



**GALLATIN GATEWAY SCHOOL  
PO BOX 265, GALLATIN GATEWAY, MT 59730**

***Job openings/closing dates will be listed in the Bozeman Daily Chronicle and/or OPI website.  
Unsolicited applications will not be accepted.***

The following application materials **must** be submitted to be considered for advertised openings:

- A completed application form.
- A cover letter addressing qualifications and teaching experience.
- A résumé showing your professional skills, educational training, work history, relevant personal skills, and contact information for three professional references who have not submitted a letter of recommendation.
- Three current letters of professional recommendation not identified elsewhere in application materials.
- Copy of Montana Educator K-8 license.
- Copy of unofficial transcripts- *official transcripts must be provided upon employment offer.*
- Answer the following questions on a separate sheet that is attached to your application:
  1. What contribution do you feel you can make to Gallatin Gateway School District?
  2. How can you meet the needs of students in a K-8 school?
- VETERANS ONLY: Affirmative Action Information (Employment Preference Form) will be kept separate and apart from the application during the screening process

**Mail application materials to:** Gallatin Gateway School, Attn: Travis Anderson, PO Box 265, Gallatin Gateway, MT 59730

- Applications and supporting materials will not be returned.
- Background checks will be performed on all finalists.

**Equal Opportunity Employer** The Gallatin Gateway school district prohibits discrimination against or harassment of any person employed by or seeking employment with the school district because of race, creed, religion, color, political affiliation or national origin or because of age, physical or mental disability, marital status, or gender when the reasonable demands of the position do not require an age, physical or mental disability, marital status, or gender distinction. People of disability may request reasonable accommodation in the hiring process by contacting the school district personnel office.

**Proof of Employability** Any applicant chosen for employment must be able to produce a social security card, driver's license, or some other acceptable form of verification of employment eligibility in the United States pursuant to Form I-9 of the U.S. Department of Justice.

**Authorization to Release Employment Records** If employed by a school district, the applicant authorizes the school district to supply his/her employment record at the school district's sole discretion, in whole or part, to any prospective employer, government agency, or other party, when the school district's interest is deemed appropriate.

**Criminal Background Investigations** Any finalist recommended to be employed in a paid position with the District, involving regular unsupervised access to students in schools, as determined by the Superintendent, shall submit to a fingerprint based criminal background investigation conducted by the appropriate law enforcement agency. Any offer of employment or appointment will be contingent on results of the fingerprint based criminal background investigation. Employment in the District will not begin until a favorable result of the criminal background investigation has been received by the District. If an applicant has any prior record of arrest or conviction by any local, state, or federal law enforcement agency for an offense other than a minor traffic violation, the facts must be reviewed by the Superintendent, who will decide whether the applicant will be declared eligible for employment. Arrests resolved without conviction will not be considered in the hiring process, unless the charges are pending. The Superintendent and/or Board shall keep all criminal record information confidential as required by law.

***The appropriate District personnel will screen all applications and select applicants to be interviewed in the near future. Applicants selected for interviews will be notified by mail, email, or telephone. Thank you for considering Gallatin Gateway School District as a potential employer.***

Applicant's Signature \_\_\_\_\_ Date \_\_\_\_\_

# Certified Teaching Employment Application

Name \_\_\_\_\_ Phone \_\_\_\_\_

Address \_\_\_\_\_

Email Address: \_\_\_\_\_

Teaching Position(s) requested \_\_\_\_\_

Montana Educator Licensure Type \_\_\_\_\_ SEID Number \_\_\_\_\_ Exp. Date \_\_\_\_\_

Are you legally eligible for employment in the U.S.?    Yes \_\_\_\_\_    No \_\_\_\_\_

Have you been previously employed by us?    No \_\_\_\_\_    Yes \_\_\_\_\_ When? \_\_\_\_\_

## Record of Education

College or University	Location (City & State)	Dates Attended	Graduation (Date & Degree)

## Past and Present Employment

*(Begin with most recent)*

Company	Supervisor	Phone	Dates of Employment	Reason for Leaving

## Personal References

(Please list three not identified elsewhere in application materials)

Name	Relationship	Phone(s)	Email

***All statements and information provided within this application and its attachments, if any, are true and complete. I understand that omission or misrepresentation of material fact or altering this application form may result in refusal of or separation from employment.***

Applicant's Signature \_\_\_\_\_ Date \_\_\_\_\_

# **EMPLOYMENT PREFERENCE FORM**

*(Optional for Veterans Only)*

Name \_\_\_\_\_ Social Security Number \_\_\_\_\_

Position Applied For \_\_\_\_\_

To claim preference under the Montana Veterans' Employment Preference Act, complete the following. Providing the following information is voluntary but must be included with the application in order to claim employment preference. This information will be kept confidential and will only be used during the hiring process to provide the applicant employment preference. Applicants hired by the district will have this information placed in a separate confidential file.

1. Veterans' Employment Preference provides the addition of 5% points or 10% points to the applicant's score when a numerically scored selection procedure is used. Whenever a public employer uses a selection procedure other than a scored procedure, the public employer shall give preference to a disabled veteran, eligible relative, or veteran, in that order, over any no preferred applicant holding substantially equal qualifications.

2. To claim Veterans' Employment Preference you must be a U.S. Citizen and (check one of the boxes below):

A Veteran, if

1. you have been separated under honorable conditions,

AND

2. you have served more than 180 consecutive days of active duty other than for training in the Army, Air Force, Navy, Marines, or Coast Guard (not including National Guard or Reserves) or a member of the reserves who served on active duty during a period of war or in a campaign or expedition for which a campaign badge is authorized.

A Disabled Veteran, if

1. you have been separated under honorable conditions from active duty,

AND

2. you have an established Armed Forces service-connected disability OR are receiving compensation, disability retirement benefits, or pension from the U.S. Department of Veterans Affairs or military department, OR you have received a Purple Heart.

The spouse of a disabled veteran if the veteran's disability prevents him/her from working.

The unremarried surviving spouse of a veteran or disabled veteran.

The mother of a veteran, if

1. THE VETERAN died under honorable conditions while serving in the Armed Forces, OR THE VETERAN has a service-connected, permanent, and total disability,

AND

2. YOUR SPOUSE is totally and permanently disabled, OR YOU are the unremarried widow of the father of the veteran.

3. In the box below, check the attachment you have included to document the preference request.

DD-214

Other

SIGNATURE: \_\_\_\_\_ DATE SIGNED: \_\_\_\_\_

# ELEMENTARY SCHOOL TEACHER

(K-8)

**REPORTS TO:** Superintendent

## **UNIVERSAL OBLIGATIONS/EXPECTATIONS OF EACH STAFF MEMBER**

It is the expectation of the District that each staff member will: (1) put the safety, health and well-being of students at the forefront of all actions, job responsibilities and decisions, and (2) undertake all duties in alignment with the District's Strategic Plan.

## **SUMMARY OF FUNCTIONS:**

The Elementary School Teacher plans, develops, and teaches a course of study suitable for a particular grade level following curriculum guidelines of District and state requirements.

## **ESSENTIAL FUNCTIONS:**

- Develops and presents specific lesson plans, using a variety of means, including lectures, projects, group discussions, exhibits, field trips, audio-visual and library resources, computers, and the Internet.
- Prepares assignments and tests for in-school preparation and homework. Monitors, assists, corrects, and grades student performances.
- Counsels students when academic difficulties or behavioral problems arise.
- Conducts standardized tests in accordance with District policies and law.
- Maintains order in the classroom and administers discipline when necessary to achieve proper behavior.
- Observes children to detect signs of ill health or emotional disturbance and to evaluate progress.
- Keeps records of academic performance, attendance, and social acclimation. Reports on all aspects of student development for school records and parents; conducts parent-teacher conferences on both a regularly scheduled and an as-needed basis.
- Consults with other professionals, where there appears to be evidence of learning disabilities or problems of social adjustment, or the need for additional academic challenges. Coordinates decisions with parents concerning any specialized intervention which appears warranted.
- Works well with other staff members and collaborates with other teachers to benefit students.
- Reports cases of suspected child abuse according to state law.
- Complies with Board policies, rules, regulations, and directives.
- Recommends promotion and/or placement of students in appropriate classroom situation for ensuing year.
- Participates in faculty meetings, child study meetings, Pre-referral Intervention meetings, educational conferences, professional training seminars, and workshops.
- May prepare material for Board meetings as requested by Superintendent.
- Supervises classroom aides and volunteers.

*Only minimum duties are listed. Other functions may be required as given or assigned.*

## **DESIRED MINIMUM QUALIFICATIONS:**

- Valid Montana Teaching Certificate with proper endorsement.
- Ability to write reports and business correspondence.
- Ability to effectively present information and respond to questions from students, parents, staff, and the community.
- Ability to maintain good classroom management and handle stressful situations.
- Ability to maintain confidentiality of employment and student matters.
- Ability to effectively manage time and responsibilities.
- Ability to effectively perform essential functions independently with minimal supervision.
- Ability to use good judgment and effective problem-solving skills.
- Demonstrate initiative, ingenuity, flexibility, and desire to expand personal knowledge and skill set.

- Demonstrate an understanding, patient, warm, positive, and receptive attitude toward children.
- Ability to work effectively in an environment which can be both physically and emotionally fatiguing.

**EQUIPMENT USED:**

A variety of electronic and technology devices, computers, copier, telephone/voicemail, fax.

**WORK ENVIRONMENT:**

While performing the duties of this job, the employee regularly works inside, but some duties will be performed outside, including recess, field trips, etc. The employee must be able to meet deadlines with severe time constraints. The employee is directly responsible for safety, well-being, and work output of students. The noise level in the work environment is usually moderate.

**PHYSICAL DEMANDS:**

While performing the duties of this job, the employee is frequently required to sit, walk, and stand; twist at neck and waist; kneel. Specific vision abilities required by this job include close vision, distance vision, depth perception, and the ability to adjust focus. The employee is required to be able to hear conversations in quiet environments. May be required to lift or move up to 20 pounds.

**MENTAL/MOTOR DEMANDS:**

While performing the duties of this job, the employee rarely performs routine work. The employee frequently exercises flexibility (ability to shift from one task to another). Guidance and reinforcement are infrequently available. The employee frequently works within time constraints and maintains attentiveness intensity. The employee is frequently involved in social interactions which require oral and written communications.

*The physical demands, work-environment characteristics, and mental/motor demands described within this job description are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.*

**History**

Approved on: February 11, 2003

Revised on: May 15, 2019

# STUDENT SUPPORT SPECIALIST

**REPORTS TO:** Superintendent

## **UNIVERSAL OBLIGATIONS/EXPECTATIONS OF EACH STAFF MEMBER**

It is the expectation of the District that each staff member will: (1) put the safety, health and well-being of students at the forefront of all actions, job responsibilities and decisions, and (2) undertake all duties in alignment with the District's Strategic Plan.

## **SUMMARY OF FUNCTIONS:**

The Student Support Specialist works closely with the administrator, teachers, and other support staff to promote overall student academic performance. Student Support Services is responsible for overall program management of Multi-Tiered Systems of Support (MTSS), Title I, Gifted, and English Language Learners (ELL) and will serve to increase the academic achievement of students with academic and behavioral interventions. The Student Support Specialist will provide students with comprehensive, coordinated, integrated, and customized supports that are accessible, timely, and strength-based so students are engaged and challenged and each student experiences gains.

## **ESSENTIAL FUNCTIONS:**

- This position carries the responsibilities of leadership, confidentiality, and overall support of school programs.
- Responsible for the overall direction, coordination, and evaluation of the Title I, MTSS, Gifted, and ELL programs.
- Ensures compliance with local, state, and federal guidelines for Title I, MTSS, Gifted, and ELL programs.
- Complies with Board policies, Federal and State regulations, and administrative directives.
- Stay up to date on new and/or changing policies, laws, and best practices for both Title I, MTSS, Gifted, and ELL programs.
- Member of the school's Student Intervention Team.
- Schedules, coordinates, and conducts Title I, MTSS, Gifted, and ELL meetings, events, and benchmark assessments.
- Collaborates and communicates with classroom teachers, counselor, Special Education Teacher, Special Education Cooperative specialists, paraprofessionals, and GGS Administration about students in early identification process, pre-referral, academic or behavioral interventions as determined by Student Intervention Team and identified students with Special Education, Title I, MTSS, Gifted, ELL and/or related services.
- Coordinates the Student Intervention Team meetings and contributes to the design and implementation of a comprehensive school plan for student support noting Tier 1, Tier 2, and Tier 3 interventions and supports for programs such as Title I, MTSS, Gifted, and ELL.
- Updates and maintains District Title I plan to ensure compliance with state and federal expectations.
- Maintains records of student progress, interventions used, individualized/differentiated instructional methods, and the successful instructions used.
- Conducts data analysis of student performance data to provide guidance to the Student Intervention Team
- Collaborates with Student Intervention Team to identify student needs, set goals, plan evidence-based interventions, and progress monitor.
- Assists teachers with tracking data to determine the effectiveness of interventions
- Collaborates with teachers to understand, disaggregate, and use student achievement data to enhance their instruction.
- In collaboration with Superintendent, develops and oversees the daily schedule for the the paraprofessionals to ensure maximum student impact and uses data to prepare schedules and coordinate interventions.
- Instructs individuals or groups of students based on intervention plan(s).
- Attends grade-level, team/content area meetings to coordinate Title I, MTSS, Gifted, and ELL processes.
- Communicates with parents of students receiving Title I, MTSS, Gifted, and ELL services.
- Responsible for coordinating, collaborating, and facilitating student interventions with teachers, special education teacher, paraprofessionals, and other staff members.

- Monitors student caseload for both Title I, MTSS, Gifted, and ELL programs. Managing and maintaining cumulative individual records for students receiving services which requires regularly and systematically collecting, entering, and reporting student data.
- Coordinates and conducts benchmark assessments for new student enrollments
- Coordinates and conducts benchmark assessments for all students throughout each school year.
- Communicates program participation information to the District AIM Coordinator to ensure accuracy of state and local reporting
- Promotes the use of researched-based interventions and identifies evidence-based instructional programs which may be adopted by district to improve instructional methods in classrooms where needed.
- Update and maintain school Title I, MTSS, Gifted, and ELL webpage.
- Updates and maintains inventory of materials used for Title I and other materials in the learning lab.
- Facilitates professional development for self and paraprofessionals.
- Acts as the District's assessment coordinator and ensures the District is compliant with all state assessment requirements..

*Only minimum duties are listed. Other functions may be required as given or assigned.*

**DESIRED MINIMUM QUALIFICATIONS:**

- Valid Montana K-8 Teaching Certificate.
- Holds a valid First Aid and CPR/AED certification card.
- Ability to handle stressful situations.
- Ability to maintain confidentiality of employment and student matters.
- Ability to effectively manage time and responsibilities.
- Demonstrated ability to communicate expectations, provide guidance, and show an active interest in student progress.
- Demonstrate leadership ability and general knowledge of issues and problems in all aspects of Title I, MTSS, Gifted, and ELL.
- Ability to effectively present information and respond to questions from parents, staff, and community.
- Ability to apply knowledge of best instructional practices and strategies.
- Possess the ability to apply methods, plan, support, and manage adults and students to improve students' educational experiences.
- Ability to be organized and attentive to timelines.
- Ability to problem solve.
- Experience with students on the MTSS spectrum, including gifted and talented as well as at-risk and/or high needs learners.
- Ability to effectively perform essential functions independently with minimal supervision, as well as while working within a team.
- Ability to use good judgment and effective problem-solving skills.
- Demonstrate initiative, ingenuity, flexibility, and desire to expand personal knowledge and skill set.
- Demonstrate an understanding, patient, warm, positive, and receptive attitude toward children.

**PREFERRED QUALIFICATIONS:**

- Reading specialist endorsement, or Master's Degree in Education.
- Experience with Title I, MTSS, Gifted, and/or ELL program.
- Experience with data collection and tracking systems, as well as organizing and reporting data.
- Three years teaching experience.

**EQUIPMENT USED:**

Computer, calculator, copier, telephone/voice mail, fax, email, website, TV/VCR, two-way radio, digital camera, document camera, LCD projector and other technology hardware. Technologically proficient in all office technology systems including spreadsheets, word processing, email, and the Google Suite.

**WORK ENVIRONMENT:**

While performing the duties of this job, the employee regularly works inside. The employee must be able to meet deadlines with severe time constraints and changing priorities. The employee frequently will work irregular or extended hours while performing the duties of this job. The noise level in the work environment is usually moderate.

**PHYSICAL DEMANDS:**

While performing the duties of this job, the employee is frequently required to sit; occasionally walk and stand. Specific vision abilities required by this job include close vision, distance vision, depth perception, and the ability to adjust focus. The employee is required to be able to hear conversations in quiet environments. Occasionally, the employee will lift up to 30 lbs. such as to lift files, paper, school supplies, books, etc.

**MENTAL/MOTOR DEMANDS:**

While performing the duties of this job, the employee rarely performs routine work. The employee frequently exercises flexibility (ability to shift from one task to another). Ability to work with interruptions. Guidance and reinforcement are infrequently available. The employee frequently works within time constraints and maintains attentiveness intensity. Occasional stress of emergencies and stress of interpersonal conflict. The employee is frequently involved in social interactions which require oral and written communications.

*The physical demands, work-environment characteristics, and mental/ motor demands described within this job description are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.*

**History:**

Approved on: May 15, 2019

Revised on: