

October Agenda

Regular Meeting of Trustees

The regular meeting of the Board of Trustees of School District #35 has been scheduled for **Wednesday, October 23, 2019 at 6:00pm** at the **Gallatin Gateway School Board Room**. (All policies can be found at www.gallatingatewayschool.com.)

Call to Order

Pledge of Allegiance

Presiding Trustee's explanation of procedures

Public Comment- Non Agenda Items- Sign in sheet

Consent Agenda

Minutes: September 18, 2019-regular meeting; October 4, 2019- special meeting; **Finance:** Warrants; Cash Reconciliation Report; Budget vs. Expenditure Report; Extra-Curricular Account Reconciliation; **Personnel:** Hire: Classified/Certified Substitutes

Superintendent's Report

District Clerk's Report

Old Business

Volunteer Procedures

- Volunteer Drivers

New Business

Discussion Items:

District Facilities

- Facility Advisory Committee Scope
- Facility Advisory Committee Members
- Facility Needs Assessment
- Hallway Flooring Options

Action Items:

2019-2020 Other Budgeted Funds Line-item Budget Adoption

Review and Adopt 2019-2020 Action Plan for Strategic Plan

Review and Consider Revisions to Superintendent Evaluation Tool

Review and Adopt District Policy Revisions and Additions:

- #1112- Resignation- revised
- #1113- Vacancies- revised
- #1425- Abstention from Voting- revised
- #1512- Conflict of Interest- revised
- #1700- Uniform Complaint Procedure- revised
- #2100- School Year Calendar and Day- revised
- #2160- Title I Parent and Family Engagement- revised
- #2160- Distance, Online, and Technology-Delivered Learning- new
- #3110- Entrance, Placement, and Transfer- revised
- #3125- Education of Homeless Children- revised
- #3225- Sexual Harassment, Sexual Intimidation, and Sexual Misconduct-revised
- #4301- Visitors to School- revised
- #4315- Visitor and Spectator Conduct- revised
- #4340- Public Access to District Records- revised
- #4410 Relations with Law Enforcement and Child Protective Agencies- revised
- #5223- Personal Conduct- revised
- #5256- REducation in Force- revised
- #8225- Tobacco Free Policy- revised
- #8425 & #8425P- Service Animals- revised
- #1610-Annual Goals and Objectives- revised
- #1512F- Relationships Defined and Chart- new
- #5120P- Fingerprint Background Handling Procedure- new

Next Meetings:

Special Meeting- November 1, 2019 @ 10am- agenda setting

Regular Meeting- November 16, 2019 @ 6pm

Adjournment

"The Gallatin Gateway School community empowers our students to take responsibility for their learning so they may achieve their individual potentials as lifelong learners and productive citizens."

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 comment 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

Regular Meeting

October 23, 2019

Sign-in Sheet

<u>Name- please print</u>	<u>Signature</u>
1. Dick Shuckley	RAA Shuckley
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GALLATIN GATEWAY SCHOOL
PO BOX 265, GALLATIN GATEWAY, MT 59730

The agenda must also include a "public comment" item in order to allow members of the general public to comment on any public matter under the jurisdiction of the district that is not specifically listed on the agenda, except that no member of the public will be allowed to comment on contested cases, other adjudicative proceedings, or personnel matters. The Board Chairman may place reasonable time limits on any "public comment" item in order to maintain and ensure effective and efficient operations of the Board. The District shall not take any action on any matter discussed, unless the matter is specifically noticed on the agenda, and the public has been allowed the opportunity to comment.

** Public comment will be asked on each agenda item. Do not sign below for agenda items.*

Public Comment Sign-in

Date: October 23, 2019

**Please sign below for non-agenda items to be heard under New business: Public comment.*

NAME (Please Print Clearly)	TOPIC (Please Print Clearly)
1.	
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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 6:00pm on Wednesday, October 23, 2019, in the Gallatin Gateway School Board Room. Board Chair Aaron Schwieterman presided and called the meeting to order at 6:04pm.

TRUSTEES PRESENT

Aaron Schwieterman, Board Chair; Julie Fleury, Vice Chair; Mary Martin, Carissa Paulson, Patti Ringo

TRUSTEES ABSENT

None

STAFF PRESENT

Theresa Keel, Superintendent; and Carrie Fisher, District Clerk

OTHERS PRESENT

Dick Shockley

PLEDGE OF ALLEGIANCE

The meeting attendees recited the *Pledge of Allegiance*.

PRESIDING TRUSTEE'S EXPLANATION OF PROCEDURES

Board Chair Aaron Schwieterman explained the public comment process to be followed for addressing the Board in accordance with Gallatin Gateway School policy. He noted: 1) that prior to a vote the public may comment on agenda items; 2) there will be time for public comment on non-agenda items; 3) public comment periods are not intended to be a question and answer session.

PUBLIC COMMENT ON NON-AGENDA ITEMS

None

CONSENT AGENDA

The following items were tabled for a future meeting: Budget vs. Expenditure report and Extra-Curricular Account Reconciliation.

Motion: Trustee Carissa Paulson to approve the minutes from September 18, 2019- regular meeting and October 4, 2019-special committee meeting; approve warrants #36243-#36300, electronic warrants- #-99801 - -99795, payroll warrants #75566- #75581; and direct deposits #-88552 - #-88606 and voided payroll warrants: #75577-#75579; Cash Reconciliation reports as of July 31, 2019, August 31, 2019, and September 30, 2019; hire classified/certified substitutes: Bus Driver: Maxine Daniel; Kitchen/Food Service: Connie Evenson; Teachers/Paras/Other: Mark Aamot, Nickole Achziger, Dayna Bergin, April Bettilyon, Tina Colstad, Cynthia Corliss, Connie Evenson, Jason Fischer, Kevin Germann, Jennifer Gilbert, Mary Jo Haberman, Audra Harvey, Amanda Herrera, Wendy Hourigan, Skyla Jenkins, Cheryl Juergens, Kris Keller, Spencer Kirkemo, Heidi Maus, Hannah Mayer, Darcy Nordhagen, Brad Parsch, Teresa Ann Quatraro, Tonya Scott, Barry Sulam, Debra Tysse; and Office/Clerical: Connie Evenson

Seconded: Trustee Patti Ringo
Public Comment: None
For: Fleury, Martin, Paulson, Ringo, Schwieterman
Opposed: None
Motion passed unanimously

SUPERINTENDENT REPORT

Superintendent Keel provided the Board the following information: 1) Enrollment = 172 as of October 18, 2019; 2) PLC Meetings; 3) Book study- *Leading and Managing a Differentiated Classroom*; 4) Tier II and III reading interventions; 5) Network outages and updates; 6) Star data; 7) Gifted & Talented; 8) Red Ribbon Week; 9) Student Council; 10) PIR Day- September 27- math and reading; 11) Bozeman Art Museum begins weekly instruction on Sept. 21; 12) World Language instruction; 13) Chili cook-off and art auction discussions; 14) Technology repair needs and chromebook carts; 15) Goal setting meetings; 16) Girls' Basketball season update; 17) DC Trip planning and preparation; 18) Social media; 19) Fire drill- September 26; 20) Earthquake drill- MT ShakeOut- Oct. 16; 21) MCEL; 22) Fire prevention week; 23) PLC- trauma informed practice; 24) Discipline referrals; 25) Staff team-building activity; 26) Certified trustees recognition at MCEL; 27) Superintendent Discuss & Cuss topics; and 28) Discipline processes overview.

DISTRICT CLERK REPORT

Mrs. Fisher, District Clerk provided the following information to the Board: 1) Workers' compensation audit; 2) TEAMS report submitted; 3) Fall ANB report submitted; 4) FY19 Audit preparation; 5) Bathroom renovation update; 6) Sewer blockage update; 7) Gym heater motor replacement; 8) Heating system- electrical controls needs; 9) Art room window; 10) Hallway flooring; 11) MSGIA building and playground risk assessment/inspection; 12) Food service summary; 13) OPI Food Service training; 14) Milk cooler hinge replacement; 15) Convection oven replaced; 16) OPI transportation audit; 17) Transportation committee meeting- Oct. 22; 18) Dirt road grading; 19) Professional development opportunities; 20) Adult Education summary of attendance and estimated revenue; 21) Upcoming important dates/meetings; 22) Upcoming Board trainings; 23) Gallatin County Clerk meeting- October 30 at GGS; and 24) Bonding capacity and bond information.

OLD BUSINESS

Volunteer Procedures: Volunteer Drivers

Motion(as amended): Trustee Mary Martin for the District to phase in a program to fingerprint/background check volunteer drivers every four years and the district will begin to pay for the cost of fingerprinting of all district volunteers, which will be completely phased-in for the 2020-2021 school year.

Seconded: Trustee Carissa Paulson
Public Comment: Dick Shockley
For: Fleury, Martin, Paulson, Ringo, Schwieterman
Opposed: None
Motion passed unanimously

NEW BUSINESS

Discussion Items:

District Facilities: Facility Advisory Committee Scope

Motion: Vice Chair Julie Fleury to adopt revisions to the Facility Advisory Committee Scope with revisions as discussed.

Seconded: Trustee Patti Ringo
Public Comment: Dick Shockley
For: Fleury, Martin, Paulson, Ringo, Schwieterman
Opposed: None
Motion passed unanimously

Facility Advisory Committee Members & Facility Needs Assessment

The Board held a lengthy discussion and requested that the Superintendent explore the concept of finding an Owner's Representative to facilitate the formation of the Facility Advisory Committee and to complete a Comprehensive Facility Needs Assessment. The agenda items were tabled for future discussion.

Public Comment: Dick Shockley

Hallway Flooring Options

District Clerk Carrie Fisher provided the board with information regarding the condition of the tile flooring, particularly in the newest addition of the building. Board reviewed three proposals to replace tile flooring from Tom's Floor Store and the consensus was to hold off on making a decision until after the District completed a comprehensive facility needs assessment.

Public Comment: Dick Shockley

2019-2020 Other Budgeted Funds Line-Item Budget Adoption

Motion: Trustee Mary Martin to adopt the line-item budgets for transportation, bus depreciation, tuition fund, adult education, technology, flexibility, debt service, and building reserve funds.

Seconded: Trustee Carissa Paulson

Public Comment: None

For: Fleury, Martin, Paulson, Ringo, Schwieterman

Opposed: None

Motion passed unanimously

Review and Adopt 2019-2020 Action Plan for Strategic Plan

Motion: Trustee Mary Martin to adopt the 2019-2020 action plan for the strategic plan.

Seconded: Vice Chair Julie Fleury

Public Comment: None

For: Fleury, Martin Paulson, Ringo, Schwieterman

Opposed: None

Motion passed unanimously

Review and Consider Revisions to Superintendent Evaluation Tool

Superintendent Theresa Keel reviewed and discussed the EPAS model for the Superintendent Evaluation with the Board. The Board requested that the Superintendent provide a draft timeline and evaluative instrument at the next meeting. The Board also discussed the evaluation process and requested that the District Clerk confer with MTSBA regarding the open meeting law requirements. The Board would also like the Superintendent to explore the option of an electronic version of the evaluation instrument.

Review and Adopt District Policy Revisions and Additions

Motion: Trustee Mary Martin approved the following policy revisions and additions as recommended by MTSBA:

- #1112- Resignation- revised
- #1113- Vacancies- revised
- #1425- Abstention from Voting- revised
- #1512- Conflict of Interest- revised
- #1700- Uniform Complaint Procedure- revised
- #2100- School Year Calendar and Day- revised
- #2160- Title I Parent and Family Engagement- revised
- #2160- Distance, Online, and Technology-Delivered Learning- new
- #3110- Entrance, Placement, and Transfer- revised
- #3125- Education of Homeless Children- revised
- #3225- Sexual Harassment, Sexual Intimidation, and Sexual Misconduct- revised
- #4301- Visitors to School- revised
- #4315- Visitor and Spectator Conduct- revised
- #4340- Public Access to District Records- revised
- #4410 Relations with Law Enforcement and Child Protective Agencies- revised
- #5223- Personal Conduct- revised
- #5256- Reduction in Force- revised
- #8225- Tobacco Free Policy- revised
- #8425 & #8425P- Service Animals- revised
- #1610- Annual Goals and Objectives- revised
- #1512F- Relationships Defined and Chart- new
- #5120P- Fingerprint Background Handling Procedure- new

Seconded: Trustee Vice Chair Julie Fleury

Public Comment: None

For: Fleury, Martin Paulson, Ringo, Schwieterman

Opposed: None

Motion passed unanimously

Next Meetings:

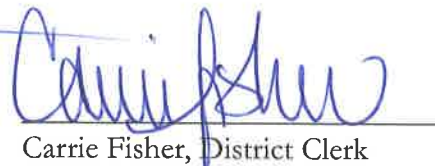
- Special Meeting- November 1, 2019- agenda setting @ 10am
- Regular Meeting- November 20, 2019 @ 6pm

ADJOURNMENT

Board Chair Aaron Schwieterman adjourned the meeting at 10:06pm.



Aaron Schwieterman, Board Chair



Carrie Fisher, District Clerk

Gallatin Gateway School

"Educating the Future"

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

Phone: (406) 763-4415 Fax: (406) 763-4886

www.gallatingatewayschool.com

MEMO

TO: Gallatin Gateway Board of Trustees

FROM: Carrie Fisher, Business Manager

SUBJECT: Warrant Register Summary

DATE: October 22, 2019

Warrant Numbers (including Direct Deposit/ACH):

Claim (A/P) Warrants #'s:

#36243- #36300

Electronic Payment:

-99801 - -99795

Voided Claim (A/P) Warrant #'s:

None

Payroll Warrant #'s:

#75566- #75581

Direct Deposits/ACH #'s:

-88552 - -88606

Voided Payroll Warrant #'s:

#75577- #75579

Thank you.

10/21/19
19:12:32

GALLATIN GATEWAY ELEMENTARY
Claims and/or Payroll Checks List
For the Accounting Period: 10/19

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Report ID: W100X

Payroll

Check			Date			Notes
Check #	Type	Vendor/Employee/Payee Number/Name	Check Amount	Period	Issued	
-88558	P	100012 JAMIE POUKISH	0.00	10/19	10/04/19	
-88557	P	100035 PHILIP ROGERS	0.00	10/19	10/04/19	
-88556	P	74 VERONICA RUBIO	0.00	10/19	10/04/19	
-88555	P	86 ASHLEY SENENFELDER	0.00	10/19	10/04/19	
-88554	P	96 JANET WESTLAKE	0.00	10/19	10/04/19	
-88553	P	58 JACKI YAGER	0.00	10/19	10/04/19	
-88552	P	TRS TEACHERS RETIREMENT SYST	12365.25	10/19	10/04/19	
75566	P	69 APRIL BETTILYON	269.74	10/19	10/04/19	
75567	P	19 MAXINE DANIEL	71.78	10/19	10/04/19	
75568	P	100034 MELISSA KUCHYNKA	740.37	10/19	10/04/19	
75569	P	48 DARCY NORDHAGEN	153.99	10/19	10/04/19	
75570	P	100035 PHILIP ROGERS	418.00	10/19	10/04/19	
75571	P	FLEX ALLEGIANCE BENEFIT PLAN	2850.75	10/19	10/04/19	
75572	P	SIT DEPARTMENT OF REVENUE	3366.00	10/19	10/04/19	
75573	P	MEA DUES MFPE, VERONICA RUBIO, TR	555.00	10/19	10/04/19	
75574	P	MUST MUST	13376.00	10/19	10/04/19	
75575	P	NEA SECURITY BENEFIT LIFE IN	700.00	10/19	10/04/19	
75576	P	LIFE INSURANCE DEARBORN LIFE INSURANCE	50.20	10/19	10/03/19	
75577	V	Vendor not on File	0	/ 0	/ /	
75578	V	Vendor not on File	0	/ 0	/ /	
75579	V	Vendor not on File	0	/ 0	/ /	
75580	P	Workers' Comp MSGIA	908.17	10/19	10/04/19	
75581	P	Unempl. Insur. MONTANA SCHOOLS UNEMPLOY	512.77	10/19	10/04/19	

Payroll Total # of Checks: 71 Total: 114200.76

Grand Total # of Checks: 130 Total: 235741.32

Check Types: MC=Manual Claim, SC=System Claim, V=Void (never in system), E=ACH
P=Payroll, C=Cancelled (cancelled in system), R=Reissued, D=Deleted (deleted in system)

10/23/19
15:50:14

GALLATIN GATEWAY ELEMENTARY
Claims and/or Payroll Checks List
For the Accounting Period: 10/19

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Report ID: W100X

Claims

Claims

Check			Date			
Check #	Type	Vendor/Employee/Payee Number/Name	Check Amount	Period	Issued	Notes
-99801	E	1305 BMO MASTERCARD	19.20	10/19	10/23/19	
-99800	E	1305 BMO MASTERCARD	5846.05	10/19	10/23/19	
-99799	E	1305 BMO MASTERCARD	654.38	10/19	10/23/19	
-99798	E	1305 BMO MASTERCARD	105.73	10/19	10/23/19	
-99797	E	1305 BMO MASTERCARD	138.48	10/19	10/23/19	
-99796	E	1305 BMO MASTERCARD	13511.53	10/19	10/23/19	
-99795	E	1305 BMO MASTERCARD	5724.07	10/19	10/23/19	
36243	SC	1597 EEKHOFF, KATHLEEN	72.00	10/19	10/04/19	
36244	SC	1599 HARKIN, SUZZETTE A.	72.00	10/19	10/04/19	
36245	SC	1579 SCHMIDT, JADE	18.00	10/19	10/04/19	
36246	SC	1593 SHAW, DAVID BLAKE	12.00	10/19	10/04/19	
36247	SC	1600 SAUSKOJUS, JEREMY	72.00	10/19	10/14/19	
36248	SC	965 (SWMSS) SOUTHWEST MONTANA	40.50	10/19	10/23/19	
36249	SC	1606 3 BROTHERS PLUMBING & HEATING	1830.14	10/19	10/23/19	
36250	SC	43 ALSCO-AMERICAN LINEN DIVISION	424.02	10/19	10/23/19	
36251	SC	78 ARROWLEAF LAWN & LANDSCAPE	1000.00	10/19	10/23/19	
36252	SC	97 AXTMAN, LAURA	59.36	10/19	10/23/19	
36253	SC	168 BOZEMAN TROPHY & ENGRAVING	145.25	10/19	10/23/19	
36254	SC	1328 BRIDGER ANALYTICAL LAB, INC	28.00	10/19	10/23/19	
36255	SC	195 BUFFALO RESTORATIONS INC	1713.05	10/19	10/23/19	
36256	SC	222 CDW GOVERNMENT, INC.	836.08	10/19	10/23/19	
36257	SC	228 CENTURYLINK	620.51	10/19	10/23/19	
36258	SC	229 CENTURYLINK	20.28	10/19	10/23/19	
36259	SC	262 COMMERCIAL ENERGY OF MONTANA INC	48.20	10/19	10/23/19	
36260	SC	1503 COMPANION CORPORATION	2697.70	10/19	10/23/19	
36261	SC	1337 CORE CONTROL	450.00	10/19	10/23/19	
36262	SC	1274 COYOTE MECHANICAL, LLC	750.00	10/19	10/23/19	
36263	SC	1602 CURTIS, RACHEL	25.87	10/19	10/23/19	
36264	SC	331 DERMER REFRIGERATION INC	85.00	10/19	10/23/19	
36265	SC	349 DRAKE IRRIGATION	150.00	10/19	10/23/19	
36266	SC	1604 EMB, LLC	1675.00	10/19	10/23/19	
36267	SC	420 FOOD SERVICES OF AMERICA	11902.86	10/19	10/23/19	
36268	SC	1499 GALE	992.25	10/19	10/23/19	
36269	SC	431 GALLATIN CO. SUPERINTENDENT OF SC	256.00	10/19	10/23/19	
36270	SC	439 GALLATIN GATEWAY SCHOOL	455.22	10/19	10/23/19	
36271	SC	451 GATEWAY ELECTRIC LLC	122.10	10/19	10/23/19	
36272	SC	471 GRANITE TECHNOLOGY SOLUTIONS INC	410.00	10/19	10/23/19	
36273	SC	545 HOUSE OF CLEAN	174.15	10/19	10/23/19	
36274	SC	577 J&H INC	546.55	10/19	10/23/19	
36275	SC	655 LEE, JERRY	15.20	10/19	10/23/19	
36276	SC	1295 MADISON MECHANIX, LLC	433.29	10/19	10/23/19	
36277	SC	691 MATTHEWS, LIZ	221.56	10/19	10/23/19	
36278	SC	714 MFPE, VERONICA RUBIO, TREASURER	266.34	10/19	10/23/19	
36279	SC	771 MONTANA SCIENCE OLYMPIAD	325.00	10/19	10/23/19	
36280	SC	1605 MOORE, AMANDA	15.00	10/19	10/23/19	
36281	SC	806 MTSBA - MONTANA SCHOOL BOARD ASSO	693.42	10/19	10/23/19	
36282	SC	1303 NEOPOST USA INC	95.74	10/19	10/23/19	
36283	SC	856 NORTHWESTERN ENERGY	1642.82	10/19	10/23/19	

Check Types: MC=Manual Claim, SC=System Claim, V=Void (never in system), E=ACH
P=Payroll, C=Cancelled (cancelled in system), R=Reissued, D=Deleted (deleted in system)

10/23/19
15:50:14

GALLATIN GATEWAY ELEMENTARY
Claims and/or Payroll Checks List
For the Accounting Period: 10/19

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Report ID: W100X

Claims

Check			Date			Notes
Check #	Type	Vendor/Employee/Payee Number/Name	Check Amount	Period	Issued	
36284	SC	945 R & R TAYLOR CONSTRUCTION	59766.29	10/19	10/23/19	
36285	SC	962 RENAISSANCE LEARNING, INC.	117.50	10/19	10/23/19	
36286	SC	1009 SCHOLASTIC INC.	256.69	10/19	10/23/19	
36287	SC	1029 SECURITY SOLUTIONS INC	510.00	10/19	10/23/19	
36288	SC	1058 SNA - SCHOOL NUTRITION ASSOCIATIO	45.50	10/19	10/23/19	
36289	SC	1110 SYSCO FOOD SERVICES OF MT	2810.30	10/19	10/23/19	
36290	SC	1118 TEAR IT UP LLC	67.52	10/19	10/23/19	
36291	SC	1131 THE CARRIAGE HOUSE CAR WASH	8.19	10/19	10/23/19	
36292	SC	1132 THE CHEMNET CONSORTIUM	55.00	10/19	10/23/19	
36293	SC	666 THOMAS, LORRIE	200.00	10/19	10/23/19	
36294	SC	1603 UNIVERSITY OF OREGON	291.67	10/19	10/23/19	
36295	SC	195 BUFFALO RESTORATIONS INC	774.99	10/19	10/23/19	
36296	SC	1609 DELANEY TOONE	50.00	10/19	10/23/19	
36297	SC	413 FISHER, CARRIE	104.28	10/19	10/23/19	
36298	SC	1587 MARY MARTIN	221.16	10/19	10/23/19	
36299	SC	1607 PETRA ACADEMY	50.00	10/19	10/23/19	
36300	SC	1110 SYSCO FOOD SERVICES OF MT	325.03	10/19	10/23/19	

Claims Total # of Checks: 65 Total: 123066.02

Check Types: MC=Manual Claim, SC=System Claim, V=Void (never in system), E=ACH
P=Payroll, C=Cancelled (cancelled in system), R=Reissued, D=Deleted (deleted in system)

10/22/19
17:15:56

GALLATIN GATEWAY ELEMENTARY
Check/Claim Details
For the Accounting Period: 10/19

Page: 1 of 16
Report ID: AP100W

* ... Over spent expenditure

Warrant Claim	Vendor #/Name	Amount	Acct/Source/					Obj	Proj
Line #	Invoice #/Inv Date/Description	Line Amount	PO #	Fund	Org	Prog-Func			
-99801E	1305 BMO MASTERCARD								
	1863	19.20							
ALIX DAVIS PCARD TRANSACTIONS- #8175									
OCT 5 2019 STATEMENT									
1	100 red composting worms	13.95							
			20096	101	81	100-1000		610	
Uncle Jim's Worm Farm									
2	shipping	5.25	20096	101	81	100-1000		610	
Uncle Jim's Worm Farm									
Total Check:		19.20							
-99800E	1305 BMO MASTERCARD								
	1864	5,846.05							
M.COON PCARD TRANSACTIONS- #3608									
OCT 5 2019 STATEMENT									
1	After School	2,993.80							
			20099	115	80	840-3300		660	204
SHI									
2	HP All-in-one Computer	1,230.00	20100	101	80	100-1000		660	
SHI									
3	Middle School Fieldtrip	1,622.25*	20104	115	82	710-3400		810	710
YELLOWSTONE AERIAL ADVENTURES									
Total Check:		5,846.05							
-99799E	1305 BMO MASTERCARD								
	1865	654.38							
TRANSPORATION PCARD TRANSACTIONS- #7639									
OCT 5 2019 STATEMENT									
1	CC-241 09/24/19 Fuel North Route	54.49							
		CC Accounting: 110- 80-100-2700-624							
				110		625			
CASEY'S CORNER STORE									
2	CC-242 09/13/19 Fuel South Route	97.86			110		625		
		CC Accounting: 110- 80-100-2700-624							
CASEY'S CORNER STORE									
3	CC-243 09/24/19 Fuel South Route	71.91			110		625		
		CC Accounting: 110- 80-100-2700-624							
CASEY'S CORNER STORE									
4	CC-244 09/13/19 Fuel North Route	60.53			110		625		
		CC Accounting: 110- 80-100-2700-624							
CASEY'S CORNER STORE									
5	CC-245 09/04/19 Bus Shed Supplies	64.90			110		625		
		CC Accounting: 110- 80-100-2700-610							
HOME DEPOT									
6	CC-246 09/04/19 Blue Def 2.5 Gal	134.88			110		625		
		CC Accounting: 110- 80-100-2700-610							
NAPA AUTO PARTS									
7	CC-250 10/31/09 Fuel South	93.94			110		625		
		CC Accounting: 110- 80-100-2700-624							

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8	CC-251 10/03/19 Fuel North CASEY'S CORNER STORE	75.87 Total Check: 654.38		110	625	CC Accounting: 110- 80-100-2700-624		
-99798E	1305 BMO MASTERCARD 1866 GGS TEACHERS PCARD TRANSACTIONS- #7647 OCT 5 2019 STATEMENT	105.73						
1	CC-247 09/15/19 Cow Tags for Ex Yellowstone MURDOCHS RANCH AND HOME SUPPLY	47.98 Total Check: 105.73				CC Accounting: 184- 81-710-3422-610		
2	CC-248 09/17/19 EY SUPPLIES Mammoth Hot Springs General Store	12.06		184	625	CC Accounting: 184- 82-710-3422-610		
3	CC-249 09/15/19 EY SUPPLIES TARGET	45.69 Total Check: 105.73		184	625	CC Accounting: 184- 82-710-3422-610		
-99797E	1305 BMO MASTERCARD 1867 FOOD SERVICE PCARD TRANSACTIONS #7621 OCT 5 2019 STATEMENT	138.48						
1	CC-263 09/27/19 FOOD ALBERTSONS	19.15				CC Accounting: 112- 80-910-3100-630		
2	CC-264 09/24/19 FOOD ALBERTSONS	22.65		112	625	CC Accounting: 112- 80-910-3100-630		
3	CC-265 09/19/19 FOOD ALBERTSONS	56.49		112	625	CC Accounting: 112- 80-910-3100-630		
4	CC-266 10/01/19 FOOD ALBERTSONS	40.19 Total Check: 138.48		112	625	CC Accounting: 112- 80-910-3100-630		
-99796E	1305 BMO MASTERCARD 1915 E.CLARK PCARD TRANSACTIONS- #5634 OCT 5 2019 STATEMENT	13,511.53						
1	CC-254 09/06/19 Staff Shirts and Jackets HANDS ON INC.	1,217.00				CC Accounting: 115- 80-100-2300-610-162		
2	Driving History MOTOR VEHICLE DIVISION	7.37	20087	101	80 100-2300		330	
3	Driving History	7.37	20087	101	80 100-2300		330	

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4	Driving History MOTOR VEHICLE DIVISION	7.37	20087	101	80	100-2300	330	
5	Driving History MOTOR VEHICLE DIVISION	7.37	20087	101	80	100-2300	330	
6	Driving History MOTOR VEHICLE DIVISION	7.37	20087	101	80	100-2300	330	
7	Driving History MOTOR VEHICLE DIVISION	7.37	20087	101	80	100-2300	330	
8	Driving History MOTOR VEHICLE DIVISION	7.37	20087	101	80	100-2300	330	
9	Driving History MOTOR VEHICLE DIVISION	7.37	20087	101	80	100-2300	330	
10	Driving History MOTOR VEHICLE DIVISION	7.37	20087	101	80	100-2300	330	
11	Driving History MOTOR VEHICLE DIVISION	7.37	20087	101	80	100-2300	330	
12	Driving History MOTOR VEHICLE DIVISION	7.37	20087	101	80	100-2300	330	
13	Driving History MOTOR VEHICLE DIVISION	7.37	20087	101	80	100-2300	330	
14	Driving History MOTOR VEHICLE DIVISION	7.37	20087	101	80	100-2300	330	
15	Hole punch set AMAZON.COM	6.99*	20086	101	82	280-1000	610	
16	Thank you cards Instyprints	98.42	20085	101	80	100-2321	610	
17	Envelopes Instyprints	25.00	20085	101	80	100-2321	610	
18	Discount Instyprints	-11.82	20085	101	80	100-2321	610	
19	7184 08/02/19 Tree Maintenace BOZEMAN ARBORCARE TREE SERVICE	675.00*	20033	161	80	100-2600	440	612
20	7184 08/02/19 Tree/shrub Removal BOZEMAN ARBORCARE TREE SERVICE	275.00*	20033	161	80	100-2600	440	612
21	7184 08/02/19 Shrub Trimming BOZEMAN ARBORCARE TREE SERVICE	450.00*	20033	161	80	100-2600	440	612
22	7184 08/02/19 Haul Debris BOZEMAN ARBORCARE TREE SERVICE	125.00*	20033	161	80	100-2600	440	612
23	UPGRADE SITE LICENSE IXL LEARNING	1,024.00	20017	101	80	100-1000	680	
24	BANDANAS AMAZON.COM	19.98	20089	101	80	100-1000	610	
25	BOTTLED WATER AMAZON.COM	23.89	20090	101	80	100-2600	610	
26	LYSOL WIPES AMAZON.COM	11.52	20088	101	80	100-2600	610	
27	ELASTIC BANDAGE WRAP AMAZON.COM	11.95	20088	101	80	100-2600	610	

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28	MEDICAL GAUZE		7.99	20088	101	80	100-2600	610	
	AMAZON.COM								
29	FIRST AID KIT		59.97	20088	101	80	100-2600	610	
	AMAZON.COM								
30	MAXI PADS		6.88	20088	101	80	100-2600	610	
	AMAZON.COM								
31	TAMPAX		23.00	20088	101	80	100-2600	610	
	AMAZON.COM								
32	NOAH WEATHER RADIO		25.41	20088	101	80	100-2600	610	
	AMAZON.COM								
33	TWEEZERS		5.99	20088	101	80	100-2600	610	
	AMAZON.COM								
34	TWEEZERS		4.97	20088	101	80	100-2600	610	
	AMAZON.COM								
35	TWEEZERS		17.99	20088	101	80	100-2600	610	
	AMAZON.COM								
36	RUBBER BANDS		5.49	20088	101	80	100-2600	610	
	AMAZON.COM								
37	SCISSORS		10.41	20088	101	80	100-2600	610	
	AMAZON.COM								
38	SHIPPING		13.78	20088	101	80	100-2600	610	
	AMAZON.COM								
39	BENADRYL		11.98	20092	101	80	100-2600	610	
	AMAZON.COM								
40	MCEL Registration		275.00	20110	101	80	100-2321	582	
	MTSBA - MONTANA SCHOOL BOARD ASSOCIATION								
41	Grade 6 Connected Math		2,759.10*	20106	115	81	100-1000	610	110
	PEARSON EDUCATION								
42	Grade 7 Connected Math Co		1,500.00*	20106	115	82	100-1000	610	115
	PEARSON EDUCATION								
43	Grade 7 Connected Math Co		1,100.00*	20106	115	82	100-1000	610	130
	PEARSON EDUCATION								
44	Grade 7 Connected Math Co		159.10*	20106	115	82	100-1000	610	145
	PEARSON EDUCATION								
45	Grade 8 Connected Math		2,759.10*	20106	115	82	100-1000	610	110
	PEARSON EDUCATION								
46	CC-267 09/27/19 PIR DAY LUNCH SUPPLIES		55.44		115	625			162
	ALBERTSONS								
47	S&h 10/02/19 SHIP& HAND FOR MS MATH NO PO		662.19*		115	82	100-1000	610	145
	Total Check:		13,511.53						

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-99795E	1305 BMO MASTERCARD							
	1918	5,724.07						
	C.FISHER PCARD TRANSACTIONS #3574							
	OCT 5 2019 STATEMENT							
1	FACILITY TRAINING- MASBO	125.00						
			20102	101	80	100-2500	582	
	MASBO							
2	CC-255 09/28/19 STAPLERS	79.55		101	625			
	STAPLES CREDIT PLAN							
3	CC-256 09/16/19 TRAUMA INFORMED WKSHP- GRAFEL	35.00		101	625			
	(SWMSS) SOUTHWEST MONTANA							
4	CC-257 09/23/19 MONTHLY SUBSCRIPTION	37.00		101	621			
	SURVEY MONKEY							
5	CC-258 09/19/19 WATER TESTING- LEAD & COPPER	117.60		101	625			
	ENERGY LABORATORIES, INC.							
6	CC-258 09/19/19 WATER TESTING- LEAD & COPPER	2.40		117	625			
	ENERGY LABORATORIES, INC.							
7	CC-259 08/31/19 MONTHLY SERVICE	893.04		101	625			
	GALLATIN GATEWAY WATER & SEWER DISTRICT							
8	CC-260 09/30/19 MONTHLY SERVICE	893.04		101	625			
	3607							
	GALLATIN GATEWAY WATER & SEWER DISTRICT							
9	CC-261 10/01/19 MONTHLY CUSTODIAL	2,358.72		101	625			
	1707							
	BOZEMAN ELITE COMMERCIAL CLEANING LLC							
10	CC-261 10/01/19 MONTHLY CUSTODIAL	604.80		110	625			
	1707							
	BOZEMAN ELITE COMMERCIAL CLEANING LLC							
11	CC-261 10/01/19 MONTHLY CUSTODIAL	60.48		117	625			
	1707							
	BOZEMAN ELITE COMMERCIAL CLEANING LLC							
12	CC-262 09/23/19 MONTHLY TRASH SERVICE	294.36		101	625			
	L&L SITE SERVICES							
13	CC-262 09/23/19 MONTHLY TRASH SERVICE	33.45		110	625			
	L&L SITE SERVICES							
14	CC-262 09/23/19 MONTHLY TRASH SERVICE	6.69		117	625			
	L&L SITE SERVICES							

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15		JC COLOR PRINTER TONER	55.99	20093	101	80	100-2500	610	
		AMAZON.COM							
16		FORCEFIELD FIREGUARD	53.97	20094	101	80	100-2600	610	
		SET OF 4 BOTTLES							
		AMAZON.COM							
17		LETTER TRAYS	24.10	20103	101	80	100-2500	610	
		AMAZON.COM							
18		CC-255 09/28/19 USB PORT	39.99		101		625		
			CC Accounting: 101- 80-100-2500-682						
		STAPLES CREDIT PLAN							
19		CC-255 09/28/19 TAPE DISPENSERS	8.89		101		625		
			CC Accounting: 101- 80-100-1000-610						
		STAPLES CREDIT PLAN							
Total Check:			5,724.07						
36243S		1597 EEKHOFF, KATHLEEN							
	1858		72.00						
	1	10/03/19 REF- 5/6 VBALL GAME	36.00*		184	81	720-3501	340	
	2	10/03/19 REF- 7/8 VBALL GAME	36.00*		184	82	720-3501	340	
Total Check:			72.00						
36244S		1599 HARKIN, SUZZETTE A.							
	1857		72.00						
	1	10/01/19 REF- 5/6 VBALL GAME	36.00*		184	81	720-3501	340	
	2	10/01/19 REF- 7/8 VBALL GAME	36.00*		184	82	720-3501	340	
Total Check:			72.00						
36245S		1579 SCHMIDT, JADE							
	1855		18.00						
		INCORRECT AMOUNT PAID ORIGINALLY- PAYING THE DIFFERENCE OF \$6/GAME							
	1	09/05/19 REF- 5/6 VBALL GAME	6.00*		184	81	720-3501	340	
	2	09/05/19 REF- 7/8 VBALL GAME	6.00*		184	82	720-3501	340	
	3	09/12/19 REF- 5/6 VBALL GAME	6.00*		184	81	720-3501	340	
Total Check:			18.00						
36246S		1593 SHAW, DAVID BLAKE							
	1856		12.00						
		INCORRECT AMOUNT PAID ORIGINALLY- PAYING THE DIFFERENCE OF \$6/GAME							
	1	09/17/19 REF- 5/6 VBALL GAME	6.00*		184	81	720-3501	340	
	2	09/17/19 REF- 7/8 VBALL GAME	6.00*		184	82	720-3501	340	
Total Check:			12.00						

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36247S	1600 SAUSKOJUS, JEREMY						
1861		72.00					
1	10/08/19 REF- 5/6 VOLLEYBALL	36.00*		184	81	720-3501	340
2	10/08/19 REF- 7/8 VOLLEYBALL	36.00*		184	82	720-3501	340
	Total Check:	72.00					
36248S	965 (SWMSS) SOUTHWEST MONTANA						
1910		40.50					
1	4509 10/01/19 CO-OP PURCHASING FEE	40.50*		101	80	910-3100	810
	Total Check:	40.50					
36249S	1606 3 BROTHERS PLUMBING & HEATING						
1917		1,830.14					
1	998 10/21/19 CLEARED SEWER BLOCKAGE	1,830.14*		101	80	100-2600	440
	Total Check:	1,830.14					
36250S	43 ALSCO-AMERICAN LINEN DIVISION						
1868		424.02					
1	LBIL152777 10/14/19 LINENS,RUGS,MOPS,APRONS	28.88*		101		100-2600	610
2	LBIL152777 10/14/19 LINENS,RUGS,MOPS,APRONS	3.85		110		100-2700	610
3	LBIL152777 10/14/19 LINENS,RUGS,MOPS,APRONS	15.40*		112		910-3100	610
4	LBIL152601 10/07/19 LINENS,RUGS,MOPS,APRONS	34.21*		101		100-2600	610
5	LBIL152601 10/07/19 LINENS,RUGS,MOPS,APRONS	4.56		110		100-2700	610
6	LBIL152601 10/07/19 LINENS,RUGS,MOPS,APRONS	18.25*		112		910-3100	610
7	LBIL152427 09/30/19 LINENS,RUGS,MOPS,APRONS	92.38*		101		100-2600	610
8	LBIL152427 09/30/19 LINENS,RUGS,MOPS,APRONS	12.32		110		100-2700	610
9	LBIL152427 09/30/19 LINENS,RUGS,MOPS,APRONS	49.27*		112		910-3100	610
10	LBIL152953 10/21/19 LINENS,RUGS,MOPS,APRONS	32.56*		101		100-2600	610
11	LBIL152953 10/21/19 LINENS,RUGS,MOPS,APRONS	4.34		110		100-2700	610
12	LBIL152953 10/21/19 LINENS,RUGS,MOPS,APRONS	17.37*		112		910-3100	610
13	LBIL152251 09/23/19 LINENS,RUGS,MOPS,APRONS	31.91*		101		100-2600	610
14	LBIL152251 09/23/19 LINENS,RUGS,MOPS,APRONS	4.26		110		100-2700	610
15	LBIL152251 09/23/19 LINENS,RUGS,MOPS,APRONS	17.02*		112		910-3100	610
16	LBIL152074 09/16/19 LINENS,RUGS,MOPS,APRONS	34.46*		101		100-2600	610
17	LBIL152074 09/16/19 LINENS,RUGS,MOPS,APRONS	4.60		110		100-2700	610
18	LBIL152074 09/16/19 LINENS,RUGS,MOPS,APRONS	18.38*		112		910-3100	610
	Total Check:	424.02					
36251S	78 ARROWLEAF LAWN & LANDSCAPE						
1869		1,000.00					
1	780 08/13/19 MOWING- AUG 5,12,19, 26	500.00*		101	80	100-2600	440
2	802 09/26/19 MOWING- SEPT 2,14,22,25	500.00*		101	80	100-2600	440
	Total Check:	1,000.00					

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36252S	97 AXTMAN, LAURA						
1860		59.36					
CONVERSION- OUTSTANDING WARRANT #33611 TO BE REISSUED, BOND FOR LOST WARRANT ISSUED AND ON FILE.							
1	CONVERSION CHECK REISSUE	59.36					
				187	620		
Total Check:		59.36					
36253S	168 BOZEMAN TROPHY & ENGRAVING						
1870		145.25					
1	19474 09/17/19 PLAQUE UPDATES	145.25		101	80	100-1000	610
Total Check:		145.25					
36254S	1328 BRIDGER ANALYTICAL LAB, INC						
1871		28.00					
1	1910102 10/09/19 WATER TESTING	27.44*		101	80	100-2600	421
2	1910102 10/09/19 WATER TESTING	0.56*		117	80	610-2600	421
Total Check:		28.00					
36255S	195 BUFFALO RESTORATIONS INC						
1872		1,713.05					
1	28669 10/18/19 WATER MITIGATION- SEWER BACKUP	1,713.05*		101	80	100-2600	440
Total Check:		1,713.05					
36256S	222 CDW GOVERNMENT, INC.						
1873		808.08					
1	TXR0804 09/24/19 TEACHER DESK	606.06*	20061	115	81	100-1000	610 169
2	TXR0804 09/24/19 TEACHER DESK	202.02*	20061	115	82	100-1000	610 169
1874		28.00					
1	VFN9938 10/03/19 CHROMEBOOK LICENSE	28.00*		101	80	280-1000	680
Total Check:		836.08					
36257S	228 CENTURYLINK						
1877		620.51					
1	09/04/19 MONTHLY PHONE SERVICE	226.36		101	80	100-2300	531
2	09/04/19 MONTHLY PHONE SERVICE	77.52*		110	80	100-2300	531
3	09/04/19 MONTHLY PHONE SERVICE	6.20*		117	80	610-2300	531
4	10/04/19 MONTHLY PHONE SERVICE	226.61		101	80	100-2300	531
5	10/04/19 MONTHLY PHONE SERVICE	77.61*		110	80	100-2300	531
6	10/04/19 MONTHLY PHONE SERVICE	6.21*		117	80	610-2300	531
Total Check:		620.51					

