experts. He would also be open to a districtwide curriculum. Its already started.

**Q: Our students have experienced a COVID lag, similar to the summer lag that is common. Students will vary in their lag time from 0-12 months. What processes would you employ to alleviate this missing learning period for elementary, middle school and high school students?**

A: It is here and already being talked about. The lack of learning is not a gap. There will need to be an approach to assess the student learning or lack of that. iReady is a better assessment tool and it will need to be used. Rossiter 2<sup>nd</sup> grade teachers are studying 1<sup>st</sup> grade standards and all the way on up. The previous grade standards will be used as well and be able to teach what was missed. He would do that K-5. Time and support are a big piece. Understand and access. He would never pull kids out of core instruction. There would be other pull-out time to regain what was lost. Core 1 instruction must be great. We may have to work on acceleration. Students are out at 2:20 now and he is having groups of kids who need that help staying later. Working on having transportation to support that as well. In Middle School, we will see as a consequence, that every student in the nation will have to put together a plan. In Polson, there were a team of teachers to help students struggling and he has a plan for doing these things. They are not long-term fixes, but the schools will need more bodies in the classroom to help students catch up. The students who struggle are resilient though. They always find a way, so we will get them through. The students who he is more concerned about are the ones who have never had to struggle, and they are hitting a wall right now. They do not know how to recover from the struggles. High achieving students are struggling K-12 grades and we need to keep an eye on them. Plans in individual schools will have to be different. Morning and evening sessions can help.

**Follow Up: The transportation opportunities are exciting. How would you rate your priority for that post COVID?**

A: He would never want it to go away. The priority will always be to keep the programs that support kids as long as we can fund those. Grant opportunities can help but when those run out, we want to be able to keep the program and not cut them.

One of the best partnerships that came out of COVID was the one between transportation and the meal services. Those buses took meals to families and built connections with families and thousands were served.

**Q: What is the Superintendents role in Special Education leadership and how to you evaluate whether the Special Education programs (which are a broad category) are meeting the needs of students?**

A: His role is support and cheerleading. How you measure the success and evaluate that is when he just stops in to see the interactions and he is looking for rich experiences. Talking with parents about student's success is important. He has a heart for the special needs students. He has never been in a school that supported as well as Polson High, but he saw it as well at Capital High. For a couple of years, the Homecoming King was a student with disabilities. He rode the float, and it was an amazing experience for the students to accept adversity. The students protected that population. He champions them. The culture he establishes and expects is emulated through the entire building. Our Special Ed directors are held at a high regard because it is a tough job. He is constantly trying to get more resources.

**Follow Up: You hangout with the students and talk with them to see what's going on. As a Superintendent, how will you be able to spend that time with so many schools to include?**

A: It is safe to say, he does not know. The beauty is he still gets to stay around kids. We need to ground ourselves in the business of what we do. He will work to schedule that time. He will pop into schools he has not seen yet first. He wants to see adults, but he really wants to see kids too.

**Q: Although schools offer a variety of programs, academic achievement is at the heart of our educational mission. How do you measure academic success and identify areas of need at the district level, school level and for student sub groups and how would you address these areas of need and make sure improvement plans are implemented at all levels within the district?**

A: That is the heart of what the schools do. Parents send kids to school and want to make sure they are healthy and safe. Assessment is a 3-legged stool. It needs to start at the classroom level. What are the assignments? What does the teacher value? The second part is benchmark exams and standards like iReady. The third part is the end of year testing and things like ACT. That is a triangle of data that we can assess. On from that, the benchmark exams need to be examined through PLCs to see what students are and are not learning. Those programs built in between the core classes will help to address what they are not meeting. Self-embedded professional development is also important. It will take time. Its imperative that we make time during PLCs to do this work. We need to value teacher's time. The other part as well, is spending time with the

curriculum developers. We have a strong admin team, and he can't wait to get with them to find out their thoughts as well.

