

Board of Trustees Work Session

Tuesday, October 27, 2020

Four Georgians Elementary School (555 Custer Ave.) 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 individuals. 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 Microsoft Teams and/or email your public comment to 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-10-27-2020/>. 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.

AGENDA

- I. TOUR OF FOUR GEORGIANS ELEMENTARY SCHOOL at 3:30pm
- II. CALL TO ORDER / PLEDGE OF ALLEGIANCE
- III. REVIEW OF AGENDA
- IV. PRESENTATION: Four Georgians Elementary School (see attached)
- 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.

Helena Public Schools Board of Trustees

Luke Muszkiewicz
Board Chair

John E McEwen
Trustee

Siobhan Hathhorn
Board Vice Chair

Jennifer McKee
Trustee

Terry Beaver
Trustee

Sarah Sullivan
Trustee

Libby Goldes
Trustee

Jennifer Walsh
Trustee

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VI. NEW BUSINESS

A. Items for Action

1. Approval of the Health Insurance Stop Loss Carrier for the 2020-2021 School Year (see attached)

B. Items for Consent

1. Approval of August 4, 2020, Board Work Session Minutes (see attached)
2. Approval of September 15, 2020, Board Work Session Minutes
3. Approval of September 22, 2020, Board Work Session Minutes (see attached)
4. Approval of October 1, 2020, Special Board Meeting Minutes (see attached)
5. Resolution to Dispose of Personal Property – HHS Welding (see attached)

VII. SUPERINTENDENT'S REPORT

VIII. BOARD COMMENTS

IX. ADJOURNMENT

Next Board Work Session: Tuesday, November 17, 2020, at Helena Middle School



FOUR GEORGIANS

Four Georgians Elementary School
Board of Trustees Work Session – October 27, 2020





Four Georgians Elementary Universals:

4G's Leaders are Respectful, Responsible, Safe & Kind





Four Georgians Elementary Staff Overview

- 24 Classroom Teachers (5 new to 4G's)
 - 17 In-Person/Remote
 - 6 DLI
 - 1 Permanent Guest Teacher
- 1 Counselor
- 1 PE Teacher, Music Teacher and Librarian
- .4 FTE Nurse
- 1 CSCT Therapist and 1 Behavior Interventionist
- Classified Staff
 - 2 Secretaries
 - 5 General Education Paras (1 DLI)
 - 1 Nurse Para
- 3 Custodians
- 2.0 School Aged-Child Care staff for afterschool SACC
- 1.0 Elementary Principal





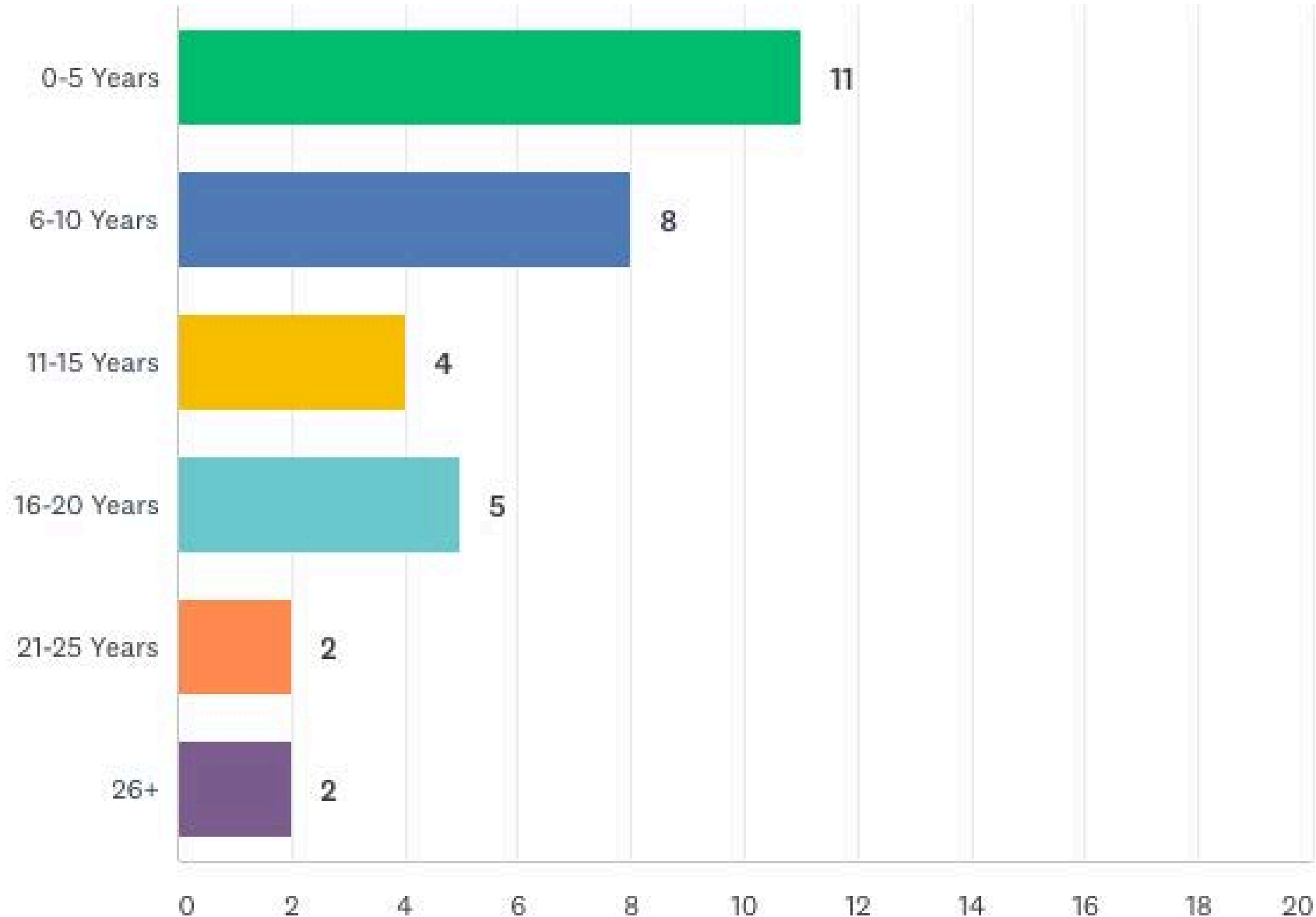
Four Georgians Elementary Support Staff

- 2 Resource Teachers
- 1 Speech & Language Pathologist
- .5 FTE School Psychologist
(Shared with Jim Darcy)
- 4 Special Education Paras
(1 DLI)
- OT, PT & Adaptive PE support





Four Georgians Elementary Classified Staff Years of Experience





Four Georgians Elementary Students

A-Day Students = 183, B-Day Students = 155

DLI = 126 (includes 29 students from Hawthorne, Kessler, Broadwater & Central)

4G's total enrollment = 435

Free and Reduced Price Lunch: 145 Students (16%)

10/13 ~ 67 are qualified free (15%)

10/8 ~ 90 (20%)

10/13 ~ 5 are qualified reduced (1%)

10/8 ~ 23 (5%)

PEAK – 13

3rd Grade – TBD

4th Grade – 8 Students

5th Grade – 5 Students

District Transportation – 167 Students (35%)

Montessori – 8 Students since 2014/15

Individualized Education Plans – 58 Students (13%)

Speech/Language – 26 S&L only/ 18 related

Students in Transition – 5

Angel Fund – 34 for \$3,335 (2019)

CSCT – 10, wait list 8





Elementary Instructional Framework

HSD K-5 Instructional Framework

Ensuring quality instruction, across all educational settings

L

- Learners understand the success criteria for the lesson.
- Lesson outcomes will measure standard performance.
- Lessons contain interdisciplinary content if applicable

E

- 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

A

- 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.

R

- 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

N

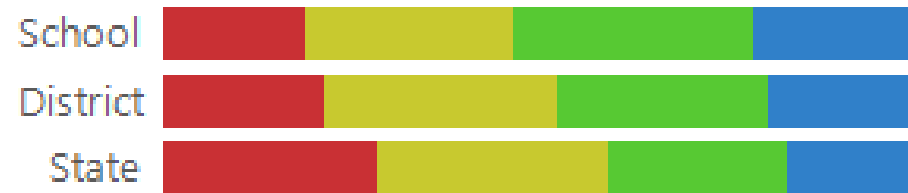
- Notice the need for:
 - Enrichment
 - Reinforcement
 - Remediation
- Need for connection:
 - Student needs more than just instruction on content



Four Georgians Elementary Learning SBAC 2018/19

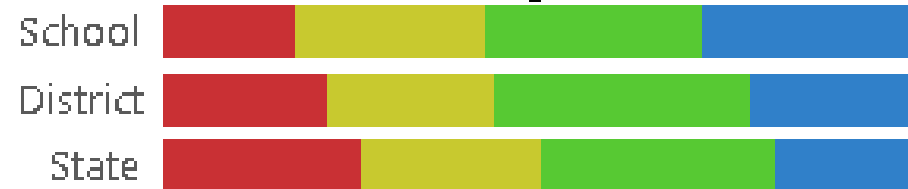
Student Achievement Scores

Mathematics



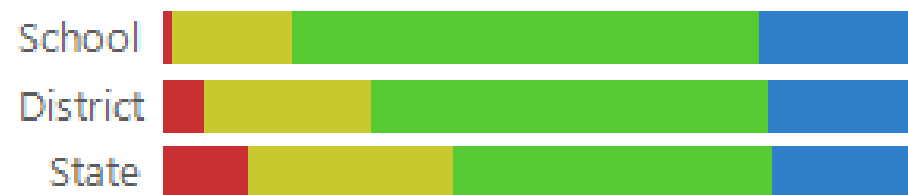
	Novice	Nearing Proficient	Proficient	Advanced
School	19%	28%	32%	22%
District	22%	31%	28%	20%
State	29%	30%	24%	17%

Reading



	Novice	Nearing Proficient	Proficient	Advanced
School	18%	25%	29%	28%
District	22%	22%	34%	22%
State	26%	24%	31%	19%

Science



	Novice	Nearing Proficient	Proficient	Advanced
School	1%	16%	62%	21%
District	6%	22%	53%	20%
State	11%	27%	42%	19%

Novice Nearing Proficient Proficient Advanced



Four Georgians Elementary i-Ready Reading

Overall Placement



- At Risk for Tier 3
4%
- Tier 2
16%
- Tier 1
80%

Grade	Overall Grade-Level Placement	Students Assessed/Total
Grade 2	<div><div></div><div></div><div></div></div> <div>78%22%</div>	72/73
Grade 3	<div><div></div><div></div><div></div></div> <div>78%20%3%</div>	76/77
Grade 4	<div><div></div><div></div><div></div></div> <div>93%3%4%</div>	73/80
Grade 5	<div><div></div><div></div><div></div></div> <div>73%20%8%</div>	80/81



Four Georgians Elementary i-Ready Math

Overall Placement



- At Risk for Tier 3
6%
- Tier 2
18%
- Tier 1
76%

Grade 1	<div><div></div><div></div><div></div></div> <div>87%13%</div>	75/77
Grade 2	<div><div></div><div></div><div></div></div> <div>85%14%1%</div>	72/73
Grade 3	<div><div></div><div></div><div></div></div> <div>72%23%5%</div>	75/77
Grade 4	<div><div></div><div></div><div></div></div> <div>79%13%8%</div>	71/80
Grade 5	<div><div></div><div></div><div></div></div> <div>59%27%14%</div>	79/81

Four Georgians All School tiered support & interventions

Tier 3 (few)

Care Plans, 504 Plans, Individual Education Plans,
Direct 1:1 Academic Interventions, Referral (A-SEL) Team Meetings

Tier 2 (some)

- Pre-Teach/Re-Teach
- Frequent Progress Monitoring
- Behavior Intervention Plans
- Small Group & 1:1 support

Tier 1 (All)

- Direct Instruction
- Clear Instructions
- Plan/Do/Study/Act ~Meaningful grouping
- Multi-modal Instruction
- Recall check for understanding (exit tickets)
- Progress Monitoring

Four Georgians Social Emotional tiered support & interventions

Tier 3 (few)

CSCT, Weekly Counselor check-ins, Calm down space, sensory tools, SPED support

Tier 2 (some)

- Bal-A-Vis-X
- Small Groups (Lunch bunch)
- Check & Connect
- Check in Check out
- Second Step HomeLinks (1:1)
- Mediation (STEP Problem Solving)

Tier 1 (All)

- Second Step Lessons
- Calm Down Kit
- Kelso's Choice
- Niceness is Priceless
- Y4C Mindfulness
- Zones of Regulation
- Run2Learn



Four Georgians Elementary Activities

- Meaningful Work Program
- Student Council
 - Every Person Makes a Difference
 - Spirit Days/Week
 - Welcoming Committee
- Kindness Club
- PTO Family Nights
 - Bootastic Bingo
 - Caroling
 - Kid's College
- TV Free Week
- Courtyard Clean-up
- Spring Fling & Fun Run
- After School tutoring





School Business/Community Partners



*Thank you for your time,
attention and input*



HELENACC
University of M



Board of Trustees

Approval of Health Insurance Stop Loss Carrier



VI. NEW BUSINESS

A. Items for Action

1. Approval of the Health Insurance Stop Loss Carrier for the 2020-2021 School Year
-

Background:

The Helena Public Schools is covered by a stop loss program which insures both individual maximum and plan maximums.

Allegiance has historically managed the procurement of a Stop Loss Carrier that met the terms of our plan. This year, the committee hired Alliant to investigate and procure quotes for Stop Loss separately. Allegiance also provided Stop Loss procurement services as part of their Third-Party Administrator Bid and procured quotes.

The committee reviewed all national bids secured by both Allegiance and Alliant and chose IronShore Indemnity Inc from Allegiance.

The Stop Loss Premium increase for this new Plan Year is \$339,213 for the year. We had multiple high cost claims that are continuing through this new Plan Year that are going to hit our Stop Loss. While we had a few different offers, they had lasers on the ongoing high cost claims that would have been a severe cost to the District and would have exceeded the additional Premium cost increase of \$339,213. Next year, the Committee will look at possibly increasing the Spec limit from \$145k to \$165k to save some money if it deems logical.

