

1.18.2023 Agenda Regular Meeting of Trustees

The regular meeting of the Board of Trustees of School District #35 has been scheduled for **January 18, 2023 at 6:00 P.M. in the boardroom and via Zoom.**

Call to Order

Pledge of Allegiance

Presiding Trustee's Explanation of Procedures

Public Comment- Non Agenda Items

GUESTS:

John Nielson, Gallatin County Superintendent

Consent Agenda

Minutes: December 14, 2022-Regular Meeting and January 6, 2023-Special Committee Meeting; **Finance:** Warrants; Operational Budget by Object Code; Cash Reconciliation; Extra-Curricular Expenditure and Reconciliation Report, GASB Audit Report; **Personnel Resolution:** Staffing Updates

Superintendent Report

District Clerk Report

Business Manager Report

Old Business

Discussion Items:

Mold Testing

Strategic Plan

Updated Superintendent Goals with measurement and evidence of progress

Governing Board Committee Updates

- Safety Committee
- Facility Advisory Committee
- Professional Development Advisory Committee
- Whole Child Committee

New Business

Discussion Items:

Board Self-Evaluation

Student Policies 3000 First Reading

Action Items:

Board Members for Negotiations committee

Adjournment

Excerpt from GGS Policy #1441- Audience Participation

Audience Participation

The Board recognizes the value of public comment on educational issues and the importance of involving members of the public in its meetings. The Board also recognizes the statutory and constitutional rights of the public to participate in governmental operations. To allow fair and orderly expression of public comments, the Board will permit public participation through oral or written comments during the “public comment” section of the Board agenda and prior to a final decision on a matter of significant interest to the public. The Chairperson may control such comments to ensure an orderly progression of the meeting.

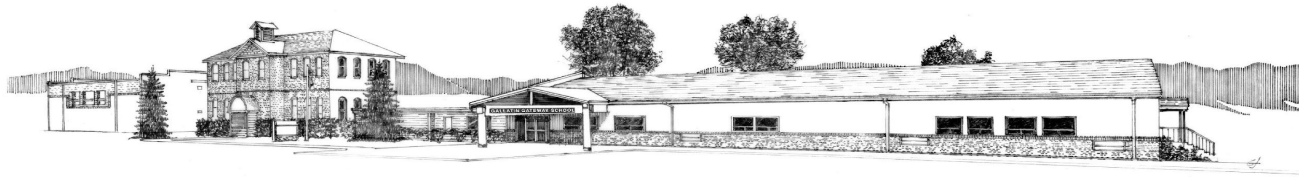
Individuals wishing to be heard by the Chairperson shall first be recognized by the Chairperson. Individuals, after identifying themselves, will proceed to make comments as briefly as the subject permits. The Chairperson may interrupt or terminate an individual’s statement when appropriate, including when statements are out of order, too lengthy, personally directed, abusive, obscene, or irrelevant. The Board as a whole shall have the final decision in determining the appropriateness of all such rulings. It is important for all participants to remember that Board meetings are held in public but are not public meetings. Members of the public shall be recognized and allowed input during the meeting, at the discretion of the Chairperson.

Cross Reference: 1420 School Board Meeting Procedure

Legal Reference: Article II, Section 8, Montana Constitution – Right of participation
Article II, Section 10, Montana Constitution – Right of privacy
§§ 2-3-101, et seq., MCA Notice and Opportunity to Be Heard

Zoom procedures:

1. *Login details are on the district website -- [See District Calendar](#)*
2. *Please ensure your mic is muted until called upon by the Chair*
3. *Public Comment is accepted two times during the meeting:*
 - a. *During non-agenda public comment for items not on the agenda*
 - b. *When the Chair opens it for public comment as determined appropriate*
4. *To participate from a mobile device or computer:*
 - a. *Please use the “Raise Hand” button under “Participants” button at the bottom of your screen*
 - b. *Once called on please unmute yourself to provide comments*
5. *To participate from a phone when dialed in:*
 - a. **9 to raise and lower hand for public comment*
 - b. *Once called on please press *6 to unmute yourself to provide comment*



**12.14.2022 MINUTES
REGULAR MEETING
BOARD OF TRUSTEES, GALLATIN GATEWAY SCHOOL DISTRICT #35**

CALL TO ORDER

The Board of Trustees of the Gallatin Gateway School District #35 met at 6:00 P.M. on December 14, 2022, via Zoom. Board Chair Julie Fleury presided and called the meeting to order at 6:05 P.M.

TRUSTEES PRESENT

Zoom: Julie Fleury, Board Chair; Mary Thurber, Aaron Schwieterman, Tim Melton

TRUSTEES ABSENT

Carissa Paulson, Vice Chair

STAFF PRESENT

Zoom: Kelly Henderson, Superintendent; Brittney Bateman, District Clerk; Donna Avilez, Business Manager; Ashley Davis, Teacher; Mike Coon, Teacher

OTHERS PRESENT

None.

PUBLIC COMMENT ON NON-AGENDA ITEMS

None

CONSENT AGENDA

Motion: Trustee Schwieterman to approve the consent agenda as presented. **Minutes:** November 16, 2022-Regular Meeting; December 2, 2022-Special Meeting; December 7, 2022-Special Meeting;

Finance: Warrants; Payroll Reports; Journal Entries; **Personnel Resolution:** Current Substitute List
Seconded: Trustee Melton

Public Comment: None

For: Fleury, Thurber, Schwieterman, Melton

Opposed: None

Motion passed unanimously 4-0

SUPERINTENDENT REPORT

Superintendent Kelly Henderson gave the Board an update regarding what happened over the last month in the district. A few of the items discussed include: 1) individual student success; 2) staff & volunteers; 3) leadership

DISTRICT CLERK REPORT

District Clerk Brittney Bateman gave the Board an update regarding what happened over the last month in the district. A few of the items discussed include: 1) elections; 2) adult education; 3) food service; 4) transportation

BUSINESS MANAGER REPORT

Business Manager Donna Avilez gave the Board an update regarding what happened over the last month in the district. A few of the items discussed include: 1) payroll issues; 2) positive pay; 3) MAEFAIRS reporting

OLD BUSINESS

Discussion Items:

Safety Plan

Trustee Thurber gave an update about the safety committee. The group will be meeting in January to review the current safety plan.

Action Items:

Staff Policies - Second Reading

Motion: Trustee Thurber to approve the changes to the existing policies, upon the second reading.

Seconded: Trustee Schwieterman

Public Comment: None

For: Fleury, Schwieterman, Thurber, Melton

Opposed: None

Motion passed unanimously 4-0

NEW BUSINESS

Action Items:

Reopening of Negotiations

Motion: Trustee Schwieterman to approve the reopening of the salary matrix.

Seconded: Trustee Thurber

Public Comment: None

For: Fleury, Schwieterman, Thurber, Melton

Opposed: None

Motion passed unanimously 4-0

Workman's Comp Audit

Motion: Trustee Schwieterman to approve the results of the workmans comp audit.

Seconded: Trustee Melton

Public Comment: None

For: Fleury, Schwieterman, Thurber, Melton

Opposed: None

Motion passed unanimously 4-0

Discuss & Consider Washington D.C. Trip

Motion: Trustee Schwieterman to approve the out of state trip to Washington D.C.

Seconded: Trustee Melton

Public Comment: None

For: Fleury, Schwieterman, Thurber, Melton

Opposed: None

Motion passed unanimously 4-0

Policy 5329 Authorization

Motion: Trustee Melton to approve the authorization addition of Policy 5329.

Seconded: Trustee Schwieterman

Public Comment: None

For: Fleury, Schwieterman, Thurber, Melton

Opposed: None

Motion passed unanimously 4-0

ADJOURNMENT

Board Chair Julie Fleury adjourned the meeting at 7:27 P.M.

Julie Fleury, Board Chair

Brittney Bateman, District Clerk



**1.6.2023 MINUTES
SPECIAL WORK SESSION MEETING
BOARD OF TRUSTEES, GALLATIN GATEWAY SCHOOL DISTRICT #35**

CALL TO ORDER

The Board of Trustees of the Gallatin Gateway School District #35 met at 10:00 A.M. on January 6, 2023, in the Gallatin Gateway School Board Room and via Zoom. Carissa Paulson, Vice Chair presided and called the meeting to order at 10:08 A.M.

TRUSTEES PRESENT

Carissa Paulson, Vice Chair

COMMITTEE MEMBERS PRESENT

Kelly Henderson, Superintendent; Brittney Bateman, District Clerk

COMMITTEE MEMBERS ABSENT

None

OTHERS PRESENT

None.

PUBLIC COMMENT ON NON-AGENDA ITEMS

None.

NEW BUSINESS

Agenda Setting for January 18, 2023 Meeting

Board Vice Chair Carissa Paulson led a discussion regarding the agenda for the January regular meeting. The individuals present discussed agenda items to be included on the agenda.

ADJOURNMENT

Board Chair Julie Fleury adjourned the meeting at 10:35 A.M.

Julie Fleury, Board Chair

Brittney Bateman, District Clerk

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14:33:23

GALLATIN GATEWAY ELEMENTARY
Claim Details
For the Accounting Period: 12/22

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Report ID: AP100

* ... Over spent expenditure

Claim	Warrant	Vendor #/Name	Amount						
Line #		Invoice #/Inv Date/Description	Line Amount	PO #	Fund Org	Acct/Source/ Prog-Func	Obj	Proj	
3516	37557S	1645 SWANK MOVIE LICENSING, USA	496.00						
1		3289998 11/18/22 License Fee	496.00*		101 80	100-1000	810		
3517	37540S	43 ALSCO-AMERICAN LINEN DIVISION	195.79						
1		LBIL180503 11/28/22 laundry service	117.47		101 80	100-2600	610		
2		LBIL180503 11/28/22 laundry service	9.79		110 80	100-2700	610		
3		LBIL180503 11/28/22 laundry service	68.53		112 80	910-3100	610		
3518	37544S	1337 CORE CONTROL	1,869.48						
1		WO-4946 10/28/22 boiler combustion analysis-PM	1,869.48*		115 80	100-2600	440	785	
3519	37546S	1415 GALLATIN COUNTY TREASURER	198.30						
Parcel RHF33735									
1		20221st&2n 12/06/22 Entire Year Tax Year	198.30*		150 80	100-2600	870		
3520	37545S	1330 DENNING, DOWNEY & ASSOCIATES CPA'S	2,900.00						
1		15741 11/27/22 GASB 75 OPEB	2,900.00		101 80	100-2300	331		
3521	37556S	1015 SCHOOL NURSE SUPPLY, INC	45.00						
1		0923001-IN 11/16/22 Strep Test	45.00*		101 80	100-2131	610		
3522	37550S	1918 KEARNS-DANIEL, KELSEY	20.96						
Reimbursement Only									
1		1116REIM 11/28/22 Reimbursement for Food Suppl	20.96		112 80	910-3100	610		
3523	37554S	880 OTT JONES SCULPTURE	1,678.30						
1		5thGRDSCUL 11/21/22 5th Grade Sculpture	1,678.30*		101 81	100-1000	610		
3526	37559S	666 THOMAS, LORRIE	100.00						
1		Dec 22 12/01/22 Bateriaiological Services - Wate	98.00		101 80	100-2600	421		
2		Dec 22 12/01/22 Bateriaiological Services - Wate	2.00		117 80	610-2600	421		
3527	37558S	1403 SYSCO MONTANA, INC.	2,090.72						
1		443066180 10/25/22 food	1,070.09		112 80	910-3100	630		
2		443119166 11/29/22 food	543.57		112 80	910-3100	630		
3		443125781 12/02/22 food	477.06		112 80	910-3100	630		

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Line #		Invoice #/Inv Date/Description	Line Amount	PO #	Fund Org	Acct/Source/ Prog-Func	Obj	Proj	
3528	37551S	577 KELLEY CONNECT	162.69						
1		IN1194635 12/01/22 metered Postage	162.69		101 80	100-2300	550		
3529	37553S	1915 MT SOAP CO - BOZEMAN LLC	86.00						
1		1410 11/15/22 Shower Fizzie	86.00*		117 80	650-2490	330	145	
3530	37549S	545 HOUSE OF CLEAN a Hillyard Company	310.07						
1		604961373 12/07/22 Kitchen Cleaning Supplies/F	310.07		112 80	910-3100	610		
3531	37547S	464 GLOBAL NET, INC.	10,503.00						
1		3rd Instal 12/15/22 Installment for 2022 Washi	10,503.00*		115	100-1000	800	710	
3532	37539S	1921 5A Specialty Services LLC	637.50						
1		work requested by Kelly & Brittany, Items from Facility Walk Through Report GGSD221101 11/22/22 November work requested	637.50		101 80	100-2600	440		
3533	37552S	1563 L&L SITE SERVICES	396.00						
1		34668 08/18/22 Roll Off Dumpster, tkt 9804	396.00		101 80	100-2600	431		
3534	37545S	1330 DENNING, DOWNEY & ASSOCIATES CPA'S	1,275.00						
1		This invoice is for consulting in Aug 2022, questions from Diane on TFS and Capital Assets							
1		15841 11/27/22 FY 2022 Audit Consulting	1,275.00		101 80	100-2300	331		
3535	37555S	1402 SCENARIO LEARNING LLC	467.09						
1		INV54442 08/24/22 Safe School Training Distric	467.09*		101 80	100-2213	810		
3536	37541S	1911 AMBER MAURIELLO	340.00						
1		Adult Ed Class & Supplies Oct/Nov 12/12/22 Turkey & Barnwood Porch Sign	340.00*		117 80	650-2490	330	145	
3537	37558S	1403 SYSCO MONTANA, INC.	559.15						
1		443131470 12/06/22 Food	559.15		112 80	910-3100	630		
3538	37560S	1766 WATERFORD RESEARCH INSTITUTE	5,400.00						
1		Q00007040 10/19/22 Reading Student License	5,400.00*		115 80	100-1000	680	785	

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Claim	Warrant	Vendor #/Name	Amount						
Line #		Invoice #/Inv Date/Description	Line Amount	PO #	Fund Org	Acct/Source/ Prog-Func	Obj	Proj	
3539	37548S	1917 Harlow's School Bus Service Inc.	1,332.47						
1		5906 11/30/22 Route 11/16-11/30	1,077.60*		110 80	100-2700	510		
2		5906R 11/30/22 Repairs GSS_001	254.87*		110 80	100-2740	440		
3540	37543S	1328 BRIDGER ANALYTICAL LAB, INC	308.00						
NOTE this is being paid off a statement as this service has not be paid since Sept 2021									
1		Dec Statem 12/01/22 Coliiform/EColi Testing	301.84		101 80	100-2600	421		
2		Dec Statem 12/01/22 Coliiform/EColi Testing	6.16		117 80	610-2600	421		
3541	37542S	1922 ASHLEY SENENFELDER	34.96						
1		REIM-Dec 12/12/22 Reiumbursement HotChoc/Cider	34.96		184 82	710-3407	610		
3543	37574S	686 MASBO	300.00						
1		10407 12/13/22 District Budget Webinar	300.00		101 80	100-2500	810		
3544	37578S	1403 SYSCO MONTANA, INC.	444.79						
1		443141741 12/13/22 food	503.87		112 80	910-3100	630		
2		443128845 12/05/22 credit	-19.99		112 80	910-3100	630		
3		443139418 12/12/22 credit	-39.09		112 80	910-3100	630		
# of Claims		26	Total:	32,151.27	# of Vendors		23		

Fund/Account		Amount
101	GENERAL	
	101	\$8,874.89
110	TRANSPORTATION	
	101	\$1,342.26
112	FOOD SERVICE	
	101	\$3,494.22
115	MISC. PROGRAMS	
	101	\$17,772.48
117	ADULT EDUCATION FUND	
	101	\$434.16
150	DEBT SERVICE	
	101	\$198.30
184	STUDENT ACTIVITY/EXTRACURRICUL	
	101	\$34.96
Total:		\$32,151.27

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GALLATIN GATEWAY ELEMENTARY
Expenditure Budget vs. Actual Query
For the Accounting Period: 12 / 22

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Program-Function	Committed Current Month	Committed YTD	Original Appropriation	Current Appropriation	Available Appropriation	% Committed
101 GENERAL						
100 ELEMENTARY						
100 ELEMENTARY						
1000 INSTRUCTION	0.00	15,019.49	0.00	0.00	-15,019.49	***
2131 HEALTH SERVICES- MEDICAL	0.00	976.00	0.00	0.00	-976.00	***
2212 CURRICULUM SERVICES	0.00	234.00	0.00	0.00	-234.00	***
2225 LIBRARY SERVICES	0.00	1,195.51	0.00	0.00	-1,195.51	***
2300 GENERAL ADMINISTRATION	0.00	3,036.64	0.00	0.00	-3,036.64	***
2312 DISTRICT CLERK SERVICES	0.00	869.75	0.00	0.00	-869.75	***
2490 OTHER SUPPORT SERVICES- ADMIN	0.00	237.50	0.00	0.00	-237.50	***
2500 BUSINESS SERVICES	0.00	810.51	0.00	0.00	-810.51	***
2572 PERSONNEL SERVICES: RECRUITMENT & PLACEMENT	0.00	360.00	0.00	0.00	-360.00	***
2600 OPERATIONS & MAINTENANCE	0.00	30,458.90	0.00	0.00	-30,458.90	***
2800 SUPPORT SERVICES-CENTRAL	0.00	63.42	0.00	0.00	-63.42	***
Program Total:	0.00	53,261.72	0.00	0.00	-53,261.72	*** %
190 SCHOOL SAFETY SUBFUND						
2670 SAFETY- OPERATION & MAINTENANCE	0.00	1,068.00	0.00	0.00	-1,068.00	***
Program Total:	0.00	1,068.00	0.00	0.00	-1,068.00	*** %
Program Group Total:	0.00	54,329.72	0.00	0.00	-54,329.72	*** %
80 DISTRICT						
100 ELEMENTARY						
100 ELEMENTARY						
1000 INSTRUCTION	496.00	2,676.81	0.00	0.00	-2,676.81	***
2131 HEALTH SERVICES- MEDICAL	45.00	45.00	0.00	0.00	-45.00	***
2212 CURRICULUM SERVICES	0.00	22.00	0.00	0.00	-22.00	***
2213 INSTRUCTIONAL STAFF TRAINING	467.09	467.09	0.00	0.00	-467.09	***
2300 GENERAL ADMINISTRATION	4,337.69	8,362.86	54,720.00	54,720.00	46,357.14	15
2312 DISTRICT CLERK SERVICES	0.00	11,196.43	0.00	0.00	-11,196.43	***
2314 ELECTIONS	0.00	0.00	7,350.00	7,350.00	7,350.00	0
2316 Staff Relations Services	0.00	0.00	3,000.00	3,000.00	3,000.00	0
2321 SUPERINTENDENT SERVICES	0.00	13,483.62	117,489.00	117,489.00	104,005.38	11
2400 SCHOOL ADMINISTRATION	0.00	1,125.00	0.00	0.00	-1,125.00	***
2500 BUSINESS SERVICES	300.00	6,683.16	60,376.00	60,376.00	53,692.84	11
2517 PROPERTY ACCOUNTING SERVICES	0.00	0.00	741.00	741.00	741.00	0
2530 Printing, Publishing, and Duplicating Services	0.00	0.00	1,100.00	1,100.00	1,100.00	0
2572 PERSONNEL SERVICES: RECRUITMENT & PLACEMENT	0.00	0.00	3,544.00	3,544.00	3,544.00	0
2580 ADMINISTRATIVE TECH SERVICES	0.00	2,456.00	3,500.00	3,500.00	1,044.00	70
2600 OPERATIONS & MAINTENANCE	1,550.81	35,155.34	133,747.00	133,747.00	98,591.66	26
2630 GROUNDS- CARE AND UPKEEP	0.00	487.50	12,213.00	12,213.00	11,725.50	3
Program Total:	7,196.59	82,160.81	397,780.00	397,780.00	315,619.19	20 %
Program Group Total:	7,196.59	82,160.81	397,780.00	397,780.00	315,619.19	20 %

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GALLATIN GATEWAY ELEMENTARY
Expenditure Budget vs. Actual Query
For the Accounting Period: 12 / 22

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Program-Function	Committed Current Month	Committed YTD	Original Appropriation	Current Appropriation	Available Appropriation	% Committed
101 GENERAL						
900						
910 FOOD SERVICES						
3100 FOOD SERVICES	0.00	503.99	0.00	0.00	-503.99	***
Program Total:	0.00	503.99	0.00	0.00	-503.99	*** %
Program Group Total:	0.00	503.99	0.00	0.00	-503.99	*** %
Org Total:	7,196.59	82,664.80	397,780.00	397,780.00	315,115.20	
81 K-6 SCHOOL						
100 ELEMENTARY						
100 ELEMENTARY						
1000 INSTRUCTION	1,678.30	75,022.88	595,789.00	595,789.00	520,766.12	12
2100 STUDENTS	0.00	299.11	5,327.00	5,327.00	5,027.89	5
2120 GUIDANCE PROGRAM	0.00	3,039.62	28,933.00	28,933.00	25,893.38	10
2131 HEALTH SERVICES- MEDICAL	0.00	0.00	200.00	200.00	200.00	0
2212 CURRICULUM SERVICES	0.00	124.80	2,850.00	2,850.00	2,725.20	4
2213 INSTRUCTIONAL STAFF TRAINING	0.00	0.00	432.00	432.00	432.00	0
2225 LIBRARY SERVICES	0.00	4,354.00	29,009.00	29,009.00	24,655.00	15
Program Total:	1,678.30	82,840.41	662,540.00	662,540.00	579,699.59	12 %
Program Group Total:	1,678.30	82,840.41	662,540.00	662,540.00	579,699.59	12 %
200						
280 SPECIAL EDUCATION						
1000 INSTRUCTION	0.00	3,083.91	37,055.00	37,055.00	33,971.09	8
6200 RESOURCES TRANSFERED	0.00	0.00	2,106.00	2,106.00	2,106.00	0
Program Total:	0.00	3,083.91	39,161.00	39,161.00	36,077.09	7 %
Program Group Total:	0.00	3,083.91	39,161.00	39,161.00	36,077.09	7 %
300						
365 INDIAN EDUCATION						
2225 LIBRARY SERVICES	0.00	0.00	500.00	500.00	500.00	0
Program Total:	0.00	0.00	500.00	500.00	500.00	0 %
Program Group Total:	0.00	0.00	500.00	500.00	500.00	0 %
700						
710 EXTRACURRICULAR PROGRAM						
3407 ACTIVITIES- STUDENT COUNCIL	0.00	0.00	265.00	265.00	265.00	0
3424 ACTIVITIES- CLASS OF 2024	0.00	0.00	603.00	603.00	603.00	0
3425 ACTIVITIES- CLASS OF 2025	0.00	0.00	151.00	151.00	151.00	0
Program Total:	0.00	0.00	1,019.00	1,019.00	1,019.00	0 %
720 ATHLETICS						
3500 EXTRACURRICULAR ATHLETICS	0.00	0.00	3,716.00	3,716.00	3,716.00	0
3501 ATHLETICS- VOLLEYBALL	0.00	0.00	954.00	954.00	954.00	0
3502 ATHLETICS- GIRLS BASKETBALL	0.00	0.00	954.00	954.00	954.00	0
3503 ATHLETICS- BOYS BASKETBALL	0.00	0.00	954.00	954.00	954.00	0
3504 ATHLETICS- WRESTLING	0.00	0.00	603.00	603.00	603.00	0
3505 ATHLETICS- TRACK	0.00	0.00	1,205.00	1,205.00	1,205.00	0
3506 ATHLETICS- CHEERLEADING	0.00	0.00	265.00	265.00	265.00	0
Program Total:	0.00	0.00	8,651.00	8,651.00	8,651.00	0 %
Program Group Total:	0.00	0.00	9,670.00	9,670.00	9,670.00	0 %
Org Total:	1,678.30	85,924.32	711,871.00	711,871.00	625,946.68	
82 7-8 SCHOOL						

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Program-Function	Committed Current Month	Committed YTD	Original Appropriation	Current Appropriation	Available Appropriation	% Committed
101 GENERAL						
100 ELEMENTARY						
100 ELEMENTARY						
1000 INSTRUCTION	0.00	22,393.14	164,077.00	164,077.00	141,683.86	13
2100 STUDENTS	0.00	106.75	1,877.00	1,877.00	1,770.25	5
2120 GUIDANCE PROGRAM	0.00	959.88	28,303.00	28,303.00	27,343.12	3
2212 CURRICULUM SERVICES	0.00	0.00	900.00	900.00	900.00	0
2213 INSTRUCTIONAL STAFF TRAINING	0.00	0.00	273.00	273.00	273.00	0
2225 LIBRARY SERVICES	0.00	1,613.57	10,414.00	10,414.00	8,800.43	15
Program Total:	0.00	25,073.34	205,844.00	205,844.00	180,770.66	12 %
Program Group Total:	0.00	25,073.34	205,844.00	205,844.00	180,770.66	12 %
200						
280 SPECIAL EDUCATION						
1000 INSTRUCTION	0.00	1,083.54	13,631.00	13,631.00	12,547.46	7
6200 RESOURCES TRANSFERED	0.00	0.00	665.00	665.00	665.00	0
Program Total:	0.00	1,083.54	14,296.00	14,296.00	13,212.46	7 %
Program Group Total:	0.00	1,083.54	14,296.00	14,296.00	13,212.46	7 %
300						
365 INDIAN EDUCATION						
2225 LIBRARY SERVICES	0.00	0.00	200.00	200.00	200.00	0
Program Total:	0.00	0.00	200.00	200.00	200.00	0 %
Program Group Total:	0.00	0.00	200.00	200.00	200.00	0 %
700						
710 EXTRACURRICULAR PROGRAM						
3407 ACTIVITIES- STUDENT COUNCIL	0.00	0.00	337.00	337.00	337.00	0
3422 ACTIVITIES- CLASS OF 2022	0.00	100.47	4,004.00	4,004.00	3,903.53	2
Program Total:	0.00	100.47	4,341.00	4,341.00	4,240.53	2 %
720 ATHLETICS						
3500 EXTRACURRICULAR ATHLETICS	0.00	0.00	1,306.00	1,306.00	1,306.00	0
3501 ATHLETICS- VOLLEYBALL	0.00	0.00	954.00	954.00	954.00	0
3502 ATHLETICS- GIRLS BASKETBALL	0.00	0.00	954.00	954.00	954.00	0
3503 ATHLETICS- BOYS BASKETBALL	0.00	0.00	954.00	954.00	954.00	0
3504 ATHLETICS- WRESTLING	0.00	0.00	603.00	603.00	603.00	0
3505 ATHLETICS- TRACK	0.00	0.00	1,205.00	1,205.00	1,205.00	0
3506 ATHLETICS- CHEERLEADING	0.00	0.00	337.00	337.00	337.00	0
Program Total:	0.00	0.00	6,313.00	6,313.00	6,313.00	0 %
Program Group Total:	0.00	100.47	10,654.00	10,654.00	10,553.53	0 %
Org Total:		26,257.35	230,994.00	230,994.00	204,736.65	
Fund Total:	8,874.89	249,176.19	1,340,645.00	1,340,645.00	1,091,468.81	18 %
110 TRANSPORTATION						

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110 TRANSPORTATION						
100 ELEMENTARY						
100 ELEMENTARY						
2600 OPERATIONS & MAINTENANCE	0.00	394.70	0.00	0.00	-394.70	***
2700 STUDENT TRANSPORTATION	0.00	5,747.20	0.00	0.00	-5,747.20	***
2740 TRANSPORATION SERVICING & MAIN	0.00	212.00	0.00	0.00	-212.00	***
Program Total:	0.00	6,353.90	0.00	0.00	-6,353.90	*** %
Program Group Total:	0.00	6,353.90	0.00	0.00	-6,353.90	*** %
80 DISTRICT						
100 ELEMENTARY						
100 ELEMENTARY						
2300 GENERAL ADMINISTRATION	0.00	281.71	2,800.00	2,800.00	2,518.29	10
2312 DISTRICT CLERK SERVICES	0.00	2,910.53	0.00	0.00	-2,910.53	***
2321 SUPERINTENDENT SERVICES	0.00	2,457.72	25,500.00	25,500.00	23,042.28	9
2500 BUSINESS SERVICES	0.00	1,989.84	32,465.00	32,465.00	30,475.16	6
2600 OPERATIONS & MAINTENANCE	0.00	1,220.80	16,420.00	16,420.00	15,199.20	7
2630 GROUNDS- CARE AND UPKEEP	0.00	162.50	2,400.00	2,400.00	2,237.50	6
2700 STUDENT TRANSPORTATION	1,087.39	13,256.13	44,115.00	44,115.00	30,858.87	30
2740 TRANSPORATION SERVICING & MAIN	254.87	2,165.80	1,200.00	1,200.00	-965.80	180
Program Total:	1,342.26	24,445.03	124,900.00	124,900.00	100,454.97	19 %
Program Group Total:	1,342.26	24,445.03	124,900.00	124,900.00	100,454.97	19 %
Org Total:	1,342.26	24,445.03	124,900.00	124,900.00	100,454.97	
Fund Total:	1,342.26	30,798.93	124,900.00	124,900.00	94,101.07	24 %
111 BUS DEPRECIATION						
80 DISTRICT						
100 ELEMENTARY						
100 ELEMENTARY						
2700 STUDENT TRANSPORTATION	0.00	0.00	96,189.00	96,189.00	96,189.00	0
Program Total:	0.00	0.00	96,189.00	96,189.00	96,189.00	0 %
Program Group Total:	0.00	0.00	96,189.00	96,189.00	96,189.00	0 %
Org Total:			96,189.00	96,189.00	96,189.00	
Fund Total:	0.00	0.00	96,189.00	96,189.00	96,189.00	0 %
112 FOOD SERVICE						
100 ELEMENTARY						
100 ELEMENTARY						
3100 FOOD SERVICES	0.00	326.04	0.00	0.00	-326.04	***
Program Total:	0.00	326.04	0.00	0.00	-326.04	*** %
Program Group Total:	0.00	326.04	0.00	0.00	-326.04	*** %

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112 FOOD SERVICE						
900						
910 FOOD SERVICES						
3100 FOOD SERVICES	0.00	252.93	-201.00	-201.00	-453.93	***
Program Total:	0.00	252.93	-201.00	-201.00	-453.93	*** %
Program Group Total:	0.00	252.93	-201.00	-201.00	-453.93	*** %
80 DISTRICT						
100 ELEMENTARY						
100 ELEMENTARY						
2316 Staff Relations Services	0.00	0.00	38.00	38.00	38.00	0
Program Total:	0.00	0.00	38.00	38.00	38.00	0 %
Program Group Total:	0.00	0.00	38.00	38.00	38.00	0 %
900						
910 FOOD SERVICES						
3100 FOOD SERVICES	3,494.22	12,312.48	126,403.00	126,403.00	114,090.52	9
Program Total:	3,494.22	12,312.48	126,403.00	126,403.00	114,090.52	9 %
Program Group Total:	3,494.22	12,312.48	126,403.00	126,403.00	114,090.52	9 %
Org Total:	3,494.22	12,312.48	126,441.00	126,441.00	114,128.52	
81 K-6 SCHOOL						
900						
910 FOOD SERVICES						
3100 FOOD SERVICES	0.00	0.00	108,072.00	108,072.00	108,072.00	0
Program Total:	0.00	0.00	108,072.00	108,072.00	108,072.00	0 %
Program Group Total:	0.00	0.00	108,072.00	108,072.00	108,072.00	0 %
Org Total:			108,072.00	108,072.00	108,072.00	
82 7-8 SCHOOL						
900						
910 FOOD SERVICES						
3100 FOOD SERVICES	0.00	0.00	33,048.00	33,048.00	33,048.00	0
Program Total:	0.00	0.00	33,048.00	33,048.00	33,048.00	0 %
Program Group Total:	0.00	0.00	33,048.00	33,048.00	33,048.00	0 %
Org Total:			33,048.00	33,048.00	33,048.00	
Fund Total:	3,494.22	12,891.45	267,360.00	267,360.00	254,468.55	4 %
113 TUITION						
80 DISTRICT						
200						
280 SPECIAL EDUCATION						
1000 INSTRUCTION	0.00	0.00	14,433.00	14,433.00	14,433.00	0
Program Total:	0.00	0.00	14,433.00	14,433.00	14,433.00	0 %
Program Group Total:	0.00	0.00	14,433.00	14,433.00	14,433.00	0 %
Org Total:			14,433.00	14,433.00	14,433.00	
Fund Total:	0.00	0.00	14,433.00	14,433.00	14,433.00	0 %

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114 RETIREMENT						
80 DISTRICT						
100 ELEMENTARY						
100 ELEMENTARY						
1000 INSTRUCTION	0.00	0.00	73.00	73.00	73.00	0
2312 DISTRICT CLERK SERVICES	0.00	2,311.08	0.00	0.00	-2,311.08	***
2321 SUPERINTENDENT SERVICES	0.00	2,499.21	22,200.00	22,200.00	19,700.79	11
2400 SCHOOL ADMINISTRATION	0.00	0.00	36.00	36.00	36.00	0
2500 BUSINESS SERVICES	0.00	1,393.81	13,844.00	13,844.00	12,450.19	10
2517 PROPERTY ACCOUNTING SERVICES	0.00	0.00	72.00	72.00	72.00	0
2580 ADMINISTRATIVE TECH SERVICES	0.00	114.82	1,475.00	1,475.00	1,360.18	7
2600 OPERATIONS & MAINTENANCE	0.00	190.89	850.00	850.00	659.11	22
2700 STUDENT TRANSPORTATION	0.00	64.96	5,603.00	5,603.00	5,538.04	1
Program Total:	0.00	6,574.77	44,153.00	44,153.00	37,578.23	14 %
Program Group Total:	0.00	6,574.77	44,153.00	44,153.00	37,578.23	14 %
200						
280 SPECIAL EDUCATION						
6200 RESOURCES TRANSFERED	0.00	0.00	4,000.00	4,000.00	4,000.00	0
Program Total:	0.00	0.00	4,000.00	4,000.00	4,000.00	0 %
Program Group Total:	0.00	0.00	4,000.00	4,000.00	4,000.00	0 %
600						
610 ADULT CONTINUING EDUCATION PRO						
1000 INSTRUCTION	0.00	0.00	3,400.00	3,400.00	3,400.00	0
2312 DISTRICT CLERK SERVICES	0.00	71.49	0.00	0.00	-71.49	***
2321 SUPERINTENDENT SERVICES	0.00	41.21	1,900.00	1,900.00	1,858.79	2
2500 BUSINESS SERVICES	0.00	55.16	1,011.00	1,011.00	955.84	5
Program Total:	0.00	167.86	6,311.00	6,311.00	6,143.14	2 %
Program Group Total:	0.00	167.86	6,311.00	6,311.00	6,143.14	2 %
900						
910 FOOD SERVICES						
3100 FOOD SERVICES	0.00	114.76	10,066.00	10,066.00	9,951.24	1
Program Total:	0.00	114.76	10,066.00	10,066.00	9,951.24	1 %
Program Group Total:	0.00	114.76	10,066.00	10,066.00	9,951.24	1 %
Org Total:		6,857.39	64,530.00	64,530.00	57,672.61	
81 K-6 SCHOOL						
100 ELEMENTARY						
100 ELEMENTARY						
1000 INSTRUCTION	0.00	6,289.35	88,500.00	88,500.00	82,210.65	7
2100 STUDENTS	0.00	13.67	1,950.00	1,950.00	1,936.33	0
2120 GUIDANCE PROGRAM	0.00	461.08	7,000.00	7,000.00	6,538.92	6
2225 LIBRARY SERVICES	0.00	325.94	3,950.00	3,950.00	3,624.06	8
Program Total:	0.00	7,090.04	101,400.00	101,400.00	94,309.96	6 %
Program Group Total:	0.00	7,090.04	101,400.00	101,400.00	94,309.96	6 %

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114 RETIREMENT						
200						
280 SPECIAL EDUCATION						
1000 INSTRUCTION	0.00	455.48	5,460.00	5,460.00	5,004.52	8
Program Total:	0.00	455.48	5,460.00	5,460.00	5,004.52	8 %
Program Group Total:	0.00	455.48	5,460.00	5,460.00	5,004.52	8 %
700						
710 EXTRACURRICULAR PROGRAM						
3400 EXTRACURRICULAR ACTIVITIES	0.00	0.00	90.00	90.00	90.00	0
3407 ACTIVITIES- STUDENT COUNCIL	0.00	0.00	65.00	65.00	65.00	0
Program Total:	0.00	0.00	155.00	155.00	155.00	0 %
720 ATHLETICS						
3500 EXTRACURRICULAR ATHLETICS	0.00	0.00	400.00	400.00	400.00	0
3501 ATHLETICS- VOLLEYBALL	0.00	0.00	125.00	125.00	125.00	0
3502 ATHLETICS- GIRLS BASKETBALL	0.00	0.00	125.00	125.00	125.00	0
3503 ATHLETICS- BOYS BASKETBALL	0.00	0.00	125.00	125.00	125.00	0
3504 ATHLETICS- WRESTLING	0.00	0.00	100.00	100.00	100.00	0
3505 ATHLETICS- TRACK	0.00	0.00	175.00	175.00	175.00	0
3506 ATHLETICS- CHEERLEADING	0.00	0.00	125.00	125.00	125.00	0
Program Total:	0.00	0.00	1,175.00	1,175.00	1,175.00	0 %
Program Group Total:	0.00	0.00	1,330.00	1,330.00	1,330.00	0 %
Org Total:		7,545.52	108,190.00	108,190.00	100,644.48	
82 7-8 SCHOOL						
100 ELEMENTARY						
100 ELEMENTARY						
1000 INSTRUCTION	0.00	1,619.77	28,000.00	28,000.00	26,380.23	5
2100 STUDENTS	0.00	4.88	1,100.00	1,100.00	1,095.12	0
2120 GUIDANCE PROGRAM	0.00	145.61	5,675.00	5,675.00	5,529.39	2
2225 LIBRARY SERVICES	0.00	114.51	2,300.00	2,300.00	2,185.49	4
Program Total:	0.00	1,884.77	37,075.00	37,075.00	35,190.23	5 %
Program Group Total:	0.00	1,884.77	37,075.00	37,075.00	35,190.23	5 %
200						
280 SPECIAL EDUCATION						
1000 INSTRUCTION	0.00	160.03	7,275.00	7,275.00	7,114.97	2
Program Total:	0.00	160.03	7,275.00	7,275.00	7,114.97	2 %
Program Group Total:	0.00	160.03	7,275.00	7,275.00	7,114.97	2 %
700						
710 EXTRACURRICULAR PROGRAM						
3407 ACTIVITIES- STUDENT COUNCIL	0.00	0.00	65.00	65.00	65.00	0
3421 ACTIVITIES-CLASS OF 2021	0.00	0.00	80.00	80.00	80.00	0
3422 ACTIVITIES- CLASS OF 2022	0.00	7.68	150.00	150.00	142.32	5
Program Total:	0.00	7.68	295.00	295.00	287.32	2 %
720 ATHLETICS						
3500 EXTRACURRICULAR ATHLETICS	0.00	0.00	400.00	400.00	400.00	0

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114 RETIREMENT						
3501 ATHLETICS- VOLLEYBALL	0.00	0.00	125.00	125.00	125.00	0
3502 ATHLETICS- GIRLS BASKETBALL	0.00	0.00	125.00	125.00	125.00	0
3503 ATHLETICS- BOYS BASKETBALL	0.00	0.00	125.00	125.00	125.00	0
3504 ATHLETICS- WRESTLING	0.00	0.00	125.00	125.00	125.00	0
3505 ATHLETICS- TRACK	0.00	0.00	175.00	175.00	175.00	0
3506 ATHLETICS- CHEERLEADING	0.00	0.00	125.00	125.00	125.00	0
Program Total:	0.00	0.00	1,200.00	1,200.00	1,200.00	0 %
Program Group Total:	0.00	7.68	1,495.00	1,495.00	1,487.32	0 %
Org Total:		2,052.48	45,845.00	45,845.00	43,792.52	
Fund Total:	0.00	16,455.39	218,565.00	218,565.00	202,109.61	7 %
115 MISC. PROGRAMS						
100 ELEMENTARY						
100 ELEMENTARY						
1000 INSTRUCTION	10,503.00	25,344.00	0.00	0.00	-25,344.00	***
2120 GUIDANCE PROGRAM	0.00	7,500.00	0.00	0.00	-7,500.00	***
2600 OPERATIONS & MAINTENANCE	0.00	1,120.00	0.00	0.00	-1,120.00	***
2700 STUDENT TRANSPORTATION	0.00	493.90	0.00	0.00	-493.90	***
3425 ACTIVITIES- CLASS OF 2025	0.00	958.88	0.00	0.00	-958.88	***
Program Total:	10,503.00	35,416.78	0.00	0.00	-35,416.78	*** %
Program Group Total:	10,503.00	35,416.78	0.00	0.00	-35,416.78	*** %
900						
910 FOOD SERVICES						
3100 FOOD SERVICES	0.00	6,793.44	0.00	0.00	-6,793.44	***
Program Total:	0.00	6,793.44	0.00	0.00	-6,793.44	*** %
Program Group Total:	0.00	6,793.44	0.00	0.00	-6,793.44	*** %
80 DISTRICT						
100 ELEMENTARY						
100 ELEMENTARY						
1000 INSTRUCTION	5,400.00	7,772.35	10,111.00	10,111.00	2,338.65	76
2225 LIBRARY SERVICES	0.00	7.00	0.00	0.00	-7.00	***
2300 GENERAL ADMINISTRATION	0.00	0.00	2,522.00	2,522.00	2,522.00	0
2316 Staff Relations Services	0.00	0.00	2,736.00	2,736.00	2,736.00	0
2321 SUPERINTENDENT SERVICES	0.00	0.00	337.00	337.00	337.00	0
2400 SCHOOL ADMINISTRATION	0.00	0.00	188.00	188.00	188.00	0
2500 BUSINESS SERVICES	0.00	0.00	36.00	36.00	36.00	0
2600 OPERATIONS & MAINTENANCE	1,869.48	1,869.48	369.00	369.00	-1,500.48	506
3400 EXTRACURRICULAR ACTIVITIES	0.00	45.43	0.00	0.00	-45.43	***
Program Total:	7,269.48	9,694.26	16,299.00	16,299.00	6,604.74	59 %
Program Group Total:	7,269.48	9,694.26	16,299.00	16,299.00	6,604.74	59 %

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115 MISC. PROGRAMS						
200						
280 SPECIAL EDUCATION						
1000 INSTRUCTION	0.00	0.00	159.00	159.00	159.00	0
Program Total:	0.00	0.00	159.00	159.00	159.00	0 %
Program Group Total:	0.00	0.00	159.00	159.00	159.00	0 %
700						
737 ARP DPHHS						
1000 INSTRUCTION	0.00	0.00	5,000.00	5,000.00	5,000.00	0
2123 GUIDANCE- TESTING SERVICES	0.00	0.00	10,000.00	10,000.00	10,000.00	0
2131 HEALTH SERVICES- MEDICAL	0.00	0.00	10,000.00	10,000.00	10,000.00	0
2600 OPERATIONS & MAINTENANCE	0.00	0.00	10,000.00	10,000.00	10,000.00	0
Program Total:	0.00	0.00	35,000.00	35,000.00	35,000.00	0 %
775 ESSER II-BASIC						
1000 INSTRUCTION	0.00	0.00	1,408.00	1,408.00	1,408.00	0
2100 STUDENTS	0.00	0.00	16,963.00	16,963.00	16,963.00	0
2600 OPERATIONS & MAINTENANCE	0.00	0.00	525.00	525.00	525.00	0
2700 STUDENT TRANSPORTATION	0.00	0.00	136.00	136.00	136.00	0
Program Total:	0.00	0.00	19,032.00	19,032.00	19,032.00	0 %
785 ESSER III- BASIC						
1000 INSTRUCTION	0.00	630.00	2,956.00	2,956.00	2,326.00	21
2600 OPERATIONS & MAINTENANCE	0.00	0.00	13,761.00	13,761.00	13,761.00	0
4600 BUILDING IMPROVEMENTS SERVICES	0.00	0.00	2,075.00	2,075.00	2,075.00	0
Program Total:	0.00	630.00	18,792.00	18,792.00	18,162.00	3 %
Program Group Total:	0.00	630.00	72,824.00	72,824.00	72,194.00	0 %
900						
910 FOOD SERVICES						
3100 FOOD SERVICES	0.00	0.00	4,347.00	4,347.00	4,347.00	0
Program Total:	0.00	0.00	4,347.00	4,347.00	4,347.00	0 %
Program Group Total:	0.00	0.00	4,347.00	4,347.00	4,347.00	0 %
Org Total:	7,269.48	10,324.26	93,629.00	93,629.00	83,304.74	
81 K-6 SCHOOL						
100 ELEMENTARY						
100 ELEMENTARY						
1000 INSTRUCTION	0.00	379.44	10,125.00	10,125.00	9,745.56	3
2100 STUDENTS	0.00	0.00	2,436.00	2,436.00	2,436.00	0
Program Total:	0.00	379.44	12,561.00	12,561.00	12,181.56	3 %
Program Group Total:	0.00	379.44	12,561.00	12,561.00	12,181.56	3 %
400						
420 TITLE I, PART A, IMPROVING BAS						
1000 INSTRUCTION	0.00	2,890.96	26,018.00	26,018.00	23,127.04	11
Program Total:	0.00	2,890.96	26,018.00	26,018.00	23,127.04	11 %
Program Group Total:	0.00	2,890.96	26,018.00	26,018.00	23,127.04	11 %

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115 MISC. PROGRAMS						
700						
775 ESSER II-BASIC						
1000 INSTRUCTION	0.00	0.00	7,301.00	7,301.00	7,301.00	0
Program Total:	0.00	0.00	7,301.00	7,301.00	7,301.00	0 %
776 ESSER II-SUPPLEMENTAL						
2100 STUDENTS	0.00	79.59	3,186.00	3,186.00	3,106.41	2
Program Total:	0.00	79.59	3,186.00	3,186.00	3,106.41	2 %
785 ESSER III- BASIC						
1000 INSTRUCTION	0.00	0.00	84,177.00	84,177.00	84,177.00	0
2100 STUDENTS	0.00	0.00	19,200.00	19,200.00	19,200.00	0
Program Total:	0.00	0.00	103,377.00	103,377.00	103,377.00	0 %
Program Group Total:	0.00	79.59	113,864.00	113,864.00	113,784.41	0 %
Org Total:		3,349.99	152,443.00	152,443.00	149,093.01	
82 7-8 SCHOOL						
100 ELEMENTARY						
100 ELEMENTARY						
1000 INSTRUCTION	0.00	147.56	1,520.00	1,520.00	1,372.44	9
2100 STUDENTS	0.00	0.00	813.00	813.00	813.00	0
Program Total:	0.00	147.56	2,333.00	2,333.00	2,185.44	6 %
Program Group Total:	0.00	147.56	2,333.00	2,333.00	2,185.44	6 %
400						
420 TITLE I, PART A, IMPROVING BAS						
1000 INSTRUCTION	0.00	1,025.19	9,898.00	9,898.00	8,872.81	10
Program Total:	0.00	1,025.19	9,898.00	9,898.00	8,872.81	10 %
Program Group Total:	0.00	1,025.19	9,898.00	9,898.00	8,872.81	10 %
700						
775 ESSER II-BASIC						
1000 INSTRUCTION	0.00	0.00	1,070.00	1,070.00	1,070.00	0
Program Total:	0.00	0.00	1,070.00	1,070.00	1,070.00	0 %
776 ESSER II-SUPPLEMENTAL						
2100 STUDENTS	0.00	26.53	3,186.00	3,186.00	3,159.47	0
Program Total:	0.00	26.53	3,186.00	3,186.00	3,159.47	0 %
785 ESSER III- BASIC						
1000 INSTRUCTION	0.00	0.00	133.00	133.00	133.00	0
Program Total:	0.00	0.00	133.00	133.00	133.00	0 %
Program Group Total:	0.00	26.53	4,389.00	4,389.00	4,362.47	0 %
Org Total:		1,199.28	16,620.00	16,620.00	15,420.72	
Fund Total:	17,772.48	57,083.75	262,692.00	262,692.00	205,608.25	21 %
117 ADULT EDUCATION FUND						

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GALLATIN GATEWAY ELEMENTARY
Expenditure Budget vs. Actual Query
For the Accounting Period: 12 / 22

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Program-Function	Committed Current Month	Committed YTD	Original Appropriation	Current Appropriation	Available Appropriation	% Committed
117 ADULT EDUCATION FUND						
600						
610 ADULT CONTINUING EDUCATION PRO						
2600 OPERATIONS & MAINTENANCE	0.00	41.79	0.00	0.00	-41.79	***
Program Total:	0.00	41.79	0.00	0.00	-41.79	*** %
Program Group Total:	0.00	41.79	0.00	0.00	-41.79	*** %
80 DISTRICT						
600						
610 ADULT CONTINUING EDUCATION PRO						
1000 INSTRUCTION	0.00	0.00	11,900.00	11,900.00	11,900.00	0
2300 GENERAL ADMINISTRATION	0.00	22.54	1,500.00	1,500.00	1,477.46	1
2312 DISTRICT CLERK SERVICES	0.00	429.75	0.00	0.00	-429.75	***
2321 SUPERINTENDENT SERVICES	0.00	253.38	3,232.00	3,232.00	2,978.62	7
2500 BUSINESS SERVICES	0.00	331.56	4,200.00	4,200.00	3,868.44	7
2600 OPERATIONS & MAINTENANCE	8.16	1,237.05	3,168.00	3,168.00	1,930.95	39
Program Total:	8.16	2,274.28	24,000.00	24,000.00	21,725.72	9 %
650 ADULT EDUCATION						
2490 OTHER SUPPORT SERVICES- ADMIN	426.00	1,048.00	0.00	0.00	-1,048.00	***
Program Total:	426.00	1,048.00	0.00	0.00	-1,048.00	*** %
Program Group Total:	434.16	3,322.28	24,000.00	24,000.00	20,677.72	13 %
Org Total:	434.16	3,322.28	24,000.00	24,000.00	20,677.72	
Fund Total:	434.16	3,364.07	24,000.00	24,000.00	20,635.93	14 %
121 COMPENSATED ABSENCES LIABILITY FUND						
80 DISTRICT						
100 ELEMENTARY						
100 ELEMENTARY						
2500 BUSINESS SERVICES	0.00	0.00	7,500.00	7,500.00	7,500.00	0
Program Total:	0.00	0.00	7,500.00	7,500.00	7,500.00	0 %
Program Group Total:	0.00	0.00	7,500.00	7,500.00	7,500.00	0 %
Org Total:			7,500.00	7,500.00	7,500.00	
Fund Total:	0.00	0.00	7,500.00	7,500.00	7,500.00	0 %
128 TECHNOLOGY FUNDS						
80 DISTRICT						
100 ELEMENTARY						
100 ELEMENTARY						
1000 INSTRUCTION	0.00	0.00	588.00	588.00	588.00	0
2300 GENERAL ADMINISTRATION	0.00	0.00	1,600.00	1,600.00	1,600.00	0

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GALLATIN GATEWAY ELEMENTARY
Expenditure Budget vs. Actual Query
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Program-Function	Committed Current Month	Committed YTD	Original Appropriation	Current Appropriation	Available Appropriation	% Committed
128 TECHNOLOGY FUNDS						
2580 ADMINISTRATIVE TECH SERVICES	0.00	786.67	9,550.00	9,550.00	8,763.33	8
Program Total:	0.00	786.67	11,738.00	11,738.00	10,951.33	6 %
Program Group Total:	0.00	786.67	11,738.00	11,738.00	10,951.33	6 %
Org Total:		786.67	11,738.00	11,738.00	10,951.33	
81 K-6 SCHOOL						
100 ELEMENTARY						
100 ELEMENTARY						
1000 INSTRUCTION	0.00	0.00	5,752.00	5,752.00	5,752.00	0
Program Total:	0.00	0.00	5,752.00	5,752.00	5,752.00	0 %
Program Group Total:	0.00	0.00	5,752.00	5,752.00	5,752.00	0 %
Org Total:			5,752.00	5,752.00	5,752.00	
82 7-8 SCHOOL						
100 ELEMENTARY						
100 ELEMENTARY						
1000 INSTRUCTION	0.00	0.00	4,196.00	4,196.00	4,196.00	0
Program Total:	0.00	0.00	4,196.00	4,196.00	4,196.00	0 %
Program Group Total:	0.00	0.00	4,196.00	4,196.00	4,196.00	0 %
Org Total:			4,196.00	4,196.00	4,196.00	
Fund Total:	0.00	786.67	21,686.00	21,686.00	20,899.33	3 %
129 FLEXIBILITY FUND						
81 K-6 SCHOOL						
100 ELEMENTARY						
100 ELEMENTARY						
1000 INSTRUCTION	0.00	0.00	11,377.00	11,377.00	11,377.00	0
Program Total:	0.00	0.00	11,377.00	11,377.00	11,377.00	0 %
Program Group Total:	0.00	0.00	11,377.00	11,377.00	11,377.00	0 %
Org Total:			11,377.00	11,377.00	11,377.00	
Fund Total:	0.00	0.00	11,377.00	11,377.00	11,377.00	0 %
150 DEBT SERVICE						
80 DISTRICT						
100 ELEMENTARY						
100 ELEMENTARY						
2600 OPERATIONS & MAINTENANCE	198.30	198.30	0.00	0.00	-198.30	***
5100 DEBT SERVICE	0.00	0.00	2,390.00	2,390.00	2,390.00	0
Program Total:	198.30	198.30	2,390.00	2,390.00	2,191.70	8 %
Program Group Total:	198.30	198.30	2,390.00	2,390.00	2,191.70	8 %
Org Total:	198.30	198.30	2,390.00	2,390.00	2,191.70	
Fund Total:	198.30	198.30	2,390.00	2,390.00	2,191.70	8 %

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GALLATIN GATEWAY ELEMENTARY
Expenditure Budget vs. Actual Query
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Program-Function	Committed Current Month	Committed YTD	Original Appropriation	Current Appropriation	Available Appropriation	% Committed
161 BUILDING RESERVE						
100 ELEMENTARY						
100 ELEMENTARY						
2620 OPERATION OF BUILDING SERVICES	0.00	6,074.63	0.00	0.00	-6,074.63	***
Program Total:	0.00	6,074.63	0.00	0.00	-6,074.63	*** %
Program Group Total:	0.00	6,074.63	0.00	0.00	-6,074.63	*** %
300						
364 OTO-BUILDING M & O						
2600 OPERATIONS & MAINTENANCE	0.00	4,675.00	0.00	0.00	-4,675.00	***
Program Total:	0.00	4,675.00	0.00	0.00	-4,675.00	*** %
Program Group Total:	0.00	4,675.00	0.00	0.00	-4,675.00	*** %
80 DISTRICT						
100 ELEMENTARY						
100 ELEMENTARY						
2600 OPERATIONS & MAINTENANCE	0.00	0.00	185,699.00	185,699.00	185,699.00	0
2670 SAFETY- OPERATION & MAINTENANCE	0.00	11,159.78	0.00	0.00	-11,159.78	***
Program Total:	0.00	11,159.78	185,699.00	185,699.00	174,539.22	6 %
Program Group Total:	0.00	11,159.78	185,699.00	185,699.00	174,539.22	6 %
Org Total:		11,159.78	185,699.00	185,699.00	174,539.22	
Fund Total:	0.00	21,909.41	185,699.00	185,699.00	163,789.59	11 %
184 STUDENT ACTIVITY/EXTRACURRICUL						
81 K-6 SCHOOL						
700						
710 EXTRACURRICULAR PROGRAM						
3407 ACTIVITIES- STUDENT COUNCIL	0.00	0.00	245.00	245.00	245.00	0
3420 ACTIVITIES- CLASS OF 2020	0.00	0.00	-225.00	-225.00	-225.00	0
3424 ACTIVITIES- CLASS OF 2024	0.00	0.00	1,761.00	1,761.00	1,761.00	0
Program Total:	0.00	0.00	1,781.00	1,781.00	1,781.00	0 %
720 ATHLETICS						
3505 ATHLETICS- TRACK	0.00	0.00	201.00	201.00	201.00	0
Program Total:	0.00	0.00	201.00	201.00	201.00	0 %
Program Group Total:	0.00	0.00	1,982.00	1,982.00	1,982.00	0 %
Org Total:			1,982.00	1,982.00	1,982.00	
82 7-8 SCHOOL						
700						
710 EXTRACURRICULAR PROGRAM						
3407 ACTIVITIES- STUDENT COUNCIL	34.96	34.96	94.00	94.00	59.04	37
3420 ACTIVITIES- CLASS OF 2020	0.00	0.00	25.00	25.00	25.00	0
3421 ACTIVITIES-CLASS OF 2021	0.00	0.00	1,038.00	1,038.00	1,038.00	0
Program Total:	34.96	34.96	1,157.00	1,157.00	1,122.04	3 %

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GALLATIN GATEWAY ELEMENTARY
Expenditure Budget vs. Actual Query
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Program-Function	Committed Current Month	Committed YTD	Original Appropriation	Current Appropriation	Available Appropriation	% Committed
184 STUDENT ACTIVITY/EXTRACURRICUL						
720 ATHLETICS						
3505 ATHLETICS- TRACK	0.00	0.00	78.00	78.00	78.00	0
Program Total:	0.00	0.00	78.00	78.00	78.00	0 %
Program Group Total:	34.96	34.96	1,235.00	1,235.00	1,200.04	2 %
Org Total:	34.96	34.96	1,235.00	1,235.00	1,200.04	
Fund Total:	34.96	34.96	3,217.00	3,217.00	3,182.04	1 %
Grand Total:	32,151.27	392,699.12	2,580,653.00	2,580,653.00	2,187,953.88	15 %

Personnel Resolution - January 2022

[illegible]

Superintendent's Report

January 18, 2023

Strategic Goals (Activities for the first two weeks of January)



Individual Student Success

- Attended one 504, one IEP, and two behavior planning meetings for students
- Special Education students - 12
- English Language Learners - 2
- Students with 504's - 10 (We had one student leave, but added another student.)
- Met with K-5 ELA staff to discuss the reading materials options.
- Collaborated with K-2 on student progress in reading and developed a plan to increase student growth.