**Q: If you could design the perfect centralized office and leadership team, what strengths and skills would you seek to compliment any weaknesses in your skillset.**

A: We need varying strengths. He has weakness and he does not want them to all be like him. He is looking for people who are passionate, energetic, and want to do the work for the kids. He wants student centered people. Energy means a lot. He has a lot of energy and wants people who will keep up. He is not very patient, and he needs someone who can also slow him down a bit. Carl Elliott...great at slowing him down and being that person for him that he can talk to and that will tell him to refocus. He wants a Janelle, who is great at numbers. He tasks his office to get out once a month and see a school. They need to remember why we are in this business. He does believe that we get into times when we lose focus, and he does not ever want to do that. The office is there to support schools.

**Follow Up: You talked about the strength we have in our principals in terms of academics and assessment. Yesterday we talked about mentorship and a relationship you had with a principal who is now a AA Superintendent. How do you incorporate the former and gain wisdom from the later?**

A: Kirk Miller spent time in Class B and then went Class A and is now AA. A lot of his knowledge of the legislature comes from him. This time when talking to him he was looking for understanding of what he was getting into. He gave him info and told him that he just cannot do it all. He will be a mentor that he can chat with once a month for help. He is also connected with and friends with other Superintendents in other larger schools who he will network with and who will help him. He has connections throughout the state at all levels. He is well connected with the Montana High School Association. He has connections with legislatures.

**Follow Up: 4 questions ago, you talked about screenings you did for suicide prevention. Is there any data showing that that was successful?**

We used to not talk about it and not hype it. Its not the case anymore. We bring people in to do developments. We need to discuss it and talk about it with students and families. He would hope that those hard discussions helped and if it helped one person, it was successful. He will always err on the side of students. They screened every kid and so he would maybe change that and maybe do it at different periods. But he does not have data and doesn't know if they ever could have that kid of data. Possibly an anonymous survey would work. Parents have said thank you for the information and it has pushed them to take care of the issues. Kids coming out of COVID are more susceptible so having conversations with families are important. It shows that we care about the kids.

He is not a big personality. Its not about him but it is about the kids. He does not brag a lot. If something goes well its because someone worked hard to achieve that. If something goes wrong, he will own that. Extreme Ownership, written by a Navy Seal tells us to own everything and as a leader he does that. He is a good leader. He cares about kids and he has good connections. He

will make mistakes, but he is the right choice. He connects well with people and he has passion. He leads by example and works hard. He is relatable. He checks the box of what the community is looking for. He is willing to do the work and he will do it well. He would also like to thank Rossiter for their patience with him while he has been elsewhere in this process.

## 2. Lunch and Superintendent Feedback Review

## 3. Superintendent Background & Reference Checks – CLOSED SESSION (Personnel Specific: This portion of the meeting will be closed because the demands of individual privacy clearly exceed the merits of public disclosure. MCA 2-3-203)

### B. ITEM FOR ACTION

#### 1. Select Superintendent Finalist

**Public Comment is open.** There is a 3-minute time limit. Focus on advocating for the Superintendent you want as opposed to speaking against the one you do not. Please stick to info you have learned from the interview process and engagement sessions. Be respectful, civil and within the privacy rights of either candidate. None.

#### **Trustee Comment:**

**Trustee Hathhorn:** She would like to thank the candidates. Both are wonderful human beings, and she thanks them for spending time with the Board. Both are strong candidates. There were over 100 community members who met with them the day before along with administration, staff, and students. She thanks everyone who submitted comments and it was very close in tally marks. The community feels the candidates are valuable. Her decision is a team approach, and because the candidates were similar in assets, she believes Mr. Weltz could build the strongest team to take the district out of COVID and into an area growth. He was very innovative. He is trustworthy and honest and humble. He also has good connections with other specialists. Her choice is Mr. Weltz.

**Trustee Walsh:** She would echo the thoughts of Trustee Hathhorn in being happy with the community involvement. Both are high energy and have a passion for students. Mr. Weltz has implemented several programs that were impressive, and he presented very specific actions to address district concerns both in relation to the pandemic and outside the pandemic. He has attainable plans and goals for the district. He would be open to using expertise of other staff and stakeholders and not try to do it all alone. She also recommends Mr. Weltz.

**Trustee Beaver:** The job of Superintendent in Helena school district #1 requires academic preparation, personal commitment, professional competence and above all the ability to work with the over 1000 employees of the district. The Superintendent

most importantly must serve the 8000 students in their educational endeavors. He supports Mr. Weltz for the position.

**Trustee McEwen:** The most important thing the Board does is hire the Superintendent and this is a close call. As the public comments suggested, the community is split. Both have strong characteristics that would make them strong administrators for our district. When he first read the resumes, Dr Aten was the best on paper in a variety of ways. The interviews showed that academically he was strongest in that regard. As he read comments, that was also pointed out. He is leaning towards Dr Aten because of that. He has a wider experience, and he is a good communicator. As he toured, he was very personable and approachable. However, Mr. Weltz, he was also well liked. Following them around was like watching two children in a candy store. Both are passionate about the kids.

**Trustee Sullivan:** She echoes what everyone else has said and it has been a tough one. Both are delightful, highly qualified, committed, and passionate. The community is split. They have strong skills sets but are different and she is looking at what we need in the district right now. Many people have already worked with Mr. Weltz and they like him. He is a strong leader and will remain in the community, so that pushed Mr. Weltz over the edge for her.

**Trustee McKee:** This was a very difficult choice. It was inspiring to spend time with two people who put so much passion and time into public education and really share the vision of what public education should be. In the end there can only be one choice and she can appreciate that Mr. Weltz is already familiar with how small the amount of people doing the job are and he is already successful at his school. He explained how he would function as a team and what specifically he has done. She supports Mr. Weltz.

**Trustee Goldes:** She thanks both candidates for the time and energy that went into the process and everyone who helped make arrangements and met with the candidates. Also, the community and the Board and the hours invested are appreciated. We have 2 candidates who meet the requirements. Mr. Weltz resonated with her. She was concerned in the social emotional health of the students, and she was very heartened to hear the programs he implemented in Polson and he will bring an understanding to that area. He is a good team player and humble. For those reasons, she supports Mr. Weltz.

**Board Chair Luke Muszkiewicz:** He thanks the Board for their comments and their work in the process. He appreciates everyone spending the time yesterday and completing the feedback forms. It is a hard decision, and the process did its job. The process started in October and it has been a process that has tried to engage everyone. It started with 29 and ended up with 2 and both are extraordinary. Dr Aten is very strong; he is a distinguished educator and he interviewed very well. He did a great job interacting with everyone. He has learned as a Board Member though; it is about a team working together and as he got to know Mr. Weltz there were a few things that put him on top. His reference checks were outstanding. His relationships throughout the state will put him at an advantage to enact meaningful change and run the district



from day one. He also appreciates his humility. He was clear about what he was good at and proud of his accomplishments but did not hesitate to talk about his weaknesses and admit he needs strong people around him to be successful. He is an internal candidate who already gets along well with the current Superintendent and its an opportunity for a meaningful transition process that can start sooner rather than later. That puts him in a great position to lead from day one. His preference is Mr. Weltz.

**Motion:** Trustee Hathhorn makes a motion to recommend Mr. Weltz as the new Superintendent. Second by Trustee Sullivan.

**Public Comment:** None

**Board Comment:**

**Trustee Sullivan:** Wants to thank Chairman Muszkiewicz for all the hard work that he has put into this process.

**Trustee McEwen:** While he spoke in favor of Dr Aten, he will certainly support the motion. He would prefer the Board be unanimous.

**Vote:** Motion carries 8-0.

**IV. PUBLIC COMMENT** None.

**V. BOARD COMMENTS** None.

**VI. ADJOURNMENT**

There being no other topics for future meetings and no public comments on issues not on the agenda, the meeting adjourned.

Respectfully Submitted,

Luke Muszkiewicz, Chair

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Gretchen George, Recording Secretary    Date