



Board of Trustees Meeting

Tuesday, November 10, 2020 - 5:30 p.m.
Capital High School Auditorium and Remotely

Notice: In accordance with State and Local health guidance/regulations, physical attendance at this meeting will be limited to 49 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 remotely 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-meeting-11-10-2020/>. 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. CALL TO ORDER / PLEDGE OF ALLEGIANCE

II. REVIEW OF AGENDA

III. GENERAL PUBLIC COMMENT

This is the time for comment on public matters that are not on the agenda. Public matters do not include any pending legal matters, private personnel issues or private student issues. Please do not attempt to address such issues at this time or you will be ruled out of order. The Board cannot enter into a discussion during General Public Comment.

IV. NEW BUSINESS

A. Items for Action

1. Approval of School Psychologist Evaluation Tool (see attachment)

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

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2. Approval of Policy 5000: Equal Employment Opportunity and Non-Discrimination Policy
3. Approval of Policy 5005: Sexual Harassment

B. Items for Consent

1. Approval of 10.13.2020 Board Meeting Minutes
2. Approval of Warrants (see attached)
3. Approval of Out-of-District Attendance Agreements (see attached)

C. Items for Information

1. Technology Department Update
2. Superintendent Search Update – Leadership Profile, Desired Characteristics, and Survey Summary

D. Reports

1. Policy Committee Report
2. Teaching & Learning Committee Report
3. Budget & Finance Committee Report
4. Health Benefits Committee Report
5. Negotiations Update
6. Montana School Boards Association Report
7. Helena Education Association Report

V. SUPERINTENDENT’S REPORT

VI. BOARD COMMENTS

VII. ADJOURNMENT

The next Board of Trustees meeting has been scheduled for December 8, 2020.

Board of Trustees Board Meeting

Approval of School Psychologist Evaluation Tool



IV. NEW BUSINESS

- A. Items for Action
 - 1. Approval of School Psychologist Evaluation Tool
-

Background:

In accordance with the Collective Bargaining Agreement between the Helena Education Association and the Helena Public Schools, Article XIV – Teacher Evaluation, 14.1 (2) “The Labor/Management Committee shall make recommendations for revisions of the Teacher Evaluation document to the HEA Board of Directors and the District’s Board of Trustees for approval. The Labor/Management Committee shall be allowed to adjust the working and structure of the teacher evaluation document as long as the original intent and philosophy remain intact. All changes made in the Teacher Evaluation document will be reviewed with the Board of Trustees and the HEA Board of Directors on an annual basis”

History: For years, other licensed staff have been evaluated with the teacher rubric, and many of the components did not match the scope and functionality of their positions. Beginning in 2016, the other licensed staff began modifying their evaluations to align with their own professional standards for their specific occupation.

On November 4, 2020, the Labor Management Committee reviewed and approved the School Psychologists Evaluation rubric.

The contract calls for the Board of Trustees to vote and approve this evaluation tool. Due to timing, the HEA Board of Directors will vote on this tool November 17th.

This item rests with the District Board of Trustees for consideration for approval. The tool is attached to this action item for consideration.

A high-level summary of the changes to the evaluation rubrics are noted below:

- Standards of practice with national certification entity.
- Explicit measures to determine proficiency level and development opportunities.
- Comment sections for administrators and staff for a robust conversation relative to performance and goal setting.

Considerations:

- HEA and HPS have worked collaboratively to determine successful performance measures for all staff through the Labor Management Committee.
- Unique to Helena, and indicative of our collaborative relationship, we have created evaluation rubrics which are specific to the disciplines represented.
- School Psychologists across the district have contributed both standards of measure, and professional requirements as well as relationship to student engagement for the betterment of the district as they serve students.
- These documents support the directive of the Board and philosophy to support our employees.

Superintendent recommendation:

Approve the new evaluation rubrics as written.

Helena Public Schools School Psychologist Evaluation Rubric

Educator _____ (Tenured/Non-tenured)

Building(s) _____

Standard 1: Evaluation/Assessment						
The educator demonstrates knowledge of assessment process and assessment tools and can use to effectively inform eligibility and development of interventions						
	Exceptional--4				N/A (Due to employee group)	Evidence of rating
Domain 10. Legal, ethical & professional practice	Fails to respond to referrals and/or needs guidance and support in following through with completing their role	Responds to referrals without prompting but needs guidance and support in following through with completing their role	Is proactive and engaged in referral process, following through with their role	Is proactive and engaged in referral process, following through with their role and providing support/consultation with team process		
Domain 7. Family, School & Community Collaboration	Is rigid and inflexible within the evaluation and team process. Has difficulty planning and executing the evaluation process needed and providing reports that communicate information in a timely manner.	Is focused on limited portion of evaluation and has difficulty working as a member of the team process. Attempts to provide reports including interpretive information but does not always follow needed timelines.	Is flexible about modifying the evaluation as needed within the team process. Provides interpretation, generates implications for learning and completes assessments and reporting in a timely manner.	Defly adapts to needs of the team process, contributing to and guiding as needed. Provides interpretation, generates implications for learning and completes assessments and reporting in a timely manner.		
Domain 1. Data based decision making	Has little familiarity with choosing evaluation instruments based on a referral question.	Is somewhat familiar with a limited number of evaluation instruments and attempts to answer questions seeking out information when uncertain.	Knows the use of multiple assessment materials well to answer referral questions and utilizes best practices regarding impact on student learning.	Is exceptional in the use of a wide range of evaluation instruments, remains current and utilizes best practices regarding student learning.		
Domain 10.	Students are uncomfortable in assessment environment or with educator potentially impacting reliability of data	Efforts to establish rapport with students are partially successful but student ease in the environment may be limited	Creates an environment conducive for assessment. Interactions with students are positive and respectful	Creates an environment conducive for assessment. Students seek out educator reflecting comfort and trust.		
Domain 1.	Provides incomplete/inaccurate data from limited assessments to the team/family	Provides complete/accurate data from limited assessments to team/family	Provides complete/accurate data from a breadth of assessments to team/family that informs the identification/ decision making process,	Effectively provides complete/accurate data from a breadth of assessments to team/family that informs the identification/ decision making process,		
Domain 7	Reports scores with minimal interpretation for teachers and parents.	Can provide information beyond scores/ranges to describe student performance to teachers and parents.	Provides practical interpretation to teachers and parents regarding results.	Provides effective individualized interpretation to teachers and parents regarding results.		
Domain 10	Is very limited in ability to participate with the identification/ decision making and is not able to support all needed legal documents being completed	Needs some guidance and support participating with the identification/ decision making and/or ensuring that needed legal documents being completed	Participates with the team in identification/ decision making process such that all needed legal documents are completed	Effectively guides and collaborates with the team in identification/ decision making process such that all needed legal documents are completed		

Helena Public Schools School Psychologist Evaluation Rubric

Standard 2: (Delivery of Service)						
The educator demonstrates flexibility and responsiveness in adjusting assessments and interventions to meet student needs, as well as collaborating with colleagues on effective interventions to support students						
Does Not Meet Standards--1				N/A (Due to employee group)	Evidence of rating	
Domain 2. Consultation and Collaboration	Fails to consult with colleagues & family during evaluation process.	Consults with colleagues & family sporadically, not effectively tailoring the assessments to answer the referral question.	Consults frequently with colleagues & family, identifying concerns and specific details to guide the assessment process	Consults frequently with colleagues & family, identifying concerns and specific details to guide the assessment process.		
Domain 9. Research and evidence based practice	Provides limited or no input on plans/interventions and input is not based on research/best practice and/or not based on specific child's needs	Provides input on plans/interventions that may be based on research/best practice, but are limited in appropriateness for the child and/or the learning environment and are not effectively coordinating both	Collaborates with team on creation of research/evidence based plans/interventions focused on measurable outcomes aligned with a student's specific needs and goals and have considered student's learning environment	Collaborates with team on creation of research/evidence based plans/interventions focused on measurable outcomes aligned with a student's specific needs and goals that are well coordinated with the student's learning environment		
Domain 2.	Provides limited or no input on the data collection needed to monitor effectiveness of the plans/interventions	Provides input on data collection needed to monitor effectiveness of the plans/interventions, but without clear team understanding or ability to implement process	Collaborates in development of clear and efficient data collection needed to monitor effectiveness of the plans/interventions	Collaborates in development of clear and efficient data collection needed to monitor effectiveness of the plans/interventions that team members feel will work within the student's learning environment		
Domain 2	Is not involved in, or does not regularly follow up on data collection monitoring effectiveness of the plans/interventions	Is involved but not reliably or not in a timely manner in the follow up on data collection monitoring effectiveness of the plans/interventions	Is involved in the follow up on data collection monitoring effectiveness of the plans/interventions	Collaborates and follows up on monitoring of data collected regarding effectiveness of interventions and modifies as needed based on the data		
Domain 3. Academic Interventions & Instructional Support	Has limited or no engagement in development of academic interventions	Participates in development of academic interventions when prompted but provides limited input based on the child's data/needs or on research/evidence based practice	Collaborates in development of clear and efficient academic interventions by providing individual child's data	Collaborates in development of clear and efficient academic interventions that are research and evidence based using individual child's data, and team members feel will work within the student's learning environment		
Domain 4. Mental Health Services & Interventions	Is not able to effectively identify mental health needs of student or coordinate/provide school based support	Is limited in ability to effectively identify mental health needs of student or coordinate/provide school based support	Can effectively identify mental health needs of student or coordinate/provide school based support but struggles to provide both	Can effectively identify mental health needs of student, coordinates/provides school based support and follows up with ongoing progress/needs		
Domain 4.	Is not aware or is not able to provide information to school or family regarding mental health resources based on the child's needs	Provides limited information to school or family regarding mental health resources not necessarily based on knowledge of the child's needs	Provides helpful and quality information to school or family regarding mental health resources based on knowledge of the child's needs	Provides helpful and quality information to school or family regarding mental health resources based on knowledge of the child's needs and following up with ongoing progress/needs		
Domain 10	Loses a great deal of assessment and work time because of confusion, disruptions and inefficient time management	Sometimes loses assessment/ work time due to lack of clarity, disruptions, and inefficient time management	Utilizes assessment time, reporting and meetings through effective use of planning and time management	Maximizes assessment time, reporting and meetings through effective use of planning and time management		

Helena Public Schools School Psychologist Evaluation Rubric

Standard 3: (Leadership within the School Community)						
The educator engages as a leader within the school community to promote a safe, supportive and learning environment						
	Does Not Meet Standards--1	Needs Improvement--2	Proficient--3	Exceptional--4	N/A (Due to employee group)	Evidence of rating
Domain 5. School-wide practices to promote learning	Is limited in base knowledge regarding learning to inform participation, and/or does not engage, in school system development of learning programming	Is limited in base knowledge regarding learning to inform participation in school system development of learning programming	At times utilizes breadth of knowledge regarding learning to engage in a leadership role in the school (system) to guide learning for all students.	Effectively utilizes breadth of knowledge regarding learning & actively engages in a leadership role in the school (system) to effectively promote optimal learning for all students.		
Domain 6. Services to Promote Safe and Supportive Schools	Is limited in base knowledge regarding social-emotional issues to inform participation, and/or does not engage in school system development of preventative and responsive services.	Is limited in base knowledge regarding social-emotional well-being, resilience and risk factors, thus is limited in ability to engage with the school (system) development of preventative and responsive services	At times utilizes a breadth of knowledge regarding social-emotional well-being, resilience and risk factors to engage with the school (system) development of preventative and responsive services.	Possesses a breadth of knowledge regarding social-emotional well-being, resilience and risk factors & consistently engages in a leadership role in the school (system) development of preventative and responsive services.		
Domain 5	Declines invitations to serve on committees and is not seen as a team player in the school community	When asked, will serve on a committee and participate in a limited way in school-related activities	Shares responsibility for department and school-related activities, and actively participates on committee and other school-related activities	Is an important member of educator teams and committees, frequently participating in school - related activities		

Standard 4: (Professional Responsibilities)						
The educator demonstrates knowledge of and follows legal, ethical, and professional practice						
	Does Not Meet Standards--1	Needs Improvement--2	Proficient--3	Exceptional--4	N/A (Due to employee group)	Evidence of rating
Domain 8. Equitable practices for diverse student populations	Is often insensitive to the culture and beliefs of students' families	Tries to be sensitive to the culture and beliefs of students' families	Communicates respectfully with parents and is sensitive to different families' culture and values	Shows great sensitivity and respect for family and community culture, values, and beliefs		
Domain 10.	Does not inform parents about evaluation process, parental rights and what to expect	Makes limited attempts to engage and inform parents about evaluation process, parental rights and what to expect	Gives parents clear, succinct expectation for evaluation process, parental rights and what to expect. Seeks out parent involvement in process	Gives parents clear, succinct expectation for evaluation process, parental rights and what to expect. Establishes relationships with parents and facilitates involvement in process		
Domain 10.	Does not respond to parent concerns and makes parents feel unwelcomed with the school psychologist and their environment	Inconsistently responds to parent concerns and is unwelcoming with their communication and/or their environment	Responds promptly to parent concerns and makes parents feel welcomed in the school and with the school psychologist	Deals immediately and successfully with parent concerns and makes parents feel welcomed in the school and with the school psychologist		
Domain 10.	Frequently acts and/or presents self in an unprofessional manner and violates boundaries	Occasionally acts and/or presents self in an unprofessional manner or violates boundaries	Often demonstrates professional demeanor and maintenance of professional boundaries	Consistently demonstrates professional demeanor and maintenance of appropriate boundaries		
Domain 10.	Not open to ideas for improving self in professional practice. Is defensive and/or resistant to changing/growing professionally. Limited to no participation in professional growth opportunities.	Attempts to listen to input on best practices, feedback and suggestions, but is defensive and/or struggles to integrate into practice. Limited participation in professional growth opportunities.	Responds to input on best practices, feedback and suggestions, and attempts to integrate into practice. Some participation in professional growth opportunities.	Seeks out best practices, feedback and suggestions for professional growth, which are then integrated into practice. Active participation in professional growth opportunities.		
Domain 10	Is either not aware of or is consistently not complying with legal and ethical guidelines for their professional practice. Limited to no response when corrective input is provided	At times is not complying with legal and ethical guidelines for their professional practice. Limited response when corrective input is provided	Appears knowledgeable about and regularly complies with legal and ethical guidelines for their professional practice. Generally receptive and responds when corrective input is provided.	Is knowledgeable about legal and ethical guidelines for their professional practice. Stays abreast of changes in law. Consistently follows these guidelines and is receptive to input if needed.		

Helena Public Schools School Psychologist Evaluation Rubric

I certify that this evaluation has been discussed with me. I understand that my signature does not necessarily indicate agreement.

Educator's Signature

Date

Evaluator's Signature

Date

*** Definition of "Student": Individual(s) receiving educator's instruction or knowledge.*

References: "Educator Evaluation Rubrics" by Kim Marshall,(2009); "A Framework for Teaching" by Charlotte Danielson; "DPASII" from the Delaware's Department of Education then modified with consideration of professional standards for School Psychologists.

<https://www.nasponline.org/standards-and-certification/nasp-2020-professional-standards-adopted/nasp-2020-domains-of-practice>



[NASP 2020 Domains of Practice](#)

The following domains, while described below as distinct, regularly interact and intersect within the context of service delivery. Understanding the domains helps inform the range of knowledge and skills school psychologists can provide.

www.nasponline.org

**Policy Background – Items for Information
Board of Trustees Meeting
November 10, 2020**

FOR APPROVAL:

5000 Equal Employment Opportunity and Non-Discrimination

5005 Sexual Harassment

Policies 5000 and 5005 are being presented for action. They have been reviewed by the Policy Committee twice and the full Board once.

As noted previously they are being revised because in May 2020, the Trump administration released a new rule that outlines when and how K-12 schools must respond to reports of sexual assault and harassment under Title IX, the federal law that prohibits sex discrimination for both students and staff.

2
3 **PERSONNEL**

4
5 Equal Employment Opportunity and Non-Discrimination

6
7 **As required by federal law, including but not limited to the Civil Rights Act of 1964, Title**
8 **IX, and Section 504 and the Americans with Disabilities Act and their regulations** The
9 District ~~shall~~ will provide equal employment opportunities **and will not discriminate in its**
10 **educational programs or activities, including in the area of employment, with respect** to all
11 persons, regardless of their race, color, religion, creed, national origin, sex, age, gender, sexual
12 orientation, gender identity and expression, ancestry, marital status, military status, citizenship
13 status, culture, social origin or condition, use of lawful products while not at work, political
14 affiliation or a mental, physical or sensory handicap, or by any other distinguishing characteristic
15 if otherwise able to perform essential functions of a job with reasonable accommodations, and
16 other legally protected categories. **For purposes of this policy, “sex” includes sexual**
17 **orientation and gender identity and expression.**

18
19 The District shall not retaliate against any employee for complaining about not receiving equal
20 employment opportunities or other unlawful discriminatory practices, participating in a
21 proceeding regarding the denial of equal employment opportunities, or otherwise opposing
22 discrimination.

23
24 The District will make reasonable accommodation for an individual with a disability known to
25 the District, if the individual is otherwise qualified for the position, unless the accommodation
26 would impose undue hardship on the District.

27
28 Persons who believe they have not received equal employment opportunities or have been
29 retaliated against should report their claims ~~to the Superintendent through the Uniform Grievance~~
30 ~~Procedure.~~ to the building principal or department supervisor. **Inquiries regarding sex**
31 **discrimination or sexual harassment may also be directed to the District’s Title IX**
32 **Coordinator, the Assistant Secretary for the U.S. Department of Education, or both.**
33 ~~Claims of sexual harassment or disability discrimination will be handled through the District’s~~
34 ~~Title IX and Section 504 and ADA.~~ **Sexual Harassment Grievance Procedures. Claims of**
35 **disability discrimination will be handled through the District’s Section 504 and ADA**
36 **Grievance Procedure.** All other claims will be handled through the Uniform Complaint
37 Procedure.

38
39 No employee or applicant will be discriminated against because he or she initiated a complaint,
40 was a witness, supplied information or otherwise participated in an investigation or proceeding
41 involving an alleged violation of this policy or State or federal laws. The District reserves the
42 right to take action against any individual who knowingly makes false accusations or knowingly
43 provides false information.

44
45 Retaliation against an employee who has filed a discrimination complaint, testified or
46 participated in any manner in a discrimination investigation or proceeding is prohibited.

Cross Reference: 1085 Uniform Complaint Procedure
 Title IX **Sexual Harassment Grievance Procedure**
 Section 504 and ADA Grievance Procedure

Legal Reference: 29 U.S.C. §§ 621, *et seq.* Age Discrimination in Employment Act
 42 U.S.C. §§ 12111, *et seq.* Americans with Disabilities Act, Title I
 29 U.S.C. § 206(d) Equal Pay Act
 8 U.S.C. §§ 1324(a), *et seq.* Immigration Reform and Control Act
 29 U.S.C. §§ 791, *et seq.* Rehabilitation Act of 1973
 20 U.S.C. §§ 1681, *et seq.*; Title IX of the Education Amendments
34 C.F.R. Part 106 Nondiscrimination on the Basis of Sex in Education,
 Montana Constitution, Art. X, § 1 - Educational goals and duties

§ 49-2-101, *et seq.* MCA Human Rights Act
 § 49-2-301, MCA Retaliation Prohibited
 § 49-1-102, MCA Freedom from discrimination
 § 49-2-303, MCA Discrimination in employment
 § 49-3-201, MCA *et seq.* Governmental Code of Fair Practices

§ 49-2-101, *et seq.*, MCA Human Rights Act
Bostock v. Clayton County, 140 S. Ct. 1731 (2020)

Policy History:
 Adopted on: 8.13.2013
 Revised on:

PERSONNEL

Sexual Harassment

The District shall provide employees an employment environment free of ~~unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct, or communications constituting~~ sexual harassment as defined and otherwise prohibited by state and federal law including Title IX and its implementing regulations, in the educational programs and activities it offers, including the area of employment, volunteering and their party contractors.

Sexual harassment means conduct on the basis of sex that satisfies one or more of the following:

- (1) An employee of the District conditioning the provision of an aid, benefit, or service of the District on an individual's participation in unwelcome sexual conduct;
- (2) Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the District's education program or activity; or
- (3) "Sexual assault" as defined in 20 U.S.C. § 1092(f)(6)(A)(v), "dating violence" as defined in 34 U.S.C. § 12291(a)(10), "domestic violence" as defined in 34 U.S.C. § 12291(a)(8), or "stalking" as defined in 34 U.S.C. § 12291(a)(30).

~~District employees shall not make unwelcome sexual advances or request sexual favors or engage in any unwelcome conduct of a sexual nature when: (1) submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment; (2) submission to or rejection of such conduct by an individual is used as the basis for employment decisions affecting such individual; or (3) such conduct has the purpose or effect of substantially interfering with an individual's work performance or creating an intimidating, hostile, or offensive working environment. Sexual harassment prohibited by this policy includes verbal or physical conduct. The terms intimidating, hostile, or offensive include, but are not limited to, conduct which has the effect of humiliation, embarrassment or discomfort. Sexual harassment will be evaluated in light of all the circumstances. A violation of this policy may result in discipline, up to and including termination. Any person making a knowingly false accusation regarding sexual harassment will likewise be subject to disciplinary action, up to and including discharge.~~

Reporting

~~Employees who believe they are being subjected to sexual harassment by anyone connected with their work should report the matter promptly to their immediate supervisor or to the first level supervisor who is not involved in the alleged harassment or to the Helena Public School's Title IX/EEO officer.~~

Employees should report claims of sexual harassment to the District's Title IX Coordinator and/or use the District's Title IX Sexual Harassment Grievance Procedures. All formal complaints about

behavior that may violate this policy shall be addressed through the District's Title IX Sexual Harassment Grievance Procedures.

Initiating a complaint of sexual harassment shall not adversely affect the complainant's employment, compensation, or work assignments

Legal References:	42 USC § 2000(e) et seq.	Title VII of Civil Rights Act
	<u>20 USC 1681 et seq</u>	<u>Title IX</u>
	<u>34 C.F.R. Part 106</u>	<u>Nondiscrimination on the Basis of Sex in</u>
		<u>Education</u>
	§ 49-2-101, et seq. MCA	Human Rights Act
	§ 49-1-102, MCA	Freedom from discrimination
	§ 49-3-201, MCA et seq	Governmental Code of Fair Practices

Cross References: Title IX **Sexual Harassment** Grievance Procedures

Policy History:

Adopted on: 8.13.2020

Revised on:

Helena School District #1

Warrants October 1 to 31, 2020

Direct Deposits: \$3,020,563.09

Payroll Warrants: 70130571-70130610

Payroll Deduction: 69276737-69276773

Non-Check Payroll Deductions: \$4,794,133.61

Non-Check Accts Payable Deductions: \$727,655.87

Claim Warrants: 69276194-69277000

CRA Middle School Student Activity Checks: 17199-17201

Capital High Student Activity Checks: 23490-23505

Helena High Student Activity Checks: 35238-35271

Cancelled Warrants: \$4,303.71

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

Chairperson _____

Business Manager _____

APPROVAL OF OUT-OF-DISTRICT ATTENDANCE AGREEMENTS
(NONRESIDENT STUDENTS ATTENDING HELENA SCHOOL DISTRICT)

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

Running Total of Out-of-District Attendance Agreements

Grade	Address						Total
	East Helena	Clancy	Montana City	Boulder	Jefferson City	Helena	
1	1						1
2							
3	1						1
4	1						1
5		1					1
6							
7							
8	1						1
9	13	49	10	1	1	4	78
10	5	7	1				13
11	1	2		1			4
12		6	1				7
	23	65	12	2	1	4	107