



*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, May 10th, 2022 - 5:30 p.m.

Lincoln Board of Trustees Conference Room and  
via TEAMS

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

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## AGENDA

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

II. **REVIEW OF AGENDA**

III. **RECOGNITIONS**

A. **Special Education Lifetime Achievement Award**

Congratulation to Capital High School's Assistant Principal Walt Chancy who is the recipient of the Special Education Lifetime Achievement Award from the Montana Council for Exceptional Children.

B. **Helena Education Foundation Harrison Writing Awards**

Congratulations to the following Helena Education Foundation Harrison Writing Award winners:

- Ella Shropshire from Capital High School. Ella wrote "Aino Beside the Boulder".
- Rebecca Smilie from Capital High School. Rebecca wrote "The Iron Giant" and "The Chrysalis".
- Elinor Goehring from Helena High School. Elinor wrote "The Lovers' Cinquain".

C. **HOSA-Future Health Professionals Montana State Leadership Conference Champions**

Congratulation to the following students from Capital High School who placed at Gold Level at the HOSA State Leadership Conference.

- RaeAnn Lowen- Gold (Behavior Health)
- Karter Arensmeyer- Gold (Pharmacy Science)

- Ella Simpson- Gold (Surgery Tech)

**D. State Science Olympiad Champions**

Congratulations to the following Capital High State Science Olympiad champion:

- Anna Gates-1<sup>st</sup> in Cell Biology

Congratulations to the following Helena High State Science Olympiad champions:

- Paul Reeves and Annika Nehring-1<sup>st</sup> in Environmental Chemistry
- Sandra Schuele and Jeri Wilkerson-1<sup>st</sup> in Remote Sensing
- Izzy Kosena and Jeri Wilkerson-1<sup>st</sup> in Wright Stuff

**E. State SkillsUSA Champions**

Congratulations to the following SkillsUSA state champions from Helena High School:

- Tithen FitzGerald-1<sup>st</sup> Place in Intermediate Drafting and 1<sup>st</sup> Place in Job Skill Demo.
- Maddox Schuller-1<sup>st</sup> Place in Power Equipment

**F. Montana National Center for Women and Information Technology Aspirations in Computing State Contest**

Congratulations to the following Montana NCWIT state winners from Helena High School:

- Sierrah Paul
- Laurel Maronick

**IV. SUPERINTENDENT'S REPORT (See Attached)**

**V. GENERAL PUBLIC COMMENT**

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

**VI. NEW BUSINESS**

**A. Items for Information**

1. Administrative Contracts Title 20
2. Administrative Contracts Title 2

**B. Consent Action Items**

1. 04.12.22 Board Meeting Minutes
2. Personnel Actions
3. Warrants
4. Out-Of-District Attendance Agreements (Non-Resident Students Attending HPS)
5. Out-Of-District Attendance Agreements (Helena Students Attending Other Districts)
6. Resolution Requesting County to Conduct 2023 Elections

**C. Items for Action**

1. Finalized K-5 Music Curriculum
2. High School General Fund Budget Amendment
3. Meal Price Increases
4. CHS/HHS HVAC Duct Cleaning Bid
5. Kessler Sewer Easement
6. Policy 2005 School Year, Calendar, and Day
7. Policy 3070 Administration of Medication
8. Policy 7061 Public Health Emergency
9. Policy 1900 Temporary Covid-19 Policy
10. Policy 1901 Emergency Policy and Procedures
11. Policy 1902 Academic Variance Alternative Grading
12. Policy 1905 Student, Staff and Community Health and Safety Needs
13. Policy 1906 Student Instruction
14. Policy 1907 School District Declaration of Emergency
15. Superintendent's Contract

**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

VII. UPCOMING MEETING

VIII. BOARD COMMENTS

IX. LITIGATION STRATEGY SESSION-CLOSED

*The Board will meet in a closed (executive) session with its attorney to discuss pending litigation.*

X. ADJOURNMENT

Next Regular Board Meeting: June 14<sup>th</sup>, 2022

**HELENA SCHOOL DISTRICT  
Board of Trustees Meeting**

**Meeting Date:** 05/10/2022

**Item IV**

Recognitions

Superintendent's Report

General Public Comment

Item for Information

Consent Action Items

Item For Action

Reports

**Item Title: Superintendent's Report**

HELENA SCHOOL DISTRICT #1  
OFFICE OF THE SUPERINTENDENT

*To: Board Chair Mr. Muszkiewicz and Board of Trustees*

*FROM: Mr. Wetz, Superintendent*

*RE: Superintendent Report –*

*DATE: May 10th, 2022*

- Recognition –
  - Teacher Appreciation Week
  - Friday, May 6, was US School Lunch Hero Day in honor of our food services workers
  - Dr. Wynn Randall and the Rossiter Elementary Staff-Board Work Session
  - Vigilante Day Parade
    - Students, Staff, Facilities Dept, City of Helena
  - Congratulations to the HEF Grant Awards Recipients. Thank you, Helena Education Foundation and Lisa Cordingley
  - Kessler Elementary-Central Office Site Visit
  - Jim Darcy-Central Office Site Visit
  - Angel Fund
  - High School Production of The Musical Comedy Murders of 1940
  - Youth Electrum 2022 Student Art Showcase at the Holter Museum
  - Thank you to Growing Friends of Helena, students and staff in the District, and volunteers in the community for Arbor Day Planting Event at Capital High and Helena High on Friday, April 29<sup>th</sup>
  - Congratulations to Christina Sieminski- who was inducted into the UM-Western Educators Hall of Fame last weekend in recognition of her phenomenal dedication to education.
  
- New Business
  - Principal Candidate Meetings
  - AA Assistant Superintendents at Lincoln Center - April 29th
  - Helena School Board Student Representative Selection Process
  - HEA - HSD Bargaining
  - Student Board Representative Process Update
  - The Greater Helena Gives Campaign begins May 5<sup>th</sup>
  
- Outreach/Meeting
  - AA Superintendents
  - Hometown Helena

HELENA SCHOOL DISTRICT #1  
OFFICE OF THE SUPERINTENDENT

- Board of Health
- Cabinet & Leadership
- HEA
- HEF
- HEF-Executive Committee
- Parent Advisory
- Lewis and Clark Health Meeting
- Media –
  - Radio
  - Print
- Other

**HELENA SCHOOL DISTRICT  
Board of Trustees Meeting**

**Meeting Date:** 05/10/22

**Item V**

Recognitions

Superintendent's Report

General Public Comment

Item for Information

Consent Action Items

Item For Action

Reports

**Item Title:      General Public Comment**



**HELENA SCHOOL DISTRICT  
Board of Trustees Meeting**

**Meeting Date:** 05/10/22

**Item VI.A.1**

Recognitions

Superintendent's Report

General Public Comment

Item for Information

Consent Action Items

Item For Action

Reports

**Item Title:      1. Administrative Contracts Title 20**

**HELENA PUBLIC SCHOOLS**  
**CERTIFIED ADMINISTRATOR EMPLOYMENT CONTRACT**  
**2022-2023**

This employment contract (the "Agreement") is entered into and made effective the \_\_\_\_ day of \_\_\_\_, 2022 by and between the Board of Trustees of Helena School District No. 1, Lewis and Clark County (the "Board") and \_\_\_\_\_ (referred to by name or as the "Administrator").

**1. Employment.** The Board does employ Administrator, and Administrator hereby does accept employment as the \_\_\_\_\_ for the Helena Public Schools for 2022-2023 school year, beginning July 1, 2022. Administrator may be assigned to positions within the District at the discretion of the Superintendent.

**2. Salary and Benefits.** Effective July 1, 2022, the District shall pay the Administrator an annual salary of \$\_\_\_\_\_. The Administrator's salary shall be paid to the Administrator in installments of one-twelfth (1/12) of the annual salary each month for services rendered during the preceding month. The annual salary shall be paid based on a **two hundred sixty (260) day contract**, with a corresponding daily rate of pay of \$\_\_\_\_\_ starting July 1, 2022. The Administrator shall be entitled to fringe benefits, sick leave, personal leave and other leave types as stated in the ADMINISTRATOR HANDBOOK.

**3. Certification.** The Administrator shall furnish throughout the term of this Agreement a valid and appropriate certificate as defined by Montana law to act as \_\_\_\_\_ in the State of Montana for the District. Failure to provide necessary certification shall render this Agreement void.

**4. Duties.** The Administrator shall perform those duties as described in the position description applicable to the Administrator's assigned position, or as directed by the Superintendent. The Administrator shall comply with (a) directives from the Board or Supervisor, (b) Montana law, (c) federal law, and (d) District policies and procedures as they exist or may hereafter be adopted or amended, which are incorporated in and made a part of this Agreement as though set forth herein. The Administrator agrees to devote his time, skill, labor, and attention to performing these duties in a competent and professional manner.

**5. Review of Performance.** The Superintendent shall evaluate and assess in writing the performance of the Administrator at least once each year during the term of this Agreement. The basis of the evaluations will be performance related to the written job description provided to the Administrator.

**6. Termination of Employment Agreement.** This Agreement may be terminated prior to the expiration of its express term as provided for Title 20 of the Montana Code Annotated. A request by the Administrator to resign mid-contract will be subject to approval by the Superintendent.

**7. Miscellaneous Provisions.**

A. This Agreement shall be governed by and construed under the laws of the state of Montana. The parties agree that venue of any legal action filed relating to this Agreement shall be in the District Court of Lewis and Clark County, Montana, Fifth Judicial District.

B. This Agreement shall operate as an offer of employment of the Administrator for the school year designated herein. The Administrator has twenty (20) days from the date of this Agreement to sign and accept this offer. Failure to return this signed Agreement as stated above will serve as conclusive proof of non-acceptance of the offer.

C. This Agreement shall be binding upon and inure to the benefit of the parties and their respective heirs, personal representatives, successors and assigns, including any change of membership of the Board.

Administrator

BOARD

\_\_\_\_\_



\_\_\_\_\_

By: Luke Muszkiewicz, the Chair of the Board of Trustees, Helena School District 1, Lewis and Clark County, Montana

ATTEST:

\_\_\_\_\_

Janelle Mickelson, Clerk

**HELENA SCHOOL DISTRICT  
Board of Trustees Meeting**

**Meeting Date:** 05/10/22

**Item VI.A.2**

Recognitions

Superintendent's Report

General Public Comment

Item for Information

Consent Action Items

Item For Action

Reports

**Item Title:      2. Administrative Contracts Title 2**

**HELENA PUBLIC SCHOOLS**  
**NON CERTIFIED ADMINISTRATOR EMPLOYMENT CONTRACT**  
**2022-2023**

This employment contract (the "Agreement") is entered into and made effective the \_\_\_\_ day of \_\_\_\_, 2022 by and between the Board of Trustees of Helena School District No. 1, Lewis and Clark County (the "Board") and \_\_\_\_\_ (referred to by name or as the "**Administrator**").

**1. Employment.** The Board does employ Administrator, and Administrator hereby does accept employment as the \_\_\_\_\_, for the Helena Public Schools for 2022-2023 school year, beginning July 1, 2022. The parties agree that there is no contractual obligation or expectancy of continued employment beyond the contract term.

**2. Salary and Benefits.** Effective July 1, 2022, the District shall pay the Administrator an annual salary of \$\_\_\_\_\_. The Administrator's salary shall be paid to the Administrator in installments of one-twelfth (1/12) of the annual salary each month for services rendered during the preceding month. The annual salary shall be paid based on a **two hundred sixty (260) day contract**, with a corresponding daily rate of pay of \$\_\_\_\_\_ starting July 1, 2022. The Administrator shall be entitled to fringe benefits, sick leave, vacation, personal leave and other leave types as stated in the ADMINISTRATOR HANDBOOK.

**3. Duties.** The Administrator shall faithfully perform those duties as prescribed in the job description, or as directed by the Board. The Administrator shall comply with (a) directives from the Board or Supervisor, (b) Montana law, (c) federal law, and (d) District policies and procedures as they exist or may hereafter be adopted or amended, which are incorporated in and made a part of this Agreement as though set forth herein. The Administrator agrees to devote her time, skill, labor, and attention to performing these duties in a competent and professional manner.

**4. Review of Performance.** The Superintendent shall evaluate and assess in writing the performance of the Administrator at least once each year during the term of this Agreement. The basis of the evaluations will be performance related to the written job description provided to the Administrator.

**5. Termination of Employment Agreement.** This Agreement may be terminated by the mutual agreement of the Administrator and the Board in writing, upon such terms and conditions as may be mutually agreeable. The Board may dismiss the Administrator at any time for good cause, as the term is defined in §39-2-903, MCA. In the event the Board terminates this Agreement

for good cause, the Administrator shall be afforded all rights set forth in the Board's policies and state and federal law. If a discharge from employment is found by a court to be wrongful, the Administrator is limited to the damages under this Agreement.

**6. Miscellaneous Provisions.**

A. This Agreement shall be governed by and construed under the laws of the state of Montana. The parties agree that venue of any legal action filed relating to this Agreement shall be in the District Court of Lewis and Clark County, Montana, Fifth Judicial District.

B. This Agreement shall be binding upon and inure to the benefit of the parties and their respective heirs, personal representatives, successors and assigns, including any change of membership of the Board.

ADMINISTRATOR

BOARD

\_\_\_\_\_



\_\_\_\_\_

By: Luke Muszkiewicz, the Chair of the Board of Trustees, Helena School District 1, Lewis and Clark County, Montana

ATTEST:

\_\_\_\_\_

Janelle Mickelson, Administrator

**HELENA SCHOOL DISTRICT  
Board of Trustees Meeting**

**Meeting Date:** 05/10/2022

**Items VI B.1 through B.6**

Recognitions

Superintendent's Report

General Public Comment

Item for Information

Consent Action Items

Item for Action

Reports

**Item Title: 04.12.22 Board Meeting Minutes**  
**Personnel Actions**  
**Warrants**  
**Out-Of-District Attendance Agreements (Non-Resident Students Attending HPS)**  
**Out-Of-District Attendance Agreements (Helena Students Attending Other Districts)**  
**Resolution Requesting County to Conduct 2023 Elections**

Board Action	1st Motion	Second	Aye	Nay	Other
Muszkiewicz					
Hathhorn					
Beaver					
Goldes					
McKee					
McEwen					
Walsh					
Armstrong					



**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, April 12th, 2022**  
5:30 p.m.

### **MINUTES**

**ATTENDANCE – Present unless otherwise noted.**

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

Janet Armstrong, Trustee-Absent

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  
Joslyn Davidson, Curriculum Administrator  
Rob Brewer, Maintenance Manager  
Jane Shawn, HEA President  
Brett Zanto, Capital High School Principal  
Steve Thennis, Helena High School Principal

Many guests of the public as well as Helena School District staff, students, and their families



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

Board Chair Luke Muszkiewicz called the meeting to order at 5:31 p.m. and led the Pledge of Allegiance.

## **II. REVIEW AGENDA**

Board Chair Luke Muszkiewicz commented. Items for Information number five is a presentation of our 2021 District Audit by Mr. Anthony Gerharz. He has another meeting he is attending tonight, so he is hoping to join us around 7:30 p.m. If we get to that agenda item before 7:30 p.m., we will proceed, and come back to that agenda item when Mr. Gerharz is available.

## **III. RECOGNITION**

### **A. HHS Mock Trial State Champions**

Principal Steve Thennis commented. Good evening, members of the Board. It is my honor to introduce you to several of our teachers and students that have recently excelled in their respective events. Starting with Mr. Kacey Askin. Mr. Askin teaches Career Planning, Consumer Math and Law and Justice. One spin off of his Law and Justice Course is the student activity mock trial. Casey has done great work building this club and recruiting standout student performers. He is here tonight to recognize members of his three-peat state championship team.

Mr. Askin introduced Meghan Rake and Emmi Highness. Emmi Highness commented. I've done mock trial for all four years of high school, and I don't know where I'm going to college next year, but I am planning to study psychology and sociology and then hopefully going to law school after that. Meghan Rake commented. I'm Meghan Rake. I've also done mock trial for the past four years. I plan on going to Oregon State University next year to study pre-med and I would like to give a shout out to my parents.

### **B. State AA Basketball Champions**

Principal Brett Zanto commented. Good evening, members of the Board. I would just like to say how exciting it is to see this many people-community members, students, parents, and guardians, here in the audience, for just a lot of positive events and activities occurring in our community. I would like to talk about the basketball season and its impact on Capital High coming off the heels of the hybrid schedules and everything that has occurred the past couple of years. Our student sections at these activities are loud and they are having a lot of fun. So, it's great to see students coming out for that. It is a great community event, and it gives a chance for our pep band, cadets, and cheerleaders to perform. These are just some great student athletes following their mentor, Coach Almquist. I just can't thank him enough.

Coach Almquist commented. Thanks for having us here tonight. It is quite an honor, and we

appreciate it. The kids that you see here, obviously they had a tremendous basketball season, and they're doing a great job on the court. What I think we are most proud of is how they represent both Capital High School and the community of Helena in so many positive ways, on the court and off the court. They are involved in lots of activities, not just basketball. From a GPA standpoint, we attend Academic All-State Players-that is 3.5 or higher. I am super proud of them and the amount of work they put in. They are the definition of a team.

### **C. National Merit Finalists**

Principal Steve Thennis commented. Helena High School has a long history of academic success, and one of the measures that demonstrates our commitment to high achievement is the significant list of National Merit Scholars we have been able to produce each year. For 67 years National Merit Scholarship Corporation has recognized the intellectual talents of students across the nation. As juniors, typically 1.5 million students from approximately 21,000 high schools enter the National Merit Scholarship competition by taking the PSAT. From that number approximately 16,000 students are selected as National Merit Finalists. This represents less than 1% of the students that initially participated. This year Helena High School has two National Merit Finalists. They are Lucy Lantz, and Erik Callery. This is a great recognition for the contribution of their families, their teachers throughout the K-12 spectrum, and most importantly, the individual students Lucy and Erik.

Erik Callery commented. Well, basically to become a National Merit Finalist, I scored pretty highly on the PSAT. Then I wrote an essay and completed the application and they thought it was good enough to pick me as a finalist. I'd like to thank my parents for supporting me all throughout high school, middle school, and my entire lifetime and for just being great people all around. For future plans, I'm going to college somewhere, and I'm probably going to study some sort of computer science or engineering.

### **D. Business Professionals of America National Qualifiers**

Principal Brett Zanto commented. These students are excited to compete and work with others. BPA stand for Business Professionals of America, and BPA give students the chance not only to compete, but to also collaborate and meet students from other schools. They get the chance to travel, stay overnight in a hotel, and have fun. BPA is real world application, as we in our District are always talking about students being college and career ready. These are students that are competing at a very high level, and these are probably areas that they may pursue in their post-secondary careers. I'd like to introduce Ms. Terri Norman. I can't thank her enough for all that she does for Capital High School and for leading the BPA chapter.

Ms. Terri Norman commented. We have a great group of students representing us tonight. We had seven national qualifiers this year. These students have worked countless hours, preparing, fundraising, and raising money for our charitable organizations including the Special Olympics. They competed at the regional level in December, down in Bozeman at MSU. They then went to state in up to three events, and from there we took twelve students to state. Ten of those twelve students placed in the top ten, and seven are national qualifiers. I'm excited that we get to travel to

a national conference this year. Mckenzy Heppner is our first-place winner in Business Law and Ethics. Mckenzy is a freshman, so it is her first year in BPA. Brooklynn Haab placed second in Business Law and Ethics, and she is also a freshman. Ryan Fuller, who is also a freshman, placed fourth in Server Administration using Microsoft. Carter Weber is a senior, and he placed second in Computer Programming Concepts. Abi Grotbo, Ryleigh Bushnell, and Madelyn Holston placed second in Presentation Management Team.

Principal Steve Thennis commented. It is an honor to introduce you to Mrs. Samantha Humphrey. Samantha is a well-respected educator at Helena High. Her student group she leads, Business Professionals of America, is one of the leading career and technical education organizations in the country. BPA is designed to enhance student participation in professional civic service and social endeavors. This year, Mrs. Humphrey recruited our excellent computer teacher, Mrs. Buffy Smith, and together our students did incredibly well at this year's state competition. It is my pleasure to introduce you to Mrs. Samantha Humphrey and Mrs. Buffy Smith.

Mrs. Humphrey and Mrs. Smith introduced the members of their BPA team. Foster Smith placed first in Python, first in Cisco, and second in Java. Kyler Smith placed first in Java, fourth in Python, and fourth in Cisco. Cooper Cross placed second in Linux and third in C++. Kaden Price placed first in C#. Nolan Verrill placed second in C#. Titan Russell placed first in Computer Network Technology and fifth in Device Configuration. Rachel Ostberg placed second in Computer Network Technology. Cameron Wittrock placed fourth in Java programming. John Lane placed second in Cisco. Schuyler Kron placed second in SQL Database.

That concluded the Recognition portion of the agenda.

#### **IV. SUPERINTENDENT'S REPORT**

Superintendent Rex Weltz began his Superintendent Report with Recognition and discussed the following topics:

- 8<sup>th</sup> and 9<sup>th</sup> grade musicians from CR Anderson Middle School, Helena Middle School, Capital High, and Helena High shared the stage for the Combined Orchestra Concert.
- CR Anderson Middle School students Vivian James and Tatum Campbell recorded public service announcements with the Montana Radio Company. Vivian and Tatum reminded their peers to strengthen their friendships by keeping social media time in check.
- Vigilante Parade-Friday, May 6<sup>th</sup>  
City of Helena  
HSD Facilities Dept
- Hawthorne Elementary 5<sup>th</sup> grader Tabitha Lynch won \$250 from the Hershey's Heartwarming Project Action Grant to launch a kindness project at her school.
- Curriculum Dept

Library and Media Services Standards  
Music Standards

- Jim Weber has partnered with Boeing in implementing a new internship program for Capital High seniors.
- April 4<sup>th</sup> School Librarian Appreciation Day
- April 6<sup>th</sup> Paraprofessional Appreciation Day
- April 27<sup>th</sup> Administrative Professionals Day
- April 4<sup>th</sup>- 8<sup>th</sup> National Assistant Principal Week
- April 18<sup>th</sup> - 22<sup>nd</sup> National Volunteer Recognition Week
- April is Month of the Military Child
- Congratulation to Kaci Hauptman from Bryant Elementary who was selected as 105.3 KMTX Teacher of the Month.

Superintendent Weltz moved on to discuss New Business in his report including the Facilities Master Plan RFQ-interview and selection process, start of the fourth quarter, high school graduation planning, HHS baseball planning for 2022-2023, high school basketball shot clock implementation, ACT testing for all juniors, HEA-HSD bargaining, no school on April 18<sup>th</sup>, Election Day on May 3<sup>rd</sup>, summer Camp Ascension planning, standards base report card training, and PAX training.

Superintendent Weltz concluded his Superintendent Report by discussing his various outreach and meetings in the community including AA Superintendent meetings, HEA, HEF, United Way, Parent Advisory Council, Cabinet meetings, Rotary Club, Lewis and Clark Board of Health, and meeting with the media.

That concluded the Superintendent portion of the agenda.

## **V. GENERAL PUBLIC COMMENT**

Board Chair Luke Muszkiewicz commented. We will now move on to 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 discussion during general public comment. So, as we discussed before, we'll go ahead and start with people who are here with us in person who would like to give public comment.

Mr. Erik Martini commented. Good evening. My name is Erik Martini. I'm a father of three children in the school District. As we enter into the Board election season, I would just like to discuss some things to jog your memories of the last year and a half. First, I'd like to remind voters of the Superintendent's letter to the Superintendent of Public Instruction, Elsie Arntzen. Believe me, the Board gave their blessing on that one, I promise you. Remember that one, the one in which the Superintendents-who are unelected bureaucrats by the way-state it wasn't political in nature but then immediately got political in the letter attacking an elected official on issues that could have been resolved with a sit-down meeting or a conference call. A quote from the letter states, "our concerns are not related to your politics, but rather your leadership or lack thereof". They also attacked Superintendent Arntzen on attempting to protect parents' rights, "recently you advocated for changes in administrative rule that would permit parents to opt out of local school policies. That same logic applied to the classroom level would permit students to pick and choose which rules to follow and will inevitably result in students declaring themselves exempt from your lessons, your testing, and your grades". Oh, holy hyperbole. Just so you know, this was at the request of parents just like me, who wanted the choice, and to have the freedom to send my children to class without having them to be forced to read through a mask all day. By the way, by opting into DLI-which was the only option to forced masking-you are not able to then opt into in-person learning if the District were to drop the mask mandate. I assume this has all been resolved as you only hear of salacious political topics when it's a jab at a conservative politician, and afterwards it was just simply radio silence. Not a thank you, or an attaboy to be had by Mrs. Arntzen. Another item was the handling of COVID by the Districts-the inconsistency, the hypocrisy, and the theater. Literally nothing the Board has done did anything to stamp the COVID tide. Not the masking, not the constant prodding to get vaccinated or how that was our main tool, and not the closing of schools. Nothing. As for the forced masking I want all to remember that the facility-use agreements allowed any and all to be unmasked in schools while our children and teachers were forced to be masked all day up until then. What hypocrisy. The COVID emails from the Superintendent have taken a steep nosedive the last couple of months. I don't even recall the last time a weekly email even included any COVID information. I'd like to encourage those listening both here today and online to vote for candidates that advocate for parents' rights, which do not include any incumbent just to be clear. If anything, my eyes have been open to what parents are actually up against-people who think they know better than you on how to direct the upbringing, education, health care and mental health of your children. I used to think that local government represented its constituents and honestly wanted to serve the will of the people who elected them. It has been made very clear that this is not the case. Myself, and many other parents like me, are constantly at odds with the Board and the Superintendent-and they know this-hence the emergency declaration and expansion thereof by the Board and the Superintendent, granting them powers they wouldn't otherwise have in the name of public safety, but also at the detriment of the parents' rights. I looked up the current active cases in Lewis and Clark County. Can you guess where we are at? We are at thirteen active cases. Why do we still have an emergency declaration by the Board? The governor ended the state's emergency declaration in June of last year-almost ten months ago. It is time. Let's end this emergency.

That concluded the public comment portion of the evening. The Board of Trustees moved on to discuss New Business-Items for Information.

## **VI. NEW BUSINESS**

## A. Items For Information

1. Policy 2005 School Year, Calendar, and Day
2. Policy 3070 Administration of Medication
3. Policy 7061 Public Health Emergency
4. Five-Year General Fund Budget Forecast
5. 2021 District Audit: Anthony Gerharz, Manager, Wipfli LLP

### 1. Policy 2005 School Year, Calendar, and Day

Mrs. Barb Ridgway, Chief of Staff, commented regarding Policy 2005 School Year, Calendar, and Day. Policy 2005 is an existing policy that's been revised on lines 19 through 25 to reflect changes in the ability to have school on Saturday. Additionally, this policy updates school holidays recognized by the District.

### 2. Policy 3070 Administration of Medication

Mrs. Ridgway commented regarding Policy 3070 Administration of Medication. Policy 3070 is an existing policy which has been revised to reflect regulatory changes governing the storage of medication, the delegation of nursing duties, and the revisions to advised practices.

### 3. Policy 7061 Public Health Emergency

Mrs. Ridgway commented regarding Policy 7061 Public Health Emergency. Policy 7061 is a new policy that is a result of our conversation at the last Board meeting. At the March Board meeting, the Board discussed integrating *Policy 1905 Student, Staff, and Community Health and Safety Needs* which is a temporary policy into the existing *Policy 7060 School Safety*. The Policy Committee is recommending that *Policy 7060 School Safety* remain as it was originally written. Policy 7061 is a new policy developed to address a broad range of public health emergencies as opposed to taking a policy written for the recent pandemic and making it fit all health emergencies.

### 4. Five-Year General Fund Budget Forecast

Mrs. Janelle Mickelson, Business Manager, commented regarding the Five-Year General Fund Budget Forecast. This process starts with our fall enrollment, and then we do an internal projection on what that will look like five years down the lane. Mr. Josh McKay is the one that does this projection.

Mr. Josh McKay, Assistant Superintendent 6-12, commented. We take the numbers within our system in each grade level band, and I map out for years to come what I think the enrollment will be on a trend based upon what the class was before. So, kindergarten becomes first grade next year, seventh graders become eighth graders next year, and so on. That is what it looks like on how the numbers roll forward. Typically, in Helena we get some out of District incoming students to our District from eighth to ninth grade, and so we use a rule of about forty or so when then new ones come in between eighth and ninth grade, and then we roll that forward. You'll see that some of the grades shrink or move on as they grow older, like in the high school you might choose other opportunities or graduate early, so sometimes there's a little bit of decline there but we're trying to project based on patterns.

You can see also that next year will be the first year that East Helena School District will have its high school be full. That means our school District will be the first year without East Helena High School kids in it. That is why our high school is declined, and we will be a District of between 7,600 to 7,700 by my projections over time when we used to be an 8,000 or 8,100 school District.

Mrs. Mickelson commented. So that is the headcount, but we're not funded based on the headcount. So, then I convert the headcount into ANB and adjust the enrollment projections as follows. I calculated the average part time percentage over six years in the elementary, middle school, and high school, and subtracted them out. I calculated the percentage of shrinkage from fall to spring in the high school and the ANB is based on the fall enrollment and the spring enrollment count, and then we average them. The shrinkage from fall to spring in the high school is generally about 2%, and I applied that to the spring count, and then I converted all those figures into ANB using the ANB calculation factor. Once I get the ANB I use a model and let it calculate out what our projected budgets would be. Originally, I projected what the budget would be without a vote, and I was asked to go ahead and calculate it assuming we voted all our levies. Once we got the information on what we projected the budgets to be based on ANB, Ms. Stacy Collette did the work projecting what our teacher salaries would be.

Ms. Stacy Collette, Human Resources Administrator, commented. Good evening. The projection this year and for the next five years anticipates a couple of things. One, we anticipate the step movement in the collective bargaining agreement for all our teachers. The contract requires steps year over year. In addition, because of our collective bargaining agreement language for lane movement, if someone has applied for their Master's degree, and they're currently in the BA lane, and we know that next year we're anticipating them to move to the Master's degree, we moved them into the Master's degree in year two of this contract. We then continued the projections and the cost outs. We took retirees out of the mix next year, even though they're in full salary this year, we know they're going to be gone next year. Our retirement incentive also applied for two years in a row. We have nineteen employees retiring next year, and we took them out of the mix as well. We replaced all of those employees tentatively with employees who are paid up to a BA plus six, which would be our maximum replacement value, unless they had a Master's degree or a PhD. We had an average figure that we replaced those retirees with. We also tried to take out the employees as we received resignations, or if employees have gone out on leave of absence. What we've tried to do is adjust for those so that we had as close of a figure as possible for our annual costs for employees in the teacher bargaining unit year over year.

Mrs. Mickelson commented. For the other employee groups- administrators-we looked at that, and it was about a 1% increase from year to year. For independents, paraeducators, and custodians, we increased 2.5% for steps each year. None of these include any increases in salaries. Then I projected a 4% increase in health benefits just based on historical data. I projected termination payouts as constant. I also projected workers compensation as constant and I don't anticipate much of an increase there, if any at all. I projected a 4.5% increase in operations and maintenance and that's just based on historical data, and a 6% increase in the liability insurance. It's the average that would be over 10 years. We do tend to see large increases every four to five years when they reassess our property to determine what our insurance rate should be based on the value. Generally, we have a Superintendent contingency that is 1% of the budget and then Assistant Superintendent contingency generally for overage pairs that we did not anticipate in the budget. I maintain the current split between elementary and high school at 65% to 35%.

Mrs. Mickelson commented regarding the five-year projections. We are projected to have a \$3 million dollar deficit without levies in the elementary and a \$3 million dollar deficit with levies in the elementary even though our budget has increased. The same is true in the high school, it will be almost a \$52,000 dollar deficit without levies and \$462,000 dollar deficit with levies. Now we do have ESSER funds remaining, but in 2025 that money will be gone. So, we do need to make some adjustments in the next two years.

The Trustees had a robust discussion about the Five-Year General Fund Budget Forecast and discussed the need of addressing the upcoming deficit and coming up with solutions. Board Chair Luke Muszkiewicz thanked Mrs. Mickelson, Mr. McKay, and Ms. Collette for the critical parts they played in putting together this forecast.

5. 2021 District Audit: Anthony Gerharz, Manager, Wipfli LLP

The Board of Trustees moved on to discuss the 2021 District Audit: Anthony Gerharz, Manager, Wipfli LLP. Mrs. Mickelson introduced Mr. Gerharz. Mr. Gerharz discussed the process of his audit with the Trustees. Mr. Gerharz commented. This is the second year in a row that we had a fully remote audit, and we were able to get the audit out on time and meet all the deadlines that were required. I'm happy to report that we issued an unmodified opinion, which means the financial statements can be relied upon, and that there were no findings or issues that needed to be brought up to management. Board Chair Luke Muszkiewicz thanked Mr. Gerharz for conducting the 2021 District Audit.

That concluded Items for Information. The Board of Trustees moved on to Consent Action Items.

**B. Consent Action Items**

1. Approval of 03.08.22 Board Meeting Minutes
2. Approval of Personnel Actions
3. Approval of Warrants
4. Approval of Out of District Attendance Agreement
5. Acknowledgment 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.

**Motion:** Trustee Libby Goldes moved to approve the consent action items. Board Vice Chair, Siobhan Hathorn, seconded the motion.

**Public Comment:** None.

**Vote:** 6-0 motion carries unanimously.

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



### C. Items for Action

#### 1. Approval of the Finalized K-12 Information Literacy-Library Media Curriculum

Mrs. Joslyn Davidson, Curriculum Administrator, commented regarding the K-12 Information Literacy-Library Media Curriculum. In the fall of 2020, the State Board of Public Education adopted new state standards for K-12 Information Literacy-Library Media. In 2021 the K-12 librarians began work on aligning District curriculum to the new state standards. That work was completed at the beginning of 2022 and was sent to the Board of Trustees in March with the agenda for the Teaching and Learning Committee. K-12 librarians presented this document to the committee on March 2<sup>nd</sup> with a follow-up question and answer session last week on April 6<sup>th</sup>. On behalf of the District librarians, we are requesting Board approval of the Finalized K-12 Information Literacy-Library Media Curriculum for the Helena School District. I'd like to take a minute to thank Barb Ridgway for her leadership with this group. She's phenomenal. I have with me tonight Amy Friez and Joanne Didriksen, both librarians in our school District. Their dedication to their work and to our students is unwavering and they were instrumental in putting this together. So, they're here tonight to answer any questions you might have. Mrs. Davidson reviewed the K-12 Information Literacy-Library Media Curriculum documents with the Board of Trustees. Ms. Friez and Ms. Didriksen discussed how the standards are delivered to the students, and how it is done differently depending on the grade level.

Board Chair Luke Muszkiewicz thanked Mrs. Davidson and her team for all their efforts in putting together the K-12 Information Literacy-Library Media Curriculum. Board Chair Luke Muszkiewicz commented. I would entertain a motion to approve the Finalized K-12 Information Literacy-Library Media Curriculum.

**Motion:** Board Vice Chair, Siobhan Hathhorn, moved to approve the Finalized K-12 Information Literacy-Library Media Curriculum as presented. Trustee Jennifer McKee seconded the motion.

**Public Comment:** None.

**Vote:** 6-0 motion carries unanimously.

#### 2. Approve the Engagement of SMA Architecture and Design to Develop a Comprehensive Long-Range Facilities Master Plan Pending Successful Contract Negotiations for Services

Mrs. Collette commented regarding the approval of the Engagement of SMA Architecture and Design to Develop a Comprehensive Long-Range Facilities Master Plan Pending Successful Contract Negotiations for Services. We submitted a request for qualifications on February 1<sup>st</sup>, 2022, and we received five firms who submitted statements of qualification at the deadline. The committee led by Ms. Hathhorn, Ms. Goldes, and Mr. Beaver reviewed those five applications and then we interviewed those finalists on April 5<sup>th</sup>. It is our recommendation that you approve the engagement with SMA Architecture & Design pending successful contract negotiations for service. If approved, we will engage our legal counsel with SMA Architecture & Design and have them negotiate a contract for service. We will outline the schedule of events, what our plans are with respect to the Facility's Master Plan, and our plans to engage the community. Within those negotiations, they'll discuss pricing and then we'll bring it back to the Board for final approval after we have the pricing component complete.

Trustee Terry Beaver commented. I don't understand how we can negotiate with a single company and

determine the price of that service. We ended up interviewing three companies, who we thought were sufficiently qualified. So, I don't understand how we can take one company and negotiate with them for a given price, when we don't negotiate with the other two companies and find what their best price is if they are qualified.

Ms. Collette commented. What I understand through guidance of our legal counsel, is that we're not seeking the lowest possible bidder for a statement for qualifications when we engage a professional. I think we do need to work through that negotiation process and determine what is affordable, what's reasonable from our perspective, and then have our legal counsel represent that for us as we move forward. If in fact, we cannot complete negotiations with them and we can't come up with an effective contract, then we have an opportunity to throw this back to the committee to make a determination for next steps.

Board Chair Luke Muszkiewicz commented. At this point I would entertain a motion to approve the Engagement of SMA Architecture and Design to Develop a Comprehensive Long-Range Facilities Master Plan Pending Successful Contract Negotiations for Services.

**Motion:** Trustee John McEwen moved to approve the Engagement of SMA Architecture and Design to Develop a Comprehensive Long-Range Facilities Master Plan Pending Successful Contract Negotiations for Services. Trustee Libby Goldes seconded the motion.

**Public Comment:** None.

**Vote:** 5-1 motion carries. Trustee Terry Beaver voted against.

### 3. Approval of Qualified Bidder for CR Anderson Lighting Project

Ms. Collette commented regarding the approval of a qualified bidder for the C.R. Anderson Lighting Project. I'm excited about this project. When we completed our Deferred Maintenance Plan, the lighting and replacement of lighting was noted as a high priority. In this last year, we've experienced several light fixture fires that have inhibited our ability to provide educational services for students. We've got a safety problem on our hands in that building. Through the work of the Facilities Committee and facilities and maintenance team we have been able to resolve those issues immediately, but now it's time for us to move forward. We're doing a whole replacement of the lighting fixture and we're providing teachers the ability to control the lighting and the dimming nature of those lights. This project will also bring this building into compliance from the latest 2018 energy codes as well as provide us with light savings. Mr. Rob Brewer, Maintenance Manager for the Helena School District, went into additional detail about the fixtures and the need for new lighting to address safety concerns. Mr. Brewer also discussed the savings and efficiency that the new lighting system would provide. Ms. Collette commented. We ask the Board that you would approve the qualified bid submitted by Eagle Electric at \$601,500 base with a \$28,600 cost on Alternative 1 (gym lighting), for a total of \$630,100.

Board Chair Luke Muszkiewicz commented. At this point I would entertain a motion to approve the

Qualified Bidder for CR Anderson Lighting Project.

**Motion:** Trustee John McEwen moved to approve Eagle Electric as the Qualified Bidder for CR Anderson Lighting Project for a total of \$630,100. Board Vice Chair, Siobhan Hathhorn, seconded the motion.

**Public Comment:** None.

**Vote:** 6-0 motion carries unanimously.

That concluded Items for Action. The Board of Trustees moved on to Reports.

## **D. REPORTS**

### 1. Helena Education Association Report

Jane Shawn, President of the Helena Education Association, commented. This past weekend our state union had its annual conference where we elected state officers and made some small amendments to our constitution. For those of you who know Eric Feaver, we were finally able to celebrate his retirement from MFPE, MEA-MFT, and MEA. Eric was a teacher in the Helena Public Schools as well as HEA President for several years. We are continuing the bargaining process with the District and then we'll need to begin bargaining the paraeducator pay as well before the end of the year. Candice Delvaux is organizing the HSD Retirement Celebration, and I am helping her whenever she needs it. We are looking forward to celebrating our fabulous educators and other retirees at the end of May. It is nice to see former students here tonight continuing to grow and learn in our District.

### 2. Budget & Finance Committee Report

Trustee John McEwen commented. Our committee met in March, and we went through preparatory budget data sheets by fund. We then went through the levy and ballot language and discussed the non-voted levy. We also discussed the monthly budget expenditure report. We did not have a meeting in April, but at our May meeting we will start discussing our budget for next year.

### 3. Teaching & Learning Committee Report

Trustee Jennifer McKee commented. It was another fantastic Teaching and Learning Committee meeting. We went over the music curriculum, which follows the same pattern of all curriculum adoption. There is a state standard which is very often pegged-but not in its entirety-to a national standard, and then our District employees and teachers meet and create the curriculum that will adhere to those standards. The music standard went through a big change. We had a certain number of years to create our local curriculum, but in the middle of that work, COVID happened. So, when it comes to this Board for approval you may notice that the national standards were adopted, I believe in 2018, and I wanted to explain why there was that gap. We were well within the timeframe but then the work was interrupted by COVID. At any rate, the curriculum is really cool, very actionable, and can go right into classrooms.

4. Policy Committee Report

Trustee Libby Goldes commented. We discussed a number of policies. I think we had one that had some minor language changes which will not come to the Board. It isn't that all the policies we look at actually come to the Board, it's just whether any changes of substance are made. We looked at Policy 3010 School Admissions, and in light of what Billings was facing, the decision was to wait and see what they did. Now our policy is different because ours already allows the Board to give a waiver for age either below five or over eighteen. I think we need to look at state law in consideration of what we want to commit ourselves to. I think we need to have a little bit deeper investigation of this area before we consider making any changes, but it will be coming to the Board in the future. I also want to mention that in our Policy Committee discussions and investigations some of our policies commit the Board or the District to a course of action. Barb has put together a document listing these items, and this will be very helpful for us going forward, and we can review it yearly. We will consider bringing this to the Board for information at a future meeting.

5. Facilities & Maintenance Committee Report

Committee Chair Siobhan Hathhorn commented. Ms. Collette has covered most of it. We have been completely focused on selecting someone to complete our Facilities Master Plan. We had one full day of in-person interviews and then another significant session of narrowing those down. Of the five firms that put in, four of them are local-Dowling, Cushing Terrell, Mosaic, and SMA-they are all community partners, and they are all very passionate about helping the school District. The hardest part was that we needed to narrow that down to one. I was really appreciative of the local firms that were all strong and put in a bid for our RFQ.

6. Health Benefits Committee Report

Trustee John McEwen commented. We had one subcommittee meeting on wellness, where we looked at the budget for the wellness activities for the coming year. The full Health Benefits Committee met on April 7th and approved the wellness budget. The plan spends roughly \$250,000 a year on things like health screenings, incentives, special testing, and preventive kinds of activities to try and identify illness and diseases early on. Alliant is the vendor that provides analyses for the plan. The plan has two contractors, Alliant, and Allegiance. Allegiance is a third-party administrator that processes the claims. Alliant gave a report on the utilization of the plan comparing this year to prior years.

7. Wellness Committee Report

Trustee Jennifer Walsh had to leave the Board meeting early, so there was nothing to report.

8. Montana School Boards Association Report

Board Chair Luke Muszkiewicz commented. I just wanted to give a quick shout out to Trustees Hathhorn, McEwen, and Armstrong for joining me at the MTSBA Delegate assembly in March. We went through and took action on what is the beginnings of the MTSBA legislative platform and that will then go before the full MTSBA membership at the MTSBA annual meeting on June 9<sup>th</sup>. We have four voting slots to fill, and we were the only AA who had all four of our delegates there. So, I really appreciate everybody's time, and it ensured that Helena Public Schools had the full votes that we are entitled to in the MTSBA bylaws. So that is important that we take advantage of our representational authority of those meetings. The MTSBA annual meeting will be Thursday, June 9<sup>th</sup>. You're all welcome to attend that and I'll pass along additional information shortly. That will be an in-person event here in Helena with the option of attending virtually. On Friday, June 10<sup>th</sup> will be MTSBA School Board Leadership Training. They'll offer some good training focused on Trustees, and that will be in-person and virtual as well. It is a neat opportunity to attend these events in-person and meet other Trustees from around the state. The last thing I want to mention is MTSBA will offer new Trustee Orientation Training. It'll happen on Tuesdays-May 17<sup>th</sup>, May 24<sup>th</sup>, and May 31<sup>st</sup>- via Zoom. That will all be online from 1 p.m. to 3 p.m. It would be a great resource for any of us to refresh what our duties, responsibilities, and best practices are as Trustees.

9. Student Representatives Report

Rylie Schoenfeld, Helena High School Representative, commented. Today, our juniors took the ACTs at the fairgrounds. Yesterday, seniors Hannah Romney and Erin Grossman were awarded and recognized at the Helena Kiwanis Club meeting for their Key Club scholarships that they won. Another Capital student and I were recognized for a music scholarship. On Saturday, we hosted our prom at the fairgrounds, and it was very successful. Recently, some of our SkillsUSA students qualified for nationals. We had a lot of students participate in the District Music Festival last week in band, choir, and orchestra. We have several students that will move on to the state Music Festival.

Eliza Lay, Capital High School Representative, commented. Our band, choir, and orchestra students recently participated in the District Music Festival. We all did very well. Our juniors also took the ACTs today at the fairgrounds. We would like to congratulate Mr. Chancy for being the recipient of The Special Education Lifetime Achievement Award from the Montana Council for Exceptional Children. Vigilante parade registration started last Thursday and continues until April 21<sup>st</sup>. As of right now, there seems to be a lot of interest from the students especially since we haven't had a normal Vigilante parade in the past two years. Boeing is implementing a new internship program at our school for seniors who are involved in the machining class. Students can apply for a paid, three-month internship at \$20 an hour if selected. If they prove to be good employees during the internship, they will then qualify for several positions that will work them 30 hours a week while going to college. This qualifies them for full Boeing benefits and retirement and Boeing will pay for all their college tuition, books, and tools while earning the machining degree at Helena College. Graduation speaker tryout applications can now be picked up by interested seniors and tryouts will be held on Monday, April 25<sup>th</sup>. Registration for next school year is complete and Mr. Zanto is

currently working with department coordinators in creating the master schedule. Recently in PLC time they had a staff volunteer share their practices of how they implemented vocabulary instruction in their own classes through providing a wide range of professional development sessions that staff signed up for and received a lot of positive feedback from this opportunity.

## **VII. UPCOMING MEETINGS**

Board Chair Luke Muszkiewicz commented regarding upcoming meetings. In two weeks, we'll have our April Work Session. The election is on May 3<sup>rd</sup>, and as you know we have three open seats, with only two incumbents running so we know we're going to see at least one new Trustee. Our regular Board meeting is a week after that, on Tuesday, May 10<sup>th</sup>. We sometimes have a hard time getting the certified election results from the county in time to canvass them at our Board meeting. We will schedule a special meeting the following Tuesday, May 17<sup>th</sup>, where all we will do is canvass the election results, swear in new Trustees or reelected Trustees, reorganize the Board, and appoint a clerk. The following Tuesday after that would be our May Work Session on May 24<sup>th</sup> at Warren Elementary. In June we would hold our regular June meeting on the 14<sup>th</sup>, but we would not hold a Work Session meeting, as we typically do not hold those in the summer.

## **VIII. BOARD COMMENTS**

Board Chair Luke Muszkiewicz commented. We are operating under a District Declaration of Emergency that is set to expire on June 30<sup>th</sup>, 2022. My understanding is that Superintendent Weltz does not intend to recommend to the Board that we extend that Declaration of Emergency past June 30<sup>th</sup>. So, we do not need to vote on that. If we take no action on that it will go away on June 30<sup>th</sup> which I think is our intention at this point. That does mean that those 1900 series policies are really only intended to be in place when we have a Declaration of Emergency. What that means is we need to vote to consider rescinding those policies at either our May or June meeting. We will want to involve Ms. Ridgway and the Policy Committee in that decision. This is accordance with the guidance that we are getting from MTSBA.

## **IX. ADJOURNMENT**

Board Chair Luke Muszkiewicz adjourned the meeting at 9:10 p.m.

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Candice Delvaux, Recording Secretary

Date

**PERSONNEL ACTIONS**  
April 13, 2022 – May 10, 2022

**CERTIFICATED PERSONNEL**

**Appointments**

<u>Name</u>	<u>Effective</u>	<u>Location/Assignment</u>	<u>Salary</u>
Anfinson, Tyler	08/29/2022	CRA/Science	\$54,333.00*
Arpin, Alinon	08/29/2022	Warren/Grade 3	\$46,000.00*
Booton, Brittney	08/29/2022	Broadwater/Kindergarten	\$51,000.00
Boutin, Autumn	08/29/2022	TBD/Nurse	\$59,105.00
Chandler, Jilyn	08/29/2022	CRA/Math	\$89,160.96
Collier, Darcee	08/29/2022	Bryant/Kindergarten	\$46,000.00*
Driggers, Beth	08/29/2022	HMS/Library .50 FTE	\$28,833.50
Dunnehoff, Ava	08/29/2022	Hawthorne/Grade 2/3	\$42,000.00
Ebelt, Chelsi	08/29/2022	Central/Grade 1	\$49,333.00*
Ellison, Teaje	08/29/2022	Hawthorne/Grade 5	\$44,000.00*
Fairclough, Hunter	08/29/2022	Jim Darcy/Grade 5	\$40,000.00*
Furshong, Gabriel	08/29/2022	Central/Grade 2	\$47,667.00*
Fox, Mikell	08/29/2022	Central/Kindergarten	\$56,000.00
Hamper, Corissa	08/29/2022	Hawthorne/Kindergarten	\$43,000.00
Hunt, Sharon	08/29/2022	Capital High/Mathematics	\$46,000.00*
Kettler, Susan	08/29/2022	Speech, Language Pathologist	\$56,000.00
Kragt, Marisa	08/29/2022	Kessler/Grade 1	\$52,667.00*
Lester, Rebecca	08/29/2022	TBD/Special Education	\$46,000.00
McCarl Warwick, Alyssa	08/29/2022	Central/Kindergarten	\$41,000.00
Mitchell, Kelsey	08/29/2022	TBD/Nurse	\$56,000.00*
Morris, Mick	07/01/2022	CHS/Asst Principal	\$98,646.03
Mouledous, Dilone'	08/29/2022	Kessler/Grade 3	\$41,000.00*
Mullikin Garside, Ali	08/29/2022	Warren/Special Education	\$41,000.00*
Nelson, Kara	08/29/2022	HMS/Choir-Orchestra	\$56,000.00
Oppedahl, Mattieu	08/29/2022	Jefferson/Grade 1	\$41,000.00*
Owen, Carrie	08/29/2022	HMS/Spanish	\$85,008.03*
Patton, Meghan	08/29/2022	HMS/English	\$41,000.00*
Prody, Kathleen	07/01/2022	CRA/Principal	\$116,000.00
Racicot, Brooke	08/29/2022	Broadwater/Grade 1	\$41,000.00*
Rowsey, Reid	08/29/2022	CHS/English	\$41,000.00*
Rudio, Krystina	08/29/2022	Hawthorne/Grade 3	\$41,000.00
Segrest, Chelsea	08/29/2022	RBLC/Reading Coach .50 FTE	\$25,522.50*
Stone, Sue	08/29/2022	CHS/English	\$66,000.00*
Thatcher, Riley	07/01/2022	Kessler/Elementary Principal	\$98,646.03
Wenger, Erik	08/29/2022	Kessler/Grade 4/5	\$46,000.00*
Williams, Jennifer	08/29/2022	TBD/Special Education	\$59,765.00

\*Temporary Contract: Contract expires at the discretion of the District or 6/09/2023, whichever occurs first.

**Terminations/Retirements**

<u>Name</u>	<u>Effective</u>	<u>Location/Assignment</u>	<u>Reason</u>
Anfinson, Tyler	06/09/2022	CRA/Science	Temporary

Baus, Laura	06/10/2022	Interim Teacher	Temporary
Bisom, Betty	12/01/2021	CRA/Math	Temporary
Bjornstad, Josclyn	06/09/2022	Interim Teacher	Temporary
Booton, Brittney	06/09/2022	Interim Teacher	Temporary
Cathcart, Bethany	06/09/2022	Interim Teacher	Temporary
Chandler, Jilyn	06/30/2022	CRA/Asst. Principal	Resignation
Conley, Jean	06/09/2022	SSC/Special Education	Temporary
Driggers, Beth	06/09/2022	HHS/Library	Temporary
Dunnehoff, Ava	06/09/2022	Hawthorne/Grade 1	Temporary
Ebelt, Chelsi	06/09/2022	Interim Teacher	Temporary
Eodice, Faith	06/09/2022	Interim Teacher	Temporary
Furshong, Gabriel	06/09/2022	Central/Grade 2	Temporary
Gutekunst, Sarah	06/09/2022	Interim Teacher	Temporary
Hardiman, Marisa	06/09/2022	Central/Grade 1	Resignation
Hogan, James	06/09/2022	Interim Teacher	Temporary
Jatkowski, Darlene	06/10/2022	Interim Teacher	Temporary
Jones, Jason	06/10/2022	Interim Teacher	Temporary
Lampman, Evan	06/09/2022	Interim Teacher	Temporary
Loveridge, Rob	06/09/2022	CRA/Band .50 FTE	Temporary
Maddock, Grace	06/10/2022	HHS/Spanish	Temporary
Miller, Lauren	06/09/2022	CRA/English	Resignation
Mouledous, Dilone'	06/09/2022	Kessler/3-4 Combo	Temporary
Mullikin Garside, Ali	06/09/2022	SSC/Special Education	Temporary
Oppedahl, Mattieu	06/09/2022	Jefferson/Grade 1	Temporary
Owen, Carrie	06/09/2022	HMS/Spanish	Temporary
Patton, Meghan	06/09/2022	HMS/English	Temporary
Pryor, Stephanie	06/09/2022	Interim Teacher	Temporary
Racicot, Brooke	06/09/2022	Interim Teacher	Temporary
Rowsey, Reid	06/10/2022	CHS/English	Temporary
Rudio, Krystina	06/09/2022	Hawthorne/Grade 5	Temporary
Sechrist, Laurie	06/10/2022	CHS/English-FCS	Temporary
Segrest, Chelsea	06/09/2022	RBLC/Reading Coach .50 FTE	Temporary
Steinmetz, Joel	06/10/2022	CHS/Industrial Arts	Non-renewal
Stone, Sue	06/10/2022	CHS/English	Temporary
Sutkus, Kari	06/09/2022	RBLC/Gifted & Talented .50 FTE	Temporary
Thennis, Stephanie	06/30/2022	HHS/Asst. Principal	Resignation
Thornock, Jeanine	06/09/2022	Interim Teacher	Temporary
Welsh, Devney	06/09/2022	Central/PE-Music	Temporary

**Leaves**

<u>Name</u>	<u>Term</u>	<u>Location/Assignment</u>	<u>Type of Leave</u>
Bonney, Angela	2022-2023	Warren/Grade 4	LOAWOP
Buresh, Ashley	2022-2023	Bryant-Central/Instructional Coach	LOAWOP
Walker, Lacey	2022-2023	ABE/Mathematics	LOAWOP

**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>
Hoxie, Kimberly	05/02/2022	Kessler/Para Educator	\$15.95/hr.
Padmos, Morgan	04/19/2022	Rossiter/SACC Para Educator	\$13.30/hr.
Stopher, Terra	04/05/2022	Jim Darcy/Temporary Para Educator	\$15.84/hr.*
Young, Ruger	04/19/2022	Jefferson/SACC Para Educator	\$13.30/hr.

*\*Temporary Assignment*

### Terminations/Retirements

<u>Name</u>	<u>Effective</u>	<u>Location/Assignment</u>	<u>Reason</u>
Aimone, Kathleen	06/09/2022	Central/Temp. Overage Para Educator	Temporary
Berg, Shannon	06/09/2022	Four Georgians/Temp. Overage Para.	Temporary
Carroll, Barbara	06/09/2022	Hawthorne/Temp. Overage Para Educ.	Temporary
Collette, Stacy	06/30/2022	Lincoln/Director of Human Resources	Resignation
Cooper, Alicia	06/09/2022	RBLC/Temporary Para Educator	Temporary
Dodge-Obie, Dawn	06/09/2022	Warren/Temp. Instructional Tutor	Temporary
Ferguson, Shayla	06/09/2022	Kessler/Temp. Overage Para Educator	Temporary
Ferguson, Tauron	06/09/2022	Bryant/Temp. Overage Para Educator	Temporary
Hamper, Corissa	06/09/2022	Hawthorne/Para Educator	Resignation
Harpham, Jill	04/22/2022	HHS/Para Educator	Resignation
Hoving, Susan	06/09/2022	Bryant/Temp. Overage Para Educator	Temporary
Jones, Bonnie	06/09/2022	Smith/Temp. Overage Para Educator	Temporary
Jones, Linda	06/09/2022	Hawthorne/Temp. Overage Para Educ.	Temporary
Kittelmann, Dara	05/06/2022	Jim Darcy/Elementary Secretary	Resignation
Loomis, Larry	06/10/2022	PAL/Temporary Instructional Tutor	Temporary
Makowski, Jessica	06/09/2022	Central/Temporary Para Educator	Temporary
Mondejar, Jennifer	06/09/2022	Jefferson/Temp. Overage Para Educ.	Temporary
Morley, Susana	06/09/2022	Broadwater/Temp. Overage Para Educ.	Temporary
Muszkiewicz, Hannah	06/09/2022	Hawthorne/Temp. Overage Para Educ.	Temporary
Nelson, Nickalis	06/09/2022	Bryant/Temp. Overage Para Educator	Temporary
Newhouse, Shauna	05/18/2022	Jim Darcy/Para Educator	Resignation
Onder, Patricia	06/09/2022	Central/Temporary Para Educator	Temporary
Ruddell, Danette	06/10/2022	HHS/Temporary Para Educator	Temporary
Schneider, Dawn	04/22/2022	HHS/General Secretary	Resignation
Stein, Tiffany	06/09/2022	Bryant/Temp. Overage Para Educator	Temporary
Stopher, Terra	06/09/2022	Jim Darcy/Temporary Para Educator	Temporary
Sweeney, Emily	06/09/2022	Smith/Temp. Overage Para Educator	Temporary
Tommerup, Kelsey	06/09/2022	Jefferson/Temp. Overage Para Educ.	Temporary
Vazquez, Marissa	06/09/2022	Kessler/Temp. Overage Para Educator	Temporary
Wadhams, Tamara	06/09/2022	Hawthorne/Para Educator	Retirement
Young, McKinley	06/09/2022	HMS/Temporary Para Educator	Temporary
Westlund, Marcia	06/09/2022	Rossiter/Temp. Overage Para Educator	Temporary

Leaves

Name                      Term                      Location/Assignment                      Type

**SUPPLEMENTARY CONTRACT ASSIGNMENTS**

<b>LNAME</b>	<b>FNAME</b>	<b>ACTIVITY</b>	<b>SCHOOL</b>	<b>AMOUNT</b>
Beeby	Leroy	Tennis-Asst JV Coach	Helena High	\$1,890.00
Belcourt	Dean	Softball-JV Asst	Capital High	\$2,371.06
Bieber	Raymond	Tennis-Asst Coach	Capital High	\$2,973.60
Binde	Marty	Tennis-JV Coach	Capital High	\$1,836.00
Bloyder	Mikayla	Track-Asst Girls	Capital High	\$1,637.10
Broadhead	Dane	Track-Asst Boys	Helena High	\$3,434.70
Canney	Lucas	Track-Asst Boys Coach	Capital High	\$3,434.70
Carter	Lonzo	Track-Head Coach	Capital High	\$7,189.47
Clark	Brooke	Track-Asst Girls Coach	Capital High	\$3,274.20
Croft	Justi	Softball-JV Head	Helena High	\$2,576.08
Darfler	Edward	Track-Asst Boys Coach	Capital High	\$4,718.70
Dawes	Levi	Track-Asst Boys	Capital High	\$1,621.05
Evans	Scott	Track-Asst Boys	Helena High	\$4,012.50
Furlong	Colby	Track-Asst Boys	Helena High	\$3,306.30
Garza	Manuel	Track_Head Coach	Helena High	\$5,403.85
Gilbert	Kelley	Track-Asst Girls Coach	Helena High	\$4,333.50
Goody	Hollee	Track-Asst Girls Coach	Capital High	\$3,563.10
Heiser	Robert	Tennis-JV Coach	Helena High	\$1,890.00
Hogan	Brittany	Softball-JV Asst	Helena High	\$2,371.06
Hunt	Jared	Track-Asst Boys Coach	Capital High	\$1,701.30
Hurford	William	Track-Boys Coach	Helena High	\$3,498.90
Hustad	Byron	Track-Asst Girls	Helena High	\$4,140.90
Kain	Thomas	Track-Asst Boys Coach	Capital High	\$3,498.90
Kelly	Timothy	Track-Girls Coach	Capital High	\$3,787.80
Klemp	Jennifer	Softball Coordinator	Helena High	\$612.00
Lane	Scott	Track-Girls Coach	Capital High	\$3,370.50
Madsen	Michael	Track-Asst Boys Coach	Helena High	\$3,498.90
McMahon	Richard	Track-Coordinator	Helena/Capital	\$1,616.00
McNeil	Heather	Track-Asst Varsity Girls	Helena High	\$3,884.10
Miller	Lynn	Softball-Varsity Asst	Capital High	\$3,798.99
Miller	Mike	Softball-Head Coach	Capital High	\$5,665.80
Mozer	Andrew	Track-Asst Varsity Girls	Helena High	\$3,531.00
Murgel	Jason	Softball-Varsity Asst	Helena High	\$3,571.00
Parker	Michaela	Track-Asst Girls Coach	Helena High	\$1,621.05
Rensmon	Darryl	Softball-Head JV Coach	Capital High	\$2,576.08
Reyant	Mathew	Track-Head Girls Coach	Capital High	\$5,074.92
Riebe	Nicole	Tennis - Head Coach	Helena High	\$4,009.96
Keleti	Allie	Track-Asst Girls Coach	Helena High	\$1,605.00
Schulte	Ryan	Softball-Head Coach	Helena High	\$4,600.80
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
Brooke	Clark	6th Girls BB	CRA	\$594.00
Lyndes	Casey	7th Boys BB	CRA	\$594.00
Lyndes	Casey	7th Girls BB	CRA	\$641.00
Toivonen	Christopher	6th Boys BB	HMS	\$594.00
Jones-Casne	Connor	7th Boys BB	HMS	\$594.00
Zapada	DJ	7th Girls BB	HMS	\$594.00
Forsman	Emily	7th Girls BB	CRA	\$594.00
Forsman	Emily	7th Boys BB	CRA	\$594.00
Barber	Evan	7th Girls BB	HMS	\$594.00
Barber	Evan	7th Boys BB	HMS	\$594.00
Lynn	Hermes	7th Boys BB	CRA	\$594.00
Fairclough	Hunter	6th Boys BB	CRA	\$594.00
Sheridan	James	6th Boys BB	CRA	\$594.00
Murgel	Jarrold	Wrestling	HMS	\$638.00
Sheridan	Jaymee	6th Girls BB	CRA	\$594.00
Benson	Jazzamyn	7th Girls BB	HMS	\$594.00
Bell	Joseph	Wrestling	CRA	\$555.00
Brooks	Karli	6th Boys BB	HMS	\$594.00
Nay	Kyle	Wrestling	CRA	\$638.00
Miller	Lauren	7th Girls BB	CRA	\$594.00
Crum	Lisa	6th Girls BB	HMS	\$594.00
Wolter	Madeline	6th Girls BB	CRA	\$594.00
Kepler	Michael	6th Boys BB	HMS	\$594.00
Pattison	Michaela	6th Girls BB	HMS	\$594.00
Curtis	Mikayla	6th Boys BB	HMS	\$594.00
Fuzesy	Richard	6th Girls BB	CRA	\$641.00
Fuzesy	Richard	7th Boys BB	CRA	\$594.00
Bogard	Sam	Wrestling	HMS	\$555.00
Jones	Sol	6th Boys BB	CRA	\$594.00
Quinn	Thomas	6th Girls BB	CRA	\$594.00
Quinn	Thomas	7th Boys BB	CRA	\$594.00
Pilon	Travis	7th Girls BB	CRA	\$594.00
Pilon	Travis	7th Boys BB	CRA	\$594.00
Anfinson	Tyler	6th Boys BB	CRA	\$641.00
Walsh	Vicki	6th Girls BB	HMS	\$594.00
Hatten	Teal	Folf Coach	HMS	\$509.00
Nicholson	Brayden	Folf Coach	HMS	\$509.00
Almquist	Kayla	6th Volleyball	CRA	\$594.00
Blaz	Kelly	6th Volleyball	CRA	\$594.00
Cleveland	Rebecca	6th Volleyball Team 1	CRA	\$641.00
Cleveland	Rebecca	6th Volleyball Team 2	CRA	\$594.00
Robertson	Mckenna	6th Volleyball	CRA	\$594.00
Tilton	Ann	6th Volleyball	CRA	\$594.00
Bartsch	Ann	7th Volleyball	CRA	\$594.00
Buschini	Abigail	7th Volleyball	CRA	\$594.00
Forsman	Emily	7th Volleyball	CRA	\$594.00
Heller	Parklynn	7th Volleyball	CRA	\$594.00
Martin	Darby	7th Volleyball	CRA	\$594.00
Patterson	Tara	7th Volleyball	CRA	\$594.00
Stacey	Rachael	7th Volleyball	CRA	\$594.00
Graham	Susan	8th Volleyball	CRA	\$594.00
Herndon	Aspen	8th Volleyball	CRA	\$594.00
Van Allen	Ashley	8th Volleyball Team 1	CRA	\$594.00
Van Allen	Ashley	8th Volleyball Team 2	CRA	\$594.00
Wolter	Maddie	Coordinator/8th	CRA	\$641.00
Brooks	Karli	6th Volleyball	HMS	\$594.00

Crum	Lisa	6th Volleyball	HMS	\$594.00
Curtis	Mikayla	6th Volleyball	HMS	\$594.00
Pattison	Michaela	6th Volleyball	HMS	\$594.00
Brooks	Karli	7th Volleyball	HMS	\$594.00
Curtis	Mikayla	7th Volleyball	HMS	\$594.00
Stief	Halstyn	7th Volleyball	HMS	\$594.00
Bullock	Alex	8th Volleyball	HMS	\$594.00
Fuhrman	Georgia	8th Volleyball	HMS	\$594.00
Koch	Cassie	8th Volleyball	HMS	\$594.00
Bishop	Kristin	Asst Boys Track Coach	HMS	\$562.00
Brooks	Karli	Asst Girls Track Coach	HMS	\$562.00
Flatow	Kevin	Asst Boys Track Coach	HMS	\$562.00
Forsman	Emily	Asst Girls Track Coach	CRA	\$562.00
Furhman	Georgia	Asst Girls Track Coach	HMS	\$562.00
Fuzesy	Richard	Asst Boys Track Coach	CRA	\$562.00
Graham	Susan	Asst Girls Track Coach	CRA	\$562.00
Hagengruber	Leslie	Asst Girls Track Coach	CRA	\$562.00
Hatten	Teal	Asst Boys Track Coach	HMS	\$562.00
Hogan	James	Asst Boys Track Coach	CRA	\$562.00
Hunt	Jared	Asst Boys Track Coach	CRA	\$562.00
Lowney	Edward	Asst Boys Track Coach	HMS	\$562.00
Lyndes	Casey	Asst Girls Track Coach	CRA	\$562.00
Maharg	Christy	Asst Girls Track Coach	CRA	\$562.00
McGinley	Michael	Asst Boys Track Coach	CRA	\$562.00
Nicholson	Brayden	Asst Girls Track Coach	HMS	\$562.00
Pattison	Michaela	Asst Girls Track Coach	HMS	\$562.00
Reiter	Tyson	Head Boys Track Coach	HMS	\$644.00
Roberts	Andrew	Asst Boys Track Coach	HMS	\$562.00
Shanahan	Connor	Asst Boys Track Coach	HMS	\$562.00
Sheridan	James	Head Girls/Boys Track Coach	CRA	\$942.00
Sheridan	Jaymee	Asst Girls Track Coach	CRA	\$562.00
Shockley	Roxanne	Asst Girls Track Coach	HMS	\$562.00
Smith	Lori	Head Coach Girls Track	HMS	\$644.00
Stief	Halstyn	Asst Girls Track Coach	HMS	\$562.00
Wall	Glen	Asst Boys Track Coach	CRA	\$562.00

Helena School District #1

Warrants April 1 to 30, 2022

Direct Deposits: \$3,360,511.11

Payroll Warrants: 70131170-70131189

Payroll Deduction: 69286503-69286529

Non-Check Payroll Deductions: \$5,375,247.24

Non-Check Accts Payable Deductions: 564,919.69 \* Allegiance payments not available at this time

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

Claim Warrants: 69286060-69286689

CRA Middle School Student Activity Checks: 17245-17252

HMS Middle School Student Activity Checks: 8676-8684

Capital High Student Activity Checks: 23895-23917

Helena High Student Activity Checks: 35777-35824

Cancelled Warrants: \$3,720.86

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

Chairperson \_\_\_\_\_

Business Manager \_\_\_\_\_

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

Grade	District of Residence	Address	School of Attendance
10	East Helena K-12	East Helena, MT	Helena High School
10	Jefferson High School	Clancy, MT	Helena High School
10	Jefferson High School	Clancy, MT	Helena High School
10	Jefferson High School	Clancy, MT	Helena High School
10	Jefferson High School	Clancy, MT	Helena High School
11	Jefferson High School	Clancy, MT	Helena High School
11	Jefferson High School	Clancy, MT	Capital High School
11	Jefferson High School	Clancy, MT	Helena High School
11	Jefferson High School	Montana City, MT	Helena High School
12	Jefferson High School	Clancy, MT	Helena High School
12	Jefferson High School	Clancy, MT	Helena High School
12	Jefferson High School	Clancy, MT	Helena High School
12	Jefferson High School	Clancy, MT	Helena High School



ACKNOWLEDGE OUT-OF-DISTRICT ATTENDANCE AGREEMENTS  
(HELENA RESIDENT STUDENTS ATTENDING OTHER SCHOOL DISTRICTS)

**Discretionary:** -

Grade	Address	District of Attendance
9	Helena, MT	Jefferson High School

Running Total of Acknowledged Out-of-District Attendance Agreements  
(Helena Resident Students Attending Other School Districts)

Grade	East Helena K-12	Lincoln K-12	Townsend K-12	Cascade Public Schools	Clancy Elementary	Missoula High School	Jefferson High School	Great Falls High School	Total
K					2				2
1					4				4
2					5				5
3					5				5
4					5				5
5					4				4
6					4				4
7					5				5
8				5	2				7
9				2			5		7
10									0
11				3			6	3	12
12							2		2
	0	0	0	10	36	0	13		62



# Board of Trustees Work Session

## Resolution Requesting County to Conduct 2023 Elections

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### VI. NEWBUSINESS

#### B. Consent Action Item

6. Resolution requesting County to Conduct 2023 elections.
- 

#### **Background:**

Pursuant to 20-20-417, MCA, the trustees of a district may request the county election administrator to conduct certain school elections during the ensuing school fiscal year. The request must be made by a resolution of the board of trustees. Whenever the county election administrator agrees to conduct a school election, the administrator shall perform the duties imposed on the trustees and the clerk of the district for school elections and deliver to the trustees, for the purpose of canvassing the vote, the certified tally sheets and other election items needed for canvassing the vote.

#### **Considerations:**

- The county election administrator has agreed to run elections scheduled for the regular election day, May 2, 2023.
- If a special election is requested, the county election administrator would want to find an agreeable date for the election and may refuse to run elections on a date that does not work for election office.
- The District must provide copies of all candidate filing forms and any ballot issue language by the candidate filing deadline.
- The county election office will run the election by district, not by precinct. Requests to run the election by precinct will not be accommodated.

#### **Superintendent recommendation:**

Approve the attached resolution requesting the county to conduct 2023 elections for Helena School District No. 1.

**TRUSTEE RESOLUTION REQUESTING COUNTY CONDUCT ELECTION(S)**

BE IT RESOLVED, the Board of Trustees for School District No. 1, Lewis and Clark County, State of Montana, requests that Lewis and Clark County, State of Montana, conduct the following school elections by mail ballot for School District No. 1, Lewis and Clark County for fiscal year 2023:

All Elections

In accordance with 20-20-417, MCA, the county will perform the duties imposed on the trustees and the clerk of the district for school elections in 20-20-203, 20-20-313, and 20-20-401, and deliver to the trustees, for the purpose of canvassing the vote, the certified tally sheets and other items as provided in 13-15-301.

Other election duties not specified will be conducted by mutual agreement between the district clerk and the county election administrator.

\_\_\_\_\_  
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\_\_.

**HELENA SCHOOL DISTRICT  
Board of Trustees Meeting**

**Meeting Date:** 05/10/2022

**Item VI.C.1**

Recognitions

Superintendent's Report

General Public Comment

Item for Information

Consent Action Items

Item for Action

Reports

**Item Title:           1. Finalized K-5 Music Curriculum**

Board Action	1st Motion	Second	Aye	Nay	Other
Muszkiewicz					
Hathhorn					
Beaver					
Goldes					
McKee					
McEwen					
Walsh					
Armstrong					

# Board of Trustees Work Session

Finalized K-5 Music Curriculum



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## VI. NEW BUSINESS

### C. Items for Action

#### 1. Finalized K-5 Music Curriculum

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#### Background:

In June of 2014, the National Coalition for Core Arts Standards released new national standards for the areas of visual art, theatre, media arts, dance, and music. The Office of Public Instruction in conjunction with Montana teachers adapted these national standards for the state of Montana. The new Montana standards for the Fine and Performing Arts were adopted by the State Board of Public Education in 2016. Shortly after, the K-5 Music team created new "I Can" statements to bridge any gap between the Helena music curriculum and the new state standards. In 2019, K-5 music teachers began work on an updated music curriculum which would align to the new state standards. Covid interrupted that work, but the music team was able to finish the new K-5 Music curriculum in March of 2022. K-5 music teachers presented this document to the Teaching and Learning Committee on April 6th, with a follow-up Q and A session on May 4th. On behalf of District music teachers, we are requesting Board approval of the Finalized K-5 Music Curriculum for the Helena School District.

# Grade K Expression

## Essential Standards:

- Montana Music Content Standard K.2: Demonstrate a musical idea.
- MMCS K.3: Identify changes in musical ideas.
- MMCS K.4: Identify expressive qualities in musical selections.
- MMCS K.6: Perform music with expression.
- MMCS K.7: Discuss preferences in musical selections.
- MMCS K.8: Discuss expressive qualities of music.
- MMCS K.9: Identify preferences in evaluating music.
- MMCS K.10: Identify emotions when experiencing music.
- MMCS K.11: Identify connections between music, arts, and daily life in a variety of contexts.

## Other Standards:

- Montana Dance Content Standard K.1: Respond in movement to a variety of sounds.
- MDCS K.4: Explore different movement qualities.
- Montana Theatre Arts Content Standard K.1: Identify ways in which movement may be used to create or retell a story.
- MTACS K.4: Use facial expressions to communicate character and emotions in guided creative drama.
- MTACS K.6: Use voice and sound in guided creative drama.

## Content-Specific Vocabulary:

Piano, forte, mood

Learning Targets (I Can)	Materials	Manipulatives	Strategies
I am learning to describe the feeling and mood of a piece of music.	<ul style="list-style-type: none"> <li>• <i>Book of Movement Exploration</i></li> <li>• <i>First Steps in Music</i></li> <li>• <i>GAMEPLAN</i></li> <li>• High quality children’s literature</li> <li>• High quality musical recordings</li> <li>• <i>Move It!</i> DVDs</li> <li>• <i>MusicPlay Online</i></li> <li>• <i>My Many Colored Days</i></li> <li>• <i>Parachutes, Ribbons and Scarves</i></li> </ul>	<ul style="list-style-type: none"> <li>• Barred instruments and mallets</li> <li>• Floor drums (tubanos)</li> <li>• Frame drums</li> <li>• Hoberman spheres</li> <li>• Movement manipulatives (parachute, scarves, ribbon wands, bean bags, stretchy band, beat buddies, playground balls)</li> <li>• Unpitched percussion</li> </ul>	<ul style="list-style-type: none"> <li>• Follow directions vs. choice making</li> <li>• Improvisation</li> <li>• Move-it</li> <li>• Notice, wonder, value</li> <li>• Student created artwork</li> <li>• Student created movement</li> <li>• Word wall</li> </ul>
I am learning to respond to musical opposites (fast/slow, loud/quiet).			
I am learning to perform with artful expression. Examples: <ul style="list-style-type: none"> <li>▪ Dynamics and tempi</li> <li>▪ Expressive bodies and faces, matching the music</li> <li>▪ Responsive movement choices</li> </ul>			

# Grade K Form

<p><b>Essential Standards:</b>          Montana Music Content Standard K.1: Explore and experience musical concepts.          MMCS 1.3: Identify changes in musical ideas.</p>			
<p><b>Other Standards:</b>          Montana Dance Content Standard K.2: Explore dances with beginning, middle, and end.          MDCS K.7: Identify movement that repeats in a dance.          MDCS K.8: Observe movement and describe it.</p>			
<p><b>Content-Specific Vocabulary:</b>          Same, different</p>			
Learning Targets (I Can)	Materials	Manipulatives	Strategies
I am learning to recognize same and different parts of music.	<ul style="list-style-type: none"> <li>• <i>GAMEPLAN</i></li> <li>• High quality musical recordings</li> <li>• <i>I'm Growing Up</i></li> <li>• <i>Mallet Madness</i> series</li> <li>• <i>MusicPlay Online</i></li> <li>• <i>Parachutes, Ribbons and Scarves</i></li> <li>• <i>Rhythmically Moving</i></li> </ul>	<ul style="list-style-type: none"> <li>• Barred instruments and mallets</li> <li>• Floor drums (tubanos)</li> <li>• <i>GAMEPLAN</i> manipulatives</li> <li>• Movement manipulatives (parachute, scarves, ribbon wands, bean bags, stretchy band, beat buddies, playground balls)</li> </ul>	<ul style="list-style-type: none"> <li>• Circle games</li> <li>• Locomotor/non-locomotor movement</li> <li>• Move-it</li> <li>• Physical response to aural stimuli</li> </ul>

# Grade K Melody

<p><b>Essential Standards:</b>          Montana Music Content Standard K.1: Explore and experience musical concepts.          MMCS K.3: Identify changes in musical ideas.          MMCS K.5: Rehearse to improve performances.</p>			
<p><b>Other Standards:</b>          Montana Dance Content Standard K.1: Respond in movement to a variety of sounds.</p>			
<p><b>Content-Specific Vocabulary:</b>          Melody, pitch, audiate, high, low, timbre</p>			
Learning Targets (I Can)	Materials	Manipulatives	Strategies
I am learning to sing a short song.	<ul style="list-style-type: none"> <li>• <i>First Steps in Music</i></li> <li>• <i>GAMEPLAN</i></li> <li>• High quality musical recordings</li> <li>• <i>Mallet Madness</i> series</li> <li>• <i>MusicPlay Online</i></li> </ul>	<ul style="list-style-type: none"> <li>• Barred instruments and mallets</li> <li>• Bean bags</li> <li>• Barred instruments</li> <li>• <i>GAMEPLAN</i> manipulatives</li> <li>• Puppets</li> </ul>	<ul style="list-style-type: none"> <li>• Echo singing</li> <li>• Movement exploration</li> </ul>
I am learning to demonstrate the difference between my speaking voice and my singing voice.			
I am learning to echo a short melody.			

# Grade K Rhythm

<p><b>Essential Standards:</b>          Montana Music Content Standard K.1: Explore and experience musical concepts.          MMCS K.2: Demonstrate a musical idea.</p>			
<p><b>Other Standards:</b>          Montana Dance Content Standard K.1: Respond in movement to a variety of sounds.</p>			
<p><b>Content-Specific Vocabulary:</b>          Steady beat, echo, pattern, rhythm</p>			
Learning Targets (I Can)	Materials	Manipulatives	Strategies
I am learning to keep the steady beat.	<ul style="list-style-type: none"> <li>• <i>First Steps in Music</i></li> <li>• <i>GAMEPLAN</i></li> <li>• High quality musical recordings</li> <li>• <i>I'm Growing Up</i></li> <li>• <i>Let's Do It Again! The Songs of Education Through Music</i></li> <li>• <i>MusicPlay Online</i></li> <li>• <i>Parachutes, Ribbons and Scarves</i></li> </ul>	<ul style="list-style-type: none"> <li>• Barred instruments and mallets</li> <li>• Floor drums (tubanos)</li> <li>• Frame drums</li> <li>• <i>GAMEPLAN</i> manipulatives</li> <li>• Movement manipulatives (parachute, scarves, ribbon wands, bean bags, stretchy band, beat buddies, playground balls)</li> <li>• Rhythm sticks</li> <li>• Unpitched percussion</li> </ul>	<ul style="list-style-type: none"> <li>• Beat groups</li> <li>• Echo activities</li> <li>• Follow child's beat with a song</li> <li>• Rote</li> </ul>
I am learning to connect symbols with sounds.			
I am learning to move to patterns of long and short sounds.			
I am learning to speak and play patterns of long and short sounds.			



# Grade K Timbre

**Essential Standards:**

Montana Music Content Standard K.1: Explore and experience musical concepts.  
 MMCS K.4: Identify expressive qualities in musical selections.  
 MMCS K.8: Discuss expressive qualities of music.  
 MMCS K.11: Identify connections between music, arts, and daily life in a variety of contexts.

**Other Standards:**

Montana Theater Arts Content Standard K.6: use voice and sound in guided creative drama.  
 Montana Visual Arts Content Standard K.10: create art that tells a story about a personal experience.

**Content-Specific Vocabulary:**

Timbre, glockenspiel, xylophone, metallophone, mallet

Learning Targets (I Can)	Materials	Manipulatives	Strategies
I am learning to identify different sound sources.	<ul style="list-style-type: none"> <li>• <i>GAMEPLAN</i></li> <li>• High quality musical recordings</li> <li>• <i>Mallet Madness</i> series</li> <li>• <i>MusicPlay Online</i></li> <li>• <i>Percussion Parade</i></li> <li>• <i>Woods, Metals, Shakers, Skins</i></li> </ul>	<ul style="list-style-type: none"> <li>• Barred instruments and mallets</li> <li>• Floor drums (tubanos)</li> <li>• Unpitched percussion</li> <li>• Instrument visuals</li> </ul>	<ul style="list-style-type: none"> <li>• Listening glyphs</li> <li>• Listening maps</li> <li>• Live musical performances (e.g. Myrna Loy)</li> <li>• Soundscapes</li> </ul>
I am learning to identify vocal timbres. <ul style="list-style-type: none"> <li>▪ High</li> <li>▪ Low</li> </ul>			
I am learning to visually identify and name classroom percussion instruments.			
I am learning to visually identify barred instruments.			
I am learning about timbres from diverse musical traditions.			

# Grade 1 Expression

## Essential Standards:

- Montana Music Content Standard 1.2: Identify expressive intent of musical ideas.  
 MMCS 1.3: Discuss changes in musical ideas.  
 MMCS 1.4: Describe the purpose of a variety of musical selections.  
 MMCS 1.5: Rehearse to revise musical performances  
 MMCS 1.7: Identify influences in making musical selections.  
 MMCS 1.8: Identify expressive qualities of music.  
 MMCS 1.9: Describe preferences while evaluating music.  
 MMCS 1.10: Describe emotions when experiencing music.  
 MMCS 1.11: Describe connections between music, arts, and daily life in a variety of contexts.

## Other Standards:

- Montana Dance Content Standard 1.1: Experiment with movement inspired by a variety of sounds.  
 Montana Theatre Arts Content Standard 1.4: Use body, face, gesture, and voice to communicate character and emotions in guided creative drama.  
 MTACS 1.7: Discuss an emotional response to guided creative drama.

## Content-Specific Vocabulary:

Mood, piano, forte, presto, largo

Learning Targets (I Can)	Materials	Manipulatives	Strategies
I am learning to describe the feeling and mood of a piece of music.	<ul style="list-style-type: none"> <li>• <i>Book of Movement Exploration</i></li> <li>• <i>First Steps in Music</i></li> <li>• <i>GAMEPLAN</i></li> <li>• High quality children’s literature</li> <li>• High quality musical recordings</li> <li>• <i>Move It!</i> DVDs</li> <li>• <i>MusicPlay Online</i></li> <li>• <i>My Many Colored Days</i></li> <li>• <i>Parachutes, Ribbons and Scarves</i></li> </ul>	<ul style="list-style-type: none"> <li>• Art supplies</li> <li>• Barred instruments and mallets</li> <li>• Floor drums (tubanos)</li> <li>• Frame drums</li> <li>• Hoberman spheres</li> <li>• Movement manipulatives (parachutes, scarves, ribbon wands, bean bags, stretch bands, beat buddies, playground balls)</li> <li>• Unpitched percussion</li> </ul>	<ul style="list-style-type: none"> <li>• Follow directions vs. choice making</li> <li>• Improvisation</li> <li>• Move-it</li> <li>• Notice, wonder, value</li> <li>• Student created artwork</li> <li>• Student created movement</li> <li>• Word wall</li> </ul>
I am learning to respond to musical opposites (fast/slow, loud/quiet).			
I am learning to identify and use Italian musical terms within musical contexts. <ul style="list-style-type: none"> <li>▪ Dynamics: <i>piano, forte</i></li> <li>▪ Tempo: <i>presto (fast), largo (slow)</i></li> </ul>			
I am learning to perform with artful expression. Examples: <ul style="list-style-type: none"> <li>▪ Dynamics and tempi</li> <li>▪ Expressive bodies and faces, matching the music</li> <li>▪ Responsive movement choices</li> </ul>			

# Grade 1 Form

<p><b>Essential Standards:</b>          Montana Music Content Standard 1.1: Create musical ideas for a purpose.          MMCS 1.3: Discuss changes in musical ideas.          MMCS 1.4: Describe the purpose of a variety of musical selections.</p>			
<p><b>Other Standards:</b>          Montana Dance Content Standard 1.2: Improvise a dance with beginning, middle, and end.          MDCS 1.3: Apply changes to movement in dance sequences.          MDCS 1.5: Demonstrate a range of movements while coordinating with other dancers.          MDCS 1.7: Identify a movement that repeats in a dance to make a pattern.          Montana Visual Arts Content Standard 1.8: Describe characteristics of artwork.</p>			
<p><b>Content-Specific Vocabulary:</b>          Same, different</p>			
Learning Targets (I Can)	Materials	Manipulatives	Strategies
I am learning to recognize same and different parts of music.	<ul style="list-style-type: none"> <li>• <i>GAMEPLAN</i></li> <li>• High quality musical recordings</li> <li>• <i>Mallet Madness</i> series</li> <li>• <i>MusicPlay Online</i></li> <li>• New England Dance Masters series</li> <li>• <i>Parachutes, Ribbons and Scarves</i></li> <li>• <i>Rhythmically Moving</i></li> </ul>	<ul style="list-style-type: none"> <li>• Barred instruments and mallets</li> <li>• Floor drums</li> <li>• <i>GAMEPLAN</i> manipulatives</li> <li>• Movement manipulatives (parachutes, scarves, ribbon wands, bean bags, stretch bands, beat buddies, playground balls)</li> <li>• Sit Spots (folk dancing)</li> </ul>	<ul style="list-style-type: none"> <li>• Circle games</li> <li>• Folk dancing</li> <li>• Locomotor/non-locomotor movement</li> <li>• Move-it</li> <li>• Physical response to aural stimuli</li> </ul>

# Grade 1 Melody

<p><b>Essential Standards:</b>          Montana Music Content Standard 1.3: Discuss changes in musical ideas.          MMCS 1.5: Rehearse to revise musical performances.          MMCS 1.6: Perform music for a purpose.</p>			
<p><b>Other Standards:</b>          Montana Dance Content Standard 1.1: Experiment with movement inspired by a variety of sounds.          MDCS 1.3: Apply changes to movement in dance sequences.</p>			
<p><b>Content-Specific Vocabulary:</b>          Melody, pitch, audiate, high, low, timbre</p>			
Learning Targets (I Can)	Materials	Manipulatives	Strategies
I can sing a short song.	<ul style="list-style-type: none"> <li>• <i>First Steps in Music</i></li> <li>• <i>GAMEPLAN</i></li> <li>• High quality musical recordings</li> <li>• <i>Mallet Madness</i> series</li> <li>• <i>MusicPlay Online</i></li> </ul>	<ul style="list-style-type: none"> <li>• Barred instruments and mallets</li> <li>• Beat buddies</li> <li>• Boomwhackers</li> <li>• <i>GAMEPLAN</i> manipulatives</li> <li>• Puppets</li> </ul>	<ul style="list-style-type: none"> <li>• Echo singing</li> <li>• Aural differentiation</li> <li>• Movement exploration</li> </ul>
I can echo a short melody.			
I am learning to demonstrate the difference between my speaking voice and my singing voice.			
I am learning to audiate and perform high and low sounds.			

# Grade 1 Rhythm

## Essential Standards:

Montana Music Content Standard 1.1: Create musical ideas for a purpose.

MMCS 1.3: Discuss changes in musical ideas.

MMCS 1.5: Rehearse to revise musical performances.

## Other Standards:

Montana Dance Content Standard 1.1: Experiment with movement inspired by a variety of sounds.

MDCS 1.3: Apply changes to movement in dance sequences.

## Content-Specific Vocabulary:

Steady beat, echo, pattern, rhythm, long sounds, short sounds, tempo, ostinato

Learning Targets (I Can)	Materials	Manipulatives	Strategies
I can move to patterns of long and short sounds.	<ul style="list-style-type: none"> <li>• <i>I'm Growing Up</i></li> <li>• <i>First Steps in Music</i></li> <li>• <i>GAMEPLAN</i></li> <li>• High quality musical recordings</li> <li>• <i>KidStix</i></li> <li>• <i>Let's Do It Again! The Songs of Education Through Music</i></li> <li>• <i>MusicPlay Online</i></li> <li>• <i>Parachutes, Ribbons and Scarves</i></li> </ul>	<ul style="list-style-type: none"> <li>• Barred instruments and mallets</li> <li>• Floor drums (tubanos)</li> <li>• Frame drums</li> <li>• <i>GAMEPLAN</i> manipulatives</li> <li>• <i>KidStix</i> kits (coffee can, cutting board, drum sticks, tambourine, felt circle toppers)</li> <li>• Movement manipulatives (parachutes, scarves, ribbon wands, bean bags, stretch bands, beat buddies, playground balls)</li> <li>• Rhythm Sticks</li> <li>• Unpitched Percussion</li> </ul>	<ul style="list-style-type: none"> <li>• Beat groups</li> <li>• Circle games</li> <li>• Echo activities</li> <li>• Folk dancing and play parties</li> <li>• Follow child's beat with a song</li> <li>• Play parties</li> <li>• Rote</li> </ul>
I can speak and play patterns of long and short sounds.			
I am learning to keep the steady beat.			
I am learning to connect symbols with sounds.			

# Grade 1 Timbre

## Essential Standards:

Montana Music Content Standard 1.8: Identify expressive qualities of music.

MMCS 1.9: Describe preferences while evaluating music.

MMCS 1.11: Describe connections between music, arts, and daily life in a variety and contexts.

## Other Standards:

Montana Theater Arts Content Standard 1.4: Use body, face, gesture, and voice to communicate character and emotions in guided creative drama.

Montana Visual Arts Content Standard 1.8: Describe characteristics of artworks.

## Content-Specific Vocabulary:

Timbre, glockenspiel, xylophone, metallophone, mallet

Learning Targets (I Can)	Materials	Manipulatives	Strategies
I am learning to identify different sound sources.	<ul style="list-style-type: none"> <li>• <i>GAMEPLAN</i></li> <li>• High quality musical recordings</li> <li>• <i>Mallet Madness</i> series</li> <li>• <i>MusicPlay Online</i></li> <li>• <i>Percussion Parade</i></li> <li>• <i>Woods, Metals, Shakers, Skins</i></li> </ul>	<ul style="list-style-type: none"> <li>• Barred instruments and mallets</li> <li>• Floor drums (tubanos)</li> <li>• Instrument visuals</li> <li>• Unpitched percussion</li> </ul>	<ul style="list-style-type: none"> <li>• Listening glyphs</li> <li>• Listening maps</li> <li>• Live musical performances (e.g. Myrna Loy)</li> <li>• Soundscapes</li> </ul>
I am learning to identify vocal timbres. <ul style="list-style-type: none"> <li>▪ High</li> <li>▪ Low</li> </ul>			
I am learning to visually identify and name classroom instruments. <ul style="list-style-type: none"> <li>▪ Unpitched percussion</li> <li>▪ Barred instruments</li> </ul>			
I am learning about timbres from diverse musical traditions.			

# Grade 2 Expression

## Essential Standards:

- Montana Music Content Standard 2.2: Discuss the expressive intent of patterns and ideas for music.
- MMCS 2.3: Interpret changes in musical ideas.
- MMCS 2.4: Identify expressive qualities and the purpose of musical selections.
- MMCS 2.5: Evaluate the expressiveness of musical performances.
- MMCS 2.6: Perform music with expression and technical accuracy.
- MMCS 2.7: Explain responses to musical selections.
- MMCS 2.8: Explain how expressive qualities support intent in music.
- MMCS 2.9: Discuss personal preferences in evaluating musical selections.
- MMCS 2.10: Discuss emotions when experiencing music.
- MMCS 2.11: Describe musical expressions in terms of patterns and connections to daily life.

## Other Standards:

- Montana Dance Content Standard 2.7: Identify movements in a dance that develop a pattern.
- Montana Theatre Arts Content Standard 2.1: Identify ways in which voice and sounds may be used to create or retell a story.
- MTACS 2.7: Describe the artistic choices made in creative drama experiences.
- Montana Visual Arts Content Standard 2.3: Discuss choices made in creating artwork.
- MVACS 2.8: Describe the mood suggested by an artwork.

## Content-Specific Vocabulary:

Dynamics, piano, forte, mezzo, allegro, moderato, presto, largo

Learning Targets (I Can)	Materials	Manipulatives	Strategies
I can respond to musical opposites (fast/slow, loud/quiet).	<ul style="list-style-type: none"> <li>• <i>Book of Movement Exploration</i></li> <li>• <i>GAMEPLAN</i></li> <li>• High quality children’s literature</li> <li>• High quality musical recordings</li> <li>• <i>Move It!</i> DVDs</li> <li>• <i>MusicPlay Online</i></li> <li>• <i>My Many Colored Days</i></li> <li>• <i>Parachutes, Ribbons and Scarves</i></li> </ul>	<ul style="list-style-type: none"> <li>• Art supplies</li> <li>• Barred instruments and mallets</li> <li>• Floor drums (tubanos)</li> <li>• Frame drums</li> <li>• Hoberman spheres</li> <li>• Movement manipulatives (parachutes, scarves, ribbon wands, bean bags, stretch bands, beat buddies, playground balls)</li> <li>• Unpitched percussion</li> </ul>	<ul style="list-style-type: none"> <li>• Follow directions vs. choice making</li> <li>• Improvisation</li> <li>• Move-it</li> <li>• Notice, wonder, value</li> <li>• Student created artwork</li> <li>• Student created movement</li> <li>• Word wall</li> </ul>
I can identify and use Italian musical terms within musical contexts. <ul style="list-style-type: none"> <li>▪ Dynamics: <i>piano, forte</i></li> <li>▪ Tempo: <i>presto (fast), largo (slow)</i></li> </ul>			
I am learning to describe the feeling and mood of a piece of music.			
I am learning to identify and use Italian musical terms within musical contexts. <ul style="list-style-type: none"> <li>▪ Dynamics: <i>mezzo</i></li> </ul>			

<ul style="list-style-type: none"> <li>Tempo: <i>allegro, andante</i></li> </ul>			
<p>I am learning to perform with artful expression.</p> <p>Examples:</p> <ul style="list-style-type: none"> <li>Dynamics, tempi, and articulations</li> <li>Expressive bodies and faces, matching the music</li> <li>Responsive movement choices</li> </ul>			





# Grade 2 Form

<p><b>Essential Standards:</b>          Montana Music Content Standard 2.2: Discuss the expressive intent of patterns and ideas for music.          MMCS 2.3: Interpret changes in musical ideas.          MMCS 2.6: Perform music with expression and technical accuracy.</p>			
<p><b>Other Standards:</b>          Montana Dance Content Standard 2.2: Create a dance sequence with a beginning, middle, and end.          MDCS 2.4: Correlate movement to music.          MDCS 2.7: Identify movements in a dance that develop a pattern.          Montana Visual Arts Content Standard 2.3: Discuss choices made in creating artwork.</p>			
<p><b>Content-Specific Vocabulary:</b>          Repeat sign, bar line</p>			
Learning Targets (I Can)	Materials	Manipulatives	Strategies
<p>I am learning to recognize same and different parts of music.</p>	<ul style="list-style-type: none"> <li>• <i>GAMEPLAN</i></li> <li>• High quality musical recordings</li> <li>• <i>Mallet Madness</i> series</li> <li>• <i>MusicPlay Online</i></li> <li>• New England Dance Masters series</li> <li>• <i>Parachutes, Ribbons and Scarves</i></li> <li>• <i>Rhythmically Moving</i></li> </ul>	<ul style="list-style-type: none"> <li>• Barred instruments and mallets</li> <li>• Cups</li> <li>• Floor drums (tubanos)</li> <li>• <i>GAMEPLAN</i> manipulatives</li> <li>• Movement manipulatives (parachutes, scarves, ribbon wands, bean bags, stretch bands, beat buddies, playground balls)</li> <li>• Sit spots</li> </ul>	<ul style="list-style-type: none"> <li>• Building block composition</li> <li>• Circle games</li> <li>• Folk dancing</li> <li>• Locomotor/non-locomotor movement</li> <li>• Move-it</li> </ul>
<p>I am learning to label different parts of music (e.g. ABC or symbols).</p>			

# Grade 2 Melody

<p><b>Essential Standards:</b>          Montana Music Content Standard 2.3: Interpret changes in musical ideas.          MMCS 2.6: Perform music with expression and technical accuracy.</p>			
<p><b>Other Standards:</b>          Montana Dance Content Standard 2.4: Correlate movement to music.</p>			
<p><b>Content-Specific Vocabulary:</b>          Melody, pitch, audiate, high, low, timbre</p>			
Learning Targets (I Can)	Materials	Manipulatives	Strategies
I can sing a short song.	<ul style="list-style-type: none"> <li>• <i>First Steps in Music</i></li> <li>• <i>GAMEPLAN</i></li> <li>• High quality musical recordings</li> <li>• <i>Mallet Madness</i> series</li> <li>• <i>MusicPlay Online</i></li> </ul>	<ul style="list-style-type: none"> <li>• Barred instruments and mallets</li> <li>• Beat buddies</li> <li>• Boomwhackers</li> <li>• <i>GAMEPLAN</i> manipulatives</li> <li>• Puppets</li> </ul>	<ul style="list-style-type: none"> <li>• Aural differentiation</li> <li>• Echo singing</li> <li>• Movement exploration</li> </ul>
I can demonstrate the difference between my speaking voice and my singing voice.			
I can echo a short melody.			
I am learning to audiate and perform high and low sounds.			

# Grade 2 Rhythm

<b>Essential Standards:</b> Montana Music Content Standard 2.1: Explore rhythmic ideas for a purpose MMCS 2.6: Perform music with expression and technical accuracy			
<b>Other Standards:</b> Montana Dance Content Standard 2.4: Correlate movement to music.			
<b>Content-Specific Vocabulary:</b> Time signature, beat, meter, quarter note, quarter rest, paired eighths/eighth notes, half note			
Learning Targets (I Can)	Materials	Manipulatives	Strategies
I can read and perform rhythmic notation. 	<ul style="list-style-type: none"> <li>• <i>Conversational Solfege</i></li> <li>• <i>First Steps in Music</i></li> <li>• <i>GAMEPLAN</i></li> <li>• High quality musical recordings</li> <li>• <i>KidStix</i></li> <li>• <i>Let's Do It Again! The Songs of Education through Music</i></li> <li>• <i>Mallet Madness series</i></li> <li>• <i>Music for Children: Vol. 1</i></li> <li>• <i>MusicPlay Online</i></li> <li>• <i>Parachutes, Ribbons and Scarves</i></li> </ul>	<ul style="list-style-type: none"> <li>• Barred instruments and mallets</li> <li>• Flashcards</li> <li>• Floor drums (tubanos)</li> <li>• Frame drums</li> <li>• <i>GAMEPLAN</i> manipulatives</li> <li>• <i>KidStix</i> Kit (coffee can, cutting board, drum sticks, tambourines, felt circle toppers)</li> <li>• Movement manipulatives (parachutes, scarves, ribbon wands, bean bags, stretchy band, beat buddies, playground balls)</li> <li>• Rhythm sticks</li> <li>• Unpitched percussion</li> </ul>	<ul style="list-style-type: none"> <li>• Aural decoding</li> <li>• Beat groups</li> <li>• Beat strips</li> <li>• Folk dancing and play parties</li> <li>• Rhythm building blocks</li> <li>• Rote</li> </ul>
I can read short and long sounds.			
I am learning to keep the steady beat.			
I am learning the difference between beat and rhythm.			
I am learning to move with direction to patterns of strong and weak beats.			
I am learning to read rhythmic notation. 			
I am learning to perform and improvise using known rhythms.			

# Grade 2 Timbre

<p><b>Essential Standards:</b>          Montana Music Content Standard 2.3: Interpret changes in musical ideas.          MMCS 2.8: Explain how expressive qualities support intent in music.          MMCS 2.9: Discuss personal preferences in evaluating musical selections.          MMCS 2.11: Describe musical expressions in terms of patterns and connections to daily life.</p>			
<p><b>Other Standards:</b>          Montana Theater Arts Content Standard 2.4: Alter voice and body to expand and articulate character in creative drama experiences.          Montana Visual Arts Content Standard 2.8: Describe the mood suggested by an artwork.</p>			
<p><b>Content-Specific Vocabulary:</b>          Timbre, symphony orchestra, woodwinds, brass, strings, percussion, soprano, alto, tenor, bass, glockenspiel, soprano xylophone, soprano metallophone, alto xylophone, alto metallophone, bass xylophone, bass metallophone, treble, bass</p>			
Learning Targets (I Can)	Materials	Manipulatives	Strategies
I am learning to identify different sound sources.	<ul style="list-style-type: none"> <li>• <i>GAMEPLAN</i></li> <li>• High quality musical recordings</li> <li>• <i>Mallet Madness</i> series</li> <li>• <i>MusicPlay Online</i></li> <li>• <i>Percussion Parade</i></li> <li>• <i>Woods, Metals, Shakers, Skins</i></li> </ul>	<ul style="list-style-type: none"> <li>• Barred instruments and mallets</li> <li>• Digital keyboards</li> <li>• Floor drums (tubanos)</li> <li>• Instrument visuals</li> <li>• Unpitched percussion</li> </ul>	<ul style="list-style-type: none"> <li>• Digital keyboard sounds</li> <li>• Listening glyphs</li> <li>• Listening logs</li> <li>• Listening maps</li> <li>• Live Musical performances (e.g. Myrna Loy)</li> <li>• Soundscapes</li> </ul>
I am learning to identify vocal timbres. <ul style="list-style-type: none"> <li>▪ Adult</li> <li>▪ Child</li> <li>▪ High</li> <li>▪ Low</li> </ul>			
I am learning to visually identify and name classroom instruments. <ul style="list-style-type: none"> <li>▪ Unpitched percussion</li> <li>▪ Barred instruments</li> </ul>			
I am learning about timbres from diverse musical traditions.			

# Grade 3 Expression

## Essential Standards:

- Montana Music Content Standard 3.2: Identify expressive intent of selected musical ideas.
- MMCS 3.3: Explain revisions to musical ideas.
- MMCS 3.4: Discuss how intent is conveyed through expressive qualities.
- MMCS 3.5: Evaluate the effectiveness of musical performances.
- MMCS 3.6: Perform music for a purpose with expression and technical accuracy.
- MMCS 3.7: Evaluate responses to musical selections.
- MMCS 3.8: Describe how expressive qualities determine intent in music.
- MMCS 3.9: Identify criteria to evaluate musical performances.
- MMCS 3.10: Explain emotions experienced when creating, performing, and responding to music.

## Other Standards:

- Montana Dance Content Standard 3.4: Choose specific movements to express intent in a dance sequence.
- MDCS 3.7: Discuss a movement pattern that creates a dance sequence.
- Montana Theatre Arts Content Standard 3.4: Determine how movement and voice are incorporated into creative drama experiences.
- MTACS 3.7: Discuss artistic choices and how they shape reactions to drama and theatre works.

## Content-Specific Vocabulary:

Dynamics, piano, forte, mezzo, crescendo, decrescendo, allegro, moderato, andante, presto, largo, staccato, legato

Learning Targets (I Can)	Materials	Manipulatives	Strategies
I can identify and use Italian musical terms within musical contexts. <ul style="list-style-type: none"> <li>▪ Dynamics: <i>piano, forte</i></li> <li>▪ Tempo: <i>presto, largo</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>The ABCs of My Feelings and Music</i></li> <li>• <i>The Book of Movement Exploration</i></li> <li>• <i>GAMEPLAN</i></li> <li>• High quality musical recordings</li> <li>• High quality children’s literature</li> <li>• <i>Mallet Madness</i> series</li> <li>• <i>Move It!</i> DVDs</li> <li>• <i>MusicPlay Online</i></li> <li>• <i>Parachutes, Ribbons and Scarves</i></li> </ul>	<ul style="list-style-type: none"> <li>• Barred instruments and mallets</li> <li>• Floor drums (tubanos)</li> <li>• Frame drums</li> <li>• Hoberman spheres</li> <li>• Movement manipulatives (parachute, scarves, ribbon wands, bean bags, stretchy band, beat buddies, playground balls)</li> <li>• Unpitched percussion</li> <li>• Ukuleles</li> </ul>	<ul style="list-style-type: none"> <li>• Follow directions vs. choice making</li> <li>• Improvisation</li> <li>• Notice, wonder, value</li> <li>• Student created artwork</li> <li>• Student created movement</li> <li>• Word wall</li> </ul>
I am learning to describe the feeling and mood of a piece of music.			
I am learning to select dynamics for a piece of music.			
I am learning to identify and use Italian musical terms within musical contexts. <ul style="list-style-type: none"> <li>▪ Dynamics: <i>crescendo, decrescendo, mezzo</i></li> <li>▪ Tempo: <i>allegro, moderato, andante</i></li> <li>▪ Articulation: <i>legato, staccato</i></li> </ul>			

<p>I am learning to perform with artful expression.</p> <p>Examples:</p> <ul style="list-style-type: none"><li>▪ Dynamics, tempi, and articulations</li><li>▪ Appropriate phrasing</li><li>▪ Expressive bodies and faces, matching the music</li><li>▪ Responsive movement choices</li><li>▪ Appropriate instrumentation for style</li></ul>			
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# Grade 3 Form

<p><b>Essential Standards:</b>          Montana Music Content Standard 3.3: Explain revisions to musical ideas.          MMCS 3.6: Perform music for a purpose with expression and technical accuracy.</p>			
<p><b>Other Standards:</b>          Montana Dance Content Standard 3.2: Identify movement patterns and sequences.          MDCS 5.7: Discuss a movement pattern that creates a dance sequence.          Montana Visual Arts Content Standard 3.8: Discuss the use of media to create subject matter, form, and mood and artwork.</p>			
<p><b>Content-Specific Vocabulary:</b>          Coda, repeat sign, bar line, double bar line</p>			
Learning Targets (I Can)	Materials	Manipulatives	Strategies
I am learning to recognize same and different parts of music.	<ul style="list-style-type: none"> <li>• <i>GAMEPLAN</i></li> <li>• High quality musical resources</li> <li>• <i>Mallet Madness</i> series</li> <li>• <i>MusicPlay Online</i></li> <li>• New England Dance Masters series</li> <li>• <i>Parachutes, Ribbons and Scarves</i></li> <li>• <i>Rhythmically Moving</i></li> </ul>	<ul style="list-style-type: none"> <li>• Barred instruments and mallets</li> <li>• Cups</li> <li>• Floor drums (tubanos)</li> <li>• <i>GAMEPLAN</i> manipulatives</li> <li>• Movement manipulatives (parachute, scarves, ribbon wands, bean bags, stretchy band, beat buddies, playground balls)</li> </ul>	<ul style="list-style-type: none"> <li>• Building block composition</li> <li>• Folk dancing</li> <li>• Locomotor/non-locomotor movement</li> </ul>
I am learning to follow musical roadmaps using repeat signs and double bar lines.			
I am learning to label different parts of music (e.g. ABC).			

# Grade 3 Harmony

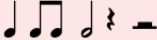

<b>Essential Standards:</b> Montana Music Content Standard 3.6: Perform music for a purpose with expression and technical accuracy.			
<b>Content-Specific Vocabulary:</b> Harmony, round, canon, unison, step, skip, chord, accompaniment, major			
Learning Targets (I Can)	Materials	Manipulatives	Strategies
I am learning to hold my own part in a group.	<ul style="list-style-type: none"> <li>• <i>Book of Canons</i></li> <li>• <i>Conversational Solfege</i></li> <li>• <i>Earth Dance: A Celebration of Canons</i></li> <li>• <i>Elemental Ukulele: Pathways and Possibilities</i></li> <li>• <i>GAMEPLAN</i></li> <li>• <i>Modern Band (Little Kids Rock)</i></li> <li>• <i>MusicPlay Online</i></li> <li>• <i>Rainbow Ukulele</i></li> </ul>	<ul style="list-style-type: none"> <li>• Barred instruments and mallets</li> <li>• Boomwhackers</li> <li>• <i>GAMEPLAN</i> manipulatives</li> <li>• Ukuleles</li> </ul>	<ul style="list-style-type: none"> <li>• Bass line harmony</li> <li>• Canons</li> <li>• Instrumental accompaniment</li> <li>• Partner songs</li> </ul>
I am learning to accompany myself or others.			



# Grade 3 Melody

<p><b>Essential Standards:</b>          Montana Music Content Standard 3.1: Identify the connection between rhythmic, melodic ideas.          MMCS 3.3: Explain revisions to musical ideas.          MMCS 3.5: Evaluate the effectiveness of musical performances.          MMCS 3.6: Perform music for a purpose with expression and technical accuracy.</p>			
<p><b>Content-Specific Vocabulary:</b>          Melody, pitch, solfege, audiate, pentatonic, scale, step, skip</p>			
Learning Targets (I Can)	Materials	Manipulatives	Strategies
<p>I can sing a short song.</p> <p>I am learning to audiate and perform the relationship between pitches.</p> <ul style="list-style-type: none"> <li>▪ Major pentatonic (Do-centered)</li> </ul> <p>I am learning to perform and improvise using a pentatonic scale.</p>	<ul style="list-style-type: none"> <li>• <i>Conversational Solfege</i></li> <li>• <i>GAMEPLAN</i></li> <li>• High quality musical recordings</li> <li>• <i>Mallet Madness</i> series</li> <li>• <i>Music for Children, Vol. 1</i></li> <li>• <i>MusicPlay Online</i></li> </ul>	<ul style="list-style-type: none"> <li>• Barred instruments and mallets</li> <li>• Boomwhackers</li> <li>• Flashcards</li> <li>• <i>GAMEPLAN</i> Manipulatives</li> <li>• Solfege texting sticks</li> </ul>	<ul style="list-style-type: none"> <li>• Aural decoding</li> <li>• Curwen hand signs</li> <li>• Solfege ladder</li> </ul>

# Grade 3 Rhythm

Essential Standards: Montana Music Content Standard 3.6: Perform music for a purpose with expression and technical accuracy.			
Content-Specific Vocabulary: Common time, beat, meter, quarter note, quarter rest, paired eighths/eighth notes, half note, half rest, whole note, sixteenth notes, notehead, stem, beam			
Learning Targets (I Can)	Materials	Manipulatives	Strategies
I can keep the steady beat.	<ul style="list-style-type: none"> <li>• <i>Conversational Solfege</i></li> <li>• <i>GAMEPLAN</i></li> <li>• High quality musical recordings</li> <li>• <i>KidStix</i></li> <li>• <i>Mallet Madness</i> series</li> <li>• <i>Music for Children, Vol. 1</i></li> <li>• <i>MusicPlay Online</i></li> <li>• <i>Parachutes, Ribbons and Scarves</i></li> <li>• <i>Rhythmische Übung</i></li> <li>• <i>World Music Drumming</i></li> </ul>	<ul style="list-style-type: none"> <li>• Barred instruments and mallets</li> <li>• Flashcards</li> <li>• Floor drums (tubanos)</li> <li>• Frame drums</li> <li>• <i>GAMEPLAN</i> manipulatives</li> <li>• <i>KidStix</i> kits (coffee can, cutting board, drum sticks, tambourines, felt circle toppers)</li> <li>• Movement manipulatives (parachute, scarves, ribbon wands, bean bags, stretchy band, beat buddies, playground balls)</li> <li>• Recorders</li> <li>• Rhythm sticks</li> <li>• Ukuleles</li> </ul>	<ul style="list-style-type: none"> <li>• Aural decoding</li> <li>• Beat groups</li> <li>• Beat strips</li> <li>• Folk dancing and play parties</li> <li>• Rhythm building blocks</li> <li>• Rote</li> </ul>
I can show the difference between beat and rhythm.			
I can move with direction to strong and weak beats.			
I can read, write, and perform rhythmic notation. <i>(Mastery/Consistently Accurate)</i> 			
I am learning to read, write, and perform rhythmic notation. 			
I am learning to perform and improvise using known rhythms.			

# Grade 3 Timbre

<p><b>Essential Standards:</b>          Montana Music Content Standard 3.8: Describe how expressive qualities determine intent in music.          MMCS 3.9: Identify criteria to evaluate musical performances.          MMCS 3.10: Explain emotions experienced when creating, performing, and responding to music.          MMCS 3.11: Discuss patterns and connections between music, arts, and daily life.</p>			
<p><b>Other Standards:</b>          Montana Theater Arts Content Standard 3.4: Determine how movement and voice are incorporated into creative drama experiences.          Montana Visual Arts Content Standard 3.8: Discuss the use of media to create subject matter, form, and mood in artwork.</p>			
<p><b>Content-Specific Vocabulary:</b>          Timbre, symphony orchestra, woodwinds, brass, strings, percussion, soprano, alto, tenor, bass, glockenspiel, soprano xylophone, soprano metallophone, alto xylophone, alto metallophone, bass xylophone, bass metallophone, treble, bass</p>			
Learning Targets (I Can)	Materials	Manipulatives	Strategies
<p>I can visually identify and name classroom instruments.</p> <ul style="list-style-type: none"> <li>▪ Unpitched percussion</li> <li>▪ Barred instruments</li> </ul>	<ul style="list-style-type: none"> <li>• <i>GAMEPLAN</i></li> <li>• High quality musical recordings</li> <li>• <i>Mallet Madness</i> series</li> <li>• <i>MusicPlay Online</i></li> <li>• <i>Percussion Parade</i></li> <li>• <i>Woods, Metals, Shakers, Skins</i></li> </ul>	<ul style="list-style-type: none"> <li>• Barred instruments and mallets</li> <li>• Digital Keyboards</li> <li>• Floor Drums (tubanos)</li> <li>• Instrument visuals</li> <li>• Unpitched percussion</li> </ul>	<ul style="list-style-type: none"> <li>• Digital keyboard sounds</li> <li>• Listening glyphs</li> <li>• Listening logs</li> <li>• Listening maps</li> <li>• Live musical performances (e.g. Myrna Loy)</li> <li>• Soundscapes</li> </ul>
<p>I am learning to identify symphonic instrument families by sound.</p> <ul style="list-style-type: none"> <li>▪ Woodwinds</li> <li>▪ Brass</li> <li>▪ Strings</li> <li>▪ Percussion</li> </ul>			
<p>I am learning to identify vocal timbres.</p> <ul style="list-style-type: none"> <li>▪ Adult</li> <li>▪ Child</li> <li>▪ High/Treble</li> <li>▪ Low/Bass</li> </ul>			
<p>I am learning about timbres from diverse musical traditions.</p>			

# Grade 4 Expression

## Essential Standards:

- Montana Music Content Standard 4.2: Organize musical ideas for an express purpose.
- MMCS 4.3: Identify revisions for personal musical ideas.
- MMCS 4.4: Identify the structure and elements in music selected for performance.
- MMCS 4.5: Evaluate the accuracy and expressiveness of musical performances.
- MMCS 4.6: Perform music with expression, technical accuracy, and interpretation.
- MMCS 4.8: Explain how expressive qualities help performers interpret music.
- MMCS 4.9: Use established criteria to evaluate musical works and performances.
- MMCS 4.10: Convey personal emotions using elements of music.

## Other Standards:

- Montana Visual Arts Content Standard 4.3: Revise artwork on the basis of insights gained through discussion.

## Content-Specific Vocabulary:

Dynamics, piano, forte, mezzo, crescendo, decrescendo, allegro, moderato, andante, presto, largo, accelerando, ritardando, pianissimo, fortissimo, staccato, legato

Learning Targets (I Can)	Materials	Manipulatives	Strategies
I can identify and use Italian musical terms within musical contexts. <ul style="list-style-type: none"> <li>▪ Dynamics: <i>piano, forte, mezzo</i></li> <li>▪ Tempo: <i>allegro, moderato, andante, presto, largo</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>The ABCs of My Feelings and Music</i></li> <li>• <i>Book of Movement Exploration</i></li> <li>• <i>GAMEPLAN</i></li> <li>• High quality children’s literature</li> <li>• High quality musical recordings</li> <li>• <i>Mallet Madness</i> series</li> <li>• <i>Move It!</i> DVDs</li> <li>• <i>MusicPlay Online</i></li> <li>• <i>Parachutes, Ribbons and Scarves</i></li> </ul>	<ul style="list-style-type: none"> <li>• Barred instruments and mallets</li> <li>• Floor drums (tubanos)</li> <li>• Frame drums</li> <li>• Hoberman spheres</li> <li>• Movement manipulatives (parachute, scarves, ribbon wands, bean bags, stretchy bands, beat buddies, playground balls)</li> <li>• Recorders</li> <li>• Ukuleles</li> <li>• Unpitched percussion</li> </ul>	<ul style="list-style-type: none"> <li>• Follow directions vs. choice making</li> <li>• Improvisation</li> <li>• Notice, wonder, value</li> <li>• Student created artwork</li> <li>• Student created movement</li> <li>• Word wall</li> </ul>
I am learning to describe the feeling and mood of a piece of music.			
I am learning to select dynamics for a piece of music.			
I am learning to identify and use Italian musical terms within musical contexts. <ul style="list-style-type: none"> <li>▪ Dynamics: <i>pianissimo, fortissimo, crescendo, decrescendo</i></li> <li>▪ Tempo: <i>accelerando, ritardando</i></li> <li>▪ Articulation: <i>legato, staccato</i></li> </ul>			
I am learning to perform with artful expression. Examples:			

<ul style="list-style-type: none"><li>▪ Dynamics, tempi, and articulations</li><li>▪ Appropriate phrasing</li><li>▪ Breath placement</li><li>▪ Expressive bodies and faces, matching the music</li><li>▪ Responsive movement choices</li><li>▪ Appropriate instrumentation for style</li></ul>			
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# Grade 4 Form

**Essential Standards:**

Montana Music Content Standard 4.2: Organize musical ideas for an express purpose.  
 MMCS 4.3: Identify revisions for personal music ideas.  
 MMCS 4.4: Identify the structure and elements in music selected for performance.  
 MMCS 4.7: Explain connections to responses, musical structure, and elements.

**Other Standards:**

Montana Dance Content Standard 4.1: Use elements of dance to create a series of movements.  
 MDCS 4.2: Plan a dance sequence with a variety of movement patterns and structures.  
 Montana Visual Arts Content Standard 4.8: Analyze subject matter, form, and use of media in artwork.

**Content-Specific Vocabulary:**

Coda, repeat sign, bar line, double bar line, rondo

Learning Targets (I Can)	Materials	Manipulatives	Strategies
I am learning to recognize same and different parts of music.	<ul style="list-style-type: none"> <li>• <i>GAMEPLAN</i></li> <li>• High quality musical recordings</li> <li>• <i>Mallet Madness</i> series</li> <li>• <i>MusicPlay Online</i></li> <li>• New England Dance Masters series</li> <li>• <i>Parachutes, Ribbons and Scarves</i></li> <li>• <i>Rhythmically Moving</i></li> </ul>	<ul style="list-style-type: none"> <li>• Barred instruments and mallets</li> <li>• Cups</li> <li>• Floor drums (tubanos)</li> <li>• <i>GAMEPLAN</i> manipulatives</li> <li>• Movement manipulatives (parachute, scarves, ribbon wands, bean bags, stretchy band, beat buddies, playground balls)</li> </ul>	<ul style="list-style-type: none"> <li>• Building block composition</li> <li>• Folk dancing</li> <li>• Locomotor/non-locomotor movement</li> </ul>
I am learning to follow musical roadmaps using repeat signs and double bar lines.			
I am learning to label different parts of music (e.g. ABC).			

# Grade 4 Harmony

<p><b>Essential Standards:</b>          Montana Music Content Standard 4.1: Explain the connection between rhythmic, melodic, and harmonic ideas.          MMCS 4.4: Identify the structure and elements in music selected for performance.</p>			
<p><b>Content-Specific Vocabulary:</b>          Harmony, round, canon, unison, step, skip, chord, accompaniment, major, minor</p>			
Learning Targets (I Can)	Materials	Manipulatives	Strategies
<p>I am learning to hold my own part in a group.</p>	<ul style="list-style-type: none"> <li>• <i>Book of Canons</i></li> <li>• <i>Conversational Solfege</i></li> <li>• <i>Earth Dance: A Celebration of Canons</i></li> <li>• <i>Elemental Ukulele: Pathways and Possibilities</i></li> <li>• <i>GAMEPLAN</i></li> <li>• High quality musical recordings</li> <li>• <i>Modern Band (Little Kids Rock)</i></li> <li>• <i>MusicPlay Online</i></li> <li>• <i>Rainbow Ukulele</i></li> </ul>	<ul style="list-style-type: none"> <li>• Barred instruments and mallets</li> <li>• Boomwhackers</li> <li>• Guitars</li> <li>• Recorders</li> <li>• Ukuleles</li> </ul>	<ul style="list-style-type: none"> <li>• Bass line harmony</li> <li>• Canons</li> <li>• Instrumental accompaniment</li> <li>• Partner songs</li> </ul>
<p>I am learning to accompany myself or others.</p>			

# Grade 4 Melody

**Essential Standards:**

- Montana Music Content Standard 4.1: Explain the connection between rhythmic, melodic, and harmonic ideas.
- MMCS 4.2: Organize musical ideas for an express purpose.
- MMCS 4.3: Identify revisions for personal musical ideas.
- MMCS 4.4: Identify the structure and elements in music selected for performance.
- MMCS 4.5: Evaluate accuracy and expressiveness of musical performances.
- MMCS 4.6: Perform music with expression, technical accuracy, and interpretation.

**Content-Specific Vocabulary:**

Melody, pitch, solfege, audiate, pentatonic, scale, staff, treble clef, step, skip

Learning Targets (I Can)	Materials	Manipulatives	Strategies
I am learning to internalize and perform the relationship between pitches. <ul style="list-style-type: none"> <li>▪ Major pentatonic (Do-centered)</li> <li>▪ Minor pentatonic (La-centered)</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Conversational Solfege</i></li> <li>• <i>GAMEPLAN</i></li> <li>• High quality musical recordings</li> <li>• <i>Mallet Madness</i> series</li> <li>• <i>Music for Children, Vol. 1</i></li> <li>• <i>MusicPlay Online</i></li> </ul>	<ul style="list-style-type: none"> <li>• Barred instruments and mallets</li> <li>• Boomwhackers</li> <li>• Flashcards</li> <li>• <i>GAMEPLAN</i> manipulatives</li> <li>• Recorders</li> <li>• Solfege texting sticks</li> </ul>	<ul style="list-style-type: none"> <li>• Aural decoding</li> <li>• Curwen hand signs</li> <li>• Solfege ladder</li> </ul>
I am learning to perform and improvise using a pentatonic scale.			
I am learning to identify treble clef notes.			



# Grade 4 Rhythm

## Essential Standards:


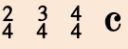
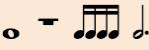
Montana Music Content Standard 4.2: Organize musical ideas for an express purpose.

MMCS 4.5: Evaluate the accuracy and expressiveness of musical performances.

MMCS 4.6: Perform music with expression, technical accuracy, and interpretation.

## Content-Specific Vocabulary:

Quarter note, quarter rest, paired eighths/eighth notes, half note, half rest, whole note, whole rest, sixteenth notes, dotted half note, stem, notehead, beam, dot, time signature, beat, meter, common time

Learning Targets (I Can)	Materials	Manipulatives	Strategies
I can read, write, and perform rhythmic notation. 	<ul style="list-style-type: none"> <li>• <i>Conversational Solfege</i></li> <li>• <i>GAMEPLAN</i></li> <li>• High quality musical recordings</li> <li>• <i>KidStix</i></li> <li>• <i>Mallet Madness</i> series</li> <li>• <i>Music for Children, Vol. 1</i></li> <li>• <i>MusicPlay Online</i></li> <li>• <i>Rhythmische Übung</i></li> <li>• <i>World Music Drumming</i></li> </ul>	<ul style="list-style-type: none"> <li>• Barred instruments and mallets</li> <li>• Flashcards</li> <li>• Floor drums (tubanos)</li> <li>• Frame drums</li> <li>• <i>GAMEPLAN</i> manipulatives</li> <li>• <i>KidStix</i> kits (coffee can, cutting board, drum sticks, tambourines, felt circle toppers)</li> <li>• Movement manipulatives (parachute, scarves, ribbon wands, bean bags, stretchy bands, beat buddies and playground balls)</li> <li>• Recorders</li> <li>• Rhythm sticks</li> <li>• Ukuleles</li> </ul>	<ul style="list-style-type: none"> <li>• Aural decoding</li> <li>• Beat groups</li> <li>• Beat strips</li> <li>• Folk dancing and play parties</li> <li>• Rhythm building blocks</li> <li>• Rote</li> </ul>
I am learning to use the top number of a time signature to identify the number of beats in a measure. 			
I am learning to read, write, and perform rhythmic notation. 			
I am learning to perform and improvise using known rhythms.			

# Grade 4 Timbre

## Essential Standards:

Montana Music Content Standard 4.8: Explain how expressive qualities help performers interpret music.

MMCS 4.9: Use established criteria to evaluate musical works and performances.

MMCS 4.10: Convey personal emotions using elements of music.

MMCS 4.11: Demonstrate understanding of the connection between music and its historical and cultural context.

## Other Standards:

Montana Theater Arts Content Standard 4.4: Make physical and vocal choices to develop a character in a drama experience.

Montana Visual Arts Content Standard 4.10: Create artworks that reflect community cultural traditions.

## Content-Specific Vocabulary:

Timbre, symphony orchestra, woodwinds, brass, strings, percussion, soprano, alto, tenor, bass, glockenspiel, soprano xylophone, soprano metallophone, alto xylophone, alto metallophone, bass xylophone, bass metallophone

Learning Targets (I Can)	Materials	Manipulatives	Strategies
I am learning to identify symphonic instrument families by sound. <ul style="list-style-type: none"> <li>▪ Woodwinds</li> <li>▪ Brass</li> <li>▪ Strings</li> <li>▪ Percussion</li> </ul>	<ul style="list-style-type: none"> <li>• <i>GAMEPLAN</i></li> <li>• High quality musical recordings</li> <li>• <i>Mallet Madness</i> series</li> <li>• <i>MusicPlay Online</i></li> <li>• <i>Percussion Parade</i></li> <li>• <i>Woods, Metals, Shakers, Skins</i></li> </ul>	<ul style="list-style-type: none"> <li>• Barred instruments and mallets</li> <li>• Digital keyboards</li> <li>• Floor drums (tubanos)</li> <li>• Instrument visuals</li> <li>• Unpitched percussion</li> </ul>	<ul style="list-style-type: none"> <li>• Digital keyboard sounds</li> <li>• Listening maps</li> <li>• Listening logs</li> <li>• Live musical performances (e.g. Myrna Loy)</li> <li>• Soundscapes</li> <li>• Listening glyphs</li> <li>• Youth Symphony concert</li> </ul>
I am learning to identify vocal timbres. <ul style="list-style-type: none"> <li>▪ Adult</li> <li>▪ Child</li> <li>▪ High/Treble</li> <li>▪ Low/Bass</li> </ul>			
I am learning to visually identify instruments. <ul style="list-style-type: none"> <li>▪ Band instruments</li> <li>▪ Orchestra instruments</li> <li>▪ Classroom instruments</li> </ul>			
I am learning about timbres from diverse musical traditions.			

# Grade 5 Expression

## Essential Standards:

- Montana Music Content Standard 5.2: Develop musical ideas for an express purpose.
- MMCS 5.3: Describe revisions to personal musical ideas.
- MMCS 5.4: Compare the structure and elements of music in works selected for performance.
- MMCS 5.5: Evaluate the accuracy, effectiveness, and expressiveness of musical performances.
- MMCS 5.6: Perform music with expression, technical accuracy, and interpretation that conveys the composer’s intent.
- MMCS 5.7: Cite evidence that connects musical selections to specific experiences.
- MMCS 5.8: Describe how performers interpret expressive intent in music.
- MMCS 5.9: Use established criteria to evaluate the quality of musical works and performances.
- MMCS 5.10: Demonstrate how a musical experience forms an emotional, physical, and cultural connection.

## Other Standards:

- Montana Theatre Arts Content Standard 5.4: Experiment with physical and vocal choices to create music in drama and theatre works.
- Montana Visual Arts Content Standard 5.7: Compare personal interpretations of artwork to others’ interpretations.

## Content-Specific Vocabulary:

Dynamics, piano, forte, mezzo, crescendo, decrescendo, allegro, moderato, andante, presto, largo, accelerando, ritardando, pianissimo, fortissimo, staccato, legato

Learning Targets (I Can)	Materials	Manipulatives	Strategies
<p>I can identify and use Italian musical terms within musical contexts.</p> <ul style="list-style-type: none"> <li>▪ Dynamics: <i>piano, forte, mezzo, crescendo, decrescendo</i></li> <li>▪ Tempo: <i>allegro, moderato, andante, presto, largo</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>The ABCs of My Feelings and Music</i></li> <li>• <i>Book of Movement Exploration</i></li> <li>• <i>GAMEPLAN</i></li> <li>• High quality children’s literature</li> <li>• High quality musical recordings</li> <li>• <i>Mallet Madness</i> series</li> <li>• <i>Move It!</i> DVDs</li> <li>• <i>MusicPlay Online</i></li> <li>• <i>Parachutes, Ribbons and Scarves</i></li> </ul>	<ul style="list-style-type: none"> <li>• Barred instruments and mallets</li> <li>• Floor drums (tubanos)</li> <li>• Frame drums</li> <li>• Hoberman spheres</li> <li>• Movement manipulatives (parachute, scarves, ribbon wands, bean bags, stretchy band, beat buddies, playground balls)</li> <li>• Recorders</li> <li>• Ukuleles</li> <li>• Unpitched percussion</li> </ul>	<ul style="list-style-type: none"> <li>• Follow directions vs. choice making</li> <li>• Improvisation</li> <li>• Notice, wonder, value</li> <li>• Student created artwork</li> <li>• Student created movement</li> <li>• Word wall</li> </ul>
I am learning to select dynamics for a piece of music.			
I am learning to describe the feeling and mood of a piece of music.			
<p>I am learning to identify and use Italian musical terms within musical contexts.</p> <ul style="list-style-type: none"> <li>▪ Dynamics: <i>pianissimo, fortissimo</i></li> <li>▪ Tempo: <i>accelerando, ritardando</i></li> <li>▪ Articulation: <i>legato, staccato</i></li> </ul>			

<p>I am learning to perform with artful expression.</p> <p>Examples:</p> <ul style="list-style-type: none"><li>▪ Dynamics, tempi, and articulations</li><li>▪ Appropriate phrasing</li><li>▪ Breath placement</li><li>▪ Expressive bodies and faces, matching the music</li><li>▪ Responsive movement choices</li><li>▪ Appropriate instrumentation for style</li></ul>			
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# Grade 5 Form

## Essential Standards:

Montana Music Content Standard 5.2: Develop musical ideas for an express purpose.  
 MMCS 5.3: Describe revisions to personal music ideas.  
 MMCS 5.4: Compare the structure and elements of music in works selected for performance.

## Other Standards:

Montana Dance Content Standard 5.1: Use elements of dance to create a movement series.  
 MDCS 5.2: Create a dance sequence that communicates an idea.  
 MDCS 5.10: Analyze dances with contrasting themes.  
 Montana Visual Arts Content Standard 5.8: Analyze use of structure, context, and visual elements to convey ideas and mood in artworks.  
 MVACS 5.10: Apply formal and conceptual knowledge of art and design to make artwork.

## Content-Specific Vocabulary:

Coda, repeat sign, bar line, double bar line, rondo

Learning Targets (I Can)	Materials	Manipulatives	Strategies
I can follow musical roadmaps using repeat signs and double bar lines.	<ul style="list-style-type: none"> <li>• <i>GAMEPLAN</i></li> <li>• High quality musical recordings</li> <li>• <i>Mallet Madness</i> series</li> <li>• <i>MusicPlay Online</i></li> <li>• New England Dance Masters series</li> <li>• <i>Parachutes, Ribbons and Scarves</i></li> <li>• <i>Rhythmically Moving</i></li> </ul>	<ul style="list-style-type: none"> <li>• Barred instruments and mallets</li> <li>• Cups</li> <li>• Floor drums (tubanos)</li> <li>• <i>GAMEPLAN</i> manipulatives</li> <li>• Movement manipulatives (parachute, scarves, ribbon wands, bean bags, stretchy band, beat buddies, playground balls)</li> </ul>	<ul style="list-style-type: none"> <li>• Building block composition</li> <li>• Folk dancing</li> <li>• Locomotor/non-locomotor movement</li> </ul>
I am learning to recognize same and different parts of music.			
I am learning to label different parts of music (e.g. ABC).			

# Grade 5 Harmony

<p><b>Essential Standards:</b>          Montana Music Content Standard 5.1: Improvise rhythmic, melodic, and harmonic ideas for a specific purpose.          MMCS 5.4: Compare the structure and elements of music in works selected for performance.</p>			
<p><b>Content-Specific Vocabulary:</b>          Harmony, round, canon, unison, step, skip, chord, accompaniment, major, minor</p>			
Learning Targets (I Can)	Materials	Manipulatives	Strategies
<p>I am learning to hold my own part in a group.</p> <p>I am learning to accompany myself or others.</p>	<ul style="list-style-type: none"> <li>• <i>Book of Canons</i></li> <li>• <i>Conversational Solfege</i></li> <li>• <i>Earth Dance: A Celebration of Canons</i></li> <li>• <i>Elemental Ukulele: Pathways and Possibilities</i></li> <li>• <i>GAMEPLAN</i></li> <li>• High quality musical recordings</li> <li>• <i>Modern Band (Little Kids Rock)</i></li> <li>• <i>MusicPlay Online</i></li> <li>• <i>Rainbow Ukulele</i></li> </ul>	<ul style="list-style-type: none"> <li>• Barred instruments and mallets</li> <li>• Boomwhackers</li> <li>• <i>GAMEPLAN</i> manipulatives</li> <li>• Guitars</li> <li>• Recorders</li> <li>• Ukuleles</li> </ul>	<ul style="list-style-type: none"> <li>• Bass line harmony</li> <li>• Canons</li> <li>• Instrumental accompaniment</li> <li>• Partner songs</li> </ul>

# Grade 5 Melody

## Essential Standards:

Montana Music Content Standard 5.1: Improvise rhythmic, melodic, and harmonic ideas for a specific purpose.

MMCS 5.2: Develop musical ideas for an express purpose.

MMCS 5.4: Compare the structure and elements of music in works selected for performance.

MMCS 5.6: Perform music with expression, technical accuracy, and interpretation that conveys the composer’s intent.

## Other Standards:

MMCS 5.10: Demonstrate how a musical experience forms an emotional, physical, and cultural connection.

## Content-Specific Vocabulary:

Melody, pitch, solfege, audiate, pentatonic, diatonic, scale, staff, treble clef, bass clef, sharp, flat, natural, step, skip

Learning Targets (I Can)	Materials	Manipulatives	Strategies
I can identify treble clef notes.	<ul style="list-style-type: none"> <li>• <i>Conversational Solfege</i></li> <li>• <i>GAMEPLAN</i></li> <li>• High quality musical recordings</li> <li>• <i>Mallet Madness series</i></li> <li>• <i>Music for Children, Vol. 1</i></li> <li>• <i>MusicPlay Online</i></li> </ul>	<ul style="list-style-type: none"> <li>• Barred instruments and mallets</li> <li>• Boomwhackers</li> <li>• Flashcards</li> <li>• <i>GAMEPLAN</i> manipulatives</li> <li>• Recorders</li> <li>• Solfege texting sticks</li> </ul>	<ul style="list-style-type: none"> <li>• Aural decoding</li> <li>• Curwen hand signs</li> <li>• Solfege ladder</li> </ul>
I am learning to internalize and perform the relationship between pitches. <ul style="list-style-type: none"> <li>▪ Major pentatonic (Do-centered)</li> <li>▪ Minor pentatonic (La-centered)</li> <li>▪ Major diatonic</li> </ul>			
I am learning to perform and improvise using a pentatonic scale.			
I am learning to identify bass clef notes.			
I am learning about the function of sharps, flats, and naturals.			

# Grade 5 Rhythm

## Essential Standards:

Montana Music Content Standard 5.2: Develop musical ideas for an express purpose.

MMCS 5.5: Evaluate the accuracy, effectiveness, and expressiveness of musical performances.


MMCS 5.6: Perform music with expression, technical accuracy, and interpretation that conveys the composer's intent.

## Other Standards:

MMCS 5.10: Demonstrate how a musical experience forms an emotional, physical, and cultural connection.

## Content-Specific Vocabulary:

Time-signature, common time, beat, meter, quarter note, quarter rest, paired eighths/eighth notes, half note, half rest, whole note, whole rest, sixteenth notes, dotted half note, dotted quarter note, eighth note, eighth rest, eighth note group, notehead, stem, beam, dot

Learning Targets (I Can)	Materials	Manipulatives	Strategies
I can read, write, and perform rhythmic notation. 	<ul style="list-style-type: none"> <li>• <i>Conversational Solfege</i></li> <li>• <i>GAMEPLAN</i></li> <li>• High quality musical recordings</li> <li>• <i>KidStix</i></li> <li>• <i>Mallet Madness</i> series</li> <li>• <i>Music for Children, Vol. 1</i></li> <li>• <i>MusicPlay Online</i></li> <li>• <i>Rhythmische Übung</i></li> <li>• <i>World Music Drumming</i></li> </ul>	<ul style="list-style-type: none"> <li>• Barred instruments and mallets</li> <li>• Flash cards</li> <li>• Floor drums (tubanos)</li> <li>• Frame drums</li> <li>• <i>GAMEPLAN</i> manipulatives</li> <li>• <i>KidStix</i> kits (coffee can, cutting board, drum sticks, tambourines, felt circle toppers)</li> <li>• Movement manipulatives (parachute, scarves, ribbon wands, bean bags, stretchy band, beat buddies, playground balls)</li> <li>• Recorders</li> <li>• Rhythm sticks</li> <li>• Ukuleles</li> </ul>	<ul style="list-style-type: none"> <li>• Aural decoding</li> <li>• Beat groups</li> <li>• Beat strips</li> <li>• Folk dancing and play parties</li> <li>• Rhythm building blocks</li> <li>• Rote</li> </ul>
I am learning to read, write, and perform rhythmic notation. 			
I am learning to use both the top and bottom numbers in a time signature. 			
I am learning to perform and improvise using known rhythms.			



# Grade 5 Timbre

## Essential Standards:

Montana Music Content Standard 5.8: Describe how performers interpret expressive intent in music.

MMCS 5.9: Use established criteria to evaluate the quality of musical works and performances.

MMCS 5.10: Demonstrate how a musical experience forms an emotional, physical, and cultural connection.

MMCS 5.11: Compare connections between music and historical and cultural context.

## Other Standards:

Montana Theater Arts Content Standard 5.4: Experiment with physical and vocal choices to create meaning in drama and theatre works.

Montana Visual Arts Content Standard 5.8: Analyze use of structure, context, and visual elements to convey ideas and mood in artworks.

## Content-Specific Vocabulary:

Timbre, symphony orchestra, woodwinds, brass, strings, percussion, treble, soprano, alto, tenor, bass, glockenspiel, soprano xylophone, soprano metallophone, alto xylophone, alto metallophone, bass xylophone, bass metallophone

Learning Targets (I Can)	Materials	Manipulatives	Strategies
I can identify symphonic instrument families by sound. <ul style="list-style-type: none"> <li>▪ Woodwinds</li> <li>▪ Brass</li> <li>▪ Strings</li> <li>▪ Percussion</li> </ul>	<ul style="list-style-type: none"> <li>• <i>GAMEPLAN</i></li> <li>• High quality musical recordings</li> <li>• <i>Mallet Madness</i> series</li> <li>• <i>MusicPlay Online</i></li> <li>• <i>Percussion Parade</i></li> <li>• <i>Woods, Metals, Shakers, Skins</i></li> </ul>	<ul style="list-style-type: none"> <li>• Barred instruments and mallets</li> <li>• Digital keyboards</li> <li>• Floor drums</li> <li>• Instrument visuals</li> <li>• Unpitched percussion</li> </ul>	<ul style="list-style-type: none"> <li>• Digital keyboard sounds</li> <li>• Listening glyphs</li> <li>• Listening logs</li> <li>• Listening maps</li> <li>• Live musical performances (e.g. Myrna Loy)</li> <li>• Soundscapes</li> <li>• Youth Symphony concert</li> </ul>
I can visually identify instruments. <ul style="list-style-type: none"> <li>▪ Band instruments</li> <li>▪ Orchestra instruments</li> <li>▪ Classroom instruments</li> </ul>			
I am learning to identify vocal timbres. <ul style="list-style-type: none"> <li>▪ Adult</li> <li>▪ Child</li> <li>▪ Soprano</li> <li>▪ Alto</li> <li>▪ Tenor</li> <li>▪ Bass</li> </ul>			
I am learning about timbres from diverse musical traditions.			

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**HELENA SCHOOL DISTRICT  
Board of Trustees Meeting**

**Meeting Date:** 05/10/2022

**Item VI.C.2**

Recognitions

Superintendent's Report

General Public Comment

Item for Information

Consent Action Items

Item for Action

Reports

**Item Title:      2. High School General Fund Budget Amendment**

Board Action	1st Motion	Second	Aye	Nay	Other
Muszkiewicz					
Hathorn					
Beaver					
Goldes					
McKee					
McEwen					
Walsh					
Armstrong					

# Board of Trustees Work Session

## High School General Fund Budget Amendment

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### VI. NEW BUSINESS

#### C. Items for Action

#### 2. High School General Fund Budget Amendment

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#### **Background:**

Pursuant to 20-9-165, MCA, following the trustees' proclamation of a need for a budget amendment and proper notice to the public of their intent, trustees must meet to consider and adopt the budget amendment. The meeting must be open to the public, and any taxpayer in the district has the right to appear and be heard. If at the meeting a majority of the trustees present find that there is sufficient need for a budget amendment, the trustees may make and adopt a final budget amendment, setting forth fully the facts constituting the need for the budget amendment.

#### **Considerations:**

- As a result of the creation of East Helena K-12 School District and the receipt of tuition payments from East Helena K-12, the district's budget for the general fund needs to be amended in order to properly maintain and support the district for the current school fiscal year.
- The dollar amount of the budget amendment is \$231,691.
- The financing source for the budget amendment is tuition receipts received from East Helena K-12 School District.
- Public notice was provided in the Independent Record (the newspaper that gives notice to the largest number of people of the district) on May 1, 2022.

#### **Superintendent recommendation:**

Approve of the attached budget amendment resolution to the Helena High School District No. 1 general fund and direct the clerk to submit copies of the resolutions to the county superintendent and the superintendent of public instruction.

**BUDGET AMENDMENT RESOLUTION  
SCHOOL DISTRICT  
COUNTY**

At the regular meeting of the board of trustees of the Helena School District No.1, Lewis and Clark County, Montana, held April 26, 2022, at 4:00p.m. at Rossiter Elementary School, 1497 Sierra Road East, Helena, Montana 59601, the following resolution was introduced:

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

WHEREAS, the trustees have determined that an amendment to the Helena High School District No. 1 general fund budget in an amount of \$231,691 is necessary under the provision of Section 20-9-161 (6), MCA; for the purpose of financing general maintenance and operational costs of the school district; and

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

THEREFORE BE IT RESOLVED that the Board of Trustees of the Helena High School District No.1, Lewis and Clark County, Montana, proclaims a need for an amendment to the Helena High School District No. 1 general fund budget for fiscal year 2022 in the amount of \$231,691 is necessary under Section 20-9-161 (6), MCA, for the purpose identified above, and;

BE IT FURTHER RESOLVED that the Board of Trustees of the Helena School District No.1, Lewis and Clark County, Montana, met at 5:30p.m. at the Lincoln Center Board Room, 1325 Poplar Street, Helena, Montana 59601 on May 10, 2022, for the purpose of considering and adopting the budget amendment.

Luke Muszkiewicz  
Chairperson

\_\_\_\_\_  
Signature of Chairperson

\_\_\_\_\_  
Date

T. Janelle Mickelson  
District Clerk

\_\_\_\_\_  
Signature of District Clerk

\_\_\_\_\_  
Date

DATE BUDGET AMENDMENT WAS ADOPTED: May 10, 2022

List all budget amendment expenditure line items and amounts:201.100.1800.610

**HELENA SCHOOL DISTRICT  
Board of Trustees Meeting**

**Meeting Date:** 05/10/2022

**Item VI.C.3**

Recognitions

Superintendent's Report

General Public Comment

Item for Information

Consent Action Items

Item For Action

Reports

**Item Title: 3. Meal Price Increases**

Board Action	1st Motion	Second	Aye	Nay	Other
Muszkiewicz					
Hathhorn					
Beaver					
Goldes					
McKee					
McEwen					
Walsh					
Armstrong					

**Background on Requested Meal Price Increase  
Item for Action  
Board of Trustees Meeting  
May 10, 2022**

- Meal price increases must be approved by the Board each year.
- There have been no meal price increases for several years due to the waiver that has been in place that provided free meals for all students. The waiver expires at the end of the current school year and the District will revert back to pre-pandemic meal pricing.
- Meal prices are typically set based on the following:
  - local school district’s program model
  - prices the previous year
  - federal reimbursement rates for free meals
- USDA requires schools to use the Paid Lunch Equity tool if we are negative in food service account.
  - Helena Public Schools is not currently in the negative
  - Match free reimbursement rates
  - At least be more than last year by 2%
- Food costs are very high right now. Sodexo will be increasing their fee by the current CPI-food away from home index which is 6.9%. This is an annual contractual price increase.
- Recommendation for Board Approval

<b>Meal Type &amp; Level</b>	<b>2019 Price</b>	<b>2022-2023 Proposed Price</b>
K-12 Student Breakfast	\$1.45	\$2.00
Adult Breakfast	\$2.50	\$3.50
K-5 Student Lunch	\$2.70	\$2.90
6-12 Student Lunch	\$2.80	\$3.00
Adult Lunch	\$3.75	\$5.00
Milk	\$.50	\$.50



**HELENA SCHOOL DISTRICT  
Board of Trustees Meeting**

**Meeting Date:** 05/10/2022

**Item VI.C.4**

Recognitions

Superintendent's Report

General Public Comment

Item for Information

Consent Action Items

Item for Action

Reports

**Item Title: 4. CHS/HHS HVAC Duct Cleaning Bid**

Board Action	1st Motion	Second	Aye	Nay	Other
Muszkiewicz					
Hathhorn					
Beaver					
Goldes					
McKee					
McEwen					
Walsh					
Armstrong					

# Board of Trustees

CHS/HHS HVAC Duct Cleaning Bid

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## VI. NEW BUSINESS

### C. Items for Action

#### 4. CHS/HHS HVAC Duct Cleaning Bid

---

#### **Background:**

Every elementary (except for Bryant, Central and Jim Darcy), both middle schools and Pal have had their HVAC systems cleaned over the last 19 months. The two large high schools are the only buildings left to clean. The size and complexity of their systems have pushed the projected cost over the \$80,000 limit for such projects.

Invitations to bid were published in the Helena Independent Record on April 17, April 20, and April 24 with complete bid packets available on April 18. A pre-bid walk-through was scheduled for April 26. Work should begin on June 10 and completion expected by August 29.

Sealed bids were accepted until 12:00 p.m. on April 29.

The successful bidder for Capital High was:

Total bid of \$129,000

Sam Rowe

HVAC Power Vac, LLC

The successful bidder for Helena High was:

Total bid of \$109,000

Sam Rowe

HVAC Power Vac, LLC

#### **Considerations:**

We have worked with HVAC Power Vac in the past and have had a successful relationship on those projects.

#### **Superintendent recommendation:**

Approve the contract with HVAC Power Vac, LLC for both high school HVAC Systems Cleaning Project.

## **High School Heating and Ventilation Systems Cleaning**

Every elementary (except for Bryant, Central, and Jim Darcy), both middle schools, and Front Street Learning Center have had their HVAC systems cleaned over the last 18 months. The two large high schools are the only buildings left to clean. The size and complexity of their systems have pushed the projected cost over the \$80,000 limit for such projects.

Invitations to bid were published in the Helena Independent Record on April 17, April 20, and April 24 with complete bid packets available on April 18. A pre-bid walk-through was scheduled for April 26. Work should begin on June 10 and completion expected by August 29.

Sealed bids were accepted until 12:00 pm on April 29.

The successful bidder for **Capital High** was:

Total bid of \$129,000  
Sam Rowe  
HVAC Power Vac LLC

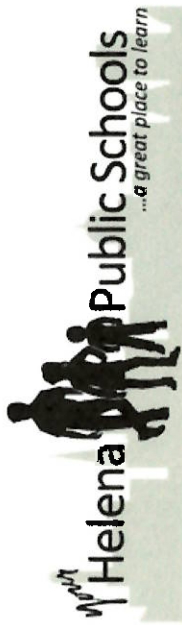
The successful bidder for **Helena High** was:

Total bid of \$109,000  
Sam Rowe  
HVAC Power Vac LLC



# BID TABULATION

<b>PROJECT NAME:</b>	CAPITAL HIGH SCHOOL HVAC DUCT CLEANING HELENA SCHOOL DISTRICT #1 HELENA, MONTANA		
<b>PROJECT MANAGER:</b>	HELENA SCHOOL DISTRICT #1 HELENA, MONTANA		
<b>BID OPENING DATE:</b>	12:00 PM, FRIDAY, APRIL 29, 2022		
<b>CONTRACTOR:</b>	HVAC POWER VAC LLC		
Complete bid form:	✓		
NADCA Certification:	✓		
<b>TOTAL BID:</b>	\$ 129,000		



# BID TABULATION

<b>PROJECT NAME:</b>	HELENA HIGH SCHOOL HVAC DUCT CLEANING HELENA SCHOOL DISTRICT #1 HELENA, MONTANA		
<b>PROJECT MANAGER:</b>	HELENA SCHOOL DISTRICT #1 HELENA, MONTANA		
<b>BID OPENING DATE:</b>	12:00 PM, FRIDAY, APRIL 29, 2022		
<b>CONTRACTOR:</b>	HVAC POWER VAC LLC		
Complete bid form:	✓		
NADCA Certification:	✓		
<b>TOTAL BID:</b>	\$ 109,000		

**HELENA SCHOOL DISTRICT  
Board of Trustees Meeting**

**Meeting Date:** 05/10/2022

**Item VI.C.5**

Recognitions

Superintendent's Report

General Public Comment

Item for Information

Consent Action Items

Item For Action

Reports

**Item Title:      5. Kessler Sewer Easement**

Board Action	1st Motion	Second	Aye	Nay	Other
Muszkiewicz					
Hathhorn					
Beaver					
Goldes					
McKee					
McEwen					
Walsh					
Armstrong					

# Board of Trustees

## Kessler Sewer Easement Agreement

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### VI. NEW BUSINESS

#### C. Items for Action

##### 5. Kessler Sewer Easement Agreement

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#### **Background:**

The proposed easement is for a 20-foot-wide easement for a sewer main. As part of the proposal, the City will propose the following conditions:

- The City will relocate the sewer and the easement, if the area is ever needed for development of the school. City will cover the cost.
- The City will bore the sewer under the parking lot
- The City will fix any subsidence in the parking lot caused by the installation of the main or failure of the main.
- The construction of the sewer main will be done no earlier than June 20<sup>th</sup>, 2022, and no later than August 26<sup>th</sup>, 2022

#### **Considerations:**

The partnership between the City of Helena and the Helena School District is strong, and this will benefit all the taxpayers in the City of Helena.

#### **Superintendent recommendation:**

Approve the Easement with the City of Helena for the Kessler Sewer Easement



**Public Works Department**  
316 North Park Avenue  
Helena, MT 59623

: Phone: 406-447-8433  
: Fax: 406-447-8442  
: Email: rleland@helenamt.gov

**helenamt.gov**

May 7, 2022

Helena School District  
Stacy Collette  
1325 Poplar St.  
Helena, MT 59601

**RE: Kessler School Sewer Easement**

Dear Ms. Collette:

Thank you for taking the time to meet with us and discuss a possible sewer easement across the Kessler School parking lot. The proposed easement is for a 20-foot wide easement for a sewer main. As part of the proposal, the City will propose the following conditions:

- The City will relocate the sewer and the easement, if the area is ever needed for development of the school. City will cover the cost.
- The City will bore the sewer under the parking lot
- The City will fix any subsidence in the parking lot caused by the installation of the main or failure of the main.
- The construction of the sewer main will be done no earlier than June 20<sup>th</sup>, 2022 and no later than August 26<sup>th</sup>, 2022

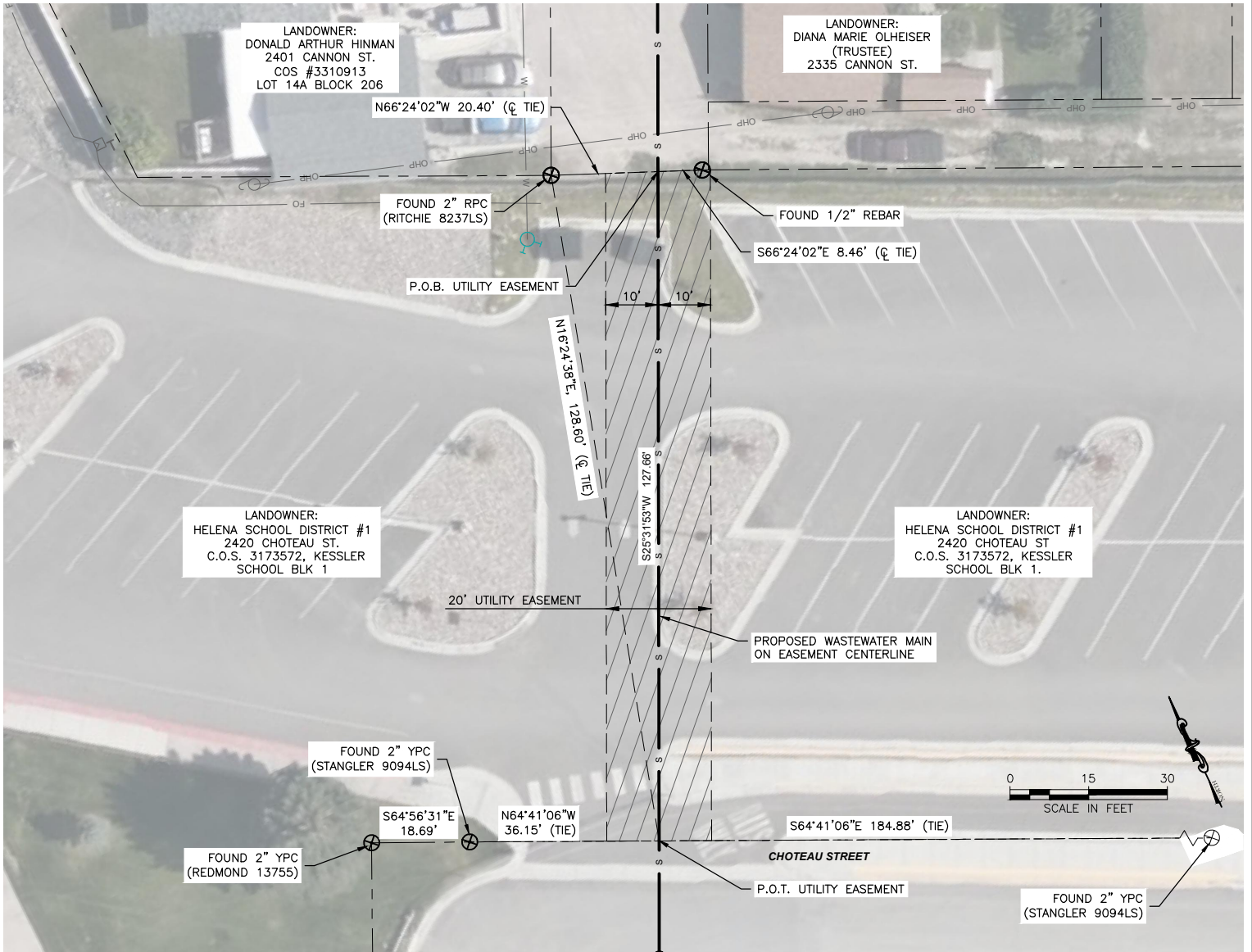
I want to thank you again for your consideration of the sewer easement and the continued partnership between the School District and the City. This will benefit all the taxpayers in the City of Helena. Please do not hesitate to contact me if there are any questions.

Sincerely,

Ryan Leland, PE  
Public Works Director



# EXHIBIT 'A'



## CERTIFICATE

I HEREBY CERTIFY THAT THIS PLAT CORRECTLY REPRESENTS WORK PERFORMED BY ME OR UNDER MY DIRECT SUPERVISION AND IS TRUE AND CORRECT TO THE BEST OF MY KNOWLEDGE AND BELIEF.



### NOTES:

- THIS SURVEY DOES NOT CREATE AN EASEMENT. THIS SURVEY IS TO BE REFERENCE FOR POSITIONAL AND GRAPHICAL PURPOSE ONLY AND DOES NOT REPRESENT A PROPERTY BOUNDARY SURVEY.
- THIS SURVEY SHOWS THE AREA OF THE EASEMENT FOR A WASTEWATER MAIN.

### LEGEND:

	FOUND LOT CORNER AS NOTED
	PROPOSED WASTEWATER MAIN
	20' WIDE EASEMENT
	EXISTING WATER MAIN
	EASEMENT AREA

TOTAL EASEMENT LENGTH: 127.66 FEET (7.74 RODS)  
 TOTAL EASEMENT AREA: 2553.08 SQ.FT. (0.059 ACRE)

### BASIS OF BEARING (CITY OF HELENA LDP):

GEODETIC NORTH OBTAINED BY GPS OBSERVATIONS & OPUS PROCESSING  
 DATUM: NAD83 (2011) (EPOCH 2010.00)  
 PROJECTION: TRANSVERSE MERCATOR  
 CENTRAL MERIDIAN: W111°57'00" (0111.95°)  
 PROJECT ORIGIN LATITUDE: N46°30'00" (46.5°)  
 SCALE FACTOR AT CENTRAL MERIDIAN: 1.000191  
 FALSE NORTHING: 100,000.000 IFT (30,480m)  
 FALSE EASTING: 200,000.000 IFT (60,960m)

SHEET NO.  
**1**  
OF 2

## CITY OF HELENA

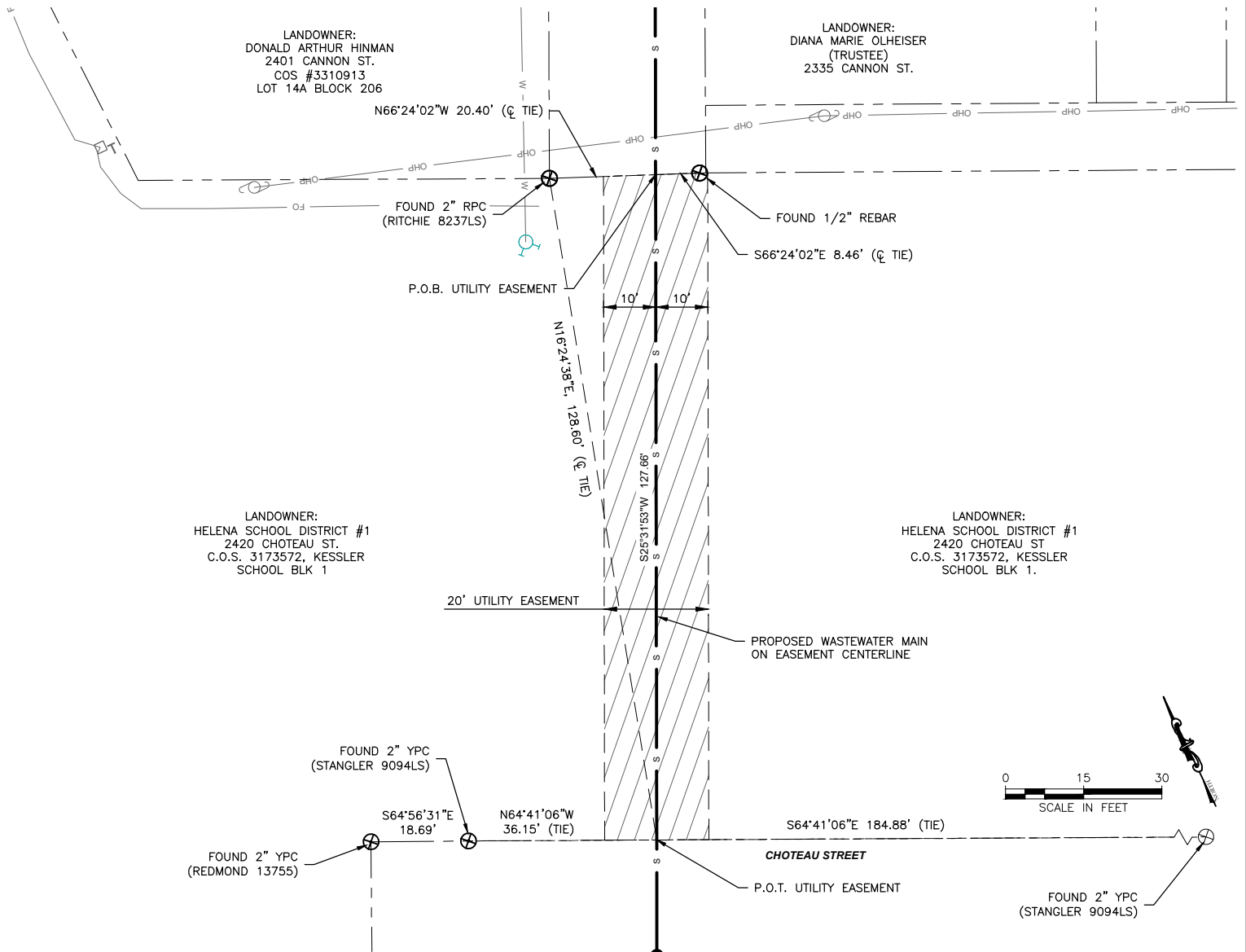
### WATER AND WASTEWATER EASEMENT

KESSLER SCHOOL HELENA SCHOOL DISTRICT #1  
 2420 CHOTEAU STREET HELENA, MT

**WVC** ENGINEERING  
 1275 MAPLE STREET, SUITE F  
 HELENA, MT 59601  
 (406) 443-3962

PROJECT:	NO.	REVISION DESCRIPTION	BY	DATE
DESIGNED: MRS	△			
DRAWN: DCT	△			
CHECKED: JKZ	△			
APPROVED: STH	△			
DATE: APRIL 28, 2022	△			

# EXHIBIT 'A'



LANDOWNER:  
DONALD ARTHUR HINMAN  
2401 CANNON ST.  
COS #3310913  
LOT 14A BLOCK 206

LANDOWNER:  
DIANA MARIE OLHEISER  
(TRUSTEE)  
2335 CANNON ST.

LANDOWNER:  
HELENA SCHOOL DISTRICT #1  
2420 CHOTEAU ST.  
C.O.S. 3173572, KESSLER  
SCHOOL BLK 1

LANDOWNER:  
HELENA SCHOOL DISTRICT #1  
2420 CHOTEAU ST  
C.O.S. 3173572, KESSLER  
SCHOOL BLK 1.

## CERTIFICATE

I HEREBY CERTIFY THAT THIS PLAT CORRECTLY REPRESENTS WORK PERFORMED BY ME OR UNDER MY DIRECT SUPERVISION AND IS TRUE AND CORRECT TO THE BEST OF MY KNOWLEDGE AND BELIEF.



### NOTES:

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	20' WIDE EASEMENT
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	EASEMENT AREA

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GEODETIC NORTH OBTAINED BY GPS OBSERVATIONS & OPUS PROCESSING  
DATUM: NAD83 (2011) (EPOCH 2010.00)  
PROJECTION: TRANSVERSE MERCATOR  
CENTRAL MERIDIAN: W111°57'00" (0111.95°)  
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FALSE EASTING: 200,000.000 IFT (60,960m)

SHEET NO.

**1**  
OF 2

**CITY OF HELENA**

## WATER AND WASTEWATER EASEMENT

KESSLER SCHOOL HELENA SCHOOL DISTRICT #1  
2420 CHOTEAU STREET HELENA, MT



1275 MAPLE STREET, SUITE F  
HELENA, MT 59601  
(406) 443-3962

PROJECT: 2016-15

DESIGNED: MRS

DRAWN: DCT

CHECKED: JKZ

APPROVED: STH

DATE: APRIL 28, 2022

NO.	REVISION DESCRIPTION	BY	DATE
△			
△			
△			
△			


# EXHIBIT A

## LEGAL DESCRIPTION

A 20-FOOT WIDE PUBLIC UTILITY EASEMENT LOCATED IN KESSLER SCHOOL BLOCK ONE, CERTIFICATE OF SURVEY NO. 3173572, SECTION 23 T.10N., R.4W., P.M.M., LEWIS & CLARK COUNTY, MONTANA, MORE PARTICULARLY DESCRIBED AS FOLLOWS:

BEGINNING AT THE POINT OF INTERSECTION OF THE CENTERLINE OF SAID EASEMENT AND THE BOUNDARY OF KESSLER SCHOOL BLOCK ONE, AS SHOWN ON CERTIFICATE OF SURVEY NO. 3173572, FROM WHICH POINT THE SOUTHEAST CORNER OF LOT 14-A, BLOCK 206, OF AMES ADDITION TO HELENA, AS SHOWN ON CERTIFICATE OF SURVEY NO. 3310913 BEARS N.66°24'02"W., A DISTANCE OF 20.40 FEET; THENCE FROM SAID POINT OF BEGINNING, S.25°31'53"W. FOR 127.66 FEET TO A POINT ON THE NORTH RIGHT-OF-WAY OF CHOTEAU STREET, BEING THE POINT OF TERMINUS, FROM WHICH POINT THE SOUTHEAST CORNER OF SAID LOT 14-A BEARS N.16°24'38"E., A DISTANCE OF 128.60 FEET.

SAID EASEMENT IS 127.66 FEET IN LENGTH AND CONTAINS 0.059 ACRE.

SHEET NO. <b>2</b> OF 2	CITY OF HELENA <b>WATER AND WASTEWATER EASEMENT</b> KESSLER SCHOOL HELENA SCHOOL DISTRICT #1 2420 CHOTEAU STREET HELENA, MT		 1275 MAPLE STREET, SUITE F HELENA, MT 59601 (406) 443-3962	PROJECT: 2018-15 DESIGNED: MRS DRAWN: DCT CHECKED: JKZ APPROVED: STH DATE: APRIL 28, 2022	<table border="1"> <thead> <tr> <th>NO.</th> <th>REVISION DESCRIPTION</th> <th>BY</th> <th>DATE</th> </tr> </thead> <tbody> <tr> <td>△</td> <td></td> <td></td> <td></td> </tr> <tr> <td>△</td> <td></td> <td></td> <td></td> </tr> <tr> <td>△</td> <td></td> <td></td> <td></td> </tr> <tr> <td>△</td> <td></td> <td></td> <td></td> </tr> <tr> <td>△</td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	NO.	REVISION DESCRIPTION	BY	DATE	△				△				△				△				△			
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**Policy Background – Items for Termination or Approval  
Board of Trustees Meeting  
May 10, 2022**

**BACKGROUND FOR POLICIES BEING PRESENTED FOR ACTION/TERMINATION:**

**The following policies are recommended for termination:**

- 1900 Temporary Covid-19 Policy**
- 1901 Emergency Policy and Procedures**
- 1902 Academic Variance Alternative Grading**
- 1905 Student, Staff and Community Health and Safety Needs**
- 1906 Student Instruction**
- 1907 School District Declaration of Emergency**

**The following policies are recommended for approval:**

**2005 School Year, Calendar, and Day**

This policy has been revised to reflect updated language regarding Saturday school.

If a school is closed by reason of an unforeseen emergency that results in a declaration of emergency by the Board of Trustees, the trustees may later adopt a resolution that a reasonable effort has been made to reschedule the pupil-instruction time lost because of the unforeseen emergency. If the trustees adopt the resolution, the pupil-instruction time lost during the closure need not be rescheduled to meet the minimum requirement for pupil-instruction days that a school district must conduct during the school year to be entitled to full annual equalization apportionment. At least 3 school days or the equivalent aggregate hours must have been made up before the trustees can declare that a reasonable effort has been made.

Additionally, this policy updates school holidays recognized by the District.

**3070 Administration of Medication**

This is an existing policy which has been revised to reflect regulatory changes governing the storage of medication, the delegation of nursing duties, and revisions to advised practices.

**7061 Public Health Emergency**

At the March Board meeting the Board discussed integrating *Policy 1905 Student, Staff and Community Health and Safety Needs* which is a temporary policy into the existing *Policy 7060 School Safety*. The Policy Committee is recommending that *Policy 7060 School Safety* remain as it was originally written. Policy 7061 is a new policy developed to address a broad range of public health emergencies as opposed to taking a policy written for the recent pandemic and making it fit all health emergencies.

**HELENA SCHOOL DISTRICT  
Board of Trustees Meeting**

**Meeting Date:** 05/10/2022

**Item VI.C.6**

Recognitions

Superintendent's Report

General Public Comment

Item for Information

Consent Action Items

Item For Action

Reports

**Item Title: 6. Policy 2005 School Year, Calendar, and Day**

Board Action	1st Motion	Second	Aye	Nay	Other
Muszkiewicz					
Hathorn					
Beaver					
Goldes					
McKee					
McEwen					
Walsh					
Armstrong					

2  
3 **STUDENT INSTRUCTION**

4  
5 School Year, Calendar, and Day

6  
7 Subject to §§ 20-1-301 and 20-1-308, MCA, and the District’s collective bargaining agreement  
8 covering the employment of affected employees, the Board sets the number of days in a school  
9 term, the length of the school day, and the number of school days in a school week

10  
11 When proposing to adopt changes to a previously adopted school term, school week, or school  
12 day, the Board shall: (a) if necessary, negotiate the changes with the recognized collective  
13 bargaining unit representing the employees affected by the changes; (b) solicit input from the  
14 employees affected by the changes but not represented by a collective bargaining agreement; and  
15 (c) solicit input from the people who live within the boundaries of the school district.

16  
17 *Saturday School*

18  
19 In emergencies, including during reasonable efforts of the trustees to make up aggregate hours of  
20 instruction lost during a declaration of emergency by the trustees under Section 20-9-806, MCA,  
21 pupil instruction may be conducted on a Saturday when it is approved by the trustees.

22  
23 Pupil instruction may be held on a Saturday at the discretion of a school district for the purpose  
24 of providing additional pupil instruction beyond the minimum aggregate hours of instruction  
25 required in Section 20-1-301, MCA, provided student attendance is voluntary.

26  
27 *Commemorative Exercises*

28  
29 All classes shall conduct appropriate exercises during the school day on the commemorative  
30 days noted in Montana law.

31  
32 *School Holidays*

33  
34 The schools in the District shall be closed on the following holidays: New Year's Day; Memorial  
35 Day; Independence Day (2 days); Labor Day; Thanksgiving Day (2 days); Christmas Day;  
36 Martin Luther King Day; President’s Day; and State and national election days when the school  
37 building is used as a polling place and the conduct of school would interfere with the election  
38 process at the polling place. When these holidays fall on Saturday or Sunday, the preceding  
39 Friday or the succeeding Monday shall ~~not~~ be a school holiday. The Board may establish other  
40 holidays.

41  
42 *School Fiscal Year*

43  
44 At least the minimum number of aggregate hours must be conducted during each school fiscal  
45 year. The minimum aggregate hours required by grade are:

- 46 (a) A minimum of 360 aggregate hours for a kindergarten program;

- 47 (b) 720 hours for grades 1 through 3;
- 48 (c) 1,080 hours for grades 4 through 12; and
- 49 (d) 1,050 hours may be sufficient for graduating seniors.

50  
51 In addition, seven (7) pupil instruction-related days may be scheduled for the following  
52 purposes:

- 53 1. Pre-school staff orientation for the purpose of organization of the school year (2
- 54 days);
- 55 2. Staff professional development programs (minimum of three (3) days);
- 56 3. Parent/teacher conferences (2 days); or
- 57 4. Records days (not to exceed one (1) day at the end of each semester or quarter).

58  
59 *Professional Development*

60  
61 The district recognizes that training and development are fundamental to ensure the quality of its  
62 services to students. The Superintendent shall provide an organized program of professional  
63 development designed to assist staff in acquiring the skills needed to work with all students.

64  
65 A District professional development advisory committee will review, develop, recommend, and  
66 evaluate the school district’s professional development plan. Each year the Board of Trustees  
67 shall be provided a copy of a professional development report for the previous school year.

68  
69

70 Legal References:	§ 20-1-301, MCA	School fiscal year
71	§ 20-1-302, MCA	School day and week
72	§ 20-3-303, MCA	<u>Conduct of school on Saturday or Sunday</u>
73		<u>Prohibited – exceptions</u>
74	§ 20-1-305, MCA	<u>School Holidays</u>
75	§ 20-1-306, MCA	Commemorative exercises on certain days
76	§ 20-1-308, MCA	Religious instruction released time program
77	ARM 10.65.101-103	Pupil-Instruction-Related Days
78	ARM 10.55.714	Professional Development

79  
80  
81 Cross References:

82  
83 Policy History:

84 Adopted on: 2.28.2012  
85 Revised on: 12.11.2017  
86

**HELENA SCHOOL DISTRICT  
Board of Trustees Meeting**

**Meeting Date:** 05/10/2022

**Item VI.C.7**

Recognitions

Superintendent's Report

General Public Comment

Item for Information

Consent Action Items

Item For Action

Reports

**Item Title: 7. Policy 3070 Administration of Medication**

Board Action	1st Motion	Second	Aye	Nay	Other
Muszkiewicz					
Hathorn					
Beaver					
Goldes					
McKee					
McEwen					
Walsh					
Armstrong					



3  
4 **STUDENTS**

5  
6 **Administration of Medication**

7  
8 *Administration of Prescription Medication*

9  
10 Students should not take medication during school hours or during school-related activities unless it  
11 is necessary for a student's health and well-being. When a student's licensed health care provider  
12 and parents believe that it is necessary for the student to take a medication during school hours, the  
13 health care provider and parent must request that the school dispense the medication to the student  
14 and otherwise follow the District's procedures on dispensing medication.

15  
16 The Board will permit administration of medication to students in schools. ~~An authorized individual~~  
17 ~~may administer medication to any student in the school or may delegate this task pursuant to~~  
18 ~~Montana law.~~ A school nurse may administer medication to any student in the school or may  
19 delegate this task pursuant to Montana law.

20  
21 ~~Students may self-administer medication as allowed by law.~~ Parents must notify the school if their  
22 student will be self-medicating with emergency medication.

23  
24  
25 *Emergency Administration of Medication*

26  
27 A school nurse or designee may administer emergency medication to any student in need thereof  
28 on school grounds, in a school building, or at a school function, according to a standing order of  
29 a primary medical advisor or a student's licensed health care provider.

30  
31 In the absence of a school nurse, an administrator or designated staff member exempt from the  
32 nurse license requirement under § 37-8-103(1) (c), MCA, who has completed training in  
33 administration of medication, may give emergency medication to students.

34  
35 The District will maintain in each school a limited supply of auto-injectable epinephrine  
36 prescribed by a licensed health care provider and filled by a licensed pharmacy. In addition  
37 antihistamines will be maintained. Both items will be housed in each school at all times. A  
38 school nurse or other authorized personnel will administer emergency medication to any student  
39 or nonstudent as needed. The District shall develop the protocol and provide training as required  
40 by law.

41  
42 In the case of an anaphylactic reaction or risk of such reaction, a school nurse or delegate may  
43 administer emergency oral or injectable medication to any student in need thereof on school  
44 grounds, in a school building, or at a school function.

45  
46 A building administrator, school nurse, or designee will document the administration of any  
47 emergency medication in the student's record.

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Self-Administration and Possession of Asthma, Severe Allergy, or Anaphylaxis Medication

Students with asthma, severe allergies or anaphylaxis may possess and self-administer emergency medication; epinephrine auto-injector, oral antihistamine, or asthma inhaler during the school day, during field trips, during school-sponsored events, or while on a school bus as prescribed by a licensed health care provider.

If provided by the parent, a guardian or an individual who has executed a caretaker relative educational authorization affidavit, and in accordance with documents provided by the student's health care provider, medication for asthma, severe allergy, or anaphylaxis medication may be kept by the student and backup medication may be kept at a student's school in a predetermined location or locations to which the student has access in the event of an asthma, severe allergy, or anaphylaxis emergency.

Parents must notify the school if their student will be possessing and self-administering using an epinephrine auto-injector, oral antihistamine or an asthma inhaler.

Administration of Glucagon

A school employee who voluntarily agrees and is selected by a parent or guardian or a school nurse may administer glucagon to the student with diabetes in an emergency situation. Written proof of the designation to the school employee and written acceptance of the designation by the school employee must be filed with the District. The glucagon must be provided by the parent or guardian.

The school employee must be trained in recognizing hypoglycemia and the proper method of administering glucagon. Training must be provided by a health care professional. Written documentation of the training received by the school employee must be filed with the District. School employees must voluntarily agree to the parent or nurse delegation.

~~Parents must notify the school if their student will be self-medicating.~~

Storage and Disposal of Medication

Unused, discontinued, or obsolete medication will be returned to the parent or guardian upon notice to that parent or guardian. Access to all stored medications is limited to those individuals authorized to administer medications or assist in the self-administration of medications. Each building shall maintain a list of those persons currently authorized by delegation from a licensed nurse to administer medications.

Legal References:	§ 20-5-412, MCA	Administration of Glucagon
	§ 20-5-413, MCA	Limits on Liability
	§ 20-5-420, MCA	Self-administration of asthma medication
	§ 20-5-421, MCA	Emergency Use of Epinephrine in School Setting
	§ 27-1-714, MCA	Limits on Liability for Emergency Care Rendered at Scene of Accident or Emergency
	§ 37-8-103, MCA	Exemptions ~ Limitations on Authority Conferred

101	§40-6-502, MCA	Caretaker Relative Medical Authorization
102		Affidavit ~ Use ~ Immunity ~ Format
103	§ 37-8-103, MCA	Exemptions – Limitations on
104		Authority
105	24.159.1601 et al. ARM	Delegation and Assignment
106	24.159.1604 et al. ARM	Tasks Which May be Routinely Assigned to
107		Unlicensed Person in Any Setting When a
108		Nurse-Patient Relationship Exists
109	24.159.1616 et al. ARM	Nursing Tasks Related to Medications That May
110		Be Delegated
111	24.159.1625 et al. ARM	General Nursing Functions and Tasks That May
112		Not be Delegated
113	Cross References:	
114	<u>Policy History:</u>	
115	Adopted on:	9.9.2014
116	Revised on:	5.12.2015

**HELENA SCHOOL DISTRICT  
Board of Trustees Meeting**

**Meeting Date:** 05/10/2022

**Item VI.C.8**

Recognitions

Superintendent's Report

General Public Comment

Item for Information

Consent Action Items

Item For Action

Reports

**Item Title: 8. Policy 7061 Public Health Emergency**

Board Action	1st Motion	Second	Aye	Nay	Other
Muszkiewicz					
Hathorn					
Beaver					
Goldes					
McKee					
McEwen					
Walsh					
Armstrong					

2

3 **OPERATIONAL SERVICES**

4 Public Health Emergency

5 A "public health emergency"(PHE) is an occurrence or imminent threat of an illness or health  
6 condition caused by epidemic or pandemic disease, or a novel and ~~highly fatal~~ infectious agent or  
7 a chemical or biological toxin, whose scale, timing, or unpredictability threatens to overwhelm  
8 routine capabilities.

9

10 A public health emergency poses a substantial risk of significant human fatalities or incidence of  
11 permanent or long-term disability. Such illness or health conditions also include, but are not  
12 limited to, illnesses or health conditions resulting from a local, state, national or global disaster.

13

14 In the event of a declared public health emergency as determined by the Board of Trustees or a  
15 public health service the Board authorizes the Superintendent to take appropriate action to  
16 protect the health and safety of all students, staff, and visitors to include but not limited to  
17 closure of school buildings, implementation of infection control measures, and other appropriate  
18 safety actions.

19

20 The Superintendent will communicate with parents, citizens, and other stakeholders about the  
21 actions to be implemented per this policy.

22

23

24 Legal References: § 39-71-1501, MCA Montana Safety Culture Act  
25 § 50-71-111, et. seq., MCA Montana Occupational Health and Safety Act  
26 § 20-3-324, MCA Powers and Duties  
27 § 20-9-806, MCA School Closure by Declaration of Emergency  
28 10.55.701(2)(d)(s) Board of Trustees  
29 Article X, Section 8 Montana Constitution

30

31 Cross References: Policy 7060 School Safety

32

33 Policy History:

34 Adopted on:

35 Revised on:

**HELENA SCHOOL DISTRICT  
Board of Trustees Meeting**

**Meeting Date:** 05/10/2022

**Item VI.C.9**

Recognitions

Superintendent's Report

General Public Comment

Item for Information

Consent Action Items

Item For Action

Reports

**Item Title: 9. Policy 1900 Temporary Covid-19 Policy**

Board Action	1st Motion	Second	Aye	Nay	Other
Muszkiewicz					
Hathhorn					
Beaver					
Goldes					
McKee					
McEwen					
Walsh					
Armstrong					

1 **Helena School District**

2  
3 **COVID-19 EMERGENCY POLICIES**

1900

4  
5 *Introduction*

6  
7 The Board of Trustees and its staff are operating under unusual, even unprecedented  
8 circumstances by virtue of the declaration of a statewide emergency by the Governor and the  
9 executive orders related to school closure to address concerns from the COVID-19 virus and/or  
10 the Board of Trustees declaration of an unforeseen emergency (community disaster). In light of  
11 the COVID-19 pandemic, the Board of Trustees has found it necessary to adopt temporary  
12 policies related to emergency school closures, the ongoing provision of educational services to  
13 students, meetings of the Board, gatherings on school property, health and safety of students,  
14 staff and community members, human resource matters and budgetary matters. To ensure clarity  
15 and transparency, the Board has organized all emergency school closure policies into a  
16 temporary chapter. The Board has also included this introductory section as a heading for each  
17 policy to ensure understanding of the purpose and duration of each policy adopted pursuant to  
18 this chapter.

19  
20 *Purpose(s) of Policies*

- 21
- 22 1. Ensuring that locally elected trustees charged with the supervision and control of their
  - 23 local public schools, in collaboration with their staff leadership teams, make decisions
  - 24 that are in the best interests of students, staff and the community served.
  - 25 2. Ensuring measures to protect the health and safety of students, staff and community
  - 26 members.
  - 27 3. Addressing issues related to student instruction and family engagement.
  - 28 4. Addressing barriers to learning presented by distance.
  - 29 5. Improvement of instruction in on-site, offsite, and/or online setting.
  - 30 6. Ensuring continuity of employment of school district staff and/or continuity of services
  - 31 provided by contract transportation and food service providers.
  - 32 7. Ensuring accountability to families with children.
- 33

34 *Term of COVID-19 Emergency Measures Policies*

35  
36  
37 School District Policies Numbered 1900-1999 are intended to govern during any emergency  
38 related to COVID-19 declared by the President, Congress, Montana Legislature, Governor,  
39 Montana Department of Public Health and Human Services, county health department or the  
40 Board of Trustees. The terms of the Policies Numbered 1900-1999 shall run until terminated by  
41 a vote of the Board of Trustees.

42  
43 Legal Reference: Executive Orders – 2-2020 and 3-2020 – Office of the Governor and  
44 accompanying Directives  
45 Section 20-9-801-806, MCA – Emergency School Closure  
46 Section 50-1-202-204, MCA – Public Health Laws  
47 Section 10-3-104, MCA – General Authority of Governor

48

Article X, section 8 – Montana Constitution

Cross Reference:     1010 Powers and Duties of the Board of Trustees  
                           1065 Board Meetings  
                           1070 School Board Meeting Procedure  
                           1080 School Board Policy  
                           8150 School Closure

49  
50

Policy History:

Adopted on:             3.27.2020  
Revised on:            4.28.2020, 5.12.2020  
Terminated on:

51



**HELENA SCHOOL DISTRICT  
Board of Trustees Meeting**

**Meeting Date:** 05/10/2022

**Item VI.C.10**

Recognitions

Superintendent's Report

General Public Comment

Item for Information

Consent Action Items

Item For Action

Reports

**Item Title: 10. Policy 1901 Emergency Policy and Procedures**

Board Action	1st Motion	Second	Aye	Nay	Other
Muszkiewicz					
Hathorn					
Beaver					
Goldes					
McKee					
McEwen					
Walsh					
Armstrong					

1 **Helena School District**

2  
3 COVID-19 EMERGENCY POLICIES

1901

4  
5 Emergency Policy and Procedures

6  
7 *Applicability of Emergency Policy Series*

8  
9 During a state of emergency declared by the Board of Trustees or other local, state, or  
10 federal agency, official, or legislative body, the provisions in the emergency policies  
11 adopted by the Board of Trustees as codified at 1900-1999 in the District Policy Manual  
12 will govern in the event of any conflict or inconsistency between an emergency policy  
13 and other provision in the District Policy Manual. All other aspects of the District Policy  
14 Manual not affected by the provisions in the emergency policy series continue to be in  
15 effect.

16  
17 *Legal References*

18  
19 In the absence of a legal reference on an emergency policy adopted by the Board of  
20 Trustees, the policy is specifically based on the Board of Trustees authority to supervise  
21 and control the schools within the District in accordance with Article X, section 8 of the  
22 Montana Constitution.

23  
24 *Adoption and Amendment of Policies*

25  
26 New or revised policies that are required or have required language changes based on  
27 State or Federal law or directive, required by Administrative Rule, or are required due to  
28 a declaration of emergency issued by the Board of Trustees or other state or federal  
29 agency official or legislative body may be adopted after the first (1<sup>st</sup>) reading if notice has  
30 been given through the Board agenda provided to the trustees and public. All new or  
31 amended policies adopted as part of the emergency policy series shall become effective  
32 immediately upon adoption; unless a specific effective date is stated in the motion for  
33 adoption.

34  
35 *Suspension of Policies*

36  
37 Under circumstances that require a waiver of a policy, the policy may be suspended by a  
38 majority vote of the trustees present. To suspend a policy, however, all trustees must  
39 have received written notice of the meeting, which includes the proposal to suspend a  
40 policy and an explanation of the purpose of such proposed suspension.

41  
42 *Administrative Procedures*

43  
44 The Superintendent shall develop such administrative procedures as are necessary to  
45 ensure consistent implementation of policies adopted by the Board of Trustees.

Legal References: § 20-3-323, MCA District policy and record of acts  
10.55.701, ARM Board of Trustees  
Title 20, Chapter 9 Part 8, MCA

Cross Reference:

Policy History:

Adopted on: 3.27.2020

Revised on: 4.28.2020

Terminated on:

**HELENA SCHOOL DISTRICT  
Board of Trustees Meeting**

**Meeting Date:** 05/10/2022

**Item VI.C.11**

Recognitions

Superintendent's Report

General Public Comment

Item for Information

Consent Action Items

Item For Action

Reports

**Item Title: 11. Policy 1902 Academic Variance Alternative Grading**

Board Action	1st Motion	Second	Aye	Nay	Other
Muszkiewicz					
Hathorn					
Beaver					
Goldes					
McKee					
McEwen					
Walsh					
Armstrong					

2  
3 SCHOOL DISTRICT ORGANIZATION

4  
5 Academic Variance Alternative Grading

6  
7 This policy is adopted as a temporary policy in accordance with the framework set by HSD Policy  
8 1900 – Temporary Pandemic Policies and is intended to govern District operations for the period  
9 affected by a public health pandemic, when health and safety measures implemented by the District  
10 are in response to directives given by federal, state, or local authorities.

11  
12 Teachers will grade students as usual in accordance with established classroom or course practices  
13 during the grading period in accordance with District Policy 2080, the school’s Student Handbook,  
14 and the Helena Public Schools Employee Handbook.

15  
16 In collaboration with school principals, the Superintendent and/or designee will develop  
17 administrative procedures to implement the provisions of the above-noted grading variance options.  
18 The administrative procedures will further define processes for determining proficiency as well as the  
19 protocol for awarding an associated credit.

20  
21 *Academic Variance and Promotion/Graduation*

22  
23 Students earning a grade or demonstrating proficiency for grading periods affected by a public  
24 health pandemic, as declared by the Board through the Declaration of an Emergency, will be  
25 granted credit for any/all corresponding classes. For high school level classes, the corresponding  
26 credit will count towards promotion or graduation requirements and extra-curricular eligibility as  
27 informed by HSD Policy 3067.

28  
29 It is expected that all students will strive to meet the current Helena Public Schools graduation  
30 requirements as informed by Policy 2085. However, given the unique circumstances and varied  
31 school phases utilized in association with a public health pandemic, high school principals may grant  
32 an academic variance to the current HPS graduation requirements for any student disproportionately  
33 impacted by the pandemic. The variance may include, but is not limited to, substitution of a  
34 graduation requirement, granting of credit through demonstration of proficiency, and/or allowing  
35 students to participate in the commencement ceremony upon the finalization of their concurrent,  
36 summer enrollment.

37  
38 No variance will be made for the requirements of the State of Montana graduation standards as defined  
39 in

40 10.55. 905 ARM. Students covered by a 504 or Individual Education Plan (IEP) may meet  
41 graduation requirements as stipulated by the provisions of their plan. The Superintendent and/or  
42 designee will develop procedures to implement the graduation variance.

43  
44 Legal References:

- |    |                                     |   |
|----|-------------------------------------|---|
| 45 | - Section 20-1-301, MCA             | School Fiscal Year                      |
| 46 | - Section 20-3-325, MCA             | Powers and Duties                       |
| 47 | - Section 20-7-1601, MCA            | Transformational Learning               |
| 48 | - Section 20-9-311(4)(a)(b)(d), MCA | Calculation of Average Number Belonging |
| 49 | - 10.55.906, ARM                    | High School Credit                      |

51	Cross Reference:	
52	- Policy 1900	COVID-19 Emergency Policies
53	- Policy 2080	Student Instruction: Grading, Progress Reports, and Instruction
54	- Policy 2085	Student Instruction: Graduation Requirements
55-	Policy 3067	Students: Academic Eligibility for Activities Policy
56-		
57-	<u>Policy History:</u>	
58	Adopted:	3.9.2021
59	Revised:	
60	Reviewed	

**HELENA SCHOOL DISTRICT  
Board of Trustees Meeting**

**Meeting Date:** 05/10/2022

**Item VI.C.12**

Recognitions

Superintendent's Report

General Public Comment

Item for Information

Consent Action Items

Item For Action

Reports

**Item Title: 12. Policy 1905 Student, Staff and Community Health and Safety Needs**

Board Action	1st Motion	Second	Aye	Nay	Other
Muszkiewicz					
Hathorn					
Beaver					
Goldes					
McKee					
McEwen					
Walsh					
Armstrong					

2  
3 THE BOARD OF TRUSTEES

4  
5 Student, Staff, and Community Health and Safety Needs  
6

7 This policy applies during the COVID-19 state of emergency declared by the Board of  
8 Trustees or other local, state, or federal agency, official, or legislative body. This policy is  
9 adopted, implemented, and enforced in accordance with the supervisory authority vested  
10 with the Board of Trustees in accordance with Article 10, section 8 of the Montana  
11 Constitution.

12  
13 The Board of Trustees authorize the Superintendent to develop and implement procedures  
14 to enforce this policy. This policy is intended to ensure the safe and healthy delivery of  
15 educational services provided to students and a safe workplace for staff.  
16

17 *Face Coverings as Personal Protective Equipment*  
18

19 The District recommends all staff, volunteers, visitors, and school-aged students wear a  
20 face covering while present in any school building, regardless of vaccination status.  
21

22 Face covering means disposable or reusable masks that cover the nose and mouth. The  
23 District will provide masks to students, volunteers, and staff, if needed. If a student or staff  
24 wears a reusable mask, the District expects that the masks be washed on a regular basis to  
25 ensure maximum protection.  
26

27 The Board of Trustees authorizes the Superintendent to implement a requirement for face  
28 coverings to be worn in any or all District schools and programs should conditions warrant. The  
29 Superintendent will consult with St. Peter’s Health, Lewis and Clark Public Health and other local  
30 health providers.  
31

32 In the event it is determined face coverings are required, the Superintendent shall announce the  
33 face covering requirement to students, parents, staff, and visitors no less than 48 hours in  
34 advance. If the Superintendent determines masks are required, signs will be installed to inform  
35 students, parents, staff, and visitors of mask requirements while present in the identified District  
36 buildings.  
37

38 All points of entry to any school building or facility open to the public shall have a clearly  
39 visible sign posted stating whether masks are required or recommended.  
40

41 Allegations of harassment of any person wearing or not wearing a mask will be promptly  
42 investigated in accordance with District policy.  
43

44 *Symptoms of Illness*  
45

46 Students and staff who are ill, feeling ill, diagnosed as ill, or otherwise demonstrating  
47 symptoms of illness must not come to school or work. Students who have a fever or are



48 exhibiting other signs of illness must be isolated in a designated area until such time as  
49 parents or caregiver may arrive at the school to retrieve the ill student. All surfaces and areas  
50 should be thoroughly cleaned and disinfected once the student has vacated the area by staff  
51 utilizing safety measures in accordance with state and/or local health standards as applicable.  
52 Students may engage in alternative delivery of education services during the period of illness  
53 or be permitted to make up work.

54 To avoid exposing others to illness, parents or caregivers who are ill must make arrangements with  
55 others to transport students to school or events, if at all practicable. If not practicable, parents,  
56 guardians or caregivers must not leave their vehicle during pickup or drop off and must arrange  
57 with District staff to supervise students in accordance with physical distancing guidelines in this  
58 Policy.

59  
60 *Physical Distancing*

61  
62 To the extent possible students, staff, volunteers, and visitors will maintain a three-foot distance  
63 between themselves and their colleagues and peers throughout the school day inside any school  
64 building, on school provided transportation, and on school property before and after school.

65  
66 Recess will continue as scheduled in accordance with recommended physical distancing  
67 guidance.

68  
69 Drop off and pick up of students will be completed in a manner that limits direct contact between  
70 parents and staff members and adheres to social distancing guidance around the exterior of the  
71 school building while on school property.

72  
73 *Cleaning and Disinfecting*

74  
75 School district personnel will routinely both clean surfaces and objects in any school building  
76 and on school property that are frequently touched. This process shall include cleaning  
77 objects/surfaces not ordinarily cleaned daily.

78  
79 *Student Arrival*

80  
81 Hand hygiene stations will be available at the entrance of any school building, so that children  
82 can clean their hands before they enter. If a sink with soap and water is not available, the School  
83 District will provide hand sanitizer with at least 60% alcohol.

84  
85 *Healthy Hand Hygiene Behavior*

86  
87 All students, staff, and others present in the any school building will always engage in  
88 appropriate hand hygiene.

89  
90 Hand hygiene includes but is not limited to washing hands with soap and water for at least 20  
91 seconds. If hands are not visibly dirty, alcohol-based hand sanitizers with at least 60% alcohol  
92 can be used if soap and water are not readily available.

93  
94 *Transportation Services*

95

96 The Board of Trustees authorizes the transportation of eligible transportees to and from the  
97 school facility in a manner consistent with the protocols established in this policy. Bus drivers  
98 will clean and disinfect each seat on each bus after each use.  
99

100 *Public Awareness*

101  
102 The School District will communicate with parents, citizens, and other stakeholders about the  
103 protocols established in this policy and the steps taken to implement the protocols through all  
104 available and reasonable means.  
105

106 *Confidentiality*

107  
108 This policy in no way limits or adjusts the School District's obligations to honor staff and  
109 student privacy rights. All applicable district policies and handbook provisions governing  
110 confidentiality of student and staff medical information remain in full effect.  
111

112 *Transfer of Funds for Safety Purposes*

113  
114 The Board of Trustees may transfer state or local revenue from any budgeted or non-budgeted  
115 fund, other than the debt service fund or retirement fund, to its building reserve fund in an  
116 amount not to exceed the school district's estimated costs of improvements to school and student  
117 safety and security to implement this policy.  
118

119 Legal Reference Governor's Directive Implementing Executive Order 2-2021 – February 12, 2021  
120 Correspondence clarifying Governor's Directive – February 11, 2021  
121 Article X, section 8 Montana Constitution  
122 Section 20-3-324, MCAPowers and Duties  
123 Section 20-9-806, MCASchool Closure by Declaration of Emergency  
124 10.55.701(2)(d)(s) Board of Trustees  
125 *State, ex rel., Bartmess v. Helena Board of Trustees, 726 P.2d 801*  
126

127 Cross References: 1900 Temporary COVID-19 Policy  
128 1901 Emergency Policy and Procedures  
129 School District Declaration of Emergency 8.11.2020  
130

131  
132 Policy History:

133 Adopted on: 3.9.2021  
134 Revised on: 4.13.2021, 6.8.2021, 8.10.2021, 1.11.2022  
135 Reviewed on:  
136 Terminated on:

**HELENA SCHOOL DISTRICT  
Board of Trustees Meeting**

**Meeting Date:** 05/10/2022

**Item VI.C.13**

Recognitions

Superintendent's Report

General Public Comment

Item for Information

Consent Action Items

Item For Action

Reports

**Item Title: 13. Policy 1906 Student Instruction**

Board Action	1st Motion	Second	Aye	Nay	Other
Muszkiewicz					
Hathorn					
Beaver					
Goldes					
McKee					
McEwen					
Walsh					
Armstrong					

2  
3 SCHOOL DISTRICT ORGANIZATION

4  
5 COVID-19 Emergency Measures

6 Student Instruction and Services

7 As outlined in District Policy 2005, and except for students determined by the School District to  
8 be proficient using School District assessments, the adopted calendar has a minimum number of  
9 720 aggregate instructional hours for students in kindergarten through third grade; 1,080 hours  
10 for students in fourth through eleventh grade and 1,050 hours for students in twelfth grade.

11  
12 The School District may satisfy the aggregate number of hours through any combination of  
13 onsite, offsite, and online instruction. The District administration is directed to ensure that all  
14 students are offered access to the complete range of educational programs and services for the  
15 education program required by the accreditation standards adopted by the Montana Board of  
16 Public Education.

17  
18 For the purposes of calculating ANB (Average Number Belonging) and aggregate hours,  
19 instruction may be synchronous and/or asynchronous. Asynchronous and synchronous learning  
20 may include but is not limited to the following types of instruction; directed, distributive,  
21 collaborative and/or experiential learning. The learning is directed or coordinated by the teacher  
22 of record for a given course and is done purposefully to facilitate the learning and mastery of  
23 defined essential standards for specific courses or classes. Calculation of ANB and “aggregate  
24 hours of instruction” within the meaning of that term in Montana law, the term “instruction” shall  
25 be construed as being synonymous with and in support of the broader goals of “learning” and full  
26 development of educational potential as set forth in Article X, section 1 of the Montana  
27 Constitution.

28  
29 Staff shall calculate the number of hours students have received instruction as defined in this  
30 policy through a combined calculation of services received onsite at the school or services  
31 provided or accessed at offsite or online instructional settings including, but not limited to, any  
32 combination of physical instructional packets, virtual or electronic based course meetings and  
33 assignments, self-directed or parent-assisted learning opportunities, and other educational efforts  
34 undertaken by the staff and students that can be given for grade or credit. Staff shall report  
35 completed hours of instruction as defined in this policy to the supervising teacher, building  
36 principal, or district administrator for final calculation.

37  
38 *Offsite and Online Instructional Setting*

39  
40 The Board of Trustees authorizes offsite and online instruction of students in a manner that  
41 satisfies the aggregate number of instructional hours outlined in the School District’s adopted or  
42 revised calendar for the 2019-2020 school year. Offsite and online delivery methods shall include  
43 a complete range of educational services offered by the School District and shall comply with the  
44 requirements of applicable statutes. Students completing course work through an offsite or online  
45 instructional setting shall be treated in and have their hours of instruction calculated in the same

46  
47  
48  
49 manner as students attending an onsite institutional setting.

50  
51 Students receiving offsite delivery of education services may be eligible for assistance with  
52 accessibility to offsite or remote learning opportunities in accordance with District Policy 1904.

53  
54 *Special Education and Accommodation of Disabilities or Diagnoses*

55  
56 Students shall receive services in accordance with the applicable Individualized Education Plan  
57 or Section 504 Plan based on methods and locations agreed upon and documented by the  
58 applicable team to meet the student's needs and goals. The supervising teacher or building  
59 administrator shall coordinate with parents and the special education staff or cooperative to  
60 ensure all applicable statutes are followed in accordance with U.S. Department of Education  
61 guidelines.

62  
63 *Student Attendance*

64  
65 The Board of Trustees authorizes the supervising teacher, building principal or district  
66 administration to set an attendance policy for students that takes into account the location of  
67 instructional services, the applicability of proficiency-based instruction, the student's grade level,  
68 and the health and safety of the student and their household. Students are expected to complete  
69 assigned work. If a student is not present for the instructional day, the student shall be permitted  
70 to complete all work assigned by the teacher if not present for instruction within a reasonable  
71 period of time determined by the teacher. Students shall not lose credit or incur a grade  
72 reduction for reasons related to attendance without good reason as determined by the Board of  
73 Trustees.

74  
75 *Student Safety and Counseling*

76  
77 Students shall have access to regular school counseling services whether their instruction is  
78 provided in an onsite, offsite or online setting. Staff shall promptly report any suspected student  
79 distress or concern to their supervisor for review and referral. Students receiving instruction in  
80 an offsite setting are governed by the staff obligation to report suspected child abuse or neglect.

81  
82 *Homeless Students and Students in Foster Care*

83  
84 This policy in no way limits or adjusts the School Districts obligations to homeless students or  
85 students in foster care. Applicable District policies serving these students or this population of  
86 students remain in full effect.

87  
88 *Student Discipline*

89  
90 This policy in no way limits or adjusts the School District's expectations for student conduct.  
91 All applicable district policies and handbook provisions governing student conduct remain in full  
92 effect.

93		
94		
95		
96		
97	Legal Reference:	Section 20-1-101, MCA – Definitions
98		Section 20-1-301, MCA – School Fiscal Year
99		Section 20-9-311, MCA – Calculation of Average Number Belonging
100		Section 20-7-118, MCA - Offsite Provision of Educational Services
101		Section 20-7-1601, MCA – Transformational Learning –Legislative Intent
102		ARM 10.55.906(4)) – High School Credit
103		
104	Cross Reference:	Policy 2100 – School Calendar
105		Policy 2140 – Guidance and Counseling
106		Policy 2161 – Special Education
107		Policy 2168 – Distance Learning
108		Policy 2410 – Graduation
109		Policy 2420 – Grading and Progress Reports
110		Policy 2421 – Promotion and Retention
111		Policy 2150 – Suicide Training and Awareness
112		Policy 3125 – Homeless Students
113		Policy 3122 - Attendance Policy
114		Policy 3310 - Student Discipline
115		
116	<u>Policy History:</u>	
117	Adopted on:	4.28.2020
118	Reviewed on:	
119	Revised on:	5.12.2020
120	Terminated on:	

**HELENA SCHOOL DISTRICT  
Board of Trustees Meeting**

**Meeting Date:** 05/10/2022

**Item VI.C.14**

Recognitions

Superintendent's Report

General Public Comment

Item for Information

Consent Action Items

Item For Action

Reports

**Item Title: 14. Policy 1907 School District Declaration of Emergency**

Board Action	1st Motion	Second	Aye	Nay	Other
Muszkiewicz					
Hathorn					
Beaver					
Goldes					
McKee					
McEwen					
Walsh					
Armstrong					





**HELENA SCHOOL DISTRICT  
Board of Trustees Meeting**

**Meeting Date:** 05/10/2022

**Item VI.C.15**

Recognitions

Superintendent's Report

General Public Comment

Item for Information

Consent Action Items

Item For Action

Reports

**Item Title: 15. Superintendent's Contract**

Board Action	1st Motion	Second	Aye	Nay	Other
Muszkiewicz					
Hathhorn					
Beaver					
Goldes					
McKee					
McEwen					
Walsh					
Armstrong					

May 6, 2022

Trustees:

On March 23, 2021, the Board of Trustees unanimously approved Superintendent Weltz's initial 2-year contract, effective July 1, 2021 – June 30, 2023, wherein he was to be paid an annual salary of \$172,500.

On March 24, 2022, the Board of Trustees conducted Superintendent Weltz's formal annual evaluation, in which Superintendent Weltz asked the Board to consider an extension of his contract without any changes to his annual salary.

As Board Chair, I negotiated the attached contract with Superintendent Weltz and district counsel Ms. Elizabeth Kaleva.

If approved, Superintendent Weltz's contract would go into effect July 1, 2022 – June 30, 2025, for a term of three years. Superintendent Weltz's annual salary would remain at \$172,500, his travel allowance would increase to \$250 per month, and he would be reimbursed for dues to any local service clubs in which he participates.

Although I did not complete a new comparative analysis of AA district superintendent contracts, based upon last year's analysis I believe Superintendent Weltz's salary has fallen below the median and average salary for his AA peers, with personal leave, contract length, and miscellaneous stipends and benefits in line with his AA peers.

I look forward to Board approval of this contract so that we may reinforce our commitment to Superintendent Weltz's leadership and management of our district. Superintendent Weltz remains thankful for this opportunity and is excited about the opportunities for growth in the years ahead.

Thank you,

A handwritten signature in black ink, appearing to read 'LM', is positioned above the typed name of the sender.

Luke Muszkiewicz  
Chair, Board of Trustees  
Helena Public Schools

**HELENA PUBLIC SCHOOLS  
SUPERINTENDENT'S EMPLOYMENT CONTRACT  
2022-2025**

This employment contract (the "Agreement") is entered into and made effective the 1<sup>st</sup> day of July 2022 by and between the Board of Trustees of Helena School District No. 1, Lewis and Clark County (the "Board") and Rex Weltz (referred to by name or as the "Superintendent").

**WHEREAS**, Montana law provides that the Board shall appoint and employ a district superintendent, Mont. Code Ann. § 20-4-401(1);

**WHEREAS**, in 2021, the Board hired Mr. Weltz to serve as the superintendent of the Helena Public Schools (collectively called the "District");

**WHEREAS**, the Board and Mr. Weltz believe that a written employment contract is necessary to describe specifically their relationship and to serve as the basis of effective communication between them as they fulfill their governance and administrative functions in operating the education program of the District.

**NOW, THEREFORE**, the Board and Mr. Weltz, for the consideration herein specified, agree:

**1. Employment.** The Board does employ Rex Weltz as Superintendent of the District, under Montana law. The Superintendent shall perform faithfully the duties of superintendent of the District and serve as chief executive officer of the Board and of the District as prescribed and defined by the laws of the State of Montana and the rules and regulations thereunder and by the policies of the Board.

**2. Salary.** Effective July 1, 2022, the District shall pay the Superintendent an annual salary of \$172,500. The District and the Superintendent shall review his salary on an annual basis thereafter concurrent with the Superintendent's performance evaluation as provided for herein.

The Superintendent's salary shall be paid to the Superintendent in installments of one-twelfth (1/12) of the annual salary each month for his services rendered during the preceding month or under the schedule of salary payments in effect for other certified employees, at the option of the Superintendent. The annual salary shall be paid based on a two hundred sixty (260) day contract, with a corresponding daily rate of pay of \$663.46 starting July 1, 2022. The Superintendent shall be entitled holiday pay in conformance with Mont. Code Ann. § 20-1-305 and District policy. The annual salary and any benefits shall be subject to the District's payroll policies and practices, and applicable law.

**3. Term.** The Board employs the Superintendent, and the Superintendent accepts employment as Superintendent for a term of three years commencing July 1, 2022 and ending June 30, 2025.

**4. Certification.** The Superintendent shall furnish throughout the term of this Agreement a valid and appropriate certificate as defined by Montana law to act as Superintendent in the State of Montana for the District. Failure to provide necessary certification shall render this Agreement void.

**5. Duties.** The Superintendent is the chief executive officer of the Board and shall have charge of the administration of the District under the direction of the Board and under Board Policy, Montana law and federal law. The Superintendent shall comply with (a) Board directives, (b) Montana law, including without limitation, Mont. Code Ann. § 20-4-402, (c) federal law, and (d) District policies as they exist or may hereafter be adopted or amended, which are incorporated in and made a part of this Agreement as though set forth herein, except if any Board Policy directly conflicts with a specific provision of this Agreement, in which case, the Agreement language shall control. The Superintendent agrees to devote his time, skill, labor, and attention to performing these duties in a competent and professional manner. In particular, and without limitation to the foregoing, the Superintendent (a) shall direct and assign teachers and all other employees of the District under his supervision; (b) shall organize, reorganize and arrange the administrative and supervisory staff, including instruction and business affairs, as best serves the District, subject to the consent of the Board; (c) shall select and supervise and recommend for termination, if necessary in his judgment, any personnel subject to the approval of the Board; (d) shall, from time to time, suggest regulations, rules and procedures deemed necessary for the well ordering of the District; (e) shall communicate with the community about issues facing the District as designated from time to time by the Board, including communication with governmental officials, legislative members and others regarding levies, bonding of capital items, capital projects and other matters that affect the conduct of the administrative, financial and educational matters of the District; and (f) perform all duties incident to the office of the Superintendent and such other duties as prescribed by the Board, Montana law, and federal law.

**6. Vacation and Other Benefits.**

A. **Administrator Benefits.** Except as modified herein or restricted or regulated by Montana law, the Superintendent shall be entitled to all the benefits applicable generally to twelve (12)

month administrative employees as are incident to their employment relationship with the District, including without limitation disability and life insurance.

B. Annual Vacation Leave. The Superintendent shall earn annual vacation leave credits under Montana law (Mont. Code Ann. §§ 2-18-611 and 612). The Superintendent may accumulate and be paid for unused vacation leave under Montana law (Mont. Code Ann. § 2-18-617).

C. Personal Leave. In addition to the annual vacation leave credits earned, the Superintendent shall have seven (7) personal leave days per contract year to be used for the conduct of personal business of the Superintendent. The Superintendent shall be paid for unused personal leave at his daily rate of pay at the end of each fiscal year during the term of this Agreement.

D. Sick Leave. The Superintendent shall earn sick leave credit under Montana law (Mont. Code Ann. § 2-18-618). The Superintendent may accumulate and be paid for unused sick leave under Montana law (Mont. Code Ann. § 2-18-618).

For record keeping purposes, the Superintendent shall inform the Board Chair and District Clerk before any vacation leave or any absences from the District over five (5) days. Vacation days taken by the Superintendent shall be taken at such time or times as will least interfere with performing the Superintendent's duties.

E. Professional Association Memberships. The District shall pay one hundred percent (100%) of the Superintendent's annual membership charges or dues for the American Association of School Administrators, the Montana Association of School Administrators, and any local service clubs of the Superintendent's choice. In addition, the Board may, in its sole discretion, approve payment of membership charges or dues for other professional groups which the Superintendent feels desirable to join to maintain and improve his professional skills.

F. Medical and Dental Insurance. The Superintendent may enroll as a full-time District employee in the District's medical and dental insurance program with an effective date of July 1, 2022, for coverage.

G. Office Equipment. The District shall provide the Superintendent with these items of office equipment, all of which shall be compatible with District technology and shall remain the property of the District upon the termination of this Agreement: (1) a desktop computer, (2) a laptop computer, (3) a printer, and (4) a cell phone or equivalent stipend. The Superintendent may use these items at his home. Any income tax liabilities related to the stipend provided for herein shall be the responsibility of the Superintendent.

**7. Mileage and Travel Allotment.** The Superintendent shall be paid a monthly stipend of \$250.00 for all in-district travel. The Superintendent shall be paid mileage for all out-of-district travel in his own vehicle while performing his official duties and tasks at a rate equal to the current mileage allotment of the United States Internal Revenue Service and as otherwise provided for under Montana law.

The District agrees to pay the reasonable actual and incidental costs incurred by the Superintendent for travel outside of the District; such costs include, but are not limited to, mileage at the state mileage reimbursement rate, hotels and accommodations, meals, rental car, and other expenses incurred in the performance of the business of the District. The Superintendent shall keep the Board reasonably advised before all out-of-District travel.

**9. Professional Growth of the Superintendent.** The Board encourages the continuing professional growth of the Superintendent through his participation, as he might decide, given his responsibilities as Superintendent, in (a) the operations, programs and other activities conducted or sponsored by local, state and national school administrator and school board associations; (b) seminars and courses offered by public or private educational institutions; and (c) informational meetings with other persons whose particular skills or backgrounds would improve the capacity of the Superintendent to perform his professional responsibilities for the Board.

**10. Outside Activities.** Upon prior approval by the Board, the Superintendent may undertake outside consultative work, speaking engagements, writing and lecturing or other professional duties and obligations of short duration. If the Superintendent uses vacation leave to perform such outside activities, he shall retain any honoraria paid. In no case shall the District be responsible for expenses attendant to performing such outside activities. The Superintendent shall maintain a record of all time spent on such outside activities with a designation of whether vacation leave has been used and shall provide such record to the Board at its request.

**11. Professional Liability.** The Board shall provide for the immunization, defense, and indemnification of the Superintendent in accordance with Mont. Code Ann. §2-9-305.

**12. Evaluation.** The Board shall evaluate and assess in writing the performance of the Superintendent at least once a school year during the term of this Agreement. The evaluation instrument, format and procedure shall be subject to the Board's discretion with the Superintendent's input, but the Board agrees that the evaluation and assessment shall be reasonably related to the job description of the Superintendent and the specific, measurable performance goals

and objectives agreed to by the Board in consultation with the Superintendent, by September 1, for the year in question.

**13. Termination of Employment Agreement.** In addition to termination as provided in Paragraph 3 above, this Agreement may be terminated prior to the expiration of its express term as provided for herein.

A. Mutual Agreement of the Parties. This Agreement may be terminated by mutual agreement of the Superintendent and the Board in writing and upon such terms as may be mutually agreed, including a release of all obligations and claims.

B. Death, Disability or Retirement of Superintendent. This Agreement shall be terminated upon the death, disability, or retirement of the Superintendent, and all obligations and duties shall be terminated effective on the date of the Superintendent's death or retirement. If the Superintendent becomes unable to perform the essential functions of the job with reasonable accommodation by the District for a period of time in excess of the Superintendent's accrued vacation, personal, and sick leave, the Board may terminate this contract because of the Superintendent's disability, in which case all duties and obligations shall be terminated.

C. Termination for Cause. The Board may terminate this Agreement and dismiss the Superintendent for cause. Dismissal for cause shall mean reasonable job-related grounds for dismissal based on (1) a failure to satisfactorily perform job duties, (2) disruption of the employer's operation, (3) other legitimate business reasons, or (4) other conduct prejudicial to the Board or the District. Reasonable job-related grounds for dismissal include, without limitation, insubordination, neglect of duty, breach of contract, immorality, unfitness, incompetence, violation of an adopted policy of the Board, failure to comply with Board directive, or violation of law.

If the Board terminates this Agreement for cause, all rights and duties shall cease as of the date of the termination for cause and no further compensation or benefits shall be paid to the Superintendent. If termination is found by a court to be wrongful, the Superintendent's damages are limited to the amount of compensation which would have been paid under the remaining term of this agreement.

D. Termination by Board without Cause. It is the Board's position that because of its affirmative statutory duty to appoint and employ a superintendent of a public school system and because of its fiduciary and trust relationship with its pupils, parents, and patrons, it reserves the  
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right to terminate without cause the employment of a person in a position of heightened public trust, as provided for herein. Therefore, the Board may, at its option and its sole discretion, unilaterally terminate this Agreement by providing sixty (60) days written notice to the Superintendent. If the Board elects to exercise its right to terminate this Agreement without cause, it shall pay the Superintendent a sum equal to that portion (pro-rata) of the Superintendent's salary and benefits remaining unpaid under this Agreement as liquidated damages. The liquidated damages will be paid in lieu of any other legal remedies available to the Superintendent, including any remedy under the Montana Wrongful Discharge from Employment Act, Mont. Code Ann. § 39-2-907, et seq., in equal monthly installments until the date that would have otherwise been the ending date of this Agreement. For the purpose of this paragraph, "benefits" shall mean the monetary value as of the date of the unilateral termination of the Superintendent's (1) annual vacation leave and sick leave, both of which shall be paid out under Montana law, (2) accrued and unused personal leave, which shall be paid at his daily rate of pay then in effect, and (3) health, dental, disability, and life insurance premiums paid by the District.

#### **14. Miscellaneous Provisions.**

A. If, during the term of this Agreement, it is found that a specific clause of this Agreement is illegal under federal or state law, the remainder of this Agreement, not affected by such a ruling, shall remain in force.

B. This Agreement shall be governed by and construed under the laws of the state of Montana. The parties agree that venue of any legal action filed relating to this Agreement shall be in the District Court of Lewis and Clark County, Montana, Fifth Judicial District.

C. The parties also agree and acknowledge that the Agreement is a public document, under Montana law.

D. This Agreement embodies the complete agreement of the parties, superseding all oral and written previous and contemporary agreements between the parties. No alteration or modification of this Agreement shall be valid unless evidenced by a writing signed by the parties to this Agreement.

E. This Agreement shall be binding upon and inure to the benefit of the parties and their respective heirs, personal representatives, successors and assigns, including any change of membership of the Board.



F. All notices, consents, requests, instructions, approvals, or other communications provided for herein shall be in writing and delivered by personal delivery, overnight mail or regular U.S. mail, return receipt requested, to the last known address of the party being provided such notice.

IN WITNESS WHEREOF, the Board has caused this Agreement to be approved by a duly authorized officer, and the Superintendent has approved this Agreement effective on the day and year specified above.

SUPERINTENDENT

BOARD

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Rex Weltz

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By: Luke Muszkiewicz, the Chair of the Board of Trustees, Helena School District 1, Lewis and Clark County, Montana

ATTEST:

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Janelle Mickelson, Clerk