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36258S	229 CENTURYLINK						
1876		20.28					
1	1477026763 09/19/19 PHONE- LONG DISTANCE	14.80		101	80	100-2300	531
2	1477026763 09/19/19 PHONE- LONG DISTANCE	5.07*		110	80	100-2300	531
3	1477026763 09/19/19 PHONE- LONG DISTANCE	0.41*		117	80	610-2300	531
	Total Check:	20.28					
36259S	262 COMMERCIAL ENERGY OF MONTANA INC						
1878		48.20					
1	NWE055702 10/03/19 GAS ON NWE SYSTEM	47.24*		101		100-2600	411
2	NWE055702 10/03/19 GAS ON NWE SYSTEM	0.96		117		610-2600	411
	Total Check:	48.20					
36260S	1503 COMPANION CORPORATION						
1879		1,195.00					
1	114273 09/25/19 Alexandria v7, Up to 5000	1,195.00	20070	101	80	100-2225	680
1880		1,502.70					
1	114262 09/25/19 Textbook Tracker	600.00	20079	101	80	100-2225	680
2	114262 09/25/19 PORTABLE BLUETOOTH SCANNER	495.00*	20079	101	80	100-2225	660
3	114262 09/25/19 SIMPLE SCANNER	390.00*	20079	101	80	100-2225	660
4	114262 09/25/19 S&h	17.70*	20079	101	80	100-2225	660
	Total Check:	2,697.70					
36261S	1337 CORE CONTROL						
1903		240.00					
1	WO-0222 09/13/19 SERVICE KITCHEN AIR EXCHANGER	240.00*		101	80	100-2600	440
1904		210.00					
1	WO-0221 09/13/19 3RD GRADE HEATER REPAIR	210.00*		101	80	100-2600	440
	Total Check:	450.00					
36262S	1274 COYOTE MECHANICAL, LLC						
1881		750.00					
1	3061 09/27/19 CONVECTION OVEN/LABOR	750.00*	20081	115	80	910-3100	660 110
	Total Check:	750.00					
36263S	1602 CURTIS, RACHEL						
1882		25.87					
1	REFUND 09/27/19 REFUND- LATER GATORS PROGRAM	25.00		115		1900	202
2	REFUND 09/27/19 REFUND- REVTRAK SERVICE FEE	0.87		115		1900	145
	Total Check:	25.87					

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Line #	Invoice #/Inv Date/Description	Line Amount	PO #	Fund	Org	Prog-Func	Obj Proj	
36264S	331 DERMER REFRIGERATION INC							
1883		85.00						
1	45337 09/26/19 COIL CLEAN- KITCHEN APPLIANCES	85.00*		101	80	910-3100	440	
	Total Check:	85.00						
36265S	349 DRAKE IRRIGATION							
1884		150.00						
1	1075 09/29/19 WINTERIZATION- IRRIGATION	150.00*		101	80	100-2600	440	
	Total Check:	150.00						
36266S	1604 EMB, LLC							
1886		1,675.00						
1	280644 10/17/19 PLAYGROUND FENCE REPAIR & GATE	1,675.00*		101	80	100-2600	440	
	Total Check:	1,675.00						
36267S	420 FOOD SERVICES OF AMERICA							
1887		11,902.86						
1	5791995 10/10/19 FOOD	114.45		101	80	910-3100	630	
2	5791995 10/10/19 FOOD	457.81*		112	80	910-3100	630	
3	5793506 10/14/19 FOOD	105.35		101	80	910-3100	630	
4	5793506 10/14/19 FOOD	421.39*		112	80	910-3100	630	
5	5793506 10/14/19 SUPPLIES	33.61*		112	80	910-3100	610	
6	5795374 10/17/19 FOOD	53.51		101	80	910-3100	630	
7	5795374 10/17/19 FOOD	214.04*		112	80	910-3100	630	
8	5784918 09/26/19 FOOD	127.26		101	80	910-3100	630	
9	5784918 09/26/19 FOOD	509.02*		112	80	910-3100	630	
10	5784918 09/26/19 SUPPLIES	33.73*		112	80	910-3100	610	
11	5787549 10/02/19 FOOD	150.84		101	80	910-3100	630	
12	5787549 10/02/19 FOOD	603.38*		112	80	910-3100	630	
13	5782459 09/23/19 FOOD	144.76		101	80	910-3100	630	
14	5782459 09/23/19 FOOD	579.03*		112	80	910-3100	630	
15	5788512 10/03/19 FOOD	162.90		101	80	910-3100	630	
16	5788512 10/03/19 FOOD	651.61*		112	80	910-3100	630	
17	5790018 10/07/19 FOOD	117.35		101	80	910-3100	630	
18	5790018 10/07/19 FOOD	469.41*		112	80	910-3100	630	
19	5790020 10/07/19 FOOD PURCHASING PROGRAM	163.64*	20001	112	80	910-3100	630	
20	5790019 10/07/19 FOOD PURCHASING PROGRAM	713.92*	20001	112	80	910-3100	630	
21	5781103 09/19/19 FOOD	186.05		101	80	910-3100	630	
22	5781103 09/19/19 FOOD	744.21*		112	80	910-3100	630	
23	5769534 08/29/19 FOOD	255.74		101	80	910-3100	630	
24	5769534 08/29/19 FOOD	1,022.98*		112	80	910-3100	630	
25	5769534 08/29/19 SUPPLIES	80.81*		112	80	910-3100	610	
26	5769534 08/29/19 FOOD- SNACK CART	91.18*		115	80	710-3400	610 112	
27	5773343 09/05/19 FOOD	156.35		101	80	910-3100	630	
28	5773343 09/05/19 FOOD	625.39*		112	80	910-3100	630	
29	5773343 09/05/19 SUPPLIES	69.56*		112	80	910-3100	610	
30	5778969 09/16/19 SUPPLIES	612.13*		112	80	910-3100	610	
31	5777355 09/12/19 FOOD	173.41		101	80	910-3100	630	

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GALLATIN GATEWAY ELEMENTARY
Check/Claim Details
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Warrant Claim	Vendor #/Name	Amount	Acct/Source/				
Line #	Invoice #/Inv Date/Description	Line Amount	PO #	Fund	Org	Prog-Func	Obj Proj
32	5777355 09/12/19 FOOD	693.64*		112	80	910-3100	630
33	5777355 09/12/19 SUPPLIES	17.90*		112	80	910-3100	610
34	5775066 09/09/19 SUPPLIES	946.43*		112	80	910-3100	610
35	5775066 09/09/19 SNACK CART- FOOD/SUPPLIES	46.01*		115	80	710-3400	610 112
36	5775070 09/09/19 FOOD PURCHASING PROGRAM	354.06*	20001	112	80	910-3100	630
	Total Check:	11,902.86					
36268S	1499 GALE						
1875		992.25					
1	68479539 09/17/19 ANNUAL RENEWAL	992.25	20023	101	80	100-2225	680
	Total Check:	992.25					
36269S	431 GALLATIN CO. SUPERINTENDENT OF						
1888		256.00					
1	2020-19 09/27/19 P.ROGER- BKGRD CHECK	32.00		101	80	100-2300	330
2	2020-19 09/27/19 T. KEEL- BKGRD CHECK	32.00		101	80	100-2300	330
3	2020-19 09/27/19 A. MOORE- BKGRD CHECK	32.00		101	80	100-2300	330
4	2020-19 09/27/19 M. KUCHYNKA- BKGRD CHECK	32.00		101	80	100-2300	330
5	2020-19 09/27/19 L. HERRON- BKGRD CHECK	32.00		101	80	100-2300	330
6	2020-19 09/27/19 M. HERRON- BKGRD CHECK	32.00		101	80	100-2300	330
7	2020-19 09/27/19 M. DOWNS- BKGRD CHECK	32.00		101	80	100-2300	330
8	2020-19 09/27/19 P. KING- BKGRD CHECK	32.00		101	80	100-2300	330
	Total Check:	256.00					
36270S	439 GALLATIN GATEWAY SCHOOL						
1890		455.22					
1	939637 08/27/19 STAFF BBQ SUPPLIES	82.86*		115	80	100-2300	610 162
2	939637 08/27/19 BACK TO SCHOOL BBQ	206.12*		115	80	100-2300	610 110
3	939639 10/02/19 WALK TO SCHOOL DAY	124.24		101	80	100-1000	610
4	SES 10/15/19 NEEDY STUDENT MEALS	42.00*		115	80	100-1000	810 110
	Total Check:	455.22					
36271S	451 GATEWAY ELECTRIC LLC						
1889		122.10					
1	1426 10/16/19 REPAIR ELECTRICAL LINE- SEWER	122.10*		101	80	100-2600	440
	Total Check:	122.10					
36272S	471 GRANITE TECHNOLOGY SOLUTIONS INC						
1891		410.00					
1	INV_2402 09/15/19 SPEAKERS AFTER REMODEL	410.00*		101	80	100-2600	440
	Total Check:	410.00					

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Warrant Claim		Vendor #/Name	Amount		Acct/Source/				
Line #		Invoice #/Inv Date/Description	Line Amount	PO #	Fund	Org	Prog-Func	Obj	Proj
36273S		545 HOUSE OF CLEAN							
	1892		174.15						
1		23699B 09/19/19 NAPKINS (5 CASES)	174.15		101	80	910-3100	610	
		Total Check:	174.15						
36274S		577 J&H INC							
	1893		546.55						
1		569503 10/14/19 COPIER- BUSINESS OFFICE	34.65		101	80	100-2500	550	
2		568873 10/03/19 COPIER- OFFICE	482.00		101	80	100-2300	550	
3		567547 09/16/19 COPIER- BUSINESS OFFICE	29.90		101	80	100-2500	550	
		Total Check:	546.55						
36275S		655 LEE, JERRY							
	1894		15.20						
1		10/15/19 MILEAGE REIMBURSEMENT	15.20*		110	80	100-2700	582	
		Total Check:	15.20						
36276S		1295 MADISON MECHANIX, LLC							
	1902		433.29						
1		1508 10/05/19 OIL CHANGE- 2018 BLUEBIRD	433.29*		110	80	100-2740	440	
		Total Check:	433.29						
36277S		691 MATTHEWS, LIZ							
	1895		221.56						
1		10/08/19 MILEAGE REIMBURSEMENT- YNP	221.56*		184	81	710-3422	582	
		Total Check:	221.56						
36278S		714 MFPE, VERONICA RUBIO, TREASURER							
	1859		266.34						
CONVERSION- OLD CHECK #32143 TO BE REISSUED. VENDOR NAME CHANGES FROM MEA/MFT, DEANNA COLLINS, TREASURER TO MFPE, VERONICA RUBIO									
BOND FOR LOST WARRANT ON FILE.									
1		REISSUE OF CONVERSION CHECK	266.34		187	620			
UNION DUES									
		Total Check:	266.34						
36279S		771 MONTANA SCIENCE OLYMPIAD							
	1898		325.00						
1		129 10/05/19 MIDDLE SCHOOL VARSITY TEAM	325.00*		101	80	100-1000	810	
		Total Check:	325.00						

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Line #		Invoice #/Inv Date/Description	Line Amount	PO #	Fund	Org	Prog-Func	Obj	Proj
36280S		1605 MOORE, AMANDA							
	1896		15.00						
1		09/03/19 REIMBURSEMENT- BACKGROUND CHK	15.00		101	80	100-2300	330	
		Total Check:	15.00						
36281S		806 MTSBA - MONTANA SCHOOL BOARD							
	1899		693.42						
1		0002418 08/12/19 SCHOOL ACTIVITIES TRAIN- KEEL	125.00		101	80	100-2321	582	
2		0002419 08/12/19 SCHOOL ACTIVITIES TRAIN- FISH	125.00		101	80	100-2500	582	
3		0002420 08/12/19 SCHOOL ACTIVITIES TRAIN- ROGE	125.00*		101	80	720-3500	582	
4		0002717 08/31/19 STRATEGIC PLANNING- DEB SILK	318.42		101	80	100-2300	330	
		Total Check:	693.42						
36282S		1303 NEOPOST USA INC							
	1900		95.74						
1		57007420 09/16/19 POSTAGE MACHINE- LEASE	95.74		101	80	100-2300	532	
		Total Check:	95.74						
36283S		856 NORTHWESTERN ENERGY							
	1901		1,642.82						
1		10/03/19 ELECTRICITY	940.77		101	80	100-2600	412	
		ELECTRICITY							
2		10/03/19 ELECTRICITY	241.22*		110	80	100-2600	412	
		ELECTRICITY							
3		10/03/19 ELECTRICITY	24.12*		117	80	610-2600	412	
		ELECTRICITY							
4		10/03/19 POWER-LIGHTS	90.87		101	80	100-2600	410	
		POWER-LIGHTS							
5		10/03/19 POWER-LIGHTS	94.66*		110	80	100-2600	410	
		POWER-LIGHTS							
6		10/03/19 POWER-LIGHTS	3.79*		117	80	610-2600	410	
		POWER-LIGHTS							
7		10/03/19 NATURAL GAS	242.44		101	80	100-2600	411	
		NATURAL GAS							
8		10/03/19 NATURAL GAS	4.95*		117	80	610-2600	411	
		NATURAL GAS							
		Total Check:	1,642.82						
36284S		945 R & R TAYLOR CONSTRUCTION							
	1906		59,766.29						
1		09/17/19 RESTROOM REMODEL	59,766.29*		161	80	100-2600	440	612
		Total Check:	59,766.29						

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Line #	Invoice #/Inv Date/Description	Line Amount	PO #	Fund	Org	Prog-Func	Obj Proj
36285S	962 RENAISSANCE LEARNING, INC.						
1905		117.50					
1	INV4511716 09/17/19 STAR 360 SUBSCRIPTION ADD	117.50	20084	101	80	100-1000	680
	Total Check:	117.50					
36286S	1009 SCHOLASTIC INC.						
1907		256.69					
1	M6789521 10/01/19 schoastic news grade 2	132.25	19131	101		999	
	PO Accounting (Org/Prog/Func/Obj/Proj: -100-1000-650-						
2	M6789521 10/01/19 SHIPPING	13.22	19131	101		999	
	PO Accounting (Org/Prog/Func/Obj/Proj: -100-1000-650-						
3	M6789536 10/01/19 Scholastic News Ed. 1	86.25	19123	101		999	
	PO Accounting (Org/Prog/Func/Obj/Proj: -100-1000-650-						
4	M6789536 10/01/19 Science Spin K-1	14.85	19123	101		999	
	PO Accounting (Org/Prog/Func/Obj/Proj: -100-1000-650-						
5	M6789536 10/01/19 SHIPPINH	10.12	19123	101		999	
	PO Accounting (Org/Prog/Func/Obj/Proj: -100-1000-650-						
	Total Check:	256.69					
36287S	1029 SECURITY SOLUTIONS INC						
1908		510.00					
1	8723 09/18/19 ADDITIONAL LABOR- 2 ADL LABOR	510.00*		101	80	100-2600	440
	Total Check:	510.00					
36288S	1058 SNA - SCHOOL NUTRITION ASSOCIATION						
1909		45.50					
1	06/30/19 MEMBERSHIP RENEWAL	45.00*	20020	101		910-3100	810
2	06/30/19 MEMBERSHIP RENEWAL- ADJUST	0.50*		101		910-3100	810
	Total Check:	45.50					
36289S	1110 SYSCO FOOD SERVICES OF MT						
1911		2,810.30					
1	243466873 09/24/19 FOOD	287.96*		112	80	910-3100	630
2	243488429 10/08/19 FOOD	64.59		101	80	910-3100	630
3	243488429 10/08/19 FOOD	258.36*		112	80	910-3100	630
4	SYS-715502 09/12/19 SUPPLIES	346.21*		112	80	910-3100	610
5	243456868 09/17/19 FOOD	43.80		101	80	910-3100	630
6	243456868 09/17/19 FOOD	175.18*		112	80	910-3100	630
7	243456868 09/17/19 SNACK CART- FOOD/SUPPLIES	135.08*		115	80	710-3400	610 112
8	243446708 09/10/19 FOOD	126.47		101	80	910-3100	630
9	243446708 09/10/19 FOOD	505.88*		112	80	910-3100	630
10	243446708 09/10/19 SUPPLIES	253.36*		112	80	910-3100	610
11	243435151 09/03/19 FOOD	62.89		101	80	910-3100	630
12	243435151 09/03/19 FOOD	251.56*		112	80	910-3100	630
13	243424727 09/27/19 FOOD	59.79		101	80	910-3100	630
14	243424727 09/27/19 FOOD	239.17*		112	80	910-3100	630
	Total Check:	2,810.30					

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Warrant Claim		Vendor #/Name	Amount		Acct/Source/				
Line #		Invoice #/Inv Date/Description	Line Amount	PO #	Fund	Org	Prog-Func	Obj	Proj
36290S		1118 TEAR IT UP LLC							
	1912		67.52						
1		41983 10/09/19 DOCUMENT SHREDDING	67.52		101	80	100-2300	330	
		Total Check:	67.52						
36291S		1131 THE CARRIAGE HOUSE CAR WASH							
	1913		8.19						
1		3995 09/30/19 BUS- CAR WASH	8.19		110		100-2700	440	
		Total Check:	8.19						
36292S		1132 THE CHEMNET CONSORTIUM							
	1914		55.00						
1		101188 10/14/19 RANDOM DRUG SCREEN	55.00*		110	80	100-2600	330	
		Total Check:	55.00						
36293S		666 THOMAS, LORRIE							
	1897		200.00						
1		08/24/19 BATERIOLOGICAL- SEPT	98.00*		101	80	100-2600	421	
2		08/24/19 BATERIOLOGICAL- SEPT	2.00*		117	80	610-2600	421	
3		09/23/19 BACTERIOLOGICAL- OCT	98.00*		101	80	100-2600	421	
4		09/23/19 BACTERIOLOGICAL- OCT	2.00*		117	80	610-2600	421	
		Total Check:	200.00						
36294S		1603 UNIVERSITY OF OREGON							
	1885		291.67						
1		INV0005518 10/10/19 SWIS ANNUAL LICENSE- PRORA	291.67		101	80	100-1000	680	
		Total Check:	291.67						
36295S		195 BUFFALO RESTORATIONS INC							
	1923		774.99						
1		28687 10/22/19 WATER MITIGATION- SEWER BLOCKA	774.99*		101	80	100-2600	440	
		Total Check:	774.99						
36296S		1609 DELANEY TOONE							
	1924		50.00						
1		1 10/16/19 INTERPRETER SERVICES- SUPT MTG	50.00*		101	82	100-2150	330	
		Total Check:	50.00						
36297S		413 FISHER, CARRIE							
	1920		104.28						
1		09/17/19 MILEAGE REIMBUREMENT	104.28		101	80	100-2500	582	
		Total Check:	104.28						

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Warrant Claim		Vendor #/Name	Amount					
Line #		Invoice #/Inv Date/Description	Line Amount	PO #	Fund	Org	Acct/Source/ Prog-Func	Obj Proj
36298S		1587 MARY MARTIN						
	1922		221.16					
	1	10/18/19 HOTEL REIMBURSEMENT- MCEL	221.16		101	80	100-2300	582
		Total Check:	221.16					
36299S		1607 PETRA ACADEMY						
	1919		50.00					
	1	10/21/19 VBALL TOURNAMENT FEE	50.00*		184	82	720-3501	810
		Total Check:	50.00					
36300S		1110 SYSCO FOOD SERVICES OF MT						
	1925		325.03					
	1	243507302 10/22/19 FOOD	65.01		101	80	910-3100	630
	2	243507302 10/22/19 FOOD	260.02*		112	80	910-3100	630
		Total Check:	325.03					
		# of Claims	68	Total:	123,066.02			



GALLATIN GATEWAY SCHOOL

TO: Gallatin Gateway School Board of Trustees

FROM: Carrie Fisher, Business Manager/Clerk

DATE: October 14, 2019

RE: Cash Reconciliation as of July 31, 2019

County Treasurer Cash vs Book Cash AS OF July 31, 2019

<u>Fund Name:</u>	<u>Fund #:</u>	County Treasurer <u>Cash:</u>	Book <u>Cash</u>	<u>Difference:</u>
General	101	\$100,976.74	\$100,976.74	\$0.00
Transportation	110	\$10,121.95	\$10,121.95	\$0.00
Bus Depreciation	111	\$6,783.64	\$6,783.64	\$0.00
Food	112	-\$263.87	-\$263.87	\$0.00
Tuition	113	\$889.58	\$889.58	\$0.00
Retirement	114	\$39,964.50	\$39,964.50	\$0.00
Miscellaneous	115	\$27,675.19	\$27,675.19	\$0.00
Adult Education	117	\$13,870.91	\$13,870.91	\$0.00
Compensated Absences	121	\$218.36	\$218.36	\$0.00
Technology	128	\$3,031.31	\$3,031.31	\$0.00
Flexibility	129	\$11,099.97	\$11,099.97	\$0.00
Debt Service	150	\$426.20	\$426.20	\$0.00
Building	160	\$2,112.41	\$2,112.41	\$0.00
Building Reserve	161	\$131,427.54	\$131,427.54	\$0.00
Endowment	181	\$1,490.46	\$1,490.46	\$0.00
Payroll Clearing	186	\$621.12	\$621.14 *	-\$0.02 **
Claims Clearing	187	\$10,983.57	\$10,983.57 *	\$0.00
 Total		 \$361,429.58	 \$361,429.60	 -\$0.02

* Equals Outstanding Warrants.

**currently researching



GALLATIN GATEWAY SCHOOL

TO: Gallatin Gateway School Board of Trustees

FROM: Carrie Fisher, Business Manager/Clerk

DATE: October 15, 2019

RE: Cash Reconciliation as of August 31, 2019

County Treasurer Cash vs Book Cash AS OF August 31, 2019

<u>Fund Name:</u>	<u>Fund #:</u>	County Treasurer <u>Cash:</u>	Book <u>Cash</u>	<u>Difference:</u>
General	101	\$104,485.33	\$104,485.33	\$0.00
Transportation	110	\$10,501.35	\$10,501.35	\$0.00
Bus Depreciation	111	\$6,918.53	\$6,918.53	\$0.00
Food	112	-\$3,052.00	-\$3,052.00	\$0.00
Tuition	113	\$889.58	\$889.58	\$0.00
Retirement	114	\$37,386.05	\$37,386.05	\$0.00
Miscellaneous	115	\$38,452.27	\$38,452.27	\$0.00
Adult Education	117	\$13,179.69	\$13,179.69	\$0.00
Compensated Absences	121	\$218.36	\$218.36	\$0.00
Technology	128	\$977.02	\$977.02	\$0.00
Flexibility	129	\$11,099.97	\$11,099.97	\$0.00
Debt Service	150	\$689.25	\$689.25	\$0.00
Building	160	\$2,112.41	\$2,112.41	\$0.00
Building Reserve	161	\$127,131.51	\$127,131.51	\$0.00
Endowment	181	\$1,490.46	\$1,490.46	\$0.00
Payroll Clearing	186	\$1,005.16	\$1,005.18 *	-\$0.02 **
Claims Clearing	187	\$16,579.54	\$16,579.54 *	\$0.00
 Total		 \$370,064.48	 \$370,064.50	 -\$0.02

* Equals Outstanding Warrants.

**currently researching



GALLATIN GATEWAY SCHOOL

TO: Gallatin Gateway School Board of Trustees

FROM: Carrie Fisher, Business Manager/Clerk

DATE: October 18, 2019

RE: Cash Reconciliation as of September 30, 2019

County Treasurer Cash vs Book Cash *AS OF September 30, 2019*

<u>Fund Name:</u>	<u>Fund #:</u>	County Treasurer <u>Cash:</u>	Book <u>Cash</u>	<u>Difference:</u>
General	101	\$63,844.45	\$63,844.45	\$0.00
Transportation	110	\$5,351.95	\$5,351.95	\$0.00
Bus Depreciation	111	\$7,039.83	\$7,039.83	\$0.00
Food	112	\$8,869.56	\$8,869.56	\$0.00
Tuition	113	\$613.38	\$613.38	\$0.00
Retirement	114	\$27,813.94	\$27,813.94	\$0.00
Miscellaneous	115	\$44,907.69	\$44,907.69	\$0.00
Adult Education	117	\$11,437.04	\$11,437.04	\$0.00
Compensated Absences	121	\$218.36	\$218.36	\$0.00
Technology	128	-\$11,952.48	-\$11,952.48	\$0.00
Flexibility	129	\$11,099.97	\$11,099.97	\$0.00
Debt Service	150	\$1,241.08	\$1,241.08	\$0.00
Building	160	\$2,112.41	\$2,112.41	\$0.00
Building Reserve	161	\$116,469.63	\$116,469.63	\$0.00
Endowment	181	\$1,490.46	\$1,490.46	\$0.00
Extra-Curricular	184	\$2,055.00	\$2,055.00	\$0.00
Payroll Clearing	186	\$2,374.11	\$2,374.13 *	-\$0.02 **
Claims Clearing	187	\$10,547.15	\$10,547.15 *	\$0.00
 Total		 \$305,533.53	 \$305,533.55	 -\$0.02

* Equals Outstanding Warrants.

**currently researching

October/November - as of October 18, 2019
Certified/Classified Substitute Recommendations:

Bus Driver

Maxine Daniel

Kitchen/Food Service

Connie Evenson

Teachers/Aides/Other

Mark Aamot

Nickole Achziger

Dayna Bergin

April Bettilyon

Tina Colstad

Cynthia Corliss

Connie Evenson

Jason Fischer

Kevin Germann

Jennifer Gilbert

Mary Jo Haberman

Audra Harvey

Amanda Herrera

Wendy Hourigan

Skyla Jenkins

Cheryl Juergens

Kris Keller

Spencer Kirkemo

Heidi Maus

Hannah Mayer

Darcy Nordhagen

Brad Parsch

Teresa Ann Quatraro

Tonya Scott

Barry Sulam

Debra Tysse

Office/Clerical

Connie Evenson

**All new substitute hires are pending an adequate fingerprint background check.*



SUPERINTENDENT REPORT

Theresa Keel

Supt. Happenings

- Attended SpEd Coop Meeting
- Ran in the Gateway Gallop
- Attended the Community Supper
- Attended 4 Rivers Supt Meeting
- Held Supt Discuss and Cuss.
- Attended The Maze as a Staff Team Building Exercise
- Attended GBB Parent Meeting
-

Strategic Goals

Individual Student Success

- Faculty PLC Wed. Sept. 25 — Strategic Plan Action plan
- Faculty PLC Wed. Oct. 2 — Strategic Plan Action plan
- Faculty PLC Wed. Oct. 9 — Tier II Rtl and what does it look like in our Classrooms?
- Met with Student Council Reps about Red Ribbon Week
- PIR Sept 27 aligned 4-8 Math with ACE Curriculum model, selected and ordered 6-8 Math Materials
- 6 teachers have signed up for a book study on differentiated instruction
- Beginning to put together a system to identify and serve Gifted and Talented
- Fall Star Baseline Data

Staff and Volunteers

- Bozeman Art Museum begins weekly instruction on Sept 21.
- World Language Instruction has begun
- Potential for Chili Cook-off and Art Auction to fund art supplies
- Will be attending Mentoring meetings to coach
- Currently serving 55 students in Tier II or Tier III Reading Rtl

Facilities

- New network changes are still in progress. We had a network outage due to new equipment "talking" to old equipment. Needed to purchase new ports due to remainder of ports taken by new door access points.
- Researched Bond and Building processes
- Sewage issues resolved
- CORE out to coordinate heating system with computer system
- Playground inspection — In good shape, need more cushion under "magic carpet" and other small repairs.

Leadership, Communication, Collaboration

- Finished Goal Setting Meetings, beginning pre-Evaluation Conferences and Formal/Informal Evaluations



2nd Grade Science Bulletin Board

"Excellent schools guarantee learning excellence in students by promoting and supporting excellence in the ongoing learning of their teachers."

-John R. Wink,

A Leader's Guide to Excellence in Every Classroom



8th Grade tour of Gallatin High School

August 26, 2019



SUPERINTENDENT REPORT

Theresa Keel

Supt. Happenings

- Attended MCEL
- 9 Rtl parent meetings, 5 IEP, 3 504, 2 general parent meetings
- 2 Walkthroughs

Strategic Goals

Leadership, Communication, and Collaboration (cont)

- Met individually with AD regarding Girls Basketball and Communication, specifically to schedule an additional parent meetings
- Met w/Teacher Sponsor for DC Trip — developing comprehensive learning plan for trip
- Ready to launch GGS Facebook Page

Safety

- Fire Drill, Sept 26
- Earthquake Drill for Montana Shake Out, Oct 16
- Attended Safety Toolkit workshop at MCEL — have asked GSS MEA for 2 teachers to be on the Safety Committee, and adding 2 staff members as well
- Still planning to have law enforcement ride buses for suggestions on safety
- Fire Prevention classes held in K-3 classrooms by GGFD
- Counselor will be presenting Trauma Informed Practices for PLC on Oct 23
- 5 Discipline Referrals



GGS Staff and Families at The Maze



Getting ready to take the all-school picture!

"Your adult work life is aimless unless it actually results in children who are both smart (able to demonstrate successful learning of essential knowledge and skills) and good (able to demonstrate good citizenship and positive moral character.)"

-Timothy D. Kanold,

The Five Disciplines of PLC Leaders



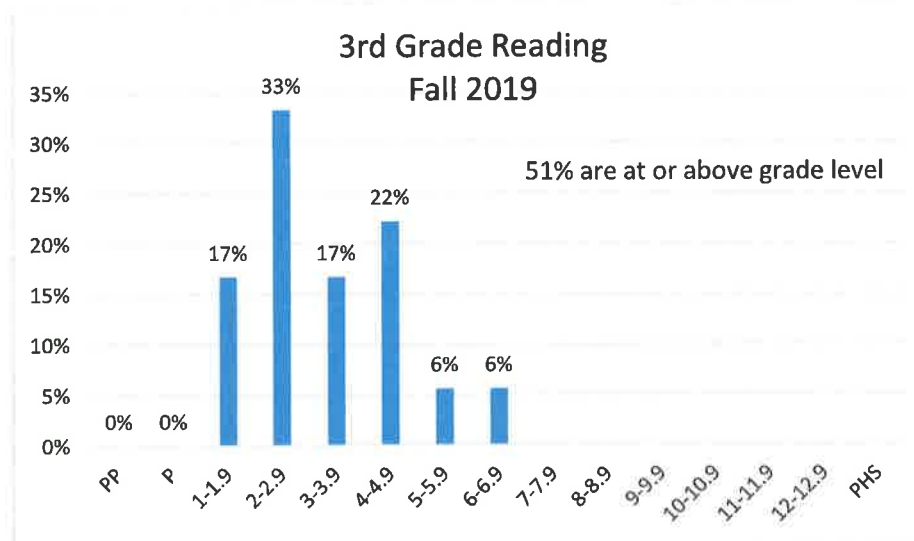
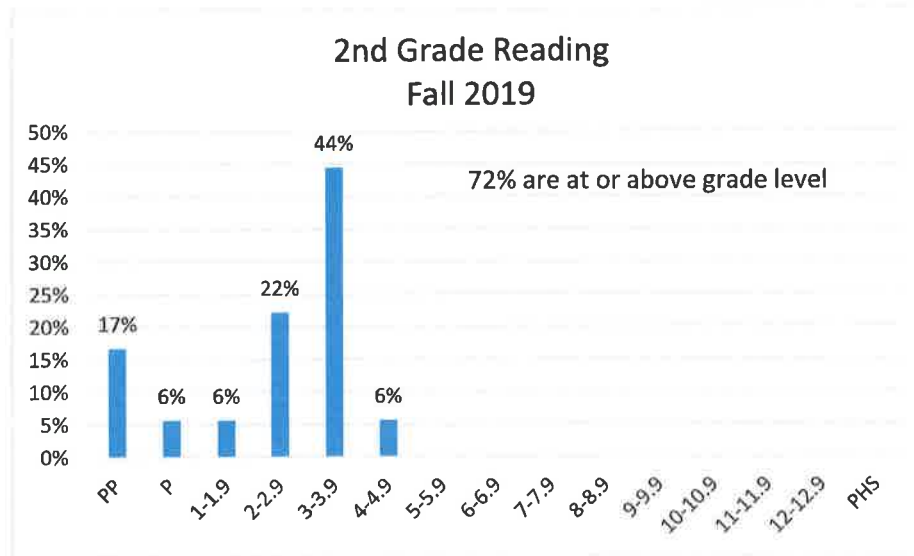
8th Grade CTE Trip to Bozeman

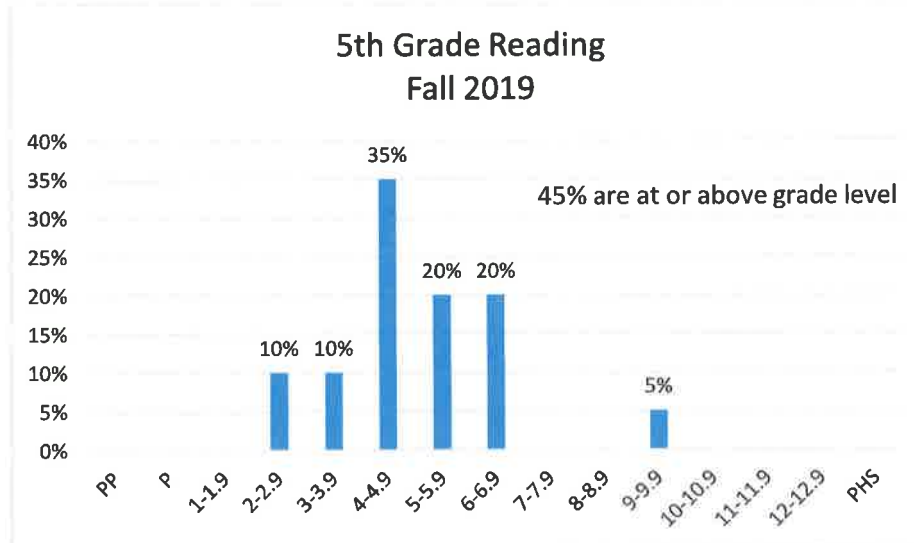
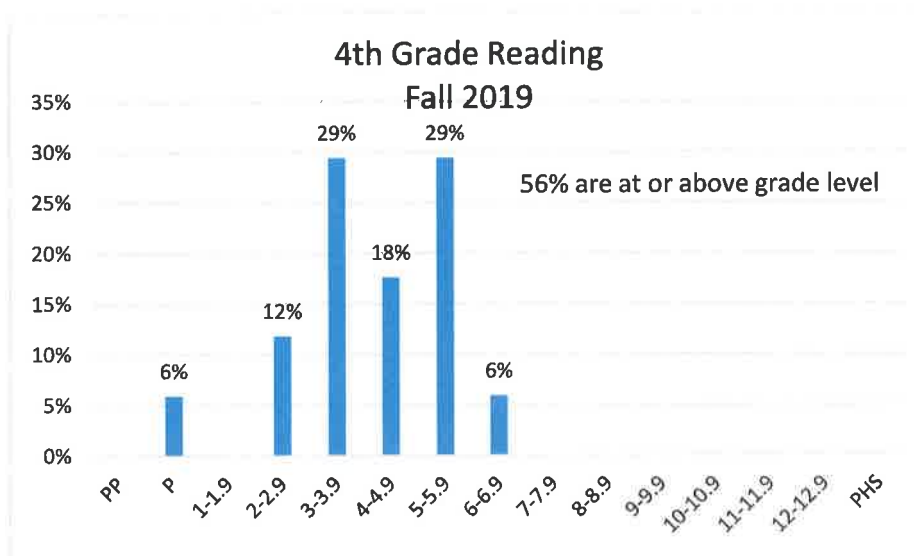
Enrollment Summary

Grade	Total	Boys	Girls	OD
K	16	8	8	5
1	13	7	6	5
2	18	10	8	6
3	18	9	9	4
4	17	10	7	2
5	20	11	9	7
6	20	10	10	4
7	27	13	14	7
8	23	11	12	6
Total:	172	89	83	46
		10/18/2019		

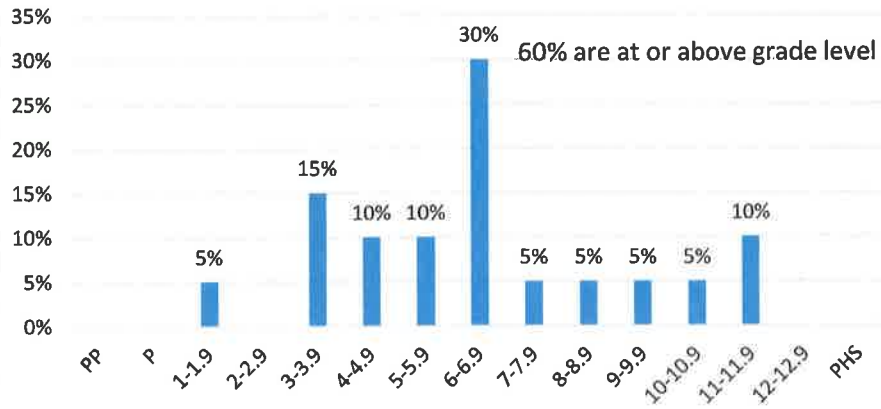
GGG Fall Star Reading

September 2019

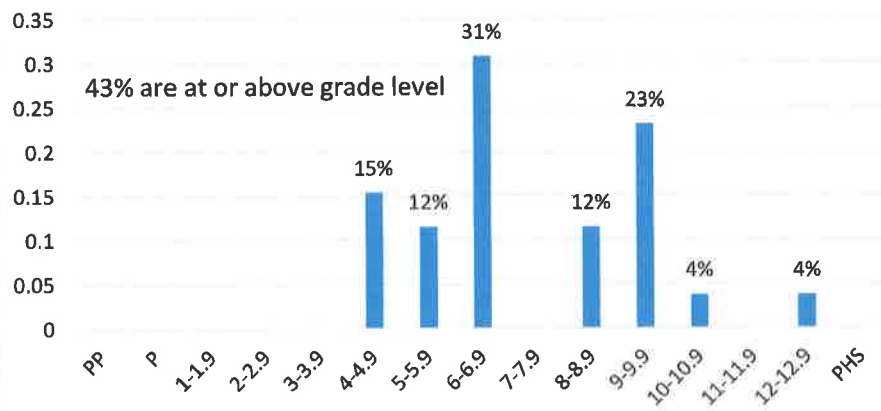




6th Grade Reading Fall 2019

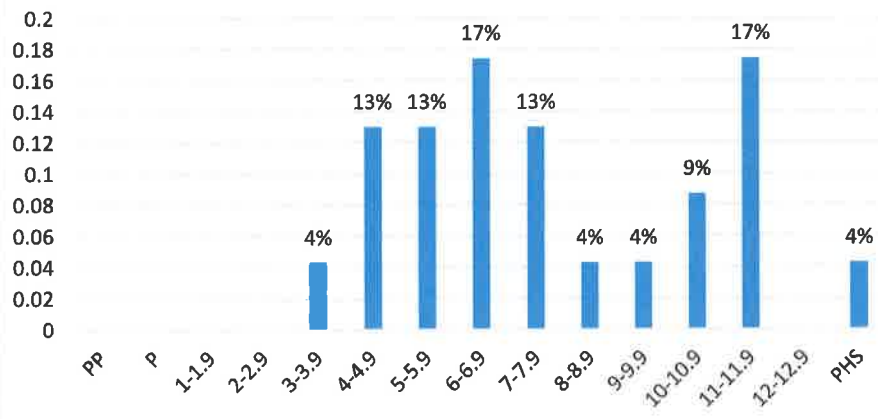


7th Grade Reading Fall 2019



51% are at or above grade level

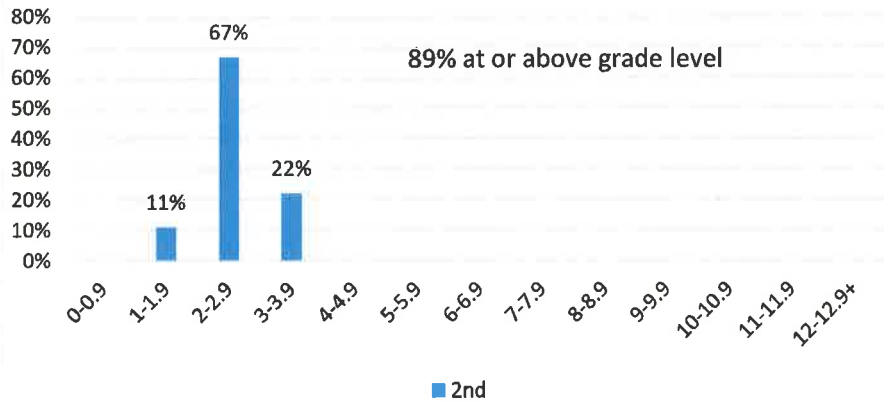
8th Grade Reading Fall 2019



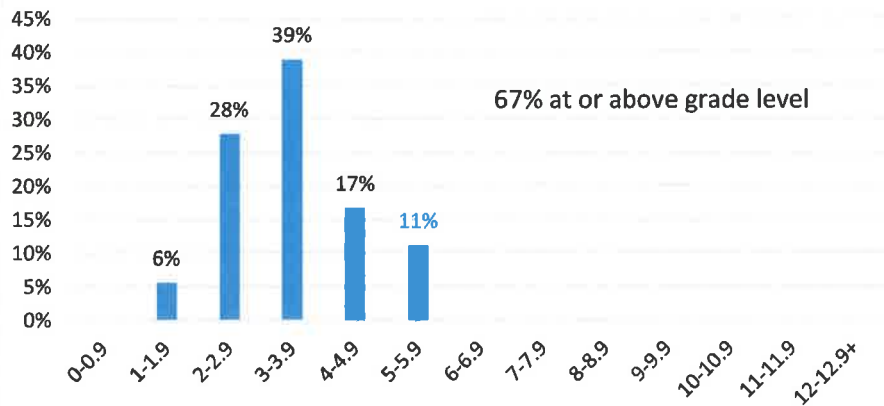
GGs Fall Star Mathematics

September 2019

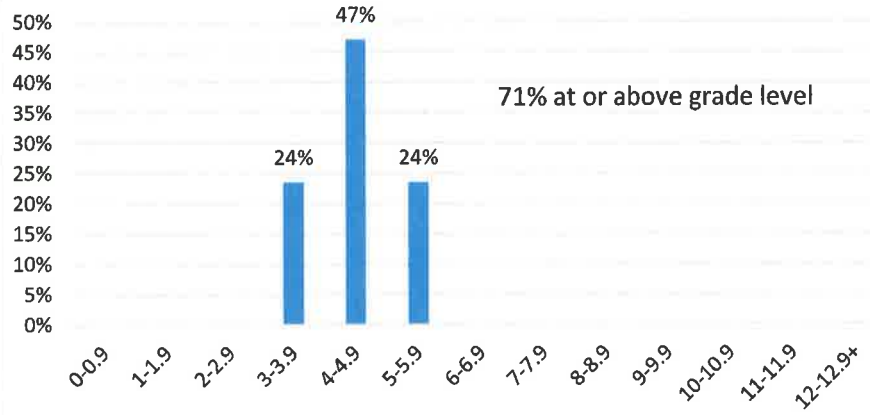
2nd Star Math Fall 2019



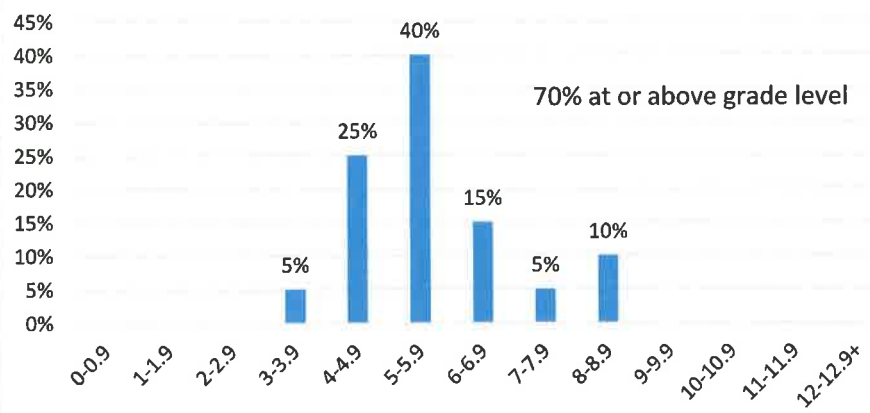
3rd Star Math Fall 2019



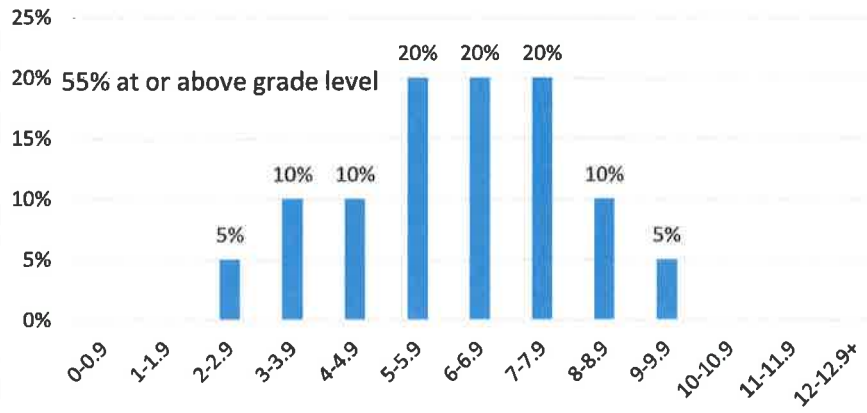
4th Star Math (with Reading Accommodations) Fall 2019



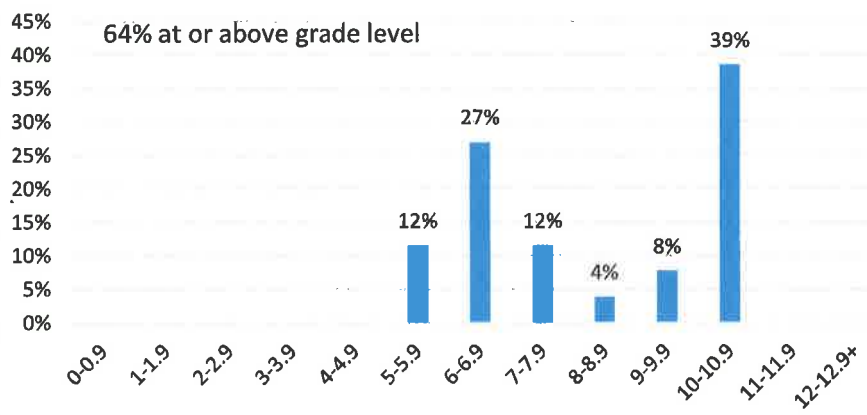
5th Star Math (with reading Accommodations) Fall 2019



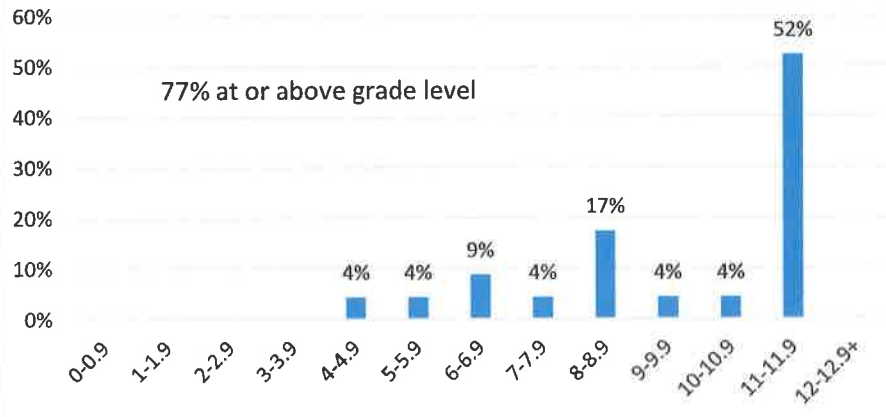
6th Star Mathematics Fall 2019



7th Star Mathematics Fall 2019



8th Star Mathematics Fall 2019



Honoring Montana's Best

MASBO | MREA | MTSBA | SAM

Announcement of Winners Opening General Session

Thursday, October 17, 2019 - 7:45 am
DoubleTree Billings, Ballroom, Third Floor

**We will be announcing
the recipients of:**

**Jay Erdie Memorial
Mentor Scholarship**

**MCASE Special Education
Director of the Year**

Superintendent of the Year

MASSP Principal of the Year

META Technologist of the Year

**META Empowered
Superintendent of the Year**

**Montana Association of School
Superintendents (MASS)
Honor School Boards of the Year**

We will be recognizing those recipients of:

2019 MASBO Outstanding Business Official
Jackie Young, Fairview

MTSBA's Golden Gavel Awards



Corvallis K-12 Schools
Frazer Public Schools
Heart Butte K-12 Schools
Lockwood Public Schools

MTSBA's Marvin Heintz Awards



Christina Harrell, Darby K-12 Schools
Deanna Hastings, Cascade Public Schools
Dick Cameron, Ashland Elementary
Joe Borgstrom, Lockwood Public Schools
Phil Koterba, Lewistown Public Schools
Tom Billteen, Butte Public Schools
Tom McLaughlin, Hellgate Elementary

MASS Regional Superintendents of the Year

Northeast Region - Tony Holecek, Westby
Western Region - Tom Stack, Clinton
North Central Region - Les Meyer, Fairfield
South Central Region - Jeff Bermes, Columbus
South Central Region - Alvin Buerkle, Sweet Grass Co. H.S.
Central Region - Gregory Dem, Roy
Four Rivers Region - Scott Chauvet, Manhattan
Northwest Region - Matt Jensen, Bigfork
Southeast Region - Nate Olson, Jordan
Hi-Line Region - Craig Mueller, Havre



MONTANA'S 2019 CERTIFIED TRUSTEES

GOLD

*Previous Marvin Heintz Award
Winners who are still serving
as Trustees as of June 2019*

Aileen Couch
Ann Wake
Barbara Riley
Bob Cornwell
Breck Scheet
Carol Young
Carter Clausen
Chris Boland
Cindy Erickson
Craig Broesder
Curtis Smeby
Dale Ahrens
David Pafford
Debbie Lester
Edward Hill
Gary Luslin
Gayle Venturelli
Greg Skiff
Greta Besch Moen
Harvey Capellen
Helde Ameson
Helen King
Iris Kill Eagle
Jami Romney-FitzGerald
Jan Cahill
Jeff Mattson
Jill Rocksund
Katherine Pfau
Kelly Dey
Ken Olson
Kennard Steinke
Kevin Bokovoy
Kevin McDonnell
Lori Sayers
Marcia Ellermeyer
Margie Matovich
Mark Diehl
Mark Knudsen
Maureen McMahon-Mannix
Mike Longbottom
Mona Amundson
Paul Finnicum
Polly Icenoggle
Rikki James
Robert McLean
Ruth Harrison
Sabrina Steketee
Sandra Wilson
Scott Walter
Shaun Scott
Ted Mongeon
Theresa Miller
Tim Sather
Tom Anderson
Valerie Fowler
Wendy Tage
Yancay Beston

SILVER

Aaron Schwietz

Allie Olsen
Andrea Miller
Andy Willett
Angela Hastings
Ann Halverson
Bob Carter
Brad Kammerzell
Brent Anderson
Brian Aklestad
Brian Gallup
Bryan Vincent
Charles Hopf
Cory Hill
Crystal Uffelman
Cynthia Barnes
Dan Thomas
Darin Arganbright
Davey Haglund
Dean Schuler
Debbie Crutcher
Debra McGowan
Dennis Bishop
Doug Ray
Douglas Fischer
Eric Nystrom
Frank Doney
Gary Leese
Gy Salvevold
Heather Fryer
Hope Ereth
Jack Babon
Jana Olson
Jane Wheeler
Janis Fontaine
Janna Hafer
Jed Petersen
Jeff Gray
Jessica Wilson-Fetter
Joe Morse
Joe Petersen
Joellyn Clark
John Daggett
John Gospodarek
John Mercer
Johnna Koenig
Jon Owen
Josh Johnson
Julie Fleury
Kathleen Adams
Keith Bell
Kodi Peterson
Kristine Mothershead
Kristopher Rushton
Lance Isaak
Lance Miller
Larry Wilson
Layton Salsbery
Libby Goldee
Linda Hansen
Lori Christensen
Lu Mary Spang
Luke Muszkewicz
Marc Smith
Marcia Holland
Mary Ellen Fitzgerald
Matthew Smith

Mike Leo
Nancy Larsen
Pamela Ask
Patricia Lewis
Raye Anne Lund
Rob Brownell
Ron Warren
Rory Seidlitz
Russell Gopher
Sandra Muster
Sara Moline
Sarah Sullivan
Scott Gunderson
Scott Klekover
Shantel Herman
Sharon Morehouse
Steve Young
Tanya Reinhardt
Terry Annalora
Therese Sutton
Tim Scheele
Tim Schreiber
Tim Seaman
Valerie Blackcrow
Wayne Stanford

BRONZE

Aaron Foster
Alan Anderson
Alida Leigh
Amy Ator
Ann Boston
Becky Anderson
Berta Anderson
Bethany Bennett
Betsy Kohnstamm
Bette Albright
Bob Hanson
Brad Tvelt
Brant Hasbrouck
Bruce Brown
Bryce Hugs
Camille Wiegand
Carol Goosey
Caroline McDonald
Carrie Lindsay
Chad Becker
Chad Stroop
Chanel Lake
Chris Hansen
Chris Maloney
Cindy Dufner
Cindy Tusler
Clint Ellsworth
Crystal Christoferson
Danielle Anderson
Darin Genereux
Debbie Hale
Diane Lorenzen
Druska Kinkle
EJ Hoerner
Ellen Johnston
Eric Bergum
Evan Rosenberg
Fannie Cliff
Gerald Paugh
Greg Neil
Heather Pleninger

Heidi Kendall
Jaime Valentini
Janna Lind
Jason Howell
Jason McKinley
Jay Willie Mount
Jennifer Channer
Jennifer Taylor
Jennifer Thompson
Jerry Arneson
Jessica Sandven-Sorensen
Jestin Dupree
Jim Webber
Joanna Massle
Jodeen Marston
Jodi Haynie
JoHanna Kapperud
Johannas Brown
John Hawley
Johnathan Walker
Joseph Raffani
Judd Brooks
Julie White
Justin Roudabush
Karen Ketchu
Kate Walker
Kathleen Harder-Brouwer
Kathy Grewell
Kathy Hilton
Kathy Meidinger
Kathy Stosich
Katie Clarke
Kelsy Ployhar
Kevin Harris
Kevin Koss
Kirk Donsbach
Kris Gardner
Kristine Inman
Laurie McNeil
Leah Dust
Lee Burroughs
Leslie Weldon
Lessa Racow
Levi Tatafu
Lily Brower
Lisa Koetter
Mark Henderson
Marta Bertogillo
Marti Laknar
Mary Erickson
Mary Sue Jackson
Matt Simonson
Melvin Stene
Michael Cole
Michael Gunderson
Michael Nicosia
Michael Redstone
Michael Smith
Michelle Parkin
Mike Kaiser
Mike Merchant
Mike Swan
Natasha Peoples
Niki Carlborn
Patricia Baltzley
Paul Stahl
Paul Wigle
Paulette Standing Rock

Randell Werk
Richard Mallozzi
Robert Everest
Robert Garlati
Robert Scott
Robert Smith
Rochelle Brownlee
Roxie Rushton
Roy Voss
Ryan Fields
Sampson DeCrane
Sarah Armijo
Shannon Hanson
Sharon Anderson
Shawn Beck
Shawn Conradsen
Shell Thrower
Sherry Lynn Dow
Stephanie Nadasi
Steven Dupuis
Susie Fiveash
Suzanne Billingsley
Sylvia Noble
Tanya Ludwig
Tara Zeller
Tim Hartwell
Tim Ley
Tim McGinnis
Todd Rouse
Todd Vogl
Todd Wyche
Tom Mexicancheyenne
Tom Shellenberg
Toni Phillips
Vanessa Flynn
Wendi Dietz
Wendy Bremner
Whitney Littman

CERTIFIED

Adeline Smoker-White
Angela Galle
Becky Evins
Brian Yates
Carol Clayton Bye
Corey Morgan
Darcy Hibbs
Ellen Childress
Ginny Hoffman
Jusup Sandoval
Kim Skornogoski
Kristy Leach
Maria Doney
Marilyn Todorovich
Maurie Petterson
Michele Brunson
Ronald Locke
Samantha Rainville
Thomas Buchholz
Trina Bradley

MTSBA's School Board Academy Program was created to reward school board members who devote time and effort to improving Montana's public school system through service and leadership. MTSBA encourages all school board members to participate in an organized program of professional development.

MTSBA internally tracks credits for trustees who participate in training events. If you find our records show in error, please bring it to our attention so that every trustee receives the recognition they deserve.

District Clerk Report

OCTOBER 23, 2019

GALLATIN GATEWAY SCHOOL DISTRICT #35

BUSINESS/FINANCIAL:

- Workers' Compensation Audit- completed via phone October 9, 2019
- TEAMS report completed and submitted- September 30, 2019
- ANB Report completed and submitted- October 8, 2019 (FALL ANB = 171)
- Preparing documents for auditor for FY19
- District Bonding Capacity Report prepared by DA Davidson (enclosed)

FACILITIES:

- Bathroom renovation completed- baseboard for the hall installed Oct. 9
- Sewer blockage cleared and sewer line repairs completed- Oct 18
 - Insurance claim submitted for cleaning up backup in basement and bathrooms- two claims- Oct 10 & Oct 16 (Buffalo Restoration)
 - District should expect to pay invoices for clearing partial blockage on Oct. 10 (Rotor Rooter), snaking the sewer line on Oct. 16 (Manhattan Plumbing), clearing blockage and repairing sewer lines on Oct. 17 (3 Brothers Plumbing), repairing electrical line on October 18 (Gateway Electric)
 - Thank you to Russ Olsen for the use of the excavator to assist in the repair of the sewer line
- Gym heater motor replacement by Core- October 17
- Heating system- electronic controls needs update to software
- Art room window- hole in window
- Hallway flooring- repairs and carpet square install for transition area- see enclosed estimates for options for total replacement
- MSGIA Building and Playground risk assessment/inspection (enclosed)

FOOD SERVICE:

- Food service summary for Board (enclosed)
- Hosted OPI Food Service Training for Kitchen Managers- Oct. 17
- Replaced convection oven with used unit from Coyote Mechanical
- Milk cooler hinge replacement- Thank you Erik Yager for installing!

TRANSPORTATION:

- Preparing items for OPI Transportation Audit- due November 22
- Transportation summary reports (enclosed)
- Exploring options for professional development opportunities
- Most dirt roads have been graded by the County
- Transportation Committee Meeting- October 22

ADULT EDUCATION:

- Adult Education courses have begun and are off to a great start!
- Summary of course attendance and course revenue enclosed

UPCOMING SCHOOL BOARD TRAINING OPPORTUNITIES

Back to School Legal Primer-
video links sent Sept. 30- let Carrie know when you completed them so it can be reported to MTSBA for credit

Special Education & Disability Accommodation Training-
November 19- Lockwood, or November 21- Helena or video option

Innovations Symposium-
December 5-6- Helena

CLERK TRAINING

Gallatin County Clerk Meeting- Oct 30 at GGS

IMPORTANT DATES:

October 24- 29- Carrie is out of the office

November 1- agenda setting meeting at 10am

November 8 - Early Release Day

November 13-14- Early Release Days- Parent/Teacher Conferences

November 15- No School- PIR

November 20- regular board meeting at 6pm



Fall Student Count For ANB Summary By District

October 7, 2019 Enrollment

County: 16 Gallatin

School Year: 2019-2020

District: 0364 Gallatin Gateway Elem

Budget Unit: E1 M1

SCHOOLS IN THIS DISTRICT

0486	Gallatin Gateway School
1702	Gallatin Gateway 7-8

TOTAL STUDENT COUNT FOR ANB BY GRADE - DISTRICT

Grade	Fall Students
Kindergarten Full E1	16
1st Grade E1	13
2nd Grade E1	18
3rd Grade E1	18
4th Grade E1	17
5th Grade E1	20
6th Grade E1	20
E1 Total	122
7th Grade M1	27
8th Grade M1	23
M1 Total	50
District Total:	172

Student Achievement Gap

American Indian Students Counted For The FY2021 American Indian
Achievement Gap Payment 3

* Used to calculate FY2020-2021 budget limits

Montana Automated Education Financial and Information Reporting System

10/9/2019 9:48:56 AM PRD rptEnrollmentDistrictSummary

Page 1 of 1



Carrie Fisher <fisher@gallatingatewayschool.com>

Bond Information

1 message

Bridget Ekstrom <BEkstrom@dadco.com>

Wed, Oct 23, 2019 at 11:26 AM

To: "Carrie Fisher <fisher@gallatingatewayschool.com>" <fisher@gallatingatewayschool.com>,
"keel@gallatingatewayschool.com" <keel@gallatingatewayschool.com>

Hello Theresa and Carrie -- Enclosed please find bond issue information described below as a starting place for your review and consideration. I greatly enjoyed working on your last bond issue in 2000 and the refunding of that issue in 2011 and look forward to helping the Gallatin Gateway School District again.

(1) **Debt Limitation Calculation.** I have enclosed the debt limitation calculation we reviewed last week – as we discussed the District can predict that it will have generally \$7,000,000 in debt capacity because by the time the Bonds are issued (say in the fall of 2020 for example) we will have a new taxable valuation and less debt outstanding as an offset.

(2) **Mill Levy Impact Analysis and Estimated Debt Service Schedules.** The Mill Levy Impact Analysis spreadsheet provides taxpayer impact information for tax-exempt general obligation bonds in the sample principal amount of \$7 million as a starting place for discussion purposes. The sample schedules are for bonds issued over the maximum term of 20-years and 25-years for comparison with conservative interest rates. With an interest only payment in the first year when we have the prior bonds outstanding (the final payment is in 2020/21), we end up with 19 principal payments and 24 principal payments. Please note that we are using conservative rates since the enclosed information assumes an election in 2020 and final rates determined in the fall of 2020 so we could see rates change between now and then by quite a bit. The assumed rates for the enclosed analysis are also based on recent "A" rated Bonds in Montana. As you move ahead with project ideas and specific bond amounts we would update the rate estimates based on further analysis of the bond rating and bond markets based on timing and other factors once we formalize the work that you would like us to do.

The District is not eligible for State Debt Service Advance/Reimbursement and so the new Bonds will not receive additional monies from the State according to current variables (however those payments are \$0 based on the State's recent budgets and appropriation levels for this program at the last two sessions).

(3) **Top 25 Taxpayer List – Estimated Bond Impact.** As we move along the process, we will request your updated major taxpayers information from the local Department of Revenue office. This information is helpful in seeing how the Bonds would annually impact the District's major taxpayers.

***Underwriting Letter.** I have enclosed a copy of our standard disclosure/engagement letter, which is the basic letter we use for all of our school bond financings (Monforton, Anderson, Bozeman etc...). There are new financial rules established in Washington related to the vast Dodd-Frank reforms that went into effect since the refunding Bond we worked on with Gallatin Gateway School District in 2011. These rules generally require issuers of Bonds like Gallatin Gateway School District to acknowledge by executed agreement certain required disclosures from the earliest stages of our relationship. We can only provide general information to the District relating to the Bonds without this signed letter. Our enclosed underwriting agreement is flexible in that you can end or change the agreement at any time and if the election fails or the Bonds are not issued you would owe us \$0 – so no risk (See Section 4). In 25+ years that I have been with D.A. Davidson in public finance, I have not sent an invoice for services provided for a Bond that was not issued after a successful offering and so our goal remains the same, which is to provide needed bond information before the election and maintain District flexibility.

Please give me a call with your questions or comments. I look forward to visiting with you further. Talk to you soon,
Bridget.

BRIDGET EKSTROM | Senior Vice President, Public Finance Banker

D.A. Davidson & Co.

402 East Main Street, Suite 202. | Bozeman, MT 59715

bekstrom@dadco.com | 406.556.6965 (direct office line) | 406.581.9820 (cell)



MSRB RULE G-23 STATEMENT: We are providing the enclosed factual information for general purposes and as an underwriter on Montana Bonds with the intent to become engaged in the proposed issuance and underwriting of such bonds for the contemplated project. An underwriter's primary role is to purchase as principal, or arrange for the placement of the securities in a commercial arm's length transaction with the issuer, and may have financial and other interests that differ from those of the issuer. In its capacity as underwriter and not as financial advisor, an underwriter may provide incidental financial advisory services at the issuer's request, including advice regarding the structure, timing, terms and other similar matters concerning the issuance. However, an underwriter does not assume any financial advisory or fiduciary responsibilities with respect to the issuer.

D.A. Davidson Companies Disclaimer -- 2019-10-23

D.A. Davidson Companies does not accept orders from retail clients to buy or sell securities via e-mail. Although clients may discuss taxes, accounting and estate planning with their advisors, D.A. Davidson does not give tax, accounting or legal advice, and clients must verify all information with their tax advisor, accountant and/or attorney. Information contained in this e-mail is not considered an official record of your account and does not supersede trade confirmations and account statements. Any information provided has been prepared from sources believed to be reliable but is not guaranteed and is for informational purposes only. This e-mail may be privileged and/or confidential, and the sender does not waive any related right or obligation. Any distribution, use or copying of this e-mail or the information it contains by other than an Intended recipient is unauthorized. If this e-mail was misdirected or you received it in error please disregard. Information received or sent from this system is subject to review by supervisory personnel, is retained and may be produced to regulatory authorities or others with a legal right to the information. Additional Important disclosures can be found at <https://www.dadavidson.com>

3 attachments

 **Gallatin Gateway Elem - Debt Capacity Calculation Oct 2019.pdf**
200K

 **Gallatin Gateway School District --Taxpayer Impact Analysis Oct 23, 2019.pdf**
132K

 **Gallatin Gateway School - G-17 Disclosure Letter.pdf**
590K

GALLATIN GATEWAY SCHOOL DISTRICT DEBT LIMITATION CALCULATION FORMULA (The Greater of Option 1 or 2 Below)

OPTION 1: DISTRICT TAXABLE VALUATION

<u>DEBT LIMITATION CALCULATION:</u>	<u>2019/20</u>
2019/20 District Taxable Valuation	\$6,993,269
X Debt Limit Rate of 100%	<u>1.00</u>
Net	<u>\$6,993,269</u>
Less: Outstanding General Obligation Bonds	<u>\$230,000</u>
Option 1 – Available Debt Capacity for New Issuance of Bonds	<u>\$6,763,269</u>

OPTION 2: STATE AVERAGE FORMULA

<u>DEBT LIMITATION CALCULATION:</u>	<u>2019/20</u>
2019/20 Statewide Average Taxable Valuation Per ANB	\$36,680
X School District's ANB for 2019/20	<u>171</u>
Total	<u>\$6,272,280</u>
X Debt Limit Rate of 100%	<u>1.00</u>
Maximum Debt Capacity	<u>\$6,272,280</u>
Less: Outstanding General Obligation Bonds	<u>\$230,000</u>
Option 2 – Available Debt Capacity for New Issuance of Bonds	<u>\$6,042,280</u>

Gallatin Gateway School

MILL LEVY IMPACT ANALYSIS

GO Bonds - 20 or 25 Year Bond Terms

	Sample 20-Year Term				Sample 25-Year Term			
Estimated Mill Levy Computation:	New Bond Issue at \$7,000,000 for Example Purposes	Prior 2000 Bond (refinanced in 2011)*	'Net' New Bond Levy Starting in 2021/22		New Bond Issue at \$7,000,000 for Example Purposes	Prior 2000 Bond (refinanced in 2011)*	'Net' New Bond Levy Starting in 2021/22	
Par Amount:	\$7,000,000				\$7,000,000			
Total Estimated Interest Over Life of Bond (1):	\$3,632,892				\$4,766,046			
Estimated Annual Bond Payment (1):	\$547,190	\$124,080	\$423,110		\$479,991	\$124,080	\$355,911	
DIVIDED BY: District's Mill Value:	<u>\$6,993.269</u>	<u>\$6,993.269</u>	<u>\$6,993.269</u>		<u>\$6,993.269</u>	<u>\$6,993.269</u>	<u>\$6,993.269</u>	
EQUALS: Est Number of Annual Mills Required:	78.25	17.74	60.50		68.64	17.74	50.89	

Estimated Tax Increase for Individual RESIDENTIAL TAXPAYER:

2019/20 Tax Year "MARKET VALUE" of Residential Property (2)	2019/20 Tax Year "TAXABLE VALUE" of Residential Property (2)	Estimated ANNUAL Tax (3)	Estimated ANNUAL Tax (3)	Estimated ANNUAL Tax (3)	Estimated MONTHLY Tax (3)	Estimated ANNUAL Tax (3)	Estimated ANNUAL Tax (3)	Estimated ANNUAL Tax (3)	Estimated MONTHLY Tax (3)
\$100,000	\$1,350	\$105.63	\$23.95	\$81.68	\$6.81	\$92.66	\$23.95	\$68.71	\$5.73
\$200,000	\$2,700	\$211.26	\$47.91	\$163.36	\$13.61	\$185.32	\$47.91	\$137.41	\$11.45
\$300,000	\$4,050	\$316.89	\$71.86	\$245.03	\$20.42	\$277.98	\$71.86	\$206.12	\$17.18
\$400,000	\$5,400	\$422.52	\$95.81	\$326.71	\$27.23	\$370.64	\$95.81	\$274.82	\$22.90

NOTE: All property owners (including farming and ranching operations, commercial businesses, home owners etc...) should use the following formula to calculate the estimated tax impact of the Bond issue. Look up the Property's "Taxable Value" from Personal Tax Statement or the following State website (<http://svc.mt.gov/dor/property/prc>) and use the following formula: **"Taxable Value" X Mills/1,000 = Estimated Annual Tax Impact of the Bonds**

* The District will have the existing Bonds go off the tax rolls in 2020/21 and so the proposed new Bonds would be first added to the tax rolls in 2021/22 as the other levies have come off the tax rolls so the 'net' change in levies is shown. The above information assumes the District would issue the new Bonds in the fall of 2020 and make the interest only payment on the new Bonds in 2020/21 from Bond premium and investment earnings on the Project Fund.

- (1) Based on estimated and conservative true interest cost rates (TIC) for a bank qualified (BQ) bond of 3.13% for 20-years and 3.41% for 25 years (with original issue premium generated for the Project/Debt Service Payments)
- (2) Based upon Class 4 residential property. The "Market Valuation" for tax purposes will be different than the valuation of most residential real property for resale purposes. To better calculate the estimated tax impact of the bond issue, property owners should look up their exact taxable value as shown on their personal tax statement and use the formula shown above in grey.
- (3) Tax Impacts are based on property tax legislation adopted at the 2015 Legislative Session and the 2019 Department of Revenue reappraisal effective for the 2019/20 and 2020/21 tax years. Tax impact information varies every year depending on such factors as District Mill Value, State reimbursement (if any), method of calculating taxable valuation and actual debt service.

October 23, 2019

Theresa Keel, Superintendent
Carrie Fisher, District Clerk/Business Manager
Gallatin Gateway Elementary School District
PO Box 265
Gallatin Gateway, MT 59730



Re: Underwriting Engagement Letter – Gallatin Gateway School District – Bond Issue Financing

Dear District Officials:

On behalf of D.A. Davidson & Co. (“Davidson”), we wish to thank you for the opportunity to serve as underwriter again for Gallatin Gateway School District (the “District”) on a potential offering and issuance of General Obligation Bonds (the “Bonds”) for school improvements. This letter will confirm the terms of our underwriting engagement (the “Engagement”) where the Bonds would be sold in a public offering and we will serve as the underwriter (the “Underwriter”).

It is anticipated that this Engagement will be replaced and superseded by a bond purchase agreement for the Bonds to be entered into by the parties (the “Purchase Agreement”) upon successful completion of the planning process and subsequent bond offering process. The Purchase Agreement will present the interest rates, purchase price, redemption features and the public offering or sale prices of the Bonds. The District will consider the Purchase Agreement but it will not be obligated to accept the same and may reject the same. If the Bond issue does not pass the election or is not issued you would owe us \$0.

1. Services to be Provided by Davidson. The District hereby engages Davidson to serve as underwriter of the proposed issuance of the Bonds, and in such capacity Davidson agrees to provide the following services:

- a. Review all financial information necessary to determine the ability of the District to incur and repay the debt and ability to receive any State Aid for Debt Service.
- b. Size the Bonds to account for the sources and uses of funds.
- c. Recommend maturity schedules, interest rates, call features, method and timing of the bond offering and closing and other terms necessary to achieve a low borrowing cost on the Bonds.
- d. Review the District’s status regarding Continuing Disclosure responsibilities (past and future).
- e. Coordinate the Bond transactions with District Officials and all Financing and/or Project Professionals to include the Architect, Owner’s Representative, Bond Counsel and the Paying Agent, and in that regard will prepare a financing time and responsibility schedules.
- f. Evaluate and make recommendations to the District concerning an underlying bond rating for the Bonds and facilitate such bond rating process.
- g. Consult with Bond Counsel and review and provide comment on Bond legal documentation.
- h. Prepare a Preliminary Official Statement (the “POS”) that will serve as the disclosure document for the Bonds pursuant to requirements set forth by the Securities Exchange Commission (the “SEC”). The POS will contain the legal authorization and terms of the Bond issue, the continuing disclosure undertaking, and general, financial and operating information concerning the District. The District’s POS will be distributed and made available to prospective investors, including local banks and other local investors. The final Official Statement (the “OS”) will be sent to the investors of the Bond issue.
- i. Obtain CUSIP numbers and arrange for their Depository Trust Company (DTC) book-entry eligibility.

- j. Contact potential investors, provide them with bond offering information, respond to their inquiries and, if requested, coordinate their due diligence sessions.
- k. Inform the District of the marketing and bond sale process.
- l. Negotiate the pricing, including the interest rate, and other terms of the Bonds with the District.
- m. Prepare the final debt service schedules, savings schedules and other related schedules and calculations for the District, the County Treasurer, Bond Counsel, OPI, and the Trustee and/or Paying Agent and Registrar.
- n. Assist the District in delivery of the Bonds and bond proceeds in such a manner that bond proceeds will be immediately available for immediate reinvestment.
- o. Prepare and provide information relating to the total revenues necessary to retire the Bonds, including reserve funds and sinking funds.
- p. Examine the feasibility of a refinancing as applicable at a later date at no additional cost to the District.
- q. Such other customary underwriting services as may be requested by the District.

We will provide all services under this engagement letter pursuant to the 'underwriter exemption' under the SEC's municipal advisor rules (Rule 15Ba1-1 et seq.), which enables us to provide advice and recommendations with respect to the structure, timing, terms and other similar matters concerning the Bonds. In no event will we provide advice, recommendations or services with respect to matters that are outside the scope of the underwriter exemption.

As Underwriter, our primary role will be to purchase the Bonds as principal in a commercial arm's length transaction with the District. In our capacity as Underwriter and not as financial or municipal advisor and at the District's request, we can and will provide advice regarding the structure, timing, terms and other similar matters concerning the issuance of the Bonds. However, we do not assume any financial advisory or fiduciary responsibilities with respect to the District.

2. Fees and Expenses. Based on the final sizing of the Bonds, Davidson will have an underwriting fee that is based on a percent of the principal amount of the Bonds issued. The underwriting fee will represent the difference between the price that Davidson pays for the Bonds and the public offering price stated on the cover of the final official statement. Such fee will not exceed 1.00%. In addition to the underwriting fee, the District shall pay to Davidson a fee not to exceed \$7,500 per series of Bonds as compensation for its services in assisting in the preparation, printing and distribution of the Preliminary and final Official Statements and to reimburse for Davidson's payment of applicable CUSIP, Continuing Disclosure Report and DTC fees for the Bonds. The District shall be responsible for paying for all other costs of issuance, as applicable, including without limitation, bond counsel, paying agent and registrar fees, rating and insurance fees, as applicable, and any other fees and expenses incident to the performance of the District's obligations under the proposed offering.

3. Disclosures Required by MSRB Rule G-17.

- a. MSRB Rule G-17 requires an underwriter to deal fairly at all times with both municipal issuers, such as the District, and investors.
- b. The underwriter's primary role is to purchase the Bonds with a view to distribution in an arm's-length transaction with the District. The underwriter's financial and other interests may differ from those of the District.
- c. Unlike a municipal advisor, the underwriter does not have a fiduciary duty to the District under the federal securities laws and is, therefore, not required by federal law to act in the best interests of the District without regard to its own financial or other interests.

- d. The underwriter has a duty to purchase the Bonds from the District at a fair and reasonable price, but must balance that duty with their duty to sell the Bonds to investors at prices that are fair and reasonable.
- e. The underwriter will review the official statement for the Bonds in accordance with, and as part of, their respective responsibilities to investors under the federal securities laws, as applied to the facts and circumstances of this transaction.
- f. While the compensation described in the section "Fees and Expenses" is customary in the municipal bond market, it presents a conflict of interest since the underwriter may have an incentive to recommend to the District a transaction that is unnecessary or to recommend that the size of the transaction be larger than necessary.
- g. Since Davidson has not recommended a "complex municipal securities financing" to the District, additional disclosures regarding the financing structure for the Bonds are not required. However, and in accordance with the requirements of MSRB Rule G-17, if Davidson recommends a "complex municipal securities financing" to the District, this letter will be supplemented to provide disclosure of the material financial characteristics of that financing structure as well as the material financial risks of the financing that are known to us and reasonably foreseeable at the time.
- h. Davidson has not identified any additional potential or actual material conflicts that require disclosure.

4. Term of Engagement. The term of this Engagement shall extend from the date of this letter to closing of the Bonds. Either party may end the Engagement at any time without liability of penalty upon written notice to the other party.

5. Indemnification; Limitation of Liability. To the extent permitted by applicable law, the District shall indemnify, defend and hold Davidson and its employees, officers, agents and affiliates harmless from and against any losses claims, damages and liabilities that arise from or otherwise relate to this Engagement, actions taken or omitted in connection herewith, or the transactions and other matters contemplated hereby, except to the extent such losses, claims, damages or liabilities are judicially determined to be the result of Davidson's gross negligence or willful misconduct.

6. Miscellaneous. This Engagement shall be governed and construed in accordance with the laws of the State of Montana. This Engagement may be amended by written agreement executed by both parties hereto.

If the foregoing is consistent with your understanding of the Engagement, please have an authorized District Official sign and return a copy of this letter. If there is any aspect of this Engagement that the District believes requires further clarification, please do not hesitate to contact us. The District should consult with its own financial and/or municipal, legal, accounting, tax and other advisors, as applicable to the extent you deem appropriate.

Again, we thank you for the opportunity to assist you with the proposed Bond issue financing and the confidence you have placed in us.

Very truly yours,
D.A.DAVIDSON & CO.



Bridget R. Ekstrom
Senior Vice President
Public Finance Banker

Accepted this ____ day of _____, 2019
GALLATIN GATEWAY SCHOOL DISTRICT

By: _____
Title: _____

Adult Education Summary

2019-2020

Course	Course Attendance	Course Fees Collected	Estimated Instructor Costs	Estimated Net Profit
Outdoor Survival	6	\$150.00	\$90.00	\$60.00
Drawing	6	\$288.00	\$240.00	\$48.00
Guitar	5	\$625.00	\$450.00	\$175.00
Country 2-Step	11	\$85.00	\$45.00	\$40.00
Meal Planning	6	\$60.00	\$0.00	\$60.00
AVERAGE/TOTALS:	6.8	\$1,208.00	\$825.00	\$383.00
<i>as of October 20, 2019</i>				

FOOD SERVICE SUMMARY

2019-2020

	AVERAGE # OF STUDENTS PER DAY	AVERAGE % OF STUDENTS	AVERAGE # OF ADULTS PER DAY	AVERAGE COST/MEAL PER DAY
BREAKFAST	16.63	9.73%	0.21	\$2.93
SECOND CHANCE	42.16	24.65%	n/a	\$1.62
LUNCH	121.21	70.88%	8.58	\$3.31
K-2 SNACK	44.26	25.88%	n/a	\$0.24
AFTER SCHOOL SNACK	12.84	7.51%	n/a	\$0.86
OTHER INFO:				
ENROLLMENT	171			
BREAKFAST	\$1.75			
LUNCH	\$2.95			
K-2 SNACKS	\$50/YEAR PER STUDENT			

TRANSPORTATION SUMMARY 19-20

	<i>Total riders registered:</i>	<i>Driver:</i>	<i>Bus Model:</i>	<i>Rated Capacity:</i>
North	25	Mrs. Brenner	2018 Bluebird	71
South	40	Mr. Lee	2020 International	71

September 2020

	NORTH		SOUTH	
	AM	PM	AM	PM
AVERAGE # RIDERS:	7.4	7.4	9.7	8.3
Average % OF TOTAL:	29.68%	18.42%	24.21%	20.79%
MIN/ROUTE:	1	4	3	0
MAX/ROUTE:	11	11	15	15
AVERAGE/ROUTE:	7.39		9	

Upcoming MTSBA Trainings:

Special Education and Disability Accommodation Training

Every member of your District's administrative team will benefit from additional knowledge about IDEA and Section 504 procedures. Trustees, superintendents, clerks, principals, and other school leaders should join MTSBA staff for a day of learning about how to ensure students and their families receive services in accordance with the law and their needs.

Session Topics:

Overview Special Education (IDEA) Laws

Special Education and Section 504 Legal Challenges

Accommodating Student and Employee Disabilities through Section 504

Student Discipline under Special Education and Section 504 Laws

Legal Update – Recent IDEA/504 Court Decision

Two locations! Or choose video option!

LOCKWOOD- November 19, 2019

HELENA- November 21, 2019

Save the Date for these MTSBA Training Events:

- **Innovations Symposium-** Helena - December 5-6
- **HR Symposium-** Statewide - February 2020
- **School Finance and Budget Symposium-** March 2020
- **Employment Hot Topic Training-** April 2020
- **Orientation for Newly Elected Trustees-** May 2020
- **Leadership Symposium-** June 2020



Carrie Fisher <fisher@gallatingatewayschool.com>

Building Report

Annette Satterly <asatterly@mtsba.org>

Sat, Sep 28, 2019 at 5:50 PM

To: Carrie Fisher <fisher@gallatingatewayschool.com>

Hi Carrie

Here is the report for the building.

The new art room looks fantastic!

Some interesting things that are not marked in the report. The 8th grade room is very hot! It is getting to levels that may be unhealthy.

The tv in the 5th grade room should be removed so that it doesn't fall.

The fire extinguishers in the middle school wing are behind lock and key..

The step stools and ladders in the storage room, classrooms, and library should be tied off to ensure that they can't fall on a little student.

Please feel free to contact me with any questions that you might have.

Thank you, Annette



158LocationGallatinGatewaySchoolDistrict35Response.pdf

112K

Audit Definition Details

Send to Mobile



Audit Definition	Location Safety Inspection
Member	Gallatin Gateway School District #35
Location	14050-02 - Gallatin Gateway School District #35
Name	Carrie Fisher
Assigned To User	Annette Satterly
Assigned Date	09/28/2019 5:45 PM

Parking Lots, Sidewalks, Entry and Hallways- Are the parking lots and sidewalks free of large holes, cracks or uneven surfaces?**Response Details**

Response	Approaching Expectations
Possible Score	0.00
Missed	<input type="checkbox"/>

Parking Lots, Sidewalks, Entry and Hallways- Are curbs well maintained or do they pose a tripping hazard?**Response Details**

Response	Meets Expectations
Possible Score	0.00
Missed	<input type="checkbox"/>

Parking Lots, Sidewalks, Entry and Hallways- Does the District have a winter safety plan to properly clear and sand the parking lots and sidewalks?**Response Details**

Response	Meets Expectations
Possible Score	0.00
Missed	<input type="checkbox"/>

Parking Lots, Sidewalks, Entry and Hallways- Outside drain pipes are correctly positioned to avoid discharging water directly across/onto walk ways or entryways?**Response Details**

Response	Approaching Expectations
Possible Score	0.00
Missed	<input type="checkbox"/>

Parking Lots, Sidewalks, Entry and Hallways- Are bus loading and unloading zones clearly marked and positioned to allow students easy access to and from the bus?**Response Details**

Response	Needs Improvement
Possible Score	0.00
Missed	<input type="checkbox"/>

Parking Lots, Sidewalks, Entry and Hallways- Correction Needed**Response Details**

Response	Signage is needed.
Response Score	0.00
Possible Score	0.00
Missed	<input type="checkbox"/>

Parking Lots, Sidewalks, Entry and Hallways- Are exterior stairs in good condition, have non-slip tape installed on top and bottom treads, have handrails, adequate lighting, and not being used for storage?**Response Details**

Response	Meets Expectations
Possible Score	0.00

Missed ☐

Parking Lots, Sidewalks, Entry and Hallways- Is interior and exterior lighting sufficient to mitigate tripping over unseen hazards?

Response Details

Response	Meets Expectations
Possible Score	0.00
Missed	<input type="checkbox"/>

Parking Lots, Sidewalks, Entry and Hallways- Are bicycle racks located in low traffic area, in good condition, and not tripping hazards?

Response Details

Response	Meets Expectations
Possible Score	0.00
Missed	<input type="checkbox"/>

Parking Lots, Sidewalks, Entry and Hallways- Is flooring/carpeting in good condition and free of clutter?

Response Details

Response	Meets Expectations
Possible Score	0.00
Missed	<input type="checkbox"/>

Parking Lots, Sidewalks, Entry and Hallways- Are walk off mats positioned at main entrance ways?

Response Details

Response	Meets Expectations
Possible Score	0.00
Missed	<input type="checkbox"/>

Parking Lots, Sidewalks, Entry and Hallways- Does it appear that spills are marked and quickly cleaned when they occur?

Response Details

Response	Meets Expectations
Possible Score	0.00
Missed	<input type="checkbox"/>

Parking Lots, Sidewalks, Entry and Hallways- Is proper signage present (handicap parking, Drug/Tobacco Free Campus, etc.)

Response Details

Response	Meets Expectations
Possible Score	0.00
Missed	<input type="checkbox"/>

Sports Complex (track/football/soccer/softball fiels, etc.)- Sports complex is inspected periodically and properly maintained?

Response Details

Response	Not Applicable
Possible Score	0.00
Missed	<input type="checkbox"/>

Sports Complex (track/football/soccer/softball fiels, etc.)- Is there a track?

Response Details

Response	No
Response Score	0.00
Possible Score	0.00
Missed	<input type="checkbox"/>

Sports Complex (track/football/soccer/softball fiels, etc.)- Football Equipment?

Response Details

Response	No
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Response Score	0.00
Possible Score	0.00
Missed	<input type="checkbox"/>

Sports Complex (track/football/soccer/softball fiels, etc.)- Soccer Fields?**Response Details**

Response	Yes
Response Score	0.00
Possible Score	0.00
Missed	<input type="checkbox"/>

Sports Complex (track/football/soccer/softball fiels, etc.)- • Goal nets are properly stored?**Response Details**

Response	Meets Expectations
Possible Score	0.00
Missed	<input type="checkbox"/>

Sports Complex (track/football/soccer/softball fiels, etc.)- Softball Fields?**Response Details**

Response	No
Response Score	0.00
Possible Score	0.00
Missed	<input type="checkbox"/>

Sports Complex (track/football/soccer/softball fiels, etc.)- Spectator bleachers are well maintained?**Response Details**

Response	Not Applicable
Possible Score	0.00
Missed	<input type="checkbox"/>

Sports Complex (track/football/soccer/softball fiels, etc.)- Equipment storage sheds are organized?**Response Details**

Response	Meets Expectations
Possible Score	0.00
Missed	<input type="checkbox"/>

Playground Equipment- Proper signage is present notifying patrons of risk if children are allowed to use equipment without proper supervision and after hours?**Response Details**

Response	Needs Improvement
Possible Score	0.00
Missed	<input type="checkbox"/>

Playground Equipment- Correction Needed**Response Details**

Response	Proper signage is needed. MSGIA can provide sample signage.
Response Score	0.00
Possible Score	0.00
Missed	<input type="checkbox"/>

Playground Equipment- A record of periodic inspections conducted and is maintained by district personnel?**Response Details**

Response	Needs Improvement
Possible Score	0.00
Missed	<input type="checkbox"/>

Playground Equipment- Correction Needed

Response Details

Response	Regular inspections need to be conducted and documented.
Response Score	0.00
Possible Score	0.00
Missed	<input type="checkbox"/>

Exterior Property- Refuse containers are available, easily accessed, and not located near buildings or structure?

