



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

Lincoln Center | 1325 Poplar St. | Helena MT. 59601

Tuesday, February 8th, 2022 - 5:30 p.m.

Lincoln Board of Trustees Conference Room and
via TEAMS

<https://teams.microsoft.com/l/meetup-join>

AGENDA

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

II. REVIEW OF AGENDA

III. SUPERINTENDENT'S REPORT (See Attached)

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 Information

1. Academic Data Review
2. Strategic Priorities Update
3. Policy 1020 School Board Elections
4. Policy 1085 Uniform Complaint Policy
5. Policy 5025 Employment and Assignment
6. Policy 7025 Extra and Co-Curricular Funds

B. Consent Action Items

1. Approval of 01.11.22 Board Meeting Minutes
2. Approval of the 12.02.21 Board of Trustees Special Board Meeting-Facilities Discussion Minutes
3. Approval of Personnel Actions
4. Approval of Warrants
5. Approval of Sabbaticals for 2022-2023 School Year
6. Resolution to Dispose of Personal Property-Facilities Surplus
7. Resolution to Dispose of Personal Property-Technology Equipment

C. Items for Action

1. Call for Annual Election
 - a) Elementary Trustee Resolution Calling for The Annual Regular Election
 - b) High School Trustee Resolution Calling for The Annual Regular Election
2. Approve Memorandum of Understanding (MOU) with the Department of Public Health and Human Services (DPHHS) and the Office of Public Instruction (OPI)
3. Approval of Lincoln Re-roof Bid 2022
4. Kessler Sewer Easement
5. Policy 2085 Graduation Requirements
6. Policy 3050 Student Discipline
7. Policy 3417 Communicable Diseases
8. Policy 4025 Accommodating Individuals with Disabilities
9. Policy 5230 Prevention of Disease Transmission
10. Policy 5080 Drug and Alcohol Testing for School Bus and Commercial Vehicle Drivers
11. Policy 7063 Indoor Air Quality
12. Policy 9035 Capital Assets

D. Reports

1. Helena Education Association Report
2. Budget & Finance Committee Report
3. Teaching & Learning Committee Report
4. Policy Committee Report
5. Facilities & Maintenance Committee Report
6. Health Benefits Committee Report
7. Wellness Committee Report
8. Montana School Boards Association Report
9. Student Representatives Report

VI. BOARD COMMENTS

VII. ADJOURNMENT

Next Regular Board Meeting: March 8th, 2022

HELENA SCHOOL DISTRICT #1
OFFICE OF THE SUPERINTENDENT

To: Board Chair Mr. Muszkiewicz and Board of Trustees

FROM: Mr. Weltz, Superintendent

RE: Superintendent Report –

DATE: February 4th, 2022

- Recognition –
 - Valentine’s Day – Feb 14th
 - February is Black History Month
 - Rossiter Elementary Site Visit
 - Jefferson Elementary Site Visit
 - RBLC Site Visit
 - Sophomore Annika Nehring from Helena High School has been selected for the inaugural 2022 MHSA Student Advisory Council. Annika is a member of the Wind Symphony and Orchestra, Varsity Volleyball and Track and Field and a member of the Science Olympiad team. Annika, along with other students from around the state, will be a great addition to the MHSA’s activities.
 - Instructional Coaches across the District for all the planning and preparation for the iReady assessment
 - Stacey Collette and the Human Resources team for hosting a Volunteer and Guest Training Session
 - State AA Speech and Debate finals-congratulations to all who participated and thank you volunteers
 - Senator Daines and others visited CHS to honor the veterans that were recently highlighted by the Big Hearts Under the Big Sky presentation/knife ceremony held previously this year. John Quintrell was able to talk about the knife that students made for him and to discuss what the program meant to him and his fellow veterans. Senator Daines wrote a Congressional Record for John and he presented it to him right there in the machining classroom.
 - Congratulation to students who participated in the HHS Weld-off
 - 1st Place - HHS Jackson Cosgrove, Jake Keller, Byren Stoner, Trey Waid,
 - 2nd Place EHHS Wyatt Frankforter, Jillian Stewart, Kaeben Bushnell, Mo George,
 - 3rd Place HHS- Conner McDaniel, Connor Rispen, Sabrina Braden, Tithen FritzGerlad

HELENA SCHOOL DISTRICT #1
OFFICE OF THE SUPERINTENDENT

4th Place CHS Nate Banker, Andrew Witter, Ethan Frear, Brinton
McFadden

- New Business
 - 100th Day of School Feb 2nd
 - Helena Public Schools 2021-22 Mid-Year Report to the Community
 - PAX Training for Administrators
 - HEA Negotiations
 - Transportation Report – Feb. work session at Central Elementary

- Outreach/Meeting
 - HEF
 - AA Superintendents
 - MQEC
 - HEA
 - Teacher Advisory
 - Parent Advisory
 - Cabinet Pre-Evaluation Meetings
 - Lewis and Clark Board of Health
 - Media – Monthly Radio Conversation 99.7 FM
 - County Unified Command
 - District Leadership
 - Upcoming
 - Parent Teacher Conferences – March

- Other
 - No School – Feb. 21st 2022 President's Day

2021-22 MID-YEAR REPORT TO THE COMMUNITY



7,600 students

1,079 full- and part-time employees
(including 49 athletic coaches)

11 elementary schools

Ray Bjork Learning Center

2 middle schools

2 high schools

Project for Alternative Learning (PAL)

Access to Success (reengagement program)

Adult Basic Education



Leading Helena Public Schools through the past six months has been the most rewarding and the most challenging time of my career as a teacher and school administrator. And I wouldn't have it any other way.

The pandemic has brought into sharp focus the value of our public schools and the role we play as a community partner—as educators, as an employer, and as a provider of essential services for our families, such as before-and-after-school care, health services, and meals.

When adversity strikes, our public schools are at the forefront of our community response, right alongside our community partners including medical providers, law enforcement, emergency responders, mental health providers, churches, and the many other organizations that make our town tick. Even in “normal times,” we rely on our community partners to make the work of Helena Public Schools possible. To each of these organizations, and the people who support their missions, we are grateful.

While I'm optimistic looking forward to 2022, I know that whatever the next 12 months bring, Helena Public Schools will be part of a strong community that we can count on.

Another aspect of K-12 education brought into sharp focus by the pandemic is the profound value of in-person learning. The ability to be in the classroom with teachers and peers plays a distinct and irreplaceable role in students' academic and socio-emotional success.

In Fall 2021, Helena Public Schools made the safe return to the classroom a top priority and—with the cooperation of our families, staff, and community—we completed a full first semester without the disruptions of school closures and class cancellations seen elsewhere.

As Omicron creates new challenges, our response remains focused on keeping kids in the classroom. But as the following pages will make clear, striving to provide full-time, in-person learning is just a starting point. Helena Public Schools is committed to a philosophy of academic excellence and continuous improvement.



Rex Weltz
Superintendent

This report provides an overview of our focus areas and how we're working to move our district forward academically and operationally. This includes carefully directing resources toward academic programming and staffing to support students, especially those who experienced learning gaps during the pandemic. In every area, whether we're looking at teaching, technology, or staff retention, the beneficiaries are our students and our community.

While this report focuses on recent progress, we recognize the district has opportunities for improvement. To that end, the district is launching a series of program reviews, beginning with our Special Education Department. These reviews will inform program adjustments going forward. And it's not a one-way process.

Communication and building strong relationships with our families and community are top priorities for our HPS Board of Trustees and leadership team. We will continue to look to our Helena Public Schools families and broader community to help us learn where we can improve and to find and implement solutions.

In that spirit of keeping you informed, involved, and engaged, we share this mid-year report to the community.

I am grateful for the opportunity to lead Helena Public Schools—your public schools—and look forward to working with you to make 2022 a year of growth for our kids, our public schools, and our Helena community!

Respectfully,

A handwritten signature in blue ink that reads "Rex M. Weltz". The signature is stylized and fluid.

Rex M. Weltz
Helena Public Schools

Providing extra support when a child is struggling with certain skills or concepts has long been part of the district’s approach to student success. But pandemic-caused learning disruptions have necessitated a more robust and targeted approach to help students who fell behind.

Over the past six months, the district has taken a multi-pronged approach to identifying and closing pandemic-related learning gaps while enhancing instructional delivery for all. Following is an overview of new and existing strategies Helena Public Schools is using to support student success, from instructional coaches to credit-recovery courses for high school students.

Instructional Coaches

At the heart of this year’s initiatives to close learning gaps is the addition of 11 instructional coaches, for a total of 19. The district now has a coach in every school.

Instructional coaches are certified teachers who have additional training and expertise in the areas of curriculum and instructional delivery. They do for classroom teachers what sports coaches do for athletes; working side-by-side to identify areas that need extra focus and to provide actionable feedback. Coaches are in our schools every day to support targeted instruction tailored to individual student needs and to assist teachers with planning and curriculum development.

There are 12 instructional coaches assigned to PreK-5 schools; one for each middle school; and five for the high school level, including the Program for Alternative Learning (PAL). The new instructional coach positions were paid for through the federally funded Montana Comprehensive Literacy Plan Grant, federal Title I funds to support low-income students, and federal COVID relief funds.

Tutoring and Credit Recovery *(high school and middle school)*

- ▶ Classes during school hours to support students with identified learning gaps in specific areas.
- ▶ After-school credit recovery courses to help seniors complete coursework needed for graduation. These courses were offered in spring 2021 and will be available again this year.
- ▶ After-school tutoring.



Online learning opportunities

High School and Middle School In fall 2021, Helena Public Schools introduced the Edgenuity online learning platform to provide distance-and remote-learning courses for credit recovery or regular credit toward graduation requirements. This service is funded with federal COVID recovery dollars. Edgenuity is also used for remote learning by a small number of elementary students.

High School The Montana Digital Academy offers distance/remote learning courses for credit recovery or original credit toward graduation requirements. This service is funded with federal COVID recovery dollars.

WIN (What I Need)

Among the district's new tools for academic interventions are daily WIN groups. WIN stands for What I Need. As the name implies, the groups give students time to focus on specific concepts in math, reading, or other areas where they need extra support or, conversely, would benefit from enrichment activities.

All elementary schools are in the process of implementing WIN sessions on reading and math. Students will work in small, staff-guided groups alongside peers with similar learning needs.

WIN groups began at Bryant and Central schools a few years ago. Based on their success, the district introduced the program to all elementary schools in fall 2021. WIN groups are at the heart of the district's strategy to support academic excellence and provide targeted instruction to meet individual student needs.

**Camp Ascension Summer Academic Support**

K-12 students from across the school district attended the new Camp Ascension summer school programs in June, July, and August.

At the elementary level, students received targeted, individualized instruction, including structured reading routines, exploratory learning, and math lessons focused on foundational math skills and number sense. Afternoon field trips that correlated to the morning's instruction helped the lessons "stick."

At the middle school level, the camps focused on academic support for students with identified learning gaps in reading, math, and social skills. Students also participated in afternoon field studies using STEM activities to foster personalized learning. High school camps focused on credit recovery to complete coursework required for graduation.

Camp Ascension was funded with federal COVID recovery dollars and will be offered again in summer 2022.



To successfully close the learning gaps associated with the COVID-19 pandemic, educators need the right tools to measure student progress and to provide academic support when and where it's needed.

Helena Public Schools uses multiple assessment tools and data sources to provide a complete picture of student progress, ranging from daily teacher assessments in the classroom to state and national testing.

Over the past 18 months, the district has added two powerful new tools to enhance measurement and reporting of student progress:

► **Standards-Based Reporting**

Helena Public Schools has introduced standards-based reporting for grades K-5 to better measure student progress and to establish more clearly defined learning targets based on statewide standards.

Instead of simply comparing students' performance with their peers, educators are moving to a standards-based reporting model to better assess how each student is progressing toward their grade-level learning targets. Grades are not based on an alphabetic, A through D system using cumulative test scores. Rather, parents can see how their student is progressing toward learning targets, with the report card indicating whether the student "Meets Standard," "Approaches Standard," or if "Support (is) Needed."

The transition to standards-based reporting has enabled the district to provide more meaningful re-

port cards and parent-teacher conferences. Parents can more clearly see what concepts their child has mastered and what learning remains to meet statewide grade-level targets by the end of the school year. The student and family can then work with their teacher to chart a clear pathway to success.

► **iReady**

Helena Public Schools has introduced the iReady online assessment and learning platform for reading and math at the elementary, middle, and high school levels.

iReady uses powerful diagnostic tools to assess each student's learning level, determine which grade-level standards they have met, identify where learning gaps remain, and track growth. Students undergo iReady testing three times a year—in the fall, winter, and spring. Test results help provide a "Benchmark Assessment" to determine how students are progressing toward year-end learning goals and where additional focus may be needed.

In addition to student assessment, iReady provides lessons tailored to students' individual needs. Elementary students use iReady to focus on math and reading concepts where they need extra support and to explore enrichment materials in areas where they excel.



Supporting staff with high-quality, ongoing professional development opportunities is an essential part of fostering student academic growth and success. During the past six months, Helena Public Schools has focused on providing educators, para educators, and administrators with learning opportunities that focus on instructional strategies, effective instructional (academic) interventions, and meaningful assessment to determine what academic and social/emotional support students need to succeed.

Since June, the district has offered more than 325 professional development sessions, ranging from *Teaching Welding in the Virtual World* to *The Science of Reading*.

Additionally, content area curriculum is regularly reviewed and staff have received in-depth professional development in areas such as writing, reading, math, social studies, media literacy and information technology, and science.

Students are released early every Monday, allowing educators time to team up together to review student progress and make adjustments to meet student learning needs. These weekly

sessions focus on four questions:

1. What do we want all students to know and be able to do?
2. How will we know if they learn it?
3. How will we respond when some students do not learn?
4. How will we extend the learning for students who are already proficient?

This model provides more instructional support for academic and operational growth at each level.



Just as good nutrition prepares children’s minds and bodies for learning, good mental health is a foundation of student success. We know that students are receptive to learning when they feel safe and are confident that their teacher knows and cares about them.

We also know that today’s students face steeper mental health challenges than previous generations. In December, the U.S. Surgeon General issued a rare advisory on the urgent need to address the nation’s youth mental health crisis, citing pandemic disruptions as a recent contributor along with a wide range of pre-existing stressors. And in October, the American Academy of Pediatrics, the American Academy of Child and Adolescent Psychiatry and the Children’s Hospital Association jointly declared the youth mental health crisis a national emergency.

Helena Public Schools is responding with an emphasis on new and existing tools and programs to support students, families, and staff. These include K-12 core programming to foster positive coping and social skills, suicide screening tools, and ongoing staff training. All are aimed at enabling students to fully learn, grow, and take advantage of all the opportunities their school years have to offer.

Core Programming

The Second Step Program teaches K-5 students skills for resolving conflicts, working with others, forming healthy relationships, and making good decisions – all designed to help students be more successful emotionally, socially, and academically.

At the middle and high school level, research-based screening tools are used to better under-

stand the social and emotional learning needs of each school’s student population. School counselors refer to the screening data as they develop core social-emotional programming for their campus. Lessons are designed to foster and support the school’s universal behavioral expectations such as safety, responsibility, and respect.

Mental health screening

Helena Public Schools uses a Multi-Tiered System of Support (MTSS), working together with families to provide students with timely and targeted emotional and behavioral health support, as well as academic support. The goal is to enable every student to fully engage in learning.

(High school and middle school)

Screening assessments are administered to students in grades 6-12 twice a year. When a student’s score indicates they may need specialized social or emotional intervention, their parents are contacted. The district uses two screening tools at the middle and high school level:

- ▶ **BASC-BESS** The BASC-BESS (Behavior and Emotional Screening System) is used for grades 6-12 support and focuses on both the academic and emotional strengths and behaviors of students.

- ▶ **GAIN** Working with parents, high schools and middle schools may also use the nationally recognized GAIN (Global Appraisal of Individual Needs) to screen students for indicators of mental health and behavioral issues. The GAIN screening tool is administered by the school’s outpatient therapist, who analyzes the results and recommends interventions.

These research-based screening tools strengthen the district’s efforts to provide support measures as early as possible when they can have the greatest impact.



(Elementary school)

At the K-5 level, educators refer students who may be at risk for behavioral or emotional problems to their administrator, school counselor, and assistance team.

Mental health intervention

When screening data, classroom behaviors, or other factors indicate that a student is struggling emotionally, their school’s assistance team—usually including the principal, school counselor, school nurse, teachers, and mental health partners—steps in to provide support, working in co-



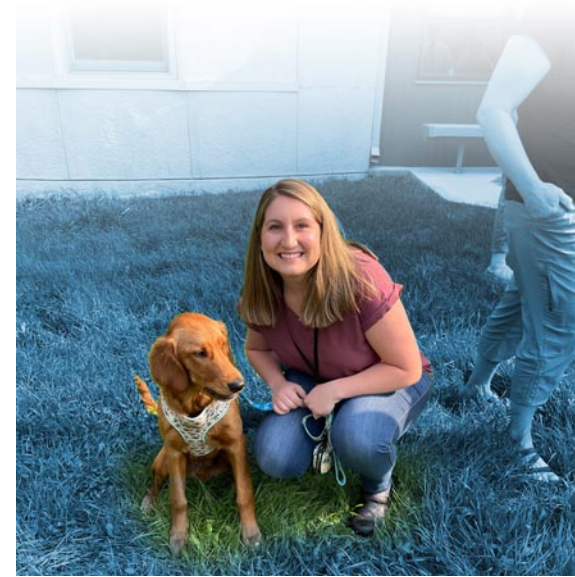
operation with the student’s family. The assistance team helps match the student with intervention strategies. These could include tools such as mentoring activities, social skills groups, and attendance intervention.

Qualifying students may be referred to an in-school counselor or social worker (LCPC or LCSW) through district partnerships with three local mental and behavioral health providers: Intermountain, Shodair Children’s Hospital, and AWARE.

Building student resiliency

Suicide-prevention tools look different at different grade levels:

- ▶ **Elementary** Helena Public Schools implemented the Good Behavior Game (PAX) program at elementary schools district-wide during the pandemic. In addition to teaching kids productivity, teamwork, and resiliency skills, PAX has been shown to help children develop coping skills to prevent problems such as mental illness and substance abuse. The PAX program is used in many schools throughout Montana.
- ▶ **Middle School** Students participate in the SOS Signs of Suicide program, a research-based prevention tool that is widely used in school settings.
- ▶ **High School** Students participate in the Youth Aware of Mental Health Program (YAM). Students learn to identify symptoms of depression and anxiety as well as risk factors for suicide. YAM programming also helps students to develop coping skills to construc-



tively manage stress and crisis. Teens learn from YAM-certified instructors as well as from each other through role-playing activities.

Meanwhile, teachers and staff are trained in strategies to recognize and respond to student mental health concerns, including suicide risk factors. This includes the “Question, Persuade, Refer” (QPR) suicide-prevention training program.

Understanding trauma

Teachers, administrators, and counselors have the opportunity to receive training, with the help of local mental health providers, to identify behaviors associated with childhood trauma and to implement research-based response techniques. The aim is to help students who have suffered adverse childhood experiences feel safe and supported so they can succeed in the classroom.

Another foundation of student social-emotional health is the ability to participate in sports, music, student clubs, and other extracurricular activities. In fall 2021, middle school and high school facilities reopened to community groups providing dance lessons, club activities, and other opportunities.

High School Activities

Helena High and Capital High resumed “near normal” club activity and sporting events in fall 2021. Music concerts and festivals were held, and drama students staged several performances. Student clubs once again met at the high schools, and sports teams resumed normal seasons. Overnight travel for all types of activities also resumed. Additionally, fan and audience limitations were lifted, allowing the community to watch students compete and perform.

Middle School Activities

Fall 2021 saw the return of intramural sports programs as well as middle school music performances. Middle school teams completed seasons in cross country, wrestling, volleyball, and basketball.



Driver Education

Driver Education resumed a more normal classroom structure this school year. With the recruitment of three new instructors, the district is able to offer more winter session classes.

Demand for driver education continues to grow, necessitating new ways to provide the course. This winter, the district is offering in-person instruction, an online class, and a class blending in-person and online instruction—all to best meet the needs of our students.



Technology

Education technology has changed dramatically over the past decade. Today more than 9,000 students and staff rely on the district’s computer network for learning, teaching, and operations, with each of the team’s 14 IT technicians supporting more than 600 users.

The Educational Technology Department now supports thousands of laptops, Chromebooks, iPads, projectors, document cameras, and other hardware and software to meet the needs of today’s students and educators.

The Department is working toward its goal of 1:1 device access this school year, meaning that a laptop or tablet will be available to every student in the district. And throughout the pandemic, the technology team worked to provide every family with the equipment and access they needed to learn from home.

In addition to putting technology into the hands of students and staff, the Department works to keep the hands of cyber attackers out. Since the start of this school year, the technology team has prevented or minimized the impact of 926 attacks on the district’s computer network. Meanwhile, technicians play a critical role in physical school security, maintaining the district’s security cameras and door access system.

While great strides have been made in education technology over the past year, there is still much work ahead to adapt to today’s changing learning needs. Looking ahead, technology is a key focus area for the district.

926

Number of attempted cyber attacks stopped or mitigated by the HPS IT department since the start of the school year.

Health and Safety

In November, Helena Public Schools began offering free COVID testing to all district students and employees as well as their immediate household members. The drive-through clinics greatly expanded access to testing in the community and enabled more accurate monitoring of transmission within the district.

The clinics were staffed by Helena Public Schools nurses with assistance from nursing students from Carroll College, MSU-Bozeman, and Montana Technological University. By early January, the team had administered well over 700 rapid COVID tests, helping keep the virus out of our schools and returning families and staff to work and school faster.

Due to a shortage of testing supplies, the district suspended the drive-through clinics in mid-January. The need for the clinics will be reevaluated pending the arrival of additional test supplies.

In another COVID-prevention initiative, the district partnered with multiple community organizations to hold kid-friendly COVID-19 vaccination clinics in October and November. Approximately 800 kids ages 5-11 received at least one vaccine dose at the clinics held at East Helena High School and Bryant Elementary.

Meanwhile, the district has directed federal emergency dollars to multiple initiatives to help keep students and staff healthy and in school. These include the addition of a school nurse position to assist with health and safety needs across the district.

In September, HPS reached an agreement with all union leadership teams to provide 80 hours (10 days) of paid emergency COVID leave to all district employees (union and non-union). The agreement was made retroactive to the beginning of the school year.

The district continues to follow multiple COVID-19 safety protocols, including social distancing when possible; a focus on cleaning; the use of outdoor space when possible; introducing fresh outside air into our learning spaces; the use of portable air filters; and regular cleaning and maintenance of air-handling systems.

Helena Public Schools is grateful to our vaccination clinic partners:

- Blue Cross Blue Shield
- East Helena High School
- Elkhorn Community Organizations Active in Disaster
- Lewis and Clark Public Health
- Local Boy Scouts
- Pureview Health Center
- St. Peter’s Health



Talent recruitment and retention

Over the past year and a half, Helena Public Schools has adjusted the district's compensation structure for employee groups based on market analyses. In a tight hiring market, this allows HPS to competitively recruit and retain the talent and skill that our students and community deserve.

In Fall 2021, Trustees adopted in full the teacher pay matrix adjustment proposed by the Helena Education Association (teacher's union), which was based on comparables from AA districts across the state. Trustees also adjusted the pay matrix for district staff (non-teaching) and administrators using the same methodology.

The district will continue to routinely assess its compensation structure to ensure that compensation is competitive for all employee groups.

Classroom Support

In addition to hiring instructional coaches, the district contracted with 13 teachers in fall 2021 to be available full-time to support short-and long-term absences. Ensuring consistent staffing provides students with the stability they need for academic growth. The district also hired some para educators earlier than usual last fall to provide additional support for classroom management and to support individual student needs. Meanwhile, Helena Public Schools raised substitute teacher wages to help address a shortage of substitutes and provide critical backup for teachers.

Transportation solutions

Swipe cards and updated cameras enhance safety

This school year, Helena Public Schools parents began using an app to monitor when and where their student gets on and off the bus, in real time. The app also can track the progress of their child's bus route.

These safety improvements were enabled by a new electronic swipe card system for school bus onboarding and offboarding. The new system replaces the paper check-in and check-out system, making the process easier for drivers and shortening stop times that delay traffic.

In addition, all district buses were outfitted this fall with eight new high-definition cameras with night vision. The upgrade includes bus stop arm cameras that enable transportation staff to identify drivers who fail to stop when the arms are extended and lights are flashing. Offenders are reported to the Montana Highway Patrol. So far this school year, the stop arm cameras have identified 37 violations in which drivers ran school bus stop arms.

Response to bus driver shortage

In fall 2021, the Helena Public Schools Transportation Department found workable, temporary solutions to a shortage of bus drivers that is challenging districts across Montana and the nation. While many districts cancelled multiple routes for the entire school year, the HPS Transportation Department designed a new bus schedule with rolling route suspensions.

It's not a long-term solution; parents must provide transportation approximately one week per month. However, the rolling route suspensions have allowed the district to continue bus service to all areas, preventing the burden of the driver shortage from unfairly falling on any route, neighborhood, or school. Families are compensated for their transportation expenses through savings realized when scheduled routes aren't run.

The new schedule has also allowed the Transportation Department to return to its pre-pandemic pick up and drop off times, and to almost entirely eliminate the need for students to transfer buses.

Helena Public Schools is grateful to our community for supporting our Transportation Team through this difficult time as the district works on long-term transportation solutions.



Helena Public Schools manages 20 facility sites covering 1.3 million square feet of building space and 181 acres. With the average age of our facilities at 50 years, the Facilities Department focuses on doing the right maintenance at the right time to keep buildings and grounds cost-effective and functioning efficiently.

Elementary Bond close out work

To close out projects funded by the district’s last voter-approved Elementary Bond, which included the construction of three new elementary schools, the Facilities team finished work to update and enhance the safety, security, and functionality of elementary schools across Helena. These efforts have included providing state-of-the-art security for schools.

Every elementary school and middle school has benefited from the generosity and commitment of our voters and Helena Public Schools appreciates the community’s investment in our students.

Ongoing maintenance

The Facilities team recently finished roof updates at Capital High, Four Georgians, and May Butler, as well as roof maintenance throughout the district to maintain the integrity of the buildings. Other projects in 2021 include the renovation of two bathrooms at Kessler Elementary and the replacement of all drinking water and plumbing fixtures at Rossiter and Warren elementaries in a successful effort to mitigate lead exceedances discovered in the water this fall.

Enhancing air quality

To meet the indoor air quality needs necessitated by the pandemic, the Facilities Department en-

hanced air-handling systems, adding new cleaning protocols, filters, and other much-needed improvements throughout the district.

Work also included major improvements to the HVAC system at Jefferson Elementary—switching from steam to hot water and adding air conditioning, which makes the building more amenable to summer programming. The Facilities team also enhanced air flow and air conditioning for the interior offices at Capital High School.

Repurposing Lincoln

In November, the Facilities Department finished converting the Lincoln Center—the former Lincoln Elementary School at 1325 Poplar St.—to house the district’s Central Office services.

After serving as a temporary home for Central School during construction of Central’s new building, Lincoln served as a storage facility, which was not an optimal use of building space.

The Lincoln Center now houses the district administrative and IT offices, centralizing district services, reducing drive time, and adding much-needed space and opportunities for district trainings and board meetings. The former gym area will serve as a dedicated professional development training center.

The new facility also provides a more central

location for public-facing services such as bill paying, employment services, enrollment services, and, most recently, drive-through COVID testing.

Meanwhile, the former Central Office location—the May Butler Center at 55 S. Rodney St.—is the new home of the district’s team of physical and occupational therapists, brailleists, adaptive physical education staff, and other professionals who support students with motor, vision, and hearing needs. The district continues to examine long-term plans for the May Butler Center.



Vigilante Stadium

In October, crews hoisted an iron archway over the refurbished main entrance of Vigilante Stadium, marking the completion of a \$1 million stadium renovation project, including a new track surface, an LED lighting system, ADA seating, new retaining walls, and other needed improvements. This Helena landmark continues to offer the community a safe, well-lit place to walk and run while supporting our athletes across town.

Solar panels

Students at Jim Darcy and Central elementary schools can now watch the sun power their buildings in real time, thanks to a coalition of public and private partners who funded the installation of 50-kilowatt solar panels at each school. The panels are expected to generate \$131,000 in energy cost savings for each school over a 30-year period. Digital monitors will enable students to track the level of energy production through the seasons and study the science behind renewable energy.

Helena Public Schools is grateful to our partnerships with the Montana Department of Environmental Quality, NorthWestern Energy and its rate payers, Helena Vigilante Runners, and the Sleeping Giant Citizens Council, whose work made these earth friendly infrastructure improvements possible. The district is working to determine next steps to install solar panels at the new Bryant Elementary School.

Master facilities planning

In 2022, Helena Public Schools is initiating a robust facilities master planning process. The goal is to develop a comprehensive plan that will enable more informed facilities decisions. The Master Facilities Plan will be a living document that is updated annually to ensure that our facilities meet today's rapidly changing education needs, especially in areas such as instructional delivery and workforce training.

The first step of the planning process was the completion of a District Deferred Maintenance Report, which was presented to the Board of Trustees in January and will help inform the updated Master Facilities Plan.

Nutrition

Helena Public Schools has provided more than 1.6 million breakfasts and lunches to community children, free-of-charge, since March 2020, a service made possible by funding from the US Department of Agriculture.

Providing children with consistent, healthy meals is one of the most important community services our district provides. Over the course of the pandemic, meals have been served in classrooms, city parks, school parking lots, and out of busses and trucks to reach all in need. Staff also have delivered meals to families who weren't able to make it to serving sites.

Children who are not enrolled or attending Helena Public Schools can pick up meals for the week on Wednesdays at Capital High School from 7-11 a.m. To access meals, call (406) 324-2570 or visit helenaschools.org/departments/food-services/



Community Wellness

The Helena Public Schools Wellness Committee is comprised of teachers, school administrators, parents, community members, and Board of Trustees members who are dedicated to building a culture of wellness as a foundation for learning.

The Committee reviews nutritional and fitness best practices from across Montana and the nation that enhance student learning. The goal is to implement these practices locally to inspire students, families, and school employees to make healthy lifestyle choices.

The group's Nutrition Subcommittee is working on a "Harvest of the Month" pilot program. In partnership with St. Peter's Health, high school students visit fourth-grade classrooms each month to provide interactive nutrition lessons and host taste tests featuring Montana foods.

Meanwhile, the Physical Activity Subcommittee is exploring opportunities for students to participate in movement outside of the Physical Education classroom during their school day. The subcommittee also is looking at ways to provide families with resources to promote physical activity at home. The work is inspired by the proven benefits of regular movement for behavior and academics.



Capturing efficiencies

The Helena Public Schools Business & Finance Department has realized significant cost savings already this school year by replacing paper-based systems with digital formats. These include conversions to electronic timecards and purchasing cards, as well as online payment systems for families.

Together with the Education Technology Department, the Business & Finance Office moved the district to a centralized print management system. The district also transitioned to an online system for annual updates of student contact information, a conversion that will yield significant annual savings of staff time and materials.

Keeping you in the know

In August, the district brought on a communications officer to support the district's administrative team and schools with outreach to families, staff, and the broader community. The Communications Officer also supports relationships with the media in all its forms – online, TV, radio, and print.

Communication and outreach are top priorities for the Board of Trustees and district administration. Today's minute-by-minute news cycle, coupled with the ever-changing demands of COVID-19, have dramatically elevated the need for prompt and consistent communications. This includes weekly updates to district families and enhanced social media outreach. During the fourth quarter of 2021, the district's Facebook reach was up 82 percent compared with fourth quarter 2020, while new page visits were up 42 percent. And families can now find district news and information on Twitter, FaceBook, and Instagram.

Focus areas for the coming year include continued social media growth and development and improvements to the district's website.

As the district continues to move forward through initiatives such as academic progress monitoring, program reviews and adjustments, and master facilities planning, the Communications Officer will work to keep our families, staff, and community informed and involved.



As we enter the second half of the 2021-22 school year, Helena Public Schools will continue its focus on closing pandemic-related learning gaps through comprehensive student assessment and support, while moving the district forward in all of the academic and operational focus areas outlined in the preceding pages.

To recap, these include:




- ▶ Continued focus on closing learning gaps through targeted academic support.
 - ▶ Assessment and analysis of student academic progress and robust progress reporting to families and the community.
 - ▶ Commitment to recruitment and retention of high-quality educators.
 - ▶ Expanded quality professional development opportunities for all employee groups.
 - ▶ District-wide program reviews, beginning with the Special Education Department. These reviews will inform program adjustments going forward.
- ▶ Implementation of a comprehensive Facilities Master Planning Process to guide future facilities decisions.
 - ▶ Development of long-term transportation solutions.
 - ▶ Continued commitment to keeping our students, staff, families, and the broader community informed.

In all we do, Helena Public Schools is dedicated to our core principles of excellence and continuous improvement to serve our students, staff, and community.



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-  @HelenaPublicSchools
-  @HelenaSchoolDistrict



February 8, 2022

Winter Benchmark 2021-2022 Assessment Data Overview

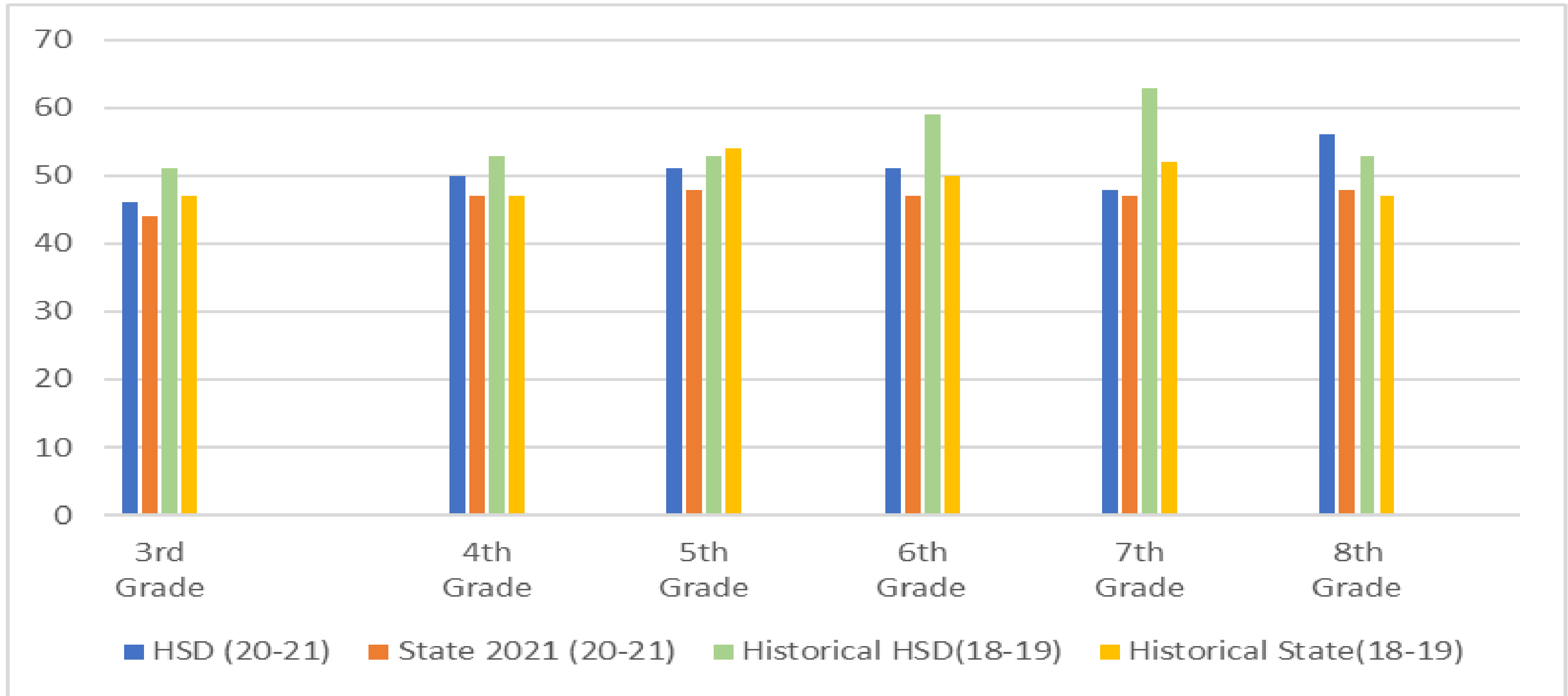
REX WELTZ, SUPERINTENDENT
HELENA PUBLIC SCHOOLS



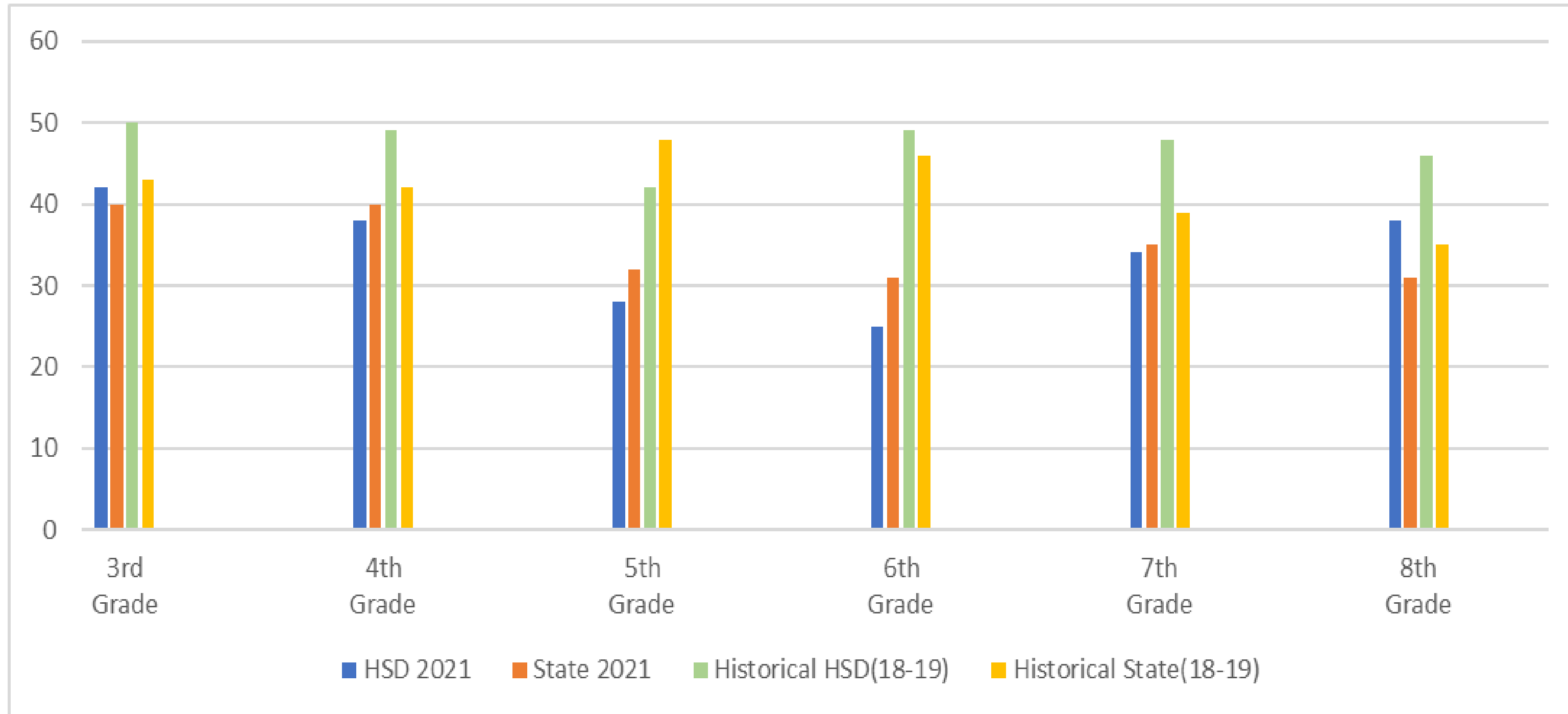
Helena
Public Schools
A great place to learn



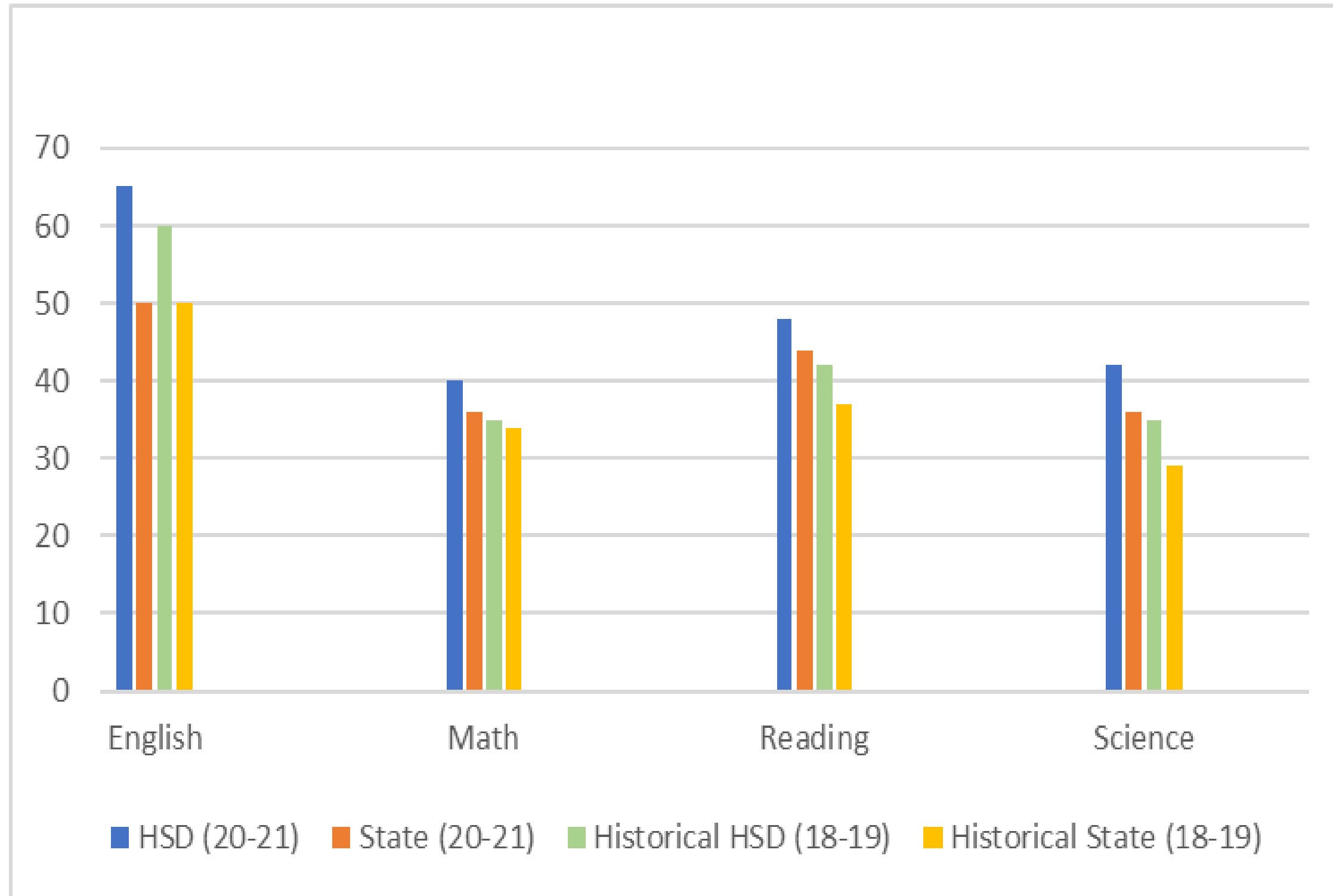
SBAC (Smarter Balanced Assessment Consortium) Test Results – English Language Arts



SBAC (Smarter Balanced Assessment Consortium) Test Results – Math



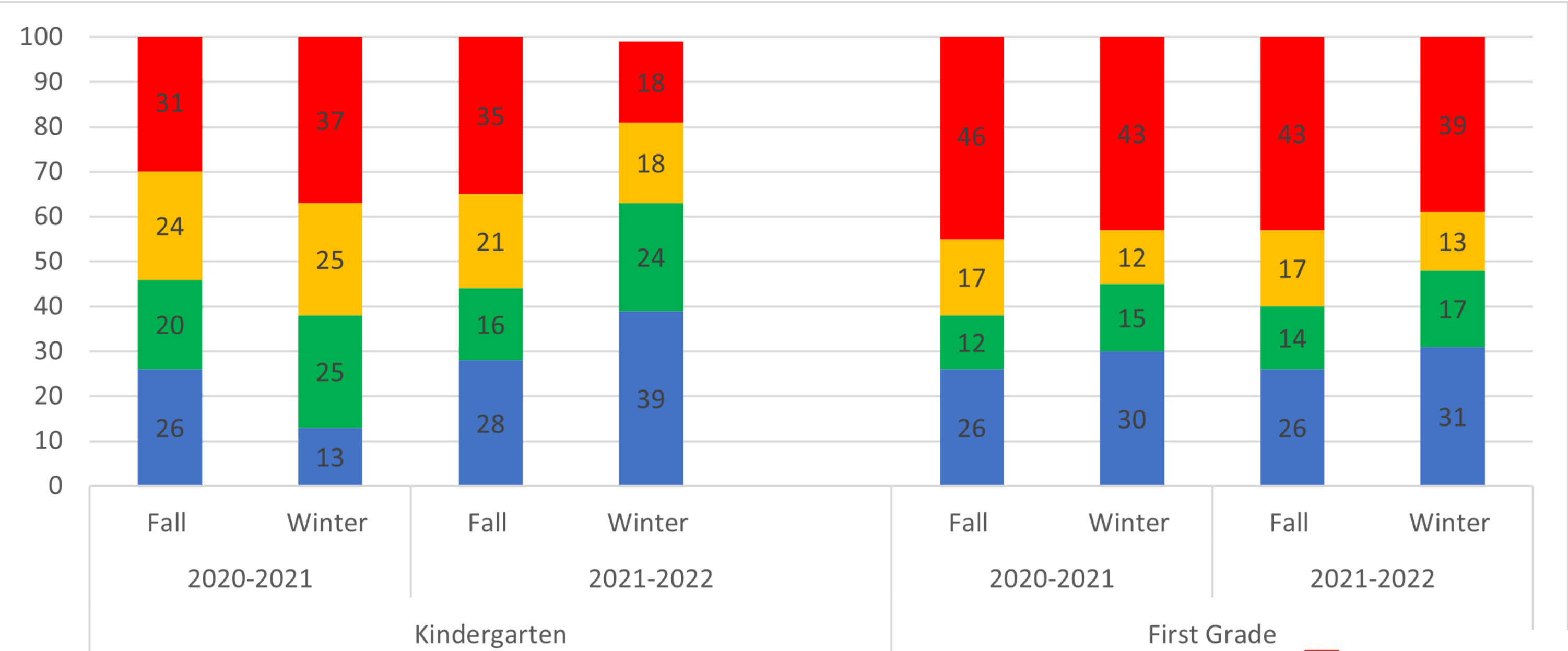
ACT Assessment Results



District Winter Benchmark Assessment Administration

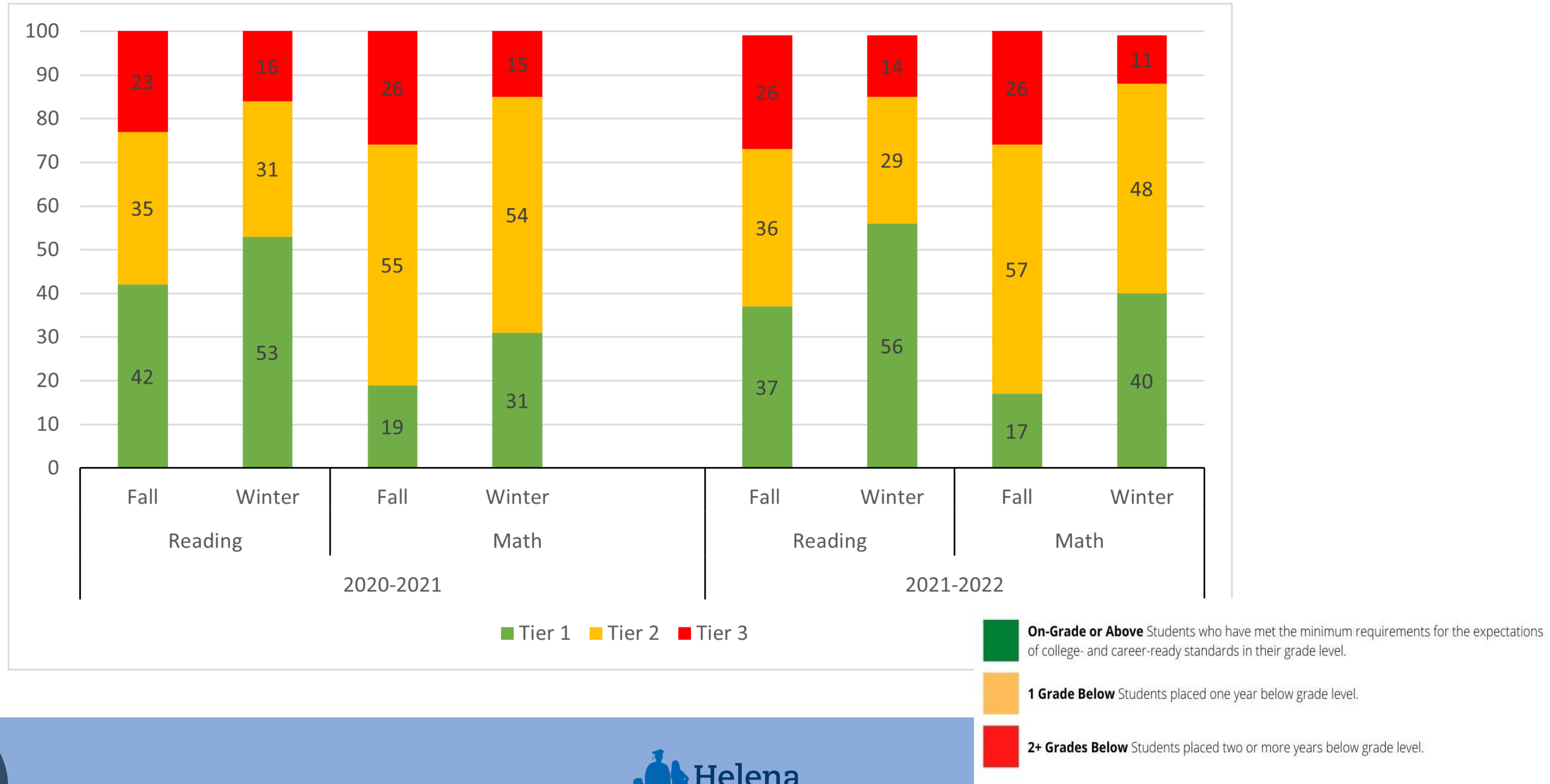
- January 10-28: In-person test administration for grade levels K-11.
- Completion Rates
 - K-5: 97% in reading and math
 - 6-8: 90% in reading and math
 - 9-12: 68% math
 - 77% reading
- Kindergarten took the Acadience Reading and ESGI Math.
- First grade took the Acadience Reading and iReady Math.
- Grades 2-11 took iReady Reading and Math.

Kindergarten and First Grade – Acadience Reading Test Results

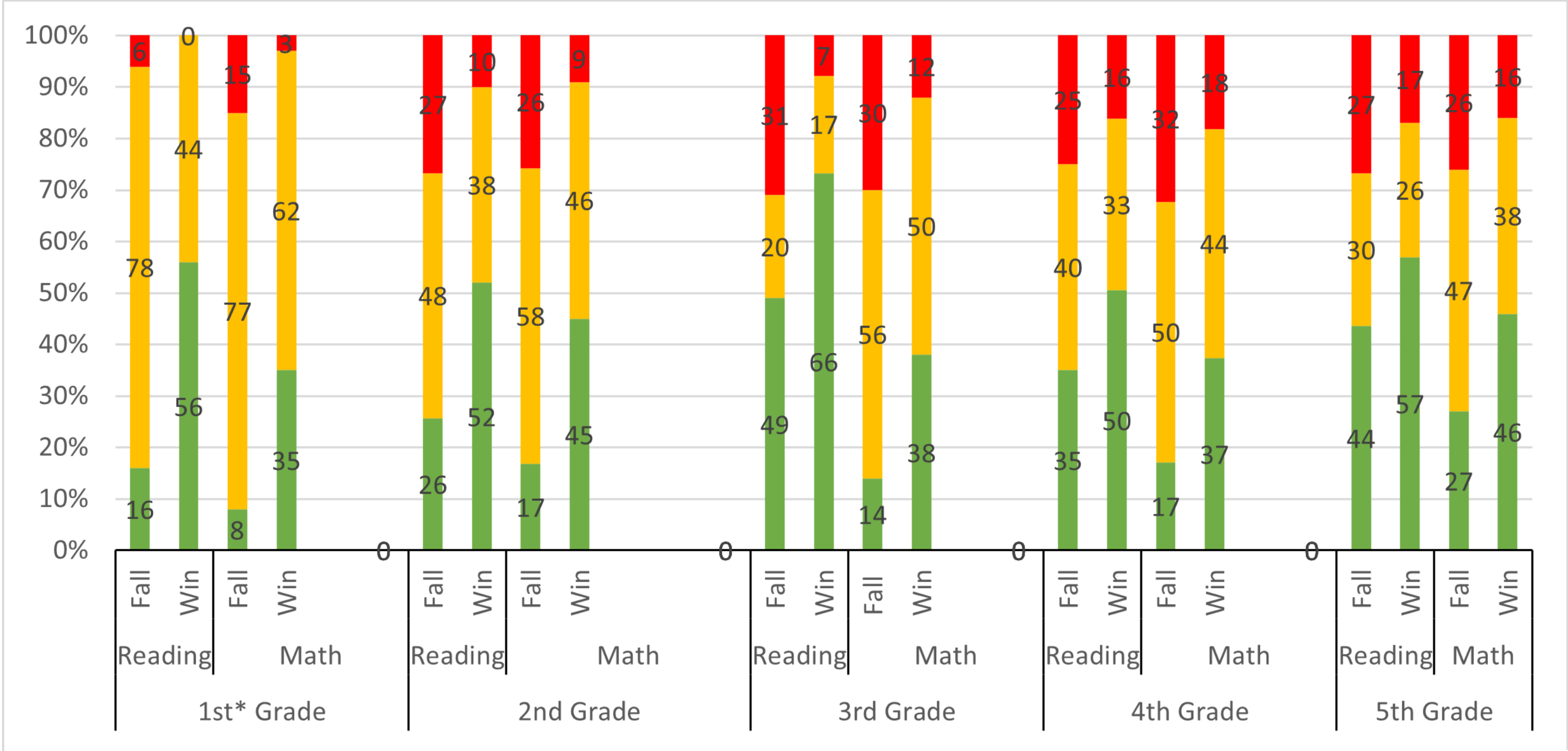


■ **Above Benchmark** Likely to need core support and enrichment
■ **At Benchmark** Likely to need core support
■ **Below Benchmark** Likely to need strategic support
■ **Well Below Benchmark** Likely to need intensive support

First through Fifth Grade iReady Data – Reading and Math



Grades 1-5 Fall to Winter 2021-2022 iReady Data in Reading and Math



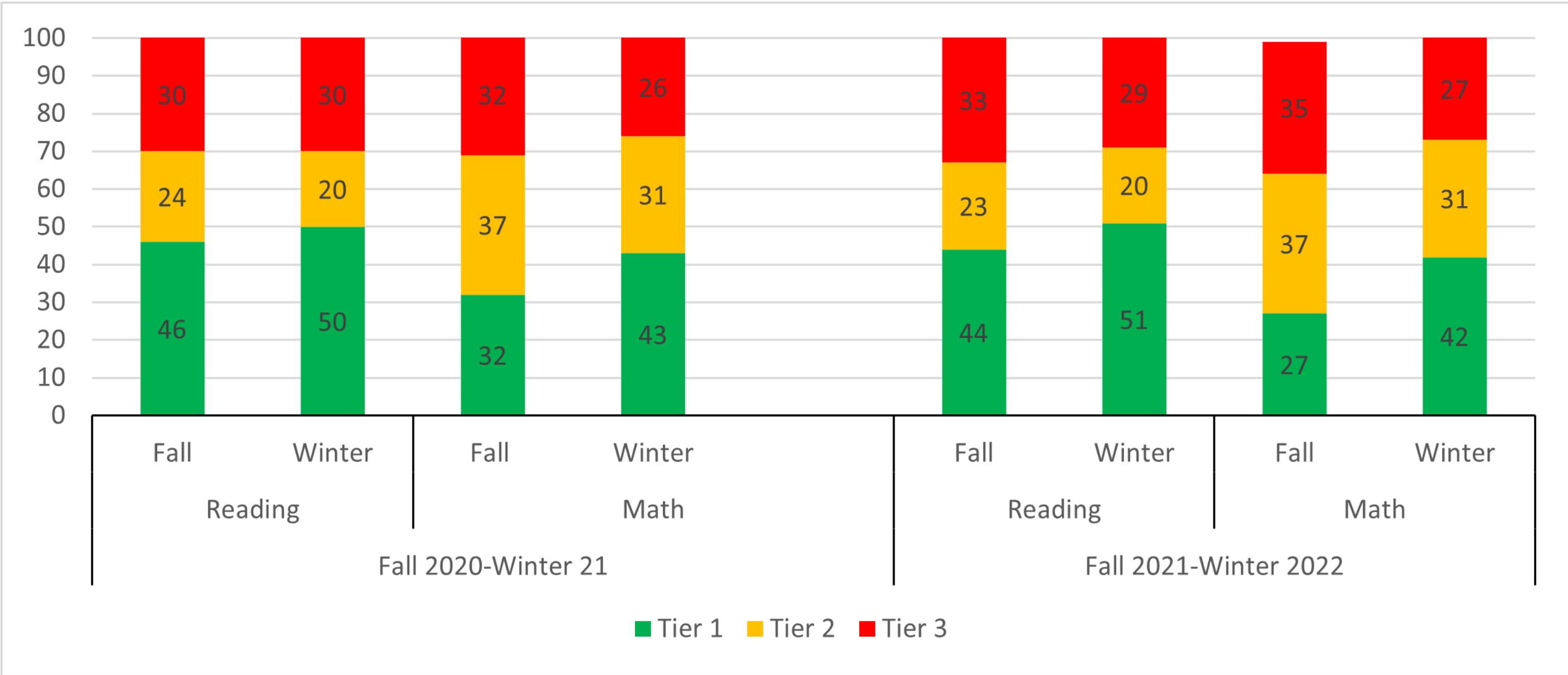
■ Tier 1 ■ Tier 2 ■ Tier 3

On-Grade or Above Students who have met the minimum requirements for the expectations of college- and career-ready standards in their grade level.

1 Grade Below Students placed one year below grade level.

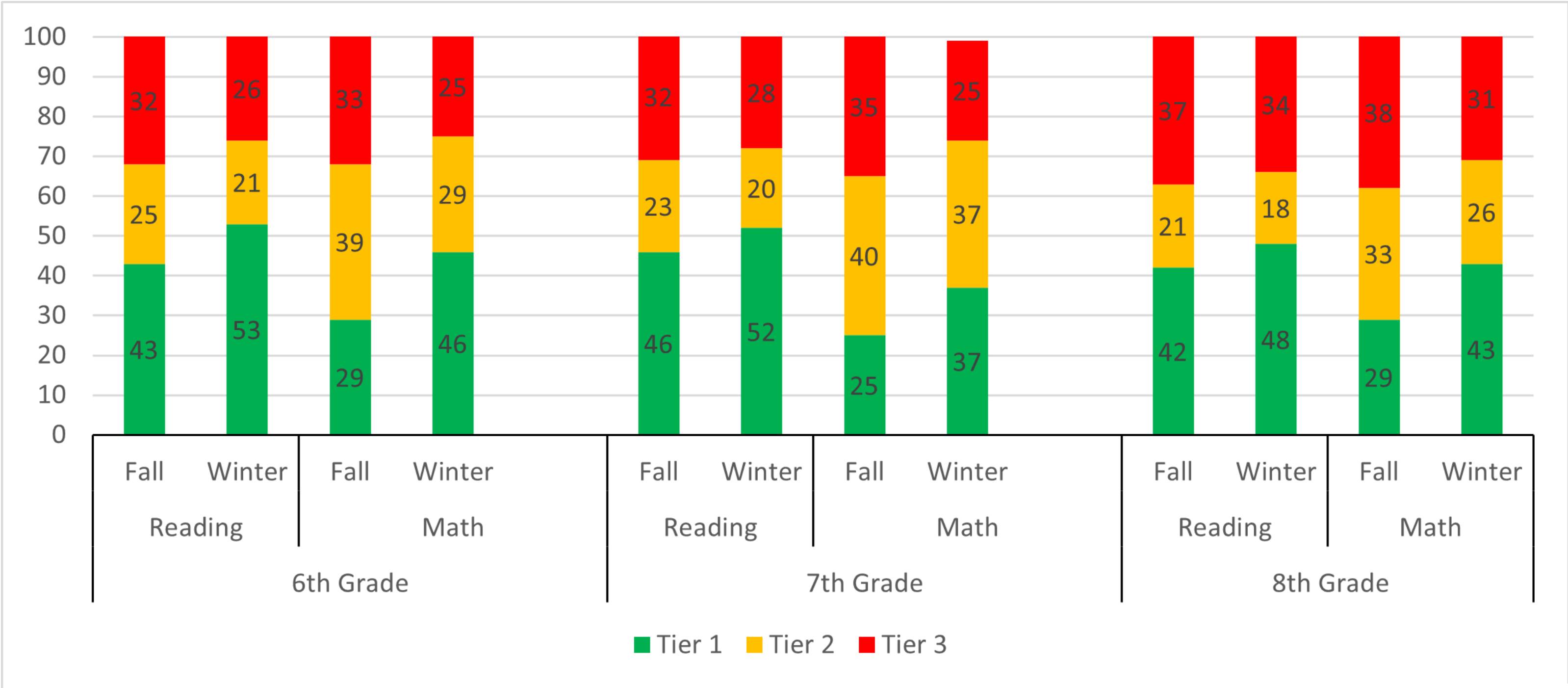
2+ Grades Below Students placed two or more years below grade level.

Sixth through Eighth Grade iReady Data – Reading and Math



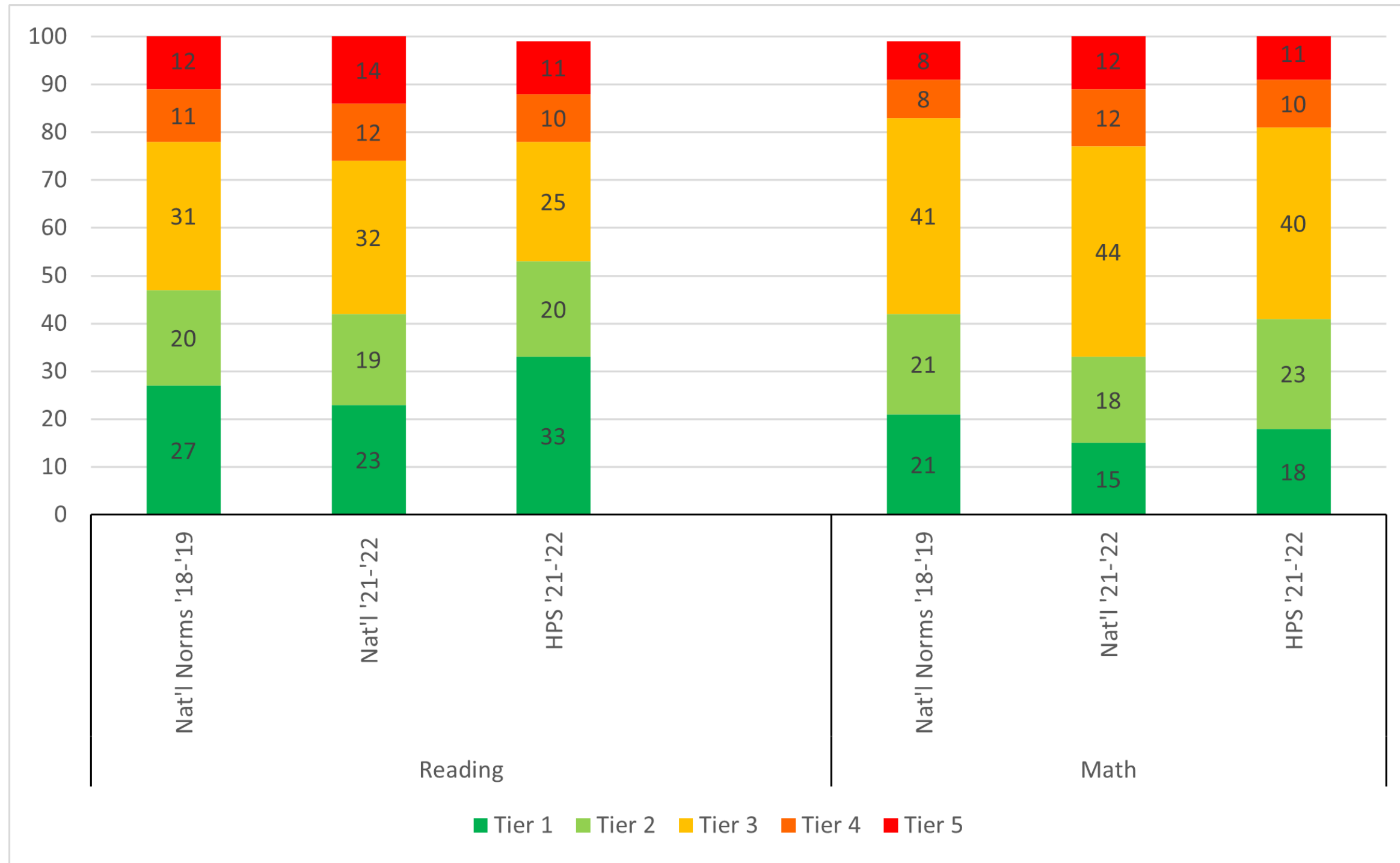
- On-Grade or Above** Students who have met the minimum requirements for the expectations of college- and career-ready standards in their grade level.
- 1 Grade Below** Students placed one year below grade level.
- 2+ Grades Below** Students placed two or more years below grade level.

Grades 6-8 Fall to Winter 2021-2022 iReady Data in Reading and Math



- On-Grade or Above** Students who have met the minimum requirements for the expectations of college- and career-ready standards in their grade level.
- 1 Grade Below** Students placed one year below grade level.
- 2+ Grades Below** Students placed two or more years below grade level.

Grade Grades 1-8 National Norms and National Placement Distribution Comparison

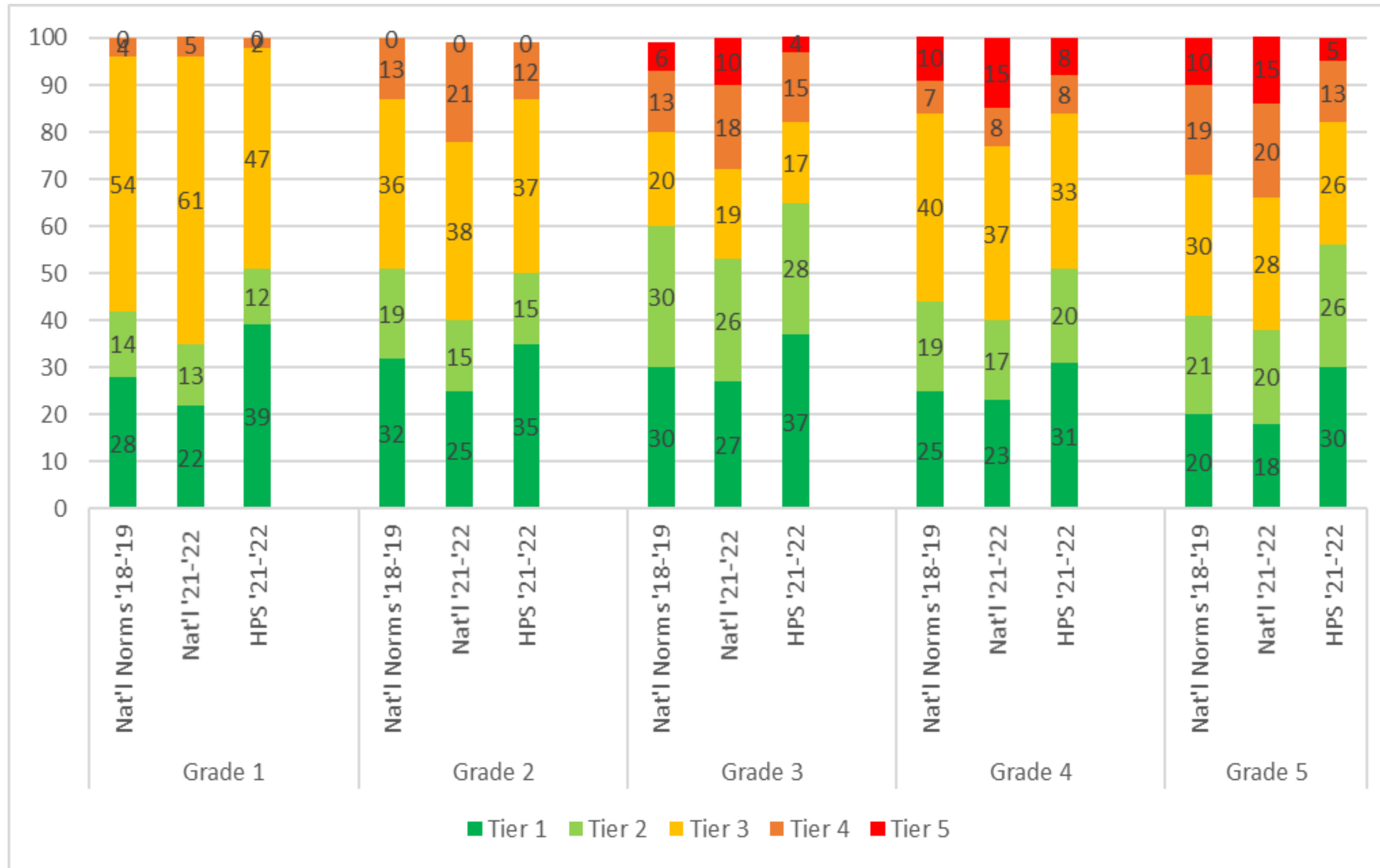


- Above pre-pandemic norms in reading.
- Above the national norm for fall-winter growth this year in math.

- Mid On-Grade or Above**
Students who have met the minimum requirements for the expectations of college- and career-ready standards in their grade level.
- Early On-Grade**
Students who have only partially met these grade-level expectations.
- 1 Grade Below**
Students placed one year below grade-level.
- 2 Grades Below**
Students placed two years below grade-level.
- 3+ Grades Below**
Students placed three or more years below grade-level.

n=5,677,702

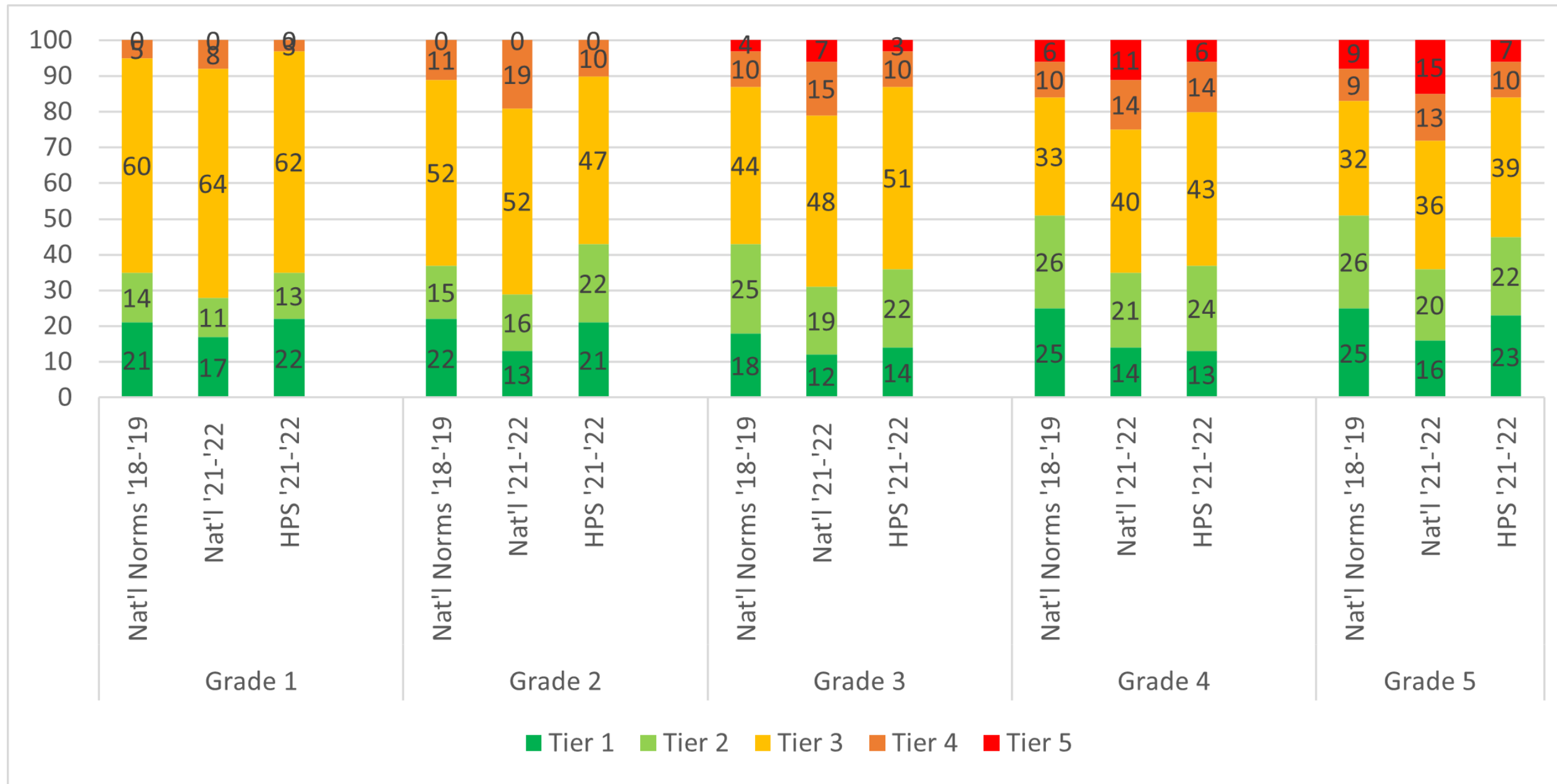
Grade Grades 1-8 National Norms and National Placement Distribution Comparison – Reading



All grade levels are at or above pre-pandemic levels in reading.

- **Mid On-Grade or Above**
Students who have met the minimum requirements for the expectations of college- and career-ready standards in their grade level.
- **Early On-Grade**
Students who have only partially met these grade-level expectations.
- **1 Grade Below**
Students placed one year below grade-level.
- **2 Grades Below**
Students placed two years below grade-level.
- **3+ Grades Below**
Students placed three or more years below grade-level.

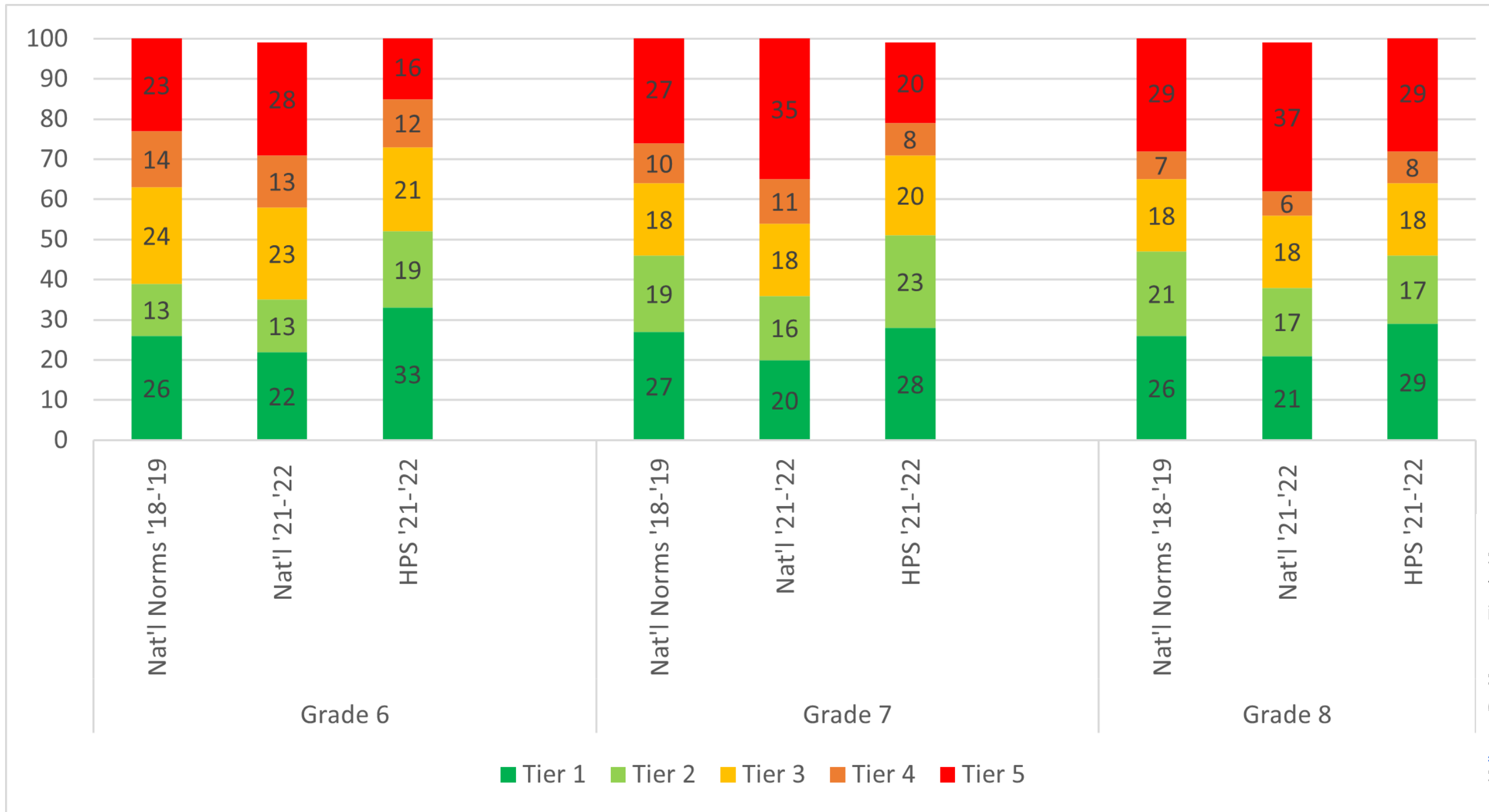
Grade 1-5 – National Norms and National Placement Comparison by Grade Level – Math



All grade levels are above the national norm for this year's growth from fall to winter.

- **Mid On-Grade or Above**
 Students who have met the minimum requirements for the expectations of college- and career-ready standards in their grade level.
- **Early On-Grade**
 Students who have only partially met these grade-level expectations.
- **1 Grade Below**
 Students placed one year below grade-level.
- **2 Grades Below**
 Students placed two years below grade-level.
- **3+ Grades Below**
 Students placed three or more years below grade-level.

Grades 6-8 National Norms and National Placement Comparison by Grade Level – Reading

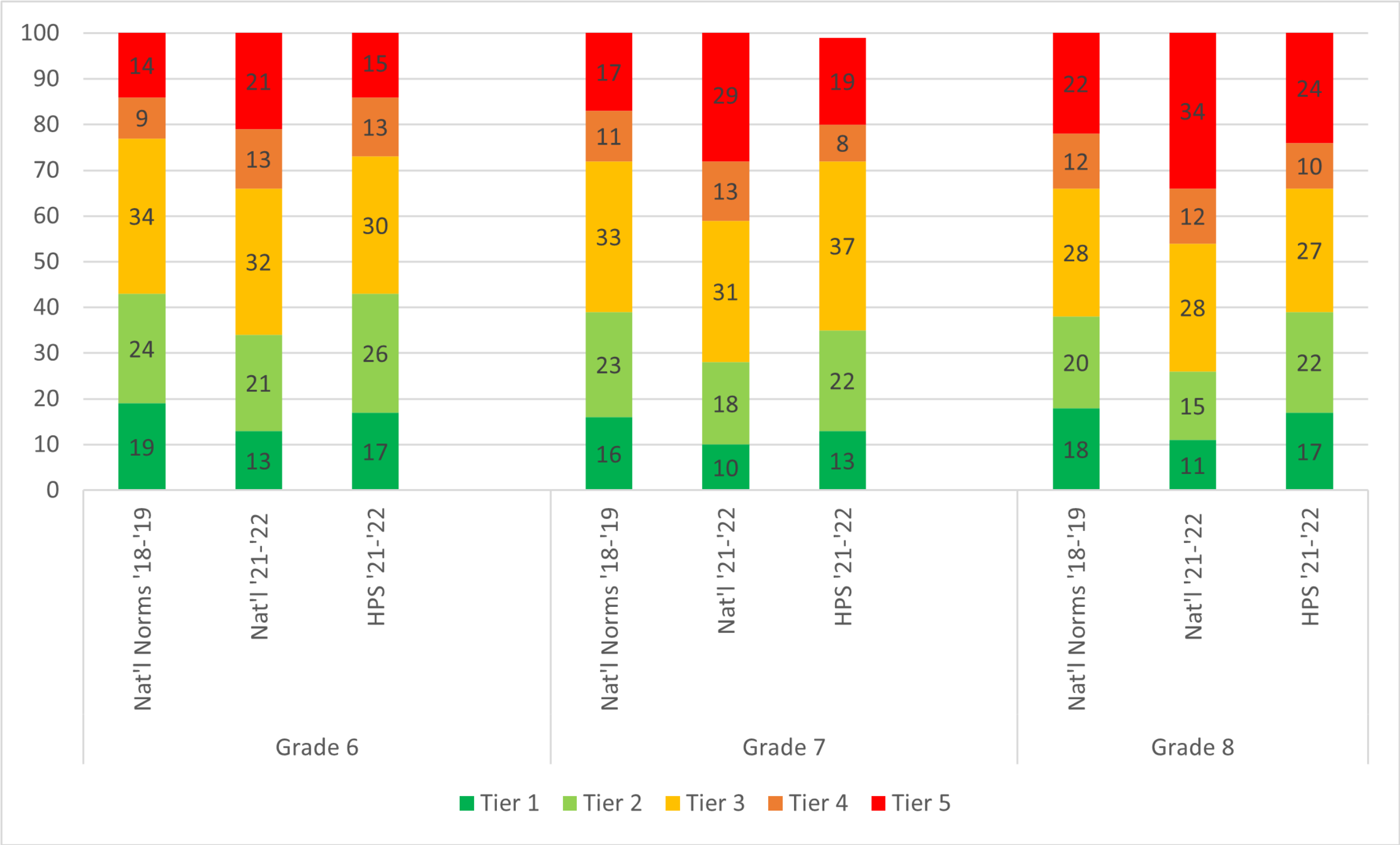


•6th and 7th grade is above the pre-pandemic national norm

•8th grade is above the national norm in growth from fall to winter this year.

- **Mid On-Grade or Above**
Students who have met the minimum requirements for the expectations of college- and career-ready standards in their grade level.
- **Early On-Grade**
Students who have only partially met these grade-level expectations.
- **1 Grade Below**
Students placed one year below grade-level.
- **2 Grades Below**
Students placed two years below grade-level.
- **3+ Grades Below**
Students placed three or more years below grade-level.

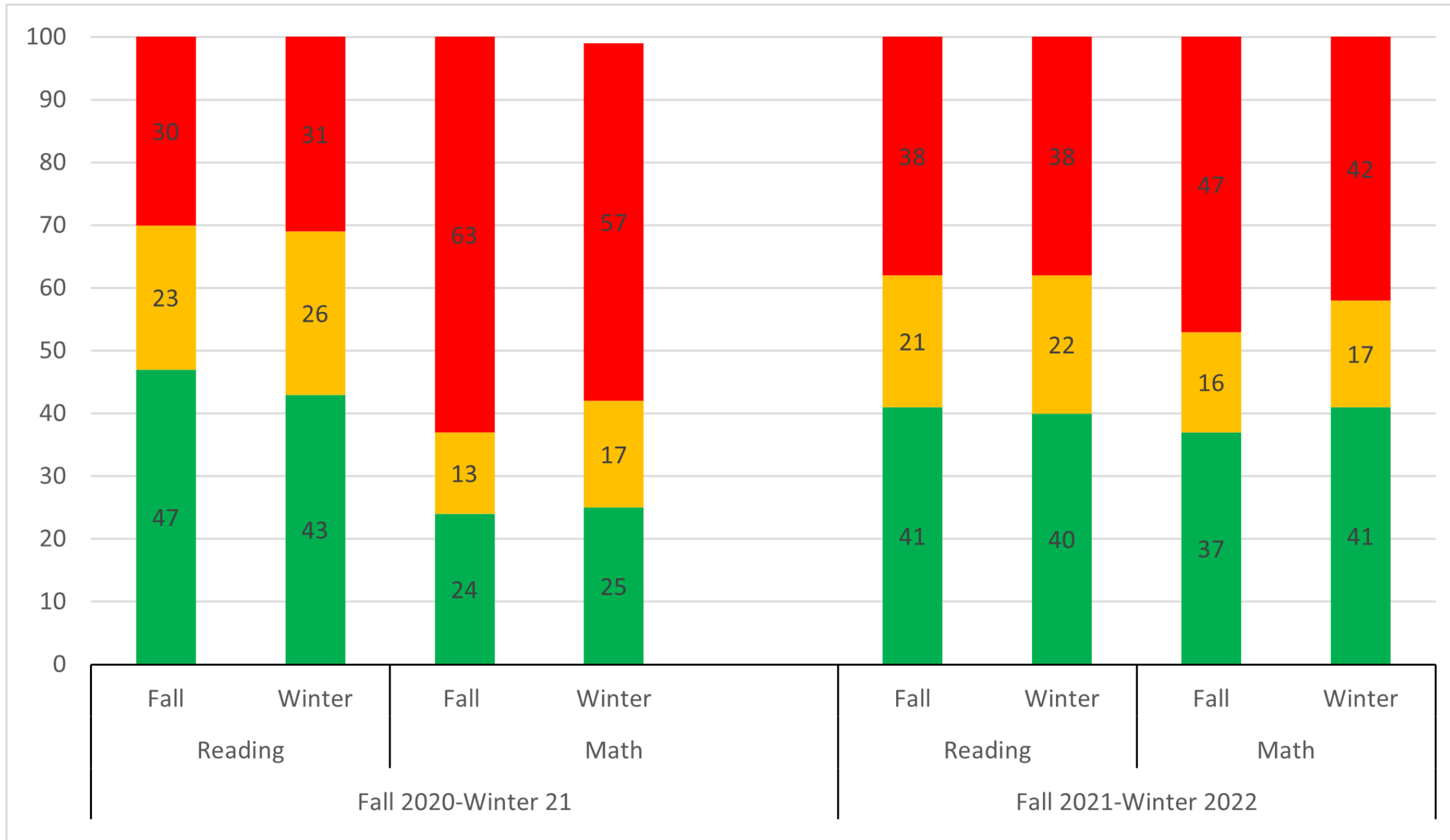
Grades 6-8 National Norms and National Placement Comparison by Grade Level – Math



- Grades 6-8 are at or above the national norm for both '18-'19 and '21-'22.
- 7th grade is above the national norm for '18-'19.

- Mid On-Grade or Above**
Students who have met the minimum requirements for the expectations of college- and career-ready standards in their grade level.
- Early On-Grade**
Students who have only partially met these grade-level expectations.
- 1 Grade Below**
Students placed one year below grade-level.
- 2 Grades Below**
Students placed two years below grade-level.
- 3+ Grades Below**
Students placed three or more years below grade-level.

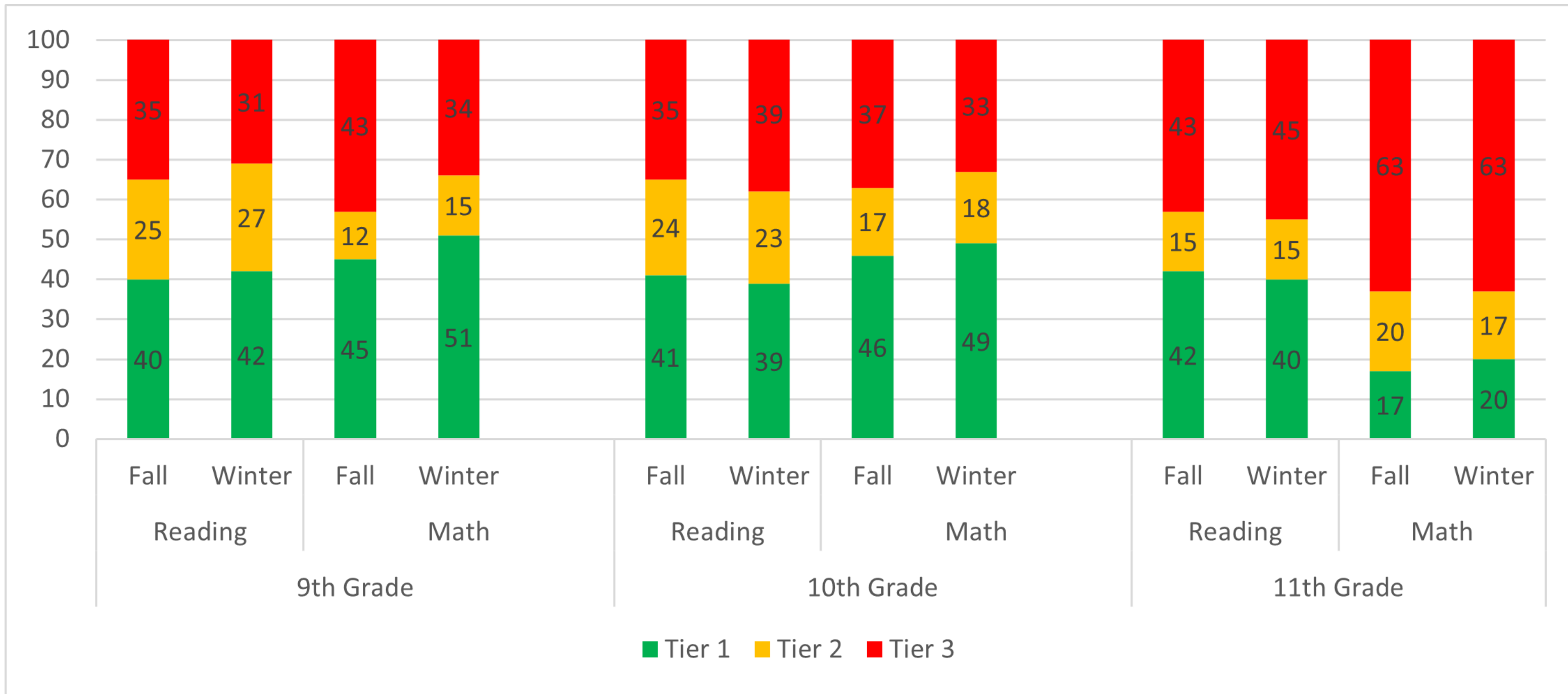
Grades 9-11 iReady Data in Reading and Math



■ Tier 1 ■ Tier 2 ■ Tier 3

- **On-Grade or Above** Students who have met the minimum requirements for the expectations of college- and career-ready standards in their grade level.
- **1 Grade Below** Students placed one year below grade level.
- **2+ Grades Below** Students placed two or more years below grade level.

Grades 9-11 iReady Data in Reading and Math by Grade Level



On-Grade or Above Students who have met the minimum requirements for the expectations of college- and career-ready standards in their grade level.

1 Grade Below Students placed one year below grade level.

2+ Grades Below Students placed two or more years below grade level.



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A great place to learn

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Policy Background – Items for Information Board of Trustees Meeting February 8, 2022

BACKGROUND:

The first eight policies are being presented for ACTION. These are either existing policies that needed to be revised or new policies that need to be adopted as a result of recent legislation or a recommendation from MTSBA.

The last four policies are being presented for INFORMATION. These are either existing or new policies that need to be revised or adopted because of recent legislation.

FOR ACTION:

- I. 2085 Graduation Requirements - REVISED**
Revised to reflect new legislation that allows a student to apply to waive the District's graduation requirements (23 credits) and meet the Board of Education's requirements (20 credits) if they have had an educational disruption.
- II. 3050 Student Discipline - REVISED**
Revised to define illegal substances and allow the Superintendent to modify discipline for a gun violation on a case-by-case basis.
- III. 3417 Communicable Diseases - NEW**
New policy that outlines what we do to reduce and manage communicable disease transmission among students.
- IV. 4025 Accommodating Individuals with Disabilities - REVISED**
Revised to include a statement that Covid-19 vaccine status will not be used as a basis to deny or allow equal opportunity to education.
- V. 5230 Prevention of Disease Transmission - NEW**
New policy that outlines what we do to reduce and manage communicable disease transmission among staff. Includes staff training.
- VI. 5080 Drug and Alcohol Testing for School Bus and Commercial Vehicle Drivers - REVISED**
Revised to comply with Commercial Driver's License Drug and Alcohol Clearinghouse.
- VII. 7063 Indoor Air Quality - NEW**
Codifies air quality requirements to ensure proper ventilation. Defines MERV requirements.
- VIII. 9035 Capital Assets - REVISED**
Revised to include language that states the District will identify anticipated improvements or projects in any resolution required to pass a permissive levy.

FOR INFORMATION:

A. 1020 School Board Elections - REVISED

Added language to reflect how elections will be conducted with an eye to making polling places accessible to individuals with disabilities. (In line with requirements from Senate Bill 15 which revises election laws related to accessibility for disabled electors).

B. 1085 Uniform Complaint Policy - REVISED

This policy has been revised to clarify the process including timelines. If a complaint can't be settled informally (Level 1) a written complaint must be filed with the building administrator or appropriate supervisor (Level 2). If the complaint is not resolved at Level 2 it can be appealed to an Assistant Superintendent (Level 3). The Assistant Superintendent's decision may be appealed to the Superintendent (Level 4). The final level for appeal is the Board of Trustees. A decision of the Board is final unless the decision is appealed pursuant to Montana law within the period provided by statute.

C. 5025 Employment and Assignment - REVISED

Added options for school to choose 6- OR 12-month probationary period. Reflects changes made by House Bill 254 which made extensive changes to the Montana Wrongful Discharge Act.

D. 7025 Extra and Co-Curricular Funds - NEW

This policy has been revised to add legal references about how the district will not prevent students in private or homeschool from participating in extracurricular activities (from House Bill 68) and to reflect fact that Senate Bill 72 allows non-fulltime enrolled students who participate in extracurricular activities to be counted in the average number belonging calculation.

2 SCHOOL DISTRICT ORGANIZATION

3 School Board Elections

4 School board elections are non-partisan elections governed by the general election laws of the
5 State of Montana and include election of board members, various public policy propositions, and
6 advisory questions.

7 Board elections shall be held on the first Tuesday after the first Monday in May of each year. In
8 years when the legislature meets in regular session or in a special session that affects school
9 funding, the trustees may order the election on a date other than the regular school election day
10 in order for the electors to consider a proposition requesting additional funding under § 20-9-
11 353, MCA.

12 Any person who is a qualified voter of the District is legally qualified to become a trustee. Some
13 persons may be ineligible for board membership by reason of other public offices held or certain
14 types of State or federal employment. A Declaration of intent to be a candidate shall be
15 submitted to the Election Administrator at least forty (40) days before the regular school election
16 day. If there are different terms to be filled, the term. the position for which each candidate is
17 filing must also be indicated.

18 Any person seeking to become a write-in candidate must file a declaration of intent on the 26th
19 day before the election. If the number of candidates filing for vacant positions or filing a
20 declaration of intent to be a write-in candidate is equal to or less than the number of positions to
21 be elected, the Trustees may give notice that a Trustee election will not be held. Notice of the
22 cancellation must be given no later than 30 days before the election date. If the election is not
23 held, the trustees shall declare the candidates elected by acclamation and issue of “certificate of
24 election” to each candidate.

25 A candidate intending to withdraw from the election shall send a statement of withdrawal to the
26 clerk of the district containing all information necessary to identify the candidate and the office
27 for which the candidate filed. The statement of withdrawal must be acknowledged by the clerk
28 of the district. A candidate may not withdraw after 5:00p.m. the day before the election ballot
29 certification deadline in 20-20-401. MCA.

30 Except in the event of an unforeseen emergency occurring on the date scheduled for the election,
31 a proposition requesting additional funding pursuant to § 20-9-353, MCA, may be submitted to
32 the electors only once each calendar year – on the regular school election day.

33
34 The District will provide access to polling places and accessible voting technology for
35 individuals with disabilities. The District Clerk will be responsible for assessing polling place
36 for accessibility and ensuring reasonable access for individuals with disabilities. The District
37 will comply with Montana law in providing access to voting places and accessibility for
38 individuals with disabilities.

39 Legal References:
40

41

- 42 § 20-3-304, MCA Annual election
43 § 20-3-305, MCA Candidate qualification and nomination
44 § 20-3-313, MCA Election by acclamation – notice
45 ~~§ 20-3-344, MCA Nomination of candidates by position in first class elementary district~~
46 Repealed
47 § 20-9-353, MCA Additional financing for general fund-election for authorization to impose
48 § 20-20-105, MCA Regular school election and special school elections
49 § 20-20-301, MCA Qualifications of elector
50 § 20-20-401, MCA Trustees' election duties- ballot certification
51 Senate Bill 15 Revises election laws related to accessibility for disabled electors
52 § 13-1-101, MCA Definitions (Revised by Senate Bill 15)
53 § 20-9-353, MCA Additional financing for general fund-election for authorization to
54 impose
55 § 20-20-105, MCA Regular school election and special school elections
56

Cross References:

Policy History:

Adopted on: 2.8.2011
Revised on: 7.12.2016

57

58

1 **Helena Public Schools**

2 School District Organization

1085

3
4 Uniform Complaint Procedure

5 The Board establishes this Uniform Complaint Procedure as a means to address complaints
6 arising within the District. This Uniform Complaint Procedure is intended to be used for all
7 complaints except those governed by a specific process in state or federal law that supersedes
8 this process or a collective bargaining agreement. Matters covered by a collective bargaining
9 agreement will be reviewed in accordance with the terms of the applicable agreement.

10
11 The District will endeavor to respond to and resolve complaints without resorting to this formal
12 complaint procedure and, when a complaint is filed, to address the complaint as outlined in this
13 policy. The right of a person to prompt and equitable resolution of a complaint filed hereunder
14 will not be impaired by a person’s pursuit of other remedies. Use of this complaint procedure is
15 not a prerequisite to pursue other remedies and use of this complaint procedure does not extend
16 any filing deadline related to pursuit of other remedies.

17
18 The District requires all individuals use this complaint procedure, when the individual
19 believes the Board or its employees or agents have violated the individual’s rights under state or
20 federal law or Board policy. Complaints against a building administrator shall be filed with the
21 appropriate Assistant Superintendent. Complaints against a District level administrator shall be filed
22 with the Superintendent. Complaints against the Superintendent or Clerk ~~or District level~~
23 ~~administrator~~ shall be filed with the Board.

24
25 When a complaint alleges sexual harassment or a violation of Title IX of the Education
26 Amendments of 1972 (the Civil Rights Act), Title II of the Americans with Disabilities Act of
27 1990, or Section 504 of the Rehabilitation Act of 1973, the building A administrator shall turn the
28 complaint over to the applicable District nondiscrimination coordinator. The coordinator shall
29 ensure an investigation is completed in accordance with the applicable procedure. In the case of
30 a sexual harassment or Title IX complaint the applicable investigation and appeal procedure is
31 Policy 3000 or 5005. In the case of a disability complaint, the coordinator shall complete an
32 investigation and file a report and recommendation with the building A administrator for decision.
33 Appeal of a decision in a disability complaint will be handled in accordance with this policy.

34
35 For the purposes of this policy, business and / or calendar days are defined as school days. If the
36 complaint is filed during the summer months or the complaint extends into the summer months, days
37 will revert to business days as opposed to school or calendar days. Deadlines requiring District action
38 in this procedure may be extended for reasons related but not limited to the District’s retention of
39 legal counsel and District investigatory procedures. Additional timelines may be waived with the
40 agreement of both parties.

44 Retaliation

45
46 Any individual participating in an investigation or proceeding under this policy shall notify the
47 appropriate building or district administrator if that person believes that he or she is being retaliated
48 against for participating in the investigation or proceeding. The District prohibits retaliation against
49 individuals making complaints and/or participating in any investigation that may ensue under this
50 policy. The District may discipline students or staff members determined to have retaliated against
51 any individual for participating in an investigation or proceeding under this policy.

52
53 *Level 1: Informal*

54
55 An individual with a complaint is first encouraged to discuss it with the appropriate employee or
56 building administrator with the objective of resolving the matter promptly and informally. If the
57 complaint can't be resolved within 15 calendar school days of the incident that generated the
58 complaint, then the complainant may file a written complaint as outlined in Level 2. ~~An exception is~~
59 ~~that a complaint of sexual harassment should be discussed directly the District Title IX Coordinator.~~

60
61 *Level 2: Building Administrator*

62
63 When a complaint has not been or cannot be resolved at Level 1, an individual may file a signed
64 and dated written complaint stating: (1) the nature of the complaint; (2) a description of the event
65 or incident giving rise to the complaint, including any school personnel involved; (3) the date the
66 parties met to attempt to resolve the complaint informally; and ~~(3 4)~~ the remedy or resolution
67 requested. The written complaint must be filed within thirty ~~(30 15)~~ calendar school
68 days of the event or incident. ~~or from the date an individual could reasonably become aware of~~
69 ~~such event or incident.~~

70
71 When a complaint alleges a violation of Board policy or procedure, the building administrator or
72 supervisor will investigate and attempt to resolve the complaint. The administrator or supervisor will
73 respond in writing to the complaint, within thirty ~~(30 15)~~ calendar school days of receipt of the
74 written complaint. ~~of the Human Resources Administrator's receipt of the complaint.~~

75
76 If the complainant ~~has reason to believe the administrator's or supervisor's decision was made in~~
77 ~~error~~ disagrees with the findings of the administrator or supervisor the complainant may request, in
78 writing, that the appropriate Assistant Superintendent review the administrator's or supervisor's
79 decision. (See Level 3.) This request must be submitted to the appropriate Assistant Superintendent
80 within fifteen (15) calendar school days of receipt of the administrator's or supervisor's decision.

81
82 *Level 3: Assistant Superintendent*

83
84 If the complainant appeals the administrator's or supervisor's decision provided for in Level 2, the
85 Assistant Superintendent will review the complaint and the administrator's or supervisor's decision.
86 The Assistant Superintendent will respond in writing to the appeal, within thirty ~~(30 15)~~ calendar
87 school days of the Assistant Superintendent's receipt of the written appeal. ~~In responding to the~~
88 ~~appeal, the Assistant Superintendent may: (1) meet with the parties involved in the complaint; (2)~~

89 ~~conduct a separate or supplementary investigation; (3) engage an outside investigator or other District~~
90 ~~employees to assist with the appeal; and/or (4) take other steps appropriate or helpful in resolving the~~
91 ~~complaint.~~

92
93 If the complainant ~~has reason to believe the Assistant Superintendent's decision was made in error,~~
94 ~~error~~ disagrees with the findings of the Assistant Superintendent the complainant may request, in
95 writing, that the Superintendent consider an appeal of the Assistant Superintendent's decision. (See
96 Level 4.) This request must be submitted in writing to the Superintendent, within fifteen (15) calendar
97 school days of the Assistant Superintendent's written response to the complaint, ~~for transmission to~~
98 ~~the Board.~~

99
100 *Level 4: Superintendent ~~or Supervisor~~*

101
102 If the complainant appeals the Assistant Superintendent's decision provided for in Level 3, the
103 Superintendent will review the complaint and the Assistant Superintendent's decision. The
104 Superintendent will respond in writing to the appeal, within thirty (30) 15 calendar school days of the
105 Superintendent's receipt of the written appeal. ~~In responding to the appeal, the Superintendent may:~~
106 ~~(1) meet with the parties involved in the complaint; (2) conduct a separate or supplementary~~
107 ~~investigation; (3) engage an outside investigator or other District employees to assist with the appeal;~~
108 ~~and/or (4) take other steps appropriate or helpful in resolving the complaint.~~

109
110 If the complainant ~~has reason to believe the Superintendent's decision was made in error~~ disagrees
111 with the findings of the Superintendent, the complainant may request, in writing, that the Board
112 consider an appeal of the Superintendent's decision. (See Level 4.) This request must be submitted in
113 writing to the Superintendent, within fifteen (15) calendar school days of the Superintendent's written
114 response to the complaint, for transmission to the Board.

115
116 *Level 5: The Board*

117
118 Upon written appeal of a complaint alleging a violation the individual's rights under state or
119 federal law or Board policy upon which the Board of Trustees has authority to remedy, the Board
120 may consider the decisions made in Level 2, 3 and 4. Upon receipt of written request for
121 appeal, the Chair will either: ~~(1) place the appeal on the agenda of a regular or special Board~~
122 ~~meeting, (2) appoint an appeals panel of not less than three trustees to hear the appeal and make~~
123 ~~a recommendation to the Board, or (3) respond to the complaint with an explanation of why the~~
124 ~~appeal will not be heard by the Board of Trustees in accordance with this policy. If the Chair appoints~~
125 ~~a panel to consider the appeal, the panel will meet to consider the appeal and then make written~~
126 ~~recommendations to the full Board.~~ The Board will report its decision on the appeal, in writing, ~~to all~~
127 ~~parties,~~ within thirty (30) calendar school days of the Board meeting at which the Board considered the
128 appeal or the recommendation of the panel.

129
130 A decision of the Board is final, unless it is appealed pursuant to Montana law within the period
131 provided by law.
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Cross Reference: 3000 - Equal Educational Opportunities
5000 - Equal Employment Opportunity and Non-Discrimination

Legal Reference: Title IX of the Education Amendments of 1972 (Civil Rights Act)
Title II of the Americans with Disabilities Act of 1990
§ 504 of the Rehabilitation Act of 1973

Policy History:

Adopted on: 2.08.2011
Revised on: 9.13.2016
Reviewed on:

2 PERSONNEL

3 Employment and Assignment

4 Each certificated employee will be employed under a written contract, subject to the terms and
5 conditions of the collective bargaining agreement, District policies and procedures, and state and
6 federal statutes. Employees will be subject to a 12-month probation period to be applied during
7 the employee’s actual employment period.

8 The Board, after receiving the recommendations of the Superintendent, will determine the non-
9 renewal or termination of certified and classified staff, in conformity with state statutes,
10 applicable District policies and procedures, and collective bargaining agreements.

11 Classified employees whose positions are covered by a collective bargaining agreement will be
12 employed subject to the terms and conditions of the collective bargaining agreement, District
13 policies and procedures, and state and federal statutes. Classified employees whose positions are
14 not covered by a collective bargaining agreement will be subject to a one-year probationary
15 period. Their employment is governed by District policies and procedures, and state and federal
16 statutes. The District reserves the right to change employment conditions affecting an
17 employee’s duties, assignment, and/or supervisor, subject to collective bargaining language.

18 “Good cause” means any reasonable job-related grounds for an employee’s dismissal based on: (a)
19 the employee’s failure to satisfactorily perform job duties; (b) the employee’s disruption of the
20 employer’s operation; (c) the employee’s material or repeated violation of an express provision of
21 the employer’s written policies; or (d) other legitimate business reasons determined by the employer
22 while exercising the employer’s reasonable business judgment.

23

24 *Assignment, Reassignment and Transfer*

25 The Superintendent may assign, reassign, and/or transfer positions and duties of all staff, subject
26 to any provisions contained in the collective bargaining agreements, District policies and
27 procedures and state and federal statutes. Nothing in this policy prevents reassignment of a staff
28 member during a school year.

- 29 Legal References: § 39-2-904, MCA Elements of wrongful discharge (Revised per HB254)
- 30 § 39-2-912, MCA Exemptions (wrongful discharge) (Revised per HB254)
- 31 § 39-2-903, MCA Definitions-wrongful discharge (Revised by
- 32 House Bill 254)
- 33 § 39-2-905, MCA Remedies- wrongful discharge (Revised by
- 34 House Bill 254)
- 35 § 39-2-911, MCA Limitation of actions (Revised by House Bill
- 36 254)
- 37 10.57.601a, ARM Definition of Immoral Conduct (Revised per HB254,
- 38 Revisions of Montana Wrongful Discharge Act)

39

40 Cross References:
41 Policy History:
42 Adopted on: 8.13.2013
43 Revised on: 6.11.2019

2
3 OPERATIONAL SERVICES

4
5 Extra and Co-Curricular Funds

6
7 The Board is responsible for establishment and management of student extra- and co-curricular
8 funds. The purpose of student extra- and co-curricular funds is to account for revenues and
9 disbursements of those funds raised by students through recognized student body organizations
10 and activities. The funds shall be deposited and expended by check, in a bank account
11 maintained by the District for student extra- and co-curricular funds. The use of the student
12 extra- and co-curricular funds is limited to the benefit of the students.

13
14 The Board directs the administration to follow the *Student Activity Funding Accounting* in
15 establishing accounting procedures for administration of student extra- and co-curricular funds
16 and will appoint a fund administrator.

17		
18		
19		
20	Legal References:	
21	§ 20-9-504, MCA	Extra-curricular fund for pupil functions
22	§ 20-5-109, MCA	Nonpublic school requirements for compulsory enrollment exemption (<i>Cited by Senate Bill 157</i>)
23	§ 20-9-311, MCA	Calculation of average number belonging (ANB) --3-year averaging (<i>Revised by Senate Bill 72</i>)
24		
25		
26	10.10.304, ARM	Student extra-curricular activity funds
27	Senate Bill 157	Allow nonpublic students to participate in public school extracurriculars
28		
29	Senate Bill 72	Allows non-fulltime enrolled students who participate in extracurricular activities to be counted in the average number belonging calculation.
30		
31		
32		
33		

34 Cross References:

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38 Policy History:

39 Adopted on:

40 Revised on:

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Superintendent
Rex Weltz
324-2001

Business Manager
Janelle Mickelson
324-2040

Board of Trustees Meeting

Lincoln Center
1325 Poplar St., Helena, MT 59601
And on TEAMS

Tuesday, January 11th, 2022
5:30 p.m.

MINUTES

ATTENDANCE – Present unless otherwise noted.

Luke Muszkiewicz, Board Chair
Siobhan Hathhorn, Vice Chair
Jennifer Walsh, Trustee
Terry Beaver, Trustee
John McEwen, Trustee
Elizabeth “Libby” Goldes, Trustee
Janet Armstrong, Trustee
Jennifer McKee, Trustee
Eliza Lay, Capital High School Representative
Rylie Schoenfeld, Helena High School Representative

Rex Weltz, Superintendent
Josh McKay, Assistant Superintendent
Brian Cummings, Assistant Superintendent
Janelle Mickelson, Business Manager
Barb Ridgway, Chief of Staff
Gary Myers, Technology Administrator
Stacy Collette, Human Resources Administrator
Karen Ogden, Communications Officer
Jane Shawn, HEA President

Many guests of the public

I. CALL TO ORDER/PLEDGE OF ALLEGIANCE

Board Chair Luke Muszkiewicz called the meeting to order at 5:33 p.m. and led the Pledge of Allegiance. Board Chair Luke Muszkiewicz commented. We have all eight Trustees present tonight. Trustee Jennifer McKee is joining us online, and everyone else is attending in person. We have both of our Student Representatives here tonight, along with Superintendent Rex Weltz.

II. REVIEW AGENDA

Board Chair Luke Muszkiewicz commented. One change that has been noted is we have a couple of changes to our December 14th minutes. We are going to remove the December 14th minutes from the Consent Action Items and move them to Items for Action, number five on the agenda. Trustee John McEwen asked for the Health Benefits Committee Report to be crossed off the list because the Health Benefits Committee did not meet since the last full Board meeting. Board Chair Luke Muszkiewicz crossed off the Montana School Boards Association Report from the list. Trustee Jennifer Walsh asked for the Wellness Committee Report to be crossed off the list as well. Trustee Jennifer McKee commented that Teaching and Learning Committee meets tomorrow, so there would be nothing to report at tonight's meeting.

III. PRESENTATIONS

Solar Energy Update

Barb Ridgway, Chief of Staff, commented. It gives me a great deal of pleasure to introduce Madalyn Quinlan. Madalyn served as Chief of Staff for the Office of Public Instruction for a number of years and lucky for us, when she retired, she took on a number of community projects, of which we were one. Madalyn has played a key role in ensuring that our three new schools, which were designed to be solar ready, will actually be solar operational. She is responsible for writing the NorthWestern Energy grants that helped fund solar installations at both Central and Bryant. She worked with community groups that worked to raise additional funds not covered by the NorthWestern Energy grant. Madalyn is here tonight to provide the Board with a status update on the progress that has been made and she will have some assistance from others who worked on these various projects.

Madalyn Quinlan commented. I'm really glad to be here tonight. In addition to helping write and shepherd the grants that the District received to be able to install the solar photovoltaic systems on top of Central and Jim Darcy, I also joined with the Helena Sun Run team to raise money to help the District's initiatives for the solar panel systems. We have two other members from the Helena Sun Run team who will be speaking in just a little bit as well, but Pat Judge and Joel Harris are joining me in terms of celebrating the installation of the fifty-kilowatt solar PV systems on Central and Jim Darcy. We would like to announce to the Board that we have raised \$5,000 from the Helena Sun Run this past October. It was an exciting community event and a great way to support the school District's efforts to bring about clean sustainable energy. I would like to give some background. In the 17-18 school year when the District was in the design phase for the three new schools, they instructed the architects at that time to design schools that were solar ready. Even though the District didn't yet have an identified source of funding for those systems, at least the key building blocks would be in place and the roof structure would be built so it could sustain the load from solar panels and snowfall. In 2018 and 2019 over a course of three different cycles, the District submitted requests for renewable energy grants from the

Universal Systems Benefit Program which is administered by NorthWestern energy. The funding from this program comes from a Universal Systems Benefits charge that is authorized by the legislature and that we as NorthWestern Energy customers all pay through our utility bills. The grant program encourages a local match and they're very happy when there's an educational component for the renewable energy projects. As part of the application for these grants, the Helena Public Schools included letters of support from teachers at Central, Jim Darcy and Helena High School, from students who are involved in the Helena Green Group, and from members of the Helena Sun Run team. The letters from the teachers were great and they focused on how they hope to develop classroom lessons and units using the data generated from the solar panel systems. Subsequently, NorthWestern energy awarded Helena Public Schools \$38,000 for the project at Central and \$50,000 for the project at Jim Darcy. The fifty-kilowatt solar PV system was installed on the gym roof at Central in August of 2020. This past summer, a similar system was installed at Jim Darcy, and it was completed in July of 2021. At the time that the grants were submitted using a standard estimating system, the inner energy savings are projected to be roughly \$131,000 at each school over a thirty-year period. The installation of these systems includes a portal that customers can use to track energy production and carbon offsets. I'm very pleased to report the District has installed monitors at each of the schools to display the system data. The screens rotate so you can see real time energy production data for the day, week, month, and year. It also shows information on carbon offsets based on the amount of energy that's been generated over various periods of time. So, hopefully these displays will generate excitement and ownership among students, educators, and the public. It's a great opportunity to know where your energy comes from and to be able to keep track of that. I'm really enthusiastic about the educational component that can come with this. While I've spoken only about Jim Darcy and Central schools, I think it's important to know that there are also panels on Helena High School and Capital High School, and those are from previous efforts. They're smaller systems that are five kilowatts each, and they were installed somewhere around 2010 and 2011, and Jill Van Alstyne, an educator at Helena High School, had a key role in helping all that come about.

Joel Harris commented. The other groups involved in organizing the Helena Sun Run were the Sleeping Giant Citizens Council, and they partnered with the Helena Vigilante Runners and the Helena School District. Sleeping Giant, a local environmental group, devoted quite a bit of resources with their professional staff person McKenna Sellers, who devoted a lot of time to this. That was a big part of the success of the event. We also want to thank Sarah Sullivan and Jennifer McKee for joining the group and helping us organize. This is five years that we have done this, and we are very excited to keep the Sun Run going further. It's now 200 kilowatts of energy savings per year that the Sun Run projects are putting into place and that's really starting to become a big thing. Shiloh Hernandez is the person who had the vision and started this and led it for the first four years.

Madalyn Quinlan commented. The Vigilante Runners have sponsored races to raise money for the Sun Run, Lewis and Clark Library, the Holter Museum of Art, and Carroll College. We raised \$14,000 from the Sun Run for Helena Public Schools in 2019, and \$5,000 in 2021. We were hesitant about going to local businesses trying to raise money in our second COVID year. So, hopefully in the future we'll be able to bring those dollar amounts up. We want to continue the good work and build on the community support for these projects.

Ms. Ridgway commented. Superintendent Rex Weltz and I met with Tim Meldrum and Klint Fischer from SMA and learned that there was an assessment done with a small DEQ grant. We learned that the

flat part of the Bryant roof is solar ready. There have been previous discussions about the library roof, but it is not solar ready. After meeting with Tim and Klint we went down to Mosaic and met with Gretchen Krumm and learned a lot more about what is in place at Bryant. We will have a few more meetings and will then plan our next steps.

In conclusion of the presentation, Board Chair Luke Muszkiewicz thanked Madalyn Quinlan for her efforts in this regard, and her volunteer efforts over the past several years. Board Chair Luke Muszkiewicz also extended his appreciation to Superintendent Weltz, Chief of Staff Barb Ridgway, Pat Judge, Joel Harris, McKenna Sellers, Sarah Sullivan, Trustee Jennifer McKee, and Trustee John McEwen. Board Chair Luke Muszkiewicz commented. This was truly a wonderful community effort, it was a wonderful day, and this is exciting. Thank you, NorthWestern Energy, for your significant contribution and to the ratepayers who fund this. It is so neat to see these investments in alternative energy sources. Renewable energy sources make sense in terms of reducing carbon emissions, but also make sense economically for the district. I absolutely agree that the educational component is an extraordinary opportunity for our students and our teachers.

Trustee John McEwen asked if there was money available for Bryant or if that money still needed to be raised.

Madalyn Quinlan responded. The next grant application cycle closes May 1st, so if there is an opportunity there to apply for monies for Bryant, I would be happy to help with that. Even if it is not in May, every six months there is a cycle for applying.

IV. SUPERINTENDENT'S REPORT

Superintendent Rex Weltz began his Superintendent Report by thanking Madalyn Quinlan for her efforts around renewable energy resources throughout the District. Superintendent Weltz continued with the recognition portion of his Superintendent Report. We have conducted central office site visits to Central Elementary and Bryant Elementary. I would like to recognize Randy Hussey from Helena High and Rachel Heaton from Four Georgians who were recognized as October and November's Teacher of the Month for 105.3 KMTX. Prior to winter break, there were musical performances at the Lincoln Center from the CHS Advanced Orchestra, the Ironhorse Youth Music Group, the CHS Jazz Choir, and the HMS 8th Grade Choir. I would like to thank Montana Rail Link and the Dennis and Phyllis Washington Foundation for helping Warren Elementary experience the Polar Express. Our PAL students created backdrops for the Premiere Dance Company. I would like to thank a couple of outstanding therapy dogs, Bluebonnet and Mocha, for assistance around helping students with anxiety during the shot clinics. I would like to thank our school nurses for their efforts and Ms. Ridgeway helping lead that, around not only just vaccines, but also our rapid testing, which is really paying dividends in terms of rapid response. In January we have Law Enforcement Appreciation Day, which is actually today, so thank you to our law enforcement, our sheriff's department, and local police department. We appreciate their efforts and what they do. It is National School Board Appreciation Month, and I do sincerely thank you for sitting in these seats and doing the job for students.

Superintendent Weltz moved on to discuss New Business. Kindergarteners are registering right now, and Kindergarten registration started January 4th. Vaccinations and rapid testing are two key ingredients for us to stay in person five days a week. When we started, we had three testing sites, and we were just

testing symptomatic staff and students in buildings. Then Barb and the nurses expanded that to evening testing clinics, which we had at Capitol High School, Helena Middle School, and Rossiter out in the valley. What we found, was that when we came back and tested here at Lincoln it worked really well, so coupled with the Lewis and Clark Public Health-which test at the fairgrounds Monday, Tuesday, Wednesday, and Thursday from 10:00 a.m. to 3:00 p.m., we partner up and test here at Lincoln- Monday, Tuesday, Wednesday, and Thursday from 4:00 p.m. to 7:00 p.m. So, there's a window from 10:00 a.m. to 7:00 p.m. that our staff, students, and their immediate families can test. I say that until last night. There is new information. Remember we offer that free test, and the tests are given to us by the Department of Public Health and Human Services. I learned last night that because of such a high demand in rapid testing, those tests are not as available as they once were. So, we are going to look carefully at our testing if the tests themselves are not available for the school District. I don't have all the answers to that. I do know that it's going to affect how we test, when we test, and how often we can test, if we just don't have the tests. Barb is working with us on that, and she's working with DPHHS to figure out what the supply and demand looks like, and what the chain is to get those rapid tests back in our hands, because they are critical on how we maneuver and adjust to COVID within our school District. There will be more to come around that. I would like to mention that Warren Elementary is our work session and we'll be working around strategic priorities at that point. We also have ABCs, our academics, building relationships, and great communication coupled with management and instruction. So more to come at our work session out at Warren.

Superintendent Wertz concluded his Superintendent Report by discussing his outreach and meetings in the community. I have met with the Helena Education Foundation, the AA Superintendents each week, Helena Education Association and Ms. Jane Shawn, Lewis and Clark Public Health, the media, St. Peter's Health, Montana High School Association, and Parent Advisory Council. I would like to thank the Montana Book Company for their generous donations. They have donated \$20,000 worth of discounts to staff and students through 2021. Autumn Boutin is a school nurse, and she recently passed her National Board Certification in Nursing. There are thirteen Nationally Board-Certified nurses in the state of Montana. We currently have three of them in the Helena Public School District. We're privileged to have them. Those three are Autumn Boutin, Shannon McNamee, and Cori Wellenstein. We are thankful for them. It was a busy day Saturday for facilities, we had four events occur. Someone drove through the fence at Kessler, we had a very quick response and put up a temporary fence right away. The new permanent fence was done this afternoon. At Four Georgians we had a water containment issue. Helena High School had a leak, and Helena Middle School had an electrical problem. Our team worked extremely hard to fix these issues and got everything back and running again, and I appreciate them. Lastly, we had Career Day at Helena High and Capital High today. That concludes my report this evening.

Board Chair Luke Muszkiewicz commented. Thank you Superintendent Wertz. Congratulations to our educators and to our esteemed nurses for everything that they do. I appreciate our local law enforcement, and I'm thinking about some of the routine things they do to support our students and staff, and I'm thinking about some of the things that they have done when we have faced tragedy in the past year, and I appreciate that partnership. Superintendent Wertz, I appreciate that you just don't call on them when something goes wrong, you and your team build relationships. That is very important, and I very much appreciate that. Trustees, any other questions, comments?

Trustee Jennifer Walsh commented. I just want to say congratulations to the nurses who are board certified. I know firsthand how difficult testing is for certification for nursing, so that is quite an accomplishment. I have had the opportunity to know Bluebonnet in person, and I know how healing and helpful she can be, and I have no doubt that our that our students really benefited from having both of them present.

V. GENERAL PUBLIC COMMENT

Board Chair Luke Muszkiewicz commented. We will now move on to general public comment. General public comment is the time for comment on matters that are not on our agenda. So, I do want to note that thinking about items that are often topics of public comment in the past, we are considering amendments to our Policy 1905 Students, Staff and Community Health and Safety Needs. So, if you have a comment related to face masks, hygiene, or any of our COVID mitigations, that's a more appropriate place to give that public comment. Then, if you have public comment about that policy or any of the other three policies that we are planning on addressing tonight for action, we'll have a separate public comment period for that. With that said this is the time for general public comment. I'll go over a couple of ground rules for public comment, whether it's general public comment or action items, specific public comment. I will hold you to a three-minute time limit as we've been doing in the past. I'm going to ask you to state your name and relationship to the District before you make public comment. I'll go in person and then I'll see if anybody online wishes to make comment. As usual, we want to maintain an environment of mutual respect and civility. We've done an outstanding job of that, for the most part over the past couple of years, especially related to COVID-19 related issues. As a reminder, no attacks upon individuals or their motives, no abusive language, defamatory language, or insulting language. And again, this is a school Board meeting, so please address the school Board regarding issues the school Board has jurisdiction over. So, with that said, this is the time for 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. So, do we have any general public comment this evening?

Ms. Amy Friez commented. I am a teacher at Helena Middle School, and I am a parent of two students at Helena High School. I came tonight to congratulate you for Board Appreciation Month. I hope you all have a great month. I wanted to talk about some of the great things that are happening at Helena Middle School, especially in and around our library since that is where I spend a lot of my time. I'm really delighted that we've been able to get kids back in person. The library was a lonely place for quite a while when we were all home and we're happy to see that the library is back and kids are back and they are reading more than ever, which has been kind of an interesting side effect I think of COVID. Maybe they got tired of their devices and went to a book every once in a while, which was fantastic. We are seeing a lot of kids engaging in activities in our Makerspace on a weekly basis. They are coming in and working with circuitry, doing all kinds of activities, making things, creating robots, painting, and doing arts and crafts. They are getting a chance to socialize again, which is fantastic because they had a break from that for a long time. Now they're able to sit and make things together and we love to see that. I also wanted to express appreciation for the book vending machine that we have. We have been using it as part of our Bob Pawsitive Program that we have at Helena Middle School. The kids have been loving being able to

take their Bob Pawsitives and exchange those for a token to buy a book from the vending machine. It's been great to see kids being motivated by books, as a librarian that makes me pretty happy. It's been nice to see the kids back. They've been happy to be back, and they've been engaging again. I'm happy to see that kids are thriving in some of those settings that we had them in before COVID, I wanted to make you aware that we're seeing that and thank you for that.

Ms. Robyn Mohs commented. Happy New Year and congratulations for School Board Month. I'm going to start with some non-COVID comments and the COVID comments that I'm going to make don't pertain necessarily to any agenda items coming up. So just want to put that disclaimer in there. I'm hearing there are Smarter Balance scores. We have some parents looking for those, so we'd like to see those turned in and relinquished to the families. We do want to see education become priority again, so let's get there. I know that teachers are working really hard on that. I know last month there was some concern about parents not knowing that their kids were struggling, and so I hope that there are good measures in place for teachers to be able to communicate with the parents on the struggling. I know that last month there was discussion from the Teaching and Learning Committee, and it had to do with weekly the kids that are struggling have some weekly scores they're keeping an eye on. Is that correlating over to the parents? I hope that teachers are able to keep up with that. I can't imagine how much time that would take. I understand there is a Curriculum Review Committee. Is there a way to find out who's on that committee? Parents, teachers, curriculum sellers for lack of a better term. Another bullet point I have here is making sure we're having appropriate conversations when it comes to gender struggles around the kids and their teachers. We need to make sure that the conversation is not just out there, it should be more private, and it should be focused toward having the kids talk to their parents, if not parents, maybe the counselor and I hope that counselors have policies where they need to let the parents know, pretty quickly that there's conversations around that. We want to get back to just conversations about education. We're done talking about COVID. We are done talking about cases, testing, and vaccines. Helena Elementary Schools received \$12,499,079 to the elementary schools and \$5,801,929 to the high schools. I have a feeling that's why we keep talking about COVID. We are getting a bunch of money. I understand that there needs to be a plan submitted to the government every six months, and I say stop submitting that and stop receiving this kind of money. You should stop talking about COVID and get back to our jobs and get back to focusing on education.

Ms. Tammy Stefanik commented. Good evening, Chairman and members of the Board. I just have two comments. One is regarding New Business-Policies for First Reading, Policy 4025 Accommodating Individuals with Disabilities. It looks like you want to add a sentence, "COVID-19 vaccine status will not be used as a basis to deny or allow equal opportunity to education." I would like to make a recommendation to remove the word COVID-19. The reason is because I'm thinking this comes from House Bill 702, which makes it discriminatory to discriminate based on vaccine status. It would be better read if it just said vaccine status will not be used as a basis, because House Bill 702 is in reference to all vaccinations. So, that's just a recommendation, I used to write policy, and I think it would be helpful to remove the word COVID-19. Secondly, in the past when I have not been able to attend in person, I have emailed comments. The only time I saw my comments in the meeting minutes from the school Board meeting was when I asked specifically that they be added to the meeting minutes. Secondly, I have heard in multiple meetings since last August, that you guys always receive a lot of emails and comments about things that you were making decisions on. I would like to have clarification. If email is being used as part of your decision-making process as Board of Trustees, at what point do you determine that email is a part of public record? My understanding is if I'm at this meeting, and I'm

providing comment, that is part of the public record. In the cases that I have asked for it to be added, it was added to the meeting minutes. I would just like to have full transparency. If there are emails and other parents have opinions regarding what is happening with our school District and what is happening in the schools, that it becomes a part of the public record if it's in reference to a meeting.

There were no further general public comments. The Board of Trustees moved on to discuss New Business-Items for Information: First Reading.

IV. NEW BUSINESS

A. Items For Information: First Reading

1. 3417 Communicable Diseases
2. 5230 Prevention of Disease Transmission
3. 2085 Graduation Requirements
4. 4025 Accommodating Individuals with Disabilities
5. 5080 Drug and Alcohol Testing for School Bus and Commercial Vehicle Drivers
6. 9035 Capital Assets

Board Chair Luke Muszkiewicz commented. Typically, when we consider policies, whether it's a new policy or a revision to a policy, it usually receives two readings before the full Board. It usually originates in the Policy Committee, and once the Policy Committee feels like it's ready to go, they would send it to the full Board for first reading. So, these six policies are here for the first reading, we are not taking any action on them tonight, and that's why we don't offer public comment on them. Trustees will then typically give input to the Policy Committee for their consideration. The Policy Committee will then take these policies that have received their first reading before the full Board, discuss them, consider making changes, and once they're ready to go they send it back to the full Board for second reading. That's typically where the Board is poised to take action and either amend the policy or implement the policy if it's new policy. At that time, per Montana statute, we will give the community an opportunity to provide public comment, because our obligation in each of our meetings is twofold regarding public comment. One is, before we take any Board action, we have to give the community an opportunity to provide public comment on the action items that we're contemplating action on. Then in addition to that, we have to offer general public comment, which is for things that are not on the agenda. With that I will welcome Ms. Ridgway up to the podium to run through all six of these policies for the Board, and then Trustees if you have any questions or want to offer any comments for consideration by the Policy Committee, please do so.

Ms. Barb Ridgway commented. Policy 3417 Communicable Diseases and Policy 5230 Prevention of Disease Transmission are policies recommended by the Montana School Board Association, and both are intended just to reiterate our practice around health and safety. Policy 3417 reiterates a lot of the practice we have in place around communicable disease and the right to privacy and the fact that we can exclude children or staff with a communicable disease, if necessary, or those with a compromised immune system. For example, a few years ago, we were working with a potential measles outbreak. If

we had one in our schools, we would have excluded anyone who hadn't had the measles vaccination, and if we had children with compromised immune systems, we could have excluded them to. Fortunately, we didn't have measles, which we were grateful for. So, this policy reinforces our practice and both policies address health and safety. Policy 5230 focuses more on training our staff, which we do. We address blood borne pathogens and our nurses do that training for staff, and we reiterate the importance of hand washing and healthy hand hygiene behavior. We will now move on to Policy 2085 Graduation Requirements. The change you see here is based on a new statute passed in the last session. It allows a student who has experienced an educational disruption to potentially graduate with the number of credits required by the State Board of Public Education, which is 20, versus the 23 required by the Helena Public School District. So, for the purposes of this policy, educational disruption could mean homelessness, being involved with the child welfare system, the juvenile justice system, it could be a medical or mental health crisis, or another qualifying disruption. It has to occur between grades nine and twelve. This is an effort to help students who have some kind of crisis get a high school diploma. We will now move on to Policy 4025 Accommodating Individuals with Disabilities. This is an existing policy, and the only addition is on lines eight and nine, required by recent legislation, particularly House Bill 702. We will take this back to the committee. Policy 5080 Drug and Alcohol Testing for School Bus and Commercial Vehicle Drivers aligns our practice with Commercial Driver's License Drug and Alcohol Clearinghouse. This is an existing policy with additions on lines 52 through 55, which allows the District to do testing as long as it complies with all regulations, both federal, state, and local. It establishes that a breath test can only validate for alcohol not for drugs. If you go to lines 162 through 175 you see the information that's required to be reported to the Clearinghouse. On lines 191 through 195, it establishes that we have to comply with what the Clearinghouse requires. Policy 9035 Capital Assets is an existing policy that has an addition due to recent legislation. It states on lines 18 and 19 that the District will identify anticipated improvements or projects, in any resolution required to pass a permissive levy.

Trustee Libby Goldes commented. I really appreciate Barb, and her expertise and calmness. As you will see in Policy 3417 and Policy 5230, there is a discussion about female sanitary products that didn't seem to fit with the communicable diseases, so those were stricken from the policy information.

Trustee Terry Beaver commented. For Policy 2085, can COVID constitute as an educational disruption?

Ms. Ridgway replied that it potentially could.

The Board of Trustees moved on to review the Consent Action Items.

B. Consent Action Items

2. Approval of Personnel Actions
3. Approval of Warrants
4. Approval of Out of District Attendance Agreement

Board Chair Luke Muszkiewicz commented. At this point I would entertain a motion to approve our Consent Action Items. I would like to note that we pulled out Consent Action Item number one, the Approval of the 12.14.21 Board Meeting Minutes, and we will consider that individually. So, do we have a motion to approve the Consent Action Items?

Motion: Vice Chair Siobhan Hathhorn moved to approve the consent action items two through four. John McEwen, Trustee, seconded the motion.

Public Comment: None.

Vote: 8-0 motion carries unanimously.

The Board of Trustees moved on to review Items for Action.

C. Items for Action

1. 1905 Student, Staff, and Community Health and Safety Needs
2. 3050 Student Discipline
3. 7063 Indoor Air Quality
4. 7064 Water Supply and Wastewater
5. Approval of 12.14.21 Board Meeting Minutes

Board Chair Luke Muszkiewicz commented. We will consider four individual polices for implementation and then we will finish up with our December 14th meeting minutes.

Ms. Barb Ridgway commented. Policy 1905 is an existing policy which is modified on lines 27 through 33. With this modification the Board authorizes the Superintendent to implement a requirement for face coverings to be worn in any or all District schools, not just K-8, should conditions warrant. So, the significant change is authorizing the Superintendent to make that decision for all schools, not just the K-8 schools, which was the prior language.

Board Chair Luke Muszkiewicz commented. You recall that we currently have a Declaration of Emergency for the District through June 30th, 2022. Alongside that we have our 1900 series policies, and they're really intended to be temporary in order to respond to the Declared Emergency which is the COVID-19 pandemic. So, 1905 is one such policy. One of the unique things about our 1900 series policies is that we authorized in one of those policies that we can make changes to them first reading before having to do two readings. We authorized ourselves to make changes quickly in response to the changing dynamics of the situation. I think no one intends for these 1900 series policies to be in place forever. They are temporary by nature, and they are intended to be dissolved when we dissolve our Declaration of Emergency. So, given the situation we find ourselves in with Omicron in our county, in our state, in our country, and in our world, I asked to put this on the agenda and asked the Administration to put together a recommendation around potentially broadening the Superintendent's authority to implement a District mandate. Everybody here understands we do not currently have a mask mandate, and if we were to adopt these particular amendments, we would not have a mask mandate. This will simply broaden the Superintendent's authority to implement a mask mandate, either District wide or potentially at specific grade levels, but he would have that authority and flexibility to do that, District wide, K through 12. If we have a motion to adopt these proposed amendments, I'd like to

consider that first. If we have additional amendments after that made from the floor, I'd like to consider those afterwards. If we get a motion and a second, at that point, I will then go ahead and offer an opportunity for public comment. Anybody who wants to give public comment on this 1905 Policy, that would be fair game, it wouldn't need to be specific to these proposed amendments. It could just be anything that has to do with Policy 1905. Do we have a motion?

Motion: Trustee John McEwen moved to approve the amendments to Policy 1905 as presented. Trustee Libby Goldes seconded the motion.

Board Chair Luke Muszkiewicz commented. We will now take Trustee questions, followed by public comment, then Trustee discussion, followed by a vote. Do we have any questions?

Trustee Janet Armstrong commented. We are removing lines 27 and 28, which talks about rates of transmission, and I would like to know your reasoning behind that.

Ms. Ridgway commented. It gives us more flexibility with the metric going forward in consultation with St. Peter's Health, Lewis and Clark Public Health, and other health care providers.

Board Chair Luke Muszkiewicz commented. One of the considerations when removing that language was to make it simpler.

Board Vice Chair Siobhan Hathhorn commented. This whole COVID process has been a learning event for all of us. We might have a high transmission rate in our community, but we don't see it happening in the schools, or the reverse. Or perhaps we must look at it because we don't have enough staff to run our schools and it looks like we might be closing down. That could be a last try to keep all the kids in school. So, there's so many other factors and I think it just brings it down to a local level where we can look at what's happening in our school District and do the best thing instead of relying on a national number or transmission rate that may or may not reflect what's actually happening with our staff and students.

Trustee Jennifer Walsh commented. I'm just curious about the "should conditions warrant". Is that added verbiage to the original policy?

Ms. Ridgway responded that it is.

Trustee Jennifer Walsh continued. I completely agree with line 27 and 28 removal. I'm really glad that we are not held to that anymore and that we have the ability to read our story in our county and make a decision based off that. I'm also curious about how we're defining "should conditions warrant". In my own personal perspective, I feel that is very vague. What are we attaching that to?

Ms. Ridgway replied. Probably our consultation with local health care providers. It gives us flexibility because of the changing environment we're living in today. That is the goal. It gives us the ability to deal with something we didn't anticipate.

Trustee Janet Armstrong commented. I think it is important to know this is all about in person learning and keeping that going. It's about keeping kids in the classroom in front of their regular teacher.

Trustee Jennifer McKee commented. I noticed that it says the Superintendent “will consult with St. Peter’s Health, Lewis and Clark Public Health and other local health providers.” There are sideboards on the decision making, am I correct in that assumption?

Board Chair Luke Muszkiewicz commented. What we're considering here in this seconded motion is we are giving flexibility to our Superintendent to make the best decision for students and staff to keep our schools open. There is a certain degree of trust that we are exhibiting if we choose to do this. I think we are compelling the Superintendent to consult on a regular basis with St. Peter’s Health, Lewis and Clark Public Health, and other organizations as the Superintendent sees fit. We have strong relationships with these organizations. Our Superintendent meets and talks with both of those organizations on at least a weekly basis, but at times much more frequently. They are true partners in a Superintendent’s decision making. So, what we are kind of baking in, as we so often do in policy, is what our practices actually are.

Trustee John McEwen commented. As I think about what conditions might be defined as, I think of the rate of infection, availability of staff, and the capacity of the local health community to provide services to those affected by the illness caused by the pandemic. So those are three things that come to mind that might help guide Rex and his professional ability to discern the unknown.

Board Chair Luke Muszkiewicz commented. At this point, I'll go ahead and call for public comment regarding Policy 1905.

Public Comment: Heidi Keaster commented. Thank you for listening to my vents and at times my tone is very rude, and I'd like to apologize. My question is this. Do we think cloth masks work? So, if they do, why did we post on some of our Facebook pages that cloth masks don't work? If they don't work why does CNN, NBC, and all the other places say they don't work either? If they don't work, then why are we going to put them on our kids? I'm just trying to come to a place of logic. If we put them on our kids and then we're not, we are not being honest with our kids. If they do work, then why aren't they working? It's like, are we going to use this form of contraception if it doesn't work? I don't think masking is the answer. I think we need to stop acting like it is. I want to trust you all and the responses that I get are actually heartfelt. They are, and they want to do the best for the kids. But this isn't about your answers. This isn't about you. It's about having kids trust us. So, we put on masks that don't work. I don't know what the answer is. I know you all want to help, but I don't think masking is the answer. We can't close schools down, because how are the nurses going to work? Why don't we offer remote to the ones that want it? Can we do that? What are some other solutions? If we mask, then you're not being honest to our kids because cloth doesn't work. We don't want to close the schools down. All the ones that traveled probably brought COVID back. So, then we're going to make the underprivileged suffer because of all the ones that got to travel. My friends that live in New York say that they are one hundred percent masking and one hundred percent mandating vaccinations, and it didn't work. The rates are still high. They're one hundred percent masking everywhere, and the rates are high.

Ms. Robyn Mohs commented. I have four kiddos and we have used various forms of school throughout the community for many years. My daughter is graduating this week from the Access Program. She is a half a year early, and I'm really excited about that. On line 32, I understand that the goal is to consult with healthcare professionals but why aren't you consulting with parents? I remember in months past that the conversation around masks had to do with vaccine availability. It's available. I don't know if that needs to be put in there somewhere as a consideration like Trustee McEwen mentioned some list items to consider. So, vaccine percent in the community. In the Superintendent Report he got to visit some schools this week, and I thought how fun was it to see a bunch of faces and hear the conversations with them and see the smiles again. I just want to remind you how good it is to see each other's faces. Also, you know whether you want to wear a mask or not, that's fine. But should you mandate it upon all? I know in our state, we can't mandate the vaccine, specifically the COVID-19 shot. Why would you want to push that or masks again on everyone? On line 31 "may also" was crossed out to become "will". That doesn't sound like flexibility or a choice. I want to remind you of the comments you guys already made about our numbers have already been high while we've been masking. If we took the per capita numbers of East Helena cases with Helena, and East Helena is not mandating masks, we're having great success with having very few cases.

Ms. Brandi Swingley commented. I'm a parent of two elementary school kids in the school District, I also have a toddler and I'm pregnant with another one. I'm seeing Omicron framed as less severe, but I want to caution everybody against thinking that way, because that's not true for everybody. COVID is a disease that has always discriminated against certain parts of our population, particularly the elderly and the immunocompromised, and as we're learning against pregnant people as well, something that affects me directly. I'm worried that in framing it as something less severe even in the midst of a surge, we are treating the lives of immunocompromised people as acceptable losses in the effort to prioritize comfort of people who are not a fan of masking and who see it as a matter of personal preference. For my family it is not a matter of personal preference. I wanted to talk about why I feel that way a little bit. In addition to the higher hospitalization rate of infants-I have a 16-month-old-the stillbirth rates have increased drastically with recent variants. They doubled with COVID and then doubled again with Delta. That number has not shown any evidence of decreasing with Omicron. It threatens pregnancies by damaging the placenta, which is something necessary for a fetus to receive nutrients. I'm sure that there are a lot of people who are pro-lifers, and I'd really like to see that reflected even when it's inconvenient, as well. We don't have a lot of ICU beds in the state. So, when I look at whether or not I should support masking in the schools, it's not a matter of whether my kids enjoy it or whether I'm a particularly big fan. It's because I don't really see the risk of having to explain to my kids the loss of either their baby brother or of this pregnancy, a matter of personal preference. My philosophy with parenting is I must know for sure that I've done everything in my power always to protect my kids from hard things, at least from the worst consequences of those hard things. This is a really small thing that I can do to protect my kids from having to deal with those realities. I don't see a good reason at least to not do that.

Ms. Tammy Stefanik is a parent, taxpayer, community member, family member, and she

watches the meetings. Ms. Stefanik commented. I would like to say I am not in favor of these changes to this policy, specifically on line 31 where it says, “will consult”. I think, “may consult” is better to put in there. I've also looked at some stats. I find it interesting that we've used stats the last two years incessantly now. Stats are only as good as how you look at them and they can be manipulated, and they can be looked at in very different ways. All of a sudden, we're not really looking at stats, which I find is interesting. So, I'm going to go ahead and give you some stats. So earlier this fall, we had about a 1% difference in infection rate between our high schools and our elementary schools here in the Helena School District. That was with our high schools being masks optional and the accessibility of vaccines. So, I find that it's interesting that our elementary students had a higher rate of COVID transmission or positivity rates, while being masked and while not having access to vaccines. Currently 51% of the cases in Lewis and Clark County are breakthrough cases. So that means those individuals had the vaccine and now all of a sudden, they got it. There are currently seven cases in Lewis and Clark County that are hospitalized. Seven. I don't know what kind of variant it is, but there are only seven cases. I think that's a really positive number and that the positivity rate may be high because Omicron is a highly contagious variant. It is pretty clear based on the numbers and based on the folks that I know who supposedly have it or had it, that it is very mild and it's more like a cold. Now I don't mean to say that is the case with everyone, but I think our numbers kind of reflect that. Vaccination rates if you look in Lewis and Clark County, almost three fourths of the entire population are partially vaccinated, and about 60% are fully vaccinated. I also want to talk a little bit about Great Falls. I have a friend whose children are going to Great Falls, and they have been mask required since the start of this last school year this fall. They've only been mask optional since January 3rd, up until they closed the schools. I think that's also in alignment with what we're seeing here from metrics in Lewis and Clark County. I think it's still important that it be optional, and I also am a little bit concerned about what the definition of “should conditions warrant” means. That's such a subjective term.

Mr. Stephen Begley is a parent of two children in elementary school here in the District. Mr. Begley commented. Good evening, Chairman, and members of the Board. It is the national month of recognition for school Boards. You guys have a challenging job that you do incredibly, and you should be recognized for the work that you do. It's important work and I thank you for your service. As far as this specific policy goes, I would be in favor of any and all tools that we may have to mitigate the spread of COVID-19 within our schools. The schools in Great Falls had to shut down for a week because of their high case numbers affecting school students and staff. As somebody who has two professionals working in our household, it is a big challenge to have those situations occur where things go digital and online. There are folks and kids out there that struggle, and I think it's best to see what we can do and use all the tools that we have to make sure that kids continue to stay in school. I think this is a policy in a good direction, and I hope that Omicron is not with us long and that eventually cases get to a point where we can all take our masks off for an extended period of time. But until that day, I think we need to empower our local officials to do what they can to protect our kids. Thank you very much.

There were no additional public comments on this issue.

Board Chair Luke Muszkiewicz commented. Thank you everyone for your public comment on this. I appreciate it. Trustees, do you have any comments?

Trustee John McEwen commented. There are lots of things to consider K through 12 including capacity of staff to ensure compliance with the policy without causing a lot of turmoil. I'm in favor of the changes to the policy.

Trustee Janet Armstrong commented. The language has been brought up on lines 30 and 31. It's very hard to anticipate everything. We have hired the Superintendent specifically because we thought he had the ability to do the job. At the same time, I just want everyone to know just because it says that, it does not mean that Trustees are not having conversations with the Superintendent. I did this morning. He sat down and explained to me his entire thought process so that I can understand it. So, we are continuing to do our own due diligence and making sure that we understand the policies, if there's things that we don't agree with, that we're voicing those and we're having those discussions. I just want everyone to know that we continue to exercise our duty as Trustees. The second point is, with the positivity rate between the schools with masked and unmasked, we are relying on data where parents are voluntarily telling us the reason the child is absent. They could be absent and be positive. They could be absent for the flu. There are several cases where we simply don't know the reason why they're absent. So, it makes it very challenging to start comparing them because we just don't have the data to do that. So, I can understand why parents wonder about that. Given how the reporting is done, I don't view that as a viable tool. So, I just want the public to know that.

Trustee Jennifer McKee commented. I support the policy change. When we tied the decision making to the metrics it really made sense, and I supported it all along, but COVID has changed. Vaccination has changed everything, and what it means to get a positive test today versus what it meant to get a positive test in August of 2020 is completely different. We are not a 100% vulnerable population anymore, and if we had kept to those metrics we would never get out of masks. There is an educational cost to masking and if it buys you something it is worth it, but if it doesn't, then it's not. That is kind of the decision that we have placed in our Superintendent, and he weighs the benefits of every educational decision that he must make. It's not just masks, this is just one more thing that he and his staff balance to give our children their right to their full potential. It's all part of the same thing that everyone at Lincoln does every day. I know speaking for myself, but I haven't heard anyone involved in Helena education differ. The goal is and always has been this school year to keep the doors open, to keep kids in school in person and to plant a seed of progress in every inch of soil and I think that this allows that to happen.

Trustee Libby Goldes commented. In talking about the rates of infections in our schools, we don't know where the children or the teachers may acquire COVID. It could be at home, or it could have been at an activity, and one reason for wearing masks is to not transmit it to other people. Many people are asymptomatic, and the information about COVID has been discussed, and it changes all the time. Our goal is to have our students in their class with their teacher. That is one thing that has become apparent about the impact of COVID is the detriment to education, the emotional wellbeing, and the food security of many of our students when they are not in our schools. I appreciate the comments that were made about using the tools that we have to keep our students in schools. However, mandating something is a difficult situation to be in, in terms of working with a set metric, and that's why I like the idea of having the Superintendent have the flexibility to be able to base the decisions on what's going on in our schools

and our community. However, also consulting with our local health experts and providers. I will be supporting this policy.

Trustee Jennifer Walsh commented. I have some struggles and I've been trying to be reserved to hear other opinions and perspectives on this. It's probably not a surprise that I have reservations with this policy. I did the last time when we first went through this. I totally agree that lines 27 and 28 need to go. I understand we need to have the flexibility. I understand the reasoning for putting "should conditions warrant" in there. I still don't know that I'm 100% comfortable with how varied that is for both unmasking and masking. We have community members on both sides of that. When we had the rate connection there, or at least the substantial high etc., we could tie that and support that to something and say, "okay, we're in this phase or we're in this mandate because...". That didn't tell the story of Lewis and Clark County. We were at a point where we had low admissions, we had beds available at St. Peter's, and our rates were trending down and not up. It was great, so let's not tie it to a specific number, but now I feel like it's not tied to anything. So, what is the decision? So, you're going to talk to St. Peter's, and you go and talk to Lewis and Clark County because it says that you have to. What is your decision based off of now? Anticipation of how many teachers might be out because we have a surge? That's where the vague piece for me comes in because it's not tied to anything and then we can't support it with the community when we make a decision on something. This is masking. This isn't closing schools. Am I correct that closing school in in a different policy, or that it's somewhere else, because I was reading through this, and it doesn't say parameters about closing school?

Board Chair Luke Muszkiewicz commented. It's interesting that you mention that because our Superintendent currently has the authority to switch into remote instruction at any time he wants. Most Superintendents and most Districts based upon their existing policies would have this authority anyway. But what we did, is we said this is a controversial issue, and this is an issue that a lot of people in our community care about, and so we're going to address it explicitly in a temporary emergency policy, and that is what we have done in 1905. We trust our Superintendent, or at least grant him the authority to go remote if he deems fit, but we don't necessarily have a lot more conditions for him to require a mask mandate.

Trustee Jennifer Walsh commented. The mask mandate, from what I recall from fall conversations, was based on the availability of vaccines. What I recall about making that decision and leaving out high school was around that. When we made that decision, we knew Delta was coming. We did not have very much information about it. So, what has changed now is we have vaccinations available now for essentially all groups, we have clinics available, and we have testing available. Masking is still optional for those who feel like they're being compromised in one way or another or choose to wear masks. Is it just coming from schools? It was commented about how we don't know where it came from. If you looked around our community, people are not masking. On our campuses high school students, majority speaking, are not masking. When we look at the rates of our high schools combined, they were still less combined than what one middle school was. That was masking versus not masking. So, I think that's a little bit where my hesitation comes in because we're going to have this variant, and we're going to have more variants. Is that what we're making the decision on whether or not to mask? I feel like there are some contradictory things happening there as well, and I think for me leaving it K through 8, maybe because there hasn't been a lot of time for vaccination, as maybe it was when we decided that for the high schools. That would be a consideration or something that I would support, but certainly adding in high schools to this policy, is something I'm very uncomfortable with.

Vice Chair Siobhan Hathhorn commented. Does Policy 1905 sunset at the end of June?

Board Chair Luke Muszkiewicz commented. It's intended to sunset when we end our Declaration of Emergency. As it stands now, our Declaration of Emergency will end June 30, 2022. We could end earlier, or we could extend it, and then technically, we will take a separate action to dissolve those 1900 series policies.

Vice Chair Siobhan Hathhorn commented. The other point that I have is whether it says, "should conditions warrant" or you "will consult", I don't think that affects the actionability or the way that this administration is set up. I don't think that would change the outcome in any way. I think that we have a great relationship with other health professionals in the community. I know that Superintendent Weltz communicates with them regularly, daily, almost. I think we have a Superintendent that we've recruited and that we trust in, and of course, conditions are going to have to warrant before he does something. I don't worry about the verbiage; I would vote for it either way. I would vote for it whether those items were in or out because I don't think it would have any meaningful difference. Looking back to what happened in August when we voted, I think that there is a different perspective from a lot of the Board members. I trust Superintendent Weltz to use this when there's a really tough situation such as we barely have enough staffing, and maybe we put masks on to try to keep our schools open. I'm not looking at this as something that would be taken lightly or something that would be implemented under more minor conditions. The fact that we're hoping it will be somewhat temporary, I would be in favor of amending it in either direction, still voting for it, and I would have always supported the ability to mask at any level should that be necessary.

Trustee Libby Goldes commented. Considering the actions we took in the past, for me, something has changed since we last considered it. It is the number of breakthrough infections that I have heard of in people who were fully vaccinated, had their booster shot, wore masks, and took many precautions. Our goal here is keeping our schools open, with our students with their teacher. I think we put our teachers at risk if we don't consider the fact that when they get exposed, they can't be there. For me that is the value of this amended policy, to give the Superintendent another tool to keep our schools open.

Trustee Jennifer Walsh commented. I agree, I like how you say a tool, because that's exactly how this should be looked at, as a tool to use. At the same time, we have not had to close any of our high schools. It has not gotten to a point where we've had issues with staffing or anything for all this time, and we had spikes. I was looking back at the data, and I think it was October 18th we had an extremely large spike in the community, and it declined fairly quickly. As far as I know, we had schools open, and kids were going to school. To me there hasn't been enough data for me to say that we need to include our high schools in this. We are nearly in the middle of January, and then you have February, and March, and then we're coming out of that whole season to begin with. We are considering that possibly sometime in June, we wouldn't have this active anyways. But that's also not a guarantee. We still have vaccines, we haven't had to close the schools down, and the high school rates over time have been extremely reasonable. Clearly, students and staff do not want to wear masks in the high schools. I have been on campus, I have been to events, I have been during school times, and I've been after school. Teachers are also not wearing masks for a large majority, and our students certainly are not. Parents are not with sporting events and with performances. My son had a wonderful orchestra performance, and my daughter had a beautiful band performance for Christmas time. I cannot even tell you if I saw five

people masked in the audience, obviously, you know, the students were. I'm still torn. I'm hearing a lot of perspective. I'm hearing a lot of information, but when we keep coming back to saying that we're looking at tangible numbers and we're looking at tangible data, I don't see it.

Board Chair Luke Muszkiewicz commented. This is high quality dialogue that we're having, and I'm very thankful for it, and I think our community is to. At the end of the day, we can share our rationales and we can ask questions and we can kind of go back and forth, but we need to vote in what we believe is in the best interests of students first, and all our stakeholders.

Trustee John McEwen directed a comment towards the Student Representatives. If suddenly we have a huge spike in high school and the Superintendent mandates a mask for high school kids, how do you think that would go over? Would there be full compliance? Would there be arguments?

Rylie Schoenfeld, Helena High School Representative, commented. I think at Helena High that there would be some resistance. I think that a good number of students would not care either way and would comply, but there would also be a large number that would not be in favor of it.

Eliza Lay, Capital High School Representative, commented. I think at Capitol, there would be more resistance than there was in the past simply because it would seem like we're going back, and we don't want to go back, and we just want to move past it. I think for the most part even if we didn't want to, I think there would be majority compliance.

Trustee John McEwen commented. Do we know the vaccination rate of our student population, or is that a county number?

Board Chair Luke Muszkiewicz commented. It is a county number.

Superintendent Rex Weltz commented. Twelve to nineteen is 55%, and five to eleven is about 28% with their first shot.

Rylie Schoenfeld, Helena High School Representative, commented. I would just add with all the students I encounter every day the majority of the students that are masking, to my knowledge, are vaccinated.

Board Chair Luke Muszkiewicz commented. Well, it's interesting to me that the observation of people in our community, whether it's in our schools or in our community, whether they are masking or aren't masking, it's interesting to me that people use that on both sides of the argument. You can say that our community members aren't masking voluntarily and so that must mean that they don't want to or that even if we mask in the District, if we're not masking in the community around the District, what difference will it make. On the other hand, you have the observation that people are masking voluntarily. Well, that's exactly why we need a mandate, because if it's important to do, sometimes it's important to require people to do things. I understand that people are confused and tired of this and I'm certainly in that camp. I appreciate those who have pointed out and reminded us that this is a novel Coronavirus. We are into year two and it doesn't seem like it should be so, but I think what the Omicron variant is presenting to us is a unique challenge that, quite frankly, has me pretty rattled. If Helena turns out to be this exception, this one magical place in the country that doesn't follow the trajectory of the rest of the

country, that's great, but I don't think we're going to be that lucky. If you look at case spikes and hospitalization spikes on a chart it is surrounding us and is coming in towards us. The case counts in Gallatin County far exceed the highest point they ever were during Delta. Missoula is behind them, and we're kind of in the middle of the pack. I think the next week to three weeks are going to be extraordinarily challenging. To me, that's humbling, in that it causes me to almost go back to basics and consider this anew. If I had a nickel for every time I told somebody how proud I was of our nurses for the rapid testing program they've stood up for this community. It is an incredible effort, and it is preventing infection in our schools more than I think we'll ever give it credit for. That is a huge factor that the Department of Health and Human Services is out of those tests, and we don't know when they're going to get more in stock, which means we don't know when we're going to get more. That alone is enough to reset your perspective. Quite frankly, I'm confident in the safety of our students and staff right now for a lot of different reasons, including that rapid testing program, including the HEPA filters that we have in classrooms, including the vaccination rate among our staff, which of course I don't know but if you look at national averages, it's really quite high and I'm thankful for that. I'm worried about their families, in particular, those who are elderly, those who are unvaccinated, or those who have other risk factors for serious illness. If you look at this from an individualized perspective, that's not going to make much sense, but when you look at it from the perspective that we have families, we have social circles, we have workplaces, and we have communities, it starts to make a lot of sense. Here's the two bottom line factors, and I trust that Superintendent Wertz is focused on these too. First and foremost, keeping our schools open no matter what the risk COVID-19 presents to our students and our staff. If they are quarantined and if they are isolated, they cannot be in our schools. If there's one consensus thing we all seem to agree on in this community, is we need to keep our schools open. That's about keeping our staff free of COVID, or at least even slowing it down, and preventing everyone from getting it at the same time. That is what is bringing organizations to their knees. If our staff are healthy our schools are open, but if our students are positive, and they must isolate at home, they're not in person. The second thing is our hospitals. Our hospitalization numbers do look pretty good right now, but hospitalization is always a lagging indicator. I'm concerned that if our cases skyrocket like they are in other places in Montana and other places in our country, that we're going to see our hospital fill up, and we have heard from our hospital, that they have staffing issues of their own, some related to COVID, some not. If we pack our hospital with COVID patients like we did in the worst of the Delta surge, that doesn't just affect people with COVID, that could affect one of our students. If they get hurt on the playground and they need to go to the ER that could prevent them from getting the care they need. Or one of our teachers has scheduled for a procedure that is going to keep them healthy and keep them in the classroom but that gets delayed because our hospitals are full of COVID patients. I am very scared of those things occurring and whether we amend this policy or not, whether Superintendent Wertz implements a mask mandate or not, I know that the bottom line that he's looking at is how do we keep our schools open and how do we keep our hospital ready to serve our community? The last thing I'll say is quite frankly, I am skeptical about the efficacy of cloth masks, especially in response to Omicron. I think you are seeing Omicron has happened so fast, and we don't have a lot of good studies that have been done. I don't know of any regarding face masks and Omicron. We're kind of in the dark, but you're seeing public health experts the past several weeks say we need higher quality masks. I read an article just today that they anticipate the CDC to come out with a recommendation for everyone. I mean, it's important. I am incredibly proud, again, of Ms. Ridgeway and our nurses. We have surgical masks, which are more effective than cloth, not as effective as a respirator, and we have respirators, some that should fit most children well. We have those in stock thanks to our partnership with DPHHS, we have them in our schools, and that is great. So, I support this amendment to this policy because COVID-19 has thrown

another curveball, and I think Superintendent Wertz needs all the tools he can get. If he chooses to implement a mask mandate, which I hope he does, then will it make a difference? I don't know. But if we have to close a school, or if our hospital says we're full, I'm not going to be able to forgive myself if I can't say we tried everything we could. My final recommendation is Superintendent Wertz, if you do at any point end up exercising this authority, is that you strongly consider the feasibility of requiring at least a surgical mask for all our students and staff. That means we would need to be able to provide them. I can't speak to that ability. I think that is important and I would urge you to consider that if you move forward with this. Trustees, any other questions, or comments before we vote?

Trustee Jennifer McKee commented. I really appreciate this conversation. Our whole society has been in an endless conversation for years about how to prevent COVID and how do we live with it. I agree with you on the cloth masking. I think that Omicron is the thing for me that introduced the change to my decision making from last summer. It's a real change. The RNA of the virus changed, and the notion of what a breakthrough case is. There was kind of this naivety, that vaccination was going to be like a shield and that a breakthrough case was some kind of failure and that's not true. I mean, a quote unquote, breakthrough case is vaccination and your immune system, working robustly, and it's also what keeps you out of the hospital, but that doesn't keep you from getting sick. I think it will be very temporary. I think this is completely different than 2020 where we didn't know what the future held. These spikes go up, they rattle human organizations, and then they drop. That's why I want our Superintendent to be able to respond to something that's going to be brief and intense, and then pull us back to a place where we are not in masks. I would prefer our students not be in masks. I also wanted to say something about the Superintendent. Since we don't know what the future holds, somehow this empowers him more than some would want. This isn't the only policy that our Superintendent follows. It's just the one that we're talking about tonight. He follows every single policy in our policy manual, and he also follows the law. Executing something that has an educational cost for no reason is already against the policy. So, I think it's important to remember that we're just talking about 1905 tonight but that's not everything that governs him. It's a difficult, open-ended decision-making process but I think being able to robustly respond is better than not being able to robustly respond. Even though cloth masking, which is the most actionable thing we've been able to do, isn't going to prevent the absenteeism that Omicron has brought to every community that it has visited. I think it's worth giving our Superintendent every tool that he needs.

Trustee Terry Beaver commented. I'm in favor of Policy 1905 as it is written. I think it's just a tool that gives our Superintendent, no matter who that Superintendent might be in the future, gives that Superintendent the flexibility to react to an unknown and an unseen condition that might appear in the future. I am particularly concerned about different variations. The cloth mask may not be effective against Omicron, but it might be the best tool against a different variant. So, wherever we can use it, however we can use it, it's going to happen, this thing is not going to end with Omicron. I guarantee you, it will not. We've got a great number of people experiencing Omicron and people are thinking we are getting herd immunity from that. Well, we're not, because every person who gets it goes through a mutational stage and even if they don't express any exterior, physical characteristics of having the COVID virus, it still mutates within them. If they come up with a variant composite of mutations that is receptive to the propagation of that mutation or that variation, then it is just going to blow up again. We have not seen the end of it. There's no way when this is as prolific as it is throughout the world, throughout the entire Earth, that we have seen the end of it with Omicron. So, we have got to have all the tools that we can possibly have. This just gives the school Superintendent another tool to use for

unseen things in the future.

Trustee Jennifer Walsh commented. I just want it to be known that with the discussion I've participated in, it has nothing to do with not trusting you or feeling like just out of the blue you're going to decide to mask. I would like that to be understood. I have full faith in you, and I have full faith that you will make decisions to the best of your ability with consulting with other people. I also agree that we are not done with variants. This is just another variant, and we continue to have more of them emerging, and we're going to continue to have more that emerge. So then what does that mean? Does that mean in June we still say we are in a state of emergency? Are we still going to have our 1900s in place because we have four or five more variants that are coming? So, I think for me, we haven't had to close schools, we have vaccinations, and we have staff who are going back home after not wearing masks all day. That's a choice that they're currently able to make and are choosing. Same thing with our students. The large majority is choosing not to mask, they're going home to their home environment after not having done that. So, I hope that it's clear that we're also not saying, "no, you can't wear a mask". If you have concerns and you want to wear an N95, or you want to wear a cloth, or you want to wear surgical, do that. Protect yourself that way. We know that Omicron is here. We know that we haven't seen the tip top of it, and it's going to continue to surge, and I understand that part of it too. At the same time, we have gone all this time through the Delta, and through surges, and have not had to close schools. I don't believe that putting masks on is going to prevent school closure. This is not removing or adding authority to be able to do that. I'll probably eat crow if we have to close school for two weeks or whatever that might look like but keep that in mind. This is not telling us that we can't close school if we don't have staff or if there are other reasons to do that. I just want to put it out there that we have people making choices to go home to their families, to go out to communities to expose other people currently right now, and we're not having to close and we're seeing minimal numbers for high school.

Superintendent Weltz commented. I've sat here and watched this unfold and I marvel at the experience and the passion. We all want one thing and that's for students to be in school. The daunting responsibility to keep our kids in school, which is not the high watermark, it's keeping kids in school so they can access high quality education. That is where I've been, and that's where my team is at. There is not a day that goes by, and there is not a night that goes by that I don't think about it. More importantly, there's not a day that goes by that I have absolutely not the right answer for this community, because either side is going to cause grief and concern. I cannot make everyone happy; it's not going to happen. I will do this. I promise that I will make decisions, which I always have, not based on an agenda or a party. It's based on kids and our staff, and I will continue to do that. With the advice through our community and through my team, we will make decisions. I will be the first to say not everyone's going to be happy with them. I ask for some grace. Live down the middle, it's short lived and we're going to move on. This Board and my team want to be in a school without a mask at some point. That's what our goal is. We need to get there, but I don't know what the future looks like. So, I would support having another tool that we could use if needed. I don't know what warrant means; it means our staffing, our community health, and our effectiveness in education. There's a lot of variables which change. The matrix in which we're looking for, we can't have because the variables in which affect the matrix change. So, it's very difficult to have a matrix with set numbers when we don't know what the numbers look like, and they change daily. So, this is going to be as we said, for me to make decisions based on good intel from our community, from my team, and from my staff. We will do the best we possibly can.

Board Chair Luke Muszkiewicz commented. Thank you Superintendent Weltz. All right, we have a seconded motion on the floor, we have held public comment, and we have had robust discussion. Let's go ahead and vote. So, all those in favor of this amendment to existing emergency Policy 1905 please signify by saying aye. All those opposed.

Vote: 8-0 motion carries unanimously.

Board Chair Luke Muszkiewicz commented. I need to ask, are there any further motions from the floor regarding Policy 1905?

Motion: Trustee Libby Goldes moved to amend Policy 1905, by striking the language on lines 36 and 37 “for the immediate successive school week by 3:00 p.m. on Friday of the previous week” and changing it to read “no less than 48 hours in advance”.

Board Chair Luke Muszkiewicz commented. So, it would read “In the event it is determined face coverings are required, the Superintendent shall announce the face covering requirement to students, parents, staff, and visitors no less than 48 hours in advance.”?

Trustee Libby Goldes replied. Yes.

Board Chair Luke Muszkiewicz commented. So, the motion on the table is looking at lines 35 through 37. In the event it is determined face coverings are required, the Superintendent shall announce the face covering requirement to students, parents, staff, and visitors no less than 48 hours in advance.

Trustee Jennifer Walsh commented. Is that to cover if there is a midweek decision, that we don't have to wait until Friday to implement on a Monday?

Trustee Libby Goldes commented. Right. Say on Friday no notice was made that masking was going to be required, and then on Monday or Tuesday, whatever was going on seemed to indicate the prudence of wearing masking, that would give the Superintendent more flexibility.

Board Chair Luke Muszkiewicz commented. Do we have a second?

Trustee Janet Armstrong seconded the motion.

Board Chair Luke Muszkiewicz commented. Alright, so we have a motion by Trustee Goldes and a second by Trustee Armstrong. Do we have any questions for Superintendent Weltz or Ms. Ridgway about the implications or impact of this proposed amendment?

Trustee John McEwen commented. Is this a concept amendment or do you have the specific language?

Board Chair Luke Muszkiewicz commented. Yes, Trustee Goldes stated the specific language.

Trustee Libby Goldes commented. In the event it is determined face coverings are required, the Superintendent shall announce the face covering requirement to students, parents, staff, and visitors no less than 48 hours in advance.

Board Chair Luke Muszkiewicz commented. Superintendent Weltz, is that clear to you?

Superintendent Rex Weltz commented. It is. I would like to state-that is in or out, so if there is a possibility that we are moving away from, we don't have to wait a week until the following Friday.

Board Chair Luke Muszkiewicz commented. My preference would always be that we notify people of either condition as in advance as possible, and at least 48 hours.

Superintendent Rex Weltz commented. I agree and I think where this is important obviously for our community and our students but also in recognition of our staff. So, 48 hours, two days, but potentially it would be a little longer so that we have time to prepare our admin to manage coming in and out.

Board Chair Luke Muszkiewicz commented. Do we have any in person or online public comment regarding this proposed amendment?

Public Comment: None.

Board Chair Luke Muszkiewicz commented. Okay, seeing no public comment, are there any further Board discussions regarding this amendment? Okay, all those in favor please signify by saying aye. All those opposed.

Vote: 8-0 motion carries unanimously.

Board Chair Luke Muszkiewicz commented. Are there any further motions from the floor on Policy 1905?

There were no further motions regarding Policy 1905.

The Board of Trustees, Superintendent, and Student Representatives took a short break at 8:13 p.m.

The Board of Trustees, Superintendent, and Student Representatives returned from break, and the meeting resumed.

Board Chair Luke Muszkiewicz called the meeting back to order at 8:26 p.m.

Board Chair Luke Muszkiewicz commented. We are going to consider three additional policies and our December 14th meeting minutes. Ms. Ridgway, would you like to introduce us to Policy 3050 Student Discipline?

Ms. Barb Ridgway commented. This is an existing policy and originally the intent was to amend language on lines 71 through 79 due to the statutory changes in the last session. Due to changes in the last session, this new language gives the Superintendent more latitude to look at gun or firearm issues on

a case-by-case basis and not to have to mandate a one-year expulsion. The language states, “the Board will follow federal law for any student who uses, possesses, controls, or transfers a firearm on school property. The Board hereby authorizes the Superintendent to modify the disciplinary action on a case-by-case basis, including eliminating the requirement for expulsion. The administrator may immediately suspend a student if, prior to a hearing, there is cause to believe the student brought a firearm to school or possessed a firearm at school. The student may not be expelled unless the Trustees find that the student knowingly brought a firearm to school or possessed a firearm at school”. This I think, is largely to deal with students who have a firearm, for example, in their vehicle after they went hunting and they didn’t take it out. It gives more flexibility to you as a Board and to the Superintendent to look at each case individually, instead of just automatically expelling a student. In discussing this policy, a question was also brought up. When we talk about drugs and drug paraphernalia, on lines 42 and 43, and was that language comprehensive enough. So, it’s been expanded to really address all fashion of substances. So, much more comprehensive and robust than our previous language.

Board Chair Luke Muszkiewicz commented. Thank you, Barb. Trustees, any questions for Ms. Ridgway, Ms. Goldes, or any other members of the Policy committee?

Trustee Libby Goldes commented. I would like to thank Barb for her stewardship in this area, and for not cringing when we bring up something that could be worded differently. As time goes on, new challenges are presented in the increasing array of products that must be dealt with. So, I really appreciate her understanding what our questions are and then helping make sure that it is presented in the policy in the way that we meant.

Trustee Terry Beaver commented. I still have the same concern on lines 77, 78, and 79. This policy is the Student Discipline Policy, so this is the policy by which we are going to discipline students. So, if this were the only sentence in there that says, “the student may not be expelled unless the Trustees find that the student knowingly brought a firearm to school or possessed a firearm at school”. So that means that if a student burns the school down, we cannot suspend that student or we cannot expel that student because it says in here that the only way that student can be expelled is if he brought a firearm in school. Somewhere we have got to clarify.

Ms. Ridgway commented. It is under Gun Free Schools, but I do understand what you are saying.

The Board of Trustees discussed other ways the language could be read on lines 77 through 79 to make it clearer. The Board came to the decision that Policy 3050 Student Discipline would go back to the Policy Committee for further review.

Ms. Ridgway moved on to discuss Policy 7063 Indoor Air Quality. Ms. Ridgway commented. This is a new policy that is a result of recent administrative rule. This is your second review of this policy.

Board Chair Luke Muszkiewicz commented. Ms. Ridgway, does this policy contemplate our use of the HEPA air filters in the classroom? Or does that presumably offer a level of filtration that is higher than is being specified here?

Ms. Ridgway replied. That is correct.

Board Chair Luke Muszkiewicz commented. I see, so the policy doesn't compel us to do that, but that is in fact what we are doing. Trustees are there any questions or comments regarding this policy? Okay, is there a motion to adopt this policy?

Motion: Trustee John McEwen moved to adopt Policy 7063 Indoor Air Quality. Trustee Jennifer McKee seconded the motion.

Board Chair Luke Muszkiewicz commented. Do we have any public comment in person or online on this issue?

Public Comment: None.

Board Chair Luke Muszkiewicz commented. Any further discussion before we vote Trustees?

Trustee Terry Beaver commented. I don't understand on line 10 the reporting values between 8 and 13. Is there a better way to state that? I have no idea what that is.

Trustee John McEwen commented. It is recommended by the National Air Filtration Association and the EPA.

Trustee Terry Beaver commented. What do hospitals require? What do air crafts require? I have nothing to compare it to, and I have no idea what 8 to 13 is.

Board Chair Luke Muszkiewicz commented. So, you are looking for at least a unit of measurement.

Trustee Terry Beaver commented. That would help.

Board Chair Luke Muszkiewicz commented. Do we know what the National Air Filtration Association's method of measurement is?

Vice Chair Siobhan Hathorn commented. Is it MERV?

Ms. Ridgway replied. I would have to look it up.

Board Chair Luke Muszkiewicz commented. I think it probably is MERV, because MERV 13 is referenced, but why don't we just send it back and clarify that.

The Board of Trustees determined that Policy 7063 Indoor Air Quality would be sent back to the Policy Committee for further review and clarification.

The Board of Trustees moved on to review Policy 7064 Water Supply and Wastewater.

Ms. Ridgway commented. This is a new, required policy, and this is your second viewing of this policy. The Policy Committee made no changes.

Board Chair Luke Muszkiewicz commented. Any questions or comments or regarding this policy? Would anyone like to make a motion of approval?

Motion: Trustee John McEwen moved to approve Policy 7064 Water Supply and Wastewater. Trustee Jennifer McKee seconded the motion.

Board Chair Luke Muszkiewicz commented. All right, we have a motion by Trustee McEwen and a second from Trustee McKee to approve Policy 7064. Is there any public comment on this issue in person or online?

Public Comment: None.

Board Chair Luke Muszkiewicz commented. Any further Board discussion before we vote? All those in favor, please signify by saying aye. All those opposed.

Vote: 8-0 motion carries unanimously.

Board Chair Luke Muszkiewicz commented. Motion carries unanimously. Thank you very much, Ms. Ridgeway, and thank you to the Policy Committee for all their work. You will recall we pulled the December 14th Board meeting minutes out for individual consideration. My understanding is, Trustee McEwen you noted a couple of changes you would like to make.

Trustee John McEwen replied. Yes. One change is I was not listed as being present at the meeting on the list of who was here, and I was here. Then, on the Budget Committee Report it states that Trustee Terry Beaver gave the report, but I was the one who gave the report. He gave the report in November when I was not here.

Board Chair Luke Muszkiewicz commented. Thank you, Trustee McEwen. Trustees, are there any other questions, comments, or corrections to those minutes? Would anyone like to make a motion to approve those minutes with the corrections that Trustee McEwen noted?

Motion: Trustee Libby Goldes moved to approve the December 14th meeting minutes as amended. Vice Chair Siobhan Hathhorn seconded the motion.

Board Chair Luke Muszkiewicz commented. We have a motion by Trustee Goldes and a second by Trustee Hathhorn. Do we have any public comment on this issue in person or online?

Public Comment: None.

Board Chair Luke Muszkiewicz commented. Any further Board discussion? All those in favor, please signify by saying aye. All those opposed.

Vote: 8-0 motion carries unanimously.

Board Chair Luke Muszkiewicz commented. Thank you very much, that concludes our Items for Action. Trustee McEwen thank you for reading those minutes so carefully and finding those two changes. Thank you, Ms. Delvaux, for extraordinary minutes. Truly outstanding. Thank you very much. I know it's a lot of work, especially for these longer meetings. That moves us to Reports. First up we have the Helena Education Association Report from Ms. Jane Shawn.

D. REPORTS

1. Helena Education Association Report

Jane Shawn, President of the Helena Education Association, commented. Last month I recognized two of our new National Board-Certified teachers, and then I didn't know about a third one. So, I did want to make sure that we add to our distinguished list of Board-Certified teachers, Jaydee Zakovi. Jaydee is a special educator at Capitol High School. So, congratulations to Jaydee. This week, I was privileged to accompany Amanda Curtis, who is the Executive Director for the Montana Professional Teaching Foundation, on her visits to deliver some grant money. These are the Karen Cox Memorial Grants run through the Teaching Foundation which is part of the Montana Federation of Public Employees. We visited Nicole Peterson, a kindergarten teacher at Rossiter, who was awarded a grant for a reading program. Kevin Cleary, a music instructor at C.R. Anderson, won an award to purchase tuners and batteries for one of his classes. Brittney McMahan, a special educator at Hawthorne elementary, wrote a grant for her class for stackable stools. Finally, Abby Nyhof, the music teacher at Central Elementary, was awarded a grant to purchase ukuleles. We were fortunate to catch Kevin and Abby when they were teaching their classes. Kevin was actually teaching the class that had helped him write this grant, so they were super excited. Abby was teaching this class full of kindergarteners, and Amanda and I walked in and stood by the door and the kids didn't even look at us, it was amazing. They were so focused on her and what she was doing, and they sang a little song. They were awesomely cute. It was very fun to see that. Then, Amanda and I brought the actual check to the Lincoln Center. We were not able to catch up with Superintendent Wertz, so we went to the Business Office and presented it to Janelle Mickelson. We got all the folks in the Business Office to take a picture with the check. We are anticipating a counteroffer from the District to our retirement incentive proposal that's supposed to happen this week. Then we will be delving into the interest-based bargaining that will happen towards the end of the month with the facilitator from the State Department of Labor and Industry.

Board Chair Luke Muszkiewicz commented. Thank you very much, Jane, I appreciate it, and a big round of applause to Mr. Zakovi. Thank you for sharing the accomplishments of the other educators and the grants they won. That is awesome and I appreciate that. Trustees, any comments or questions for Jane? Okay, thank you so much.

2. Budget & Finance Committee Report

Trustee John McEwen commented. Thank you, Mr. Chairman, and members of the Board. The Budget Committee met last Friday at noon, and we received a report with some significant numbers from Janelle. She gave us a report about the Coronavirus Relief Funding that we have received as of the end of December. There were four buckets of money- ESSER I, the Governor's Relief Fund money, ESSER II, and finally ESSER III.

All four of those gave our District 21.76 million dollars. The last is to be spent by the end of September 30th, 2024. To date, we have spent 12.3 and have encumbered 4.6 million, so there's 4.8 million left. This money has been spent on supplies, staff, and building renovations and such. We had someone send an email and comment that we are being bribed because the reason we're wearing masks is so that we can get this money. We don't have to wear masks to receive this money. We have to spend it according to some criteria, on effects of the virus-with the purchase of equipment, salaries, and supplies, and such. So, very generous on the part of our federal government to give us this money. Secondly, we had the monthly report which is standard reporting on how we're doing on our current year budget, and so far, no crises. Everything is going as planned with current general fund expenditures. This report is in the Budget Committee meeting packet for the January 7th meeting if you care to get further details.

Board Chair Luke Muszkiewicz commented. Thank you very much, Trustee McEwen and thank you Ms. Mickelson for the work that it took to put that together. I do appreciate putting it in the agenda packet. I didn't attend that meeting, but I was able to refer to that and it was very informative, so I appreciate it. Trustees, any questions or comments for Trustee McEwen or other members of the Budget and Finance Committee?

Vice Chair Siobhan Hathhorn commented. This is a lot of money that's dispersed in probably many meaningful ways, but this might be more for Janelle. Are we spending it in ways that we are ready for the cliff when we no longer have this money coming in? Are we able to sustain whatever we have implemented?

Superintendent Rex Wertz commented. We knew that bringing on the Academic Coaches was a two-year cycle. Though that is a best practice for our District and helping us through the academic needs, two years from now, we will need to be creative on how we're going to fund that if we do. They were hired as two-year temporary positions, backfilled with temporary positions, knowing that it was from ESSER fund that is not sustainable. That's just going to dry up at some point. A lot of our expenditures were based with the knowledge that this money shall pass. I think for a lot of our spending we knew that was going to be the case.

Janelle Mickelson, Business Manager, commented. I think with this money, we purchased a tremendous amount of technology that we won't need to purchase right away. We already have interventions in our schools, and in our schedules, and this money can be used for that. So, I supplemented. That has to go back into the general fund come 2024. So, we have some work to do before we're going to survive that cliff.

Superintendent Rex Wertz commented. I think that the same holds true with summer school. That we have last year's robust Camp Ascension summer school, and this year we have it in the works that it is going to take place again, and that's a considerable cost. So, what does that look like in year three, four and five because it is a success. A lot of good things have happened out of that, but we're going to need to figure out without this supplemental monies, how do we sustain that through the years? The Academic Coaches have priorities including establishing routines for our students that have a lack of learning

coming out of COVID to get them back to grade level as fast as possible. Second of all, building systems that are going to be routine through years; it doesn't take a coach to enact on those systems-that they're a part of the embedded culture of the schools, even when a person is gone. So, we wanted to build systems that could be sustainable through time, but their other main priority was to help teachers get students back to grade level as soon as possible.

3. Teaching & Learning Committee Report

The Board of Trustees chose to forego the Teaching and Learning Committee Report.

4. Policy Committee Report

Board Chair Luke Muszkiewicz commented. We will go to Policy Committee Report, Trustee Goldes, anything you want to add on top of our discussion tonight?

Committee Chair Libby Goldes commented. Just that perhaps we need to address making sure that we have recorded comments made at this meeting that need to come back to the Policy Committee so that we don't overlook that. We presented you with all the policies that we looked at during the last meeting, with one which needed more work, and maybe we were being too hasty. I'm not sure, we'll have to look at that.

Board Chair Luke Muszkiewicz commented. Trustees, any questions or comments for our Policy Committee? Okay, we will move on to Facilities and Maintenance Committee.

5. Facilities & Maintenance Committee Report

Committee Chair Siobhan Hathhorn commented. We got our initial report for our Deferred Maintenance. We hired out a consultant to go around and look at all our buildings. Everything from within their realm of what they were looking at was graded either a high, medium, or low priority. That is really going to give us a lot of information not only for what we put on for our school elections, but also how we look at going forward with our Facilities Master Plan. That was a document that they have been waiting on for a long time. Hulteng did a great job of getting it to us as soon as they can. They still have a couple tweaks to do to make it final. One thing that is really nice, is they are providing us an electronic working document, so as our facilities change, that can be updated and we will be able to keep on top of our needs, I think, in the best way possible. We were really happy to have that. We had an update on the existing roofing projects. We also were able to make some decisions and get a timeline for our requests for qualifications for a consultant to put together and update our Facilities Master Plan. I'm excited to report that we should have that at the beginning of next school year, so that we can really get on with a lot of the big decisions that have to be made. So, it was a productive meeting and I'm looking forward to seeing some of these things come to fruition.

Board Chair Luke Muszkiewicz commented. Thank you very much Trustee Hathhorn, that is exciting. Trustees, any questions or comments for the Facilities and Maintenance Committee? We are foregoing Health Benefits Committee, Wellness committee and MTSBA, so we have arrived at Student Representatives Reports.

6. Health Benefits Committee Report

The Board of Trustees chose to forego the Health Benefits Committee Report.

7. Wellness Committee Report

The Board of Trustees chose to forego the Wellness Committee Report.

8. Montana School Boards Association Report

The Board of Trustees chose to forego the Montana School Boards Association Report.

9. Student Representatives Report

Rylie Schoenfeld, Helena High School Representative, commented. For today and tomorrow we have a modified schedule to accommodate iReady testing for ninth through eleventh graders. Seniors were given time to explore career and college options. Next week, we will have our normal finals schedule, that we have had in years past on Tuesday, Wednesday, and Thursday. Winter sports are up and going, with swimming, wrestling, and basketball. Our Student Council is currently planning a winter formal dance to be held February 5th at the Lewis and Clark fairgrounds. Starting next semester Mr. Thennis plans to begin student leadership luncheons. These were held in years past, but of course because of COVID, have gone away. He would like to reintroduce those and will include students from executive boards of all our official clubs, including the Student Body President, Charles Fox, and myself. Also, we were successful with our school wide holiday basket project for assisting families in need over the holiday break. Student Council along with many classes, community members and clubs compiled food baskets for families in need and it was pretty successful. We compiled around forty baskets. Also, for celebrations, on the last week before break, Student Council was able to raise around \$400 for the Special Olympics. We had two students selected for All State jazz, Sam Geary on the guitar and Ryan Burke on the saxophone.

Eliza Lay, Capital High School Representative, commented. We also began iReady testing today, and it will continue tomorrow for all ninth, tenth and eleventh graders in Math and Reading. Seniors who are not testing are able to choose from a variety of college and career presentations to attend. Today I attended a presentation on STEM and one on education. On Monday, Jenna Eisenhart from Shodair came and presented on how teachers can be a protection for students, and she discussed many ways for teachers to support students' social and emotional well-being. In a staff meeting, teachers reviewed safety protocols found in the District emergency manual, specifically shelter in place and lock in place, and first aid flowcharts of who to contact was reviewed. On the last day of

school before the holiday break we held a holiday assembly that was optional to attend, but for those who attended it was in person. There were various musical acts as well as the top four finalists of the Capital High Talent Show. There was a Jitterbug Contest and staff and student line dancing. Semester testing will occur next week. Registration for next year will begin in February and our Student Council is also in the process of planning a winter formal dance that will be held February 19th at the Civic Center.

Board Chair Luke Muszkiewicz commented. Thank you very much, I appreciate it. I also just want to say to you both I appreciate your candid thoughts that you shared with this Board and everyone in the meeting about our discussion regarding the mask mandate and the mask policy. That was probably difficult, but I really appreciate the honesty of both of your responses. I know that our students and our staff are going to step up to follow whatever rules and regulations are there, but it's also important to have a sense for what it takes to enforce certain things and what the impact is. I think you sharing that with us helped us appreciate that part of it.

Trustee John McEwen commented. Are they going to have Night to Shine this year?

Ms. Eliza Lay replied. Yes. Audition forms were handed out today at lunch.

Board Chair Luke Muszkiewicz commented. Trustees, other questions, or comments? That takes us to Board comments.

VII. BOARD COMMENTS

Trustee Jennifer McKee commented. I just wanted to thank the community, the Superintendent and all his staff, and the Board for the conversation that we had tonight and that we've been having. It is really kind of extraordinary to see that unfold tonight and I'm really thankful for it and I feel like we all are figuring this out together. I also wanted to address something that someone brought up tonight about email and how citizens can see our email. I could be wrong on this, but I think that school District email and all public email in the state of Montana is public record. So, it's not a secret.

Board Chair Luke Muszkiewicz commented. Thank you very much. Back to your first point, I second that. I appreciate the discussion. I appreciate the quality and the tone of the public comment we received, and I'm very proud of this community regarding our discussion tonight. I too, wanted to follow up on that public comment. I thought Ms. Stefanik's question about email was a good one. You are absolutely right, Trustee McKee, that everything we do in public education is public. I do think Districts handle that differently. Just to be clear, Ms. Stefanik was exactly right. People email us all the time, saying a variety of different things, but there's definitely been multiple occasions where somebody said, "Hey, I know you're discussing this at your upcoming Board meeting. I can't attend." Even if they go that far, I usually say, "well, do you want me to have your comment that you're emailing me reflected in the minutes of the meeting?" They usually say yes, and then sometimes they ask for that, and so we do that. I work

with Ms. Delvaux to do that, and I think we've captured all the instances where that's true. I've also seen some Districts where they have a Board email address, or they have individual addresses listed for Board members, but then they have a public comment email address, and anything that goes to that email address is automatically included as public comment. Some Districts actually include that in the packet, and some just reflect it in the minutes. So, there is different ways to do it, and I thought it was a good question. I think I'll just say I'll commit to discussing this with the Executive Committee and with Superintendent Weltz, and we'll figure out if it'd be best to change our practices around that. I think the thing that would be most concerning to me is if people don't know they can do that, and it's a perfectly legitimate way of offering public comment to this Board. In fact, in some times I think it has a lot of advantages. In whatever we do, we want people to understand our procedure, so I appreciate that. Any other Board comments?

There were no additional comments.

VIII. ADJOURNMENT

Board Chair Luke Muszkiewicz adjourned the meeting at 9:07 p.m.

Candice Delvaux, Recording Secretary

Date



Superintendent

Rex Wertz
324-2001

Business Manager

Janelle Mickelson
324-2040

Board of Trustees Special Board Meeting

Lincoln Center-1325 Poplar St.-Helena, MT 59601

December 2nd, 2021

MINUTES

ATTENDANCE – Present unless otherwise noted.

Luke Muszkiewicz-Board Chair
Siobhan Hathhorn-Vice Chair
Janet Armstrong-Trustee
Terry Beaver-Trustee
Elizabeth “Libby” Goldes-Trustee
John McEwen-Trustee
Jennifer McKee-Trustee
Jennifer Walsh-Trustee

Rex Wertz-Superintendent
Josh McKay-Assistant Superintendent
Brian Cummings-Assistant Superintendent of Elementary
Janelle Mickelson-Business Manager
Barb Ridgway-Chief of Staff
Stacy Collette-Human Resources Administrator
Gary Myers-Director of Educational Technology

I. CALL TO ORDER/PLEDGE OF ALLEGIANCE:

Board Vice Chair Siobhan Hathhorn called the meeting to order at 12:12 p.m. in the Lincoln Center Board of Trustees Conference Room and started the meeting with the Pledge of Allegiance.

II. REVIEW OF AGENDA:

The agenda was reviewed by those present. No changes were made.

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

There was no public comment.

IV. NEW BUSINESS

A: Items for Information: Discussion of Facilities Master Plan

Ms. Stacy Collette commented. Today we will be talking about the Facilities Master Plan, and the first thing we are going to discuss is the purpose of the meeting, then the Board vision. The Board vision is what you think and what you see for the future of facilities serving public education in the Helena community. We will then move on to information gathering, what we need to make these decisions and to make this vision possible. In the last master plan, we had demographic information and building information. We had a lot of data to make decisions about what we do in relationship to a bond, and what we do in relationship to fixing our buildings to make them more compatible with 21st Century Learning. Then we need to look at what are the priorities, who is responsible, and what is our timeline.

The committee discussed the purpose of the meeting. They discussed that the old plan doesn't need to be rewritten, and that it is very possible that it needs to be revised. They also mentioned that with the Facilities Master Plan, it could alleviate some of the crisis management that is faced sometimes with facilities. The committee said it should be a living document that is reviewed at least yearly. They also said that the most powerful part of the previous plan describes details such as the state of our facilities, how many students they hold, what significant maintenance projects they need, and what do the demographics and feeder patterns around the schools look like? The committee also discussed funding and how important it is to have public input at some point in the process.

The committee moved on to talk about the vision for facilities. The committee discussed the buildings need to allow enough space for unhindered instruction, and the buildings need to be easily adaptable and flexible for future learnings. Other topics discussed around vision included natural light, staff space, modern HVAC systems for air conditioning and air quality, future hybrid education options, future mental health needs, new District kitchen, community partnerships, and making the previous environments work as well as they possibly can and allowing them to change in the future. Other visions brought up were energy efficiency, gymnasiums, educational opportunity consistent with the three new buildings, as well as land acquisition-a vision for where our students are going to be in the future. The committee also added they would like to see local input as well as input from staff and leadership for the new plan. In summary, we want to make sure that our buildings are flexible and adaptable at every possible level, and that we're maximizing the greatest potential possible for our current educational needs; and we're still looking at them for long term use and making sure that they're feasible for what we're going to do in the future. We also want to look at partnerships with communities and look at exploring those opportunities to leverage those relationships to create opportunity for learning. The committee mentioned that we would like to have places for other activities, and places for kids to exercise. The committee also discussed that they would like to discuss any lessons learned from when the new schools were built and to use that experience to improve upon.

The committee moved on to discuss the topic: information that we need. The committee discussed that it is important to get information from families and staff about what we need. They also mentioned that the Deferred Maintenance Plan should always be a part of this living document. The committee discussed that the strongest situation would be when we have not only internal but also external recommendations because there's people all around the United States and within Montana that have already had some of these issues and these problems. So, you can take those two fields and merge them together and you're going to come up with a better ability to avoid something that maybe seems great from a smaller perspective or vice versa and really customize it to be what works best in Helena. The committee discussed that it is important to get our message out early to let the public know what we are thinking and doing. They also mentioned the possibility of a survey and a way to educate the public about the benefits of the buildings we have. The committee discussed that it is important to assess what the community wants and what they will support at some point in the process. The committee mentioned that it is important to know what our bonding capacity is. In summary, the committee needs demographic information and updated information on the buildings that we currently have which would include additional maintenance we've done, additional changes that we've made, and improvements that we've made.

The committee moved on to discuss the topic: how do we get the information and what are the priorities. The committee discussed the potential of bringing together the group of community leaders that assisted during the last bond. They could present to the public as a united, positive, and thoughtful group to get the message out. The committee also discussed that the plan should be reviewed at the beginning of every school year and updated. They then discussed that we need to know our bond capacity and Ms. Janelle

Mickelson could give us that information. Another priority discussed was receiving and reviewing the Deferred Maintenance Plan, and developing priorities based on the information in that plan. The committee mentioned that they would like to see both internal and external teams working together, and to find an educational consultant that is knowledgeable and fits our local culture. The committee discussed how we would get that information from our internal staff, and the potential of bringing the deferred maintenance report to each building for the Administrators to review and to give their input. The committee discussed that potentially the Assistant Superintendents could have those conversations with the building staff and that would be a high priority. It was then discussed that we could potentially share in our Friday message to staff and families that we are meeting to discuss the Facilities Master Plan, and we are looking at the state of our buildings.

The committee moved on to discuss timelines and next steps. The committee anticipates that all the site work will be done on the Deferred Maintenance plan in December, and that they will be reviewing the Deferred Maintenance Report in January. The committee mentioned that levies could also be discussed in January. The committee discussed educational functionality which includes wanting to have understanding from our internal staff and administrators on how they believe our buildings function, and this could potentially be completed by February. The committee discussed when to have the conversation about requesting qualifications for a consultant to complete the Facilities Master Plan. The committee decided that they potentially could have the request for qualifications discussion at the Facilities Committee meeting in January.

In closing, the committee discussed they would like to potentially see an update on the Facilities Master Plan progress in the Facilities Committee Report that is given monthly at the full Board meeting.

V. BOARD COMMENTS

Vice Chair Siobhan Hathhorn commented. I would like to thank everyone for coming and for the rich and respectful discussion that we had.

VI. ADJOURNMENT

The board meeting adjourned at 1:50 p.m.

Candice Delvaux, Recording Secretary

Date

PERSONNEL ACTIONS

January 12, 2022 – February 8, 2022

CERTIFICATED PERSONNEL

Appointments

<u>Name</u>	<u>Effective</u>	<u>Location/Assignment</u>	<u>Salary</u>
Maddock, Grace	02/10/2022	HHS/Spanish	\$219.25/day*
Sechrist, Laurie	02/24/2022	HHS/English	\$245.99/day*

*Temporary Contract: Contract expires at the discretion of the District or 6/10/2022, whichever occurs first.

Terminations/Retirements

<u>Name</u>	<u>Effective</u>	<u>Location/Assignment</u>	<u>Reason</u>
Anderson, Mary	06/10/2023	Rossiter/Counselor	Retirement
Beaver, Jeff	06/09/2022	Warren-Central/Physical Education	Retirement
Bouchee, Lance	06/09/2022	CRA/Health-PE	Retirement
Bruington, Sheri	06/09/2022	Central-Bryant/Nurse	Retirement
Chancy, Walter	06/30/2022	CHS/Asst Principal	Retirement
Chart, John	06/10/2022	CHS/Math	Retirement
Cloninger, Rene	06/10/2022	HHS/Physical Education	Retirement
Curtis, Laura	06/09/2022	HMS/Music	Retirement
Dellwo, Doug	06/09/2022	CRA/Math	Retirement
Estep, Claire	06/09/2022	Rossiter/Grade 2	Retirement
Evans, Scott	06/10/2022	HHS/World Cultures	Retirement
Foucar, Don	06/10/2022	CHS/Social Studies	Retirement
Garrett, Tim	06/10/2022	PAL/Special Education	Retirement
Graham, Susan	06/09/2023	CRA/World Cultures	Retirement
Holter, Robert	06/10/2023	HHS/Theatre	Retirement
Korizek, Robert	06/09/2022	CRA/Health-PE	Retirement
Loomis, Jennifer	06/09/2023	Rossiter/Physical Education	Retirement
Loveridge, Brooke	06/10/2023	Kessler/Special Education	Retirement
Lowney, Lisa	06/30/2022	Kessler, Elementary Principal	Retirement
McCauley, Marc	06/09/2023	CRA/Counselor	Retirement
Morand, Kelly	06/10/2022	CHS/English	Retirement
Morrison, Susan	06/09/2023	4G/Psychologist	Retirement
O'Connor, Margaret	06/09/2022	Jefferson-Smith/Music	Retirement
Proctor, Geoff	06/10/2022	HHS/English	Retirement
Rehm, Mary	02/23/2022	CHS/Secretary	Resigned
Rittel, Jheri	06/10/2023	PAL/Art	Retirement
Sampson, Robert	06/09/2022	CRA/Health	Retirement
Serumgard, Michelle	06/09/2023	HMS/Social Studies	Retirement
Shepherd, Tracie	06/09/2023	Smith/Library	Retirement
Sheridan, James	06/09/2023	CRA/Social Studies	Retirement
Silvers, Ron	06/09/2022	CRA/Counselor	Retirement
Tremblay, Maureen	02/11/2022	CHS/Health-PE	Resigned
Waterman, Melissa	06/09/2023	Broadwater-Smith/Physical Education	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>
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**Temporary Assignment*

CLASSIFIED PERSONNEL

Appointments

<u>Name</u>	<u>Effective</u>	<u>Location/Assignment</u>	<u>Salary</u>
Armstrong, Jason	02/07/2022	CRA/Float Custodian	\$16.01/hr.
Barry, Kim	02/14/2022	RBLC/Para Educator	\$14.82/hr.
Kaplan, Adam	01/11/2022	Broadwater/Para Educator	\$14.21/hr.
Nelson, Danielle	01/24/2022	Jim Darcy/Temporary Para Educator	\$16.25/hr.*
Phillips, Rachel	02/07/2022	Rossiter/Para Educator	\$15.54/hr.
Rehm, Mary	02/24/2022	Activities/Driver Education Secretary	\$21.23/hr.
Roush, Mason	01/12/2022	Broadwater/SACC Para Educator	\$13.30/hr.
Schweyen, Morgam	01/10/2022	Jefferson/SACC Para Educator	\$13.30/hr.
Snowden, Kristin	01/26/2022	Rossiter/Para Educator	\$16.25/hr.
Vaughan, Thomas	02/07/2022	HHS/Day Float Custodian	\$16.01/hr.
Vazquez, Marissa	01/19/2022	Kessler/Temporary Para Educator	\$14.84/hr.*
Wildermuth, Martha	01/24/2022	Rossiter/Temporary Para Educator	\$13.60/hr.*
Young, Bart	01/31/2022	HMS/Warehouse-Delivery-Copy Center	\$18.18/hr.

**Temporary Assignment*

Terminations/Retirements

<u>Name</u>	<u>Effective</u>	<u>Location/Assignment</u>	<u>Reason</u>
Connett, Amanda	01/28/2022	HHS/Para Educator	Resignation
Kolar, Tiffany	01/14/2022	PAL/eNET Tutor	Resignation
Merritt, Kimberly	02/17/2022	RBLC/Para Educator	Resignation
Moore, Jan	06/09/2022	Smith/Para Educator	Retirement
Pfau-Johnson, Camille	01/06/2022	HHS/Para-Sign Language Interpreter	Discharge
Pippin, Melissa	01/28/2022	Rossiter/Para Educator	Resignation
Rehm, Mary	02/23/2022	CHS/General Seceretary	Resignation
Tremblay, Maureen	01/28/2022	CHS/Asst Girls Track	Resignation

Leaves

<u>Name</u>	<u>Term</u>	<u>Location/Assignment</u>	<u>Type</u>
Thorpe, Melissa	01/12/2022-06/10/2022	CHS/Para Educator-Intervener	LOAWOP

SUPPLEMENTARY CONTRACT ASSIGNMENTS

Last Name	First Name	Assignment	Location	Amount
Beebe	Leroy	Tennis-Asst JV Coach	Capital High	\$7,189.47
Belcourt	Dean	Softball-JV Asst	Capital High	\$3,274.20
Bieber	Raymond	Tennis-Asst Coach	Helena High	\$2,576.08
Binde	Marty	Tennis-JV Coach	Capital High	\$4,718.70
Bloyder	Mikayla	Track-Asst Girls	Capital High	\$1,621.05
Broadhead	Dane	Track-Asst Boys	Helena High	\$4,012.50
Canney	Lucas	Track-Asst Boys Coach	Helena High	\$3,306.30
Carter	Lonzo	Track-Head Coach	Helena High	\$5,403.85
Clark	Brooke	Track-Asst Girls Coach	Helena High	\$4,333.50
Croft	Justi	Softball-JV Head	Capital High	\$3,563.10
Darfler	Edward	Track-Asst Boys Coach	Helena High	\$1,890.00
Dawes	Levi	Track-Asst Boys	Helena High	\$2,371.06
Evans	Scott	Track-Asst Boys	Capital High	\$1,701.30
Furlong	Colby	Track-Asst Boys	Helena High	\$3,498.90
Garza	Manuel	Track Head Coach	Helena High	\$4,140.90
Gilbert	Kelley	Track-Asst Girls Coach	Capital High	\$3,498.90
Goody	Hollee	Track-Asst Girls Coach	Capital High	\$3,787.80
Heiser	Robert	Tennis-JV Coach	Helena High	\$612.00
Hogan	Brittany	Softball-JV Asst	Capital High	\$3,370.50
Hunt	Jared	Track-Asst Boys Coach	Helena High	\$3,498.90
Hurford	William	Track-Boys Coach	Helena/Capital	\$1,616.00
Hustad	Byron	Track-Asst Girls	Helena High	\$3,884.10
Kain	Thomas	Track-Asst Boys Coach	Capital High	\$3,798.99
Kelly	Timothy	Track-Girls Coach	Capital High	\$5,665.80
Klemp	Jennifer	Softball Coordinator	Helena High	\$3,531.00
Lane	Scott	Track-Girls Coach	Helena High	\$3,571.00
Madsen	Michael	Track-Asst Boys Coach	Helena High	\$1,621.05
McMahon	Richard	Track-Coordinator	Capital High	\$2,576.08
McNeil	Heather	Track-Asst Varsity Girls	Capital High	\$5,074.92
Miller	Lynn	Softball-Varsity Asst	Helena High	\$4,009.96
Miller	Mike	Softball-Head Coach	Helena High	\$1,605.00
Mozer	Andrew	Track-Asst Varsity Girls	Helena High	\$4,600.80
Murgel	Jason	Softball-Varsity Asst	Capital High	\$4,141.76
Parker	Michaela	Track-Asst Girls Coach	Capital High	\$4,173.00
Rensmon	Darryl	Softball-Head JV Coach	Capital High	\$1,605.00
Reyant	Mathew	Track-Head Girls Coach	Capital High	\$1,836.00
Riebe	Nicole	Tennis - Head Coach	Capital High	\$606.00
Keleti	Allie	Track-Asst Girls Coach	Helena High	\$4,933.95
Schulte	Ryan	Softball-Head Coach	Helena High	\$2,832.00
Swenson	Ryan	Tennis - Head Coach	Capital High	\$4,141.76
Thompson	Ricknold	Track-Asst Boys Coach	Capital High	\$4,173.00
Doran	Anna	Track-Asst Girls Coach	Capital High	\$1,605.00
Tyler	Jordan	Tennis-JV Coach	Capital High	\$1,836.00
VanHemelryck	Shelby	Softball-Coordinator	Capital High	\$606.00
Zentz	Jesse	Track-Head Girls Coach	Helena High	\$4,933.95
Clark	Brooke	6th Girls BB	CRA	\$594.00
Fuzesy	Richard	6th Girls BB	CRA	\$641.00
Quinn	Thomas	6th Girls BB	CRA	\$594.00
Sheridan	Jaymee	6th Girls BB	CRA	\$594.00
Wolter	Madeline	6th Girls BB	CRA	\$594.00

Forsman	Emily	7th Girls BB	CRA	\$594.00
Lyndes	Casey	7th Girls BB	CRA	\$641.00
Miller	Lauren	7th Girls BB	CRA	\$594.00
Pilon	Travis	7th Girls BB	CRA	\$594.00
Bell	Joseph	Wrestling	CRA	\$555.00
Nay	Kyle	Wrestling	CRA	\$638.00
Crum	Lisa	6th Girls BB	HMS	\$594.00
Pattison	Michaela	6th Girls BB	HMS	\$594.00
Walsh	Vicki	6th Girls BB	HMS	\$594.00
Barber	Evan	7th Girls BB	HMS	\$594.00
Benson	Jazzamyn	7th Girls BB	HMS	\$594.00
Zapada	DJ	7th Girls BB	HMS	\$594.00
Bogard	Sam	Wrestling	HMS	\$555.00
Murgel	Jarrood	Wrestling	HMS	\$638.00

Helena School District #1

Warrants January 1 to 31, 2022

Direct Deposits: \$3,349,732.47

Payroll Warrants: 70131046-70131079

Payroll Deduction: 69284873-69284900

Non-Check Payroll Deductions: \$5,361,406.38

Non-Check Accts Payable Deductions: \$468,893.66 ***Allegiance payment not included

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

Claim Warrants: 69284510-69285003

CRA Middle School Student Activity Checks: 17235-17237

HMS Middle School Student Activity Checks: 8667-8669

Capital High Student Activity Checks: 23785-23817

Helena High Student Activity Checks: 35624-35668

Cancelled Warrants: \$753.83

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 _____

Helena Public Schools

Sabbatical Recommendation

2022-2023

BACKGROUND:

The New Professionalism Committee has met and reviewed applications for sabbatical leaves for the 2022-2023 school year. The committee recommends the approval of the sabbaticals described briefly below.

Complete applications are on file at the May Butler Center.

Therese Tucker, Helena High School Spanish Teacher Second Semester Sabbatical

Therese plans to live and work in San Juan, Puerto Rico. Her goal is to improve her Spanish abilities while also collaborating with and observing a local language teacher in her classroom. She plans to learn more about the Puerto Rican educational system and will also shadow a teacher of second languages. Therese believes the sabbatical will give her the opportunity to grow professionally and explore other instructional approaches that will enable her to enhance her own teaching upon her return.

Jesika Fisher, Bryant School PBS Resource Teacher First Semester Sabbatical

Jesika is working on her Educational Leadership degree and plans to utilize her sabbatical to complete the 162 administrative hours that are a program requirement. She has made arrangements to divide the hours between a variety of districts. She plans to work with Dr. Travis Campbell at Hillside Elementary School on Joint Base Lewis McChord in Washington, a middle school/ high school principal in St. George, Utah, and Mr. Jason Cummins, Crow Agency Public Schools Administrator.

Recommendation:

Approve Therese Tucker's and Jesika Fisher's sabbaticals.

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

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

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

WHEREAS, the District owns items of personal property consisting of

- 2,114, Assembled 4x5 panels, estimated
- 576, Unassembled 4x5 panels, estimated
- 240, 2x2 panels, estimated
- 155, 2x8 sheets of plexiglass, estimated
- 2,069, 2x4 and 2x2 miscellaneous sheets, estimated; and

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

THEREFORE, BE IT RESOLVED, that the Board of Trustees of Helena School District No. 1, Lewis and Clark County, Montana, shall dispose of the plexiglass as noted above by first, going to bid for the whole lot as noted above, then to donation by lot, then to disposal. Minimum bid starting at \$2,500.00. Donations will be first come first serve on March 2, 2022, beginning at 8:00am and closing at 2:00pm with maximum of 20 pieces per person, each round, until all pieces are gone, and/or participants have acquired what they intend.

The items may be viewed at 1201 Boulder, on February 16, 2022, located at the Facility Maintenance Building between the hours of 8:00am and 2:00pm. Please call Laura Champeaux, 406-324-1723 for more information and to set up an appointment.

Interested parties must submit sealed bids to the Helena School District #1 Business Office, 1325 Poplar Street, Helena, MT 59601 by 3:00pm February 24, 2022. The exterior of all bid envelopes or packages must clearly state: **Sealed Bid for Surplus Plexiglass Lot**. In the event that no bids are received for an item listed above, the District will dispose of the item(s) in any manner deemed appropriate.

This Resolution shall not become effective for 14 days. Upon expiration of the 14-day period, the Superintendent of the District shall effectuate the disposal of the above-described property.

Adopted this ____ day of _____ 2022.

By: _____

Chairperson, Board of Trustees

DISTRICT CLERK CERTIFICATION:

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

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

By: _____

Janelle Mickelson, District Clerk

Helena School District No. 1

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

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

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

WHEREAS, the District owns items of personal property consisting of DVD/VHS players, monitors, projectors, document cameras, laptops, Chromebooks, no hard drives included, and

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

THEREFORE, BE IT RESOLVED, that the Board of Trustees of Helena School District No. 1, Lewis and Clark County, Montana, shall sell or otherwise dispose of the computers and technology equipment identified below:

Pallet 1	Device	Model #
1	Dell	1708FPb
1	HP Monitor	L1706
1	HP Laserjet 2015	P2015
1	HP Scanjet 5590	5590
1	HP Monitor	HP S1933
5	HP Monitor	1702
1	HP Monitor	
1	HP Monitor	
1	HP Printer	HP LaserJet 2015
1	HP Laser Jet Printer	P2035n
1	Printer	HP Envy 5530
1	Printer	HP Photo Smart
3	Keyboards	

Pallet 2	Device	Model #
22	Monitor	HP1702
14	Monitor	HP1706
1	Monitor	HP202
3	Monitor	HP201
4	Monitor	COMPAQs1922
1	Monitor	HP1502
5	Monitor	HPL1901W
1	Monitor	IBM9494
2	Monitor	HPL1908w
2	Monitor	HP1933
1	Monitor	HP ProDisplay201
1	Monitor	HP EliteDisplay E221
1	Monitor	HPL2208W

Pallet 3	Device	Model #
7	Monitors	Dell
2	Monitors	IBM
2	Monitors	HP1908
2	Monitors	HPLA2205LG
1	Monitors	HP1502
1	Monitors	Compaq
6	Monitors	HP1702
18	Monitors	HP1706
1	Monitors	HPL1901W
1	Monitors	HPLA2205WG
4	Monitors	Compaq S1922
3	Monitors	HP1851W
1	Monitors	Aceral2216w
1	Monitors	Compaq 1701
1	Monitors	Samsung SA350
1	Monitors	HP221
1	Monitors	HPLV1911
3	Monitors	HP ProDisplay 201
2	Monitors	HP1901W

Pallet 5	Device	Model #
174	USB Keyboards	
2	Monitor	HP Compaq LA2205wg
9	Monitor	HP L1706
1	Monitor	HP 2805
6	Monitor	HP L1702
1	Monitor	HP 1908W
3	Monitor	HP LA2205wg
1	Monitor	HP LE2201W
1	Monitor	HP P223
1	Monitor	HP ProDisplay 221

Pallet 4	Device	Model #
2	Scanner	Epson3170 Photo
1	Printer	HP2300N
1	Printer	Hp Laserjet P4014dn
1	Scanner	CanoScan 4200 F
1	Scanner	Epson GT1500
1	Printer	HP LaserJet P1006
1	Scanner	HP ScanJet 5590
1	Printer	HPX576DW
1	VHS	RCA
1	DVD	Sony
1	DVD/VHS	JVC HRXVC16BU
1	VHS	JVC
1	VHS	Sony
1	VHS	Hitachi M250
1	VHS/DVD	Toshiba
1	Cassette Player	Sharp
1	DVD/VHS	JVC
1	DVD	Hitachi
1	4 Head Dbl Video	RCA
1	Speaker	Athena
1	Controller	Audio Technica
1	Sound System	JVC
1	Dbl Cassette Deck	JVC
1	Portable Cassette Sound System	Sharp
1	Power Intercom System	Bogon
1	Battery Backup	Belkin
1	Battery Backup	APC

Pallet 6	Device	Model #
1	Ceiling Mount Projector	Epson 83Ut
1	Ceiling Mount Projector	Epson Powerlite 92
2	Ceiling Mount Projector	Epson Powerlite 62C
1	Ceiling Mount Projector	Epson Powerlite S11
1	Ceiling Mount Projector	NEC NP1000
1	Ceiling Mount Projector	Infocus
8	Ceiling Mount Projector	Epson Powerlite 83+
33	Document Camera	Epson DC10
1	Presenter	Elmo Visual Presenter
1	Document Camera	Epson ELPDC11
1	Charging Cables	45 & 65 Watt
1	E instruction	CPS System
1	Monitor	Compaq 1825
1	Monitor	HP 1906

Pallet 5	Device	Model #
174	USB Keyboards	
2	Monitor	HP Compaq LA2205wg
9	Monitor	HP L1706
1	Monitor	HP 2805
6	Monitor	HP L1702
1	Monitor	HP 1908W
3	Monitor	HP LA2205wg
1	Monitor	HP LE2201W
1	Monitor	HP P223
1	Monitor	HP ProDisplay 221

Pallet 7	Device	Model #
225	Chromebook	Chromebook 14
Pallet 8	Device	Model #
240	Chromebook	Chromebook 14

Pallet 9	Device	Model #
1	HP Printer	Laserjet 4200
1	HP Printer	Laserjet Pro 452nw
1	HP Printer	Laserjet Pro 400
1	HP Printer	Laserjet P4014
1	HP Printer	Laserjet P2015
1	HP Printer	Laserjet CP4025
1	HP Printer	Laserjet 1536dnf
1	HP Printer	HP CP3525
1	HP Printer	Laserjet 1150
1	HP Printer	Laserjet CM1415
1	Epson Printer	C431A
1	Samsung Printer	ML2250
1	Lex Mark Printer	E210
Pallet 10	Device	Model #
126	Laptops	HP Probook 440

The items may be viewed at Helena Middle School Warehouse, located at 1010 Idaho Ave, Helena, MT, March 1, 2022, between the hours of 1:00 pm and 2:00 pm. Please call Education Technology Administrator, Gary Myers at (406) 324-2028 for more information. Purchased by pallets, not individually. Purchasing parties are responsible for the pickup or shipping of purchased pallets no later than March 15, 2022. Interested parties must submit sealed bids to the Helena School District #1 Business Office, 1325 Poplar Street, Helena, MT 59601 by 3:00 pm on March 8, 2022. The exterior of all bid envelopes or packages must clearly state: **Sealed Bid for Surplus Technology Equipment.** In the event that no bids are received for an item listed above, the District will dispose of the item(s) in any manner deemed appropriate.

This Resolution shall not become effective for 14 days. Upon expiration of the 14-day period, the Superintendent of the District shall effectuate the sale or disposal of the above-described property. Money realized from the sale of any of the above-identified items shall be credited to the technology funds.

Adopted this ____ day of _____ 2022.

By: _____

Chairperson, Board of Trustees

DISTRICT CLERK CERTIFICATION:

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

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

By: _____

Janelle Mickelson, District Clerk

Helena School District No. 1

Board of Trustees Regular Meeting

Call for Annual Regular Election



I. NEW BUSINESS

C. Items for Action

1. Call for Annual Election

- a) Elementary Trustees Calling for The Annual Regular Election
- b) High School Trustees Calling for The Annual Regular Election

Background:

The annual regular school election is held on the first Tuesday after the first Monday in May, which is May 3rd this year. Pursuant to 20-20-201, MCA, trustees must call for the election by resolution no later than 70 days before election day. Helena Public Schools entered into an agreement with the Lewis and Clark County Elections Office to conduct school elections for the district. The annual regular school election will be by mail ballot. The drop off location for ballots is at the Lewis and Clark County Elections Office located in the City-County Building. Voters will elect three trustees who reside within the elementary school district boundaries to serve a three-year term. General fund mill levy approval for both the high school and elementary are also being requested at this time. If it is later determined that any portion of the election is not required, that portion will be cancelled.

Considerations:

- Neither the ability to run a general fund mill levy nor the amount of the levy will be known until after the spring enrollment count and the issuance of preliminary budget data sheets. However, due to the statutory requirement to call for the election no later than 70 days before the election, the recommendation is to include the general fund mill levy request in the resolution. If the Board later determines that the mill levy cannot be requested or is not desired, that portion of the election can be cancelled. Based on fall enrollment counts, the District could run an elementary levy for approximately \$280,000 and high school levy for approximately \$540,000.
- If the number of candidates filing a nomination petition or filing a declaration of intent to be a write-in candidate is equal to or less than the number of open trustee positions, the trustee election can be cancelled.
- The county elections office has requested that the exact language, including amounts, for any and all levies be transmitted to their office by March 24th so they may begin to prepare the ballot layout in the week leading up to the April 1st ballot certification deadline. Any portion of the election may still be cancelled up until the April 1st deadline.
- The cost of running an election can range (depending on the number of ballots and number voters) from approximately \$45,000-\$60,000.

Superintendent recommendation:

Approve the attached resolution calling for the annual regular election.

TRUSTEE RESOLUTION CALLING FOR THE ANNUAL REGULAR ELECTION

BE IT RESOLVED, the Board of Trustees for Helena Elementary School District No. 1, Lewis and Clark County, State of Montana, will hold the Annual Regular School Election by mail ballot on Tuesday, the 3rd day of May, 2022, which date is not less than seventy (70) days after the passage of this resolution.

Voting will end at 8:00 p.m. on Election Day. The designated place of deposit will be located at:

The Lewis and Clark County Elections Office, City-County Building, 316 North Park Ave., Room 168, Helena, MT 59623, during regular business hours, Monday through Friday from 8:00 a.m. to 5:00 p.m., and on Election Day, May 3, 2022, from 7:00 a.m. to 8:00 p.m.

The purpose of the election is to elect 3 (Three) trustees for three-year terms. Anyone interested in these positions must be qualified to vote and live with the Helena Elementary District boundary.

Approval of additional levies to operate and maintain the general fund for FY 2023 will also be requested.

If it is later determined that any portion of the election is not required, the Board of Trustees authorizes the Lewis and Clark County election administrator, Amy Reeves, to cancel that portion of the election in accordance with [13-1-304](#) and [20-3-313](#), MCA.

Three electors of this district who are qualified to vote at such election are hereby appointed to act as judges at the election as follows:

- | Election Judge | Address |
|---------------------|---------------------------------------|
| 1. Susan Russell, | 530 Coventry Court, Helena, MT 59601 |
| 2. Judy Gardner, | 1430 Brady St, Helena, MT 59601 |
| 3. Melanie LaClair, | 2014 Switchgrass Ct, Helena, MT 59601 |

BE IT FURTHER RESOLVED, that the clerk of this school district is hereby directed to notify the above named election judges of their appointment and to notify the county election administrator of the date of holding said election, and request the clerk to close regular registration and to prepare and furnish election materials as required by law. If any of these judges should not be able to serve, the election administrator will choose a replacement from certified judges.

No further proceedings were conducted relating to the election.

Luke Muszkiewicz
Print Name of Board Chair

Signature of Board Chair

T. Janelle Mickelson
Print Name of Clerk

Signature of Clerk

DATED this _____ day of _____, 20__.

TRUSTEE RESOLUTION CALLING FOR THE ANNUAL REGULAR ELECTION

BE IT RESOLVED, the Board of Trustees for Helena High School District No. 1, Lewis and Clark County, State of Montana, will hold the Annual Regular School Election by mail ballot on Tuesday, the 4th day of May, 2021, which date is not less than seventy (70) days after the passage of this resolution.

Voting will end at 8:00 p.m. on Election Day. The designated place of deposit will be located at:

The Lewis and Clark County Elections Office, City-County Building, 316 North Park Ave., Room 168, Helena, MT 59623, during regular business hours, Monday through Friday from 8:00 a.m. to 5:00 p.m., and on Election Day, May 4, 2021, from 7:00 a.m. to 8:00 p.m.

The purpose of the election is to request approval of additional levies to operate and maintain the general fund for FY 2023.

If it is later determined that any portion of the election is not required, the Board of Trustees authorizes the Lewis and Clark County election administrator, Amy Reeves, to cancel the election in accordance with [13-1-304](#) and [20-3-313](#), MCA.

Three electors of this district who are qualified to vote at such election are hereby appointed to act as judges at the election as follows:

- | Election Judge | Address |
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| 1. Susan Russell, | 530 Coventry Court, Helena, MT 59601 |
| 2. Judy Gardner, | 1430 Brady St, Helena, MT 59601 |
| 3. Melanie LaClair, | 2014 Switchgrass Ct, Helena, MT 59601 |

BE IT FURTHER RESOLVED, that the clerk of this school district is hereby directed to notify the above named election judges of their appointment and to notify the county election administrator of the date of holding said election, and request the clerk to close regular registration and to prepare and furnish election materials as required by law. If any of these judges should not be able to serve, the election administrator will choose a replacement from certified judges.

No further proceedings were conducted relating to the election.

Luke Muszkiewicz
Print Name of Board Chair

Signature of Board Chair

T. Janelle Mickelson
Print Name of Clerk

Signature of Clerk

DATED this _____ day of _____, 20__.

Board of Trustees Regular Meeting

Approval of MOU with the DPHHS and the OPI



I. NEW BUSINESS

C. Items for Action

2. Approve Memorandum Of Understanding (MOU) with the Department of Public Health and Human Services (DPHHS) and the Office of Public Instruction (OPI)

Background:

Medicaid pays for covered services provided to Medicaid-enrolled children and adolescents. Comprehensive School and Community Treatment (CSCT) is one of several school-based health service programs eligible for federal Medicaid reimbursement. It is for school based mental health services. School districts provide the services, typically through contracts with providers such as AWARE, Altacare, Shodair, Intermountain Children's Home, Yellowstone Boys & Girls Ranch, etc. Medicaid reimbursements are administered through the DPHHS. The DPHHS' plan is approved by the Centers for Medicare & Medicaid Services – U.S. Dept. of Health & Human Services (CMS).

There are several rules involved in receiving federal financial participation (FFP) reimbursements, including but not limited to:

- Schools, providers in schools or school-based health centers must meet federal and state requirements for Medicaid providers
- The local education agency (LEA), i.e. school must contribute non-federal dollars to help meet the full cost of the services. This is referred to as the local match.
- The DPHHS' plan must include the methodology used for demonstrating the local match

Prior to June 30, 2020, school districts complied with the match requirements with what was referred to as a ***“soft match”***

- The DPHHS sent schools a Certification of Match (COM) cover letter with instructions on how certify their local match requirement for the previous fiscal year.
- Schools entered key information in the OPI MAEFAIRS CSCT Match module, such as:
 - # of CSCT students
 - Match requirement amount (calculated and provided by the DPHHS in the COM)
 - Square feet of CSCT room
 - Square feet of entire building
- Using expenditure data from the Trustee's Financial Summary, a schedule of Eligible Non-Federal Expenditures for CSCT Match was generated.

The U.S. Government Accountability Office and the Health and Human Services Office of Inspector General raised concerns about Medicaid billing for school-based services, including CSCT. The CMS updated its guidance and oversight. In 2016, the CMS disallowed Montana DPHHS' methodology for the local match. The DPHHS appealed the CMS' ruling and received forbearance up until the CMS stood firm and the “Soft match” methodology ended June 30, 2020.

DPHHS had its own state funds and used them as a “hard match” to keep the program running for FY 2021.

HB671, was enacted during the 2021 legislative session and codified in section 20-9-240, MCA, Funding For School-Based Medical Services. A school-based services account in the state special revenue fund was created. The fund receives matching funds from school districts and fulfills financial requirements of the CMS for Medicaid reimbursement. The OPI and the DPHHS are required to collaborate to facilitate school districts in securing federal Medicaid reimbursements under the CSCT program. Approximately \$2.2 million as bridge funding was appropriated in HB 2, beginning July 1, 2021, to keep the program running until the DPHHS and the OPI fulfilled their obligation.

The OPI and the DPHHS worked on the Intergovernmental Transfer (IGT) process, which is one of the accepted methods for complying with the match requirement. The basic process is as follow:

- School district sends the local match to the OPI.
- OPI verifies, administers collection of the money, then transfers matching funds to the DPHHS.
- The DPHHS distributes the CSCT reimbursement to school districts (full amount, federal & local match).
- School district deposits the reimbursement in Fund X15 Miscellaneous Programs.
- School district pays contracted providers the negotiated rate.

Considerations:

- The attached MOU is an agreement entered into between the DPHHS, the OPI and Helena Public Schools for the CSCT Intergovernmental Transfer program. In order for the District to process claims the MOU must be approved by the Board and signed by the Chairperson of the Board.

Superintendent recommendation:

Approve the attached MOU for the CSCT Intergovernmental Transfer program.



January 18, 2022

Dear CSCT Districts:

As you are aware, the Montana Office of Public Instruction (OPI), Department of Health & Human Services (DPHHS), and the Montana School Board Association have been working diligently to finalize the Memo of Understanding for the Comprehensive School and Community Treatment (CSCT) Intergovernmental Transfer program. Enclosed is the final version of the CSCT MOU which has two revisions from the November 2021 version. These changes include an MCA reference change in the first paragraph of the MOU as well as the inclusion of a double indemnification in Section 8.

As a reminder, for districts to process claims they will need to have the enclosed CSCT MOU Board approved and signed. As the bridge funding has been fully exhausted as of December 2021, districts must send the signed CSCT MOU to DPHHS on or before February 11, 2022, in order for DPHHS to release the federal portion of submitted January claims. Please send completed CSCT MOU to Christine White at chwhite@mt.gov.

OPI would like to thank you for your continued commitment in serving kids through mental health services. As it is the district's choice to participate in the CSCT program, OPI reminds districts there are various options for funding district match requirements for the CSCT program. OPI has provided [Accounting Guidance](#) outlining these options which also includes allowable uses of ESSER funding that can be used to directly fund CSCT services.

Please feel free to contact me with any CSCT MOU or process questions. I can be reached at (406) 444-4523 or jphillips3@mt.gov.

Respectfully,

A handwritten signature in cursive script that reads "Jay Phillips".

Jay Phillips
Chief Financial Officer
Montana Office of Public Instruction

STATE OF MONTANA INTERGOVERNMENTAL AGREEMENT FOR THE TRANSFER OF MONIES TO THE STATE

Whereas, § 20-9-240, Montana Code Annotated, requires OPI and DPHHS to collaborate to facilitate school districts in securing federal reimbursement when a district provides services eligible for reimbursement under the Medicaid and Children's Health Insurance Program; and

Whereas, any Montana public school district organized under the provisions of Title 20, Montana Code Annotated, is eligible to participate.

NOW, THEREFORE, the respective parties to this Agreement hereby agree as follows:

SECTION 1. PARTIES

This Agreement is entered into between the Montana Department of Public Health and Human Services, Children's Mental Health Bureau (hereinafter referred to as "DPHHS"), the Montana Office of Public Instruction (hereinafter referred to as "OPI"), and the local public school district (hereinafter referred to as "DISTRICT") that are signatories to the Agreement.

SECTION 2. PURPOSE OF AGREEMENT

The purpose of this Agreement is to provide for a MONTHLY voluntary intergovernmental transfer of monies from the DISTRICT to the OPI, and from the OPI to DPHHS. Upon receipt of the monies, DPHHS will make a payment to the DISTRICT as described in Sections 4 and 5.

It is the intent of the parties that the procedures herein fully comply with federal and state laws, rules, and regulations.

SECTION 3. TERM OF AGREEMENT

The effective term of this Agreement is January 1, 2022, or the exhaustion of the state bridge funding available and appropriated to the DISTRICT, whichever occurs later, through June 30, 2022, and will be automatically extended for subsequent one-year terms each July 1st, unless terminated otherwise in accordance with the provisions of this Agreement.

SECTION 4. CALCULATION OF AMOUNT OF MONIES

Payment amounts will be calculated based on the following process in accordance with the timeline set forth in Section 5:

1. On a monthly basis, DPHHS will calculate total computable payment amounts due to each DISTRICT for the comprehensive school and community treatment (CSCT) service approved under the Medicaid State Plan, based on claims submitted by the DISTRICT and processed by the Montana Medicaid Information System during the previous month;
2. DPHHS will notify the OPI of the state match share of the match payment required for each DISTRICT;
3. OPI will notify each DISTRICT of the state match share of the match payment requirement;
4. Each DISTRICT will transfer an amount equal to the state share to the OPI;
5. OPI will deposit the monies collected from the DISTRICT in the school-based services account, pursuant to § 20-9-240, Montana Code Annotated;
6. OPI will transfer match fund to DPHHS to use deposited monies as the non-federal share of CSCT Medicaid reimbursement; and
7. DPHHS will make the total computable payment to each DISTRICT.

SECTION 5. CONDITIONS FOR TRANSFER OF MONIES

DPHHS will submit a report to OPI by the first of the month or closest business day if the first of the month occurs on a weekend or holiday, specifying the match amount due by each DISTRICT by National Provider Identifier (NPI).

OPI will notify each DISTRICT of the match amount due.

The DISTRICT will transfer to OPI, within a 10-business-day window beginning on the first day of the month or closest business day if the first of the month occurs on a weekend or holiday, after notification by OPI, the amount specified in Section 4.4.

OPI will deposit the verified monies collected from the DISTRICT, as soon as possible, but no later than the last business day within the 10-business-day window after receipt from the DISTRICT, in the school-based services account.

OPI will transfer verified monies via electronic fund transfer to DPHHS and will notify DPHHS which DISTRICTS have met the match amount in its entirety on or before the third Monday of the month.

DPHHS will release suspended claims by Internal Claim Number (ICN) no later than the third Tuesday of the month to process on the third Wednesday of the month.

DPHHS will transfer to the DISTRICT, by the Monday following the third Wednesday of the month the total computable payment amount as specified in Section 4 through an electronic fund transfer.

DPHHS will not provide a DISTRICT with Medicaid reimbursement for CSCT services if the amount specified in Section 4.4 is not transferred in its entirety from the OPI to DPHHS as provided in this Section.

The DISTRICT certifies that the funds transferred as described in this Agreement are made voluntarily and neither the State nor OPI has, through statute, rule, or otherwise, required the DISTRICT to provide the funding.

The DISTRICT will receive one hundred percent of payment as provided in this Agreement or as required by federal law or regulatory authority.

SECTION 6. LIMITATION UPON SOURCE OF MONIES

The monies to be transferred from the DISTRICT to OPI must:

1. Not be federal funds, unless authorized by Federal law to be used to match other Federal funds, in accordance with 42 CFR 433.51(c).
2. Not be CSCT funds deposited in Fund 15 by the local districts.
3. Not be derived from a licensing fee, assessment, or other mandatory payment defined as a "health care related tax" under 42 CFR 433.68.

By signing this Agreement, the DISTRICT certifies that the monies transferred meet the requirements of this section.

SECTION 7. TERMINATION

Any Party may terminate this Agreement at any time, with or without cause, by providing 30-days' written notice to all other Parties to this Agreement.

In the event of early termination, the process described in Sections 4 and 5 shall be completed as to any claims submitted by the DISTRICT prior to or during the 30-day notice period.

DPHHS may immediately terminate this Agreement for any of the following reasons:

- 1) Federal or State laws, regulations, or guidelines are changed or interpreted in such a way that the provision of district-generated monies as match for federal

Medicaid monies is no longer feasible;

2) The Centers for Medicare and Medicaid Services (CMS) fails to approve the Medicaid state plan amendment;

3) DPHHS fails to receive the necessary appropriated funds to maintain the current Medicaid reimbursement to the eligible DISTRICT;

4) The DISTRICT fails to transfer the necessary amount of monies in accordance with the terms of this Agreement;

5) DPHHS is no longer able to, or allowed to, dedicate Medicaid funding to the payment of CSCT services for recipients of Medicaid funded services; or

7) DPHHS is precluded by a court of competent jurisdiction from implementation of this Agreement or of the Medicaid reimbursement for CSCT services.

SECTION 8. INDEMNIFICATION

The DISTRICT agrees to indemnify and hold DPHHS and OPI harmless if the DISTRICT does not meet the terms of this Agreement. The DISTRICT'S liability under this section shall not exceed the amount of federal financial participation in any Medicaid payments received by the DISTRICT that DPHHS or CMS determines it was not entitled to.

In the event an erroneous payment was made, DPHHS will return the portion of the recoupment representing the non-federal share contributed by the DISTRICT under this Agreement in accordance with federal regulatory requirements.

DPHHS agrees to indemnify and hold the DISTRICT harmless for claims arising or relating to claims by any CSCT service provider for non-payment if the DISTRICT meets the terms of this Agreement and such non-payment is the direct result of DPHHS's failure to meet the terms of this Agreement.

OPI agrees to indemnify and hold the DISTRICT harmless for claims arising or relating to claims by any CSCT service provider for non-payment if the DISTRICT meets the terms of this Agreement and such non-payment is the direct result of OPI's failure to meet the terms of this Agreement.

Each party to the Agreement shall defend, indemnify, and hold harmless every other party to the Agreement to any third-party claims, losses, liabilities, expenses, and/or attorney fees, arising from such party's negligent or intentional conduct related to the operation of this Agreement and/or such party's breach of this Agreement.

SECTION 9. LIAISON

The Appendix includes a list of liaisons for DPHHS, OPI, and the DISTRICT. These persons serve as the primary contacts between the parties regarding the performance of this Agreement.

SECTION 10. AGREEMENT IN ITS ENTIRETY

This Agreement consists of this document and there are no other agreement documents unless specifically referenced and incorporated in the Agreement. There are no understandings; agreements or representations, oral or written not specified herein regarding this Agreement. No waiver, consent, modification or change of terms of this Agreement is binding upon either party unless stated in writing and signed by all parties.

SECTION 11. THIRD PARTY BENEFICIARIES

DPHHS, OPI, and the DISTRICT are the only parties to this Agreement and are the only parties entitled to enforce its terms. Nothing in the Agreement gives, or is intended to give, or is to be construed to give or provide any benefit or right, whether directly or indirectly or otherwise, to third persons unless such third persons are individually identified by name herein and expressly described as intended beneficiaries of the terms of this Agreement.

The parties to this Agreement agree to abide by the terms and conditions set forth in this Agreement. The parties have executed this Agreement on the dates set out below, and certify that they have read, understood, and agreed to the terms and conditions of this Agreement, accordingly.

SECTION 12. GOVERNING LAW, JURISDICTION, AND VENUE

This Agreement shall be interpreted and enforced in accordance with the laws of the State of Montana. The parties agree the appropriate venue for any litigation initiated by any party to this Agreement for the purposes of enforcing or interpreting this Agreement shall be the Montana First Judicial District Court.

SECTION 13. SEVERABILITY

If any provision of this Agreement is determined by a court of competent jurisdiction to be invalid or unenforceable for any reason, the remaining provisions will continue to be valid and enforceable. If a court finds that any provision of this Agreement is invalid or unenforceable, but that by limiting such provision it would become valid and enforceable, then such provision will be deemed to be written, construed, and enforced as so limited.

The parties to this Agreement agree to abide by the terms and conditions set forth in this Agreement. The parties have executed this Agreement on the dates set out below, and certify they have read, understood, and agreed to the terms and conditions of this Agreement, accordingly.

DPHHS

Aden Nair

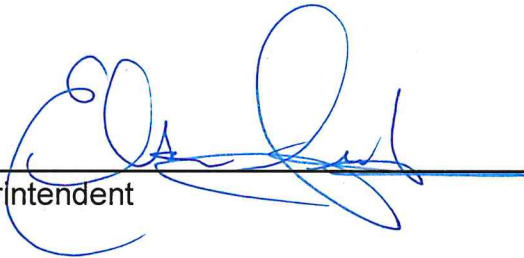
Director

1-10-2022

Date

OPI

Superintendent



Date

1-10/2022

School District

Chairman of the Board of Trustees

Date

Board of Trustees

Approval of the Lincoln Center Roof Replacement Project



V. NEW BUSINESS

C. Items for Action

3. Approval of the Lincoln Center Roof Replacement Project.

Background:

The Lincoln Center Roof Replacement Project consists of removing the existing 25+ year old roofing systems on the building totally approximately 20,701 square feet and replacing the roof with a new, fully adhered single ply roofing system and new architectural class 4 shingles.

The Lincoln Center Roof Replacement Project for 2022 bid on January 18, 2022. The contractor that provided the school district with the lowest bid to perform the work was Summit Roofing.

The Summit Roofing bid was \$58,146.00 lower than the next low bid.

Cushing Terrell, our partner on roofing projects believes that the submitted low bid falls in line with current pricing even with the material volatility currently being seen throughout the roofing marketplace. Cushing Terrell is also confident in Summit Roofing ability to successfully perform the work of the project in accordance with the Construction Documents.

Considerations:

- We have worked with Summit Roofing in the past and have had a successful relationship on those projects.
- The bid was completed in accordance with policy and Summit was the lowest competent bidder at \$209,750.

Superintendent recommendation:

Approve the contract with Summit Roofing for the Lincoln Center Roof Replacement Project.

MEMORANDUM

Date: January 18, 2022

To: Helena Public Schools
Attn: Rob Brewer
1201 Boulder Avenue
Helena, MT 59601

From: Cushing Terrell

RE: Award Recommendation
Lincoln Center – Roof Replacement Project

To whom it may concern.

The Lincoln Center Roof Replacement Project for the summer of 2022 bid on January 18, 2022. The contractor that provided the school district with the lowest bid to perform the work was Summit Roofing. Summit Roofing bid was \$58,146.00 lower than the next low bid.

The project consists of removing the existing 25+ year old roofing systems on the building totaling approximately 20,701 square feet and replacing the roof with a new, fully adhered single ply roofing system and new architectural class 4 shingles.

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

It is Cushing Terrell's recommendation that the school district award the contract for the Roof Replacement Project at Lincoln Center to Summit Roofing, Inc. in the amount of \$209,750.00.

Please see attached official bid tabulation sheet.

Sincerely,



Patrick Todd
Associate / Roofing & Building Envelope Specialist

Cushing Terrell

BID TABULATION

HELENA PUBLIC SCHOOLS

Project: Lincoln Center
2022 Roof Replacement Project

Date: 1/18/2022
Location: District Facilities Office
Time: 11:00 AM MDT

Project Ref: HPS22_LIN_RR

CONTRACTOR	Red'd 10% Bid Bond	Rec'd. Add. # 1	Base Bid Roof Replacement
C&C Construction of the Pac. NW <small>Contractor Registration # 260917</small>	X	X	\$299,376.84
CentiMark, Corp. <small>Contractor Registration # 31442</small>	X	X	\$267,896.00
Summit Roofing INC. <small>Contractor Registration # 55897</small>	X	X	\$209,750.00
Ace Roofing LLC. <small>Contractor Registration # 161199</small>	X	X	\$301,670.00
Cushing Terrell			\$250,469.00

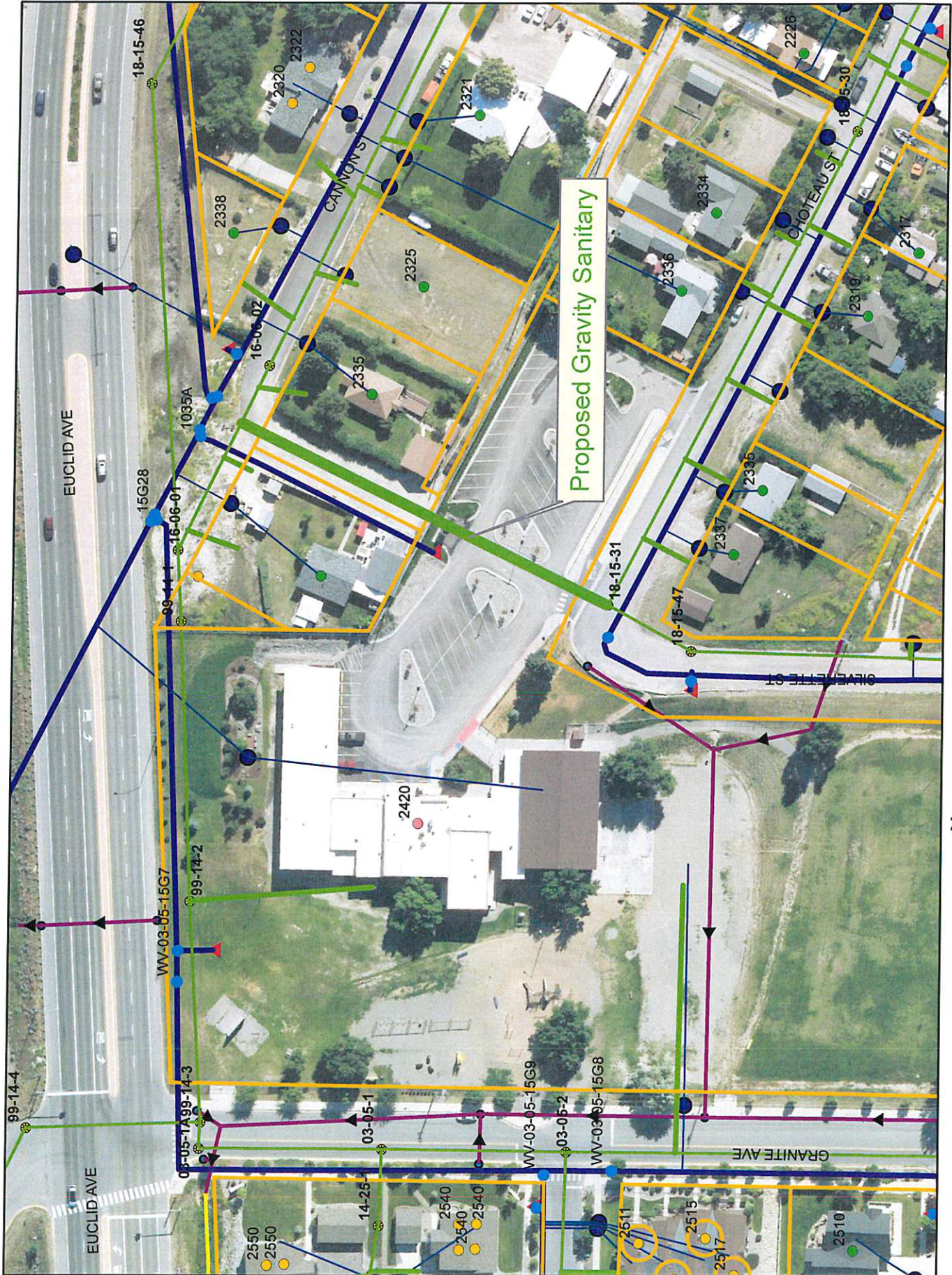
Project Name **Lincoln Center - Helena**
 Roof System: **Thermo Plastic Single Ply System**
 Project Number **HPS22 LIN_RR**
 Total Roof Area **20639 SF**
 Cost per SF \$12.14

		Quantity	Units	Material Price w/ OH & P	Labor Price w/ OH & P	Sub Total
DIV 01 General Conditions						
Sub	Misc. Equipment Crane & Lifts	1	LUMP	\$ 3,075.00	\$ 2,160.00	\$5,235.00
	Load / Set-up / Take-down	65	HR	\$ -	\$ 4,330.00	\$4,330.00
Sub	Warranty Fees (20 year NDL)	8288	SF	\$ 1,529.14	\$ -	\$1,529.14
DIV 02 Demolition						
Roof Section: 1						
	Remove Single Ply Roof Assembly	8288	SF	\$ -	\$ 5,521.09	\$5,521.09
	Disposal 1'	89.5	CY	\$ 3,854.30	\$ -	\$3,854.30
	Remove shingle Roof Assembly	12351	SF	\$ -	\$ 8,227.67	\$8,227.67
	Disposal Shingles	66.7	CY	\$ 2,871.89	\$ -	\$2,871.89
DIV 05 Metal						
	Fabricate & install new vented parapet cap	67	LF	\$ 356.75	\$ 22.32	\$379.07
	Fabricate & install new counterflashing	48	LF	\$ 232.56	\$ 15.99	\$248.55
	Fabricate & install new step flashing	48	LF	\$ 213.37	\$ 15.99	\$229.36
	Fabricate & install new head flashing	20	LF	\$ 92.10	\$ 6.66	\$98.76
DIV 06 Wood & Plastics						
Roof areas						
	Wood substright - 5/8" OSB	12351	SF	\$ 18,959.28	\$ 2,571.15	\$21,530.43
	Core Vent at Parapet	67	LF	\$ 356.75	\$ 74.39	\$431.14
DIV 07 Thermal & Moisture Protection						
	Substright board 1/4" DensDeck Prime MA	8288	SF	\$ 9,541.81	\$ 1,725.34	\$11,267.15
	Single Ply 60-mil TPO FB- FA	8288	SF	\$ 25,842.40	\$ 920.18	\$26,762.58
	TPO Baseflashing	438	LF	\$ 1,365.71	\$ 364.72	\$1,730.43
	TPO Curb Baseflashing	96	LF	\$ 291.66	\$ 106.58	\$398.24
	Plumb Pipe Jacks	23	EA	\$ 3,126.05	\$ 766.08	\$3,892.12
	Fabricate & install drip edge 24 Ga	157	LF	\$ 584.93	\$ 69.72	\$654.65
	Install tapered between drain	356	SF	\$ 1,246.64	\$ 118.58	\$1,365.22
	Install new synthetic base sheet	9975	SF	\$ 9,729.52	\$ 664.49	\$10,394.00
	Install new ice & water shield	2376	SF	\$ 3,077.37	\$ 395.70	\$3,473.07
	Install new starter course	683	LF	\$ 884.61	\$ 758.31	\$1,642.92
	Install new Class 4 shingle	12351	SF	\$ 37,523.57	\$ 4,113.83	\$41,637.41
	Install new Hip / Ridge	561	LF	\$ 1,426.29	\$ 2,491.42	\$3,917.71
	Install new valley metal	109	LF	\$ 418.30	\$ 363.05	\$781.35
	Install new turtle vents	48	EA	\$ 1,918.80	\$ 1,598.77	\$3,517.57
	Install new Style - D Edge Metal	683	LF	\$ 1,015.67	\$ 758.31	\$1,773.97
	Install new step flashing	48	LF	\$ 194.18	\$ 159.88	\$354.06
	Field Flash Vent pipes	4	EA	\$ 159.90	\$ 266.46	\$426.36
	Fabricate & install new SM jack	4	EA	\$ 415.74	\$ 266.46	\$682.20
DIV 22 Plumbing						
	Install new roof gutter	697	LF	\$ 8,916.02	\$ 773.85	\$9,689.87
	Install new roof downspouts	20	EA	\$ 6,396.00	\$ 1,332.31	\$7,728.31
	Fabricate & install new Conductor heads/ downspouts	5	EA	\$ 3,997.50	\$ 333.08	\$4,330.58

Material	Total	
Price w/ OH & P	Labor Price	
\$148,613.82	\$ 41,292.35	\$190,906.17
Bonds & Insurance - Roofing :	2.50%	\$4,772.65
Material added shipping cost	2.0%	\$3,913.68
material volatility cost	15.0%	\$29,351.82
Design Contingency :	3.0%	\$5,870.36
Construction Contingency :	8.0%	\$15,654.31

Budget Estimate Total : \$250,468.90

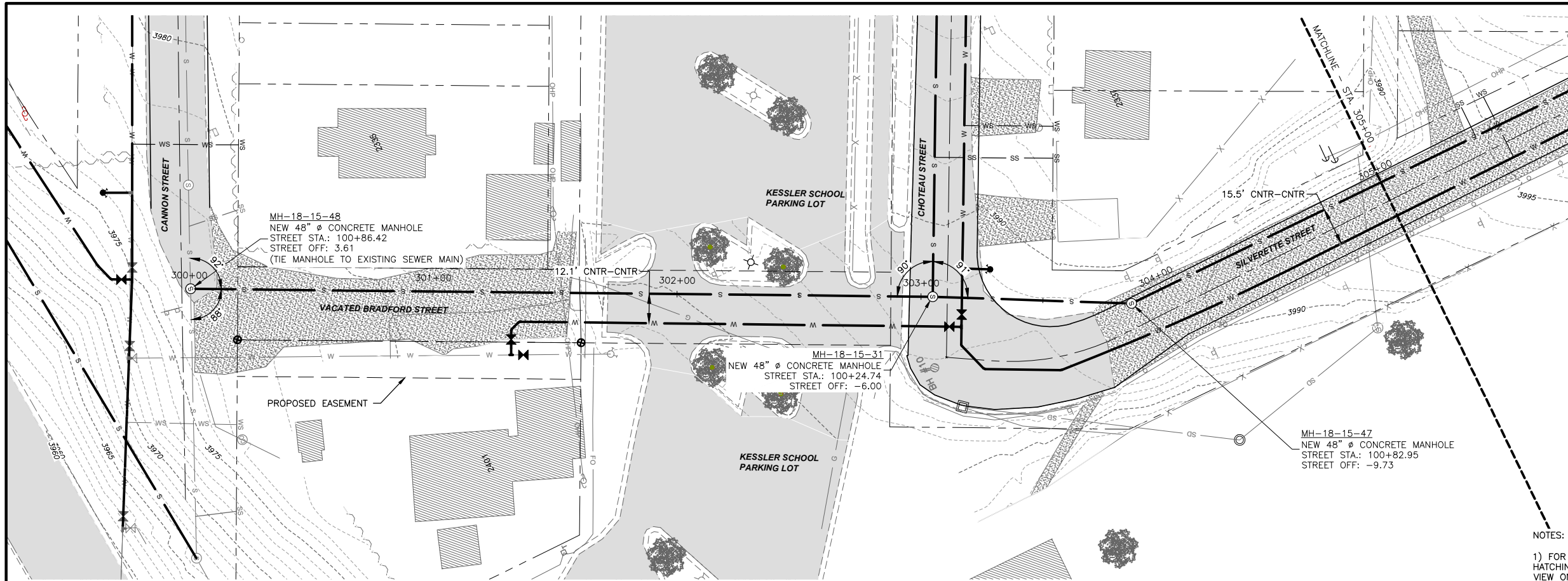
S/SF \$12.14
 Total Labor Hours 587.44
 Crew Size : 5 man



Proposed Gravity Sanitary



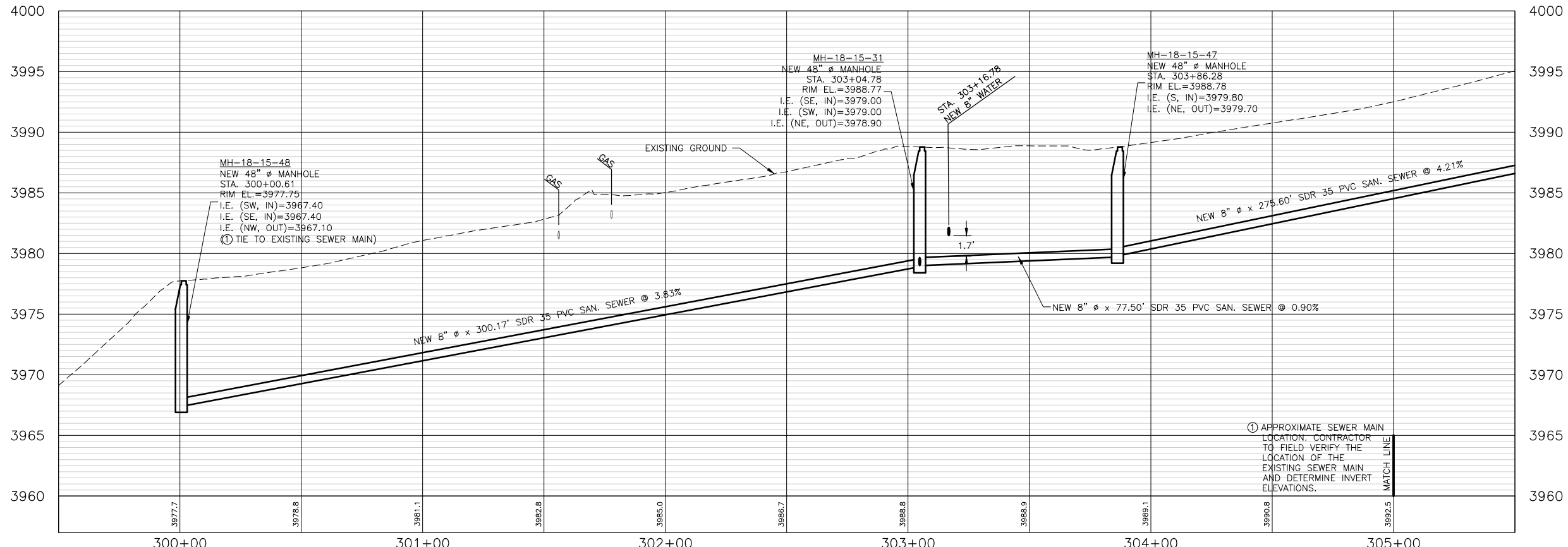
1 in = 100 ft



PLAN VIEW
 0 25 50
 SCALE IN FEET

NOTES:

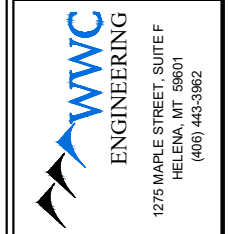
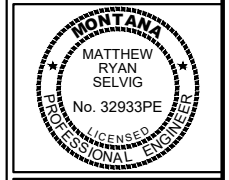
- 1) FOR CLARITY, THE PROPOSED PAVEMENT HATCHING HAS BEEN OMITTED WITHIN PLAN VIEW ON THIS SHEET.
- 2) ALL PROPOSED ROAD PAVEMENT SHALL BE 24' WIDE, AND ALL PAVEMENT INTERSECTION RETURNS SHALL BE 18' RADIUS UNLESS OTHERWISE NOTED.



PROFILE VIEW
 HORIZONTAL SCALE: 1" = 50'
 VERTICAL SCALE: 1" = 10'

NO.	REVISION DESCRIPTION	BY	DATE

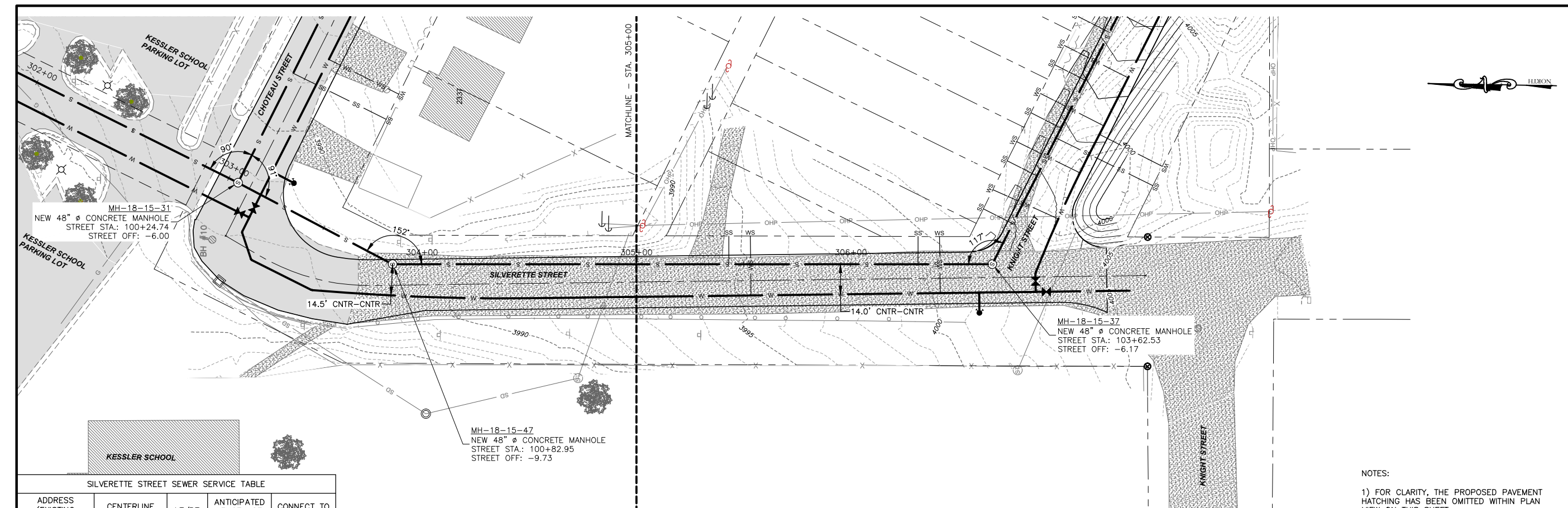
PROJECT: 2018-15
DESIGNED: MRS
DRAWN: MRS
CHECKED: DDP
APPROVED: STH
DATE: JUNE 26, 2019



CITY OF HELENA
WESTSIDE WATER & SEWER
 PHASE 2
 SILVERETTE ST. SEWER PLAN PROFILE-1
 STA. 300+00 TO 305+00

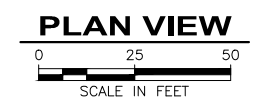
FINAL

K:\Helena\COH\18-130 Westside\DWG\SHEETS\SWR\Phase 2\Silverette St. Sewer Plan Profile-2.dwg

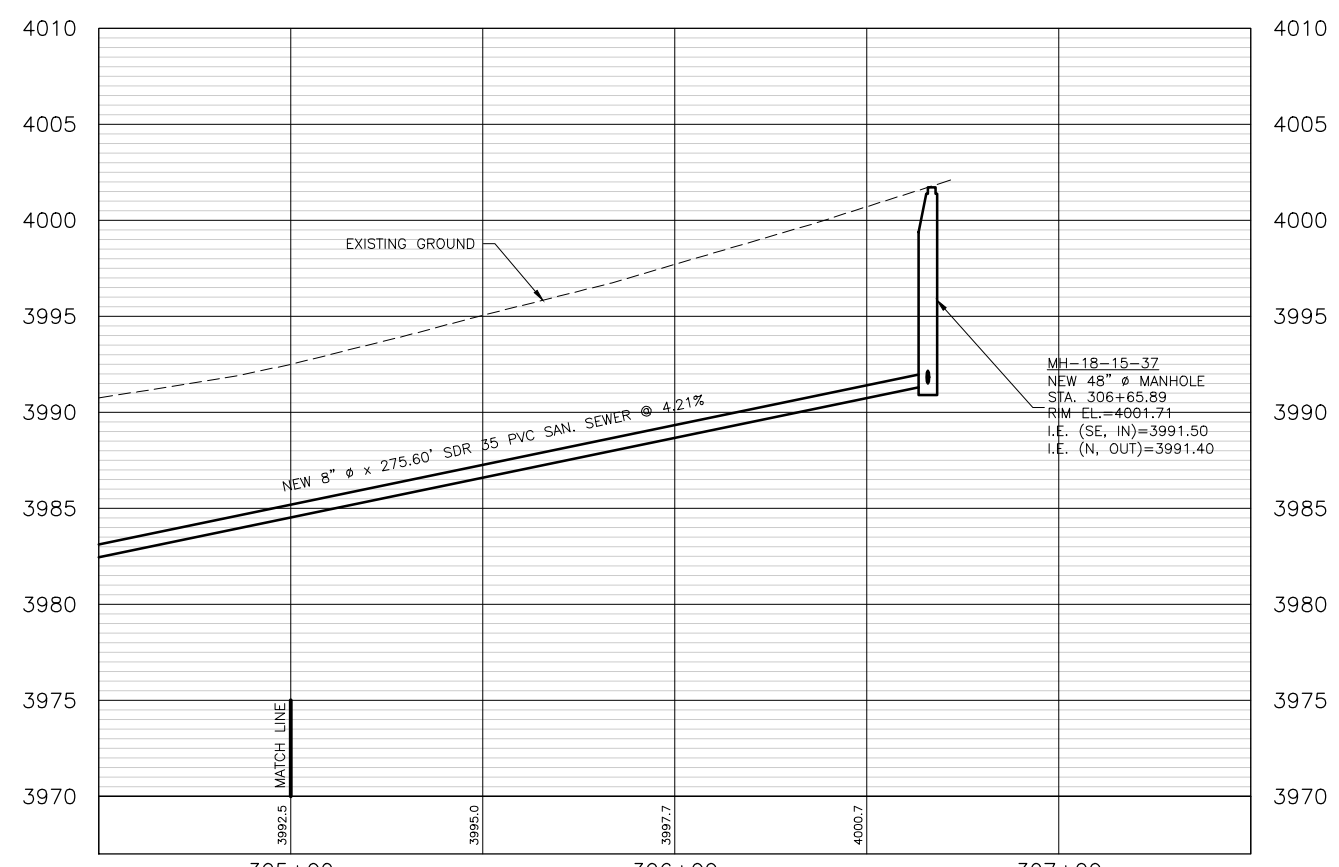


SILVERETTE STREET SEWER SERVICE TABLE

ADDRESS (EXISTING SERVICES ONLY)	CENTERLINE SEWER STATION	LT/RT	ANTICIPATED LENGTH OF NEW PIPE	CONNECT TO EXISTING PIPE
~	305+43.10	LT	13.2'	CAP
~	306+31.39	LT	13.0'	CAP



- NOTES:
- 1) FOR CLARITY, THE PROPOSED PAVEMENT HATCHING HAS BEEN OMITTED WITHIN PLAN VIEW ON THIS SHEET.
 - 2) ALL PROPOSED ROAD PAVEMENT SHALL BE 24' WIDE, AND ALL PAVEMENT INTERSECTION RETURNS SHALL BE 18' RADI UNLESS OTHERWISE NOTED.



FINAL

NO.	REVISION DESCRIPTION	BY	DATE

PROJECT: 2018-15
 DESIGNED: MRS
 DRAWN: MRS
 CHECKED: DDP
 APPROVED: STH
 DATE: JUNE 26, 2019



WWC ENGINEERING
 1275 MAPLE STREET, SUITE F
 HELENA, MT 59601
 (406) 443-9962

CITY OF HELENA
WESTSIDE WATER & SEWER
 PHASE 2
 SILVERETTE ST. SEWER PLAN PROFILE-2
 STA. 305+00 TO 306+66

SHEET NO.
86
 OF 115

K:\Helena\COH\18-130 Westside\DWG\SHEETS\SWR\Phase 2\Silverette St. Sewer Plan Profile-2.dwg

2
3 **STUDENT INSTRUCTION**

4
5 Graduation Requirements

- 6
- 7 1. Four (4) units of English,
- 8 2. One (1) unit of American History,
- 9 3. One (1) unit of American Government,
- 10 4. One (1) unit of social science,
- 11 5. Two (2) units of science,
- 12 6. Three (3) units of mathematics,
- 13 7. Two (2) units of health enhancement which must include one and one-half (1.5) units
- 14 of physical education and one-half (.5) of health education,
- 15 8. One (1) unit of fine arts,
- 16 9. One (1) unit of career and technical education (Voed).
- 17 10. Seven (7) electives

18
19 A total of 23 credits will meet the requirement for graduation.

20
21 Students may directly petition the Superintendent to waive Helena Public Schools' course
22 requirements that exceed the minimum state requirements for graduation, as outlined in Rule
23 10.55.905 of the Montana School Accreditation Standards.

24
25 The Superintendent may grant waivers based on individual student needs, hardships, aspirations,
26 and performance levels.

27
28 Educational Disruption

29
30 If a student who has experienced an educational disruption meets the minimum high school
31 credit requirement for graduation as established by administrative rules of the Board of Public
32 Education but will not meet a higher credit requirement established by Board of Trustees, the
33 District shall award the student a diploma. The District may distinguish the diploma in a
34 reasonable manner from standard diplomas issued under this policy.

35
36 For the purposes of this policy, "educational disruption" means a disruption experienced during
37 grades nine through twelve caused by homelessness, involvement in the child welfare system or
38 juvenile justice system, a medical or mental health crisis, or another event considered a
39 qualifying educational disruption by the District.

40
41 Legal References: 10.55.906, ARM High School Credit
 42 10.55.905, ARM Graduation Requirements
 43 § 10-1-1402, MCA Montana Youth Challenge
 44 House Bill 246 Revise education laws to enhance local control and
 45 opportunities for pupils
 46 § 20-1-101, MCA Definitions (Revised by House Bill 246)

47 § 20-3-324, MCA Powers and duties (*Revised by House Bill 246*)
48 § 20-7-118, MCA Offsite provision of educational services by school
49 district (*Revised by House Bill 246*)
50 § 20-4-101, MCA System and definitions of teacher and specialist
51 certification --student teacher exception (*Revised by House Bill 246*)
52

53 Cross References:

54

55 Policy History:

56 Adopted On:

57 Revised On: 2.12.1991, 3.9.1993, 3.10.1998, 12.8.1998, 9.10.2002, 2.9.2016

58 Reviewed On:

2
3 **STUDENTS**

4
5 Student Discipline

6
7 Students are expected to conduct themselves within the bounds set by the Board and the
8 administrative regulations set forth by the Superintendent. Consideration for the rights and well-
9 being of others, cooperation with all members of the school community and respect for oneself and
10 others are the basic principles guiding student behavior.

11
12 The primary responsibility for student discipline within the school rests with the principal. The
13 primary responsibility for the maintenance of discipline within the classroom lies with the individual
14 classroom teacher. Corporal punishment shall not be used. Corporal punishment does not include
15 reasonable force as needed to maintain safety for students, staff, or other persons, or for the purpose
16 of self-defense or defense of property.

17
18 Disciplinary action may be taken against any student in violation of the Student Code of Conduct.
19 Disciplinary action may range from conferring with a teacher to expulsion from school. Continued
20 infractions will have a cumulative effect in terms of disciplinary action.

21
22 These grounds stated below for disciplinary action apply whenever a student’s conduct is reasonably
23 related to school or school activities, including, but not limited to the circumstances set forth below:

- 24 · On, or within sight of, school grounds before, during, or after school hours or at any other
- 25 time when school is being used by a school group;
- 26 · Off school grounds at a school-sponsored activity or event or any activity or event that
- 27 bears a reasonable relationship to school;
- 28 · Travel to and from school or a school activity, function, or event;
- 29 · Anywhere if conduct may reasonably be considered to be a threat or an attempted
- 30 intimidation of a staff member, an interference with school purposes or an educational
- 31 function, a threat to the safety and welfare of the student population, or conduct that
- 32 detrimentally effects the climate or efficient operations of the school.

33
34 A student is in violation of the Student Code of Conduct if the student engages in any inappropriate
35 behavior, including but not limited to:

- 36 · Using, possessing, distributing, purchasing, or selling tobacco products, vapor products,
- 37 or alternative nicotine products (tobacco includes, but is not limited to, cigarettes, cigars,
- 38 snuff, smoking tobacco, smokeless tobacco, or any other tobacco or nicotine innovation);
- 39 · Using, possessing, distributing, purchasing, or selling alcoholic beverages including
- 40 powdered alcohol or any other alcohol innovation.
- 41 · ~~Using, possessing, distributing, purchasing, or selling illegal drugs or controlled~~
- 42 ~~substances, including medical marijuana, look-alike drugs, and drug paraphernalia.~~
- 43 · Using, possessing, distributing, purchasing, or selling drug paraphernalia, illegal drugs,
- 44 controlled substances, or any substance which is represented to be or looks like a narcotic
- 45 drug, hallucinogenic drug, amphetamine, barbiturate, marijuana, medical marijuana,
- 46

10.5.2021 Policy Committee – 1st Reading – Mtg Cancelled
11.2.2021 Policy Committee – 1st Reading
12.7.2021 Policy Committee – 2nd Reading
1.4.2022 Policy Committee – 3rd Reading

1.11.2022 Full Board – 1st Reading
2.1.2022 Policy Committee – 4th Reading
2.8.2022 Full Board – 2nd Reading

- 47 alcoholic beverage, stimulant, depressant, or intoxicant of any kind, including such
48 substances that contain chemicals which produce the same effect of illegal substances
49 including but not limited to Spice and K2. Students who may be under the influence of
50 such substances will not be permitted to attend school functions and will be treated as
51 though they had drugs in their possession.
- 52 · Using, possessing, controlling, or transferring a weapon in violation of the “Possession of
 - 53 a Weapon in a School Building” section of this policy.
 - 54 · Using, possessing, controlling, or transferring any object that reasonably could be
 - 55 considered or used as a weapon.
 - 56 · Disobeying directives from staff or disobeying rules governing student conduct.
 - 57 · Using violence, force, coercion, intimidation, or other comparable conduct toward
 - 58 anyone or urging other students to engage in such conduct.
 - 59 · Causing or attempting to cause damage to, or stealing or attempting to steal, school
 - 60 property or another person’s property.
 - 61 · Engaging in any activity that constitutes an interference with school purposes or an
 - 62 educational function or any other disruptive activity.
 - 63 · Unexcused absenteeism.
 - 64 · Misconduct of any sort on any means of District transportation.
 - 65 · Hazing or bullying, including cyberbullying.
 - 66 · Forging any signature or making any false entry or attempting to authorize any document
 - 67 used or intended to be used in connection with the operation of a school.

68
69 *Gun Free Schools*

70
71 ~~The Board is obligated to expel for a definite period of at least one (1) calendar year~~ The Board
72 will follow federal law for any student who uses, possesses, controls, or transfers a firearm on
73 school property. The Board hereby authorizes the Superintendent to modify the disciplinary
74 action on a case-by-case basis, ~~including implementing lower levels of discipline that do not~~
75 ~~include a recommendation for expulsion.~~ including eliminating the requirement for expulsion.

76
77 The administrator may immediately suspend a student if, prior to a hearing, there is cause to
78 believe the student brought a firearm to school or possessed a firearm at school. In the case of a
79 firearm violation the student may be expelled if the trustees find that the student knowingly
80 brought a firearm to school or possessed a firearm at school, The student may not be expelled
81 unless the trustees find that the student knowingly brought a firearm to school or possessed a
82 firearm at school.

83
84
85 *Possession of a Weapon in a School Building*

86
87 The District will refer to law enforcement any person who possesses, carries, or stores a weapon in a
88 school building, except as provided below. For the purposes of this section only, “school building”
89 means all buildings owned or leased by the District that are used for instruction or for student
90 activities; "weapon" means any type of firearm, a knife with a blade 4 or more inches in length, a
91 sword, a straight razor, a throwing star, nun-chucks, brass or other metal knuckles, or any other
92 article or instrument possessed with the purpose to commit a criminal offense. The Board may grant

10.5.2021 Policy Committee – 1st Reading – Mtg Cancelled
11.2.2021 Policy Committee – 1st Reading
12.7.2021 Policy Committee – 2nd Reading
1.4.2022 Policy Committee – 3rd Reading

1.11.2022 Full Board – 1st Reading
2.1.2022 Policy Committee – 4th Reading
2.8.2022 Full Board – 2nd Reading

93 persons advance permission to possess, carry, or store a weapon in a school building. All persons
94 who wish to possess, carry, or store a weapon in a school building must request permission of the
95 Board at a regular meeting. The Board has sole discretion in deciding whether to allow a person to
96 possess, carry, or store a weapon in a school building.

97

98 Legal References:

99	§ 16-11-302, MCA	Definitions
100	§ 20-1-220, MCA	Use of tobacco products in public school building or on public 101 school property prohibited
102	§ 20-4-302, MCA	Discipline and punishment of pupils
103		
104	§ 20-5-202, MCA	Suspension and Expulsion
105	<u>§ 45-5-637, MCA</u>	<u>Possession or consumption of tobacco products, alternative 106 nicotine products, or vapor products by persons under 18 years 107 of age is prohibited – unlawful attempt to purchase - penalties</u>
108	§ 45-8-361, MCA	Possession of a weapon in school building
109	§ 45-8-317, MCA	Exceptions
110	§§ 50-46-301 et seq., MCA	Montana Marijuana Act
111	20 USC §§ 7101 et seq.	Safe and Drug-Free Schools & Communities Act
112	20 USC § 7961	Gun-Free requirements
113	<u>§ 1-1-204, MCA</u>	<u>Terms denoting state of mind (Cited by Senate Bill 283)</u>
114	<u>Senate Bill 283</u>	<u>Expulsion Policies and Firearms on School Grounds</u>

115

116

117 Cross References:

118

119 Policy History:

120 Adopted on: 3.26.2013

121 Revised on: 8.15.2017

122

123

10.5.2021 Policy Committee – 1st Reading – Mtg Cancelled
11.2.2021 Policy Committee – 1st Reading
12.7.2021 Policy Committee – 2nd Reading
1.4.2022 Policy Committee – 3rd Reading

1.11.2022 Full Board – 1st Reading
2.1.2022 Policy Committee – 4th Reading
2.8.2022 Full Board – 2nd Reading

1 **Helena School District**

2
3 **STUDENTS**

3417

4
5 Communicable Diseases

6
7 *Note: For purposes of this policy, the term “communicable disease” refers to the diseases*
8 *identified in 37.114.203, ARM, Reportable Diseases, with the exception of common colds and flu.*
8

9 In all proceedings related to this policy, the District shall respect a student’s right to privacy. All
10 applicable district policies and handbook provision governing confidentiality of student medical
11 information remain in full effect.

12
13 Although the District is required to provide educational services to all school-age children who
14 reside within its boundaries, it may deny attendance at school to any child diagnosed as having a
15 communicable disease that could make a child’s attendance harmful to the welfare of other
16 students. The District also may deny attendance to a child with suppressed immunity in order to
17 protect the welfare of that child when others in a school have an infectious disease, which,
18 although not normally life threatening, could be life threatening to a child with suppressed
19 immunity.

20
21 The District shall provide soap and disposable towels or other hand-drying devices shall be
22 available at all handwashing sinks. Common-use cloth towels are prohibited. ~~A sanitary napkin~~
23 ~~disposal receptacle shall be available in student restrooms, teachers' restrooms and nurses'~~
24 ~~restrooms. The District shall provide either sanitary napkin dispensers in the girls', nurses', and~~
25 ~~teachers' restrooms or some other readily available on-site access to sanitary napkins.~~

26
27 The Board recognizes that communicable diseases that may afflict students ranging from common
28 childhood diseases, acute and short-term in nature, to chronic, life-threatening diseases such as
29 human immunodeficiency virus (HIV) infection. The District shall rely on advice of school nurses
and the public health and medical communities in assessing the risk of transmission of various
communicable diseases to determine how best to protect the health of both students and staff.

32
33 The District shall manage common communicable diseases in accordance with DPHHS
34 guidelines and communicable diseases control rules. If a student develops symptoms of any
35 reportable communicable or infectious illness as defined while at school, the responsible school
36 officials shall do the following:

- 37
38 (a) isolate the student immediately from other students or staff; and
39 (b) inform the parent or guardian as soon as possible about the illness and request him or
40 her to pick up the student.; and
41 (c) consult with a school nurse, health care provider, other qualified medical professional,
or the local county health authority to determine if report the case should be reported to the
local health officer.

44
45 Students who express feelings of illness at school may be referred to a school nurse or other
46 responsible person designated by the Board and may be sent home as soon as a parent or person

1
2
3
4 designated on a student's emergency medical authorization form has been notified. The District
5 may temporarily exclude from onsite school attendance a student who exhibits symptoms of a
6 communicable disease that is readily transmitted in a school setting. Offsite instruction will be
7 provided during the period of absence in accordance with Board Policy and Administrative
Procedure. The District reserves the right to require a statement from a student's primary care
provider authorizing a student's return to onsite instruction.

10
11 When information is received by a staff member or a volunteer that a student is afflicted with a
12 serious communicable disease, the staff member or volunteer shall promptly notify a school
13 nurse or other responsible person designated by the Board to determine appropriate measures to
14 be taken to protect student and staff health and safety. A school nurse or other responsible
15 person designated by the Board, after consultation with and on advice of public health officials,
16 shall determine which additional staff members, if any, have need to know of the affected
17 student's condition.

18
19 Only those persons with direct responsibility for the care of a student or for determining
20 appropriate educational accommodation shall be informed of the specific nature of a condition, if
21 it is determined that such individuals need to know this information.

22
23 The District may notify parents of other children attending a school that their children have been
24 exposed to a communicable disease without identifying the particular student who has the
25 disease.

26 27 *Healthy Hand Hygiene Behavior*

28
29 All students, staff, and others present in the any school building shall engage in hand hygiene at
30 the following times, which include but are not limited to:

- 31 (a) Arrival to the facility and after breaks
32 (b) Before and after preparing, eating, or handling food or drinks
33 (c) Before and after administering medication or screening temperature
34 (d) After coming in contact with bodily fluid
35 (e) After recess
36 (f) After handling garbage
37 (g) After assisting students with handwashing
38 (h) After use of the restroom

39
40 Hand hygiene includes but is not limited to washing hands with soap and water for at least 20
41 seconds. If hands are not visibly dirty, alcohol-based hand sanitizers with at least 60% alcohol
42 can be used if soap and water are not readily available.

43
44 Staff members shall place grade level appropriate posters describing handwashing
45 steps near sinks.

5
6 Legal Reference: 37.114.101, et seq., ARM Communicable Disease Control
 37.111.825, ARM Health Supervision and Maintenance

7
8
9 Policy History:
10 Adopted on:
11 Reviewed on:
12 Revised on:

2 **SCHOOL/COMMUNITY RELATIONS**

3 Accommodating Individuals with Disabilities

4 Individuals with disabilities will be provided opportunity to participate in all school-sponsored
5 services, programs, or activities on a basis equal to those without disabilities and will not be
6 subject to illegal discrimination. The District shall provide auxiliary aids and services when
7 necessary to afford individuals with disabilities equal opportunity to participate in or enjoy the
8 benefits of a service, program, or activity. Covid-19 vaccine status will not be used as a basis to
9 deny or allow equal opportunity to education.

10
11 The Superintendent is designated the Title II Coordinator and, in that capacity, is directed to:

- 12 • Oversee District compliance efforts, recommend necessary modifications to the Board,
13 and maintain the District’s final Title II self-evaluation document and keep it available
14 for public inspection for at least three (3) years after its completion date.
- 15 • Institute plans to make information regarding Title II protection available to any
16 interested party.

17 Individuals with a disability should notify the Superintendent or building principal if they have a
18 disability which will require special assistance or services and what services are required. This
19 notification should occur as far as possible before the school-sponsored function, program, or
20 meeting.

21 Individuals with disabilities may allege a violation of this policy or of federal law by reporting it
22 to the Superintendent, as the Title II Coordinator, or by filing a grievance under the Section 504
23 and ADA Grievance Procedure.

24

25 Legal References: 42 USC § 12111 et seq. Americans with Disabilities Act
 26 § 49-3-201, MCA et seq Governmental Code of Fair Practices
 27 House Bill 702 Prohibits Discrimination Based on Vaccine
 28 Status
 29 § 50-16-502, MCA Legislative findings (Cited by House Bill 702)
 30

31 Cross References:

32 Policy History:
 33 Adopted on: 3.10.2015
 34 Revised on:
 35 Reviewed on: 2.2.2021

1 **Helena School District**

2
3 **PERSONNEL**

5230

4
5 Prevention of Disease Transmission

6
7 All District personnel shall be advised of routine procedures to follow in handling body
8 fluids. These procedures, developed in consultation with school nurses and public health
9 and medical personnel, shall provide simple and effective precautions against transmission
10 of diseases to persons exposed to the blood or body fluids of another. The procedures
11 shall follow standard health and safety practices. No distinction shall be made between
12 body fluids from individuals with a known disease or infection and from individuals
13 without symptoms or with an undiagnosed disease.

14
15 The District shall provide training on procedures on a regular basis. Appropriate supplies
16 shall be available to all personnel, including those involved in transportation and custodial
17 services.

18
19 The District shall provide soap and disposable towels or other hand-drying devices shall
20 be available at all handwashing sinks. Common-use towels are prohibited. ~~The District
21 shall provide sanitary napkin disposal receptacles in teachers' restrooms and nurses'
22 restrooms. The District shall provide either sanitary napkin dispensers in the nurses' and
23 teachers' restrooms or some other readily available on-site access to sanitary napkins.~~

24
25 If a staff member develops symptoms of any reportable communicable or infectious
26 illness while at school, the responsible school officials shall do the following:

- 27
28 (a) isolate the staff member immediately from students or staff
29 (b) consult with a school nurse, health care provider, other qualified medical
30 professional, or the local county health authority to determine if the case should be
31 reported.

32
33 *Healthy Hand Hygiene Behavior*

34
35 All staff and volunteers present in any school building shall engage in hand hygiene at the
36 following times, which include but are not limited to:

- 37 (a) Arrival to the facility and after breaks
38 (b) Before and after preparing, eating, or handling food or drinks
39 (c) Before and after administering medication or screening temperature
40 (d) After coming in contact with bodily fluid
41 (e) After recess
42 (f) After handling garbage
43 (g) After assisting students with handwashing
44 (h) After use of the restroom

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Hand hygiene includes but is not limited to washing hands with soap and water for at least 20 seconds. If hands are not visibly dirty, alcohol-based hand sanitizers with at least 60% alcohol can be used if soap and water are not readily available.

Staff members shall place grade level appropriate posters describing handwashing steps near sinks.

Confidentiality

This policy in no way limits or adjusts the School District's obligations to honor staff privacy rights. All applicable district policies and handbook provision governing confidentiality of staff medical information remain in full effect.

Legal Reference: 37.114.101, et seq., ARM Communicable Disease Control
 37.111.825, ARM Health Supervision and Maintenance

Policy History:

Adopted on:

Reviewed on:

Revised on:

2
3 PERSONNEL

4
5 Drug and Alcohol Testing for School Bus and Commercial Vehicle Drivers

6
7 School bus and commercial vehicle drivers shall be subject to a drug and alcohol testing program
8 that fulfills the requirements of the federal law. Other persons who drive vehicles designed to
9 transport sixteen (16) or more passengers, including the driver, are likewise subject to the drug
10 and alcohol testing program. Testing procedures and facilities used for the tests shall conform
11 with the requirements of the Code of Federal Regulations, Title 49, §§ 40, et seq.

12
13 *Pre-Employment Testing*

14
15 Tests shall be conducted before the first time a driver performs any safety-sensitive function for
16 the District. Safety-sensitive functions include all on-duty functions performed from the time a
17 driver begins work or is required to be ready to work, until he/she is relieved from work and all
18 responsibility for performing work. It includes driving; waiting to be dispatched; inspecting and
19 servicing equipment; supervising, performing, or assisting in loading and unloading; repairing or
20 obtaining and waiting for help with a disabled vehicle; performing driver requirements related to
21 accidents; and performing any other work for the District or paid work for any entity.

22 Exceptions may be made for drivers who have had the alcohol test required by law within the
23 previous six (6) months and participated in the drug testing program required by law within the
24 previous thirty (30) days, provided that the District has been able to make all verifications
25 required by law.

26
27 *Post Accident Testing*

28
29 Alcohol and controlled substance tests shall be conducted as soon after an accident as practicable
30 on any driver:

- 31
32 • who was performing safety-sensitive functions with respect to the vehicle, if the accident
33 involved loss of human life; or
34 • who receives a citation under state or local law, for a moving traffic violation arising from
35 the accident.

36
37 Drivers shall make themselves readily available for testing, absent the need for immediate
38 medical attention. No such driver shall use alcohol for 8 hours after the accident, or until after
39 he/she undergoes a post-accident alcohol test, whichever occurs first.

40
41 If an alcohol test is not administered within 2 hours or if a drug test is not administered within 32
42 hours, the District shall prepare and maintain records explaining why the test was not conducted.
43 Tests will not be given if not administered within 8 hours after the accident for alcohol or within
44 32 hours for drugs. Tests conducted by authorized federal, state, or local officials will fulfill
45 post-accident testing requirements, provided they conform to applicable legal requirements and
46

48

49 are obtained by the District. Breath tests will validate only the alcohol test and cannot be used to
50 fulfill controlled substance testing obligations.

51

52 Tests conducted by authorized federal, state, or local officials will fulfill post-accident testing
53 requirements, provided they conform to applicable legal requirements and are obtained by the
54 District. Breath tests will validate only the alcohol test and cannot be used to fulfill controlled
55 substance testing obligations.

56

57 *Random Tests*

58

59 Tests shall be conducted on a random basis at unannounced times throughout the year. Tests for
60 alcohol shall be conducted just before, during, or just after the performance of safety-sensitive
61 functions. The number of random alcohol tests annually must equal 25% of the average number
62 of driver positions. The number of random drug tests annually must equal 50% of the average
63 number of driver positions. Drivers shall be selected by a scientifically valid random process,
64 and each driver shall have an equal chance of being tested each time selections are made.

65

66 *Reasonable Suspicion Tests*

67

68 Tests shall be conducted when a supervisor or District official trained in accordance with law has
69 reasonable suspicion that the driver has violated the District's alcohol or drug prohibitions. This
70 reasonable suspicion must be based on specific, contemporaneous, articulable observations
71 concerning the driver's appearance, behavior, speech, or body odors. The observations may
72 include indications of the chronic and withdrawal effects of controlled substances.

73

74 Alcohol tests are authorized for reasonable suspicion only if the required observations are made
75 during, just before, or just after the period of the work day when the driver must comply with
76 alcohol prohibitions. An alcohol test may not be conducted by the person who determines that
77 reasonable suspicion exists to conduct such a test. If an alcohol test is not administered within 2
78 hours of a determination of reasonable suspicion, the District shall prepare and maintain a record
79 explaining why this was not done. Attempts to conduct alcohol tests shall terminate after 8
80 hours. A supervisor or District official who makes observations leading to a controlled
81 substance reasonable suspicion test shall make a written record of his/her observations within 24
82 hours of the observed behavior or before the results of the drug test are released, whichever is
83 earlier.

84

85 *Enforcement*

86

87 Any driver who refuses to submit to a post-accident, random, reasonable suspicion or follow-up
88 test shall not perform or continue to perform safety-sensitive functions, and will be subject to
89 discipline up to and including termination. Drivers who test positive for alcohol or drugs shall
90 be subject to disciplinary action up to and including termination. A driver who violates District
91 prohibitions related to drugs and alcohol shall receive from the District the names, addresses, and
92 telephone numbers of substance abuse professionals and counseling and treatment programs

12.7.2021 Policy Committee – 1st Reading – Moved to 1.4.2021

1.4.2022 Policy Committee – 1st Reading

2.1.2022 Policy Committee – 2nd Reading

1.11.2022 Full Board – 1st Reading

2.8.2022 Full Board – 2nd Reading

93 available to evaluate and resolve drug and alcohol-related problems. The employee shall be
94 evaluated by a substance abuse professional who shall determine what help, if any, the driver
95 needs in resolving such a problem. Any substance abuse professional who determines that
96 driver needs assistance shall not refer the driver to a private practice, person, or organization in
97 which he/she has a financial interest, except under circumstances allowed by law.
98

99 An employee identified as needing help in resolving a drug or alcohol problem shall be evaluated
100 by a substance abuse professional to determine that he or she has properly followed the
101 prescribed rehabilitation program and shall be subject to unannounced follow-up tests if
102 permitted to return to work.
103

104 *Return to Duty Tests*

105

106 A drug or alcohol test shall be conducted when a driver who has violated the District's drug or
107 alcohol prohibition returns to performing safety-sensitive duties. Employees whose conduct
108 involved drugs cannot return to duty in a safety-sensitive function until the return-to-duty drug
109 test produces a verified negative result. Employees whose conduct involved alcohol cannot
110 return to duty in a safety-sensitive function until the return-to-duty alcohol test produces a
111 verified result that meets federal and District standards.
112

113 *Follow Up Tests*

114

115 A driver who violates the District's drug or alcohol prohibition and is subsequently identified by
116 a substance abuse professional as needing assistance in resolving a drug or alcohol problem shall
117 be subject to unannounced follow-up testing as directed by the substance abuse professional in
118 accordance with law. Follow-up alcohol testing shall be conducted just before, during, or just
119 after the time when the driver is performing safety-sensitive functions.
120

121 *Records*

122

123 Employee drug and alcohol test results and records shall be maintained under strict
124 confidentiality and released only in accordance with law. Upon written request, a driver shall
125 receive copies of any records pertaining to his/her use of drugs or alcohol, including any records
126 pertaining to his/her drug or alcohol tests. Records shall be made available to a subsequent
127 employer or other identified persons only as expressly requested in writing by the driver.
128

129 *Notifications*

130

131 Each driver shall receive educational materials that explain the requirements of the Code of
132 Federal Regulations, Title 49, Part 382, together with a copy of the District's policy and
133 regulations for meeting these requirements. Representatives of employee organizations shall be
134 notified of the availability of this information. The information shall identify:
135

- 136 • the person designated by the District to answer driver questions about the materials;
- 137 • the categories of drivers who are subject to the Code of Federal Regulations, Title 49,
138 Part 382;

- 139 • sufficient information about the safety-sensitive functions performed by drivers to make
- 140 clear what period of the work day the driver is required to comply with Part 382;
- 141 • specific information concerning driver conduct that is prohibited by Part 382;
- 142 • the circumstances under which a driver will be tested for drugs and/or alcohol under Part
- 143 382;
- 144 • the procedures that will be used to test for the presence of drugs and alcohol, protect the
- 145 driver and the integrity of the testing processes, safeguard the validity of test results, and
- 146 ensure that test results are attributed to the correct driver;
- 147 • the requirement that a driver submit to drug and alcohol tests administered in accordance
- 148 with Part 382;
- 149 • an explanation of what constitutes a refusal to submit to a drug or alcohol test and the
- 150 attendant consequences;
- 151 • the consequences for drivers found to have violated the drug and alcohol prohibitions of
- 152 Part 382, including the requirement that the driver be removed immediately from safety-
- 153 sensitive functions and the procedures for referral, evaluation, and treatment;
- 154 • the consequences for drivers found to have an alcohol concentration of 0.02 or greater but
- 155 less than 0.04; and
- 156 • information concerning the effects of drugs and alcohol on an individual's health, work,
- 157 and personal life; signs and symptoms of a drug or alcohol problem (the driver's or a
- 158 coworker's); and available methods of intervening when a drug or alcohol problem is
- 159 suspected, including confrontation, referral to an employee assistance program, and/or
- 160 referral to management.

161
 162 The requirement that the following personal information collected and maintained under this part
 163 shall be reported to the Commercial Driver's License Drug and Alcohol Clearinghouse:

- 164 1. A verified positive, adulterated, or substituted drug test result;
- 165 2. An alcohol confirmation test with a concentration of 0.04 or higher;
- 166 3. A refusal to submit to any test required by law;
- 167 4. An employer's report of actual knowledge, as defined in law;
- 168 5. On duty alcohol use;
- 169 6. Pre-duty alcohol use;
- 170 7. Alcohol use following an accident;
- 171 8. Controlled substance use;
- 172 9. A substance abuse professional report of the successful completion of the return-
- 173 to-duty process;
- 174 10. A negative return-to-duty test; and
- 175 11. An employer's report of completion of follow-up testing.

176
 177 Drivers shall also receive information about legal requirements, District policies, and
 178 disciplinary consequences related to the use of alcohol and drugs. Each driver shall sign a
 179 statement certifying that he/she has received a copy of the above materials. The District shall
 180 notify a driver of the results of a pre-employment drug test if the driver requests such results
 181 within 60 calendar days of being notified of the disposition of his/her employment application.
 182 The District shall notify a driver of the results of random, reasonable suspicion, and post-
 183 accident drug tests if the test results are verified positive. The District shall also tell the driver
 184 which controlled substance(s) were verified as positive. Drivers shall inform their supervisors if

185 at any time they are using a controlled substance which their physician has prescribed for
186 therapeutic purposes. Such a substance may be used only if the physician has advised the driver
187 that it will not adversely affect his/her ability to safely operate a commercial motor vehicle.
188

189 Clearinghouse

190
191 The District will comply with the requirements of the Commercial Driver's License Drug and
192 Alcohol Clearinghouse. The District and transportation service providers are called upon to
193 report DOT drug and alcohol testing program violations to the Clearinghouse. Drivers must be
194 notified that any information subject to disclosure will be submitted to the Clearinghouse in
195 accordance with this policy and applicable regulations.
196

197
198 Legal References: 49 USC § 45101 Alcohol and Controlled Substances Testing
199 49 C.F.R. Part 40 Procedures for Transportation Workplace Drug
200 and Alcohol Testing
201 49 CFR Parts 40, 382 and 395
202

203 Cross References:
204

205 Policy History:

206 Adopted on:

207 Revised on:
208
209

2

3 OPERATIONAL SERVICES

4

5 Indoor Air Quality

6 The District will ensure ventilation systems operate properly and increase circulation of outdoor
7 air as much as possible. District ventilation systems will undergo annual checks by the ~~school~~
8 District facility manager, ~~Superintendent~~ or other staff approved by the Superintendent to ensure
9 ventilation systems are operating within manufacturer parameters.

10 Air filters in the District will have a minimum efficiency reporting value (MERV) of between 8
11 and 13 as recommended by the National Air Filtration Association and the EPA unless other
12 types of non-MERV rated filters are used.

13 To the greatest extent possible during times of poor outdoor air quality, the District will change
14 filters to MERV 13 or greater in ventilation systems using MERV (Minimum Efficiency
15 Reporting Value) rated air filters. The District also will clean any electrostatic air filters
16 according to manufacturer specifications.

17 The ~~school~~ District facility manager, ~~superintendent~~ or other staff approved by the
18 Superintendent will complete annual indoor air quality inspections using the Walk-Through
19 Inspection Checklist from EPA's Indoor Air Quality Tools for Schools or other DPHHS-
20 approved inspection form.

21 The District will maintain records of indoor air quality inspection on site for no less than three
22 years and the records shall be made available to the local health authority and DPHHS upon
23 request.

24

25

26 Legal References: 37.111.826, ARM Indoor Air Quality
27 10.55.701(q), ARM Board of Trustees

28 Cross References:

29

30

31

32 Policy History:

33 Adopted on:

34 Revised on:

35 Reviewed on:

36

37

10.5.2021 Policy Committee – 1st Reading – Mtg Cancelled
11.2.2021 Policy Committee – 1st Reading
12.7.2021 Policy Committee – 2nd Reading – Moved to 1.4.2022
1.4.2022 Policy Committee – 2nd Reading

1.11.2022 Full Board – 1st Reading
2.1.2022 Policy Committee – 3rd Reading
2.8.2022 Full Board – 2nd Reading

2 **SCHOOL FACILITIES**

3 Capital Assets

4 All District land, buildings, improvements, inventories, and equipment shall be inventoried and
5 the valuation shall be updated as necessary. Assets of the District may be acquired through
6 donation, purchase, or self-constructed. Asset valuation will be determined in accordance with
7 generally accepted accounting principles (GAAP).

8 A capital asset is an individual property item that meets all of the following requirements:

- 9 1. Must be tangible in nature.
- 10 2. Must have an estimated useful life of at least two years following the date of
- 11 acquisition.
- 12 3. Must be of significant value.
- 13 4. Must be used in conducting the District’s activities.

14
15 Capital assets include land, buildings, machinery, furniture and other equipment, which the
16 District intends to hold or continue to use over a long period of time.

17
18 The District will identify anticipated improvements or projects in any resolution required to pass
19 a permissive levy.

20
21 Property, plant, and equipment are depreciated using the straight-line method over the following
22 estimated useful lives. Salvage valued is not used:

Asset Class	Years	Value
Land Improvements	80	\$25,000
New Buildings	80	\$25,000
Building Improvements	80	\$25,000
Equipment, Machinery, Vehicles	5	\$5,000
Instructional, Computers, Audio Visual Equipment	3	\$5,000
Musical, Athletic, Playground Equipment, Other	10	\$5,000

24
25 Legal References: House Bill 192 MT Facilities Finance Modifications

26 § 20-9-116, MCA Resolution of intent to increase non-voted levy –
27 notice (Revised by House Bill 192)

28 Cross References:

29
30 Policy History:

31 Adopted on: 04.14.2015

32 Revised on: 08.11.2020