This Stop Loss programs continues our \$145,000 Specific level (School District is responsible for each person on the Health Plan) and our \$125,000 Aggregate level (additional limit we have committed to paying for a premium reduction-it can apply to 1 person or multiple).

There will be no changes to our Stop Loss process for this upcoming year.

Considerations:

- The Health Benefits Committee continues to parse out the elements of the health insurance program to ensure a cost-effective program that serves the best interests of members while staying economically feasible.
- This agreement supports the directive of the Board to support our employees and address issues relative to the district budget.

Superintendent recommendation:

Approve IronShore Indemnity as the stop loss carrier for the 2020-2021 school year.



Superintendent
Tyler Ream, Ed. D
324-2001

Business Manager
Janelle Mickelson
324-2040

Board Work Session

Capital High School – 100 Valley Dr.
Virtually - Zoom

Tuesday August 4, 2020
4:00p.m. Meeting

MINUTES

ATTENDANCE – Present unless otherwise noted

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

Dr. Tyler Ream, Superintendent
Josh McKay, Assistant Superintendent
Janelle Mickelson, Business Manager
Barb Ridgway, Chief of Staff
Pat Boles, IT Administrator
Stacy Collette, Human Resources Administrator
Jane Shawn, Helena Education Association President
Tim McMahon, Activities Administrator
Dave Thennis, CR Anderson Middle School Principal
Brett Zanto, CHS Principal
Brian Cummings, Jim Darcy Principal
Capital High School Staff
Howard and Kari DeRosier, Guests

I. CALL TO ORDER/PLEDGE OF ALLEGIANCE

Vice Chair Siobhan Hathhorn called the meeting to order at 4:05 p.m. and led the Pledge of Allegiance.

II. REVIEW OF AGENDA

None.

III. GENERAL PUBLIC COMMENT

Mr. DeRosier, parent, made a statement asking that there is a class to help teach skills to whatever career path the student is entering into.

Abby Nyholf, Warren Elementary teacher, voiced concerns about returning to school full time. Concerns about leave for the current pandemic. The teachers have not been surveyed concerning their own concerns about their health and returning to teaching, full time.

IV. NEW BUSINESS

A. Items for Information

1. Opening of School Plans 2020/2021

While disruptive, the spring of 2020 provided a learning opportunity for the Helena Public Schools. In the span of 72 hours last March, we shifted our district to function entirely online and/or remote including teaching/learning, food services, technology services and other business and/or operations related services. This provided all involved with a significant challenge to overcome as our lives were drastically changed over the course of a few days. Part of our planning process related to the 2020/2021 school year included a full consideration of this past spring as we worked to collectively analyze what went well, what did not go well, and how we can improve as an organization.

Key to this process of reflection was data including insights gained from surveys administered in June and July. While far from perfect, these surveys provided quantitative data that helped highlight strengths and needs. For example, the below insights were gained from surveys initiated this summer. Parents/families prefer weekly information (not too frequently or infrequently). Communication is needed across multiple platforms including email, social media, and website posts. A majority (74%) of parents/families reported utilizing district-provided technology for remote learning. A majority (84%) of parents/families reported having access to internet services that could provide a fast/stable environment for remote learning. Only a small percentage of parents/families reported that their child “loved” remote learning (4%) while 39% of families reported that their child “struggled” in this environment. The remaining 57% of families reported that their child “did well” with remote learning. However, doing well does not necessarily mean that their child enjoyed or prefers remote learning in any regard. Only 55% of HSD employees

reported utilizing district-provided technology to facilitate their remote learning environment.

These insights along with feedback gained from emails, conversations, and the outstanding context provided by members of our planning teams, helped form a foundation for improvement as we approached planning for the 2020/2021 school year. Paired with an unparalleled amount of guidance, we collectively sought to build upon learning in an effort to grow and improve. As noted below, these areas of learning helped inform our collective efforts to design, plan, and prepare for a school year full of unknowns. As we journey forward together, these areas of note will be important to consistently remember.

Consistency is Key: Students and parents alike reported that inconsistencies across classrooms hindered understanding. It was requested that specific technology tools and practices be employed district-wide in order to provide as much consistency as possible should remote/blended learning become necessary. **Frequent Communication but Within Reason:** Parents/families reported appreciating frequent communication. However, daily communication was a reported hinderance and monthly communication left too many unanswered questions. **Weekly school/district communication** seemed to be preferred. **Family Connect = Student Connection:** Time and time again, our connection with a family helped determine our enduring connection with a student. As we consider the 2020/2021 school year, it is imperative that we quickly develop trusting relationships with our students and their families. **Grace, Understanding, and Flexibility:** More than anything, students, educators, and families stressed the need of providing one another with grace, understanding, and flexibility during this ongoing time of uncertainty. As we move forward together, it will be vital that we regularly remember that everyone is collectively enduring an international crisis that our current generations have never previously experienced. Therefore, things will not be perfect, and we must work to consistently support one another in order to thrive during this time of ongoing stress, anxiety, and fear.

Planning for the 2020/2021 school year began last spring. As the COVID-19 pandemic continued through May, it became clear that our Helena Public Schools would need a multifaceted plan for the coming school year. Coupled with our need to improve, a public planning process was developed and detailed for the Board of Trustees as part of their June 9th, 2020 meeting. A related update was provided to parents and families as our planning strengthened to include volunteers from across our district and community.

Beginning in mid-June, over 140 volunteers came together as part of eight teams to focus on the development of plans for each of the below-listed interrelated areas. These volunteers typically dedicated up to ten-plus hours per week to meeting and designing the plans contained within this overarching document. Their dedication and continual service to our students, families and community was invaluable to the iterative

development of the best possible plans. Teams continued to meet through mid-July including dedicated feedback sessions with educators, parents, and other school partners. These “design sprints” (figure 2) provided early feedback from fellow stakeholders that successfully informed and shaped developing plans. Following each feedback session, teams utilized the shared insights to inform their designs. In addition, feedback sessions provided many of the initial questions captured on page 36 as part of our developing Frequently Asked Questions section.

