



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 Teaching and Learning Committee Meeting

Wednesday, January 14, 2026 – 12:00 PM

This meeting will occur at the Lincoln Center (1325 Poplar St., Helena, MT 59601) and via Microsoft Teams.

To participate remotely, please use this link on Microsoft Teams:

[Join the meeting now](#)

AGENDA

I. CALL TO ORDER / INTRODUCTIONS

II. REVIEW OF AGENDA

III. GENERAL PUBLIC COMMENT

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

IV. REVIEW OF MINUTES

Review of 12.10.25 Teaching & Learning Committee Meeting Minutes

V. ITEMS FOR INFORMATION/DISCUSSION

- A. Fall Data Report Q & A
- B. Spring Assessment Schedule
- C. HPS Climate Survey Results

VI. BOARD/SUPERINTENDENT COMMENTS

VII. ADJOURNMENT



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
Teaching and Learning Committee Meeting
Wednesday, December 10th, 2025
12:00pm
Lincoln Center & TEAMS

MINUTES

ATTENDANCE

Trustees: *Others:*

Siobhan Hathhorn, Trustee	Rex Weltz, Superintendent
Jennifer McKee, Board Chair	Candice Delvaux, Executive Assistant
	Josh McKay, Assistant Superintendent 6-12
	Justine Alberts, Assistant Superintendent PreK-5
	Kaitlyn Hess, Assessment and Federal Programs Director
	Gary Myers, Director of Educational Technology
	Lona Carter, Student Health Services & Special Education Director
	Keri Mizell, Human Resources Director
	Jane Shawn, HEA President
	Taylor Lassiter, Communications Specialist
	Katie Literski, PreK-5 Student Health Services & Special Education Coordinator
	Teal Klabo, 6-12 Student Health Services & Special Education Coordinator
	Brittany Hogan, Behavior Analyst
	Molly Meyer, Behavior Interventionist
	Jessica Brunett, Behavior Analyst
	Allie McFarlane, SPED Secretary
	Monique Dvorak, SPED Secretary
	Courtney McAdams, Guest of the Public

I. CALL TO ORDER/INTRODUCTIONS

The meeting was called to order at 12:01 p.m. by Trustee Siobhan Hathhorn.

II. GENERAL PUBLIC COMMENT

There was no general public comment.

III. REVIEW OF AGENDA

No changes were requested to the agenda.

IV. APPROVAL OF MINUTES

The committee reviewed and accepted the minutes from the 11.12.25 Teaching and Learning Committee Meeting.

V. ITEMS FOR INFORMATION/DISCUSSION

A. HPS Student Health Services

Ms. Lona Carter, Student Health Services & Special Education Director, introduced several members of the Student Health Services and Special Education Department and described their roles within the district. Staff shared that their work focuses on ensuring compliance with state and federal special education requirements, including IDEA, through oversight of IEP development, prior written notice, and accurate child count reporting. Coordinators support students from early childhood through postsecondary transition, with responsibilities that include early identification and evaluation of preschool-aged children, collaboration with community partners such as Family Outreach and Head Start, and ensuring smooth transitions into district services at age three. Department leadership supports staff and administrators with complex student needs, particularly in the area of behavioral support, by providing training, consultation, and direct assistance in schools. The team also oversees special education preschool programming and early intervention services to promote strong developmental foundations. At the secondary level, staff coordinate transition planning for students with disabilities, including Pre-Employment Transition Services (Pre-ETS) in partnership with Vocational Rehabilitation. This work connects students to career readiness activities, work-based learning opportunities, and adult services following graduation. The department is also developing programming for students ages 20–22 to support continued transition services. Administrative support within the department includes budget management, purchasing and inventory oversight, coordination of equipment and supplies, Medicaid and Pre-ETS billing, and collaboration with the Business Office to ensure fiscal accountability and efficient use of resources. Ms. Carter noted that the department functions as a collaborative team committed to continuous improvement, open communication, and problem-solving to best support students, families, and staff across the district.

Next, Ms. Carter provided a snapshot of the Student Health Services and Special Education Department, outlining current staffing levels across the district. She reported that the department includes 48 special education teachers, 104 paraeducators, and 11 motor pool staff, including occupational and physical therapists, adaptive physical education staff, and adaptive PE paraeducators. The department also employs eight school psychologists, 15 speech-language pathologists, and 11 school nurses. Ms. Carter noted that the district is currently experiencing difficulty recruiting qualified special education teachers and has two open special education general resource positions. Schools are working collaboratively to manage staffing needs for the remainder of the year, and efforts are underway to fill the positions to ensure full staffing for the next school year. She also referenced a summary of student identification categories and enrollment data included in the snapshot for committee review.

Ms. Carter reported that the department has strengthened its MTSS referral process to prioritize early interventions before pursuing special education evaluations. She explained that staff work closely with families and schools across all grade levels to review data, implement targeted supports, and determine whether special education identification is necessary. Ms. Carter also noted that the department has streamlined and clarified its procedures over the past year and, despite additional demands related to early childhood services and students aged 19–22, has effectively met these challenges.

Ms. Carter provided an overview of the Student Health Services Department, which oversees suicide risk and behavioral threat assessment processes in the district. She highlighted ongoing safety and mental health trainings, including CPI and pilot safety trainings, to support staff in managing high-needs student behaviors while maintaining safe learning environments. Ms. Carter emphasized the close alignment between special education and mental health supports, noting the goal of helping students regulate and remain in general education settings whenever possible. She outlined the district’s multi-tiered systems of support (MTSS), collaboration among school psychologists, counselors, and administrators, and the use of restorative practices. Additional supports discussed included student screenings, mental health curricula, reporting tools, and partnerships with community providers. Ms. Carter also shared that the district is exploring grant opportunities to further strengthen school safety and student support services.

Ms. Carter highlighted the Helena School District’s community partners who provide mental health services in schools. She noted Shodair’s CSCT teams at multiple schools, as well as Pure View, Helena Indian Alliance, Aware, and Intermountain, all offering varying levels of support. She described bridge funding used to maintain services during funding delays and emphasized efforts to ensure students receive consistent support throughout the school year, including over summer breaks. Ms. Carter noted that these partners serve all students, not just specific populations, and stressed the district’s goal of expanding access to mental health services across all buildings.

Ms. Carter discussed department needs to better serve district students. She highlighted the need for additional BCBA and BIS staff to support students and families, noting their critical role in enabling teaching and learning. She proposed creating a social service coordinator (or social worker) position to provide case management for students not yet connected to services. She also identified a need for more interpreters for deaf, hard-of-hearing, and EL students, suggesting a “grow-your-own” interpreter pathway. Ms. Carter noted challenges in hiring highly qualified special education teachers and emphasized the importance of attracting top applicants. Finally,

she discussed the growth of the Pre-ETS program and the need for dedicated staff to manage it as it expands for students aged 19–22.

Ms. Carter addressed questions from the Teaching and Learning Committee regarding the information presented.

B. HPS Fall Data

Due to time constraints, the Teaching and Learning Committee decided that the HPS Fall Data will be presented and reviewed at a future meeting.

VI. BOARD/SUPERINTENDENT COMMENTS

There were no further board or superintendent comments.

VII. ADJOURNMENT

The meeting was adjourned at 1:03 p.m. by Trustee Siobhan Hathhorn.

2025



FALL STUDENT DATA

OUR VISION

Helena Public Schools foster dynamic educational experiences that prepare all students for life.

OUR MISSION

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. This mission will be supported through the wise use of resources to meet students' needs, regardless of interests and talents. Students, families, educators and the community are committed to sharing the responsibility for creating a student-centered educational community that acknowledges learning as a life-long process.

GUIDING PRINCIPALS

01.

Each student enters school healthy and learns about and practices a healthy lifestyle.

02.

Each student learns in an intellectually challenging environment that is physically and emotionally safe for students and adults

03.

Each student is actively engaged in learning and is connected to the school and broader community.

04.

Each student has access to personalized learning and to qualified, caring adults.

05.

Each graduate is prepared for success in college or further study and for employment in a global environment.

HPS COMPREHENSIVE ASSESSMENT SYSTEM

The Helena Public Schools Comprehensive Assessment System is designed to ensure that all students receive a high-quality education that meets rigorous academic standards. Our mission is to provide accurate, meaningful assessments that support student learning, inform instructional practices, and guide decision-making at every level of our school district.

DISTRICT BENCHMARKS



Acadience PELI

Early Literacy



Acadience

Grades K-1
Reading



iReady

1st-8th Grade
Math
2nd-8th Grade
Reading



MAP

9th & 10th
Grade
Reading and
Math



PreACT

10th Grade

STATE ASSESSMENTS



New! MAST

Grades 3-8
Reading and
Math



SBAC

Retired State
Assessment for
grades 3-8



**Mt Science
Assessment**

Grades 5 & 8

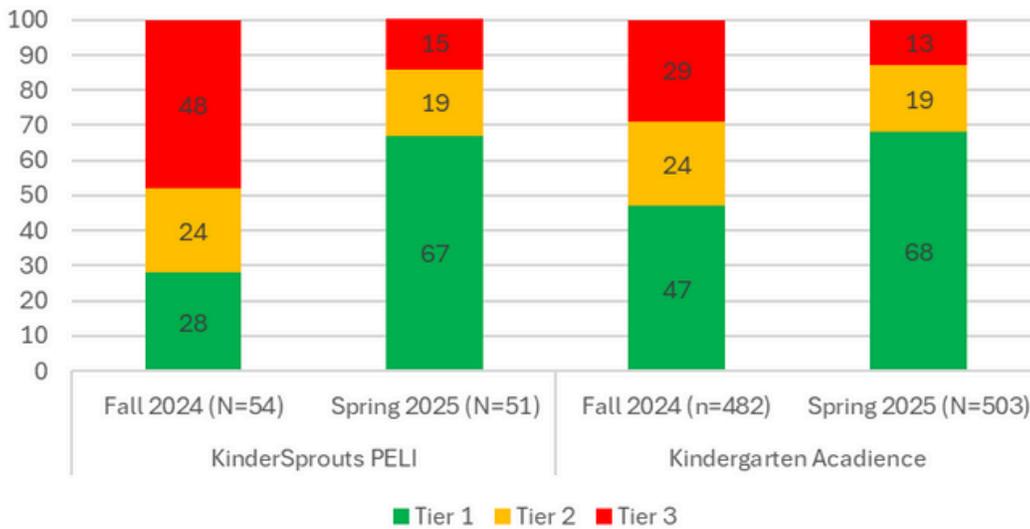


ACT

11th Grade

KINDERSPROUTS DATA

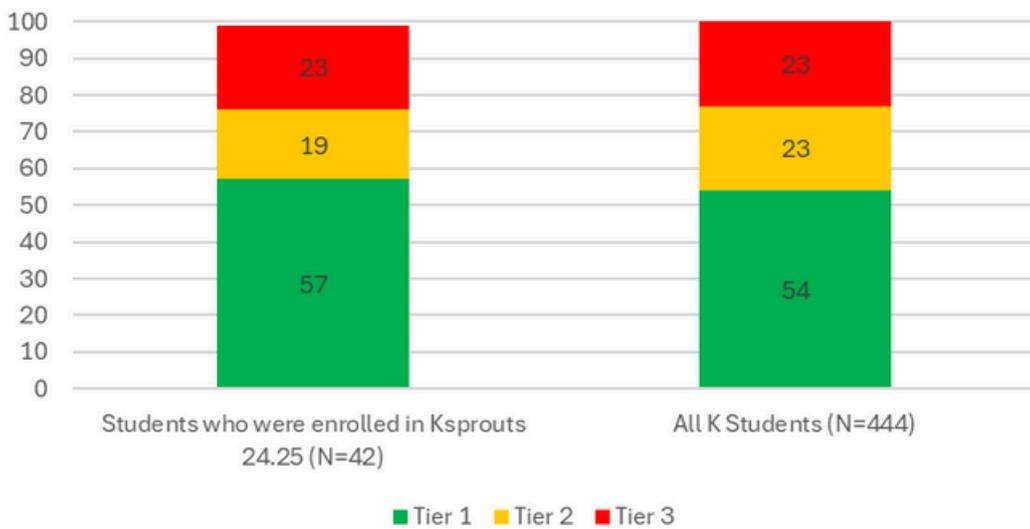
2024-2025 KSpouts and Kinder Growth



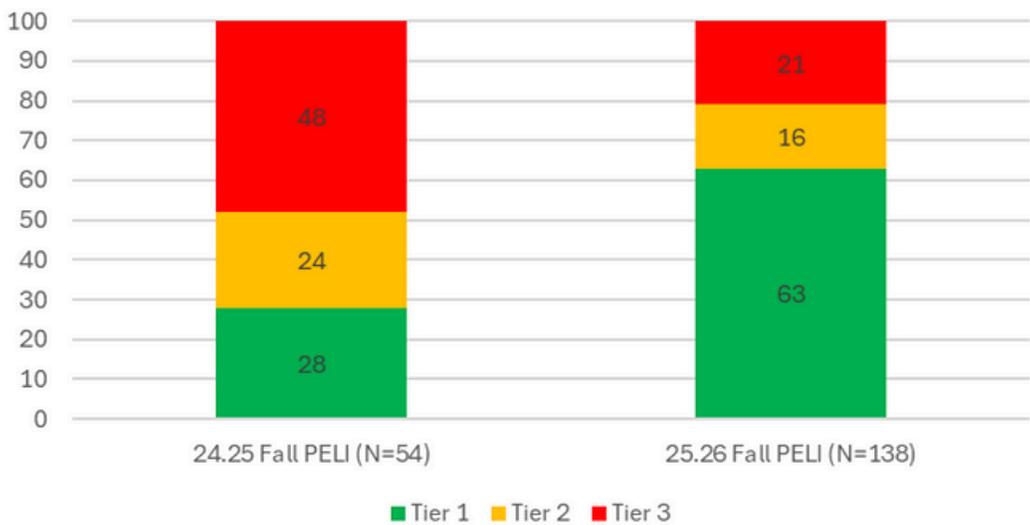
Considerations:

- The 2024-2025 cohort had a lower cut score for qualification. In 2025-2026, we raised the threshold, enabling more students to qualify.
- Students in the 2024-2025 cohort were enrolled for 4 hours each day, whereas students in the 2025-2026 cohort are enrolled for 6.5 hours daily.

2025 Fall Acadience Reading



Fall KinderSprouts PELI Year over Year



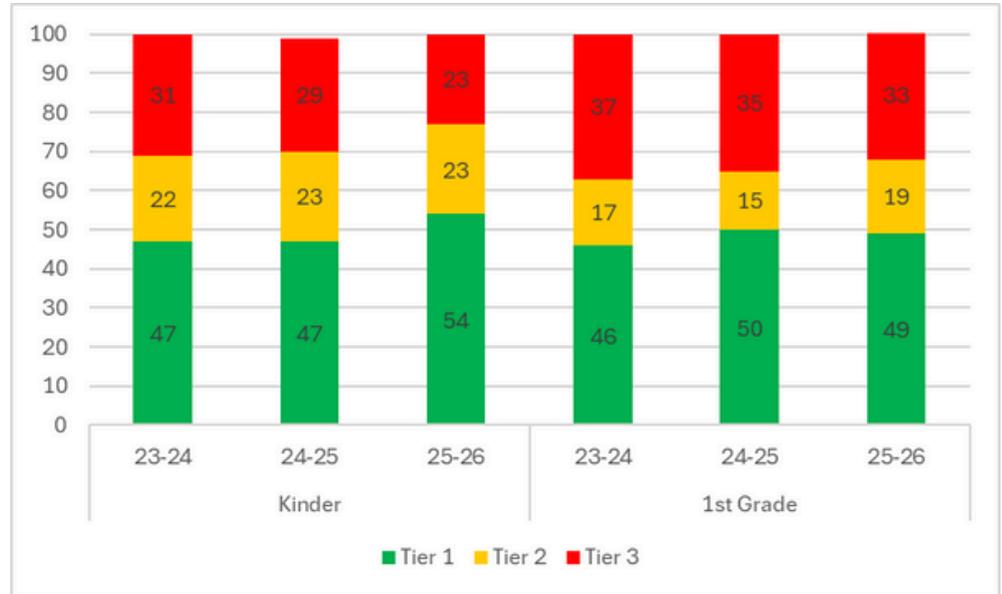
FALL BENCHMARKS ACADIENCE



acadience™

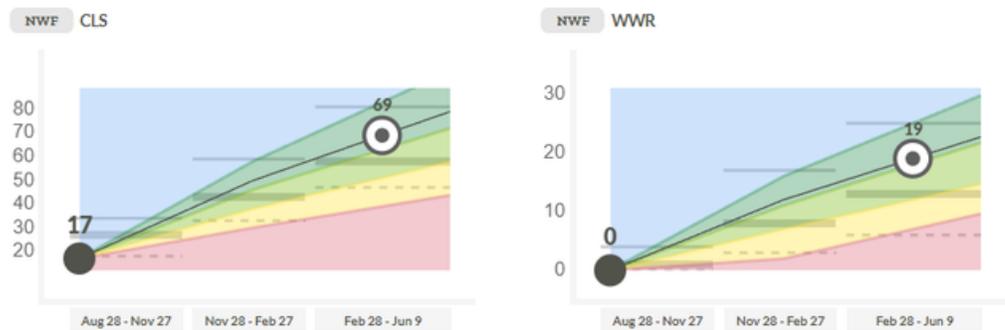
HPS 2025-2026 Academic Goal

Goal 1: By spring 2026, 70% of Helena Public Schools' first-grade students will score proficient on the Oral Reading Fluency (ORF) subtest as evidenced by the Acadience assessment.



PATHWAYS TO PROGRESS

District K-8 literacy TOSA has been working with K & 1 teams to set goals tied to progress monitoring within Acadience and Pathways of Progress. This tool charts student growth more clearly and gives teachers tangible progress metrics.



ORAL READING FLUENCY TESTING

District K-8 literacy TOSA has been working with 2-8 teams to set goals tied to iReady fluency subtest when students are flagged for needing fluency support. This tool allows teams to measure the effectiveness of fluency interventions and make adjustments as needed to best meet student needs.

FALL BENCHMARKS GRADES 1-5



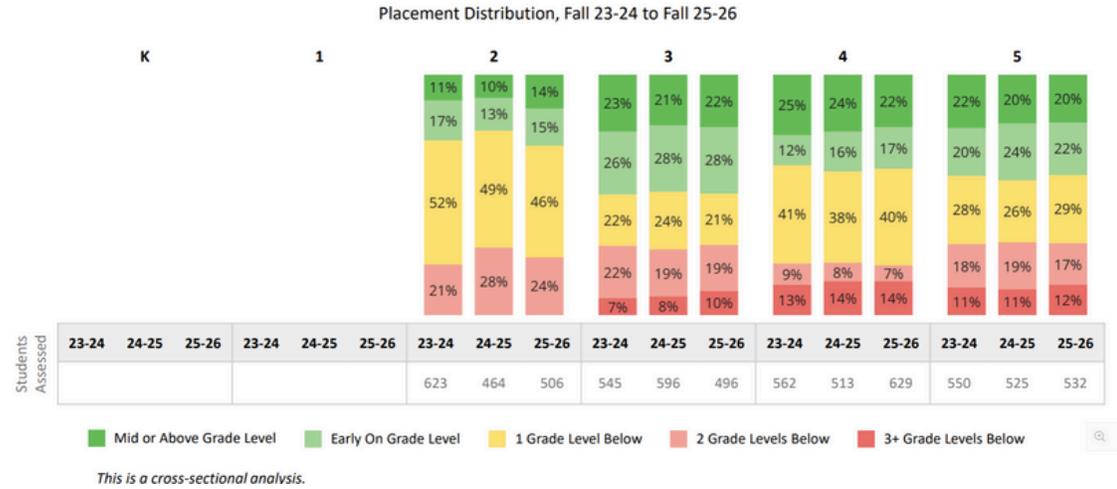
HPS 2024-2025 Academic Goals

Goal 2: By spring 2026, an average of 72% of Helena Public Schools third-grade students will score on or above grade level, demonstrating proficiency of grade-level standards, as evidenced by the i-Ready Reading assessment.

Goal 3: By spring 2026, an average of 65% of Helena Public Schools' third-grade students will score on or above grade level, demonstrating proficiency in grade-level standards, as evidenced by the i-Ready Math assessment.

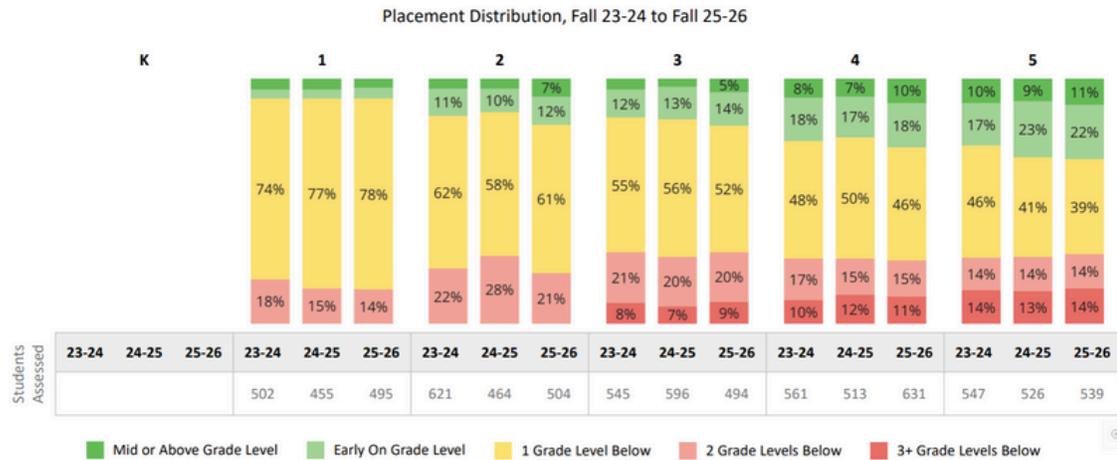
Reading

How Have Relative Placements Changed From Fall to Fall?



Mathematics

How Have Relative Placements Changed From Fall to Fall?



Fall benchmarks serve as a foundational assessment tool to gauge students' initial understanding at the beginning of the academic year. These criterion-referenced assessments evaluate students' comprehension of grade-level standards prior to their exposure to the associated content and curriculum for the year.



HPS 2024-2025 Academic Goals

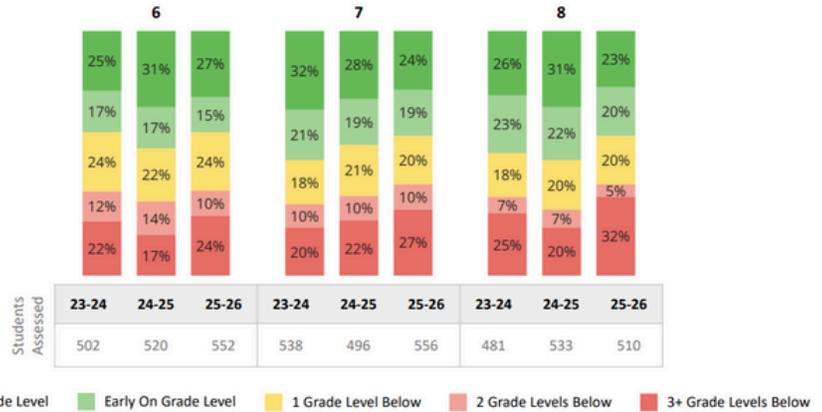
Goal 4: By spring 2025, an average of 65% of Helena Public Schools seventh-grade students will score on or above grade level, demonstrating proficiency of grade-level standards, as evidenced by the i-Ready Reading assessment.

Goal 5: By spring 2025, an average of 50% of Helena Public Schools seventh-grade students will score on or above grade level, demonstrating proficiency of grade-level standards, as evidenced by the i-Ready Math assessment.

Reading

How Have Relative Placements Changed From Fall to Fall?

Placement Distribution, Fall 23-24 to Fall 25-26

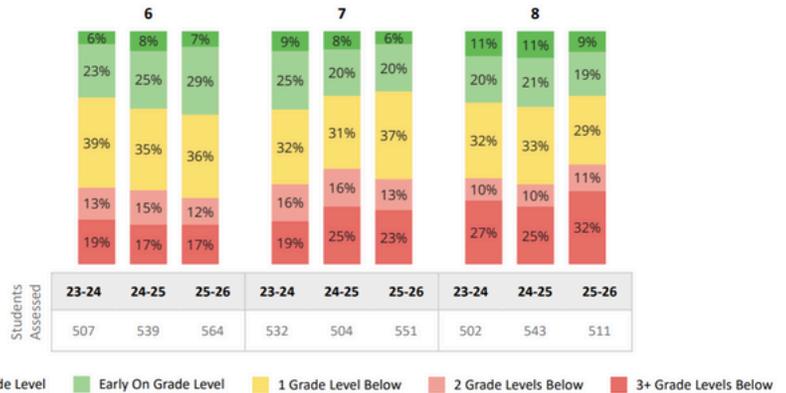


This is a cross-sectional analysis.

Mathematics

How Have Relative Placements Changed From Fall to Fall?

Placement Distribution, Fall 23-24 to Fall 25-26



This is a cross-sectional analysis.

Overview of the Assessment

THE MONTANA ALIGNED TO STANDARDS THROUGH-YEAR (MAST) ASSESSMENT IS MONTANA'S STATEWIDE TEST IN ENGLISH LANGUAGE ARTS (ELA) AND MATHEMATICS FOR GRADES 3-8.

MAST IS ADMINISTERED THROUGHOUT THE SCHOOL YEAR IN SHORTER SEGMENTS, CALLED TESTLETS, RATHER THAN A SINGLE, END-OF-YEAR TEST.

TESTLETS MEASURE PROGRESS TOWARD GRADE-LEVEL STANDARDS IN READING, WRITING, AND MATH. THE RESULTS COMBINE INTO ONE SCALE SCORE AND ACHIEVEMENT LEVEL AT THE END OF THE YEAR.

ABOUT THE WRITING SCORES

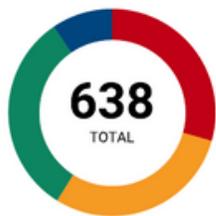
- THE WRITING PERFORMANCE TASK IS NEW STATEWIDE THIS YEAR.
- STUDENTS READ MULTIPLE PASSAGES, ANALYZE THE INFORMATION, AND WRITE AN EXTENDED RESPONSE THAT DEMONSTRATES ORGANIZATION, EVIDENCE, AND EFFECTIVE LANGUAGE USE.
- THE TASK WAS ADMINISTERED MIDYEAR (JAN-FEB), BEFORE STUDENTS HAD FULLY MASTERED ALL GRADE-LEVEL WRITING SKILLS.
- LOWER WRITING SCORES ARE EXPECTED STATEWIDE AND REFLECT THE CHALLENGE OF A NEW FORMAT, NOT A LACK OF EFFORT OR LEARNING.
- HELENA PUBLIC SCHOOLS' STUDENTS SCORED ABOVE THE STATE AVERAGE OVERALL IN ELA.



Helena

ELA, 3rd Through-Year Assessment

Achievement Summary



Average Scale Score: 311

- Novice: 188 Students (29%)
- Partially Proficient: 187 Students (29%)
- Proficient: 202 Students (32%)
- Advanced: 61 Students (10%)

Organization	Average Scale Score
Montana	308

Reading Comprehension Results	Average Scale Score
Literary Text Reading Comprehension	48
Informational Text Reading Comprehension	49

09

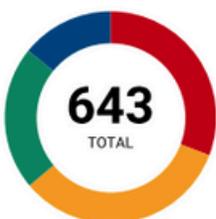
3RD
GRADE

2024-2025
MAST

Helena

Math, 3rd Through-Year Assessment

Achievement Summary



Average Scale Score: 307

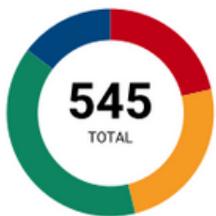
- Novice: 199 Students (31%)
- Partially Proficient: 212 Students (33%)
- Proficient: 141 Students (22%)
- Advanced: 91 Students (14%)

Organization	Average Scale Score
Montana	307

Helena

ELA, 4th Through-Year Assessment

Achievement Summary



Average Scale Score: 317

- Novice: 117 Students (21%)
- Partially Proficient: 134 Students (25%)
- Proficient: 214 Students (39%)
- Advanced: 80 Students (15%)

Organization	Average Scale Score
Montana	312

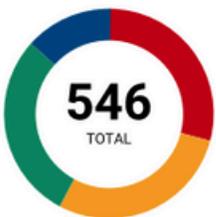
Reading Comprehension Results	Average Scale Score
Literary Text Reading Comprehension	51
Informational Text Reading Comprehension	53

4TH
GRADE

Helena

Math, 4th Through-Year Assessment

Achievement Summary



Average Scale Score: 310

- Novice: 159 Students (29%)
- Partially Proficient: 156 Students (29%)
- Proficient: 157 Students (29%)
- Advanced: 74 Students (14%)

Organization	Average Scale Score
Montana	308

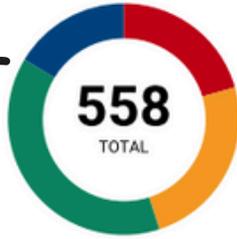
5TH GRADE

2024-2025 MAST

6TH GRADE

Helena
ELA, 5th Through-Year Assessment

Achievement Summary



Average Scale Score: 319

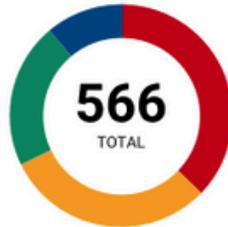
- Novice
114 Students (20%)
- Partially Proficient
137 Students (25%)
- Proficient
215 Students (39%)
- Advanced
92 Students (16%)

Organization	Average Scale Score
Montana	315

Reading Comprehension Results	Average Scale Score
Literary Text Reading Comprehension	52
Informational Text Reading Comprehension	53

Helena
Math, 5th Through-Year Assessment

Achievement Summary



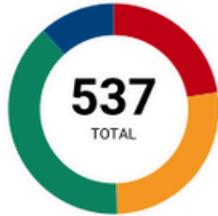
Average Scale Score: 304

- Novice
210 Students (37%)
- Partially Proficient
173 Students (31%)
- Proficient
119 Students (21%)
- Advanced
64 Students (11%)

Organization	Average Scale Score
Montana	306

Helena
ELA, 6th Through-Year Assessment

Achievement Summary



Average Scale Score: 315

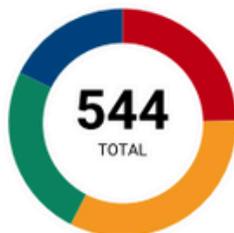
- Novice
121 Students (23%)
- Partially Proficient
145 Students (27%)
- Proficient
209 Students (39%)
- Advanced
62 Students (12%)

Organization	Average Scale Score
Montana	309

Reading Comprehension Results	Average Scale Score
Literary Text Reading Comprehension	50
Informational Text Reading Comprehension	51

Helena
Math, 6th Through-Year Assessment

Achievement Summary



Average Scale Score: 312

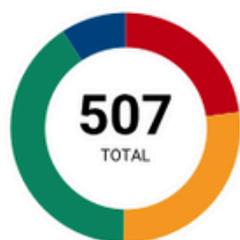
- Novice
134 Students (25%)
- Partially Proficient
179 Students (33%)
- Proficient
134 Students (25%)
- Advanced
97 Students (18%)

Organization	Average Scale Score
Montana	307

Helena

ELA, 7th Through-Year Assessment

Achievement Summary



Average Scale Score: 316

- **Novice**
116 Students (23%)
- **Partially Proficient**
139 Students (27%)
- **Proficient**
205 Students (40%)
- **Advanced**
47 Students (9%)

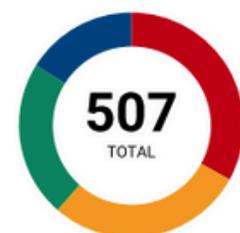
Organization	Average Scale Score
Montana	312

Reading Comprehension Results	Average Scale Score
Literary Text Reading Comprehension	50
Informational Text Reading Comprehension	51

Helena

Math, 7th Through-Year Assessment

Achievement Summary



Average Scale Score: 311

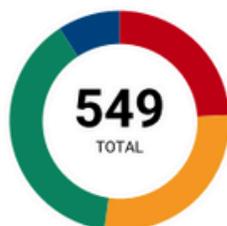
- **Novice**
168 Students (33%)
- **Partially Proficient**
144 Students (28%)
- **Proficient**
114 Students (22%)
- **Advanced**
81 Students (16%)

Organization	Average Scale Score
Montana	309

Helena

ELA, 8th Through-Year Assessment

Achievement Summary



Average Scale Score: 315

- **Novice**
133 Students (24%)
- **Partially Proficient**
154 Students (28%)
- **Proficient**
212 Students (39%)
- **Advanced**
50 Students (9%)

Organization	Average Scale Score
Montana	311

Reading Comprehension Results	Average Scale Score
Literary Text Reading Comprehension	50
Informational Text Reading Comprehension	51

Helena

Math, 8th Through-Year Assessment

Achievement Summary



Average Scale Score: 313

- **Novice**
159 Students (29%)
- **Partially Proficient**
164 Students (30%)
- **Proficient**
135 Students (25%)
- **Advanced**
92 Students (17%)

Organization	Average Scale Score
Montana	309

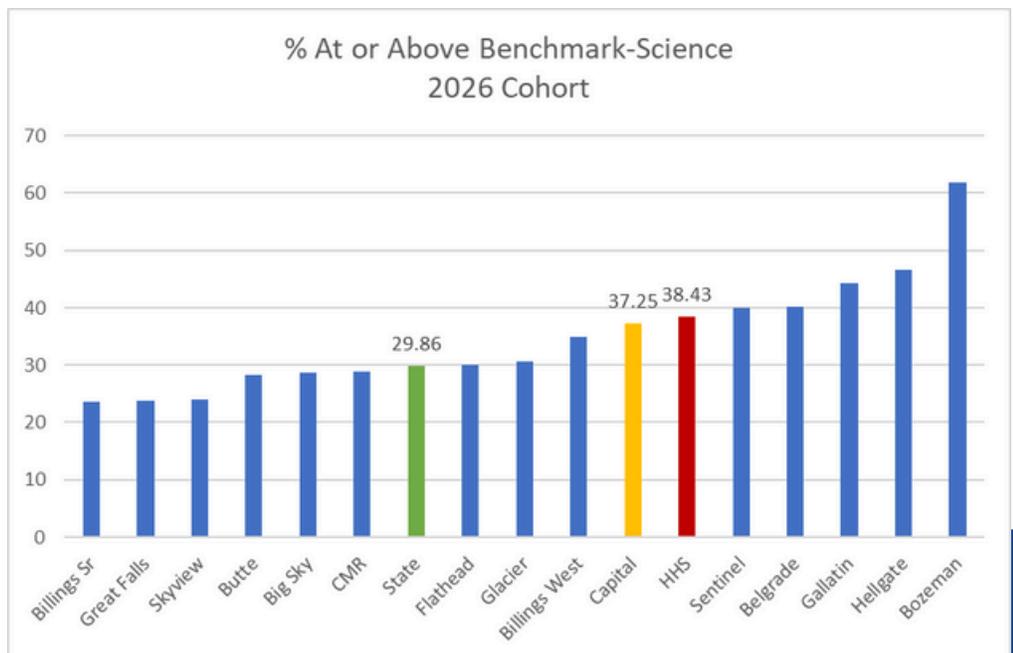
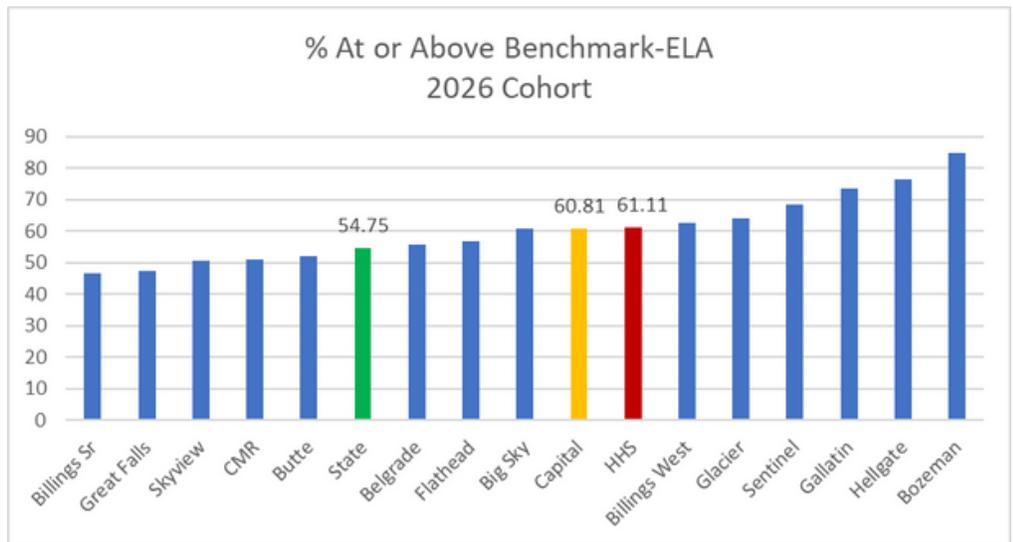
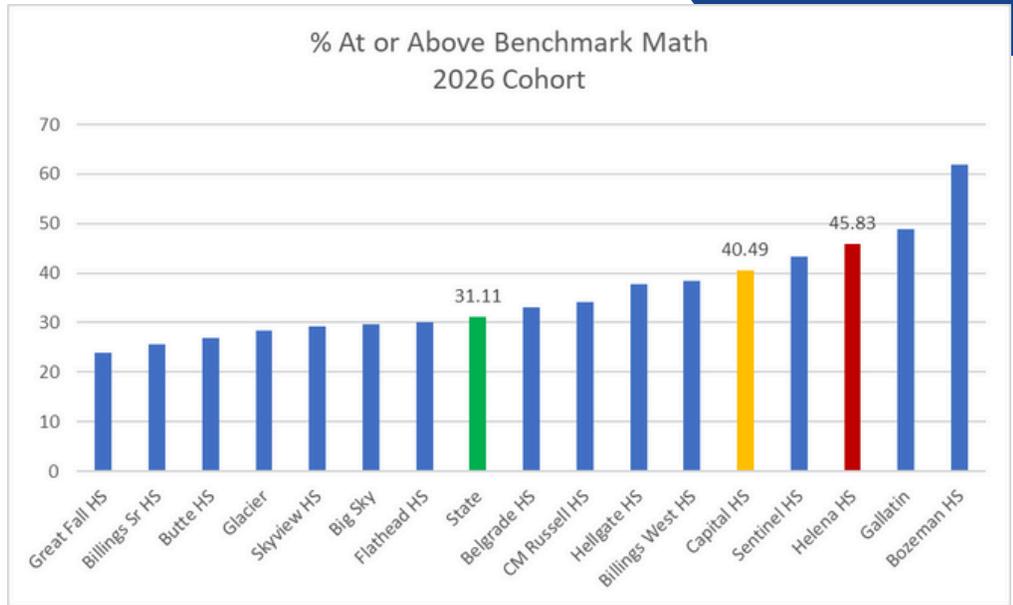
11

7TH
GRADE

2024-2025
MAST

8TH
GRADE

Juniors participate in the ACT every spring as part of our state assessment. The results are reported by graduating cohorts. For instance, the 2026 graduating cohort, discussed here, were juniors during the spring of 2025 when they completed the ACT.



2026 Spring Assessments				
	Pre-k	Grades K-5	Grades 6-8	Grades 9-12
January		Access for ELLs Opens (1/5)	Access for ELLs Opens (1/5)	Access for ELLs Opens (1/5)
	Peli (6-27)	iReady/Acadience (6-23)		RBHI (CHS) (1/27)
		MAST opens (12)	MAST Opens (12)	
February	ESTI Opens (2/5)	DLM Opens (2/2)	DLM Opens (2/2)	DLM Opens (2/2)
		MAST Ends (21)	MAST Ends (21)	RRBHI (CHS) (3,10)
		Character Strong (2-6)	RBHI (CRA) (10, 11, 24-25)	RBHI (HHS) (3-6,10)
			RBHI (HMS) (27, 3, 10)	
March		CoGat (11-21)	iReady closes (3/7)	
		Access for ELLs (Ends 3/6)	Access for ELLs (Ends 3/6)	Access for ELLs (Ends 3/6)
		MAST opens (3/30)	MAST opens (3/30)	
April				ACT/PreACT/MAP (8-16)
May		MAST Closes (5/22)	MAST closes (5/22)	
		iReady/Acadience (19-29)	iReady (19-22)	
		MT Science Assessment	MT Science Assessment	
		DLM Closes (5/15)	DLM Closes (5/15)	
June	ESTI Reduced			

	Grades PreK-5	Grades 6-8	Grades 9-12
District Benchmarks	iReady, Acadience, PELI	iReady	MAP, PreACT
State Assessments	Access for ELLs	Access for ELLS	Access for ELLS
	MAST (3-5)	MAST (3-5)	ACT
	DLM (SPED)	DLM (SPED)	DLM (SPED)
	MT Science (5TH)	MT Science (8th)	
SEL	Character Strong	RBHI	RBHI

2025-2026 CLIMATE SURVEY RESULTS

Our company



Business items



**SAMANTHA
BLACK**
Sales director

PHONE
0028 01234 5678

EMAIL
info@sambliag.com

EDUCATION

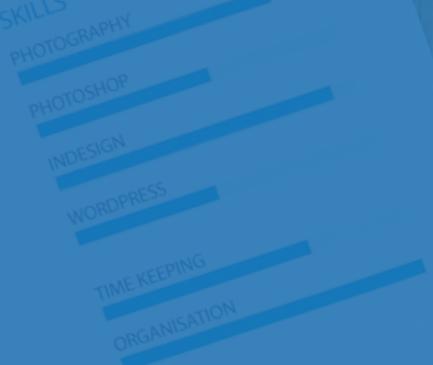
WEB ADVERTISING SEMINAR
2013
University of London, UK

GRAPHIC DESIGN CREW
2010
London Art College, UK
Leader of the group. Lorem ipsum

HIGH SCHOOL UNIVERSITY
2008 - 2014
Short description of the school and the responsibilities you had in this position. Lorem ipsum dolor sit amet, consectetur adipiscing elit.

SCHOOL TITLE LOREM
2004 - 2008
Short description of the position and the responsibilities you had in this position.

SKILLS



REFERENCES

ELIOT BROWN
0028 01234 5678
eliot@mypage.com

ELIOT BROWN
0028 01234 5678
eliot@mypage.com

ELIOT BROWN
0028 01234 5678
eliot@mypage.com

PROFESSIONAL STATEMENT
Lorem ipsum dolor sit amet, consectetur adipiscing elit. Suspendisse suscipit efficitur lectus. Fusce iaculis, leo nec vulputate efficitur, lorem interdum elit, ut vestibulum nisl metus non mi.

Aliquam dictum porta erat nec commodo. Maecenas vestibulum massa in justo pellentesque, non effendit dolor ornare. Lorem ipsum dolor sit amet, consectetur adipiscing elit. Suspendisse suscipit efficitur lectus. Fusce iaculis, leo nec vulputate efficitur, lorem interdum elit, ut vestibulum nisl metus non mi.

Aliquam dictum porta erat nec commodo. Maecenas vestibulum massa in justo pellentesque, non effendit dolor ornare. Lorem ipsum dolor sit amet, consectetur adipiscing elit. Suspendisse suscipit efficitur lectus. Fusce iaculis, leo nec vulputate efficitur, lorem interdum elit, ut vestibulum nisl metus non mi.

INTRODUCTION

In December 2025 Helena Public Schools administered an annual climate surveys to families, staff, and students.

The survey contains various survey responses from stakeholders covering a range of topics such as:

1. School enjoyment/Satisfaction
2. Classroom Motivation
3. Diversity Value
4. Evaluation Fairness
5. Communication
6. Parental Support



Staff Survey:

- 8 Questions
- 276 Responses

Student Survey:

- 22 Questions
- 1334 Responses

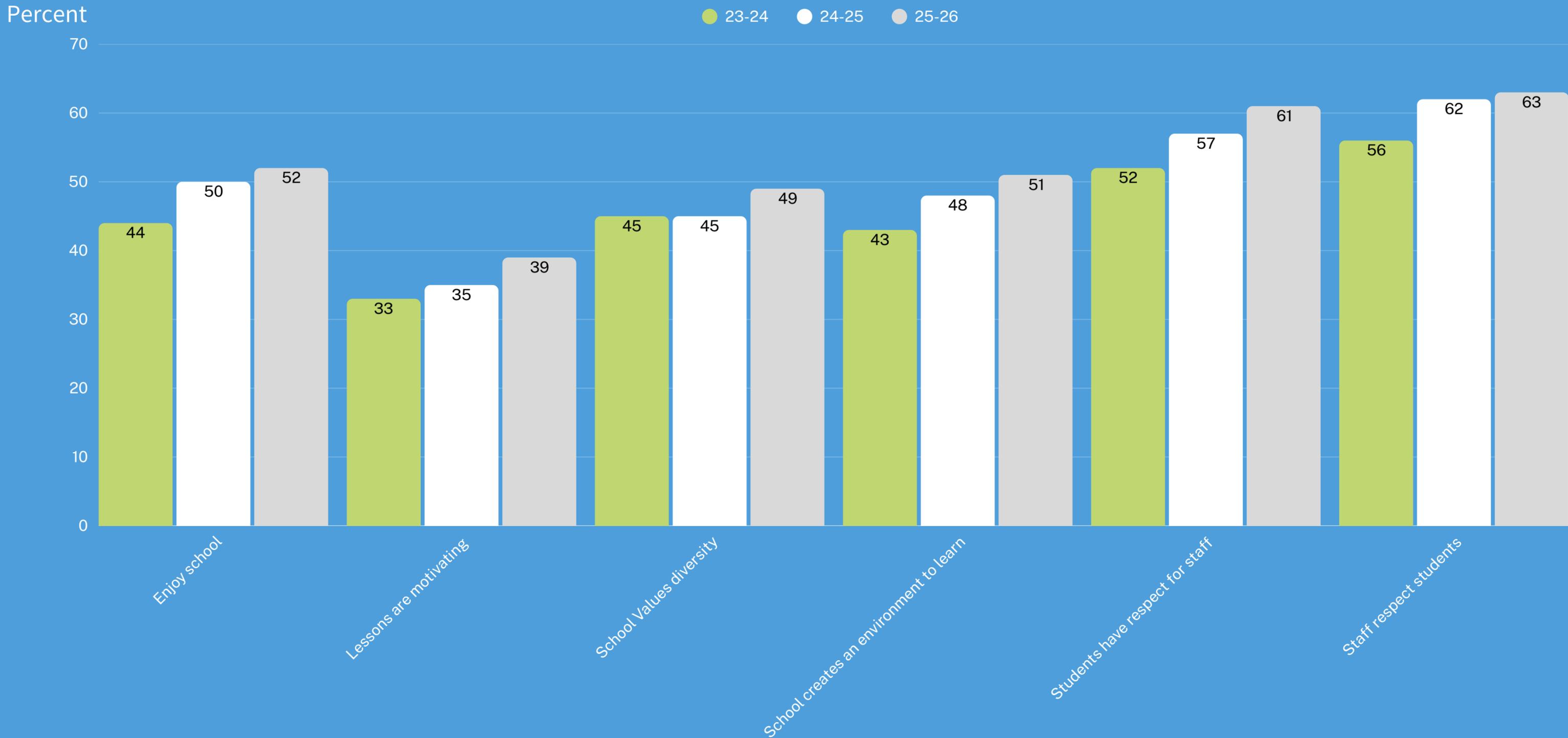
Family Survey:

- 8 questions
- 646 responses

Family Survey

SATISFACTION SURVEY QUESTIONS

Overall increase in satisfaction of schools, environment, lessons, and respect.



SATISFACTION SURVEY QUESTIONS

“WHY DOES YOUR FAMILY CHOOSE TO ATTEND HELENA PUBLIC SCHOOLS?”

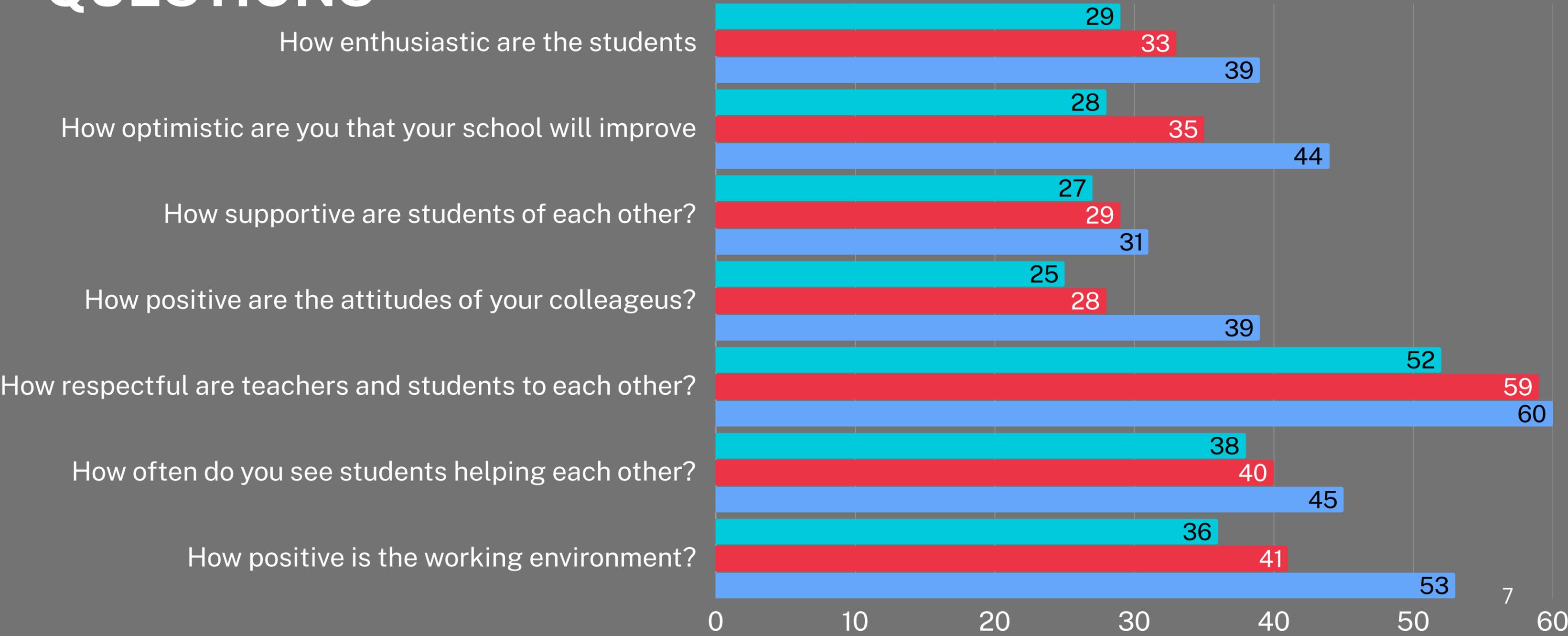
- 1 Geographical Convenience
- 2 Quality of Education
- 3 Limited Options
- 4 Community and Neighborhood
- 5 Philosophical Belief in and Support of Public Education



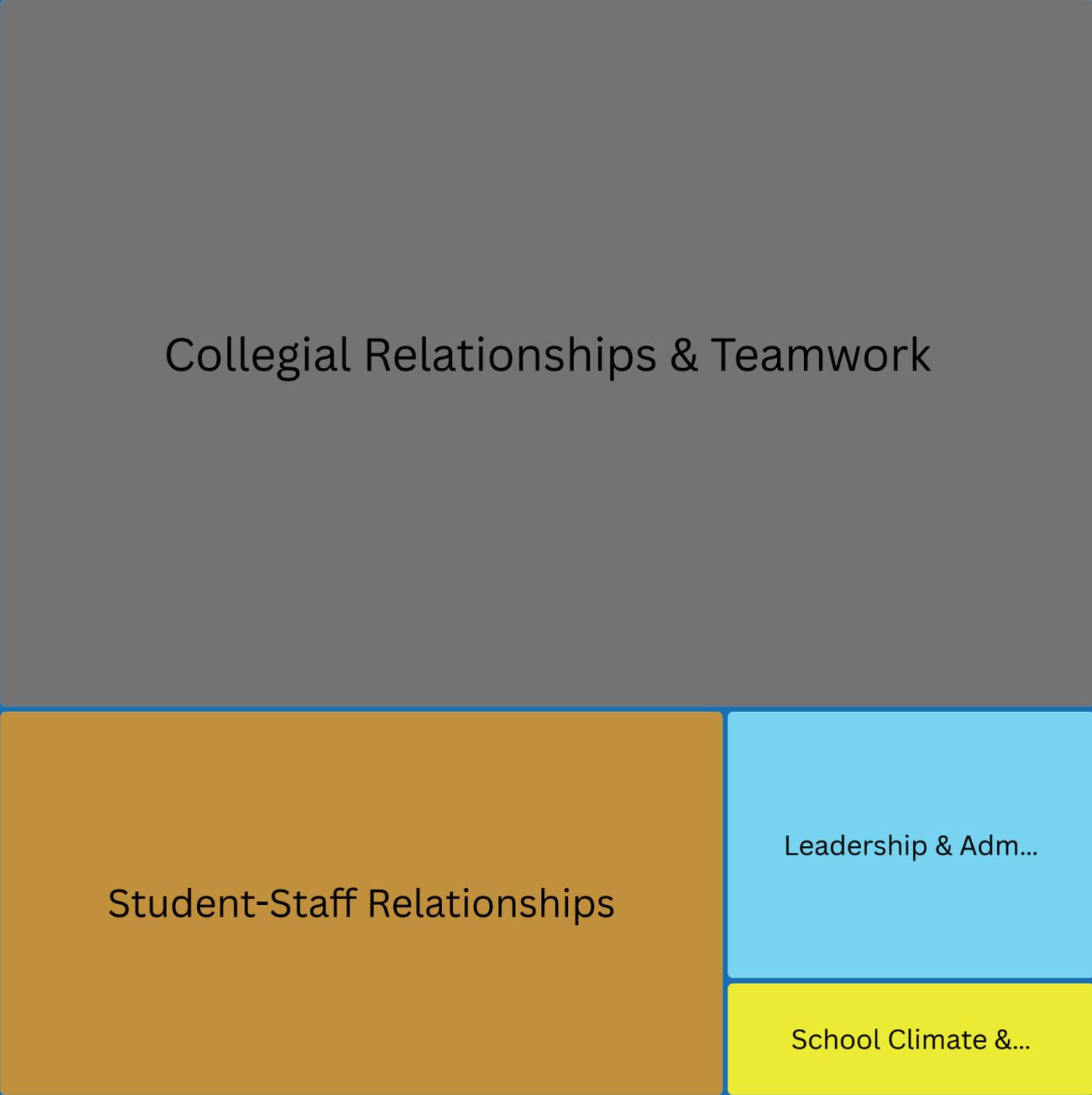
Staff Survey

STAFF SATISFACTION QUESTIONS

● 23-24 ● 24-25 ● 25-26



WHAT ARE THE MOST POSITIVE ASPECTS OF WORKING AT YOUR SCHOOL?

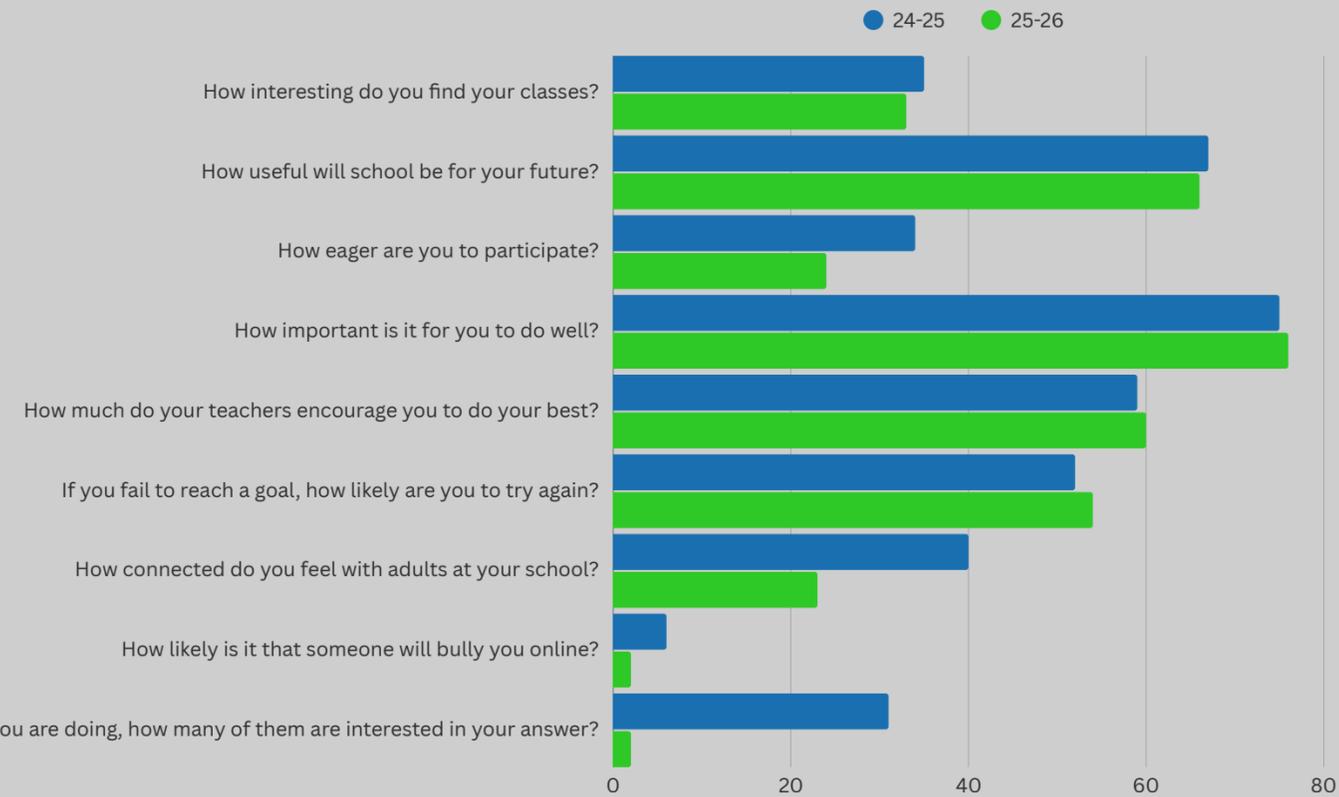


STUDENT SURVEY

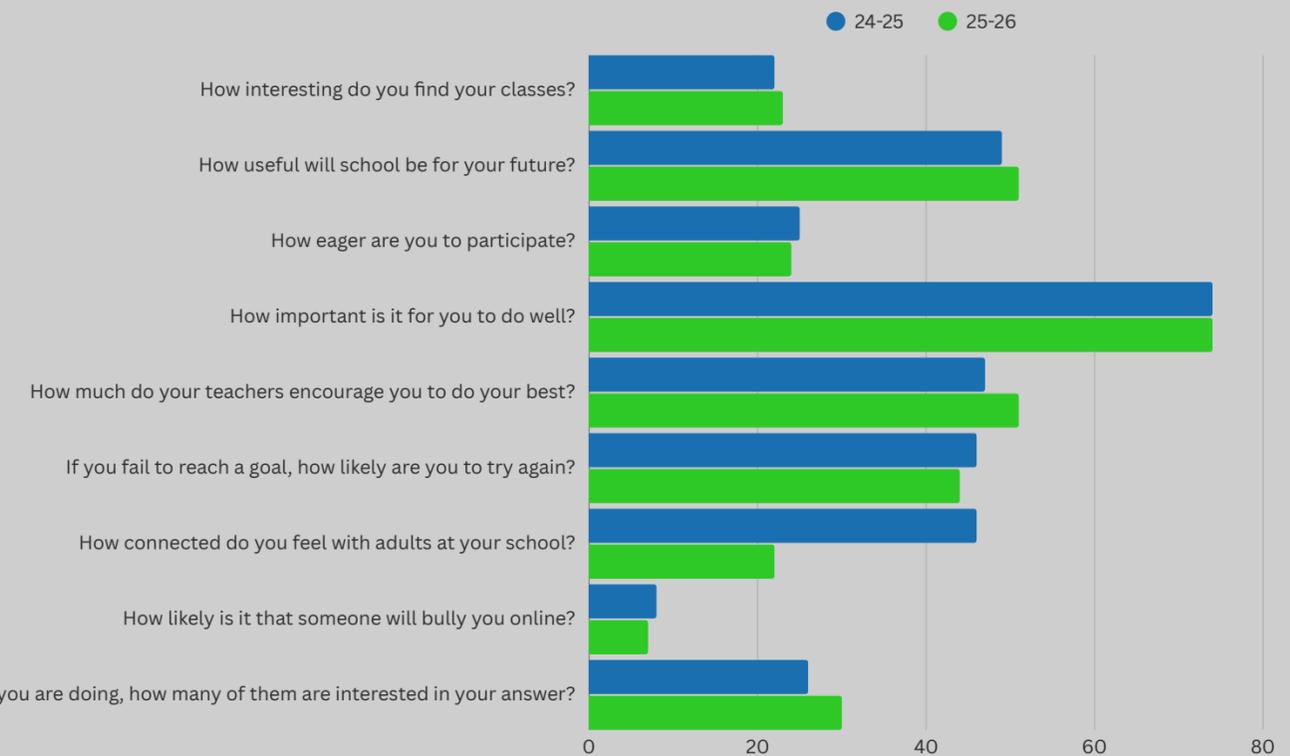
Grades 3-8 Student Satisfaction

% Satisfied

Grades 3-5



Grades 6-8



When your teachers ask you how you are doing, how many of them are interested in your answer?

Three Things that the School Could Improve Upon

Ranked Responses

3-5

1. Making learning fun/more engaging
2. Recess and Playground Improvement
3. Bullying and safety concerns

6-8

1. Teaching quality and student-teacher relationships
2. Homework load, pacing, and instructional methods
3. More engaging classroom material

THANK YOU

Our company



SAMANTHA BLACK
sales director

ADDRESS
125 Name Street,
Town / City,
State / Country,
Postal / ZIP code

PHONE
0028 01234 5678

EMAIL
info@sambalag.com

WEBSITE
www.mypage.com

SKYPE
skype:sambalag

HOBBIES
creating websites,
swimming,
photography,
body building



POSITION TITLE for company id
2013 - 2014
Short description of the position and the responsibilities you had in this position.
Lorem ipsum dolor sit amet, consectetur adipiscing elit.

POSITION TITLE for company id
2012 - 2013
Short description of the position and the responsibilities you had in this position.
Lorem ipsum dolor sit amet, consectetur adipiscing elit.

POSITION TITLE for company id
2011 - 2010
Short description of the position and the responsibilities you had in this position.
Lorem ipsum dolor sit amet, consectetur adipiscing elit.

REFERENCES

ELIOT BROWN
0028 01234 5678
eliot@mypage.com

ELIOT BROWN
0028 01234 5678
eliot@mypage.com

ELIOT BROWN
0028 01234 5678
eliot@mypage.com

EDUCATION

WEB ADVERTISING SEMINAR
2013
University of London, UK

GRAPHIC DESIGN CREW
2012
London Art College, UK
Leader of the group. Lorem ipsum

HIGH SCHOOL UNIVERSITY
2008 - 2014
Short description of the school and the responsibilities you had in this position.
Lorem ipsum dolor sit amet, consectetur adipiscing elit.

SCHOOL TITLE LOREM
2004 - 2008
Short description of the position and the responsibilities you had in this position.

SKILLS

PHOTOGRAPHY

PHOTOSHOP

INDESIGN

WORDPRESS

TIME KEEPING

ORGANISATION