Staff and Volunteers

- Classified staff meeting - check in and learning lab expectations
- Observed three classroom teachers and completed their post observation meetings.
- PLC meeting topics: Growing Gator Data, Team Planning, Annual Activity Calendar review
- PIR Day: Review of student data (Star/IXL), identification of students with needs (academic and behavioral), Waterford training for K-2 and me

Facilities

- Continued cleaning and organization of the attic of the old building.
- Prioritized cleaning requirements for Butler Industries.
- Met with Mr. Schweiterman and Mr. Melton regarding the Facilities Committee. Sent out information and invitations for the first meeting.
- Completed the Shelter in Place drill.

Leadership Communication Collaboration

- Met with Mrs. Paulson regarding the PDAC Committee. Sent out invitations to committee members for the first meeting.
- Collaborated with Ms. Thurber for the Safety Committee meeting.
- Met with parents around the Montana Mindfulness Project. Held a parent meeting specifically for 4th grade parents.
- Debrief the Christmas Program with Mrs. Jaeger-Smith. We also discussed attending the Opera presentation in Bozeman for grades 5 and 6 at the end of the month.
- Signed up for Creating the District Budget and the HR Symposium from MTSBA.
- Established Calendar Committee to include a parent and staff to start in January.

Finance Update Regarding the Correction of Information

As a team, we have completed corrections and updates on many OPI and State reporting systems. As I have shared with you in the past, we corrected information from 3 years ago in several systems.

These are the processes and tasks that still need attending. While I would nothing more than to have this completed by now, every time we fix one thing, something else is incorrect and needs to be adjusted. This has been true since Mrs. Avilez began working for the district in October. While Mrs. Bateman and I work to support Mrs. Avilez, we are limited in our capacity to correct Maefairs and Black Mountain.

Payroll:

- Must and Allegiance still need adjustments. As payroll was set up, some staff are having too much taken out of their checks and others do not have enough. It appears that we are not following the law/regulations about how much an employee or employer can contribute to Allegiance. This is going to need to be audited by Mrs. Avilez and Mrs. Bateman.
- Processes and procedures of Human Resources must be developed to ensure we receive all needed and necessary documents to properly register an employee through OPI, enroll them in Must, Allegiance, TRS, and pay them correctly and on time. We have missed steps for staff from the prior employee. We are dividing Human Resource functions and payroll between Mrs. Avilez and Mrs. Bateman to ensure a delineation of duties. We are looking at the HR module through Black Mountain to assist us in tracking employees, proper reporting to OPI, and to streamline the HR and Payroll processes.
- All tax forms must be completed and sent to employees and contractors by the end of January.

Audit:

- We continue to work through the requested documents by the Auditor. We struggle to find the requested information due to the lack of accountability and recordkeeping.

Budget:

- As we have shared with you, we found that the prior employee did not reconcile June 2022 with the county. This is what has caused the issues with our budget and proper reporting expenses and revenue to you on a monthly basis. I am not 100% sure I could tell you that the budget is correct without this reconciliation being complete. In order to complete the TFS and develop the new budget, this is something that should have been completed. With that said, here is the order in which we will complete the budget review:
 - Complete reconciliations for June 2022 with the county.
 - Review the TFS and Adopted budget for accuracy.
 - Complete reconciliations for July 2022 to the current month.
 - Correction of budget numbers in Maefairs and Black Mountain

IRS Overpayment:

- Once the reconciliation is complete, we should be able to locate the error that generated the overpayment.

MAC Reporting:

- We are continuing to work through the MAC reports, HOWEVER, coding for categories was not completed properly to easily identify Medicaid supported expenditures. We are having to go line by line to complete this report to receive reimbursement.

ARP ESSER Funding Stakeholder Feedback

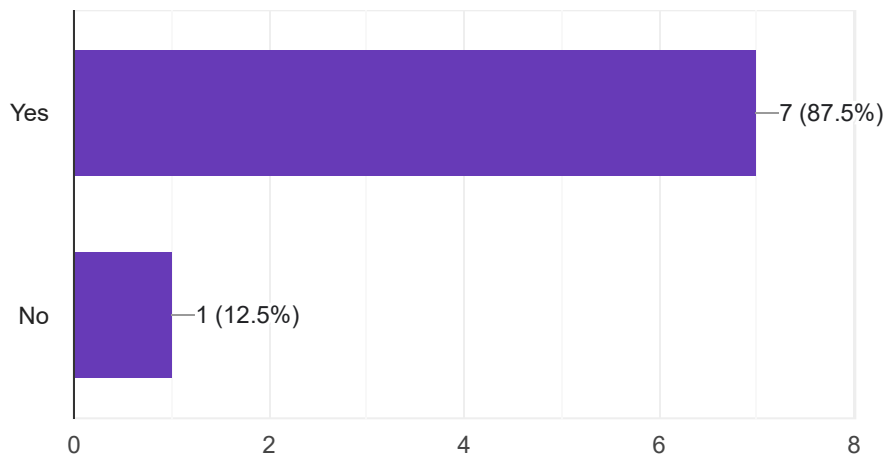
8 responses

[Publish analytics](#)

Have you reviewed the GGS ARP ESSER Plan

 [Copy](#)

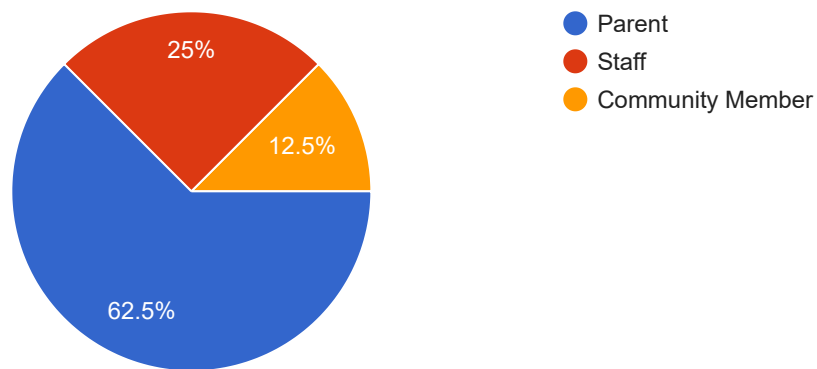
8 responses



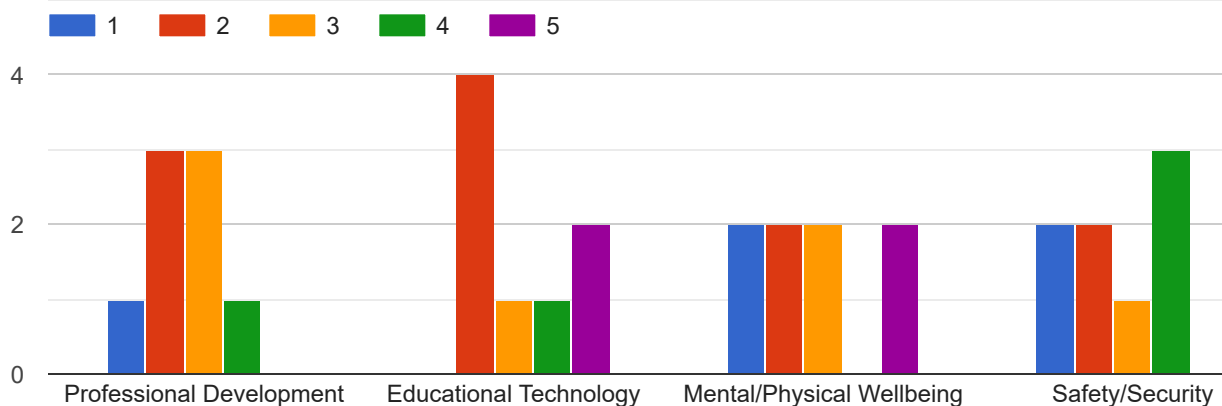
GGS Relationship

 [Copy](#)

8 responses



Please rate the following needs by importance, with 1 being the most important need in the district.



Do you disagree with any of GGS's proposed use of ARP funds? If so, please provide details.

8 responses

No

no

No, I don't think so.

I disagree with all of your use, because I completely disagree with the ARP and the Esser funds. We are no longer in a pandemic. It's over. The taxes you receive should be enough to teach reading, writing, and arithmetic. If not, you need to balance your budget. Since the pandemic is over, then we don't need to worry about mental and physical well being because of it, and we don't need to pour money into technology so that kids can work remotely. You already have a 1-1 ratio on kids and computers, which is amazing, I think, and puts our school in the privileged category. I don't think the school needs to pour money into academic support because that should be the parents' job to make sure their kids are getting extra help if needed. You already provide a special education plan for needy students and have a learning lab program. We have an excellent teaching staff that is more than adequate, and many of them have masters' degrees, so you don't need more money for professional development. I'm not sure what items fall into safety and security, but the school seems very secure to me and I know that my kids are being looked after and not neglected while under staff supervision.

Hard to say, I don't have all the details.



Do you have any additional comments or concerns regarding the district's ARP Plan?

8 responses

No

no

Not right now.

assessing success/lack of success of program over time is critical

Obviously, I am not a big government person, I don't want the school to operate with lots of funding in addition to the taxes already being paid. More money doesn't equal a better school and students. It's the people who teach, support and navigate every day that make the difference, and the parents that should be taking an active role in their children's education that should make good students who can read and write and hold jobs. I hope the school can be weaned off of the ESSER funds and I hope our federal government cancels this plan that puts our country into even more debt. Thanks for considering.

NA

With the new schedule this year, is there time set aside to help all students in smaller groups who may need a little more help learning material and also those who need to be pushed a bit more?

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Google Forms



Parent Feedback Form

3 responses

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Please share with us (at your comfort) the reason for moving your child/children from GGSD.

3 responses

Opportunity for a better education

Space at a school with more student support

We moved our child, at her request, for both academic and social reasons. She was mainly unhappy with the lack of classroom instruction/discussion from her teachers. Too many computer/self taught lessons. Socially I think she just needed a change. Middle school is a tough time, kids are "maturing" or trying to ;) and our small school has a hard time letting this age group have some of the freedoms that should come with getting older. And most of the kids are the same since kindergarten. The broadening of peer groups has been positive for the most part. All schools have there challenges of course; And I realize my child has faults of her own; so I'm not pointing fingers at anyone. We've been in the district for quite some time and know that we have quality teachers...they perhaps were just not giving their best during this time. Ultimately, we had to do what we thought was best for "this" child. We still have one at Gateway.

How could we have changed or improved anything?

3 responses

Creating a more comfortable learning environment for kids who are proficient or above proficient

Had better student support services and attention to individual students needs. Also more engagement and respect from the staff and administrator. Last Superintendents lack of friendliness and seeming annoyance at attempts at engagement were super off putting and anytime I was at the school I felt that my daughter or family was not valued or desired but tolerated.

Noticing when a child's grades are falling and addressing it. Offering extra help; before the parent has to ask for it.



Would you ever consider bringing your child back to GGSD? If so, what would we need to do to improve the situation for your family?

3 responses

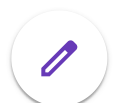
Creating a more cohesive environment ensuring that staff and board members speak and treat parents with respect and openness. There was a lot of staff/board members speaking ill of parents in general during meetings creating an uncomfortable environment for parents to be involved.

Better friendly engagement from administrator, better student support services and monitoring to ensure my children were getting the best public education possible. More health centered lunch/breakfast options. Having 3 days of sugary breakfast a week was a little too much.

At this time, no. She is quite happy where she is. She is thriving as a student and enjoys the daily interactions with her teachers. She is learning how to advocate for herself. I enjoy the weekly report I receive from her team of teachers with lesson plans for the week/homework assignments etc. Appreciate you taking the time to address why in district kids aren't returning!

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Google Forms



Enrollment Summary				
Grade	Total	Boys	Girls	OD
K	14	7	7	5
1	16	9	7	3
2	17	10	7	3
3	14	10	4	4
4	14	5	9	2
5	20	11	9	4
6	15	6	9	2
7	13	8	5	2
8	21	11	10	5
Total:	144	77	67	30
Enrollment as of:		<i>1/4/2023</i>		

**0512 Gallatin
Gateway Elem District**PO Box 265, Gallatin Gateway, MT 59730
Generated on 01/12/2023 12:17:01 PM Page 1 of 1**Attendance/Membership Summary Report**Start/End Date: 12/1/2022 - 12/30/2022 School(s): 2 Calendar(s): 2
Grade: 7, 8, 03, 04, 05, 06, PK, KF, 01, 02**SUMMARY Total Schools: 2 Total Calendars: 2**

	Student Membership			Absent Days	Present Days	ADM	ADA	Unexcused Absences		Percent In Attendance
	Grade	Count	Days					Days	Avg. Daily	
	7	14	168	19.00	149.00	14.00	12.44	0.00	0.00	88.69%
	8	21	252	42.00	210.00	21.00	17.51	0.00	0.00	83.33%
	03	14	168	15.00	153.00	14.00	12.76	0.00	0.00	91.07%
	04	14	168	26.50	141.50	14.00	11.81	0.00	0.00	84.23%
	05	20	240	12.50	227.50	20.00	18.96	0.00	0.00	94.79%
	06	16	192	20.50	171.50	16.00	14.31	0.00	0.00	89.32%
	PK	0	0	0.00	0.00	0.00	0.00	0.00	0.00	N/A
	KF	15	170	23.00	147.00	14.17	12.29	0.00	0.00	86.47%
	01	16	192	11.00	181.00	16.00	15.10	0.00	0.00	94.27%
	02	17	204	21.50	182.50	17.00	15.20	0.00	0.00	89.46%
Total	10	147	1754	191.00	1563.00	146.17	130.38	0.00	0.00	89.11%

School: Gallatin Gateway 7-8 Calendar: 22-23 Gallatin Gateway 7-8

	Student Membership			Absent Days	Present Days	ADM	ADA	Unexcused Absences		Percent In Attendance
	Grade	Count	Days					Days	Avg. Daily	
	7	14	168	19.00	149.00	14.00	12.44	0.00	0.00	88.69%
	8	21	252	42.00	210.00	21.00	17.51	0.00	0.00	83.33%
Total	2	35	420	61.00	359.00	35.00	29.95	0.00	0.00	85.48%

School: Gallatin Gateway School Calendar: 22-23 Gallatin Gateway

	Student Membership		Absent Days	Present Days	ADM	ADA	Unexcused Absences		Percent In Attendance	
	Grade	Count					Days	Days		Avg. Daily
	03	14	168	15.00	153.00	14.00	12.76	0.00	0.00	91.07%
	04	14	168	26.50	141.50	14.00	11.81	0.00	0.00	84.23%
	05	20	240	12.50	227.50	20.00	18.96	0.00	0.00	94.79%
	06	16	192	20.50	171.50	16.00	14.31	0.00	0.00	89.32%
	PK	0	0	0.00	0.00	0.00	0.00	0.00	0.00	N/A
	KF	15	170	23.00	147.00	14.17	12.29	0.00	0.00	86.47%
	01	16	192	11.00	181.00	16.00	15.10	0.00	0.00	94.27%
	02	17	204	21.50	182.50	17.00	15.20	0.00	0.00	89.46%
Total	8	112	1334	130.00	1204.00	111.17	100.43	0.00	0.00	90.25%

22-23
Gallatin Gateway School

100 Mill Street, PO Box 265,
Gallatin Gateway MT 59730

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Behavior Type Report

Staff: All; Date Range: 12/1/2022~12/30/2022

Events: All Events All Roles

Group by Submitted By

Staff: 7 Events types: 6 Events: 10 Students: 9

Submitted By	Event Type	Event	Students
Dierenfeldt, Rochelle Events: 1 Students: 1	Deceit	1	1
Downs, Madison Events: 2 Students: 2	Defiance	2	2
Krogstad, Neal Events: 2 Students: 2	Physical Contact and/or Horseplay	2	2
Schultz, Marissa Events: 1 Students: 1	Disrespect	1	1
Senenfelder, Ashley Events: 2 Students: 4	Disruptive Conduct Teasing	1 1	1 3
Thorstad, Lilly Events: 1 Students: 2	Physical Contact and/or Horseplay	1	2
Yager, Jacki Events: 1 Students: 2	Physical Contact and/or Horseplay	1	2

22-23
Gallatin Gateway 7-8

100 Mill Street, PO Box 265,
Gallatin Gateway MT 59730

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Behavior Type Report

Staff: All; Date Range: 12/1/2022~12/30/2022

Events: All Events All Roles

Group by Submitted By

Staff: 2 Events types: 4 Events: 4 Students: 10

Submitted By	Event Type	Event	Students
Kirkemo, Spencer	Disrespect	1	1
Events: 3	Disruptive Conduct	1	4
Students: 9	Physical Contact and/or Horseplay	1	4
Schultz, Marissa	Defiance	1	1
Events: 1			
Students: 1			

Clerk Report

January 2023

Maintenance

- Leak in Down's Room
- Fixing Divider in Cafeteria

Elections

- Webinar on 1st
- Declarations of Intent in office
- Call for Election in February

Transportation

- Bus Evacuations done and TR 13s filed

Adult Education

Working on upcoming class schedule:


- Ukulele
- Zumba

SCHOOL ELECTION CALENDAR 2023

Days From Election	Deadlines	Event (Special Instances Identified in Green)	MCA Citation	Forms
No earlier than 145 days, or later than 40 days before	Thursday, December 8 through Thursday, March 23	Trustee candidates file for election. A Declaration of Intent and Oath of Candidacy must be filed with district clerk (regardless of who is running the election). NO CANDIDATE MAY APPEAR ON THE BALLOT UNLESS THE CANDIDATE MEETS THIS DEADLINE. <i>Candidate must be registered to vote at the time the Oath is filed.</i>	13-10-201 20-3-305	Declaration of Intent and Oath of Candidacy for Trustee Candidates School Board Organization
At least 70 days before	Tuesday, February 21	Trustees call for an election. The trustees must pass a resolution stating: 1) the date of the election; 2) the purpose of the election; 3) whether the election will be by mail or poll; 4) the voting locations and boundaries for each location, if there are multiple locations within a district (if changed from a previous school election the new locations must be specifically noted); and 5) the time the polls will open, if before noon. The trustees do NOT have to set levy amounts at this time; however, they must be set in time for the clerk to certify the ballot (not less than 30 days before the election). The resolution must be delivered to the county election administrator within 3 days of passage, but it need NOT be posted. The trustees must also appoint three election judges per precinct. <ul style="list-style-type: none"> • Bond Elections are subject to additional requirements (see 20-9-422, MCA). • Request for a mail ballot election must be sent from trustees to the election administrator. Exception: Even if no request is received, the election administrator could decide to request a mail ballot election. 	13-19-202 13-19-203 20-9-422 20-20-201 20-20-203	Trustee Resolutions Calling for School Election
At least 67 days before (within 3 days of passage of the election resolution)	Friday, February 24	Last day to file resolutions for school election with county election administrator. To assist with the provisions of late registration, include the name and best contact number for the district's election administrator with the resolution.	20-20-201(2)(a)	
At least 60 days before	Friday, March 3	Election administrator sends mail ballot election plan/timetable/sample instructions to the Secretary of State's Office so that it is received by this deadline (e.g., fax, mail, or e-mail to SOS office (not post marked)). One plan must be submitted for each election. As soon as the plan (and any amendments are approved), forward a copy of the mail ballot plan to the county election administrator.	13-19-205	Mail Ballot Written Plan, Timetable and Instructions

Days From Election	Deadlines	Event (Special Instances Identified in Green)	MCA Citation	Forms
4 weeks preceding the close of regular registration	Monday, March 6	Notice of close of regular registration. The county election administrator publishes the notice of close of regular registration for school districts at least 3 times in the 4 weeks preceding the close of regular registration. Contact the county election administrator to coordinate that publication.	13-2-301	
Not later than 5pm the day before ballot certification	Thursday, March 30 (by 5 p.m.)	Last day trustee candidates may withdraw from the election. Any candidate that has already filed for election, but wishes to withdraw their name, may do so by sending a statement of withdrawal to the election administrator.	20-3-305(3)(a)	
Not later than 5pm the day before ballot certification	Thursday, March 30 (by 5 p.m.)	Deadline for write-in candidate for a trustee position on a school board to file Declaration of Intent (must be filed with the district clerk, regardless of who is running the election).	20-3-305(2)(b)	Declaration of Intent and Oath of Candidacy for Write-In Candidates
No later than the 30th day before	Friday, March 31	Deadline to notify election judges of appointment.	13-4-101	
Not less than 30 days before	Friday, March 31	Election administrator certifies ballot. The election administrator prepares the final ballot form, listing all candidates and propositions to be voted upon. The ballot must then be delivered to the election administrator, if other than the clerk. <i>Trustees must pass a resolution stating exact levy amounts by this date for the clerk to certify the ballot. This resolution must include the durational limit, if any, on the levy.</i>	20-20-401 15-10-425	
Not less than 30 days before	Friday, March 31	Election by Acclamation and Cancellation of Election - Notice. If the number of candidates filing a nomination petition or filing a declaration of intent to be a write-in candidate is equal to or less than the number of open trustee positions to be elected, the trustees cancel the trustee election. They must then give notice that a trustee election will not be held. The trustee election may not be declared by acclamation until all candidate filing deadlines have passed. Send a copy to the county election administrator to aid with the provisions of late registration. <i>**A trustee election held in single-member or trustee nominating district is considered a separate trustee election for declaring the election by acclamation.</i>	20-3-313	Notice of Trustee Election Cancellation Certificate of Trustee Election by Acclamation
30 days before any election	Monday, April 3	Close of regular voter registration. Registration forms postmarked by this date and received within 3 days are accepted for regular registration. Late registration must be completed at the county election office.	13-2-301	

Days From Election	Deadlines	Event (Special Instances Identified in Green)	MCA Citation	Forms
Not more than 30 days before	Monday, April 3	Contact your county election administrator for the absentee ballot list.	13-13-212 20-20-312	
Not more than 30 days before	Monday, April 3	Performance Testing and Certification of Voting System. The election administrator must publicly test and certify that the system is performing properly.	13-17-212	
Day after Close of Regular Registration	Tuesday, April 4	Start of Late Registration. Start of Late Registration. Late voter registration starts and continues through election day. Late registration must be completed at the office of the county election administrator.	13-2-304	
Not less than 10 days, or more than 40 days before	Thursday March 23 Through Saturday, April 22	Notice of election is posted. The election notice must be published in a newspaper of general circulation in the district if available, posted in at least three public places in the district AND posted on the district's website for the 10 days prior to the election, if the district has an active website. Notice using any other recognized media may be used to supplement the posting. The notice must include: 1) the date and voting locations for the election; 2) voting location hours; 3) each proposition to be considered by the electorate; 4) the number of trustee positions, if any, subject to election and the length of the terms for those positions; 5) where and how absentee ballots may be obtained; and 6) where and how late registrants may obtain a ballot on election day. <ul style="list-style-type: none"> If the polling place has changed from the previous school election, that change must be referred to in the notice. If more than one proposition will be considered in the same district, each proposition must be set apart and identified, or placed in separate notices. 	20-20-204	School Election Notices
At least 20 days before	Wednesday, April 12	Absentee ballots available. The election administrator prepares ballots for absentee voters. Remember to enclose four things in the absentee package. <ul style="list-style-type: none"> The ballot, stamped official ballot (with stub removed); Instructions for voting and returning the ballot; A secrecy envelope, free of marks that would identify the voter; and A self-addressed, return envelope with affirmation printed on the back of the envelope. 	13-13-214 20-20-401	Absentee Voter Materials
Not before the 20 th day nor later than the 15 th day	Wednesday, April 12 through Monday, April 17	Mail ballots mailed. If mail ballot election is used, all ballots must be mailed on the same day (the day noted in the district's mail ballot plan), except that if an inactive elector reactivates after the ballots are mailed, the elector should be provided with or mailed a ballot. If the elector reactivates after noon on the day before election day, the elector must come in on election day to receive a ballot.	13-19-207	

Days From Election	Deadlines	Event (Special Instances Identified in Green)	MCA Citation	Forms
Not more than 10 days or less than 2 days before	Saturday, April 22 through Sunday, April 30	Absentee/Mail Ballot Counting Notice. Districts must publish in a newspaper of general circulation in the county a notice indicating the method that will be used for counting absentee/mail ballots and the place and time that the absentee/mail ballots will be counted on election day. <i>If the district publishes their notice of election on the 10th day prior to the election, in a newspaper of general circulation in the county, this information may be included in that notice.</i>	13-15-105	Absentee/Mail Ballot Counting Notice
Not more than 10 days or less than 2 days before	Saturday, April 22 through Sunday, April 30	Polling Location Accessibility Notice. Districts must publish in a newspaper of general circulation in the county a statement of the location of the polling places and whether each location is accessible or inaccessible. <i>This notice may be combined with the notice above, and with the notice of election if the notice is published on the 10th day prior to the election.</i>	13-3-105 13-3-207	Notice of Polling Place Locations and Accessibility Designations
Not more than 10 days or less than 2 days before	Saturday, April 22 through Sunday, April 30	Publication of Information Concerning Voting Systems. Districts shall broadcast on radio or television or publish in a newspaper of general circulation in the county a diagram showing the voting system to be used by voters and a sample ballot (newspaper only), a statement of location of where the voting system to be used is on public display, and instructions on how to vote. <i>This notice may be combined with the notices above, and with the notice of election if the notice is published on the 10th day prior to the election.</i>	13-17-203	Notice of Information Concerning Voting Systems
Day before (By Noon)	Monday, May 1	Deadline for absentee ballot requests. Voters who wish to vote absentee may request an absentee ballot in writing or in person until noon the day before the election.	13-13-211 13-13-214	Application for Absentee Ballot
Day before	Monday, May 1	Deliver certified copy of the lists of registered electors. Before the day of election, the county election administrator shall deliver a certified copy of the lists of registered electors for each voting location to the district. The district shall deliver them to the election judges prior to the opening of a voting location.	20-20-313	
Election Day 	Tuesday, May 2	ELECTION DAY. The election administrator must prepare the polling places, printed ballots, ensure election judges are present, and conduct a fair and unbiased election. Notify election judges of the names of write-in candidates	Title 13 20-20-105 20-20-401 20-20-411	Display of Instructions for Electors Election Judges' Oath

Days From Election	Deadlines	Event (Special Instances Identified in Green)	MCA Citation	Forms
No sooner than 3pm on the 6 th day after the election	Monday, May 8	The first date that provisional ballots may be counted. Following the election, unresolved provisional ballots are sealed. These ballots may not be opened until after 3pm on the 6 th day after election. The election judges convene, and a determination is made as to whether the ballots are counted. If there are provisional ballots in a school election, the canvass may not occur until after all provisional ballots are resolved.	13-15-107	Provisional Ballot Instructions
Following receipt of the tally sheets from all polls and within 15 days after the election	By Friday, May 26	Trustees canvass the votes, issue certificates of election, and publish results. Trustees review the tally sheets compiled by the election judges to ascertain their accuracy. Recounts are ordered, if necessary. If tally is complete and accurate, trustees issue certificates of election to successful candidates. The canvassed results shall be published immediately in a newspaper that will give notice to the largest number of people in the district.	20-20-415 20-20-416	Certificate of Election of Trustee Canvass of Votes and Results
Within 5 days after the official canvass	Monday, May 8 through Wednesday, May 31	Deadline for filing a petition for recount. When a question submitted to a vote of the people is decided by a margin not exceeding ¼ of 1% of the total votes cast for and against the question, a petition for recount must be filed within 5 days after the official canvass.	13-16-201	Petition for Recount
Within 5 days of receipt of notice from the election administrator	Monday, May 8 through Monday, June 5	Deadline for convening the School Recount Board. When a tie vote has been certified to the election administrator or conditions have been met for filing a recount petition, the board shall convene at its usual meeting place to perform a recount. The recount must be completed within 5 days of receipt of official canvass or recount petition.	13-16-204 20-20-420	
Within 15 days of election	By Friday, May 26	Deadline for trustees to hold organizational meeting to elect chair and appoint clerk.	20-3-321	School Board Organization
June 1	Thursday, June 1	Deadline for trustees to request county election administrator to conduct school elections for next year. The school district clerk/election administrator is designated the election administrator for school elections. However, the trustees of any district may request the county election administrator (EA) to become the election administrator for school elections. The request must be made by a resolution of the board of trustees. If the county EA accepts, then he/she must perform all the duties the school clerk would have. The school district must assume all costs of the election.	20-20-417	Trustee Resolution – Request for County to Conduct Elections
Within 15 days after receipt of certificate of election	By Friday, June 9	Candidate completes and files Oath of Office with the County Superintendent. <i>*Newly elected trustees may not be seated until the oath is filed. The issuance and the oath may be administered at the organizational meeting (below) but must be completed within 15 days of issuance.</i> <i>**In the event of a recount, the deadline for a candidate to complete and file the oath is 15 days from receipt of the certificate of election.</i>	20-3-307 20-1-202 1-6-101	

NOTE:

On September 30, 2022, the MT Supreme Court ruled that the last of the four bills from the 2021 Legislative Session were unconstitutional and not to be enforced. As of now, there are no changes to late registration, issuance of a ballot to an underage elector, voter identification requirements, or prohibitions on ballot collection. As new legislation is introduced in the 2023 Legislative Session the OPI will update the election calendar to reflect any changes that may impact the May school election.

1-1-307, MCA. Postponement of day appointed for an action when it falls on a holiday or Saturday. Whenever any act of a secular nature, other than a work of necessity or mercy, is appointed by law or contract to be performed upon a particular day, which day falls upon a holiday or a Saturday, such act may be performed upon the next business day with the same effect as if it had been performed upon the day appointed.

If the deadline, as read in statute, is phrased "not later than..." the deadline does not move to a later date but an earlier one.

Additional References:

Sample forms can be found at this address: [School Finance Election Webpage](#)

Election Manual: [School Election Handbook](#)

MT Secretary of State's Office: [Secretary of State's Election Webpage](#)

NOTE: Candidates for trustee positions in (1) a first-class district located in a county with populations of 15,000 or more, OR (2) a county high school district with an enrollment of 2,000 or more are required to file a C-1-A Statement of Candidate within 5 days of becoming a candidate. For reporting dates and instructions contact the Montana Commissioner of Political Practices at: [Commissioner of Political Practices Webpage](#).

Adult Education Audit 2022-2023

[illegible]

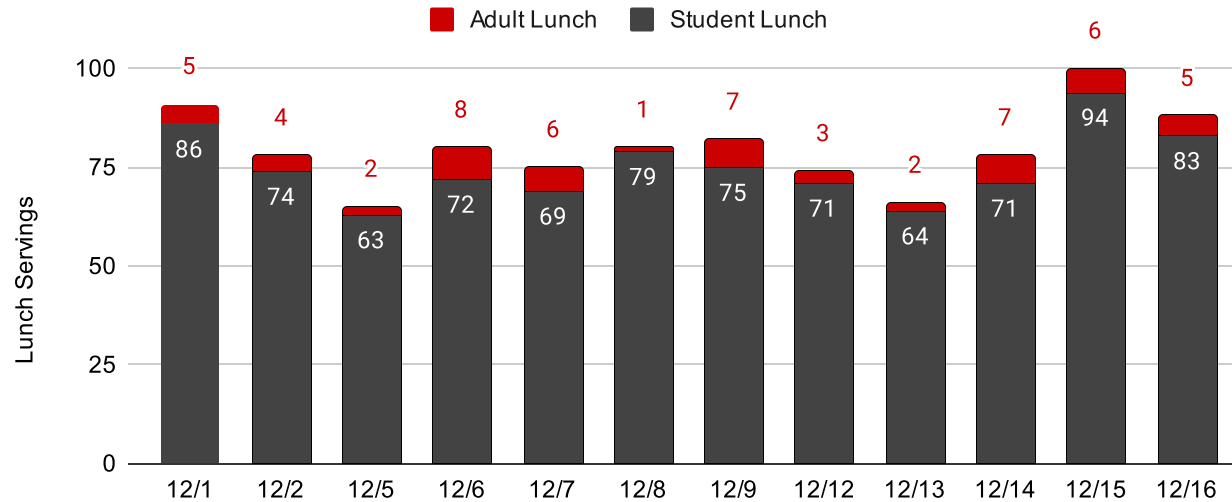
FOOD SERVICE SUMMARY

2022-2023

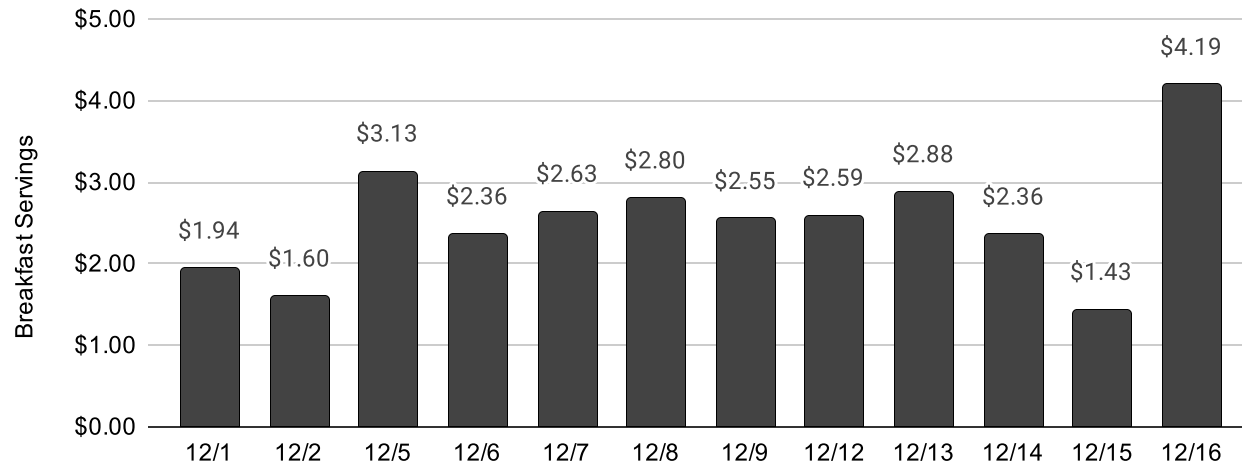
SCHOOL YEAR TO DATE - DAILY AVERAGES				
SERVING	STUDENTS	% OF ELIGIBLE STUDENTS	ADULTS	COST/MEAL
BREAKFAST	36.59	25.41%	0	\$1.35
LUNCH	65.49	45.48%	6.42	\$2.52

DECEMBER - DAILY AVERAGES				
SERVING	STUDENTS	% OF ELIGIBLE STUDENTS	ADULTS	COST/MEAL
BREAKFAST	38.92	27.03%	0	\$1.20
LUNCH	75.08	52.14%	4.67	\$2.54

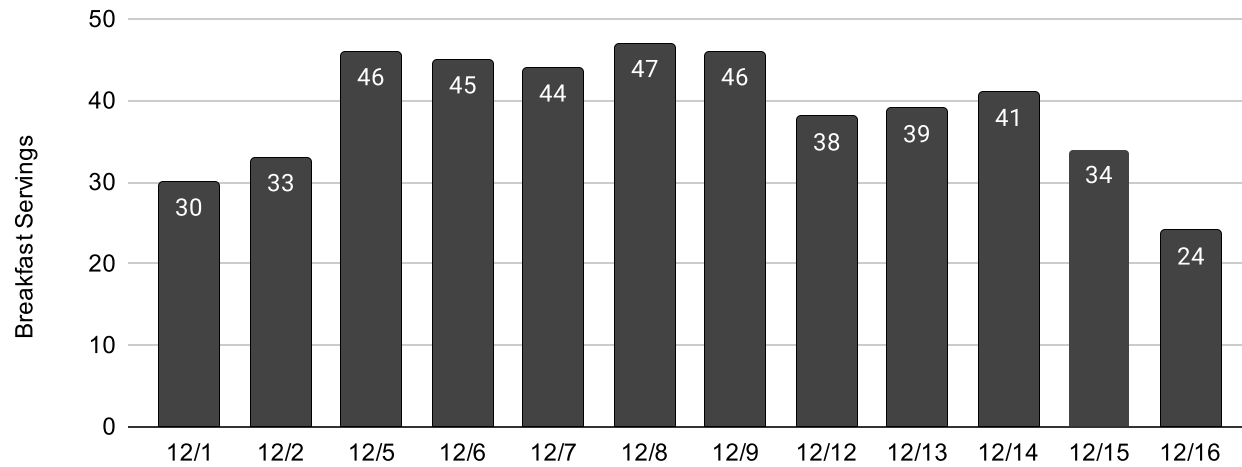
December Lunch Counts



December Lunch Cost



December Breakfast Counts



ENROLLMENT DATA:	
TOTAL STUDENTS	144
K-2 STUDENTS (SNACKS)	48

STUDENT MEAL PRICES	
BREAKFAST	\$2.00
LUNCH	\$3.50
K-2 SNACKS	\$50.00 PER YEAR

ADULT MEAL PRICES	
BREAKFAST	\$2.75
LUNCH	\$4.25

REIMBURSEMENT RATES	FREE	REDUCED	PAID
BREAKFAST	\$2.26	\$1.96	\$0.50
LUNCH	\$4.33	\$3.93	\$0.77

Happy New Year!

2023

JANUARY

- **Maefairs -- Compensated Expenditure Report - COMPLETE**
- **TRS Report - COMPLETE**
- **MAC Reports ran for last 6 quarters**
- **PERS - Current Now, Errors Fixed**
- **PERS - Up to Date, Errors fixed**
- **Currently working on Audit Report requests**
- **Processing Tax Forms, Due End of Jan (W2 and 1099)**
- **Working on Quarterly Filings, Work Comp Etc, due Jan 31**
- **Installed Positive Pay Module**
- **Currently Working on County Reports, June - Dec Not Complete!**
- **Completed Regular Job Duties - Payroll, Expense Checks, Etc**

*Business
Manager Report*

Old Business
DISCUSSION ITEM

Mold Testing

Presented by: Kelly Henderson

Background: The December 2022 report is a follow up from the 2021 mold inspection. The inspector, Todd Schneider from Northern Industrial Hygiene, indicated that the results this time were much better. There was some water damaged drywall that needs to be removed in the northwest corner of the basement. The mold levels continue to be elevated in the basement.

The following conclusions were presented:

- The plastic sheeting in the crawlspace is not sealed or attached to any materials.
- Organic materials were observed in the crawl space.
- A slight musty odor was noted when entering the basement.
- Pieces of gypsum board with mold growth were observed in the northwest corner of the basement.
- It was reported to Northern by school staff that the basement has not had a water intrusion during the spring or summer of 2022.
- No elevated moisture levels were detected in the sampled materials in the crawl space, basement or in the boiler room.
- Efflorescence was observed on the deteriorating chimney in the boiler area of the basement.
- Air sampling revealed elevated mold concentrations in the basement.

Mr. Schneider shared the following recommendations:

- The plastic sheeting in the crawl space is not a vapor barrier. Should the school want a vapor barrier in the crawl space, Northern recommends retaining the services of a company that specializes in installing vapor barriers to complete the task.
- The organic materials in the crawl space should be removed and disposed of.
- The pieces of gypsum board with mold growth and any other organic debris in the basement should be removed and disposed of.
- The deteriorating brick chimney which contains the boilers exhaust should be cleaned and evaluated by a building engineer to determine its integrity.
- The air sample collected in the basement contains less than half of the concentrations found in the June 2021 basement air sample. Northern recommends running a HEPA filtered air scrubber in the basement for at least 48 hours after the gypsum board containing mold growth and any other debris is removed from the basement.
- Finally, Northern recommends additional air sampling be conducted following the completion of the above recommendations to confirm lower mold concentrations.



201 South 30th Street
Billings, Montana 59101
Phone: 406/245-7766
FAX: 406/254-1428

December 22, 2022

Ms. Kelly Henderson
Superintendent
Gallatin Gateway School
100 Mill Street
Gallatin Gateway, MT 59730

RE: Limited Mold Assessment
 Gallatin Gateway School
 Basement and Crawl Space
 100 Mill Street
 Gallatin Gateway, Montana
 Northern Industrial Hygiene Project No. 399-997B

Dear Ms. Henderson:

At your request, Todd Schneider of Northern Industrial Hygiene (Northern) visited the above-described project site on December 13, 2022. The purpose of our visit was to conduct a limited mold assessment of selected portions of the building for the presence of mold, document the presence/absence of mold using standard sampling techniques and to provide mold or other remedial recommendations (if required). The assessment was focused on the basement under the original building and the crawlspace under the cafeteria.

Overview

Gallatin Gateway School was constructed in 1914 with additions in 1961, 1966, 1978, and 2001. This survey focused on the basement of the original 1914 section. At your request, the kitchen and crawlspace under the kitchen were also visually assessed as part of this project.

The exterior finishes of the 1914 section include a concrete masonry foundation, brick exterior and an asphalt shingle roof. (Photograph #1).

Typical interior finishes of the areas inspected include concrete, or wood finished floors, gypsum board, concrete or plaster finished walls and gypsum board, or lay-in panel finished ceilings.

Northern conducted an initial assessment of the basement and crawlspace in the spring of 2021. Please reference our report dated June 21, 2021.

Observations

Crawl Space Under Kitchen:

No changes were observed from the crawlspace from the June 2021 site visit. The plastic sheeting in the crawl space only covers a third of the crawlspace and is not

sealed or connected to any materials in the crawls space.

No evidence of current water intrusion was observed in the crawl space during this visit.

Some organic materials were observed in the crawls space. (Photograph 2)

Basement / Boiler Room:

A slight musty odor was noted upon entering the basement.

All stored items in the basement area are on pallets. (Photograph 3)

A piece of gypsum board with suspected mold growth was observed in the northwest corner of the basement. (Photograph 4)

Water staining remains on the lower portion of the north wall. School staff explained to Northern that no water intrusions occurred in the spring/summer of 2022.

No elevated moisture levels were detected in any of the materials tested in the basement or boiler room.

The boiler room continues to have water staining along the lower north concrete wall.

Efflorescence "crystal-like fibers" forming on the outside of the brick chimney which exhausts the boilers remains.

Relative Humidity/Temperature

The relative humidity and temperature were measured in several areas of the building using a Fluke digital psychrometer. Relative humidity and temperature data are summarized in the table below:

Table 1		
Relative Humidity and Temperature Summary		
Sample Location	Relative Humidity %	Temperature °F
Basement	23.8	63.5
Boiler Room	10.9	65.7
Foyer Near Room 24	22.7	63.9

Moisture Testing of Building Materials

A Protimeter Survey Master moisture meter was used to measure the moisture content in building materials located in the assessed areas. Each component was sampled at least

two times. Moisture content in building materials is summarized in the table below:

Table 2 Building Material Moisture Content Results		
Sample Location	Building Material	% Moisture
Basement	Deteriorated Gypsum Board with Mold Growth on Ground	< 6.0
Basement	Gypsum Board on Ceiling	< 6.0
Basement	Concrete in NW Corner with Water Staining	8.3
Boiler Room	Gypsum Board – South Wall with Water Staining	< 6.0
Boiler Room	Concrete along North Wall with Water Staining	8.1
Crawl Space	Wood Decking Under Kitchen	< 6.0
Crawl Space	Wood Floor Joists Under Kitchen	< 6.0

Bioaerosol Sampling for Mold

Three air samples were collected for analysis. The samples were assigned numbers A-1 through A-3. Airborne samples for nonviable analysis are collected using Air-O-Cell® cassettes at a sampling rate of approximately 15 liters per minute. An Air-O-Cell flow meter is used to calibrate the bio-pump prior to each sampling event. Sample times vary depending on sample location and suspected airborne concentrations of mold spores present. Airborne particles were impacted on a hexsilicone-coated microscopic slide. Mold concentrations are reported by the laboratory as the number of fungal particulates per cubic meter of air sampled.

Table 3 BIOAEROSOL AIR SAMPLE RESULTS December 13, 2022					
Sample No.	Sample Location	Total Result (Count/m3)	Dominant Spore Types¹	Count/ m3	Elevated (Yes/No)
A-1	Basement	2,240	Aspergillus/Penicillium Basidiospores Cladosporium Ascotricha Hyphal Fragment	1,200 200 230 430 310	Yes

Table 3 BIOAEROSOL AIR SAMPLE RESULTS December 13, 2022					
Sample No.	Sample Location	Total Result (Count/m3)	Dominant Spore Types¹	Count/ m3	Elevated (Yes/No)
A-2	Boiler Room	1,287	Aspergillus/Penicillium Cladosporium Myxomycetes Ascotricha	250 430 200 200	No
A-3	Foyer Near Room 24	657	Aspergillus/Penicillium	470	No

¹ Mold spore types represented at levels of 200 counts/m³ or greater are included in this table. Mold spore concentrations below 200 counts/m³ are not considered significant. See attached laboratory results for more detail.

INTERPRETATION OF FIELD DATA AND ANALYTICAL RESULTS

Northern evaluates the laboratory analytical results using the following guidelines.

Relative Humidity

The relative humidity inside an occupied space should not exceed 60%. Relative humidity above 60% can support mold growth on nutrient rich surfaces.

The Mayo Clinic recommends relative humidity in the home be maintained between 30% and 50%. Humidity below 30% can result in dry skin, nasal and throat irritation, or itchy eyes. (Mayo Clinic Staff, 2021)

Building Material Moisture Content

Research has determined that mold growth is likely to occur when moisture content of nutrient-rich materials is at 18-20% or higher.

Airborne Mold Spores

Mold spore concentrations of less than 200 counts/m³ are not considered significant. (Burge)

Airborne mold spore concentrations inside of the building should not be significantly higher than (>1.4 times) the concentrations of the same mold spore types present in the outdoor air. (Kungu, 2019)

The total indoor mold spore count in an air-conditioned building should not exceed 2,000 counts per cubic meter (counts/m³). (Environmental Analysis Associates, 2011)

The total indoor mold spore count of *Aspergillus/Penicillium* spore types should not generally be greater than 700 counts/m³ or, if greater than 700 counts/m³, should not

exceed the outdoor air count by more than 300 counts/m³. (Environmental Analysis Associates, 2011; Kungu, 2019)

Toxigenic spore types such as *Stachybotrys* and *Trichoderma* should not be present in significant concentrations (>200 counts/m³).

The presence of spore types such as *Stachybotrys*, *Chaetomium* or *Ulocladium* in significant concentrations during an initial investigation may be indicative of active water infiltration.

CONCLUSIONS

- The plastic sheeting in the crawlspace is not sealed or attached to any materials.
- Organic materials were observed in the crawl space.
- A slight musty odor was noted when entering the basement.
- Pieces of gypsum board with mold growth were observed in the northwest corner of the basement.
- It was reported to Northern by school staff that the basement has not had a water intrusion during the spring or summer of 2022.
- No elevated moisture levels were detected in the sampled materials in the crawl space, basement or in the boiler room.
- Efflorescence was observed on the deteriorating chimney in the boiler area of the basement.
- Air sampling revealed elevated mold concentrations in the basement.

RECOMMENDATIONS

Northern recommends the following:

- The plastic sheeting in the crawl space is not a vapor barrier. Should the school want a vapor barrier in the crawl space, Northern recommends retaining the services of a company that specializes in installing vapor barriers to complete the task.
- The organic materials in the crawl space should be removed and disposed of.
- The pieces of gypsum board with mold growth and any other organic debris in the basement should be removed and disposed of.
- The deteriorating brick chimney which contains the boilers exhaust should be cleaned and evaluated by a building engineer to determine its integrity.
- The air sample collected in the basement contains less than half of the concentrations found in the June 2021 basement air sample. Northern recommends running a HEPA filtered air scrubber in the basement for at least 48 hours after the gypsum board containing mold growth and any other debris is removed from the basement.
- Finally, Northern recommends additional air sampling be conducted following the completion of the above recommendations to confirm lower mold concentrations.

LIMITATIONS

This assessment report was prepared based on the laboratory results of the samples collected during this assessment and information gathered during the site visit. The conclusions in this report are professional opinions based solely upon visual site observations and interpretations of laboratory analyses as described herein.

This report has been prepared to provide information concerning the exposures to the specific materials in this report and includes observations of activities or processes that were observed during our site visit. As such, it is not possible to identify or quantify exposures other than those specifically addressed during our assessment.

Our opinions and recommendations are intended exclusively for use by Gallatin Gateway Schools. The scope of services conducted by Northern Industrial Hygiene, Inc. may not be appropriate to satisfy the needs of other users, and any use or re-use of this document, or the findings presented herein, is at the sole risk of the user.

The opinions presented herein apply to the site conditions existing at the time of our investigation. Therefore, our opinions and recommendations may not apply to future conditions that may exist at the site, which we have not had the opportunity to evaluate.

We trust this summary report meets your requirements at this time. Please contact us if you have any questions or if we can be of further assistance.

Respectfully Submitted,

NORTHERN INDUSTRIAL HYGIENE, INC.



Todd Schneider
Environmental Scientist

Attachments:	Photo Log
	References
	Mold Overview
	Laboratory Report
	Invoice

REFERENCES

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MOLD OVERVIEW

Molds, a subset of the fungi, are found in every ecological niche and are necessary for the recycling of organic building blocks that allow plants and animals to live. Included in the group “fungi” are yeasts, molds and mildews, as well as large mushrooms, puffballs and bracket fungi. Fungi are primarily saprophytic, using nonliving organic material as a nutrient source for growth and reproduction.

Molds grow on cloth, carpets, leather, wood, gypsum wallboard and insulation when moist conditions exist. When molds grow in moist indoor environments, it is possible for people to become exposed to molds and their products, either by direct contact on surfaces or through the air, if mold spores, fragments or mold products are aerosolized. Molds reproduce by producing spores that, if they land on a moist food source, can germinate and begin producing a branching network of cells called hyphae.

Most types of molds that are routinely encountered are not hazardous to healthy individuals. However, the impact on human health depends on the nature of the species involved, the metabolic products being produced by these species, the amount and duration of an individual's exposure to mold parts or products, and the specific susceptibility to those exposed. Health effects generally fall into four categories, which include allergy, infection, irritation (mucous membrane and sensory) and toxicity. Studies have shown a correlation between the prevalence of fungi and sick building syndrome.

Fungi can colonize on organic water-damaged building materials. During the digestion process fungi secrete enzymes into the nutrient source to break down complex compounds into simpler compounds, which are taken up by the fungi and digested. The digested nutrients are classified into two categories, primary and secondary metabolites. The primary metabolites consist of cellulose and other compounds that are used for energy to grow and reproduce. The secondary metabolites, called mycotoxins, are produced to give fungi a competitive edge against other microorganisms, including other fungi. There are over 200 recognized mycotoxins, however, the study of mycotoxins and their health effects on humans is in its infancy and more is waiting to be discovered. Many mycotoxins are harmful to humans and animals when inhaled, ingested or brought into contact with human skin. Mycotoxins can cause a variety of short term as well as long-term health effects, ranging from immediate toxic response to potential long-term carcinogenic and teratogenic effects. Symptoms due to exposure to mycotoxins include dermatitis, cold and flu symptoms, sore throat, headache, fatigue, diarrhea and opportunistic infection. Research has implicated many toxin-producing fungi, such as *Stachybotrys*, *Penicillium*, *Aspergillus* and *Fusarium* species, to indoor air quality problems and building related illnesses.

**Photograph Log
Mold Assessment
Gallatin Gateway School
100 Mill Street
Gallatin Gateway, Montana
Northern Project No. 399-997B**



Photograph #1 – View of the exterior of the building from the June 2021 site visit.



Photograph #2 – View of unattached plastic sheeting and organic materials in the crawl space.



Photograph #3 – View of materials stored on pallets in the basement.



Photograph #4 – View of gypsum board debris containing mold growth in the basement's northwest corner.



EXPANDED FUNGAL REPORT TM

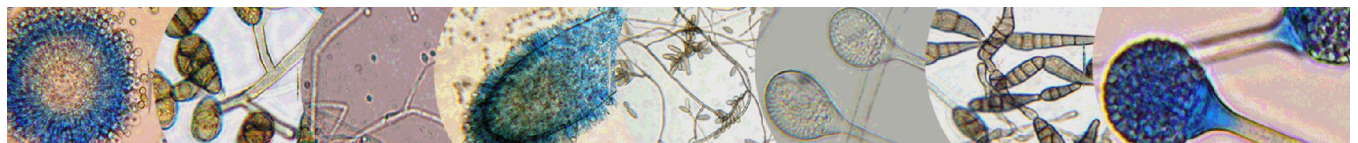
Prepared Exclusively For

Northern Industrial Hygiene, Inc.
201 South 30th Street
Billings, MT 59101
Phone: 406-245-7766

Report Date: 12/14/2022
Project: GALLATIN GATEWAY SCHOOL / 399-997B
LA Testing Order: 332224694

AIHA LAP, LLC.

AIHA LAP, LLC EMLAP #101650



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201 South 30th Street
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EMSL Order: 332224694
Customer ID: NIHI62
Collected: 12/13/2022
Received: 12/14/2022
Analyzed: 12/14/2022

Proj: GALLATIN GATEWAY SCHOOL / 399-997B

1. Description of Analysis

Analytical Laboratory

LA Testing (LA Testing) is a nationwide, full service, analytical testing laboratory network providing Asbestos, Mold, Indoor Air Quality, Microbiological, Environmental, Chemical, Forensic, Materials, Industrial Hygiene and Mechanical Testing services since 1981. Ranked as the premier independently owned environmental testing laboratory in the nation, LA Testing puts analytical quality as its top priority. This quality is recognized by many well-respected federal, state and private accrediting agencies, and assured by our high quality personnel, including many Ph.D. microbiologists and mycologists.

LA Testing is an independent laboratory that performed the analysis of these samples. LA Testing did not conduct the sampling or site investigation for this report. The samples referenced herein were analyzed under strict quality control procedures using state-of-the-art microbiological methods. The analytical methods used and the data presented are scientifically and legally defensible.

The laboratory data is provided in compliance with ISO-IEC 17025 guidelines for the particular test(s) requested, including any associated limitations for the methods employed. These data are intended for use by professionals having knowledge of the testing methods necessary to interpret them accurately.



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Air Samples - Spore traps:

Spore traps are commercially available sampling devices that capture airborne particles on an adhesive slide. Air is pulled through the device using a vacuum pump. Spores, as well as other airborne particles, are impacted on the collection adhesive. Using spore trap collection methods has inherent limitations. These collection methods are biased towards larger spore sizes.

The analysis for total spore counts is a direct microscopic examination and does not include culturing or growing the fungi. Therefore, the results include both viable and non-viable spores. Some fungal groups produce similar spore types that cannot be distinguished by direct microscopic examination alone (i.e., *Aspergillus/Penicillium*, and others). Other spore types may lack distinguishing features that aid in their identification. These types are grouped into larger categories such as Ascospores or Basidiospores.

Fungal spores are identified and grouped by morphological characteristics including color, shape, septation, ornamentation, and fruiting structures (if present) which are compared to published mycological identification keys and texts. LA Testing reports provide spore counts per cubic meter of air to three significant figures. Please note that each spore category is reported to three significant figures. Due to rounding and the application of three significant figures the sum of the individual spore numbers may not equal the total spore count on the report. LA Testing does not maintain responsibility for final volume concentrations (counts/m³) since this volume is provided by the field collector and can not be verified by LA Testing.

LA Testing analyzes spore traps using phase contrast microscopy. There is a wide choice of collection devices (Air-O-Cell, Micro-5, Burkhard, etc.) on the market. Differences in analytical method may exist between spore trap devices.

Spore trap results are reported in spores per cubic meter of air. Due to the other airborne particles collected with the spores, LA Testing reports a background particle density. Background density is an indication of overall particulate matter present on the sample (i.e. dust in the air). High background concentrations may obscure spores such as the *Penicillium/Aspergillus* group. The rating system is from 1-5 with 1 = 1 - 25% of the background obscured by material, 2 = 26 - 50%, 3 = 51 - 75%, 4 = 76% - 99%, 5 = 100% or overloaded. A background rating of 4 or higher should be regarded as a minimum count since the actual concentrations may be higher than those reported. LA Testing will not be held responsible for overloading of samples. Sample volumes are left to the discretion of the company or persons conducting the fieldwork.

Skin fragment density is the percentage of skin cells making up the total background material, 1 = 1 - 25%, 2 = 26 - 50%, 3 = 51 - 75%, 4 = 76-100%. Skin fragment density is considered an indication of the general cleanliness in the area sampled. It has been estimated that up to 90% of household dust consists of dead skin cells.

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2. Analytical Results

See attached data reports and charts.



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Test Report: Air-O-Cell™ Analysis of Fungal Spores & Particulates by Optical Microscopy (Methods MICRO-SOP-201, ASTM D7391)

Lab Sample Number:	332224694-0001			332224694-0002			332224694-0003		
Client Sample ID:	A-1			A-2			A-3		
Volume (L):	150			150			150		
Sample Location:	BASEMENT			BOILER ROOM			FOYER NEAR ROOM 24		
Spore Types	Raw Count	Count/m³	% of Total	Raw Count	Count/m³	% of Total	Raw Count	Count/m³	% of Total
Alternaria (Ulocladium)	1	20	0.9	1	20	1.6	1*	7*	1.1
Ascospores	-	-	-	1	20	1.6	-	-	-
Aspergillus/Penicillium	58	1200	53.6	12	250	19.4	23	470	71.5
Basidiospores	8	200	8.9	5	100	7.8	2	40	6.1
Bipolaris++	-	-	-	-	-	-	-	-	-
Chaetomium++	-	-	-	-	-	-	-	-	-
Cladosporium	11	230	10.3	21	430	33.4	4	80	12.2
Curvularia	-	-	-	-	-	-	-	-	-
Epicoccum	-	-	-	1*	7*	0.5	-	-	-
Fusarium++	-	-	-	-	-	-	-	-	-
Ganoderma	-	-	-	1	20	1.6	-	-	-
Myxomycetes++	2	40	1.8	8	200	15.5	2	40	6.1
Pithomyces++	-	-	-	-	-	-	-	-	-
Rust	-	-	-	-	-	-	-	-	-
Scopulariopsis/Microascus	-	-	-	-	-	-	-	-	-
Stachybotrys/Memnoniella	6	100	4.5	-	-	-	-	-	-
Unidentifiable Spores	-	-	-	2	40	3.1	1	20	3
Zygomycetes	-	-	-	-	-	-	-	-	-
Ascotricha	21	430	19.2	9	200	15.5	-	-	-
Torula++	1	20	0.9	-	-	-	-	-	-
Total Fungi	108	2240	100	61	1287	100	33	657	100
Hyphal Fragment	15	310	-	1	20	-	2	40	-
Insect Fragment	-	-	-	-	-	-	-	-	-
Pollen	-	-	-	1	20	-	-	-	-
Analyt. Sensitivity 600x	-	21	-	-	21	-	-	21	-
Analyt. Sensitivity 300x	-	7*	-	-	7*	-	-	7*	-
Skin Fragments (1-4)	-	1	-	-	1	-	-	1	-
Fibrous Particulate (1-4)	-	1	-	-	1	-	-	1	-
Background (1-5)	-	3	-	-	3	-	-	2	-

++ Includes other spores with similar morphology; see EMSL's fungal glossary for each specific category.

No discernable field blank was submitted with this group of samples.

Wesley Turner, Microbiology Supervisor
or Other Approved Signatory

LA Testing maintains liability limited to cost of analysis. Interpretation and use of test results are the responsibility of the client. This report relates only to the samples reported above, and may not be reproduced, except in full, without written approval by LA Testing. LA Testing bears no responsibility for sample collection activities or analytical method limitations. The report reflects the samples as received. Results are generated from the field sampling data (sampling volumes and areas, locations, etc.) provided by the client on the Chain of Custody. Samples are within quality control criteria and met method specifications unless otherwise noted. High levels of background particulate can obscure spores and other particulates, leading to underestimation. Background levels of 5 indicate an overloading of background particulates, prohibiting accurate detection and quantification. Present = Spores detected on overloaded samples. Results are not blank corrected unless otherwise noted. The detection limit is equal to one fungal spore, structure, pollen, fiber particle or insect fragment. *** Denotes particles found at 300X. * Denotes not detected. Due to method stopping rules, raw counts in excess of 100 are extrapolated based on the percentage analyzed. Skin & Fibrous ratings: 1 (1-25%), 2 (26-50%), 3 (51-75%), 4 (76-100%) of the background particles.

Samples analyzed by LA Testing Huntington Beach, CA AIHA LAP, LLC-EMLAP Accredited #101650

Initial report from: 12/14/2022 14:22:21

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3. Important Terms, Conditions, and Limitations

A. Sample Retention

Samples analyzed by LA Testing will be retained for 60 days after analysis date. Storage beyond this period is available for a fee with written request prior to the initial 30 day period. Samples containing hazardous/toxic substances which require special handling will be returned to the client immediately. LA Testing reserves the right to charge a sample disposal fee or return samples to the client.

B. Change Orders and Cancellation

All changes in the scope of work or turnaround time requested by the client after sample acceptance must be made in writing and confirmed in writing by LA Testing. If requested changes result in a change in cost the client must accept payment responsibility. In the event work is cancelled by a client, LA Testing will complete work in progress and invoice for work completed to the point of cancellation notice. LA Testing is not responsible for holding times that are exceeded due to such changes.

C. Warranty

LA Testing warrants to its clients that all services provided hereunder shall be performed in accordance with established and recognized analytical testing procedures and with reasonable care in accordance with applicable federal, state and local laws. The foregoing express warranty is exclusive and is given in lieu of all other warranties, expressed or implied. LA Testing disclaims any other warranties, express or implied, including a warranty of fitness for particular purpose and warranty of merchantability.

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In no event shall LA Testing be liable for indirect, special, consequential, or incidental damages, including, but not limited to, damages for loss of profit or goodwill regardless of the negligence (either sole or concurrent) of LA Testing and whether LA Testing has been informed of the possibility of such damages, arising out of or in connection with LA Testing's services thereunder or the delivery, use, reliance upon or interpretation of test results by client or any third party. We accept no legal responsibility for the purposes for which the client uses the test results. LA Testing will not be held responsible for the improper selection of sampling devices even if we supply the device to the user. The user of the sampling device has the sole responsibility to select the proper sampler and sampling conditions to insure that a valid sample is taken for analysis. Any resampling performed will be at the sole discretion of LA Testing, the cost of which shall be limited to the reasonable value of the original sample delivery group (SDG) samples. In no event shall LA Testing be liable to a



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E. Indemnification

Client shall indemnify LA Testing and its officers, directors and employees and hold each of them harmless for any liability, expense or cost, including reasonable attorney's fees, incurred by reason of any third party claim in connection with LA Testing services, the test result data or its use by client



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Microbiology Chain of Custody Form

EMSL Order Number / Lab Use Only

#332224694

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Phoenix, AZ 85017
PHONE: (602) 276-4344
EMAIL: phoenixlab@emsl.com

If Bill-To is the same as Report-To leave this section blank. Third-party billing requires written authorization.

Customer Information	Customer ID:	NIH162			Billing Information	Billing ID:	NIH162		
	Company Name:	Northern Industrial Hygiene, Inc.				Company Name:	Northern Industrial Hygiene, Inc.		
	Contact Name:	Todd Schneider				Billing Contact:	Tasha Neil		
	Street Address:	201 South 30th Street				Street Address:	201 South 30th Street		
	City, State, Zip:	Billings	MT	59101		Country:	US		
	Phone:	573-821-6619				Phone:	406-245-7766		
Email(s) for Report:	tschneider@northernih.com			Email(s) for Invoice:	tneil@northernih.com				

Project Information

Project Name/No:	Gallatin Gateway School / 399-997B				Purchase Order:	
EMSL LIMS Project ID: (If applicable, EMSL will provide)	State Samples Collected:	MT	Zip Code Samples Collected:		State of Connecticut (CT) must select project location: <input type="checkbox"/> Commercial (Taxable) <input type="checkbox"/> Residential (Non-taxable)	
Sampled By Name:	Todd Schneider		Sampled By Signature:			No. of Samples in Shipment: 3
Sterile, Sodium Thiosulfate Preserved Bottle Used: <input type="checkbox"/> Biocide Used in Source (specify) _____ Public Water Supply Samples: <input type="checkbox"/> Note: All results may automatically be reported to DOH if required by State.						
Turn-Around-Time (TAT) Please call ahead for large projects and/or turnaround times 6 Hours or Less. *32 Hour TAT available for select tests only; samples must be submitted by 11:30am. <input type="checkbox"/> 3 Hour <input type="checkbox"/> 6 Hour <input type="checkbox"/> 24 Hour <input type="checkbox"/> 32 Hour <input checked="" type="checkbox"/> 48 Hour <input type="checkbox"/> 72 Hour <input type="checkbox"/> 96 Hour <input type="checkbox"/> 1 Week <input type="checkbox"/> 2 Week						

MICROBIOLOGY TEST CODES

M001 Air-O-Cell	M174 MoldSnap	M012 Pseudomonas aeruginosa (P/A***)	M115 Sewage Screen - Water (P/A***)
M030 Micro 5	M032 Allergenco-D	M024 Pseudomonas aeruginosa (MFT*)	M116 Sewage Screen - Water (MPN**)
M041 Fungal Direct Examination		M015 Heterotrophic Plate Count	M117 Sewage Screen - Swab (P/A***)
M169 Pollen ID & Enumeration		M017 Total Coliform & E. Coli (Colilert P/A***)	M013 Sewage Screen - Swab (MFT*)
M280 Dust Characterization Level-1		M018 Total Coliform & E. Coli (MFT*)	M730 Methicillin-resistant Staph. aureus (MRSA)
M281 Dust Characterization Level-2		M114 Total Coliform & E. Coli Enumeration (Colilert MPN**)	M031 Rapid-growing non-TB Mycobacteria Detection & Enumeration
M005 Viable Fungi-Air Samples (Genus ID & Count)		M019 Fecal Coliform (MFT*)	M014 Endotoxin Analysis
M006 Viable Fungi-Air Samples (Includes Penicillium, Aspergillus, Cladosporium, Stachybotrys Species ID & Count)		M020 Fecal Streptococcus (MFT*)	M044 Group Allergen (Cat, Dog, Cockroach, Dust Mite)
M007 Culturable Fungi-Surface Samples (Genus ID & Count)		M029 Enterococci (MFT*)	M095 Bacteroides
M008 Culturable Fungi-Surface Samples (Includes Penicillium, Aspergillus, Cladosporium, Stachybotrys Species ID & Count)		M129 Enterococci (Enterolert P/A***)	Other - See Analytical Price Guide for Test Code
M009 Bacteria Culture Gram Stain & Count		M180 Real Time qPCR-ERMI 36 Panel	Legionella Analysis Please use EMSL Legionella COC
M010 Bacteria Count & ID - 3 Most Prominent		M025 Sewage Screen - Water (MFT*)	
M011 Bacteria Count & ID - 5 Most Prominent		*MFT= Membrane Filtration Technique **MPN = Most Probable Number ***P/A = Presence/Absence	

Sample #	Sample Location/Description	Sample Type (Matrix)	Potable / Non-Potable (Only for Water)	Test Code	Volume/Area	Date / Time Collected	Temperature (Lab Use Only)
Example: Sample 1	Kitchen	Water	Potable	M017	1,800 ml	1/1/2021 3:30pm	
A-1	Basement	Air		m001	150 L	12-13-2022	
A-2	Boiler Room	L		L	L	L L	
A-3	Foyer near room 24	L					

Special Instructions and/or Regulatory Requirements (Sample Specifications, Processing Methods, Limits of Detection, etc.)

Bill To: Northern Industrial Hygiene, Inc., 201 South 30th Street, Billings, MT, 59101, US
 Attention: Tasha Neil Phone: 406-245-7766 Email: tneil@northernih.com Purchase Order:

Method of Shipment:	Fedex	Sample Condition Upon Receipt:	
Inquired by:	Todd Schneider	Received by:	S. Hodgson (FX)
Date/Time:	12-13-22 1700	Date/Time:	12/14/22 11:30 AM
Relinquished by:		Received by:	
Date/Time:		Date/Time:	

Controlled Document - COC-34 Micro R13 03/02/2021

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Old Business
DISCUSSION ITEM

Strategic Plan

Presented by: Julie Fleury

Background: Continuation of general discussion around the strategic plan

GALLATIN GATEWAY SCHOOL

Strategic Plan

Updated November 2022

Overview

The Gallatin Gateway School has created a new direction for the school district to strategically focus its resources on identified wants, preferences, and needs of its community. As part of this process, the District has begun a strategic planning and thinking process that will lead to a stronger and more vital school district. This process will be ongoing as the District moves into the future. This strategic plan is intended to help the District in focusing its resources in a manner that will best benefit the children enrolled in the District.

The Gallatin Gateway Board of Trustees and staff began the strategic planning and thinking process necessary to fit with its commitment to children, to community engagement and to knowledge-based decision-making processes.

As part of its preparation for strategic planning, the District brought in Debra Silk of the Montana School Boards Association to help facilitate the strategic planning process.

On August 15, 2018, the Gallatin Gateway Board of Trustees formally adopted its new strategic plan. The Board has made it a priority to meet on a regular basis to update the plan and discussed strategies to ensure the Plan remains at the forefront of the ongoing focus and work of the Board and Staff in collaboration with parents and community members.

The District views the process of strategic planning as an ongoing process within the school system. This is not a "strategic planning project" that is completed. Adoption of a plan is an affirmation of the general intent and direction articulated by the Core Ideology, Envisioned Future and Goals and Strategic Objectives. It is understood that progress toward achieving plan strategic objectives will be assessed at least annually, and the plan will be updated based on achievement and changes in the needs of the children served by the District.

Executive Summary

The following are the key components of the District's Strategic Plan. A more comprehensive description of these components is included in this publication following this Executive Summary:

THE CORE PURPOSE OF GALLATIN GATEWAY SCHOOL IS TO:

embrace an engaging learning culture in a safe, nurturing environment where each student thrives now and into the future.

THE CORE VALUES OF GALLATIN GATEWAY SCHOOL ARE:

- **Individualized Success** – We value a commitment of success from each board member, each staff member and each student. The dedication and enthusiasm of each board member and each staff member together with our nurturing, inspiring environment is critical to each student's individual success.
- **Student-Centered** – The focus of all decisions is based first and foremost on the best interests of each and every student. We value the individual attributes of each student and a school environment that promotes positive, individual opportunities for each student.
- **Sense of Community** – We believe that engagement with and respect for our community is vital to our success.
- **Accountability** – We believe that holding ourselves accountable for our successes and our challenges is essential to reaching our envisioned future.
- **Culture of Collaboration and Support** – We believe that fostering a culture in which our staff are and feel valued and supported in their roles and a culture where collaboration is embraced and honored is vital to our success.

OUR LONG-TERM ENVISIONED FUTURE:

Gallatin Gateway School is the premier school in our area because of our dynamic, collaborative, and stimulating environment where each student thrives.

Our priorities are centered around the following 3-5 year goals/priorities:

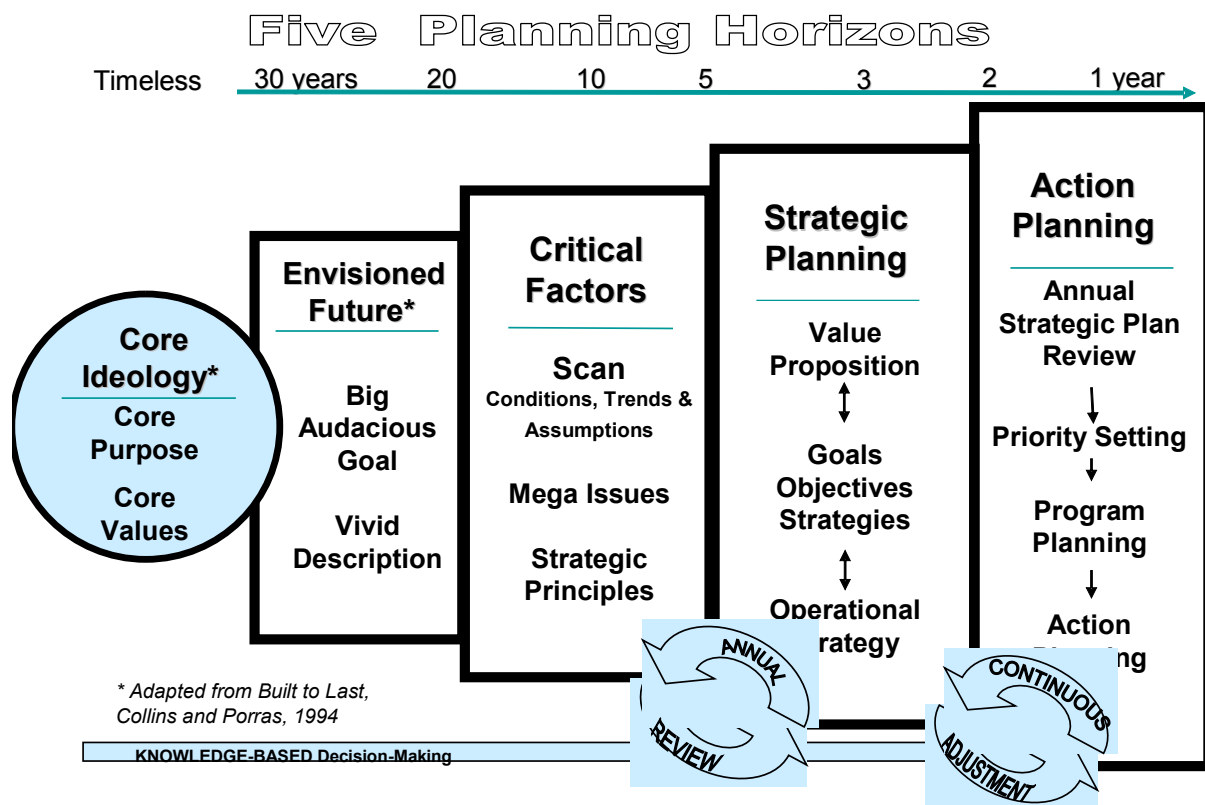
- **Individual Student Success**
- **Facilities**
- **Staff and Volunteers**
- **Leadership, Communication and Collaboration**
- **Safety**

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Strategic Planning Framework

The framework used by Stevensville Public Schools for its strategic planning process was adapted from a model developed by Jim Collins, author of “Built to Last” and “Good to Great.” The Board focused on five different planning horizons, starting with the long term issues first to provide focus to shorter term efforts.



Planning Horizons:

Part I: Planning Horizon: Timeless

Core Ideology¹ of the Gallatin Gateway School

The Core Purpose of Gallatin Gateway School:

The Core Purpose of Gallatin Gateway School is to embrace an engaging learning culture in a safe, nurturing environment where each student thrives now and into the future.

Core Values of the Gallatin Gateway School:

- **Individualized Success** – We value a commitment of success from each board member, each staff member and each student. The dedication and enthusiasm of each board member and each staff member together with our nurturing, inspiring environment is critical to each student's individual success.
- **Student-Centered** – The focus of all decisions is based first and foremost on the best interests of each and every student. We value the individual attributes of each student and a school environment that promotes positive, individual opportunities for each student.
- **Sense of Community** – We believe that engagement with and respect for our community is vital to our success.
- **Accountability** – We believe that holding ourselves accountable for our successes and our challenges is essential to reaching our envisioned future.
- **Culture of Collaboration and Support** – We believe that fostering a culture in which our staff are and feel valued and supported in their roles and a culture where collaboration is embraced and honored is vital to our success.

¹ **Core ideology** describes a school district's consistent identity that transcends all changes related to its relevant environment. It consists of two elements - **core purpose** - the school district's reason for being - and **core values** - essential and enduring principles that guide a school district.

Part II: Planning Horizon: 10-15 years

Envisioned Future² of the Gallatin Gateway School

Big Audacious Goal: Gallatin Gateway School is the premier school in our area because of our dynamic, collaborative, and stimulating environment where each student thrives.

Vivid Descriptors of our Desired Future:

- Our small student to staff ratio allows us to focus on the individualized success of each student.
- We embrace a whole-child approach through safety, mental health, engagement, support and a challenging environment.
- Our staff are highly trained in meeting the individual needs, skills and learning styles of each student.
- Our staff are valued and supported in their respective roles. As a result of the supportive, collaborative environment we have cultivated, we attract and retain high quality staff.
- Our students enjoy a variety of opportunities for out-of-classroom experiences that enhance their learning.
- Our students excel in science, technology, engineering, music, arts, literacy and math.
- Our school schedule fully supports the needs, skills and learning styles of each student.
- Our educational programming is set up to fully integrate subject matters, to include real-world applications, and smooth transitions from subject to subject and grade to grade.
- Students interact with multiple caring, dynamic staff and volunteers each day. This keeps our students stimulated and enthusiastic about their learning environment.
- Because of our quality programming, we have an excellent reputation, and are well-respected.

² **Envisioned Future** conveys a concrete yet unrealized vision for the District. It consists of a **Big Audacious Goal** - a clear and compelling catalyst that serves as a focal point for effort - and a **Vivid Description** - vibrant and engaging descriptions of what it will be like to achieve the big audacious goal.

- Families that have children enrolled in our school are enthusiastic about having their children here and have provided us with important feedback on the impacts we had on their child(ren);
- Our parents and community members welcome opportunities to volunteer. As a result of our strong volunteer program and the ongoing collaboration with businesses and professionals in our area, our students are exposed to a variety of opportunities that they wouldn't otherwise have.
- Our facilities fully support our dynamic, collaborative, and stimulating environment and the needs of our community.

Part III: Planning Horizon: 5-10 Years

Assumptions Regarding the Relevant Future for the Gallatin Gateway School

In order to make progress toward the 10-15 Envisioned Future, Gallatin Gateway School must constantly anticipate the strategic factors likely to affect its ability to succeed, and to assess the implications of those factors. This process of building foresight about the future will help the District to constantly recalibrate its view of the relevant future, a basis upon which to update the strategic plan on an annual basis. As the outcome-oriented goals that will form the basis of the long-range strategic plan will be based on this foresight, annual review of these statements will be an appropriate method of determining and ensuring the ongoing relevance of the strategic plan.

Creating the Assumptions - during the Strategic Planning meetings held in the Spring of 2018, the Gallatin Gateway School Board of Trustees, Staff Leadership Team, and faculty made many assumptions about the future. While many different assumptions were made, see Appendix "A" to this Plan for those assumptions that are likely to have the greatest influence on the success of Gallatin Gateway School.

Part IV: Planning Horizon: 3-5 Years

Outcome-Oriented Goals and Strategic Objectives

The following thinking represents goals for the next three to five years. They are areas in which Gallatin Gateway School will explicitly state the conditions or attributes it wants to achieve. These outcome statements will define, "what will constitute future success." The achievement of each goal will move the school district toward realization of its Envisioned Future.

Strategic Objectives provide direction and actions on how the school district will accomplish its articulated goals. All strategies included in the strategic plan should be considered accomplishable at some point in the future. Strategic Objectives are reviewed annually by the Gallatin Gateway School Board, Staff Leadership Team, and faculty.

Goals of the Gallatin Gateway School

Goal Area 1: Individual Student Success

Statement of Intended Outcome, Five years: We have successfully enhanced our expectations of students, the exposure of our students to learning opportunities, and our individualized approach to education. As a result, our students are literate and enthused about their education, are enjoying their experiences, and are thriving.

1-2 Year Strategic Objectives:

High Priority Strategy:

1. We will establish high expectations for each student and provide the necessary supports, to attain proficiency and continued growth for individual student success. This includes, but is not limited to:
 - Building on the depth of subject matters and integrating opportunities in our curriculum and programs to enhance the exposure and opportunities for each student.
 - Enhancing the educational opportunities for each student and provide our families with the tools needed to best support their children.
 - Enhancing the opportunities for our students to learn through real world application of concepts, problem solving and critical thinking.
 - Enriching the team-building and collaboration opportunities that support individual student success.
2. We will enhance the exposure and opportunities for each student in the arts, foreign languages, and music programs.

Goal Area 2: Facilities

Statement of Intended Outcome, Five Years: We have successfully integrated environmentally friendly initiatives into our school and enhanced the current and future use and efficiency of our facilities to ensure that our school meets the contemporary needs of our students, staff and the community we serve.

1-2 Year Strategic Objectives:

High Priority Strategy:

1. We will continue with our comprehensive review of our existing space to address deferred maintenance and analyze options for future expansion in order to maximize the efficiency and use of our facilities and to ensure that our facilities support our students, staff and community.

2. We will advocate for the support and funding of facilities to reach our intended outcome, including but not limited to, advocating for the passage of bonds and levies needed to reach this goal in compliance with the law.

Goal Area 3: Staff and Volunteers

Statement of Intended Outcome, Five years: Our staff are highly valued and supported and because of our positive work environment, our staff flourish in their respective positions. Our staff, with our volunteers, collaborate in a cohesive manner that fully supports the individual needs of our students. Our staff and volunteers have positively impacted each student enrolled in our school.

1-2 Year Strategic Objectives:

High Priority Strategies:

1. We will enhance the professional development and mentorship opportunities for our staff with a clear focus on increasing the individual success of each student.
2. We will enhance the opportunities for staff to collaborate in work sessions with a focus on alignment of our curriculum from subject to subject, grade to grade and the transition to secondary education.

Medium-Level Priorities:

1. We will enhance the professional development opportunities and effectiveness of our volunteer program for the mutual benefit of the school, staff, students and those who volunteer their time.

Goal Area 4: Leadership, Communication and Collaboration

Statement of Intended Outcome, Five Years: Leadership roles have been articulated and enhanced resulting in quality and effective communications and collaboration with parents, staff and the community. Through our efforts, we now operate in a cohesive manner that has significantly improved our District operations, programs and services and enhanced individual student success.

1-2 Year Strategic Objectives:

High Priority Strategy:

1. We will enhance the effectiveness of our communications with students, staff, parents and community members to create a school environment that is collaborative and solution-based involving all relevant stakeholders.
2. We will enhance the effectiveness of a strong, consistent administrative leadership team and efficient school operations.

Goal Area 5: Safety

Statement of Intended Outcome, Five Years: We have enhanced the safety and security of our facilities to minimize the risk and harm to our students and staff in the event of a safety or security breach. We have effectively enhanced our emotional support services for students.

1-2 Year Strategic Objectives:

1. We will enhance the safety, health and well-being of our students and staff and the security of our school building and property. This includes but is not necessarily limited to:
 - Enhancing our safety procedures and training for all emergency situations.
 - Enhancing our counseling support for students.
 - Increasing our awareness of, training on and implementation of alternative means of addressing student behaviors.
 - Ensuring our facilities are safe and secure.

Next Steps:

The Board, Staff Leadership Team and Staff will be developing action plans identifying the key activities/events, primary person(s) responsible for championing each activity/event identified and the timeline(s) for implementing and/or completing each activities/event.

Appendix “A”

Megatrend Analysis to Help Inform and Assess Gallatin Gateway

School’s Strategic Plan

Assumptions about the future (5-10 years)

5-10 Year Planning Horizon

Assumptions Regarding the Relevant Future for the Gallatin Gateway Schools

In order to make progress toward the District’s Envisioned Future, Gallatin Gateway Schools must constantly anticipate the strategic factors likely to affect its ability to succeed, and to assess the implications of those factors. This process of building foresight about the future will help Gallatin Gateway Schools to constantly recalibrate its view of the relevant future, a basis upon which to update the strategic plan on an annual basis. As the outcome-oriented goals that will form the basis of the long-range strategic plan will be based on this foresight, annual review of these statements will be an appropriate method of determining and ensuring the ongoing relevance of the strategic plan.

Creating the Assumptions - during the Strategic Planning meetings, the Gallatin Gateway School Board, Staff Leadership Team, faculty and community made many assumptions about the future. While many different assumptions were made, what follows are those assumptions that are likely to have the greatest influence on the development of Gallatin Gateway Schools' Strategic Plan.

Assumptions about the future

- Demographics/Business and Economic Climate
 - We anticipate continued housing developments. The unknown is the amount of growth and the impact on our school and our community.
 - We anticipate that economic conditions (e.g., unemployment rates, higher taxes, cost of living, etc.) are going to have an impact on the District. We are unsure at this time of the impact this may have on the District.
 - Given the changing dynamics of our community, we anticipate it will be a challenge to keep our community informed of the ongoing needs of the District.
 - We anticipate that recruitment and retention of staff will continue to be a challenge and will continue to impact staff shortages.
- Politics and Social Values
 - We anticipate that the politics and social climate at the national, state and local levels will continue to be a challenge. Compromise and personal responsibility are becoming less common. Additional parental rights movement and/or legislation is an unknown at this time.

- Technology and Science
 - We anticipate that it will be a challenge to maintain a 1:1 District. This will require that we effectively utilize our resources so that students have the technology and tools that serve them on an ongoing basis.
 - We anticipate having the need for more technology support for our students and our staff.
- Legislation and Regulation
 - We anticipate that reports required by the state and at the federal level will continue to consume more and more time of our staff.
 - Legislation impacting our public schools is always a moving target. This is largely driven by who has control of the legislative and executive branches.

5-10 Year Planning Horizon

Mega Issues facing the Gallatin Gateway Schools

Mega issues are issues of strategic importance, which represent choices the school district will need to make in defining the ultimate direction of its long-range plan. These issues represent potential impediments to achievement of the Envisioned Future and form a basis for dialogue about the choices facing the school district. These questions can serve as an ongoing "menu" of strategic issues that, using a knowledge-based approach in gathering insights relative to Gallatin Gateway Schools' strategic position and directional choices for each of the issues, can be used by the Board to create regular opportunities for strategic dialogue about the future issues facing the school district.

Assumptions: Taking into consideration the external trends, challenges and issues likely to impact the future success of Gallatin Gateway Schools, the following mega issue was identified by those who took part in the strategic planning meetings held in 2017 and 2018:

Mega Issue(s) that require the District's attention:

How do we ensure our facilities meet the contemporary needs of our students, staff and the community we serve?

This mega issue will be analyzed using a knowledge-based decision-making process using the following four questions to gain insight and to develop options for consideration:

Question #1: What do we know about the **needs, wants, and preferences of our stakeholders** (students, staff, parents and community members) that is relevant to this issue?

Question 2. What do we know about the **current realities and evolving dynamics** of our environment that is relevant to this issue?

Question 3. What do we know about the **“capacity” and “strategic position”** of our District and our community that is relevant to this issue?

Question 4. What are the **ethical implications of our options/choices?**

Appendix “B”

Institutionalized Strategies

The District has made significant progress as a result of planning strategically. The following strategies have been characterized as “institutionalized” due to the fact that they are now part of the culture of our District and remain relevant to preserve our current and ongoing success.

Goal Area: Staff and Volunteers

- We have increased the effectiveness, efficiency and professionalism of our staffing levels to ensure that we are meeting the individual needs of our students.
- We have facilitated and promoted a positive culture and make workplace enhancements that increase the satisfaction levels and enthusiasm of our staff in the performance of their duties.

Old Business
DISCUSSION ITEM

Updated Superintendent Goals

Presented by: Kelly Henderson

Background: The Board requested additional information regarding the superintendent goals. The following document includes measurement and evidence of progress when appropriate.

Strategic Plan Goal Area	Superintendent's Goal	Action Strategies	Measurement & Evidence
1 - Individual Student Success	Establishing a climate of high expectations and providing necessary supports, students will attain proficiency and continued growth for individualized student success.	<ul style="list-style-type: none"> ● K-5 Reading/ELA Resource Review ● Writing Handbook for developmental progressions ● Establish College/Career education & awareness for 5-8 grade students ● Focus on standards-based instruction and grading practice to measure student proficiency. ● Align the curriculum resources with the standards by grade, grade band, and transition planning. ● Develop multi-tiered system of support to improve interventions for students. 	<ul style="list-style-type: none"> ● Provide the resource evaluation by the teachers. The measurement goal would be to complete this for purchase in May with the 60-day review by the community. ● Draft of the writing handbook by May with outlined standards and expectations. ● Committee establishment for College/Career education and planning with the standards by May 2023. ● Aligning the curriculum is a 3 year process with us moving to standards based instruction and grading with aligned report cards. We are beginning with mathematics. This will be completed by May 2023. ● This is a two year process to combine academic and behavioral RtI. This year we are completing a review of our processes to determine successes and challenges. This document can be provided in May.
2 - Facilities	Focusing on safety and security, facility improvements will be	<ul style="list-style-type: none"> ● Grant applications focusing on facilities improvements 	<ul style="list-style-type: none"> ● We are continuing to investigate grants and locating HVAC, Roofing,

	prioritized with the Facilities Committee.	<ul style="list-style-type: none"> ● Prioritize facility improvements focusing on safety and security. ● Engage the community in feedback and engagement in the improvement of the facilities. 	<p>Infrastructure grants for safety. This will be a continual process for the next several months.</p> <ul style="list-style-type: none"> ● Prioritization of facility improvements based on the walkthrough list has been completed and shared with the board. I am interested in getting the feedback from the Facilities committee for additional priorities. ● In conjunction with the Facilities Committee, I would like to send out the community feedback survey with analysis of the information by June 2023.
3 - Staff and Volunteers	Through professional development activities, staff will collaborate to improve the proficiency of all students. Collaboration with PIE, GG Foundation, Boosters, local community organizations (GYG, WWLA) to engage the community in the school district.	<ul style="list-style-type: none"> ● Continue to grow the Adult Education program. ● Facilitate the dissemination of information between each of our school and community organizations. ● PDAC planning for Professional development focusing on the district initiatives and student growth. ● Professional Learning Community (PLC) planning and implementation to focus on student academics, behavior, and school climate. 	<ul style="list-style-type: none"> ● Mrs. Bateman and myself have discussed sending a community feedback survey to begin planning for next years adult education program. April – send survey. May/June – provide board with the results. ● The dissemination of information currently takes place through Ms. Clark. We send out information as we receive it to our stakeholders to promote other community organizations. Daily as we receive the information. ● PDAC committee will begin meeting in January to start

			<p>the planning for 23-24 school year. Results and plans will be shared with the board in May 23.</p> <ul style="list-style-type: none"> • PLC development has not begun as of 1.13.2023. This is a multi-year process that incorporates MTSS, Standards based grading and reporting, and teacher collaboration strategies. We utilized strategies of PLC on the Jan. 2 PIR day where teachers met in groups to review their data and determine academic progress, behavioral and attendance concerns. We have a shared document that we are using with student information, so sharing it with the board is not appropriate. I do have evidence of the results of the day's work.
4 - Leadership, Communication, Collaboration	Improve communication and collaboration through partnering with various school stakeholders.	<ul style="list-style-type: none"> • Increase communication and feedback opportunities through social media, Google, and other communication tools • Monthly superintendent newsletter to the community • Weekly board updates regarding the day-to-day operations of the school and district. 	<ul style="list-style-type: none"> • Increasing communication and feedback is a group effort between all teaching and administrative staff. I can provide evidence of emails, newsletters as requested. • Monthly superintendent's newsletter will be sent out by the last Friday of the month. • While I have missed a couple of weeks, I usually

			send the information by Thursday/Friday weekly.
5 - Safety	Increase opportunities to support the mental well-being of all students and staff.	<ul style="list-style-type: none"> ● Partner with community mental health organizations (Care Solace, YAM) ● Review all the emergency and safety plans. ● Improve the behavior RTI system to increase positive student behavior. ● Through direct instruction, assist students in developing positive citizenship. (Developing lessons around bullying, harassment, proper relationships) 	<ul style="list-style-type: none"> ● Partnerships have been established with Care Solace, YAM, and the Montana Mindfulness Project. ● Complete review of the emergency/safety plans in collaboration with the Safety Committee. Update any procedures by June 2023. ● Behavior Rtl – throughout this school year, I have been discussing natural consequences for students who struggle with behavior monitoring. I can provide information from dates with parents, information shared with staff on student behavior Rtl. We will begin planning for implementation to combine academic and behavior Rtl starting in March. As indicated prior, this is a 3-year process. ● Students are providing appropriate instruction to assist students in positive citizenship through the MBI program. We have discussed as a team the thought of reviewing the information to determine other avenues of presenting bullying,

			harassment, citizenship, friendship. This will be a 2-year process with us reviewing curriculum/resources for alignment.
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Old Business
DISCUSSION ITEM

Governing Board Committee Updates

Presented by: Julie Fleury

Background: General discussion regarding the establishment of the Governing Board committees.

Meeting dates:

Safety Committee: January 23, 2023 from 3:20pm-4:20pm

Facilities Committee: January 30, 2023 from 5-7pm

PDAC Committee: January 19, 2023 from 3:30-4:30pm

New Business
DISCUSSION ITEM

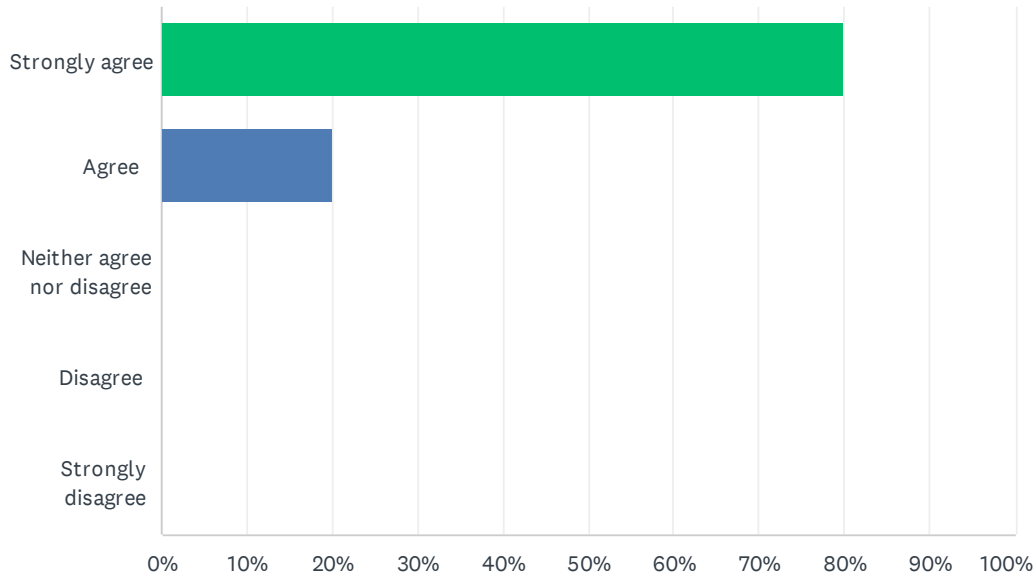
Board Self-Evaluation

Presented by: Julie Fleury

Background: Discussion and adoption of the Board Self-Evaluation tool with dates for dissemination of information, stakeholder feedback.

Q1 The Board welcomes and encourages community involvement at School Board meetings.

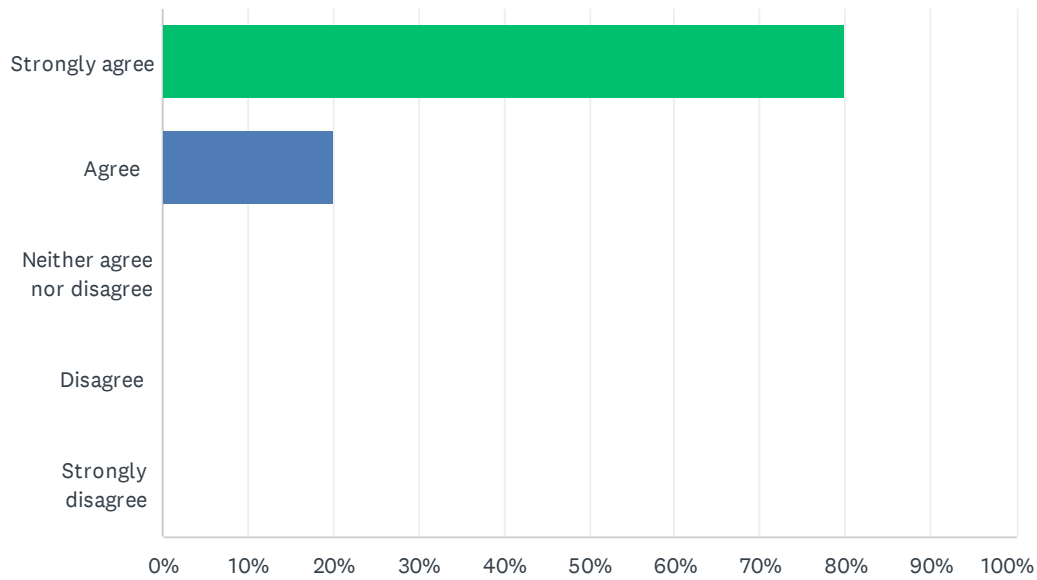
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ANSWER CHOICES	RESPONSES	
Strongly agree	80.00%	4
Agree	20.00%	1
Neither agree nor disagree	0.00%	0
Disagree	0.00%	0
Strongly disagree	0.00%	0
TOTAL		5

Q2 The Board values community input.

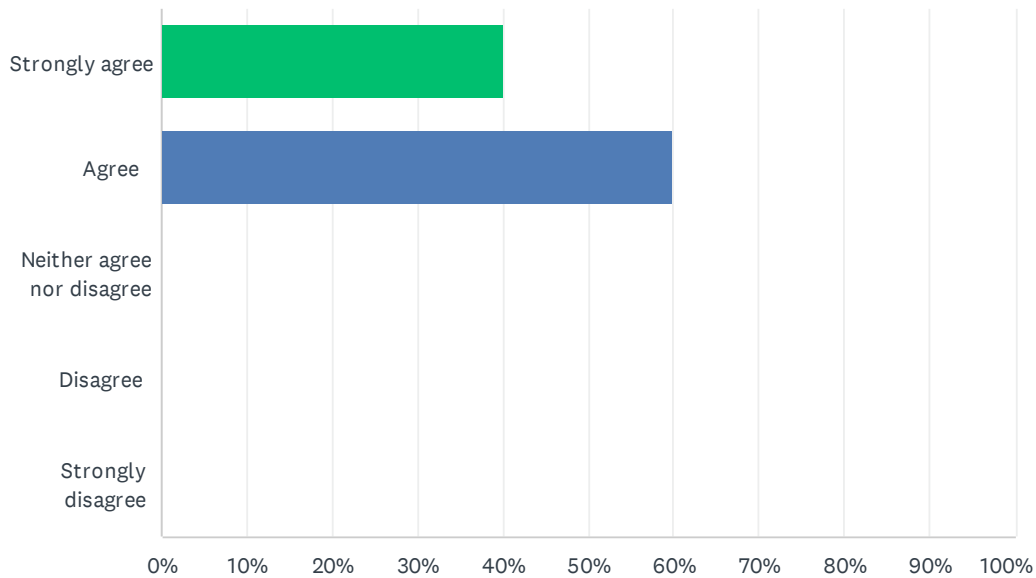
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ANSWER CHOICES	RESPONSES	
Strongly agree	80.00%	4
Agree	20.00%	1
Neither agree nor disagree	0.00%	0
Disagree	0.00%	0
Strongly disagree	0.00%	0
TOTAL		5

Q3 The Board is approachable and professional with community members.

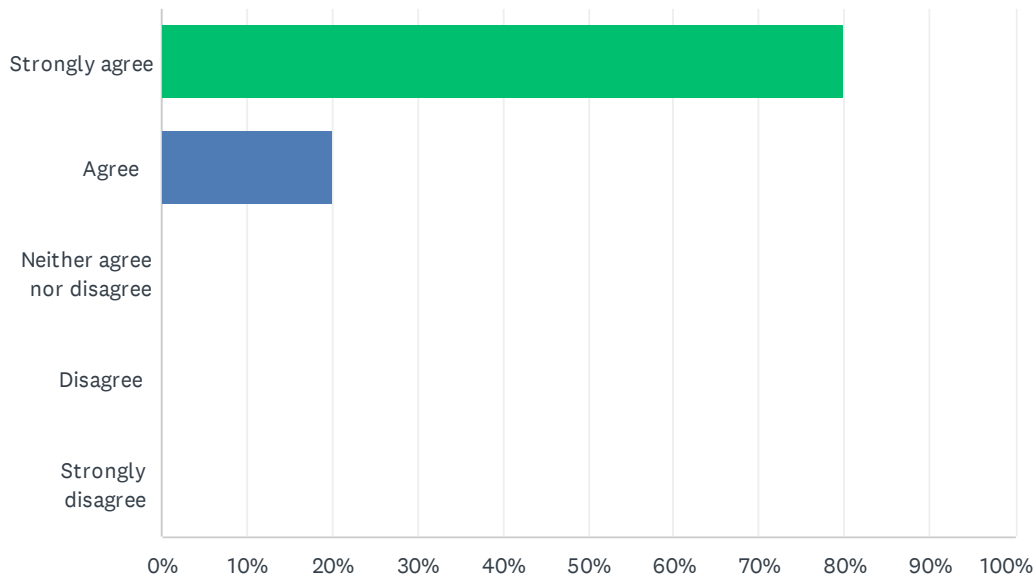
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ANSWER CHOICES	RESPONSES	
Strongly agree	40.00%	2
Agree	60.00%	3
Neither agree nor disagree	0.00%	0
Disagree	0.00%	0
Strongly disagree	0.00%	0
TOTAL		5

Q4 Trustees communicate with each other in a respectful manner.

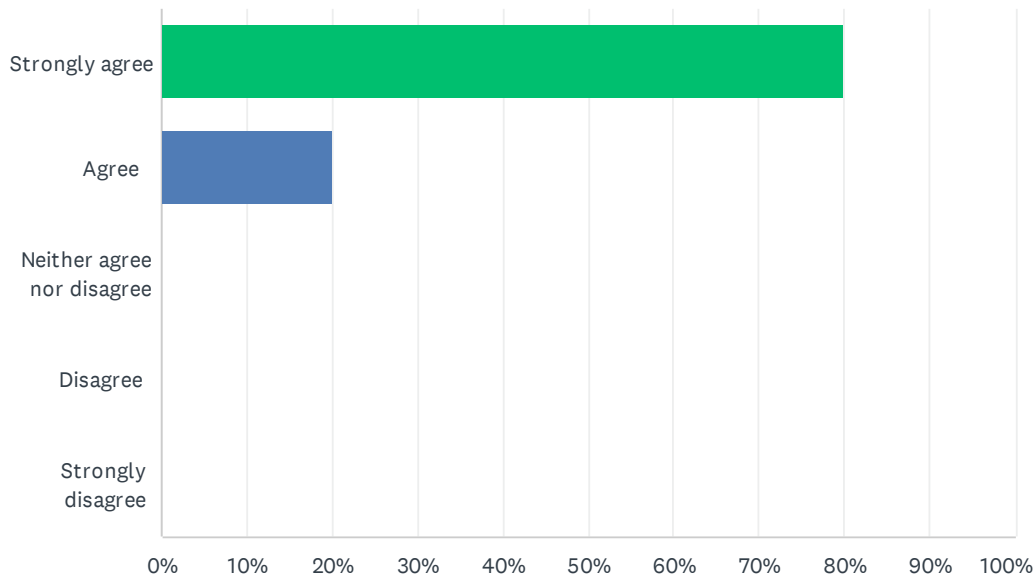
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ANSWER CHOICES	RESPONSES	
Strongly agree	80.00%	4
Agree	20.00%	1
Neither agree nor disagree	0.00%	0
Disagree	0.00%	0
Strongly disagree	0.00%	0
TOTAL		5

Q5 Trustees honor Board decisions when a vote is not unanimous.

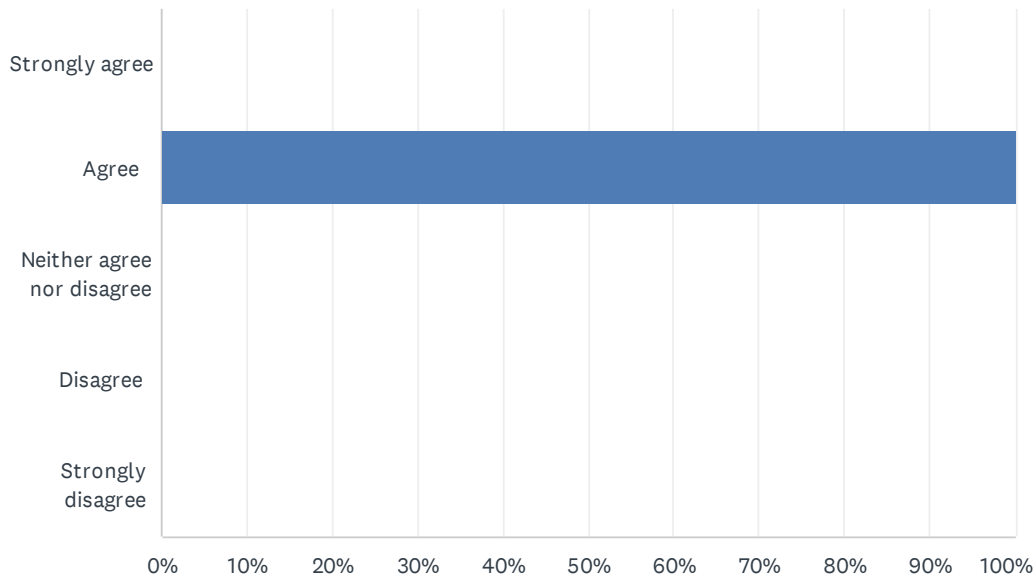
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ANSWER CHOICES	RESPONSES	
Strongly agree	80.00%	4
Agree	20.00%	1
Neither agree nor disagree	0.00%	0
Disagree	0.00%	0
Strongly disagree	0.00%	0
TOTAL		5

Q6 Trustees read the Board packet and are well-prepared for meetings.

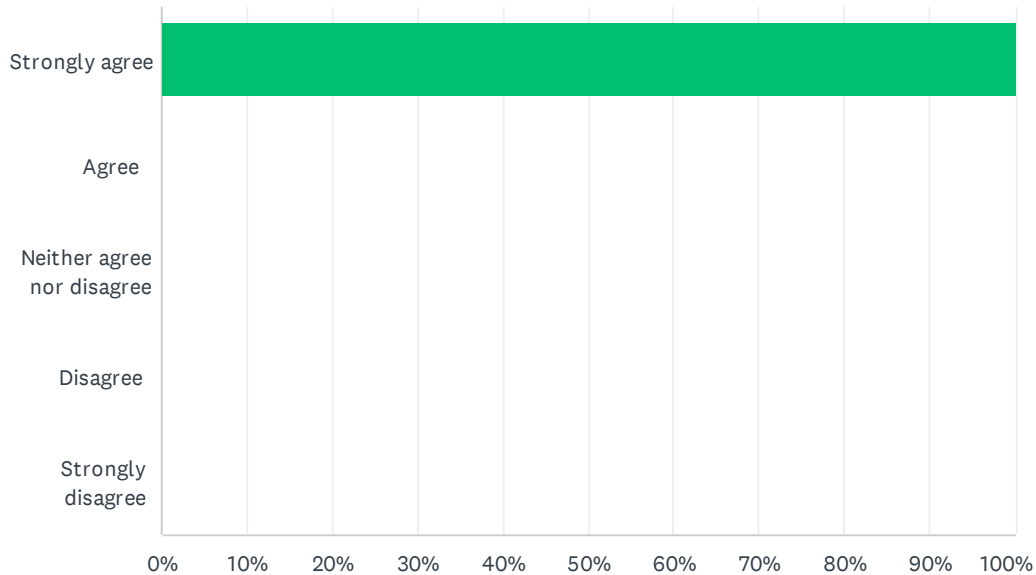
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ANSWER CHOICES	RESPONSES	
Strongly agree	0.00%	0
Agree	100.00%	5
Neither agree nor disagree	0.00%	0
Disagree	0.00%	0
Strongly disagree	0.00%	0
TOTAL		5

Q7 The Board demonstrates support and respect for the superintendent's role as CEO.

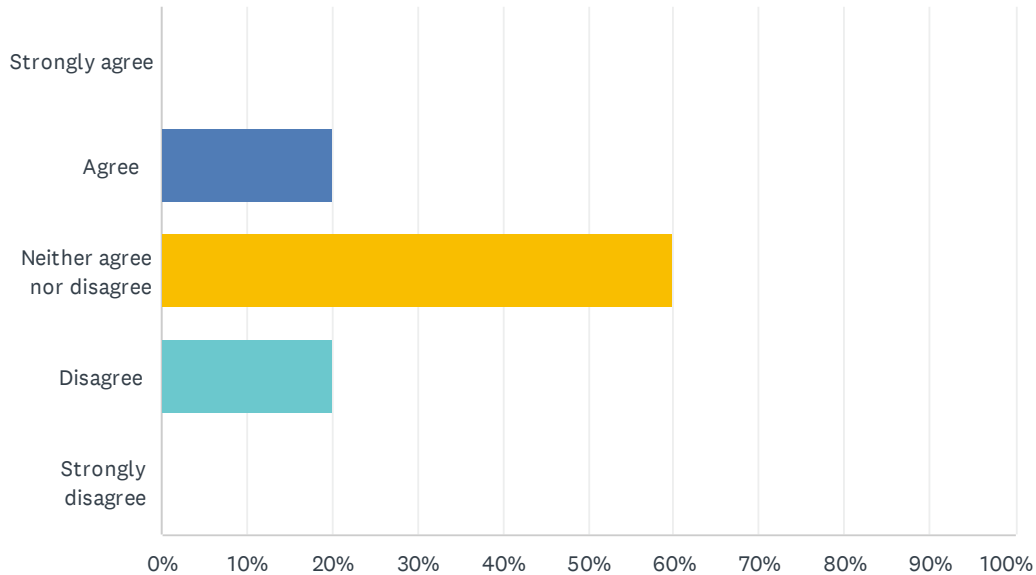
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ANSWER CHOICES	RESPONSES	
Strongly agree	100.00%	5
Agree	0.00%	0
Neither agree nor disagree	0.00%	0
Disagree	0.00%	0
Strongly disagree	0.00%	0
TOTAL		5

Q8 The Board emphasizes the importance of and participates in regular and continual professional development.

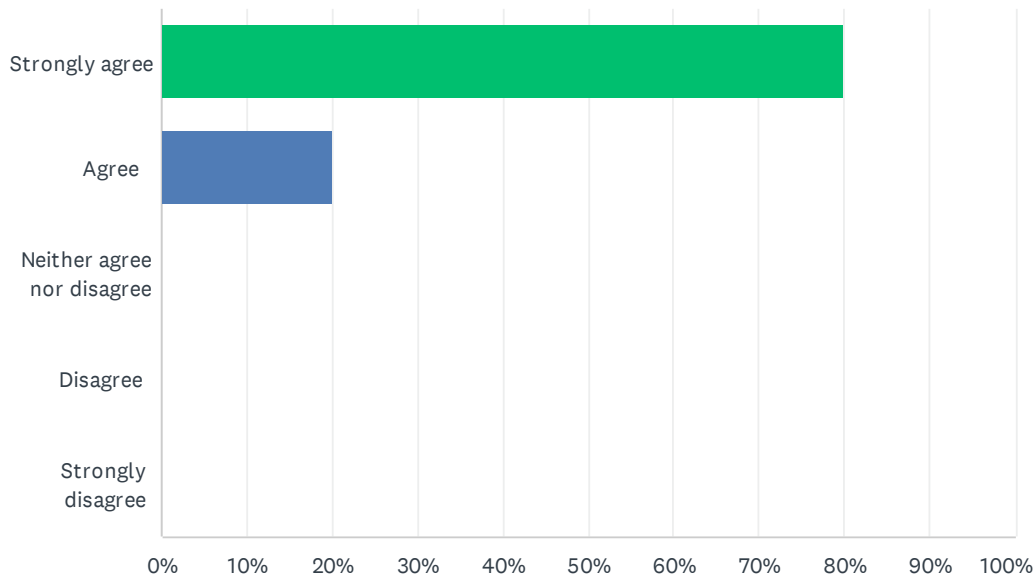
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ANSWER CHOICES	RESPONSES	
Strongly agree	0.00%	0
Agree	20.00%	1
Neither agree nor disagree	60.00%	3
Disagree	20.00%	1
Strongly disagree	0.00%	0
TOTAL		5

Q9 The Board fosters open and honest conversation.

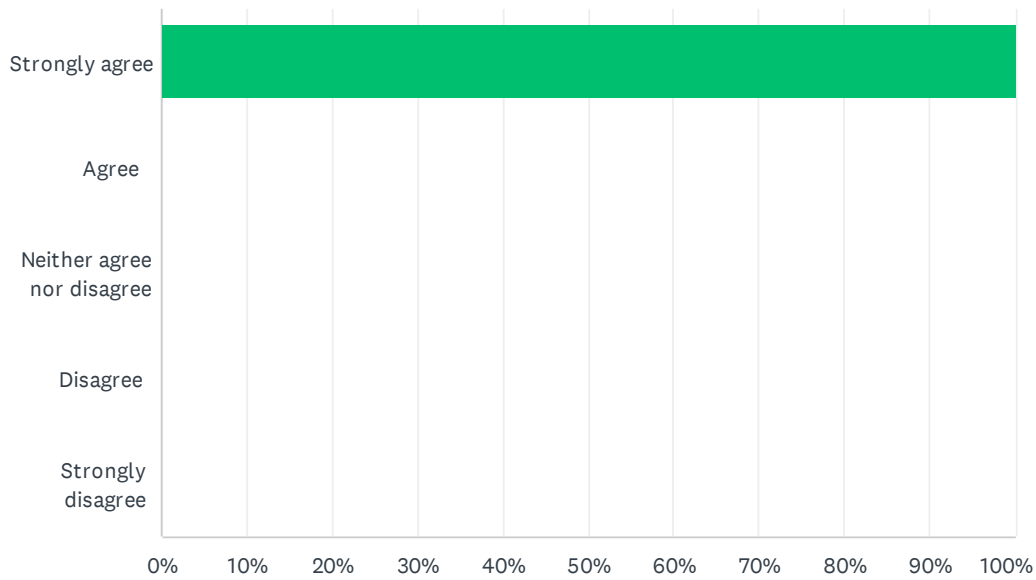
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ANSWER CHOICES	RESPONSES	
Strongly agree	80.00%	4
Agree	20.00%	1
Neither agree nor disagree	0.00%	0
Disagree	0.00%	0
Strongly disagree	0.00%	0
TOTAL		5

Q10 Board meetings are well-publicized.

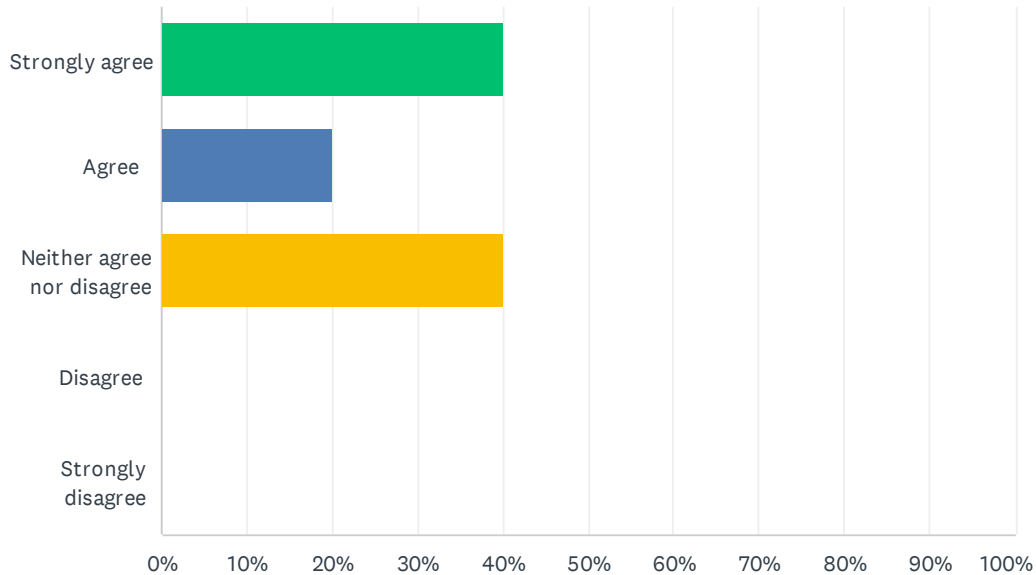
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ANSWER CHOICES	RESPONSES	
Strongly agree	100.00%	5
Agree	0.00%	0
Neither agree nor disagree	0.00%	0
Disagree	0.00%	0
Strongly disagree	0.00%	0
TOTAL		5

Q11 The Board does its due diligence in ensuring that community members are informed of District matters.

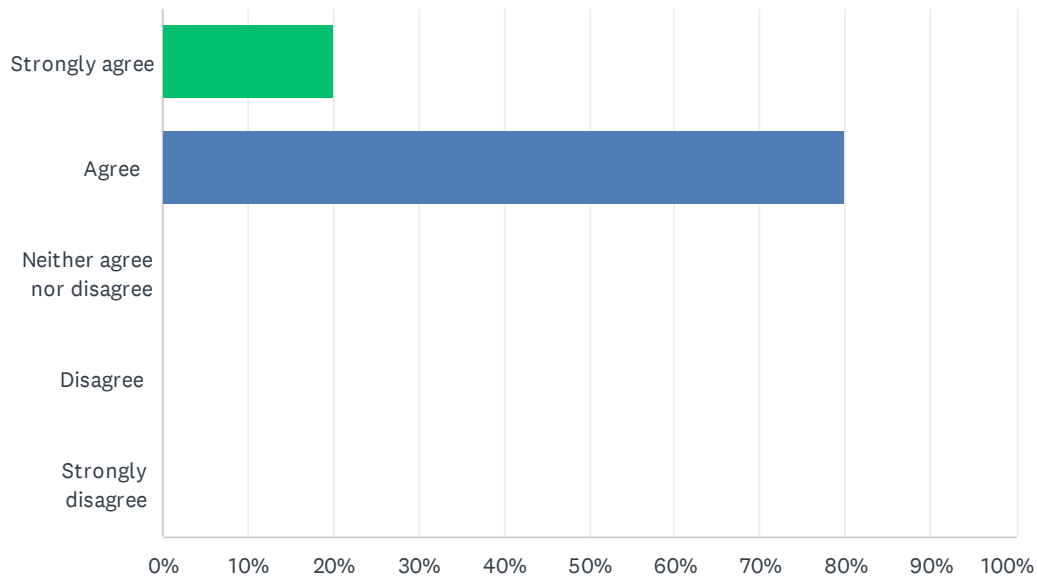
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ANSWER CHOICES	RESPONSES	
Strongly agree	40.00%	2
Agree	20.00%	1
Neither agree nor disagree	40.00%	2
Disagree	0.00%	0
Strongly disagree	0.00%	0
TOTAL		5

Q12 Board meetings are productive.

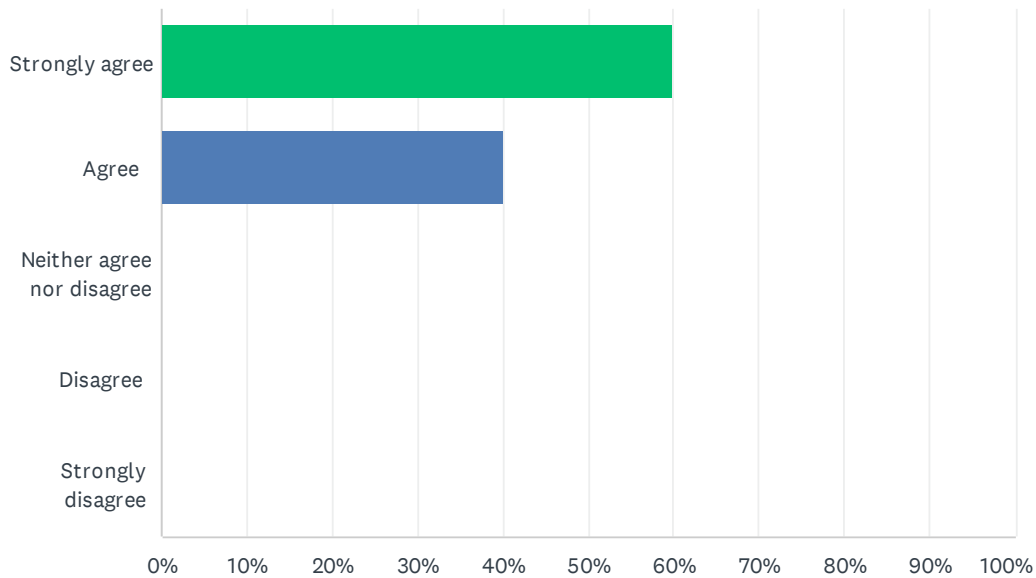
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ANSWER CHOICES	RESPONSES	
Strongly agree	20.00%	1
Agree	80.00%	4
Neither agree nor disagree	0.00%	0
Disagree	0.00%	0
Strongly disagree	0.00%	0
TOTAL		5

Q13 Board decisions are well-informed and thoughtful.

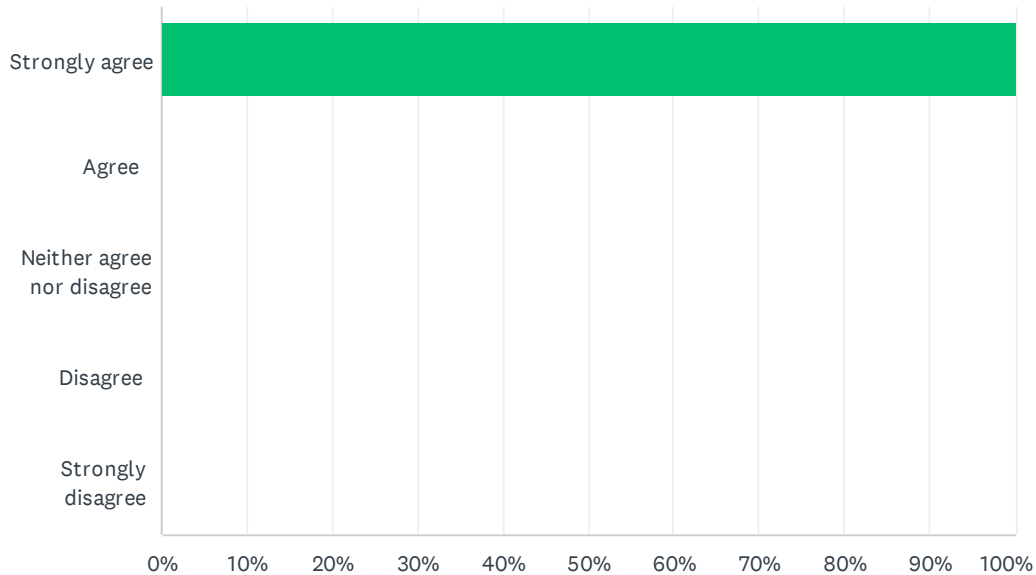
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ANSWER CHOICES	RESPONSES	
Strongly agree	60.00%	3
Agree	40.00%	2
Neither agree nor disagree	0.00%	0
Disagree	0.00%	0
Strongly disagree	0.00%	0
TOTAL		5

Q14 The Board keeps student success/learning at the center of its decision-making process.

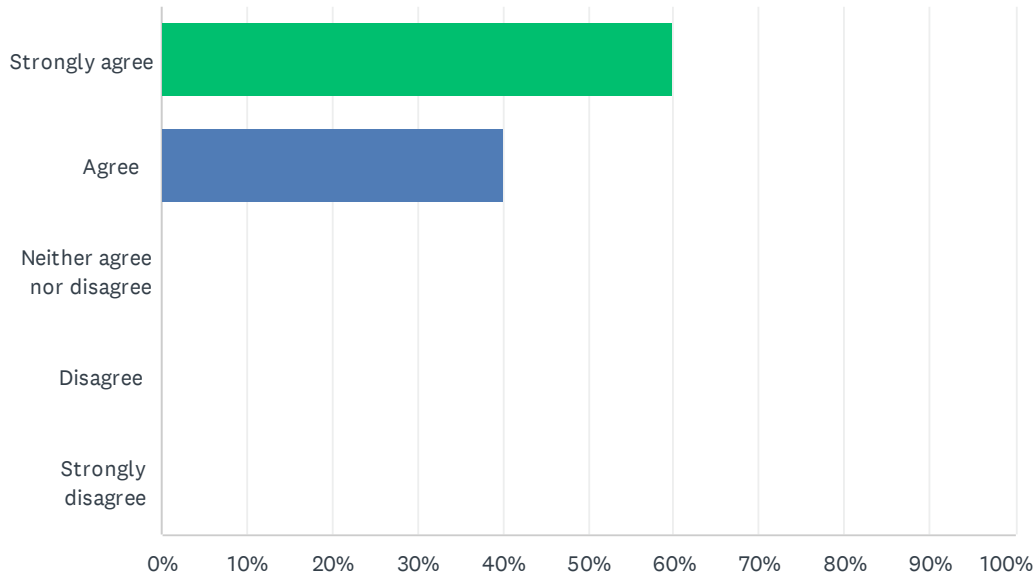
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ANSWER CHOICES	RESPONSES	
Strongly agree	100.00%	5
Agree	0.00%	0
Neither agree nor disagree	0.00%	0
Disagree	0.00%	0
Strongly disagree	0.00%	0
TOTAL		5

Q15 The Board uses data to assess progress and identify areas needing improvement.

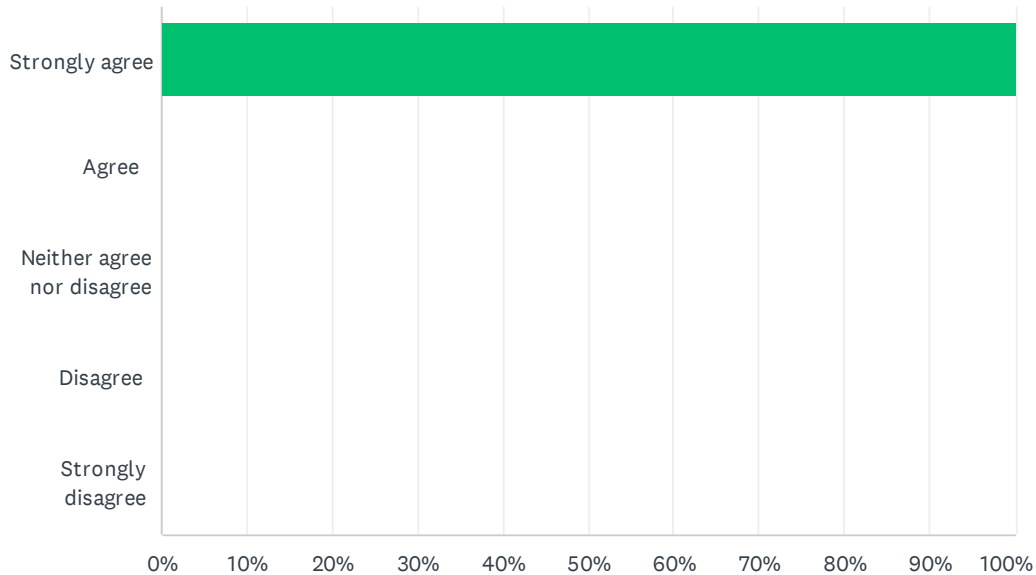
Answered: 5 Skipped: 0



ANSWER CHOICES	RESPONSES	
Strongly agree	60.00%	3
Agree	40.00%	2
Neither agree nor disagree	0.00%	0
Disagree	0.00%	0
Strongly disagree	0.00%	0
TOTAL		5

Q16 The Board operates in a legal and transparent manner and is fiscally responsible.

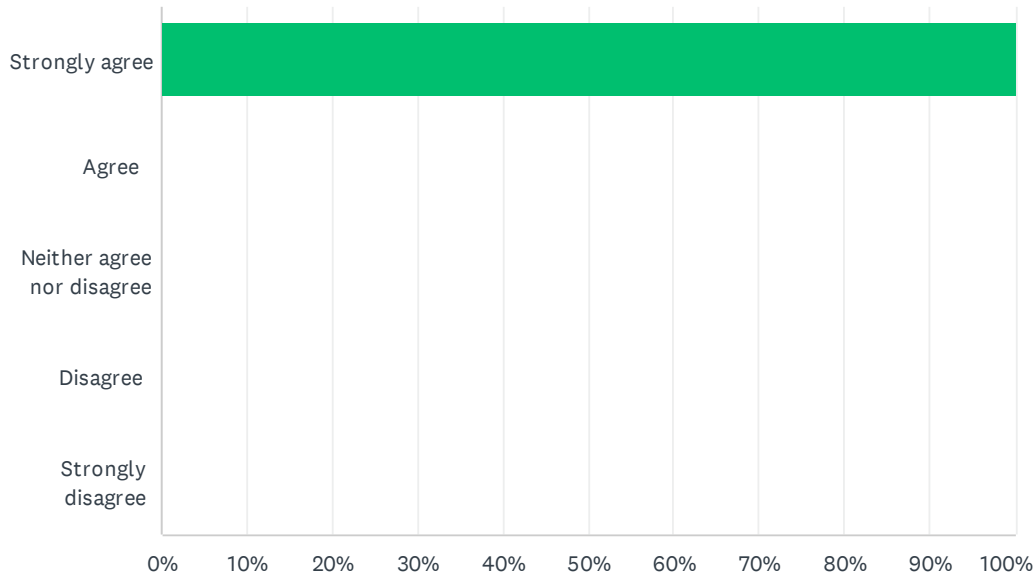
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ANSWER CHOICES	RESPONSES	
Strongly agree	100.00%	5
Agree	0.00%	0
Neither agree nor disagree	0.00%	0
Disagree	0.00%	0
Strongly disagree	0.00%	0
TOTAL		5

Q17 The Board conducts official business only at properly called meetings.

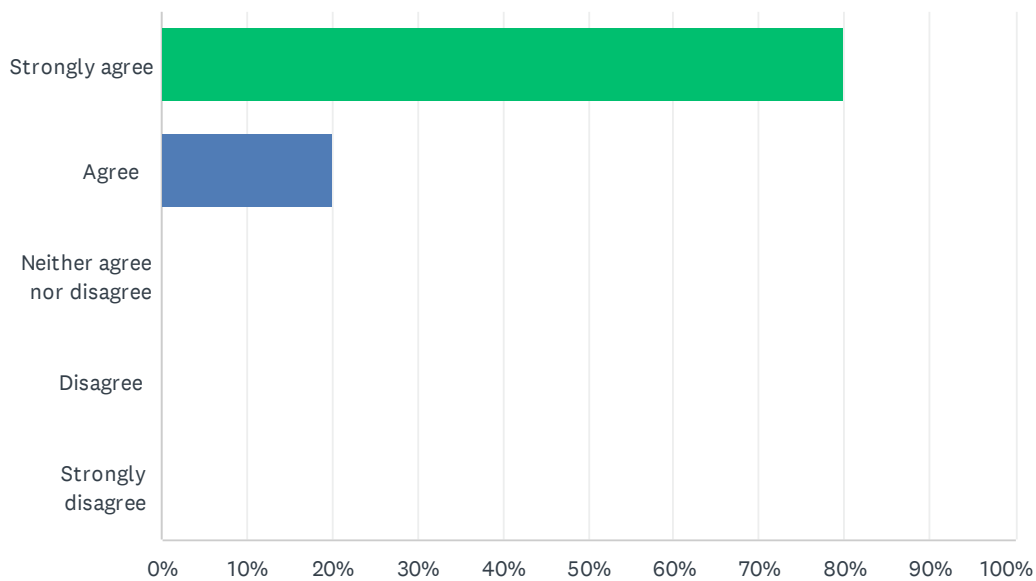
Answered: 5 Skipped: 0



ANSWER CHOICES	RESPONSES	
Strongly agree	100.00%	5
Agree	0.00%	0
Neither agree nor disagree	0.00%	0
Disagree	0.00%	0
Strongly disagree	0.00%	0
TOTAL		5

Q18 The Board maintains confidentiality as outlined by law.

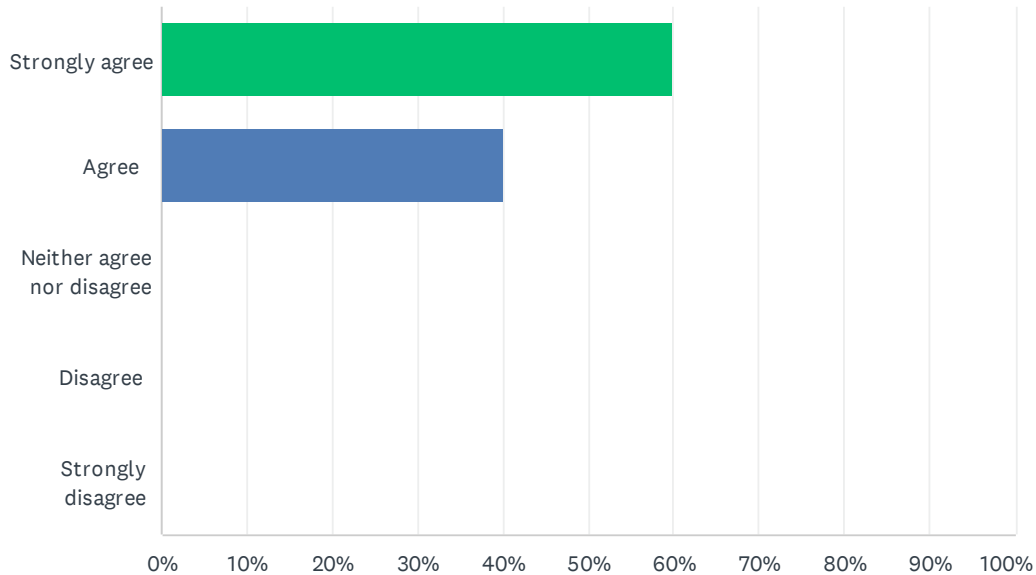
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ANSWER CHOICES	RESPONSES	
Strongly agree	80.00%	4
Agree	20.00%	1
Neither agree nor disagree	0.00%	0
Disagree	0.00%	0
Strongly disagree	0.00%	0
TOTAL		5

Q19 The Board fulfills the duties and responsibilities it was elected to do and holds District personnel to a high standard.

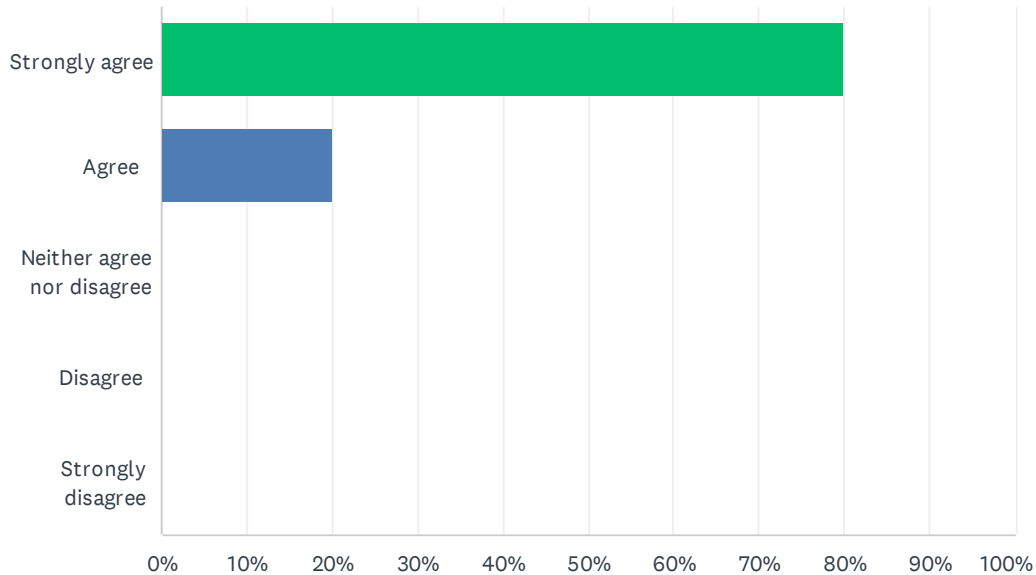
Answered: 5 Skipped: 0



ANSWER CHOICES	RESPONSES	
Strongly agree	60.00%	3
Agree	40.00%	2
Neither agree nor disagree	0.00%	0
Disagree	0.00%	0
Strongly disagree	0.00%	0
TOTAL		5

Q20 The Board adopts a District mission statement and sets/evaluates annual goals.

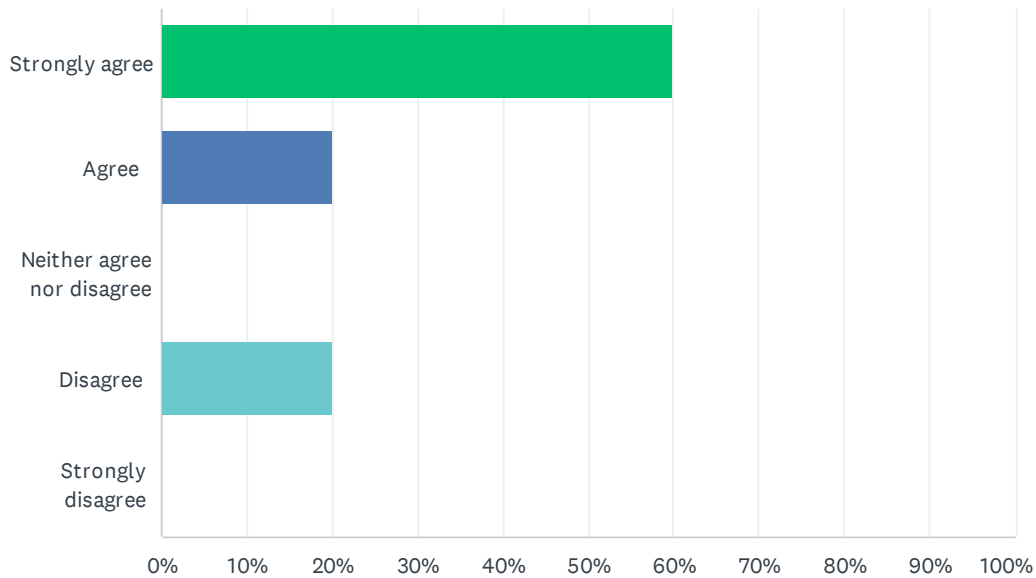
Answered: 5 Skipped: 0



ANSWER CHOICES	RESPONSES	
Strongly agree	80.00%	4
Agree	20.00%	1
Neither agree nor disagree	0.00%	0
Disagree	0.00%	0
Strongly disagree	0.00%	0
TOTAL		5

Q21 The Board conducts a comprehensive orientation each year.

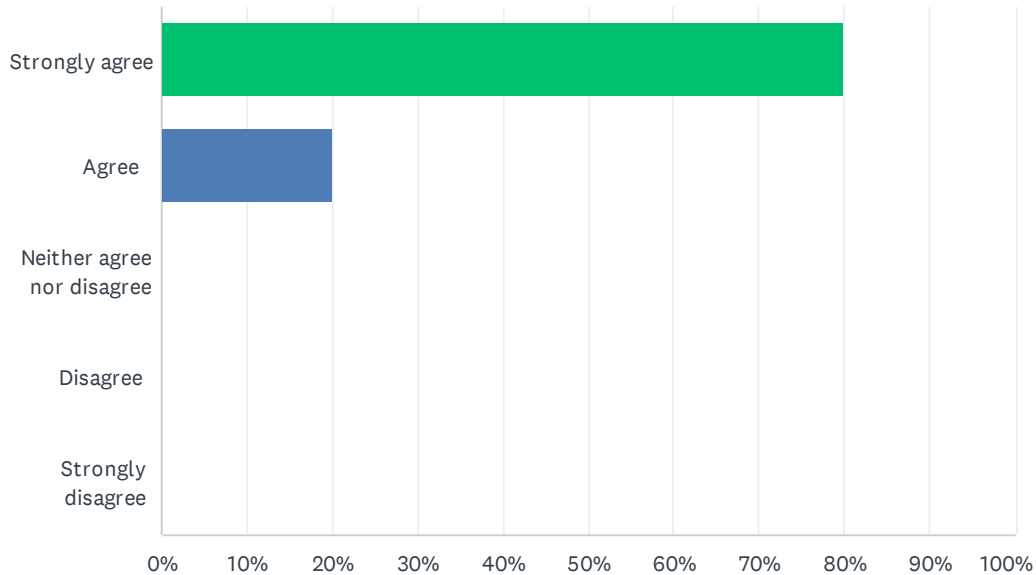
Answered: 5 Skipped: 0



ANSWER CHOICES	RESPONSES	
Strongly agree	60.00%	3
Agree	20.00%	1
Neither agree nor disagree	0.00%	0
Disagree	20.00%	1
Strongly disagree	0.00%	0
TOTAL		5

Q22 The Board evaluates administration based on clearly defined expectations and goals.

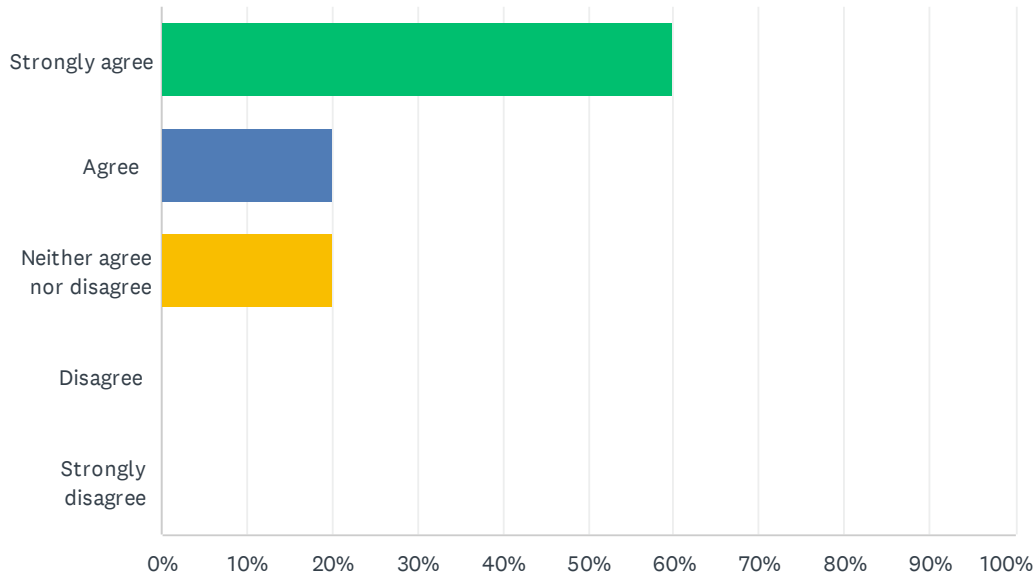
Answered: 5 Skipped: 0



ANSWER CHOICES	RESPONSES	
Strongly agree	80.00%	4
Agree	20.00%	1
Neither agree nor disagree	0.00%	0
Disagree	0.00%	0
Strongly disagree	0.00%	0
TOTAL		5

Q23 The Board regularly evaluates, develops, and assesses District Policy.

Answered: 5 Skipped: 0



ANSWER CHOICES	RESPONSES	
Strongly agree	60.00%	3
Agree	20.00%	1
Neither agree nor disagree	20.00%	1
Disagree	0.00%	0
Strongly disagree	0.00%	0
TOTAL		5

#1

COMPLETE

Collector: Web Link 1 (Web Link)
Started: Friday, May 13, 2022 7:19:24 AM
Last Modified: Friday, May 13, 2022 7:35:44 AM
Time Spent: 00:16:19
IP Address: 70.41.160.86

Page 1

Q1 **Strongly agree**

The Board welcomes and encourages community involvement at School Board meetings.

Q2 **Strongly agree**

The Board values community input.

Q3 **Strongly agree**

The Board is approachable and professional with community members.

Q4 **Strongly agree**

Trustees communicate with each other in a respectful manner.

Q5 **Strongly agree**

Trustees honor Board decisions when a vote is not unanimous.

Q6 **Agree**

Trustees read the Board packet and are well-prepared for meetings.

Q7 **Strongly agree**

The Board demonstrates support and respect for the superintendent's role as CEO.

Q8

The Board emphasizes the importance of and participates in regular and continual professional development.

Agree,

Comments & recommendations to improve::

I think we could do better in this respect. Perhaps each of us should have a goal next year of 2 or 3 professional development classes and be held accountable for it.

Q9

The Board fosters open and honest conversation.

Strongly agree

Q10

Board meetings are well-publicized.

Strongly agree,

Comments & recommendations to improve::

Perhaps we should also post on Facebook

Q11

The Board does its due diligence in ensuring that community members are informed of District matters.

Neither agree nor disagree,

Comments & recommendations to improve::

I am not sure this happens - I think we need to do more outreach. Perhaps other types of get-togethers beyond Board meetings: Coffees, Pizza Parties etc?

Q12

Board meetings are productive.

Agree,

Comments & recommendations to improve::

I do think Board meetings are too long and would like to see us think of other strategies to tighten things up. This might include work sessions outside of Board meetings. I also don't think that the Superintendent, Business Manager and District Clerk reports need to be part of the Board meeting - just the Board package. Our Board Chair does her best to move things along.

Q13

Board decisions are well-informed and thoughtful.

Agree

Q14

The Board keeps student success/learning at the center of its decision-making process.

Strongly agree

Q15

The Board uses data to assess progress and identify areas needing improvement.

Strongly agree,

Comments & recommendations to improve::

The Superintendent and her passion for data has helped us in this regard. It's a good thing!

Q16

Strongly agree

The Board operates in a legal and transparent manner and is fiscally responsible.

Q17

Strongly agree

The Board conducts official business only at properly called meetings.

Q18

Strongly agree

The Board maintains confidentiality as outlined by law.

Q19

Agree,

The Board fulfills the duties and responsibilities it was elected to do and holds District personnel to a high standard.

Comments & recommendations to improve::

As a Board member, I do spend time at GGS but would like to spend more time in the actual classroom environment.

Q20

Strongly agree

The Board adopts a District mission statement and sets/evaluates annual goals.

Q21

Strongly agree

The Board conducts a comprehensive orientation each year.

Q22

Strongly agree

The Board evaluates administration based on clearly defined expectations and goals.

Q23

Strongly agree

The Board regularly evaluates, develops, and assesses District Policy.

#2

COMPLETE

Collector: Web Link 1 (Web Link)
Started: Friday, May 13, 2022 9:37:51 AM
Last Modified: Friday, May 13, 2022 9:43:35 AM
Time Spent: 00:05:43
IP Address: 69.163.93.251

Page 1

Q1 **Strongly agree**

The Board welcomes and encourages community involvement at School Board meetings.

Q2 **Strongly agree**

The Board values community input.

Q3 **Agree**

The Board is approachable and professional with community members.

Q4 **Strongly agree**

Trustees communicate with each other in a respectful manner.

Q5 **Agree**

Trustees honor Board decisions when a vote is not unanimous.

Q6 **Agree**

Trustees read the Board packet and are well-prepared for meetings.

Q7 **Strongly agree**

The Board demonstrates support and respect for the superintendent's role as CEO.

2022 School Board Self Evaluation

Q8

The Board emphasizes the importance of and participates in regular and continual professional development.

Neither agree nor disagree,

Comments & recommendations to improve::

As pointed out in the past, this is an area of improvement.

Q9

The Board fosters open and honest conversation.

Strongly agree

Q10

Board meetings are well-publicized.

Strongly agree

Q11

The Board does its due diligence in ensuring that community members are informed of District matters.

Agree

Q12

Board meetings are productive.

Strongly agree

Q13

Board decisions are well-informed and thoughtful.

Strongly agree

Q14

The Board keeps student success/learning at the center of its decision-making process.

Strongly agree

Q15

The Board uses data to assess progress and identify areas needing improvement.

Agree

Q16

The Board operates in a legal and transparent manner and is fiscally responsible.

Strongly agree

Q17

The Board conducts official business only at properly called meetings.

Strongly agree

Q18

The Board maintains confidentiality as outlined by law.

Agree

Q19

Agree

The Board fulfills the duties and responsibilities it was elected to do and holds District personnel to a high standard.

Q20

Strongly agree

The Board adopts a District mission statement and sets/evaluates annual goals.

Q21

Agree,

The Board conducts a comprehensive orientation each year.

Comments & recommendations to improve::
It getting better, an area that can always be improved.

Q22

Agree

The Board evaluates administration based on clearly defined expectations and goals.

Q23

Neither agree nor disagree,

The Board regularly evaluates, develops, and assesses District Policy.

Comments & recommendations to improve::
Another area of improvement.

#3

COMPLETE

Collector: Web Link 1 (Web Link)
Started: Friday, May 13, 2022 11:17:14 AM
Last Modified: Friday, May 13, 2022 11:28:11 AM
Time Spent: 00:10:56
IP Address: 216.166.174.62

Page 1

Q1

Strongly agree

The Board welcomes and encourages community involvement at School Board meetings.

Q2

Strongly agree

The Board values community input.

Q3

Agree,

The Board is approachable and professional with community members.

Comments & recommendations to improve::
 I actually strongly agree, but perception colors this for everyone. If a community member feels we are not approachable, then we need to work a little harder at that. Since we have community members that definitely feel that way, I think we can concentrate on fixing that.

Q4

Strongly agree,

Trustees communicate with each other in a respectful manner.

Comments & recommendations to improve::
 This is one of the most respectful Boards I have ever participated in.

Q5

Strongly agree,

Trustees honor Board decisions when a vote is not unanimous.

Comments & recommendations to improve::
 Everyone accepts the outcomes with grace and trust.

Q6

Agree,

Trustees read the Board packet and are well-prepared for meetings.

Comments & recommendations to improve::
 Some are better than others, but no one ever comes to the meeting completely unprepared.

Q7

Strongly agree

The Board demonstrates support and respect for the superintendent's role as CEO.

Q8

Disagree,

The Board emphasizes the importance of and participates in regular and continual professional development.

Comments & recommendations to improve::

This is a hard one and the area that needs the most work by all of us.

Q9

Strongly agree

The Board fosters open and honest conversation.

Q10

Strongly agree

Board meetings are well-publicized.

Q11

Strongly agree

The Board does its due diligence in ensuring that community members are informed of District matters.

Q12

Agree,

Board meetings are productive.

Comments & recommendations to improve::

They still run long, but we are much better at moving them along than when I began. There is so much to address most meetings but I don't feel like we rush things. Sometimes we still talk about items longer than necessary, but overall, I'm happy with the current productivity levels.

Q13

Strongly agree

Board decisions are well-informed and thoughtful.

Q14

Strongly agree,

The Board keeps student success/learning at the center of its decision-making process.

Comments & recommendations to improve::

This is an area that I feel this Board excels in. The discussion almost always centers around the best interests of our students and that deserves recognition right here.

Q15

Strongly agree,

The Board uses data to assess progress and identify areas needing improvement.

Comments & recommendations to improve::

The Superintendent always presents data and then makes sense of it for us. This is a very data driven Board, especially with the addition of Ms. Keel the past few years.

Q16 The Board operates in a legal and transparent manner and is fiscally responsible.	Strongly agree
Q17 The Board conducts official business only at properly called meetings.	Strongly agree
Q18 The Board maintains confidentiality as outlined by law.	Strongly agree
Q19 The Board fulfills the duties and responsibilities it was elected to do and holds District personnel to a high standard.	Strongly agree, Comments & recommendations to improve:: This is a collaborative effort and I feel strongly that everyone is committed to the ideal.
Q20 The Board adopts a District mission statement and sets/evaluates annual goals.	Strongly agree
Q21 The Board conducts a comprehensive orientation each year.	Strongly agree
Q22 The Board evaluates administration based on clearly defined expectations and goals.	Strongly agree
Q23 The Board regularly evaluates, develops, and assesses District Policy.	Strongly agree

#4

COMPLETE

Collector: Web Link 1 (Web Link)
Started: Friday, May 13, 2022 11:24:38 AM
Last Modified: Friday, May 13, 2022 12:44:29 PM
Time Spent: 01:19:51
IP Address: 69.163.93.73

Page 1

Q1

The Board welcomes and encourages community involvement at School Board meetings.

Agree,

Comments & recommendations to improve::
 We are always brainstorming ways to encourage community involvement ~

Q2

The Board values community input.

Agree,

Comments & recommendations to improve::
 We very much value public input, which I know isn't always seen or interrupted that way by the public. There are so many factors that go into a Board's decisions (finances, professional licensing/accreditation requirements, liability, student success, required instructional hours, etc.). Few major decisions are ever black and white. It wouldn't be prudent, responsible, or fulfilling out duty for the Board's decisions to be made based only on popular public opinion. Sometimes there isn't public clarity on that, which is understandable. That's the rationale for elected Boards who are responsible for having an intimate and in-depth understanding of school law, finance, legislative actions, etc. If that weren't the case, a simple public opinion poll would suffice in all decision making processes, and there would be little depth-of-knowledge and accountability.

Q3

The Board is approachable and professional with community members.

Agree,

Comments & recommendations to improve::
 I, personally, can work to get better at this.

Q4

Trustees communicate with each other in a respectful manner.

Agree,

Comments & recommendations to improve::
 I am so proud of our Board and how we work with one another.

Q5

Strongly agree

Trustees honor Board decisions when a vote is not unanimous.

Q6

Agree,

Trustees read the Board packet and are well-prepared for meetings.

Comments & recommendations to improve::
Level of preparedness varies.

Q7

Strongly agree

The Board demonstrates support and respect for the superintendent's role as CEO.

Q8

Neither agree nor disagree,

The Board emphasizes the importance of and participates in regular and continual professional development.

Comments & recommendations to improve::
Definitely an area where more time, attention, and accountability needs to occur.

Q9

Agree,

The Board fosters open and honest conversation.

Comments & recommendations to improve::
Again, we are always trying improve on this.

Q10

Strongly agree

Board meetings are well-publicized.

Q11

Strongly agree,

The Board does its due diligence in ensuring that community members are informed of District matters.

Comments & recommendations to improve::
The District does its due diligence; some burden of responsibility does with the community to be pro-active.

Q12

Board meetings are productive.

Agree,

Comments & recommendations to improve::

There is always room for improvement and more efficiency in regards to how meetings are run. With that said, there always seems to be chatter about Board Meetings being too long (or years ago, too short) regardless of the length of the meetings. In reviewing minutes from the last six months, no monthly meeting has exceeded 2.75 hours. In truth, being a responsible, informed Trustee, who also has a sense of comradery with their fellow Trustees, requires an investment of time. When meetings are viewed as brief by the public, the Board is told that they're simply "rubber-stamping" decisions; when meetings are more lengthy, we're micromanaging and beating a dead-horse. It's really difficult to hit a sweet spot with this one. At the end of the day, what's most important is that the Board feels that they're taking the time they need to get the insights and information they require to make confident decisions.

Q13

Board decisions are well-informed and thoughtful.

Strongly agree

Q14

The Board keeps student success/learning at the center of its decision-making process.

Strongly agree

Q15

The Board uses data to assess progress and identify areas needing improvement.

Strongly agree,

Comments & recommendations to improve::

Our District has gotten so much better about collecting and utilizing data versus anecdotal information!

Q16

The Board operates in a legal and transparent manner and is fiscally responsible.

Strongly agree

Q17

The Board conducts official business only at properly called meetings.

Strongly agree

Q18

The Board maintains confidentiality as outlined by law.

Strongly agree

Q19 The Board fulfills the duties and responsibilities it was elected to do and holds District personnel to a high standard.	Strongly agree
Q20 The Board adopts a District mission statement and sets/evaluates annual goals.	Agree, Comments & recommendations to improve:: We can get better with this - specifically setting and evaluation of goals.
Q21 The Board conducts a comprehensive orientation each year.	Disagree, Comments & recommendations to improve:: Along with PD, probably our largest area for growth.
Q22 The Board evaluates administration based on clearly defined expectations and goals.	Strongly agree
Q23 The Board regularly evaluates, develops, and assesses District Policy.	Agree

#5

COMPLETE

Collector: Web Link 1 (Web Link)
Started: Friday, May 13, 2022 10:39:51 PM
Last Modified: Friday, May 13, 2022 11:10:55 PM
Time Spent: 00:31:03
IP Address: 154.27.106.150

Page 1

Q1**Strongly agree**

The Board welcomes and encourages community involvement at School Board meetings.

Q2**Strongly agree**

The Board values community input.

Q3**Strongly agree**

The Board is approachable and professional with community members.

Q4**Strongly agree**

Trustees communicate with each other in a respectful manner.

Q5**Strongly agree**

Trustees honor Board decisions when a vote is not unanimous.

Q6**Agree**

Trustees read the Board packet and are well-prepared for meetings.

Q7**Strongly agree,**

The Board demonstrates support and respect for the superintendent's role as CEO.

Comments & recommendations to improve::
Absolutely! Thank you Theresa for all you do!

Q8

The Board emphasizes the importance of and participates in regular and continual professional development.

Neither agree nor disagree,

Comments & recommendations to improve::

Scheduled formal board training as a group would be the most effective option, as supplemental online options easily go by the wayside w/ busy schedules and notable work/family/community commitments. With that said, board members are working to do their best in their capacity as volunteers serving on the board.

Q9

The Board fosters open and honest conversation.

Strongly agree

Q10

Board meetings are well-publicized.

Strongly agree,

Comments & recommendations to improve::

I believe so. I would love the community to contribute options for any/all additional avenues to publicize and/or engage our community.

Q11

The Board does its due diligence in ensuring that community members are informed of District matters.

Neither agree nor disagree,

Comments & recommendations to improve::

Theresa has enlisted an effective communicative platform on behalf of the district to keep parents/guardians informed on a daily basis...the board has further opportunity to better inform the greater community of school matters in a print or other format that might be found effective based on our community demographic.

Q12

Board meetings are productive.

Agree,

Comments & recommendations to improve::

Productive in ultimately making decisions...not always run on an efficient timeline as meetings run long.

Q13

Board decisions are well-informed and thoughtful.

Agree

Q14

The Board keeps student success/learning at the center of its decision-making process.

Strongly agree,

Comments & recommendations to improve::

Absolutely!

Q15

The Board uses data to assess progress and identify areas needing improvement.

Agree,

Comments & recommendations to improve::

Theresa has been incredible in providing data to assess progress for which the board has been beyond excited to have and absorb. I still believe that there is room for improvement to further identify how to implement tangible change in those areas needing improvement.

Q16

The Board operates in a legal and transparent manner and is fiscally responsible.

Strongly agree

Q17

The Board conducts official business only at properly called meetings.

Strongly agree

Q18

The Board maintains confidentiality as outlined by law.

Strongly agree

Q19

The Board fulfills the duties and responsibilities it was elected to do and holds District personnel to a high standard.

Strongly agree

Q20

The Board adopts a District mission statement and sets/evaluates annual goals.

Strongly agree

Q21

The Board conducts a comprehensive orientation each year.

Strongly agree,

Comments & recommendations to improve::

I always enjoy the annual board orientation and am thankful for it.

Q22

The Board evaluates administration based on clearly defined expectations and goals.

Strongly agree,

Comments & recommendations to improve::

The evaluation process is clearly defined. If community has further input regarding a better method of evaluation, please don't hesitate to speak up.

Q23

Strongly agree

The Board regularly evaluates, develops, and assesses District Policy.

#1

COMPLETE

Collector: Web Link 1 (Web Link)
Started: Friday, April 29, 2022 10:02:22 AM
Last Modified: Friday, April 29, 2022 10:05:22 AM
Time Spent: 00:02:59
IP Address: 208.75.142.114

Page 1

Q1

Staff Member

I am a...

Q2

Agree

I feel welcomed and encouraged to attend School Board meetings.

Q3

Strongly agree

The School Board values community input.

Q4

Agree

School Board Trustees are approachable and professional.

Q5

Agree,

School Board meetings are well publicized.

Other (please specify) & Provide recommendations::
 Recordings would be nice to watch afterward for those that cannot attend but would like to know what is happening.

Q6

Agree

School Board meetings are productive.

Q7

Agree

The School Board makes decisions that are well-informed and thoughtful.

Q8

Agree

The School Board operates in a legal and transparent manner and is fiscally responsible.

Q9

Agree

The School Board fulfills the duties and responsibilities it was elected to do and holds school personnel to a high standard.

Q10

Respondent skipped this question

Please add any additional comments or feedback you would like the School Board to be aware of or specific suggestions for improvement:

#2

COMPLETE

Collector: Web Link 1 (Web Link)
Started: Friday, April 29, 2022 10:04:43 AM
Last Modified: Friday, April 29, 2022 10:06:04 AM
Time Spent: 00:01:21
IP Address: 208.75.142.114

Page 1

Q1

Staff Member

I am a...

Q2

Agree

I feel welcomed and encouraged to attend School Board meetings.

Q3

Strongly agree

The School Board values community input.

Q4

Agree

School Board Trustees are approachable and professional.

Q5

Agree

School Board meetings are well publicized.

Q6

Agree

School Board meetings are productive.

Q7

Strongly agree

The School Board makes decisions that are well-informed and thoughtful.

Q8

Strongly agree

The School Board operates in a legal and transparent manner and is fiscally responsible.

Q9

Strongly agree

The School Board fulfills the duties and responsibilities it was elected to do and holds school personnel to a high standard.

Q10

Respondent skipped this question

Please add any additional comments or feedback you would like the School Board to be aware of or specific suggestions for improvement:

#3

COMPLETE

Collector: Web Link 1 (Web Link)
Started: Friday, April 29, 2022 10:33:22 AM
Last Modified: Friday, April 29, 2022 10:36:21 AM
Time Spent: 00:02:58
IP Address: 208.75.142.114

Page 1

Q1

Staff Member

I am a...

Q2

Strongly agree

I feel welcomed and encouraged to attend School Board meetings.

Q3

Strongly agree

The School Board values community input.

Q4

Strongly agree

School Board Trustees are approachable and professional.

Q5

Strongly agree

School Board meetings are well publicized.

Q6

Agree

School Board meetings are productive.

Q7

Agree

The School Board makes decisions that are well-informed and thoughtful.

Q8

Strongly agree

The School Board operates in a legal and transparent manner and is fiscally responsible.

Q9

Strongly agree

The School Board fulfills the duties and responsibilities it was elected to do and holds school personnel to a high standard.

Q10

Respondent skipped this question

Please add any additional comments or feedback you would like the School Board to be aware of or specific suggestions for improvement:

#4

COMPLETE

Collector: Web Link 1 (Web Link)
Started: Friday, April 29, 2022 11:21:54 AM
Last Modified: Friday, April 29, 2022 11:42:59 AM
Time Spent: 00:21:05
IP Address: 168.149.164.194

Page 1

Q1

Parent/Primary Caregiver

I am a...

Q2

I feel welcomed and encouraged to attend School Board meetings.

Strongly disagree,

Comments & Recommendations::

Mostly because of Teresa Keel. She is a very divisive person. I know several folks who feel this way and a few families have left the school because of her. She seems very manipulative and narcissistic. A lot of families would appreciate seeing a change.

Q3

The School Board values community input.

Strongly disagree,

Other (please specify) & Provide recommendations::

I think this was evident with the bond issue last year. The School Board was more interested in and listened to what the out of district folks thought than those who live in the district. That turned out very bad for the board and the superintendent. It ended up driving a wedge in the community and soured folks against the board.

Q4

School Board Trustees are approachable and professional.

Strongly disagree,

Other (please specify) & Provide recommendations::

A few are, but the defacto leader (the Superintendent) basically runs over who ever she wishes. She is very subtle, superficial, exploitative, and appears to always want control.

Q5

School Board meetings are well publicized.

Agree

Q6

School Board meetings are productive.

Strongly disagree,

Other (please specify) & Provide recommendations::

We have watched several and it seems that the superintendent takes control and then the meetings get way off track and the horse gets beat to death.

Q7

The School Board makes decisions that are well-informed and thoughtful.

Strongly disagree,

Other (please specify) & Provide recommendations::

It seems that the "School Board" is strongly manipulated by Mrs. Keel. I don't think they are making many of their own decisions, or at least a significant contingent on the board is not. I would suggest that we need a new Superintendent.

Q8

The School Board operates in a legal and transparent manner and is fiscally responsible.

Strongly disagree,

Other (please specify) & Provide recommendations::

I was very disappointed to see that the board allowed Teresa Keel to be the mouth piece for last years failed bond. The board put her in a very bad position, but honestly I think she manipulated her way into that position and the board just wasn't very discerning when they allowed for her to take such an active role.

Q9

The School Board fulfills the duties and responsibilities it was elected to do and holds school personnel to a high standard.

Strongly disagree,

Other (please specify) & Provide recommendations::

It appears that the board is bending to the superintendents will.

Q10

Please add any additional comments or feedback you would like the School Board to be aware of or specific suggestions for improvement:

Respondent skipped this question

#5

COMPLETE

Collector: Web Link 1 (Web Link)
Started: Friday, April 29, 2022 11:46:49 AM
Last Modified: Friday, April 29, 2022 11:48:18 AM
Time Spent: 00:01:29
IP Address: 205.149.12.109

Page 1

Q1 Parent/Primary Caregiver

I am a...

Q2 Agree

I feel welcomed and encouraged to attend School Board meetings.

Q3 Agree

The School Board values community input.

Q4 Agree

School Board Trustees are approachable and professional.

Q5 Strongly agree

School Board meetings are well publicized.

Q6 Agree

School Board meetings are productive.

Q7 Agree

The School Board makes decisions that are well-informed and thoughtful.

Q8 Agree

The School Board operates in a legal and transparent manner and is fiscally responsible.

Q9

Agree

The School Board fulfills the duties and responsibilities it was elected to do and holds school personnel to a high standard.

Q10

Respondent skipped this question

Please add any additional comments or feedback you would like the School Board to be aware of or specific suggestions for improvement:

#6

COMPLETE

Collector: Web Link 1 (Web Link)
Started: Friday, April 29, 2022 12:51:49 PM
Last Modified: Friday, April 29, 2022 12:53:47 PM
Time Spent: 00:01:58
IP Address: 184.167.144.169

Page 1

Q1 Parent/Primary Caregiver

I am a...

Q2 Agree

I feel welcomed and encouraged to attend School Board meetings.

Q3 Agree

The School Board values community input.

Q4 Agree

School Board Trustees are approachable and professional.

Q5 Agree

School Board meetings are well publicized.

Q6 N/A or No Basis for Comment

School Board meetings are productive.

Q7 Agree

The School Board makes decisions that are well-informed and thoughtful.

Q8 Agree

The School Board operates in a legal and transparent manner and is fiscally responsible.

Q9

Agree

The School Board fulfills the duties and responsibilities it was elected to do and holds school personnel to a high standard.

Q10

Respondent skipped this question

Please add any additional comments or feedback you would like the School Board to be aware of or specific suggestions for improvement:

#7

COMPLETE

Collector: Web Link 1 (Web Link)
Started: Friday, April 29, 2022 1:06:17 PM
Last Modified: Friday, April 29, 2022 1:23:28 PM
Time Spent: 00:17:11
IP Address: 98.127.253.37

Page 1

Q1

Parent/Primary Caregiver

I am a...

Q2

I feel welcomed and encouraged to attend School Board meetings.

Agree,

Comments & Recommendations::

I feel like the zoom link could be easier to find.

Q3

Agree

The School Board values community input.

Q4

Agree

School Board Trustees are approachable and professional.

Q5

Agree

School Board meetings are well publicized.

Q6

Agree

School Board meetings are productive.

Q7

Agree

The School Board makes decisions that are well-informed and thoughtful.

Q8

Agree

The School Board operates in a legal and transparent manner and is fiscally responsible.

Q9

Agree

The School Board fulfills the duties and responsibilities it was elected to do and holds school personnel to a high standard.

Q10

Please add any additional comments or feedback you would like the School Board to be aware of or specific suggestions for improvement:

I do feel when it came time for principal/ superintendent renewing of contract that a survey should be sent out to parents asking about job performance. I think expecting people to write emails and go over specific events is not always the easiest thing for parents to do, but to take 5 minutes and answer a survey would be super helpful in determining the performance of the principal from a parent point of view.

#8

COMPLETE

Collector: Web Link 1 (Web Link)
Started: Friday, April 29, 2022 1:23:52 PM
Last Modified: Friday, April 29, 2022 1:25:46 PM
Time Spent: 00:01:53
IP Address: 107.77.199.17

Page 1

Q1	Parent/Primary Caregiver
I am a...	
Q2	Agree
I feel welcomed and encouraged to attend School Board meetings.	
Q3	Agree
The School Board values community input.	
Q4	Respondent skipped this question
School Board Trustees are approachable and professional.	
Q5	Agree
School Board meetings are well publicized.	
Q6	N/A or No Basis for Comment
School Board meetings are productive.	
Q7	N/A or No Basis for Comment
The School Board makes decisions that are well-informed and thoughtful.	
Q8	Agree
The School Board operates in a legal and transparent manner and is fiscally responsible.	

Q9

Agree

The School Board fulfills the duties and responsibilities it was elected to do and holds school personnel to a high standard.

Q10

Respondent skipped this question

Please add any additional comments or feedback you would like the School Board to be aware of or specific suggestions for improvement:

#9

COMPLETE

Collector: Web Link 1 (Web Link)
Started: Friday, April 29, 2022 3:34:03 PM
Last Modified: Friday, April 29, 2022 3:36:44 PM
Time Spent: 00:02:41
IP Address: 104.28.116.191

Page 1

Q1

Parent/Primary Caregiver

I am a...

Q2

Agree

I feel welcomed and encouraged to attend School Board meetings.

Q3

Disagree

The School Board values community input.

Q4

Disagree

School Board Trustees are approachable and professional.

Q5

N/A or No Basis for Comment

School Board meetings are well publicized.

Q6

Disagree

School Board meetings are productive.

Q7

Strongly disagree

The School Board makes decisions that are well-informed and thoughtful.

Q8

Agree

The School Board operates in a legal and transparent manner and is fiscally responsible.

Q9

Disagree

The School Board fulfills the duties and responsibilities it was elected to do and holds school personnel to a high standard.

Q10

Respondent skipped this question

Please add any additional comments or feedback you would like the School Board to be aware of or specific suggestions for improvement:

#10

COMPLETE

Collector: Web Link 1 (Web Link)
Started: Friday, April 29, 2022 3:32:23 PM
Last Modified: Friday, April 29, 2022 3:47:08 PM
Time Spent: 00:14:45
IP Address: 174.247.131.156

Page 1

Q1

Parent/Primary Caregiver

I am a...

Q2

Disagree

I feel welcomed and encouraged to attend School Board meetings.

Q3

Strongly disagree

The School Board values community input.

Q4

Disagree

School Board Trustees are approachable and professional.

Q5

Agree

School Board meetings are well publicized.

Q6

Disagree

School Board meetings are productive.

Q7

Neither agree nor disagree

The School Board makes decisions that are well-informed and thoughtful.

Q8

N/A or No Basis for Comment

The School Board operates in a legal and transparent manner and is fiscally responsible.

Q9 **N/A or No Basis for Comment**

The School Board fulfills the duties and responsibilities it was elected to do and holds school personnel to a high standard.

Q10
Please add any additional comments or feedback you would like the School Board to be aware of or specific suggestions for improvement:

Listen to the parents prior to hiring teachers. Consider what's best for the students when planning for the future. Work within the school and the communities ability to sustain growth.

#11

COMPLETE

Collector: Web Link 1 (Web Link)
Started: Friday, April 29, 2022 5:02:20 PM
Last Modified: Friday, April 29, 2022 5:04:56 PM
Time Spent: 00:02:35
IP Address: 97.121.218.10

Page 1

Q1 **Parent/Primary Caregiver**

I am a...

Q2 **Strongly disagree,**

I feel welcomed and encouraged to attend School Board meetings.

Comments & Recommendations::

Public comment, especially during COVID, was incredibly distressing and did not encourage me to attend meetings.

Q3 **Agree**

The School Board values community input.

Q4 **Agree**

School Board Trustees are approachable and professional.

Q5 **Agree**

School Board meetings are well publicized.

Q6 **Agree**

School Board meetings are productive.

Q7 **Agree**

The School Board makes decisions that are well-informed and thoughtful.

Q8 **Agree**

The School Board operates in a legal and transparent manner and is fiscally responsible.

Q9

Agree

The School Board fulfills the duties and responsibilities it was elected to do and holds school personnel to a high standard.

Q10

Please add any additional comments or feedback you would like the School Board to be aware of or specific suggestions for improvement:

I hope the board is able to identify and hold accountable public commentary that is inappropriately disrespectful to them, staff or fellow attendees. I feel that many who commented during COVID debates should have been interrupted or asked to leave due to the nature and tone of their commentary. And, it is especially disappointing to know that this abuse continued beyond the board room to emails and other avenues.

#12

COMPLETE

Collector: Web Link 1 (Web Link)
Started: Friday, April 29, 2022 5:48:33 PM
Last Modified: Friday, April 29, 2022 5:50:53 PM
Time Spent: 00:02:19
IP Address: 63.153.12.0

Page 1

Q1

I am a...

Parent/Primary Caregiver,

Community Member

Q2

I feel welcomed and encouraged to attend School Board meetings.

Agree

Q3

The School Board values community input.

Agree

Q4

School Board Trustees are approachable and professional.

Agree

Q5

School Board meetings are well publicized.

Disagree,

Other (please specify) & Provide recommendations::

I think for parents yes (emails, Facebook etc) but not sure how other community members are notified.

Q6

School Board meetings are productive.

Agree

Q7

The School Board makes decisions that are well-informed and thoughtful.

Neither agree nor disagree

Q8

The School Board operates in a legal and transparent manner and is fiscally responsible.

Agree

Q9

Agree

The School Board fulfills the duties and responsibilities it was elected to do and holds school personnel to a high standard.

Q10

Respondent skipped this question

Please add any additional comments or feedback you would like the School Board to be aware of or specific suggestions for improvement:

#13

COMPLETE

Collector: Web Link 1 (Web Link)
Started: Friday, April 29, 2022 6:06:09 PM
Last Modified: Friday, April 29, 2022 6:06:16 PM
Time Spent: 00:00:06
IP Address: 174.204.19.72

Page 1

Q1 **Parent/Primary Caregiver**

I am a...

Q2 **Agree**

I feel welcomed and encouraged to attend School Board meetings.

Q3 **Disagree,**

The School Board values community input.

Other (please specify) & Provide recommendations::
Parents do not feel heard-especially over the last 2 years when it comes to our kids and what is best!

Q4 **N/A or No Basis for Comment,**

School Board Trustees are approachable and professional.

Other (please specify) & Provide recommendations::
Carissa, yes. Mary, yes. Others, not as approachable.

Q5 **Agree**

School Board meetings are well publicized.

Q6 **N/A or No Basis for Comment**

School Board meetings are productive.

Q7 **Disagree**

The School Board makes decisions that are well-informed and thoughtful.

Q8 **N/A or No Basis for Comment**

The School Board operates in a legal and transparent manner and is fiscally responsible.

Q9

The School Board fulfills the duties and responsibilities it was elected to do and holds school personnel to a high standard.

Disagree,

Other (please specify) & Provide recommendations::

You're a voice for the community. Decisions shouldn't be based on their personal beliefs...

Q10

Please add any additional comments or feedback you would like the School Board to be aware of or specific suggestions for improvement:

I really feel like parts of the middle school are suffering. [REDACTED] in particular is not teaching the material and expects them to do well on tests. The way the kids are talked to by her is concerning. These are KIDS! Also, as a whole many teachers need to be more proactive when it comes to entering grades. The day before quarter or midterm is very frustrating for parents and not the best time to find out that work is missing or our child(ren) did poorly and maybe needed extra instruction. I have talked to staff at other schools and grades are expected to be entered weekly! Some teachers do this and it is so appreciated!! My middle schooler has had zero grades entered this quarter in [REDACTED] and mid term is next Fri! This is absolutely unacceptable. I really hope that you reevaluate your middle school [REDACTED] teacher and find someone more qualified for the upcoming school year. I know several parents have complained so hoping that the board listens. Also, Parents should have been sent an email regarding the shelter in place. We don't need specifics but it's concerning when our kids come home and tell us about this with NO notice from the school! Theresa should have just sent a follow up that afternoon so we aren't hearing about this from our kids and other parents! She has done this in the past...We have every right to know if there's a shelter in place, and cops at the school when our kids are there even if there's no threat to them. Communication goes a long ways!

#14

COMPLETE

Collector: Web Link 1 (Web Link)
Started: Friday, April 29, 2022 8:45:07 PM
Last Modified: Friday, April 29, 2022 8:46:42 PM
Time Spent: 00:01:34
IP Address: 35.133.24.193

Page 1

Q1 **Parent/Primary Caregiver**

I am a...

Q2 **Agree**

I feel welcomed and encouraged to attend School Board meetings.

Q3 **Agree**

The School Board values community input.

Q4 **Agree**

School Board Trustees are approachable and professional.

Q5 **Agree**

School Board meetings are well publicized.

Q6 **Agree**

School Board meetings are productive.

Q7 **Neither agree nor disagree**

The School Board makes decisions that are well-informed and thoughtful.

Q8 **Agree**

The School Board operates in a legal and transparent manner and is fiscally responsible.

Q9

Agree

The School Board fulfills the duties and responsibilities it was elected to do and holds school personnel to a high standard.

Q10

Respondent skipped this question

Please add any additional comments or feedback you would like the School Board to be aware of or specific suggestions for improvement:

#15

COMPLETE

Collector: Web Link 1 (Web Link)
Started: Saturday, April 30, 2022 6:05:55 AM
Last Modified: Saturday, April 30, 2022 6:23:35 AM
Time Spent: 00:17:39
IP Address: 63.153.29.47

Page 1

Q1

I am a...

Community Member,

 Other (please specify):
 volunteer in school

Q2

I feel welcomed and encouraged to attend School Board meetings.

Strongly agree,

Comments & Recommendations::

The times have been difficult what with all the concern over covid. Even with that, the Board meetings have been easily accessible to all, and I know the Board welcomes participation.

Q3

The School Board values community input.

Agree

Q4

School Board Trustees are approachable and professional.

Agree

Q5

School Board meetings are well publicized.

Agree

Q6

School Board meetings are productive.

Agree

Q7

The School Board makes decisions that are well-informed and thoughtful.

Agree

Q8

Agree

The School Board operates in a legal and transparent manner and is fiscally responsible.

Q9

The School Board fulfills the duties and responsibilities it was elected to do and holds school personnel to a high standard.

Agree,

Other (please specify) & Provide recommendations::
Hiring qualified personnel can be difficult under the best of conditions. Given that Montana is at the bottom of the national pay scale for teachers, and the tight employee market, I feel that the GGS staff is much better than one would anticipate.

Q10

Please add any additional comments or feedback you would like the School Board to be aware of or specific suggestions for improvement:

Thank you all for your service! It is not any easy job.

#16

COMPLETE

Collector: Web Link 1 (Web Link)
Started: Saturday, April 30, 2022 6:17:59 PM
Last Modified: Saturday, April 30, 2022 6:21:08 PM
Time Spent: 00:03:09
IP Address: 174.45.101.226

Page 1

Q1 Parent/Primary Caregiver

I am a...

Q2 Disagree

I feel welcomed and encouraged to attend School Board meetings.

Q3 Disagree

The School Board values community input.

Q4 Agree

School Board Trustees are approachable and professional.

Q5 Disagree

School Board meetings are well publicized.

Q6 Disagree

School Board meetings are productive.

Q7 Disagree

The School Board makes decisions that are well-informed and thoughtful.

Q8 Disagree

The School Board operates in a legal and transparent manner and is fiscally responsible.

Q9

Agree

The School Board fulfills the duties and responsibilities it was elected to do and holds school personnel to a high standard.

Q10

Respondent skipped this question

Please add any additional comments or feedback you would like the School Board to be aware of or specific suggestions for improvement:

#17

COMPLETE

Collector: Web Link 1 (Web Link)
Started: Monday, May 02, 2022 5:43:37 AM
Last Modified: Monday, May 02, 2022 5:51:42 AM
Time Spent: 00:08:04
IP Address: 172.58.43.5

Page 1

Q1

Parent/Primary Caregiver

I am a...

Q2

Strongly agree

I feel welcomed and encouraged to attend School Board meetings.

Q3

The School Board values community input.

Other (please specify) & Provide recommendations::

I feel as though they listen to community input and I'm sure some value it but I don't feel as they always do what the community wants. For example, when the community had voted to go mask optional certain board members didn't want to uphold this decision. I feel that even though the boards personal opinions differ from those of the community they are ejected to do what the community wants. As a parent we had to fight hard for what we thought was best for our child and that was unacceptable.

Q4

Agree

School Board Trustees are approachable and professional.

Q5

Strongly agree

School Board meetings are well publicized.

Q6

Agree

School Board meetings are productive.

Q7

Neither agree nor disagree

The School Board makes decisions that are well-informed and thoughtful.

Q8

The School Board operates in a legal and transparent manner and is fiscally responsible.

Disagree,

Other (please specify) & Provide recommendations::

I don't feel that all emails have been communicated to the public regarding certain topics.

Q9

The School Board fulfills the duties and responsibilities it was elected to do and holds school personnel to a high standard.

Disagree,

Other (please specify) & Provide recommendations::

As stated before some of the board members were not listening to those who elected them and were trying to make a decision based off of personal opinion and preferences.

Q10

Please add any additional comments or feedback you would like the School Board to be aware of or specific suggestions for improvement:

Respondent skipped this question

#18

COMPLETE

Collector: Web Link 1 (Web Link)
Started: Monday, May 02, 2022 7:10:38 PM
Last Modified: Monday, May 02, 2022 7:37:03 PM
Time Spent: 00:26:25
IP Address: 97.121.193.89

Page 1

Q1

Parent/Primary Caregiver

I am a...

Q2

Agree

I feel welcomed and encouraged to attend School Board meetings.

Q3

The School Board values community input.

Strongly disagree,

Other (please specify) & Provide recommendations::
 It was obvious during one of the Covid meetings that the chair, Julie Fluery, did not value any of the communities opinions or input. Her comment stating she "could not believe the ignorance" of the majority of opinions proves this point. Her position as chair of the school board is to support the majority of the communities opinion when it comes to decisions that affect the school. It is not her position to force her opinion on the public. If she can't hold her composure as the chair of the school board maybe this is not the position for her.

Q4

School Board Trustees are approachable and professional.

Strongly disagree,

Other (please specify) & Provide recommendations::
 We have written the school a number of times about different topics and never get a response. Very unprofessional!

Q5

Agree

School Board meetings are well publicized.

Q6

Agree

School Board meetings are productive.

Q7

Agree

The School Board makes decisions that are well-informed and thoughtful.

Q8

Strongly disagree,

The School Board operates in a legal and transparent manner and is fiscally responsible.

Other (please specify) & Provide recommendations::
Not very transparent when a doctor shows up at a school board meeting as a guest speaker that was not on the agenda. Community members were cut off when they wanted to express their opinion.

Q9

N/A or No Basis for Comment

The School Board fulfills the duties and responsibilities it was elected to do and holds school personnel to a high standard.

Q10

Please add any additional comments or feedback you would like the School Board to be aware of or specific suggestions for improvement:

The school is not preparing kids for high school. Academically, socially, and managing responsibilities are lacking. For example asking the parents to buy disposable water bottles for the kids that forget theirs is ridiculous. It's not teaching any responsibilities. When they get to high school they are on their own. They don't care if you eat lunch, go to the bathroom, or drink water. Just to put this in perspective. The middle school needs to have a little freedom so they learn to make the right decisions and not have them made for them.

#19

COMPLETE

Collector: Web Link 1 (Web Link)
Started: Tuesday, May 03, 2022 9:02:11 AM
Last Modified: Tuesday, May 03, 2022 9:07:57 AM
Time Spent: 00:05:45
IP Address: 98.97.34.191

Page 1

Q1 **Parent/Primary Caregiver**

I am a...

Q2 **Disagree,**
 I feel welcomed and encouraged to attend School Board meetings. Comments & Recommendations::
 Board meeting need to continue to offer a remote option

Q3 **Disagree,**
 The School Board values community input. Other (please specify) & Provide recommendations::
 They discard any input that doesn't align with their personal political beliefs

Q4 **Disagree,**
 School Board Trustees are approachable and professional. Other (please specify) & Provide recommendations::
 They are only approachable to those who have the same political beliefs and are part of their inner circle

Q5 **Disagree,**
 School Board meetings are well publicized. Other (please specify) & Provide recommendations::
 They are not publicized to the broader community. An email to the districts parents is a fraction of their constituents

Q6 **Agree**
 School Board meetings are productive.

Q7 **Disagree,**
 The School Board makes decisions that are well-informed and thoughtful. Other (please specify) & Provide recommendations::
 They base their decisions on their own personal political agendas

Q8

Agree

The School Board operates in a legal and transparent manner and is fiscally responsible.

Q9

Disagree,

The School Board fulfills the duties and responsibilities it was elected to do and holds school personnel to a high standard.

Other (please specify) & Provide recommendations::
The board is supposed to be non political

Q10

Respondent skipped this question

Please add any additional comments or feedback you would like the School Board to be aware of or specific suggestions for improvement:

#20

COMPLETE

Collector: Web Link 1 (Web Link)
Started: Tuesday, May 03, 2022 9:05:40 AM
Last Modified: Tuesday, May 03, 2022 9:10:51 AM
Time Spent: 00:05:10
IP Address: 69.163.93.70

Page 1

Q1 **Community Member**

I am a...

Q2 **Agree**

I feel welcomed and encouraged to attend School Board meetings.

Q3 **N/A or No Basis for Comment**

The School Board values community input.

Q4 **Agree**

School Board Trustees are approachable and professional.

Q5 **N/A or No Basis for Comment,**

School Board meetings are well publicized.

Other (please specify) & Provide recommendations::
 Sorry not alot of interest lately, but I am assuming I am notified by email similar to this survey. If you do not already then maybe note the key agenda items in the subject line.

Q6 **N/A or No Basis for Comment,**

School Board meetings are productive.

Other (please specify) & Provide recommendations::
 I have not been to one in a long while.

Q7 **N/A or No Basis for Comment**

The School Board makes decisions that are well-informed and thoughtful.

Q8 **Agree**

The School Board operates in a legal and transparent manner and is fiscally responsible.

Q9

The School Board fulfills the duties and responsibilities it was elected to do and holds school personnel to a high standard.

Agree,

Other (please specify) & Provide recommendations::

Agree from past experience however, not sure what has been happening the last few years since my kids are out.

Q10

Please add any additional comments or feedback you would like the School Board to be aware of or specific suggestions for improvement:

Respondent skipped this question

#21

COMPLETE

Collector: Web Link 1 (Web Link)
Started: Tuesday, May 03, 2022 9:09:32 AM
Last Modified: Tuesday, May 03, 2022 9:11:04 AM
Time Spent: 00:01:31
IP Address: 63.153.2.14

Page 1

Q1 Parent/Primary Caregiver

I am a...

Q2 Agree

I feel welcomed and encouraged to attend School Board meetings.

Q3 Disagree

The School Board values community input.

Q4 Disagree

School Board Trustees are approachable and professional.

Q5 Disagree

School Board meetings are well publicized.

Q6 Disagree

School Board meetings are productive.

Q7 Neither agree nor disagree

The School Board makes decisions that are well-informed and thoughtful.

Q8 Agree

The School Board operates in a legal and transparent manner and is fiscally responsible.

Q9

Strongly disagree

The School Board fulfills the duties and responsibilities it was elected to do and holds school personnel to a high standard.

Q10

Respondent skipped this question

Please add any additional comments or feedback you would like the School Board to be aware of or specific suggestions for improvement:

#22

COMPLETE

Collector: Web Link 1 (Web Link)
Started: Tuesday, May 03, 2022 9:11:12 AM
Last Modified: Tuesday, May 03, 2022 9:13:04 AM
Time Spent: 00:01:52
IP Address: 208.75.142.114

Page 1

Q1 **Staff Member**

I am a...

Q2 **Agree**

I feel welcomed and encouraged to attend School Board meetings.

Q3 **Agree**

The School Board values community input.

Q4 **Agree**

School Board Trustees are approachable and professional.

Q5 **Strongly agree**

School Board meetings are well publicized.

Q6 **Agree**

School Board meetings are productive.

Q7 **Agree**

The School Board makes decisions that are well-informed and thoughtful.

Q8 **Agree**

The School Board operates in a legal and transparent manner and is fiscally responsible.

Q9

Agree

The School Board fulfills the duties and responsibilities it was elected to do and holds school personnel to a high standard.

Q10

Respondent skipped this question

Please add any additional comments or feedback you would like the School Board to be aware of or specific suggestions for improvement:

#23

COMPLETE

Collector: Web Link 1 (Web Link)
Started: Tuesday, May 03, 2022 9:02:00 AM
Last Modified: Tuesday, May 03, 2022 9:19:25 AM
Time Spent: 00:17:24
IP Address: 69.163.93.73

Page 1

Q1 **Parent/Primary Caregiver**

I am a...

Q2 **Strongly agree**

I feel welcomed and encouraged to attend School Board meetings.

Q3 **Strongly agree,**

The School Board values community input.

Other (please specify) & Provide recommendations::
 The school board certainly values community input, sometimes to a fault. The "building committee" board member who led the building committee valued it so much that it felt as though whichever way the wind blew that day swayed any progress for a successfully executed bond to pass. It feels as though community input may have trumped sound decision making throughout the process. The squeaky wheels where given priority over sound rational decision making that would have truly benefited the students of Gateway. Over emotional community members trying to save a dilapidated school house that does not serve the students well in any capacity insured a divided community that failed to pass an overdue bond, due in large part to the failure of the school board member in charge of the building committee.

Q4 **Strongly agree**

School Board Trustees are approachable and professional.

Q5 **Strongly agree**

School Board meetings are well publicized.

Q6

Strongly agree

School Board meetings are productive.

Q7

The School Board makes decisions that are well-informed and thoughtful.

Neither agree nor disagree,

Other (please specify) & Provide recommendations::

As a whole, I believe the school board does an excellent job of informing themselves and making sound decisions. The mask/no mask decision did not feel as though that was the case at all. When the medical professionals and county health department were brought in, the school board chose to disregard medical recommendations and instead went with the emotional pleas of the community. This was a true fail, and showed a disregard for trying to make an informed decision to best protect the health and well being of the students.

Q8

Strongly agree

The School Board operates in a legal and transparent manner and is fiscally responsible.

Q9

Strongly agree

The School Board fulfills the duties and responsibilities it was elected to do and holds school personnel to a high standard.

Q10

Please add any additional comments or feedback you would like the School Board to be aware of or specific suggestions for improvement:

The school board as a whole does a very good job, and certainly compared to previous school boards for Gateway you are doing a tremendous job! You've just made it through one of, if not the most contentious times to be operating as a school board. Keep up the good work, and thank you for your time and effort!

#24

COMPLETE

Collector: Web Link 1 (Web Link)
Started: Tuesday, May 03, 2022 9:43:25 AM
Last Modified: Tuesday, May 03, 2022 9:44:33 AM
Time Spent: 00:01:07
IP Address: 47.45.131.39

Page 1

Q1	Parent/Primary Caregiver
I am a...	
Q2	N/A or No Basis for Comment
I feel welcomed and encouraged to attend School Board meetings.	
Q3	N/A or No Basis for Comment
The School Board values community input.	
Q4	N/A or No Basis for Comment
School Board Trustees are approachable and professional.	
Q5	Disagree
School Board meetings are well publicized.	
Q6	Disagree
School Board meetings are productive.	
Q7	Disagree
The School Board makes decisions that are well-informed and thoughtful.	
Q8	N/A or No Basis for Comment
The School Board operates in a legal and transparent manner and is fiscally responsible.	

Q9	N/A or No Basis for Comment
-----------	------------------------------------

The School Board fulfills the duties and responsibilities it was elected to do and holds school personnel to a high standard.

Q10	Respondent skipped this question
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Please add any additional comments or feedback you would like the School Board to be aware of or specific suggestions for improvement:

#25

COMPLETE

Collector: Web Link 1 (Web Link)
Started: Tuesday, May 03, 2022 10:11:15 AM
Last Modified: Tuesday, May 03, 2022 10:12:11 AM
Time Spent: 00:00:55
IP Address: 104.28.49.7

Page 1

Q1 Parent/Primary Caregiver

I am a...

Q2 Disagree

I feel welcomed and encouraged to attend School Board meetings.

Q3 Disagree

The School Board values community input.

Q4 Agree

School Board Trustees are approachable and professional.

Q5 Agree

School Board meetings are well publicized.

Q6 N/A or No Basis for Comment

School Board meetings are productive.

Q7 Disagree

The School Board makes decisions that are well-informed and thoughtful.

Q8 N/A or No Basis for Comment

The School Board operates in a legal and transparent manner and is fiscally responsible.

Q9

Agree

The School Board fulfills the duties and responsibilities it was elected to do and holds school personnel to a high standard.

Q10

Respondent skipped this question

Please add any additional comments or feedback you would like the School Board to be aware of or specific suggestions for improvement:

#26

COMPLETE

Collector: Web Link 1 (Web Link)
Started: Tuesday, May 03, 2022 10:23:26 AM
Last Modified: Tuesday, May 03, 2022 10:24:28 AM
Time Spent: 00:01:02
IP Address: 71.15.214.236

Page 1

Q1 Parent/Primary Caregiver

I am a...

Q2 Agree

I feel welcomed and encouraged to attend School Board meetings.

Q3 Agree

The School Board values community input.

Q4 Agree

School Board Trustees are approachable and professional.

Q5 Agree

School Board meetings are well publicized.

Q6 N/A or No Basis for Comment

School Board meetings are productive.

Q7 Agree

The School Board makes decisions that are well-informed and thoughtful.

Q8 Agree

The School Board operates in a legal and transparent manner and is fiscally responsible.

Q9

Agree

The School Board fulfills the duties and responsibilities it was elected to do and holds school personnel to a high standard.

Q10

Respondent skipped this question

Please add any additional comments or feedback you would like the School Board to be aware of or specific suggestions for improvement:

#27

COMPLETE

Collector: Web Link 1 (Web Link)
Started: Tuesday, May 03, 2022 10:33:26 AM
Last Modified: Tuesday, May 03, 2022 10:35:17 AM
Time Spent: 00:01:51
IP Address: 174.204.6.60

Page 1

Q1 Parent/Primary Caregiver

I am a...

Q2 Strongly agree

I feel welcomed and encouraged to attend School Board meetings.

Q3 Agree

The School Board values community input.

Q4 Agree

School Board Trustees are approachable and professional.

Q5 Agree

School Board meetings are well publicized.

Q6 Agree

School Board meetings are productive.

Q7 Agree

The School Board makes decisions that are well-informed and thoughtful.

Q8 Agree

The School Board operates in a legal and transparent manner and is fiscally responsible.

Q9

Agree

The School Board fulfills the duties and responsibilities it was elected to do and holds school personnel to a high standard.

Q10

Respondent skipped this question

Please add any additional comments or feedback you would like the School Board to be aware of or specific suggestions for improvement:

#28

COMPLETE

Collector: Web Link 1 (Web Link)
Started: Tuesday, May 03, 2022 11:04:06 AM
Last Modified: Tuesday, May 03, 2022 11:06:34 AM
Time Spent: 00:02:28
IP Address: 205.149.15.215

Page 1

Q1	Parent/Primary Caregiver
I am a...	
Q2	Strongly agree
I feel welcomed and encouraged to attend School Board meetings.	
Q3	Agree
The School Board values community input.	
Q4	N/A or No Basis for Comment
School Board Trustees are approachable and professional.	
Q5	Strongly agree
School Board meetings are well publicized.	
Q6	N/A or No Basis for Comment
School Board meetings are productive.	
Q7	N/A or No Basis for Comment
The School Board makes decisions that are well-informed and thoughtful.	
Q8	N/A or No Basis for Comment
The School Board operates in a legal and transparent manner and is fiscally responsible.	

Q9

Disagree

The School Board fulfills the duties and responsibilities it was elected to do and holds school personnel to a high standard.

Q10

Please add any additional comments or feedback you would like the School Board to be aware of or specific suggestions for improvement:

Get rid of Keel

#29

COMPLETE

Collector: Web Link 1 (Web Link)
Started: Tuesday, May 03, 2022 12:24:53 PM
Last Modified: Tuesday, May 03, 2022 12:26:22 PM
Time Spent: 00:01:29
IP Address: 174.204.15.236

Page 1

Q1	Parent/Primary Caregiver
I am a...	
Q2	Agree
I feel welcomed and encouraged to attend School Board meetings.	
Q3	N/A or No Basis for Comment
The School Board values community input.	
Q4	N/A or No Basis for Comment
School Board Trustees are approachable and professional.	
Q5	N/A or No Basis for Comment
School Board meetings are well publicized.	
Q6	N/A or No Basis for Comment
School Board meetings are productive.	
Q7	Disagree
The School Board makes decisions that are well-informed and thoughtful.	
Q8	N/A or No Basis for Comment
The School Board operates in a legal and transparent manner and is fiscally responsible.	

Q9	N/A or No Basis for Comment
-----------	------------------------------------

The School Board fulfills the duties and responsibilities it was elected to do and holds school personnel to a high standard.

Q10	Respondent skipped this question
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Please add any additional comments or feedback you would like the School Board to be aware of or specific suggestions for improvement:

#30

COMPLETE

Collector: Web Link 1 (Web Link)
Started: Tuesday, May 03, 2022 12:50:58 PM
Last Modified: Tuesday, May 03, 2022 12:54:38 PM
Time Spent: 00:03:39
IP Address: 66.62.205.55

Page 1

Q1

Parent/Primary Caregiver

I am a...

Q2

I feel welcomed and encouraged to attend School Board meetings.

Agree,

Comments & Recommendations::

I always get emails, but I'm not really sure the difference in all the different meetings.

Q3

The School Board values community input.

Agree

Q4

School Board Trustees are approachable and professional.

Strongly agree,

Other (please specify) & Provide recommendations::

I only know Carissa Paulson, but she is very approachable and professional

Q5

School Board meetings are well publicized.

Strongly agree

Q6

School Board meetings are productive.

N/A or No Basis for Comment,

Other (please specify) & Provide recommendations::

I have never attended one, so I can't really say

Q7

The School Board makes decisions that are well-informed and thoughtful.

N/A or No Basis for Comment,

Other (please specify) & Provide recommendations::

Again, I don't know what decisions have been made, so I can't comment completely. This is our first year at Gallatin Gateway School

Q8 **N/A or No Basis for Comment**

The School Board operates in a legal and transparent manner and is fiscally responsible.

Q9 **Agree**

The School Board fulfills the duties and responsibilities it was elected to do and holds school personnel to a high standard.

Q10 **Respondent skipped this question**

Please add any additional comments or feedback you would like the School Board to be aware of or specific suggestions for improvement:

#31

COMPLETE

Collector: Web Link 1 (Web Link)
Started: Tuesday, May 03, 2022 11:21:17 AM
Last Modified: Tuesday, May 03, 2022 2:09:56 PM
Time Spent: 02:48:38
IP Address: 104.129.57.143

Page 1

Q1

Staff Member

I am a...

Q2

N/A or No Basis for Comment

I feel welcomed and encouraged to attend School Board meetings.

Q3

Strongly agree,

The School Board values community input.

Other (please specify) & Provide recommendations::
 I feel like the school board does a good job of listening to the community. I do not think the community listens to the school board as they try to represent the needs of the school.

Q4

Agree,

School Board Trustees are approachable and professional.

Other (please specify) & Provide recommendations::
 For the most part, I feel comfortable talking to and approaching them.

Q5

Agree

School Board meetings are well publicized.

Q6

Agree

School Board meetings are productive.

Q7

Neither agree nor disagree

The School Board makes decisions that are well-informed and thoughtful.

Q8

Strongly agree

The School Board operates in a legal and transparent manner and is fiscally responsible.

Q9

The School Board fulfills the duties and responsibilities it was elected to do and holds school personnel to a high standard.

Agree,

Other (please specify) & Provide recommendations::

I feel like the school board tries to listen most of the time, but I think the community and school's needs are at odds sometimes. I think that the community fails to see how dire a lot of the situation is in the school as far as physical upgrades to the building.

Q10

Please add any additional comments or feedback you would like the School Board to be aware of or specific suggestions for improvement:

I feel like the school board needs to set an example for how to treat school employees. I think some of the things that the union is fighting for (12 week maternity leave, increased pay) really displays what a sad state educators are in. These things should be a given and non negotiable. I think the school board needs to back much higher pay and to show that they value the teachers and staff here more than they do now. It feels like teachers are nothing more than cogs in a wheel here sometimes, and like we have no choice or real ability to make the big changes that we need.

#32

COMPLETE

Collector: Web Link 1 (Web Link)
Started: Tuesday, May 03, 2022 2:19:03 PM
Last Modified: Tuesday, May 03, 2022 2:51:03 PM
Time Spent: 00:32:00
IP Address: 153.90.18.18

Page 1

Q1 **Parent/Primary Caregiver**

I am a...

Q2 **Agree**

I feel welcomed and encouraged to attend School Board meetings.

Q3 **Agree**

The School Board values community input.

Q4 **Agree**

School Board Trustees are approachable and professional.

Q5 **Strongly agree**

School Board meetings are well publicized.

Q6 **Agree,**

School Board meetings are productive.

Other (please specify) & Provide recommendations::
They could be more efficient however. Meetings should not be 3+ hours long.

Q7 **Agree**

The School Board makes decisions that are well-informed and thoughtful.

Q8 **Strongly agree**

The School Board operates in a legal and transparent manner and is fiscally responsible.

Q9

The School Board fulfills the duties and responsibilities it was elected to do and holds school personnel to a high standard.

Disagree,

Other (please specify) & Provide recommendations::
They need to be going to the classrooms to observe the teachers.

Q10

Please add any additional comments or feedback you would like the School Board to be aware of or specific suggestions for improvement:

Respondent skipped this question

#33

COMPLETE

Collector: Web Link 1 (Web Link)
Started: Tuesday, May 03, 2022 5:29:28 PM
Last Modified: Tuesday, May 03, 2022 5:30:27 PM
Time Spent: 00:00:59
IP Address: 216.166.175.72

Page 1

Q1	Parent/Primary Caregiver
I am a...	
Q2	Agree
I feel welcomed and encouraged to attend School Board meetings.	
Q3	N/A or No Basis for Comment
The School Board values community input.	
Q4	N/A or No Basis for Comment
School Board Trustees are approachable and professional.	
Q5	Agree
School Board meetings are well publicized.	
Q6	N/A or No Basis for Comment
School Board meetings are productive.	
Q7	N/A or No Basis for Comment
The School Board makes decisions that are well-informed and thoughtful.	
Q8	N/A or No Basis for Comment
The School Board operates in a legal and transparent manner and is fiscally responsible.	

Q9	N/A or No Basis for Comment
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The School Board fulfills the duties and responsibilities it was elected to do and holds school personnel to a high standard.

Q10	Respondent skipped this question
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Please add any additional comments or feedback you would like the School Board to be aware of or specific suggestions for improvement:

#34

COMPLETE

Collector: Web Link 1 (Web Link)
Started: Wednesday, May 04, 2022 2:01:41 PM
Last Modified: Wednesday, May 04, 2022 2:35:34 PM
Time Spent: 00:33:52
IP Address: 97.121.212.19

Page 1

Q1 **Parent/Primary Caregiver**

I am a...

Q2 **Disagree,**
 Comments & Recommendations::
 I feel welcomed and encouraged to attend School Board meetings.
 School board doesn't seem to have a lot of interest in what parents have to say. I personally have not had trouble but I have watched how others have been dismissed.

Q3 **Strongly disagree,**
 Other (please specify) & Provide recommendations::
 The School Board values community input.
 They listen in appearance only.

Q4 **N/A or No Basis for Comment,**
 Other (please specify) & Provide recommendations::
 School Board Trustees are approachable and professional.
 I have only personally met one and when I voiced a concern she said she was busy and I was told to come to a meeting.

Q5 **Agree**
 School Board meetings are well publicized.

Q6 **Disagree**
 School Board meetings are productive.

Q7 **Strongly disagree,**
 Other (please specify) & Provide recommendations::
 The School Board makes decisions that are well-informed and thoughtful.
 They seem to listen to only the "loudest voices" and people they know rather than a random parent or tax payer.

Q8 **N/A or No Basis for Comment**

The School Board operates in a legal and transparent manner and is fiscally responsible.

Q9 **Strongly disagree,**

The School Board fulfills the duties and responsibilities it was elected to do and holds school personnel to a high standard.

Other (please specify) & Provide recommendations::

As far as I am aware they haven't asked nor taken public comment seriously on renewing contracts for the superintendents or teachers. The superintendent is allowed to treat parents disrespectfully. The school is not a welcoming place any longer. Parents are not allowed to park in front of the school any longer so you never get to meet new parents like we used too. They treat you like you are in the way unless they want something from you. Volunteering is never even considered any longer and I used to do it whenever possible. It was fun to meet new people and see the kids friends "in action". It's sad but we are almost done.

Q10

Please add any additional comments or feedback you would like the School Board to be aware of or specific suggestions for improvement:

The school needs to go back to being a welcoming place. I know many people didn't like Anderson but he was always approachable. He always took the time to ask how things were going. He never looked at you with distain then told you to make an appointment. The one thing I wanted to ask Keel would have taken seconds to answer. I have no intention of making an appointment with someone who appears to feel superior for something that wasn't terribly important. However, I learned who she was and if something important comes up I will be prepared.

#35

COMPLETE

Collector: Web Link 1 (Web Link)
Started: Thursday, May 05, 2022 11:15:07 AM
Last Modified: Thursday, May 05, 2022 11:18:53 AM
Time Spent: 00:03:45
IP Address: 174.204.13.41

Page 1

Q1 Parent/Primary Caregiver

I am a...

Q2 Strongly agree

I feel welcomed and encouraged to attend School Board meetings.

Q3 Agree

The School Board values community input.

Q4 Agree

School Board Trustees are approachable and professional.

Q5 Strongly agree

School Board meetings are well publicized.

Q6 Agree

School Board meetings are productive.

Q7 Neither agree nor disagree

The School Board makes decisions that are well-informed and thoughtful.

Q8 Agree

The School Board operates in a legal and transparent manner and is fiscally responsible.

Q9

The School Board fulfills the duties and responsibilities it was elected to do and holds school personnel to a high standard.

Agree,

Other (please specify) & Provide recommendations::

We feel the board should vote according to the publics choice not their own choice... They are voted on and placed in the seat to represent the voice of the people.

Q10

Please add any additional comments or feedback you would like the School Board to be aware of or specific suggestions for improvement:

We think you're all doing a great job and appreciate all you do for our school and the children

#36

COMPLETE

Collector: Web Link 1 (Web Link)
Started: Friday, May 06, 2022 11:00:16 AM
Last Modified: Friday, May 06, 2022 11:06:26 AM
Time Spent: 00:06:10
IP Address: 174.247.144.203

Page 1

Q1

Parent/Primary Caregiver

I am a...

Q2

I feel welcomed and encouraged to attend School Board meetings.

Disagree,

Comments & Recommendations::

The messages always seem like "you can listen but you can't talk"

Q3

The School Board values community input.

Disagree,

Other (please specify) & Provide recommendations::

See last comment

Q4

N/A or No Basis for Comment

School Board Trustees are approachable and professional.

Q5

Agree

School Board meetings are well publicized.

Q6

N/A or No Basis for Comment

School Board meetings are productive.

Q7

The School Board makes decisions that are well-informed and thoughtful.

Disagree,

Other (please specify) & Provide recommendations::

Very disappointed with the Covid policies especially at the beginning of the year. Seems like community health was not prioritizing just placating those that didn't want to mask or vaccinate.

Q8 **N/A or No Basis for Comment**

The School Board operates in a legal and transparent manner and is fiscally responsible.

Q9 **Strongly disagree,**
Other (please specify) & Provide recommendations::
The School Board fulfills the duties and responsibilities it was elected to do and holds school personnel to a high standard. I don't think the superintendent is held to the standard she should be and academics seems to take a backseat.

Q10
Please add any additional comments or feedback you would like the School Board to be aware of or specific suggestions for improvement:

My child doesn't feel a part of the school community or that they have support from staff to help them interact with others. They often speak about telling a staff member about not having anyone to play with and are told to try to find someone else. My child is younger and needs support in this area and I feel their teacher tries to assist but other staff seems indifferent to their social needs.

#37

COMPLETE

Collector: Web Link 1 (Web Link)
Started: Friday, May 06, 2022 6:07:45 PM
Last Modified: Friday, May 06, 2022 6:09:22 PM
Time Spent: 00:01:36
IP Address: 192.161.70.42

Page 1

Q1 Parent/Primary Caregiver

I am a...

Q2 Agree

I feel welcomed and encouraged to attend School Board meetings.

Q3 Agree

The School Board values community input.

Q4 Agree

School Board Trustees are approachable and professional.

Q5 Agree

School Board meetings are well publicized.

Q6 N/A or No Basis for Comment

School Board meetings are productive.

Q7 N/A or No Basis for Comment

The School Board makes decisions that are well-informed and thoughtful.

Q8 Agree

The School Board operates in a legal and transparent manner and is fiscally responsible.

Q9

Agree

The School Board fulfills the duties and responsibilities it was elected to do and holds school personnel to a high standard.

Q10

Respondent skipped this question

Please add any additional comments or feedback you would like the School Board to be aware of or specific suggestions for improvement:

#38

COMPLETE

Collector: Web Link 1 (Web Link)
Started: Monday, May 09, 2022 9:02:32 AM
Last Modified: Monday, May 09, 2022 9:08:48 AM
Time Spent: 00:06:16
IP Address: 208.75.142.114

Page 1

Q1

Staff Member

I am a...

Q2

Disagree

I feel welcomed and encouraged to attend School Board meetings.

Q3

Disagree,

The School Board values community input.

Other (please specify) & Provide recommendations::
 I think some members do and others do not. I feel like it is important to represent all stakeholders' interests in making decisions.

Q4

Agree,

School Board Trustees are approachable and professional.

Other (please specify) & Provide recommendations::
 Professional, yes. Not always approachable.

Q5

Agree

School Board meetings are well publicized.

Q6

Agree,

School Board meetings are productive.

Other (please specify) & Provide recommendations::
 Most of the time, yes. Sometimes it gets a little too in the weeds. Almost asking questions for the sake of asking questions. I would say that this is a contributing factor to why people may not be interested in attending. They are long meetings.

Q7

The School Board makes decisions that are well-informed and thoughtful.

Agree,

Other (please specify) & Provide recommendations::
For the most part, yet. Must hear information from more than one or two sources. It is important to avoid strong-willed community members driving decisions.

Q8

The School Board operates in a legal and transparent manner and is fiscally responsible.

Agree

Q9

The School Board fulfills the duties and responsibilities it was elected to do and holds school personnel to a high standard.

Agree,

Other (please specify) & Provide recommendations::
It is appreciated.

Q10

Please add any additional comments or feedback you would like the School Board to be aware of or specific suggestions for improvement:

Keep working to rebuild the relationship with staff. It is valuable and productive when we collaborate.

#39

COMPLETE

Collector: Web Link 1 (Web Link)
Started: Monday, May 09, 2022 9:30:12 AM
Last Modified: Monday, May 09, 2022 9:31:41 AM
Time Spent: 00:01:28
IP Address: 205.149.15.56

Page 1

Q1	Parent/Primary Caregiver
I am a...	
Q2	Strongly agree
I feel welcomed and encouraged to attend School Board meetings.	
Q3	Strongly agree
The School Board values community input.	
Q4	N/A or No Basis for Comment
School Board Trustees are approachable and professional.	
Q5	Agree
School Board meetings are well publicized.	
Q6	N/A or No Basis for Comment
School Board meetings are productive.	
Q7	N/A or No Basis for Comment
The School Board makes decisions that are well-informed and thoughtful.	
Q8	N/A or No Basis for Comment
The School Board operates in a legal and transparent manner and is fiscally responsible.	

Q9	N/A or No Basis for Comment
-----------	------------------------------------

The School Board fulfills the duties and responsibilities it was elected to do and holds school personnel to a high standard.

Q10	Respondent skipped this question
------------	---

Please add any additional comments or feedback you would like the School Board to be aware of or specific suggestions for improvement:

#40

COMPLETE

Collector: Web Link 1 (Web Link)
Started: Monday, May 09, 2022 9:46:04 AM
Last Modified: Monday, May 09, 2022 9:47:28 AM
Time Spent: 00:01:24
IP Address: 216.166.169.58

Page 1

Q1 Parent/Primary Caregiver

I am a...

Q2 Strongly agree

I feel welcomed and encouraged to attend School Board meetings.

Q3 Strongly agree

The School Board values community input.

Q4 N/A or No Basis for Comment

School Board Trustees are approachable and professional.

Q5 Strongly agree

School Board meetings are well publicized.

Q6 N/A or No Basis for Comment

School Board meetings are productive.

Q7 N/A or No Basis for Comment

The School Board makes decisions that are well-informed and thoughtful.

Q8 N/A or No Basis for Comment

The School Board operates in a legal and transparent manner and is fiscally responsible.

Q9	N/A or No Basis for Comment
-----------	------------------------------------

The School Board fulfills the duties and responsibilities it was elected to do and holds school personnel to a high standard.

Q10	Respondent skipped this question
------------	---

Please add any additional comments or feedback you would like the School Board to be aware of or specific suggestions for improvement:

#41

COMPLETE

Collector: Web Link 1 (Web Link)
Started: Monday, May 09, 2022 10:33:45 AM
Last Modified: Monday, May 09, 2022 10:39:48 AM
Time Spent: 00:06:02
IP Address: 205.149.15.87

Page 1

Q1 **Community Member**

I am a...

Q2 **Strongly disagree**

I feel welcomed and encouraged to attend School Board meetings.

Q3 **Strongly disagree,**

The School Board values community input.

Other (please specify) & Provide recommendations::
 We feel the Superintendent, Teachers and School Board do not value what communities or families have to say and I will go as far to say will hold differing values or opinions against families and kids. We feel very unwelcome and judged by the school all around.

Q4 **Strongly disagree**

School Board Trustees are approachable and professional.

Q5 **Strongly disagree**

School Board meetings are well publicized.

Q6 **Strongly disagree**

School Board meetings are productive.

Q7 **Disagree,**

The School Board makes decisions that are well-informed and thoughtful.

Other (please specify) & Provide recommendations::
 The school board makes decisions on false information and personal bias, not facts.

Q8 **N/A or No Basis for Comment**

The School Board operates in a legal and transparent manner and is fiscally responsible.

Q9 **Strongly disagree**

The School Board fulfills the duties and responsibilities it was elected to do and holds school personnel to a high standard.

Q10 **Respondent skipped this question**

Please add any additional comments or feedback you would like the School Board to be aware of or specific suggestions for improvement:

#42

COMPLETE

Collector: Web Link 1 (Web Link)
Started: Monday, May 09, 2022 1:00:38 PM
Last Modified: Monday, May 09, 2022 1:01:59 PM
Time Spent: 00:01:21
IP Address: 216.166.175.72

Page 1

Q1 **Community Member**

I am a...

Q2 **Agree**

I feel welcomed and encouraged to attend School Board meetings.

Q3 **Respondent skipped this question**

The School Board values community input.

Q4 **Agree**

School Board Trustees are approachable and professional.

Q5 **Disagree**

School Board meetings are well publicized.

Q6 **Respondent skipped this question**

School Board meetings are productive.

Q7 **N/A or No Basis for Comment**

The School Board makes decisions that are well-informed and thoughtful.

Q8 **Agree**

The School Board operates in a legal and transparent manner and is fiscally responsible.

Q9

Agree

The School Board fulfills the duties and responsibilities it was elected to do and holds school personnel to a high standard.

Q10

Respondent skipped this question

Please add any additional comments or feedback you would like the School Board to be aware of or specific suggestions for improvement:

#43

COMPLETE

Collector: Web Link 1 (Web Link)
Started: Monday, May 09, 2022 1:47:21 PM
Last Modified: Monday, May 09, 2022 1:48:59 PM
Time Spent: 00:01:38
IP Address: 208.75.142.114

Page 1

Q1

Staff Member

I am a...

Q2

Strongly agree

I feel welcomed and encouraged to attend School Board meetings.

Q3

Strongly agree

The School Board values community input.

Q4

Strongly agree

School Board Trustees are approachable and professional.

Q5

Strongly agree

School Board meetings are well publicized.

Q6

Strongly agree

School Board meetings are productive.

Q7

Agree

The School Board makes decisions that are well-informed and thoughtful.

Q8

Strongly agree

The School Board operates in a legal and transparent manner and is fiscally responsible.

Q9

Agree

The School Board fulfills the duties and responsibilities it was elected to do and holds school personnel to a high standard.

Q10

Respondent skipped this question

Please add any additional comments or feedback you would like the School Board to be aware of or specific suggestions for improvement:

#44

COMPLETE

Collector: Web Link 1 (Web Link)
Started: Wednesday, May 11, 2022 9:52:48 AM
Last Modified: Wednesday, May 11, 2022 9:56:35 AM
Time Spent: 00:03:46
IP Address: 208.75.142.114

Page 1

Q1	Student
I am a...	
Q2	Strongly agree
I feel welcomed and encouraged to attend School Board meetings.	
Q3	Agree
The School Board values community input.	
Q4	N/A or No Basis for Comment
School Board Trustees are approachable and professional.	
Q5	Strongly agree
School Board meetings are well publicized.	
Q6	Agree
School Board meetings are productive.	
Q7	Neither agree nor disagree
The School Board makes decisions that are well-informed and thoughtful.	
Q8	Agree
The School Board operates in a legal and transparent manner and is fiscally responsible.	

Q9

The School Board fulfills the duties and responsibilities it was elected to do and holds school personnel to a high standard.

Other (please specify) & Provide recommendations::

i only like pe

Q10

Please add any additional comments or feedback you would like the School Board to be aware of or specific suggestions for improvement:

give me pe everyday pls

#45

COMPLETE

Collector: Web Link 1 (Web Link)
Started: Wednesday, May 11, 2022 12:01:14 PM
Last Modified: Wednesday, May 11, 2022 4:57:14 PM
Time Spent: 04:55:59
IP Address: 192.161.70.42

Page 1

Q1

Parent/Primary Caregiver

I am a...

Q2

I feel welcomed and encouraged to attend School Board meetings.

Agree,

Comments & Recommendations::

I feel like I can go and am notified of meetings, but I usually can't attend or don't care to. Also, the meetings are ALWAYS during dinner time which is annoying.

Q3

The School Board values community input.

Disagree,

Other (please specify) & Provide recommendations::

It seems that the board only values community input that it agrees with. For example, early this fall there was a discussion (very controversial) about making everyone wear masks at school again (like the school year before) after school had already begun with families being given the choice to the mask wearing preference. It seemed like even though there was a survey with the majority of people wanting choice and not a mandate, the board was still going to vote against the community. I also feel like the board listens to too many individuals who, although they may be a part of the school, are not voting constituents of this district, which makes a person like me feel like the board doesn't care about people who actually live here.

Q4

School Board Trustees are approachable and professional.

Agree,

Other (please specify) & Provide recommendations::

I have only interacted with Carissa Paulson and Mary Thurber, who have both been approachable. I have never seen Patti Ringo or met her. I don't think I have ever talked to Aaron S. I have talked to Julie Fleury but not about board concerns.

Q5

School Board meetings are well publicized.

Agree,

Other (please specify) & Provide recommendations::

As parents, we usually get emails about upcoming board meetings, which is helpful and I do appreciate it since as a parent of a high schooler, there isn't that kind of notice from Bozeman Public Schools. I do however feel that this board must be doing a lot of micro-managing, because it seems like there a LOT of meetings for such a small school. It would also be nice to get updates on meetings and decisions made from the board chair or the superintendent, even if the vote didn't go the way that the board wanted or the superintendent wanted. I feel like all we get from Theresa Keel is updates on the things that matter to her, for example, her unofficial election result email (just recently sent after the May 3 election), which just serves to drive a wedge between her and the parents in the school district who don't agree with her. So that kind of notice is not a good publicity thing. I feel like it's the board's job to keep her under control, and it reflects poorly on the board as a whole that she is the spokesperson for the board. She is an employee first, I believe.

Q6

School Board meetings are productive.

N/A or No Basis for Comment,

Other (please specify) & Provide recommendations::

I don't usually know how the meetings tuned out, since there are never any updates given. So, I can't say if they're productive or not. The few that I have listened in on via Zoom seem long and drawn out.

Q7

The School Board makes decisions that are well-informed and thoughtful.

Disagree,

Other (please specify) & Provide recommendations::

I am disagreeing here because I think the problem most likely lies in the fact that the board takes too long to make decisions, so I am not sure they are well-informed and thoughtful.

Q8

The School Board operates in a legal and transparent manner and is fiscally responsible.

Disagree,

Other (please specify) & Provide recommendations::

I disagree that the board is fiscally responsible. If that were the case, the board wouldn't need to access every government program to get every last dollar they can get out of the system. They would get their tax base and be able to save some for later. It's time to cut the fat, people. I don't like the direction the school is going with trying to get every last government dollar. It's no wonder they encourage kids from out of the district to come to our school. That means more kids which equals more money. I think we should be more independent of that crutch. I also made comments about the bus program in your last question, a program that I think is a waste of money. I used to teach in a private school that got absolutely no government money. We depended on tuition for everything we did, as well as fundraisers. We felt responsible for the money we had, and we wanted to use it wisely. I don't feel like hiring tons of teacher's aides and buying lots of equipment for COVID is responsible, as an example. Teachers today can do more on their own, and we can do with a lot less equipment. I used to have to take care of my own recess duty and handle a class of 26 upper elementary kids on my own. And that was when we didn't have online grade books and such. Just something to think about. It would be nice if the board could earmark money for specific causes, like a new roof, or electrical updates in the kitchen, or a new heating system, and then save it or build it up, and then use that money to purchase and maintain the building, instead of asking for another tax hike. We have several neighbors who are older folks who can't handle another property tax hike because they live on a fixed income. And they don't even have kids in the district who are using the school. Many years back a teacher (8th grade, 2016) was not renewed in his contract because apparently he was too expensive and they district was going to hire a new or less experienced teacher to save costs. I think that must have been a lie because now we are concerned about keeping the teachers who just earned their masters' degrees and paying them more. Maybe the board should look back at the history here. It seems hypocritical. I can't speak about how the board runs things legally. However, I don't like the way Theresa Keel runs the board meetings. It didn't used to be that way when we had the last two superintendents. I think the board needs to step into more of a leadership role here and let her be more of the employee.

Q9

The School Board fulfills the duties and responsibilities it was elected to do and holds school personnel to a high standard.

Agree,

Other (please specify) & Provide recommendations::

Based on the responsibilities listed on the school website, it seems like the board is fulfilling these roles. I would like to say that I think that the duty listed as "Avoid being placed in a position of conflict of interest and refrain from using his/her Board position for personal or partisan gain;" is difficult for members to do, especially in issues such as it has faced in the last two school years. All the COVID stuff is political, and based on the assumption that many members of the board do not seem to be politically conservative, it seemed that they put their own agenda first. So people in the community don't feel like they have voice if they differ from the mainstream. I also feel like the school board looks at Bozeman Public and gets direction from their decisions, but that doesn't seem like a good idea when Gateway is not a community like Bozeman. I also think it might be a good idea to think about why no one wants to run for the school board. In the last few years, no one has contested any of the people running or being re-elected. Maybe it's because many people in the community see it as a waste of time and not accomplishing much for the school. I think a lot of people have given up. I also see that Patti Ringo's term is supposed to be up this month, but I never heard about an election for her replacement or saw it on the ballot. That seems like pretty bad communication. I shouldn't have to dig through the website to find out what's going on at meetings that I don't attend.

Q10

Please add any additional comments or feedback you would like the School Board to be aware of or specific suggestions for improvement:

Thank you for asking for feedback. There has been something on my mind for a long time that I have wanted to talk about, the bus program. We live only less than 2 miles from school and use the bus everyday, morning and afternoon, unless there is a specific reason to do otherwise. [REDACTED]

When I have dropped off my kids in the morning, which only happens once in a blue moon, along with picking them up, I am absolutely shocked at how many parents pick up and drop off everyday. I realize some of the kids are out of district, but many aren't, and many of the kids I noted belong to board members. I think that says a ton about how everyone feels about the bus.

Don't you think the money spent on hiring bus drivers, paying benefits, maintaining the buses, and fueling them would be better spent on something else that everyone actually can get behind? It's pretty sad that the bus runs everyday and hardly anyone is riding it. I realize there is no driver for the second bus right now and that is due to personnel shortages, but it has got to be such a waste of money to run one bus half full all the time.

Like I said, we live less than 2 miles from school, and my kids have almost an hour long bus ride. What a joke. They are wasting so much time riding around. And because we are less than three miles, we get to pay for the bus every month. In the last two years or more, the communication of this monthly bill has been almost non-existent, and then in December this school year we got notice that we needed to pay \$200 for the entire year. We used to be notified differently and asked to pay month to month. We can pay our bill, but what about people who can't afford to drop \$200 unexpectedly? We only paid half because we aren't paying second semester until services are rendered.

If I seriously had to, I would drive my kids to school. At least then I would have the satisfaction of knowing that my school district was being responsible with the taxpayers' money, my money.

Sorry to vent but this subject has been on my mind for some time and I hope you address it soon. Please just don't tell me about another government program you can get us signed up for that will help alleviate the costs.

#46

COMPLETE

Collector: Web Link 1 (Web Link)
Started: Thursday, May 12, 2022 9:13:19 AM
Last Modified: Thursday, May 12, 2022 9:14:22 AM
Time Spent: 00:01:03
IP Address: 216.166.174.27

Page 1

Q1 Parent/Primary Caregiver

I am a...

Q2 Agree

I feel welcomed and encouraged to attend School Board meetings.

Q3 Agree

The School Board values community input.

Q4 Agree

School Board Trustees are approachable and professional.

Q5 Strongly agree

School Board meetings are well publicized.

Q6 Agree

School Board meetings are productive.

Q7 Agree

The School Board makes decisions that are well-informed and thoughtful.

Q8 Strongly agree

The School Board operates in a legal and transparent manner and is fiscally responsible.

Q9

Strongly agree

The School Board fulfills the duties and responsibilities it was elected to do and holds school personnel to a high standard.

Q10

Respondent skipped this question

Please add any additional comments or feedback you would like the School Board to be aware of or specific suggestions for improvement:

#47

COMPLETE

Collector: Web Link 1 (Web Link)
Started: Thursday, May 12, 2022 9:36:27 AM
Last Modified: Thursday, May 12, 2022 9:43:55 AM
Time Spent: 00:07:28
IP Address: 208.75.142.114

Page 1

Q1

Parent/Primary Caregiver

I am a...

Q2

I feel welcomed and encouraged to attend School Board meetings.

Agree,

Comments & Recommendations::

Commentary that the community needs the board to make decisions for them because they don't know what is best for themselves or their children is unappreciated and inappropriate.

Q3

The School Board values community input.

Disagree

Q4

School Board Trustees are approachable and professional.

Disagree,

Other (please specify) & Provide recommendations::

Some are, others convey an attitude of contempt toward anyone who disagrees

Q5

School Board meetings are well publicized.

Strongly agree

Q6

School Board meetings are productive.

Disagree,

Other (please specify) & Provide recommendations::

Long, tedious meetings deter community participation

Q7

The School Board makes decisions that are well-informed and thoughtful.

Neither agree nor disagree

Q8 **N/A or No Basis for Comment**

The School Board operates in a legal and transparent manner and is fiscally responsible.

Q9 **N/A or No Basis for Comment**

The School Board fulfills the duties and responsibilities it was elected to do and holds school personnel to a high standard.

Q10
Please add any additional comments or feedback you would like the School Board to be aware of or specific suggestions for improvement:

The board needs to work to repair its relationship with the community.

#48

COMPLETE

Collector: Web Link 1 (Web Link)
Started: Thursday, May 12, 2022 9:49:27 AM
Last Modified: Thursday, May 12, 2022 9:51:27 AM
Time Spent: 00:02:00
IP Address: 107.127.35.90

Page 1

Q1 Parent/Primary Caregiver

I am a...

Q2 Agree

I feel welcomed and encouraged to attend School Board meetings.

Q3 Agree

The School Board values community input.

Q4 Agree

School Board Trustees are approachable and professional.

Q5 Agree

School Board meetings are well publicized.

Q6 N/A or No Basis for Comment

School Board meetings are productive.

Q7 Neither agree nor disagree

The School Board makes decisions that are well-informed and thoughtful.

Q8 Agree

The School Board operates in a legal and transparent manner and is fiscally responsible.

Q9

Agree

The School Board fulfills the duties and responsibilities it was elected to do and holds school personnel to a high standard.

Q10

Respondent skipped this question

Please add any additional comments or feedback you would like the School Board to be aware of or specific suggestions for improvement:

#49

COMPLETE

Collector: Web Link 1 (Web Link)
Started: Thursday, May 12, 2022 10:20:08 AM
Last Modified: Thursday, May 12, 2022 10:21:21 AM
Time Spent: 00:01:12
IP Address: 174.204.5.199

Page 1

Q1 Parent/Primary Caregiver,
 I am a... Staff Member

Q2 Agree
 I feel welcomed and encouraged to attend School Board meetings.

Q3 Agree
 The School Board values community input.

Q4 Agree
 School Board Trustees are approachable and professional.

Q5 Agree
 School Board meetings are well publicized.

Q6 Disagree
 School Board meetings are productive.

Q7 Neither agree nor disagree
 The School Board makes decisions that are well-informed and thoughtful.

Q8 Agree
 The School Board operates in a legal and transparent manner and is fiscally responsible.

Q9

Agree

The School Board fulfills the duties and responsibilities it was elected to do and holds school personnel to a high standard.

Q10

Respondent skipped this question

Please add any additional comments or feedback you would like the School Board to be aware of or specific suggestions for improvement:

#50

COMPLETE

Collector: Web Link 1 (Web Link)
Started: Thursday, May 12, 2022 10:10:09 AM
Last Modified: Thursday, May 12, 2022 8:10:20 PM
Time Spent: 10:00:11
IP Address: 63.166.29.33

Page 1

Q1

Parent/Primary Caregiver

I am a...

Q2

I feel welcomed and encouraged to attend School Board meetings.

Agree,

Comments & Recommendations::

While I always feel welcomed and encouraged to attend meetings, these good feelings often get replaced with frustration as the meeting progresses. The ending feelings of frustration leave a feeling hopelessness about future meetings time and time again.

Q3

The School Board values community input.

Disagree,

Other (please specify) & Provide recommendations::

While it is impossible to make everyone happy, the School Board has been broadly blind, or at a minimum non responsive, to the community's mistrust of the Superintendent.

Q4

School Board Trustees are approachable and professional.

Agree,

Other (please specify) & Provide recommendations::

most of you 100% yes.

Q5

School Board meetings are well publicized.

Agree

Q6

School Board meetings are productive.

N/A or No Basis for Comment

Q7

The School Board makes decisions that are well-informed and thoughtful.

Disagree,

Other (please specify) & Provide recommendations::

When the School Board takes the Superintendent's word as being completely truthful and makes decisions on information that is not correct or is manipulated, then the decisions are not well-informed. Often the Superintendent is allowed to talk out of order and respond to a public comment, which then the public is not allowed to dispute her rebuttal. I do recognize that the School Board would not know if everyone is being truthful, but allowing the public to respond again and being sure that the public agrees with the Superintendent's response or view is vital to keeping the public heard and knowing you have all the information needed to make well-informed decisions.

Q8

The School Board operates in a legal and transparent manner and is fiscally responsible.

Agree

Q9

The School Board fulfills the duties and responsibilities it was elected to do and holds school personnel to a high standard.

Disagree,

Other (please specify) & Provide recommendations::

There is a culture at GGS today of disrespect toward parents and community members. It is now acceptable to not follow thru on your word and not hold others accountable for their actions and responsibilities. The School Board has not made sure that personnel are following thru on tasks they have been assigned or said they would do. There are bending of the rules and continued disrespect allowed without corrective measures taken (even when it was said there would be). There is also a culture of threatening students with backlash if they talk with their parents about certain situations. This is not just about one or two school personnel. It is about the culture of the school and what is seen as acceptable. The school personnel need to be held to a higher standard from the top down. It cannot be assumed by the School Board that school personnel are following through like they should and have said they would.

Q10

Please add any additional comments or feedback you would like the School Board to be aware of or specific suggestions for improvement:

Respondent skipped this question

#51

COMPLETE

Collector: Web Link 1 (Web Link)
Started: Friday, May 13, 2022 8:29:08 AM
Last Modified: Friday, May 13, 2022 8:57:11 AM
Time Spent: 00:28:02
IP Address: 63.153.15.125

Page 1

Q1

Parent/Primary Caregiver

I am a...

Q2

I feel welcomed and encouraged to attend School Board meetings.

Agree,

Comments & Recommendations::

If there was one good thing about Covid, it certainly brought more parents to the table at Board meetings. It was nice to see more parents actively engaging in conversations and business at Board meetings. I hope that the trend of parents being involved and attending Board meetings continues.

Q3

The School Board values community input.

Agree,

Other (please specify) & Provide recommendations::

For the most part, yes, but there have been certain cases (i.e. Covid - masking) where there seemed to be only one Board member who actually listened to the majority of parents and took all parent's opinions into account instead of just the vocal minority.

Q4

School Board Trustees are approachable and professional.

Agree,

Other (please specify) & Provide recommendations::

There are some Board members that are definitely more approachable and willing to listen than others.

Q5

School Board meetings are well publicized.

Agree,

Other (please specify) & Provide recommendations::

It is definitely nice to have a District Clerk on staff again so that we have a hard copy of Board meeting minutes.

Q6

School Board meetings are productive.

Disagree,

Other (please specify) & Provide recommendations::

Many times, it seems like it takes forever to get to the "meat" of the meetings. It seems like it's easy to get off tangent or just have so much discussion that really isn't productive. I realize there's often a ton of agenda items, but in several cases, I've sat in on meetings or listened on Zoom for a couple hours before the agenda item(s) I wanted to comment on actually came up for discussion even though it wasn't far down on the agenda.

Q7

The School Board makes decisions that are well-informed and thoughtful.

Agree,

Other (please specify) & Provide recommendations::

It seems like the majority of the Board members do their due diligence and conduct research on most of the agenda items.

Q8

The School Board operates in a legal and transparent manner and is fiscally responsible.

Strongly agree

Q9

The School Board fulfills the duties and responsibilities it was elected to do and holds school personnel to a high standard.

Agree

Q10

Please add any additional comments or feedback you would like the School Board to be aware of or specific suggestions for improvement:

Thank you for your time and effort in serving GGS. I know being on the School Board is often a challenging and thankless job, especially during the last two years.

New Business
DISCUSSION ITEM

Student Policies 3000 First Reading

Presented by: Kelly Henderson

Background: Review the 3000 series regarding student policies.

GALLATIN GATEWAY SCHOOL DISTRICT

R = required

3000 SERIES STUDENTS

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3121	Enrollment and Attendance records
R 3122	Attendance and Truancy Policy
3124	Military Compact Waiver
R 3125	Education of Homeless Children
3126	Children of Military Families
3141	Discretionary Nonresident Student Attendance Policy
3150	Part-Time Attendance
3200	Student Rights and Responsibilities
R 3210	Equal Education Opportunity, Nondiscrimination and Sex Equity
3221	Student Publications, Distributions and Posting of Materials
3224	Student Dress
R 3225 -3225F-3225P	Sexual Harassment of Students
R 3226	Bullying/Harassment/Intimidation/Hazing
3231	Searches and Seizure
3233	Student Use of Buildings: Equal Access
3235	Video Surveillance
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3340	Co-Curricular Participation Code
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3415 – 3415P	Management of Sports Related Concussions
3416	Administering Medicines to Students
3417	Communicable Diseases
3420	Head Lice
3431	Emergency Treatment
3440	Access to and Release of a Student During School Hours
3510	School Sponsored Student Activities
R 3520	Student Fees, Fines, and Charges
3550 -3550F	Student Clubs
3600 – 3600P	Student Records
3600F2	Student Directory Information Notification
R 3606	Transfer of Student Records
R 3608	Receipt of Confidential Records
R 3612 – 3612F	District-Provided Access to Electronic Information, Services, and Networks
3612P	Use of Electronic Network and Services
3630	Cell Phones and Other Electronic Equipment
3650	Pupil Online Personal Information Protection

Gallatin Gateway Elementary

Adopted on: 08/20/2012
Reviewed on:

3110

STUDENTS

Revised on: 6/26/17; 3/11/20, 5/19/21

page 1 of 3

Entrance, Placement, and Transfer

Entrance, Date, and Age

The trustees will enroll and admit a child to a school in the district when the child is 5 years of age or older on or before the tenth (10th) day of September of the school year in which the child is to enroll but is not yet 19 years of age who is a resident of the District. Parents may request a waiver of the age requirement. All waivers are granted in the sole discretion of the Trustees.

-form

Non-resident students may be admitted at the discretion of the Trustees. Children will be enrolled in the grade identified in accordance with District policy or at the discretion of the of the administration in consultation with the student's parents or guardians. The District requires proof of identity and an immunization record for every child to be admitted to District schools.

designee

↳ Grant

Supt auth?

The trustees may at their discretion assign and admit a child to a school in the district who is under 5 years of age or an adult who is 19 years of age or older if there are exceptional circumstances that merit waiving the age provision. The trustees may also admit an individual who has graduated from high school but is not yet 19 years of age even though no special circumstances exist for waiver of the age provision of this Policy.

What would

be the exc.

Circum.?

School Entrance

1. The District requires that a student's parents, legal guardian, or legal custodian present proof of identity of the child¹ to the school within forty (40) days of enrollment, as well as proof of residence in the District. Students who are not residents of the District may apply for admission pursuant to Policy 3141.

2. To be admitted to District schools, in accordance with the Montana Immunization Law, a child must have been immunized against varicella, diphtheria, pertussis, tetanus, poliomyelitis, rubella, mumps, and measles in the manner and with immunizing agents approved by the department. Immunizations may not be required if a child qualifies for conditional attendance or an exemption is filed as provided by Montana law.

3413F1-2

→ Form? Notar-ized?

3. The above requirements are not to serve as barriers to immediate enrollment of students designated as homeless or foster children as required by the Every Student Succeeds Act (ESSA) and the McKinney-Vento Act as amended by ESSA. The District shall work with the local child welfare agency, the school last attended, or other relevant agencies to obtain necessary enrollment documentation and ensure a student receives education services in the best interests of the child. The Superintendent or designee shall serve as point of contact with all applicable agencies to review records, facilitate services and resolve disputes.

yes

K- What do we use?
What's our protocol?
All new?

Placement

The District goal is to place students at levels and in settings that will increase the probability of student success. Developmental testing, together with other relevant criteria, including but not limited to health, maturity, emotional stability, and developmental disabilities, may be considered in the placement of all students. Final disposition of all placement decisions rests with the principal, subject to review by the Superintendent or the Board.

Children of Relocated Military Families

The Board shall assign and admit a child whose parent or guardian is being relocated to Montana under military orders to a school in the district and allow the child to preliminarily enroll in classes and apply for programs offered by the District prior to arrival and establishing residency.

The student will be placed in student data management system as soon as enrolled under this provision. The student will attend classes during preliminary enrollment and the Board authorizes the administration to provide offsite instruction to the student if not present in the District. The District will include a student enrolled under this provision as part of the calculation of ANB.

Transfer

District policies regulating the enrollment of students from other accredited elementary and secondary schools are designed to protect the educational welfare of children.

Elementary Grades (K-8)

A student transferring into the District will be admitted and placed subject to observation by appropriate teachers and a building principal during a probation period of two (2) weeks. Thereafter, should doubt arise as to initial grade and level placement of a student, school personnel will conduct an educational assessment to determine appropriate grade and level placement.

Secondary Grades (9-12) Credit Transfer

A transfer of credits from any secondary school is subject to a satisfactory examination of the following:

1. Appropriate certificates of school accreditation;
2. Length of course, school day, and school year;
3. Content of applicable courses;
4. School building as it relates to credit earned (i.e., lab areas for appropriate science or vocational instruction);

5. Appropriate evaluation of student performance leading toward credit issuance.

The District will follow Montana Accreditation Rules and Standards, along with local alternate procedures for earning credit, in reviewing requests for transfer of credits. High school principals have authority for approving credit transfers, subject to review by the Superintendent or the Board.

Legal Reference:	§ 20-5-101, MCA	Admittance of child to school
	§ 20-5-403, MCA	Immunization required – release and acceptance of immunization records
	§ 20-5-404, MCA	Conditional attendance
	§ 20-5-405, MCA	Medical or religious exemption
	§ 20-5-406, MCA	Immunization record
	§ 44-2-511, MCA	School enrollment procedure
	10.16.3122, ARM	Local Educational Agency Responsibility For Students with Disabilities
	10.55.601, et seq., ARM	Accreditation Standards: Procedures
	Chapter 20	2021 General Legislative Session
	HB 246	2021 General Legislative Session

Gallatin Gateway Elementary

Adopted on: 6/26/17

Reviewed on:

Revised on:

3120 - R

STUDENTS

Compulsory Attendance

To reach the goal of maximum educational benefits for every child requires a regular continuity of instruction, classroom participation, learning experiences, and study. Regular interaction of students with one another in classrooms and their participation in instructional activities under the tutelage of competent teachers are vital to the entire process of education. This established principle of education underlies and gives purpose to the requirement of compulsory schooling in every state in the nation. A student's regular attendance also reflects dependability and is a significant component of a student's permanent record.

Parents or legal guardians or legal custodians are responsible for seeing that their children who are age seven (7) or older before the first (1st) day of school attend school until the later of the following dates:

1. Child's sixteenth (16th) birthday; or
2. Completion date of the work of eighth (8th) grade.

The provisions above do not apply in the following cases:

- (a) The child has been excused under one of the conditions specified in 20-5-102.
- (b) The child is absent because of illness, bereavement, or other reason prescribed by the policies of the trustees.
- (c) The child has been suspended or expelled under the provisions of 20-5-202.
- (d) The child is excused pursuant to Section 2 of 20-5-103.

Compulsory attendance stated above will not apply when children:

1. Are provided with supervised correspondence or home study; or
2. Are excused because of a determination by a district judge that attendance is not in the best interests of the child; or
3. Are enrolled in a non-public or home school; or
4. Are enrolled in a school in another district or state; or
5. Are excused by the Board on a determination that attendance after age of sixteen (16) is not in the best interests of the child and the school.

Legal Reference:	§ 20-1-308, MCA	Religious instruction released time program
	§ 20-5-101, MCA	Admittance of child to school
	§ 20-5-102, MCA	Compulsory enrollment and excuses
	§ 20-5-103, MCA	Compulsory attendance and excuses
	§ 20-5-104, MCA	Attendance officer
	§ 20-5-106, MCA	Truancy
	§ 20-5-107, MCA	Incapacitated and indigent child attendance
	§ 20-5-108, MCA	Tribal agreement with district for Indian child compulsory attendance and other agreements
	§ 20-5-202, MCA	Suspension and Expulsion

We really need a clear attendance policy

? 10-day drop
before they need retention?

Gallatin Gateway Elementary
Adopted on: 9/15/21

Reviewed on:
Revised on: 4/20/22

3121 STUDENTS

Enrollment and Attendance Records

Since accurate enrollment and attendance records are essential both to obtain state financial reimbursement and to fulfill the District's responsibilities under the attendance laws, staff shall be diligent in maintaining such records.

A district may only include, for ANB purposes, any student who participates in pupil instruction as defined in Section 20-1-101(17), MCA and for whom ANB may be claimed under Title 20, including but not limited to an enrolled student who is:

- A resident of the district or a nonresident student admitted by trustees under a student attendance agreement and who is attending a school of the district;
- Unable to attend school due to a medical reason certified by a medical doctor and receiving individualized educational services supervised by the district, at district expense, at a home or facility that does not offer an educational program;
- Unable to attend school due to the student's incarceration in a facility, other than a youth detention center, and who is receiving individualized educational services supervised by the district, at district expense, at a home or facility that does not offer an educational program;
- Living with a caretaker relative under Section 1-1-215, MCA;
- Receiving special education and related services, other than day treatment, under a placement by the trustees at a private nonsectarian school or private program if the student's services are provided at the district's expense under an approved individual education plan supervised by the district;
- Participating in the Running Start Program at district expense under Section 20-9-706, MCA;
- Receiving education services, provided by the district, using appropriately licensed district staff at a private residential program or private residential facility licensed by the Department of Public Health and Human Services;
- Enrolled in an educational program or course provided at district expense using electronic or offsite delivery methods, including but not limited to tutoring, distance learning programs, online programs, and technology delivered learning programs, while attending a school of the district or any other nonsectarian offsite instructional setting with the approval of the trustees of the district;

? What's this?

- A student of the district completing work on a proficiency basis in accordance with Sections 20-9-311(4)(d) and 20-9-324(18)(b), MCA;
- A student enrolled by the Board for exceptional circumstances as defined in applicable District policies and in accordance with Section 20-5-101, MCA.
- A student gaining credit for participating in a work-based learning program pursuant to Section 20-7-1510, MCA, and Policy 2600;
- A student participating in an “innovative educational program” as defined in Section 15-30-3102, MCA;
- A resident of the district attending a Montana job corps program under an interlocal agreement with the district under Section 20-9-707, MCA; or
- A resident of the district attending a Montana Youth Challenge Program under an interlocal agreement with the district under Section 20-9-707, MCA.
- A student with a disability who is over 19 years old but under 21 years of age, has been enrolled by the Board of Trustees in accordance with Policy 3110, and qualifies in accordance with Section 20-9-311(7), MCA, to remain enrolled and be served by schools, if the following criteria are satisfied:
 - the student has not graduated;
 - the student is eligible for special education services and is likely to be eligible for adult services for individuals with developmental disabilities due to the significance of the student's disability; and
 - the student's individualized education program has identified transition goals that focus on preparation for living and working in the community following high school graduation since age 16 or the student's disability has increased in significance after age 16.

In order for a student who is served through distance learning or offsite delivery methods to be included in the calculation of average number belonging, the student must meet one or more of the conditions for participating in offsite instruction pursuant to Section 20-7-118, MCA.

Enrollment for Purposes of Participation in Extracurricular Activities By an Unenrolled Child or Part Time Enrolled Student

The District shall include for ANB purposes a child who during the prior school year:

- a. resided in the District;
- b. was not enrolled in the District or was not enrolled full time; and

- c. completed an extracurricular activity with a duration of at least 6 weeks in accordance with Policy 3510.

Each completed extracurricular activity that, inclusive of practices and post-season tournaments, lasts 6 weeks or longer shall be counted as one-sixteenth enrollment. Each completed extracurricular activity lasting longer than 18 weeks may be counted as one-eighth enrollment. A child may not be counted as more than one full-time enrollment for ANB purposes.

For purposes of calculating ANB under this section, "extracurricular activity" means:

- a. a sport or activity sanctioned by an organization having jurisdiction over interscholastic activities, contests, and tournaments;
- b. an approved career and technical student organization, pursuant to Section 20-7-306, MCA; or
- c. a school theater production.

Homeless Youth and Foster Children

Assignment to schools shall be subject to modification when federal law applicable to students placed in foster care or students who are homeless requires that such students be educated in a "school of origin" that differs from the assigned school.

Cross References:	Policy 3510	School Sponsored Activities
	Policy 2600	Work Based Learning
	Policy 1010FE/3100	Early Enrollment for Exceptional Circumstances
Legal Reference:	§ 1-1-215, MCA	Residence – rules for determining
	§ 20-9-311, MCA	Calculation of average number belonging (ANB)
	§ 20-9-706, MCA	Running start program
	§ 20-9-707, MCA	Agreement with Montana youth challenge program or accredited Montana job corps program
	§ 20-5-101, MCA	Admittance of child to school
	§ 20-5-112, MCA	Participation in Extracurricular Activities
	§ 20-1-101, MCA	Definitions
	§ 20-3-324, MCA	Powers and Duties
	§20-7-1510, MCA	Credit for participating in work-based learning partnerships
	29 U.S.C. 794	Nondiscrimination under Federal grants and programs
	34 CFR 300.1, et seq.	Assistance to states for the education of children with disabilities

Gallatin Gateway Elementary

Adopted on:

Reviewed on:

Revised on: 6/26/17

3122

STUDENTS

Attendance and Truancy Policy

Attendance

The Board regards regular attendance as an important component of the education of students. Students who attend school regularly and are punctual will have more learning opportunities.

A telephone call or a note from a parent is necessary when a student is absent or late for any reason. Notes shall be given to the attendance secretary, and teachers shall be given a list of admits. All absences and tardies shall be recorded on the report card.

The Superintendent or designee will attempt to contact, by the end of the school day, any parent, guardian, or legal custodian whose child is absent from school, but who has not reported the child absent for the school day, to determine whether the parent, guardian, or legal custodian is aware of the child's absence from school.

Specific rules and regulations regarding attendance and tardies can be found in the respective student handbook.

Truancy

For the purpose of this policy "truant" or "truancy" means the persistent non-attendance without excuse, as defined by this policy, for all or any part of a school day equivalent to the length of one class period of a child required to attend a school under 20-5-103. "Habitual truancy" means recorded unexcused absences of 9 or more days or 54 or more parts of a day, whichever is less, in 1 school year.

The District has appointed the Superintendent and Counselor as the Attendance Officer(s) of the District.

The Attendance Officer(s) shall have the powers and duties stated in 20-5-105, MCA.

The Attendance Officer(s) shall have the duties stated in 20-5-106, MCA.

Legal Reference:	§ 20-5-103, MCA	Compulsory attendance and excuses
	§ 20-5-104, MCA	Attendance officer
	§ 20-5-105, MCA	Attendance officer – powers and duties
	§ 20-5-106, MCA	Truancy
	§ 20-5-107, MCA	Incapacitated and indigent child attendance
	§ 41-5-103(22), MCA	Definitions

do we do this?
Yes!

When do we drop?

Gallatin Gateway Elementary

Adopted on: 9/20/17

Reviewed on:

Revised on:

3124-R

STUDENTS

Page 1 of 5

Military Compact Waiver

The State of Montana is one of numerous states across the country that is a member of the Interstate Compact on Educational Opportunity for Military Children. As a school district within the State of Montana subject to the laws of the State of Montana, the District shall follow the requirements of the Compact for students who enroll at the District for whom the Compact applies.

Purpose

The purpose of the Interstate Compact on Educational Opportunity for Military Children is to remove barriers to educational success for children of military families due to frequent relocation and deployment of their parents. The Compact facilitates educational success by addressing timely student enrollment, student placement, qualification and eligibility for programs (curricular, co-curricular, and extra-curricular), timely graduation, and the facilitation of cooperation and communication between various member states' schools.

Applicability

This Compact applies only to children of:

1. Active duty members of the uniformed services as defined in the Compact, including member of the national guard and reserve on active duty orders pursuant to 10 U.S.C., 12301(d) and 12304;
2. Members of the veterans of the uniformed services who are severely injured and medically discharged or retired for a period of 1 year after medical discharge or retirement; and
3. Members of the uniformed services who die on active duty or as a result of injuries sustained on active duty for a period of 1 year after death.

Educational Records and Enrollment

1. **Hand Carried/Unofficial Educational Records:** In the event that official educational records cannot be released to a parent for the purpose of school transfer, the custodian of records from the sending school shall prepare and furnish to the parent a complete set of unofficial educational records containing uniform information as determined by the Interstate Commission.

Upon receipt of the unofficial educational records, the District shall enroll and appropriately place the student based upon the information the school receives in the unofficial educational records, pending validation by the official records, as soon as possible.

2. **Official Educational Records/Transcripts:** At the time of enrollment and conditional placement of a qualifying student at the District, the District shall request the student's official educational records from their last school of attendance.

A school receiving such a request shall process the official educational records request and furnish such within a period of ten (10) days, or within the timeline determined to be reasonable by the Interstate Commission.

3. **Immunizations:** The District shall provide a period of thirty (30) days from the date of enrollment, or such other time frame as determined by the rules of the Interstate Commission, within which students may obtain any immunizations required by the District. Where the District's requirements include a series of immunizations, initial vaccinations must be obtained within thirty (30) days, or within the timeline determined to be reasonable by the Interstate Commission.

4. **Kindergarten and First Grade Entrance Age:** Students shall be allowed to continue their enrollment at grade level at the District, commensurate with their grade level from their receiving school, including kindergarten, at the time of transition. However, the provisions of Montana Code 20-5-101 regarding trustees enrolling a child in kindergarten or in first grade whose fifth (5th) or sixth (6th) birthday occurs on or before the tenth (10th) day of September of the school year in which the child is to enroll but is not yet 19 years of age, shall continue to apply.

A student who has satisfactorily completed the prerequisite grade level in the sending school shall be eligible for enrollment in the next highest grade level in the District, at the receiving school, regardless of age.

A student who is transferring into the District after the start of the school year shall enter the District on the student's validated grade level from an accredited school in the sending state.

Placement and Attendance

1. **Course Placement:** Upon transfer of a qualifying student, the receiving District shall place the student in courses consistent with the student's courses in the sending school and/or the school's educational assessments.

Course placement includes, but is not limited to honors, international baccalaureate, advanced placement, vocational, technical, and career pathways courses.

Continuing the student's academic program from the previous school and promoting placement in academically and career challenging courses should be paramount when considering placement. This requirement does not preclude the District from performing subsequent evaluations to ensure appropriate placement and continued enrollment of the student in the course(s).

- 2. Educational Program Placement:** The District shall initially honor placement of the student in educational programs based on current educational assessments conducted at the sending school or participation/placement in similar programs at the sending school.

Educational program placement includes, but is not limited to, gifted and talented programs and English as a second language. This requirement does not preclude the District from performing subsequent evaluations to ensure appropriate placement of the student.

- 3. Special Education Services:** In compliance with the federal requirements of the Individuals with Disabilities Education Act, the District, as the receiving school, shall initially provide comparable services to a student with disabilities based on his or her current Individual Education Plan.

In compliance with Section 504 of the Rehabilitation Act and with Title II of the Americans with Disabilities Act, the District, as the receiving school, shall make reasonable accommodations and modifications to address the needs of incoming students with disabilities consistent with his or her existing 504 or Title II Plan.

This does not preclude the District, as the receiving school, from performing subsequent evaluations to ensure appropriate placement and/or accommodations are made for the student.

- 4. Placement Flexibility:** The District's Administration shall have the flexibility to waive course/program prerequisites or other preconditions for placement in courses/programs offered by the receiving District.

- 5. Absences Relating to Deployment Activities:** A student whose parent/legal guardian is an active duty member of the uniformed services and has been called to duty for, is on leave from, or immediately returned from deployment in a combat zone or combat support position, shall be granted additional excused absences at the discretion of the District's Superintendent to visit with his or her parent/legal guardian relative to such leave or deployment of the parent/guardian.

Eligibility

1. **Eligibility for Enrollment:** A Special Power of Attorney pertaining to the guardianship of a student of a military family and executed under applicable law shall be sufficient for the purposes of enrollment and all other actions requiring parental participation and consent.

The receiving District shall not charge tuition to a transitioning military student placed in the care of a noncustodial parent or other person standing in loco parentis who lives in a jurisdiction other than that of the custodial parent.

A transitioning military student, placed in the care of a noncustodial parent or other person standing in loco parentis who lives in a jurisdiction other than that of the custodial parent, may continue to attend the school in which he or she was enrolled when residing with the custodial parent.

2. **Eligibility for Extra-Curricular Activity Participation:** The District shall facilitate the opportunity for transitioning military students' inclusion in extracurricular activities, regardless of application deadlines, to the extent the student is otherwise qualified.

Graduation

In order to facilitate the on-time graduation of children of military families, the receiving District shall incorporate the following procedure:

1. **Graduation Course Requirements – Waiver:** The receiving District's Administration, through the Superintendent or designee, shall waive specific courses that are required for graduation if similar coursework has been satisfactorily completed at another school.

If the District does not waive the specific course requirement for graduation, the District shall provide a reasonable justification for the denial. This justification shall be provided to the parent/legal guardian in writing.

If the receiving District does not waive the specific course requirement for graduation and the student would have otherwise qualified to graduate from the sending school, the receiving District shall provide an alternative means of acquiring required course work to ensure that the student's graduation will occur on time.

2. **Exit Exams:** In lieu of testing requirements required for graduation at the receiving District, the District and the State of Montana shall accept any or all of the following:

- A. Exit exams or end-of-course exams required for graduation from the sending school;
- B. National norm-referenced achievement tests; or

C. Alternative testing.

In the event the above alternatives cannot be accommodated by the receiving District for a student transferring during his or her senior year, subsection 3, below, shall apply.

- 3. Transfer During Senior Year of High School:** Should a military student transferring at the beginning of or during the senior year be ineligible to graduate from the receiving District after all alternatives have been considered, the sending school and the receiving District shall ensure the receipt of a diploma from the sending school if the student meets the graduation requirements of the sending school.

In the event that one of the states in question is not a member of this Compact, the member state shall use best efforts to facilitate the on-time graduation of the student.

Conflicts

All state laws and District policies that conflict with this policy and/or in conflict with the Compact are superseded to the extent of the conflict.

Cooperation

The receiving District, through its administration, shall timely cooperate with all state agency inquiries and other District/school inquiries relating to a student who is covered by the Compact.

Cross Reference:	2333	Participation in Commencement Exercises
	2410 – 2410P	High School Graduation Requirements
	2413	Credit Transfer and Assessment for Placement
	3110	Entrance, Placement, and Transfer
Legal Reference:	20-1-230, MCA	Enactment – interstate Compact on Educational Opportunity for Military Children - provisions

Gallatin Gateway Elementary

Adopted on: 08/20/2012

Reviewed on:

Revised on: 6/26/17

3125 - R

STUDENTS

Education of Homeless Children

Every child of a homeless individual and every homeless child are entitled to equal access to the same free, appropriate public education as provided to children with permanent housing. The District must assign and admit a child who is homeless to a District school regardless of residence and irrespective of whether the homeless child is able to produce records normally required for enrollment. The District may not require an out-of-District attendance agreement and tuition for a homeless child.

Should a child become homeless over the course of the school year, the child must be able to remain at the school of origin, or be eligible to attend another school in the district.

The Superintendent will review and revise as necessary rules or procedures that may be barriers to enrollment of homeless children and youths. In reviewing and revising such procedures, the Superintendent will consider issues of transportation, immunization, residence, birth certificates, school records, and other documentation.

Homeless students will have access to services comparable those offered to other students, including but not limited to:

1. Transportation services;
2. Educational services for which a student meets eligibility criteria (e.g., Title I);
3. Educational programs for children with disabilities and limited English proficiency;
4. Programs in vocational and technical education;
5. Programs for gifted and talented students; and
6. School nutrition program.

The Superintendent will give special attention to ensuring the enrollment and attendance of homeless children and youths not currently attending school. The Superintendent will appoint a liaison for homeless children.

A "homeless individual" is defined as provided in the McKinney Homeless Assistance Act.

Anyone having a concern or complaint regarding placement or education of a homeless child will first present it orally and informally to the District homeless liaison. Thereafter, a written complaint must be filed in accordance with the District Uniform Complaint Procedure.

Cross Reference: 1700 Uniform Complaint Procedure
3125F McKinney-Vento Homeless Educational Assistance Dispute
Resolution Form

Legal Reference: 42 U.S.C. §§ 11301 et seq 11431, et seq.
McKinney Homeless Assistance Act
§ 20-5-101, MCA Admittance of child to school

Who is this?

Gallatin Gateway Elementary

Adopted on: 10/21/2013

Reviewed on: 6/26/17

Revised on:

3126

STUDENTS

Page 1 of 2

Children of Military Families

It is the intention of the District to remove barriers to educational success imposed on children of military families transitioning to and from school because of frequent moves and/ deployment of a parent on active duty in the regular Armed Forces, National Guard, or Reserves.

Educational Records and Enrollment

In the event that official education records cannot be released prior to the transfer of a child of a military family to another school district, the District shall prepare and furnish to the parent a complete set of unofficial educational records, including but not limited to records encompassing all material maintained in the student's permanent and cumulative files (general identifying data, records of attendance and academic work completed, records of achievement and results of evaluative tests, health data, disciplinary status) and special education records. The District shall process and furnish the official educational records to the school in which the child of a military family has transferred within 10 days.

In the event that a child of a military family seeks to enroll in the District, the District shall enroll and appropriately place the student as quickly as possible based upon information in the unofficial educational records pending receipt of the official records.

Tuition

The District shall not charge tuition in relation to a child of a military family transferring into the District who has been placed in the care of a noncustodial parent or other person through a special power of attorney.

Placement

The District will initially honor the placement of a child of a military family transferring into the District in the educational courses and educational programs based on the child's enrollment in the previous school or educational assessments of the previous school provided the courses and programs are offered and space is available. Course placement includes, but is not limited to, honors, international baccalaureate, advanced placement, vocational, technical, and career pathways courses. Educational programs include, but are not limited to, gifted and talented programs. If appropriate, the District may perform subsequent evaluations to ensure the child continues to be appropriately placed.

The Superintendent may waive course or program prerequisites or other preconditions for a child of a military family's placement in any courses or programs.

Extracurricular Activities

The District shall facilitate the opportunity for a child of a military family transferring into the District to participate in extracurricular activities, regardless of application deadlines, provided that the child is otherwise qualified.

Children of Military Families with Disabilities

The District shall initially provide comparable services to a child of a military family transferring into the District who is receiving special education and related services pursuant to an individual education program under Individuals with Disabilities Education Act. The District shall make appropriate accommodations and modifications to address the educational needs of children of military families transferring into the District who qualify for services under Section 504 of the Rehabilitation Act, subject to any existing Section 504 plan. If appropriate, the District may perform subsequent evaluations to ensure the child continues to be appropriately placed.

Legal References: § 20-1-230, MCA Interstate Compact on Educational Opportunity for Military Children

Cross Reference: 2161 Special Education and Accommodations
2162 Section 504 Procedural Safeguards
2413 Credit Transfer/Assessment for Placement
3110 School Admissions
3122 Attendance and Truancy
3141 Discretionary Nonresident Student Attendance Policy
3340 Co-Curricular Participation Code
3606 Transfer of Student Records

Changes made - Yes

Gallatin Gateway Elementary

Adopted on: 08/20/2012

Reviewed on:

3141

STUDENTS

Revised on: 04/08/2013, 6/26/17,
6/27/2018, 4/20/22

page 1 of 2

Discretionary Nonresident Student Attendance Policy

1. Except as required by § 20-5-321, MCA, the District will admit nonresident students at its discretion.
2. The Superintendent will recommend to the Board any nonresident student admission in accordance with this policy, with the Board making the final decision on admission.
3. The District will examine a student's records from this district and other school districts before any Board approval for admission. Review of the records and decisions regarding admission cannot be inconsistent with district policies regarding nondiscrimination. *4 or Supt designee*
4. The District will not admit nonresident students when doing so would cause the district to exceed the class size standards under 10.55.712 and 10.55.713, ARM. *K- Review*
5. Every nonresident student who attends District schools must reapply for admission for the succeeding school year by June 15. Admission in one school year does not infer or guarantee admission in subsequent years.
6. Nonresident students enrolled under this policy are subject to all district policies, rules, regulations on the same basis as resident students.
7. All resident students who become nonresidents because their parents or guardians move out of the District may continue attendance for the school year, barring registration in another District. At the completion of the school year, a student must apply as a nonresident student in accordance with #5.
8. The Board will not admit any student who is expelled from another school district.
9. The Board reserves the right to charge tuition for nonresident students. At its discretion, the Board may charge or waive tuition for all students whose tuition is required to be paid by one kind of entity, defined as either a parent or guardian or a school district. Any waiver of tuition will be applied equally to all students whose tuition is paid by the same kind of entity (i.e., if the District charges tuition in those circumstances where a resident district pays but waives tuition in those circumstances where a parent or guardian is responsible for tuition, the tuition waiver will be applicable to all students whose parents or guardians bear the responsibility for payment).
10. All nonresident students will be considered ineligible transportees for school transportation services (§ 20-10-101, MCA).

Cross Reference:	2161 – 2161P	Special Education
	3110	Entrance, Placement, and Transfer
	3125	Education of Homeless Children
	3210	Equal Education, Nondiscrimination and Sex Equity
Legal Reference:	§ 20-5-314, MCA	Reciprocal attendance agreement with adjoining state or province
	§ 20-5-320, MCA	Attendance with discretionary approval
	§ 20-5-321, MCA	Attendance with mandatory approval – tuition and transportation
	§ 20-5-322, MCA	Residency determination – notification – appeal for attendance agreement
	§ 20-5-323, MCA	Tuition and transportation rates
	10.10.301B, ARM	Out-of-District Attendance Agreements
	10.55.712, ARM	Class Size Elementary
	10.55.713, ARM	Teacher Load and Class Size – High School

Gallatin Gateway Elementary

Adopted on: 6/26/17

Reviewed on:

Revised on: 9/15/21

3150

STUDENTS

Part-Time Attendance

The District will review requests for part-time enrollment of students for purposes of academic courses on a case-by-case basis, with a building principal making a preliminary decision pursuant to the criteria set forth in this Policy. Denial of part-time enrollment may be appealed pursuant to policy 1700.

Criteria for accepting students for part-time enrollment are the following:

1. Accepting a student will not create excess student enrollment in a requested class;
2. Accepting a student will not create need for an additional staff member;
3. Accepting a student will not cause a new section of a course to be created.

The District will accept on a first-come, first-served basis students wishing to enroll in the same course. Whenever the enrollment position of a part-time student is needed for a regular, full-time student during the year, a full-time student has priority for the position beginning with the next semester.

Participation in District Extracurricular Activities by Unenrolled Children

This policy does not restrict or limit the ability of unenrolled children to seek to participate in extracurricular activities in accordance with Policy 3510. The District may secure ANB for unenrolled children participating in identified extracurricular activities in accordance with Policy 3121.

Cross References:	Policy 3510	School Sponsored Activities
	Policy 3121	Enrollment and Attendance

Legal Reference:	§ 20-9-311(a), MCA	Calculation of average number belonging (ANB) – 3-year averaging
	Chapter 297	2021 General Legislative Session
	Chapter 269	2021 General Legislative Session

Gallatin Gateway Elementary

Adopted on: 08/20/2012

Reviewed on: 6/26/17

Revised on:

3200

STUDENTS

Student Rights and Responsibilities

The District recognizes fully that all students are entitled to enjoy the rights protected under federal and state constitutions and law for persons of their age and maturity in a school setting. The District expects students to exercise these rights reasonably and to avoid violating the rights of others. The District may impose disciplinary measures whenever students violate the rights of others or violate District policies or rules.

Cross Reference: 3231 Searches and Seizure
3310 Student Discipline

Legal Reference: § 20-4-302, MCA Discipline and punishment of pupils – definition of corporal punishment – penalty – defense
§ 20-5-201, MCA Duties and sanctions
Tinker v. Des Moines Ind. Sch. Dist., 89 S.Ct. 733 (1969)

Gallatin Gateway Elementary

Adopted on: 08/20/2012

Reviewed on:

Revised on: 6/26/17, 10/21/20

3210 - R

STUDENTS

Equal Educational Opportunity, Nondiscrimination, and Sex Equity

The District will make equal educational opportunities available for all students without regard to race, color, national origin, ancestry, sex, ethnicity, language barrier, religious belief, physical or mental handicap or disability, economic or social condition, actual or potential marital or parental status, gender identity, sexual orientation, or failure to conform to stereotypical notions of masculinity or femininity. No student will be denied equal access to programs, activities, services, or benefits or be limited in the exercise of any right, privilege, or advantage, or denied equal access to educational and extracurricular programs and activities.

Inquiries regarding sexual harassment, sex discrimination, or sexual intimidation should be directed to the District Title IX Coordinator, to the Assistant Secretary for Civil Rights of the Department of Education, or both. The Board designates the following individual to serve as the District's Title IX Coordinator:

Title: Counselor HR
Office address: 100 Mill Street. Gallatin Gateway, MT. 59630
Phone number: (406) 763-4415. Ext. 28 25

Inquiries regarding discrimination on the basis of disability or requests for accommodation should be directed to the District Section 504 Coordinator. The Board designates the following individual to serve as the District's Section 504 Coordinator:

Title: Counselor HR
Office address: 100 Mill Street. Gallatin Gateway, MT. 59630
Phone number: (406) 763-4415. Ext. 28 25

Any individual may file a complaint alleging violation of this policy, Policy 3200-Student Rights and Responsibilities, Policy 3225/3225P-Sexual Harassment, or Policy 3226-Bullying/Harassment/Intimidation/Hazing by following those policies or Policy 1700-Uniform Complaint Procedure.

The District, in compliance with federal regulations, will notify annually all students, parents, staff, and community members of this policy and the designated coordinator to receive inquiries. This annual notification will include the name and location of the coordinator and will be included in all handbooks.

The District will not tolerate hostile or abusive treatment, derogatory remarks, or acts of violence against students, staff, or volunteers with disabilities. The District will consider such behavior as constituting discrimination on the basis of disability, in violation of state and federal law.

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6 Cross Reference: 1700 Uniform Complaint Procedure
7 3200 Student Rights and Responsibilities
8 3225 Sexual Harassment/Intimidation of Students
9 3226 Bullying/Harassment/Intimidation/Hazing
10
11 Legal Reference: Art. X, Sec. 7, Montana Constitution- Nondiscrimination in education
12 § 49-2-307, MCA Discrimination in education
13 24.9.1001, et seq., ARM Sex Discrimination in Education
14 Title IX of the Educational Amendments, 20 U.S.C. § 1681, et seq.
15 34 CFR Part 106 Nondiscrimination on the basis of sex in
16 education programs or activities receiving
17 Federal financial assistance
18

Gallatin Gateway Elementary

Adopted on: 08/20/2012

Reviewed on: 6/26/17

Revised on:

3221

STUDENTS

Student Publications, Distributions or Posting of Materials

School Sponsored Publications

School-sponsored publications and productions are part of the curriculum and are not a public forum for general student use. School authorities may edit or delete material which is inconsistent with the School District's educational mission. All student media shall comply with the ethics and rules of responsible journalism. Text that is libelous, obscene, invades the privacy of others, conflicts with the basic educational mission of the school, socially inappropriate or inappropriate due to the maturity level of the students, or is materially disruptive to the educational process will not be tolerated. The author's name will accompany personal opinions and editorial statements. An opportunity for the expression of differing opinions from those published/produced will be provided within the same media.

Non-School Sponsored Publications

Distribution in school of written material that is obscene, libelous, invades the privacy of others, will cause substantial disruption of the proper and orderly operation and discipline of the school or school activities, or advocates conduct otherwise inconsistent with shared values of a civilized social order is prohibited. Distribution in school includes distribution on school property or at school-related activities. Students who distribute such material or who write or publish such material for distribution engage in gross disobedience and misconduct and will be disciplined in accordance with Board policy.

Distribution and Posting of Materials

To facilitate the distribution of materials with information about student activities, each school building may maintain a centrally located bulletin board for the posting of materials, and/or maintain a table available to groups for placing approved materials.

School-sponsored groups are permitted to distribute materials directly to students. Outside groups, including governmental agencies, parent and student organizations not sponsored by the school, and community organizations, are permitted to display their materials on a centrally located bulletin board and/or table available for the displaying of materials. The District may require that the group submit the materials within a reasonable time period prior to the distribution or display to ensure the material is appropriate.

The District has the discretion to require that materials from outside groups contain the following disclaimer: "These materials are neither sponsored nor endorsed by the District, the Superintendent, or this school."

Legal Reference: § 20-5-201, MCA Duties and Sanctions

1 K
do we put this
on advertisements
flyers from outside
agencies?

Gallatin Gateway Elementary

Adopted on: 08/20/2012

Reviewed on:

Revised on: 6/26/17

3224

STUDENTS

Student Appearance

The District has the responsibility to ensure proper and appropriate conditions for learning, along with protecting the health and safety of its student body. Students' dress and grooming must not materially or substantially disrupt the educational process of the school, interfere with the maintenance of a positive teaching/learning climate, or create a health or safety hazard for students, staff, or others.

Procedures for handling students who dress or groom inappropriately will be developed by the Superintendent and included in the Parent-Student Handbook.

Is this done?

Gallatin Gateway Elementary

Adopted on: 6/26/17

Reviewed on:

Revised on: 10/21/20

3225 - R

STUDENTS

page 1 of 3

Sexual Harassment of Students

The District does not discriminate on the basis of sex in any education program or activity that it operates. The District is required by Title IX of the Education Amendments of 1972 and the regulations promulgated through the U.S. Department of Education not to discriminate in such a manner. Inquiries about the application of Title IX to the District may be referred to the District's Title IX Coordinator, to the Assistant Secretary for Civil Rights of the Department of Education, or both.

The Board designates the following individual to serve as the District's Title IX Coordinator:

Title: Counselor HR
Office address: 100 Mill Street, Gallatin Gateway, MT. 59630
Phone number: (406) 763-4415, Ext. 2825

Any person may report sex discrimination, including sexual harassment, at any time, including during non-business hours. Such a report may be made in person, by mail, by telephone or by electronic mail, using the contact information listed for the Title IX Coordinator, or by any other means that results in the Title IX Coordinator receiving the person's verbal or written report.

For purposes of this policy and the grievance process, "sexual harassment" means conduct on the basis of sex that satisfies one or more of the following:

1. A District employee conditioning the provision of an aid, benefit, or service of the District on an individual's participation in unwelcome sexual conduct;
2. Unwelcome conduct determined by a reasonable person to be so severe, pervasive and objectively offensive that it effectively denies a person equal access to the District's education program or activity or
3. "Sexual assault" as defined in 20 USC 1092(f)(6)(A)(v), "dating violence" as defined in 34 USC 12291(a)(10), "domestic violence" as defined in 34 USC 12291(a)(8) or "stalking" as defined in 34 USC 12291(a)(30).

When the harassment or discrimination on the basis of sex does not meet the definition of sexual harassment, the Title IX Coordinator directs the individual to the applicable sex discrimination process for investigation.

An individual is not required to submit a report of sexual harassment involving the Title IX coordinator. In the event the Title IX Coordinator is responsible for or a witness to the alleged

harassment, the individual may report the allegations to the building principal or superintendent or other unbiased school official.

Retaliation Prohibited

The District prohibits intimidation, threats, coercion or discrimination against any individual for the purpose of interfering with any right or privilege secured by Title IX or this policy, or because the individual has made a report or complaint, testified, assisted, or participated or refused to participate in any manner in an investigation proceeding or hearing, if applicable. Intimidation, threats, coercion, or discrimination, including charges against an individual for code of conduct violations that do not involve sex discrimination or sexual harassment, but arise out of the same facts or circumstances as a report or complaint of sex discrimination, or a report or formal complaint of sexual harassment, for the purpose of interfering with any right or privilege secured by Title IX or this part, constitutes retaliation.

Confidentiality

The District must keep confidential the identity of any individual who has made a report or complaint of sex discrimination, including any individual who has made a report or filed a formal complaint of sexual harassment, any individual who has been alleged to be the victim or perpetrator of conduct that could constitute sexual harassment, and any witness, except as may be permitted by Family Educational Rights and Privacy Act (FERPA) or as required by law, or to carry out the purposes of the Title IX regulations, including the conduct of any investigation, hearing or judicial proceeding arising thereunder.

Notice Requirements

The District provides notice to applicants for admission and employment, students, parents or legal guardians of elementary and secondary school students, employees and the union(s) with the name or title, office address, email address and telephone number of the Title IX Coordinator and notice of the District grievance procedures and process, including how to report or file a complaint of sex discrimination, how to file a formal complaint of sexual harassment and how the District will respond. The District also posts the Title IX Coordinator's contact information and Title IX policies and procedures in a prominent location on the District website and in all handbooks made available by the District.

Training Requirements

The District ensures that Title IX Coordinators, investigators, decision-makers, and any person who facilitates an informal resolution process, receives training on the definition of sexual harassment, the scope of the District's education program or activity, how to conduct an investigation and grievance process including hearings, appeals and informal resolution processes, when applicable, and how to serve impartially including by avoiding prejudgment of the facts at issue, conflicts of interest and bias. The District also ensures that decision-makers

and investigators receive training on issues of relevance of questions and evidence, including when questions and evidence about the complainant's sexual predisposition or prior sexual behavior are not relevant as set forth in the formal procedures that follow, and training on any technology to be used at a live hearing, if applicable. Investigators also receive training on issues of relevance to create an investigative report that fairly summarizes relevant evidence. All materials used to train individuals who receive training under this section must not rely on sex stereotypes and must promote impartial investigations and adjudications of formal complaints of sexual harassment and are made publicly available on the District's website.

Conflict of Interest and Bias

The District ensures that Title IX Coordinators, investigators, decision-makers, and any person who facilitates an informal resolution process do not have a conflict of interest or bias for or against complainants or respondents generally or an individual complainant or respondent.

Determination of Responsibility

The individual who has been reported to be the perpetrator of conduct that could constitute sexual harassment is presumed not responsible for alleged conduct. A determination regarding responsibility will be made by the decision-maker at the conclusion of the investigation in accordance with the process outlined in Policy 3225P. No disciplinary sanctions will be imposed unless and until a final determination of responsibility is reached.

Cross Reference: Policy 3210 - Equal Education, Nondiscrimination and Sex Equity
Policy 3225P – Sexual Harassment Procedures

Legal References: Art. X, Sec. 1, Montana Constitution – Educational goals and duties
§§ 49-3-101, et seq., MCA Montana Human Rights Act
Civil Rights Act, Title VI; 42 USC 2000d et seq.
Civil Rights Act, Title VII; 42 USC 2000e et seq.
Education Amendments of 1972, Title IX; 20 USC 1681 et seq.
34 CFR Part 106 Nondiscrimination on the basis of sex in
education programs or activities receiving
Federal financial assistance
10.55.701(1)(f), ARM Board of Trustees
10.55.719, ARM Student Protection Procedures
10.55.801(1)(a), ARM School Climate

Sexual Harassment Reporting/Intake Form for Students

This form is not required. Complaints may be submitted in any manner noted in Policy 3225. The form may be used by the Title IX Coordinator to document allegations.

School _____ Date _____

Student's name _____

• Who was responsible for the harassment or incident(s)? _____

• Describe the incident(s). _____

• Date(s), time(s), and place(s) the incident(s) occurred. _____

• Were other individuals involved in the incident(s)? ☐ yes ☐ no

If so, name the individual(s) and explain their roles. _____

• Did anyone witness the incident(s)? ☐ yes ☐ no

If so, name the witnesses. _____

• Did you take any action in response to the incident? ☐ yes ☐ no

If yes, what action did you take? _____

• Were there any prior incidents? ☐ yes ☐ no

If so, describe any prior incidents. _____

Signature of complainant _____

Signatures of parents/legal guardians _____

Retaliation is prohibited by federal law and district policy. The identity of the individual signing this form will remain confidential in accordance with law and policy.

Gallatin Gateway Elementary

Adopted on: 10/21/20

Reviewed on:

Revised on: 4/21/21

3225P

STUDENTS

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Sexual Harassment Grievance Procedure - Students

The Board requires the following grievance process to be followed for the prompt and equitable resolution of student complaints alleging any action that would be prohibited as sexual harassment by Title IX. The Board directs the process to be published in accordance with all statutory and regulatory requirements.

Definitions

The following definitions apply for Title IX policies and procedures:

“Actual knowledge:” notice of sexual harassment or allegations of sexual harassment to the District’s Title IX Coordinator or any official of the District who has authority to institute corrective measures on behalf of the District, or to any employee of an elementary or secondary school.

“Education program or activity:” includes locations, events or circumstances over which the District exercised substantial control over both the individual who has been reported to be the perpetrator of conduct that could constitute sexual harassment, and the context in which the sexual harassment occurs.

“Complainant:” an individual who is alleged to be the victim of conduct that could constitute sexual harassment.

“Respondent:” an individual who has been reported to be the perpetrator of conduct that could constitute sexual harassment.

“Formal complaint:” a document filed by a Complainant or signed by the Title IX Coordinator alleging sexual harassment against a Respondent and requesting that the District investigate the allegation of sexual harassment.

“Supportive measures:” non-disciplinary, non-punitive individualized services offered as appropriate, as reasonably available and without fee or charge to the Complainant or Respondent before or after the filing of a formal complaint or where no formal complaint has been filed.

District Requirements

When the District has actual knowledge of sexual harassment in an education program or activity of the District, the District will respond promptly in a manner that is not deliberately indifferent. When the harassment or discrimination on the basis of sex does not meet the definition of sexual harassment, the Title IX Coordinator will direct the individual to the applicable sex

discrimination process, bullying and harassment policy, or public complaint procedure for investigation.

The District treats individuals who are alleged to be the victim (Complainant) and perpetrator (Respondent) of conduct that could constitute sexual harassment equitably by offering supportive measures. Supportive measures are designed to restore or preserve equal access to the District's education program or activity without unreasonably burdening the other party, including measures designed to protect the safety of all parties or the District's educational environment, or deter sexual harassment. Supportive measures may include counseling, extensions of deadlines or other course-related adjustments, modifications of work or class schedules, mutual restrictions on contact between the parties, leaves of absence, increased security and monitoring of certain areas of the District's property, campus escort services, changes in work locations and other similar measures.

The Title IX Coordinator is responsible for coordinating the effective implementation of supportive measures. Upon the receipt of a complaint, the Title IX Coordinator must promptly contact the Complainant to discuss the availability of supportive measures, consider the Complainant's wishes with respect to supportive measures, inform the Complainant of the availability of supportive measures with or without the filing of a formal complaint, and explain to the Complainant the process for filing a formal complaint. If the District does not provide the Complainant with supportive measures, then the District must document the reasons why such a response was not clearly unreasonable in light of the known circumstances.

Timelines

The District has established reasonably prompt time frames for the conclusion of the grievance process, including time frames for filing and resolving appeals and informal resolution processes. The grievance process may be temporarily delayed or extended for good cause. Good cause may include considerations such as the absence of a party, a party's advisor, or a witness; concurrent law enforcement activity; or the need for language assistance or accommodation of disabilities. In the event the grievance process is temporarily delayed for good cause, the District will provide written notice to the Complainant and the Respondent of the delay or extension and the reasons for the action.

Response to a Formal Complaint

At the time of filing a formal complaint, a Complainant must be participating in or attempting to participate in the education program or activity of the District with which the formal complaint is filed. A formal complaint may be filed with the Title IX Coordinator in person, by mail, by electronic mail, or other means designated by the District.

The District must follow the formal complaint process before the imposition of any disciplinary sanctions or other actions that are not supportive measures. However, nothing in this policy precludes the District from removing a Respondent from the District's education program or

activity on an emergency basis, provided that the District undertakes an individualized safety and risk analysis, determines that an immediate threat to the physical health or safety of any student or other individual arising from the allegations of sexual harassment justifies removal, and provides the Respondent with notice and an opportunity to challenge the decision immediately following the removal. A period of removal may include the opportunity for the student to continue instruction in an offsite capacity. The District may also place a non-student employee Respondent on administrative leave during the pendency of the grievance process. This provision may not be construed to modify any rights under the Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act of 1973, or the Americans with Disabilities Act.

Upon receipt of a formal complaint, the District must provide written notice to the known parties including:

1. Notice of the allegations of sexual harassment, including information about the identities of the parties involved in the incident, the conduct allegedly constituting sexual harassment, the date and location of the alleged incident, and any sufficient details known at the time. Such notice must be provided with sufficient time to prepare a response before any initial interview;
2. An explanation of the District's investigation procedures, including any informal resolution process;
3. A statement that the Respondent is presumed not responsible for the alleged conduct and that a determination regarding responsibility will be made by the decision-maker at the conclusion of the investigation;
4. Notice to the parties that they may have an advisor of their choice who may be, but is not required to be, an attorney, and may inspect and review any evidence; and
5. Notice to the parties of any provision in the District's code of conduct or policy that prohibits knowingly making false statements or knowingly submitting false information.

If, in the course of an investigation, the District decides to investigate allegations about the Complainant or Respondent that are not included in the notice initially provided, notice of the additional allegations must be provided to known parties.

The District may consolidate formal complaints as to allegations of sexual harassment against more than one Respondent, or by more than one Complainant against one or more Respondents, or by one party against the other party, where the allegations of sexual harassment arise out of the same facts or circumstances.

Investigation of a Formal Complaint

When investigating a formal complaint and throughout the grievance process, the District must:

1. Ensure that the burden of proof and the burden of gathering evidence sufficient to reach a determination regarding responsibility rests on the District and not the parties’;
2. Provide an equal opportunity for the parties to present witnesses and evidence;
3. Not restrict either party’s ability to discuss the allegations under investigation or to gather and present relevant evidence;
4. Allow the parties to be accompanied with an advisor of the party’s choice who may be, but is not required to be, an attorney. The District may establish restrictions regarding the extent to which the advisor may participate in the proceedings, as long as the restrictions apply equally to both parties;
5. Provide written notice of the date, time, location, participants, and purpose of any interview or meeting at which a party is expected to participate, with sufficient time for the party to prepare to participate;
6. Provide the parties equal access to review all the evidence collected which is directly related to the allegations raised in a formal complaint and comply with the review periods outlined in this process;
7. Objectively evaluate all relevant evidence without relying on sex stereotypes;
8. Ensure that Title IX Coordinators, investigators, decision-makers and individuals who facilitate an informal resolution process, do not have a conflict of interest or bias for or against Complainants or Respondents generally or an individual Complainant or Respondent;
9. Not make creditability determinations based on the individual’s status as Complainant, Respondent or witness;
10. Not use questions or evidence that constitute or seek disclosure of privileged information unless waived.

Dismissal of Formal Complaints

If the conduct alleged in the formal complaint would not constitute sexual harassment even if proved, did not occur in the District’s education program or activity, or did not occur against a

person in the United States, then the District must dismiss the formal complaint with regard to that conduct for purposes of sexual harassment under this policy.

The Title IX Coordinator also may dismiss the formal complaint or any allegations therein at any time during the investigation or hearing, if applicable, when any of the following apply:

1. a Complainant provides written notification to the Title IX Coordinator that the Complainant would like to withdraw the formal complaint or any allegations therein;
2. the Respondent is no longer enrolled or employed by the District or;
3. specific circumstances prevent the District from gathering evidence sufficient to reach a determination as to the formal complaint or allegations therein.

Upon dismissal, the Title IX Coordinator promptly sends written notice of the dismissal and the reasons for dismissal simultaneously to both parties. The grievance process will close in the event a notice of dismissal is provided to the parties. Support measures may continue following dismissal.

Evidence Review

The District provides both parties an equal opportunity to inspect and review any evidence obtained as part of the investigation so that each party can meaningfully respond to the evidence prior to the conclusion of the investigation. The evidence provided by the District must include evidence that is directly related to the allegations in the formal complaint, evidence upon which the District does not intend to rely in reaching a determination regarding responsibility, and any inculpatory or exculpatory evidence whether obtained from a party or other source. Prior to completion of the investigative report, the Title IX Coordinator must send to each party and the party's advisor, if any, the evidence subject to inspection and review in an electronic format or a hard copy. The parties have 10 calendar days to submit a written response to the Title IX Coordinator, which the investigator will consider prior to completion of the investigative report.

Investigative Report

The investigator must prepare an investigative report that fairly summarizes relevant evidence and send the report to the Title IX Coordinator. The Title IX Coordinator must send to each party and the party's advisor, if any, the investigative report in an electronic format or a hard copy, for their review and written response. The parties have 10 calendar days to submit a written response to the Title IX Coordinator.

Decision-Maker's Determination

The investigative report is submitted to the decision-maker. The decision-maker cannot be the same person(s) as the Title IX Coordinator or the investigator. The decision-maker cannot hold a

hearing or make a determination regarding responsibility until 10 calendar days from the date the Complainant and Respondent receive the investigator's report.

Prior to reaching a determination regarding responsibility, the decision-maker must afford each party the opportunity to submit written, relevant questions that a party wants asked of any party or witness, provide each party with the answers, and allow for additional, limited follow-up questions from each party. Questions and evidence about the Complainant's sexual predisposition or prior sexual behavior are not relevant, unless such questions and evidence about the Complainant's prior sexual behavior are offered to prove that someone other than the Respondent committed the conduct alleged by the Complainant, or if the questions and evidence concern specific incidents of the Complainant's prior sexual behavior with respect to the Respondent and are offered to prove consent. Questions must be submitted to the Title IX Coordinator within three calendar days from the date the Complainant and Respondent receive the investigator's report.

The decision-maker must issue a written determination regarding responsibility based on a preponderance of the evidence standard. The decision-maker's written determination must:

1. Identify the allegations potentially constituting sexual harassment;
2. Describe the procedural steps taken, including any notifications to the parties, interviews with parties and witnesses, site visits, methods used to gather evidence, and hearings held;
3. Include the findings of fact supporting the determination;
4. Draw conclusions regarding the application of any District policies and/or code of conduct rules to the facts;
5. Address each allegation and a resolution of the complaint including a determination regarding responsibility, the rationale therefor, any recommended disciplinary sanction(s) imposed on the Respondent, and whether remedies designed to restore or preserve access to the educational program or activity will be provided by the District to the Complainant and
6. The procedures and permissible bases for the Complainant and/or Respondent to appeal the determination.

A copy of the written determination must be provided to both parties simultaneously, and generally will be provided within 60 calendar days from the District's receipt of a formal complaint.

The determination regarding responsibility becomes final either on the date that the District provides the parties with the written determination of the result of the appeal, if an appeal is filed, or if an appeal is not filed, the date on which an appeal would no longer be considered timely.

Where a determination of responsibility for sexual harassment has been made against the Respondent, the District will provide remedies to the Complainant that are designed to restore or preserve equal access to the District's education program or activity. Such remedies may include supportive measures; however, remedies need not be non-disciplinary or non-punitive and need not avoid burdening the Respondent. The Title IX Coordinator is responsible for effective implementation of any remedies. Following any determination of responsibility, the District may implement disciplinary sanctions in accordance with State or Federal law and or/the negotiated agreement. For students, the sanctions may include disciplinary action, up to and including permanent exclusion.

Appeals

Either the Complainant or Respondent may appeal the decision-maker's determination regarding responsibility or a dismissal of a formal complaint, on the following bases:

1. Procedural irregularity that affected the outcome of the matter;
2. New evidence that was not reasonably available at the time that could affect the outcome and
3. The Title IX Coordinator, investigator, or decision-maker had a conflict of interest or bias for or against Complainants or Respondents generally or an individual Complainant or Respondent that affected the outcome.

The District also may offer an appeal equally to both parties on additional bases.

The request to appeal must be made in writing to the Title IX Coordinator within seven calendar days after the date of the written determination. The appeal decision-maker must not have a conflict of interest or bias for or against Complainants or Respondents generally or an individual Complainant or Respondent and cannot be the Title IX Coordinator, the investigator, or the decision-maker from the original determination.

The appeal decision-maker must notify the other party in writing when an appeal is filed and give both parties a reasonable equal opportunity to submit a written statement in support of, or challenging, the outcome. After reviewing the evidence, the appeal decision-maker must issue a written decision describing the result of the appeal and the rationale for the result. The decision must be provided to both parties simultaneously, and generally will be provided within 10 calendar days from the date the appeal is filed.

Informal Resolution Process

Except when concerning allegations that an employee sexually harassed a student, at any time during the formal complaint process and prior to reaching a determination regarding responsibility, the District may facilitate an informal resolution process, such as mediation, that does not involve a full investigation and determination of responsibility, provided that the District:

1. Provides to the parties a written notice disclosing:
 - A. The allegations;
 - B. The requirements of the informal resolution process including the circumstances under which it precludes the parties from resuming a formal complaint arising from the same allegations, provided, however, that at any time prior to agreeing to a resolution, any party has the right to withdraw from the informal resolution process and resume the Title IX formal complaint process with respect to the formal complaint; and
 - C. Any consequences resulting from participating in the informal resolution process, including the records that will be maintained or could be shared.
2. Obtains the parties' voluntary, written consent to the informal resolution process.

The informal resolution process generally will be completed within 30 calendar days, unless the parties and the Title IX Coordinator mutually agree to temporarily delay or extend the process. The formal grievance process timelines are stayed during the parties' participation in the informal resolution process. If the parties do not reach resolution through the informal resolution process, the parties will resume the formal complaint grievance process, including timelines for resolution, at the point they left off.

Recordkeeping

The District must maintain for a period of seven years records of:

1. Each sexual harassment investigation, including any determination regarding responsibility, any disciplinary sanctions imposed on the Respondent, and any remedies provided to the Complainant designed to restore or preserve equal access to the District's education program or activity;
2. Any appeal and the result therefrom;
3. Any informal resolution and the result therefrom; and

4. All materials used to train Title IX Coordinators, investigators, decision-makers, and any person who facilitates an informal resolution process. The District must make these training materials publicly available on its website.

The District must create, and maintain for a period of seven years, records of any actions, including any supportive measures, taken in response to a report or formal complaint of sexual harassment. In each instance, the District must document the basis for its conclusion that its response was not deliberately indifferent, and document that it has taken measures designed to restore or preserve equal access to the District's education program or activity.

Cross Reference:	Policy 3210	Equal Education, Nondiscrimination and Sex Equity
	Policy 3225	Sexual Harassment
	Policy 3310	Student Discipline

Legal References:	Art. X, Sec. 1, Montana Constitution – Educational goals and duties
	Section 49-3-101, et seq., MCA, Montana Human Rights Act
	Civil Rights Act, Title VI; 42 USC 2000d et seq.
	Civil Rights Act, Title VII; 42 USC 2000e et seq.
	Education Amendments of 1972, Title IX; 20 USC 1681 et seq.
	Section 20-5-201, MCA, Duties and Sanctions
	Section 20-5-202, MCA, Suspension and Expulsion
	34 CFR Part 106
	Nondiscrimination on the basis of sex in education programs or activities receiving Federal financial assistance
	10.55.701(1)(f), ARM
	Board of Trustees
	10.55.719, ARM
	Student Protection Procedures
	10.55.801(1)(a), ARM
	School Climate

Gallatin Gateway Elementary

Adopted on: 08/20/2012

Reviewed on:

3226 - R

STUDENTS Revised on: 10/21/2013, 6/26/17, 10/21/20

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Bullying/Harassment/Intimidation/Hazing

The Board will strive to provide a positive and productive learning and working environment. Bullying, harassment, intimidation, or hazing, by students, staff, or third parties, is strictly prohibited and shall not be tolerated.

Definitions

- "Third parties" include but are not limited to coaches, school volunteers, parents, school visitors, service contractors or others engaged in District business, such as employees of businesses or organizations participating in cooperative work programs with the District, and others not directly subject to District control at inter-district and intra-District athletic competitions or other school events.
- "District" includes District facilities, District premises, and non-District property if the student or employee is at any District-sponsored, District-approved, or District-related activity or function, such as field trips or athletic events, where students are under the control of the District or where the employee is engaged in District business.
- "Hazing" includes but is not limited to any act that recklessly or intentionally endangers the mental or physical health or safety of a student for the purpose of initiation or as a condition or precondition of attaining membership in or affiliation with any District-sponsored activity or grade-level attainment, including but not limited to forced consumption of any drink, alcoholic beverage, drug, or controlled substance, forced exposure to the elements, forced prolonged exclusion from social contact, sleep deprivation, or any other forced activity that could adversely affect the mental or physical health or safety of a student; requires, encourages, authorizes, or permits another to be subject to wearing or carrying any obscene or physically burdensome article, assignment of pranks to be performed, or other such activities intended to degrade or humiliate.
- "Bullying" means any harassment, intimidation, hazing, or threatening, insulting, or demeaning gesture or physical contact, including any intentional written, verbal, or electronic communication ("cyberbullying") or threat directed against a student that is persistent, severe, or repeated, and that substantially interferes with a student's educational benefits, opportunities, or performance, that takes place on or immediately adjacent to school grounds, at any school-sponsored activity, on school-provided transportation, at any official school bus stop, or anywhere conduct may reasonably be considered to be a threat or an attempted intimidation of a student or staff member or an interference with school purposes or an educational function, and that has the effect of:
 - a. Physically harming a student or damaging a student's property;
 - b. Knowingly placing a student in reasonable fear of physical harm to the student or damage to the student's property;
 - c. Creating a hostile educational environment, or;
 - d. Substantially and materially disrupts the orderly operation of a school.
- "Electronic communication device" means any mode of electronic communication, including but not limited to computers, cell phones, PDAs, or the internet.

Reporting

All complaints about behavior that may violate this policy shall be promptly investigated. Any student, employee, or third party who has knowledge of conduct in violation of this policy or feels he/she has been a victim of hazing, harassment, intimidation, or bullying in violation of this policy is encouraged to immediately report his/her concerns to the building principal or the District Administrator, who have overall responsibility for such investigations. A student may also report concerns to a teacher or counselor, who will be responsible for notifying the appropriate District official. Complaints against the building principal shall be filed with the Superintendent. Complaints against the Superintendent or District Administrator shall be filed with the Board.

The complainant shall be notified of the findings of the investigation and, as appropriate, that remedial action has been taken.

Exhaustion of administrative remedies

A person alleging violation of any form of harassment, intimidation, hazing, or threatening, insulting, or demeaning gesture or physical contact, including any intentional written, verbal, or electronic communication, as stated above, may seek redress under any available law, either civil or criminal, after exhausting all administrative remedies.

Responsibilities

The District Administrator shall be responsible for ensuring notice of this policy is provided to students, staff, and third parties and for the development of administrative regulations, including reporting and investigative procedures, as needed.

When an employee has actual knowledge that behavior in violation of this policy is sexual harassment, the employee must contact the Title IX Coordinator. The Title IX sexual harassment grievance process will be followed, if applicable, prior to imposing any discipline that cannot be imposed without resolution of the Title IX process.

Consequences

Students whose behavior is found to be in violation of this policy will be subject to discipline up to and including expulsion. Staff whose behavior is found to be in violation of this policy will be subject to discipline up to and including dismissal. Third parties whose behavior is found to be in violation of this policy shall be subject to appropriate sanctions as determined and imposed by the District Administrator or the Board. Individuals may also be referred to law enforcement officials.

Retaliation and Reprisal

Retaliation is prohibited against any person who reports or is thought to have reported a violation, files a complaint, or otherwise participates in an investigation or inquiry. Such retaliation shall be considered a serious violation of Board policy, whether or not a complaint is substantiated. False charges shall also be regarded as a serious offense and will result in disciplinary action or other appropriate sanctions.

Cross Reference: 3225 Sexual Harassment
3225 Sexual Harassment Grievance Procedure
3225F Harassment Reporting/Intake Form for Students

Legal Reference: § 20-5-207, MCA "Bully-Free Montana Act"
§ 20-5-208, MCA Definition
§ 20-50-209, MCA Bullying of student prohibited

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§ 20-5-210, MCA	Enforcement – exhaustion of administrative remedies
10.55.701(2)(f), ARM	Board of Trustees
10.55.719, ARM	Student Protection Procedures
10.55.801(1)(d), ARM	School Climate

Gallatin Gateway Elementary

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Reviewed on:

Revised on: 6/26/17, 10/18/21

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STUDENTS

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Searches and Seizure

The goal of search and seizure with respect to students is meeting the educational needs of children and ensuring their security. The objective of any search and/or seizure is not the eradication of crime in the community. Searches may be carried out to recover stolen property, to detect illegal substances or weapons, or to uncover any matter reasonably believed to be a threat to the maintenance of an orderly educational environment. The Board authorizes school authorities to conduct reasonable searches of school property and equipment, as well as of students and their personal effects, to maintain order and security in the schools.

The search of a student, by authorized school authorities, is reasonable if it is both: (1) justified at its inception, and (2) reasonably related in scope to the circumstances which justified the interference in the first place.

School authorities are authorized to utilize any reasonable means of conducting searches, including but not limited to the following:

1. A "pat down" of the exterior of the student's clothing;
2. A search of the student's clothing, including pockets;
3. A search of any container or object used by, belonging to, or otherwise in the possession or control of a student; and/or
4. Devices or tools identified in school district policy or the student handbook or deemed necessary by the Superintendent or designee.

The "pat down" or "search" of a student, if conducted, will be conducted by a school official or employee of the same gender as the student being search and an adult witness of the same gender will be present at the time of the "pat down" or "search".

School Property and Equipment

School authorities may inspect and search school property and equipment owned or controlled by the District (such as lockers, desks, and parking lots).

The Superintendent may request the assistance of law enforcement officials, including their use of specially trained dogs, to conduct inspections and searches of lockers, desks, parking lots, and other school property and equipment for illegal drugs, weapons, or other illegal or dangerous substances or material.

Students and Their Personal Effects

1 School authorities may search a student and/or the student's personal effects (e.g., purses, book
2 bags, motor vehicles, etc.) when there is reasonable suspicion that the search will produce
3 evidence the student has violated or is violating either the law or the District's student conduct
4 rules. The search itself must be conducted in a manner that is reasonably related to its objectives
5 and not excessively intrusive in light of the age and sex of the student and the nature of the
6 infraction. When feasible, the search should be conducted outside the view of others, including
7 students, in the presence of an adult witness and by a certificated employee or administrator of
8 the same sex.

9
10 Immediately following a search, a written report shall be made by the school authority who
11 conducted the search. The parent of the student shall be notified of the search as soon as
12 possible.

13
14 Students may not use, transport, carry, or possess illegal drugs or any weapons on school
15 property.

16 17 Seizure of Property

18
19 When a search produces evidence that a student has violated or is violating either a law or
20 District policies or rules, such evidence may be seized and impounded by school authorities and
21 disciplinary action may be taken. As appropriate, such evidence may be transferred to law
22 enforcement authorities.

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26 Legal Reference: *Safford Unified School Dist. No. 1 v. Redding*, 557 U.S. 364, 129 S.Ct.
27 2633 (2009)
28 *Terry v. Ohio*, 392 U.S. 1, 20 (1968)
29 *B.C. v. Plumas*, (9th Cir. 1999) 192 F.3d 1260
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Gallatin Gateway Elementary

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Revised on: 6/26/17, 9/15/21

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STUDENTS

Student Use of Buildings: Equal Access

Non-curricular groups of students not previously recognized as curricular student organization under Policy 3510 or 3550 may gather on school premises under the following guidelines without restriction on the basis of the religious, political, philosophical, or other content of the meeting. Students wishing to form curricular groups or organizations recognized by the school administration may do so in accordance with policy 3510 or 3550.

The following guidelines must be met:

1. The meeting is voluntary and student-initiated.
2. There is no sponsorship of the meeting by the school district, or its agents or employees.
3. The meeting must occur during non-instructional time on regular school days.
4. Employees or agents of the school district are present only in a capacity outside of their official duties.
5. The meeting does not materially and substantially interfere with the orderly conduct of educational activities within the school.
6. Non-school persons may not direct, conduct, control, or regularly attend activities.

Although the school assumes no sponsorship of these kinds of meetings, all meetings held on school premises must be scheduled and approved by the principal.

This policy pertains to student meetings. The school has the authority, through its agent or employees, to maintain order and discipline on school premises and to protect the well-being of students and faculty.

Cross Reference: Policy 3510 School Sponsored Activities
Policy 3222 – Distribution and Posting Materials
Policy 4331 – Use of School Property for Posting Notices

Legal Reference: 20 U.S.C. 4071 Equal Access Act
Board of Education v. Mergens, 110 S.Ct. 2356 (1990)

Gallatin Gateway Elementary

Adopted on: 08/20/2012

Reviewed on: 6/26/17

Revised on: 10/18/21

3235

STUDENTS

Video Surveillance

The Board recognizes the need to provide a safe learning environment for students and staff and to protect District property and equipment. Therefore, video surveillance cameras may be used as a security measure at the District.

Video cameras will also be used to ensure that students' behavior on school property is consistent with the established safety and conduct rules. If unacceptable behavior is recorded, timely and appropriate corrective action will occur. The Superintendent is responsible for the implementation of safety and security measures at each building and the proper use of video surveillance monitoring systems. No staff member may use video surveillance without permission of the Superintendent.

Signs shall be posted at various locations to inform students, staff and the public that video surveillance cameras are in use. The video surveillance will not include audio recordings unless specific notice is given as required by law.

The Board has authorized the use of video cameras with sound on District school buses to ensure the health, welfare, and safety of all staff, students, and visitors on District school buses.

The District may choose to make video recordings a part of a student's educational record or of a staff member's personnel record. The District will comply with all applicable state and federal laws related to record maintenance and retention. The following employees will have access to the system for monitoring, maintenance, and necessary retention: Superintendent, Administrative Secretary, Counselor, and Technology Coordinator. Responsibilities governing access to the system will be outlined in the employee's respective job description.

It is the decision of the District that video recordings will include audio. The Superintendent will notify staff and students through staff and student handbooks or by other means that video surveillance, with audio, may occur on District property. A notice will also be posted at the main entrance of all District buildings, and on all buses, in which video/audio surveillance may occur.

Legal Reference: §45-8-213, MCA Privacy in Communications

Cross Reference: 3600 Student Records

Gallatin Gateway Elementary

Adopted on: 08/20/2012

Reviewed on: 6/26/17

Revised on:

3300 - R

STUDENTS

Page 1 of 2

Suspension and Expulsion - Corrective Actions and Punishment

The Board recognizes that every student is entitled to due process rights that are provided by law.

Suspension

Before suspension, the student shall be provided oral or written notice of the charges. If the student denies the charges, the student shall be given an explanation of the evidence and an opportunity to present his or her version. Prior notice and hearing as stated above is not required and the student can be immediately suspended when the student's presence poses a continuing danger to persons or property or an ongoing threat of disruption to the educational process. In such cases, the necessary notice and hearing shall follow as soon as practicable.

Any suspension shall be reported as soon as possible to the student's parents. A written notice of the suspension shall contain a statement of the reasons for the suspension and a notice to the parents of their right to review the suspension. Upon request of the parents, the Superintendent shall convene a meeting to review the suspension. At the meeting, the student's parents may appear and discuss the suspension with the Superintendent. The Superintendent shall decide whether the suspension is appropriate. The decision of the Superintendent is final and may not be appealed to the Board.

The term of a suspension may vary depending upon the circumstances. A student may be suspended for an initial term not to exceed ten (10) school days. Upon a finding by an administrator, after an informal hearing with the student, that the immediate return to school would be detrimental to the health, welfare or safety of others, or would be disruptive of the educational process, a student may be suspended for an additional term not to exceed ten (10) school days.

Students with rights under the Individuals with Disabilities Education Act or Section 504 of the Rehabilitation Act may be suspended in the same manner as students without those rights, although the District must follow all procedural requirements of those Acts when suspending students with disabilities.

Expulsion

Expulsion is any removal of a student for more than twenty (20) school days without the provision of educational services. Only the Board may expel a student from school. After the administration has investigated the alleged misconduct, and made the decision to recommend an expulsion of the student to the Board, the administration shall send notice to the student and the parent of the following:

- the intent to recommend an expulsion;
- the specific charges against the student;
- what rule or regulation was broken;
- the nature of the evidence supporting the charges;

- the date, time and place where the hearing will be held;
- a copy of the procedure that will be followed by the Board;
- a reminder of the rights the student and parents have, including the right to counsel, the right to cross examine witnesses, and the right to present witnesses.

The hearing may be rescheduled by the parent by submitting a request showing good cause to the Superintendent at least 3 school days prior to the scheduled date of the hearing. The Superintendent shall determine if the request shows good cause.

Students with rights under the Individuals with Disabilities Education Act or Section 504 of the Rehabilitation Act may be expelled under certain circumstances, and the District must follow all procedural requirements of those Acts, including holding a manifestation determination meeting, prior to moving forward with an expulsion.

Legal Reference:	20 U.S.C. 1400, et seq.	Individuals with Disabilities Education Act
	34 CFR 300.519-521	Procedural Safeguards
	§ 20-1-213, MCA	Transfer of School Records
	§ 20-4-302, MCA	Discipline and punishment of pupils –definition of corporal punishment – penalty – defense
	§ 20-4-402, MCA	Duties of district superintendent or county high Attendance officer – powers and duties
	§ 20-5-105, MCA	Truancy
	§ 20-5-106, MCA	Duties and sanctions
	§ 20-5-201, MCA	Suspension and expulsion
	§ 20-5-202, MCA	Aversive Treatment Procedures
	ARM 10.16.3346	Student Discipline Records
	ARM 10.55.910	
	<i>Goss v. Lopez</i> , 419 US 565 (1975)	
	Section 504 IDEA	

Gallatin Gateway Elementary

Adopted on: 08/20/2012
Reviewed on: 6/26/17
Revised on: 4/20/22

3305

STUDENTS

Page 1 of 3

Use of Restraint, Seclusion, and Aversive Techniques for Students

Conduct of Employees Directed Toward Students

The use by appropriately trained District personnel towards or directed at any student of any form of restraint or seclusion as defined in this policy, is prohibited except in circumstances where proportional restraint or seclusion of a student is necessary when a student's conduct creates a reasonable belief in the perspective of a District employee, that the conduct of the student has placed the student, the employee, or any other individual in imminent danger of serious bodily harm.

The employee or any employee who is a witness to this event shall immediately seek out the assistance of the school's administration or, if such administrator is not available, a certified or classified employee with special training in seclusion and restraint, if available. Upon the arrival of such individual, the administrator or if no administrator is available, the most senior trained individual on seclusion or restraint shall take control over the situation.

Seclusion or restraint of a student shall immediately be terminated when it is decided that the student is no longer an immediate danger to him or herself or to any other third person or if it is determined that the student is exhibiting extreme distress or at such time that appropriate administrative personnel have taken custody of the child or upon such time that the parent/legal guardian of the child has retaken custody of the child.

Regardless of employee training status, no District personnel shall use any form of aversive technique or corporal punishment against any student. All seclusion will be in compliance with a student's IEP or Section 504 Plan.

If a situation occurs where a properly trained District employee must use acts of restraint or seclusion against a school student, the following shall occur:

1. The employee shall immediately report to their building principal, in writing, the following information:
 - A. The date the event occurred;
 - B. The circumstances leading to the event;
 - C. The student involved; and
 - D. Other witnesses or participants to the event.
2. The building principal shall notify the Superintendent's office of the event, providing the Superintendent's office with a copy of the report of events.

3. The building principal shall ascertain if any of the school's video equipment captured the event on a recording. If such event was captured on recording, the principal shall take all best efforts to maintain a copy of the recording and provide such to the Superintendent's Office for the Superintendent's official records of the event.
4. The Superintendent or designee shall ascertain the special needs status of the student involved in the seclusion or restraint and shall ascertain and maintain documentation as to whether or not such events were consistent with or contraindicated due to the student's psychiatric, medical, or physical condition(s).
5. The Superintendent or designee of the Superintendent shall notify the parent or legal guardian of the subject student of the situation and the event of restraint or seclusion via telephone and provide the parent/legal guardian with the name and telephone contact information of the building principal where the parent may obtain additional information regarding the event.
6. The Superintendent or designee of the Superintendent shall provide the parent/legal guardian of the student with written notice of the event of restraint or seclusion of their student.
7. The Superintendent's office shall maintain documentation as to events of restraint and seclusion and shall prepare any and all necessary reports to legal entities upon whom such reports are or may become due pursuant to State and federal regulations.

Training of School Personnel

As part of the training and preparation of each certified administrator, certified teacher, and in-building classified employee of the District, the following shall occur:

1. Training to personnel as to proper situations and events leading to student seclusion and intervention, including possible preventative alternatives to seclusion and restraint, safe physical escort, de-escalation of student crisis situations, and positive behavioral intervention techniques and supports;
2. Training of personnel in crisis/conflict management and emergency situations which may occur in the school setting, including examples and demonstrations of proper activities and techniques and trainers observing employee use of proper activities and techniques in the training setting;
3. Techniques to utilize to limit the possibility of injury to the student, the employee and any other third party in the area;

4. Information as to the school's student seclusion areas in each respective school building to which the employee is assigned;
5. Training in CPR and basic first aid; and
6. Provision of the employee with a copy of this policy.

Staff Hndbk

It is a goal that all new employees are trained in the area of student restraint and seclusion during their first week of employment. However, this may not be possible due to realities of the operation of a school district. If an employee has not yet undergone training and a situation necessitating student restraint or seclusion occurs, and another properly trained employee of the District is present at the event, the properly trained employee shall take the lead in addressing the student crisis.

Designated Locations

Each school building for which students are present must have a building designated location for student seclusion. It is the responsibility of the building's principal, or designee of the principal, to assure that the building's designated seclusion location is a safe and clean location and that such location has appropriate supervision when any student has been placed into seclusion pursuant to this policy. All seclusion will be in compliance with a student's IEP or Section 504 Plan. Appropriate supervision shall include an adult in the seclusion location which has continuous visual observation of the secluded student.

Definitions

For the purposes of this policy, the following definitions shall apply:

Restraint: The immobilization or reduction of a student's freedom of movement for the purpose of preventing harm to students or others through chemical, manual method, physical, or mechanical device, material, or equipment.

Seclusion: Involuntary confinement in a room or other space during which a student is prevented from leaving or reasonably believes that he or she can leave or be prevented from leaving through manually, mechanically, or electronically locked doors that, when closed, cannot be opened from the inside; blocking or other physical interference by staff; or coercive measures, such as the threat of restraint, sanctions, or the loss of privileges that the student would otherwise have, used for the purpose of keeping the student from leaving the area of seclusion.

Aversive Technique: Physical, emotional, or mental distress as a method of redirecting or controlling behavior including but not limited to corporal punishment.

Gallatin Gateway Elementary

Adopted on: 08/20/2012
Reviewed on:

3310 – R

STUDENTS

Revised on: 6/26/17, 10/21/20, 4/21/21, 6/30/21, 4/20/22

page 1 of 3

Student Discipline

The Board grants authority to a teacher or principal to hold a student to strict accountability for disorderly conduct in a school building, on property owned or leased by a school district, on a school bus, on the way to or from school, or during intermission or recess.

Disciplinary action may be taken against any student guilty of gross disobedience or misconduct, including but not limited to instances set forth below:

- Using, possessing, distributing, purchasing, or selling tobacco products, and alternative nicotine and vapor products as defined in 16-11-302, MCA.
- Using, possessing, distributing, purchasing, or selling alcoholic beverages, including powdered alcohol. Students who may be under the influence of alcohol will not be permitted to attend school functions and will be treated as though they had alcohol in their possession.
- Using, possessing, distributing, purchasing, or selling drug paraphernalia, illegal drugs, marijuana, controlled substances, or any substance which is represented to be or looks like a narcotic drug, hallucinogenic drug, amphetamine, barbiturate, marijuana, alcoholic beverage, stimulant, depressant, or intoxicant of any kind, including such substances that contain chemicals which produce the same effect of illegal substances including but not limited to Spice and K2. Students who may be under the influence of such substances will not be permitted to attend school functions and will be treated as though they had drugs in their possession.
- Using, possessing, controlling, or transferring a firearm or other weapon in violation of Policy 3311.
- Using, possessing, controlling, or transferring any object that reasonably could be considered or used as a weapon as referred to in Policy 3311.
- Disobeying directives from staff members or school officials or disobeying rules, violating state or federal law, or not honoring regulations governing student conduct.
- Using violence, force, noise, coercion, threats, intimidation, fear, or other comparable conduct toward anyone or urging other students to engage in such conduct.
- Causing or attempting to cause damage to, or stealing or attempting to steal, school property or another person's property.
- Engaging in any activity that constitutes an interference with school purposes or an educational function or any other disruptive activity.
- Unexcused absenteeism. Truancy statutes and Board policy will be utilized for chronic and habitual truants.
- Intimidation, harassment, sexual harassment, sexual misconduct, hazing or bullying; or retaliation against any person who alleged misconduct under Policy 3225 or 3226 or participated in an investigation into alleged misconduct under Policy 3225 or 3226.
- Defaces or damages any school building, school grounds, furniture, equipment, or book belonging to the district.

- Forging any signature or making any false entry or attempting to authorize any document used or intended to be used in connection with the operation of a school.
- Records or causes to be recorded a conversation by use of a hidden electronic or mechanical device which may include any combination of audio or video that reproduces a human conversation without the knowledge of all parties to the conversation.
- Engaging in academic misconduct which may include but is not limited to: cheating, unauthorized sharing of exam responses or graded assignment work; plagiarism, accessing websites or electronic resources without authorization to complete assigned coursework, and any other act designed to give unfair academic advantage to the student.

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

- On school grounds before, during, or after school hours or at any other time when school is being used by a school group.
- Off school grounds at a school-sponsored activity or event or any activity or event that bears a reasonable relationship to school.
- Travel to and from school or a school activity, function, or event.
- Anywhere conduct may reasonably be considered to be a threat or an attempted intimidation of bullying of a staff member or student, or an interference with school purposes or an educational function.

Disciplinary Measures

Disciplinary measures include but are not limited to:

- Expulsion
- Suspension
- Detention, including Saturday school
- Clean-up duty
- Loss of student privileges
- Loss of bus privileges
- Notification to juvenile authorities and/or police
- Restitution for damages to school property

No District employee or person engaged by the District may inflict or cause to be inflicted corporal punishment on a student. Corporal punishment does not include reasonable force. District personnel are permitted to use as needed to maintain safety for other students, school personnel, or other persons or for the purpose of self-defense.

Non-Disciplinary Measures

The Superintendent or designee is authorized to assign a student to non-disciplinary offsite

instruction pending the results of an investigation or for reasons related to the safety or well-being of students and staff. During the period of non-disciplinary offsite instruction, the student will be permitted to complete all assigned schoolwork for full credit. The assignment of non-disciplinary offsite instruction does not preclude the Superintendent or designee from disciplining a student who has, after investigation, been found to have violated a School District policy, rule, or handbook provision.

Delegation of Authority

The Board grants authority to any teacher and to any other school personnel to impose on students under their charge any disciplinary measure, other than suspension or expulsion, corporal punishment, or in-school suspension, that is appropriate and in accordance with policies and rules on student discipline. The Board authorizes teachers to remove students from classrooms for disruptive behavior.

Cross Reference: 3300 Suspension and Expulsion
 3225 Sexual Harassment of Students
 3226 Bullying, Harassment
 5015 Bullying, Harassment

Legal Reference:	§ 16-11-302(1)(7), MCA	Definitions
	§ 20-4-302, MCA	Discipline and punishment of pupils – definition of corporal punishment – penalty – defense
	§ 20-5-202, MCA	Suspension and expulsion
	§ 45-8-361, MCA	Possession or allowing possession of weapon in school building – exceptions – penalties – seizure and forfeiture or return authorized – definitions
	§ 45-5-637, MCA	Possession or consumption of tobacco products, alternative nicotine products, or vapor products by persons under 18 years of age is prohibited – unlawful attempt to purchase - penalties
	29 U.S.C. § 701	Rehabilitation Act of 1973
	§ 45-8-213, MCA	Privacy in communications
	Title 16, Chapter 12 MCA	Montana Marijuana Regulation and Taxation

Gallatin Gateway Elementary

Adopted on: 4/20/22
Reviewed on:
Revised on:

3310P1 STUDENTS

Student Risk Assessments

The District may establish a risk assessment team for students whose behavior may pose a risk to the safety of school staff or students.

Each team shall:

1. Provide guidance to students, faculty, and staff regarding recognition of threatening or aberrant behavior that may represent a risk to the community, school, or self;
2. Include persons with expertise in counseling, instruction, school administration, and law enforcement.
3. Identify members of the school community who should be informed of behavior;
4. Implement school board policies for the assessment of and intervention with students whose behavior poses a risk to the safety of school staff or students including response plans; and
5. Utilize available forms and procedures.

All District employees, volunteers, and contractors are required to report any expressed risks or behavior that may represent a risk to the community, school, or self. In cases determined to be appropriate, teams shall follow established procedures for referrals to community services, boards, or health care providers for evaluation or treatment when appropriate.

Upon a preliminary determination that a student poses a risk of violence or physical harm to self or others, a risk assessment team shall immediately report its determination to the superintendent or designee. The superintendent or designee shall immediately attempt to notify the student's parent or legal guardian. Nothing in this policy shall prevent a District employee from acting immediately to address an imminent risk.

The superintendent may establish a committee charged with oversight of the risk assessment teams. An existing committee may be designated to assume the oversight responsibility; however, any such team shall include individuals with expertise in human resources, education, school administration, mental health, and law enforcement.

Regardless of risk assessment activities, disciplinary action and referral to law enforcement are to occur as required by school board policy and Montana law. The District may, in accordance with the provisions in Policy 3600P, release student records or information in connection with an emergency, without parental consent, if the knowledge of such information is necessary to protect the health or safety of the student or other persons.

Gallatin Gateway Elementary

Adopted on: 6/26/17

Reviewed on:

Revised on: 6/30/21

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Firearms and Other Weapons

Firearms

For the purposes of the firearms section of this policy, the term "firearm" means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device pursuant to 18 U.S.C. 921 (4). Such term does not include an antique firearm pursuant to 18 U.S.C. 921 (16).

It is the policy of the Gallatin Gateway School District to comply with the federal Gun Free Schools Act of 1994 and state law 20-5-202 (2), MCA, pertaining to students who bring a firearm to, or possess a firearm at, any setting that is under the control and supervision of the school district. The District does not allow students to possess firearms on District property or at any setting that is under the control and supervision of the District. In accordance with 20-5-202 (3), MCA, a teacher, superintendent, or a principal shall suspend immediately for good cause a student who is determined to have brought a firearm to, or possess a firearm at, any setting that is under the control and supervision of the school district. In accordance with Montana law, a student who is determined to have brought a firearm to, or possess a firearm at, any setting that is under the control and supervision of the school district must be expelled from school for a period of not less than 1 year.

by the bsd

However, on a case-by-case basis, the Board of Trustees will convene a hearing to review the underlying circumstances and, in the discretion of the Board, may authorize the school administration to modify the requirement for expulsion of a student.

A decision to change the placement of a student with a disability who has been expelled pursuant to this section must be made in accordance with the Individuals with Disabilities Education Act.

Possession of Weapons other than Firearms

The District does not allow students to possess other weapons on District property or at any setting that is under the control and supervision of the District. Any student found to have possessed, used or transferred a weapon on school property will be subject to discipline in accordance with the District's discipline policy. For purposes of this section, "weapon" means any object, device, or instrument designed as a weapon or through its use is capable of threatening or producing bodily harm or which may be used to inflict self-injury, including but not limited to air guns; pellet guns; BB guns; fake (facsimile) weapons; all knives; blades; clubs; metal knuckles; numchucks (also known as nunchucks); throwing stars; explosives; fireworks;

mace or other propellants; stun guns; ammunition; poisons; chains; arrows; and objects that have been modified to serve as a weapon.

No student shall possess, use, or distribute any object, device, or instrument having the appearance of a weapon, and such objects, devices, or instruments shall be treated as weapons, including but not limited to weapons listed above which are broken or non-functional, look-alike guns; toy guns; and any object that is a facsimile of a real weapon. No person shall use articles designed for other purposes (i.e., lasers or laser pointers, belts, combs, pencils, files, scissors, etc.) to inflict bodily harm and/or intimidate, and such use will be treated as the possession and use of a weapon.

Definitions, Exceptions and Referral to Law Enforcement

The District may refer to law enforcement for immediate prosecution any student who possesses, carries, or stores a weapon in a school building as specified in Section 45-8-361, MCA. In addition the District will refer for possible prosecution a parent or guardian of any minor violating this policy on grounds of allowing a minor to possess, carry, or store a weapon in a school building. For the purposes of this section of the policy, "school property" means within school buildings, in vehicles used for school purposes, or on owned or leased school land or grounds. "Building" specifically means a combination of any materials, whether mobile, portable, or fixed, to form a structure and the related facilities for the use or occupancy by persons or property owned or leased by a local school district that are used for instruction or for student activities as specified in Section 50-60-101(2), MCA and Section 45-8-361, MCA. The term is construed as though followed by the words "or part or parts of a building" and is considered to include all stadiums, bleachers, and other similar outdoor facilities, whether temporary or permanently fixed.

The Board of Trustees may grant persons and entities advance permission to possess, carry, or store a weapon in a school building. All persons who wish to possess, carry, or store a weapon in a school building must request permission of the Board at a regular meeting. The Board has sole discretion in deciding whether to allow a person to possess, carry, or store a weapon in a school building.

This section does not apply to a law enforcement officer acting in the officer's official capacity or an individual previously authorized by the Board of Trustees to possess a firearm or weapon in a school building.

The Board of Trustees shall annually review this policy and update this policy as determined necessary by the trustees based on changing circumstances pertaining to school safety.

Cross Reference:	3310	Student Discipline
	4332	Conduct of School Property
	5332	Personal Conduct
Legal Reference:	§ 20-5-202, MCA	Suspension and expulsion
	§ 45-8-361, MCA	Possession or allowing possession of

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20 U.S.C. § 7151, et seq.
18 U.S.C. § 921
ESSA, Section 4141

a weapon in a school building
Gun Free Schools Act of 1994
Definitions
Gun Free Requirements

Gallatin Gateway Elementary

Adopted on: 08/20/2012

Reviewed on: 6/26/17

Revised on:

3340

STUDENTS

Co-Curricular Participation Code

The co-curricular activities in District schools are organized to allow for the fullest possible participation for those students willing to make a definite commitment to co-curricular activities. Participating in co-curricular activities is viewed by the District as a worthwhile endeavor to enhance adolescent development. Co-curricular means all activities, inclusive, offered by the District in addition to the curricular offerings. The important goals of the co-curricular activities are to offer participants direction in developing healthful living habits, discipline, leadership, teamwork, citizenship skills, and respect for structure, rules, and responsibilities. It is to these ends that a "Code" is established for those students choosing to take part in the co-curricular activities program. Every student who chooses or is chosen to be a participant in a co-curricular activity will be offered the opportunity to practice, and whenever possible, to participate in events, contests and activities relative to their demonstrated abilities.

Specific eligibility and conduct rules are provided to each student participating in any co-curricular activity by means of the Student Activity Handbook. Students and/or parents will be required to acknowledge receipt of the Student Activity Handbook and a permission slip acknowledging the risks inherent in participation.

Legal References:

§ 20-5-201, MCA Duties of pupils - sanctions
10.55.701, ARM Board of Trustees

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Gallatin Gateway Elementary

Adopted on: 6/26/17

Reviewed on:

Revised on: 6/30/21, 9/15/21

3413

STUDENTS

Student Immunization

The Board requires all students to present evidence of their having been immunized against the following diseases: varicella, diphtheria, pertussis (whooping cough), poliomyelitis, measles (rubeola), mumps, rubella, and tetanus in the manner and with immunizing agents approved by the department. Haemophilus influenza type "b" immunization is required for students under age five (5). Upon initial enrollment, an immunization status form shall be completed by the student's parent or guardian. The certificate shall be made a part of the student's permanent record.

A student who transfers into the District may photocopy immunization records in the possession of the school of origin. The District will accept the photocopy as evidence of immunization. Within thirty (30) days after a transferring student ceases attendance at the school of origin, the school shall retain a certified copy for the permanent record and send the original immunization records for the student to the school district to which the student transfers.

Exemptions from one or more vaccines shall be granted for medical reasons upon certification by a licensed or certified health care provider in a manner provided by Section 20-5-405, MCA. Exemptions for religious reasons must be filed in a manner provided by Section 20-5-405, MCA. The statement for an exemption shall be maintained as part of the student's immunization record in accordance with FERPA as specified in Policy 3600P.

All students who are enrolled under an exemption and have a disease listed in this Policy, have been exposed to a disease listed in this Policy, or may be exposed to a disease listed in this Policy while attending school may be excluded from the school by the local health officer or the DPHHS until the excluding authority is satisfied that the student no longer risks contracting or transmitting that disease.

The administrator may allow the commencement of attendance in school by a student who has not been immunized against each disease listed in Section 20-5-403, MCA, if that student has received one or more doses of varicella, polio, measles (rubeola), mumps, rubella, diphtheria, pertussis, and tetanus vaccine, except that Haemophilus influenza type "b" vaccine is required only for children under 5 years of age.

The District shall exclude a student for noncompliance with the immunization laws and properly notify the parent or guardian. The local health department may seek an injunction requiring the parent to submit an immunization status form, take action to fully immunize the student, or file an exemption for personal or medical reasons.

This policy does not apply to or govern vaccinations against COVID-19. The Board does not require immunization against COVID-19 in order to enroll in the District in accordance with Montana law. District officials shall not inquire about the COVID-19 vaccination status of students, employees, or visitors. District officials shall not make decisions regarding access to District services for students, employees, or visitors based upon an individual's COVID-19 vaccination status. Students enrolled in dual credit courses in accordance with District policies may be subject to distinct immunization requirements of the applicable post-secondary institution.

Legal Reference:	§ 20-3-324(20), MCA	Powers and duties
	§ 20-5-402 - 426, MCA	Health
	§ 20-5-403, MCA	Immunization required – release and acceptance of immunization records
	§ 20-5-405, MCA	Exemptions
	Chapter 418	2021 General Legislative Session

3413F1

Medical Exemption Statement

Form HES 101A
Montana Schools



For questions, contact the Montana Department of Immunizations at (406) 444-5580

A prospective student seeking to enroll in a Montana school is not required to receive any immunizations for which they are medically contraindicated. The Medical Exemption Statement, may be completed by a qualifying healthcare provider and utilized as an exemption. In lieu of this form, a written and signed statement from a qualifying healthcare provider will also be accepted under the conditions outlined in ARM 37.114.715.

Pursuant to HB 334 (Ch. 294, L. 2021), a qualifying healthcare provider means a person who: (1) is licensed, certified, or authorized in any U.S. State or Canada to provide health care; (2) is authorized within the person's scope of practice to administer the immunization(s) to which the exemption applies; and (3) has previously provided health care to the student or has administered a vaccine to which the student has had an adverse reaction. Once completed, this form should be filed at the student's school along with their most current immunization record.

Student Name: _____ Parent/Guardian Name: _____

Student Address: _____ Student Date of Birth: _____

Select the vaccine(s) needing medical exemption, then provide a brief description of the contraindication or precaution for each vaccine:

- | | |
|--|--|
| <input type="checkbox"/> DTaP (Diphtheria, Tetanus, and Pertussis) | <input type="checkbox"/> MMR (Measles, Mumps, and Rubella) |
| <input type="checkbox"/> Tdap (Diphtheria, Tetanus, and Pertussis) | <input type="checkbox"/> IPV (Polio) |
| <input type="checkbox"/> Varicella (Chickenpox) | <input type="checkbox"/> Other: _____ |
| <input type="checkbox"/> Hib (<i>Haemophilus influenzae</i> type b) | |

Contraindication/Precaution:

A complete list of medical contraindications and precautions can be found on the Centers for Disease Control and Prevention's website:
<https://www.cdc.gov/vaccines/imz/adip-recs/general-recs/contraindications.html>.

Duration of exemption: _____

Provider's Name (print): _____ Title: _____ Phone: _____

Address: _____

Provider's Signature: _____ Date: _____

Montana Code Annotated
20-5-403: MT School Immunization Requirements, Immunization Records
20-5-405: MT School Immunization Requirements, Exemptions

Administrative Rules of Montana
37.114.701-721: Immunization of K-12, Preschool, and Post-Secondary Schools

3413F2

Affidavit of Exemption on Religious Grounds

Form HES 113
Montana Schools



For questions, contact the Montana Department of Immunizations at (406) 444-5580

Student's Full Name

Birth Date

Age

Sex

School _____

If student is under 18, name of parent, guardian, or other person responsible for student's care and custody:

Street address and city: _____

Telephone: _____

I, the undersigned, declare under penalty of perjury that immunization against the following is contrary to my religious tenets and practices (check all that apply):

☐ Diphtheria, Pertussis, Tetanus (DTaP, DT, Tdap)

☐ Polio

☐ Measles, Mumps and Rubella (MMR)

☐ Varicella (chickenpox)

☐ Haemophilus Influenzae type b (Hib)

☐ Other: _____

I also understand that:

Pursuant to section 20-5-405, MCA, in the event of an outbreak of one of the diseases listed above, the above-exempted student may be excluded from school by the local health officer or the Department of Public Health and Human Services until the student is no longer at risk for contracting or transmitting that disease.

Signature of parent, guardian, or other person
responsible for the above student's care and
custody; or of the student, if 18 or older.

Date

Subscribed and sworn to before me this _____ day of _____.

Signature: Notary Public for the State of Montana

Seal

Print Name: Notary Public for the State of Montana

Residing in _____
My commission expires _____

Gallatin Gateway Elementary

Adopted on: 07/08/2013

Reviewed on:

Revised on: 6/26/17

3415 - R

STUDENTS

Management of Sports Related Concussions

The Gallatin Gateway School District recognizes that concussions and head injuries are commonly reported injuries in children and adolescents who participate in sports and other recreational activities. The Board acknowledges the risk of catastrophic injuries or death is significant when a concussion or head injury is not properly evaluated and managed. Therefore, all K-12 competitive sport athletic activities in the District will be identified by the administration.

Consistent with guidelines provided by the U.S. Department of Health and Human Services, Centers for Disease Control and Prevention, the National Federation of High School (NFHS) and the Montana High School Association (MHSA), the District will utilize procedures developed by the MHSA and other pertinent information to inform and educate coaches, athletic trainers, officials, youth athletes, and their parents and/or guardians of the nature and risk of concussions or head injuries, including the dangers associated with continuing to play after a concussion or head injury. Resources are available on the Montana High School Association Sports Medicine page at www.mhsa.org; U.S. Department of Health and Human Services page at: www.hhs.gov; and; the Centers for Disease and Prevention page at www.cdc.gov/concussion/sports.index.html.

Annually, the district will distribute a head injury and concussion information and sign-off sheet to all parents and guardians of student-athletes in competitive sport activities prior to the student-athlete's initial practice or competition.

All coaches, athletic trainers, officials, including volunteers participating in organized youth athletic activities, shall complete the training program at least once each school year as required in the District procedure. Additionally, all coaches, athletic trainers, officials, including volunteers participating in organized youth athletic activities will comply with all procedures for the management of head injuries and concussions.

Reference: Montana High School Association, Rules and Regulations
Section 4, Return to Play

Legal Reference: Dylan Steigers Protection of Youth Athletes Act
20-7-1301, MCA Purpose
20-7-1302, MCA Definitions
20-7-1303, MCA Youth athletes – concussion education requirements
20-7-1304, MCA Youth athletes – removal from participation following concussion – medical clearance required before return to participation

Cross Reference: 3415F Student-Athlete & Parent/Legal Custodian Concussion Statement

Gallatin Gateway Elementary

3415P - R

STUDENTS

Adopted on:
Reviewed on:
Revised on: 6/26/17

Management of Sports Related Concussions

A. Athletic Director or Administrator in Charge of Athletic Duties:

(1. *Updating:* Each spring, the athletic director, or the administrator in charge of athletics if there is no athletic director, shall review any changes that have been made in procedures required for concussion and head injury management or other serious injury by consulting with the MHSA or the MHSA Web site, U.S. DPHHS, and CDCP web site. If there are any updated procedures, they will be adopted and used for the upcoming school year.

2. *Identified Sports:* Identified sports include all organized youth athletic activity sponsored by the school or school district.

(B. *Training:* All coaches, athletic trainers, and officials, including volunteers shall undergo training in head injury and concussion management at least once each school year by one of the following means: (1) through viewing the MHSA sport-specific rules clinic; (2) through viewing the MHSA concussion clinic found on the MHSA Sports Medicine page at www.mhsa.org; or by the district inviting the participation of appropriate advocacy groups and appropriate sports governing bodies to facilitate the training requirements.

C. *Parent Information Sheet:* On a yearly basis, a concussion and head injury information sheet shall be distributed to the student-athlete and the athlete's parent and/or guardian prior to the student-athlete's initial practice or competition. This information sheet may be incorporated into the parent permission sheet which allows students to participate in extracurricular athletics and should include resources found on the MHSA Sports Medicine page at www.mhsa.org, U.S. DPHHS, and CDCP websites.

D. *Responsibility:* An athletic trainer, coach, or official shall immediately remove from play, practice, tryouts, training exercises, preparation for an athletic game, or sport camp a student-athlete who is suspected of sustaining a concussion or head injury or other serious injury.

E. *Return to Play After Concussion or Head Injury:* In accordance with MHSA Return to Play Rules and Regulations and The Dylan Steigers Protection of Youth Athletes Act a student athlete who has been removed from play, practice, tryouts, training exercises, preparation for an athletic game, or sport camp may not return until the athlete is cleared by a licensed health care professional (registered, licensed, certified, or otherwise statutorily recognized health care professional). The health care provider may be a volunteer.

Gallatin Gateway Elementary

Adopted on: 08/20/2012

Reviewed on:

3416.

STUDENTS

Revised on: 07/08/2013, 6/26/17, 9/20/17, 6/30/21, 4/20/22

Administering Medication to Students

"Medication" means prescribed drugs and medical devices that are controlled by the U.S. Food and Drug Administration and are ordered by a healthcare provider. It includes over-the-counter medications prescribed through a standing order by authorized physician or prescribed by the student's healthcare provider.

Except in an emergency situation, only a qualified healthcare professional may administer a drug or a prescription drug to a student under this policy. Diagnosis and treatment of illness and the prescribing of drugs are never the responsibility of a school employee and should not be practiced by any school personnel.

Administering Medication

The Board shall permit administration of medication to students in schools in its jurisdiction. A school nurse or other employee who has successfully completed specific training in administration of medication, pursuant to written authorization of a physician or dentist and that of a parent, an individual who has executed a caretaker relative educational authorization affidavit, or guardian, may administer medication to any student in the school or may delegate this task pursuant to Montana law.

Emergency Administration of Medication

In the event of an emergency, a school nurse or trained staff member, exempt from the nursing license requirement under § 37-8-103(1)(c), MCA, may administer emergency medication to any student in need thereof on school grounds, in a school building, at a school function, or on a school bus according to a standing order of an authorized physician or a student's private physician. In the event that emergency medication is administered to a student, the school nurse or staff member shall call emergency responders and notify the student's parents/guardians. A building administrator or school nurse shall enter any medication to be administered in an emergency on an individual student medication record and retain the documentation.

Assisting Students with Self-Administration of Medication

A building principal or other school administrator may authorize, in writing, any school employee:

To assist in self-administration of any drug that may lawfully be sold over the counter without a prescription to a student in compliance with the written instructions and with the written consent of a student's parent or guardian; and

To assist in self-administration of a prescription drug to a student in compliance with

written instructions or standing order of an authorized physician or a student's private physician and with the written consent of a student's parent or guardian.

A school employee authorized, in writing, assist students with self-administration of medications, may only rely on the following techniques:

- Making oral suggestions, prompting, reminding, gesturing, or providing a written guide for self-administering medications;
- Handing to a student a prefilled, labeled medication holder or a labeled unit dose container, syringe, or original marked and labeled container from a pharmacy;
- Opening the lid of a container for a student;
- Guiding the hand of a student to self-administer a medication;
- Holding and assisting a student in drinking fluid to assist in the swallowing of oral medications; and
- Assisting with removal of a medication from a container for a student with a physical disability that prevents independence in the act.
- Other guidance or restrictions previously provided in writing to the school by a student's parent, an individual who has executed a caretaker relative educational authorization affidavit, or guardian is on file.

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

Students with allergies or asthma may be authorized by the building principal or Superintendent, in consultation with medical personnel, to possess and self-administer emergency medication during the school day, during field trips, school-sponsored events, or while on a school bus. The student shall be authorized to possess and self-administer medication if the following conditions have been met:

- A written and signed authorization from the parents, an individual who has executed a caretaker relative educational authorization affidavit, or guardians for self-administration of medication, acknowledging that the District or its employees are not liable for injury that results from the student self-administering the medication.
- The student shall have the prior written approval of his/her primary healthcare provider. The written notice from the student's primary care provider shall specify the name and purpose of the medication, the prescribed dosage, frequency with which it may be administered, and the circumstances that may warrant its use.
- Documentation that the student has demonstrated to the healthcare practitioner and the school nurse, if available, the skill level necessary to use and administer the medication.
- Documentation of a doctor-formulated written treatment plan for managing asthma, severe allergies, or anaphylaxis episodes of the student and for medication use by the student during school hours.

Authorization granted to a student to possess and self-administer medication shall be valid for

the current school year only and shall be renewed annually. A student's authorization to possess and self-administer medication may be limited or revoked by the building principal or other administrative personnel.

If provided by the parent, an individual who has executed a caretaker relative educational authorization affidavit, or guardian, and in accordance with documentation provided by the student's doctor, backup medication shall 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.

Immediately after using epinephrine during school hours, a student shall report to the school nurse or other adult at the school who shall provide follow up care, including making a call to emergency responders.

Self-Administration of Other Medication

The District shall permit students who are able to self-administer specific medication to do so provided that all of the following have occurred:

- A physician, dentist, or other licensed health care provider provides a written order for self-administration of said medication;
- Written authorization for self-administration of medication from a student's parent, an individual who has executed a caretaker relative educational authorization affidavit, or guardian is on file; and
- A principal and appropriate teachers are informed that a student is self-administering prescribed medication.

Administration of Glucagons

School employees may voluntarily agree to administer glucagons to a student pursuant to § 20-5-412, MCA, only under the following conditions: (1) the employee may administer glucagon to a diabetic student only in an emergency situation; (2) the employee has filed the necessary designation and acceptance documentation with the District, as required by § 20-5-412(2), MCA, and (3) the employee has filed the necessary written documentation of training with the District, as required by § 20-5-412(4), MCA. Designation of staff is to be made by a parent, and individual who has executed a caretaker relative authorization affidavit, or guardian of a diabetic student, and school employees are under no obligation to agree to designation. Glucagon is to be provided by the parent or guardian. All documentation shall be kept on file.

Handling and Storage of Medications

The Board requires that all medications, including those approved for keeping by students for self-medication, be first delivered by a parent, an individual who has executed a caretaker

relative educational authorization affidavit, or other responsible adult to a nurse or employee assisting with self-administration of medication. A nurse or assistant:

- Shall examine any new medication to ensure it is properly labeled with dates, name of student, medication name, dosage, and physician's name;
- Shall develop a medication administration plan, if administration is necessary for a student, before any medication is given by school personnel;
- Shall record on the student's individual medication record the date a medication is delivered and the amount of medication received;
- Shall store medication requiring refrigeration at 36° to 46° F;
- Shall store prescribed medicinal preparations in a securely locked storage compartment; and
- Shall store controlled substances in a separate compartment, secured and locked at all times.
- All non-emergency medication shall be kept in a locked, nonportable container, stored in its original container with the original prescription label. Epinephrine, naloxone, and student emergency medication may be kept in portable containers and transported by the school nurse or other authorized school personnel.
- Food is not allowed to be stored in refrigeration unit with medications.
- Shall notify the building administrator, school district nurse, and parent or guardian of any medication error and document it on the medication administration record.

The District shall permit only a forty-five-(45)-school-day supply of a medication for a student to be stored at a school; and all medications, prescription and nonprescription, shall be stored in their original containers.

The District shall limit access to all stored medication to those persons authorized to administer medications or to assist in the self-administration of medications. The District requires every school to maintain a current list of those persons authorized by delegation from a licensed nurse to administer medications.

The District may maintain a stock supply of auto-injectable epinephrine to be administered by a school nurse or other authorized personnel to any student or nonstudent as needed for actual or perceived anaphylaxis. If the district intends to obtain an order for emergency use of epinephrine in a school setting or at related activities, the district shall adhere to the requirements stated in law.

The District may maintain a stock supply of an opioid antagonist to be administered by a school nurse or other authorized personnel to any student or nonstudent as needed for an actual or perceived opioid overdose. A school that intends to obtain an order for emergency use of an opioid antagonist in a school setting or at related activities shall adhere to the requirements in law.

Disposal of Medication, Medical Equipment, Personal Protective Equipment

The District requires school personnel either to return to a parent, an individual who has executed a caretaker relative educational authorization affidavit, or guardian or, with permission of the parent, an individual who has executed a caretaker relative educational authorization affidavit, or guardian, to destroy any unused, discontinued, or obsolete medication. A school nurse, in the presence of a witness, shall destroy any medicine not repossessed by a parent or guardian within a seven-(7)-day period of notification by school authorities.

Medical sharps shall be disposed of in an approved sharps container. Building administrators should contact the school nurse or designated employee when such a container is needed. Sharps containers are to be kept in a secure location in the school building. Disposal of sharps container, medical equipment, and personal protective equipment is the responsibility of the school nurse or designated employee in accordance with the Montana Infectious Waste Management Act and the manufacture guidelines specific to the container or equipment.

Legal Reference:	§ 20-5-412, MCA	Definition – parent-designated adult
		administration of glucagons – training
	§ 20-5-420, MCA	Self-administration or possession of asthma,
		severe allergy, or anaphylaxis medication
	§ 20-5-421, MCA	Emergency use of epinephrine in school
		setting
	§ 37-8-103(1)(c), MCA	Exemptions – limitations on authority
	ARM 24.159.1601, et seq	Delegation of Nurse Duties
	§ 20-5-426, MCA	Emergency use of an opioid antagonist in
		school setting – limit on liability
	§ 75-10-1001, et seq	Infectious Waste Management Act
	37.111.812, ARM	Safety Requirements
	10.55.701(s), ARM	Board of Trustees

Gallatin Gateway Elementary

Adopted on: 6/26/17

Reviewed on:

Revised on: 6/30/21

3417

STUDENTS

Page 1 of 3

Communicable Diseases

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

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

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

The District shall provide soap and disposable towels or other hand-drying devices shall be available at all handwashing sinks. Common-use cloth towels are prohibited. Sanitary napkin disposal shall be provided for girls of age ten or older and in teachers' toilet rooms and nurses' toilet rooms. The District shall provide either sanitary napkin dispensers in the girls', nurses', and teachers' toilet rooms or some other readily available on-site access to sanitary napkins.

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

The District will manage common communicable diseases in accordance with DPHHS guidelines and communicable diseases control rules. The District may temporarily exclude from school attendance a student who exhibits symptoms of a communicable disease that is readily transmitted in a school setting. Offsite instruction will be provided during the period of absence in accordance with Policy 2050. If a student develops symptoms any reportable communicable or infectious illness as defined while at school, the responsible school officials shall do the following:

- (a) isolate the student immediately from other students or staff; and
- (b) inform the parent or guardian as soon as possible about the illness and request him or her to pick up the student.; and
- (c) consult with a physician, other qualified medical professional, or the local county

health authority to determine if report the case should be reported to the local health officer.

Students who express feelings of illness at school may be referred to a school nurse or other responsible person designated by the Board and may be sent home as soon as a parent or person designated on a student's emergency medical authorization form has been notified. The District may temporarily exclude from onsite school attendance a student who exhibits symptoms of a communicable disease that is readily transmitted in a school setting. Offsite instruction will be provided during the period of absence in accordance with Policy 2050. The District reserves the right to require a statement from a student's primary care provider authorizing a student's return to onsite instruction.

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

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

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

Healthy Hand Hygiene Behavior

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

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

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

Staff members shall supervise children when they use hand sanitizer and soap to prevent ingestion. Staff members shall place grade level appropriate posters describing handwashing steps near sinks.

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

Gallatin Gateway Elementary

Adopted on: 6/26/17

Reviewed on:

Revised on:

3420

STUDENTS

Head Lice

The Board recognizes its responsibility to all students enrolled in the Gallatin Gateway Schools to provide a safe and healthy environment in which they may attend school. One inhibitor to a healthy environment is the head louse (*Pediculus capitis*). Head lice infestations must be addressed in public schools if a healthy environment is to be maintained. Every attempt will be made to educate students and parents on the prevention and eradication of head lice before and after infestation is detected.

The innocent desire of children to be social and the communicable nature of lice requires preventive measures by the school district and the public health agency to contain infestations. The Gallatin Gateway School will work cooperatively with the public health agency to insure that infestations of head lice are contained and eradicated in the school.

In the interest of health and welfare of students enrolled in Gallatin Gateway Schools, no student will be permitted to attend classes with the general population if they are infested with head lice.

To avoid embarrassment and to contain the infestation, whole classrooms will be checked for head lice upon the report of possible infestation by a classroom teacher. The administrator, his/her designee, school nurse or another qualified professional will examine the child in question and their classmates. Siblings of students found with lice and their classmates will also be checked if there is suspicion that infestation may exist.

The student found with head lice is to be kept out of school until he/she is treated and hair is free of lice. Although eggs (nits) cannot spread to other children, they may hatch in 2-3 days and would immediately become communicable.

Parents or guardians will be informed of lice infestation by email that explains the problem, lists the procedures for treatment and requirements for reentering school. Every attempt will be made to contact parents or guardians immediately upon discovery of head lice. Parents will be asked to come to school to pick up the student and begin treatment immediately.

Gallatin Gateway Elementary

Adopted on: 6/26/17

Reviewed on:

Revised on:

3431

STUDENTS

Emergency Treatment

The Board recognizes that schools are responsible for providing first aid or emergency treatment to a student in case of sudden illness or injury; however, further medical attention is the responsibility of a parent or guardian.

The District requires that every parent or guardian provide a telephone number where a parent or designee of a parent may be reached in case of an emergency.

When a student is injured, staff will provide immediate care and attention until relieved by a superior, a nurse, or a doctor. The District will employ its normal procedures to address medical emergencies without regard to the existence of a do not resuscitate (DNR) request. A principal or designated staff member will immediately call a parent or parental designee so that the parent may arrange for care or treatment of an injured student. A principal or designated staff member will call a parent or parental designee so that the parent may arrange for care or treatment of an injured student.

When a student develops symptoms of illness while at school, a responsible school official will do the following:

- Isolate the student from other children to a room or area segregated for that purpose;

- Inform a parent or guardian as soon as possible about the illness and request the parent or guardian to pick up the child; and

- Report each case of suspected communicable disease the same day by telephone to a local health authority or as soon as possible thereafter if a health authority cannot be reached the same day.

When a parent or guardian cannot be reached, and it is the judgment of a principal or other person in charge that immediate medical attention is required, an injured student may be taken directly to a hospital. Once located, a parent or a guardian is responsible for continuing treatment or for making other arrangements.

Legal Reference: ARM 37.111.825 Health Supervision and Maintenance

Gallatin Gateway Elementary

Adopted on: 08/20/2012

Reviewed on: 6/26/17

3440

STUDENTS

Revised on:

Access to and Release of a Student During School Hours

The Board recognizes its responsibility for the proper care of students during school hours. Non-school personnel shall not have access to students during the instructional day except as permitted by this policy.

Law Enforcement and Social Service Agencies

All contact between the school and the police department or social service workers on matters involving students shall be made through the administrative office. The District encourages police and social service workers to talk to a student away from the school. Law enforcement should only be allowed to conduct an interview in the school if they can show special circumstances exist or if the interview is at the request of a school official. Law enforcement must comply with all legal requirements regarding notification of parents and consent prior to interviewing students. In the event the student's parent cannot be present, a school official shall observe the meeting. Social service workers may be permitted to interview students at school pursuant to Montana law. In the event the social worker declines to notify the parent, a school official may observe the meeting.

If the police have a warrant or probable cause for the student's arrest, they must be permitted to arrest the student; however, whenever possible, the arrest should be conducted in the principal's office out of view of other students. A social worker may take custody of a student upon presentation to the District of a court order granting the social worker such power, or under the provisions of § 41-3-301, MCA.

Parents and Other Adults

A student may be released to a custodial parent during the instructional day. When in doubt as to custodial rights, the District will rely on the most recent information available in the student's records. The District will not release a student to a non-custodial parent without contacting the custodial parent. Prior written permission from the custodial parent is required before releasing a student into the custody of a previously unauthorized adult, unless an emergency situation justifies a waiver.

Legal References:

§ 41-3-202, MCA Action on reporting

§ 41-3-301, MCA Emergency protective service

→ do we do this?

Gallatin Gateway Elementary

Adopted on: 9/15/21

Reviewed on:

Revised on:

3510

STUDENTS

School-Sponsored Student Activities

1. Student Organizations:

- a. All curricular student clubs or organizations must be approved by the administration. Secret or clandestine organizations or groups will not be permitted.
- b. Bylaws and rules of curricular student clubs or organizations must not be contrary to Board policy or to administrative rules and regulations.
- c. Procedures in curricular student clubs or organizations must follow generally accepted democratic practices in the acceptance of members and nomination and election of officers.
- d. Student led and initiated non-curricular student groups may meet at school in accordance with District Policy without the sponsorship of the School District.

2. Social Events

- a. Social events must have prior approval of the administration.
- b. Social events must be held in school facilities unless approved by the Board.
- c. Social events must be chaperoned at all times.
- d. Attendance at high school social events and dances shall be limited to high school students, and middle school social events shall be limited to middle school students, unless prior permission is received from the principal.

3. Extracurricular Activities

- Academic and behavior eligibility rules are established by MHSA rules and District policy.
- Any student convicted of a criminal offense may, at the discretion of school officials, become ineligible for such a period of time as the school officials may decide.
- c. In establishing an interscholastic program, the Board directs the administration to:
 - i. Open all sports to all students enrolled in the District, with an equal opportunity for participation.
 - ii. Open all sports to residents of the school district and who is at least 5 years of age and not more than 19 on or before September 10 of the year in which participation in extracurricular activities is sought by such child in accordance with the provisions of this policy.
 - iii. Recommend sports activities based on interest inventories completed by the students.

4. Participation in District Extracurricular Activities by Unenrolled Children

- a. Any child identified in Section 3.c.ii of this policy who is attending a nonpublic or home school meeting the requirements of section 20-5-109:
 - i. Is eligible to seek to participate in any extracurricular activity of the District that is offered to pupils of the district who are of the same age.
 - ii. Is subject to the same standards for participation as those required of full-time pupils enrolled in the school and the same rules of any interscholastic organization of which the school of participation is a member as specified in Section 3.a. and 3.b. of this policy and any related student or activity handbook provisions.
 - iii. Will be assessed for purposes of placement, team formation and cuts using the same criteria as used for full-time pupils enrolled in the District.
- b. In cases where there is more than one school serving the same age group within District boundaries, a child under Section 4 of this policy shall be subject to the same school zone rules applicable to full-time pupils of the District. Participation for one school for one sport and another school for another sport is prohibited.
- c. The academic eligibility for extracurricular participation for a student attending a nonpublic school as specified under Section 4.a.ii of this policy shall be attested by the head administrator of the nonpublic school. No further verification shall be required.
- d. The academic eligibility for extracurricular participation for a student attending a home school as specified under Section 4.a.ii shall be attested in writing by the educator providing the student instruction with verification by the school principal for the school of participation. The verification may not include any form of student assessment.
- e. Students participating in extracurricular activities under Section 4 of this policy may be considered part-time enrollees for purposes of ANB in accordance with Policy 3150, 3121, and 3121P.

5. Designation of Athletic Teams

Unless otherwise prohibited by Policy 3210 or federal law, District sponsored athletic teams or sports designated for females, women, or girls may not be open to students who are biologically of the male sex. District sponsored athletic teams or events may be designated as one of the following based on biological sex in accordance with applicable MHSA rules, this Policy, federal law, Policy 3210, or the provisions of Section 6 of Chapter 405 (2021):

- a. males, men, or boys;
- b. females, women, or girls; or
- c. coed or mixed.

This section of this Policy is void 21 days after the date the United States Secretary of Education files a written report with the proper committees of the United States House of Representatives

K-review
this

and the United States Senate as required by 34 CFR 100.8(c) due to the enforcement of Chapter 405 (2021).

Cross Reference:

Policy 3150 Part Time Attendance
Policy 3121-3121P Enrollment and Attendance
Policy 3233 Student use of Buildings-Equal Access
Policy 3550 Student Clubs
Policy 2332 Religion and Religious Activities
Policy 3222 Distribution and Posting Materials
Policy 3233- Student Use of Buildings - Equal Access
Policy 4331 Use of School Property for Posting Notices

Legal Reference:

Chapter 297 2021 General Legislative Session
Chapter 269 2021 General Legislative Session
Chapter 405 2021 General Legislative Session
34 CFR 100.8(c) Procedure for Effecting Compliance
Bostock v. Clayton County Georgia, 140 S.Ct. 1731 (2020)

Gallatin Gateway Elementary

Adopted on: 08/20/2012

Reviewed on:

Revised on: 6/26/17; 3/11/20

3520 - R

STUDENTS

Student Fees and Fines

Within the concept of free public education, the District will provide an educational program for students as free of costs as possible.

Fees

The Board may require fees for actual cost of breakage and for excessive supplies used in commercial, industrial arts, music, domestic science, science, or agriculture courses. The Board may also charge a student a reasonable fee for any course or activity not reasonably related to a recognized academic and educational goal of the District or for any course or activity taking place outside normal school functions.

The Board may waive fees in cases of financial hardship.

how do parents do this?

The Board delegates authority to the Superintendent to establish appropriate fees and procedures governing collection of fees and asks the Superintendent to make annual reports to the Board regarding fee schedules. The Board also may require fees for actual cost of breakage and for excessive supplies used in commercial, industrial arts, music, domestic science, science, or agriculture courses.

When

Fines

The District holds a student responsible for the cost of replacing materials or property that are lost or damaged because of negligence. A building administrator will notify a student and parent regarding the nature of violation or damage, how restitution may be made, and how an appeal may be instituted.

Withholding and Transferring Records for Unpaid Fines or Fees

The District may not refuse to transfer files to another district because a student owes fines or fees. The District may not withhold the school schedule of a student because the student owes fines or fees. The district may withhold the grades, diploma, or transcripts of a current or former student who is responsible for the cost of school materials or the loss or damage of school property until the student or the student's parent or guardian pays the owed fines or fees.

In the event a student who owes fines or fees transfers to another school district in the state and the District has decided to withhold the student's grades, diploma, or transcripts from the student and the student's parent or guardian, the District shall:

1. upon receiving notice that the student has transferred to another school district in the state, notify the student's parent or guardian in writing that the school district to which the student has transferred will be requested to withhold the student's grades, diploma, or transcripts until any obligation has been satisfied;
2. forward appropriate grades or transcripts to the school district to which the student has transferred;
3. at the same time, notify the school district to which the student has transferred of any financial obligation of the student and request the withholding of the student's grades, diploma, or transcripts until any obligations are met;
4. when the student or the student's parent or guardian satisfies the obligation, inform the school district to which the student has transferred.

A student or parent may appeal the imposition of a charge for damages to the Superintendent and to the Board.

Legal reference:	§ 20-1-213 (3), MCA	Transfer of school records
	§ 20-5-201(4), MCA	Duties and sanctions
	§ 20-7-601, MCA	Free textbook provisions
	§ 20-9-214, MCA	Fees

Gallatin Gateway Elementary

Adopted on: 3/19/20

Reviewed on:

Revised on: 9/15/21

3550

STUDENTS

page 1 of 3

Student Clubs

The Board recognizes that student clubs are a helpful resource for schools and supports their formation. Student clubs must complete an application process. The Superintendent or designee is delegated the authority to approve or deny club applications.

Curricular Student Clubs

The Board of Trustees authorize the administration to approve and recognize curricular student clubs or organizations in a manner consistent with this policy and administrative procedure. Curricular Student clubs are those approved student clubs that directly relate to the body of courses offered by the school. Curricular student clubs that are recognized by the District are permitted to use District facilities, use the District's name, a District school's name, or a District school's team name or any logo attributable to the District, and raise and deposit funds with the District.

In order for the administration to approve and recognize a curricular student club the group must submit an application to the building administrator containing the following:

1. The organization's name and purpose.
2. The portion of the curriculum that forms the basis of the club. The portion of the curriculum that forms the basis of the club or the course offered at the school enhanced by the club's functions. This step is required for consideration as a curricular club. Applications that do not satisfy this step may be permitted to meet at the school as a non-curricular student group.
3. The staff employee designated to serve as the group's advisor.
4. The rules and procedures under which it operates.
5. A statement that the membership will adhere to applicable Board policies and administrative procedures.

The administration will report to the Board when new curricular student clubs have been approved and recognized.

Upon approval of a new curricular student club, the administration will notify the District clerk so the group may have any funds raised for its operations so designated in accordance with the District's financial practices.

Approved curricular student clubs will appear in the student handbook and other appropriate district publications. Advisors of new student clubs may be eligible for a stipend in accordance with applicable collective bargaining agreement provisions and available district resources. Approved curricular student clubs may also have limited access as designated by the administration to distribute messages through official communications of the district (e.g. intercom announcements, district newsletters, group emails, etc.).

Non-Curricular Student Groups

Student-led and initiated groups of similar interests that do not meet the requirements to be an approved curricular student club as outlined in this policy shall be designated as noncurricular student groups. Noncurricular student groups include any student group that does not directly relate to the body of courses offered by the District but has a regular meeting schedule and established operational structure. District employees that are present at meetings in a supervisory capacity are not eligible for a stipend. Student meetings must be supervised by an adult. Employees or agents of the District that are present at student group meetings must only serve in a supervisory capacity.

The District approves a limited open forum, within the meaning of that term as defined U.S. Code § 4071, for non-curricular student groups to meet on school premises during non-instructional time. Noncurricular student groups wishing to conduct a meeting within this limited forum are subject to the following fair opportunity criteria, which shall be uniformly administered consistent with 20 U.S. Code § 4071:

1. All such meetings must be voluntary and student-initiated;
2. There shall be no sponsorship of the meeting by the District or its agents or employees;
3. Employees or agents of the District that are present at religious meetings must be only in a nonparticipatory capacity;
4. All meetings must not materially and substantially interfere with the orderly conduct of educational activities within the District; and
5. Nonschool persons may not direct, conduct, control, or regularly attend activities of the non-curricular student groups.

Meeting is defined as a gathering of a group of students for the purposes of discussing group beliefs or engaging in group operations. An event that does not meet this definition will be required to comply with the Community Use of District Facilities Policy and Procedure. Fundraising

Noncurricular student groups may post notice of gatherings in accordance with Policy 3222. Noncurricular student groups may be authorized by the [Board or administration] to have the name of the school to appear as part of their group's name. A logo attributable to the school or District, the District's name, or the school's team name or mascot may not be used by a

noncurricular group. The permission to post notice of gatherings or use the school name does not constitute sponsorship of the group by the District.

Informal Gatherings

Students are permitted to informally gather at the school in accordance with Policy 3233. Informal gatherings of students are not permitted to use the District's name, a District school's name, or a District school's team name or mascot, or any logo attributable to the District, and raise and deposit funds with the District. Informal student gatherings may not post notices or other materials in accordance with Policy 3222 but may request to post items in accordance with Policy 4331.

Financial Operations

All funds raised by recognized curricular student clubs are subject to applicable District policies regarding financial management. All funds raised by recognized curricular student clubs that are donated to the District become public funds when placed in a District account. All public funds must be monitored in accordance with state law. Deposits must be reviewed to ensure compliance with equity rules, amateur rules and appropriateness under district policy.

Funds spent by the District will be done in accordance with District purchase order policy and spending limits regardless of the source of the donation. All expenditures should be preapproved to ensure equity and auditing standards are met.

The administration is authorized to develop procedures to implement this policy.

Cross Reference: 2332 – Religion and Religious Activities
 3210 - Equal Education and Nondiscrimination
 3222 – Distribution and Posting Materials
 3233- Student Use of Buildings - Equal Access
 4331 – Use of School Property for Posting Notices

Legal Reference: 20 U.S. Code § 4071 - Denial of equal access prohibited
 Section 20-5-203, MCA – Secret Organization Prohibited

**GALLATIN GATEWAY ELEMENTARY SCHOOL DISTRICT STUDENT CLUB APPLICATION – POLICY
3550F**

☐ This application is for a new club ☐ This application is to renew an existing club

This application is to request approval of a student club at Gallatin Gateway Public Schools. The application must be fully completed for the application to be considered. Incomplete or incorrectly prepared applications will not be considered. All applications will be considered in accordance with District Policy 3550 and District guidelines. Copies of the policy and guidelines can be obtained at: _____. Approved clubs that violate District Policy, Montana law or federal law are subject to suspension or termination.

Step 1. General Club Information and Bylaws, Charter, or Statement of Purpose

Proposed Club Name: _____

Proposed Club Supervisor Name: _____

Faculty supervisors do not sponsor or participate in non-curricular clubs; however, an adult supervisor must be present.

Step 2. Club's bylaws, charter, or statement of purpose.

Please attach any documents outlining the rules and procedures under which the club will operate. These documents may include but are not limited to bylaws, membership expectations, or a national charter. If the documents are not yet available, drafts may be attached, or a detailed statement of purpose can be provided until documents are available.

Step 3. Basis for Curriculum Related Status *(For consideration as a curricular club. Groups that do not satisfy this step may be permitted to operate as a non-curricular student group.)*

To be approved as a curricular club, the club must be based upon an aspect of the school's curriculum or the functions of the club must enhance a course offered at the school. Please attach a description of why the proposed club should be designated as a curricular club providing specific facts supporting such status.

Step 4. Time, frequency, location, and notice of anticipated club meetings and functions

Please attach a statement of the proposed use of school facilities, including at the specific areas or facilities of the school for which use is requested and the proposed nature of the use of those facilities. Attach or describe any examples of materials which the club plans to use to tell students about the club's existence or to invite students to join.

Step 5. Submission and Acknowledgement

By signing this application form the students and advisor acknowledge that the club's members and operations will adhere to applicable Board policies and administrative procedures governing curricular clubs.

Requesting Student _____	Date _____	Proposed Supervisor _____	Date _____
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FOR SCHOOL DISTRICT USE ONLY

Application Received By: _____	Date: _____
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Approved as Curricular Club By: _____	Date: _____
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Operating as Non-Curricular Student Group By: _____	Date: _____
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NOTES:

The administration will retain all records related to this application. The administration will report to the requesting students, advisor, and Board of Trustees when new curricular student clubs have been approved.

Gallatin Gateway Elementary

Adopted on: 6/26/17

Reviewed on:

Revised on:

3600

STUDENTS

Student Records

School student records are confidential, and information from them will not be released other than as provided by law. State and federal laws grant students and parents certain rights, including the right to inspect, copy, and challenge school records.

The District will ensure information contained in student records is current, accurate, clear, and relevant. All information maintained concerning a student receiving special education services will be directly related to the provision of services to that child. The District may release directory information as permitted by law, but parents will have the right to object to release of information regarding their child. Military recruiters and institutions of higher education may request and receive the names, addresses, and telephone numbers of all high school students, unless the parent(s) notifies the school not to release this information.

The Superintendent will implement this policy and state and federal law with administrative procedures. The Superintendent or designee will inform staff members of this policy and inform students and their parents of it, as well as of their rights regarding student school records.

Each student's permanent file, as defined by the board of public education, must be permanently kept in a secure location. Other student records must be maintained and destroyed as provided in 20-1-212, MCA.

Legal Reference: Family Educational Rights and Privacy Act, 20 U.S.C. § 1232g; 34 C.F.R. 99
§ 20-1-212, MCA Destruction of records by school officer.
§ 20-5-201, MCA Duties and sanctions
§ 40-4-225, MCA Access to records by parent
10.55.909, ARM Student Records
No Child Left Behind Act of 2001, P.L. 107-334

do we get
permission
to release
directory info? Yes
use photos?

Student Directory Information Notification

*Please sign and return this form to the school within ten (10) days of the receipt of this form **ONLY** if you do not want directory information about your child disclosed to third parties in accordance with the Family Educational Rights and Privacy Act (FERPA). If we receive no response by that date, we will disclose all student directory information at our discretion and/or in compliance with law.*

Date

Dear Parent/Eligible Student:

This document informs you of your right to direct the District to withhold the release of student directory information for _____.

Student's Name

Following is a list of items this District considers student directory information.
Please review School District Policy 3600P for complete information.

<ul style="list-style-type: none"> -Student's name -Address -Telephone listing -Electronic mail address -Photograph (including electronic version) -Date and place of birth -Major field of study -Dates of attendance -Grade level 	<ul style="list-style-type: none"> -Enrollment status (e.g., undergraduate or graduate; full-time or part-time) -Participation in officially recognized activities and sports -Weight and height of members of athletic teams -Degrees -Honors and awards received -Most recent educational agency or institution attended
--	--

If you do NOT want directory information provided to the following, please check the appropriate box.

- ☐ Institutions of Higher Education,
 ☐ Potential Employers,
 ☐ Armed Forces Recruiters,
☐ Government Agencies ☐ Other

NOTE: If information such as a student's name, grade level, or photograph, and other listed information is to be withheld, the student will not be included in the school's yearbook, program events, and similar School District publications or other statewide programs related to student safety, research, and scholarship. Please review School District Policy 3600P for complete information.

Parent/Eligible Student's Signature

Date

Gallatin Gateway Elementary

Adopted on: 08/20/2012

Reviewed on:

3600P

STUDENTS

Revised on: 03/25/13, 07/08/13,
10/21/13, 10/20/14, 6/26/17, 3/11/20

page 1 of 6

Student Records

Maintenance of School Student Records

The District maintains two (2) sets of school records for each student – a permanent record and a cumulative record.

The permanent record will include:

- Basic identifying information
- Academic work completed (transcripts)
- Level of achievement (grades, standardized achievement tests)
- Immunization records (per § 20-5-406, MCA)
- Attendance record
- Statewide student identifier assigned by the Office of Public Instruction
- Record of any disciplinary action taken against the student, which is educationally related

Each student's permanent file, as defined by the board of public education, must be permanently kept in a secure location.

The cumulative record may include:

- Intelligence and aptitude scores
- Psychological reports
- Participation in extracurricular activities
- Honors and awards
- Teacher anecdotal records
- Verified reports or information from non-educational persons
- Verified information of clear relevance to the student's education
- Information pertaining to release of this record
- Disciplinary information
- Camera footage only for those students directly involved in the incident

Information in the permanent record will indicate authorship and date and will be maintained in perpetuity for every student who has been enrolled in the District. Cumulative records will be maintained for eight (8) years after the student graduates or permanently leaves the District. Cumulative records which may be of continued assistance to a student with disabilities, who graduates or permanently withdraws from the District, may, after five (5) years, be transferred to the parents or to the student if the student has succeeded to the rights of the parents.

The building principal will be responsible for maintenance, retention, or destruction of a student's permanent or cumulative records, in accordance with District procedure established by the Superintendent.

Access to Student Records

The District will grant access to student records as follows:

1. The District or any District employee will not release, disclose, or grant access to information found in any student record except under the conditions set forth in this document.
2. The parents of a student under eighteen (18) years of age will be entitled to inspect and copy information in the child's school records. Such requests will be made in writing and directed to the records custodian. Access to the records will be granted within fifteen (15) days of the District's receipt of such request. Parents are not entitled to records of other students. If a record contains information about two students, information related to the student of the non-requesting parent will be redacted from the record.

In situations involving a record containing video footage, a parent of a student whose record contains the footage is allowed to view the footage contained in the record but is not permitted to receive a copy unless the parents of the other involved students provide consent. The footage is not a record of students in the background of the image or not otherwise involved in the underlying matter.

Where the parents are divorced or separated, both will be permitted to inspect and copy the student's school records, unless a court order indicates otherwise. The District will send copies of the following to both parents at either one's request, unless a court order indicates otherwise:

- a. Academic progress reports or records;
- b. Health reports;
- c. Notices of parent-teacher conferences;
- d. School calendars distributed to parents/guardians; and
- e. Notices about open houses and other major school events, including student-parent interaction.

A student that attains the age of legal majority is an "eligible student" under FERPA. An eligible student has the right to access and inspect their student records. An eligible student may not prevent their parents from accessing and inspecting their student records if they are a dependent of their parents in accordance with Internal Revenue Service regulations.

Access will not be granted to the parent or the student to confidential letters and recommendations concerning admission to a post-secondary educational institution, applications for employment, or receipt of an honor or award, if the student has waived his or her right of access after being advised of his or her right to obtain the names of all persons making such confidential letters or statements.

2. The District may grant access to or release information from student records without prior written consent to school officials with a legitimate educational interest in the information. A school official is a person employed by the District in an administrative, supervisory, academic, or support staff position (including, but not limited to administrators, teachers, counselors, paraprofessionals, coaches, and bus drivers), and the board of trustees. A school official may also include a volunteer or contractor not employed by the District but who performs an educational service or function for which the District would otherwise use its own employees and who is under the direct control of the District with respect to the use and maintenance of personally identifying information from education records, or such other third parties under contract with the District to provide professional services related to the District's educational

mission, including, but not limited to, attorneys and auditors. A school official has a legitimate educational interest in student education information when the official needs the information in order to fulfill his or her professional responsibilities for the District. Access by school officials to student education information will be restricted to that portion of a student's records necessary for the school official to perform or accomplish their official or professional duties.

4. The District may grant access to or release information from student records without parental consent or notification to any person, for the purpose of research, statistical reporting, or planning, provided that no student or parent can be identified from the information released, and the person to whom the information is released signs an affidavit agreeing to comply with all applicable statutes and rules pertaining to school student records.
5. The District may grant release of a child's education records to child welfare agencies without the prior written consent of the parents.
6. The District will grant access to or release information from a student's records pursuant to a court order.
7. The District will grant access to or release information from any student record, as specifically required by federal or state statute.
8. The District will grant access to or release information from student records to any person possessing a written, dated consent, signed by the parent or eligible student, with particularity as to whom the records may be released, the information or record to be released, and reason for the release. One (1) copy of the consent form will be kept in the records, and one (1) copy will be mailed to the parent or eligible student by the Superintendent. Whenever the District requests consent to release certain records, the records custodian will inform the parent or eligible student of the right to limit such consent to specific portions of information in the records.
9. The District may release student records to the superintendent or an official with similar responsibilities in a school in which the student has enrolled or intends to enroll, upon written request from such official. School officials may also include those listed in #3 above.
10. Prior to release of any records or information under items 5, 6, 7, 8, and 9, above, the District will provide prompt written notice to the parents or eligible student of this intended action. This notification will include a statement concerning the nature and substance of the records to be released and the right to inspect, copy, and challenge the contents.
11. The District may release student records or information in connection with an emergency, without parental consent, if the knowledge of such information is necessary to protect the health or safety of the student or other persons. The records custodian will make this decision, taking into consideration the nature of the emergency, the seriousness of the threat to the health and safety of the student or other persons, the need for such records to meet the emergency, and whether the persons to whom such records are released are in a position to deal with the emergency. The District will notify the parents or eligible student, as soon as possible, of the information released, date of the release, the person, agency, or organization to whom the release was made, and the purpose of the release.

12. The District may disclose, without parental consent, student records or information to the youth court and law enforcement authorities, pertaining to violations of the Montana Youth Court Act or criminal laws by the student.
13. The District will comply with an *ex parte* order requiring it to permit the U.S. Attorney General or designee to have access to a student's school records without notice to or consent of the student's parent(s)/guardian(s).
14. The District charges a nominal fee for copying information in the student's records. No parent or student will be precluded from copying information because of financial hardship.
15. A record of all releases of information from student records (including all instances of access granted, whether or not records were copied) will be kept and maintained as part of such records. This record will be maintained for the life of the student record and will be accessible only to the parent or eligible student, records custodian, or other person. The record of release will include:
 - a. Information released or made accessible.
 - b. Name and signature of the records custodian.
 - c. Name and position of the person obtaining the release or access.
 - d. Date of release or grant of access.
 - e. Copy of any consent to such release.

Directory Information

The District may release certain directory information regarding students, except that parents may prohibit such a release. Directory information will be limited to:

- Student's name
- Address
- Telephone listing
- Electronic mail address
- Photograph (including electronic version)
- Date and place of birth
- Major field of study
- Dates of attendance
- Grade level
- Enrollment status (e.g., undergraduate or graduate; full-time or part-time)
- Participation in officially recognized activities and sports
- Weight and height of members of athletic teams
- Degrees
- Honors and awards received
- Most recent educational agency or institution attended

The notification to parents and students concerning school records will inform them of their right to object to the release of directory information. The School District will specifically include information about the missing children electronic directory photograph repository permitting parents or guardians to choose to have the student's photograph included in the repository for that school year; information about the use of the directory photographs if a student is identified as a missing child; and

information about how to request the student's directory photograph be removed from the repository.

Military Recruiters/Institutions of Higher Education/Government Agencies

Pursuant to federal law, the District is required to release the names, addresses, and telephone numbers of all high school students to military recruiters and institutions of higher education upon request.

The Montana Superintendent of Public Instruction may release student information to the Montana Commissioner of Higher Education and Montana Department of Labor and Industry for research purposes after entering into agreement with Commissioner and Department. If the Superintendent of Public Instruction offers a statewide assessment that serves as a college entrance exam, the student's personally identifiable information may be released to colleges, state-contracted testing agencies, and scholarship organizations with student consent.

The notification to parents and students concerning school records will inform them of their right to object to the release of this information.

Student Record Challenges

The District shall give a parent or eligible student, on request, an opportunity for a hearing to challenge content of the student's education records on the grounds that the information contained in the education records is inaccurate, misleading, or in violation of the privacy rights of the student.

The hearing required by 34 C.F.R. 99.21 must meet, at a minimum, the following requirements:

- The District shall hold the hearing within a reasonable time after it has received the request for the hearing from the parent or eligible student.
- The District shall give the parent or eligible student notice of the date, time, and place, reasonably in advance of the hearing.
- The hearing may be conducted by any individual including an official of the District who does not have direct interest in the outcome of the hearing.
- The District shall make its decision in writing within a reasonable amount of time after the hearing.
- The decision must be based solely on the evidence presented at the hearing, and must include a summary of the evidence and the reasons for the decision.

The parent or eligible student has:

- The right to present evidence and to call witnesses;
- The right to cross-examine witnesses;
- The right to counsel;
- The right to a written statement of any decision and the reasons therefore;

The parents may insert a written statement of reasonable length describing their position on disputed information. The school will maintain the statement with the contested part of the record for as long as the record is maintained and will disclose the statement whenever it discloses the portion of the record to which the statement relates.

1		
2		
3		
4	Legal Reference:	Family Education Rights and Privacy Act, 20 U.S.C. § 1232g (2011); 34 C.F.R.
5		99 (2011), 34 C.F.R. 99.20-22
6		§ 20-5-201, MCA Duties and sanctions
7		§ 40-4-225, MCA Access to records by parent
8		§ 41-3-201, MCA Reports
9		§ 41-5-215, MCA Youth court and department records – notification of
10		school
11		§ 20-7-104 Transparency and public availability of public school
12		performance data -- reporting-- availability for timely
13		use to improve instruction.
14		10.55.909, ARM Student records
15		10.55.910, ARM Student Discipline Records
16		Chapter 250 (2019) Electronic Director Photograph Repository

Gallatin Gateway Elementary

Adopted on: 08/20/2012

Reviewed on: 6/26/17

3606 - R

STUDENTS

Revised on:

Transfer of Student Records

The District will forward by mail or by electronic means a certified copy of a permanent or cumulative file of any student and a file of special education records of any student to a local educational agency or accredited school in which a student seeks to or intends to enroll within five (5) working days after receipt of a written or electronic request. The files to be forwarded must include education records in a permanent file, and may contain the education records in the cumulative file.

When the District cannot transfer records within five (5) days, the District will notify a requestor, in writing or electronically, and will provide reasons why the District is unable to comply with a five-(5)-day time period. The District also will include in that notice the date by which requested records will be transferred. The District will not refuse to transfer records because a student owes fines or fees.

Cross Reference: 3413 Student Immunization
3600 - 3600P Student Records

Legal Reference: § 20-1-213, MCA Transfer of school records

Gallatin Gateway Elementary

Adopted on: 08/20/2012

Reviewed on: 6/26/17

3608 - R

STUDENTS

Revised on:

Receipt of Confidential Records

Pursuant to Montana law, the District may receive case records of the Department of Public Health and Human Services and its local affiliate, the county welfare department, the county attorney, and the court concerning actions taken and all records concerning reports of child abuse and neglect. The District will keep these records confidential as required by law and will not include them in a student's permanent file.

The Board authorizes the individuals listed below to receive information with respect to a District student who is a client of the Department of Public Health and Human Services:

- Superintendent
- Counselor

When the District receives information pursuant to law, the Superintendent will prevent unauthorized dissemination of that information.

Cross Reference: 3600 - 3600P Student Records

Legal Reference: § 41-3-205, MCA Confidentiality – disclosure exceptions

Gallatin Gateway Elementary

Adopted on:

Reviewed on: 6/26/17

3612- R

STUDENTS

Revised on: 4/20/22

page 1 of 2

District-Provided Access to Electronic Information, Services, Equipment, and Networks

General

The District makes Internet access and interconnected computer systems and equipment available to District students and faculty. The District provides equipment and electronic networks, including access to the Internet, as part its instructional program and to promote educational excellence by facilitating resource sharing, innovation, and communication.

The District expects all students to take responsibility for appropriate and lawful use of this access, including good behavior online. The District may withdraw student access to its equipment, network and to the Internet when any misuse occurs. District teachers and other staff will make reasonable efforts to supervise use of equipment, network, and Internet access; however, student cooperation is vital in exercising and promoting responsible use of this access.

Curriculum

Use of District equipment and electronic networks will be consistent with the curriculum adopted by the District, as well as with varied instructional needs, learning styles, abilities, and developmental levels of students, and will comply with selection criteria for instructional materials and library materials. Staff members may use the Internet throughout the curriculum, consistent with the District's educational goals.

Acceptable Uses

- Educational Purposes Only. All use of the District's equipment and electronic network must be: (1) in support of education and/or research, and in furtherance of the District's stated educational goals; or (2) for a legitimate school business purpose. Use is a privilege, not a right. Students and staff members have no expectation of privacy in any materials that are stored, transmitted, or received via the District's electronic network or District computers. The District reserves the right to monitor, inspect, copy, review, and store, at any time and without prior notice, any and all usage of the equipment and computer network, and Internet access and any and all information transmitted or received in connection with such usage.

- Unacceptable Uses of Equipment and Network. The following are considered unacceptable uses and constitute a violation of this policy:

A. Uses that violate the law or encourage others to violate the law, including but not limited to transmitting offensive or harassing messages; offering for sale or use any substance the possession or use of which is prohibited by the District's student discipline policy; viewing, transmitting, or downloading pornographic materials or materials that encourage others to violate the law; intruding into

the networks or computers of others; and downloading or transmitting confidential, trade secret information, or copyrighted materials.

- B. Uses that cause harm to others or damage to their property, including but not limited to engaging in defamation (harming another's reputation by lies); employing another's password or some other user identifier that misleads message recipients into believing that someone other than you is communicating, or otherwise using his/her access to the network or the Internet; uploading a worm, virus, other harmful form of programming or vandalism; participating in "hacking" activities or any form of unauthorized access to other computers, networks, or other information.
- C. Uses that jeopardize the security of student access and of the computer network or other networks on the Internet.
- D. Uses that are commercial transactions. Students and other users may not sell or buy anything over the Internet. Students and others should not give information to others, including credit card numbers and social security numbers.

Warranties/Indemnification

The District makes no warranties of any kind, express or implied, in connection with its provision of access to and use of its equipment, computer networks and the Internet provided under this policy. The District is not responsible for any information that may be lost, damaged, or unavailable when using the equipment, network, or for any information that is retrieved or transmitted via the Internet. The District will not be responsible for any unauthorized charges or fees resulting from access to the Internet. Any user is fully responsible to the District and will indemnify and hold the District, its trustees, administrators, teachers, and staff harmless from any and all loss, costs, claims, or damages resulting from such user's access to its equipment, computer network, and the Internet, including but not limited to any fees or charges incurred through purchase of goods or services by a user. The District expects a user or, if a user is a minor, a user's parents or legal guardian to cooperate with the District in the event of its initiating an investigation of a user's use of access to its equipment, computer network, and the Internet.

Violations

Violation of this policy will result in a loss of access and may result in other disciplinary or legal action. The principal will make all decisions regarding whether a user has violated this policy and any related rules or regulations and may deny, revoke, or suspend access at any time, with that decision being final.

STUDENT INTERNET ACCESS AND EQUIPMENT USE CONDUCT AGREEMENT

Every student, regardless of age, must read and sign below:

I have read, understand, and agree to abide by the terms of the Gallatin Gateway School District's policy regarding District-Provided Access to Electronic Information, Services, Equipment, and Networks (Policy No. 3612). Should I commit any violation or in any way misuse my access to the District's equipment, computer network and/or the Internet, I understand and agree that my access privilege may be revoked and school disciplinary action may be taken against me including payment of costs associated with damaged equipment.

User's Name (Print): _____ Home Phone: _____
User's Signature: _____ Date: _____
Address: _____

Parent or Legal Guardian. (If applicant is under 18 years of age, a parent/legal guardian must also read and sign this agreement.) As the parent or legal guardian of the above-named student, I have read, understand, and agree that my child shall comply with the terms of the District's policy regarding District-Provided Access to Electronic Information, Services, Equipment, and Networks for the student's access to the District's equipment computer network and/or the Internet. I understand that access is being provided to the students for educational purposes only. However, I also understand that it is impossible for the school to restrict access to all offensive and controversial materials and understand my child's responsibility for abiding by the policy. I am signing this Agreement and agree to accept full responsibility for supervision of my child's use of his/her equipment and access account if and when such access is not in the school setting. I hereby give my child permission to use the building-approved account to access the District's computer network and the Internet. I understand any negligence arising out of my student's use of equipment or networks shall be attributed to me as comparative negligence within the meaning of Section 27-1-702, MCA. I further accept that any costs to repair or replace damages to equipment or networks in accordance Section 20-5-201, MCA

Parent/Legal Guardian (Print): _____
Signature: _____
Home Phone: _____ Address: _____
Date: _____

This Agreement is valid for the _____ school year only.

Is this our form?

Gallatin Gateway Elementary

Adopted on:
Reviewed on: 6/26/17
Revised on:

3612P- R

STUDENTS

Use of Electronic Services and Networks

The District provides access for students to the Internet as an educational tool. Because the Internet is uncensored and can be misused, no student shall be allowed to use the District's access to the Internet unless the student and the student's parent first sign the district's Authorization for Electronic Network Access. The District will provide reasonable supervision of students using its access to the Internet and attempt to do what is technologically reasonable with filtering software to prevent students from obtaining access to pornographic or harmful matter. Students using the District's Internet access shall have no right of privacy in their use of that system. Staff may monitor or examine all system activities a student takes part in to ensure proper use of the system. Students who fail to abide by district Internet rules may be subject to disciplinary action, revocation of their privilege to use the system, or legal action as appropriate.

Misuse of the District's access to the Internet" includes, but is not limited to, the following:

- (a) use of the District's access to the Net for other than educational purposes;
- (b) gaining intentional access or maintaining access to materials which are obscene, pornographic, or whose dominant appeal is sexual arousal;
- (c) using the Net for any illegal activity, including computer hacking and copyright or intellectual property law violations;
- (d) accessing "chat lines" unless authorized by the instructor for a class activity directly supervised by a staff member; *turn off chat*
- (e) using abusive or profane language in private messages on the system; or using the system to harass, insult, or verbally attack others;
- (f) posting anonymous messages on the system;
- (g) using encryption software;
- (h) vandalizing data of another user;
- (i) obtaining or sending information which could be used to make destructive devices such as guns, weapons, bombs, explosives, or fireworks;
- (j) gaining unauthorized access to resources or files;
- (k) identifying oneself with another person's name or password or using an account or password of another user without proper authorization;
- (l) using the network for financial or commercial gain without district permission; or
- (m) introducing a virus to, or otherwise improperly tampering with the system;

Legal Reference: § 20-5-201, MCA Duties and Sanctions
 20 U.S.C. § 9134 Children's Internet Protection Act

Gallatin Gateway Elementary

Adopted on: 3/11/20

Reviewed on:

3630

STUDENTS

Revised on:

Cell Phones and Other Electronic Equipment

Student possession and use of cellular phones, pagers, and other electronic signaling devices on school grounds, at school-sponsored activities, and while under the supervision and control of District employees is a privilege which will be permitted only under the circumstances described herein. At no time will any student operate a cell phone or other electronic device with video capabilities in a locker room, bathroom, or other location where such operation may violate the privacy right of another person.

Students may use cellular phones, pagers, and other electronic signaling devices on campus before school begins and after school ends. These devices must be kept out of sight and turned off during the instructional day. Unauthorized use of such devices disrupts the instructional program and distracts from the learning environment. Therefore, unauthorized use is grounds for confiscation of the device by school officials, including classroom teachers. Confiscated devices will be returned to the parent or guardian. Repeated unauthorized use of such devices will result in disciplinary action.

Students may not use cellular phones, pagers, and other electronic signaling devices on campus at any time. Building-level administrators may grant permission for individual students to use and/ or possess cellular phones, if, in the sole discretion of the administrator, such use is necessary to the safety and/or welfare of the student.

Gallatin Gateway Elementary

Adopted on: 3/11/20

Reviewed on:

Revised on:

3650

STUDENTS

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Pupil Online Personal Information Protection

Compliance

The School District will comply with the Montana Pupil Online Personal Information Protection Act. The School District shall execute written agreements with operators who provide online applications for students and employees in the school district. The School District will execute written agreements with third parties who provide digital educational software or services, including cloud-based services, for the digital storage, management, and retrieval of pupil records. The written agreements will require operators and third parties to the School District for K-12 purposes or the delivery of student or educational services to comply with Montana and federal law regarding protected student information. All pupil records accessed by the operator or third party during the term of the agreement or delivery of service to the application will continue to be the property of and under the control of the school district.

Operators of Online Applications

Operators providing online applications to the School District shall not target advertising to students, sell student information, or otherwise misuse student information. Operators shall not use information to amass a profile about a pupil, except in furtherance of K-12 school purposes. Operators shall not sell a pupil's information, including protected information unless authorized by law. Operators shall not disclose protected information unless the disclosure is made in accordance with School District policy, state or federal law, or with parent consent. Operators shall implement and maintain reasonable security procedures and practices appropriate to the nature of the protected information and safeguard that information from unauthorized access, destruction, use, modification, or disclosure. Operators shall delete a pupil's protected information if the school or district requests the deletion of data under the control of the school or district.

Third Parties Providing Software and Services

Third parties providing digital education software and services to the School District shall certify that pupil records will not be retained or available to the third party upon completion of the terms of the agreement. Furthermore, third parties shall not use any information in pupil records for any purpose other than those required or specifically permitted by the agreement with the operator. Third parties shall not use personally identifiable information in pupil records to engage in targeted advertising.

Third parties providing digital education software and services to the School District shall provide a description of the means by which pupils may retain possession and control of their own pupil-generated content. Third parties shall provide a description of the procedures by which a parent, legal guardian, or eligible pupil may review personally identifiable information in the pupil's records and correct erroneous information. Third parties shall provide a description

of the actions the third party will take, including the designation and training of responsible individuals, to ensure the security and confidentiality of pupil records. Third parties shall provide a description of the procedures for notifying the affected parent, legal guardian, or pupil if 18 years of age or older in the event of an unauthorized disclosure of the pupil's records;

Failure to Comply and Legal Review

An operator's or third party's failure to honor the law, agreement or School District policy will result in termination of services. The School District will report any operator who fails to honor the law to the appropriate authorities for criminal prosecution.

All contracts and agreements executed under this agreement will be reviewed by the School District's legal counsel.

Cross Reference: Policy 3600 – Student Records
Policy 3650F- Model Agreement

Legal Reference: Family Educational Rights and Privacy Act, 20 U.S.C. § 1232g; 34 C.F.R. 99
Montana Pupil Online Personal Information Protection Act, Title 20, chapter 7, part 13, MCA

New Business
ACTION ITEM

Board Members for Negotiations committee

Presented by: Julie Fleury

Background: With the re-opening of negotiations, the Board will appoint members to the committee.