



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 Meeting

Tuesday, February 9, 2021 - 5:30 p.m.

Capital High School Auditorium and via Microsoft Teams

Notice: In accordance with State and Local health guidance/regulations, physical attendance at this meeting will be limited to 80 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 remotely by clicking here: <https://helenaschools.org/event/board-of-trustees-meeting-02-09-2021/> and using the Microsoft Teams link. 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. STUDENT & EDUCATOR RECOGNITIONS

- A. The following students have been selected to the 2021 National Association for Music Education All-Northwest Honors Ensemble (Director: **Zach Harris**)
- CHS Students: **Zach Boles** (Senior) – Cello, **Maren Elliott** (Sophomore) – Violin, **Braelyn Germaine** (Junior) – Viola, **Rebecca Smillie** (Sophomore) – Violin
 - HHS Students: **Áine Cleary** (Freshman) – Cello, **Owen Cleary** (Senior) – Violin, **Fischer Friend** (Senior) – Bass, **Lenny Triem** (Senior) – Cello

Helena Public Schools Board of Trustees

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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.

V. NEW BUSINESS

A. Items for Action

1. School Phasing
2. Bid for Jefferson Boiler Upgrades
3. Policies for Final Review/Approval (see attached)
 - a. Policy 3000: Equal Educational Opportunities Policy
 - b. Policy 4005: School Support Associations
 - c. Policy 4020: Visitors to Schools
 - d. Policy 4330: Community Use of School Facilities
 - a. Procedure 4330P: Community Use of School Facilities – Administrative Procedures

B. Items for Consent

1. Approval of the 01.12.2021 Board Meeting Minutes (see attached)
2. Approval of the 01.28.2021 Special Board Meeting Minutes – Open Session (see attached)
3. Approval of Personnel Actions (see attached)
4. Approval of Warrants (see attached)
5. Approval of Sabbaticals for 2021-2022 school year

C. 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
8. HHS / CHS Student Representatives Report

VI. SUPERINTENDENT’S REPORT

VII. BOARD COMMENTS

VIII. ADJOURNMENT

The next Board of Trustees meeting has been scheduled for March 9, 2021

Board of Trustees Board Meeting

School Phasing Revisions and Recommendations:

February 9, 2020



V. NEW BUSINESS

A. Action Items

1. School Phasing
-

Summary: The Board of Trustees will be provided an overview of Phase II including modifications made in relation to updated guidance and the collaborative efforts of a recent working group specific to the topic of Phase II. The superintendent will provide an overview of the modified plan, protocols for phasing-up, and a recommendation to Trustees.

Phase II (Modified)

Modified In-Person Learning Format

REVISED
02.08.21

General Descriptors:

Modified Format: In-person learning environment with a blended learning option available for students that cannot attend school in-person

- Elementary: In-person learning environment, four* days a week. Remote/intervention day on Wednesday. DLI continues in remote format.
- Middle: In-person learning environment, four* days a week. Remote/intervention day on Wednesday. DLI continues in remote format.
- High: In-person learning environment, four* days a week. Remote/intervention day on Wednesday. DLI continues in remote format.
 - **Rationale: Due to the dual (in-person and DLI) format of middle and high classes and the ongoing supports needed for students unable to attend in-person (including quarantine), one digital day per week is necessary to ensure student needs are being considered across both platforms.*
 - **Wednesday "C Day" remains a remote format day focused specifically on connecting all students online as a class. Time will be allotted for small-group interventions (in-person or remote) and teacher planning.*
- Block schedule utilized in both middle and high schools to cohort students and reduce cross-cohort exposure (format TBD)
- Modified bell schedule to accommodate transportation and ongoing remote learning needs
 - Elementary Bell Schedule: 8:45am (start) to 2:20pm (end)
 - Middle School Bell Schedule: 8:05am (start) to 1:40pm (end)
 - High School Bell Schedule: Bell times in relation to TBD block schedule
- Modified school operations designed to limit group sizes in large spaces (cafeterias, auditoriums, etc.)
- Closed high school campus prohibiting off-campus lunch
- Cohort recess groupings to limit student exposure
- Extra-curricular activities/events in accordance with MHSa guidelines with spectator plans approved by Lewis & Clark Public Health (LCPH)
- School-based childcare available through SACC
- Fieldtrips limited, pending principal approval
- External use of school/district facilities limited to after-hours pending district and/or health department plan approval

Health Precautions/Practices:

- Face masks are required for all students, employees, and visitors unless a physician documented contraindicated reason
 - KN95 masks available for all employees working in close proximity (6 feet or less)
- Ongoing precautionary practices including hand hygiene, bathroom hygiene, and clean-in/clean-out practices
- Students and employees should aim for a physical distance of three (3) feet when feasible. Distancing of 6 feet remains the optimal environment.
- Ongoing contact-tracing and quarantine protocols in alignment with LCPH orders/guidelines
- Ventilation/filtration modifications providing no less than four (4) air changes per hour of clean air (fresh or purified)
- Visitors not allowed beyond school office during regular school hours without special permission

Phase II Detailed

Modified In-Person Learning Format

Phase II is a highly modified phase of school. In this phase, families may choose for students to attend school in-person for up to four days each week. While not currently attainable, a five day per week option will continue to be considered and developed as a preferred option for Phase II. Understanding that many students/families will need to remain in a remote setting (Digital Learning Initiative, quarantine orders, etc.) school start/end times and the four-day in-person schedule have been designed to ensure that we are meeting the needs of all enrolled students (in-person and remote). While our teaching/learning environment may resemble traditional, in-person school, many of our regular school procedures have been modified to ensure the safest possible environment. This includes the below-detailed health/safety protocols required for all on-campus students, employees, and visitors.

Operational Description:

- **Weekly Schedule:** In the modified, Phase II model, in-person learning is the primary mode of instruction. However, with many students needing to remain in a remote setting (for both short and long-term periods of time), daily and weekly schedules have been modified to ensure blended learning options remain viable for anyone who cannot attend school in-person.
- **Digital Learning Initiative (DLI):** Remote school attendance through the Digital Learning Initiative will continue in Phase II for all levels (elementary, middle, and high). While some schedule changes may become necessary when phasing-up or down, the structure and attendance of DLI should remain consistent.
- **Elementary School:** Elementary students may attend school in-person, beginning with a four-day in-person schedule – Monday, Tuesday, Thursday, Friday. While a majority of elementary-level teachers are not responsible for both in-person and DLI instruction, ongoing quarantines continue to impact daily attendance. Attendance on Wednesday, “C Days,” will remain generally remote unless students are attending in-person intervention programs or other structured opportunities. Wednesdays will also continue to include needed time for teacher planning.
- **Middle School:** Middle school students attending C.R. Anderson Middle and Helena Middle may attend school in-person for up to four days per week on a Monday, Tuesday, Thursday, Friday schedule. A fifth, remote/digital day (Wednesday) is required within the weekly schedule to ensure that student needs are being met and that teachers have the required time to prepare for the dual requirements of their teaching. Attendance on Wednesday, “C Days,” will remain generally remote unless students are attending in-person intervention programs or other structured opportunities. Wednesdays will also continue to include needed time for teacher planning.
- **High School:** High school students attending Capital High and Helena High may attend school in-person for up to four days per week on a Monday, Tuesday, Thursday, Friday schedule. A fifth, remote/digital day (Wednesday) is required within the weekly schedule to ensure that student needs are being met and that teachers have the required time to prepare for the dual requirements of their teaching. Attendance on Wednesday, “C Days,” will remain generally remote unless students are attending in-person intervention programs or other structured opportunities. Wednesdays will also continue to include needed time for teacher planning.
 - **Project for Alternative Learning (PAL):** PAL will return to an in-person format for all students utilizing the above-noted Monday, Tuesday, Thursday, Friday format. Wednesday will remain a remote “C Day” until determined otherwise.
 - **Access to Success:** High school students attending Access to Success will attend school on a daily/weekly basis as communicated by Access to Success and Helena College. Students/Families are encouraged to contact Access to Success for additional information – (406) 447-6380 or <https://accesstosuccess.helenaschools.org/>

- **Daily Schedule:**
 - **Bell Schedules:** Bell (start/end) times at all levels have been adjusted to allot for time needed to meet the needs of students attending in-person and online. In addition, the below tiers aid in providing needed transportation to/from school. By design, bell times in Phase II aim to remain consistent with Phase I. However, this may not be possible at the high school level and will depend on the finalized block schedule for both Helena High and Capital High.
 - Elementary Bell Schedule: 8:45am (start) to 2:20pm (end)
 - Middle School Bell Schedule: 8:05am (start) to 1:40pm (end)
 - High School Bell Schedule: High school start/end times will be determined in accordance with the forthcoming block schedule. Due to the eight-period structure of the high school day (including Zero Period), start and end times are expected to shift depending on how periods are “blocked.” Once finalized, a block schedule for both Helena High and Capital High will be communicated.
 - **Block Schedules:** A block schedule ensures smaller, more consistent cohorts of students by school day. Instead of attending all classes within a given day, students attend only specific, designated classes, remaining in those classes for a longer period of instructional time. Block scheduling can also aid in reducing the likeness of becoming a close contact (quarantine) to an identified case.
 - Middle Schools: Block format currently being considered. Once finalized, a day-by-day, block-by-block schedule will be communicated.
 - High Schools: Block format currently being considered. Once finalized, a day-by-day, block-by-block schedule will be communicated.
- **School Operations:** School operations in Phase II have been modified to reduce the risk of virus transmission. These modifications include designated traffic patterns within schools, reduced restroom capacity to avoid interior lines, and specifically designed breakfast/lunch opportunities.
 - Cafeterias, gymnasiums, and other large spaces will function with reduced capacity to ensure appropriate distancing especially when students are unmasked and eating. Students may unmask to eat in designated spaces only with limitations on the total capacity of that space. Due to the unique nature of each school campus, schools will develop site-specific plans for student dining options.
 - Cohort recess and lunch groupings at the elementary level will be utilized to limit student exposure.
- **Remote Learners:** Students attending via the Digital Learning Initiative (DLI) remain actively engaged in school but attend via ongoing online teaching/learning services. DLI students will remain enrolled and assigned to their home school and receive ongoing instruction from designated in-person teachers or assigned digital resource teachers. DLI students should have opportunities to attend school both synchronously and asynchronously.
- **School Event/Activities Protocols:** School events will be limited in Phase II. Guidelines for specific, annual events include the below restrictions.
 - Open Houses, Parent/Teacher Conferences and Parent Nights: These types of events/meetings may include in-person attendance but will require a specifically designed/approved plan. Otherwise, it is recommended that these events/meetings remain digital.
 - School Assemblies: School assemblies may occur provided that the students remain within their cohorts/classes. Gatherings of any size beyond scheduled class cohorts must be approved by the school’s administrator.
 - Field Trips: Proposals must be reviewed/approved by school nurses and school administrators. Overnight fieldtrips are not advised in Phase II without specific planning and approval by the superintendent/designee.
 - Musical and Theatre Events: In Phase II, indoor events will be modified in an effort to limit gathering sizes and maximize public safety precautions. Events involving the public must include a pre-approved plan that aligns with local orders for gathering sizes. Event plans must be reviewed/approved by school

nurses, school administrator, and Lewis & Clark Public Health. Outdoor events, if possible, are preferred but will need to remain aligned to local orders for gathering sizes.

- Activities/Athletics: Extra-curricular activities/events must be in accordance with MHSA guidelines. Plans associated with spectators (non-school members of the public) must receive approval by Lewis & Clark Public Health.
- School Pictures: Weather permitting, school pictures are encouraged to take place outside. Should an outdoor setting not be available, distancing and mask expectations (when not being photographed) should be enforced.

- **Visitor Protocols:**

- Allowed visitors/volunteers include student teachers, student nurses, associated supervisors, approved contractors, and city/county/state employees associated with child services.
- Restricted visitors and volunteers will need special permission from the school administration to proceed beyond the front office. Restricted visitors are encouraged to utilize email/phone for general communication. Restricted visitors include all individuals not specifically noted above.

Health & Safety Protocols:

- **Masks and Other Personal Protective Equipment:**

- All students, employees, and visitors must wear a mask properly at all times as part of our Phase II protocols. This is a requirement for every student, employee, and/or visitor unless that person has a medical contraindication for wearing a mask verified by a medical provider (MD, DO, NP, PA only).
- KN95 Availability: All employees that serve on a school site or are in direct contact with students will be provided access to KN95 respirators.
 - KN95 masks are made from multiple layers of synthetic material (polypropylene plastic polymer) and meet the standard for filtering out and/or capturing 95 percent of micron air particles (as small as 0.3 microns in size).
 - KN95 masks are listed as “limited use” and should only be worn for a single day. For maximum effectiveness, a new KN95 mask should be worn each day.
 - Please note that KN95 masks are foreign made and meet foreign standards as opposed to the US made N95 masks. At this time, KN95 masks are the optimal mask available in-bulk for non-medical purposes.
- Masks, face shields, gloves, and/or goggles will be provided to all employees working with medically fragile students. Additionally, masks, face shields, gloves, and/or goggles will be provided and required for any employee supervising symptomatic students.

- **Distancing Practices:**

- Students and employees should aim for a physical distance of three (3) feet when feasible.
- If unmasked (breakfast/lunch) students and employees should aim for a physical distance of six (6) feet and consider the use of protective partitions.
- To aid in physical distancing, desks/tables should be spaced to allot for the maximum, allowable space between students. Desks/tables should be turned to face the same direction in the classroom to avoid causing students to sit in a manner in which they are facing one another.
- Protective partitions should be utilized particularly in areas where it is difficult for individuals to remain at least three feet apart and/or masking is not available.
- Physical guides, such as direction arrows for hallway traffic and signs on floors/walls, will be utilized to reduce the unneeded congregation of individuals in a given space. These practices may include one-way hallways and/or spaces that are off-limits to students.
- Available outdoor spaces should be converted into usable spaces for instruction, eating, and/or recreation. Weather permitting, schools will work to utilize their full grounds to provide distanced, outdoor opportunities.

- **Hygiene Practices:**
 - Hand washing and/or the use of hand sanitizer will be a regular practice across the school day in Phase II. Soap and water for hand hygiene are preferred but not always available. When hand washing is not possible, hand sanitizer will be utilized. Please note that these practices of regular hand washing/sanitization may cause dry skin.
 - Hand washing and/or the use of hand sanitizer should occur when:
 - entering and exiting the classrooms and/or school buildings
 - prior to and after recess
 - before and after meals
 - upon exiting the restroom
 - before/after handling shared materials used across classes/classrooms
 - Clean-In/Clean-Out: In any situation where students are sharing a specific desk/table within a given school day, it is advised that schools/students utilize “clean-in/clean-out” protocols. “Clean-in” involves employees and/or students cleaning surfaces prior to being seated for the class period. Likewise, “clean-out” involves employees and/or students cleaning surfaces prior to exiting the classroom. These protocols ensure that shared spaces are cleaned twice as part of each class change.
 - Elementary hand hygiene should be supervised if possible. This practice will be part of start-up education for all students.

- **Contact Tracing and Quarantine Protocols:**
 - Personnel trained by Lewis & Clark Public Health will conduct contract tracing for each confirmed case of COVID 19 (students and employees). In doing so, close contacts will be assessed using the below CDC definition for exposure. Identified close contacts will need to immediately quarantine and remain in isolation from the public for a determined amount of time. Quarantine orders are legally enforceable documents and contain a specific exit date for each identified contact.
 - The CDC currently defines a close contact as someone who was within 6 feet of an infected person for a cumulative total of 15 minutes or more over a 24-hour period starting from 2 days before illness onset (or, for asymptomatic patients, 2 days prior to test specimen collection) until the time the patient is isolated. ([source](#))
 - The Monday, Tuesday, Thursday, Friday weekly schedule being utilized by middle and high schools in Phase II, coupled with the recommended block schedule is expected to reduce cross-cohort exposure. Together, these two facets of the Phase II plan are designed to reduce close contacts and required quarantines.

- **Closed Campuses:**
 - High School campuses will remain closed for lunch, precluding students from exiting and reentering during the designated lunch period.
 - All campuses remain closed to visitors unless provided permission by the office/principal. Inquiries are encouraged by email/phone to avoid additional exposure. Supplies/materials that need to be dropped-off can occur through each school’s front office.

- **Transportation:** Bus transportation in Phase II involves a minimal number of students per bus to ensure physical distancing and reduce potential contacts. Routes are school-specific routes, requiring less time on the bus per ride/route. Transfer points have been eliminated to ensure that students utilize only one bus and ride only with students enrolled at the same school.

- **Symptom Screening:**
 - Families will be asked to perform daily symptom checks prior to sending their students to school. Symptom checklists and guides will be provided to assist parents/guardians in checking for symptoms before a student leaves for school and/or boards a bus. It is vital that students are not sent to school with any of the noted, [CDC-identified symptoms](#).

- Students identified as symptomatic by school personnel will be cared for in isolation to reduce exposure to other students and/or employees. Parents/caregivers will need to immediately report to school to pick-up children with identified symptoms.
- **General Entry/Exit:** In Phase II, staggered practices will be utilized for entry/exit of school buildings. Elementary schools will utilize a practice of lining-up classes to enter the building at different times. Entry will be appropriately distanced by cohort. To minimize entry/exit congestion, schools will utilize multiple sets of doors with classes/cohorts assigned to specific points of entry/exit.
- **Cohort Groupings:** The use of specific cohort groupings will be a regular practice as part of our Phase II protocols.
 - Elementary Schools: Elementary schools will attend music, library, and physical education in exclusive classroom cohorts. Additionally, lunch and recess will be structured by cohort. In addition to the use of designated cohorts, strict seating assignments and seating charts will be maintained in all classrooms and buses.
 - Middle Schools & High Schools: Middle and high school students will attend classes as defined by the school's block schedule. As noted above, block scheduling is a student cohort strategy designed to reduce the number of class periods within a given school day.
- **Shared Material Use:** To the greatest extent possible, students must have their own school supplies to reduce the need of shared materials. In situations where shared materials cannot be avoided (textbook sets, instructional manipulatives, etc.), students are required to sanitizing their hands prior to and after use. Library books may be checked out to students but upon return, books/materials will be quarantined for twenty-four hours before re-shelving.
- **Isolation/Care for Symptomatic Individuals:** Each school operates an identified COVID-19 related isolation space that effectively separates any symptomatic individual from other students/employees. Care will be provided by the school nurse and/or other trained personnel until that student can be signed-out by a parent/caregiver. Identified isolation/care spaces are equipped with needed supplies including protective equipment, sanitization/disinfectant supplies and needed barriers for isolation and privacy.
- **COVID Testing and Screening:** COVID testing is available for symptomatic employees via an off-campus site managed by HSD School Nurses. Employees should contact their school nurse (or direct supervisor) to schedule an appointment. At this time, COVID testing is not available for symptomatic HSD students. Additionally, asymptomatic screening is not an available service within the school system and general community.

Cleaning/Disinfection Protocols:

- Cleaning/Disinfection efforts remain heightened in Phase II with ongoing procedures for disinfecting spaces, surfaces, and any areas utilized by students, employees and/or visitors. Associated protocols include:
 - Frequent cleaning and disinfecting of high touch areas is a shared responsibility of all employees.
 - Disinfection of work areas, counters, restrooms, doorknobs, and stair railings will occur regularly across the school day.
 - Cleaning and disinfection of all hallways, common areas, and the locker exteriors will occur on a daily basis in accordance with the levels of sanitation prescribed by the CDC. CDC/EPA cleaning and Disinfecting Guidance ([link](#)) for best practices and approved disinfectants.
 - Employees are encouraged to continually wipe/disinfect counters, faxes, copiers, telephones, keyboards, and other office supplies.
 - CDC guidelines will be strictly adhered to for the appropriately clean and disinfection of buildings, buses, and playgrounds.

- Efforts will be made to keep each student's belongings separated via the use of individually labeled containers, cubbies, or areas.
- Classrooms will be provided student-appropriate cleaning supplies to assist with sanitation requirements. As part of their daily classroom-based responsibilities, students may be asked to clean their desks/materials with soap/water solutions.
- Educators will be asked to remove any items/furniture not needed for specific instructional purposes. Removal of these items will allow for maximum physical distancing within classrooms and other common spaces.
- Filtration materials have been upgraded to meet the optimal specifications of each school's mechanical system. As assessment of district-wide ventilation systems has been conducted by a third-party mechanical engineering firm. No less than four (4) air changes per hour of clean air (fresh or purified) is ensured for each classroom.

Teaching & Learning Environment:

Within Phase II, students and families should expect teaching and learning that closely resembles our normal, in-person environment. While the above-listed health/safety precautions will necessitate changes to our physical environment, teaching and learning for students attending school in-person will be classroom/cohort-based.

Throughout the year, students should expect the regular use of technology away from school which includes their homework environment. Students will continue to utilize their provided device (laptop, Chromebook, tablet) as part of their normal learning supplies and materials. This will aid students beyond the hours of school in Phase II and allow for a better connection between in-school learning and homework.

Our technology platform remains consistent with Phase I with blended learning continuing but reduced. At this time, students in Phase II attend school in-person four days per week. Therefore, blended learning opportunities will decrease as in-classroom time increases. However, blended learning remains an integral part of our home/school learning environment and is designed to aid student learning during and beyond their in-person classroom time.

Social & Emotional Supports:

- Social and Emotional support services remain heightened during Phase II as our community is actively proceeding through a traumatic event. Stress and anxiety associated with the ongoing pandemic will impact the mental and emotional stability of nearly everyone, students included. In an effort to respond, each school will utilize their Social/Emotional Support (SES) team to identify, address, and support the needs of students. Additionally, employees will utilize trauma-informed practices to assess whether or not a student needs increased support services.

Other Phase II Specific Information:

- District provided SACC childcare services are operational in Phase II. Times/services will vary by school.



MEMORANDUM

TO: HSD Board of Trustees
FROM: Kalli Kind
DATE: February 9, 2021
RE: Jefferson Elementary Boiler Upgrades

This project is to replace the Jefferson boiler system from steam to forced air. The pipes are failing, leaching steam, and adversely impacting flooring. The scope of this project includes removing all steam pipe infrastructure and replacing with new ducting and a new boiler system. This project allows for the addition of central A/C for a negligible cost of the entire project.

The district received two bids varying by approximately half of a million dollars. The lowest responsible bidder is Central Plumbing and Heating, Inc. out of Great Falls for \$1,045,776.00. The project will commence in May, with piping to be removed after school hours once boilers are shut down for the spring/summer. The project is scheduled for completion in mid-August.

I respectfully request the board of trustees award the Jefferson Boiler project to Central Plumbing and Heating, Inc.

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

MEMORANDUM

DATE: 2/2/2021
TO: Rich Whitney, Hulteng CCM
Kalli Kind, HPS
FROM: Carl Thrasher, GPD PC
PROJECT: Jefferson Elementary Boiler Upgrades
RE: Bid Results and Recommendation



Please refer to the bid results from January 29, 2021 for the referenced project below:

CONTRACTOR:	Central Plumbing & Heating, Inc	Tri-County Mechanical & Electrical, Inc	
10% Bid Bond:	Yes	Yes	
Addenda Acknowledged:	No. 1 No.2 Yes Yes	No. 1 No. 2 Yes Yes	
Base Bid:	\$987,126	\$1,387,600	
Alt Bid:	\$58,650	\$99,054	
TOTAL BID:	\$1,045,776	\$1,486,654	

After talking to Central Plumbing & Heating, the low bidder, it is my recommendation to accept the low bid of \$1,045,776.00. They felt that everything was covered and were comfortable with their bid price.

Thank you,

Carl Thrasher II
Mechanical Engineer

GPD, P.C.

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

BID PROPOSAL FORM

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

PROJECT: Jefferson Elementary Boiler Upgrade

By submitting this Proposal, I agree:

That I have received the documents titled Jefferson Elementary Boiler Upgrade, and that I have received Addenda Numbers 1, 2, _____, _____, _____ and have included their provisions in my proposal. By submitting this Proposal, I agree:

1. To hold my Bid open at least sixty (60) consecutive calendar days.
2. To enter into and execute a Contract, if awarded on the basis of this Proposal.
3. To accomplish the Work in accordance with the Contract Documents.
4. It is the Owner's intention to issue Notice to Proceed on February 10, 2021; to reach Substantial Completion by August 13, 2021, and to complete punch list work items by August 29, 2021.
5. To commence with work within seven (7) days of receipt of "Notice to Proceed."

BASE BID: Contract Amount (In numerical and written form)

\$ 987126 Nine Hundred eighty seven thousand one hundred twenty six dollars


ALTERNATE BID: Contract Amount (In numerical and written form)

\$ 58650 Fifty eight thousand six hundred fifty dollars

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

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

BY: Central Plumbing & Heating, Inc.
CONTRACTOR NAME


SIGNATURE

Vice President
TITLE

3701 River Dr. N. Great Falls, MT 59405
BUSINESS ADDRESS

1/29/2021
DATE

(Seal if by a Corporation)

MONTANA LICENSE NUMBER 4443

Document A310™ – 2010

Conforms with The American Institute of Architects AIA Document 310

Bid Bond

CONTRACTOR:

(Name, legal status and address)

Central Plumbing & Heating, Inc.
3701 River Drive North
Great Falls, MT 59405

SURETY:

(Name, legal status and principal place of business)

Liberty Mutual Insurance Company
175 Berkeley Street
Boston, MA 02116
Mailing Address for Notices

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

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

OWNER:

(Name, legal status and address)

Helena Public Schools
1201 Boulder Avenue
Helena, MT 59601

BOND AMOUNT: 10% Ten Percent of Amount Bid

PROJECT:

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

Jefferson Elementary Boiler Upgrade

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

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

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

Signed and sealed this 19th day of January, 2021.




(Witness)

Central Plumbing & Heating, Inc.
(Principal) (Seal)

By: 

(Title)

Liberty Mutual Insurance Company
(Surety) (Seal)

By: 

(Title) Kyle Hager, Attorney-in-Fact



This Power of Attorney limits the acts of those named herein, and they have no authority to bind the Company except in the manner and to the extent herein stated. Not valid for mortgage, note, loan, letter of credit, bank deposit, currency rate, interest rate or residual value guarantees. To confirm the validity of this Power of Attorney call 610-832-8240 between 9:00 am and 4:30 pm EST on any business day.



Liberty Mutual Insurance Company
The Ohio Casualty Insurance Company
West American Insurance Company

POWER OF ATTORNEY

KNOWN ALL PERSONS BY THESE PRESENTS: That The Ohio Casualty Insurance Company is a corporation duly organized under the laws of the State of New Hampshire, that Liberty Mutual Insurance Company is a corporation duly organized under the laws of the State of Massachusetts, and West American Insurance Company is a corporation duly organized under the laws of the State of Indiana (herein collectively called the "Companies"), pursuant to and by authority herein set forth, does hereby name, constitute and appoint Kyle Hager of the city of Helena, state of MT its true and lawful attorney-in-fact, with full power and authority hereby conferred to sign, execute and acknowledge the following surety bond:

Principal Name: Central Plumbing & Heating, Inc.

Obligee Name: Helena Public Schools

Surety Bond Number: Bid Bond Bond Amount: See Bond Form

IN WITNESS WHEREOF, this Power of Attorney has been subscribed by an authorized officer or official of the Companies and the corporate seals of the Companies have been affixed thereto this 12th day of December, 2018.



The Ohio Casualty Insurance Company
Liberty Mutual Insurance Company
West American Insurance Company

By: David M. Carey
David M. Carey, Assistant Secretary

STATE OF PENNSYLVANIA ss
COUNTY OF MONTGOMERY

On this 12th day of December, 2018, before me personally appeared David M. Carey, who acknowledged himself to be the Assistant Secretary of Liberty Mutual Insurance Company, The Ohio Casualty Company, and West American Insurance Company, and that he, as such, being authorized so to do, execute the foregoing instrument for the purposes therein contained by signing on behalf of the corporations by himself as a duly authorized officer.

IN WITNESS WHEREOF, I have hereunto subscribed my name and affixed my notarial seal at King of Prussia, Pennsylvania, on the day and year first above written.



COMMONWEALTH OF PENNSYLVANIA
Notarial Seal
Teresa Pastella, Notary Public
Upper Merion Twp., Montgomery County
My Commission Expires March 28, 2021
Member, Pennsylvania Association of Notaries

By: Teresa Pastella
Teresa Pastella, Notary Public

This Power of Attorney is made and executed pursuant to and by authority of the following By-laws and Authorizations of Liberty Mutual Insurance Company, The Ohio Casualty Insurance Company, and West American Insurance Company which resolutions are now in full force and effect reading as follows:

ARTICLE IV – OFFICERS – Section 12. Power of Attorney. Any officer or other official of the Corporation authorized for that purpose in writing by the Chairman or the President, and subject to such limitation as the Chairman or the President may prescribe, shall appoint such attorneys-in-fact, as may be necessary to act in behalf of the Corporation to make, execute, seal, acknowledge and deliver as surety any and all undertakings, bonds, recognizances and other surety obligations. Such attorneys-in-fact, subject to the limitations set forth in their respective powers of attorney, shall have full power to bind the Corporation by their signature and execution of any such instruments and to attach thereto the seal of the Corporation. When so executed, such instruments shall be as binding as if signed by the President and attested to by the Secretary. Any power or authority granted to any representative or attorney-in-fact under the provisions of this article may be revoked at any time by the Board, the Chairman, the President or by the officer or officers granting such power or authority.

ARTICLE XIII – Execution of Contracts – SECTION 5. Surety Bonds and Undertakings. Any officer of the Company authorized for that purpose in writing by the chairman or the president, and subject to such limitations as the chairman or the president may prescribe, shall appoint such attorneys-in-fact, as may be necessary to act in behalf of the Company to make, execute, seal, acknowledge and deliver as surety any and all undertakings, bonds, recognizances and other surety obligations. Such attorneys-in-fact subject to the limitations set forth in their respective powers of attorney, shall have full power to bind the Company by their signature and execution of any such instruments and to attach thereto the seal of the Company. When so executed such instruments shall be as binding as if signed by the president and attested by the secretary.

Certificate of Designation – The President of the Company, acting pursuant to the Bylaws of the Company, authorizes David M. Carey, Assistant Secretary to appoint such attorneys-in-fact as may be necessary to act on behalf of the Company to make, execute, seal, acknowledge and deliver as surety any and all undertakings, bonds, recognizances and other surety obligations.

Authorization – By unanimous consent of the Company's Board of Directors, the Company consents that facsimile or mechanically reproduced signature of any assistant secretary of the Company, wherever appearing upon a certified copy of any power of attorney issued by the Company in connection with surety bonds, shall be valid and binding upon the Company with the same force and effect as though manually affixed.

I, Renee C. Llewellyn, the undersigned, Assistant Secretary, of Liberty Mutual Insurance Company, The Ohio Casualty Insurance Company, and West American Insurance Company do hereby certify that this power of attorney executed by said Companies is in full force and effect and has not been revoked.

IN TESTIMONY WHEREOF, I have hereunto set my hand and affixed the seals of said Companies this 19th day of January, 2021.



By: Renee C. Llewellyn
Renee C. Llewellyn, Assistant Secretary

**Policy Background – Items for Action
Board of Trustees Meeting
February 9, 2021**

FOR FINAL REVIEW:

- 3000 Equal Educational Opportunities**
- 4005 School Support Associations**
- 4020 Visitors to Schools**
- 4330 Community Use of School Facilities**
- 4330P Community Use of School Facilities – Administrative Procedures**

The Policy Committee is currently reviewing all Series 4000 policies. The 4000 series policies noted above have largely minor changes.

FOR APPROVAL/ACTION:

3000 Equal Educational Opportunities Policy

This policy has had four Policy Committee reviews and three reviews by the full Board. While it is believed that the new administration will revise Title IX guidance and return to prior requirements the revised policy in this packet is aligned with current federal guidance. In the event Title IX does revert to previous requirements this policy may be returned for revision.

4005 School Support Opportunities

This policy was returned to the Policy Committee. No changes since last full Board review.

4020 Visitors to Schools

This policy was returned to the Policy Committee. No changes since last full Board review.

4330 Community Use of Facilities

4330P Facility Use Procedures

This policy and accompanying procedure were returned to the Policy Committee. The procedure was modified to “alcohol innovations” and “recreational marijuana” on lines 136 and 137.

2
3 STUDENTS

4
5 Equal Educational Opportunities

6
7 Equal educational and extracurricular opportunities shall be available for all students without regard to race,
8 color, religion, creed, national origin, sex, age, gender, sexual orientation, gender identity and expression,
9 ancestry, marital status, military status, citizenship status, culture, social origin or condition, political affiliation,
10 mental, physical or sensory handicap, or by any other distinguishing characteristic and other legally protected
11 categories.

12
13 The District will not knowingly enter into agreements with any entity or any individual that discriminates against
14 students on the basis of sex or any other protected status. Any student may file a ~~discrimination grievance~~
15 **complaint** by using the ~~Title IX and~~ Section 504 / ADA Grievance Procedures for claims relating to ~~sex or~~
16 ~~disability discrimination,~~ **the Title IX Sexual Harassment Grievance Procedures for claims of sexual**
17 **harassment,** or the Uniform Grievance Procedure for all other claims.

18
19 No student shall, on the basis of sex, be denied equal access to programs, activities, services, or benefits or be
20 limited in the exercise of any right, privilege, advantage, or denied equal access to educational and
21 extracurricular programs and activities **pursuant to Title IX and its regulations.** Any student may file a sex
22 equity complaint by using the District’s ~~Title IX~~ **Uniform** Grievance Procedures.

23
24 Inquiries regarding discrimination of any kind should be directed to the building administrator or District’s Title
25 IX Coordinator, who shall provide information and, if necessary, direct the individual to the appropriate
26 grievance procedures. Inquiries regarding sex discrimination **or sexual harassment** may also be directed to the
27 District’s Title IX Coordinator, **the Assistant Secretary for the U.S. Department of Education, or both.** The
28 District will annually publish notice of these rights to students and parents.

29

30 Legal References:	§ 49-2-307, MCA	Discrimination in education
	§ 49-3-201, MCA et seq	Governmental Code of Fair Practices
	20 USC 1681 et seq	Title IX
	42 USC § 12111 et seq.	Americans with Disabilities Act
	29 USC § 791 et seq.	Rehabilitation Act of 1973
	28 CFR 35.107	Nondiscrimination on the Basis of Disability in State and Local Government Services
	34 CFR 104.7	Nondiscrimination on the Basis of Handicap in Programs or Activities Receiving Federal Financial Assistance
	<u>34 CFR Part 106</u>	<u>Nondiscrimination on the Basis of Sex in Education</u>
	10.55.701, ARM	Board of Trustees

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41
42 Cross References:

43
44 Policy History:

45 Adopted on: 2.10.2015

46 Revised on:

2
3 **SCHOOL/COMMUNITY RELATIONS**

4
5 School Support Associations

6
7 The Board recognizes that parent, teacher, and student organizations are an invaluable resource
8 to District schools. The Board supports their formation and vitality and encourages their
9 suggestions and assistance. Membership in these organizations will be open and unrestricted.

10
11 Booster clubs and/or special interest organizations may be formed to support and strengthen
12 specific activities conducted within the District. All such groups must receive the approval of the
13 ~~Board~~ Superintendent in order to be recognized as a booster organization. Staff participation,
14 cooperation, and support are encouraged in such recognized organizations.

15
16 *Fund Raising by School Support Organizations*

17
18 Fund-raising by school support groups is considered a usual and desirable part of the function of
19 such groups. Specific fund-raising activities must be approved in advance by the Principal or
20 program coordinator. The Principal or program coordinator must be consulted before any
21 expenditure of such funds. All funds raised by school adjunct groups are to be used for direct or
22 indirect support of school programs. Equipment purchased by support groups and donated to the
23 schools becomes the property of the District and may be used or disposed of in accordance with
24 District policy and state law.

25
26 Legal References: § 20-6-601, MCA Power to accept gifts
27 § 20-6-602, MCA Trustee’s power over property

28
29 Cross References: 7080 District, School, Student Group Fundraising

30
31 Policy History:
32 Adopted on: 12.9.2014
33 Revised on:

34

2

3 **SCHOOL/COMMUNITY RELATIONS**

4

5 Visitors to the Schools

6

7 The District encourages visits to all District buildings by Board members, parents, citizens, and
8 taxpayers ~~at appropriate times within~~ at the discretion of building administration.

9

10 All visitors shall check-in at the school’s main office for purposes of safety, security, and
11 assistance.

12

13 If a conference with a teacher is desired the District requests that an appointment be made in
14 advance. Conferences with teachers need to be scheduled outside school hours or during the
15 teacher's preparation period.

16

17 Legal References: § 20-1-206, MCA Disturbance of school

18

19 Cross References:

20

21 Policy History:

22

23 Adopted on: 12.9.2014

24 Revised on:

25

2 **SCHOOL / COMMUNITY RELATIONS**

3 **Community Use of School Facilities**

4 School facilities are available to the community for educational, civic, cultural, and other uses
5 consistent with the public interest, when such use will not interfere with the school program or
6 school-sponsored activities. The District requires that the use of school facilities for school
7 purposes has precedence over all other uses. Persons using school facilities must always abide
8 by the District conduct rules.

9 The Superintendent will develop procedures to manage community use of school facilities. Use
10 of school facilities requires the Superintendent or designee’s approval and is subject to the
11 adopted procedures.

12 Organizations or individuals wishing to use school facilities must complete a Rental of School
13 Facilities Use Request form in advance of the event, pay any fees and associated costs, and
14 provide proof of insurance if applicable.

15 District Administration will approve and schedule the use of school facilities. A master calendar
16 will be maintained to avoid conflicts during the school year. ~~Requests for use of school facilities~~
17 ~~must be submitted in advance of the event.~~

18 ~~The online District Facility Use Request form must be completed, signed, and submitted.~~ When
19 the request is approved by District Administration a contract will be created and sent to the
20 originator. The completed and signed contract must be returned to the Business Office before
21 access to the requested facility is granted.

22
23
24 Cross Reference;

25 Legal Reference: § 20-7-805, MCA Recreational use of school facilities secondary Lamb’s
26 Chapel v. Center Moriches Union Free School Dist., 113 S.Ct. 2141
27

28
29 Policy History:

30 Adopted on:

31 Revised on: 11.27.2018
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33
34

COMMUNITY RELATIONS

Rental and Use of School Facilities Administrative Procedure

The Board of Trustees wishes to make ~~School~~ District facilities available to responsible community organizations, associations, and individuals for appropriate civic, cultural, welfare, educational or recreational activities that do not interfere with the delivery of education and the best interests of the ~~School~~ District. The Board is committed to ensuring fair and equitable access to all District facilities.

The Board of Trustees recognizes the investment that the community has made in ~~the School~~ District buildings and facilities and wishes for such buildings and facilities to be temporarily used under such provisions and control as the ~~School~~ District may see necessary to impose. To the greatest extent possible, citizens of the community ~~should~~ may use ~~School~~ District facilities, ~~so~~ as long as the educational programs of the ~~School~~ District are not hindered.

District facilities are not available for rent during District closed calendar days (See specific Official District Calendar for specific dates.). This includes all District observed holidays.

The administration shall be charged with the responsibility of coordinating and authorizing use of all grounds and facilities by groups other than those directly connected with the ~~School~~ District. The administration has developed the rules, regulations, and procedures for the use of facilities.

Priority for Use of District Facilities

The priority for the use of ~~School~~ District facilities is as follows and is in priority order:

1. ~~School~~ District Activities
2. Nonprofit ~~Y~~youth ~~A~~activities
3. Other ~~N~~onprofit and ~~P~~rofit ~~A~~activities

In rare instances a scheduled non-District event or activity may be rescheduled due to an unforeseen conflict with a District event. The District will make every effort to provide as much advance notice as possible to the Facility Use Contract holder.

Submitting Requests

All facility use requests must be initiated through the Helena Public Schools facilities rental website. Requests must be submitted at least ten (10) business days prior to the activity start date. Requests will be approved by the building principal and forwarded to the Maintenance Department for approval. The District Business Office will be responsible for developing all contracts which will outline all requirements and associated fees for the use of school-owned facilities.

The certificate of insurance listing Helena School District #1 as an additional insured and the IRS determination letter should be attached to the Facility Use Request when submitted online.

The maximum length of a facility rental request is 90 calendar days. After 90 calendar days a request for a facility may be resubmitted if the facility is available. A separate facility request

45 form must be submitted for each facility.

46 Any questions regarding facility rental charges or the tier designation that a group has received
47 may be directed to the District Facilities Coordinator at 406.324.2021.

48

49 ***Rental Fees and Other Associated Costs and Charges***

50

51 The District Business Services Administrator will periodically review and revise as necessary
52 rental fees and other associated costs based on the District's actual costs and other related
53 factors.

54

55 The ~~School~~ District Business Office will collect deposits if applicable and invoice the user of
56 school facilities on the basis of the fee schedule. There is a two-hour minimum charge for Tier 3
57 and Tier 4. A Session/Day Minimum Charge refers to 6 hours of use. Athletic equipment is not
58 available for rental. PE equipment may be available at the discretion of the building principal.
59 Generally, teacher classrooms are not available but can be approved at the discretion of the
60 building principal. Requests for school classrooms should be discussed with the building
61 principal first.

62 School spaces available for rent include gyms, common areas, and libraries. Auditoriums are
63 also available for rent and may require additional fees including but not limited to; stage lighting
64 and technician fees. Exceptions may be made by the building principal and/or the ~~Facilities and~~
65 ~~Transportation Director~~ Manager.

66 ACTIVITIES SURCHARGE - All contracts include an annual \$30.00 surcharge per activity to
67 help fund student activities and sports. This funding will supplement the Activities Department
68 and will be used to purchase supplies and equipment for all students and activities including
69 sports, debate, music, speech, cheerleading, dance, and other student activities. This fee cannot
70 be waived or voided.

71 ***Custodial and Technology Fees***

72 Tiers 2-5 may be subject to custodial and/or technology fees which will be determined when
73 contracts are being prepared or an activity is being scheduled. These additional fees may also be
74 assessed if more than one location is required for an event or an event involves more than 100
75 participants.

76

77 The use of school equipment such as computers, TVs, media equipment, sound systems,
78 scoreboards, auditorium stage props, stage lighting, etc., shall only be permitted if included in
79 the ~~RENTAL OF SCHOOL FACILITIES REQUEST FORM~~ **Rental of School Facilities**
80 **Request form** and upon evidence by the applicant that such equipment is operated only by
81 competent and trained personnel or someone hired from the ~~School~~ District.

82 ***Liability Insurance***

83 The District requires groups to supply documented proof of liability insurance coverage with
84 the District as a named insured in the amount of \$1,000,000 combined single limit per
85 occurrence / \$1,000,000 annual aggregate for Tiers Two, Three, Four and Five.

86

87 ***Custodial Staff***

88 A custodian or other authorized staff member who is not participating in the activity may be
89 required to be on the premises when any group is using the

Revised: 10.18.2018, 11.3.2018, 11.27.2018

Policy Committee Review: 11.3.2020, 1.5.2021, 2.2.2021 Board Review: 1.12.2021, 2.9.2021
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school buildings. The cost of the custodian will be included in the final contract if applicable.

Keyless Entry

For some locations the District may issue a contract holder a keyless entry fob which is programmed to allow access to the building for the times agreed to in the rental contract. If a fob is misplaced or lost during the rental period please notify the Facilities Office at 406.324.2021 as soon as possible so the fob can be deactivated. This will prevent unauthorized access occurring under the contract renters name. Within five business days of the conclusion of the rental the fob must be returned to the District Facilities Office at 1201 Boulder Avenue. A \$10.00 fee will be charged for unreturned or lost fobs.

Rental Tiers

<u>Tier One:</u> Activity Scheduler for District Events and Activities	<u>Tier Two:</u> Non-Profit with NO Fees or fees LESS than \$200.00 per participant (e.g. Fee types: Participation fee, Participant Registration fee, Membership fee, and/or Participant Donation Request)	<u>Tier Three:</u> Non-Profit with Fees greater than \$200.00 per participant (e.g. Participation Fee, Participant Registration fee, Membership fees, and/or Participant Donation Request Charged)	<u>Tier Four:</u> For Profit Events	<u>Tier Five:</u> Reciprocal Agreements – <u>Must have an MOU or contract on file with the Business Office</u>
No Insurance Required	Liability Insurance Required	Liability Insurance Required	Liability Insurance Required	Liability Insurance Required
No Mandatory Activity Fee	Mandatory \$30. Annual Activity Fee Required for each group or team	Mandatory \$30. Annual Activity Fee Required for each group or team	Mandatory \$30. Annual Activity Fee Required	Mandatory \$30. Annual Activity Fee Required
No Rental Fee	No Rental Fee	65% of Rental Fees Charged	100% of Rental Fees Charged	Fees may be negotiated if applicable
Example: Student Clubs, Activities and Athletic events, P.T.O. & HEF meetings & events	Example: Community Clubs, activities, sports teams, & events	Example: Kiwanis Community Clubs, activities, sports teams, & events	Example: Sports Camps, private service providers, etc.	Example: Varies

NOTE: Tiers 2-5 may incur custodial fees for activities or events occurring when there is no custodian on site (e.g. weekends).

Supervision and Maintenance of Rented Facilities

Sponsoring organizations and groups using facilities shall provide enough competent help and/or special supervision. The amount of adequate supervision shall be agreed upon at the time the contract is issued. Groups are expected to leave facilities in the condition in which they found them. Should the District find the facility in an unacceptable condition as a result of the rental,

111 the individual or group who signed the rental contract may be assessed a charge. Additionally,
112 the individual or group may also be denied access to District facilities in the future.

113 No functional alteration of the premises or functional changes in the use of such premises shall
114 be made without specific written consent of the District.

115 School property must be protected from damage and mistreatment and ordinary precautions for
116 cleanliness maintained. Groups shall be responsible for the condition in which they leave the
117 school facilities. In cases where school property has been damaged or abused beyond normal
118 wear, the same shall be paid for by the organization involved.

119 Groups that have been excluded from other community facilities because of damage will not be
120 allowed to rent District facilities.

121

122 ***Compliance with Applicable Laws, Regulations and Policies***

123

124 ~~School~~ District facilities will only be rented to groups or organizations that agree to comply in all
125 respects with all applicable laws, statutes, regulations, ordinances and policies. In particular, that
126 neither it nor its employees or agents will refuse, withhold, or deny any of its services, goods,
127 facilities, advantages, or privileges because of race, color, religion, creed, political ideas, sex,
128 age, marital status, physical or mental disability, or national origin, and that it will not publish,
129 circulate, issue, display, post, or mail a written or printed communication, notice or
130 advertisement which states or implies that any of the services, goods, facilities, advantages, or
131 privileges offered by it while in ~~School~~ District facilities will be refused, withheld, or denied
132 because of race, color, religion, creed, political ideas, sex, age, marital status, physical or mental
133 disability, or national origin.

134

135 ***Alcohol, Drugs, Tobacco and Tobacco Innovations***

136 Alcoholic beverages including alcohol innovations, tobacco / tobacco innovations, and
137 illegal narcotics (including medical and recreational marijuana) shall **not** be permitted in
138 school facilities or on school property at any time.

139

140 ***Property Damage or Loss***

141 All contract holders using school facilities shall hold the District and its agents free and without
142 harm from any loss, damage or liability of expense that may arise during, or be caused in any
143 way, by such use or occupancy of school facilities. In the event that property loss or damage is
144 incurred during such use or occupancy, the amount of damage shall be decided by the
145 Superintendent and the individual or group who signed the rental contract will be billed for said
146 loss or damage.

147 The use of the District's playing fields must be appropriate and compatible with each playing
148 field and its surrounding area, and appropriate rental rate schedules may apply. The use of
149 playing fields must not result in construction, damage or undue wear or pose a hazard to children
150 or others. Activities which endanger others or cause damage to fields and lawns are prohibited.
151 Should damage to fields or lawns occur, the Superintendent shall make a reasonable effort to
152 obtain restitution for any damage from the group or organization that signed the rental contract.

153

154 ***Reserved Rights***

155 Helena Public Schools (HPS) reserves the right to deny requests for facility use based on past
156 performance/compliance issues or a determination of organizational mission that is incongruent
157 with that of the Helena Public Schools. Additionally, HPS reserves the right to perform routine
158 risk analyses on facility use requests on a case-by-case basis and assess appropriate fees or
159 deposits on new or unique requests.

160 The Board of Trustees authorizes the Superintendent to make final decisions on use of school
161 facilities by any group or individual.

162

163 Procedure History:

164 Adopted on: 11.27.2018

165 Revised on:



Superintendent

Tyler Ream, Ed. D

324-2001

Business Manager

Janelle Mickelson

324-2040

Board of Trustees Meeting

Capital High School Auditorium via Microsoft Teams

Tuesday, January 12, 2021

5:30 p.m.

MINUTES

ATTENDANCE: Present unless otherwise noted

Luke Muszkiewicz, Board Chair

Siobhan Hathorne, Board Vice Chair

Terry Beaver, Trustee

John McEwen, Trustee

Sarah Sullivan, Trustee, excused

Jennifer McKee, Trustee

Libby Goldes, Trustee

Jennifer Walsh, Board Member

Claire Downing, Helena High Student Representative

Mariah Mercer, Capital High Student Representative

Dr. Tyler Ream, Superintendent

Josh McKay, Assistant Superintendent

Janelle Mickelson, Business Manager

Stacy Collette, Human Resource Administrator

Gary Meyers, Educational Technology Administrator

Jane Shawn, Helena Education Association President

Many Guests of the Helena School District

I. CALL TO ORDER/ PLEDGE OF ALLEGIANCE

Chair Luke Muszkiewicz called the meeting to order at 5:30 pm and led the Pledge of Allegiance.

II. REVIEW OF AGENDA

No Health Benefits Committee at this meeting. The Superintendent search update will be added as part of Chairman Muszkiewicz's report.

III. GENERAL PUBLIC COMMENT

Jamie Bright, in Helena School District: Jamie states that she would like there to be open dialog with the Board. She says she had asked for there to be an agenda item on this issue but was denied. She asks the Board to listen with a fresh perspective, open heart and mind and without bias. Decisions to limit in school time are not evidence based. They are not driven by science or data. The American Association of Pediatrics outlines negative repercussions on our youth due to inconsistent schooling and isolation. These impacts will not be short term, but will impact the lives of these children forever. Not everyone is suffering from the hybrid schooling. But many parents are concerned about the lack of real education happening, the lack of socialization and reported lack of motivation and depression in their children. She asks the Board to examine the success of the full-time models. She understands the County Health restrictions, but Helena is in the minority. Many kids are failing. Capital High reported over 900 F's in the 1st quarter alone. Imagine the long-term damage. Isolation can be seen as a form of abuse in a child under any other circumstances so why is Helena so delayed in its response to protect not only the health but the wellbeing of our children? Damage is also being done by eliminating extra curriculars. Varsity activities such as cheer and dance have been cut by at least 30% so varsity participants have to sit their senior year. It is not equal across the board which makes it more frustrating. She invites the Board to look at her public Facebook page to read comments from more concerned parents who are not in attendance.

Howard DesRosier, in Helena School District: At the beginning of the 2020/2021 school year, there was not enough data on COVID. He says he requested data and standardized tests score but received none. There was still fear among students, parents and staff at the start of the school year. On January 5, 2021 the American Academy of Pediatrics released guidelines for the safe return to school. These guidelines come from medical Doctors who look at mental, social, physical and educational needs. They state specifically that opening schools does not significantly increase community transmission, particularly when WHO and CDC guidelines are followed. School closures have a negative impact. Schools should have policies that mitigate, not eliminate the COVID risks. School transmission numbers stay low even when community numbers rise. Lewis and Clark Health Department should be involved but so should the school administration, based on current data. Other things

must be considered. Schools provide social and emotional skills, safety, reliable nutrition as well. Consider AAP guidance. Look at the whole picture and look at all the date. 5 day a week school is important. All AA schools except Helena and Missoula are already back.

Courtney McAdams, in Helena School District: I am a parent to a 3rd grader at Broadwater and a 9th grader at CHS. I am here today to ask the Board to call a special board meeting for a time of public comment for parents and educators to create a plan to open our schools back up to 5 days a week in person by the end of January. As far as I know there has not been a vote by the board since August about the phase and hybrid model we are in. Bozeman voted Monday to keep elementary schools open full time and bring HS and middle schoolers back 4 days per week starting January 25th and February 4th. Missoula voted Tuesday to bring K-8th back on January 25th and High school back April 5th. Meanwhile Butte (I talked to their superintendent office this morning), Kalispell, Billings, Great Falls and all other small and mid-sized schools in Montana are open for full time education. Why is Helena not open full time? To say I am extremely disappointed in the boards lack of leadership and preparedness is an understatement. We are the only District in Montana that does not have our kids back full time or specific plan to return them to school full time. This is detrimental to our community and most especially our kids. Action needs to happen now.

Chairman Luke said to me in a letter 2 nights ago that Helena has more Covid-19 cases than other counties and districts. This is simply not true. Yellowstone reports 14,518 cases, Gallatin reports 10,252 cases, Flathead lists 9,343 cases, Cascade lists 6,954 cases, Missoula lists 6,937 cases, Lewis and Clark county reports 5,357 cases and Silverbow is the lowest with 3,220 cases for AA schools. We do not have more cases than these counties. Meanwhile, most of these other districts are operating 4 -5 days per week since September and are successfully managing COVID. They also operated fully open during some of the worst virus peaks our state encountered.

There are so many powerful stories that have not been heard of the real struggles our kids, parents and educators are going through due to the current hybrid model of education. A Facebook post calling for parents to come to tonight's board meeting has 104 comments from parents. People are saying they are at their breaking point and so many kids are failing classes and have given up. We should be doing better for our kids. Do we really have 600 kids failing out of high school? Or 900 classes that kids have failed? This is deplorable and is setting them up to fail as adults applying for college, internships or apprenticeships. A 3rd grade teacher told me this week, 70% of her kids did not progress on the recent I-ready math and reading tests. This is by no fault of her own, as this has never happened to her before. 2 days a week is not enough in person. This teacher is so upset and defeated.

This morning I called E. Helena and Lincoln school superintendent offices to see how they are doing with a full-time schedule. These schools are in our same county, under the same inept health board! All have reported they are operating and educating kids safely and successfully. Lincoln had to shut down from Thanksgiving to Christmas

due to cases, but everyone is back as of Jan. 4th. Their district COVID manager told me from a kid's mental health and attitude perspective, they are determined to stay open. Do we think about our kid's wellbeing this way? What is Helena doing? I have a statement from a Kalispell school board member of a K-8 school that has been open since September. I am happy to share this statement to the board in writing. All around the state kids are learning and doing better than our kids. I have even talked to a Plevna school board member and they are open and operating successfully. It is extremely unhealthy mentally, physically, and educationally for kids to be home 3 days a week by themselves in many cases, with no contact with kids or their teacher, except thru brief TEAMS meetings, which my 3rd grader hates.

I am calling for the board to call a special session and take a vote to set a specific date to return our suffering student and educators to full in person learning. I am happy to serve on a return to school committee or focus group. Thank you for listening to my comments today. I hope to see action instead of continuing to do nothing to improve learning for our kids and teachers. Thank you for your service to our community.

Braden Overton, in Helena School District: He states that he has watched his kids struggle for over a year. East Helena goes to school full time. There are 5 main stores in this town and everyone comes together to shop in them. What is the difference? When the kids show they having missing assignments, its because they are not being graded for weeks. There is a lack of communication. Parents don't understand the work so they can't help. If internet is not good you miss whole assignments or get marked absent. There is a lack of social skills for these kids. His child's middle school friends have all but dropped out because its just not working. Parents need to work and can't stay home to stay on top of their kids. Everyone is struggling. Kids played football. They were scratched, bled etc., but then can't shake hands at the end of the game. It makes no sense and it is not effective. Enough is enough. When they ARE in school half the time, they are still just looking at a monitor. Damage is being done that cant be reversed.

Derek Amos, in Helena School District: He started the year with 2 kids in the school district and now has 1. He says he provided the Board a list of DLI issues back in October and never heard anything. He works from home and sometimes has 5 kids from 2 different schools around his table working on school. Every child has the same problems. Those problems are not getting any better. DLI is a failure. There are online schooling programs that are much easier. Taxpayers are being ripped off. No books are being used. It's a mess. He states that he has a background in education and what's currently being done is not getting the job done. When he spoke with his child's administration, he was told to "tell the folks on Rodney Street because we aren't being listened to." Its frustrating and it feels as though the Board is turning their back on the families.

Sue Bannon, in Helena School District, Capital High Cheer Coach: She states that she wonders who is advocating for the children? No one seems to be. Not the Health

Department and not the School Board. Her daughter and son-in-law are both teachers in Salt Lake City and have been going to school 5 days a week since August. There are models that will get the kids back to school. She feels glad that the Athletic Director at Capital High sees Cheer as a sport, while some people don't feel it is one. She tells the story, the Tale of the Frog. When the frog is kept in lukewarm water, gradually the heat increases and the frog stays comfortable with the situation until suddenly he boils to death. Without advocating, she feels like a frog just sitting and agreeing with everything. Her cheer team sees this and it teaches them to just wait for someone else to get them out of this. Kids in general need healthy interaction. She has had one cheerleader with COVID, but no one else got it. She is nervous for our community.

Bruce Halcro, longtime supporter of both high schools: He is a local business owner and has a son who is a science teacher in Butte. Butte High has been 5 days a week all year. According to his son, the ones who struggle the most are the ones who have chosen to do school online. There is a lack of common sense in deciding attendance restrictions at sporting events. There is a 25-person max in a gym that holds 2000 people. Between wrestling matches, everyone leaves so they can sanitize the gym, only to have the same 25 people come back in. Where is the science in that? He would like to see a collaboration with the Board, school administration and parents to combat the over-reach of the County Health Department. 3 weeks ago, the Health Department had a special meeting to, according to an Independent Record quote to "tighten rules because we are getting a new governor." Then they say its not political. Who believes that?

Rachel Young, in Helena School District: She states that she appreciates being given the time to speak. She has not been to a meeting before because things have always been going well. Communication was good. But she became concerned when she started hearing that people were requesting to be put on the agenda for a board meeting that affects where their children go to school, and they were told no. Why is that an issue? She agrees with what has been said before her. She doesn't understand why the Health Department would agree to East Helena going back to school but not Helena. The science needs to be looked at. Lewis and Clark County Health should not make all the decisions. Every time she has asked questions, she feels like she has gotten the runaround or has been ignored completely. She feels that the Board's job is to respond to these questions or to be able to point people in the direction of those that can. That is something the trustees took on when they joined the Board. Right now, it is so important. Parents trust the district with their children. The district needs to take that seriously. Answer people when they ask questions. That should be common sense. Listen to what people have to say and take it to heart. Many parents are willing to come talk to the Board and discuss and provide examples of what's not working. Parents and the public are trying to help. She gives a shout out to the

teachers and understand that this is not their fault. Parents want to be involved and communicated with. They want to be heard. They want science and common sense.

Amber Zietz, in Helena School District: Mental health is a big issue. Kids K-12 learn self-discipline and accountability by going to school. This is one of the reasons why online school is more for college level and adults. District is sitting stagnant and the gap is getting larger. Everyone else is moving back to a normal school model. Her family in North Dakota started in the hybrid model but has since progressed back to the 5 days model. She states that she has 1 child that does very well and another who was an honor roll student who is now failing classes and is ready to give up. She wants to drop out. This is creating a division between administrators and parents. She asks that everyone come together and work towards a common goal, which is that of what's best for the children.

Heidi Keaster, in Helena School District: She works for Medicaid but is not speaking on behalf of her job. She is a Bryant parent. She sees many parents in that school who work late so they can be free to be with the kids during the day. Some parents in this part of town are dealing with other things, like addiction. She wants to be a voice for the underprivileged kids in that area. She says Bryant teachers are Rockstars. Before the pandemic, Montana's math numbers were already lower at 45% and Reading/English and 50% the national average. Bryant Elementary was below that at 22% in math and 25% in Reading/English. What are the numbers after the pandemic? She anticipates much lower. The current system is failing them. Helena is the capital city and it is failing underprivileged kids now more than ever. School is their safe space and that's been taken from them.

Jesse Standish, in Helena School District: He states that he is an optometrist in the Helena area. He has students at Capital High and CR Anderson. In Montana so far, 250,000 kids have been COVID tested. Only 660 positive cases have been reported. Of those, some got sick but none have died. Nationwide, 56.7 million school kids, only 120 have died of COVID and most had underlying conditions. In an average school year, 100 kids lose their lives just walking to school. He states that his daughter is one of the 30% who got cut from the Capital High cheer team after working and choreographing a dance that the team used. She was then not even able to be a part in performing it. Overall, the numbers are not there to constitute staying closed.

Kim Beatty, in Helena School District: She says that she had not planned to speak however she is frustrated that there is no dialog. She wants there to be an item put on the agenda so they can speak back and forth about this issue. She asks for clarification on the process and asks that that process be made known more publicly. Kids are struggling and we need to do better. It's the Boards job to engage and work with the

parents and kids. Let the parents help solve the problems. She asks that they consider calling a special meeting for this issue.

TEAMS:

Lisa Schlosser, in Helena School District: She has 2 children at Helena High School and wants the Board to address what is the plan going forward. Helena schools are stagnant. One of her kids is in person and one is fully DLI and every day is a struggle. Her kids were 3.5-4.0 students. The fall out is beginning. She is worried about the area suicide rates beginning to rise. She wants to know that we are moving forward. District needs to step up and make the hard choices. The public needs to hear from the Board. Kids are teaching themselves at this point and are falling behind.

Tammy Stefanik, in Helena School District: She has 2 students at Capital High who are both very driven kids. They both work because they want to, not because they have to. They are both involved in school and sports. She would like to echo what everyone is saying. She herself has 2 monitors for work in order to balance all the open items. Her kids are trying to use laptops that go back and forth between split homes. Its difficult to toggle back and forth between different things. There are not a lot of resources to help with that. Her one daughter prefers book and paper and that is not allowed. She tells the kids daily to do things that are hard. But they don't see adults having the courage to make hard choices to help the kids. Both of her kids are now struggling in more than one way. Changes need to be made because these kids are the future. She says she has emailed Dr Ream but seen no response. Adults need to show kids how to be courageous and that they care. Thank you to all the teachers and decision makers.

Adam Clinch, Helena School District teacher: He asks that everyone write to the governor for an adjustment in the phases for vaccination. Teachers have been moved from phase 1B to phase 1C. Teachers want to get back to in person learning in a safe environment.

Mike Fasbender, in Helena School District: He states that he has a kindergartner in private school, a child at East Helena High School and a student at MT State in Bozeman. His daughter at MT State is on the Presidents List and does a mixture of online and in person classes but she can go to class as much as she wants and chooses to do so. He participated in a forum earlier in the month with teachers, students and administration. The main question was, what can we do? In nature, when the herd is threatened, they protect their young. We are failing to do that. We have to protect them socially and educationally. Helena parents are willing to help. Statistically, the threat to kids is minimal. To staff, it is higher. He says it is great to see all the parents who came to speak today but the Board needs to remember that there are a lot of kids who do not have that support and will fall through he cracks completely if this continues.

Kevin Ward, Helena School District teacher: He would like to reiterate the importance in getting teachers vaccinated. The change in phase was a huge set back. Teachers are excited to get back in the classroom and will be happy to be back. He would like people to plead with the governor to reconsider the phase change. School shut downs happen not because of too many sick students, but because there are not enough staff to stay open. Teachers want to be there but they want to be safe.

Amy Pfister, in Helena School District: She states that she owns a company, chairs a nonprofit, spent 4 years as VP for 2012 football and is a grad of Capital High School. She has 3 students in the district. She says she feels that she is struggling for the right words to say to make the Board see that there are so many families that are barely hanging on. She speaks from the heart and asks the Board to please do what is right, politics aside. Where it was once preached that education is the foundation of our youth, now we can't even get putting our kids back in school on the School Board agenda. We once talked about how important student teacher interactions were, we have now decided that those interactions aren't even needed. All 3 of her kids started in person and slowly all 3 have gone strictly to DLI. Her oldest feared a sniffle in class would get him quarantined for 14 days and he wouldn't be able to play football. So, he sat in school in fear, in a depressing room sometime staring at a laptop because there wasn't even a teacher in the room. Slowly, her vibrant kids started to feel alone at school and started to ask to stay home. Parents and youth are struggling. Parents spend days chasing missing assignments, trying to be teachers, and still working. She has had to pay to hire a tutor to keep her kids from flunking. We are losing our kids mentally to COVID and not physically. We have to do better. Leadership takes courage. We need to move our schools forward and get the kids back in school.

Chairman Luke Muszkiewicz: Thank you all. We appreciate you taking the time to speak. We all listen with open minds. Thank you for your civility and respect and for staying within the 4 minutes.

IV. NEW BUSINESS

A. Consent Items

1. Approval of December 8, 2020 Board Meeting Minutes (See attached)
2. Approval of Personnel Actions (See Attached)
3. Approval of Warrants (See Attached)
4. Acknowledgement of Discretionary Out-of-District tuition Agreements (See attached)
5. Approval of Out-Of-District Attendance agreement (See attached)

Motion: Trustee McEwen makes a motion to approve. Board Vice Chair Hathorne seconds the motion.

Public Comment: None

Board Comment: None

Vote: 7-0. Motion carries.

B. Items for Information

1. Policy 4005: School Support Associations Board policy
The Policy Committee is now reviewing policy 4005. Minor change on line 13. Does not need Board approval. Superintendent can approve those.

2. Policy 4020: Visitors to Schools
The Policy Committee struck the wording “at appropriate times” which they felt was redundant. They felt that board members, parents, citizens, and taxpayers within degression of the school building administration can schedule a visit. So just a minor change.

3. Policy 4330: Community Use of School Facilities.
The Policy Committee spent quite a lot of time on this policy. The policy is from 2018 and the changes you see are on line 12. We added “for individuals” or organizations can request facility use as can individuals. The request form needs to be in advance of the event and the same stricken language was redundant again. On line 12 you also see that we aligned the name of the form with the name of the procedure. So again, minor changes.
 - a. 4330P: Community Use of School Facilities – Administrative Procedure (see attached) We struck the word school in front of District. The Facility Use Policy and Procedure have worked well. Shout out to Tammy Harbor who manages all of this and does a remarkable job.

4. Mid-Year Strategic Priorities Update
Dr. Ream presented the Mid-Year Strategic Priorities Update. This is the semiannual Strategical Priority update. This is not necessarily specific to schools during the pandemic or any of the phases. This originates back about 2 years. There were some changes that have occurred because of the pandemic that change from where we intended to go to where we are today. 6 months from now we will review again. We review this plan in January and July.

Strategic Priorities are areas of opportunity that, if successfully developed and implemented, significantly improve our district as a whole. They are aligned to the mission and vision of Helena Public Schools. There are 6 Priorities that were introduced in December of 2018. These priorities represent the optimal state meaning, these statements will be true whenever our district has reached an optimal level of performance in a designated area. It does not necessarily represent where we are today but where we want to go.

Priorities represent two distinct but inter-related areas: Teaching & Learning, and Management & Operations. Each priority does include annual goals or deliverables. They are relevant July to June. These things cannot be achieved without an operational plan behind them and they are aligned to Board Committees (two Teaching & Learning, one Facilities & Maintenance and one Budget & Program).

We last looked at the goals and progress on January 12, 2020. 2 months later, schools closed for the rest of the school year. The pandemic has shifted many of the timetables and deliverables. Some things that were not listed, became priorities. Now, we know more about school during a pandemic than when we last reviewed, but there is still uncertainty and we need to have the ability to continue to shift as needed. We have learned a lot but there is still more to learn.

Some items are now complete like the Safety and Security upgrades in the schools associated with the original bond for K-8. That is something you can physically go to those schools and see. Some items are still in progress, and some items are set to begin in the near future. Some things were added and some were canceled or are offline. Some are paused or depreciated.

Teaching & Learning Goals: Ensure that all students are engaged and educators supported by standards that are essential.

1. Interim Data Sessions Complete. Review of former assessments in terms of STAR. It was decided that it did not yield the data needed. The decision was made to shift to iReady as the school assessment. That was started at the beginning of the 2020/2021 school year. At that time, it was not known that there would not be another assessment for the school year. Administration is happy iReady was implemented.
Educator Data Dashboard: Stabilize Student Info System (SSIS) There were concerns about the stability of Power School. There have been some staffing changes and strategic investments. No SSIS is perfect but we are in a much better area with Power School from a stability standpoint. There has been a lot of feedback. Gary Meyers has been a huge help.
Next step is the professional development of Performance Matters, which is a data dashboard. It opens a side that we haven't had access to. The pandemic slowed that down but it is still on the radar.
We would like to enhance the remote learning environment. There is an ongoing need for professional development in this area. CRF funds helped sustain during the Fall semester. Some of those funds purchased additional Chromebooks and laptops. It is also a priority to develop pandemic grading practices for all levels.

2. The next priority is to ensure that every High School graduate has multiple career, college or service options.
Developing Measures of Success: Make sure every graduate is connected with the next step after graduation. Paused.
Post-graduation Connections: Connect with students after graduation to continue support. Paused.
Youth Apprenticeship Expansion: Partner with organizations to provide more apprenticeships for high school students. Marginally involved.
Course Patterning Project: Intervention and progress monitoring. Paused.
3. The next priority is to develop social and emotional health tiers for each level that includes the formal teaching and reinforcement of proactive, research-based programs and practices.
21 century career development to include social awareness and working together. Smith Elementary started a couple years ago with the PAX Good Behavior Game. More schools want to get involved with that.
Support Tiers: I-Universal, II-Targeted, III- Intensive.
A behavioral handbook is being developed.
Working on a Student Needs Screener. Social Emotional Screener to understand the needs of the kids as they come back to school after long school closures.
Develop Tier Services Protocol to assist students exhibiting signs of stress, anxiety, and current or post trauma.
Expand professional development options: Redesign summer and fall professional learning options. Live, online, district wide opportunities to focus on physical, academic, and social emotional needs of the school year.
4. The next priority is to ensure that the learning of every student is supported by a school facility that is safe, healthy and (neutral to additive) to their learning. This means that the facility they are learning in is not taking away from their learning opportunity. We were able to open 3 new schools to the school year but there is still much work to do. There were priority changes such as adding physical upgrades consistent with COVID health and safety needs.
Delivered and started plan for safety and security upgrades for the high schools. Long range facilities plans were paused but it is important to reengage with those as soon as possible.
5. The next priority is to ensure an aligned, balanced and sustainable budget that supports the varied needs of our students, while providing predictability and consistence for our Helena School District colleagues and community. I tip my hat to Janelle for keeping up with all the moving parts in a remote learning environment, especially since they had to figure out and initiate new practices to be good stewards of taxpayer's resources

in and environment that they had never been in before. FY20 audit complete.

Multi Year Budget Projection: Develop 5-year projection of funds outlook for public understanding. Each year we get better.

High School Phase Downs. We have to talk about that. Projections show declining enrollment with the opening of the East Helena High School.

Electronic Time Payroll Reporting: Close to done with that. It was nice to already have some of these things in place before the pandemic.

6. The last priority is to ensure that each Helena School District stakeholder receives and has access to timely, informative and relevant school district information via varied communication platforms. The new website and social platforms are much better from the old ones. The new ones represent our schools. Michelle Skinner has been an asset in this area. People can find what they need now. We have developed better parent/family communication. We have shifted away from school district and then back and found balance. We can monitor the usage of social media platforms. We have seen an uptick in terms of new people looking for info since March. Michelle looks at what is most necessary and makes it easy to find.

How do we measure progression in a pandemic? We need to look at the following: Are students present and ready to learn? Are students connected to and finding meaning in their learning environments? Are students academically growing and developing towards having post high school options to succeed? Helping students understand along the way why school is important is necessity. 2020 created wrinkles. Standardized testing is one of those challenges. iReady assessments for diagnostic purposes are being used. We are using these to drive a teaching a learning environment. Data has a freshness date. This provides feedback on specific struggles and recommendations. We can see how Helena schools are progressing in comparison to other districts.

Mid School year thoughts: At this point, vaccines provide the pathway toward an eventual end to this pandemic. We went to winter break thinking educators would be in the 1B group, which provided a light at the end of the tunnel. Teachers have now been pushed to 1C, with 1B now being 16-69 with pre-existing conditions. While some teachers will qualify under this, not all will. There is still no definite timeline for when 1C will even start. We need to start looking to summer and fall now and its tough when we don't know what that will look like. Harvard Global Health Institute indicates that students are not at heightened risk from school re-openings. "Schools in the 5-day model are not seeing much issue with kids but more so with the teachers. Evidence gathered this fall around the world and in the U.S. suggests that schools can open, even in conditions of wide community spread, and achieve low and even near zero transmission in the school building.

This evidence, combined with the benefits to learners of in-person schooling learning and harms of remote schooling, suggests that the time has come to pursue in-person learning across most school contexts, provided that the school in question has established reasonable infection control protocols to safeguard student, educator (including paraprofessional), and staff safety.” Consider students needs, employee needs, family needs, facility needs, updated findings, local health indicators, vaccine timelines and other developing factors.

Comment from Chairman Muszkiewicz: Thank you. This makes me nostalgic for a time 2 years ago where we saw a roadmap for what we wanted to improve in education for students and families. This past year’s crisis has complicated that. I am so proud of your focus to be a strategically governed organization. You put priorities together with the Board and community input and then returned to them and say this is how things need to change and this is what has been accomplished. Its important in times of crisis. I am happy to see we have adapted to still achieve priorities. We have provided every student with a Chromebook to use at home and also in class, as seen on our tours. The Multi-Year Budget Projection should have a green box in my humble opinion. It is an evolving process and document but it is a huge game changing way in which we look at our budget. I appreciate what you said about communications. The way our website provides information to our families and in Facebook, Instagram and Twitter is huge. Something we don’t talk a lot about also are the minutes for our meeting. You read those and can get a concise and clear explanation of the work that the body is doing. The last thing I want to say, with regards to the last few slides, is that I appreciate how you share how the schools are continually evolving in response to the changing dynamic and crisis that we are in. I wish more of the folks who made public comment tonight were still attending the meeting and could hear that. Its late and these meetings are long but this is how we do our work. We dig in to the details and ask questions and we have difficult conversations. The change in vaccine prioritization is heartbreaking, but it is yet another thing that hasn’t gone our way that we have to adapt to.

Other question or comment;

Trustee McEwen asks if the security enhancement at the High Schools are underway or are they done?

A: Dr Ream, During the break and over summer we made physical upgrades. Physical work is the 1st things to do after the design and bid. That sets us up to then do the technical, electrical work and also the programming. We are in the last phase of that. We had to prioritize the High Schools to include them.

Schools are all very different for architecture and flow. Capital High School has a very clear front entrance whereas Helena High did not. We had to build an office on the other end of the school. The internal programming of the doors etc., is

what we have to do now. Then we will be ready to start working with the building administration to roll our procedures for how those will operate with the upgrades.

Trustee McEwen; There were software complaints and push back about various software platforms. Have those issues been squared away?

A: Dr Ream. Primary platforms yes, but there will always be supplemental material to navigate that can be a challenge. Our educators try to link that information but navigating the multiple platforms is hard. Being on TEAMS but then looking also at another website is sometimes a challenge. We may not ever complete that as it is ever evolving. Some software companies are developing all-in-one spaces but there may never be a true all-in-one because the world wide web is just too big. And to build something that works for K-12 is not really possible and would take 2-3 years. We use Moodle now and we will continue to watch for better things.

Board Vice Chair Hathorne: Thank you Dr Ream for managing the pandemic in a strategic way. I know your goal from the beginning of the pandemic has been to provide an academically and educationally sound model and I would also like everyone to know that you have always been a proponent of getting kids back in school and taking care of those kids that need the support that school gives. We are moving in the right direction.

Q: You are leaving in a few months. Is there anything that you would like to highlight as a need from the Strategic Plan that we can focus on now?

A: Dr Ream. The pandemic and research continue to develop. A year ago, I would have anticipated us being in a stable spot by now. We aren't. I am proud of the planning and implementation that went into this school year and keeping classes functioning while keeping people safe and healthy. We have to constantly be ready for change. Navigating the pandemic is priority number 1. Everyone's responsibilities have, at very least, doubled. On any given day, I am doing the Superintendent's intended job and also navigating the pandemic and trying to lead a school system. There are opportunities in the Spring Break and Summer Break to address the need of the students. We have to start planning for that now. It will be a new superintendent but everyone is impacted by this. We may continue with things we have implemented for the pandemic like the Chromebook usage as an aide to learning. We are pushed to develop things that we don't want to undo.

Trustee Beaver: Self evaluation or critic of the Strategic Plan is difficult but satisfying. Anyone in the district can look and see the accomplishments and what is in the works. All processes will evolve. This plan allows for that. Some things we would like to do differently but we have learned as we went. In assessment phase, the things we have taken from COVID are radically different from those we looked at previously. We must look at the satisfaction on the part of the student, teacher and parents. We have yet to meet some of those goals. We have

the opportunity to try and meet those if we can get over the restraints of vaccination and so on. Opportunities are there. The Strategic Plan is part of that process. You have handled it well. We can see strengths and shortcoming in it. Thank you for your efforts.

Trustee Goldes: Remembering back to August of 2016 when the trustees gathered at the May Butler building to work on the Strategic Plan and first brought all their thoughts and hopes and dreams for the kids of the district to the table. She is grateful for all the hard work in the document presented. It has allowed students to reach goals in a way that is dynamic and ever changing. It helps the Board to visualize what needs to be addressed. With COVID, it has identified challenges. It is empowering to hear what families come to tell them even if its hard to hear. There is a lot of pain right now. To hear plans are in place to mitigate these issues is good to hear.

Trustee McKee: She appreciates how much work it has taken to keep the train on the tracks since September. Its great to see the progress being made and that there are goals beyond survival. Regarding in person learning, numbers in October, November and December were very unsettling and the hybrid model is what got us through. It took so much work. People are exhausted and holding on by a thread. The Board is looking forward. Question for Dr Ream, in his opinion, what are the right next steps?

Dr Ream: The is a massive question. As we look as what has gone well and what hasn't gone well, the answer could vary. People are exhausted. Needs and research are both ever changing. We are still looking to make changes. Parents give us one perspective. But educators have another perspective. Educators includes all the employees in the district. Tim McMahon alone is doing 10 jobs all himself. There are so many considerations. Dr Ream has been candid with his view on vaccines. Courage has been mentioned. Courage is needed and demonstrated every day. People are still scared.

Trustee McKee: Any change that the Board decides to make will need to consider all points of view. They need to honor what and why the district did what they did. It has been draining and exhausting. But it got us through when our county was leading the country in COVID concentration and that's not nothing.

Trustee Walsh: The work that goes into creating and adjusting the plan in the midst of a pandemic is appreciated. The inclusion of online opportunities is also appreciated. Even with return to school, the Board may want to still consider online learning. Not that is has to be what it is currently but there are a lot of really great advantages to incorporating technology. Regardless of opinions on

whether this is working or not, all of the students have learned and grown tremendously using technology.

Student Representative Claire Downing: She would like to echo that she wishes the people who spoke earlier were still there. Courage was brought up. The patience and decisions made with research at these meetings demonstrate a lot of courage and we can see the progress from the original statistics. Even talking about opening back up is courageous.

Student Representative Mariah Mercer: She agrees with Claire. Its nice to see the scientific information that backs going back to school. A plan in place to go back at some point this year would help student's mental health and education and it is a relief to see.

C. Reports

1. Policy Committee Report

Trustee Goldes reports that Policy 3000 has been held back with the expectation that the Montana High School Sports Association may have some input. The new governor and his administration may make some changes. She doesn't know what will happen at the federal level. They will look at that in the future. Also, a thank you to Barb for all her hard work going through the 4000 series. The next meeting will be at the beginning of February.

2. Facilities and Maintenance Committee Report

Trustee Beaver reports that the committee last met on December 15 with the Director and executive staff of the capital complex maintenance division. They had proposed a presentation that was initiated by the loss of the maintenance and equipment facility. It has been taken by the new historical museum expansion. They need more space and had proposed to purchase the west half of the Ray Bjork parking lot to use as storage for capital equipment. Presently, that space is being used to store 12 mobile storage units that are needed because of the loss of space at Bryant school gymnasium. The school also still needs the space for staff parking. So, that proposal will not be feasible. They will look elsewhere.

3. Teaching & Learning Committee Report

Trustee Hathorne reports that they have put together a draft of 2021/2022 course offerings. Extended offerings are Unified Art, Social Studies elective of Philosophy, Carpentry 3, Foundational Fitness, and a certified focused health class covering 1st aid and CPR.

The Assessment Platform: iReady that Dr Ream covered most of but a recap to say that the schools have transitioned from STAR to iReady. It is teacher and student friendly but there is no data back yet.

4. Negotiations Report

Stacy Collette reports that they continue to work with Helena Education Association teacher members in coming to a settlement with the teacher's union. They will be starting HEA paraeducator union negotiations next week. They will be starting craft bargaining unit soon. This includes plumbers, electricians, custodians, etc....

5. Montana School Board Association Report

Chairman Muszkiewicz reports that MTSBA is fully engaged in the legislative session and he feels it safe to say that staff are pleased and optimistic with what's happening in the education policies. Governor Gianforte's budget includes inflationary increases for education funding formula. House Bill 3 passed 85-15. K-12 supplemental funding is included. Also, Federal COVID funds. He is looking forward to consistency in the funding formula. MTSBA board meetings will continue to be held online. MTSBA president has asked Chairman Muszkiewicz to chair the Advocacy committee for MTSBA so that is a neat opportunity. He is asking MTSBA staff to help our trustees to become more involved in advocacy before the legislators. He wants to see any trustee who is willing to testify on behalf of bills we support and against those we do not. Everyone always thinks someone else is doing it and then no one does. He is asking MTSBA staff to reach out to trustees to find out who is interested and help them. A survey for this just went out if anyone is interested.

Question from Trustee McEwen: Is MTSBA following bill 102, the gun bill?

A: Chairman Muszkiewicz answers that they are. They have not taken a stand for or against but have asked for a clarifying exemption to the bill text to exclude K-12. Then it would solely focus on college and university campuses.

Question asked by Trustee Goldes: Is the testimony given in person or online?

A; Chairman Muszkiewicz answers that at this point, without mask usage and social distancing, MTSBA staff are not advocating in person. They are doing everything virtually. He is hopeful that conditions will change. With online testimony you must make sure to sign up by noon the day before the hearing.

6. Helena Education Association Report

Jane Shawn reports that early retirement letters are due January 15. They have already received 5 and 1 more from last year to make 6.

In the political aspect of what the union is doing, they are also advocating for education in the legislative session. She will testify online. There are several bills they are responding to and several members of their Rapid Response Team are advocating from all over the state, approximately 1500 people.

She listened to the public comments made by parents and teachers. She has been in contact with representative counsel. The way the structure works is that there are several union leaders at each building. So, they get info from each building and bring it back to the counsel. When asked, does your building feel safe to come back to 4- or 5-day learning environment, they have all said they are concerned about the ability to social distance and many educators feel fortunate that sickness has stayed low. They feel that is due to their ability to mask and social distance currently. Teachers want the kids to come back but safety is a concern. They have sent info out for people to contact the governor to revise the vaccine orders to include teachers in phase 1B. We need to get parents back to work and kids back to school and vaccines would do that much more safely. A member told her that she is again home, quarantined with her son for a 3rd time because he has been a close contact. The student is from the Montana City school where they don't social distance and go 5 days a week. The change to the vaccine schedule was a gut punch. She would love to continue to be included in the back to in person discussions.

7. HHS/CHS Student Representative Reports

Mariah Mercer, Capital High Student Representative, reports that semester tests this year look different than most years. "A" students will go on Tuesday, "B" students will do on Wednesday and DLI students will have school Thursday. Many departments chose not to test. Some are using the time for makeup work and some are doing papers or projects instead of test.

The Academic Assistance Program started in December. They are averaging about 30 students per day after school taking part in this program. They work with teachers to make up work for credit recovery or to get help with current homework. The mentor program will begin 2nd semester using para proctors for struggling students. Accreditation review for the year will take place at the end of February.

Mariah and Claire visited PAL before winter break and the sense of community there was great. Claire will expand on their visit there. Extra Curriculars: Student Council raised about \$3500 for winter break gift card drive. The gift cards were purchased to Vans and given out to needy families in the school. Basketball has begun and both girls' and boys' varsity are currently 1-1. Speech and Debate is doing well. Jordan Shaw has placed 1st or 2nd in Legislative Debate at every tournament. All are online this year.

Claire Downing, Helena High Student Representative reports that semester tests at her school are about the same. There is not a lot of actual testing because there is not enough time and it would not offer a comprehensive assessment. The Food handlers license that she reported on at the last meeting is already being offered as an opportunity at the school and students can do extra training to get certified.

She and Mariah visited PAL (Project for Alternative Learning) and they both like the way it is run. They are on a 3-week schedule. Seniors have to do 15 plus hours of career development outside of school. The small population makes it easier. They have a 96% graduation rate. HHS is modeling PAL to put focus on the students and adapting grading policies and less emphasis on tests.

V. SUPERINTENDENT'S REPORT

Dr Ream starts by thanking several organizations that help us. Sam and MTSBA have been keeping things updated on what is happening in the legislature. HB16 added 3–4-year-olds to the ANB calculations. HB27 creates the Handle with Care Program. Governor Gianforte released a proposed budget. It decreases \$100 million from the last governor's budget but does not dip into the stabilization fund. There is a 1.5% increase for FY22 and a 2.57% increase for FY23 in the school funding formula. There is a \$2.5 million incentive for school districts to encourage increasing the salaries of early career teachers. Currently we rank 50th for beginning teacher pay. This would require districts to put in some of their own money. Also \$1 million per year in trades education through credit for employee education and training.

VI. BOARD COMMENTS

Chairman Muszkiewicz gives an update on the Superintendent search. Hazzard, Young, Attea and Associates are helping to recruit, interview and select our next Superintendent. The Priority application deadline was January 4, and 25 complete applications were received. Caroline and Jackie are conducting prescreening interviews and will recommend a slate of candidates to the Board. Once the Board finalizes the semifinalists, they will release the names and professional biographies and begin interviews. After that, the Board will select finalists. They will be interviewed a second time and an opportunity will be provided to students, families,

staff and community members to engage. Then the Board will select the next Superintendent. The Board remains thankful to Dr Ream for his visionary leadership and unparalleled dedication in addition to his and his team's assistance in all aspects of this process. All meetings will be publicly noticed. The Board will make sure to accommodate all schedules. They are so thankful to Dr Ream for his work but also happy with the interest in the position from qualified candidates. They are sad but also excited.

Trustee McEwen makes a shout to to 2 people he knows that are on the retirement list, Bill Kaiser and Dawn North. He wishes them best of luck in the future.

Trustee McKee would like to thank Dr Ream and Jane Shaw and all the folks working so hard through everything. All of their efforts matter.

Trustee Goldes would like to echo what has been said to Dr Ream and the teachers. Despite hearing the frustrations of the parents, our teachers want to support the kids and help them succeed. She feels particularly bad for the teachers of special needs and at-risk youth and she understands how worrying that is. She believes everyone would like to be back in school. She is also thankful to the County Health Department because what we read in the paper is looking backwards and not telling what the current situation is. The info coming from wastewater is worrying. There is a lot of COVID out there that hasn't manifested yet. We are also hearing about the new variants that are more infectious and we don't know what that means for the future. We don't know what the future brings but the County Health Department helps to guide us. We have to consider the health of our teachers and staff because we can't be open without them.

VII. ADJOURNMENT

There being no other topics for future meetings and no public comments on issues not on the agenda, the meeting adjourned at 9:23 p.m. The next Board of Trustees meeting will be February 9, 2021.

Respectfully Submitted,

Luke Muszkiewicz, Chair

Gretchen George, Recording Secretary Date



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 – Special Meeting

Thursday, January 28, 2021

MINUTES - DRAFT

ATTENDEES

Board of Trustees:

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

Excused Absence:

Terry Beaver, Trustee

Others:

Josh McKay, Assistant Superintendent
Barb Ridgway, Chief of Staff
Janelle Mickelson, Business Services Administrator
Joslyn Davidson, Curriculum Administrator
Allison Balboni, Executive Assistant
Gary Myers, Director of Education Technology
Nick Radley, Principal
Jilyn Chandler, Assistant Principal
Jill Nyman, Principal
Bridget Butler, Educator
John Stilson, Principal
Erin Hunt, Educator
Kayla Lunnon, Educator
Brian Cummings, Principal
Kathy Kidder, Assistant Principal
Trish Klock, Principal

Lisa Cordingley, HEF Executive Director
Jane Shawn, HEA President
Sean Maharg, Special Education Administrator
Sean Morrison, Special Education Administrator
Dawn Rowling, Assistant Principal
Wynn Randall, Principal
Pamala Hemminger, Secretary
Riley Thatcher, Educator
Trisha Burkhart, School Psychologist
Cal Boyle, Principal
Sol Jones, Principal
Craig Crawford, Principal
Jonna Schwartz, Educator
Erika McMillin, Social Services Coordinator
Kayla Lunnon, Member of the Public
Nicholas Jaynes, Member of the Public
Rebecca Bracken, Member of the Public

I. CALL TO ORDER

Board Chair, Luke Muszkiewicz, called the meeting to order at 12:07pm.

II. GENERAL PUBLIC COMMENT

No public comment was offered.

III. REVIEW OF AGENDA

Mr. Muszkiewicz reviewed the format for the meeting, which included a closed session to review confidential candidate information. He added the board would return to an open session upon

conclusion of the confidential discussion, and a motion would be made to approve semi-finalist candidates. At that time, and pending approval of the semi-finalists by the board, the names of candidates would be made public.

IV. NEW BUSINESS

A. ITEM FOR INFORMATION

1. Superintendent Search – Review Application Materials – CLOSED SESSION

The board entered a closed session at 12:12pm.

The board returned to an open session at 3:47pm.

B. ITEM FOR ACTION

1. Superintendent Search – Select Semi-Finalist Candidates – OPEN SESSION

Mr. Muszkiewicz thanked the search firm, Hazard, Young, Attea & Associates, for their assistance obtaining qualified candidates and thanked all candidates for applying.

Ms. Sullivan moved to approve semi-finalist candidates in alphabetical order of last name: Kevin Aten, Keith Brown, Joseph Koch, James Wagner, and Rex Weltz. Mr. McEwen seconded the motion. There were neither board comments, nor public comments. The board approved the motion unanimously.

Mr. Muszkiewicz told trustees semi-finalist interviews would occur February 10-11. These interviews would be public meetings. Ms. Sullivan asked for confirmation that semi-finalists interviews would be conducted remotely. Mr. Muszkiewicz confirmed semi-finalists would be given the opportunity to interview remotely. He provided an overview of next steps: semi-finalist interviews would occur over two days, then the board would meet to determine finalists; after that, finalists would be interviewed in Helena and would be given an opportunity to meet with staff, teachers, students, and the community, followed by selection by the board of trustees.

V. BOARD COMMENTS

There were no additional board comments.

VI. ADJOURNMENT

The meeting was adjourned at 3:55pm.

PERSONNEL ACTIONS
January 13, 2021 – February 9, 2021

CERTIFICATED PERSONNEL

Appointments

<u>Name</u>	<u>Effective</u>	<u>Location/Assignment</u>	<u>Salary</u>
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*Temporary Contract: Contract expires at the discretion of the District or 6/10/2021 whichever occurs first.

Terminations/Retirements

<u>Name</u>	<u>Effective</u>	<u>Location/Assignment</u>	<u>Reason</u>
Bruski, Tirzah	06/10/2021	CHS/Mathematics	Retirement
Foucar, Donald	06/10/2022	CHS/Social Studies	Retirement
Garrett, Timothy	06/10/2022	PAL/Special Education/Resource	Retirement
Johnson, Mac	06/10/2021	HHS/World Cultures	Retirement
Johnson, Michelle	06/10/2021	HMS/English	Retirement
Kendrick, Sara	02/26/2021	CRA/English	Resignation
Mitchell, Julie	06/10/2021	HHS/World Cultures	Retirement

Leaves

<u>Name</u>	<u>Term</u>	<u>Location/Assignment</u>	<u>Type of Leave</u>
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Change in Contract

<u>Name</u>	<u>From</u>	<u>To</u>	<u>Effective Date</u>
Maharg, Marla	.80 FTE	1.0 FTE	01/25/2021*
Drigger, Beth	.50 FTE	1.0 FTE	01/04/2021*

**Temporary Assignment*

CLASSIFIED PERSONNEL

Appointments

<u>Name</u>	<u>Effective</u>	<u>Location/Assignment</u>	<u>Salary</u>
Casne-Jones, Connor	01/13/2021	Lincoln/Temp. SACC Para Educator	\$13.91/hr.*
Hicks, Brett	01/06/2021	Lincoln-IT/Appl. Support Developer	\$58,627/yr.
Holmes-Mora, Lindsey	01/07/2021	Warren/Temp SACC Para Educator	\$13.30/hr.*

McPhetridge, Hope	01/13/2021	Central/Temporary Para Educator	\$14.21/hr.*
Rausch, Abigail	02/02/2021	HHS/Career Center Resource Assistant	\$18.09/hr.
Rudio, Kristyna	01/14/2021	Jim Darcy/Temporary Para Educator	\$15.44/hr.*

**Temporary Assignment*

Terminations/Retirements

<u>Name</u>	<u>Effective</u>	<u>Location/Assignment</u>	<u>Reason</u>
Buyske, Jan	06/16/2021	HHS/Secretary	Resignation
DeBree, Cindy	TBD	Lincoln/SACC Para Educator	Resignation
Madden, Maureen	02/12/2021	Lincoln-Broadwater/SACC Site Mgr.	Resignation
Sinz, Willis	01/08/2021	Rossiter/Custodian	Resignation

Leaves

<u>Name</u>	<u>Term</u>	<u>Location/Assignment</u>	<u>Type</u>
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SUPPLEMENTARY CONTRACT ASSIGNMENTS

<u>Last Name</u>	<u>First Name</u>	<u>Assignment</u>	<u>Location</u>	<u>Amount</u>
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Helena School District #1

Warrants January 1 to 31, 2021

Direct Deposits: \$3,106,481.67

Payroll Warrants: 70130662-70130689

Payroll Deduction: 69278591-69278609

Non-Check Payroll Deductions: \$4,931,145.36

Non-Check Accts Payable Deductions: 276,001.47 * Allegiance payments not available at this time

Non-Check Accts Payable Deductions- HHS Extracurricular: \$0

Claim Warrants: 69278229-69278782

CRA Middle School Student Activity Checks: 17205

HMS Middle School Student Activity Checks: 8146

Capital High Student Activity Checks: 23549-23567

Helena High Student Activity Checks: 35325-35343

Cancelled Warrants: \$1,325.17

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 T. Janelle Mickelson

Helena Public Schools - Sabbatical Leaves for 2021-2022

BACKGROUND:

The New Professionalism Committee has met and reviewed applications for sabbatical leaves for the 2021-2022 school year. The committee recommends the approval of the sabbaticals described briefly below.

Complete applications are on file at the May Butler Center.

Jill Sundby Val Alstyne, Helena High School First Semester Sabbatical

As a former reporter, Jill plans to research education policy and write education-focused articles for the *Montana Free Press* during her sabbatical.

Kathryn Haddock, C. R. Anderson Middle School Second Semester Sabbatical

Kathryn plans to write a book about modern female mathematicians, compile a list of STEAM activities specifically designed for girls in grades 6-12, and develop a scholarship fund for girls in grades 6-12 to attend STEAM activities.

Recommendation:

Approve Jill Sundby Van Alstyne and Kathryn Haddock's sabbaticals.