Masks/Face Coverings: As the primary route of transmission for COVID-19 is respiratory, masks or face coverings are among the most critical components of risk reduction. Masks/face coverings protect the general public against COVID-19 infection, with a recent retrospective study estimating near 80% effectiveness in reducing COVID-19 transmission, especially when worn prior to symptom onset. Therefore, masks/face coverings will be mandated for use by all students and employees on-campus in Phase I and Phase II. This requirement is part of our general health/safety practices when, used in concert with social distancing and hand sanitizing, reduces virus exposure and transmission. Additional mask related information included; The CDC recommends all people 2 years and older wear face masks. Governor Bullock’s mask-related order recommends all people 5 years of age and older wear a cloth face covering in public settings and when around people who don’t live in your household, especially when other social distancing measures are difficult to maintain. While schools were not included in the original order, the Helena Public Schools has aligned our health/safety protocols to include this requirement. All students, employees, and visitors must wear a mask properly at all times unless the student or staff member has a medical contraindication for wearing a mask verified by a medical provider (MD, DO, NP, PA only). Students choosing not to wear a mask will not be allowed in the building or on district buses as alternative education opportunities are available. Masks/face coverings must be worn, and six feet of distance must be maintained in all music, theater, band, and choir classes if events are allowed in a phase. Masks/face coverings are required to be worn by everyone on the bus during school bus transportation. Preferably, masks/face coverings should be provided by the student/family, but extra disposable/reusable face masks are available at the school for any student, employee, and/or visitor. Reusable masks/face coverings provided by families should be washed daily or before the next day of use. Transparent face coverings provide the opportunity for more visual cues and should be considered as an alternative for younger students, students who are deaf and hard of hearing, and their teachers. Supervised mask breaks can occur throughout the day. Breaks should occur when students can be six feet apart and ideally outside or at least with the windows open. Students may remove masks for nutrition breaks, and meals. **Distancing:** Physical distancing is another important practice that helps mitigate transmission of the virus. The CDC has recommended maintaining a physical distance of six feet between individuals.

Symptom Screening Upon Entry: Checking for symptoms each morning by families and caregivers is critical and will serve as the primary screening mechanism for COVID-19 symptoms. Schools should provide information to families to support them in conducting this symptom check and families should not send their children to school if they exhibit COVID-19 symptoms. Schools will provide a checklist of symptoms and other guides to help families and students.

Facility Upgrades: As we approach the start of 2020/2021 school year, several upgrades and modifications will have been made to our schools and district facilities. Upgrades and modifications include: Upgraded air

filtration: Our district operations team is working to ensure that the filtration systems within our central heating and/or air conditioning systems are upgraded to the highest possible specifications. These upgraded filters improve air quality, circulation, and ventilation. In

addition, the use of fresh-air returns remains an ongoing part of our air circulation/ventilation design. **Designated hallway traffic patterns:** Each school will be working to designate student/employee traffic patterns within each building. If possible, these practices will include one-way halls to reduce congestion and ensure opportunities to remain safely distanced when on campus. **Partitions and other distancing structures:**

Most of our schools and buildings have undergone renovations in recent years that provide for distancing options for school-based front office personnel. However, in offices open to the public that have not completed such upgrades, partitions are being included to ensure both visitors and employees are provided opportunities to safely distance. **Hand Hygiene:**

Handwashing and hand sanitizing: Handwashing removes pathogens from the surface of the hands. While handwashing with soap and water is the best option, alcohol-based hand sanitizer (at least 60 percent ethanol or at least 70 percent isopropanol) will be available to all students/staff when handwashing is not available. Students will be asked to wash and/or sanitize in and out of their classrooms as part of a general practice.

Student Cohorts: As much as possible, schools will work to cohort students to keep group sizes to a minimum. This practice is expected to be part of lunch and/or recess efforts and may necessitate block scheduling at the secondary level. **Symptomatic Isolation:** In order to minimize

transmission of COVID-19, schools will have an isolation space available for students displaying COVID-19 symptoms. Symptomatic students will be cared for by the nurse and/or other trained personnel but will not have access to other students and/or employees. It will be imperative that parents immediately come to school and pick up a symptomatic child when called.

Phase I is our most restrictive, in-person model for operating school on campus. Most notably, Phase I includes a hybrid model that utilizes an alternating day schedule to limit the number of students on campus at any given time. As a result, students attend both in-person and online in a blended model for teaching and learning. This alternating-day schedule

will provide students with two days of in-person instruction and three days of online learning. This should be considered an “alternate to closure” model as a hybrid effectively provides a highly restrictive environment while retaining a limited number of in-person learning opportunities. While not optimal, district and/or school closure may necessitate a shift to remote learning. Should health or health-related conditions necessitate such a decision, schools would generally close to in-person student attendance for a defined period. During that time of physical closure, all student/family services would shift to an online environment. Given the ongoing challenges of this pandemic, students and families will be provided a remote only option for the school year. This Digital Learning Initiative (DLI) will ensure that students/families that choose to remain involved via a digital option will retain their enrollment in their current grade and school. Students will receive instruction from designated teachers including grade-level consistent content and resources. Pacing of academic content will be similar to in-person classrooms and small-group, online opportunities will be provided in an effort to provide students with access to additional support. Additionally, schools will work to connect students to their on-campus peers through digital/online opportunities. Students attending via the Digital Learning initiative will have full access to our Helena Public Schools curriculum, materials, and technology. Furthermore, students may have additional access to electives, activities, and athletics both during and beyond the school day (details/specifics are forthcoming).

Upon return from this remote option, students will retain their enrollment in their current school and will be able to rejoin their classes and grade level peers. Families will not be asked to unenroll in any regard and will remain active as students within the Helena Public Schools.

Further information will be added to this draft plan as details are finalized. Families will be able to select this option in early August as part of our general back-to-school procedures. As we worked to prepare for the 2020/2021 school year, a number of needs arose that informed our decision to start this school year in a different manner.

First, in order to provide a safe, healthy, and aligned environment across phases, increased teacher/employee training and professional development will be required. Typically, collective time provide for training/professional development prior to the start of a school year is limited. Given our increased needs as we prepare for the coming school year, additional time for training/professional development will be required.

Second, our students and educators have largely functioned in a remote environment for the last five months. Aside from designated services provided across the summer months, few have been in an in-person, teaching and learning environment since mid-March. In order to effectively transition back into our schools, small, designated groups/cohorts will be needed in an effort to provide both physical and

emotional safety. Small student groupings will allow educators to better develop needed relationships and provide more one-to-one opportunities. Third, our students have likely developed needs, both academic and social/emotional since the onset of this pandemic last March. Small student groups across the first few days of school will assist teachers in assessing student needs so that we can effectively plan according to student needs. Finally, students need time to reorient themselves and become comfortable in school. Small student cohorts will provide meaningful opportunities in this regard with the small-group support of educators and other support personnel. Many routines have changed since students were last in school and a dedicated adjustment period can better support a physical and cognitive shift back to school.

For the above reasons, the Helena Public Schools are planning to open the 2020/2021 school year with a designated Rolling Start schedule.

Additional specifics will be provided by your child's school, but a draft district-wide schedule includes the following for the first eight days of this school year (August 26th through September 4th). When our students return to school, their needs may be very different. To facilitate a successful school start, HSD has created guidance for school-based teams in order to be proactive in considering, planning, and implementing both procedural and substantive aspects of a free appropriate public education (FAPE) for students with disabilities and other vulnerable student groups. Ongoing guidance for school-based teams will focus on several noted priorities including safety, health, and the welfare of all students; provision of FAPE; identification of the need for and provision of compensatory services; consistent and detailed documentation of services and supports; and consistent communication with families regarding the Individualized Education Program (IEP). HSD has aligned the priorities, supports, and services of special education with general education. These priorities focus on academic as well as auxiliary supports needed to close achievement and opportunity gaps that existed before and may have changed since last school year. The needs of our students receiving special education services and other vulnerable students will be aligned to individualized supports and resources. These students and their families/caretakers will be at the forefront of team planning when creating district and/or school-level plans. Our planning response includes professional development, technical assistance, and/or training opportunities which includes educators/specialists who play a vital role in the provision of services to students with disabilities and vulnerable student populations. This includes but is not limited to teachers, special education staff, bus drivers, general education staff, paraprofessionals, and administrators. During any crisis, personal or public, emotional needs are intensified. The pandemic of 2020 has taken this intensification to an entirely new level as our community, state, nation, and world seek to endure the rigors of this ongoing crisis. Educators and families alike are working through levels of fear and anxiety that surpass norms of what we have previously experienced. As we approach this 2020/2021 school year, social and emotional supports (SES)

will be a vital component to our collective ability to endure and thrive amidst crisis and confusion.

V. BOARD COMMENTS

Additional discussion within the proposed plan by all board members to include specific dates, however, there is not a specific date currently. There needs to be more information provided from the health department to gain a better understanding to have a date to start school.

VI. ADJOURNMENT

There being no other topics for future meetings and no public comment on issues not on the agenda, the meeting adjourned at 6:38p.m. by Board Chair Luke Muszkiewicz.

Respectfully submitted,

Luke Muszkiewicz, Chair

Jessica Evans, Recording Secretary

Date



Board of Trustees – Special Meeting

Tuesday, September 15, 2020

MINUTES - DRAFT

ATTENDEES

Trustees

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

Others

Tyler Ream, Superintendent
Janelle Mickelson, Business Services Administrator

I. CALL TO ORDER / PLEDGE OF ALLEGIANCE

Board Chair, Luke Muszkiewicz, called the meeting to order at 5:30pm, and attendees recited the pledge of allegiance.

II. REVIEW OF AGENDA

No changes were requested to the meeting agenda.

III. GENERAL PUBLIC COMMENT

No public comments were offered.

IV. NEW BUSINESS

- A. ITEM FOR INFORMATION: Semi-Annual Evaluation Goal-Setting Session with the Superintendent
The board entered a closed session at 5:46pm. The closed session ended at 8:54pm.

V. BOARD COMMENTS

There were no board comments.

VI. ADJOURNMENT

The meeting was adjourned at 8:57pm.



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

Board of Trustees – Work Session

Tuesday, September 22, 2020

MINUTES - DRAFT

ATTENDEES

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

Tyler Ream, Superintendent
Josh McKay, Assistant Superintendent
Barb Ridgeway, Chief of Staff
Janelle Mickelson, Business Services Administrator
Pat Boles, Technology Administrator
Gary Myers, Education Technology Coordinator

Lisa Lowney, Kessler Principal
Trish Klock, Bryant Principal
Lona Carter, Jefferson Principal
Nick Radley, Four Georgians Principal
Erin Maxwell, Ray Bjork Principal
Brian Cummings, Jim Darcy Principal

Lolita Carter
Erika McMillan
Nicole Evans
Chelsea Mazurek-Pierce
Jane Shawn
Howard Derosier
Kim Beatty
Casarah Green
Britany Hoover
Rhett Buckland
Sarah VanStry
Jamie Bright
Amy Pfister
Jennifer Schaefer
Nicky Twitchell
Jessica Pickens
Jessica Wester

I. CALL TO ORDER / PLEDGE OF ALLEGIANCE

After a tour of Kessler Elementary School, Board Chair, Luke Muszkiewicz called the meeting to order at 4:00pm.

II. REVIEW OF AGENDA

No changes were requested to the meeting agenda.

III. SCHOOL PRESENTATION

Kessler Principal, Lisa Lowney, described Kessler's culture as family, community, children, and education.

Ms. Lowney provided the board with an overview of the 37 classified and certified staff at the school. This included 11 classroom teachers, one resource teacher, .6 PE and music teachers, a librarian, a .6-.8 speech therapist, a full-time counselor, a .5 psychologist, a .2 nurse, nine classified staff, a CSCT program, a sign language interpreter, a secretary, two custodians, one SACC person, and one principal. Kessler Elementary has eight para-educators.

Ms. Lowney provided an overview of the students, though a more accurate count would be available after the October pull date. Kessler has 47 DLI students and one DLI teacher, who teaches Grades 3-5. Grade K-2 DLI students are distributed among Central, Four Georgians, and Rossiter. There are 29 Kessler students received SPED services, 32 students receive speech services, and 5 students are involved in the gifted and talented program. Ms. Lowney provided information on student attendance and transportation.

Ms. Lowney addressed Kessler's WIN (What I Need) groups and the Instructional Framework, which was developed last fall based on Deb Hunsaker's Intervention Flowchart Training. A systematic screening for behavior disorders was scheduled for October.

Ms. Lowney provided STAR reading and math data from fall, 2019. She added iReady results from this fall would help Kessler educators determine the level of instructional intervention individual students would need.

Ms. Lowney told the board Kessler School is an MBI (Montana Behavioral Institute) school and educators are trained in Pax. She provided data on incidents by area of school and by grade.

Ms. Lowney provided an overview of the Kessler activities and clubs, along with community and family support programs.

Mr. Muszkiewicz voice his appreciation to Ms. Lowney for hosting the first work session of the school year.

Mr. Beaver asked why a greater number of students moved from B Days to A Days. Ms. Lowney replied her prerequisite was if students did not have siblings in other schools and the change worked best for the family, she allowed a switch. Mr. Beaver asked if that was a consistent practice across the district. Mr. McKay replied they were being handled on an individual basis, and accommodations for families was likely.

Ms. Sullivan asked for feedback on the hybrid model. Ms. Lowney replied the staff has really come together. They started with operations training, progressed to school-specific planning, and then establish and executed the rolling start. She added it has been very challenging but seeing kids

back in the building was great. Ms. Sullivan referenced the systemic behavioral screening and asked for additional details. Ms. Lowney requested Jim Darcy Principal, Brian Cummings, provided the details. Mr. Cummings provided the board with background information on how the screening process was established. The screening took place within the classroom environment – not an interview – to identify internalizers and externalizers. Once those individuals were identified, school educators and administrators worked on a tiered system of approach to look for interventions in a confidential, supportive manner. Ms. Sullivan asked if more speech therapists were still needed. Ms. Lowney replied the elementary schools worked to be flexible to develop the best schedule of support. She added she couldn't speak on behalf of the entire district, but it had been her experience that more speech therapists were always needed.

Ms. Hathhorn asked for feedback on the effectiveness of smaller classroom sizes provided by the hybrid model. Ms. Lowney replied there were some benefits to the smaller classes, but teachers were teaching five days of work within two days. Ms. Hathhorn referenced the STAR math scores and asked what made the school so successful. Ms. Lowney replied the incredible teachers and the use of Math Expressions, which provided an effective pacing and instruction model.

Ms. McKee voiced her appreciation to the Kessler staff for their involvement in the success of each student.

Mr. McEwen asked Ms. Lowney to walk through the MTSS Integration chart. Ms. Lowney detailed the chart for trustees. Mr. McEwen asked for examples of negative behaviors. Ms. Lowney answered a larger behavior would be physical contact. She added it was important to note they looked at processing through the behavior and supporting different choices next time.

Mr. Muszkiewicz referenced the safety and security upgrades and acknowledged District Facilities Director, Kalli Kind, and her team for their work.

IV. GENERAL PUBLIC COMMENT

Kim Beatty requested the board schedule a special meeting make the action to allow additional spectators at school-sponsored sporting events and to open schools five days a week.

Howard Derosier voiced his concerns with the effectiveness of digital learning.

Nicole Twitchell read the email she sent to the District Superintendent and the County Superintendent regarding printing assignments from Teams and requested packets be printed out for students.

The Board of Trustees recessed at 5:20pm. The meeting was called back to order at 5:29pm.

V. NEW BUSINESS

A. ITEMS FOR CONSENT

Mr. McEwen moved to approve the items for consent. Ms. Sullivan seconded the motion. There was neither public comment nor board comment. The items for consent passed unanimously.

B. ITEMS FOR INFORMATION

Dr. Ream presented a draft Metrics-Based Phasing Protocol for trustees' consideration. The metrics included county- and state-wide health indicators. Protocols were developed by looking at metrics-based plans from other communities and the Harvard Global Health Institute.

Dr. Ream provided examples from the Bozeman Public Schools and Yellowstone County Health and discussed how they compare to the Helena School District's draft plan. He told the committee the phasing decisions utilized three consecutive weeks of data and included a range which must be met for each phase. He then outlined the draft protocol for phase decision timing based on primary and secondary indicators. Options to be considered with the phasing protocol were phasing specific grades at different times or increasing the days/hours for students with designated need. He cautioned that Phase I is the only in-school phase that allows for masking and social distancing.

Dr. Ream asked for questions and feedback on the protocol. Mr. Muszkiewicz thanked Dr. Ream for the data, framework, and collaboration with community health leaders.

Mr. McEwen asked if the county health department was making decisions in conjunction with neighboring counties. Dr. Ream replied there was a multi-county command team that met weekly. He added the district paid attention to neighboring counties via the Lewis & Clark County.

Ms. McKee voiced her appreciation for the complicated structure of Phase I and requested the district properly consider to the difficulty of shifting phases too soon.

Ms. Hathhorn asked if there had been enough time to master Phase I. Dr. Ream replied there had not based on feedback he had received. He added they were trying to establish if Phase I was a viable model or if the metrics needed to be redone. He added the logistics of the plan had improved each week of the school year. Ms. Hathhorn asked the amount of lead time a school would need to restructure schedules if a different phase was determined. Dr. Ream replied scheduling would be significant because they couldn't anticipate if parents would choose DLI as an alternative. Ms. Hathhorn asked if consideration had been given to changing the school year. Dr. Ream replied that the logistical steps would need to be determined for that option.

Mr. Beaver voiced his appreciation for the plan.

Ms. Sullivan supported the model since it included the “how” and “why” behind the decisions. Dr. Ream replying he was appreciative of local health partners’ time they have spent working with him.

Mr. Muszkiewicz voiced his concerns on the transition processes of phasing up or down. He asked how the district was in that process. Dr. Ream replied the district phased once – from summer to Phase I, and it took several weeks to prepare. He added the protocol was the first step in the process. The next step would be to structure and discuss logistics with principals. Mr. Muszkiewicz applauded Dr. Ream’s holistic approach to the protocol.

VI. SUPERINTENDENT’S REPORT

There was no Superintendent’s Report.

VII. BOARD COMMENTS

Mr. Muszkiewicz voiced his appreciation to the support staff for setting up the hybrid meeting and allowing the community to engage in a way that worked best for them.

Mr. Muszkiewicz provided the board with an update on the search firm candidates, which included a tentative meeting on October 1 to view presentations from potential firms.

VIII. ADJOURNMENT

The meeting was adjourned at 6:55pm.



Superintendent
Tyler Ream, Ed. D
324-2001

Business Manager
Janelle Mickelson
324-2040

Board of Trustees Special Meeting

RBLC and Zoom

Thursday October 1, 2020
10:00am

MINUTES

ATTENDANCE – Present unless otherwise noted

Luke Muszkiewicz, Board Chair
Siobhan Hathhorn, Board Vice Chair
Terry Beaver, Trustee, excused
Sarah Sullivan, Trustee
Jennifer McKee, Trustee
Elizabeth “Libby” Goldes, Trustee
Jennifer Walsh, Trustee
John McEwen, Trustee
Dr. Tyler Ream, Superintendent
Jane Shawn, HEA President

I. CALL TO ORDER/PLEDGE OF ALLEGIANCE

Chair Luke Muszkiewicz called the meeting to order at 10:06 a.m. and led the Pledge of Allegiance.

II. REVIEW OF AGENDA

No changes.

III. NEW BUSINESS

A. Items for Information

1. Search Firm Presentations

a. Hazard, Young, Attea & Associates

Presentation by Carolyn McKennan and Jacqueline Horejs. Hazard, Young, Attea and Associates, (HYA) proposes to conduct a national search for talented and highly qualified candidates for the position of

Superintendent of Schools for Helena Public Schools. HYA has conducted over 1,400 searches. The consultants who have been asked to lead this search have completed 80 searches. HYA's success is about people: our Associates, their extensive contacts, and the boards we assist. We build relationships with each new search, expanding our reach and our record of success. During a typical year, HYA conducts 60 – 80 executive searches per year. We find that the large quantity of searches the firm conducts puts us at a competitive advantage with respect to other search firms, in that our search volume places us in more frequent contact with a larger number of potential candidates, many of whom are not actively seeking employment but are then known to us and can thus be recruited when or if an appropriate position arises. We believe that the success rate of the executives hired with our assistance is due in large part to the volume of searches conducted. After more than 1,400 searches in every region of the country, HYA is in possession of a network of unique depth and breadth, and is therefore also in a stronger position to identify individuals who meet the unique and varied needs of the clients we serve. This document serves to clearly outline the specific services, deliverables and costs proposed for the Helena Public Schools. HYA shall provide the following services and deliverables. Due to public health concerns, it is anticipated that many of the search services will be conducted virtually. Conduct a Planning Meeting with the Board and provide a summary of said meeting which will detail the timeline and steps of the search process and decisions made by the Board. Conduct individual interviews, focus groups, and/or stakeholder meetings to gather input from constituent groups as decided by the Board. Offer options for community input via surveys in addition to the above input sessions. (HYA offers an optional research-based survey with detailed analytics for an additional cost or a locally designed survey using an on-line survey tool which is included in the search fee if the district provides translation services.) The survey is entirely optional, and the Board may elect to not do one. Present a Leadership Profile Report to the Board, and propose Desired Characteristics based on the data from the optional survey, interviews with district and community representatives and other material made available to the associates. The Engage Phase consists of designing and planning a process of engaging the Board and stakeholders through individual interviews, online surveys, and focus groups. HYA associates have experience in facilitating these input sessions in a virtual or hybrid environment. Information from these interactions assists the Board in developing a leadership profile and selection criteria that match the priorities of the community and that meet the unique needs of HPS. This disciplined, inclusive and research-based approach ensures all stakeholders have the opportunity to be part of the search process and provides valuable feedback about the school district based on HYA's local research and

professional understanding of the district's standing in the broader marketplace. The development of the Leadership Profile Report allows the search team to focus all recruitment and screening efforts on candidates that meet the skills and talents identified by the stakeholder engagement process. Top ranked candidates will have experience, skills and talents that match those identified by the District. HYA has more experience in identifying quality educational executives than any other firm in the industry. We build relationships with each new search, expanding our reach and our record of success. Members of the firm are active professionally in state and national organizations affording ongoing identification of emerging educational leaders with unusual talent and promise. Both associates proposed to lead the search engage with Superintendents and Assistant Superintendents from many districts throughout the region. HYA publishes all Superintendent vacancies across the nation on its website at no charge to the district, and staff will send frequent announcements regarding the search to all associates. We are confident our team's knowledge and experience will produce an excellent slate of candidates for HPS. The select phase consists of providing the Board with a slate of candidates interviewed by HYA associates using the Leadership Profile. HYA associates are committed to spending the necessary time and energy on the details to find the right candidates to bring to the Board. HYA associates then facilitate the Board interviews and appointment process. The Board's decision to hire or not hire a candidate is at the sole discretion of the Board; the Board takes responsibility for that decision. The transition phase consists of assisting the Board and new Superintendent to assure a successful transition. Appointing a new leader is the first step toward accomplishing organizational and student goals for success. Additional transition services such as goals, setting, Superintendent evaluation, and Governance Team processes and protocols are available for an additional fee based on the number of days required. In consideration for Services, the District will pay to Hazard, Young, Attea and Associates: Consulting Fee for the search in the amount of \$20,000. This fee is due in three installments; 50% will be invoiced upon execution of the contract/agreement. 25% will be invoiced upon presentation of the Leadership Profile Report. 25% will be invoiced upon presentation of the slate. Travel expenses for associates will be borne by the Board (for any non-virtual meetings). If the Board chooses to reimburse candidates for travel, candidates will submit the expenses directly to the district for reimbursement. Based on past experience, HYA has designed advertising packages to maximize exposure for the vacancy. The Board will choose the package that best suits its needs Advertising on the HYA's webpage and social media pages are included in the consulting fee. In addition to the national

advertising on HYA's webpage, we recommend that the Board consider advertising in the American Association of School Superintendents (AASA), EdWeek, and the Montana School Boards publication. Additional professional background checks/executive due diligence services if desired by the Board. The cost ranges from \$1100 - \$1950 per candidate. All search related documents will be provided electronically at no additional cost. Upon the concurrence of the Board, Dr. Carolyn McKennan and Dr. Jacqueline Horejs will conduct the search. Throughout the search process the associates will be available to counsel with the Board about the search. The consultants will assist the Board until the Board determines it has found the right candidate for the position. The candidate appointed with HYA's assistance will not be presented to another Board as a candidate if it would result in the person leaving the District within three years of employment unless the Board provides written authorization to HYA that they may do so. If the Superintendent departs from the position during the first year under any circumstances, or within two years if a majority of the board is still in place and departure is due to dissatisfaction and not personal or familial reasons, HYA will recruit new candidates for the Board at no additional cost barring travel, advertising and due diligence expenses. HYA will agree to match the price of any competitive bid if the bid is for a comparable level of services and support (both time and process).

The boards will customize what they would like as far as the workshops are concerned. The transition service, it would be more advantageous to lump everything together in one package fee instead of separating them into categories. Most Superintendents ask for a coach in their packets because they know HYA.

Break called at 11:25am, resume the Special Board Meeting at 11:41am.

b. Montana School Boards Association

Presented by Debra Silk and Karla Smerker. With Tyler Ream's announcement of his stepping down as Superintendent of Helena Public Schools at the end of this school year and pursuant to your request for information on our Superintendent Search processes, we would welcome the opportunity to assist the Board through the transition of a search for a successor superintendent and in this regard, wanted to be sure that you are familiar with our Superintendent Search Process. As you can see from the information contained below, our search process is designed to help the Board every step of the way while ensuring that the Board makes all the decisions along the way. We have over 45 years of collective experience devoted to assisting Montana K-12 public schools with their superintendent search process. We are well-versed in Montana school law, Montana statutes and administrative rules applicable to the necessary qualifications of Montana superintendents as well as laws, rules and regulations that are

applicable to the employment of Montana Superintendents and open meeting laws as they pertain to the hiring process. We also assist the Board in promoting your District to potential candidates on a statewide and national basis. The level, quality, and value of MTSBA's Superintendent Search Services are unmatched. We have assisted all the AA schools in their searches for superintendents at one point or another. We assisted the Helena Board of Trustees with its hiring of Jack Copps and would welcome the opportunity to assist the Board through your upcoming superintendent search process. The following sets forth the components of the service we offer.

Step 1 Gathering Information on Specific Needs of District and Promotion of your District and the Helena community The MTSBA consultants will work with the District to develop the advertisement for the position. As part of this process, we develop a customized brochure promoting the positive attributes of your District and your community.

Step 2 Advertise the Position MTSBA will advertise the position in the appropriate venues in-state and out-of-state for the length of time determined by the Board. MTSBA's application materials, which have undergone extensive legal review, will be utilized for the process.

Step 3 Collection of Applications MTSBA will collect application materials, prepare a matrix of applicants' qualifications, and prepare application packets for the Board's screening process. MTSBA consultant will attend and guide the Board through the screening process. **Step 4 Online Survey/Focus Groups (Board Choice)**

In order to solicit input from district staff, parents, students, and the community about the qualities they would like in a superintendent, MTSBA will provide the district with the following options:

Option 1--MTSBA will develop an online survey link unique to the District, which may be posted on the district website, published in the local paper, or made readily available in another manner (Option 1 is included in the full search contract).

Option 2--MTSBA consultant will facilitate focus groups in the District with various stakeholders (Option 2 is available to the district for an additional half day or full day charge, plus expenses).

Option 3- MTSBA consultant will assist the District with a combination of Option 1 and Option 2 (Option 3 is available to the district for an additional half day or full day charge, plus expenses).

Step 5 Screening of Candidates MTSBA consultant will provide all applications to the Board for screening and will guide the Board through the screening process. MTSBA will share the results of either the online survey or focus group sessions with the Board prior to screening. MTSBA will provide a list of sample interview questions and assist the Board in selection or development of interview questions. MTSBA will coordinate the interview schedule and the candidate's visits to the community in conjunction with the District contact person.

Step 6 Post-Screening; Logistics for Interviews MTSBA consultant will contact finalists to secure interviews. MTSBA will assist finalists with travel arrangements. MTSBA consultant will develop a press release on the finalists selected by the Board.

Step 7 Employment Reference Checks; MTSBA consultant will conduct comprehensive employment reference checks on up to four (4) finalists prior to the interviews.

Step 8 Fingerprint and Criminal Background Checks MTSBA will process and collect criminal background checks on finalist(s) selected by the District at the District's request. (Note: this is an additional option fee service and the District must sign the Addendum to Superintendent Search Contract.)

Step 9 Interview Candidates MTSBA consultant will attend the candidate interviews and will guide the Board through the interview process. After interviews, MTSBA consultant will provide the Board with a reference summary report of the finalists' comprehensive employment reference checks.

Step 10 Offer and Negotiation of Contract MTSBA consultant will contact and officially offer the position to the successful candidate, conveying all terms of the Board's motion. MTSBA consultant will negotiate the terms of an employment contract, in conjunction with the appointed district contact person. MTSBA legal staff will prepare a Superintendent contract to ensure it meets legal standards and reflects the employment terms agreed upon between the Board and the successful candidate. MTSBA will contact candidates not selected on behalf of the Board.

Step 11 Getting off on the Right Foot MTSBA will discuss with the Board the development of a meaningful Superintendent evaluation.

The fee for our Full Search Process is \$7,500 + expenses. Included in this fee structure are up to four (4) consultations with your District/Board by the MTSBA Consultant(s). This typically includes meeting with the Board to discuss details relating to the advertisement, participating in the screening process, and assisting the Board with the interviews of finalists. Your District will save on travel expenses given that MTSBA is headquartered in Helena. Postage and copying fees will only be assessed when excessive. Additional consultations at the request of the District will be charged in accordance with MTSBA's fee structure at \$750 for a half day or \$1,500 for a full day. In-depth reference checks beyond the four finalists included in the contract for services are charged at \$500 per reference check. MTSBA's Superintendent Search Process is a great value for any District. As a member benefit, we offer this service at significantly reduced rates that are designed to save trustees a significant amount of time and money (estimated to be in the \$20,000-\$30,000 range). Our Superintendent Search Services is designed to assist the Board throughout each phase

of the search. This allows the Board to focus on deliberations and decisions in the selection of finalists and ultimately choosing the best candidate to lead the District. Again, we welcome the opportunity to assist your District with its search for a successor superintendent.

Break called at 12:30pm, resume the Special Board Meeting at 12:45pm.

B. Items for Action

1. Selection of a Superintendent search firm and authorization of Board Chair to negotiate the contract.

Board Chair, Mr. Muszkiewicz mentioned that the bottom line is that there is an allocation of expenses for this selection for a search firm. We can choose one of these firms, we can decide to do something else, or we can say we need more time to think about this decision. Extensive discussion about the differences between the search firms. They do basically the same thing, however, with different approaches. Trustee Sullivan pointed out that MTSBA is more appealing as far as the price is concerned, however, HYA does specialize in finding superintendents while MTSBA is a small firm and they wear many hats. When working with them both in the past, HYA was by far the superior of the two. If we are going to bother looking nation-wide, HYA should be used. If we are looking in Montana, then MTSBA would be great. Trustee McKee commented that yes, it seems as if there is a conflict of interest. If MTSBA knows all the Superintendents and the “good, bad, and ugly” without exposing them, then that does not set right. Trustee Goldes has the same concerns as others. Trustee Goldes also asked who is scheduling these interviews; the Board Chair did it last time with HYA. Trustee McEwen added that MTSBA has other duties, however HYA has other clients and we will not get them for 40 hours a week. Trustee Sullivan added that she likes that HYA has the network capabilities if someone is looking for a certain sized district. Trustee Hathhorn said the biggest concerning thing from MTSBA is the unknowns. The question was asked if this is the time for an interim in the district. Dr. Ream explained that he thinks the district should try to have a sustainability in leadership. Interims can help get through a defined amount of time. It is going to matter how fast districts hit the ground running. It is hard to ask someone to give ten years of their life. It should not be delayed another year or two.

Motion: Sarah Sullivan moved to select HYA and give the Board Chair the authorization to negotiate the price and contract based on our discussion. Siobhan Hathhorn seconded the motion.

Public Comment: None

Board Comment: John McEwen stated he would have voted for either one for various reasons. HYA is a solid firm. Trustee Walsh mentioned that if HYA has already done some of this work, it should not have to be paid for twice. The board is asking Chair Muszkiewicz to review the documents thoroughly and come up with a fair solution.

Vote: 7-0 The motion carried.

- IV. GENERAL PUBLIC COMMENT:** *This is the time for comment on public matters that are not on the agenda. Public matters do not include any pending legal matters, private personnel issues, or private student issues. Please do not attempt to address such issues at this time or you will be ruled out of order. The Board cannot enter into a discussion during General Public Comment.*
None.

V. BOARD COMMENT

Chair Muszkiewicz reached out for recommendations for how to schedule interviews, logistics behind everything, and possibly form an ad-hoc committee. Trustee Sullivan explained that it is more of a coordination thing that is time consuming. Trustee Sullivan volunteered to take care of it, so there is not a need to hire someone to do the work. Trustee McEwen and Trustee Goldes offered to be on the ad-hoc committee if there is one to be formed. Dr. Ream offered up the District to help however possible.

VI. ADJOURNMENT

There being no other topics for future meetings and no public comment on issues not on the agenda, the meeting adjourned at 2:47p.m.

Respectfully submitted,

Luke Muszkiewicz, Chair

Jessica Evans, Recording Secretary

Date

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

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

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

WHEREAS, the District owns items of personal property consisting of a JET Metal Lathe BD-920W Belt drive with tooling (value is about \$2000.00) and Hypertherm Powermax 600 plasma cutter and supplies (value is about \$1000.00); and

WHEREAS, the Board of Trustees of Helena School District No. 1 desires to sell or dispose of such Lathe and Plasma Cutter because they are abandoned, obsolete, undesirable or unsuitable for school purposes;

THEREFORE, BE IT RESOLVED, that the Board of Trustees of Helena School District No. 1, Lewis and Clark County, Montana, shall dispose of the Lathe and Plasma Cutter. Interested parties must submit sealed bids to the Helena School District #1 Business Office, 55 S. Rodney, Helena, MT 59601 by 3:00 p.m. on November 11th, 2020. The exterior of all bid envelopes or packages must clearly state: Sealed Bid for Surplus Lathe and Plasma Cutter. Starting bids are \$200 for the Lathe and \$100 for the Plasma Cutter. In the event that no bids are received for an item listed above, the District will dispose of the item(s) in any manner deemed appropriate.

The items may be viewed at the Helena High School Welding Shop, located at 1300 Billings Ave, just North of the main building, Entrance #1 (a small brown shed is next to the building) between the hours of 8:00 am and 1:00 pm on Wednesday, November 4, 2020 . Please call Cindy Galbavy (406) 324-2180 for more information.

This Resolution shall not become effective for 14 days. Upon expiration of the 14-day period, the Superintendent of the District shall effectuate the sale or disposal of the above-described property. Money realized from the sale of any of the above-identified items shall be credited to the Helena High School Welding Resale or Helena High School Welding Club or Helena High School General Fund Welding Building Account.

Adopted this ____ day of _____ 2020.

By:_____

Chairperson, Board of Trustees

DISTRICT CLERK CERTIFICATION:

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

_____; the following Trustees voted against _____; and the
following Trustees were absent: _____.

By:_____

Janelle Mickelson, District Clerk

Helena School District No. 1