Response Details

Response	Meets Expectations
Possible Score	0.00
Missed	<input type="checkbox"/>

Exterior Property- Gas meters easily accessed?

Response Details

Response	Meets Expectations
Possible Score	0.00
Missed	<input type="checkbox"/>

Exterior Property- Does the district have Underground/above ground fuel storage tanks?

Response Details

Response	No
Response Score	0.00
Possible Score	0.00
Missed	<input type="checkbox"/>

Exterior Property- Are manholes present?

Response Details

Response	Yes
Response Score	0.00
Possible Score	0.00
Missed	<input type="checkbox"/>

Exterior Property- • Are they well marked?

Response Details

Response	Not Applicable
Possible Score	0.00
Missed	<input type="checkbox"/>

Exterior Property- • Do school personnel have access to them?

Response Details

Response	Not Applicable
Possible Score	0.00
Missed	<input type="checkbox"/>

Exterior Property- • Has school personnel had the proper training for confined spaces?

Response Details

Response	Not Applicable
Possible Score	0.00
Missed	<input type="checkbox"/>

Exterior Property- Are Lawn/Shrubs/trees present?

Response Details

Response	Yes
----------	-----

Response Score	0.00
Possible Score	0.00
Missed	<input type="checkbox"/>

Exterior Property- • Are they well maintained?

Response Details

Response	Meets Expectations
Possible Score	0.00
Missed	<input type="checkbox"/>

Exterior Property- • Do they allow people to hide or gain access to the building?

Response Details

Response	Yes
Response Score	0.00
Possible Score	0.00
Missed	<input type="checkbox"/>

Classrooms, Offices, and Other Rooms- Does the district have ladders/step ladders positioned appropriate for easy access by staff?

Response Details

Response	Meets Expectations
Possible Score	0.00
Missed	<input type="checkbox"/>

Classrooms, Offices, and Other Rooms- Have the lavatories been well maintained?

Response Details

Response	Meets Expectations
Possible Score	0.00
Missed	<input type="checkbox"/>

Classrooms, Offices, and Other Rooms- Is the classrooms free of tripping hazards?

Response Details

Response	Meets Expectations
Possible Score	0.00
Missed	<input type="checkbox"/>

Classrooms, Offices, and Other Rooms- Are cords well maintained?

Response Details

Response	Meets Expectations
Possible Score	0.00
Missed	<input type="checkbox"/>

Classrooms, Offices, and Other Rooms- Are cords used for permanent wiring?

Response Details

Response	No
Response Score	0.00
Possible Score	0.00
Missed	<input type="checkbox"/>

Classrooms, Offices, and Other Rooms- Is there equipment mounted high on the walls?

Response Details

Response	No
Response Score	0.00
Possible Score	0.00
Missed	<input type="checkbox"/>

Classrooms, Offices, and Other Rooms- Adequate storage in the classroom is managed in a way that limits risk of injury to students and staff?

Response Details

Response	Meets Expectations
Possible Score	0.00
Missed	<input type="checkbox"/>

Classrooms, Offices, and Other Rooms- Are items stored on shelves not overloaded or poise risk of fall off

Response Details

Response	Yes
Response Score	0.00
Possible Score	0.00
Missed	<input type="checkbox"/>

Gym / Auditorium- Are there bleachers?

Response Details

Response	Yes
Response Score	0.00
Possible Score	0.00
Missed	<input type="checkbox"/>

Gym / Auditorium- • Are they in good condition?

Response Details

Response	Meets Expectations
Possible Score	0.00
Missed	<input type="checkbox"/>

Gym / Auditorium- • Do they have railings?

Response Details

Response	Needs Improvement
Possible Score	0.00
Missed	<input type="checkbox"/>

Gym / Auditorium- Correction Needed

Response Details

Response	Railing in gyms are recommended.
Response Score	0.00
Possible Score	0.00
Missed	<input type="checkbox"/>

Gym / Auditorium- • Are they moved?

Response Details

Response	No
Response Score	0.00
Possible Score	0.00
Missed	<input type="checkbox"/>

Gym / Auditorium- Is there ADA seating in the gym and auditorium?

Response Details

Response	Needs Improvement
Possible Score	0.00
Missed	<input type="checkbox"/>

Gym / Auditorium- Correction Needed

Response Details

Response	I recommend they designate an area for elderly and handicap seating.
Response Score	0.00
Possible Score	0.00
Missed	<input type="checkbox"/>

Gym / Auditorium- Are the Locker rooms and showers clean and well ventilated?

Response Details

Response	Meets Expectations
Possible Score	0.00
Missed	<input type="checkbox"/>

Gym / Auditorium- Laundry facility well ventilated and there is a routine for cleaning filters?

Response Details

Response	Not Applicable
Possible Score	0.00
Missed	<input type="checkbox"/>

Gym / Auditorium- Is there a weight room?

Response Details

Response	No
Response Score	0.00
Possible Score	0.00
Missed	<input type="checkbox"/>

Gym / Auditorium- Is there an AED?

Response Details

Response	Yes
Response Score	0.00
Possible Score	0.00
Missed	<input type="checkbox"/>

Gym / Auditorium- • Does the district have a policy?

Response Details

Response	Meets Expectations
Possible Score	0.00
Missed	<input type="checkbox"/>

Gym / Auditorium- • Have staff been trained on its proper use?

Response Details

Response	Meets Expectations
Possible Score	0.00
Missed	<input type="checkbox"/>

Kitchen / Food Service / Family Consumer Science / Cafeteria- Is the cafeteria clear of visible hazards?

Response Details

Response	Meets Expectations
Possible Score	0.00
Missed	<input type="checkbox"/>

Kitchen / Food Service / Family Consumer Science / Cafeteria- Are staff trained on how to lift and lower tables?

Response Details

Response	Meets Expectations
Possible Score	0.00
Missed	<input type="checkbox"/>

Kitchen / Food Service / Family Consumer Science / Cafeteria- Does the District have a Food Service?

Response Details

Response	Yes
Response Score	0.00
Possible Score	0.00
Missed	<input type="checkbox"/>

Kitchen / Food Service / Family Consumer Science / Cafeteria- • Do all Walk-In Coolers and freezers have an emergency door lock release so that someone can open them from the inside?

Response Details

Response	Meets Expectations
Possible Score	0.00
Missed	<input type="checkbox"/>

Kitchen / Food Service / Family Consumer Science / Cafeteria- • Are lock/out tag/out procedures used when cleaning/servicing slicers or food processing equipment?

Response Details

Response	Meets Expectations
Possible Score	0.00
Missed	<input type="checkbox"/>

Kitchen / Food Service / Family Consumer Science / Cafeteria- • Are floor areas kept clutter free and clean to limit potential for slips and falls?

Response Details

Response	Meets Expectations
Possible Score	0.00
Missed	<input type="checkbox"/>

Kitchen / Food Service / Family Consumer Science / Cafeteria- • Are storage areas clean and organized?

Response Details

Response	Meets Expectations
Possible Score	0.00
Missed	<input type="checkbox"/>

Kitchen / Food Service / Family Consumer Science / Cafeteria- • Are guards on equipment needing them?

Response Details

Response	Meets Expectations
Possible Score	0.00
Missed	<input type="checkbox"/>

Kitchen / Food Service / Family Consumer Science / Cafeteria- • Does the kitchen have proper ventilation?

Response Details

Response	Meets Expectations
Possible Score	0.00
Missed	<input type="checkbox"/>

Kitchen / Food Service / Family Consumer Science / Cafeteria- • Are fire extinguisher/systems present and the right type for the area?

Response Details

Response	Meets Expectations
Possible Score	0.00
Missed	<input type="checkbox"/>

Kitchen / Food Service / Family Consumer Science / Cafeteria- • Has fire extinguisher training been provided to employees working in this area?

Response Details

Response	Meets Expectations
Possible Score	0.00
Missed	<input type="checkbox"/>

Kitchen / Food Service / Family Consumer Science / Cafeteria- Does the District have a FCS room?

Response Details

Response	No
Response Score	0.00
Possible Score	0.00
Missed	<input type="checkbox"/>

Custodial Closet, Mechanical Rooms, Boiler Rooms- Is the work area free of clutter and represent good housekeeping best practices?

Response Details

Response	Approaching Expectations
Possible Score	0.00
Missed	<input type="checkbox"/>

Custodial Closet, Mechanical Rooms, Boiler Rooms- Is equipment and tools well maintained?

Response Details

Response	Meets Expectations
Possible Score	0.00
Missed	<input type="checkbox"/>

Custodial Closet, Mechanical Rooms, Boiler Rooms- Are ladders tied off when not in use so as to not pose a hazard?

Response Details

Response	Meets Expectations
Possible Score	0.00
Missed	<input type="checkbox"/>

Custodial Closet, Mechanical Rooms, Boiler Rooms- Are electrical boxes easily accessed?

Response Details

Response	Needs Improvement
Possible Score	0.00
Missed	<input type="checkbox"/>

Custodial Closet, Mechanical Rooms, Boiler Rooms- Correction Needed

Response Details

Response	Standard is three feet.
Response Score	0.00
Possible Score	0.00
Missed	<input type="checkbox"/>

Custodial Closet, Mechanical Rooms, Boiler Rooms- Is an eye bath or shower present?

Response Details

Response	Not Applicable
Possible Score	0.00
Missed	<input type="checkbox"/>

Custodial Closet, Mechanical Rooms, Boiler Rooms- Is plumbing and equipment in good condition and not contributing to leaks on the floor?

Response Details

Response	Meets Expectations
Possible Score	0.00

Missed ☐

Transportation & Maintenance- Is there a transportation and/or maintenance shop?

Response Details

Response No
Response Score 0.00
Possible Score 0.00
Missed ☐

Ladders, Genie Lifts, Scaffold- Does the district have ladders/step ladders positioned appropriate for easy access by staff?

Response Details

Response Meets Expectations
Possible Score 0.00
Missed ☐

Ladders, Genie Lifts, Scaffold- Are ladders tied off when not in use so as to not pose a hazard?

Response Details

Response Needs Improvement
Possible Score 0.00
Missed ☐

Ladders, Genie Lifts, Scaffold- Correction Needed

Response Details

Response Ladders, including three step step ladders should be stored where they won't cause an injury to students or staff.
Response Score 0.00
Possible Score 0.00
Missed ☐

Ladders, Genie Lifts, Scaffold- Does the District own a genie lift?

Response Details

Response No
Response Score 0.00
Possible Score 0.00
Missed ☐

Ladders, Genie Lifts, Scaffold- Is there scaffold used by the District?

Response Details

Response No
Response Score 0.00
Possible Score 0.00
Missed ☐

General - Fire Safety- Is the fire suppression devices inspected and maintained according to Montana Codes (50.39.108)?

Response Details

Response Not Applicable
Possible Score 0.00
Missed ☐

General - Fire Safety- • Are fire extinguishers clearly visible and unobstructed, the proper type, and located near fire hazards?

Response Details

Response Meets Expectations
Possible Score 0.00
Missed ☐

General - Fire Safety- • Does the building have appropriate smoke detectors?

Response Details

Response	Meets Expectations
Possible Score	0.00
Missed	<input type="checkbox"/>

General - Fire Safety- • Are the fire extinguishers fully charged and have inspection tag identifying last inspection?

Response Details

Response	Meets Expectations
Possible Score	0.00
Missed	<input type="checkbox"/>

General - Fire Safety- • Is there a minimum of 18” clearance maintained around fire sprinkler heads in storage rooms, chemical rooms, and office areas?

Response Details

Response	Not Applicable
Possible Score	0.00
Missed	<input type="checkbox"/>

General - Fire Safety- -Is there a record of the Fire Marshall inspections of the facilities?

Response Details

Response	Yes
Response Score	0.00
Possible Score	0.00
Missed	<input type="checkbox"/>

General - Fire Safety- • Flow test on sprinkler is conducted?

Response Details

Response	Not Applicable
Possible Score	0.00
Missed	<input type="checkbox"/>

General - Fire Safety- • Is the master control valve for sprinklers locked open and easy to access?

Response Details

Response	Not Applicable
Possible Score	0.00
Missed	<input type="checkbox"/>

General - Fire Safety- The District Emergency Evacuation Plan adequately addressing the following areas?

Response Details

Response	Meets Expectations
Possible Score	0.00
Missed	<input type="checkbox"/>

General - Fire Safety- • Plan prominently displayed near exits and throughout the facility

Response Details

Response	Meets Expectations
Possible Score	0.00
Missed	<input type="checkbox"/>

General - Fire Safety- • All exits are clearly marked, properly illuminated and free of obstructions

Response Details

Response	Meets Expectations
Possible Score	0.00
Missed	<input type="checkbox"/>

General - Fire Safety- • The Evacuation Rally Point is established and communicated to all employees in accordance with the school district’s Emergency Action and General Safety Plan?

Response Details

Response	Meets Expectations
Possible Score	0.00
Missed	<input type="checkbox"/>

General - Fire Safety- • The District maintains a log of Disaster drills conducted to identify disaster risks according to MCA 20-1-401 and MCA 20-1-402.

Response Details

Response	Meets Expectations
Possible Score	0.00
Missed	<input type="checkbox"/>

General - Fire Safety- • Are all electrical connections, outlets, cords, circuit breakers and GFCI’s in good condition?

Response Details

Response	Meets Expectations
Possible Score	0.00
Missed	<input type="checkbox"/>

General - OSHA, Compliance Rules, Regulations and Policies- The District has Material Safety Data Sheets (MSDS) Safety Data Sheets (SDS) binder that is up to date and available to employees

Response Details

Response	Not Applicable
Possible Score	0.00
Missed	<input type="checkbox"/>

General - OSHA, Compliance Rules, Regulations and Policies- Are all chemical containers properly labeled, with manufacturer’s name on the product, and properly stored when not in use?

Response Details

Response	Not Applicable
Possible Score	0.00
Missed	<input type="checkbox"/>

General - OSHA, Compliance Rules, Regulations and Policies- Are First Aid supplies readily available in a first aid kit within proper date codes?

Response Details

Response	Meets Expectations
Possible Score	0.00
Missed	<input type="checkbox"/>

General - OSHA, Compliance Rules, Regulations and Policies- -Is the district’s Comprehensive Safety Plan current and compliant with state and federal law?

Response Details

Response	Yes
Response Score	0.00
Possible Score	0.00
Missed	<input type="checkbox"/>

General - OSHA, Compliance Rules, Regulations and Policies- • Does the district have an established safety committee that meets on a regular basis during the school year with notes maintained for the meetings?

Response Details

Response	Meets Expectations
Possible Score	0.00
Missed	<input type="checkbox"/>

General - OSHA, Compliance Rules, Regulations and Policies- • Are records kept for employee trainings provided during the year?

Response Details

Response	Meets Expectations
Possible Score	0.00
Missed	<input type="checkbox"/>

General - OSHA, Compliance Rules, Regulations and Policies- • Are required safety postings such as Minimum wage, workers' compensation employee posting notice, MSGIA safety posters placed in employee areas

Response Details

Response	Meets Expectations
Possible Score	0.00
Missed	<input type="checkbox"/>

General - Auto / Transportation- -Are there District owned vehicles for staff to use (vans, pickups, SUV's, cars)?

Response Details

Response	No
Response Score	0.00
Possible Score	0.00
Missed	<input type="checkbox"/>

General - Auto / Transportation- -Does the District own buses to transport students?

Response Details

Response	Yes
Response Score	0.00
Possible Score	0.00
Missed	<input type="checkbox"/>

General - Auto / Transportation- • 1Does the district document bus driver training hour compliance per Montana Law?

Response Details

Response	Meets Expectations
Possible Score	0.00
Missed	<input type="checkbox"/>

General - Auto / Transportation- • 1Are drivers completing pre and post trip inspections of the vehicles and documenting those inspections?

Response Details

Response	Meets Expectations
Possible Score	0.00
Missed	<input type="checkbox"/>

General - Auto / Transportation- • 1Does the District maintain bus inspection completed annually by the Montana Highway Patrol?

Response Details

Response	Meets Expectations
Possible Score	0.00
Missed	<input type="checkbox"/>

General - Auto / Transportation- • 1For Buses, is non-slip tape positioned on the front steps and rear exit area of the bus?

Response Details

Response	Meets Expectations
Possible Score	0.00
Missed	<input type="checkbox"/>

General - Auto / Transportation- Does each vehicle have documentation showing proof of insurance, steps to be done in the event of accident, and where applicable downloaded Origami Mobile Ap for auto accident reporting?

Response Details

Response	Meets Expectations
Possible Score	0.00
Missed	<input type="checkbox"/>

General - Material Handling Equipment Exposure- Does the district have and use material handling equipment? (hand trucks, carts, desk movers, dolly's) Is the equipment in good condition?

Response Details

Response	Meets Expectations
Possible Score	0.00
Missed	<input type="checkbox"/>

General - Staff Training- Do new hires receive a workplace safety overview for the district including how to report an injury and report a condition needing attention by management?

Response Details

Response	Meets Expectations
Possible Score	0.00
Missed	<input type="checkbox"/>

General - Staff Training- Do new hires receive access to MSGIA provided Safe Schools training on-line including MSGIA specific training video clips?

Response Details

Response	Meets Expectations
Possible Score	0.00
Missed	<input type="checkbox"/>

General - Staff Training- Is BBP training provided annually and documented for all employees with potential contact?

Response Details

Response	Meets Expectations
Possible Score	0.00
Missed	<input type="checkbox"/>

General - Staff Training- Is HAZCOM training conducted annually and documented for all impacted employees?

Response Details

Response	Meets Expectations
Possible Score	0.00
Missed	<input type="checkbox"/>

General - Staff Training- Training provided in other OSHA required areas (asbestos, confined spaces, respirators/PPE, LOTO, welding, etc.)?

Response Details

Response	Meets Expectations
Possible Score	0.00
Missed	<input type="checkbox"/>

General - Staff Training- Do maintenance and ground crew staff receive and document annual training for the operation of weed eaters, lawn mowers, snow blowers, forklifts, and/or 4-wheelers/tractors?

Response Details

Response	Not Applicable
Possible Score	0.00
Missed	<input type="checkbox"/>

General - Staff Training- Do employees receive training whenever there is a change in policy, equipment, and procedures?

Response Details

Response	Meets Expectations
Possible Score	0.00
Missed	<input type="checkbox"/>



Carrie Fisher <fisher@gallatingatewayschool.com>

Playground Report

1 message

Annette Satterly <asatterly@mtsba.org>
To: Carrie Fisher <fisher@gallatingatewayschool.com>

Sat, Sep 28, 2019 at 5:38 PM

Hi Carrie

These reports look a bit scary but they are a pretty easy read. The majority of the playground looks good. There are a few areas that needs some minor repairs. The snail climber needs its bars capped. The soccer net will need to be moved to allow a safe play zone by the swings and climbers. The smaller climber will need to have its bolts shaved and the washers hammered so that strings won't catch on them. The east swings "s" clips will need to be tightened and the sears will need to be monitored for age.

The west swings hardware will need to be moved closer together and the "s" clips will need to be tightened. The chains are showing rust and wear and tear and will need to be observed. Over the long run, it may be easier to change out the hardware.

The big plastic climber is missing a very important screw that is causing the slide platform to shake. If the replacement of that screw doesn't tighten up the platform, other methods will be needed to do so. The caps that have broken on the climber will need to be replaced. The chain covering is starting to show age and will need to be monitored. The wheel by the slide will need plywood behind the plastic. There is a crack on the bubble panel that will need to be monitored.

The big slide has some missing hardware on the side and on the seat. Some washers will need to be hammered. There are 2 holes on the top of the slide that are not causing any problems but we couldn't figure out there purpose.

Please do not hesitate to contact me with any questions that you might have. The building report will be in another email.

Thank you, Annette



FencingSignagePlaygroundequip9192019 Manhattan.pdf
782K

Member Gallatin Gateway School District #35
 Member Location 14050-03 - Fencing, Signage, & Playground equip
 Name Carrie Fisher

Inspector User Annette Satterly
 Inspection Date 09/19/2019

Location of playground in school yard:

SW

Age of child the playground designed for:

5 - 12

Send to Mobile



A. General Area

Is the play area and access free of slipping and tripping hazards such as ice, tree roots and leaves, irrigation heads, etc.?

No

What type of protective surface material is on the playground?

Pea Gravel

Are all footings covered with the proper depth of protective surfacing?

Yes

Is the protective surfacing free of debris, animal feces, rocks, glass or other foreign objects?

Yes

Is the perimeter environment such as benches and tables, etc. in good repair?

Yes

Are all tree limbs trimmed to greater than 7 feet above the ground?

N/A

Are all wood items free of splinters?

N/A

Are all points, corners and edges of items free of sharp areas? Are open ends of tubing sealed?

No

Comments Snail monkey bar need tubing ends covered.

B. Climbing Equipment

Are all climbers free of interior climbing bars or other interior structural components onto which a child may fall from a height of greater than 18 inches?

Yes

Is climbing equipment provided with alternative means of descent, such as platforms or stairways?

Yes

Are all chains, ropes, cables, tires and similar climbers securely anchored at both ends and in compliance with entrapment criteria?

Yes

Comments Shear bolts. Insulation on chain is weathered observe the district may need to be changed.

Are alternative means of access to equipment other than flexible grid climbing devices provided for preschool age children?	N/A
C. Arch Climbers	
Are alternative means of access other than arched climbers provided to equipment?	Yes
Is the equipment area for preschoolers free of free standing arched climbers?	N/A
D. Horizontal Ladders and Overhead Rings	
Is the center to center spacing no more than 12 inches for preschool age children ages four and five, and no more than 15 inches for school age children? Overhead rings are exempted from this spacing recommendation.	Yes
Are horizontal ladders intended for ages four and five parallel to one another and evenly spaced?	Yes
Is the first handhold not directly above the platform nor directly above climbing rungs used for mount or dismount?	Yes
Is the maximum height of the upper body equipment above the protective surface 60 inches for preschool age children and 84 inches for school age children?	Yes
Comments	Measured 82"
Is the maximum chain length of overhead swinging rings 7 inches?	Yes
E. Sliding Poles	
Is the preschool age children's play area free of sliding poles?	N/A
Is the pole free of protruding seams or welds?	Yes
Is there no change in direction along the sliding portion of the pole?	Yes
Where a child is likely to reach, is the pole 18 to 20 inches from the platform?	Yes
Does the pole extend at least 60 inches above the access area?	Yes
Is the pole and access structure located so that other activities will not cause interference with use?	Yes
F. Climbing Ropes	
Are ropes secured at both ends and not capable of creating a loop with an inside perimeter greater than 5 inches?	N/A
G. Balance Beam	
Is the maximum height of balanced beams 12 inches for preschool age children and 16 inches for school age children?	N/A
H. Layout of Climbing Components	
Is equipment located so users will not interfere with users on other equipment?	Yes

Are adjacent structures located so that climbing on the upper body equipment is not facilitated?	Yes
--	-----

I. Merry-Go-Rounds

If the merry-go-round is not circular, is the difference between the minimum and maximum radii less than 2 inches?	N/A
--	-----

Are all components such as handgrips within the perimeter of the platform?	N/A
--	-----

Is the underside of the platform no less than 9 inches above the protective surfacing?	N/A
--	-----

Is the maximum height of the standing/sitting surface Preschool: 14 inches above the protective surface? School age: 18inches above the protective surface?	N/A
---	-----

Is the undercarriage free of shearing or crushing mechanisms?	N/A
---	-----

Is the platform surface free of sharp edges and continuous? There should be no openings between the axis and periphery 5/16 inch or greater.	N/A
--	-----

Is the platform free of up and down motion?	N/A
---	-----

J. Seesaws

Are all seesaws in preschool age children's play areas equipped with spring centering devices?	N/A
--	-----

Are the fulcrums of fulcrum seesaws free of pinching or crushing hazards?	N/A
---	-----

If not equipped with spring centering devices, are tires or some other shock absorbing material embedded in the ground underneath the seats or secured to the underside of the seats of fulcrum seesaws to reduce impact?	N/A
---	-----

Be sure to take a picture and annotate the picture through your device before uploading.

Are handholds which do not turn or protrude beyond the seat sides provided at each seating position?	N/A
--	-----

Are fulcrum seesaws free of footrests unless the seesaw is equipped with a spring centering device?	N/A
---	-----

Do handholds and footrests comply with the entrapment guidelines?	N/A
---	-----

K. Slides

Does the slide comply with the access dimensions recommended by the CPSC-P? Is it free of entrapment hazards?	Yes
--	-----

Do platforms on free standing slides have a minimum length of at least 19 inches deep for toddlers and at least 14 inches deep for school-age children.	Yes
---	-----

Is the platform horizontal and at least as wide as the slide?	Yes
---	-----

Do guardrails or protective barriers surrounding the platform comply with the height requirements stated in the General Conditions audit?	Yes
Is the slide free of spaces or gaps between the platform and the start of the slide chute?	Yes
Are there handholds, guardrails, hood, or other device, at the channel entrance/chute to facilitate the user into a sitting position?	Yes
Are all metal sliding surfaces located out of direct sunlight or north facing to help prevent burns?	N/A
Do straight slides with open chutes have sides at least 4 inches high along the entire length of the inclined sliding surface?	Yes
Are the sides an integral part of the chute with no gaps between the sides and sliding surface? This does not apply to roller slides?	Yes
Is the exit region horizontal and parallel to the ground with a minimum length of 11 inches?	Yes
For slides no more than 4 feet in height, is the exit region no more than 11 inches from the protective surfacing? For slides over 4 feet in height, is the exit region at least 7 but not more than 15 inches above the protective surfacing?	Yes
If spiral slides are used in preschool age children's play areas, are the slides one turn (360 degrees) or less?	N/A
Are tube slides provided with barriers or surfaces to prevent sliding on the top (outside) of the tube?	Yes
Is the minimum internal diameter of the tube slide no less than 23 inches?	Yes
Comments Measured 29"	
For roller slides, is the space between adjacent rollers and between the ends of the rollers and the stationary structure less than 3/16 inch?	N/A
Are more frequent inspections conducted to ensure there are no missing rollers or broken bearings?	N/A

L. Spring Rockers

Is the seat area designed to be used only by the intended number of users?	N/A
Do handholds and footrest comply with the entrapment and protrusion guidelines?	N/A
Do the springs of the rocking equipment minimize the possibility of children pinching hands or feet?	N/A

M. Swings

Is hardware used to suspend the elements to the swing seat and to the supporting structure removable only with tools?	Yes
---	-----

Are S-hooks pinched shut or closed with a gap no greater than 0.04 inch? (thickness of a dime)	No
Comments	S-hooks above are too wide and need to be pinched closed. Use c-clamps for lower hardware.
Do swing supporting structures discourage climbing? A-frame structures should not have the horizontal cross-bars.	Yes
Are swings not suspended with fiber ropes?	Yes
Are swing use zones separated so that they do not overlap others piece of equipment?	No
Comments	One swing is too close to soccer net. Move net 4'.
Are swing bays limited to no more than 2 single axis swings?	Yes
Are single axis swings detached from composite structures to discourage climbing?	Yes
Are swing seats designed to accommodate only one user and constructed of lightweight rubber or plastic?	Yes
Do the swing seats comply with the protrusion requirements as recommended by the CPSC-P?	Yes
Comments	Monitor and change if they get worse.
Is the vertical distance from the underside of an occupied swing seat to the protective surfacing no less than 12 inches for preschool age children? Is it no less than 16 inches for school age children?	No
Comments	East swings are compliant. Need to rake material back under east swings. The west swings need chain links added to bring into compliance.
At the five foot level, is there a minimum distance of 30 inches between the side supporting frame and the swing chains?	Yes
At the five foot level, is there a minimum distance of 24 inches between chains used to suspend swings?	No
Comments	East swings are compliant. West swings need upper hardware adjusted which will bring the swings into compliance. It may be easier in the long run to change out the hardware including chains.
Are swing hangers on the top horizontal pole spaced at least 20 inches apart for each swing?	No
Comments	Top brackets need to be adjusted on west swings.
If single axis swings are intended for preschool age children, are the pivot points no greater than 8 feet above the protective surfacing?	N/A

N. Tot Swings or Full Bucket

Are full bucket tot swings used?	N/A
----------------------------------	-----

Do bucket swings comply with the CPSC-P head entrapment/strangulation requirements?	N/A
Are tot swings suspended from structures which are separate from those for other swings, or at least suspended from a separate bay of the same structure?	N/A
Is the vertical distance from the underside of an occupied swing seat to the protective surfacing no less than 24 inches?	N/A

O. Multi-Axis Tire Swing

Is the tire swing suspended in a separate bay from other swings?	N/A
Is the tire swing not attached to a composite structure?	N/A
Are truck tires not used?	N/A
If steel-belted radials are used, are the steel belts concealed?	N/A
Do drainage holes exist in the underside of the tires?	N/A
Is the hanger mechanism free of accessible pinch points?	N/A
Is the minimum clearance between the seating surface and the uprights of the supporting structure at least 30 inches when the tire is in the closest position to the support structure?	N/A

P. Swings Not Recommended for Public Playgrounds

Animal Figure Swings: Is the playground free of animal figure swings? Rigid metal framework is heavy, presenting a risk of impact injury.	Yes
Multiple Occupancy Swings (excluding tire swings): Is the playground free of multiple occupancy swings? The greater mass presents a risk of impact injury.	Yes
Rope Swings: Is the playground free of rope swings? Free swinging ropes may fray or otherwise form a loop presenting a potential strangulation hazard.	Yes
Swinging Dual Exercise Rings and Trapeze Bars (excluding overhead hanging rings such as those used in a ring trek or ring ladder): Is the playground free of swinging dual exercise rings and trapeze bars? These are considered items of athletic equipment.	Yes
Trampolines: Is the playground free of trampolines?	Yes

Files

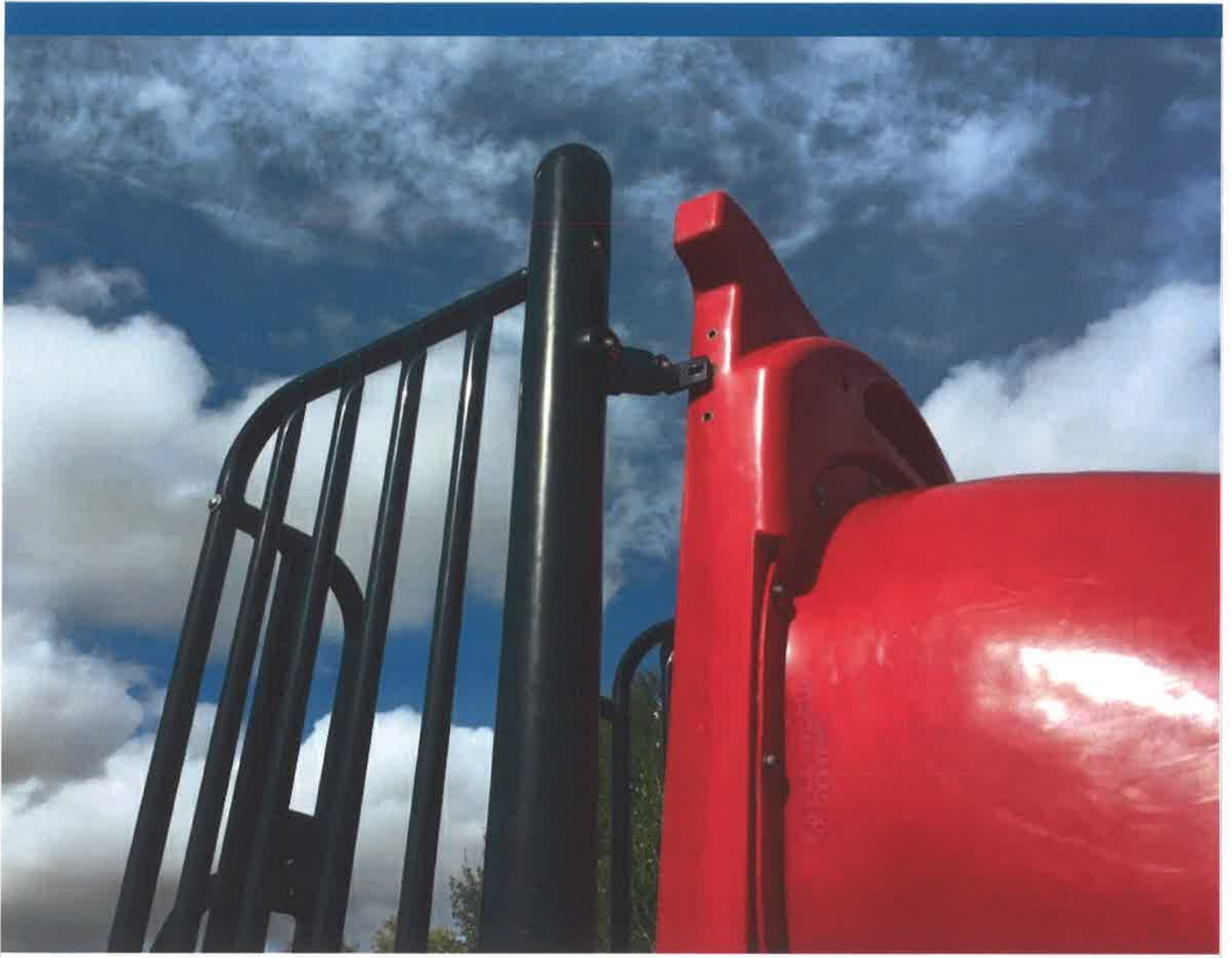
File	Description	Folder	Attached By	Attach Date	Size
IMG_20190924_153558.jpg		SAFETY	Harry Cheff	09/24/2019	472kb
IMG_20190924_153546.jpg		SAFETY	Harry Cheff	09/24/2019	520kb
IMG_20190919_111111.jpg		SAFETY	Harry Cheff	09/24/2019	747kb
IMG_20190919_111047.jpg		SAFETY	Harry Cheff	09/24/2019	1106kb

Images









Volunteer Drivers

cost of Background check = \$32

cost of fingerprint card = \$15

	# of Drivers	Background Check	Fingerprint Card	Estimated Total Cost:
2017-2018	37	\$1,184.00	\$555.00	\$1,739.00
2018-2019	18	\$576.00	\$270.00	\$846.00
2019-2020*	16	\$512.00	\$240.00	\$752.00
AVERAGES:	24	\$757.33	\$355.00	\$1,112.33
*as of October 23, 2019				

Gallatin Gateway School Facility Advisory Committee

The scope of the Gallatin Gateway School facility planning advisory committee will be to gather and analyze information to recommend short-term, mid-term, and long-range written maintenance, renovation, and construction plans for the Gallatin Gateway School (GGS) building/facility/grounds, and to make recommendations to the GGS Board for consideration. ~~in Board facility maintenance.~~ When advised by District Clerk, Superintendent or GGS Board, the committee will assist in collecting of bids and/or estimated cost for facility maintenance, renovation, or construction proposal.

1. The committee will assess the school facility needs and recommend facility goals for short-term and mid-term planning.
2. The committee will assess the school facility needs and recommend facility goals for the next 20 years for long-range planning.
3. The committee will propose a Quarterly maintenance plan with priority-based recommendations and suggested contractors to the Superintendent and school board.
4. The committee will meet and report quarterly, or more frequently as deemed necessary to the school board.
- ~~5. The committee will collect and maintain a list of community members that can provide assistance to the superintendent in finding the proper resources needed to fix day-to-day maintenance issues.~~
6. The advisory committee will:
 - be appointed by the Chairman of the GGS Board.
 - have no school maintenance decision-making or spending authority.
 - be comprised of two staff members, two parents, two community volunteers, District Clerk, Superintendent, and ~~at least one but not to exceed two board members.~~
 - include no more than ~~7~~ ten (10) members.
7. School administration and staff members will be available by appointment as a resource to the advisory committee to share knowledge of the building and needs of the facility.
8. The Advisory Committee agenda will be provided to GGS administration no less than four business days prior to the meeting to be posted for the public. The District Clerk will post the approved minutes on the school webpage under the heading: School Board School Facility Advisory Committee.
9. The ongoing need, scope, and members of the advisory committee will be reviewed annually by the school board.

Tom's Floor Store, Inc.
2320 W Main St Suite 4
Bozeman, MT 59718
(406)586-3045

Newest
Addition
only
*excluding Science
Room

Proposal #: T0013059
Sale Date: 10/09/2019
Install Date:
Sales Rep: Hebert, Thomas
Sales Rep:

SOLD TO

Gallatin Gateway School, Carrie Fisher
PO Box 265
Gallatin Gateway Mt 59730
763/4415

SHIPPED TO

new floors in main Hall

Printed 10/09/19 16:53:41

MATERIALS

		QUANTITY	PRICE	TOTAL
(1) Primary Elements	TBD	3024.00SqFt	\$2.72	\$8,225.28
(3) Johnsonite Base - 4"	TBD	400.00LnFt	\$2.25	\$900.00
Comments: rubber base				
(5) Johnsonite Reducer		75.00LnFt	\$2.50	\$187.50
Comments: transitions				
Materials Subtotal:				\$9,312.78

LABOR

		QUANTITY	PRICE	TOTAL
(1) VCT --Lee's Floor Covering,		3024.00 SqFt	\$1.10	\$3,326.40
(2) C-Removal & haul --Lee's Floor Covering, ** removal of old **		3024.00 SqFt	\$0.75	\$2,268.00
(3) B-Rubber/vinyl base --Lee's Floor Covering,		400.00 LnFt	\$0.85	\$340.00
(4) Floor Prep --Lee's Floor Covering, ** floor prep **		15.00 Each	\$40.00	\$600.00
Labor SubTotal:				\$6,534.40

Comments:

Subtotal: \$15,847.18
Misc: \$0.00
Total: \$15,847.18
Payments:
Balance: \$15,847.18

Tom's Floor Store, Inc.
2320 W Main St Suite 4
Bozeman, MT 59718
(406)586-3045

Both
Hallways
*excluding Red/black
hallway by Gym

Proposal #: TO013059
Sale Date: 10/09/2019
Install Date:
Sales Rep: Hebert, T
Sales Rep:

Printed 10/14/19 10:14:36

SOLD TO

Gallatin Gateway School, Carrie Fisher
PO Box 265
Gallatin Gateway Mt 59730
763/4415 209/0156 Carrie

SHIPPED TO

halls

MATERIALS

		QUANTITY	PRICE	TOTAL
(1) Primary Elements	TBD	5880.00SqFt	\$2.72	\$15,993.60
(3) Johnsonite Base - 4"	TBD	660.00LnFt	\$2.25	\$1,485.00
Comments: rubber base				
(5) Johnsonite Reducer		100.00LnFt	\$2.50	\$250.00
Comments: transitions				
Materials Subtotal:				\$17,728.60

LABOR

		QUANTITY	PRICE	TOTAL
(1) VCT --Lee's Floor Covering,		5880.00 SqFt	\$1.10	\$6,468.00
(2) C-Removal & haul --Lee's Floor Covering, ** removal of old **		5880.00 SqFt	\$0.75	\$4,410.00
(3) B-Rubber/vinyl base --Lee's Floor Covering,		660.00 LnFt	\$0.85	\$561.00
(4) Floor Prep --Lee's Floor Covering, ** floor prep **		20.00 Each	\$40.00	\$800.00
Labor SubTotal:				\$12,239.00

Comments:

Subtotal: \$29,967.60
Misc: \$0.00
Total: \$29,967.60
Payments: \$0.00
Balance: \$29,967.60

Tom's Floor Store, Inc.
2320 W Main St Suite 4
Bozeman, MT 59718
(406)586-3045

Both Hallways
& Science
Classroom
* excluding Red/black
hallway by Gym

Proposal #: T0013059
Sale Date: 10/09/2019
Install Date:
Sales Rep: Hebert, T
Sales Rep:

Printed 10/16/19 16:05:56

SOLD TO

Gallatin Gateway School, Carrie Fisher
PO Box 265
Gallatin Gateway Mt 59730
763/4415 209/0156 Carrie

SHIPPED TO

halls & Science Rm.

