

September Agenda

Special Work Session Meeting of Trustees

The special work session meeting of the Board of Trustees of School District #35 has been scheduled for **Monday, September 21, 2015 at 6:00pm** at the **Gallatin Gateway School Board Room**.

(All policies mentioned in the agenda can be found at www.gallatingatewayschool.com.)

Call to Order

Pledge of Allegiance

Presiding Trustee's explanation of procedures (GGS Policy #1070)

Public Comment- Non Agenda Items- Sign in sheet- (GGS Policy #1070)

New Business

- Review and Revise Hiring Process Procedures and Policy
- Set October 19, 2015 Board Work Session Topics

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."

Excerpt from GGS Policy #1070- School Board Meeting Procedure

Public Participation

The Board recognizes the value of public participation and encourages the public to attend and participate in its meetings. In order to permit the orderly and fair expression of such participation, the Board will solicit oral and/or written comments prior to a final decision on a matter of significant interest to the public. The Chair may place reasonable time limits on public comment, and may interrupt or terminate any statement that is out of order, personally directed, abusive, obscene, or too lengthy.

Members of the public are encouraged to make comments during the public comment section of the agenda on matters that are of public concern and that are not on that particular agenda. The Chair will recognize individuals or groups for public comment on agenda items after the Board has discussed the issue. Comments may be presented orally or in writing for the Board's consideration.

Legal Reference:	§ 2-3-101, MCA	Public participation
	§ 2-3-301, MCA	Agency to accept public comment electronically -- dissemination of electronic mail address and documents required -- prohibiting fees

"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."

**MINUTES
SPECIAL 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 Monday, September 21, 2015 in the Gallatin Gateway School Board Room. Board Chair Donna Shockley presided and called the meeting to order at 6:03pm.

Trustees Present

Donna Shockley, Board Chair; Lyn Morton, Board Vice-Chair; Cheryl Arnaud, Christie Francis, and Aaron Schwieterman

Trustees Absent

None

Staff Present

Travis Anderson, Superintendent; Carrie Fisher, District Clerk

Others Present

Pam Vinje

Presiding Trustee's Explanation of Procedures

Board Chair Donna Shockley explained the public comment process to be followed for addressing the Board in accordance with Gallatin Gateway School policy. She 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; and 3) public comment periods are not intended to be a question and answer session.

Public Comment on Non- Agenda Items

None

NEWS BUSINESS

Review and Revise Hiring Process Procedures and Policy

The Board discussed and reviewed the Hiring Process Procedures and Policy. The Board discussed the following changes/revisions regarding the hiring procedure:

- Add procedures for hiring certified, classified, and administrative positions (Superintendent and Business Manager) and make a section for each classification within the procedure
- Use MTSBA's recommendations presented at the Legal Primer workshop in September 2015 as a guide to develop the hiring procedure.
- Use Board appointed committees for hiring Superintendent and Business Manager
- Advertise for all open positions.
- Remove the following sections from the hiring procedure: 1) school mission; 2) educational goals; 3) premise; 4) exit interview questionnaire; and 4) voluntary statement for ending employment.
- Revise the *Professional Reference Form* within the procedure.
- Review, discuss, and revise GGS Policy #5010- Hiring Process and Criteria at next work session to ensure the policy and procedure align with the goals of the District.

Superintendent Anderson will contact other Districts to obtain examples of their hiring procedures. Board Chair Donna Shockley will provide the Board with revisions at the October 19, 2015 work session. The Board will also review GGS Policy #5010- Hiring Process and Criteria at the October 19, 2015 work session.

Adjournment

Board Chair Donna Shockley adjourned the meeting at 7:02pm.


Donna Shockley, Board Chair


Carrie Fisher, District Clerk



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

Gallatin Gateway School Policy #1070- 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: September 21, 2015

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

NAME (Please Print Clearly)	TOPIC (Please Print Clearly)
1.	
2.	
3.	
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9.	
10.	

Handwritten signature: Donna J. Hockley

Special Meeting

September 21, 2015

Sign-in Sheet

<u>Name- please print</u>	<u>Signature</u>
1. Pam Vinje	Pam Vinje
<u>2.</u>	
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Hiring Procedure -- Office

School Mission

The Gallatin Gateway School community is dedicated to enabling our students to be lifelong learners and productive citizens by meeting their needs in a positive atmosphere in which diversity is valued.

Educational Goals of Gallatin Gateway School

- Find joy in learning
- Communicate ideas, knowledge, thoughts, and feelings
- Reason critically and creatively
- Assume social responsibility
- Develop creative abilities
- Be effective in changing the world
- Develop personal responsibility
- Learn about individual development and growth

The criteria for hiring: Gallatin Gateway School is looking for candidates who know the subject matter, how to teach it, how to organize and manage a classroom, how to organize and manage his or her time, and how to motivate and engage students. This person must not only be an excellent educator, but also a trustworthy, honest and timely employee. GGS stresses the need for employees to be both excellent teachers and excellent employees. The applicant chosen will be a person who can communicate with parents, other teachers, and administration both in person and in writing. He or she needs to be organized and have the ability to keep on top of an array of fast moving, complex school activities and interactions. The hope is to find an applicant who exhibits enthusiasm, energy, initiative, and the capacity for reflection and lifelong learning.

In this process of teacher selection, Gallatin Gateway School evaluates each candidate carefully and equally using one of two methods: 1) Administrative interview followed by a recommendation to the School Board or 2) an interview team (each member must attend every interview for the position in full) with an administrator followed by a recommendation to the School Board. Either is an acceptable process and will be the decision of the administrator to choose the method best suitable. The interview process may involve up to four levels of criteria:

Level One – Applicant Materials/Resume Review,
Level Two – Lesson Delivery (if applicable),
Level Three – Writing and Foundation Skills,
Level Four – Interview.

Premise: A candidate's past behavior is the best predictor of his or her future performance, and the value of Behavior-Based Interviewing (BBI) is to predict how candidates might perform as employees by asking them to describe how they have acted in past situations. It is believed the BBI method of interviewing is "the most objective, systematic, consistent, and unbiased method available for filling jobs with the best people" (P.C. Green 1996, 49).

In Behavior Based Interviewing it is important that everyone who is involved in the interview process use the same questions, and that, if more than one candidate is interviewed, each is asked the same questions. Questions can be used to determine teacher qualities such as classroom management, but also characteristics such as adaptability, communication, decisiveness, delegation, empathy, interpersonal relations, organization, risk-taking, and teamwork (Pascarella, 1996).

Members of the interview committee should look for a useful approach suggested by George Pawlas (1995), which is to think of **STAR** as each candidate answers situation questions. To evaluate using STAR (situation, task, action, and result) applicants are evaluated on the description of the situation, the action taken, and the result.

Legal precautions to the interview individual or team: Each individual should choose a note-taking system suited best for him or her when comparing applicants. Each system used for your notes/system should treat candidates fairly and with uniformity. When the process is complete **all** notes will be kept for two years with the hiring documentation and then shredded.

Federal law forbids asking questions that could be considered discriminating against any person because of sex, age, race, national origin, or religion. Do not engage in side conversations with any applicants. The interview questions are the only questions to be used in this very businesslike setting – bottom line: avoid chitchat!

After the performance process and interview process, reflection questions might include both your notes and your impressions, such as:

Was the candidate's dress professional?

Did the candidate arrive on time for the interview?

What were the candidate's overall social skills? – handshake, eye contact, personable...

Was the lesson interesting, not dry and boring, and applicable to the learning needs of students?

Was the candidate able to show a foundation in skills and an ability to write for communication?

Was he/she able to respond to tough questions adequately?

Were the candidate's questions for the team thoughtful?

Overall, did the answers demonstrate both a sense of professional competence and a caring for children?

The following pages contain criteria to consider for Hiring Levels 1 - 4 of interview process...

Level One Criteria:

General requirement to be reviewed by the Administrator (typically without committee) for initial screening of candidates. Process and procedures implemented to narrow the field to three to five applicants.

1. Gallatin Gateway initial questions...as evidenced by:

- Writing ability
- Spelling, grammar, punctuation, word choice
- Varied sentence structure and sentence use (i.e. run-on sentences, repeat words, sentence format, etc.)
- Ability to use details and examples in a paragraph to explain or demonstrate abilities rather than vague, general statements
- An obvious focus on the needs of children and families
- An obvious willingness to perform teaching duties ranging from gifted to at-risk rather than assign them to other individuals or groups within a school setting
- An obvious desire to build student relationships, build community networks, etc.
- High standards of commitment and work ethic

2. Certification...as evidenced by:

- At hire: Ability to provide a copy of current MT certificate/license in correct area of endorsement Class 2 or Class 5 or letter from Montana OPI or university stating that an endorsement is approved.
- No revocation of a teaching certificate

3. Professional application...as evidenced by:

- Spelling, grammar, punctuation, word choice
- Neatness
- Completed and signed application
- Legibility where handwriting is used on application
- Copy of transcripts
- Received by application deadline

4. Work Experience...as evidenced by:

- Desired classroom management experience
- Desired subject matter experience
- Extra duties performed, interests, talents, endorsements
- Desired training in assessment/behavior/computer programs
- No discharges or requests for resignation (dependent on explanation)
- Quality of references for both teacher performance and employee performance

5. Personal...as evidenced by:

- Citizenship or right to work status
- At hire: TB test negative for the recommended applicant

6. Background check...as evidenced by:

- Top applicant(s) have background questions sent by email, phone, or fax using the GGS professional reference form (attached)
- At hire: fingerprint background check must be successful for the recommended applicant for the position

Level Two Criteria:

Job-related skills demonstrated by teaching one or two 30-40 minute lessons to a group. (At the administration's discretion, the group receiving the lesson may be students, interview committee, or only administration) Due to circumstances (i.e. phone interview, travel issues, etc.) Level Two may be modified to occur by email, phone call, etc. as seen needed by the administration. Level Two may be modified by administration to no lesson or one lesson if the content area is only in one subject area or if time is not available.

1. Knowledge of subject matter...as evidenced by:

- Lesson objectives clearly stated to learners..."Today you will learn...", etc.
- Identification of how knowledge in the subject area is created, organized, and linked to other disciplines as demonstrated through the delivery of the lesson.
- Time use: Direct instruction, application, and summary of lesson objectives within time constraints for the "sample lesson" to demonstrate ability to teach
- Show an ability to be proficient in multiple areas of content instruction

2. Differentiated Instruction...as evidenced by:

- Demonstrates in the lesson of differentiation for abilities of gifted and at-risk students.
- Evidence of teaching skills used in the lesson to meet the needs of each student
- Use of various skills to meet all learners' needs (i.e. visual, auditory, kinesthetic)
- Use of accommodating skills for students with learning difficulties

3. Technology/Media Skills...as evidenced by:

- Integration of cross-curricular application of lesson
- Use of computer-supported materials in the instruction
- Demonstration of technology skills

4. Communication...as evidenced by:

- Clear, concise communication to the group
- Legibility and neatness in visual aides
- Use of language and communication to the group, (i.e. No uhms's, okay, general praise, lack of detail in statements of praise, repeating the same phrase, continued teacher talking when assigning thinking or process time to students, etc.)
- Communication to keep student interest
- Lesson plan organized, detailed, and clear application to Montana Common Core Standards

5. Excitement for content/lesson delivery

- Positive approach to tasks at hand
- Energy or enthusiasm of the teacher for the content displayed to students
- Overall attitude for and support of student learning for mastery

Level Three Criteria:

Job-related skills demonstrated by ability to communicate through written word and also to summarize in writing what students learn from a lesson (i.e. the objective of the time spent in instruction). In addition, applicants will be asked to complete cross-curricular tasks. This portion is done by the applicant for approximately 30 minutes or longer if needed. Questions are supplied requiring the applicant to write, and/or perform math or grammar or other foundational skills needed for K-8 instruction. (Administered by administration or designee)

1. Curriculum and Writing... as evidenced by:

- Demonstration of an ability to clearly communicate in writing the reason or objective of a lesson and relate its meaning to other lessons in a series or cross-curricular content
- Ability to write to inform a large and varied audience, i.e. sentence structure, grammar usage, word choice, meaning, etc.
- Fluency of writing and attention to detail for the reader
- Ability to communicate to parents of our clientele
- Ability to problem solve and seek solutions for student learning

2. K-8 Content Knowledge...as evidenced by:

- Demonstrates an ability to assist students in multiple K-8 curricular areas
- Demonstrates a strength in selected content area
- Demonstrates knowledge of writing and English grammar
- Demonstrates knowledge of the foundations of math

3. Behavior Philosophy...as evidenced by:

- Method of behavior modification used in a situation
- Ability of applicant to problem solve
- Ability of applicant to assist student and family in understanding applicant/teacher needs/values
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4. Community involvement or commitment...as evidenced by:

- Ability to communicate in writing to a parent or community member
- Ability to communicate accurately the resources available for student achievement
- Commitment to provide beyond the regular classroom lessons to meet the needs of students

Level Four Criteria:

Job-related skills demonstrated through answering approximately ten to twelve interview questions. Questions are traditional and situational in nature. Questions may be administered by the administrator or with an interview committee. Questions take about 30-40 minutes. Topics for the interview will cover the two most relevant areas of employment: 1) being a highly qualified teacher and 2) being an above-average employee for the district.

1) Teacher Expectations:

a) Classroom Management... as evidenced by:

- Communication Skills
- Discipline procedures
- Student/Parent interactions

b) Curriculum planning as part of a team...as evidenced by:

- Example of incorporating technology and library skills
- How pacing guide, assignments and rubrics align curriculum
- Study skills expectations
- Vocabulary/Spelling/Handwriting expectations
- Demonstrates a willingness to learn and work with a team/administrator
- Willingness to provide outdoor education through established field trips

c) Assessment knowledge for novice, proficient, and gifted students...as evidenced by:

- Varied assignments, pre-assessments for reading/math levels of students
- Grading
- Technology skills for effective processing of grades
- Ability demonstrated for modification of assignments

d) Relationships with Students/Families... as evidenced by:

- Communication
- Empathy
- Interpersonal relations
- Consistency
- Technology skills

e) Encouragement of Student Creativity and...as evidenced by:

- Adaptability
- Decisiveness
- Delegation
- Risk-taking
- Teamwork

2) Employee Expectations:

a) Organization and Timeliness...as evidenced by:

- Understanding Employee vs. Teacher expectations in regards to employment
- Meeting deadlines
- Problem solving
- Self-motivation
- Teamwork
- Fundraising for student opportunity
- Accept/make improvement from constructive criticism from mentor or mentoring team

Professional Reference Form

APPLICANT'S NAME: _____ has applied for a certified position.

May I ask you confidential questions about this applicant? How long have you known this applicant?

_____ What school year(s) did you observe this applicant? _____ Where?

_____ And in what capacity did the applicant work with you? _____

What was your title at the time? _____ In what capacity did you evaluate this applicant? As a supervisor/evaluator _____ How long? _____ As colleague _____ How long? _____

Please rate this applicant on a scale of 1 to 5, with 1 being low and 5 being high, in each of the following factors.

FACTORS	Low 1	2	3	4	High 5	Not Observed
1. Classroom Management: Effectively manages large and small groups and individuals; creates an atmosphere conducive to learning by developing routines and procedures to increase learning.						
2. Behavioral Management/Discipline. Establishes and uses appropriate behavior management procedures; recognizes conditions which may lead to discipline problems; establishes clear parameters for student behavior; develops strategies to prevent discipline problems; responds appropriately when problems occur; assists students toward self-discipline.						
3. Flexibility. Willing to learn new concepts and ways of doing thing/ cooperates with youth and adult; effectively uses various teaching styles; successfully teaches a variety of assignments; adapts to others in a team, staff, or parent situation.						
4. Instructional Skills. Plans, implements, and evaluates instructional activities; has knowledge of and applies current approaches to teaching new ideas and skills; uses a variety of styles/methods which reflect planning and pacing skills appropriate to student; monitors results and takes appropriate action; assesses students' needs, prescribes, programs, and provides strategies appropriate to age, background, and intended learning of students.						
5. Commitment to Accomplishments for self and others. Establishes high expectations for self and students; exerts effort to attain goals; organizes, predicts, and monitors ideas, time, materials, and space to cause achievement to take place.						
6. Relation to Students. Develops favorable relationships with students; exhibits empathy and responds to student needs; listens, has patience, and demonstrates caring; accepts students as they are; is considered open and approachable by students; works collaboratively with students in decision making.						
7. Understands/Appreciates Multicultural and Diverse Populations. Relates positively to youth and adults from varying socioeconomic, cultural, racial/ethnic backgrounds, different learning styles, and various disabilities; adjusts classroom activities to reflect the diversity of students.						
8. Scholarship and Conceptual Skills. Demonstrates ability to: learn new ideas an skills for substantive and methodological aspects of teaching, learn initial information necessary to function in the						

local setting, apply new concepts during teaching, and solve problems.						
9. Attendance. Exhibits positive work habits that demonstrates a caring and warmth toward students and an enthusiasm for learning. Uses organizational skills to enhance and motivate student learning. Uses work attendance not only as a personal tool but also as an example to students.						
10. Professional Orientation/Collaboration. Posses an awareness of current educational developments and their applications, including learning, child development, and approaches to teaching; demonstrates a willingness to work collaboratively at the building and district level, effectively building relationships and responding positively to constructive comments and supervision; holds a strong belief in the importance of education; sincerely interested in the welfare of all students and in solving problems by consensus.						
11. Technological Literacy. Makes appropriate use of available technology in relation to planning activities, learning activities, and record keeping; integrates technology into the learning process.						

Is this person organized? _____

Prompt? _____

Team player? _____

Does he/she get along with other staff? _____ administration? _____

Does he or she go above and beyond? _____ or an 8:00 – 4:00 employee? _____

Can you please give me some general comments about his/her work ethic?

Is there anything else you would like to share with me that will help our district decide whether to hire or not hire this applicant?

If it were your choice would you hire this applicant?

Name of Reference: _____

Position: _____

Contact Phone number: _____

Name of Reference checker: _____ Date: _____

Verification of Professional Employment

I. TO THE NEW EMPLOYEE:

Prior experience must be verified. If you claim prior experience either to support your application, or for salary placement, you will need to have your previous school district(s) verify full-time certified teaching experience. Please understand that the awarding of credit for prior experience depends both upon district policy and on receipt of verification of your prior service.

Your authorization hereby grants permission to previous employers to release all information requested below in this "Verification of Professional Employment" to the Gallatin Gateway School District #35.

Signature of new employee (or applicant)

Date

II. THIS SECTION IS TO BE COMPLETED BY THE NEW EMPLOYEE:

Last Name	First Name	Middle Name	Maiden Name
Social Security Number	Approximate Dates of Employment		Position(s)
Name of Prior School District			

III. THIS SECTION IS TO BE FILLED OUT BY THE PRIOR EMPLOYER:

This verifies the employment of _____ as a certified teacher.

Dates of employment:	Position(s):	Contract- was each a full year contract? Yes or No <i>If no, please explain</i>
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Signature

Date

Please Print Name

Title

School District

Phone Number Ext.

Please return this form to:

Gallatin Gateway School
Attn: Dr. Kim DeBruycker, Principal
PO Box 265
Gallatin Gateway, MT 59730

Voluntary Statement for Ending Employment Procedure

This form is for Certified and Classified Employees who end their employment with the Gallatin Gateway School and District #35.

This form is to be filled out completely and given to Superintendent.

Superintendent will provide to Business Manager

I voluntarily end my ***certified teaching*** employment with Gallatin Gateway School District #35 at the end of my contract year _____. My last day of employment will be _____, My first day of employment was _____.

My social security number is _____, My phone number is _____.

I understand that my end-of-the-school-year-leave balance will be paid to me at the current substitute teaching rate (\$75.00). I believe my balance is _____ days X \$75.00 = _____, Please mail that to me at _____.

My address for the District to mail my W2 in January 20 will be _____

I understand that if I change this address, it is my responsibility to inform District #35 of my new address.

Signed _____

Printed _____

Date _____ (School Board Meeting minutes _____)

OR

I voluntarily end my ***classified*** employment with Gallatin Gateway School District #35 at the end of my contract year _____. My last day of employment will be _____, My first day of employment was _____.

My social security number is _____, My phone number is _____.

I understand that my end-of-the-school-year- vacation balance will be paid to me along with 1/4 of my sick leave balance. Please mail that to me at _____.

My address for the District to mail my W2 in January 20 will be _____

I understand that if I change this address, it is my responsibility to inform District #35 of my new address.

Signed _____

Printed _____

Date _____ (School Board Meeting minutes _____)

Employee Exit Questionnaire (EEQ) and Checkout Procedures

Participation in the EEQ is voluntary. Employees will be given an Exit Questionnaire at the time of separation, along with other relevant documentation for ending employment with the District, by the District office staff. Employees who choose to participate in the EEQ will be asked to return the completed questionnaire to the Board Chair within ten (10) days of separation.

The Board Chair will review the responses and, if necessary, discuss any significant issues with the Superintendent. As deemed needed, the Board Chair will prepare a summary of responses for the Board addressing any issues regarding working conditions, compensation, etc. As part of the Board's effort to attract and retain staff, the responses will be analyzed to determine what, if any, actions can be taken by the Board to meet that goal.

Responses/comments made on the EEQ are confidential, and the document itself will not be shared with anyone by the Board Chair, except as required by law. Summaries will be shared with the Board and the Superintendent and will be available to the public if a document is produced.

Sealed documents of information will be maintained by the Board Chair for as long as that person is Board Chair and destroyed upon leaving the position. Summaries presented will remain a part of the School Board minutes.

The exit questionnaire is for statistical purposes and the documents are not distributed. Documents will be destroyed after the Board Chair leaves his/her duties as Chair. The summaries, when deemed necessary by the Board Chair and produced, will be a part of the Board agenda and packet and maintained forever.

Exit Interview – Optional – To be Completed by the Departing Employees

What factors contributed to your decision not to continue teaching at this school?

Would anything have kept you at this school longer?

What were you (will you be) looking for in a new school/district?

Was the interaction with other teacher at this school helpful to you as a teacher?

What support did you get at this job that helped you?

What support do you wish you had gotten that would have helped you in this teaching position?

What was most satisfying about your job?

What was least satisfying about your job?

What should we do differently to help the person who takes your place?

How satisfied were you with your pay, benefits, and other incentives?

Have you worked in other school districts?

What would be strengths of GGS that you feel should be continued?

What changes or improvements would you like to see for GGS?

Were you a part of the mentoring program?

Were you provided the supplies and materials needed to do your job?

Were you actively involved with your teaching team?

Were your interactions with the community beneficial for the improvement of the education of children?

Were you involved in coaching at GGS?

PERSONNEL

Hiring Process and Criteria

Vacant positions may be advertised in District only or through media sources. Unless stated in a negotiated agreement with staff, a vacancy need not be advertised as determined by the Superintendent. The Superintendent is responsible for recruiting personnel, in compliance with Board policy, and making hiring recommendations to the Board. The District shall hire the person who best meets the criteria consistent with budget and staffing requirements, and shall comply with Board policy on equal employment opportunities and veteran's preference. The Superintendent shall maintain current job descriptions for each position in the District. All applicants must complete the District application in order to be considered for employment, including a written authorization for a criminal background investigation. Applications shall be kept for 2 years after submission pursuant to law.

All newly hired employees must provide the District with documentation of the results of a tuberculin skin test done within the year prior to initial employment, along with the name of the tester and the date and type of test administered, unless the person provides written medical documentation that he or she is known tuberculin reactor.

If the work is of a physically demanding nature, subsequent to a conditional offer of employment and prior to the commencement of work, the District may require an applicant to have a medical examination and to meet any other health requirements that may be imposed by the position description or the State. All bus drivers are required by law to have a satisfactory medical examination prior to employment.

The District requires certified staff to hold valid Montana teacher or specialist certificates endorsed for the roles and responsibilities for which they are employed. Failure to meet this requirement shall be just cause for termination of employment. Every teacher and administrator under contract must bring their current, valid certificate to the personnel office at the time of initial employment, as well as at the time of each renewal of certification.

Legal References:	§ 20-4-202, MCA	Teacher and specialist certification registration
	§ 39-29-102, MCA	Point preference or alternative preference in initial hiring for certain applicants – substantially equivalent selection procedure
	37.114.1010, ARM	Employee of School
	24.9.805, ARM	Employment Records

Cross References:

Policy History:

Adopted on: August 20, 2012

Revised on: