



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

Board of Trustees Work Session

Tuesday, April 27, 2021

Helena High School and via Zoom

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

Notice: In accordance continued health/safety guidance and recommendations, we ask those physically attending the meeting to remain distanced and masked. Given distancing needs, physical attendance at this meeting is limited to 25 individuals. 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-work-session-04-27-2021/> and using the Zoom 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. TOUR OF HELENA HIGH SCHOOL at 3:30pm
- II. CALL TO ORDER / PLEDGE OF ALLEGIANCE
- III. REVIEW OF AGENDA
- IV. PRESENTATION: Helena High School

- V. GENERAL PUBLIC COMMENT

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

Helena Public Schools Board of Trustees

Luke Muszkiewicz
Board Chair

Siobhan Hathhorn
Board Vice Chair

Terry Beaver
Trustee

Libby Goldes
Trustee

John E McEwen
Trustee

Jennifer McKee
Trustee

Sarah Sullivan
Trustee

Jennifer Walsh
Trustee

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VI. NEW BUSINESS

A. Items for Action

1. High School General Fund Budget Amendment Proclamation (see attached)

B. Items for Consent

1. Consideration of the 02.23.2021 Board of Trustees Work Session Minutes (see attached)
2. Consideration of the 03.23.2021 Board of Trustees Work Session Minutes (see attached)

VII. SUPERINTENDENT'S REPORT

VIII. BOARD COMMENTS

IX. ADJOURNMENT

The next Board Work Session will be Tuesday, May 25, 2021, at PAL.



**Welcome
to
Helena High School!**



MISSION

- **OUR MISSION IS TO PROVIDE A STRONG FOUNDATION FOR LIFE-LONG LEARNING BY NURTURING, CHALLENGING, AND GUIDING ALL STUDENTS TOWARD THEIR MAXIMUM ACADEMIC, AESTHETIC, PHYSICAL, SOCIAL AND EMOTIONAL POTENTIAL.**

HELENA HIGH SCHOOL BY THE NUMBERS

- **1,209 STUDENTS**
- **18% MINORITY**
- **12% STUDENTS WITH DISABILITIES**
 - **35% FREE/REDUCED LUNCH**
 - **86.5% GRADUATION RATE**
 - **201 DLI STUDENTS**



HELENA HIGH STAFF

- **85 INSTRUCTIONAL STAFF**
- **93 CERTIFIED STAFF**
- **23 SUPPORT STAFF**

A MODEL OF

- **9TH GRADE TRANSITION**
- **JUNIOR AND SENIOR DUAL CREDIT OFFERINGS**
 - **MBI/MTSS**
 - **AP DISTINCTION**
 - **ACT PERFORMANCE**
- **INSTRUCTIONAL FRAMEWORK (SLT)**
 - **GRADING REFORM**

FRESHMAN TRANSITION

- **FRESHMAN ACADEMIES**
- **SPECIAL EDUCATION SERVICES**
 - **BENGAL BEGINNINGS**
 - **HOME VISITS**
- **EARLY WARNING SYSTEM**



Helena High School Multi-Tiered Systems of Support MTSS

Academic Supports

- Access to Success
- Practical English/Math
- MTDA (OC/CR)
- IEP/504
- Social Skills/Study Skills/CC Lab

Behavioral Supports

- E-Net
- CSCT/SBOT
- Mental Health Screener
- Social/Study Skills/ CC lab
- SRO

- Read 180
- Pre Algebra "On Ramp to Algebra"
- Credit Recovery
- I-Ready Progress Monitoring
- PAL
- Algebra 1 & 2/Geometry Math Labs
- Co-Teaching Core classes
- MTDA (OC/CR)
- Afterschool/Sat School
- Make Up/Summer School

- Mentoring
- Early Warning Systems
- Scheduling
- "A" team Referral
- Co-Teaching Core Classes

- Mental Health Screener
- SRO

- Data Driven Instruction
- Home Visits
- PLC
- Parent Contact
- Study Hall
- 9th Grade Teams

- Parent Contact
- 9th grade teams
- Student Conference

- Teaching the MBI Universals
- Mental Health Screener
- SRO

Tier 1

Tier 2

7

Be Responsible -Be A Graduate -Be Involved -Be Respectful

INTERVENTION PROGRAMMING

- **NHS PEER TUTORING**
- **2 X 10 STAFF MENTORS**
- **AFTER SCHOOL PROGRAMMING – 5 HOURS PER WEEK.**
- **ESL INTERPRETERS – MANDARIN, SPANISH AND JAPANESE.**
- **SIGN LANGUAGE**
- **CREDIT RECOVERY**

JUNIOR AND SENIOR DUAL CREDIT OFFERINGS

- **COLLEGE WRITING**
- **PRE-CALCULUS**
- **ELEMENTS OF CALCULUS**
- **COLLEGE ALGEBRA**
- **STATISTICS**
- **SMALL BUSINESS MNGMT**
- **CONTEMPORARY MATH**
- **TECH MATH**
- **TECH WRITING**
- **ACCOUNTING I**
- **DRAFTING**

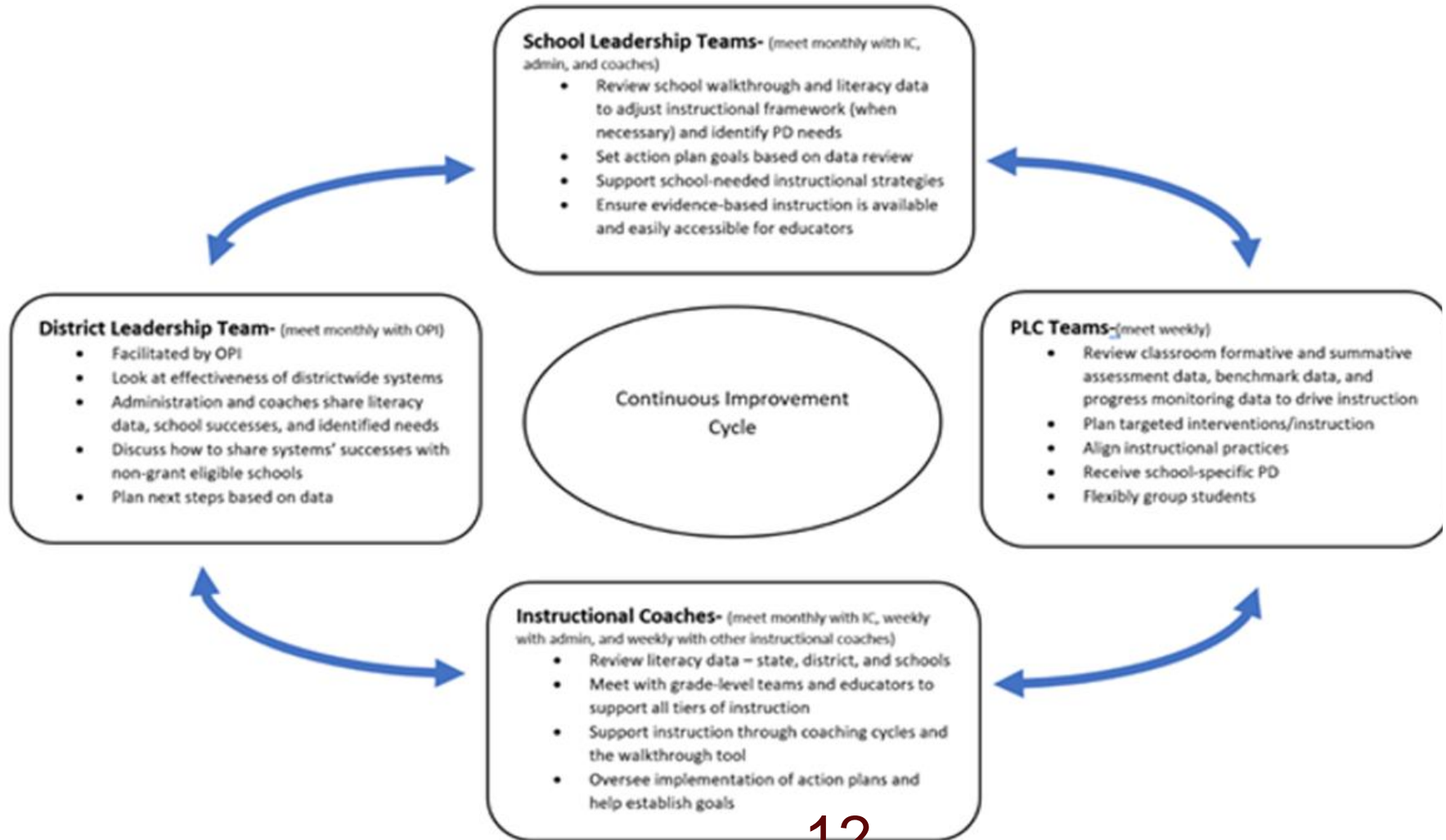
DUAL CREDIT CONTINUED

- **MS WORD AND EXCEL**
- **INTRO TO PROGRAMMING**
- **JOY AND BEAUTY OF COMPUTING**
- **PROGRAMMING WITH JAVA**
- **COLLEGE WRITING**
- **INTRO TO LITERATURE**
- **INTRODUCTION TO ACTING**
- **CUTTING PROCESSES**
- **INDUST SAFETY FOR WLDG**
- **INTRO TO PSYCHOLOGY**
- **CULINARY**

MCLSDP (Next 5 years)

- Interventions
 - Focus on disadvantaged subgroups
 - Qualitative and quantitative data have forged students into Read 180, System 44, or co-taught
- PDSA Cycles
 - Explicit targeted literacy instruction to students in Tiers 2 and 3
 - Teachers in all content areas
- Instructional framework and walkthroughs
 - Revise both for our new learning environment this year?
- Parent and family support
 - Home visits
 - What else?
- Instructional Coaching
 - Individual, group, or whole staff....how can we help you and your people?
- Ongoing professional development
 - Emphasis on disciplinary literacy to fulfill 10th grade gap

Continuous Improvement Cycle (CIC)



At Helena High, for bell-to-bell instruction, we do our...

B

Begin Strong



- Greet at the door
- A posted agenda and Learning Targets
- Bell ringer routine

E

Engage Everyone



- Opportunities to Respond
- Praise positive behavior
- Vary learning approaches
- Vary depth of knowledge
- Chunking Instruction

S

Skills and Strategies



- Disciplinary Literacy
- Purposeful reading, writing and discussion
- I do, We do, You do
- Formative Assessments

T

Takeaways



- Exit strategies
- Positive send-off
- Feedback

Guiding questions for instructional staff:

- What do you want each student to learn?
- How will you know if they have learned it?
- How are you helping those that have not learned?
- How are you engaging those who are already proficient?



Guiding questions for students:

- Am I in class and ready to learn?
- What do I hope to learn?
- When I am challenged, how do I respond?
- Who can help me when I struggle?

*Extended Version

At Helena High, for bell-to-bell instruction, we do our...

B

Begin Strong

- Greet at the door/acknowledge students as they walk in
- A posted agenda and objectives/learning targets
- Bell ringer routine
 - Focusing Activity at the beginning of each class.

E

Engage Everyone

- Opportunities to Respond
 - Cold calling
 - White Boards
 - Sticky Notes
- Praise positive behavior
 - Positive Interactions, specific feedback
- Vary learning approaches
 - Pairs (student to student), groups, individual
- Vary depth of knowledge
 - Webb's depth of knowledge
 - Bloom's Taxonomy
- Chunking Instruction
 - 10-2 (10 minutes of teacher led, 2 minutes student processing)

S

Skills and Strategies

- Disciplinary (Content Specific) Literacy
 - Domain Specific Vocabulary work
 - Decode Textbooks
 - Problem Solving
- Purposeful reading, writing and discussion
 - Active Reading
 - Annotations
 - Thinking Charts
 - Editing
 - T=
- I do, We do, You do (together/pairs), You do
 - Modeling
- Formative Assessments
 - Think-Ink-Pair-Share
 - Kahoot/Plickers
 - Quizzes
 - White Boards

T

Takeaways

- Exit strategies/Feedback (How do you know that students learned the objectives/learning targets end of a lesson)
 - Exit Tickets
 - Thumbs up/down
 - Turn and Talk
- Positive send-off

GRADING PHILOSOPHIES

- **WE MUST SEEK TO CREATE A CULTURE OF LEARNING, NOT A CULTURE OF GRADING**
- **GRADING IS PRIMARILY AN EXERCISE IN PROFESSIONAL JUDGEMENT, NOT JUST A NUMERICAL, MECHANICAL EXERCISE SO GRADES ARE DETERMINED, NOT CALCULATED**
- **EFFECTIVE ASSESSMENT AND GRADING PRACTICES RESULT IN GRADES THAT ARE ACCURATE, CONSISTENT, MEANINGFUL, AND SUPPORTIVE OF LEARNING.**
 - **KEN O'CONNOR**

FIXES FOR PRACTICES THAT DISTORT ACHIEVEMENT

- **DON'T INCLUDE STUDENT BEHAVIORS (EFFORT, PARTICIPATION, ADHERENCE TO CLASS RULES, ETC.) IN GRADES; INCLUDE ONLY ACHIEVEMENT**
- **DON'T GIVE POINTS FOR EXTRA CREDIT OR USE BONUS POINTS; SEEK ONLY EVIDENCE THAT MORE WORK HAS RESULTED IN A HIGHER LEVEL OF ACHIEVEMENT.**

FIXES FOR LOW-QUALITY OR POORLY ORGANIZED EVIDENCE

FIXES FOR INAPPROPRIATE GRADE CALCULATION

- **DON'T INCLUDE ZEROS IN GRADE DETERMINATION WHEN EVIDENCE IS MISSING OR A PUNISHMENT; USE ALTERNATIVES, SUCH AS REASSESSING TO DETERMINE REAL ACHIEVEMENT, OR USE "I" FOR INCOMPLETE OR INSUFFICIENT EVIDENCE.**

FIXES TO SUPPORT LEARNING

- **DON'T USE INFORMATION FROM FORMATIVE ASSESSMENTS AND PRACTICE TO DETERMINE GRADES; USE ONLY SUMMATIVE EVIDENCE.**

**“ KIDS WHO FAIL IN SCHOOL ARE
MORE LIKELY TO LIVE IN POVERTY,
BE JAILED AND DIE YOUNG –
QUITE A PRICE TO PAY FOR LATE
HOMEWORK AT AGE 15 ”**

MIKE MATTOS

MINDSET

MATH CREDIT RECOVERY

BEHAVIORAL AND EMOTIONAL RISK INDEX SCORE – THIS INDICATES THE OVERALL AMOUNT OF RISK A CHILD OR ADOLESCENT HAS OF HAVING OR DEVELOPING A BEHAVIORAL OR EMOTIONAL PROBLEM

- **INTERNALIZING RISK INDEX**
- **SELF REGULATION RISK INDEX**
- **PERSONAL ADJUSTMENT RISK INDEX**

BASC – BESS

Behavioral and Emotional Risk Index

BEES-3 (Student)



Extremely Elevated Risk

8%

69 students
District average: 9%



Elevated Risk

22%

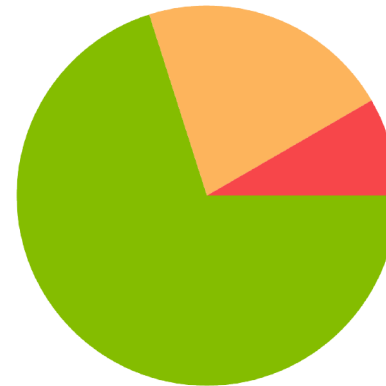
178 students
District average: 18%



Normal Risk

70%

579 students
District average: 73%



Risk Distribution by Grade

Grade



9th Grade

191 students

73%

140

14%

27

13%

24



10th Grade

190 students

69%

131

21%

40

10%

19



11th Grade

213 students

64%

136

28%

59

8%

18



12th Grade

232 students

74%

172

22%

52

3%

8



Risk Distribution by Gender

Gender



Female

452 students

64%

288

26%

117

10%

47



Male

374 students

78%

291

16%

61

6%

22



Risk Distribution by Ethnicity

Ethnicity



All Students

Rectangular Snip

Hispanic/Latino

40 students

68% 18% 15%

27 7 6



Two or More Races

786 students

70% 22% 8%

552 171 63



Female

Hispanic/Latino Female

19 students

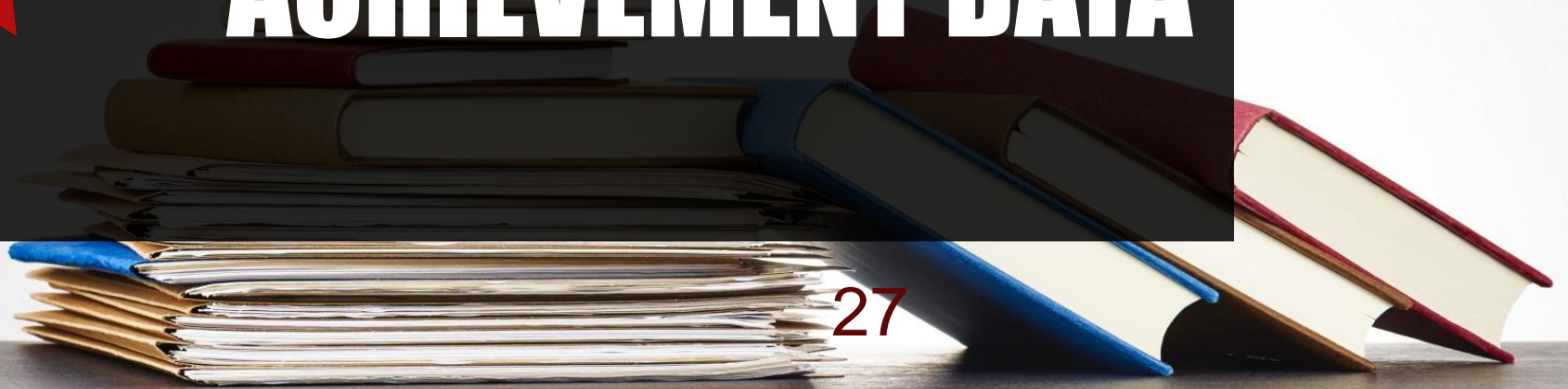
58% 26% 16%

11 5 3





ACHIEVEMENT DATA



AP DISTINCTION

AP HONOR ROLL

- **INCREASED ENROLLMENT IN AP COURSES**
- **INCREASED TEST PARTICIPATION**
- **INCREASED PERFORMANCE (3-5)**

AP CAPSTONE

- **3+ SCORES ON 4 COURSES**
- **PLUS:**
 - **AP SEMINAR**
 - **AP RESEARCH**

AP COURSE OFFERINGS

- **AP LANGUAGE**
- **AP LITERATURE**
- **AP HUMAN GEOGRAPHY**
- **AP US HISTORY**
- **AP GOVERNMENT**
- **AP EUROPEAN HISTORY**
- **AP PSYCHOLOGY**
- **AP ART HISTORY**
- **AP STUDIO ART**
- **AP CALCULUS AB**
- **AP CALCULUS BC**
- **AP STATISTICS**
- **AP BIOLOGY**
- **AP CHEMISTRY**
- **AP SPANISH LANGUAGE**
- **AP SEMINAR**
- **AP RESEARCH**

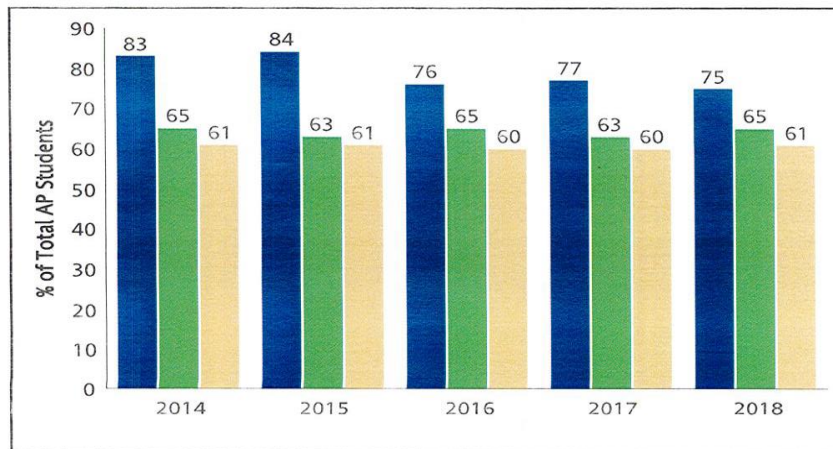
AP[®] Five-Year School Score Summary (2018)

This report shows five years of data at the school, state and global levels. On the first page, a graph illustrates the year-over-year change in the percentage of AP students with scores of 3 or total exams, total unique students and both the number and percentage of AP students with one or more scores of 3 or higher. On subsequent pages, the report provides subject-specific subject score and mean score.

✓ Data Updated Aug 11, 2018, Report Run Feb 22, 2019

Helena High School (270455)

% of Total AP Students with Scores 3+



	2014	2015	2018
Helena High Sch			
Total AP Students	174	201	207
Number of Exams	253	291	303
AP Students with Scores 3+	144	168	157
% of Total AP Students with Scores 3+	82.8	83.6	75.8
Monta			
Total AP Students	3,341	3,254	3,195
Number of Exams	5,320	5,110	5,032
AP Students with Scores 3+	2,187	2,049	2,067
% of Total AP Students with Scores 3+	65.5	63.0	64.6
Glob:			
Total AP Students	2,352,026	2,497,164	2,625,311
Number of Exams	4,199,454	4,516,044	4,741,511
AP Students with Scores 3+	1,442,136	1,515,264	1,583,111
% of Total AP Students with Scores 3+	61.3	60.7	60.3

"Success" on an AP Exam is defined as an exam score of 3 or higher, which represents the score point that research finds predictive of college success and college graduation. These findings have held consistent across the example of such a study comes from the National Center for Educational Accountability, which found that an AP Exam score, and a score of 3 or higher in particular, is a strong predictor of a student's ability to persist in college and earn a bachelor's degree.

The data in this report differs from other College Board reports, such as *The AP Cohort Data Report*, which tracks exams taken by seniors throughout their time in high school (cohort-based) and includes public school data or

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POST-SECONDARY



2020 SURVEY RESULTS

- **64% 4 - YEAR COLLEGE**
- **8% 2 – YEAR COLLEGE**
- **8% MILITARY**
- **6% WORK FORCE**
- **14 % -- OTHER – CHURCH MISSION; CERTIFICATE PROGRAM; APPRENTICESHIPS**

SIGNIFICANT AREAS OF FOCUS FOR 2021/2022

- **COVID CHALLENGES**
- **“LOST YEAR”**
 - **DEVALUES THE INCREDIBLE WORK OF STAFF, STUDENTS, PARENTS AND COMMUNITIES. WE LEARN BY DOING. WE LEARN MORE BY REFLECTING ON WHAT WE’VE DONE. WHAT LESSONS WILL WE TAKE?**
- **ACCREDITATION REVIEW**
- **CHALLENGES PRESENTED BY LOSS OF STUDENTS AND A MASTER SCHEDULE BUILT WITH CHOICES FOR 1800 STUDENTS. NEXT YEAR 1100.**

STUDENT RECOGNITIONS

- **PRESIDENTIAL SCHOLARS**
- **4 NATIONAL MERIT FINALISTS**
- **STATE RUNNER UP GIRL'S SOCCER**
- **3RD PLACE GIRL'S CROSS COUNTRY**
- **INDIVIDUAL BOYS SWIM CHAMP**
- **BOYS AA STATE CHAMPIONSHIP**
- **MBI STUDENT OF THE MONTH**
- **NHS INDUCTEES**
- **NATIONAL SPEECH AND DEBATE**
- **SKILLS USA**
- **SCIENCE OLYMPIAD**
- **SCIENCE FAIRS**
- **NWICT RECOGNITION**
- **MUS SCHOLARSHIP RECIPIENTS**
- **MBI QUARTERLY BENGAL POUND**
- **VALEDICTORIANS**

“THERE’S A PLACE FOR EVERYONE”

Board of Trustees Work Session

High School General Fund Budget Amendment Proclamation



IV. NEW BUSINESS

A. Items for Action

1. High School General Fund Budget Amendment Proclamation
-

Background:

Pursuant to 20-9-161, MCA, when the trustees of a district decide that a budget amendment is necessary, they may proclaim the need for the budget amendment by a majority vote. The proclamation must include: 1) the facts constituting the need for a budget amendment; 2) the budgeted fund(s) affected by the amendment; 3) the estimated amount of money required to finance the budget amendment in each effected fund; 4) the anticipated source(s) of financing the budget amendment; and 5) the time and place the board will meet for the purpose of considering and adopting the budget amendment. Copies of the proclamation must be sent to the county superintendent and the board of county commissioners (20-9-162).

Considerations:

- As a result of the creation of East Helena K-12 School District and the receipt of tuition payments from East Helena K-12, the district's budget for the general fund needs to be amended in order to properly maintain and support the district for the current school fiscal year.
- The dollar amount of the budget amendment is \$407,576.
- The financing source for the budget amendment is tuition receipts received from East Helena K-12 School District.
- Budget Amendment Process and Procedures:
 1. Trustees proclaim the need for a budget amendment by majority vote (attached).
 2. A copy of the proclamation is sent to the county superintendent and the board of county commissioners.
 3. Not less than one week before the adoption of the budget amendment, the Trustees must provide public notice of their intent.
 4. Trustees adopt the budget amendment by a majority vote.
- Estimated Timeline:
 - April 27, 2021 – Budget Proclamation passed by majority vote
 - April 28, 2021 – A copy of the proclamation sent to the county superintendent and the board of county commissioners.
 - By May 4, 2021 – Public notice is provided
 - May 11, 2021 – Budget Amendment is adopted by a majority vote
 - May 12, 2021 – Budget Amendment is submitted to the County Superintendent and the State Superintendent of Schools.

Superintendent recommendation:

Approve of the attached budget amendment resolution to the Helena High School District No. 1 general fund.

**BUDGET AMENDMENT PROCLAMATION
HELENA HIGH SCHOOL DISTRICT No. 1
LEWIS AND CLARK COUNTY**

At the regular meeting of the board of trustees of Helena High School District No.1, Lewis and Clark County, Montana, held April 27, 2021, at 4:00 p.m. at Helena High School, 1300 Billings Avenue, Helena MT 59601, the following resolution was introduced:

WHEREAS, the trustees of the Helena High School District No. 1, Lewis and Clark County, Montana, have made a determination that as a result of the creation of East Helena K-12 School District and the receipt of tuition payments from East Helena K-12, the district's budget for the general fund needs to be amended in order to properly maintain and support the district for the current school fiscal year; and

WHEREAS, the trustees have determined that an amendment to the Helena High School District No. 1 general fund budget in an amount of \$407,576 is necessary under the provision of Section 20-9-161(6), MCA; for the purpose of financing general maintenance and operational costs of the school district and

WHEREAS, the anticipated source of financing the budget amendment expenditures shall be tuition receipts received from East Helena K-12 School District;

THEREFORE BE IT RESOLVED that the Board of Trustees of the Helena School District No. 1, Lewis and Clark County, Montana, proclaims a need for an amendment to the Helena High School District No. 1 general fund budget for fiscal year 2021 in an amount of \$407,576 is necessary under Section 20-9-161(6), MCA, for the purpose identified above, and;

BE IT FURTHER RESOLVED that the Board of Trustees of the Helena High School District No.1, Lewis and Clark County, Montana, will meet at 5:30 p.m. at Capital High School, 100 Valley Drive, Helena MT 59601 on May 11, 2021 for the purpose of considering and adopting the budget amendment.

By: _____
Chairperson, Board of Trustees

DISTRICT CLERK CERTIFICATION:

I attest the above-referenced signature of the Chairperson of the Board of Trustees, and further certify as follows Sarah Sullivan made the motion to approve this BUDGET AMENDMENT PROCLAMATION and Siobhan Hathhorn seconded the motion; the following Trustees voted in favor of the motion: Luke Muszkiewicz, Terry Beaver, Libby Goldes, Siobhan Hathhorn, Jeff Hindoien, John McEwen, Sarah Sullivan, and Jennifer Walsh; the following Trustees voted against N/A; and the following Trustees were absent: N/A.

By: _____
Janelle Mickelson, District Clerk
Helena School District No. 1



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

Board of Trustees Work Session

Tuesday, February 23, 2021

C.R. Anderson Middle School and via Microsoft Teams

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

MINUTES

ATTENDANCE: Present unless otherwise noted

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

Janelle Michelson, Business Services Admin.
Dr Tyler Ream, Superintendent
Gary Meyers, Director of Educational Technology
Principal Thennis, CR Anderson Middle School
Assistant Principal Jones, CR Anderson Middle School
Assistant Principal Chandler, CR Anderson Middle School
Various Staff Members from C R Anderson Middle School

I. TOUR OF C.R. ANDERSON MIDDLE SCHOOL

II. CALL TO ORDER/ PLEDGE OF ALLEGIANCE

Chair Luke Muszkiewicz called the meeting to order at 4:00 pm and led the Pledge of Allegiance.

III. REVIEW OF AGENDA

No Change

IV. PRESENTATION

Principal Thennis:

He is grateful for the opportunity to work with the people he does. They have worked well together through the tough things. He applauds his 2 assistant principals. Each year they start with annual goals. His number one is always relationships.

Establishing and cultivating relationships with students is always number one. After that, essential instruction and essential standards are next. This is what they want to see from students and then a roadmap to help them achieve that. The last main goal is to do the best they can. He believes everyone has done their best this year. He encourages the staff to remind themselves that they are not perfect and give themselves a break. It is important to know what you want but also knowing how to get there together. It is important to be true and create loyalty and trust. They use problem solving teams to figure things out. This includes a Teacher Leadership team, an RTI team, a PLC team, an MBI team and a Staff Activity team. Each has a specific purpose and ultimately help them to be a better school.

Assistant Principal Jones:

C.R. Anderson is one of the largest middle schools in Montana. From the teacher perspective, they have common prep periods to collaborate and communicate about students and to monitor progress and create interventions. They provide direct services to some kids and this helps build relationships. From the student perspective, they have a chance to feel that they are part of a smaller learning community and can create relationships with their own team of teachers. They can connect with common classmates and have a personalized feel.

Principal Thennis:

Goal number 2: The RTI, PLC and Teacher Leadership teams are directly involved with this goal of developing essential instruction based on essential standards. They have done a lot of problem solving and they have had a great impact. Adjustments have had to be made as they went.

Assistant Principal Chandler

They have learned a lot of new technology related things through the last year. One of the new things was Microsoft Forms to gather data and send out links to everyone involved. One teacher can communicate about a struggling student to everyone involved in that kid's day. Another survey sent out was asking for feedback from parents. Kids are using several different platforms. They could find out about the home day workload struggles, and the different platforms being used. They also asked kids questions. Kids told them they were very confused about all the different

assignments and different platforms. They took that feedback and tried to make things easier for everyone. The feedback told them that kids were struggling on their remote days. They opened the cafeteria and started doing a block of time for kids on their remote learning days. They now have 90 kids using this option.

Mr. Korizek, PE:

This year they have moved to pass/fail and that helped to have a greater emphasis on activity. Under the circumstances, it helped benefit the students and it is something they may look at in the future. This year they are not dressing out for PE. One of the benefits, is less fighting in the locker rooms. The locker rooms are not built for modesty and that has been a positive thing this year. It also helps because the time to dress out takes away from actual class time. This is picking up almost 15 minutes a day of class time. That is almost a whole extra day a week in time.

Erin Hunt:

The first thing they did was moving the agenda for the week to TEAMS vs email. The other thing they did, in conjunction with Helena Middle school, was to host 2 live parents' events through TEAMS for tech stuff and tech support. The follow up was on the curriculum programs. They were able to walk parents through everything. Another online meeting is planned to walk parents through the Phasing Up plan.

Principal Thennis:

All of these adjustments are driven by the RTI information that they got. There were also concerns about the grading.

Lauren Miller & Kim Cohn, English:

This committee joined a book study. They looked at the number of F's. There are 15 fixes for grading from the book. They picked a couple. One of those is to not include late work in the final grade. That does not mean they are not penalized, but it means they are involved in the process. Its more student centered, and they know what their grades mean. They use common assessments that are standards based. Another fix from the book is to not include 0's in the grade. It is a big shift in thinking. When you include 0's you are not actually grading what they know. You are grading the behavior of not turning in the work. The grades should reflect the level the child is at.

Principal Thennis:

There are lots of ways to assess student learning. Grades do not always reflect where they are at. They want to measure whether kids are learning what they wanted them to learn. They are in the process of surveying the staff. There is an opportunity to work on the grading. There is also opportunity in whether scores will be reduced in late work.

Erin Hunt:

In August they met and decided that they would have schoolwide literacy standards. Being able to read and being able to summarize are the important parts. They used iReady assessments to monitor those standards. They are seeing growth in the standards. iReady has the ability to use the shorter assessments as well as the longer ones.

Principal Thennis:

The English/Language Arts Department has identified central understandings at each grade level. They have aligned them vertically. Each set of standards has a common assessment.

Going back to the goal of establishing and cultivating relationships with students, they have put some systems in place.

Mark McCauley, Counselor:

When the year was started, they brought up the idea of how to get referrals to them in a more proficient manner. They are using a simple Microsoft Form. Teachers can quickly fill out the info on the student and what their concern is. It comes to the counselor in an email that opens in an excel document with the data. They can then decide how to best manage it. Most of the time parents are very supportive when they must be called. This has led to a lot of interventions. They may be able to adjust their schedule, or assign them a para, etc. and it keep the kids on their radar. There is also a form on the webpage that parents and students can use to refer as well.

Christi Williams, Social Studies:

Early on they were trying to decide what to do on Wednesdays. One of the things that came out of that was a check in survey. They ask questions about anxiety level, or happiness overall in addition to other questions. It has made the students feel like they are cared for. When a student puts that they are high on the anxiety level, that can go to the counselor. There is also a place for more details. There was one student writing things in messages about being worthless, etc. and she started connection more with that student. He was told in 4th grade that he was annoying his teacher with his questions and she was able to work with him after that. He was eventually picked as a Star student and it was a shift for him. Another student told her that they had to put their dog down and they were able to talk about it.

Lizzi McClure, Nicole Busby and Ashlee Mihelish:

They are working with the kids who are staying after school. They have had to be creative in connecting with kids. They have started inviting kids to stay after school. Its extra time with the kids to work on school and to connect with them. Last week, she had a student in class who is tougher and who is failing most of the classes. She invited him to stay after several times and last week he did. In that time, he talked

about how hard school is at home and he was very honest. He was feeling a lot of anxiety. She was able to connect and help him with a few assignments. And he went home and did some work at home. Another teacher had a student who was failing all classes and mom was mainly Spanish speaking so not able to help a lot. She started inviting him to come. He started after school sessions 2nd quarter and now he has worked up to being one of the top of the class. Last quarter he was a Star student. It was a win for him. Everyone is welcome to come to the after-school times. The purpose is to build relationships. That then helps with the academics. They mix fun with work. They get to talk to kids and get to know them. A few months ago, a student called on a Friday and she missed the call. She texted back and asked if everything was ok. The student was having a panic attack and could not move. She was in her room and could not leave. So, she contacted the teacher.

Assistant Principal Jones:

MBI is Montana Behavioral Initiative. The purpose is to develop and maintain essential behavioral standards contributing to a safe and orderly environment. There are 18 staff members involved and they meet every 3 weeks. They promote universal expectations. Cooperative Respectful Achievers. They use positive recognitions systems in the form of Shout Outs. They draw from the Shout Out box for prizes. Post cards also go out. They also have Star Students. They find it important to recognize the positive behavior.

Principal Thennis:

Rolling start was effective. Posting all the assignments in one place has been positive. No lockers have also been a great thing. Transitions have been staggered. Having the different grades pass at different times has been good.

Assistant Principal Chandler:

They have been using data from the social emotional surveys. They have made phone calls home and have offered extra support. They early transitioned a few of the kids back before the others. They used Microsoft Forms to find out who would be coming back and who would stay DLI. 76-80 % of the kids will be in person. 12% will be DLI and the other are undecided.

Assistant Principal Jones:

He goes over the block schedule plan for the rest of the year. It is done this a way for safety even though it is challenging academically. They have been using instructional coaches and meeting with each section of teachers to help with the teaching aspect. It is not permeant and will be adjusted. They have measured hallways and will place seats there for lunch to keep them socially distanced.

Luke Muszkiewicz, Board Chair: The presentation was so inspiring. Everyone is working harder to teach and support through this. The school has suffered a student

loss recently and he is thankful that they have been able to work with kids in all aspects.

Trustee Beaver:

Q: He asks if they still teach the advanced computer math program? **A:** The answer is no. The teacher who did it was passionate about it. They have had to adjust but it is a loss.

Q: He questions the smaller kids having to wear the heavy backpacks in the absence of lockers as maybe not a positive thing.

Trustee Sullivan: Her kids have gone through the school and their individual needs were all met. She likes that they work so hard to help them become so responsible. What they are running is a full-service institution with mental health included. What they do is moving and powerful. The legislature needs to help, and the schools need more tax money. The schools are doing so much that they are not recognized for.

Trustee Hathhorn: She echoes the other trustees in their comments. She is impressed by the data information for the staff. She likes that it helps with the social and emotional needs for the wellbeing of the kids. She is happy to hear that iReady is being used and it is helpful.

Trustee McEwen: He would assume it to be standard practice to all give grades the same way. Is it a good thing or not that teachers can decide how grades are given?

A: Grading was done differently in years past. There are still components to grading that have lasted decades. Extra credit, etc. are included. Nationwide, grading needs true reflective examination. Some want to teach responsibility and their grading reflects that. But it is important to grade on knowledge. Grading should reflect where they are in the standards. But that vision has to be shared with others.

Q: PLC vertical alignment. Please explain.

A: Those are abbreviations. It is the simplest form of what is wanted, and they are attached to an assessment. They use common lit to track if students are meeting the standards.

Trustee Goldes: She is thankful for the presentation. Her children attended C R Anderson. It was heartwarming to hear the connections the teachers are making with the kids. The teachers always rise to the occasion. She was interested to hear in the change in grading. She is glad to hear that things like handwriting are not part of their social studies grade. How are elective classes effected by the block scheduling?

A: There are not as many electives offered anymore due to budgets. The electives now are only down to a couple mandatory ones. This is a time for students to start making choices and having options, so they are hopeful to add them back in again in the future.

Trustee McKee: She is thankful for the work they are all doing. Her kids are at the age and they are at HMS. Their lives are complex at that age and it is nice that the staff meets them where they are.

Trustee Walsh: She has kids at C R Anderson currently. She is happy to hear that students are still progressing and that they are taking care of the social emotion piece as well.

Luke Muszkiewicz, Board Chair: He is not an educator, but his wife is and of all the things they have talked about, grading philosophies are where they differed the most. He sees the importance of separating behavior away from mastery in the grading system. He is glad to see they are committed to have that discussion and try to figure these things out. He is glad to see they are using this time to evaluate and not give up.

Q: Is it C.R. Anderson or CR Anderson? **A:** C.R. Anderson is the more widely used.

V. GENERAL PUBLIC COMMENT

None

VI. NEW BUSINESS

A. Items for Action

1. Approval of Resolution of Intent to Increase Non-voted Levies – Elementary District

Janelle explains that statute requires that public be notified if they increase non levy revenues in specific funds. Estimates for next year's budgets are a 3% increase in transportation, a decrease in tuition budget, and an increase in adult education. The school reserve fund is the most difficult. Trustees have these calculations. \$0.61 is the impact on a \$100,000.00 house.

Motion: Motion to approve made by Trustee Sullivan. Second by Trustee Hathorn.

Public Comment: None

Board Comment: None

Vote: 8-0. Motion carries.

2. Approval of Resolution of Intent to Increase Non-voted Levies – High School District

Motion: Motion to approve made by Trustee McEwen. Second by Trustee Beaver.

Public Comment: None

Board Comment: None

Vote: 8-0. Motion carries.

3. Call for Annual Election – Elementary District

You must call for an election because there are 2 open spots on the Board. You must call for it 70 days in advance which is today. Janelle recommends that the general fund levy

be included. You can cancel later if needed. The Superintendent agrees. The county wants them to provide valid language by March 25th.

Motion: Motion to call for the election as recommended made by Trustee McEwen. Second by Trustee McKee.

Public Comment: None

Board Comment: None

Vote: 8-0. Motion carries.

4. Call for Annual Election – High School District

Motion: Motion to call for the election as recommended made by Trustee Sullivan. Second by Trustee Hathhorn.

Public Comment: None

Board Comment: None

Vote: 8-0. Motion carries.

VII. SUPERINTENDENT'S REPORT

Dr Tyler Ream: Quick legislative update. 200+ bills heard in the next 8 days. They are still learning regarding ANB and how that will impact funds provided. They will follow that in crafting the budget going into next year. A couple of bills that we flagged are HB 279 that revises the tax credit scholarship in the education programs. The bill would change that from 150 to 200,000 each year. HB 329 has to do with special needs students. Any family can receive reimbursement for services outside of the public school system. Also 3.5 million in funds were exhausted last year. They have expended all fund associated with ESSER 1 and they are now into ESSER 2. They have not received the funds yet but there will be roughly 5 million dollars. There is some discussion as to whether there will be an ESSER 3 in the future at approx. 6.5 million in the future. They will hopefully not spend through ESSER 2 this school year.

Luke Muszkiewicz, Board Chair: He thanks him and his team for keeping track of all the legislation and giving that info to Board members. He also agrees with his comments on the ESSER funds. They cannot be spent however they want. They are for pandemic related items.

VIII. BOARD COMMENT

Trustee Hathhorn: Luke put out info on CSCT and it is an important part of the schools. There is a form put out if anyone is interested to make sure they do not go without that service.

IX. ADJOURNMENT

Next Board Work Session: Tuesday, March 23, 2021, at Jefferson Elementary School

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 Work Session

Tuesday, March 23, 2021 | Tour at 3:30 / 4:00pm | Jefferson Elementary School and via Zoom

MINUTES - DRAFT

ATTENDEES

<i>Trustees</i>	<i>Others</i>
Luke Muszkiewicz, Chair	Tyler Ream, Superintendent
Terry Beaver, Trustee	Josh McKay, Assistant Superintendent
Libby Goldes, Trustee	Barb Ridgway, Chief of Staff
John McEwen, Trustee	Janelle Mickelson, Business Services Administrator
Jennifer McKee, Trustee	Stacy Collette, Human Resources Director
Sarah Sullivan, Trustee	Tim McMahon, Activities Director
Jennifer Walsh, Trustee	Gary Myers, Director of Education Technology
	Kalli Kind, Facilities Director
	Sean Morrison, Special Education Administrator
Siobhan Hathhorn, Vice Chair	Sean Maharg, Special Education Administrator
<i>(Excused absence)</i>	Joslyn Davidson, Curriculum Administrator
	Trish Klock, Bryant Principal
	Rex Weltz, Rossiter Principal
	Brian Cummings, Jim Darcy Principal
	Carrie Owen, Broadwater Principal
	Jane Shawn, HEA President
	Many members of the public

JEFFERSON STAFF MEMBERS

Lona Carter, Principal	Emily Lynn	Cara Heath
Brenda Laramore	Sherri Haller	Rachel Ueland
Jill Putnam	Nicole Perschon	Francis Leonard
Andrea Thisselle	Kellen Alger	Anita Kearney
Shelley Franklin	Andy Sund	Brenda Mollet
Matthieu Oppedahl	Andrew Mozer	Beth Gordon
Abby Kuhl	Margaret O'Connor	Annette Moore
Roni Hawkins	Susan Sielbach	Cristin Bermingham
Heather Lieberg	Mattea Erickson	Gabrielle Laramore
Sammi Conrad	Emily Hilliard	

I. TOUR OF JEFFERSON ELEMENTARY

II. CALL TO ORDER/ PLEDGE OF ALLEGIANCE

Chair Luke Muszkiewicz called the meeting to order at 4:00 pm and led the Pledge of Allegiance.

III. REVIEW OF AGENDA

No changes were requested to the agenda.

IV. PRESENTATION:

Jefferson Principal, Ms. Lona Carter, provided a brief history of the school, which was built in 1948 to replace the original school, which was built in 1891, and detailed the school's mission statement and guiding principles.

Ms. Carter provided an overview of Jefferson Elementary School's staff, which included 13 classroom teachers, six paras, one special education teacher, one librarian, two custodians, three SACC professionals, and many school-shared support staff (partial FTE at Jefferson). These staff members serve 260 students in Grades k-5.

In the classroom, Jefferson focuses on a guaranteed and viable curriculum, clarity and consistency, and a common vocabulary. Jefferson expects its students to be respectful, responsible, safe, a learner, creative, and present.

Ms. Carter addressed the results of the transition to standards-based progress reports and trimesters this school year. She presented Jefferson's iReady Math and Reading scores, which a majority of students on or above grade proficiency. Ms. Carter noted specifically the high percentages of reading proficiency. Ms. Carter next described the three-tiered approach to student success.

Ms. Carter presented Jefferson's self-care program for students, families, and staff. Part of that program included a "Calm Down Kit" to help students practice self-regulation and manage emotions. These kits and the self-care program were designed and implemented by school counselor, Emily Hillard. Jefferson also utilizes the PAX good behavior program, offers foreign language lessons to students, and teaches virtual art.

Looking forward, Jefferson will undergo safety upgrades, a teacher speaker system, smart projectors in classrooms, and a new heating/cooling system.

Ms. Carter highlighted a few programs offered by her creative and dedicated staff. These programs included literacy nights, book fairs, book clubs, student council, guitar and ukulele club, a school garden, Mario music, art classes, and many more. She stated that a lot of these programs are on hold this school year but will resume next year.

Ms. Carter voiced her appreciation for her strong parent council, who raises and donates almost \$10,000 annually to the school. Those funds are utilized for the library and classroom

materials, teacher stipends, staff/school support, the foreign language program, and 2nd chance breakfast when not provided by federal grants.

V. GENERAL PUBLIC COMMENT

Member of the public, Amanda Osborne, presented public comment regarding the use of plexiglass dividers in classrooms.

VI. NEW BUSINESS

A. Items for Action

1. Consideration of Ballot Language for General Fund Levy Propositions

Ms. Mickelson provided an overview of the ballot language, adding it was due to the county on March 26. She confirmed approval of the ballot language would clarify the amount to be levied would be up to a certain amount.

a) Elementary District

A motion was made by Trustee Sullivan to approve the ballot language for the Elementary District General Fund Levy. The motion was seconded by Trustee McEwen. After receiving neither public comment nor board comment, the motion passed unanimously.

b) High School District

A motion was made by Trustee Sullivan to approve the ballot language for the High School District General Fund Levy. The motion was seconded by Trustee McEwen. After receiving neither public comment nor board comment, the motion passed unanimously.

2. Consideration of 2021-2022 District Calendar

Assistant Superintendent, Josh McKay presented the proposed calendar for the next school year. He stated that while the three-day, four-day, five-day school year start was ideal, some years it didn't work out; next year was one of those years. Next year's calendar also didn't allow for a full two-week winter break. He added the school year calendar was based on a return to "normal" for bell schedules and school days.

A motion was made by Trustee Sullivan to approve the 2021-2022 District Calendar. The motion was seconded by Trustee Goldes. After receiving neither public comment nor board comment, the motion passed unanimously.

3. Consideration of Superintendent's Contract

Chair Muszkiewicz voiced his appreciation for the process. He added the contract was reviewed by HR Administrator, Stacy Collette, Business Services Administrator, Janelle Mickelson, and district council.

A motion was made by Trustee Sullivan to approve the superintendent's contract. The motion was seconded by Trustee McKee. After receiving neither public comment nor board comment, the motion passed unanimously.

4. Consideration of Bid for Four Georgians Reroof

District Facilities Director, Kalli Kind, provided an overview of the bid to reroof Four Georgians Elementary School. She said it was on the list of necessary improvements assessed by the facilities department on an annual basis.

A motion was made by Trustee Beaver to approve the bid for the Four Georgians Reroof project. The motion was seconded by Trustee McEwen. After receiving neither public comment nor board comment, the motion passed unanimously.

5. Consideration of Bid for Capital High School Partial Reroof

Ms. Kind provided an overview of the bid and clarified it was on the list of necessary improvements assessed by the facilities department on an annual basis.

A motion was made by Trustee McEwen to approve the bid for the Capital High School Reroof project. The motion was seconded by Trustee Beaver. After receiving neither public comment nor board comment, the motion passed unanimously.

6. Consideration of Bid for Vigilante Stadium Improvements

Ms. Kind presented the bid for Vigilante Stadium improvements, which included new lights, track replacement, ADA accessibility additions, and a retaining wall repair. Ms. Kind answered several clarifying questions from trustees related to the longevity of the facilities and the needed improvements.

A motion was made by Trustee Goldes to approve the bid for the Vigilante Stadium improvements. The motion was seconded by Trustee McKee. After receiving neither public comment nor board comment, the motion passed unanimously.

7. Consideration of Bid for the Capital High School Air Handling Replacement

Ms. Kind presented the bid for an air handling replacement at Capital High. She stated the project had been on the facilities department's list of necessary projects and had been prioritized due to Covid.

A motion was made by Trustee Goldes to approve the bid for the Capital High School Air Handling Replacement. The motion was seconded by Trustee McKee. After receiving neither public comment nor board comment, the motion passed unanimously.

B. Items for Consent

A motion was made by Trustee Sullivan to approve the items for consent. The motion was seconded by Trustee Beaver. After receiving neither public comment nor board comment on the items listed for consent, the motion passed unanimously.

VII. SUPERINTENDENT'S REPORT

Dr. Ream provided a Superintendent's Update beginning with a discussion pertaining to the recently updated COVID School Guidance from the Centers for Disease Control and Prevention. While many of the updated recommendations align with already implemented

aspects of Phase II, the use of partitions was removed from the CDC guidance. Dr. Ream noted that the district would be working with each school and teacher to consider how these partitions can be modified and/or removed as they are no longer cited as a health/safety measure. In addition, Dr. Ream noted that the district is considering other modifications to Phase II including schedules and formats at all three levels. However, with more than 17% of the district's middle and high school students attending via remote options, Dt. Ream stressed making sure that any/all modifications keep in mind the needs of all students. Lastly, Dr. Ream provided a brief vaccine update including recent and forthcoming vaccine clinics through the Helena Indian Alliance and the Leo Pocha Memorial Clinic, and Osco Pharmacies (Safeway and Albertsons).

VIII. BOARD COMMENTS

No further board comments were offered.

IX. ADJOURNMENT

The meeting was adjourned at 7:15pm.

The next Board of Trustees Work Session has been scheduled for April 27, 2021.