MATERIALS

		QUANTITY	PRICE	TOTAL
(1) Primary Elements	TBD	6810.00SqFt	\$2.72	\$18,523.20
(3) Johnsonite Base - 4"	TBD	782.00LnFt	\$2.25	\$1,759.50
Comments: rubber base				
(5) Johnsonite Reducer		100.00LnFt	\$2.50	\$250.00
Comments: transitions				
Materials Subtotal:				\$20,532.70

LABOR

	QUANTITY	PRICE	TOTAL
(1) VCT --Lee's Floor Covering,	6810.00 SqFt	\$1.10	\$7,491.00
(2) C-Removal & haul --Lee's Floor Covering, ** removal of old **	6810.00 SqFt	\$0.75	\$5,107.50
(3) B-Rubber/vinyl base --Lee's Floor Covering,	782.00 LnFt	\$0.85	\$664.70
(4) Floor Prep --Lee's Floor Covering, ** floor prep **	3.00 Each	\$40.00	\$120.00
Labor SubTotal:			\$13,383.20

Comments:

Subtotal: \$33,915.90
Misc: \$0.00
Total: \$33,915.90
Payments: \$0.00
Balance: \$33,915.90

FY20 OTHER BUDGETED FUNDS

TRANSPORTATION FUND EXPENDITURES - 110		FY2020 BUDGET
GENERAL ADMINISTRATION-2300		
110.80.100.2300.530	COMMUNICATIONS- INTERNET SERVICE	\$ 2,000.00
110.80.100.2300.531	COMMUNICATIONS- PHONE SERVICE	\$ 1,300.00
110.80.100.2321.111	ADMINISTRATIVE SALARY- Superintendent	\$ 15,200.00
110.80.100.2321.115	OFFICE/CLERICAL SALARY- Administrative Secretary	\$ 6,066.00
110.80.100.2321.250	WORKERS' COMPENSATION	\$ 111.00
10.80.100.2321.260	HEALTH INSURANCE	\$ 2,336.00
TOTAL		\$ 27,013.00
SUPPORT SERVICE - BUSINESS - 2500		
110.80.100.2500.111	ADMINISTRATIVE SALARY- Business Mngr/Clerk	\$ 18,900.00
110.80.100.2500.115	CLERICAL/TECHNOLOGY	\$ 4,158.00
110.80.100.2500.190	LEAVE PAY	\$ 1,000.00
110.80.100.2500.250	WORKERS COMPENSATION	\$ 122.00
110.80.100.2500.260	HEALTH INSURANCE	\$ 65.00
TOTAL		\$ 24,245.00
OPERATION AND MAINTENANCE OF PLANT SERVICES - 2600		
110.80.100.2600.410	POWER - LIGHTS	\$ 1,000.00
110.80.100.2600.412	ELECTRICITY	\$ 33.93
110.80.100.2600.431	DISPOSAL SERVICE	\$ 700.00
110.80.100.2600.433	CONTRACTED CUSTODIAL SERVICES	\$ 7,248.00
110.80.100.2600.440	REPAIRS AND MAINTENANCE	\$ -
110.80.100.2630.432	SNOW PLOW SERVICES	\$ 1,200.00
TOTAL		\$ 10,181.93
STUDENT TRANSPORTATION SERVICES - 2700		
110.80.100.2700.118	SALARIES, BUS DRIVERS	\$ 23,857.00
110.80.100.2700.125	SUBSTITUTE BUS DRIVER SALARY	\$ 256.87
110.80.100.2700.190	LEAVE PAY	\$ 800.00
110.80.100.2700.180	BUS DRIVER YEAR-END BONUS	\$ 1,360.00
110.80.100.2700.250	WORKERS COMPENSATION	\$ 2,000.00
110.80.100.2700.260	HEALTH INSURANCE	\$ 3,500.00
110.80.100.2700.330	OTHER PROFESSIONAL SERVICES	\$ 650.00
110.80.100.2700.520	INSURANCE	\$ 6,406.20
110.80.100.2700.540	ADVERTISING	\$ -
110.80.100.2700.582	TRAVEL OUT-OF-DISTRICT/INSERVICE TRAINING	\$ 250.00
110.80.100.2700.610	SUPPLIES	\$ 500.00
110.80.100.2700.624	FUEL FOR BUSES	\$ 4,450.00
110.80.100.2700.660	MINOR EQUIPMENT	\$ 500.00
110.80.280.2700.810	DUES AND FEES	\$ 150.00
110.80.100.2740.440	REPAIRS AND MAINTENANCE	\$ 5,000.00
110.80.100.2740.610	SUPPLIES	\$ 380.00
TOTAL		\$ 50,060.07
TRANSPORTATION FUND TOTAL		\$ 111,500.00

BUS DEPRECIATION FUND EXPENDITURES - 111**BUS DEPRECIATION - 111**

111.80.100.2700.740	MAJOR EQUIPMENT REPLACEMENT	\$	117,135.17
BUS DEPRECIATION FUND TOTAL			\$ 117,135.17

TUITION FUND EXPENDITURES - 113**TUITION FUND - 113**

113.80.280.1000.561	TUITION IN-STATE	\$	877.44
113.82.280.1000.117	PARAPROFESSIONALS	\$	12,800.00
113.82.280.1000.250	WORKERS COMPENSATION	\$	100.00
TUITION FUND TOTAL			\$ 13,777.44

ADULT EDUCATION FUND - 117**ADULT CONTINUING EDUCATION PROGRAM -INSTRUCTION-610-1000**

117.80.610.1000.119	OTHER SUPERVISORY- SUPERINTENDENT/COORDINATOR	\$	10,400.00
117.80.610.1000.124	TEMPORARY SERVICES- TECHNICAL (INSTRUCTORS)	\$	1,650.00
117.80.610.1000.250	WORKERS COMP	\$	75.00
117.80.610.1000.260	HEALTH INSURANCE	\$	860.00
117.80.610.1000.610	SUPPLIES	\$	53.00
TOTAL			\$ 13,038.00

GENERAL ADMINISTRATION-2300

117.80.610.2300.530	COMMUNICATIONS- INTERNET SERVICE	\$	2,000.00
117.80.610.2300.531	COMMUNICATIONS- PHONE SERVICE	\$	600.00
TOTAL			\$ 2,600.00

SUPERINTENDENT SERVICES-2300

117.80.610.2321.111	ADMINISTRATIVE SALARY- Superintendent	\$	2,280.00
117.80.610.2321.115	OFFICE/CLERICAL-Administrative Secretary	\$	410.00
117.80.610.2321.250	WORKERS COMP	\$	75.00
117.80.610.2321.260	HEALTH INSURANCE	\$	300.00
TOTAL			\$ 3,065.00

BUSINESS SERVICES-2500

117.80.610.2500.111	ADMINISTRATIVE SALARY- Superintendent	\$	3,150.00
117.80.610.2500.115	OFFICE/CLERICAL-Assistant Clerk	\$	700.00
117.80.610.2500.250	WORKERS COMP	\$	75.00
117.80.610.2500.260	HEALTH INSURANCE	\$	500.00
TOTAL			\$ 4,425.00

OPERATIONS & MAINTENANCE

117.80.610.2600.410	POWER-LIGHTS	\$	60.00
117.80.610.2600.410	NATURAL GAS	\$	60.00
117.80.610.2600.410	ELECTRICITY	\$	600.00

FY20 OTHER BUDGETED FUNDS

117.80.610.2600.410	WATER TESTS	\$	60.00
117.80.610.2600.410	DISPOSAL SERVICE	\$	150.00
117.80.610.2600.410	CUSTODIAL SERVICS	\$	750.00
117.80.610.2600.410	INSURANCE	\$	770.00
TOTAL		\$	2,450.00
ADULT EDUCATION TOTAL		\$	25,578.00

TECHNOLOGY FUND-128

INSTRUCTION- 1000

128.4.610.1000.680	COMPUTER SOFTWARE	\$	2,500.00
128.4.610.1000.682	SUPPLIES- TECHNOLOGY	\$	954.00
128.4.610.1000.780	MAJOR TECHNOLOGY HARDWARE	\$	1,500.00
TOTAL		\$	4,954.00

GENERAL ADMINISTRATION-2300

128.4.100.2300.530	COMMUNICATIONS- INTERNET SERVICE	\$	1,600.00
TOTAL		\$	1,600.00

TECHNOLOGY COORDINATOR-2580

128.4.100.2580.112	CERTIFIED SALARIES-Teachers	\$	13,807.00
128.4.100.1000.250	WORKERS COMP	\$	66.00
128.4.100.1000.260	HEALTH INS	\$	1,425.00
TOTAL		\$	15,298.00
TECHNOLOGY FUND TOTALS		\$	21,852.00

FLEXIBILITY FUND- 129

FLEXIBILITY FUND- EDUCATION - 1000

129.4.100.1000.610	SUPPLIES	\$	216.97
129.4.100.1000.780	MAJOR TECHNOLOGY HARDWARE	\$	5,000.00
129.4.100.2400.680	COMPUTER SOFTWARE	\$	6,000.00
FLEXIBILITY FUND TOTALS		\$	11,216.97

DEBT SERVICE FUND-150

DEBT SERVICE FUND-GENERAL OBLIGATION

150.80.100.5100.840	PRINCIPAL ON DEBT	\$	110,000.00
150.80.100.5100.850	INTEREST ON DEBT	\$	7,710.00
150.80.100.5100.860	AGENT FEES/ISSUANCE COSTS	\$	400.00
DEBT SERVICE FUND TOTALS		\$	119,760.00

BUILDING RESERVE FUND-161

BUILDING RESERVE FUND-OPERATION AND MAINTENANCE OF PLANT SERVICES -2600

FY20 OTHER BUDGETED FUNDS

161.80.100.2600.330	OTHER PROFESSIONAL SERVICES	\$	8,924.18
161.80.100.2600.440	REPAIR & MAINTENANCE	\$	92,000.00
161.80.100.2600.660	MINOR EQUIPMENT	\$	25,000.00
161.80.100.2600.780	MAJOR EQUIPMENT	\$	75,000.00
161.80.100.2600.810	DUES AND FEES	\$	1,000.00
BUILDING RESERVE TOTAL		\$	201,924.18

2019-2020 Gallatin Gateway School District #35 Goals

The District's Core Values:

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.

I. Individualized Student Success				
<u>Objective</u>	<u>Action Steps</u>	<u>Resources Needed</u>	<u>Timeline</u>	<u>Position(s)</u>
We will establish high expectations for each student and provide the necessary supports, to attain proficiency and continued growth for individual student success.	We will develop a guaranteed and viable curriculum by working with the ACE consortium. Work will focus on curriculum alignment, assessment analysis, and data analysis.	<ul style="list-style-type: none"> - Time to work within PLC to align curriculum materials to ACE pacing - Time to develop formative and summative assessments to measure Standards - Purchase Curriculum Materials (Math 6-8, Lucy Calkins K-2, Bridges K-2) 	<ul style="list-style-type: none"> - PIR Days – Math Sept 27 - PLC Wednesdays – Oct. 30, Nov 20, Dec 4, Dec 18, Jan 15, Jan 29 - Ongoing - Purchase equipment prior to Nov. 	<ul style="list-style-type: none"> - Teachers - Superintendent
	We will use District Curriculum Materials with fidelity according to alignment with the ACE Consortium	<ul style="list-style-type: none"> - Time to develop effective instructional plans using materials in all grade levels 	<ul style="list-style-type: none"> - Ongoing training and collaboration 	<ul style="list-style-type: none"> - Teachers – Grade K-8 - Superintendent
	All students K-8 will use Renaissance Math Facts in a Flash daily to develop Number Concept Skills	<ul style="list-style-type: none"> - Continued subscription to Renaissance - Dedicated Classroom Time - Filter for Technology Work-around 	<ul style="list-style-type: none"> - All Year 	<ul style="list-style-type: none"> - All Math teachers - Technology Dir - Superintendent
We will enhance the educational opportunities for each student through after-school programming and provide our families with the tools needed to best support their children.	We will partner with United Way to provide an after school program to serve the needs of students with working parents	<ul style="list-style-type: none"> - MOA w/United Way - Staffing collaboration - Handbook 	<ul style="list-style-type: none"> - 2019-2020 School Year - Pilot year to determine sustainability 	<ul style="list-style-type: none"> - Superintendent - School Board - Business Manager - After School Program Coordinator - Whole Child Committee - United Way

II. Staff and Volunteers				
<u>Objective</u>	<u>Action Steps</u>	<u>Resources Needed</u>	<u>Timeline</u>	<u>Position(s)</u>
We will enhance the professional development opportunities for our staff with a clear focus on increasing the individual success of each student.	With guidance from the PDAC, the district will plan, implement, and analyze the efficacy of staff professional development.	<ul style="list-style-type: none"> - PDAC recommendation as adopted by the Board in June 2019 - Information generated from staff feedback on professional development 	<ul style="list-style-type: none"> - The PDAC will tentatively plan to meet in November 2019, April 2020, May 2020, and August 2020 	<ul style="list-style-type: none"> - Superintendent - School Board - Business Manager - Professional Development Advisory Committee - Teachers - Staff
	The EPAS teacher evaluation model will continue to be used by the district with a focus on teacher growth.	<ul style="list-style-type: none"> - EPAS training materials (online at OPI) - Opportunities for additional EPAS training - Time during the year to discuss EPAS models and individual implementation 	<ul style="list-style-type: none"> - EPAS Calendar provided to Teachers by Sept. 1, 2019 	<ul style="list-style-type: none"> - Teachers - Superintendent
	The Mentoring Team for the 2019-2020 school year, will provide a 3-day orientation for new staff (certified and classified) and yearlong training based on the mentoring handbook	<ul style="list-style-type: none"> - Time to meet with teachers who will serve as mentors - Stipends for mentors - Daily Stipends for new teachers during staff orientation 	<ul style="list-style-type: none"> - Ongoing meetings with new staff through the year - Mentor Team will provide recommendations for handbook revisions Summer 2020 	<ul style="list-style-type: none"> - Superintendent - Mentoring Team - New Staff (Certified and Classified) - Business Manager
	We will conduct classified staff evaluations to include goal setting meetings at the beginning of the year	<ul style="list-style-type: none"> - Time to meet with classified staff 	<ul style="list-style-type: none"> - Evaluations to be completed by the end of May 2019 	<ul style="list-style-type: none"> - Superintendent - District Clerk - Classified Staff
We will align curriculum from subject to subject, grade to grade and secondary transition.	We will use the PLC model during Team Meeting time on Wednesdays to align the curriculum, analyze data, and plan transitions.	<ul style="list-style-type: none"> - Training on ACE Curriculum - Training on PLC Model - Form to track and analyze team discussion and shape future discussion 	<ul style="list-style-type: none"> - Wednesdays and PIR Days 	<ul style="list-style-type: none"> - Superintendent - Teachers

	We will provide opportunities for teachers to collaborate with teachers in other schools for the purpose of transition	<ul style="list-style-type: none"> - Knowledge of opportunities to collaborate with teachers at BSD7 and BSD44 	<ul style="list-style-type: none"> - Regular participation in Rural Superintendent Meetings with BSD7 - Ongoing 	<ul style="list-style-type: none"> - Superintendent - Teachers
II. Staff and Volunteers				
Objective	Action Steps	- Resources Needed	- Timeline	- Persons Responsible
We will deliberately develop and promote a positive culture by enhancing the physical workspace and workplace climate.	We will schedule monthly Staff/Teacher community team building opportunities	<ul style="list-style-type: none"> - Flex funds to finance Team Building 	<ul style="list-style-type: none"> - Monthly 	<ul style="list-style-type: none"> - Superintendent - District Clerk - School Secretary
	We will use an employee satisfaction survey at least once per year to measure culture and climate.	<ul style="list-style-type: none"> - Staff Survey 	<ul style="list-style-type: none"> - Yearly 	<ul style="list-style-type: none"> - Superintendent - School Board
We will offer volunteer and substitute training to enable qualified subs and volunteers to maximize their effect on student success.	Offer training through Adult Education courses – offered to all County Schools	<ul style="list-style-type: none"> - Funding for substitute/volunteer course supplies - Adult education time 	<ul style="list-style-type: none"> - Spring of 2020 - Fall of 2020 	<ul style="list-style-type: none"> - Superintendent - Adult Ed - County Superintendent
We will facilitate consistent information, through the school, from PIE, Ed Foundation, and Boosters	<ul style="list-style-type: none"> - Meet with each organization regularly - Ensure each organization has a regularly scheduled meeting on the School Calendar - Communicate through Website, email, flyers, and Social Media about events, meetings and volunteer opportunities 	<ul style="list-style-type: none"> - Time to attend the meetings - Consistent information output 	<ul style="list-style-type: none"> - Ongoing 	<ul style="list-style-type: none"> - Superintendent - Board members of each organization - Teachers/Staff - Administrative Secretary - Clerk

III. Facilities				
<u>Objective</u>	<u>Action Steps</u>	<u>Resources Needed</u>	<u>Timeline</u>	<u>Position(s)</u>
We will analyze the need for a full time position that encompasses Custodial/Maintenance	<ul style="list-style-type: none"> - Cost Analysis of last 3 years Custodial and Maintenance costs vs cost of 1 employee over the last 3 years - Materials cost analysis -- our equipment vs. contracted equipment (custodial) 	<ul style="list-style-type: none"> - Time - Viable job description 	<ul style="list-style-type: none"> - Decision to be made prior to the 2020-2021 budget development 	<ul style="list-style-type: none"> - Clerk - Superintendent - School Board
We will initiate programs that are environmentally responsible, that provide additional opportunities for our students, staff and community to collaborate, and which support the school and community.	Develop a comprehensive Green House Curriculum that includes K-8	<ul style="list-style-type: none"> - Funding for materials - Curriculum Development time for each grade level - Volunteers to help manage 	<ul style="list-style-type: none"> - Spring 2020 curriculum begins 	<ul style="list-style-type: none"> - Superintendent - Business Manager - Teachers/Staff
We will determine the viability of new/renovated facilities and management of current facilities	<ul style="list-style-type: none"> - Determine Bonding Capacity - Develop Facilities Committee - Determine need for Owner's Rep - Comprehensive Facilities Needs Assessment - Bonding assessment 	<ul style="list-style-type: none"> - DA Davidson - Facilities Plan - RFP/RFQ processes 	<ul style="list-style-type: none"> - Bond election by Nov 2020 - Begin construction/renovation January 2020 	<ul style="list-style-type: none"> - Superintendent - Business Manager - School Board - Facilities Advisory Committee
	Refine and review priorities of work as they relate to improvements to campus	<ul style="list-style-type: none"> - Knowledge of facilities - Funding for materials and labor - Building Management Vendors 	<ul style="list-style-type: none"> - Ongoing 	<ul style="list-style-type: none"> - Superintendent - Clerk - Board

IV. Leadership, Communication and Collaboration				
<u>Objective</u>	<u>Action Steps</u>	<u>Resources Needed</u>	<u>Timeline</u>	<u>Position(s)</u>
We will enhance the effectiveness of our communication with students, staff, parents and community members	We will work to maintain an updated district website and establish a Social Media Presence	<ul style="list-style-type: none"> - Training on Catapult - User access to upload information 	<ul style="list-style-type: none"> - Ongoing 	<ul style="list-style-type: none"> - Clerk - Superintendent - Administrative Secretary
	Conduct monthly community meetings with superintendent to provide parents and community the opportunity to provide input into district initiatives		<ul style="list-style-type: none"> - First meeting will occur September 24 @ 6:00 	<ul style="list-style-type: none"> - Superintendent
	Compose monthly Superintendent Newsletter	<ul style="list-style-type: none"> - Time - Website Update 	<ul style="list-style-type: none"> - First newsletter will go out after the September Board Meeting 	<ul style="list-style-type: none"> - Superintendent
	We will find ways to provide opportunities for community engagement with the members of the Board	<ul style="list-style-type: none"> - Time - Organization - Communication 		<ul style="list-style-type: none"> - Superintendent - School Board
We will create a school and school board environment that is open to community, parent, and staff discussion and communication.				

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V. Safety				
<u>Objective</u>	<u>Action Steps</u>	<u>Resources Needed</u>	<u>Timeline</u>	<u>Position(s)</u>
We will enhance the safety and security of our school building and property.	<ul style="list-style-type: none"> - Training on Security cameras in the Buses and throughout the school - Installation of camera application on multiple desktops. - Installation of cameras for Playground area 	<ul style="list-style-type: none"> - Funding for training - Time for application installation - Additional Cameras for Playground Area 	<ul style="list-style-type: none"> - Completed Before Fall 2020 	<ul style="list-style-type: none"> - Superintendent - Clerk - Administrative Secretary - Tech. Director
We will enhance our safety procedures and training for all emergency situations.	<ul style="list-style-type: none"> - Initiate "Fight/Flight" training through Adult Ed - Monthly Fire Drills - Monthly rotation of Drills for (Shelter in Place, Lockdown, Earthquake) 	<ul style="list-style-type: none"> - Coordination with First Responders - Contact Sheriff's Office to coordinate Fight training 	<ul style="list-style-type: none"> - Ongoing - Adult Ed Class for 2nd Semester 	<ul style="list-style-type: none"> - Superintendent - School Resource Officer - CERT Team
	Quarterly Safety Committee meetings will occur to provide input on training for staff, understanding of necessary training, and provide updates to	<ul style="list-style-type: none"> - Time to meet and collaborate - Input from necessary stakeholders - Training with First Responders 	<ul style="list-style-type: none"> - First meeting will occur in October - Quarterly updates will be provided to the board 	<ul style="list-style-type: none"> - Superintendent - Safety Committee

	Gallatin Gateway School Safety Plan		<ul style="list-style-type: none"> - Recommendations for revision to the Safety Plan yearly during the summer 	
We will enhance our counseling support for students	Counselor coordinates with SST and Principal to ensure implementation of MTSS	<ul style="list-style-type: none"> - Monthly MTSS meetings 	<ul style="list-style-type: none"> - Ongoing 	<ul style="list-style-type: none"> - Superintendent - Counselor - Student Support Admin - Teachers - Whole Child Committee
	Increase awareness of issues related to bullying and implement a cohesive bullying program at GGS	<ul style="list-style-type: none"> - Funding - Knowledge of resources 	<ul style="list-style-type: none"> - Bullying on each MTSS agenda 	<ul style="list-style-type: none"> - Superintendent - Counselor - Teachers - Whole Child Committee
V. Safety				
Objective	Action Steps	- Resources Needed	- Timeframe	- Person's Responsible
We will increase our awareness of training on and implementation of alternative means of addressing student behaviors.	Use of SWMS to track student discipline date to make informed decisions about student behaviors	<ul style="list-style-type: none"> - Funding SWMS - Understanding of the construct and how it may work at GGS - Time to analyze materials 	<ul style="list-style-type: none"> - Ongoing 	<ul style="list-style-type: none"> - Superintendent - Counselor - Whole Child Committee - MTSS Leadership Team
	Development of RtI Behavior Matrix to assist students in need of behavior intervention	<ul style="list-style-type: none"> - Teacher Training 	<ul style="list-style-type: none"> - Ongoing 	<ul style="list-style-type: none"> - Counselor - Superintendent - MTSS Leadership Team - Whole Child Committee - Teachers

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**Montana Educator Performance Appraisal System
(MONTANA-EPAS)**

**Superintendent Evaluation
Process Guide and
Model Examples**

**WORKING DRAFT
Revised November 2016**



opi.mt.gov

Montana
Office of Public Instruction
Denise Juneau, State Superintendent



Accreditation and
Educator Preparation
Teaching, Learning & Leading

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Montana Educator Performance Appraisal System (Montana-EPAS) Superintendent Evaluation: Process Guide and Model Examples

High-quality, high-performing teachers and school and district leaders are critical to ensure student learning, well-being, and success. An evaluation system based in ongoing professional growth for each teacher, principal, superintendent, and other school leaders will help to foster learning environments that meet the needs of each student (Evaluation Systems Work Group 2013).

Introduction

The Montana-EPAS consists of models for the evaluation of teachers and school and district leaders. This standards-based evaluation system is designed to encourage a continuum of professional growth throughout a superintendent's career. The Montana-EPAS provides useable tools for school districts to implement the state model or use a common framework to align local systems of continuous growth and evaluation to the state standards. Improving professional practice of superintendents will help to assure student success.

The Montana-EPAS was developed by the Evaluation Systems Work Group, formed to meet the requirements of the Board of Public Education (BPE). Administrative Rules of Montana (ARM) 10.55.701(4) outlines the requirements pertaining to school district evaluations. ARM 10.55.701 Board of Trustees states:

- (4)(a) The evaluation system used by a school district for licensed staff shall, at a minimum:*
(i) be conducted on at least an annual basis with regard to nontenure staff and according to a regular schedule adopted by the district for all tenure staff; (ii) be aligned with applicable district goals, standards of the Board of Public Education, and the district's mentorship and induction program required under ARM 10.55.701(5)(b); (iii) identify what skill sets are to be evaluated; (iv) include both formative and summative elements; and (v) include an assessment of the superintendent's effectiveness in supporting every student in meeting rigorous learning goals through the performance of the superintendent's duties.
(4)(b) ... the Superintendent of Public Instruction shall develop and publish model evaluation instruments that comply with this rule in collaboration with the MEA-MFT, Montana Rural Education Association, Montana School Boards Association, School Administrators of Montana, and Montana Small School Alliance.

The Montana-EPAS relating to school and district leaders is based on the 2015 Professional Standards for Educational Leaders (PSEL) formerly known as the Interstate School Leaders Licensure Consortium (ISLLC) Standards (2008). The focus of the PSEL is to articulate what effective leadership should look like in a today's and tomorrow's accredited school systems. *The standards envision public schools that empower every learner to take ownership of their learning, that emphasize the learning of content and application of knowledge and skill to real world problems, that value the*



differences each learner brings to the learning experience, and that leverage rapidly changing learning environments to maximize learning (CCSSO, 2014). These standards support the primary purpose of the Montana-EPAS: to promote ongoing professional growth to ensure effective instructional practice that leads to learning, well-being, and success for every Montana student.

Montana-EPAS Implementation

Districts may implement the Montana-EPAS for the evaluation of superintendents by adopting, adapting, and modifying one of the state model examples, or districts may align the local evaluation system to state standards. Both implementation options fulfill the BPE standard ARM 10.55.701(4).



Montana Educator Performance Appraisal System (Montana-EPAS) Superintendent Evaluation: Process Guide and Model Examples

Purpose

The primary purpose of the model Montana system for evaluation of teachers and school and district leaders is to foster continuous professional growth enabling learning, well-being, and success for all students. The model state evaluation system is based on three core concepts: professional growth, continuous improvement and quality assurance.

Professional growth focuses on enhancing the skills and knowledge of superintendents in the following areas:

- Leadership/professionalism
- Student learning
- School climate
- School finance and law
- District management including collective bargaining
- Community/constituent relations
- Trustees/superintendent relations
- Achievement of district goals and/or indicators of success

Continuous improvement focuses on superintendent and trustee commitment to continuously improving practice so that principal, teacher, and student performance are continuously enhanced.

Quality assurance focuses on the collection of credible evidence about superintendent performance. The trustees and superintendent agree that the assessment/evaluation of the superintendent is an ongoing process that unfolds over the course of the year. As best practice, the process should consider:

- data that measure progress of the district
- achievement of agreed upon goals
- perspectives and judgment of the superintendent
- perspectives and judgment of the trustees



Professional Standards for Educational Leaders 2015, formerly known as Interstate School Leaders Licensure Consortium (ISLLC) Standards

The Professional Standards for Educational Leaders (PSEL) are founded on a research- and practice-based understanding of the relationship between educational leadership and student success. These Standards provide a holistic view of leadership promoting learning, achievement, development, and well-being of each student (PSEL, 2015).

The PSEL exemplify the knowledge, skills, and dispositions necessary for the development of effective superintendents. A continuum of professional growth throughout a superintendent's career recognizes that one gains skill and expertise over time. Individual school superintendents often focus time and energy on specific standards and performances that directly relate to their current administrative role. These standards guide the Montana-EPAS process guide and model examples for superintendent evaluation and performance indicators.

Table 1. Side-by-Side Correlation of ISLLC 2008 and PSEL 2015 Standards

ISLLC 2008	PSEL 2015
1. Vision	1. Mission, Vision, and Core Values 10. School Improvement
2. School Culture and Instructional Program	4. Curriculum, Instruction, and Assessment 5. Community of Care and Support for Students* 6. Professional Capacity of School Personnel* 7. Professional Community for Teachers and Staff
3. Operations, Management, and Resources	5. Community of Care and Support for Students* 6. Professional Capacity of School Personnel* 9. Operations and Management
4. Collaboration With Faculty and Community 5. Ethics	8. Meaningful Engagement of Families and Community* 2. Ethics and Professional Norms 3. Equity and Cultural Responsiveness*
6. Political, Social, Legal, Cultural Context	3. Equity and Cultural Responsiveness* 8. Meaningful Engagement of Families and Community*

* Note. Individual PSEL standards designated with an asterisk (*) correlate to multiple ISLLC standards.

The Professional Standards for Educational Leaders 2015 and the Interstate Leaders Licensure Consortium Standards 2008: A Crosswalk



Superintendent Evaluation: Process Guide and Model Examples

This process guide and model examples are designed to encourage reflective conversation between trustees and the superintendent. This collaborative approach is for the purpose of improvement of performance of the superintendent, the trustees, and the system so that student learning, well-being, and success increases.

Terms and Definitions as used in this document

20-1-101, MCA

- **District Superintendent** means a person who holds a valid class 3 Montana teacher certificate with a superintendent's endorsement that has been issued by the superintendent of public instruction under the provisions of this title and the policies adopted by the board of public education and who has been employed by a district as a district superintendent (10).
- **Principal** means a person who holds a valid class 3 Montana teacher certificate with an applicable principal's endorsement that has been issued by the superintendent of public instruction under the provisions of this title and the policies adopted by the board of public instruction and who has been employed by the district as a principal. For the purposes of this title, any reference to a teacher must be construed as including a principal (15).
- **Trustees** mean the governing board of a district (32). Terms such as local board of trustees, school district board of trustees, school trustees, district trustees, or local board in this document shall be referred to as "trustees".

Professional Standards for Educational Leaders 2015 (formerly known as ISLLC Standards)

- **Professional Standards for Education Leaders (PSEL)** are model leadership standards that outline what education leaders should know and be able to do to ensure that all students graduating from high school are prepared ready for college, careers and the modern workforce.
- **School and District Leader Assessments and Evaluation Tools** provide data and diagnostic information about education leader performance and development across the career continuum. These data and diagnostic information are used to inform and support professional development.
- **Educational Leadership Preparation Program Standards** guide the knowledge and skills needed to provide quality school and district leadership and the foundation for the preparation of educational leaders. These standards can also be used to guide accreditation of administrator preparation programs and for professional development programs toward licensure.



Legal Responsibilities of the Trustees

- 20-3-324, MCA Powers and Duties. <http://leg.mt.gov/bills/mca/20/3/20-3-324.htm>
- 20-4-201, MCA Employment of teachers and specialists by contract. <http://leg.mt.gov/bills/mca/20/4/20-4-201.htm>
- 20-4-401(1), MCA Appointment and dismissal of district superintendent or county high school principal. Employing and appointing a district superintendent. Most trustees in Montana are required to employ a district superintendent. <http://leg.mt.gov/bills/mca/20/4/20-4-401.htm>
- 20-4-401(4) provides that the written contract of employment for a district superintendent needs to be approved by the board of trustees and must not be for a term of more than three (3) years. The Board should determine whether to renew the contract of employment for the subsequent year or years (and do so by specific motion) prior to February 1, because after the second successive contract, the contract is considered to be renewed for another year without action by the Board. Note that 20-4-401 speaks directly to the contract of employment and not to the completion of the superintendent's evaluation. The evaluation should inform the Board's action in renewing or non-renewing the contract prior to February 1. <http://leg.mt.gov/bills/mca/20/4/20-4-401.htm>
- ARM 10.55.701(4) & (4)(a) require that trustees have written policies and procedures for regular and periodic evaluation of all regularly employed personnel and all licensed staff, including principals, superintendents, and other school district leaders.

Note: Best practice encourages trustees and superintendent to mutually agree to a specific timeline. This timeline can be included in the superintendent's contract or district policy. By mutual agreement the timeline can be modified.

Pursuant to Montana law and rule, trustees, superintendents, principals, and other school and district leaders are responsible to supervise and evaluate licensed and nonlicensed district personnel. The superintendent model performance evaluation process is specifically designed to promote thoughtful and meaningful conversations between the trustees and superintendent. This collaborative approach should enhance the ongoing professional growth and performance of the superintendent, trustees, and the system to foster effective instructional practice that ensures student learning, well-being, and success.



Common Components of a Superintendent Evaluation Instrument

Superintendents:

- Serve as chief executive officer of the local trustees.
- Serve as educational leader of the district.
- Engage with families and community.
- Build professional capacity of district personnel.
- Develop community of care and support for students.
- Oversee operations and management.
- Communicate with trustees to develop and maintain positive relations.
- Assist in development and implementation of district policies.
- Develop professional community for teachers and staff.
- Develop a culture of support.
- Develop effective communications.



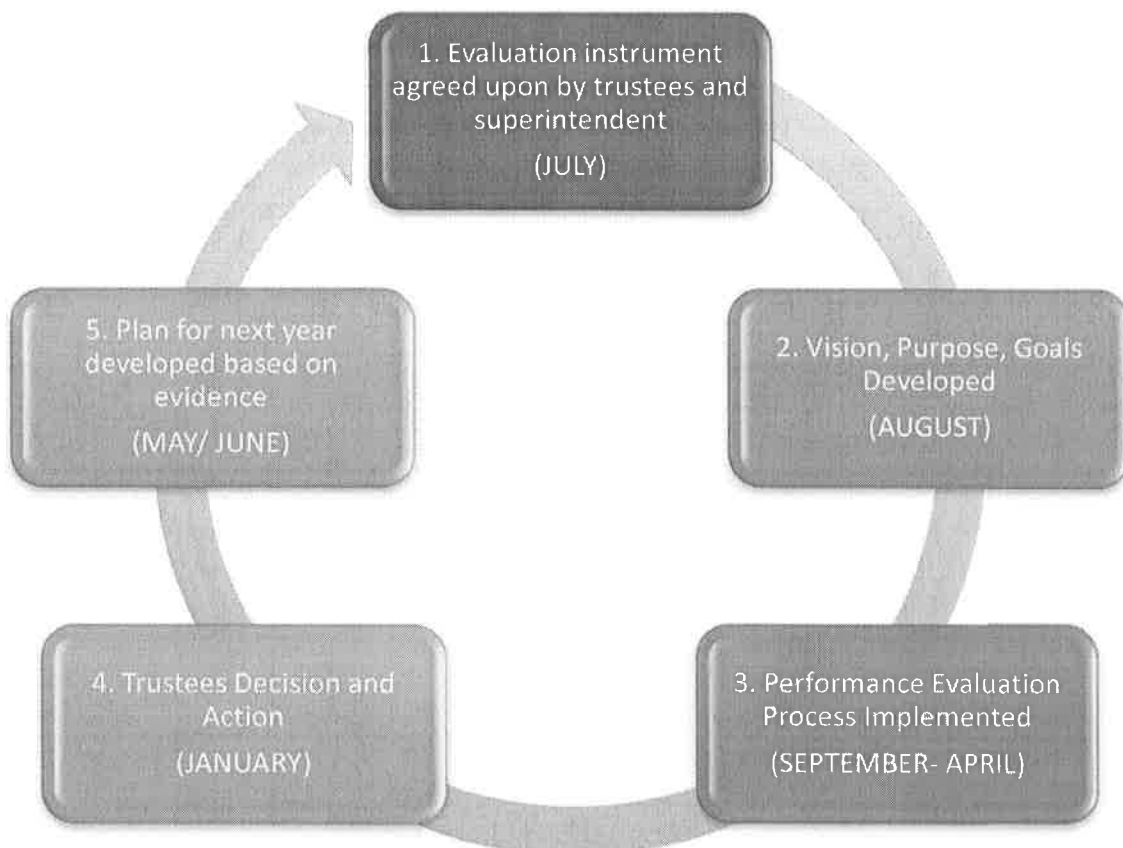
Annual Calendar of the Superintendent Performance Evaluation Cyclical Process

The ongoing role of the trustees is to articulate and communicate expectations for the superintendent. It is better to check on the understanding of expectations and priorities on a regular basis than to wait for a year and discover that the superintendent/trustees/district were not in agreement. Using formative feedback over the course of the year will provide an up-to-date reading of the performance of the superintendent and the trustees.

The key indicators listed below outline best practice for annual ongoing professional growth. These include:

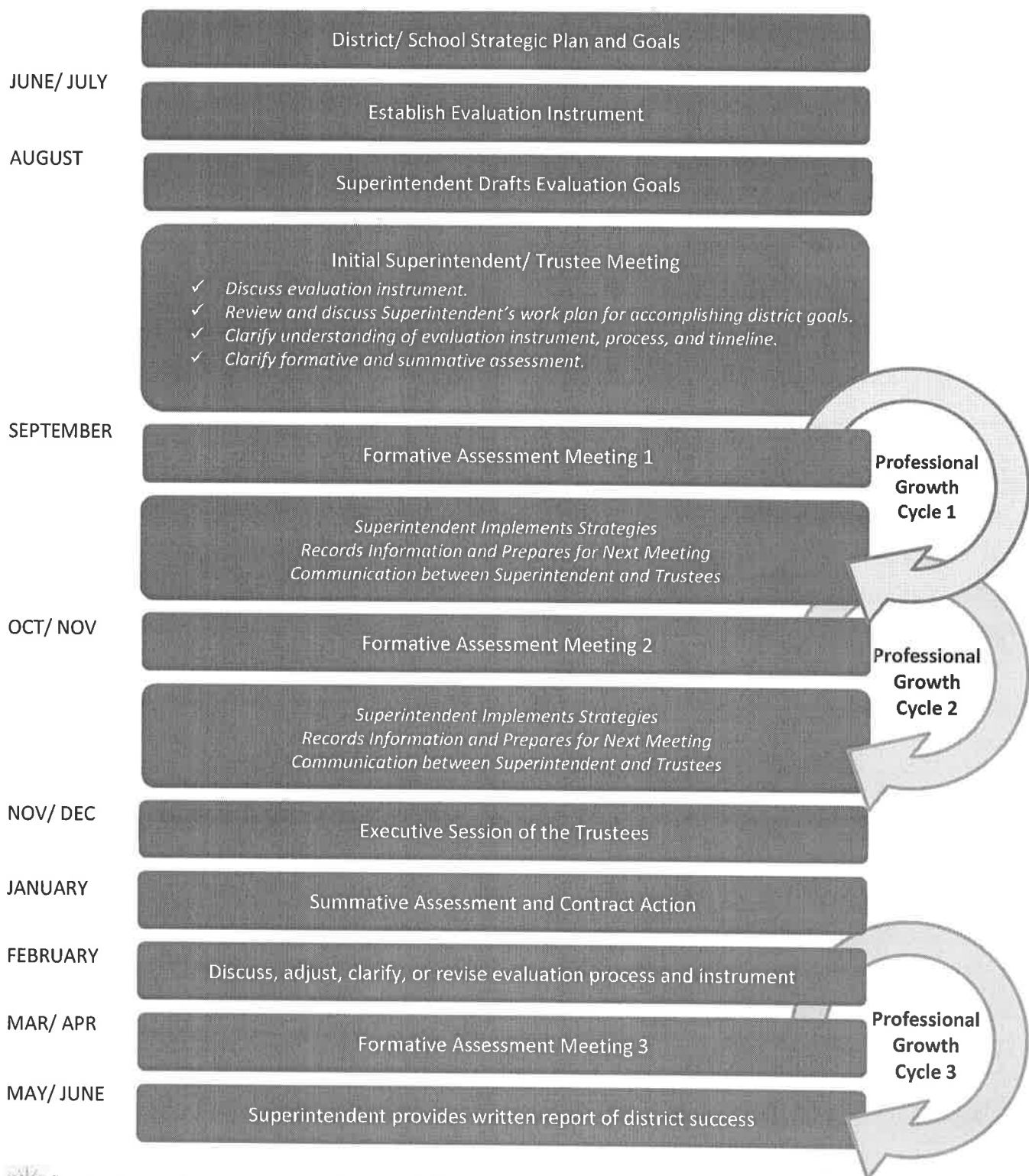
1. Creating an evaluation instrument agreed-upon by trustees and superintendent;
2. Developing Vision, Purpose, and Goals;
3. Implementing a Performance Evaluation Process;
4. Trustee decisions and action; and
5. Developing a plan for the next year based on evidence.

Key Indicators of Annual Ongoing Professional Growth



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Professional Growth Cycle Overview: Superintendent Cycle



June/July

At this time in the process, the end or beginning of the school year:

- Trustees and superintendent discuss the current evaluation instrument, make changes to the instrument, or develop a new evaluation instrument.

Note: The “evaluation instrument” is the physical or digital document that the trustees and superintendent agree to use during the evaluation process.

- Criteria of the instrument relate to the job description:
 - Leadership/professionalism
 - Student learning
 - School climate
 - School finance and law
 - District management including collective bargaining
 - Community/constituent relations
 - Trustees/superintendent relations
 - Achievement of district goals and/or indicators of success

Note: Superintendent Job Description – Many school districts attach a job description to the superintendent contract or district policy.

- Trustees and superintendent agree to the district/school strategic plan and goals.
- Trustees and superintendent establish a clearly defined district vision, mission, set of values and beliefs, and an up-to-date district strategic plan with clearly defined district goals.
- Trustees define the expectations for the superintendent for the coming year aligned to the goals.

August

- Trustees discuss evaluation instrument with superintendent.
- Trustees review and discuss the superintendent’s work plan for accomplishing district goals.
- Trustees clarify superintendent’s understanding of the evaluation instrument, process and timeline.
- Trustees clarify formative and summative assessment:
 - Formative assessment is an ongoing process to provide the superintendent with informal feedback on performance over the course of the year.
 - Summative assessment is the culminating written evaluation.



September

- Trustees and superintendent review evaluation process, timeline, and job description.
- Trustees review and discuss superintendent's report on the progress of the district.
- Superintendent may prepare a self-evaluation report or other documentation to share with the trustees at this session.
- Trustees provide formative performance feedback to the superintendent.
- Trustees establish date to conduct formal evaluation as specified in superintendent contract or district policy.

October/November

- Trustees review and discuss superintendent report on progress of the district.
- Trustees provide formative feedback to superintendent.
- Superintendent distributes evaluation instrument to each trustee.
- Trustees complete individual responses to the evaluation instrument.
- Trustees develop Composite Evaluation. To maintain confidentiality, the chair or designated trustee compiles the evaluations of the individual trustees. The process used and person designated to compile the evaluations shall be mutually agreed upon.

November/December

- Superintendent schedules Executive Session of the Trustees. The composite evaluation is discussed at a meeting of the trustees, typically in executive session. Trustees provide superintendent with a copy of the composite evaluation prior to this meeting to promote a rich discussion.

Note: State Statute requires trustees to record minutes of executive sessions 2-3-312(4), MCA.

January

- Best Practice: Trustees, in an open meeting, are prepared to provide comments and reflections, in a general way, of the evaluation process.
- Trustees agree to renew the contract of the superintendent, if the executive evaluation session satisfies both parties.
- Trustees take action on a motion to renew the contract during an open board meeting.
- Trustees conduct an open discussion of why they support the motion without revealing specific provisions of the evaluation.

Note: Trustees must take action on superintendent contract prior to February 1, pursuant to 20-4-401(4), MCA.



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February

- Trustees or a designee places copies of the evaluations of the individual trustee and the composite evaluation in the superintendent's evaluation/personnel file. The superintendent has a legal right to see all of the individual evaluations.
- Trustees and superintendent discuss the evaluation process and instrument making adjustments, clarification, or major revisions, as needed.
- Other potential guidelines for the trustees and superintendent to discuss:
 - How might we establish tentative district goals for next year?
 - How shall we encourage full participation by all trustees?
 - How do we encourage open professional conversations and discussion between us?
 - How do we foster and encourage our culture of learning to ensure student learning, well-being, and success?

March/April

- Trustees discuss superintendent report on the progress of the district.
- Trustees provide formative feedback to superintendent.
- Trustees and superintendent discuss performance of trustees.

May/June

- Superintendent provides written report of district success in reaching the annual district goals and expectations.
- Trustees and superintendent modify or reaffirm district indicators of success and annual performance targets.
- Trustees and superintendent review and modify or reaffirm the communication protocols.



APPENDIX 1

Alignment of Local Superintendent Performance Evaluation to Montana State Standards



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Alignment of Local Superintendent Performance Evaluation to Montana State Standards ARM 10.55.701(4)

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School District Name

School District LE

Date Completed

Administrative Rules of Montana (ARM) 10.55.701(4)

Retain completed alignment form for your records; OPI suggests the trustees include the district superintendent protocol.

Board of Public Education ARM 10.55.701 (4). The local board of trustees shall have written policies and procedures for regular and periodic evaluation of all regularly employed personnel. The individual evaluated shall have access to a copy of the evaluation instrument, the opportunity to respond in writing to the completed evaluation, and access to his or her files. Personnel files shall be confidential.

Related BPE Administrative Rules of Montana <http://www.mtrules.org/gateway/RuleNo.asp?RN=10%2E55%2E702> and 20-4-401, MCA Licensure and Duties of District Superintendent

ARM 10.55.701 (4)(a) The evaluation process for superintendent shall be developed by the trustees and shall, at minimum:

(4)(a)(i) be conducted on at least on annual basis.

Describe:

(4)(a)(ii) be aligned with applicable district goals, standards of the Board of Public Education, and the district mentorship and induction program required under ARM 10.55.701(5)(b).

Describe:



Alignment of Local Superintendent Performance Evaluation to
Montana State Standards ARM 10.55.701(4)

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(4)(a)(iii) identify what skill sets are to be evaluated.

Describe:

(4)(a)(iv) include both formative and summative elements.

Describe:

(4)(a)(v) include an assessment of the superintendent's effectiveness in supporting every student in meeting rigorous learning goals through the performance of the superintendent's duties.

Describe:



APPENDIX 2

Professional Standards for Educational Leaders 2015



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Professional Standards for Educational Leaders

Standard 1. Mission, Vision, and Core Values

Effective educational leaders develop, advocate, and enact a shared mission, vision, and core values of high-quality education and academic success and well-being of *each* student.

Standard 2. Ethics and Professional Norms

Effective educational leaders act ethically and according to professional norms to promote each student's academic success and well-being.

Standard 3. Equity and Cultural Responsiveness

Effective educational leaders strive for equity of educational opportunity and culturally responsive practices to promote each student's academic success and well-being.

Standard 4. Curriculum, Instruction, and Assessment

Effective educational leaders develop and support intellectually rigorous and coherent systems of curriculum, instruction, and assessment to promote each student's academic success and well-being.

Standard 5. Community of Care and Support for Students

Effective educational leaders cultivate an inclusive, caring, and supportive school community that promotes the academic success and well-being of each student.

Standard 6. Professional Capacity of School Personnel

Effective educational leaders develop the professional capacity and practice of school personnel to promote each student's academic success and well-being.

Standard 7. Professional Community for Teachers and Staff

Effective educational leaders foster a professional community of teachers and other professional staff to promote each student's academic success and well-being.

Standard 8. Meaningful Engagement of Families and Community

Effective educational leaders engage families and the community in meaningful, reciprocal, and mutually beneficial ways to promote each student's academic success and well-being.

Standard 9. Operations and Management

Effective educational leaders manage school operations and resources to promote each student's academic success and well-being.

Standard 10. School Improvement

Effective educational leaders act as agents of continuous improvement to promote each student's academic success and well-being.

National Policy Board for Educational Administration (2015). *Professional Standards for Educational Leaders 2015*. Reston, VA: Author. <http://www.npbea.org/>



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APPENDIX 3

The Superintendent Evaluation Process Quinn and Associates



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Superintendent Evaluation: An ongoing process of professional growth

Quinn and Associates provide research-based information on key points about superintendent performance assessment/evaluation.

Basic Challenges of the Superintendent Assessment/Evaluation Process

- Depending on number of trustees a superintendent may have three to 11 bosses, not just one person. Many trustees have little experience giving formal performance feedback.
- Trustees operate in a political environment. Their actions and comments are often influenced by the politics of the situation.
- Perfect performance assessment instruments and processes do not exist. With clear purpose and intent to guide the evaluation process, trustees and the superintendent can develop a system that works well for them.

Evaluation is a process, not an event.

The superintendent's performance should be viewed as a process over the course of each year and over the term of the superintendent's employment, rather than just a once per year event.

Superintendent evaluation practices are contextual and depend on:

- Size of the district.
- Relationships among the trustees.
- Intensity of local media attention and coverage.
- District history of superintendent evaluation.
- Montana State Law and Administrative Rules.
- Longevity of the superintendent.
- Degree of influence of the superintendent.

All that truly matters is the superintendent's ability to raise student achievement and close achievement gaps; however, the superintendent needs to stay long enough to do this.

Longevity of a superintendent depends on:

- Superintendent and trustees relationship.
- Actions/decisions are moral, legal, ethical, and in the public interest.
- Relationships with staff and community.
- Financial management.
- Ability to prioritize.
- Ability to communicate with all audiences.



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Performance of the governance team (trustees) should be assessed concurrently with the performance of the superintendent.

Nothing has greater impact on the superintendent's performance than the performance of the trustees. The evaluation process should provide for constructive dialogue between and among all members of the governance team (trustees) and provide an opportunity for the superintendent and governance team (trustees) as a whole to grow together. To ensure ongoing professional growth the trustees and superintendent should review:

- Performance of the trustees' duties.
- Adherence to agreed-upon communication protocols.
- Adherence to agreed-upon standards of practice.
- Adherence to the trustees' code of ethics.

Superintendent performance evaluation should be a strategic process.

Performance evaluation should provide data to verify the superintendent's positive effect on the continuous improvement of the district and schools. Superintendent performance evaluation will establish a capacity building process to ensure that the district performance data demonstrate a positive effect on student learning, well-being, and success. The process focuses on professional growth, continuous improvement, and quality assurance. Superintendent performance evaluation should be viewed as a growth mechanism rather than a defense mechanism, and should be timed to be a meaningful part of the district planning process.

The form of assessment should be different in Year One than in later years.

During the first year, a comprehensive strategic plan and accountability model should be developed and adopted by the trustees. Accountability should begin with the trustees and the superintendent, and then allow the superintendent to hold direct reports, building principals, teachers, and all other employees and students responsible for success as it has been defined in the strategic plan. *This process becomes the foundation for the data-driven portion of the superintendent's performance assessment.*

The specific process may or may not be spelled out in the superintendent's contract.

Best practice encourages trustees and the superintendent to mutually agree to a specific timeline. This timeline can be included in the superintendent's contract and/or district policy. By mutual agreement the timeline can be modified.



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Best Practice Example: Superintendent Performance Evaluation Framework

Quinn and Associates provide a framework for “best practice” in the superintendent performance assessment/evaluation process. The process outlined below recognizes as a basic principle that the superintendent is the only executive who has a formal reporting relationship to the trustees, and is the only employee the trustees hold accountable for the success of the system.

Primary responsibilities of the trustees:

- Defining success for the system.
- Hiring a superintendent who will be able to achieve that success.
- Establishing clear performance expectations for the superintendent and holding the superintendent accountable for day-to-day management and system success.
- Providing regularly scheduled opportunities for constructive feedback on superintendent performance and on the performance of the trustees.
- Establishing an annual plan for monitoring district success.

Primary purposes of the superintendent performance assessment/evaluation process:

- Fulfill the trustees’ responsibilities for management oversight and assure the trustees that policies are being implemented properly.
- Enhance the superintendent’s effectiveness.
- Hold the superintendent and the system accountable for continuous improvement on the trustees’ adopted district indicators of success.
- Create a periodic, systematic, and constructive form for dialogue between the superintendent and the trustees regarding district goals and progress.
- Assess the performance of the trustees and the impact upon the performance of the superintendent and the system.

Outline of the Process:

The trustees and superintendent agree that the assessment/evaluation of the superintendent is an ongoing process that unfolds over the course of the year. As best practice, the process should consider:

- Data that measure progress of the district.
- Achievement of agreed upon goals.
- Perspectives and judgment of the superintendent.
- Perspectives and judgment of the trustees.



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APPENDIX 4

Resources for Professional Learning



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National Policy Board for Educational Administration

- Professional Standards for Educational Leaders 2015. Reston, VA: Author.
<http://www.npbea.org/>

Montana School Boards Association

- MTSBA Home
<http://www.mtsba.org/home>
- MTSBA Great News:
<http://www.mtsba.org/greatnews>
- MTSBA: New Trustees Symposium

School Administrators of Montana

- SAM Home
<http://www.sammt.org>
- SAM Upcoming Conferences:
<http://www.sammt.org/Page/495>
- SAM Conference Listing- New Leaders Summit Program: <http://www.sammt.org/Page/498>

The Danielson Group

- The Danielson Group Home
<http://www.danielsongroup.org/>
- The Danielson Group Framework for Teaching Resources
<http://www.danielsongroup.org/framework/>

OPI Montana-EPAS

- Montana-EPAS Home
http://opi.mt.gov/Programs/Accred/index.html#gpm1_6



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APPENDIX 5

Model Examples

The Evaluations System Work Group working on the Montana Educator Performance Appraisal System (Montana-EPAS) found it very difficult to come up with one single model superintendent evaluation instrument. The Evaluations System Work Group recognizes the differences in size of school districts, the make-up of local trustees, and the models of governance. The model superintendent evaluation instrument examples that follow are meant to reflect the differences in approaches that trustees and superintendents may take in effective evaluation. For example, some trustees and superintendents find that a narrative response works well and leads to a rich discussion during the evaluation process. In other instances, trustees and superintendents may find a numerical ranking works best. In any case, the most important element in effective evaluation is that the evaluation instrument should lead to a rich discussion of the performance of the superintendent and the success of the district.

These models are not the only superintendent evaluation instruments that can work – please feel free to adopt, adapt, or re-create your own instrument. The goal of the Evaluations System Work Group is for this process guide to assist you as you develop your evaluation instrument and the process you will use for an effective superintendent evaluation.



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SUPERINTENDENT'S EVALUATION (Example #1)

Below are the expectations of an effective superintendent. You are asked to give one rating of the superintendent's overall performance as an administrator. In support of your overall rating, please comment on any or all of the individual components. Comments include commendations, recommendations, or observations.

Rating: (Choose one rating that reflects your overall evaluation of the superintendent's performance during the rating period.)

_____ Exceeds expectations

_____ Meets expectations

_____ Does not meet expectations

1. Serves as Chief Executive Officer (CEO) of the Board of Trustees by maintaining communication, making sound recommendations for trustee action, and by carrying out board policies.
2. Acts as educational leader of the schools by supervising administrative staff, overseeing curriculum development and instruction, and promoting staff development.
3. Directs community relations activities by maintaining communication with the news media, representing the school district's interests with local government and businesses, and responding to the concerns of the public.
4. Oversees personnel management by planning staffing needs, ensuring that personnel policies and the evaluation of all staff are in place, and encouraging staff participation in planning and decision-making.
5. Oversees student personnel services by providing for the health and safety of students, implementing policies to respond to inappropriate student behavior, and maintaining accurate student records.



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6. Oversees financial management by proposing a balanced district budget, managing expenditures within the approved budget, and anticipating future financial needs.
7. Oversees facility management by maintaining safety and functionality in all district owned property and planning for future facility needs.
8. Provides leadership toward making progress in each of the district's goal areas.

Signature of Trustee

Date



SUPERINTENDENT EVALUATION (Example #2)

This evaluation checklist may prompt areas of discussion which can be of mutual benefit to the board of trustees and the superintendent in understanding their respective roles and performance. Feel free to make narrative comments that might foster such discussion.

Rating System:

5 – Almost Always; 4 – Usually; 3 – Sometimes; 2 – Not Often; 1 – Never; 0 – Do Not Know/Not Applicable

OVERALL MANAGEMENT AND OPERATIONS OF THE DISTRICT

The Superintendent:

- | | | | | | | |
|---|---|---|---|---|---|---|
| 1. Directs and assigns administrators, teachers, and other employees of the district effectively. | 5 | 4 | 3 | 2 | 1 | 0 |
| 2. Organizes (reorganizes) and arranges the administrative and supervisory staff to effectively serve district needs, subject to the approval of the board of trustees. | 5 | 4 | 3 | 2 | 1 | 0 |
| 3. Oversees the selection of all personnel, subject to the approval of the board of trustees. | 5 | 4 | 3 | 2 | 1 | 0 |
| 4. Develops and recommends courses of instruction to the board of trustees for their consideration and approval. | 5 | 4 | 3 | 2 | 1 | 0 |
| 5. Oversees the fiscal management of the district in conjunction with the district clerk. | 5 | 4 | 3 | 2 | 1 | 0 |
| 6. Implements and administers the policies of the board of trustees. | 5 | 4 | 3 | 2 | 1 | 0 |
| 7. Suggests policies and regulations for consideration by the board of trustees. | 5 | 4 | 3 | 2 | 1 | 0 |
| 8. Institutes rules and procedures deemed necessary for the efficient and good order of the school district. | 5 | 4 | 3 | 2 | 1 | 0 |



OVERALL MANAGEMENT AND OPERATIONS OF THE DISTRICT (cont'd)

- | | | | | | | |
|---|---|---|---|---|---|---|
| 9. In general, performs all duties incident to the office of the superintendent as prescribed by law. | 5 | 4 | 3 | 2 | 1 | 0 |
| 10. In general, performs other duties as may be prescribed by the board of trustees. | 5 | 4 | 3 | 2 | 1 | 0 |

Narrative Comments:

SECTION SCORE	5	4	3	2	1	0
---------------	---	---	---	---	---	---



LONG-RANGE PLANNING

The Superintendent:

- | | | | | | | |
|---|---|---|---|---|---|---|
| 1. Provides support to the trustees for long-range planning. | 5 | 4 | 3 | 2 | 1 | 0 |
| 2. Supports the trustees in short-range planning, as through the development of appropriate board agenda items. | 5 | 4 | 3 | 2 | 1 | 0 |
| 3. Provides leadership to both the process and outcome of planning, especially to the trustees and the cabinet. | 5 | 4 | 3 | 2 | 1 | 0 |
| 4. Offers constructive, well-considered ideas. | 5 | 4 | 3 | 2 | 1 | 0 |

Narrative Comments:

SECTION SCORE	5	4	3	2	1	0
---------------	---	---	---	---	---	---

MANAGEMENT STYLE

The Superintendent:

- | | | | | | | |
|---|---|---|---|---|---|---|
| 1. Delegates authority to operate various segments of the school district appropriately. | 5 | 4 | 3 | 2 | 1 | 0 |
| 2. Takes responsibility for the actions of subordinates and/or the results produced. | 5 | 4 | 3 | 2 | 1 | 0 |
| 3. Fosters a working climate in which staff members can carry out their responsibilities effectively. | 5 | 4 | 3 | 2 | 1 | 0 |



MANAGEMENT STYLE (cont'd)

- | | | | | | | |
|--|---|---|---|---|---|---|
| 4. Seeks input from those most directly affected by executive decisions. | 5 | 4 | 3 | 2 | 1 | 0 |
| 5. Considers the counsel of various individuals and groups. | 5 | 4 | 3 | 2 | 1 | 0 |
| 6. Includes staff in operational decisions appropriately. | 5 | 4 | 3 | 2 | 1 | 0 |
| 7. Gives recognition to staff for specific as well as overall accomplishments. | 5 | 4 | 3 | 2 | 1 | 0 |
| 8. Mediates and resolves conflicts when necessary. | 5 | 4 | 3 | 2 | 1 | 0 |
| 9. Interacts positively with individuals on the administrative, teaching and support staffs. | 5 | 4 | 3 | 2 | 1 | 0 |

Narrative Comments:

SECTION SCORE	5	4	3	2	1	0
---------------	---	---	---	---	---	---



HUMAN RESOURCES MANAGEMENT

The Superintendent:

- | | | | | | | | |
|-----|--|---|---|---|---|---|---|
| 1. | Prepares or amends job descriptions when necessary and guides the search and selection process for high quality employees. | 5 | 4 | 3 | 2 | 1 | 0 |
| 2. | Assists the trustees in managing contract negotiations. | 5 | 4 | 3 | 2 | 1 | 0 |
| 3. | Helps the trustees to effectively manage its labor contracts in accordance with the District Labor Relations Mission Statement. | 5 | 4 | 3 | 2 | 1 | 0 |
| 4. | Keeps the board of trustees informed of appropriate state and federal regulations under which the district is legally bound. | 5 | 4 | 3 | 2 | 1 | 0 |
| 5. | Recommends personnel policies necessary and beneficial for the efficient functioning of the school district staff for consideration of the board of trustees. | 5 | 4 | 3 | 2 | 1 | 0 |
| 6. | Manages the personnel budgets and reports all personnel actions to the trustees. | 5 | 4 | 3 | 2 | 1 | 0 |
| 7. | Reports on the number of employees by category monthly and oversees the preparation of a personnel action report. | 5 | 4 | 3 | 2 | 1 | 0 |
| 8. | Formulates and administers a program of supervision for the district's employees. | 5 | 4 | 3 | 2 | 1 | 0 |
| 9. | Recommends a schedule of salaries to the trustees for its consideration. | 5 | 4 | 3 | 2 | 1 | 0 |
| 10. | Oversees the assignment, transfer or reassignment of personnel in a way that helps secure the highest efficiency of the staff (in accord with existing contracts). | 5 | 4 | 3 | 2 | 1 | 0 |
| 11. | Responds to both state and federal, as well as Educational Research Service (ERS), reporting needs in the area of personnel. | 5 | 4 | 3 | 2 | 1 | 0 |
| 12. | Recommends termination of personnel as may be necessary for financial or other reasons, in accordance with statute. | 5 | 4 | 3 | 2 | 1 | 0 |



HUMAN RESOURCES MANAGEMENT (cont'd)

Narrative Comments:

SECTION SCORE 5 4 3 2 1 0

MANAGEMENT OF CURRICULUM INSTRUCTION

The Superintendent:

- | | | | | | | |
|--|---|---|---|---|---|---|
| 1. Proposes a school calendar to the trustees for the coming year. | 5 | 4 | 3 | 2 | 1 | 0 |
| 2. Focuses on instructional improvement as a high priority in the district. | 5 | 4 | 3 | 2 | 1 | 0 |
| 3. Provides professional leadership for the educational programs of the schools. | 5 | 4 | 3 | 2 | 1 | 0 |
| 4. Assesses necessary changes in educational policies, presenting such changes to the board of trustees for its consideration. | 5 | 4 | 3 | 2 | 1 | 0 |
| 5. Develops a system for regularly reporting to and informing the trustees about the district's educational programs. | 5 | 4 | 3 | 2 | 1 | 0 |
| 6. Oversees the curriculum development cycle, subject to the trustees' approval. | 5 | 4 | 3 | 2 | 1 | 0 |
| 7. Oversees the staff development programs and budgets of the district, subject to the trustees' approval. | 5 | 4 | 3 | 2 | 1 | 0 |



MANAGEMENT OF CURRICULUM INSTRUCTION (cont'd)

- | | | | | | | |
|---|---|---|---|---|---|---|
| 8. Defines the attendance areas for the various buildings in the district, subject to approval of the trustees. | 5 | 4 | 3 | 2 | 1 | 0 |
| 9. Oversees compliance with Board of Public Education Accreditation Standards and, for high schools, requirements of the Northwest Association of Schools and Colleges. | 5 | 4 | 3 | 2 | 1 | 0 |
| 10. Responds to required state reporting needs. | 5 | 4 | 3 | 2 | 1 | 0 |
| 11. Formulates and administers a program of instructional supervision within the schools. | 5 | 4 | 3 | 2 | 1 | 0 |
| 12. Articulates standards that provide the trustees a basis for measuring the district's effectiveness in each program area. | 5 | 4 | 3 | 2 | 1 | 0 |

Narrative Comments:

SECTION SCORE	5	4	3	2	1	0
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BUSINESS AND FISCAL MANAGEMENT

The Superintendent:

- | | | | | | | |
|--|---|---|---|---|---|---|
| 1. Prepares and submits to the board of trustees a preliminary budget for the coming fiscal year. | 5 | 4 | 3 | 2 | 1 | 0 |
| 2. Works effectively with the trustees to allocate district resources (human and financial) to instructional and operational priorities of the district. | 5 | 4 | 3 | 2 | 1 | 0 |
| 3. Reports on attendance and takes action on truanancies. | 5 | 4 | 3 | 2 | 1 | 0 |
| 4. Seeks to assure financial stability for the district. | 5 | 4 | 3 | 2 | 1 | 0 |
| 5. Administers the district's budgets, within the broad appropriations areas approved by the board of trustees. | 5 | 4 | 3 | 2 | 1 | 0 |
| 6. Accords with laws governing budgets, purchases, and expenditures. | 5 | 4 | 3 | 2 | 1 | 0 |
| 7. Develops and oversees a plan for maintenance and improvement of buildings and site facilities as may be needed to properly provide for an adequate educational program, subject to the approval of the board of trustees. | 5 | 4 | 3 | 2 | 1 | 0 |
| 8. Assures that an annual report on the fiscal management of the school system, including an annual audit, is reported to the board of trustees, submitted on a reasonable timetable that is understood by the trustee. | 5 | 4 | 3 | 2 | 1 | 0 |
| 9. Accounts for all property and other fixed assets in accordance with generally accepted accounting procedures. | 5 | 4 | 3 | 2 | 1 | 0 |
| 10. Assures a safe and orderly environment conducive to learning for students and staff. | 5 | 4 | 3 | 2 | 1 | 0 |
| 11. Responds to state, federal, and Educational Research Service (ERS) reporting needs in the area of budgets. | 5 | 4 | 3 | 2 | 1 | 0 |
| 12. Ascertains that the district and its agents act in accordance with all contracts entered into by the district. | 5 | 4 | 3 | 2 | 1 | 0 |



BUSINESS AND FISCAL MANAGEMENT (Cont'd)

Narrative Comments:

SECTION SCORE 5 4 3 2 1 0

GENERAL ADMINISTRATION

The Superintendent:

- | | | | | | | |
|---|---|---|---|---|---|---|
| 1. Takes appropriate action (and reports such action to the board) in matters not specifically covered by board policies. | 5 | 4 | 3 | 2 | 1 | 0 |
| 2. Generally attends to the prioritization and meeting of needs within the district, informing the board appropriately. | 5 | 4 | 3 | 2 | 1 | 0 |
| 3. Anticipates needs in the district. | 5 | 4 | 3 | 2 | 1 | 0 |
| 4. Displays initiative in assessing and guiding appropriate change. | 5 | 4 | 3 | 2 | 1 | 0 |
| 5. Demonstrates personal effectiveness in planning and organization. | 5 | 4 | 3 | 2 | 1 | 0 |
| 6. Elicits an optimum effort from most people in pursuit of quality education. | 5 | 4 | 3 | 2 | 1 | 0 |
| 7. Maintains an accountable management system that assures that duties which are delegated are performed properly. | 5 | 4 | 3 | 2 | 1 | 0 |
| 8. Responds effectively to critical issues faced by the trustees and the district. | 5 | 4 | 3 | 2 | 1 | 0 |



GENERAL ADMINISTRATION (cont'd)

Narrative Comments:

SECTION SCORE 5 4 3 2 1 0

RELATIONS WITH THE TRUSTEES

The Superintendent:

- | | | | | | | |
|---|---|---|---|---|---|---|
| 1. Works effectively with the chairperson and vice chairperson. | 5 | 4 | 3 | 2 | 1 | 0 |
| 2. Plans effectively for trustee meetings. | 5 | 4 | 3 | 2 | 1 | 0 |
| 3. Allows for trustee input concerning the agenda and timely information necessary for trustee decisions. | 5 | 4 | 3 | 2 | 1 | 0 |
| 4. Offers recommendations for trustee action on agenda items based on thoughtful study and analysis, serving in an advisory capacity. | 5 | 4 | 3 | 2 | 1 | 0 |
| 5. Is responsive to trustee requests for information and directives. | 5 | 4 | 3 | 2 | 1 | 0 |
| 6. Proposes new policies to the trustees for study and adoption as the necessity for such arises. | 5 | 4 | 3 | 2 | 1 | 0 |
| 7. Provides rules, instructions, and follow-up for employees in such a way as to oversee the board of trustees' implementation of the policies. | 5 | 4 | 3 | 2 | 1 | 0 |



RELATIONS WITH THE TRUSTEES (cont'd)

8. Assists the trustees to operate within a framework of all applicable legal statutes and requirements of the State of Montana.	5	4	3	2	1	0
9. Helps the board periodically review and update its policies.	5	4	3	2	1	0
10. Keeps the board informed of district programs, operations, and issues/problems.	5	4	3	2	1	0
11. Keeps the board informed regarding pertinent external matters.	5	4	3	2	1	0
12. Facilitates board training and board development in a variety of ways.	5	4	3	2	1	0
13. Brings special issues to the attention of the board in a timely fashion.	5	4	3	2	1	0

Narrative Comments:

SECTION SCORE	5	4	3	2	1	0
---------------	---	---	---	---	---	---



COMMUNITY/SCHOOL RELATIONS

The Superintendent:

- | | | | | | | |
|--|---|---|---|---|---|---|
| 1. Helps the board articulate a vision of education within the broader community. | 5 | 4 | 3 | 2 | 1 | 0 |
| 2. Serves as a clear and able advocate for the board and district. | 5 | 4 | 3 | 2 | 1 | 0 |
| 3. Visits schools and school events regularly. | 5 | 4 | 3 | 2 | 1 | 0 |
| 4. Is active in community affairs. | 5 | 4 | 3 | 2 | 1 | 0 |
| 5. Offers guidance and information to community members and groups interested in the schools. | 5 | 4 | 3 | 2 | 1 | 0 |
| 6. Supports parental involvement in and partnership with the schools. | 5 | 4 | 3 | 2 | 1 | 0 |
| 7. Possesses interpersonal skills which fosters collaboration from and within various segments of the community. | 5 | 4 | 3 | 2 | 1 | 0 |
| 8. Maintains a positive image in the community and is respected as a professional in the district and community. | 5 | 4 | 3 | 2 | 1 | 0 |

Narrative Comments:

SECTION SCORE	5	4	3	2	1	0
---------------	---	---	---	---	---	---



MANAGEMENT OF PUBLIC RELATIONS

The Superintendent:

- | | | | | | | |
|---|---|---|---|---|---|---|
| 1. Disseminates positive and timely publicity and information about the district. | 5 | 4 | 3 | 2 | 1 | 0 |
| 2. Is accessible to the media and is responsive to the news media's requests for information. | 5 | 4 | 3 | 2 | 1 | 0 |
| 3. Is candid and honest with media representatives. | 5 | 4 | 3 | 2 | 1 | 0 |
| 4. Is professional and pleasant with media representatives. | 5 | 4 | 3 | 2 | 1 | 0 |
| 5. Helps build effective and lasting media relations. | 5 | 4 | 3 | 2 | 1 | 0 |

Narrative Comments:

SECTION SCORE	5	4	3	2	1	0
---------------	---	---	---	---	---	---



PERSONAL AND PROFESSIONAL QUALITIES

The Superintendent:

- | | | | | | | |
|---|---|---|---|---|---|---|
| 1. Communicates clearly in both prepared and extemporaneous settings. | 5 | 4 | 3 | 2 | 1 | 0 |
| 2. Demonstrates effective written communication skills. | 5 | 4 | 3 | 2 | 1 | 0 |
| 3. Speaks articulately and clearly. | 5 | 4 | 3 | 2 | 1 | 0 |
| 4. Is an effective facilitator in group process. | 5 | 4 | 3 | 2 | 1 | 0 |
| 5. Displays courage of his/her own convictions to be decisive. | 5 | 4 | 3 | 2 | 1 | 0 |
| 6. Seeks appropriate feedback. | 5 | 4 | 3 | 2 | 1 | 0 |
| 7. Accepts and makes use of constructive criticism. | 5 | 4 | 3 | 2 | 1 | 0 |
| 8. Displays a desire to improve his/her professional skills. | 5 | 4 | 3 | 2 | 1 | 0 |
| 9. Is honest and ethical. | 5 | 4 | 3 | 2 | 1 | 0 |
| 10. Enlists the trusts of others. | 5 | 4 | 3 | 2 | 1 | 0 |
| 11. Is an active listener. | 5 | 4 | 3 | 2 | 1 | 0 |
| 12. Possesses leadership skills commensurate with top-level management. | 5 | 4 | 3 | 2 | 1 | 0 |
| 13. Presents a demeanor of which the board can be proud and to which others can respond positively. | 5 | 4 | 3 | 2 | 1 | 0 |



PERSONAL AND PROFESSIONAL QUALITIES (cont'd)

Narrative Comments:

SECTION SCORE 5 4 3 2 1 0

OVERALL ASSESSMENT

In narrative form, please offer suggestions that might be of constructive assistance to the superintendent and, as it pertains to his/her performance, to the district.



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Appendix 5 Example #2 Page 54 of 66



Montana Educator Performance Appraisal System

Superintendent Evaluation (Example #3)

(Name) Fiscal Year, ()

For Contract Ending June 30, () Date of Review: ()

Purpose: This evaluation is conducted to provide the superintendent with the trustee's assessment of work for the school district. As well, it is conducted to provide the trustees with the superintendent's self-evaluation and goals for the future. A further intent of the evaluation is to strengthen the working relationship between the trustees and the superintendent for the achievement of their mutual goals: To improve academic achievement and the quality of the educational experience of our students.

Process: Each trustee shall complete their part of this evaluation form individually, and each form shall be signed and dated. After the executive session designed for discussion of the evaluation, the trustee chair or designee shall prepare a composite evaluation form, which also reflects goals agreed upon for the upcoming year. This evaluation form, after being signed by the superintendent and the trustees, shall be placed in the personnel file of the superintendent. Each trustee's evaluation, used as the source documents for the composite, shall be given to the superintendent for information and use.

Performance Standards: The ten performance standards are the Professional Standards for Educational Leaders (PSEL) model leadership standards, which were formerly known as the ISLLC Standards.

Standard 1. Mission, Vision, and Core Values

Effective educational leaders develop, advocate, and enact a shared mission, vision, and core values of high-quality education and academic success and well-being of *each* student.

Superintendent comments:

Describe goals from previous annual evaluation. Outline progress toward goals. Reflect upon strengths, weaknesses.

Superintendent goals:

Describe goal(s). Describe why goal is important for district. Outline strategies to reach goals.

Trustee comments and goals for superintendent:



Standard 2. Ethics and Professional Norms

Effective educational leaders act ethically and according to professional norms to promote each student's academic success and well-being.

Superintendent comments:

Superintendent goals:

Trustee comments and goals for superintendent:

Standard 3. Equity and Cultural Responsiveness

Effective educational leaders strive for equity of educational opportunity and culturally responsive practices to promote each student's academic success and well-being.

Superintendent comments:

Superintendent goals:

Trustee comments and goals for superintendent:

Standard 4. Curriculum, Instruction, and Assessment

Effective educational leaders develop and support intellectually rigorous and coherent systems of curriculum, instruction, and assessment to promote each student's academic success and well-being.

Superintendent comments:

Superintendent goals:

Trustee comments and goals for superintendent:

Standard 5. Community of Care and Support for Students

Effective educational leaders cultivate an inclusive, caring, and supportive school community that promotes the academic success and well-being of each student.

Superintendent comments:

Superintendent goals:

Trustee comments and goals for superintendent:



Standard 6. Professional Capacity of School Personnel

Effective educational leaders develop the professional capacity and practice of school personnel to promote each student's academic success and well-being.

Superintendent comments:

Superintendent goals:

Trustee comments and goals for superintendent:

Standard 7. Professional Community for Teachers and Staff

Effective educational leaders foster a professional community of teachers and other professional staff to promote each student's academic success and well-being.

Superintendent comments:

Superintendent goals:

Trustee comments and goals for superintendent:

Standard 8. Meaningful Engagement of Families and Community

Effective educational leaders engage families and the community in meaningful, reciprocal, and mutually beneficial ways to promote each student's academic success and well-being.

Superintendent comments:

Superintendent goals:

Trustee comments and goals for superintendent:

Standard 9. Operations and Management

Effective educational leaders manage school operations and resources to promote each student's academic success and well-being.

Superintendent comments:

Superintendent goals:

Trustee comments and goals for superintendent:



Standard 10. School Improvement

Effective educational leaders act as agents of continuous improvement to promote each student's academic success and well-being.

Superintendent comments:

Superintendent goals:

Trustee comments and goals for superintendent:

To school board trustee:

Do you have additional comments regarding the performance of the superintendent that have a bearing on this evaluation?

Evaluator's Signature & Date _____

Superintendent's Signature & Date _____



Superintendent Evaluation (Example #4)

Note: This Example refers to the superintendent job description. Please check the references to reflect your superintendent job description.

COMPONENTS OF EFFECTIVE ADMINISTRATION

1. Serves as chief executive officer of the trustees.

(Refer to superintendent's job description – sections _____)

Rating: _____ Exceeds expectations

_____ Meets expectations

_____ Does not meet expectations

Comments (including suggestions for improvement and commendations):

The following bulleted items, below, serve as examples to illustrate our collective understanding of the superintendent's responsibilities. The list is not intended to be either exhaustive or complete:

- Proposes and implements policies of the school board.
- Reports to the school board about the status of programs, personnel, and operations of the district.
- Facilitates the decision-making process for the board by making sound recommendations for board action which are consistent with the district's vision, mission statements, and board goals.
- Communicates as liaison between the school board and school personnel.
- Informs the school board about statutes and rules of the State of Montana, federal laws, and current trends and developments in education.
- Prepares and distributes notices and agendas of meetings to the school board.
- Keeps school board adequately informed of the superintendent's activities, particularly those activities affecting the functioning of the school district.
- Attends meetings of the board and takes part in deliberations, but does not vote.
- Ensures the filing of all reports required by statute or regulation.



2. Acts as the educational leader of the schools.

(Refer to superintendent's job description – sections _____)

Rating: _____ Exceeds expectations
_____ Meets expectations
_____ Does not meet expectations

Comments (including suggestions for improvement and commendations):

The following bulleted items, below, serve as examples to illustrate our collective understanding of the superintendent's responsibilities. The list is not intended to be either exhaustive or complete:

- Supervises all administrative staff.
- Oversees planning and evaluation of curriculum and instruction.
- Devises procedures for adopting textbooks and other instructional materials for approval by the school board.
- Visits schools on a regular basis.
- Maintains a current knowledge of developments in curriculum and instruction through continuing education.
- Supervises staff development.
- Keeps the public informed about modern educational practices, educational trends, and the practices and problems of the school district.
- Administers and supervises the educational program of the district.
- Shows respect in dealing with the public, board, and district staff.



3. Directs community relations activities.

(Refer to superintendent's job description – section _____)

Rating: _____ Exceeds expectations
_____ Meets expectations
_____ Does not meet expectations

Comments (including suggestions for improvement and commendations):

The following bulleted items, below, serve as examples to illustrate our collective understanding of the superintendent's responsibilities. The list is not intended to be either exhaustive or complete:

- Establishes and maintains a program of public relations to keep the public well informed of the activities and needs of the school district.
- Responds to concerns expressed in the community.
- Maintains contacts with the news media.
- Maintains a recognized presence in community activities.
- Involves the community in planning and problem solving for the schools.
- Represents the district with other school systems, social institutions, business firms, government agencies and the general public.

4. Oversees staff personnel management.

(Refer to superintendent's job description – section _____)

Rating: _____ Exceeds expectations
_____ Meets expectations
_____ Does not meet expectations

Comments (including suggestions for improvement and commendations):



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The following bulleted items, below, serve as examples to illustrate our collective understanding of the superintendent's responsibilities. The list is not intended to be either exhaustive or complete:

- Organizes recruitment of personnel.
- Assigns personnel to schools and offices.
- Ensures administration of personnel policies and programs.
- Implements an evaluation process for all personnel.
- Maintains up-to-date job descriptions for all personnel.
- Encourages staff initiative and participation in planning and decision making.

5. Oversees student personnel services.

(This item is not in the superintendent's job description)

Rating: _____ Exceeds expectations
_____ Meets expectations
_____ Does not meet expectations

Comments (Including suggestions for improvement and commendations):

The following bulleted items, below, serve as examples to illustrate our collective understanding of the superintendent's responsibilities. The list is not intended to be either exhaustive or complete:

- Ensures adequate student record system.
- Implements policies and programs relating to behavior and discipline of students.
- Oversees programs for health and safety of students.
- Communicates as liaison between schools and community social agencies.



6. Oversees financial management

(Refer to superintendent's job description – sections _____)

Rating: _____ Exceeds expectations
_____ Meets expectations
_____ Does not meet expectations

Comments (Including suggestions for improvement and commendations):

The following bulleted items, below, serve as examples to illustrate our collective understanding of the superintendent's responsibilities. The list is not intended to be either exhaustive or complete:

- Prepares and proposes a balanced district budget in accordance with the law.
- Approves and directs, in accordance with the law and regulations of the board, purchases and expenditures within the limits of the budget.
- Maintains a complete and accurate inventory of district assets.
- Reports to the school board on financial condition of the schools.
- Establishes procedures for procurement of equipment and supplies.

7. Oversees facilities management.

(Refer to superintendent's job description – section _____)

Rating: _____ Exceeds expectations
_____ Meets expectations
_____ Does not meet expectations

Comments (Including suggestions for improvement and commendations):



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The following bulleted items, below, serve as examples to illustrate our collective understanding of the superintendent's responsibilities. The list is not intended to be either exhaustive or complete:

- Prepares long- and short-range plans for facilities and sites.
- Ensures the maintenance of school property and safety of personnel and property.
- Inspects school property on a regular basis.
- Supervises utilization of school property in accordance with board policy.
- Monitors any construction, renovation and demolition of school facilities.
- Represents the school before local or state agencies controlling building requirements or providing financing for buildings.

Please rate the performance and efforts of the superintendent to accomplish the district's goals.

8. School District Goals for the _____ School Year:



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Montana Educator Performance Appraisal System
(MONTANA-EPAS)



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Montana
Office of Public Instruction
Denise Juneau, State Superintendent



Accreditation and
Educator Preparation
Teaching, Learning & Leading

APPENDIX 1

Alignment of Local Superintendent Performance Evaluation to Montana State Standards



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Alignment of Local Superintendent Performance Evaluation to Montana State Standards ARM 10.55.701(4)

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School District Name

School District LE

Date Completed

Administrative Rules of Montana (ARM) 10.55.701(4)

Retain completed alignment form for your records; OPI suggests the trustees include the district superintendent protocol.

Board of Public Education ARM 10.55.701 (4). *The local board of trustees shall have written policies and procedures for regular and periodic evaluation of all regularly employed personnel. The individual evaluated shall have access to a copy of the evaluation instrument, the opportunity to respond in writing to the completed evaluation, and access to his or her files. Personnel files shall be confidential.*

Related BPE Administrative Rules of Montana <http://www.mtrules.org/gateway/RuleNo.asp?RN=10%2E55%2E702> **and 20-4-401, MCA Licensure and Duties of District Superintendent**

ARM 10.55.701 (4)(a) The evaluation process for superintendent shall be developed by the trustees and shall, at minimum:

(4)(a)(i) be conducted on at least on annual basis.

Describe:

(4)(a)(ii) be aligned with applicable district goals, standards of the Board of Public Education, and the district mentorship and induction program required under ARM 10.55.701(5)(b).

Describe:



Alignment of Local Superintendent Performance Evaluation to
Montana State Standards ARM 10.55.701(4)

DRAFT

(4)(a)(iii) identify what skill sets are to be evaluated.

Describe:

(4)(a)(iv) include both formative and summative elements.

Describe:

(4)(a)(v) include an assessment of the superintendent's effectiveness in supporting every student in meeting rigorous learning goals through the performance of the superintendent's duties.

Describe:



APPENDIX 5

Model Examples

The Evaluations System Work Group working on the Montana Educator Performance Appraisal System (Montana-EPAS) found it very difficult to come up with one single model superintendent evaluation instrument. The Evaluations System Work Group recognizes the differences in size of school districts, the make-up of local trustees, and the models of governance. The model superintendent evaluation instrument examples that follow are meant to reflect the differences in approaches that trustees and superintendents may take in effective evaluation. For example, some trustees and superintendents find that a narrative response works well and leads to a rich discussion during the evaluation process. In other instances, trustees and superintendents may find a numerical ranking works best. In any case, the most important element in effective evaluation is that the evaluation instrument should lead to a rich discussion of the performance of the superintendent and the success of the district.

These models are not the only superintendent evaluation instruments that can work – please feel free to adopt, adapt, or re-create your own instrument. The goal of the Evaluations System Work Group is for this process guide to assist you as you develop your evaluation instrument and the process you will use for an effective superintendent evaluation.



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SUPERINTENDENT'S EVALUATION (Example #1)

Below are the expectations of an effective superintendent. You are asked to give one rating of the superintendent's overall performance as an administrator. In support of your overall rating, please comment on any or all of the individual components. Comments include commendations, recommendations, or observations.

Rating: (Choose one rating that reflects your overall evaluation of the superintendent's performance during the rating period.)

_____ Exceeds expectations

_____ Meets expectations

_____ Does not meet expectations

1. Serves as Chief Executive Officer (CEO) of the Board of Trustees by maintaining communication, making sound recommendations for trustee action, and by carrying out board policies.
2. Acts as educational leader of the schools by supervising administrative staff, overseeing curriculum development and instruction, and promoting staff development.
3. Directs community relations activities by maintaining communication with the news media, representing the school district's interests with local government and businesses, and responding to the concerns of the public.
4. Oversees personnel management by planning staffing needs, ensuring that personnel policies and the evaluation of all staff are in place, and encouraging staff participation in planning and decision-making.
5. Oversees student personnel services by providing for the health and safety of students, implementing policies to respond to inappropriate student behavior, and maintaining accurate student records.



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6. Oversees financial management by proposing a balanced district budget, managing expenditures within the approved budget, and anticipating future financial needs.
7. Oversees facility management by maintaining safety and functionality in all district owned property and planning for future facility needs.
8. Provides leadership toward making progress in each of the district's goal areas.

Signature of Trustee

Date



APPENDIX 5

Model Examples

The Evaluations System Work Group working on the Montana Educator Performance Appraisal System (Montana-EPAS) found it very difficult to come up with one single model superintendent evaluation instrument. The Evaluations System Work Group recognizes the differences in size of school districts, the make-up of local trustees, and the models of governance. The model superintendent evaluation instrument examples that follow are meant to reflect the differences in approaches that trustees and superintendents may take in effective evaluation. For example, some trustees and superintendents find that a narrative response works well and leads to a rich discussion during the evaluation process. In other instances, trustees and superintendents may find a numerical ranking works best. In any case, the most important element in effective evaluation is that the evaluation instrument should lead to a rich discussion of the performance of the superintendent and the success of the district.

These models are not the only superintendent evaluation instruments that can work – please feel free to adopt, adapt, or re-create your own instrument. The goal of the Evaluations System Work Group is for this process guide to assist you as you develop your evaluation instrument and the process you will use for an effective superintendent evaluation.



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Superintendent Evaluation (Example #3)

(Name) Fiscal Year, ()

For Contract Ending June 30, () Date of Review: ()

Purpose: This evaluation is conducted to provide the superintendent with the trustee's assessment of work for the school district. As well, it is conducted to provide the trustees with the superintendent's self-evaluation and goals for the future. A further intent of the evaluation is to strengthen the working relationship between the trustees and the superintendent for the achievement of their mutual goals: To improve academic achievement and the quality of the educational experience of our students.

Process: Each trustee shall complete their part of this evaluation form individually, and each form shall be signed and dated. After the executive session designed for discussion of the evaluation, the trustee chair or designee shall prepare a composite evaluation form, which also reflects goals agreed upon for the upcoming year. This evaluation form, after being signed by the superintendent and the trustees, shall be placed in the personnel file of the superintendent. Each trustee's evaluation, used as the source documents for the composite, shall be given to the superintendent for information and use.

Performance Standards: The ten performance standards are the Professional Standards for Educational Leaders (PSEL) model leadership standards, which were formerly known as the ISLLC Standards.

Standard 1. Mission, Vision, and Core Values

Effective educational leaders develop, advocate, and enact a shared mission, vision, and core values of high-quality education and academic success and well-being of *each* student.

Superintendent comments:

Describe goals from previous annual evaluation. Outline progress toward goals. Reflect upon strengths, weaknesses.

Superintendent goals:

Describe goal(s). Describe why goal is important for district. Outline strategies to reach goals.

Trustee comments and goals for superintendent:



Standard 2. Ethics and Professional Norms

Effective educational leaders act ethically and according to professional norms to promote each student's academic success and well-being.

Superintendent comments:

Superintendent goals:

Trustee comments and goals for superintendent:

Standard 3. Equity and Cultural Responsiveness

Effective educational leaders strive for equity of educational opportunity and culturally responsive practices to promote each student's academic success and well-being.

Superintendent comments:

Superintendent goals:

Trustee comments and goals for superintendent:

Standard 4. Curriculum, Instruction, and Assessment

Effective educational leaders develop and support intellectually rigorous and coherent systems of curriculum, instruction, and assessment to promote each student's academic success and well-being.

Superintendent comments:

Superintendent goals:

Trustee comments and goals for superintendent:

Standard 5. Community of Care and Support for Students

Effective educational leaders cultivate an inclusive, caring, and supportive school community that promotes the academic success and well-being of each student.

Superintendent comments:

Superintendent goals:

Trustee comments and goals for superintendent:



Standard 6. Professional Capacity of School Personnel

Effective educational leaders develop the professional capacity and practice of school personnel to promote each student's academic success and well-being.

Superintendent comments:

Superintendent goals:

Trustee comments and goals for superintendent:

Standard 7. Professional Community for Teachers and Staff

Effective educational leaders foster a professional community of teachers and other professional staff to promote each student's academic success and well-being.

Superintendent comments:

Superintendent goals:

Trustee comments and goals for superintendent:

Standard 8. Meaningful Engagement of Families and Community

Effective educational leaders engage families and the community in meaningful, reciprocal, and mutually beneficial ways to promote each student's academic success and well-being.

Superintendent comments:

Superintendent goals:

Trustee comments and goals for superintendent:

Standard 9. Operations and Management

Effective educational leaders manage school operations and resources to promote each student's academic success and well-being.

Superintendent comments:

Superintendent goals:

Trustee comments and goals for superintendent:



Standard 10. School Improvement

Effective educational leaders act as agents of continuous improvement to promote each student's academic success and well-being.

Superintendent comments:

Superintendent goals:

Trustee comments and goals for superintendent:

To school board trustee:

Do you have additional comments regarding the performance of the superintendent that have a bearing on this evaluation?

Evaluator's Signature & Date _____

Superintendent's Signature & Date _____



APPENDIX 5

Model Examples

The Evaluations System Work Group working on the Montana Educator Performance Appraisal System (Montana-EPAS) found it very difficult to come up with one single model superintendent evaluation instrument. The Evaluations System Work Group recognizes the differences in size of school districts, the make-up of local trustees, and the models of governance. The model superintendent evaluation instrument examples that follow are meant to reflect the differences in approaches that trustees and superintendents may take in effective evaluation. For example, some trustees and superintendents find that a narrative response works well and leads to a rich discussion during the evaluation process. In other instances, trustees and superintendents may find a numerical ranking works best. In any case, the most important element in effective evaluation is that the evaluation instrument should lead to a rich discussion of the performance of the superintendent and the success of the district.

These models are not the only superintendent evaluation instruments that can work – please feel free to adopt, adapt, or re-create your own instrument. The goal of the Evaluations System Work Group is for this process guide to assist you as you develop your evaluation instrument and the process you will use for an effective superintendent evaluation.



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SUPERINTENDENT EVALUATION (Example #2)

This evaluation checklist may prompt areas of discussion which can be of mutual benefit to the board of trustees and the superintendent in understanding their respective roles and performance. Feel free to make narrative comments that might foster such discussion.

Rating System:

5 – Almost Always; 4 – Usually; 3 – Sometimes; 2 – Not Often; 1 – Never; 0 – Do Not Know/Not Applicable

OVERALL MANAGEMENT AND OPERATIONS OF THE DISTRICT

The Superintendent:

- | | | | | | | |
|---|---|---|---|---|---|---|
| 1. Directs and assigns administrators, teachers, and other employees of the district effectively. | 5 | 4 | 3 | 2 | 1 | 0 |
| 2. Organizes (reorganizes) and arranges the administrative and supervisory staff to effectively serve district needs, subject to the approval of the board of trustees. | 5 | 4 | 3 | 2 | 1 | 0 |
| 3. Oversees the selection of all personnel, subject to the approval of the board of trustees. | 5 | 4 | 3 | 2 | 1 | 0 |
| 4. Develops and recommends courses of instruction to the board of trustees for their consideration and approval. | 5 | 4 | 3 | 2 | 1 | 0 |
| 5. Oversees the fiscal management of the district in conjunction with the district clerk. | 5 | 4 | 3 | 2 | 1 | 0 |
| 6. Implements and administers the policies of the board of trustees. | 5 | 4 | 3 | 2 | 1 | 0 |
| 7. Suggests policies and regulations for consideration by the board of trustees. | 5 | 4 | 3 | 2 | 1 | 0 |
| 8. Institutes rules and procedures deemed necessary for the efficient and good order of the school district. | 5 | 4 | 3 | 2 | 1 | 0 |



OVERALL MANAGEMENT AND OPERATIONS OF THE DISTRICT (cont'd)

- | | | | | | | |
|---|---|---|---|---|---|---|
| 9. In general, performs all duties incident to the office of the superintendent as prescribed by law. | 5 | 4 | 3 | 2 | 1 | 0 |
| 10. In general, performs other duties as may be prescribed by the board of trustees. | 5 | 4 | 3 | 2 | 1 | 0 |

Narrative Comments:

SECTION SCORE	5	4	3	2	1	0
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LONG-RANGE PLANNING

The Superintendent:

- | | | | | | | |
|---|---|---|---|---|---|---|
| 1. Provides support to the trustees for long-range planning. | 5 | 4 | 3 | 2 | 1 | 0 |
| 2. Supports the trustees in short-range planning, as through the development of appropriate board agenda items. | 5 | 4 | 3 | 2 | 1 | 0 |
| 3. Provides leadership to both the process and outcome of planning, especially to the trustees and the cabinet. | 5 | 4 | 3 | 2 | 1 | 0 |
| 4. Offers constructive, well-considered ideas. | 5 | 4 | 3 | 2 | 1 | 0 |

Narrative Comments:

SECTION SCORE	5	4	3	2	1	0
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MANAGEMENT STYLE

The Superintendent:

- | | | | | | | |
|---|---|---|---|---|---|---|
| 1. Delegates authority to operate various segments of the school district appropriately. | 5 | 4 | 3 | 2 | 1 | 0 |
| 2. Takes responsibility for the actions of subordinates and/or the results produced. | 5 | 4 | 3 | 2 | 1 | 0 |
| 3. Fosters a working climate in which staff members can carry out their responsibilities effectively. | 5 | 4 | 3 | 2 | 1 | 0 |



MANAGEMENT STYLE (cont'd)

- | | | | | | | |
|--|---|---|---|---|---|---|
| 4. Seeks input from those most directly affected by executive decisions. | 5 | 4 | 3 | 2 | 1 | 0 |
| 5. Considers the counsel of various individuals and groups. | 5 | 4 | 3 | 2 | 1 | 0 |
| 6. Includes staff in operational decisions appropriately. | 5 | 4 | 3 | 2 | 1 | 0 |
| 7. Gives recognition to staff for specific as well as overall accomplishments. | 5 | 4 | 3 | 2 | 1 | 0 |
| 8. Mediates and resolves conflicts when necessary. | 5 | 4 | 3 | 2 | 1 | 0 |
| 9. Interacts positively with individuals on the administrative, teaching and support staffs. | 5 | 4 | 3 | 2 | 1 | 0 |

Narrative Comments:

SECTION SCORE	5	4	3	2	1	0
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HUMAN RESOURCES MANAGEMENT

The Superintendent:

- | | | | | | | | |
|-----|--|---|---|---|---|---|---|
| 1. | Prepares or amends job descriptions when necessary and guides the search and selection process for high quality employees. | 5 | 4 | 3 | 2 | 1 | 0 |
| 2. | Assists the trustees in managing contract negotiations. | 5 | 4 | 3 | 2 | 1 | 0 |
| 3. | Helps the trustees to effectively manage its labor contracts in accordance with the District Labor Relations Mission Statement. | 5 | 4 | 3 | 2 | 1 | 0 |
| 4. | Keeps the board of trustees informed of appropriate state and federal regulations under which the district is legally bound. | 5 | 4 | 3 | 2 | 1 | 0 |
| 5. | Recommends personnel policies necessary and beneficial for the efficient functioning of the school district staff for consideration of the board of trustees. | 5 | 4 | 3 | 2 | 1 | 0 |
| 6. | Manages the personnel budgets and reports all personnel actions to the trustees. | 5 | 4 | 3 | 2 | 1 | 0 |
| 7. | Reports on the number of employees by category monthly and oversees the preparation of a personnel action report. | 5 | 4 | 3 | 2 | 1 | 0 |
| 8. | Formulates and administers a program of supervision for the district's employees. | 5 | 4 | 3 | 2 | 1 | 0 |
| 9. | Recommends a schedule of salaries to the trustees for its consideration. | 5 | 4 | 3 | 2 | 1 | 0 |
| 10. | Oversees the assignment, transfer or reassignment of personnel in a way that helps secure the highest efficiency of the staff (in accord with existing contracts). | 5 | 4 | 3 | 2 | 1 | 0 |
| 11. | Responds to both state and federal, as well as Educational Research Service (ERS), reporting needs in the area of personnel. | 5 | 4 | 3 | 2 | 1 | 0 |
| 12. | Recommends termination of personnel as may be necessary for financial or other reasons, in accordance with statute. | 5 | 4 | 3 | 2 | 1 | 0 |



HUMAN RESOURCES MANAGEMENT (cont'd)

Narrative Comments:

SECTION SCORE 5 4 3 2 1 0

MANAGEMENT OF CURRICULUM INSTRUCTION

The Superintendent:

- | | | | | | | |
|--|---|---|---|---|---|---|
| 1. Proposes a school calendar to the trustees for the coming year. | 5 | 4 | 3 | 2 | 1 | 0 |
| 2. Focuses on instructional improvement as a high priority in the district. | 5 | 4 | 3 | 2 | 1 | 0 |
| 3. Provides professional leadership for the educational programs of the schools. | 5 | 4 | 3 | 2 | 1 | 0 |
| 4. Assesses necessary changes in educational policies, presenting such changes to the board of trustees for its consideration. | 5 | 4 | 3 | 2 | 1 | 0 |
| 5. Develops a system for regularly reporting to and informing the trustees about the district's educational programs. | 5 | 4 | 3 | 2 | 1 | 0 |
| 6. Oversees the curriculum development cycle, subject to the trustees' approval. | 5 | 4 | 3 | 2 | 1 | 0 |
| 7. Oversees the staff development programs and budgets of the district, subject to the trustees' approval. | 5 | 4 | 3 | 2 | 1 | 0 |



MANAGEMENT OF CURRICULUM INSTRUCTION (cont'd)

- | | | | | | | |
|---|---|---|---|---|---|---|
| 8. Defines the attendance areas for the various buildings in the district, subject to approval of the trustees. | 5 | 4 | 3 | 2 | 1 | 0 |
| 9. Oversees compliance with Board of Public Education Accreditation Standards and, for high schools, requirements of the Northwest Association of Schools and Colleges. | 5 | 4 | 3 | 2 | 1 | 0 |
| 10. Responds to required state reporting needs. | 5 | 4 | 3 | 2 | 1 | 0 |
| 11. Formulates and administers a program of instructional supervision within the schools. | 5 | 4 | 3 | 2 | 1 | 0 |
| 12. Articulates standards that provide the trustees a basis for measuring the district's effectiveness in each program area. | 5 | 4 | 3 | 2 | 1 | 0 |

Narrative Comments:

SECTION SCORE	5	4	3	2	1	0
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BUSINESS AND FISCAL MANAGEMENT

The Superintendent:

- | | | | | | | |
|--|---|---|---|---|---|---|
| 1. Prepares and submits to the board of trustees a preliminary budget for the coming fiscal year. | 5 | 4 | 3 | 2 | 1 | 0 |
| 2. Works effectively with the trustees to allocate district resources (human and financial) to instructional and operational priorities of the district. | 5 | 4 | 3 | 2 | 1 | 0 |
| 3. Reports on attendance and takes action on truanancies. | 5 | 4 | 3 | 2 | 1 | 0 |
| 4. Seeks to assure financial stability for the district. | 5 | 4 | 3 | 2 | 1 | 0 |
| 5. Administers the district's budgets, within the broad appropriations areas approved by the board of trustees. | 5 | 4 | 3 | 2 | 1 | 0 |
| 6. Accords with laws governing budgets, purchases, and expenditures. | 5 | 4 | 3 | 2 | 1 | 0 |
| 7. Develops and oversees a plan for maintenance and improvement of buildings and site facilities as may be needed to properly provide for an adequate educational program, subject to the approval of the board of trustees. | 5 | 4 | 3 | 2 | 1 | 0 |
| 8. Assures that an annual report on the fiscal management of the school system, including an annual audit, is reported to the board of trustees, submitted on a reasonable timetable that is understood by the trustee. | 5 | 4 | 3 | 2 | 1 | 0 |
| 9. Accounts for all property and other fixed assets in accordance with generally accepted accounting procedures. | 5 | 4 | 3 | 2 | 1 | 0 |
| 10. Assures a safe and orderly environment conducive to learning for students and staff. | 5 | 4 | 3 | 2 | 1 | 0 |
| 11. Responds to state, federal, and Educational Research Service (ERS) reporting needs in the area of budgets. | 5 | 4 | 3 | 2 | 1 | 0 |
| 12. Ascertains that the district and its agents act in accordance with all contracts entered into by the district. | 5 | 4 | 3 | 2 | 1 | 0 |



BUSINESS AND FISCAL MANAGEMENT (Cont'd)

Narrative Comments:

SECTION SCORE 5 4 3 2 1 0

GENERAL ADMINISTRATION

The Superintendent:

- | | | | | | | |
|---|---|---|---|---|---|---|
| 1. Takes appropriate action (and reports such action to the board) in matters not specifically covered by board policies. | 5 | 4 | 3 | 2 | 1 | 0 |
| 2. Generally attends to the prioritization and meeting of needs within the district, informing the board appropriately. | 5 | 4 | 3 | 2 | 1 | 0 |
| 3. Anticipates needs in the district. | 5 | 4 | 3 | 2 | 1 | 0 |
| 4. Displays initiative in assessing and guiding appropriate change. | 5 | 4 | 3 | 2 | 1 | 0 |
| 5. Demonstrates personal effectiveness in planning and organization. | 5 | 4 | 3 | 2 | 1 | 0 |
| 6. Elicits an optimum effort from most people in pursuit of quality education. | 5 | 4 | 3 | 2 | 1 | 0 |
| 7. Maintains an accountable management system that assures that duties which are delegated are performed properly. | 5 | 4 | 3 | 2 | 1 | 0 |
| 8. Responds effectively to critical issues faced by the trustees and the district. | 5 | 4 | 3 | 2 | 1 | 0 |



GENERAL ADMINISTRATION (cont'd)

Narrative Comments:

SECTION SCORE 5 4 3 2 1 0

RELATIONS WITH THE TRUSTEES

The Superintendent:

- | | | | | | | |
|---|---|---|---|---|---|---|
| 1. Works effectively with the chairperson and vice chairperson. | 5 | 4 | 3 | 2 | 1 | 0 |
| 2. Plans effectively for trustee meetings. | 5 | 4 | 3 | 2 | 1 | 0 |
| 3. Allows for trustee input concerning the agenda and timely information necessary for trustee decisions. | 5 | 4 | 3 | 2 | 1 | 0 |
| 4. Offers recommendations for trustee action on agenda items based on thoughtful study and analysis, serving in an advisory capacity. | 5 | 4 | 3 | 2 | 1 | 0 |
| 5. Is responsive to trustee requests for information and directives. | 5 | 4 | 3 | 2 | 1 | 0 |
| 6. Proposes new policies to the trustees for study and adoption as the necessity for such arises. | 5 | 4 | 3 | 2 | 1 | 0 |
| 7. Provides rules, instructions, and follow-up for employees in such a way as to oversee the board of trustees' implementation of the policies. | 5 | 4 | 3 | 2 | 1 | 0 |



RELATIONS WITH THE TRUSTEES (cont'd)

- | | | | | | | |
|--|---|---|---|---|---|---|
| 8. Assists the trustees to operate within a framework of all applicable legal statutes and requirements of the State of Montana. | 5 | 4 | 3 | 2 | 1 | 0 |
| 9. Helps the board periodically review and update its policies. | 5 | 4 | 3 | 2 | 1 | 0 |
| 10. Keeps the board informed of district programs, operations, and issues/problems. | 5 | 4 | 3 | 2 | 1 | 0 |
| 11. Keeps the board informed regarding pertinent external matters. | 5 | 4 | 3 | 2 | 1 | 0 |
| 12. Facilitates board training and board development in a variety of ways. | 5 | 4 | 3 | 2 | 1 | 0 |
| 13. Brings special issues to the attention of the board in a timely fashion. | 5 | 4 | 3 | 2 | 1 | 0 |

Narrative Comments:

SECTION SCORE	5	4	3	2	1	0
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COMMUNITY/SCHOOL RELATIONS

The Superintendent:

- | | | | | | | |
|--|---|---|---|---|---|---|
| 1. Helps the board articulate a vision of education within the broader community. | 5 | 4 | 3 | 2 | 1 | 0 |
| 2. Serves as a clear and able advocate for the board and district. | 5 | 4 | 3 | 2 | 1 | 0 |
| 3. Visits schools and school events regularly. | 5 | 4 | 3 | 2 | 1 | 0 |
| 4. Is active in community affairs. | 5 | 4 | 3 | 2 | 1 | 0 |
| 5. Offers guidance and information to community members and groups interested in the schools. | 5 | 4 | 3 | 2 | 1 | 0 |
| 6. Supports parental involvement in and partnership with the schools. | 5 | 4 | 3 | 2 | 1 | 0 |
| 7. Possesses interpersonal skills which fosters collaboration from and within various segments of the community. | 5 | 4 | 3 | 2 | 1 | 0 |
| 8. Maintains a positive image in the community and is respected as a professional in the district and community. | 5 | 4 | 3 | 2 | 1 | 0 |

Narrative Comments:

SECTION SCORE	5	4	3	2	1	0
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MANAGEMENT OF PUBLIC RELATIONS

The Superintendent:

- | | | | | | | |
|---|---|---|---|---|---|---|
| 1. Disseminates positive and timely publicity and information about the district. | 5 | 4 | 3 | 2 | 1 | 0 |
| 2. Is accessible to the media and is responsive to the news media's requests for information. | 5 | 4 | 3 | 2 | 1 | 0 |
| 3. Is candid and honest with media representatives. | 5 | 4 | 3 | 2 | 1 | 0 |
| 4. Is professional and pleasant with media representatives. | 5 | 4 | 3 | 2 | 1 | 0 |
| 5. Helps build effective and lasting media relations. | 5 | 4 | 3 | 2 | 1 | 0 |

Narrative Comments:

SECTION SCORE	5	4	3	2	1	0
---------------	---	---	---	---	---	---



PERSONAL AND PROFESSIONAL QUALITIES

The Superintendent:

- | | | | | | | |
|---|---|---|---|---|---|---|
| 1. Communicates clearly in both prepared and extemporaneous settings. | 5 | 4 | 3 | 2 | 1 | 0 |
| 2. Demonstrates effective written communication skills. | 5 | 4 | 3 | 2 | 1 | 0 |
| 3. Speaks articulately and clearly. | 5 | 4 | 3 | 2 | 1 | 0 |
| 4. Is an effective facilitator in group process. | 5 | 4 | 3 | 2 | 1 | 0 |
| 5. Displays courage of his/her own convictions to be decisive. | 5 | 4 | 3 | 2 | 1 | 0 |
| 6. Seeks appropriate feedback. | 5 | 4 | 3 | 2 | 1 | 0 |
| 7. Accepts and makes use of constructive criticism. | 5 | 4 | 3 | 2 | 1 | 0 |
| 8. Displays a desire to improve his/her professional skills. | 5 | 4 | 3 | 2 | 1 | 0 |
| 9. Is honest and ethical. | 5 | 4 | 3 | 2 | 1 | 0 |
| 10. Enlists the trusts of others. | 5 | 4 | 3 | 2 | 1 | 0 |
| 11. Is an active listener. | 5 | 4 | 3 | 2 | 1 | 0 |
| 12. Possesses leadership skills commensurate with top-level management. | 5 | 4 | 3 | 2 | 1 | 0 |
| 13. Presents a demeanor of which the board can be proud and to which others can respond positively. | 5 | 4 | 3 | 2 | 1 | 0 |



PERSONAL AND PROFESSIONAL QUALITIES (cont'd)

Narrative Comments:

SECTION SCORE 5 4 3 2 1 0

OVERALL ASSESSMENT

In narrative form, please offer suggestions that might be of constructive assistance to the superintendent and, as it pertains to his/her performance, to the district.



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APPENDIX 5

Model Examples

The Evaluations System Work Group working on the Montana Educator Performance Appraisal System (Montana-EPAS) found it very difficult to come up with one single model superintendent evaluation instrument. The Evaluations System Work Group recognizes the differences in size of school districts, the make-up of local trustees, and the models of governance. The model superintendent evaluation instrument examples that follow are meant to reflect the differences in approaches that trustees and superintendents may take in effective evaluation. For example, some trustees and superintendents find that a narrative response works well and leads to a rich discussion during the evaluation process. In other instances, trustees and superintendents may find a numerical ranking works best. In any case, the most important element in effective evaluation is that the evaluation instrument should lead to a rich discussion of the performance of the superintendent and the success of the district.

These models are not the only superintendent evaluation instruments that can work – please feel free to adopt, adapt, or re-create your own instrument. The goal of the Evaluations System Work Group is for this process guide to assist you as you develop your evaluation instrument and the process you will use for an effective superintendent evaluation.



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Superintendent Evaluation (Example #4)

Note: This Example refers to the superintendent job description. Please check the references to reflect your superintendent job description.

COMPONENTS OF EFFECTIVE ADMINISTRATION

1. Serves as chief executive officer of the trustees.

(Refer to superintendent's job description – sections _____)

Rating: _____ Exceeds expectations
_____ Meets expectations
_____ Does not meet expectations

Comments (including suggestions for improvement and commendations):

The following bulleted items, below, serve as examples to illustrate our collective understanding of the superintendent's responsibilities. The list is not intended to be either exhaustive or complete:

- Proposes and implements policies of the school board.
- Reports to the school board about the status of programs, personnel, and operations of the district.
- Facilitates the decision-making process for the board by making sound recommendations for board action which are consistent with the district's vision, mission statements, and board goals.
- Communicates as liaison between the school board and school personnel.
- Informs the school board about statutes and rules of the State of Montana, federal laws, and current trends and developments in education.
- Prepares and distributes notices and agendas of meetings to the school board.
- Keeps school board adequately informed of the superintendent's activities, particularly those activities affecting the functioning of the school district.
- Attends meetings of the board and takes part in deliberations, but does not vote.
- Ensures the filing of all reports required by statute or regulation.



2. Acts as the educational leader of the schools.

(Refer to superintendent's job description – sections _____)

Rating: _____ Exceeds expectations
_____ Meets expectations
_____ Does not meet expectations

Comments (including suggestions for improvement and commendations):

The following bulleted items, below, serve as examples to illustrate our collective understanding of the superintendent's responsibilities. The list is not intended to be either exhaustive or complete:

- Supervises all administrative staff.
- Oversees planning and evaluation of curriculum and instruction.
- Devises procedures for adopting textbooks and other instructional materials for approval by the school board.
- Visits schools on a regular basis.
- Maintains a current knowledge of developments in curriculum and instruction through continuing education.
- Supervises staff development.
- Keeps the public informed about modern educational practices, educational trends, and the practices and problems of the school district.
- Administers and supervises the educational program of the district.
- Shows respect in dealing with the public, board, and district staff.



3. Directs community relations activities.

(Refer to superintendent's job description – section _____)

Rating: _____ Exceeds expectations
_____ Meets expectations
_____ Does not meet expectations

Comments (including suggestions for improvement and commendations):

The following bulleted items, below, serve as examples to illustrate our collective understanding of the superintendent's responsibilities. The list is not intended to be either exhaustive or complete:

- Establishes and maintains a program of public relations to keep the public well informed of the activities and needs of the school district.
- Responds to concerns expressed in the community.
- Maintains contacts with the news media.
- Maintains a recognized presence in community activities.
- Involves the community in planning and problem solving for the schools.
- Represents the district with other school systems, social institutions, business firms, government agencies and the general public.

4. Oversees staff personnel management.

(Refer to superintendent's job description – section _____)

Rating: _____ Exceeds expectations
_____ Meets expectations
_____ Does not meet expectations

Comments (including suggestions for improvement and commendations):



DRAFT

The following bulleted items, below, serve as examples to illustrate our collective understanding of the superintendent's responsibilities. The list is not intended to be either exhaustive or complete:

- Organizes recruitment of personnel.
- Assigns personnel to schools and offices.
- Ensures administration of personnel policies and programs.
- Implements an evaluation process for all personnel.
- Maintains up-to-date job descriptions for all personnel.
- Encourages staff initiative and participation in planning and decision making.

5. Oversees student personnel services.

(This item is not in the superintendent's job description)

Rating: _____ Exceeds expectations
_____ Meets expectations
_____ Does not meet expectations

Comments (Including suggestions for improvement and commendations):

The following bulleted items, below, serve as examples to illustrate our collective understanding of the superintendent's responsibilities. The list is not intended to be either exhaustive or complete:

- Ensures adequate student record system.
- Implements policies and programs relating to behavior and discipline of students.
- Oversees programs for health and safety of students.
- Communicates as liaison between schools and community social agencies.



6. Oversees financial management

(Refer to superintendent's job description – sections _____)

Rating: _____ Exceeds expectations
_____ Meets expectations
_____ Does not meet expectations

Comments (Including suggestions for improvement and commendations):

The following bulleted items, below, serve as examples to illustrate our collective understanding of the superintendent's responsibilities. The list is not intended to be either exhaustive or complete:

- Prepares and proposes a balanced district budget in accordance with the law.
- Approves and directs, in accordance with the law and regulations of the board, purchases and expenditures within the limits of the budget.
- Maintains a complete and accurate inventory of district assets.
- Reports to the school board on financial condition of the schools.
- Establishes procedures for procurement of equipment and supplies.

7. Oversees facilities management.

(Refer to superintendent's job description – section _____)

Rating: _____ Exceeds expectations
_____ Meets expectations
_____ Does not meet expectations

Comments (Including suggestions for improvement and commendations):



DRAFT

The following bulleted items, below, serve as examples to illustrate our collective understanding of the superintendent's responsibilities. The list is not intended to be either exhaustive or complete:

- Prepares long- and short-range plans for facilities and sites.
- Ensures the maintenance of school property and safety of personnel and property.
- Inspects school property on a regular basis.
- Supervises utilization of school property in accordance with board policy.
- Monitors any construction, renovation and demolition of school facilities.
- Represents the school before local or state agencies controlling building requirements or providing financing for buildings.

Please rate the performance and efforts of the superintendent to accomplish the district's goals.

8. School District Goals for the _____ School Year:





Carrie Fisher <fisher@gallatingatewayschool.com>

MTSBA Policy Notes

Kris Goss <kgoss@mtsba.org>

Thu, Jun 20, 2019 at 2:47 PM

To: Carrie Fisher <fisher@gallatingatewayschool.com>

Carrie,

As part of the District's membership in the MTSBA Policy Maintenance Program, the Word versions of the Spring 2019 Policy Notes updates noting the District's name are attached for the District's review. Please let me know when the board adopts the policy updates. I will then complete the changes in the district's policy dropbox file and manual hosted on MTSBA.org by finalizing the adopted-on and revised-on dates and specific formatting for each item.

Please contact me if you have any questions.

Kris Goss

Director of Policy Services/Senior Counsel

Montana School Boards Association

2 attachments



Gallatin Gateway.zip

250K



MTSBA POLICY NOTES - SPRING 2019.pdf

132K



FEBRUARY 15, 2019

By Kris Goss, MTSBA Director of Policy Services/Senior Counsel

The MTSBA Policy Maintenance Services Program is prepared to help ensure your school district operates efficiently and effectively in accordance with established practices and applicable laws and regulations. MTSBA Policy Notes helps meet these goals by updating the MTSBA model policies with the latest legal interpretations, statutory requirements, and best practices.

This edition of [MTSBA Policy Notes](#) provides an explanation of required and recommended changes to policies contained in the MTSBA Master Policy Manual. It also includes an explanation of new and deleted policies. Please access the updates outlined in this issue in the [MTSBA Policy Notes and Other Resources Community](#) on MTSBA.org.

MTSBA offers both dues-based and fee-based policy services. As members of MTSBA, all districts have access to all of the MTSBA model policies, policy updates, and model staff and student handbooks through membership dues. Thank you to the over 130 districts who participate in the MTSBA Policy Maintenance Service Program. As members of this fee-based service, MTSBA staff will update a district's online policy file and the district's policy manual hosted on MTSBA.org once a district's board of trustees has adopted the identified changes.

The 2019 MTSBA Policy Symposium is set to occur in Helena in July at MTSBA headquarters. During the Symposium, MTSBA staff will be discussing another round of policy updates based on legislative action and outlining the new MTSBA School Safety and Security Policy Series. All districts are invited to attend. Membership in the MTSBA Policy Maintenance Service Program also entitles a district to complimentary registration for the Symposium.

If you have any questions or suggestions about MTSBA Policy Services, [please contact me](#) at any time so we can help make sure your policies are helping your district operate effectively and efficiently.

REQUIRED REVISIONS

1112 – Resignation – This model policy has been revised in accordance with statutory changes. The revisions remove the 72-hour period to withdraw a resignation and insert the requirement to have a letter of resignation submitted in writing with a stipulated effective date.

1113 – Vacancies – This model policy has been revised in accordance with statutory changes. The revision clarifies the resignation procedure to require the resignation to be in writing and stipulate an effective date.

1425 – Abstentions from Voting – This model policy has been revised to comply with applicable statutes. Montana law does not permit boards of trustees to consider contracts in which a trustee has a pecuniary interest, transactions in which a trustee would be an agent or solicitor, or when a trustee may have an

economic benefit or relationship with the transaction. These provisions have been removed from the policy to avoid confusion and ensure compliance with the law.

1512 – Conflict of Interest – This model policy has been revised to comply with applicable statutes. Trustees, as elected officials, are expected to comply with ethics statutes governing Montana public officials. The policy includes two additional provisions to comply with those ethical requirements.

1700 – Uniform Complaint Procedure – This model policy has been revised to ensure the complaint procedure is accessible to those who seek to have matters heard and reviewed by the school district.

2100 – School Year Calendar and Day – This model policy has been revised to comply with applicable statutes. The school fiscal year is required to recognize a pupil demonstrating proficiency.

2160 – Title I Parent and Family Engagement - This model policy has been revised in accordance with statutory changes. The Every Student Succeeds Act requires school districts to expand parental involvement plans under Title I to include family members, community stakeholders and an advisory board.

~~2167 – Correspondence Courses~~ – This model policy has been revised to recognize the Distance Education Accrediting Commission. *High School*

* **2168 – Distance, Online, and Technology-Delivered Learning** – This model policy has been revised to comply with applicable statutes. The school fiscal year is required to recognize a pupil demonstrating proficiency. *New Policy for GGS - optional per Kris Goss*

3110 - Entrance, Placement, and Transfer – This model policy has been revised to reflect the efforts required by districts on behalf of homeless students and students in foster care.

3125 – Education of Homeless Children – This model policy has been revised to accurately reflect the complaint process available in accordance with Policy 3125F.

3225 – Sexual Harassment, Sexual Intimidation, and Sexual Misconduct – This model policy has been revised to clarify prohibited conduct and broaden the enforcement options available to district officials in the event sexual misconduct of any kind is proven to have occurred.

4301 – Visitors to Schools – This model policy has been revised to place additional conduct responsibilities on visitors to schools.

4315 – Visitor and Spectator Conduct – This model policy has been revised to broaden the scope of the policy beyond activity events and correspond to the conduct responsibilities outlined in the revised Policy 4301.

4340 – Public Access to District Records – This model policy has been revised to include the exception to the public records statute that authorizes school districts to preserve the confidentiality of records related to school safety and security.

4410 – Relations with Law Enforcement and Child Protective Agencies – This model policy has been revised to include specific guidance related to the County Interdisciplinary Child Information and School Safety Team as outlined in statute.

5012 - Sexual Harassment, Sexual Intimidation, and Sexual Misconduct in the Workplace – This model policy has been revised to clarify prohibited conduct and broaden the enforcement options available to district officials in the event sexual misconduct of any kind is proven to have occurred.

5223 – Personal Conduct – This model policy has been revised to specifically apply the prohibition on weapons and violence in the school building to district employees.

5256 – Reduction in Force – This model policy has been revised to cover all employees of the district and expand the factors considered during a reduction in force process.

8225 – Tobacco Free Policy – This model policy has been revised to broaden the definition of nicotine delivery devices covered by the policy.

8425 and 8425P – Service Animals – This model policy and accompanying procedure have been revised to ensure compliance with Section 504 of the Rehabilitation Act and decisions from the Office of Civil Rights of the U.S. Department of Education related to the presence of service animals in public schools.

RECOMMENDED REVISIONS

1610 – Annual Goals and Objectives – This model policy has been revised to clarify the process by which the board reviews the district's goals and objectives.

~~**2410P – High School Graduation Requirements**~~ – This model policy has been revised to resolve discrepancies between the grading scale used by instructors when a student is pursuing dual credit.

High School

NEW RECOMMENDED POLICIES

1512F – Relationships Defined and Chart – This model procedure to accompany Model Policy 1512 – Conflicts of Interest is intended to make the nepotism chart more accessible as its own document.

~~**2600 and 2600P- Work-Experience Program**~~ - This model policy and accompanying procedure is available for districts that have implemented or are planning to implement a school sponsored student work experience program. The policy outlines the supervision, grading, and insurance requirements for students participating such a program.

High School

5120P – Fingerprint Background Handling Procedure – This model procedure is available to guide districts in the proper handling of fingerprint and background check information in accordance with State of Montana standards.

DELETED POLICIES

8425F – Service Animal Form – This form has been overruled by the Office of Civil Rights of the U.S. Department of Education. The request for a service animal should be directed through the Section 504 procedure in accordance with the updated Policy 8425 noted above. The form should be deleted from all policy manuals.

Not currently included in GGS Policy ☺

***MTSBA Policy Notes and MTSBA model policies** are available for viewing at mtsba.org, under Member Resources. MTSBA has designed these materials to provide helpful information regarding topics and best practices on issues concerning the administration and governance of Montana K-12 public schools. Final school district policies are adopted by a school district's board of trustees. If you have questions about any matter related to school district policy or procedure, please contact Kris Goss at MTSBA.*

1 **Gallatin Gateway Elementary**

2
3 **THE BOARD OF TRUSTEES**

1112

4
5 Resignation

6
7 The resignation of a trustee ~~of the District must be submitted in writing to the Clerk~~ **must be in**
8 **writing, must stipulate an effective date, and must be submitted to the Clerk of the District.**
9 ~~A resignation is effective seventy two (72) hours after its submission unless withdrawn during~~
10 ~~that period by the trustee through written notification of withdrawal made to the Clerk.~~

11
12
13 [Trustees retiring from the Board may be recognized for their service to the District by
14 presentation of a service plaque or other appropriate activities.]

15
16
17 Legal Reference: § 2-16-502, MCA Resignations
18 § 20-3-308, MCA Vacancy of trustee position

19
20 Policy History:

21 Adopted on:

22 Reviewed on:

23 Revised on:

1 **Gallatin Gateway Elementary**

2
3 **THE BOARD OF TRUSTEES**

1113

4
5 Vacancies

6
7 A trustee position becomes vacant before the expiration of a term, when any of the following
8 occurs:

- 9
10 1. Death of the trustee;
11 2. ~~Resignation, in writing~~ **The effective date stipulated in the written resignation of the**
12 **trustee** filed with the Clerk;
13 3. Trustee moves out of the nominating district, establishing residence elsewhere;
14 4. Trustee is no longer a registered elector of the District under the provisions of § 20-20-
15 301, MCA;
16 5. Trustee is absent from the District for sixty (60) consecutive days;
17 6. Trustee fails to attend three (3) consecutive meetings of the trustees without good excuse;
18 7. Trustee has been removed under the provisions of § 20-3-310, MCA; or
19 8. Trustee ceases to have the capacity to hold office under any other provision of law.
20 9. A trustee position also shall be vacant when an elected candidate fails to qualify.

21
22 When a trustee vacancy occurs, the remaining trustees shall declare such position vacant and fill
23 such vacancy by appointment. The Board will receive applications from any qualified persons
24 seeking to fill the position after suitable public notice. The Board will appoint one (1) candidate
25 to fill the position.

26
27 Should the Board fail to fill a vacancy within sixty (60) days from the creation of a vacancy, the
28 county superintendent shall appoint, in writing, a competent person to fill such vacancy. An
29 appointee shall qualify by completing and filing an oath of office with the county superintendent
30 within fifteen (15) days after receiving notice of the appointment and shall serve until the next
31 regularly scheduled school election and a successor has qualified.

32
33
34
35 Cross Reference: 1240 Duties of Individual Trustees
36 1112 Resignations

37
38 Legal References: **§ 2-16-501(3), MCA Vacancies created**
39 § 20-3-308, MCA Vacancy of trustee position
40 § 20-3-309, MCA Filling vacated trustee position – appointee
41 qualification and term of office

42
43 Policy History:

44 Adopted on:

45 Reviewed on:

46 Revised on:

Abstentions From Voting

Section 20-3-323(2), MCA, requires the minutes of each Board meeting to include the voting records of each trustee present. As a general rule trustees should vote on all issues, unless casting a vote would be a violation of law. Under Montana law, instances in which it would be unlawful or inappropriate for a trustee to cast a vote on a particular issue include but are not necessarily limited to situations when the Board is considering hiring the relative of a trustee.

- ~~1. — When casting a vote would directly and substantially affect, to its economic benefit, a business or other undertaking in which the trustee either has a substantial financial interest or in which the trustee is engaged as counsel, consultant, representative, or agent;~~
- ~~2. — When casting a vote would directly and substantially affect a business or other undertaking to its economic detriment, where a trustee has a substantial personal interest in a competing firm or undertaking;~~
- ~~3. — When casting a vote would cause a trustee to have a pecuniary interest, either directly or indirectly, in a contract made by the trustee (while acting in the trustee's official capacity) or by the Board; and~~
- ~~4. — When casting a vote would put the trustee in the position of an agent or solicitor in the sale or supply of goods or services to the District.~~

In addition, a trustee shall be allowed to abstain from voting to avoid the appearance of impropriety or the appearance of a perceived conflict. If a trustee abstains from voting, the abstention should be recorded in the minutes and may include an explanation of the reasons for the abstention. The Board discourages abstentions, unless the reasons are substantiated as provided herein.

Legal References:	§ 2-2-105, MCA	Ethical requirements for public officers and public employees
	§ 2-2-121, MCA	Rules of conduct for public officers and public employees
	§ 2-2-302, MCA	Appointment of relative to office of trust or emolument unlawful – exceptions – publication of notice
	§ 20-1-201, MCA	School officers not to act as agents
	§ 20-3-323, MCA	District policy and record of acts
	§ 20-9-204, MCA	Conflicts of interests, letting contracts, and calling for bids

Policy History:

Adopted on:

Reviewed on:

Revised on:

4
5 Conflict of Interest

6
7 A trustee may not:

- 8
9 1. Engage in a substantial financial transaction for the trustee's private business purpose,
10 with a person whom the trustee inspects or supervises in the course of official duties.
11
12 2. Perform an official act directly and substantially affecting, to its economic benefit, a
13 business or other undertaking in which the trustee either has a substantial financial
14 interest or is engaged as counsel, consultant, representative, or agent.
15
16 3. Act as an agent or solicitor in the sale or supply of goods or services to a district.
17
18 4. Have a pecuniary interest, directly or indirectly, in any contract made by the Board, when
19 the trustee has more than a ten percent (10%) interest in the corporation. A contract does
20 not include: 1) merchandise sold to the highest bidder at public auctions; 2) investments
21 or deposits in financial institutions that are in the business of loaning or receiving money,
22 when such investments or deposits are made on a rotating or ratable basis among
23 financial institutions in the community or when there is only one (1) financial institution
24 in the community; or 3) contracts for professional services other than salaried services or
25 for maintenance or repair services or supplies when the services or supplies are not
26 reasonably available from other sources, if the interest of any Board member and a
27 determination of such lack of availability are entered in the minutes of the Board meeting
28 at which the contract is considered.
29
30 5. Be employed in any capacity by the District, with the exception of officiating at athletic
31 competitions under the auspices of the Montana Officials Association.
32
33 **6. Perform an official act directly and substantially affecting a business or other**
34 **undertaking to its economic detriment when the officer or employee has a**
35 **substantial personal interest in a competing firm or undertaking.**
36
37 **7. Perform an official act directly and substantially affecting to its economic benefit a**
38 **business or other undertaking in which the officer or employee either has a**
39 **substantial financial interest or is engaged as counsel, consultant, representative, or**
40 **agent.**
41
42 8. Appoint to a position of trust or emolument any person related or connected by
43 consanguinity within the fourth (4th) degree or by affinity within the second (2nd) degree.
44
45 a. This prohibition does not apply to the issuance of an employment contract to a
46 person as a substitute teacher who is not employed as a substitute teacher for more

1
2
3
4
5 than thirty (30) consecutive school days.

6 b. This prohibition does not apply to the renewal of an employment contract of a
7 person related to a Board member, who was initially hired before the Board
8 member assumed the trustee position.

9 c. This prohibition does not apply if trustees comply with the following
10 requirements: 1) All trustees, except the trustee related to the person to be
11 employed or appointed, vote to employ the related person; 2) the trustee related to
12 the person to be employed abstains from voting; and 3) the trustees give fifteen
13 (15) days written notice of the time and place of their intended action in a
14 newspaper of general circulation in the county where the school is located.
15
16
17

18 Policy History:

19 Adopted on:

20 Reviewed on:

21 Revised on:

THE BOARD OF TRUSTEES

1700

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Uniform Complaint Procedure

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

The District requests all individuals to use this complaint procedure, when the individual believes the Board or its employees or agents have violated the individual's rights under: ~~(1) Montana constitutional, statutory, or administrative law; (2) United States constitutional, statutory, or regulatory law; or (3) state or federal law or~~ Board policy.

The District will endeavor to respond to and resolve complaints without resorting to this formal complaint procedure and, when a complaint is filed, to address the complaint promptly and equitably. The right of a person to prompt and equitable resolution of a complaint filed hereunder will not be impaired by a person's pursuit of other remedies. Use of this complaint procedure is not a prerequisite to pursue other remedies and use of this complaint procedure does not extend any filing deadline related to pursuit of other remedies.

Deadlines requiring District action in this procedure may be extended for reasons related but not limited to the District's retention of legal counsel and District investigatory procedures.

~~The Administrator has the authority to contract with an independent investigator at any time during the complaint procedure process. Within fifteen (15) calendar days of the Administrator's receipt of the independent investigator's report and recommendation, the Administrator will respond to the complaint and take such administrative steps as the Administrator deems appropriate and necessary.~~

Level 1: Informal

An individual with a complaint is first encouraged to discuss it with the appropriate ~~teacher, counselor, employee~~ or building administrator, with the objective of resolving the matter promptly and informally. An exception is that a complaint of sexual harassment should be discussed directly with an administrator not involved in the alleged harassment.

Level 2: Administrator

When a complaint has not been or cannot be resolved at Level 1, an individual may file a signed and dated written complaint stating: (1) the nature of the complaint; (2) a description of the event or incident giving rise to the complaint, including any school personnel involved; and (3) the

remedy or resolution requested. The written complaint must be filed within thirty (30) calendar days of the event or incident or from the date an individual could reasonably become aware of such event or incident. **The applicability of the deadline is subject to review by the Administrator to ensure the intent of this uniform complaint procedure is honored.**

When a complaint alleges violation of Board policy or procedure, the Administrator will investigate and attempt to resolve the complaint. The Administrator will respond in writing to the complaint, within thirty (30) calendar days of the Administrator's receipt of the complaint.

If either the complainant ~~or the person against whom the complaint is filed is dissatisfied~~ has **reason to believe the administrator's decision was made in error, with the administrator's decision, the complainant** may request, in writing, that the Board review the administrator's decision. (See Level 3.) This request must be submitted to the Board within fifteen (15) calendar days of the Administrator's decision.

When a complaint alleges sexual harassment or a violation of Title IX of the Education Amendments of 1972 (the Civil Rights Act), Title II of the Americans with Disabilities Act of 1990, or Section 504 of the Rehabilitation Act of 1973, the building administrator may turn the complaint over to a District nondiscrimination coordinator. The coordinator will complete an investigation and file a report and recommendation with the Administrator. ~~A coordinator may hire, with the approval of the Administrator, an independent investigator to conduct the investigation. Within fifteen (15) calendar days of the Administrator's receipt of the coordinator's or independent investigator's report and recommendation, the Administrator will respond to the complaint and take such administrative steps as the Administrator deems appropriate and necessary.~~ If ~~either the complainant or the person against whom the complaint is filed~~ **has reason to believe the Administrator's decision was made in error, either the complainant** may request, in writing, that the Board consider an appeal of the Administrator's decision. (See Level 3.) This request must be submitted in writing to the Board, within fifteen (15) calendar days of the Administrator's written response to the complaint, for transmission to the Board.

Level 3: The Board

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

which the Board considered the appeal or the recommendation of the panel. A decision of the Board is final, unless it is appealed pursuant to Montana law within the period provided by law.

Level 5: County Administrator

~~When a matter falls within the jurisdiction of a county administrator of schools, the decision of the Board may be appealed to the county administrator by filing written appeal within thirty (30) calendar days of the Board's decision, pursuant to Montana law.~~

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

Policy History:

Adopted on:

Reviewed on:

Revised on:

3
4 INSTRUCTION

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5
6 School Year Calendar and Day

7
8 School Calendar

9
10 Subject to §§ 20-1-301 and 20-1-308, MCA, and any applicable collective bargaining agreement
11 covering the employment of affected employees, the trustees of a school district shall set the
12 number of hours in a school term, the length of the school day, and the number of school days in
13 a school week. When proposing to adopt changes to a previously adopted school term, school
14 week, or school day, the trustees shall: (a) negotiate the changes with the recognized collective
15 bargaining unit representing the employees affected by the changes; (b) solicit input from the
16 employees affected by the changes but not represented by a collective bargaining agreement; (c)
17 and from the people who live within the boundaries of the school district.

18
19 Commemorative Holidays

20
21 Teachers and students will devote a portion of the day on each commemorative holiday
22 designated in § 20-1-306, MCA, to study and honor the commemorated person or occasion. The
23 Board may from time to time designate a regular school day as a commemorative holiday.

24
25 Saturday School

26
27 Pupil instruction may be held on a Saturday at the discretion of a school district for the purpose
28 of providing additional pupil instruction, provided that: (a) Saturday school is not a pupil-
29 instruction day and does not count toward the minimum aggregate hours of pupil instruction; and
30 (b) student attendance is voluntary.

31
32 School Fiscal Year

33
34 At least the minimum number of aggregate hours must be conducted during each school fiscal
35 year. The minimum aggregate hours required by grade are:

- 36 (a) A minimum of 360 aggregate hours for a kindergarten program;
37 (b) 720 hours for grades 1 through 3;
38 (c) 1,080 hours for grades 4 through 12; and
39 (d) 1,050 hours may be sufficient for graduating seniors.

40
41 The minimum aggregate hours, described above, are not required for any pupil
42 demonstrating proficiency pursuant to 20-9-311(4)(d), MCA.

43
44 In addition, seven (7) pupil instruction-related days may be scheduled for the following
45 purposes:

- 46 1. Pre-school staff orientation for the purpose of organization of the school year;

2. Staff professional development programs (minimum of three (3) days);

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page 2 of 2

3. Parent/teacher conferences; and

4. Post-school record and report (not to exceed one (1) day, or one-half (½) day at the end of each semester or quarter).

The Board of Trustees has established an advisory committee to develop, recommend, and evaluate the school district's yearly professional development plan. Each year the Board of Trustees shall adopt a professional development plan for the subsequent school year based on the recommendation of the advisory committee.

Legal References:	§ 20-1-301, MCA	School fiscal year
	§ 20-1-302, MCA	School term, day and week
	§ 20-1-303, MCA	Conduct of School on Saturday or Sunday prohibited - exceptions
	§ 20-1-304, MCA	Pupil-instruction-related day
	§ 20-1-306, MCA	Commemorative exercises on certain days
	§ 20-9-311, MCA	<u>Calculation of Annual Number Belonging (ANB)</u>
	ARM 10.55.701	Board of Trustees
	ARM 10.65.101, 103	Pupil-Instruction-Related Days
	ARM 10.55.714	Professional Development
	ARM 10.55.906	High School Credit

Policy History:

Adopted on:

Reviewed on:

Revised on:

3
4 INSTRUCTION

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page 1 of 2

5
6 Title I Parent **and Family** Engagement

7
8 *NOTE: Schools receiving federal ESEA funds are required to have a parent and family*
9 *engagement policy. This sample policy can be used as the basis for the joint development of a*
10 *policy, as required by the federal legislation. This policy cannot be the District's policy without*
11 *some parental involvement in its development at the local level.*

12
13 The District endorses the parent and family engagement goals of Title I and encourages the
14 regular participation of parents **and family members** (including parents **and families** of migrant
15 students if applicable) of Title I eligible children in all aspects of the program **to establish the**
16 **agency's expectations and objectives for meaningful parent and family involvement.** The
17 education of children is viewed as a cooperative effort among the parents, **family members**,
18 school, and community. In this policy the word "parent" also includes guardians and other
19 family members involved in supervising the child's schools.

20
21 Pursuant to federal law the District will develop jointly with, agree upon with, and distribute to
22 parents of children participating in the Title I program a written parent **and family engagement**
23 **policy. This may include meaningful consultation with employers, business leaders, and**
24 **philanthropic organizations, or individuals with expertise in effectively engaging parents**
25 **and family members in education.**

26
27 At the required annual meeting of Title I parents **and family members** (including parents **and**
28 **families** of migrant students if applicable), parents **and family members** will have opportunities
29 to participate in the design, development, operation, and evaluation of the program for the next
30 school year. Proposed activities to fulfill the requirements necessary to address the requirements
31 of family engagement goals shall be presented.

32
33 In addition to the required annual meeting, at least three (3) additional meetings shall be held at
34 various times of the day and/or evening for parents **and family members** of children (including
35 parents **and families** of migrant children if applicable) participating in the Title I program.
36 These meetings shall be used to provide parents with:

- 37
38 1. Information about programs provided under Title I;
39
40 2. A description and explanation of the curriculum in use, the forms of academic assessment
41 used to measure student progress, and the proficiency levels students are expected to
42 meet;
43
44 3. Opportunities to formulate suggestions and to participate, as appropriate, in decisions
45 relating to the education of their children; and
46

4. The opportunity to bring parent comments, if they are dissatisfied with the school's Title I program, to the District level.

Title I funding, if sufficient, may be used to facilitate parent attendance at meetings, through payment of transportation and childcare costs.

The parents **and family members** of children (including parents **and families** of migrant children if applicable) identified to participate in Title I programs shall receive from the school principal and Title I staff an explanation of the reasons supporting each child's selection for the program, a set of objectives to be addressed, and a description of the services to be provided. Opportunities will be provided for the parents **and family members** to meet with the classroom and Title I teachers to discuss their child's progress. Parents will also receive guidance as to how they can assist at home in the education of their children.

Each school in the District receiving Title I funds shall develop jointly with parents and family members of children served in the program a "School-Parent Compact" outlining the manner in which parents, school staff, and students share the responsibility for improved student academic achievement in meeting state standards. The "School-Parent Compact" shall:

1. Describe the school's responsibility to provide high quality curriculum and instruction in a supportive and effective learning environment enabling children in the Title I program to meet the state's academic achievement standards;
2. Indicate the ways in which each parent will be responsible for supporting their child's learning, such as monitoring attendance, homework completion, and television watching; volunteering in the classroom; and participating, as appropriate, in decisions related to their child's education and positive use of extracurricular time; and
3. Address the importance of parent-teacher communication on an ongoing basis with, at a minimum, parent-teacher conferences, frequent reports to parents, and reasonable access to staff.

The activities authorized under this policy may include establishing a parent advisory board comprised of a sufficient number and representative group of parents or family members served by the district to adequately represent the needs of the population served by the district for the purposes of developing, revising, and reviewing the parent and family engagement policy.

NOTE: Districts with more than one (1) school participating in a Title I program may wish to consider the establishment of a district-wide parent advisory council.

Legal Reference: Title I of the Elementary and Secondary Education Act

1 20 U.S.C. §§ 6301-6514
2 § 1116 Every Student Succeeds Act
3

4
5 Policy History:

6 Adopted on:
7 Reviewed on:
8 Revised on:

INSTRUCTION

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Distance, Online, and Technology-Delivered Learning

For purposes of this policy, “distance learning” is defined as: instruction in which students and teachers are separated by time and/or location with synchronous or asynchronous content, instruction, and communication between student and teacher (e.g., correspondence courses, online learning, videoconferencing, streaming video).

The District may receive and/or provide distance, online, and technology-delivered learning programs, provided the following requirements are met:

1. The distance, online, and technology-delivered learning programs and/or courses shall meet the learner expectations adopted by the District and be aligned with state content and performance standards;
2. The District shall provide a report to the Superintendent of Public Instruction, documenting how it is meeting the needs of students under the accreditation standards, who are taking a majority of courses during each grading period via distance, online, and/or technology-delivered programs;
3. The District will provide qualified instructors and/or facilitators as described in ARM 10.55.907(3)(a)(b)(c);
4. The District will ensure that the distance, online, and technology-delivered learning facilitators receive in-service training on technology-delivered instruction as described in ARM 10.55.907(3)(d); and
5. The District will comply with all other standards as described in ARM 10.55.907(4)(5)(a-e).

The District will permit a student to enroll in an approved distance learning course, in order that such student may include a greater variety of learning experiences within the student’s educational program.

Credit for distance learning courses may be granted, provided the following requirements are met:

1. Prior permission has been granted by the principal;
2. The program fits the education plan submitted by the regularly enrolled student;
3. The course does not replace a required course offered by the District;

4. The course is needed as credit retrieval and cannot fit into the student's schedule; and
5. Credit is granted for schools and institutions approved by the District after evaluation for a particular course offering.

The District will not be obligated to pay for a student's distance learning courses.

The minimum aggregate hours are not required for any pupil demonstrating proficiency pursuant to 20-9-311(4)(d), MCA.

Cross Reference:	2410 and 2410P <u>2100</u>	High School Graduation Requirements <u>School Calendar and Year</u>
Legal Reference:	<u>§ 20-9-311(4)(d), MCA</u> <u>Belonging</u>	<u>Calculation of Average Number</u>
	ARM 10.55.602	Definitions
	ARM 10.55.705	Administrative Personnel; Assignment of School Administrators/Principals
	ARM 10.55.906	High School Credit
	ARM 10.55.907	Distance, Online, and Technology Delivered Learning

Policy History:

Adopted on:
Reviewed on:
Revised on:

Gallatin Gateway Elementary

STUDENTS

3110

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Entrance, Placement, and Transfer

Entrance, Date, and Age

The trustees will enroll 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. Parents may request a waiver of the age requirement. All waivers are granted in the sole discretion of the District. A child who meets the requirement of being six (6) years old, but who has not completed a kindergarten program, will be tested and placed at the discretion of the administration. The District requires proof of identity and an immunization record for every child to be admitted to District schools. The trustees may at their discretion assign and admit a child to a school in the district who is under 6 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.

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.
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 administrator or designee shall serve as point of contact with all applicable agencies to review records, facilitate services and resolve disputes.**

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

1 For the purposes of this section "proof of identity" means a certified copy of a birth certificate, a certified transcript or similar student records from the previous school, or any documentary evidence that a school district considers to be satisfactory proof of identity. 44-2-511(6)(a), MCA

considered in the placement of all students. Final disposition of all placement decisions rests with the principal, subject to review by the administrator or the Board.

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 administrator 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

Policy History:

Adopted on:

Reviewed on:

Revised on:

STUDENTS

3225

page 1 of 2

Sexual Harassment, Sexual Intimidation and Sexual Misconduct

Sexual harassment, sexual intimidation, and sexual misconduct are forms of discrimination and are prohibited. An employee, District agent, or student engages in sexual harassment, **sexual intimidation, and sexual misconduct** whenever that individual makes unwelcome advances, requests sexual favors, or engages in other verbal, non-verbal, **electronic or physical contact or** conduct of a sexual or sex-based nature, imposed on the basis of sex, that:

1. Denies, **deprives**, or limits the provision of educational aid, benefits, services, opportunities, or treatment, or that makes such conduct a condition of a student's academic status; or
2. Has the purpose or effect of:
 - a. Substantially interfering with a student's educational environment;
 - b. Creating an intimidating, hostile, or offensive educational environment;
 - c. **Denying, depriving, or limiting the provision** of educational aid, benefits, services, opportunities, or treatment; or
 - d. Making submission to or rejection of such unwelcome conduct the basis for academic decisions affecting a student.

Sexual harassment, sexual intimidation and sexual misconduct prohibited by this policy includes verbal, electronic, or physical contact or conduct. The terms "intimidating," "hostile," **misconduct,** and "offensive" include conduct that has the effect of humiliation, embarrassment, or discomfort. Examples of **sexual harassment, sexual intimidation, and sexual misconduct** include but are not limited to unwelcome or forceful physical touching, crude jokes or pictures, discussions of sexual experiences, **pressure or requests for sexual activity or favors**, intimidation by words, actions, insults, or name calling, teasing related to sexual characteristics, and spreading rumors related to a person's alleged sexual activities. **The District will evaluate sexual harassment, sexual intimidation, and sexual misconduct in light of all circumstances.**

Students who believe that they may have been sexually harassed, intimidated, **or been subjected to sexual misconduct** should consult a counselor, teacher, Title IX coordinator, or administrator, who will assist them in the complaint process. Supervisors or teachers who knowingly condone or fail to report or assist a student to take action to remediate such behavior of sexual harassment, **intimidation, or misconduct** may themselves be subject to discipline. **The District will report any suspected child abuse or neglect to proper authorities in accordance with District Policy 5232. The District is authorized to report any violation of this policy to law enforcement that is suspected to be a violation of state or federal criminal laws.**

Any District employee who is determined, after an investigation, to have engaged in sexual harassment, **intimidation or misconduct** will be subject to disciplinary action up to and including discharge. Any student of the District who is determined, after an investigation, to

have engaged in sexual harassment, **intimidation or misconduct** will be subject to disciplinary action, including but not limited to suspension and expulsion consistent with the District's discipline policy.

~~The District will make every effort to ensure that employees or students accused of sexual harassment or intimidation are given an appropriate opportunity to defend themselves against such accusations.~~

To the greatest extent possible, the District will treat complaints in a confidential manner. The District realizes that limited disclosure may be necessary in order to complete a thorough investigation. Retaliation against persons who file a complaint is a violation of law prohibiting discrimination and will lead to disciplinary action against an offender.

Any individual seeking further information should consult the administrator for the name of the current Title IX Coordinator for the District. The administrator will ensure that student and employee handbooks include the name, address, and telephone number of an individual responsible for coordinating District compliance efforts.

An individual with a complaint alleging a violation of this policy should follow the Uniform Complaint Procedure.

Any person who knowingly makes a false accusation regarding sexual harassment, **intimidation or misconduct** likewise will be subject to disciplinary action up to and including discharge with regard to employees or suspension and expulsion with regard to students.

Cross Reference: 1700 Uniform Complaint Procedure
5232 Abused and Neglected Child Reporting

Legal References: Art. X, Sec. 1, Montana Constitution – Educational goals and duties
§§ 49-3-101, et seq., MCA Montana Human Rights Act
Title IX of the Educational Amendments, 20 U.S.C. § 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

Policy History:

Adopted on:

Reviewed on:

Revised on:

1 **Gallatin Gateway Elementary**

2
3 **COMMUNITY RELATIONS**

4301

4
5 Visitors to Schools

6
7 The District welcomes visits by parents and citizens to all District buildings. All visitors shall
8 report to the school building office on entering any District building **and comply with any other**
9 **applicable school safety and security policy, procedure or protocol. School visitors shall not**
10 **interfere with school operations or delivery of educational services to students.** Conferences
11 with teachers should be held outside school hours or during the teacher's conference or
12 preparation time.
13

14
15
16
17 Policy History:

18 Adopted on:

19 Reviewed on:

20 Revised on:

4
5 Visitor and Spectator Conduct and Sportsmanship for Athletic and Co-Curricular Events

6
7 Any person, including an adult, who behaves in an unsportsmanlike or inappropriate
8 manner during a visit to the school or a school event may be ejected from the event and/or
9 denied permission to access school buildings or property or school events as determined by
10 the Board of Trustees. Examples of unsportsmanlike or inappropriate conduct include but
11 are not limited to:

- 12
13 • Using vulgar or obscene language or gestures;
14 • Possessing or being under the influence of any alcoholic beverage or illegal substance;
15 • Possessing a weapon;
16 • Fighting or otherwise striking or threatening another person;
17 • Failing to obey instructions of a security officer or District ~~employee~~ *representative*; and
18 • Engaging in any illegal or disruptive activity.
19 • Other violations of District Policy.

20
21 The administrator is authorized to temporarily restrict access to school buildings or property
22 and recommend to the Board of Trustees denial of ~~seek to deny~~ future admission to any
23 person by delivering or mailing a notice by certified mail with return receipt requested,
24 containing:

- 25
26 1. Date, time, and place of a Board hearing;
27
28 2. Description of the unsportsmanlike conduct; and
29
30 3. Proposed time period admission to school buildings or property or school events will be
31 denied.

32
33 Cross Reference: 4301 Visitors to School

34
35 Legal Reference: § 20-1-206, MCA Disturbance of school – penalty
36 § 20-4-303, MCA Abuse of teachers
37 § 45-8-101, MCA Disorderly conduct
38

39 Policy History

40 Adopted on:

41 Reviewed on:

42 Revised on:

1 **Gallatin Gateway Elementary**

2
3 **COMMUNITY RELATIONS**

4340
page 1 of 2

4
5 Public Access to District Records

6
7 Within limits of an individual's right of privacy, the public will be afforded full access to
8 information concerning administration and operations of the District. Public access to District
9 records shall be afforded according to appropriate administrative procedures.

10
11 "District records" include any writing, printing, Photostatting, photographing, etc. (including
12 electronic mail), which has been made or received by the District in connection with the
13 transaction of official business and presented for informative value or as evidence of a
14 transaction, and all other records required by law to be filed with the District. "District records"
15 do not include personal notes and memoranda of staff which remain in the sole possession of the
16 maker and which are not generally accessible or revealed to other persons.

17
18 The Clerk will serve as the public records coordinator, with responsibility and authority for
19 ensuring compliance with the display, indexing, availability, inspection, and copying
20 requirements of state law and this policy. As coordinator, the Clerk will authorize the inspection
21 and copying of District records only in accordance with the criteria set forth in this policy.

22
23 In accordance with Title 2, Chapter 6, MCA, the District will make available for public
24 inspection and copying all District records or portions of records, except those containing the
25 following information:

- 26
- 27 1. Personal information in any file maintained for students. Information in student records
28 will be disclosed only in accordance with requirements of the Family Educational Rights
29 and Privacy Act of 1974 and adopted District policy.
 - 30
 - 31 2. Personal information in files maintained for staff, to the extent that disclosure will violate
32 their right to privacy.
 - 33
 - 34 3. Test questions, scoring keys, or other examination data used to administer academic tests.
 - 35
 - 36 4. The contents of real estate appraisals made for or by the District relative to the
37 acquisition of property, until the project is abandoned or until such time as all of the
38 property has been acquired, but in no event will disclosure be denied for more than three
39 (3) years after appraisal.
 - 40
 - 41 5. Preliminary drafts, notes, recommendations, and intra-District memoranda in which
42 opinions are expressed or policies formulated or recommended, except a specific record
43 shall not be exempt when publicly cited by the District in connection with any District
44 action.
 - 45
 - 46

6. Records relevant to a controversy to which the District is a party, but which would not be available to another party under the rules of pretrial discovery, for cases pending resolution.
7. Records or portions of records, the disclosure of which would violate personal rights of privacy.
8. Records or portions of records, the disclosure of which would violate governmental interests.
- 9. Records or information relating to individual or public safety or the security of public schools if release of the information jeopardizes the safety of facility personnel, the public, students in a public school.**

If the District denies any request, in whole or in part, for inspection and copying of records, the District will provide the requesting party with reasons for denial.

If the record requested for inspection and/or copying contains both information exempted from disclosure and non-exempt information, the District shall, to the extent practicable, produce the record with the exempt portion deleted and shall provide written explanation for the deletion.

The District will not provide access to lists of individuals, which the requesting party intends to use for commercial purposes or which the District reasonably believes will be used for commercial purposes if such access is provided. However, the District may provide mailing lists of graduating students to representatives of the U.S. armed forces and the National Guard for purpose of recruitment.

The coordinator is authorized to seek an injunction to prevent disclosure of records otherwise suitable for disclosure, when it is determined reasonable cause exists to believe disclosure would not be in the public interest and would substantially or irreparably damage any person or would substantially or irreparably damage vital governmental functions.

Legal Reference: Title 20, Ch. 6, MCA School districts
§ 2-6-1001, MCA, et seq. Public Records

Policy History:

Adopted on: 02/2000

Reviewed on: 11/12/13

Revised on:

4
5 Relations With Law Enforcement and Child Protective Agencies

6
7 The staff is primarily responsible for maintaining proper order and conduct in the schools. Staff
8 shall be responsible for holding students accountable for infractions of school rules, which may
9 include minor violations of the law, occurring during school hours or at school activities. When
10 there is substantial threat to the health and safety of students or others, such as in the case of
11 bomb threats, mass demonstrations with threat of violence, individual threats of substantial
12 bodily harm, trafficking in prohibited drugs, or the scheduling of events where large crowds may
13 be difficult to handle, the law enforcement agency shall be called upon for assistance.
14 Information regarding major violations of the law shall be communicated to the appropriate law
15 enforcement agency.

16
17 The District will strive to develop and maintain cooperative working relationships with the law
18 enforcement agencies. Procedures for cooperation between law enforcement, child protective,
19 and school authorities will be established. Such procedures will be made available to affected
20 staff and will be periodically revised.

21
22 County Interdisciplinary Child Information and School Safety Team

23
24 The District will participate in the county interdisciplinary child information and school
25 safety team established by Section 52-2-211, MCA. This team consists of county-level
26 representatives of the youth court, the county attorney, the department of public health
27 and human services, the county superintendent of schools, the sheriff, the chief of any
28 police force, the superintendents of public school districts in the County, and the
29 department of corrections.

30
31 The purpose of the team is “to facilitate the exchange and sharing of information that one
32 or more team members may be able to use in serving a child in the course of their
33 professions and occupations, including but not limited to abused or neglected children,
34 delinquent youth, and youth in need of intervention, and of information relating to issues of
35 school safety.”

36
37 The administrator is authorized to request information from the interdisciplinary child
38 information and school safety team regarding students in the School District. The
39 Superintendent shall utilize this authority on a regular basis to ensure the safety and
40 security of the District.

41
42 Cross Reference: 4313 Disruption of School Operations

43
44 Legal Reference: § 20-1-206, MCA Disturbance of school – penalty
45 § 52-2-211, MCA County Interdisciplinary Child Information and
46 School Safety Team

- 1
- 2 Policy History:
- 3 Adopted on:
- 4 Reviewed on:
- 5 Revised on:

PERSONNEL

5012

Sexual Harassment, Sexual Intimidation and Sexual Misconduct in the Workplace

The District will strive to provide employees a work environment free of unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct or communications constituting sexual harassment, **or misconduct**, as defined and otherwise prohibited by state and federal law.

The District prohibits its employees from engaging in any conduct of a sexual nature when:

- Submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment;
- Submission to or rejection of such conduct by an individual is used as a basis for employment decisions affecting that individual; or
- Such conduct has the purpose or effect of substantially interfering with the individual's work performance or creating an intimidating, hostile, or offensive work environment.
- **Such conduct deprives the individual of their rights to equal employment under District policy and state or federal law.**

Sexual harassment, **sexual intimidation and sexual misconduct** prohibited by this policy includes verbal, **electronic**, or physical **contact or** conduct. The terms "intimidating," "hostile," "**misconduct**," or "offensive" include but are not limited to conduct that has the effect of **deprivation of rights**, humiliation, embarrassment, or discomfort. **Examples of sexual harassment, sexual intimidation, and sexual misconduct include but are not limited to unwelcome or forceful physical touching, crude jokes or pictures, discussions of sexual experiences, pressure or requests for sexual activity or favors, intimidation by words, actions, insults, or name calling, teasing related to sexual characteristics, and spreading rumors related to a person's alleged sexual activities.** The District will evaluate sexual harassment, **sexual intimidation, and sexual misconduct** in light of all circumstances.

A violation of this policy may result in disciplinary action, up to and including termination of employment. **The District is authorized to report any violation of this policy to law enforcement that is suspected to be a violation of state or federal criminal laws.**

Employees who believe they may have been sexually harassed intimidated, **or been subjected to sexual misconduct** should contact the Title IX Coordinator or an administrator, who will assist them in filing a complaint. An individual with a complaint alleging a violation of this policy shall follow the Uniform Complaint Procedure.

Any person who knowingly makes false accusation regarding sexual harassment **intimidation or misconduct** will likewise be subject to disciplinary action, up to and including termination of employment.

1 Cross Reference: 1700 Uniform Complaint Procedure

2
3 Legal Reference: Title VII of the Civil Rights Act, 42 U.S.C. §§ 2000(e), 29 C.F.R.
4 § 1604.11
5 Title IX of the Education Amendments, 20 U.S.C. §§ 1681,
6 Montana Constitution, Art. X, § 1 - Educational goals and duties
7 § 49-2-101, MCA Human Rights Act
8 *Harris v. Fork Lift Systems*, 114 S.Ct. 367 (1993)
9

10 Policy History:

11 Adopted on:

12 Reviewed on:

13 Revised on:

1 **Gallatin Gateway Elementary**

2
3 **PERSONNEL**

5223

4
5 Personal Conduct

6
7 School District employees will abide by all district policies, state and federal laws in the course
8 of their employment. Where applicable, employees will abide by and honor the professional
9 educator code of conduct.

10
11 All employees are expected to maintain high standards of honesty, integrity, professionalism,
12 decorum, and impartiality in the conduct of District business. All employees shall maintain
13 appropriate employee-student relationship boundaries in all respects, including personal, speech,
14 print, and digital communications.

15
16 **While on school property, employees shall not injure or threaten to injure another person;**
17 **damage another's property or that of the District except when acting in self-defense or the**
18 **defense of another. While on school property, employees shall not use, control, possess or**
19 **transfer any weapon or any item that could be reasonably considered to be a weapon as**
20 **defined in Policies 3310 and 3311. "School property" means within school buildings, in**
21 **vehicles used for school purposes, or on grounds leased or owned by the school district.**

22
23 In accordance with state law, an employee shall not dispense or utilize any information gained
24 from employment with the District, accept gifts or benefits, or participate in business enterprises
25 or employment that creates a conflict of interest with the faithful and impartial discharge of the
26 employee's District duties. A District employee, before acting in a manner which might impinge
27 on any fiduciary duty, may disclose the nature of the private interest which would create a
28 conflict. Care should be taken to avoid using or avoid the appearance of using official positions
29 and confidential information for personal advantage or gain.

30
31 Further, employees are expected to hold confidential all information deemed not to be for public
32 consumption as determined by state law and Board policy. Employees also will respect the
33 confidentiality of people served in the course of an employee's duties and use information gained
34 in a responsible manner. The Board may discipline, up to and including discharge, any
35 employee who discloses confidential and/or private information learned during the course of the
36 employee's duties or learned as a result of the employee's participation in a closed (executive)
37 session of the Board. Discretion should be used even within the school system's own network of
38 communication and confidential information should only be communicated on a need to know
39 basis.

40
41 Administrators and supervisors may set forth specific rules and regulations governing staff
42 conduct on the job within a particular building.

43
44 Cross Reference: Professional Educators of Montana Code of Ethics
45 Policy 3310 – Student Discipline
46 Policy 3311 – Firearms and Weapons

1
2 Legal Reference: § 20-1-201, MCA School officers not to act as agents
3 Title 2, Chapter 2, Part 1 Standards of Conduct
4 § 39-2-102, MCA What belongs to employer
5 § 45-8-361, MCA Possession or allowing possession of
6 a weapon in a school building
7 § 204-302, MCA Discipline And Punishment Of Pupils --
8 Definition Of Corporal Punishment --
9 Penalty -- Defense
10
11
12

13 Policy History:

14 Adopted on:

15 Reviewed on:

16 Revised on:

1 **Gallatin Gateway Elementary**

2
3 **PERSONNEL**

5256

4
5 Reduction in Force

6
7 The Board has exclusive authority to determine the appropriate number of employees. A
8 reduction in ~~certified~~ employees may occur as a result of but not be limited to changes in the
9 education program, staff realignment, changes in the size or nature of the student population,
10 financial considerations, or other reasons deemed relevant by the Board.

11
12 The Board will follow the procedure stated in the current collective bargaining agreement, if
13 applicable, when considering a reduction in force. The reduction in ~~certified~~ employees, ~~other~~
14 ~~than administrators~~, will generally be accomplished through normal attrition when possible.
15 The Board may terminate ~~certified~~ employees, if normal attrition does not meet the required
16 reduction in force.

17
18 If no collective bargaining agreement covers the affected employee, the Board will consider
19 needs of the students, employee performance evaluations, staff needs, and other reasons it
20 deems relevant, in determining order of dismissal when it reduces ~~classified~~ staff or discontinues
21 some type of educational service.

22
23
24 Cross Reference: 5250 Termination from Employment, Non-Renewal of Employment

25
26
27 Legal Reference: § 39-2-912, MCA Exceptions

28
29 Policy History:

30 Adopted on:

31 Reviewed on:

32 Revised on:

1 **Gallatin Gateway Elementary**

2
3 **NON-INSTRUCTIONAL OPERATIONS**

8225

4
5 Tobacco Free Policy

6
7 The District maintains tobacco-free buildings and grounds. Tobacco includes but is not limited to
8 cigarettes, cigars, snuff, pipe smoking tobacco, smokeless tobacco, and any other tobacco or
9 nicotine delivery innovation.

10
11 Use of tobacco or nicotine products in a public school building or on public school property is
12 prohibited, unless used in a classroom or on other school property as part of a lecture,
13 demonstration, or educational forum sanctioned by a school administrator or faculty member,
14 concerning the risks associated with using tobacco products or in connection with Native
15 American cultural activities.

16
17 For the purpose of this policy, “public school building or public school property” means:

- 18
19 • Public land, fixtures, buildings, or other property owned or occupied by an institution for
20 the teaching of minor children, that is established and maintained under the laws of the
21 state of Montana at public expense; and
22
23 • Includes playgrounds, school steps, parking lots, administration buildings, athletic
24 facilities, gymnasiums, locker rooms, and school vehicles.
25

26
27 Violation of the policy by students and staff will be subject to actions outlined in District
28 discipline policies.
29

30
31

32 Legal Reference:	§ 20-1-220, MCA	Use of tobacco product in public school
		building or on public school property
		prohibited
	§ 50-40-104(4)(e), MCA	Smoking in enclosed public places
		prohibited – notice to public - place where
		prohibition inapplicable
	ARM 37.111.825(5)	Health Supervision and Maintenance
	42 U.S.C. 1996, 1996a	American Indian Religious Freedom Act

39
40

41 Policy History:

42 Adopted on:

43 Reviewed on:

44 Revised on:

4
5 Service Animals

6 For the purposes of this policy, state law defines a service animal as a dog or any other animal
7 that is individually trained to do work or perform tasks for the benefit of an individual with a
8 disability. Federal law definition of a disability includes a physical, sensory, psychiatric,
9 intellectual, or other mental disability.

10
11 The District shall permit the use of a miniature horse by an individual with a disability,
12 according to the assessments factors as outlined in Policy 8425P, if the miniature horse has been
13 individually trained to do work or perform tasks for the benefit of the individual with a disability.

14
15 The School District will permit the use of service animals by an individual with a disability
16 according to state and federal regulations. **The School District will honor requests for service**
17 **animals in accordance with the applicable Section 504 or Special Education policy adopted**
18 **by the Board of Trustees.** The work or tasks performed by a service animal must be directly
19 related to the handler's disability.

20
21 Examples of work or tasks **performed by the service animal to accommodate an identified**
22 **disability** include, but are not limited to, assisting individuals who are blind or have low vision
23 with navigation and other tasks, alerting individuals who are deaf or hard of hearing to the
24 presence of people or sounds, providing nonviolent protection or rescue work, pulling a
25 wheelchair, assisting an individual during a seizure, alerting individuals to the presence of
26 allergens, retrieving items such as medicine or the telephone, providing physical support and
27 assistance with balance and stability to individuals with mobility disabilities, and helping persons
28 with psychiatric and neurological disabilities by preventing or interrupting impulsive or
29 destructive behaviors.

30
31 The crime deterrent effects of an animal's presence and the provision of emotional support, well-
32 being, comfort, or companionship do not constitute work or tasks for the purposes of this
33 definition.

34
35 The District may ask an individual with a disability to remove a service animal from the
36 premises if:

- 37
 - The animal is out of control and the animal's handler does not take effective action to
38 control it; or
 - The animal is not housebroken

39
40
41 The District is not responsible for the care or supervision of the service animal.

42
43 Individuals with disabilities shall be permitted to be accompanied by their service animals in all
44 areas of the District's facilities where members of the public, participants in services, programs
45 or activities, or invitees, as relevant, are allowed to go.

1 Cross Reference: Policy 8425P Procedure for allowance of service animals
2 ~~Policy 8425F~~ ~~Service Animals in District Facilities Form~~
3 Policy 2161 Special Education
4 Policy 2162 Section 504 of the Rehabilitation Act of 1973
5 Policy
6 Legal Reference: 28 CFR 35.136 Service Animals
7 28 CFR 35.104 Definitions
8 49-4-203(2), MCA Definitions
9 Policy History:
10 Adopted on:
11 Reviewed on:
12 Revised on:

4
5 Service Animal Allowance Procedure

6
7 **The School District will honor requests for service animals by students or staff in**
8 **accordance with the applicable Section 504 or Special Education policy adopted by the**
9 **Board of Trustees.** The following procedures have been developed which will help guide the
10 administration when a request for the use of a service animal has been presented by an individual
11 with a disability.

12
13 Inquiries: The administration shall not ask about the nature or extent of a person's disability, but
14 may make two inquiries to determine whether an animal qualifies as a service animal. The
15 administration may ask if the animal is required because of a disability and what work or task the
16 animal has been trained to perform. The administration shall not require documentation, such as
17 proof that the animal has been certified, trained, or licensed as a service animal. Generally, the
18 administration may not make these inquiries about a service animal when it is readily apparent
19 that an animal is trained to do work or perform tasks for an individual with a disability (e.g., the
20 dog is observed guiding an individual who is blind or has low vision, pulling a person's
21 wheelchair, or providing assistance with stability or balance to an individual with an observable
22 mobility disability).

23
24 Exclusions: The administration may ask the individual to remove the service animal from the
25 premises if the animal is out of control and the handler does not take effective action to control
26 it, or if the animal is not housebroken. If the administration properly excludes the service
27 animal, it shall give the individual the opportunity to participate in the service, program, or
28 activity without having the service animal on the premises.

29
30 Surcharges: The administration shall not ask or require the individual to pay a surcharge, even if
31 people who are accompanied by pets are required to pay fees, or to comply with other
32 requirements generally not applicable to people without pets. If the District normally charges
33 individuals for the damage they cause, the individual may be charged for damage caused by his
34 or her service animal.

35
36 Miniature horses assessment factors: In determining whether reasonable modifications can be
37 made to allow a miniature horse into a specific facility, the District shall consider:

- 38
39
 - The type, size, and weight of the miniature horse
 - Whether the miniature horse is housebroken, and
 - Whether the miniature horse's presence in a specific facility compromises legitimate

42 safety requirements that are necessary for safe operation.

43
44 Policy History:

45 Promulgated on:

46 Reviewed on:

3
4 THE BOARD OF TRUSTEES

1610

5
6 Annual Goals and Objectives

7
8 Each year, during the month of _____ (OPTIONAL), the Board will formulate or
9 review the ~~annual objectives for the District and will have available a written~~
10 ~~comprehensive philosophy of education with goals that reflect the District's philosophy of~~
11 ~~education. The philosophy of education and goals shall be in writing and shall be available~~
12 ~~to all.~~

13
14 ~~At the conclusion of the year, the Superintendent shall submit a report to the Board which~~
15 ~~reflects the degree to which annual objectives have been accomplished.~~

16
17 goals of the District that reflect the district's strategic plan of education. At the conclusion
18 of each school year, the administrator shall report to the Board information which reflects
19 the accomplishments towards the goals of the District.

20
21 The Chairperson may appoint a committee of the Board, to include the administrator to
22 annually review the goals and report to the Board.

23
24 Cross Reference: MTSSBA Strategic Governance Policy Series – 1000SG

25
26 Legal Reference: 10.55.701(2)(a), ARM Board of Trustees

27
28 Policy History:

29 Adopted on:

30 Reviewed on:

31 Revised on:

Gallatin Gateway Elementary

THE BOARD OF TRUSTEES

1512F

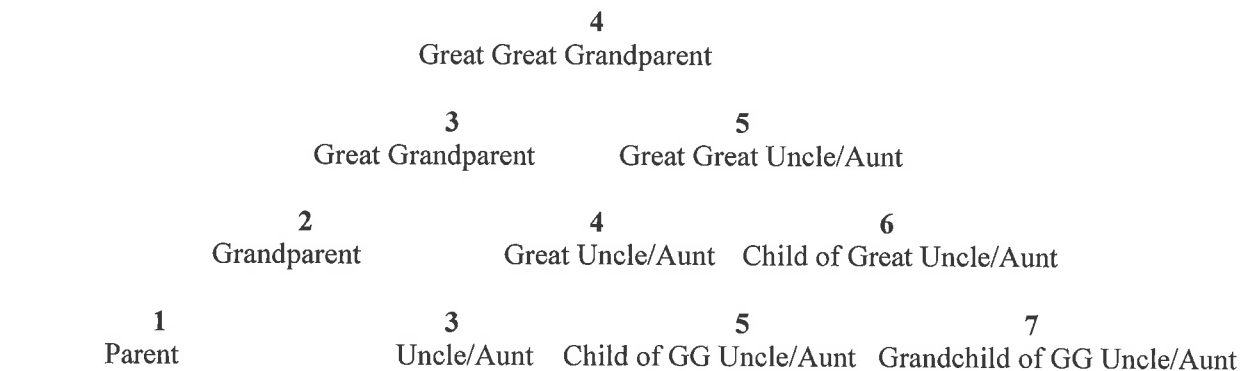
Relationships Defined and Chart

Definitions

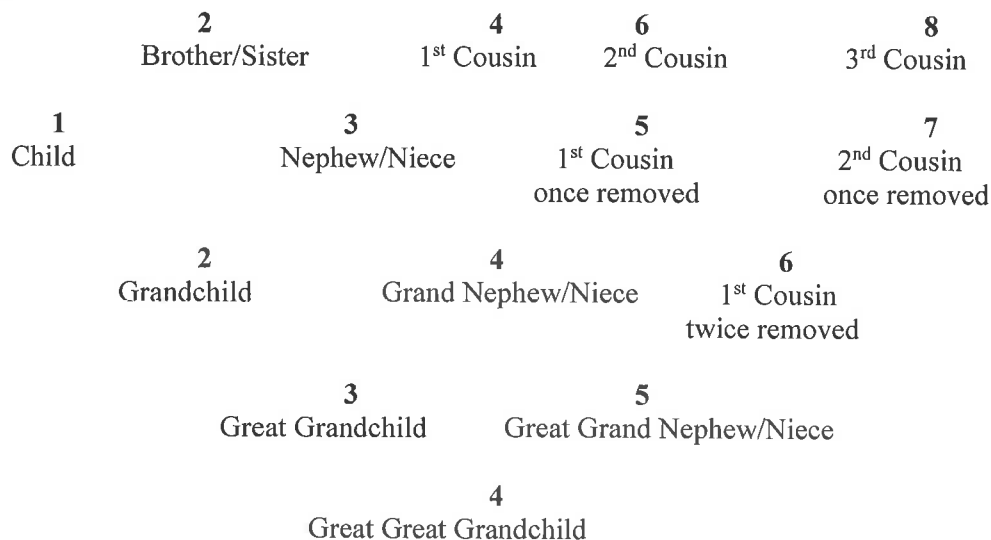
Affinity is the legal relationship arising as the result of marriage. Relationship by affinity terminates upon the death of one of the spouses or other dissolution of marriage, except when the marriage has resulted in issue still living.

Consanguinity is a relationship by blood relation. Relationship by consanguinity is confirmed by being descended from the same ancestor. Kinship determined by consanguinity may not be terminated.

Degrees of Consanguinity



Trustee



Degrees of Affinity

			3
			Great Grandparent-in-law or Step Great Grandparent
		2	
		Grandparent-in-law or Step Grandparent	
	1		3
	Father/Mother-in-law or Step Parent		Uncle/Aunt-in-law Or Step Uncle/Aunt
	1	2	
Trustee	Spouse	Brother/Sister-in-law Or Step Sibling	
	1		3
	Step Child or Son/Daughter-in-law		Nephew/Niece-in-law or Step Nephew/Niece
		2	
		Step Grandchild or Grandchild-in-law	
			3
			Step Great Grandchild or Great Grandchild-in-law

Policy History:

Adopted on:
Reviewed on:
Revised on:

1 **Gallatin Gateway School District**

2
3 **PERSONNEL**

5120P

4
5 Fingerprint Background Handling Procedure

- 6
7 1. Who needs to be fingerprinted: All individuals 18 years of age or older to be volunteers with
8 unsupervised access to students or hired to an employment position by the School District need to
9 be fingerprinted.
10
11 2. The School District will obtain a signed waiver from all applicants and provide written
12 communication of applicant rights (Applicant Rights and Consent to Fingerprint Form 5122F).
13 The Applicant Rights and Consent to Fingerprint Form will be kept on file for 5 years or for the
14 length of employment, whichever is longer. The form will be filed in the employees Personnel
15 File.
16

17 Authority to Fingerprint

18 The School District will send new employees to Gallatin County Superintendent of Schools to obtain
19 fingerprinting.
20

21 Applicants will complete two (2) fingerprint cards following instructions on the card to fill out the
22 information. District office personnel will add information in the box regarding reason to be
23 fingerprinted.
24

25 Determination Procedures

26 Personnel staff that have been trained by CRISS and granted access to criminal history record information
27 will receive the background results from the Gallatin County Superintendent.

- 28 a. Results are reviewed for determination of eligibility to hire.
29 b. Any adverse reports are presented to the appropriate administrator for final approval.
30 c. Determination is noted on a determination form and kept in a locked file cabinet.
31

32 Storage Procedure

33 Criminal history record information is stored in a locked file cabinet in a sealed envelope marked
34 "confidential" for two (2) years or the length of employment, whichever comes first. The School District
35 utilizes shredding for destruction of information no longer needed. This file cabinet is only accessible to
36 staff that have received CRISS training.
37

38 Dissemination Procedure

39 The School District will not disseminate any fingerprint information and will redirect the person to
40 Gallatin County Superintendent.
41

42
43 Policy History:

44 Adopted on:

45 Reviewed on:

46 Revised on: