

4.19.2023 Agenda Regular Meeting of Trustees

The regular meeting of the Board of Trustees of School District #35 has been scheduled for **April 19, 2023** at **6:00 P.M.** in the **boardroom and via Zoom.**

Call to Order

Pledge of Allegiance

Presiding Trustee's Explanation of Procedures

Public Comment- Non Agenda Items

GUESTS:

Bozeman School District

Clayton Peacock - Gateway Village Update

Consent Agenda

Minutes: March 8, 2023-Regular Meeting and March 21, 2023-Special Committee Meeting; April 7, 2023-Special Meeting;

Finance: Warrants; Operational Budget by Object Code; Cash Reconciliation; Extra-Curricular Expenditure and Reconciliation Report; **Personnel Resolution:** Resignations; New Staff with Resumes'; Salary Step Up Request

Superintendent Report

District Clerk Report

Business Manager Report

Old Business

Discussion Items:

Board Self-Evaluation Schedule

Committee Updates

Awareness of Summer Banking Changes

Action Items:

Job Description Changes - Business Manager, District Clerk, School Secretary, Head Coach

Student Policies - Second Reading (Policy 3210-R, 3225-R, 3305, 3416 with form)

New Business

Discussion Items:

Instruction Policies - First Reading

Athletic Fee Discussion

Board Transition Process

Action Items:

Reading Curriculum Adoption

Fundations

Savvas

Character Education Program Adoption

Character Strong

Attendance Policy

Approval of Master Agreement Proposals

PDAC Schedule for 2023-2024

Summer Work Proposal

Job Description - Custodian

Hiring Recommendations

Middle School Science

Second Grade Teacher

Middle School and Title I Teacher/Assessment Coordinator

Approve 2023-2024 8th Grade DC trip, 6th Grade West Yellowstone Trip, and 5th Grade Butte Trip

Accounting Software Approval

Office Substitute Wage

Adjournment

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

Excerpt from GGS Policy #1441- Audience Participation

Audience Participation

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

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

Cross Reference: 1420 School Board Meeting Procedure

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

Zoom procedures:

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

GALLATIN GATEWAY SCHOOL

Strategic Plan

Updated November 2022

Overview

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

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

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

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

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

Executive Summary

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

THE CORE PURPOSE OF GALLATIN GATEWAY SCHOOL IS TO:

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

THE CORE VALUES OF GALLATIN GATEWAY SCHOOL ARE:

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

OUR LONG-TERM ENVISIONED FUTURE:

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

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

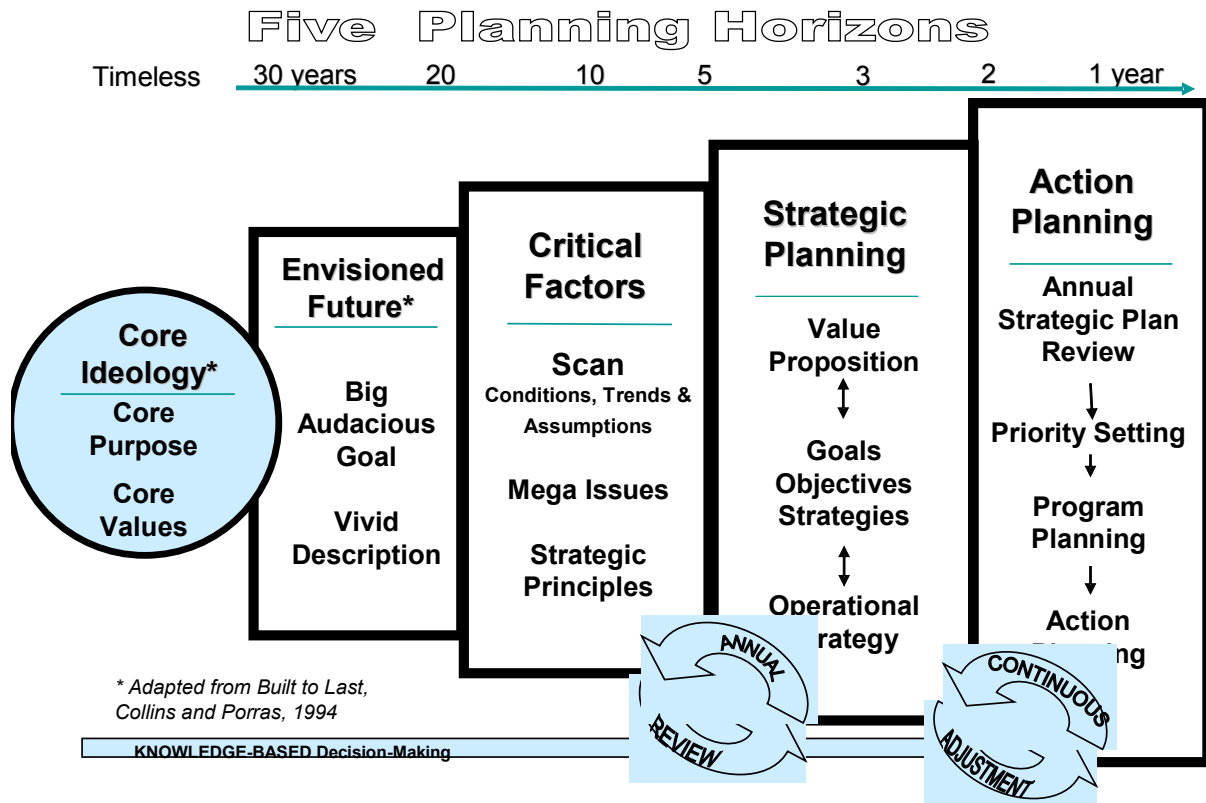
- **Individual Student Success**
- **Facilities**
- **Staff and Volunteers**
- **Leadership, Communication and Collaboration**
- **Safety**

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Strategic Planning Framework

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



Planning Horizons:

Part I: Planning Horizon: Timeless

Core Ideology¹ of the Gallatin Gateway School

The Core Purpose of Gallatin Gateway School:

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

Core Values of the Gallatin Gateway School:

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

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

Part II: Planning Horizon: 10-15 years

Envisioned Future² of the Gallatin Gateway School

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

Vivid Descriptors of our Desired Future:

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

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

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

Part III: Planning Horizon: 5-10 Years

Assumptions Regarding the Relevant Future for the Gallatin Gateway School

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

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

Part IV: Planning Horizon: 3-5 Years

Outcome-Oriented Goals and Strategic Objectives

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

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

Goals of the Gallatin Gateway School

Goal Area 1: Individual Student Success

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

1-2 Year Strategic Objectives:

High Priority Strategy:

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

Goal Area 2: Facilities

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

1-2 Year Strategic Objectives:

High Priority Strategy:

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

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

Goal Area 3: Staff and Volunteers

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

1-2 Year Strategic Objectives:

High Priority Strategies:

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

Medium-Level Priorities:

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

Goal Area 4: Leadership, Communication and Collaboration

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

1-2 Year Strategic Objectives:

High Priority Strategy:

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

Goal Area 5: Safety

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

1-2 Year Strategic Objectives:

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

Next Steps:

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

Appendix “A”

Megatrend Analysis to Help Inform and Assess Gallatin Gateway

School’s Strategic Plan

Assumptions about the future (5-10 years)

5-10 Year Planning Horizon

Assumptions Regarding the Relevant Future for the Gallatin Gateway Schools

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

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

Assumptions about the future

- Demographics/Business and Economic Climate
 - We anticipate continued housing developments. The unknown is the amount of growth and the impact on our school and our community.
 - We anticipate that economic conditions (e.g., unemployment rates, higher taxes, cost of living, etc.) are going to have an impact on the District. We are unsure at this time of the impact this may have on the District.
 - Given the changing dynamics of our community, we anticipate it will be a challenge to keep our community informed of the ongoing needs of the District.
 - We anticipate that recruitment and retention of staff will continue to be a challenge and will continue to impact staff shortages.

- Politics and Social Values
 - We anticipate that the politics and social climate at the national, state and local levels will continue to be a challenge. Compromise and personal responsibility are becoming less common. Additional parental rights movement and/or legislation is an unknown at this time.

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

5-10 Year Planning Horizon

Mega Issues facing the Gallatin Gateway Schools

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

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

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

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

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

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

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

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

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

Appendix “B”

Institutionalized Strategies

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

Goal Area: Staff and Volunteers

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



**3.8.2023 MINUTES
REGULAR MEETING
BOARD OF TRUSTEES, GALLATIN GATEWAY SCHOOL DISTRICT #35**

CALL TO ORDER

The Board of Trustees of the Gallatin Gateway School District #35 met at 6:00 P.M. on March 8, 2023, in the Gallatin Gateway School Board Room and via Zoom. Board Chair Julie Fleury presided and called the meeting to order at 6:02 P.M.

TRUSTEES PRESENT

Julie Fleury, Board Chair; Carissa Paulson, Vice Chair, Mary Thurber, Aaron Schwieterman, Tim Melton

TRUSTEES ABSENT

None

STAFF PRESENT

Kelly Henderson, Superintendent; Brittney Bateman, District Clerk; Donna Avilez, Business Manager
Zoom: Ashley Davis, Teacher; Maddie Downs, Teacher; Mike Coon, Teacher; Jamie Hetherington, Teacher; and Missy Schultz, Counselor

OTHERS PRESENT

Nancy Topel, Lauri Olsen, Brian Nickolay, Leslie Gilmore
Zoom: None

PLEDGE OF ALLEGIANCE

The meeting attendees recited the *Pledge of Allegiance*.

PRESIDING TRUSTEE'S EXPLANATION OF PROCEDURES

Board Chair Julie Fleury 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; 3) public comment periods are not intended to be a question and answer session.

PUBLIC COMMENT ON NON-AGENDA ITEMS

Leslie Gilmore discussed the following with the Board: historic preservation; window update; and The Year of the Dog movie fundraiser on April 29, 2023

CONSENT AGENDA

Motion: Trustee Schwieterman to approve the consent agenda as presented. **Minutes:** February 2, 2023-Special Committee Meeting, February 15, 2023-Regular Meeting and March 3, 2023-Special Committee Meeting; **Finance:** Warrants; Operational Budget by Object Code; Cash Reconciliation; Extra-Curricular Expenditure and Reconciliation Report; **Personnel Resolution:** Resignation and New Hire

Seconded: Trustee Thurber

Public Comment: None

For: Fleury, Paulson, Thurber, Schwieterman, Melton

Opposed: None

Motion passed unanimously 5-0

SUPERINTENDENT REPORT

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

DISTRICT CLERK REPORT

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

BUSINESS MANAGER REPORT

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

OLD BUSINESS

Discussion Items:

Committee Updates

An update regarding the following committees was given by the assigned board trustee.

Facilities Committee - Aaron Schweiterman and Tim Melton

The meeting was rescheduled for 3.21.2023. The group broke into teams to work on the Facility Walkthrough Document assessing the level of need. They also looked at the Long Range Plan.

Safety Committee - Mary Thurber

The group established a new evacuation point for the staff and students. It will be located at the Gateway Bible Church, located at the corner of Adams and Bozeman Street. The group also looked at the flip charts that are located in each classroom. There will be a fire drill in April in collaboration with the School Resource Officer and the Gallatin Gateway Fire Department.

Whole Child - Julie Fleury

The group worked on the planning framework for the volunteer program.

PDAC - Carissa Paulson

The PDAC committee met to discuss the following: teacher focus meeting once per month with their team; trauma informed strategies; classroom management; and restorative practices.

Study Session to Review Student Policies

The group determined they would meet on March 21, 2023 at 3:00 P.M. to discuss the student policies.

NEW BUSINESS

Discussion Items:

CPR/First Aid Staff Policy - First Reading

The group discussed the District’s policy 3305 that indicates all staff must be certified in both CPR/First Aid. The recommendation for administration was to remove “Training in CPR and basic first aid,” from section Training of School Personnel. They also recommended adding “Training in CPR and basic first aid for all Special Education, Office Staff, Teachers taking students on overnight field trips, and coaches.”

Action Items:

Classified Contracts - Renewals/Non Renewals

The following classified contracts were presented to the Board for approval.

Name:	Position	23-24 Wage/ Salary	Anticipated Schedule	Flex /Insurance Benefits
Erica Clark	Administrative Secretary	\$44,000	8 hrs- 260 days (2080)	\$212.50/month (\$2550/year) or MUST- \$586/month
Kelsey Kearns-Daniel	Kitchen Manager	\$30,000	8 hrs- 197 days (1576)	\$212.50/month (\$2125/year)
Shelby Taylor	Kitchen Assistant	\$16.00	7 hrs- 180 days (1260)	\$212.50/month (\$2125/year)
Nickie Barnes	Paraprofessional	\$16.00	7.5 hrs- 187 days (1403)	\$212.50/month (\$2125/year)
Spencer Kirkemo	Paraprofessional	\$16.00	7.5 hrs- 187 days (1403)	\$212.50/month (\$2125/year)
LaDonna Quarters	Paraprofessional	\$16.00	7.5 hrs- 187 days (1403)	\$212.50/month (\$2125/year)
Silvia Vega	Paraprofessional	\$16.00	7.5 hrs- 187 days (1403)	\$212.50/month (\$2125/year)
Bethany Metcalf	Nurse Practitioner	\$25.09	72 days	\$59.50/month (\$595.00/year)
Brittney Bateman	District Clerk	\$62,000	8 hrs- 260 days	\$212.50/month (\$2550/year) or MUST- \$586/month
Donna Avilez	Business Manager	\$32,000	4 hrs- 260 days	\$212.50/month (\$2550/year) or MUST- \$586/month
Varies	Sub- Office Staff	\$10.00	on call	none
Varies	Sub- Paraprofessional	\$90/day	on call	none

Motion: Trustee Schwieterman to approve the presented classified contracts, with the removal of the Sub - Office Staff rate. The removed rate will be presented to the Board again in April.

Seconded: Trustee Paulson

Public Comment: None

For: Fleury, Paulson, Thurber, Schwieterman, Melton

Opposed: None

Motion passed unanimously 5-0

Certified Contracts - Renewals/Non Renewals

The following certified contracts were presented to the Board for approval.

Name:	Position	23-24 Salary	FTE	Flex /Insurance Benefits
Ashley Davis	Teacher	\$60,738	1.0	\$25.00/month (\$300/year) and MUST-\$586/month
Ashley Senenfelder	Teacher	\$44,782	1.0	\$25.00/month (\$300/year) and MUST-\$586/month
Chantel Jaeger-Smith	Teacher	\$50,138	1.0	\$25.00/month (\$300/year) and MUST-\$586/month
Hailee Olsen	Teacher	\$40,988	1.0	\$25.00/month (\$300/year) and MUST-\$586/month
Jacki Yager	Teacher	\$54,303	1.0	\$25.00/month (\$300/year) and MUST-\$586/month
Jamie Hetherington	Teacher	\$57,465	1.0	\$25.00/month (\$300/year) and MUST-\$586/month
Lilliana Thorstad	Teacher	\$38,459	1.0	\$25.00/month (\$300/year) and MUST-\$586/month
Madeline Herron	Teacher	\$40,988	1.0	\$25.00/month (\$300/year) and MUST-\$586/month
Madison Downs	Teacher	\$43,889	1.0	\$25.00/month (\$300/year) and MUST-\$586/month
Marissa Schultz	Teacher/ Counselor	\$52,555	1.0	\$25.00/month (\$300/year) and MUST-\$586/month
Mike Coon	Teacher	\$79,298	1.0	\$25.00/month (\$300/year) and MUST-\$586/month
Neal Krogstad	Teacher	\$54,898	1.0	\$25.00/month (\$300/year) and MUST-\$586/month
Nicole Barnes	Teacher	\$19,229.50	0.5	\$25.00/month (\$300/year) and MUST-\$586/month
Rochelle Dierenfeldt	Teacher	\$48,501	1.0	\$25.00/month (\$300/year) and MUST-\$586/month

Motion: Trustee Schwieterman to approve the certified contracts as presented.

Seconded: Trustee Melton

Public Comment: None

For: Fleury, Paulson, Thurber, Schwieterman, Melton

Opposed: None

Motion passed unanimously 5-0

Memorandum of Understanding - Interim Conditions

Background: Contracts went out to Classified and Certified staff on March 9, 2023. Due to the delay in getting information for the insurance RFP's and the Legislature deciding the K-12 Education budget, the MOU outlines the re-opening of Collective Bargaining once all items have been settled.

Recommendation: Administration recommended approval of the MOU for the 2022-2023 to reopen negotiations upon completion of the Legislative session and the staff consensus on Health Insurance.

Motion: Trustee Thurber to approve the presented Memorandum of Understanding.

Seconded: Trustee Paulson

Public Comment: None

For: Fleury, Paulson, Thurber, Schwieterman, Melton

Opposed: None

Motion passed unanimously 5-0

2023 Notice of Intent to Impose an Increase/ Decrease in Levies

The notice below was presented to the Board.

**NOTICE OF INTENT TO IMPOSE AN INCREASE/ DECREASE IN LEVIES
GALLATIN GATEWAY SCHOOL DISTRICT #35**

March 8, 2023

As an essential part of its budgeting process, the Gallatin Gateway School District #35 Board of Trustees is authorized by law to impose permissive levies to support its budget. Per Senate Bill 307, state law requires the District to provide notice of its intent to increase/decrease these permissive levies in the upcoming fiscal year. To ensure financial transparency and avoid confusion, the District has chosen to analyze the estimated impact of all its levies, voted and permissive, across all funds.

The Gallatin Gateway School District #35 estimates the following increases/decreases in revenues and mills for the funds noted below for the next school fiscal year beginning July 1, 2023:

Fund	Estimated Change in Revenues	Estimated Change in Mills	Estimated Annual Impact on a \$100,000 Home*	Estimated Annual Impact on a \$200,000 Home*
General- BASE	\$78	0.01	\$0.01	\$0.02
General- OverBASE	\$3,997	0.46	\$0.62	\$1.24
Transportation	\$13,383	1.52	\$2.05	\$4.10
Bus Depreciation	\$9,974	1.13	\$1.53	\$3.06
Tuition	-	-	-	-
Adult Education	\$7,112	0.8	\$1.08	\$2.16
Technology	-	-	-	-
Flexibility	-	-	-	-
Building Reserve- Permissive	-	(1.70)	(\$2.30)	(\$4.60)
Building Reserve- Voted	-	-	-	-
Total	\$34,544	2.22	\$2.99	\$5.98

*Impacts above are based on certified taxable valuations from the current school fiscal year

This notice must also document the District's expected use of its Building Reserve State Major Maintenance levies and associated funding. In FY2023 the District intends to use Building Reserve Fund revenue to address the following items:

The District intends to use the permissive Building Reserve Levy listed above to:

- Electrical upgrades
- HVAC system repair/replace
- Flooring repair/replace
- School Safety Upgrades

No further proceedings were conducted relating to the non voted levies and/or revenues of the transportation, bus depreciation, tuition, adult education, or building reserve funds.

Forecasting the District's tax impact for the ensuing fiscal year requires a number of variables and an analysis of projections, historical trends and anticipated projects, therefore the information provided above is strictly an educated estimate. Once the District's FY23 budget is adopted in August, an updated notice will be posted. Please contact the District Clerk, Brittney Bateman, at (406) 763-4415 if you have any questions or need any additional information.

Motion: Trustee Thurber to approve the presented 2023 Notice of Intent to Impose an Increase/ Decrease in Levies.

Seconded: Trustee Paulson

Public Comment: None

For: Fleury, Paulson, Thurber, Schwieterman, Melton

Opposed: None

Motion passed unanimously 5-0

Business Manager & District Clerk Job Descriptions

The business manager and district clerk positions were supervised by the board. To align with normal practices, the supervisor has been changed to be the Superintendent.

Motion: Trustee Schwieterman to approve the change of supervisor of both the business manager and district clerk from the board of trustees to the superintendent.

Seconded: Trustee Melton

Public Comment: None

For: Fleury, Paulson, Thurber, Schwieterman, Melton

Opposed: None

Motion passed unanimously 5-0

ADJOURNMENT

Board Chair Julie Fleury adjourned the meeting at 7:44 P.M.

Julie Fleury, Board Chair

Brittney Bateman, District Clerk



**3.21.2023 MINUTES
SPECIAL BOARD 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 3:00 P.M. on March 21, 2023, in the Gallatin Gateway School Board Room. Board Chair Julie Fleury presided and called the meeting to order at 3:01 P.M.

TRUSTEES PRESENT

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

TRUSTEES ABSENT

Carissa Paulson, Vice Chair

STAFF PRESENT

Kelly Henderson, Superintendent; Brittney Bateman, District Clerk

OTHERS PRESENT

None.

PUBLIC COMMENT ON NON-AGENDA ITEMS

None.

NEW BUSINESS

Student Policy Series Review - First Reading

The group worked through each policy in the student series of the Districts Policy Manual. This was a review meeting to see what changes would need to be presented at the next regularly scheduled board meeting. The changes the group decided on will be reviewed once more at the regular board meeting, before the Board will make a motion and a vote.

ADJOURNMENT

Board Chair Julie Fleury adjourned the meeting at 4:16 P.M.

Julie Fleury, Board Chair

Brittney Bateman, District Clerk



**4.7.2023 MINUTES
SPECIAL BOARD MEETING
BOARD OF TRUSTEES, GALLATIN GATEWAY SCHOOL DISTRICT #35**

CALL TO ORDER

The Board of Trustees of the Gallatin Gateway School District #35 met at 10:00 A.M. on April 7, 2023, in the Gallatin Gateway School Board Room. Board Chair Julie Fleury presided and called the meeting to order at 10:01 A.M.

TRUSTEES PRESENT

Julie Fleury, Board Chair; Carissa Paulson, Vice Chair; Mary Thurber, Aaron Schwieterman

TRUSTEES ABSENT

Tim Melton

STAFF PRESENT

Kelly Henderson, Superintendent; Brittney Bateman, District Clerk

OTHERS PRESENT

Nancy Topel

PUBLIC COMMENT ON NON-AGENDA ITEMS

None.

NEW BUSINESS

Action Items:

Discuss & Consider Staffing Options

The group discussed the options for staffing for the 2023-2024 school year.

Kindergarten is currently sitting at 24 (19 in-district/4 out of district). The class size limit is 20 for Kindergarten. If the District had 30 kindergarten students, they could pay for 2 teachers. That would put the classes at 15 each. It would be a reasonable class size for Kindergarten with some room to grow. Historically parents register between 5-10 Kinders from now until school starts.

There was no vote on this exhibit and it will be brought back to the Board for consideration at the regular June meeting.

Discuss & Consider June Board Meeting Date

The group discussed whether the District needs to hold their June meeting on the 30th, like in previous years. It was determined the administration team would have everything completed in time to move the June board meeting to the third Wednesday, like in normal months.

Motion: Trustee Thurber to move the regular June meeting from June 30, 2023 to June 21, 2023.

Seconded: Trustee Schwieterman

Public Comment: None

For: Fleury, Paulson, Schwieterman, Thurber

Opposed: None

Motion passed unanimously 4-0

*Vice Chair Paulson and Trustee Thurber both left the meeting at 10:40 A.M.

Agenda Setting for 4.19.2023 Meeting

Board Chair Julie Fleury led a discussion regarding the agenda for the April 19, 2023 regular meeting. The individuals present discussed agenda items to be included on the agenda.

ADJOURNMENT

Board Chair Julie Fleury adjourned the meeting at 10:57 A.M.

Julie Fleury, Board Chair

Brittney Bateman, District Clerk

GALLATIN GATEWAY ELEMENTARY
Summary Budget
For the Accounting Period: 3 / 23

Funds 101- 112

Fund	Org	Prog	Func	Obj	Proj	Function	Object	Project	Curr. Approp.	Committed	Remaining
101		100	1000	250		INSTRUCTION	WORKERS' COMPENSATIO		0.00	7.99	-7.99
101		100	1000	320		INSTRUCTION	PROFESSIONAL/EDUCATI		0.00	1,697.50	-1,697.50
101		100	1000	330		INSTRUCTION	OTHER PROFESSIONAL S		0.00	37.00	-37.00
101		100	1000	581		INSTRUCTION	TRAVEL IN-DISTRICT		0.00	153.80	-153.80
101		100	1000	680		INSTRUCTION	COMPUTER SOFTWARE		0.00	13,123.20	-13,123.20
101		100	1000	***	****				0.00	15,019.49	-15,019.49
101		100	2131	800		HEALTH SERVICES-	OTHER		0.00	976.00	-976.00
101		100	2131	***	****				0.00	976.00	-976.00
101		100	2212	810		CURRICULUM	DUES AND FEES		0.00	234.00	-234.00
101		100	2212	***	****				0.00	234.00	-234.00
101		100	2225	330		LIBRARY SERVICES	OTHER PROFESSIONAL S		0.00	1,195.51	-1,195.51
101		100	2225	***	****				0.00	1,195.51	-1,195.51
101		100	2300	320		GENERAL	PROFESSIONAL/EDUCATI		0.00	2,776.80	-2,776.80
101		100	2300	330		GENERAL	OTHER PROFESSIONAL S		0.00	84.01	-84.01
101		100	2300	532		GENERAL	POSTAGE		0.00	145.60	-145.60
101		100	2300	550		GENERAL	PRINTING/DUPLICATING		0.00	30.23	-30.23
101		100	2300	***	****				0.00	3,036.64	-3,036.64
101		100	2312	330		DISTRICT CLERK	OTHER PROFESSIONAL S		0.00	869.75	-869.75
101		100	2312	***	****				0.00	869.75	-869.75
101		100	2490	320		OTHER SUPPORT	PROFESSIONAL/EDUCATI		0.00	237.50	-237.50
101		100	2490	***	****				0.00	237.50	-237.50
101		100	2500	330		BUSINESS SERVICES	OTHER PROFESSIONAL S		0.00	500.00	-500.00
101		100	2500	610		BUSINESS SERVICES	SUPPLIES		0.00	310.51	-310.51
101		100	2500	***	****				0.00	810.51	-810.51
101		100	2572	320		PERSONNEL	PROFESSIONAL/EDUCATI		0.00	360.00	-360.00
101		100	2572	***	****				0.00	360.00	-360.00
101		100	2600	330		OPERATIONS &	OTHER PROFESSIONAL S		0.00	15,323.27	-15,323.27
101		100	2600	410		OPERATIONS &	POWER - LIGHTS		0.00	52.39	-52.39
101		100	2600	411		OPERATIONS &	NATURAL GAS		0.00	192.76	-192.76
101		100	2600	412		OPERATIONS &	ELECTRICITY		0.00	2,593.75	-2,593.75
101		100	2600	433		OPERATIONS &	CUSTODIAL SERVICES		0.00	6,720.00	-6,720.00
101		100	2600	440		OPERATIONS &	REPAIR AND MAINTENAN		0.00	2,880.16	-2,880.16
101		100	2600	531		OPERATIONS &	COMMUNICATIONS- TELE		0.00	900.00	-900.00
101		100	2600	610		OPERATIONS &	SUPPLIES		0.00	1,696.57	-1,696.57
101		100	2600	810		OPERATIONS &	DUES AND FEES		0.00	100.00	-100.00
101		100	2600	***	****				0.00	30,458.90	-30,458.90
101		100	2800	330		SUPPORT	OTHER PROFESSIONAL S		0.00	63.42	-63.42
101		100	2800	***	****				0.00	63.42	-63.42
101		100	****	***	****				0.00	53,261.72	-53,261.72
101		190	2670	780		SAFETY- OPERATION	MAJOR TECHNOLOGY HAR		0.00	1,068.00	-1,068.00

GALLATIN GATEWAY ELEMENTARY
Summary Budget
For the Accounting Period: 3 / 23

Funds 101- 112

Fund	Org	Prog	Func	Obj	Proj	Function	Object	Project	Curr. Approp.	Committed	Remaining
101		190	2670	***	****				0.00	1,068.00	-1,068.00
101		190	****	***	****				0.00	1,068.00	-1,068.00
101		***	****	***	****						
101	80	100	1000	150		INSTRUCTION	STIPEND		0.00	9,516.00	-9,516.00
101	80	100	1000	250		INSTRUCTION	WORKERS' COMPENSATIO		0.00	43.18	-43.18
101	80	100	1000	260		INSTRUCTION	HEALTH INS		0.00	6,898.44	-6,898.44
101	80	100	1000	610		INSTRUCTION	SUPPLIES		0.00	26.70	-26.70
101	80	100	1000	810		INSTRUCTION	DUES AND FEES		0.00	1,862.81	-1,862.81
101	80	100	1000	***	****				0.00	18,347.13	-18,347.13
101	80	100	2131	610		HEALTH SERVICES-	SUPPLIES		0.00	45.00	-45.00
101	80	100	2131	***	****				0.00	45.00	-45.00
101	80	100	2212	810		CURRICULUM	DUES AND FEES		0.00	22.00	-22.00
101	80	100	2212	***	****				0.00	22.00	-22.00
101	80	100	2213	810		INSTRUCTIONAL	DUES AND FEES		0.00	467.09	-467.09
101	80	100	2213	***	****				0.00	467.09	-467.09
101	80	100	2300	330		GENERAL	OTHER PROFESSIONAL S		19,000.00	972.30	18,027.70
101	80	100	2300	331		GENERAL	PROF. SERV. AUDITOR		10,000.00	8,730.00	1,270.00
101	80	100	2300	332		GENERAL	PROF. SERV. LEGAL		4,000.00	0.00	4,000.00
101	80	100	2300	450		GENERAL	RENTAL		0.00	145.62	-145.62
101	80	100	2300	530		GENERAL	COMMUNICATIONS- INTE		4,000.00	0.00	4,000.00
101	80	100	2300	531		GENERAL	COMMUNICATIONS- TELE		3,100.00	822.59	2,277.41
101	80	100	2300	532		GENERAL	POSTAGE		1,750.00	42.54	1,707.46
101	80	100	2300	535		GENERAL	COMMUNICATIONS		770.00	0.00	770.00
101	80	100	2300	540		GENERAL	ADVERTISING		200.00	0.00	200.00
101	80	100	2300	550		GENERAL	PRINTING/DUPLICATING		3,000.00	1,572.90	1,427.10
101	80	100	2300	581		GENERAL	TRAVEL IN-DISTRICT		0.00	288.48	-288.48
101	80	100	2300	582		GENERAL	TRAVEL OUT-OF-DISTRI		1,000.00	93.01	906.99
101	80	100	2300	610		GENERAL	SUPPLIES		900.00	0.00	900.00
101	80	100	2300	680		GENERAL	COMPUTER SOFTWARE		1,500.00	0.00	1,500.00
101	80	100	2300	810		GENERAL	DUES AND FEES		5,500.00	3,250.88	2,249.12
101	80	100	2300	***	****				54,720.00	15,918.32	38,801.68
101	80	100	2312	111		DISTRICT CLERK	ADMINISTRATIVE SALAR		0.00	34,827.23	-34,827.23
101	80	100	2312	250		DISTRICT CLERK	WORKERS' COMPENSATIO		0.00	160.04	-160.04
101	80	100	2312	260		DISTRICT CLERK	HEALTH INS		0.00	1,038.93	-1,038.93
101	80	100	2312	***	****				0.00	36,026.20	-36,026.20
101	80	100	2314	330		ELECTIONS	OTHER PROFESSIONAL S		4,500.00	0.00	4,500.00
101	80	100	2314	332		ELECTIONS	PROF. SERV. LEGAL		500.00	0.00	500.00
101	80	100	2314	532		ELECTIONS	POSTAGE		1,500.00	0.00	1,500.00
101	80	100	2314	540		ELECTIONS	ADVERTISING		650.00	0.00	650.00
101	80	100	2314	610		ELECTIONS	SUPPLIES		200.00	0.00	200.00
101	80	100	2314	***	****				7,350.00	0.00	7,350.00
101	80	100	2316	610		Staff Relations	SUPPLIES		3,000.00	0.00	3,000.00

GALLATIN GATEWAY ELEMENTARY
Summary Budget
For the Accounting Period: 3 / 23

Funds 101- 112

Fund	Org	Prog	Func	Obj	Proj	Function	Object	Project	Curr. Approp.	Committed	Remaining
101	80	100	2316	***	****				3,000.00	0.00	3,000.00
101	80	100	2321	111		SUPERINTENDENT	ADMINISTRATIVE SALAR		61,483.00	40,052.17	21,430.83
101	80	100	2321	115		SUPERINTENDENT	OFFICE/CLERICAL SALA		34,285.00	25,212.06	9,072.94
101	80	100	2321	125		SUPERINTENDENT	SUBSTITUTE- OFFICE/C		500.00	0.00	500.00
101	80	100	2321	160		SUPERINTENDENT	SICK LEAVE TERMINATI		500.00	0.00	500.00
101	80	100	2321	170		SUPERINTENDENT	VACATION PAY		4,000.00	0.00	4,000.00
101	80	100	2321	250		SUPERINTENDENT	WORKERS' COMPENSATIO		421.00	300.13	120.87
101	80	100	2321	260		SUPERINTENDENT	HEALTH INS		12,000.00	4,667.61	7,332.39
101	80	100	2321	582		SUPERINTENDENT	TRAVEL OUT-OF-DISTRI		2,500.00	0.00	2,500.00
101	80	100	2321	610		SUPERINTENDENT	SUPPLIES		500.00	0.00	500.00
101	80	100	2321	810		SUPERINTENDENT	DUES AND FEES		1,300.00	0.00	1,300.00
101	80	100	2321	***	****				117,489.00	70,231.97	47,257.03
101	80	100	2400	810		SCHOOL	DUES AND FEES		0.00	1,125.00	-1,125.00
101	80	100	2400	***	****				0.00	1,125.00	-1,125.00
101	80	100	2500	111		BUSINESS SERVICES	ADMINISTRATIVE SALAR		23,600.00	5,040.76	18,559.24
101	80	100	2500	115		BUSINESS SERVICES	OFFICE/CLERICAL SALA		8,200.00	24,620.66	-16,420.66
101	80	100	2500	160		BUSINESS SERVICES	SICK LEAVE TERMINATI		3,500.00	0.00	3,500.00
101	80	100	2500	170		BUSINESS SERVICES	VACATION PAY		5,300.00	0.00	5,300.00
101	80	100	2500	250		BUSINESS SERVICES	WORKERS' COMPENSATIO		226.00	135.01	90.99
101	80	100	2500	260		BUSINESS SERVICES	HEALTH INS		6,175.00	770.13	5,404.87
101	80	100	2500	340		BUSINESS SERVICES	TECHNICAL SERVICES		500.00	0.00	500.00
101	80	100	2500	550		BUSINESS SERVICES	PRINTING/DUPLICATING		425.00	0.00	425.00
101	80	100	2500	582		BUSINESS SERVICES	TRAVEL OUT-OF-DISTRI		1,500.00	0.00	1,500.00
101	80	100	2500	610		BUSINESS SERVICES	SUPPLIES		250.00	146.88	103.12
101	80	100	2500	660		BUSINESS SERVICES	MINOR EQUIPMENT		500.00	0.00	500.00
101	80	100	2500	680		BUSINESS SERVICES	COMPUTER SOFTWARE		9,200.00	10,408.00	-1,208.00
101	80	100	2500	800		BUSINESS SERVICES	OTHER		0.00	52.61	-52.61
101	80	100	2500	810		BUSINESS SERVICES	DUES AND FEES		1,000.00	375.00	625.00
101	80	100	2500	***	****				60,376.00	41,549.05	18,826.95
101	80	100	2517	540		PROPERTY	ADVERTISING		85.00	0.00	85.00
101	80	100	2517	680		PROPERTY	COMPUTER SOFTWARE		656.00	0.00	656.00
101	80	100	2517	***	****				741.00	0.00	741.00
101	80	100	2530	610		Printing,	SUPPLIES		1,100.00	0.00	1,100.00
101	80	100	2530	***	****				1,100.00	0.00	1,100.00
101	80	100	2572	540		PERSONNEL	ADVERTISING		3,344.00	0.00	3,344.00
101	80	100	2572	810		PERSONNEL	DUES AND FEES		200.00	0.00	200.00
101	80	100	2572	***	****				3,544.00	0.00	3,544.00
101	80	100	2580	682		ADMINISTRATIVE	SUPPLIES- TECHNOLOGY		3,500.00	2,456.00	1,044.00
101	80	100	2580	***	****				3,500.00	2,456.00	1,044.00
101	80	100	2600	114		OPERATIONS &	CUSTODIAL SALARY		9,243.00	2,366.00	6,877.00
101	80	100	2600	250		OPERATIONS &	WORKERS' COMPENSATIO		254.00	11.01	242.99
101	80	100	2600	260		OPERATIONS &	HEALTH INS		0.00	0.91	-0.91
101	80	100	2600	410		OPERATIONS &	POWER - LIGHTS		1,500.00	0.00	1,500.00
101	80	100	2600	411		OPERATIONS &	NATURAL GAS		12,500.00	4,129.80	8,370.20

GALLATIN GATEWAY ELEMENTARY
Summary Budget
For the Accounting Period: 3 / 23

Funds 101- 112

Fund	Org	Prog	Func	Obj	Proj	Function	Object	Project	Curr. Approp.	Committed	Remaining
101	80	100	2600	412		OPERATIONS &	ELECTRICITY		11,000.00	0.00	11,000.00
101	80	100	2600	420		OPERATIONS &	OTHER UTILITY SERVIC		10,717.00	8,081.65	2,635.35
101	80	100	2600	421		OPERATIONS &	WATER TESTS		1,800.00	1,517.04	282.96
101	80	100	2600	431		OPERATIONS &	DISPOSAL SERVICE		3,600.00	396.00	3,204.00
101	80	100	2600	433		OPERATIONS &	CUSTODIAL SERVICES		47,150.00	32,191.94	14,958.06
101	80	100	2600	440		OPERATIONS &	REPAIR AND MAINTENAN		15,000.00	2,277.31	12,722.69
101	80	100	2600	520		OPERATIONS &	INSURANCE		12,683.00	14,123.85	-1,440.85
101	80	100	2600	531		OPERATIONS &	COMMUNICATIONS- TELE		0.00	675.00	-675.00
101	80	100	2600	610		OPERATIONS &	SUPPLIES		6,000.00	2,052.66	3,947.34
101	80	100	2600	660		OPERATIONS &	MINOR EQUIPMENT		1,300.00	0.00	1,300.00
101	80	100	2600	810		OPERATIONS &	DUES AND FEES		1,000.00	144.00	856.00
101	80	100	2600	***	****				133,747.00	67,967.17	65,779.83
101	80	100	2630	432		GROUNDS- CARE AND	SNOW PLOWING SERVICE		5,000.00	487.50	4,512.50
101	80	100	2630	440		GROUNDS- CARE AND	REPAIR AND MAINTENAN		7,213.00	0.00	7,213.00
101	80	100	2630	***	****				12,213.00	487.50	11,725.50
101	80	100	****	***	****				397,780.00	254,642.43	143,137.57
101	80	910	3100	116		FOOD SERVICES	COOKS		0.00	8,687.67	-8,687.67
101	80	910	3100	250		FOOD SERVICES	WORKERS' COMPENSATIO		0.00	39.78	-39.78
101	80	910	3100	260		FOOD SERVICES	HEALTH INS		0.00	523.20	-523.20
101	80	910	3100	610		FOOD SERVICES	SUPPLIES		0.00	29.53	-29.53
101	80	910	3100	630		FOOD SERVICES	FOOD		0.00	2,335.69	-2,335.69
101	80	910	3100	810		FOOD SERVICES	DUES AND FEES		0.00	45.50	-45.50
101	80	910	3100	***	****				0.00	11,661.37	-11,661.37
101	80	910	****	***	****				0.00	11,661.37	-11,661.37
101	80	***	****	***	****				397,780.00	266,303.80	131,476.20
101	81	100	1000	112		INSTRUCTION	CERTIFIED SALARIES		420,931.00	247,624.07	173,306.93
101	81	100	1000	117		INSTRUCTION	PARAPROFESSIONALS		62,976.00	39,370.81	23,605.19
101	81	100	1000	122		INSTRUCTION	SUBSTITUTE TEACHERS		3,000.00	3,207.60	-207.60
101	81	100	1000	150		INSTRUCTION	STIPEND		0.00	175.00	-175.00
101	81	100	1000	160		INSTRUCTION	SICK LEAVE TERMINATI		2,000.00	0.00	2,000.00
101	81	100	1000	170		INSTRUCTION	VACATION PAY		3,000.00	0.00	3,000.00
101	81	100	1000	180		INSTRUCTION	BONUS		1,368.00	0.00	1,368.00
101	81	100	1000	250		INSTRUCTION	WORKERS' COMPENSATIO		2,193.00	1,376.70	816.30
101	81	100	1000	260		INSTRUCTION	HEALTH INS		68,771.00	43,282.05	25,488.95
101	81	100	1000	330		INSTRUCTION	OTHER PROFESSIONAL S		0.00	300.00	-300.00
101	81	100	1000	610		INSTRUCTION	SUPPLIES		15,000.00	30,781.60	-15,781.60
101	81	100	1000	650		INSTRUCTION	PERIODICALS		150.00	0.00	150.00
101	81	100	1000	680		INSTRUCTION	COMPUTER SOFTWARE		15,900.00	0.00	15,900.00
101	81	100	1000	682		INSTRUCTION	SUPPLIES- TECHNOLOGY		500.00	0.00	500.00
101	81	100	1000	***	****				595,789.00	366,117.83	229,671.17
101	81	100	2100	113		STUDENTS	PROFESSIONAL-OTHER C		4,448.00	2,701.21	1,746.79
101	81	100	2100	170		STUDENTS	VACATION PAY		375.00	0.00	375.00
101	81	100	2100	250		STUDENTS	WORKERS' COMPENSATIO		45.00	12.25	32.75
101	81	100	2100	260		STUDENTS	HEALTH INS		459.00	373.62	85.38

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Funds 101- 112

Fund	Org	Prog	Func	Obj	Proj	Function	Object	Project	Curr. Approp.	Committed	Remaining
101	81	100	2100	***	****				5,327.00	3,087.08	2,239.92
101	81	100	2120	113		GUIDANCE PROGRAM	PROFESSIONAL-OTHER C		23,841.00	17,255.47	6,585.53
101	81	100	2120	170		GUIDANCE PROGRAM	VACATION PAY		200.00	0.00	200.00
101	81	100	2120	250		GUIDANCE PROGRAM	WORKERS' COMPENSATIO		105.00	78.57	26.43
101	81	100	2120	260		GUIDANCE PROGRAM	HEALTH INS		3,687.00	2,462.97	1,224.03
101	81	100	2120	610		GUIDANCE PROGRAM	SUPPLIES		700.00	0.00	700.00
101	81	100	2120	680		GUIDANCE PROGRAM	COMPUTER SOFTWARE		200.00	0.00	200.00
101	81	100	2120	810		GUIDANCE PROGRAM	DUES AND FEES		200.00	0.00	200.00
101	81	100	2120	***	****				28,933.00	19,797.01	9,135.99
101	81	100	2131	610		HEALTH SERVICES-	SUPPLIES		200.00	0.00	200.00
101	81	100	2131	***	****				200.00	0.00	200.00
101	81	100	2212	810		CURRICULUM	DUES AND FEES		2,850.00	124.80	2,725.20
101	81	100	2212	***	****				2,850.00	124.80	2,725.20
101	81	100	2213	150		INSTRUCTIONAL	STIPEND		228.00	0.00	228.00
101	81	100	2213	250		INSTRUCTIONAL	WORKERS' COMPENSATIO		4.00	0.00	4.00
101	81	100	2213	582		INSTRUCTIONAL	TRAVEL OUT-OF-DISTRI		200.00	0.00	200.00
101	81	100	2213	***	****				432.00	0.00	432.00
101	81	100	2225	113		LIBRARY SERVICES	PROFESSIONAL-OTHER C		19,734.00	12,260.75	7,473.25
101	81	100	2225	150		LIBRARY SERVICES	STIPEND		760.00	268.00	492.00
101	81	100	2225	250		LIBRARY SERVICES	WORKERS' COMPENSATIO		87.00	57.04	29.96
101	81	100	2225	260		LIBRARY SERVICES	HEALTH INS		2,728.00	1,576.79	1,151.21
101	81	100	2225	610		LIBRARY SERVICES	SUPPLIES		700.00	1,358.06	-658.06
101	81	100	2225	640		LIBRARY SERVICES	BOOKS		1,800.00	872.31	927.69
101	81	100	2225	660		LIBRARY SERVICES	MINOR EQUIPMENT		500.00	0.00	500.00
101	81	100	2225	680		LIBRARY SERVICES	COMPUTER SOFTWARE		2,700.00	0.00	2,700.00
101	81	100	2225	***	****				29,009.00	16,392.95	12,616.05
101	81	100	****	***	****				662,540.00	405,519.67	257,020.33
101	81	280	1000	112		INSTRUCTION	CERTIFIED SALARIES		29,368.00	18,303.12	11,064.88
101	81	280	1000	122		INSTRUCTION	SUBSTITUTE TEACHERS		400.00	0.00	400.00
101	81	280	1000	160		INSTRUCTION	SICK LEAVE TERMINATI		500.00	0.00	500.00
101	81	280	1000	170		INSTRUCTION	VACATION PAY		500.00	0.00	500.00
101	81	280	1000	250		INSTRUCTION	WORKERS' COMPENSATIO		130.00	83.34	46.66
101	81	280	1000	260		INSTRUCTION	HEALTH INS		5,457.00	3,197.52	2,259.48
101	81	280	1000	610		INSTRUCTION	SUPPLIES		500.00	0.00	500.00
101	81	280	1000	682		INSTRUCTION	SUPPLIES- TECHNOLOGY		200.00	0.00	200.00
101	81	280	1000	***	****				37,055.00	21,583.98	15,471.02
101	81	280	6200	920		RESOURCES	RESOURCES TRANSFER T		2,106.00	1,366.81	739.19
101	81	280	6200	***	****				2,106.00	1,366.81	739.19
101	81	280	****	***	****				39,161.00	22,950.79	16,210.21
101	81	365	2225	640		LIBRARY SERVICES	BOOKS		500.00	0.00	500.00
101	81	365	2225	***	****				500.00	0.00	500.00

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Fund	Org	Prog	Func	Obj	Proj	Function	Object	Project	Curr. Approp.	Committed	Remaining
101	81	365	****	***	****				500.00	0.00	500.00
101	81	710	3407	150		ACTIVITIES-	STIPEND		264.00	0.00	264.00
101	81	710	3407	250		ACTIVITIES-	WORKERS' COMPENSATIO		1.00	0.00	1.00
101	81	710	3407	***	****				265.00	0.00	265.00
101	81	710	3424	150		ACTIVITIES- CLASS	STIPEND		600.00	0.00	600.00
101	81	710	3424	250		ACTIVITIES- CLASS	WORKERS' COMPENSATIO		3.00	0.00	3.00
101	81	710	3424	***	****				603.00	0.00	603.00
101	81	710	3425	150		ACTIVITIES- CLASS	STIPEND		150.00	0.00	150.00
101	81	710	3425	250		ACTIVITIES- CLASS	WORKERS' COMPENSATIO		1.00	0.00	1.00
101	81	710	3425	***	****				151.00	0.00	151.00
101	81	710	****	***	****				1,019.00	0.00	1,019.00
101	81	720	3500	119		EXTRACURRICULAR	OTHER SUPERVISORY SA		3,700.00	0.00	3,700.00
101	81	720	3500	150		EXTRACURRICULAR	STIPEND		0.00	2,825.00	-2,825.00
101	81	720	3500	250		EXTRACURRICULAR	WORKERS' COMPENSATIO		16.00	10.77	5.23
101	81	720	3500	260		EXTRACURRICULAR	HEALTH INS		0.00	103.50	-103.50
101	81	720	3500	***	****				3,716.00	2,939.27	776.73
101	81	720	3501	150		ATHLETICS-	STIPEND		950.00	0.00	950.00
101	81	720	3501	250		ATHLETICS-	WORKERS' COMPENSATIO		4.00	0.00	4.00
101	81	720	3501	***	****				954.00	0.00	954.00
101	81	720	3502	150		ATHLETICS- GIRLS	STIPEND		950.00	0.00	950.00
101	81	720	3502	250		ATHLETICS- GIRLS	WORKERS' COMPENSATIO		4.00	0.00	4.00
101	81	720	3502	***	****				954.00	0.00	954.00
101	81	720	3503	150		ATHLETICS- BOYS	STIPEND		950.00	0.00	950.00
101	81	720	3503	250		ATHLETICS- BOYS	WORKERS' COMPENSATIO		4.00	0.00	4.00
101	81	720	3503	***	****				954.00	0.00	954.00
101	81	720	3504	150		ATHLETICS-	STIPEND		600.00	0.00	600.00
101	81	720	3504	250		ATHLETICS-	WORKERS' COMPENSATIO		3.00	0.00	3.00
101	81	720	3504	***	****				603.00	0.00	603.00
101	81	720	3505	150		ATHLETICS- TRACK	STIPEND		1,200.00	0.00	1,200.00
101	81	720	3505	250		ATHLETICS- TRACK	WORKERS' COMPENSATIO		5.00	0.00	5.00
101	81	720	3505	***	****				1,205.00	0.00	1,205.00
101	81	720	3506	150		ATHLETICS-	STIPEND		264.00	0.00	264.00
101	81	720	3506	250		ATHLETICS-	WORKERS' COMPENSATIO		1.00	0.00	1.00
101	81	720	3506	***	****				265.00	0.00	265.00
101	81	720	****	***	****				8,651.00	2,939.27	5,711.73
101	81	***	****	***	****				711,871.00	431,409.73	280,461.27
101	82	100	1000	112		INSTRUCTION	CERTIFIED SALARIES		110,450.00	56,903.96	53,546.04
101	82	100	1000	117		INSTRUCTION	PARAPROFESSIONALS		15,677.00	13,649.08	2,027.92

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Funds 101- 112

Fund	Org	Prog	Func	Obj	Proj	Function	Object	Project	Curr. Approp.	Committed	Remaining
101	82	100	1000	122		INSTRUCTION	SUBSTITUTE TEACHERS		2,500.00	1,112.40	1,387.60
101	82	100	1000	160		INSTRUCTION	SICK LEAVE TERMINATI		2,000.00	0.00	2,000.00
101	82	100	1000	170		INSTRUCTION	VACATION PAY		5,000.00	0.00	5,000.00
101	82	100	1000	180		INSTRUCTION	BONUS		450.00	0.00	450.00
101	82	100	1000	250		INSTRUCTION	WORKERS' COMPENSATIO		600.00	326.48	273.52
101	82	100	1000	260		INSTRUCTION	HEALTH INS		18,100.00	9,725.86	8,374.14
101	82	100	1000	610		INSTRUCTION	SUPPLIES		4,000.00	11,318.04	-7,318.04
101	82	100	1000	650		INSTRUCTION	PERIODICALS		100.00	0.00	100.00
101	82	100	1000	680		INSTRUCTION	COMPUTER SOFTWARE		4,800.00	0.00	4,800.00
101	82	100	1000	810		INSTRUCTION	DUES AND FEES		400.00	0.00	400.00
101	82	100	1000	***	****				164,077.00	93,035.82	71,041.18
101	82	100	2100	113		STUDENTS	PROFESSIONAL-OTHER C		1,440.00	961.47	478.53
101	82	100	2100	170		STUDENTS	VACATION PAY		125.00	0.00	125.00
101	82	100	2100	250		STUDENTS	WORKERS' COMPENSATIO		20.00	4.36	15.64
101	82	100	2100	260		STUDENTS	HEALTH INS		192.00	133.12	58.88
101	82	100	2100	610		STUDENTS	SUPPLIES		100.00	0.00	100.00
101	82	100	2100	***	****				1,877.00	1,098.95	778.05
101	82	100	2120	113		GUIDANCE PROGRAM	PROFESSIONAL-OTHER C		23,841.00	5,449.11	18,391.89
101	82	100	2120	170		GUIDANCE PROGRAM	VACATION PAY		100.00	0.00	100.00
101	82	100	2120	250		GUIDANCE PROGRAM	WORKERS' COMPENSATIO		105.00	24.83	80.17
101	82	100	2120	260		GUIDANCE PROGRAM	HEALTH INS		3,687.00	777.76	2,909.24
101	82	100	2120	610		GUIDANCE PROGRAM	SUPPLIES		300.00	0.00	300.00
101	82	100	2120	680		GUIDANCE PROGRAM	COMPUTER SOFTWARE		100.00	0.00	100.00
101	82	100	2120	810		GUIDANCE PROGRAM	DUES AND FEES		170.00	0.00	170.00
101	82	100	2120	***	****				28,303.00	6,251.70	22,051.30
101	82	100	2212	810		CURRICULUM	DUES AND FEES		900.00	0.00	900.00
101	82	100	2212	***	****				900.00	0.00	900.00
101	82	100	2213	150		INSTRUCTIONAL	STIPEND		72.00	0.00	72.00
101	82	100	2213	250		INSTRUCTIONAL	WORKERS' COMPENSATIO		1.00	0.00	1.00
101	82	100	2213	582		INSTRUCTIONAL	TRAVEL OUT-OF-DISTRI		200.00	0.00	200.00
101	82	100	2213	***	****				273.00	0.00	273.00
101	82	100	2225	113		LIBRARY SERVICES	PROFESSIONAL-OTHER C		6,934.00	4,457.37	2,476.63
101	82	100	2225	150		LIBRARY SERVICES	STIPEND		240.00	268.00	-28.00
101	82	100	2225	250		LIBRARY SERVICES	WORKERS' COMPENSATIO		31.00	21.55	9.45
101	82	100	2225	260		LIBRARY SERVICES	HEALTH INS		959.00	594.38	364.62
101	82	100	2225	610		LIBRARY SERVICES	SUPPLIES		0.00	528.17	-528.17
101	82	100	2225	640		LIBRARY SERVICES	BOOKS		1,000.00	339.25	660.75
101	82	100	2225	660		LIBRARY SERVICES	MINOR EQUIPMENT		225.00	0.00	225.00
101	82	100	2225	680		LIBRARY SERVICES	COMPUTER SOFTWARE		1,025.00	0.00	1,025.00
101	82	100	2225	***	****				10,414.00	6,208.72	4,205.28
101	82	100	****	***	****				205,844.00	106,595.19	99,248.81
101	82	280	1000	112		INSTRUCTION	CERTIFIED SALARIES		10,318.00	6,430.82	3,887.18
101	82	280	1000	122		INSTRUCTION	SUBSTITUTE TEACHERS		500.00	0.00	500.00
101	82	280	1000	160		INSTRUCTION	SICK LEAVE TERMINATI		200.00	0.00	200.00
101	82	280	1000	170		INSTRUCTION	VACATION PAY		350.00	0.00	350.00

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Funds 101- 112

Fund	Org	Prog	Func	Obj	Proj	Function	Object	Project	Curr. Approp.	Committed	Remaining
101	82	280	1000	250		INSTRUCTION	WORKERS' COMPENSATIO		46.00	29.27	16.73
101	82	280	1000	260		INSTRUCTION	HEALTH INS		1,917.00	1,123.48	793.52
101	82	280	1000	610		INSTRUCTION	SUPPLIES		200.00	0.00	200.00
101	82	280	1000	682		INSTRUCTION	SUPPLIES- TECHNOLOGY		100.00	0.00	100.00
101	82	280	1000	***	****				13,631.00	7,583.57	6,047.43
101	82	280	6200	920		RESOURCES	RESOURCES TRANSFER T		665.00	0.00	665.00
101	82	280	6200	***	****				665.00	0.00	665.00
101	82	280	****	***	****				14,296.00	7,583.57	6,712.43
101	82	365	2225	640		LIBRARY SERVICES	BOOKS		200.00	0.00	200.00
101	82	365	2225	***	****				200.00	0.00	200.00
101	82	365	****	***	****				200.00	0.00	200.00
101	82	710	3400	250		EXTRACURRICULAR	WORKERS' COMPENSATIO		0.00	4.03	-4.03
101	82	710	3400	***	****				0.00	4.03	-4.03
101	82	710	3407	150		ACTIVITIES-	STIPEND		336.00	0.00	336.00
101	82	710	3407	250		ACTIVITIES-	WORKERS' COMPENSATIO		1.00	0.00	1.00
101	82	710	3407	***	****				337.00	0.00	337.00
101	82	710	3422	150		ACTIVITIES- CLASS	STIPEND		1,000.00	700.00	300.00
101	82	710	3422	250		ACTIVITIES- CLASS	WORKERS' COMPENSATIO		4.00	3.21	0.79
101	82	710	3422	582		ACTIVITIES- CLASS	TRAVEL OUT-OF-DISTRI		3,000.00	0.00	3,000.00
101	82	710	3422	***	****				4,004.00	703.21	3,300.79
101	82	710	****	***	****				4,341.00	707.24	3,633.76
101	82	720	3500	119		EXTRACURRICULAR	OTHER SUPERVISORY SA		1,300.00	0.00	1,300.00
101	82	720	3500	150		EXTRACURRICULAR	STIPEND		0.00	2,825.00	-2,825.00
101	82	720	3500	250		EXTRACURRICULAR	WORKERS' COMPENSATIO		6.00	10.77	-4.77
101	82	720	3500	260		EXTRACURRICULAR	HEALTH INS		0.00	103.50	-103.50
101	82	720	3500	***	****				1,306.00	2,939.27	-1,633.27
101	82	720	3501	150		ATHLETICS-	STIPEND		950.00	0.00	950.00
101	82	720	3501	250		ATHLETICS-	WORKERS' COMPENSATIO		4.00	0.00	4.00
101	82	720	3501	***	****				954.00	0.00	954.00
101	82	720	3502	150		ATHLETICS- GIRLS	STIPEND		950.00	0.00	950.00
101	82	720	3502	250		ATHLETICS- GIRLS	WORKERS' COMPENSATIO		4.00	0.00	4.00
101	82	720	3502	***	****				954.00	0.00	954.00
101	82	720	3503	150		ATHLETICS- BOYS	STIPEND		950.00	0.00	950.00
101	82	720	3503	250		ATHLETICS- BOYS	WORKERS' COMPENSATIO		4.00	0.00	4.00
101	82	720	3503	***	****				954.00	0.00	954.00
101	82	720	3504	150		ATHLETICS-	STIPEND		600.00	0.00	600.00
101	82	720	3504	250		ATHLETICS-	WORKERS' COMPENSATIO		3.00	0.00	3.00
101	82	720	3504	***	****				603.00	0.00	603.00

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Fund	Org	Prog	Func	Obj	Proj	Function	Object	Project	Curr. Approp.	Committed	Remaining
101	82	720	3505	150		ATHLETICS- TRACK	STIPEND		1,200.00	0.00	1,200.00
101	82	720	3505	250		ATHLETICS- TRACK	WORKERS' COMPENSATIO		5.00	0.00	5.00
101	82	720	3505	***	****				1,205.00	0.00	1,205.00
101	82	720	3506	150		ATHLETICS-	STIPEND		336.00	0.00	336.00
101	82	720	3506	250		ATHLETICS-	WORKERS' COMPENSATIO		1.00	0.00	1.00
101	82	720	3506	***	****				337.00	0.00	337.00
101	82	720	****	***	****				6,313.00	2,939.27	3,373.73
101	82	***	****	***	****				230,994.00	117,825.27	113,168.73
101	***	***	****	***	****				1,340,645.00	869,868.52	470,776.48

NOTE - I am working on a report that shows adjustments so this number is not completely accurate as of now. I have some Journal Vouchers that I do not have posted yet so they will not reflect this. I will have it done by Monday morning but I am not quite finished yet. Donna

Also, please remember \$10,581.40 needs to be added to this budget so it matches our actual budget this fiscal year...

GALLATIN GATEWAY ELEMENTARY
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Funds 101- 112

Fund	Org	Prog	Func	Obj	Proj	Function	Object	Project	Curr. Approp.	Committed	Remaining
110		100	2600	410		OPERATIONS &	POWER - LIGHTS		0.00	13.43	-13.43
110		100	2600	412		OPERATIONS &	ELECTRICITY		0.00	381.27	-381.27
110		100	2600	***	****				0.00	394.70	-394.70
110		100	2700	510		STUDENT	STUDENT TRANSPORTATI		0.00	5,747.20	-5,747.20
110		100	2700	***	****				0.00	5,747.20	-5,747.20
110		100	2740	440		TRANSPORATION	REPAIR AND MAINTENAN		0.00	212.00	-212.00
110		100	2740	***	****				0.00	212.00	-212.00
110		100	****	***	****				0.00	6,353.90	-6,353.90
110		***	****	***	****						
110	80	100	2300	530		GENERAL	COMMUNICATIONS- INTE		1,500.00	0.00	1,500.00
110	80	100	2300	531		GENERAL	COMMUNICATIONS- TELE		1,300.00	281.71	1,018.29
110	80	100	2300	***	****				2,800.00	281.71	2,518.29
110	80	100	2312	111		DISTRICT CLERK	ADMINISTRATIVE SALAR		0.00	9,046.04	-9,046.04
110	80	100	2312	250		DISTRICT CLERK	WORKERS' COMPENSATIO		0.00	41.54	-41.54
110	80	100	2312	260		DISTRICT CLERK	HEALTH INS		0.00	284.04	-284.04
110	80	100	2312	***	****				0.00	9,371.62	-9,371.62
110	80	100	2321	111		SUPERINTENDENT	ADMINISTRATIVE SALAR		16,500.00	10,143.45	6,356.55
110	80	100	2321	115		SUPERINTENDENT	OFFICE/CLERICAL SALA		6,300.00	4,502.16	1,797.84
110	80	100	2321	250		SUPERINTENDENT	WORKERS' COMPENSATIO		100.00	66.69	33.31
110	80	100	2321	260		SUPERINTENDENT	HEALTH INS		2,600.00	738.72	1,861.28
110	80	100	2321	***	****				25,500.00	15,451.02	10,048.98
110	80	100	2500	111		BUSINESS SERVICES	ADMINISTRATIVE SALAR		19,000.00	1,977.42	17,022.58
110	80	100	2500	115		BUSINESS SERVICES	OFFICE/CLERICAL SALA		3,800.00	9,667.79	-5,867.79
110	80	100	2500	160		BUSINESS SERVICES	SICK LEAVE TERMINATI		1,800.00	0.00	1,800.00
110	80	100	2500	170		BUSINESS SERVICES	VACATION PAY		4,200.00	0.00	4,200.00
110	80	100	2500	190		BUSINESS SERVICES	LEAVE - PAY		750.00	0.00	750.00
110	80	100	2500	250		BUSINESS SERVICES	WORKERS' COMPENSATIO		115.00	53.09	61.91
110	80	100	2500	260		BUSINESS SERVICES	HEALTH INS		2,800.00	330.31	2,469.69
110	80	100	2500	***	****				32,465.00	12,028.61	20,436.39
110	80	100	2600	410		OPERATIONS &	POWER - LIGHTS		1,500.00	0.00	1,500.00
110	80	100	2600	412		OPERATIONS &	ELECTRICITY		2,700.00	0.00	2,700.00
110	80	100	2600	431		OPERATIONS &	DISPOSAL SERVICE		500.00	0.00	500.00
110	80	100	2600	433		OPERATIONS &	CUSTODIAL SERVICES		11,720.00	1,220.80	10,499.20
110	80	100	2600	***	****				16,420.00	1,220.80	15,199.20
110	80	100	2630	432		GROUNDS- CARE AND	SNOW PLOWING SERVICE		2,000.00	162.50	1,837.50
110	80	100	2630	440		GROUNDS- CARE AND	REPAIR AND MAINTENAN		400.00	0.00	400.00
110	80	100	2630	***	****				2,400.00	162.50	2,237.50
110	80	100	2700	118		STUDENT	BUS DRIVERS		27,000.00	0.00	27,000.00
110	80	100	2700	128		STUDENT	SUBSTITUTE BUS DRIVE		500.00	0.00	500.00
110	80	100	2700	180		STUDENT	BONUS		1,600.00	0.00	1,600.00
110	80	100	2700	190		STUDENT	LEAVE - PAY		800.00	0.00	800.00

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GALLATIN GATEWAY ELEMENTARY
Summary Budget
For the Accounting Period: 3 / 23

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Funds 101- 112

Fund	Org	Prog	Func	Obj	Proj	Function	Object	Project	Curr. Approp.	Committed	Remaining
110	80	100	2700	250		STUDENT	WORKERS' COMPENSATIO		1,560.00	1.83	1,558.17
110	80	100	2700	260		STUDENT	HEALTH INS		1,700.00	0.00	1,700.00
110	80	100	2700	330		STUDENT	OTHER PROFESSIONAL S		1,032.00	100.00	932.00
110	80	100	2700	510		STUDENT	STUDENT TRANSPORTATI		0.00	17,466.10	-17,466.10
110	80	100	2700	520		STUDENT	INSURANCE		4,873.00	6,518.70	-1,645.70
110	80	100	2700	582		STUDENT	TRAVEL OUT-OF-DISTRI		200.00	0.00	200.00
110	80	100	2700	610		STUDENT	SUPPLIES		600.00	122.35	477.65
110	80	100	2700	624		STUDENT	FUEL		4,100.00	0.00	4,100.00
110	80	100	2700	810		STUDENT	DUES AND FEES		150.00	0.00	150.00
110	80	100	2700	***	****				44,115.00	24,208.98	19,906.02
110	80	100	2740	440		TRANSPORATION	REPAIR AND MAINTENAN		1,000.00	3,815.00	-2,815.00
110	80	100	2740	610		TRANSPORATION	SUPPLIES		200.00	0.00	200.00
110	80	100	2740	***	****				1,200.00	3,815.00	-2,615.00
110	80	100	****	***	****				124,900.00	66,540.24	58,359.76
110	80	***	****	***	****				124,900.00	66,540.24	58,359.76
110	***	***	****	***	****				124,900.00	72,894.14	52,005.86

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GALLATIN GATEWAY ELEMENTARY
Summary Budget
For the Accounting Period: 3 / 23

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Funds 101- 112

Fund	Org	Prog	Func	Obj	Proj	Function	Object	Project	Curr. Approp.	Committed	Remaining
111	80	100	2700	740		STUDENT	MAJOR EQUIPMENT REPL		96,189.00	0.00	96,189.00
111	80	100	2700	***	****				96,189.00	0.00	96,189.00
111	80	100	****	***	****				96,189.00	0.00	96,189.00
111	80	***	****	***	****				96,189.00		96,189.00
111	***	***	****	***	****				96,189.00	0.00	96,189.00

GALLATIN GATEWAY ELEMENTARY
Summary Budget
For the Accounting Period: 3 / 23

Funds 101- 112

Fund	Org	Prog	Func	Obj	Proj	Function	Object	Project	Curr. Approp.	Committed	Remaining
112		100	3100	800		FOOD SERVICES	OTHER		0.00	326.04	-326.04
112		100	3100	***	****				0.00	326.04	-326.04
112		100	****	***	****				0.00	326.04	-326.04
112		910	3100	610		FOOD SERVICES	SUPPLIES		0.00	252.93	-252.93
112		910	3100	630		FOOD SERVICES	FOOD		-201.00	0.00	-201.00
112		910	3100	***	****				-201.00	252.93	-453.93
112		910	****	***	****				-201.00	252.93	-453.93
112		***	****	***	****						
112	80	100	2316	610		Staff Relations	SUPPLIES		38.00	0.00	38.00
112	80	100	2316	***	****				38.00	0.00	38.00
112	80	100	****	***	****				38.00	0.00	38.00
112	80	910	3100	116		FOOD SERVICES	COOKS		43,816.00	20,689.94	23,126.06
112	80	910	3100	126		FOOD SERVICES	SUBSTITUTE COOKS		235.00	0.00	235.00
112	80	910	3100	160		FOOD SERVICES	SICK LEAVE TERMINATI		674.00	0.00	674.00
112	80	910	3100	170		FOOD SERVICES	VACATION PAY		425.00	0.00	425.00
112	80	910	3100	250		FOOD SERVICES	WORKERS' COMPENSATIO		1,785.00	117.88	1,667.12
112	80	910	3100	260		FOOD SERVICES	HEALTH INS		3,926.00	1,220.80	2,705.20
112	80	910	3100	440	203	FOOD SERVICES	REPAIR AND MAINTENAN COVID-19 NUTRITION F		734.00	0.00	734.00
112	80	910	3100	610		FOOD SERVICES	SUPPLIES		9,695.00	2,422.98	7,272.02
112	80	910	3100	630		FOOD SERVICES	FOOD		65,042.00	19,875.97	45,166.03
112	80	910	3100	810		FOOD SERVICES	DUES AND FEES		71.00	115.00	-44.00
112	80	910	3100	***	****				126,403.00	44,442.57	81,960.43
112	80	910	****	***	****				126,403.00	44,442.57	81,960.43
112	80	***	****	***	****				126,441.00	44,442.57	81,998.43
112	81	910	3100	116		FOOD SERVICES	COOKS		38,000.00	0.00	38,000.00
112	81	910	3100	126		FOOD SERVICES	SUBSTITUTE COOKS		380.00	0.00	380.00
112	81	910	3100	250		FOOD SERVICES	WORKERS' COMPENSATIO		1,520.00	0.00	1,520.00
112	81	910	3100	260		FOOD SERVICES	HEALTH INS		3,420.00	0.00	3,420.00
112	81	910	3100	610		FOOD SERVICES	SUPPLIES		7,600.00	0.00	7,600.00
112	81	910	3100	630		FOOD SERVICES	FOOD		57,000.00	0.00	57,000.00
112	81	910	3100	810		FOOD SERVICES	DUES AND FEES		152.00	0.00	152.00
112	81	910	3100	***	****				108,072.00	0.00	108,072.00
112	81	910	****	***	****				108,072.00	0.00	108,072.00
112	81	***	****	***	****				108,072.00		108,072.00
112	82	910	3100	116		FOOD SERVICES	COOKS		12,000.00	0.00	12,000.00
112	82	910	3100	126		FOOD SERVICES	SUBSTITUTE COOKS		120.00	0.00	120.00
112	82	910	3100	250		FOOD SERVICES	WORKERS' COMPENSATIO		480.00	0.00	480.00
112	82	910	3100	610		FOOD SERVICES	SUPPLIES		2,400.00	0.00	2,400.00
112	82	910	3100	630		FOOD SERVICES	FOOD		18,000.00	0.00	18,000.00

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GALLATIN GATEWAY ELEMENTARY
 Summary Budget
 For the Accounting Period: 3 / 23

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Funds 101- 112

Fund	Org	Prog	Func	Obj	Proj	Function	Object	Project	Curr. Approp.	Committed	Remaining
112	82	910	3100	810		FOOD SERVICES	DUES AND FEES		48.00	0.00	48.00
112	82	910	3100	***	****				33,048.00	0.00	33,048.00
112	82	910	****	***	****				33,048.00	0.00	33,048.00
112	82	***	****	***	****				33,048.00		33,048.00
112	***	***	****	***	****				267,360.00	45,021.54	222,338.46
Grand Total									1,829,094.00	987,784.20	841,309.80

Claim Checks

Check #	Type	Vendor #/Name	Check Amount	Date Issued	Period Redeemed	Claim #	Claim Amount
37613 *	S	1921 5A Specialty Services LLC	343.75	03/29/23	_____	CL 3637	343.75
37614	S	43 ALSCO-AMERICAN LINEN DIVISION	501.53	03/29/23	_____	CL 3632	501.53
37615	S	179 BRIDGERCARE	300.00	03/29/23	_____	CL 3634	300.00
37616	S	1902 Butler Industries	6720.00	03/29/23	_____	CL 3631	6720.00
37617	S	262 COMMERCIAL ENERGY OF MONTANA INC	876.21	03/29/23	_____	CL 3628	876.21
37618	S	1330 DENNING, DOWNEY & ASSOCIATES CPA'S	4200.00	03/29/23	_____	CL 3621	4200.00
37619	S	431 GALLATIN CO. SUPERINTENDENT OF SCHOOLS	32.00	03/29/23	_____	CL 3629	32.00
37620	S	441 GALLATIN GATEWAY WATER & SEWER DISTRICT	937.33	03/29/23	_____	CL 3623	937.33
37621	S	445 GALLATIN-MADISON SPECIAL ED. COOP.	1366.81	03/29/23	_____	CL 3633	1366.81
37622	S	1917 Harlow's School Bus Service Inc. of Mont	2873.60	03/29/23	_____	CL 3620	2873.60
37623	S	545 HOUSE OF CLEAN a Hillyard Company	337.92	03/29/23	_____	CL 3619	337.92
37624	S	577 KELLEY CONNECT	216.24	03/29/23	_____	CL 3624	216.24
37625	S	794 MREA	900.00	03/29/23	_____	CL 3617	900.00
37626	S	1915 MT SOAP CO - BOZEMAN LLC	482.50	03/29/23	_____	CL 3622	482.50
37627	S	806 MTSBA - MONTANA SCHOOL BOARD ASSOCIATION	125.00	03/29/23	_____	CL 3626	125.00
37628	S	1008 SCHOLASTIC INC	1594.04	03/29/23	_____	CL 3625	1594.04
37629	S	1018 SCHOOL SPECIALTY INC.	26.70	03/29/23	_____	CL 3627	26.70
37630	S	1132 THE CHEMNET CONSORTIUM	100.00	03/29/23	_____	CL 3618	100.00
37631	S	666 THOMAS, LORRIE	100.00	03/29/23	_____	CL 3635	100.00
37632	S	420 US FOODS	3101.03	03/29/23	_____	CL 3630	3101.03
37633	S	1280 CLARK, ERICA	93.01	03/29/23	_____	CL 3646	93.01
Total for Claim Checks			25227.67				
Count for Claim Checks			21				

* denotes missing check number(s)

of Checks: 21 Total: 25227.67

Personnel Resolution - April 2023		
<u>New Hires</u>	<u>Position</u>	<u>Effective Date</u>
<u>Resignations</u>	<u>Position</u>	<u>Effective Date</u>
Bethany Metcalf	Nurse Practitioner	6.30.2023
Hailee Olsen	2nd Grade Teacher	6.30.2023
Rochelle Dierenfeldt	Teacher	Declined Contract
<u>Substitute List</u>		
<u>Salary Step Up</u>		
Marissa Schultz - MA +15/10		

April 3, 2023

Dear Gallatin Gateway School,

Please accept this letter as formal notification that I will not be returning for the 2023-24 school year as Gallatin Gateway School's Nurse/Nurse Practitioner. I will be finishing out my contract until June 2023.

Thank you for the opportunity to serve your school. It has been a great experience getting to know your students and faculty. Gallatin Gateway School is such a caring and welcoming community, and that shines through every student.

Although I can no longer continue my role as school nurse for personal and professional reasons, please keep in touch and reach out if you need anything. I am more than willing to come and orient a new school nurse if needed.

Sincerely,

Bethany Metcalf

Dear Gallatin Gateway School,

Please accept this letter as my official resignation from my position as a second grade teacher at Gallatin Gateway School. I will not be returning for the 23-24 school year.

Thank you for the time I have spent the last three years learning from amazing teachers and being a part of this great community. My decision to leave is purely logistical and I wish nothing but the best for everyone at this school. I will cherish the lessons and opportunities I had while a part of this team.

Sincerely,

A handwritten signature in blue ink, appearing to read "Hailee Olsen". The signature is fluid and cursive, with a large loop at the end.

Hailee Olsen

REQUEST FOR CREDIT APPROVAL SALARY STEP-UP

Give form to: **Principal/Superintendent**

Date of Request: 3/7

Teacher: Marissa Schueltz

Mark (X) Quarter/Semester Hour level desired:

Signature: [Signature]

BA+15/10 _____ BA+60/40 _____
 BA+30/20 _____ MA _____
 BA+45/30 _____ MA+15/10 X

Teaching and/or Endorsed Area(s): Counseling

According to Master Agreement, Article 22, "Payment will be made for approved credits. These credits shall be in areas that develop general background information and/or teaching skills. A professional development committee must first approve all credits. The professional development committee will consist of the Administration and two teachers chosen by the Association. The committee will use the consensus approach. If consensus cannot be reached, the committee members will make recommendations to the Board who will have final decision. A teacher who completes an approved course of college training by September shall receive the appropriate salary increment that school year; provided however, such teacher has notified the Administration in writing of his/her intent to gain credits before the first of April (April 1) preceding the school year in which the planned increment will become effective. Each teacher shall file an official transcript of said credits with the Administration no later than December 31. Appropriate salary increment shall be received as soon as an official transcript is provided to the principal and shall be retroactive to the beginning of that school year."

NOTE: Failure to get prior approval results in no salary advancement approval for the course(s). Official transcripts due Dec. 31 of contract year to verify all credits before any salary adjustments can be made.

Please list ALL courses for approval for salary step-up.

College or University: Walden University

School Year/Term: <u>Sp 2023</u>	Credits: <u>1</u>	Rubric#/Course Title: <u>Fund of grad in counsel</u>	<u>6101</u>
School Year/Term: <u>Sp 2023</u>	Credits: <u>5</u>	Rubric#/Course Title: <u>Intro to MEd Counseling</u>	<u>6100</u>
School Year/Term: <u>SU 23</u>	Credits: <u>5</u>	Rubric#/Course Title: <u>Counseling theories</u>	<u>6722</u>
School Year/Term: <u>SU 23</u>	Credits: <u>5</u>	Rubric#/Course Title: <u>Techniques of counseling</u>	<u>6316</u>

(attach complete program if needed)

Approved or Disapproved

Explanation: _____

The courses were discussed regarding how each will enhance both instruction at GGS and the teacher's professional advancement. My signature constitutes approval.

Kelly Henderson
Principal/Superintendent

3-7-23
Date

Board Minutes Date _____

Initials of two committee teachers: 1) _____ 2) _____ Date _____

School Counseling Program of Study



Program of Study Form Master of Science in School Counseling

Based on the information that you provided, the following credits may be transferred into your program at Walden University. This information is **unofficial** until all official transcript(s), international evaluation, and course description or syllabus is received. Academic changes in the program you are considering may also influence the final review. For the most updated information once you start your program, please refer to your degree audit located on your student portal.

Name:	Student ID Number:	Enrollment Date:
Program: Master of Science in School Counseling	Specialization: General	

Transfer of Credit Maximum: 37 credits

(General) Quarter	(Accelerated) Quarter	Course Number	Course Title	Credit Hours	Transfer Course
1	1	COUN 6110S	Foundations of Graduate Study in School Counseling	1	NOT TRANSFERABLE
1	1	COUN 6111S	Introduction to School Counseling	5	NOT TRANSFERABLE
2	1	COUN 6301S	Theories of Counseling	5	
2	2	COUN 6302S	Techniques of Counseling	5	
3	2-3		Eligible to take Pre-Practicum 1	0	
3	2	COUN 6210S	Ethics and Legal Issues in Counseling	5	CACREP ONLY
3	2	COUN 6311S	Leadership, Advocacy, and Consultation in the Schools	5	
4	3	COUN 6214S	Life Span Development	5	
4	3	COUN 6312S	Multicultural Counseling	5	NOT TRANSFERABLE
			MUST COMPLETE Pre-Practicum 1 before moving forward		
5	3	COUN 6317S	Child and Adolescent Counseling	5	
5	4	COUN 6322S	Crisis, Trauma, and Disaster Response in the Schools	5	
6	4	COUN 6320S	Group Counseling and Guidance in the Schools	5	
6	4	GRPL 6100	Group Laboratory	0	
6	4	COUN 6324S	Assessment in Counseling & Education	5	
7	4-5		Eligible to take Pre-Practicum2	0	

Superintendent's Report

April 19, 2023

Strategic Goals



Individual Student Success

- Attended two 504, four IEP, one referral, and one evaluation meeting
- Special Education students - 13
- English Language Learners - 2
- Students with 504's - 10
- Trained four parents for 2nd Grade intervention in reading and developed a plan to increase student growth and developed an intervention plan to include 8th grade student mentors.
- Facilitated two parent meetings with specific staff.
- Met with the Student Council to plan events for the remainder of the school year.
- Parent Teacher Conferences

Staff and Volunteers

- PLC meeting topics: Back to School Planning, PD Priorities, Annual Calendar activities, Master Schedule, Lockdown Procedures
- Facilitated a presentation with PayneWest to review insurance proposals with the staff
- Completed all certified staff evaluations and meetings

Facilities

- Completed Fire drill with the Sheriff's office and Fire Department.
- Attended the Facilities Committee and planning meetings
- Met with Clayton Peacock
- Composting meeting

Leadership Communication Collaboration

- Attended Safety Committee meetings
- Sent out parent information for maturation dates and curriculum review, information regarding spring parent teacher conferences.
- Bi-Weekly meetings with MFPE
- Revising and preparing Out of District and Enrollment Packets and Online Registration information for release in April
- Provided registration help at Parent Teacher Conferences
- Kindergarten Round Up was held at the end of March. We had 23 families in attendance.

Enrollment Summary				
Grade	Total	Boys	Girls	OD
K	13	6	7	5
1	15	8	7	3
2	17	10	7	3
3	14	10	4	4
4	15	6	9	2
5	21	11	10	5
6	15	6	9	2
7	12	7	5	2
8	22	11	11	5
Total:	144	75	69	31
Enrollment as of:		<i>4/14/2023</i>		



Every Student Succeeds Act (ESSA)

March 15, 2023

Dear Board Chair Julie Fleury, Superintendent Theresa Keel, & Principal Theresa Keel:

In the spring of 2018, Montana implemented a system of meaningful differentiation based on all indicators in our state accountability system for all students and for each subgroup of students. Through the process, Montana differentiates schools by levels of support: Comprehensive, Targeted, and Universal. Determinations are made for all public schools each year. On April 22, 2022, the United States Department of Education approved Montana's [Addendum](#) to address short term changes to the ESEA consolidated state plan due to the pandemic and in February 2023, the accountability system was run.

In 2023, Gallatin Gateway School was identified as [Universal](#). Schools identified as Universal are schools that are not performing in the bottom five percent on statewide assessments and have a graduation rate above 67 percent, both school-wide and for specific student groups.

The purpose of these designations is to provide an equitable education for all students in Montana's schools. Schools designated comprehensive or targeted receive the most support. For schools identified Universal, the OPI would like to offer support to your school to ensure that the school remains identified as Universal. Specific strategies available to the school include the following items:

- Technical Assistance with developing the Continuous School Improvement Plan, which includes clear measurable goals;
- Systemic literacy and math improvements through regional trainings;
- On-line courses through the Montana Learning Hub; and
- Ongoing support through OPI-sponsored conferences and website resources.

The OPI strives to be responsive and consistently engage with Montana leaders and teachers as school communities implement improvement efforts that address local priorities. For additional information and guidance, please see the OPI webpage under the [ESSA tab](#) or feel free to reach out to Carrie Kouba, the Senior Manager for Improvement and Engagement. Carrie can be reached by phone at 406-444-08642 or by email at Carrie.Kouba@mt.gov.

Thank you for putting Montana students first!



Gallatin Gateway Elem

100 Mill Street
Gallatin Gateway, MT 59730

Grades Served: K -
Student Enrollment: 15
Per Pupil Expenditures: \$12,971.9

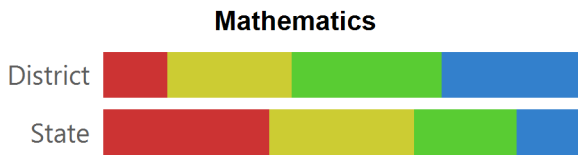
Montana Accountability System

As required under the Every Student Succeeds Act (ESSA), Montana developed an accountability system to meaningfully differentiate schools by the support needed.

Schools are identified as one of the following:

- Comprehensive Support & Improvement (CSI) Schools
- Targeted Support & Improvement (TSI) Schools
- Universal Support Schools

[Click here for more detail about Accountability](#)



	Novice	Nearing Proficient	Proficient
District	13%	26%	31%
State	35%	30%	21%



	Novice	Nearing Proficient	Proficient
District	11%	16%	37%
State	30%	24%	29%

	Novice	Nearing Proficient	Proficient
District	8%	23%	41%
State	27%	37%	24%

Due to rounding, percentages on each page may not add up to 100%.

An asterisk (*) indicates this number has been suppressed for student privacy and security reasons ([Privacy and Security Details](#)).

2021-22 District Report Card

8

i2

i2

Schools Within District

Click below for detailed information about each school

- [Gallatin Gateway 7-8](#)
- [Gallatin Gateway School](#)

Due to rounding, percentages on each page may not add up to 100%.

An asterisk (*) indicates this number has been suppressed for student privacy and security reasons ([Privacy & Security Details](#)) or the data was either not available or could not be reported. For more information about why data may not be available or reported, visit the [Report Card Information page](#).

[Report Card Definitions & Methodology](#)

Student Achievement Scores

Advanced

29%
14%

Advanced

37%
17%

Advanced

28%
12%

Due to rounding, percentages on each page may not add up to 100%.

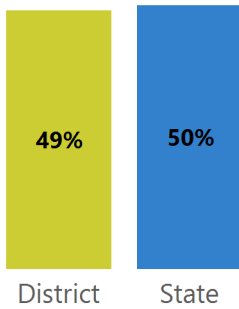
An asterisk (*) indicates this number has been suppressed for student privacy and security reasons ([Privacy and Security Details](#)).

Science

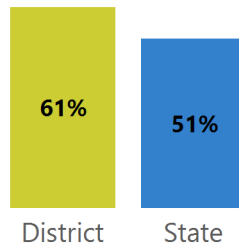


[Click here for more detail about Student Achievement](#)

% of students showing progress in Reading



% of students showing progress in Mathematics



English Learners

# English Learners	*
# Assessed	*
% Achieved Proficiency	*
% Students Showing Progress on the EL Assessment	*

% of students with at least 95% attendance for the entire school year

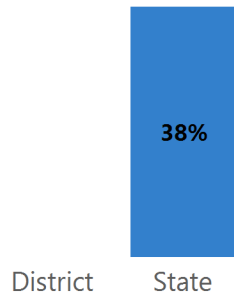
[Click for more information on Attendance](#)

**Due to rounding, percentages on each page may not add up to 100%.
An asterisk (*) indicates this number has been suppressed for student privacy and security reasons ([Privacy and Security Details](#)).**

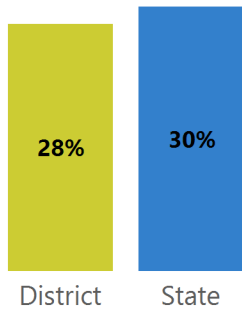
Novice Nearing Proficient Proficient Advanced

Student Achievement Progress Scores

% of English Learners showing progress toward English proficiency



School Attendance



Educator Qualifications

[Click here for details on Educator Qualifications \(inexperienced educators, emergency provisional licenses, educators working out of field\)](#)

School Quality, Climate, and Safety

Source: Civil Rights Data Collection [as published by the US Department of Education Office of Civil Rights](#).

An asterisk (*) indicates this number has been suppressed for student privacy and security reasons ([Privacy & Security Details](#)).

[Click here for details on Montana Civil Rights Data Collection](#)

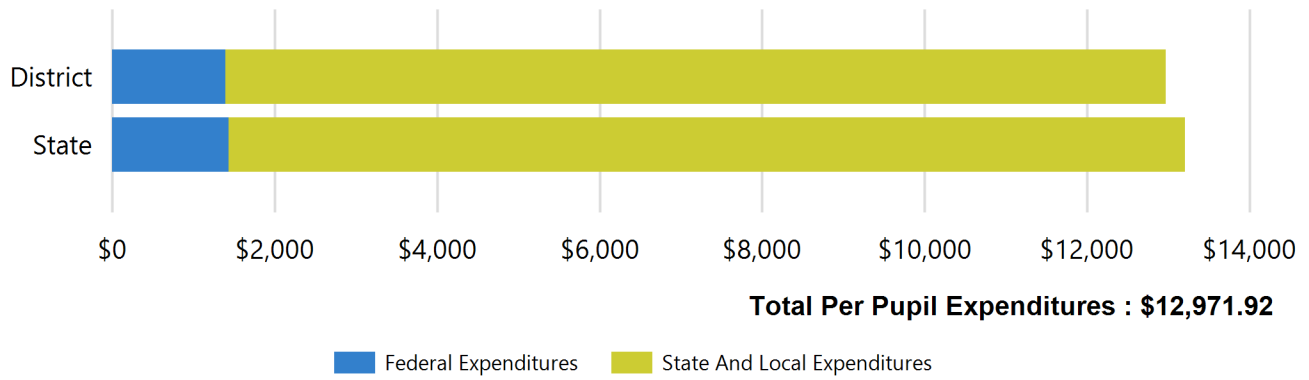
School Finance

Due to rounding, percentages on each page may not add up to 100%.

An asterisk (*) indicates this number has been suppressed for student privacy and security reasons ([Privacy and Security Details](#)).

**Due to rounding, percentages on each page may not add up to 100%.
An asterisk (*) indicates this number has been suppressed for student privacy and security reasons ([Privacy and Security Details](#)).**

Per Pupil Expenditures for Gallatin Gateway Elem



[Click here for more details on Per Pupil Expenditures](#)

ESSER I, II, and III Allocations

Total Allocations **\$203,407**

For more information about ESSER Finance data, view the dashboard on the [OPI GEMS website](#).

**0512 Gallatin
Gateway Elem District**

PO Box 265, Gallatin Gateway, MT 59730
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Attendance/Membership Summary Report

Start/End Date: 03/01/2023 - 03/31/2023 School(s): 2 Calendar(s): 2
Grade: 7, 8, 03, 04, 05, 06, PK, KF, 01, 02

SUMMARY Total Schools: 2 Total Calendars: 2

	Student Membership		Absent Days	Present Days	ADM	ADA	Unexcused Absences		Percent In Attendance	
	Grade	Count					Days	Days		Avg. Daily
	7	12	216	22.50	193.50	12.00	10.75	4.00	0.24	89.58%
	8	22	396	41.50	354.50	22.00	19.67	6.00	0.34	89.52%
	03	14	252	17.00	235.00	14.00	13.06	5.00	0.29	93.25%
	04	15	270	18.00	252.00	15.00	14.00	1.50	0.09	93.33%
	05	21	378	41.50	336.50	21.00	18.68	8.00	0.46	89.02%
	06	15	270	19.00	251.00	15.00	13.94	4.00	0.23	92.96%
	PK	2	17	0.00	17.00	0.94	0.94	0.00	0.00	100.00%
	KF	13	234	13.50	220.50	13.00	12.25	0.00	0.00	94.23%
	01	16	288	28.50	259.50	16.00	14.42	3.00	0.17	90.10%
	02	17	306	18.00	288.00	17.00	15.99	4.00	0.24	94.12%
Total	10	147	2627	219.50	2407.50	145.94	133.70	35.50	2.06	91.64%

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

	Student Membership		Absent Days	Present Days	ADM	ADA	Unexcused Absences		Percent In Attendance	
	Grade	Count					Days	Days		Avg. Daily
	7	12	216	22.50	193.50	12.00	10.75	4.00	0.24	89.58%
	8	22	396	41.50	354.50	22.00	19.67	6.00	0.34	89.52%
Total	2	34	612	64.00	548.00	34.00	30.42	10.00	0.58	89.54%

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

	Student Membership		Absent Days	Present Days	ADM	ADA	Unexcused Absences		Percent In Attendance	
	Grade	Count					Days	Days		Avg. Daily
	03	14	252	17.00	235.00	14.00	13.06	5.00	0.29	93.25%
	04	15	270	18.00	252.00	15.00	14.00	1.50	0.09	93.33%
	05	21	378	41.50	336.50	21.00	18.68	8.00	0.46	89.02%
	06	15	270	19.00	251.00	15.00	13.94	4.00	0.23	92.96%
	PK	2	17	0.00	17.00	0.94	0.94	0.00	0.00	100.00%
	KF	13	234	13.50	220.50	13.00	12.25	0.00	0.00	94.23%
	01	16	288	28.50	259.50	16.00	14.42	3.00	0.17	90.10%
	02	17	306	18.00	288.00	17.00	15.99	4.00	0.24	94.12%
Total	8	113	2015	155.50	1859.50	111.94	103.28	25.50	1.48	92.28%

Context	Incident Count	Event Count	Participant Count
Other	2	0	0
No Context Reported	6	7	14

Location	Incident Count	Event Count	Participant Count
On Campus: Restroom	3	1	4
On Campus: Locker room or gym	2	2	3
On Campus: Athletic field or playground	3	4	7

22-23
Gallatin Gateway 7-8

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

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Behavior Summary Report

All Grades
Event Count (ascending)

Context	Incident Count	Event Count	Participant Count
During class	2	2	2
No Context Reported	5	5	8

Location	Incident Count	Event Count	Participant Count
On Campus: Classroom	1	1	1
On Campus: Hallway or stairs	1	1	1
On Campus: Locker room or gym	2	2	2
On Campus: Athletic field or playground	3	3	6

22-23
Gallatin Gateway School

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

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Behavior Type Report

Staff: All; Date Range: 03/01/2023~03/31/2023

Events: All Events All Roles

Group by Submitted By

Staff: 2 Events types: 4 Events: 7 Students: 12

Submitted By	Event Type	Event	Students
Kirkemo, Spencer	Defiance	2	2
Events: 5	Disrespect	2	2
Students: 4	Disruptive Conduct	1	1
Senenfelder, Ashley	Disruptive Conduct	1	4
Events: 2	Physical Contact and/or	1	4
Students: 8	Horseplay		

22-23
Gallatin Gateway 7-8

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

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Behavior Type Report

Staff: All; Date Range: 03/01/2023~03/31/2023

Events: All Events All Roles

Group by Submitted By

Staff: 3 Events types: 3 Events: 7 Students: 9

Submitted By	Event Type	Event	Students
Jaeger, Chantel	Other	1	1
Events: 1			
Students: 1			
Kirkemo, Spencer	Disrespect	4	5
Events: 5			
Students: 7			
	Physical Contact and/or Horseplay	1	2
Schultz, Marissa	Disrespect	1	1
Events: 1			
Students: 1			



Clerk Report

APRIL 2023

Elections

- Cancelled Trustee Election
- Election by Acclamation

Mary Thurber & Brian Nickolay

Facilities

- Sink plugged in Science Room
- Need new faucet in Science Room

Adult Education


- Ladies of Leisure
- CPR/First Aid
- Estate Planning

SCHOOL ELECTION CALENDAR 2023

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

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

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

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

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

NOTE:

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

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

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

Additional References:

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

Election Manual: [School Election Handbook](#)

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

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

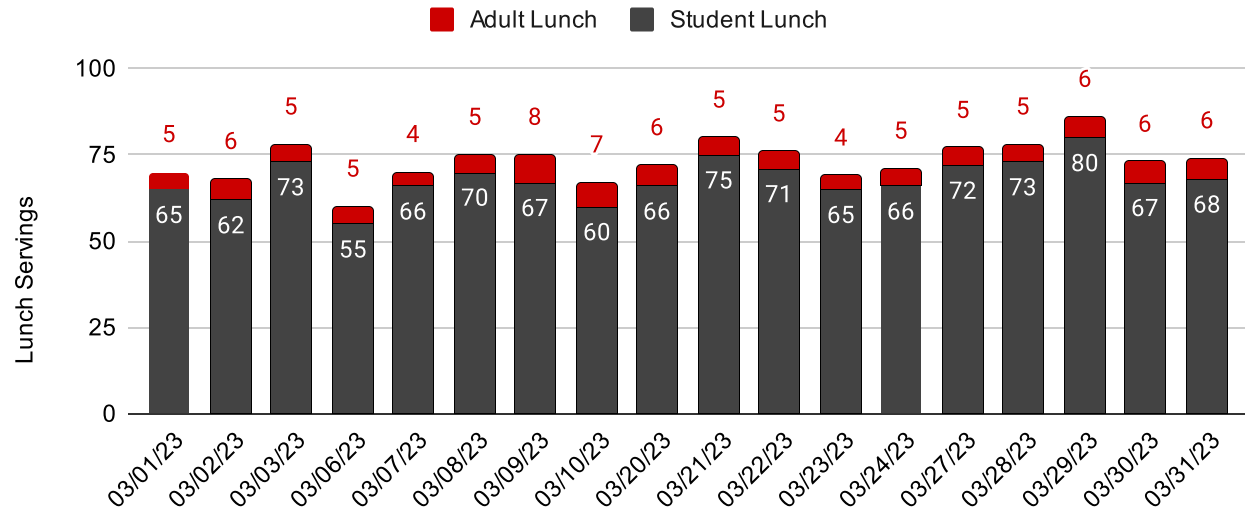
FOOD SERVICE SUMMARY

2022-2023

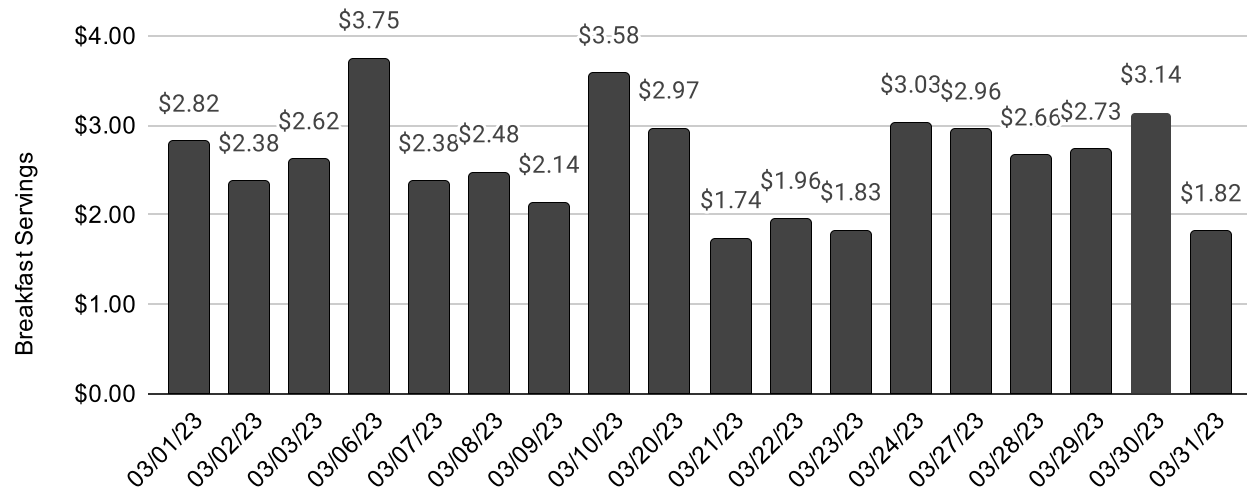
SCHOOL YEAR TO DATE - DAILY AVERAGES				
SERVING	STUDENTS	% OF ELIGIBLE STUDENTS	ADULTS	COST/MEAL
BREAKFAST	39.56	27.28%	0	\$1.15
LUNCH	65.93	45.47%	5.59	\$2.69

MARCH - DAILY AVERAGES				
SERVING	STUDENTS	% OF ELIGIBLE STUDENTS	ADULTS	COST/MEAL
BREAKFAST	43.78	30.19%	0	\$1.01
LUNCH	67.83	46.78%	5.11	\$3.16

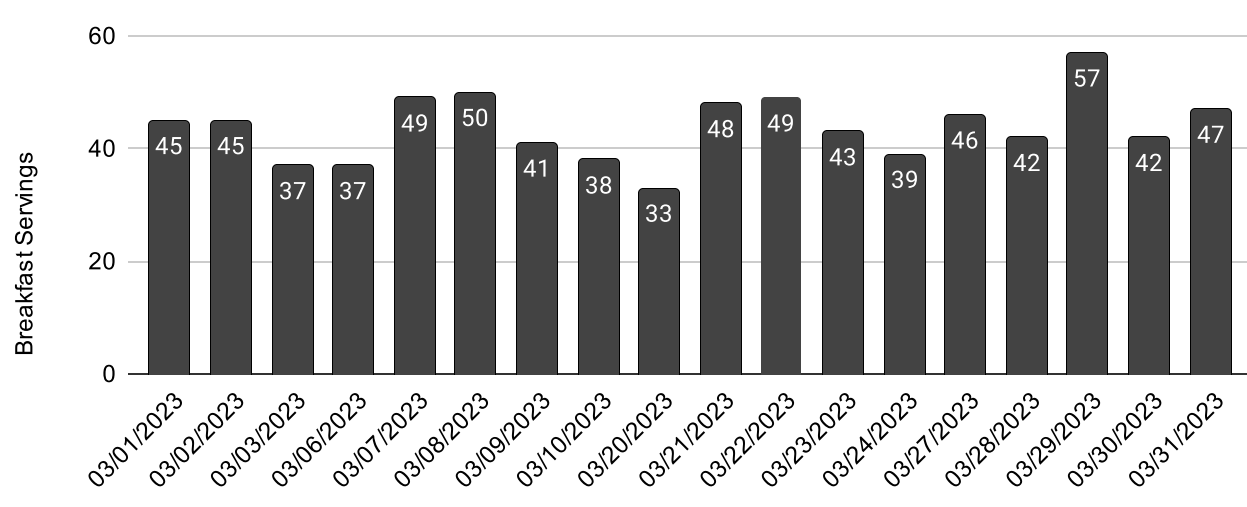
March Lunch Counts



March Lunch Cost



March Breakfast Counts



ENROLLMENT DATA:

TOTAL STUDENTS	145
K-2 STUDENTS (SNACKS)	48

STUDENT MEAL PRICES

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

ADULT MEAL PRICES

BREAKFAST	\$2.75
LUNCH	\$4.25

REIMBURSEMENT RATES

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

SALARIES


Kelsey Kearns-Daniel	\$30,000.00 Per Year
Shelby Taylor	\$16.00 Per Hour



April 2023

Business Manager Report

Reconciling with County is done as close as I can get and I am currently working on adjustments to transfer money for the following issues:

1. Payroll Coding was not set up correctly on several employees will be moving money from Food Service and Transportation to General Fund
 2. Once item 1. is complete I will be looking for other coding issues and what should have been coded to grants etc instead of the General Fund.
 3. iVisions quote is complete to decide if we are switching from BMS to iVisions...
 4. Made some purchasing procedure adjustments to help with year end
- 

Old Business
DISCUSSION ITEM

Board Self-Evaluation Schedule

Presented by: Julie Fleury

Background: Each year the Board does a self evaluation, as well as a community survey.

2021-2022 Self Evaluation Schedule:

1. Discussed tools for the Board and community surveys 4.20.2022
2. Community Survey were sent to the community via email on 5.3.2022
3. Board self-evaluation survey was sent to the Board 5.10.2022
4. Community Survey and Board survey closed on 5.13.2022
5. Results were sent to the Board for review on 5.16.2022
6. The Board reviewed Board self evaluation and community surveys on 5.18.2022

At the April 19, 2023 regular board meeting the following will be determined:

The Board will review the self-evaluation process utilized last year and agree if they would like to use the same process for the 22-23 school year.

7. Decide whether they will be using the same tools for the Board and community surveys as last year with no changes
8. Community Survey will be sent to the community via email on DATE
9. Board self-evaluation survey will be sent to the Board DATE
10. Community Survey and Board survey will close on DATE
11. Results will be sent to the Board for review on DATE
12. The Board will hold a special meeting on DATE
 - a. Analyze and discuss the results of the surveys
 - b. Follow up with the community if needed
 - c. Discuss any changes needed to the process for next year

Old Business
DISCUSSION ITEM

Committee Updates

Presented by: Julie Fleury

Information: Facilities
Safety
PDAC
Whole Child
Audit

Old Business
DISCUSSION ITEM

Awareness of Summer Banking Changes

Presented by: Kelly Henderson

Background: This is a reminder of the changes in structure in our financing as we approach the end of the school year.

Consider a change of accounting, human resources, payroll software - change from BMS to Tyler Technologies

Moving school accounting from the County managed to self-managed through First Security Bank.

Because of these changes, we are making changes in the processes for ordering to ensure that we have everything paid for by June 30th.

Old Business
ACTION ITEM

Job Description Changes
Business Manager, District Clerk, School Secretary, Head Coach

Presented by: Kelly Henderson

Background: This is an update to staff responsibilities for the office positions.

Recommendation: Administration recommends approval of the updated job descriptions for the Business Manager, District Clerk, School Secretary, and Head Coach.

BUSINESS MANAGER

REPORTS TO: Superintendent

ESSENTIAL FUNCTIONS:

Serves as chief financial officer of the District.

Informs the superintendent and Board of Trustees of the business operations of the District.

Attends all meetings of the Board of Trustees, unless excused by the **Superintendent**

Reconciles all funds monthly with the County Treasurer.

Responsible for keeping accurate and detailed accounts of all receipts.

Processes all authorized invoices.

Maintains records of paid/unpaid invoices and purchase orders as requested.

Processes payroll data for all School District employees and prepares payroll checks for distribution.

Maintains up-to-date files of all payroll information **in conjunction with the District Clerk.**

Establishes procedures for monthly time card submittal and processing **in conjunction with the District Clerk.**

Responsible for processing payroll functions for retirements and employment terminations.

Communicates with governmental agencies, labor organizations, TRS, and PERS to provide information.

Responsible for drawing and countersigning all warrants for student activity fund 184.

Generates timely financial statements and other financial reports as necessary for the district, state, and county reporting, or upon request of the Board of Trustees and/or Superintendent.

Maintains detailed and accurate records of accounts of all receipts and disbursements.

Responsible for drawing and countersigning all warrants for expenditures, payroll, and student activity funds.

Prepares invoices and maintains records of paid/unpaid invoices and purchase orders.

Creates and applies fiscal controls and procedures.

In conjunction with the Superintendent, develops the budget for all funds.

Establishes and applies procedures necessary for budgetary controls.

Establishes procedures for purchasing in accordance with Board policy.

Responsible for preparation and communication regarding annual district audits.

Cross train with District Clerk, in case of absence.

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

DESIRED MINIMUM QUALIFICATIONS:

Hold a Bachelor's degree with a major in accounting, economics, or finance or related field. Five or more years of progressively responsible leadership experience in and/or familiarity with school finance. Knowledge of finance and budgeting principles.

Strong leadership and communication skills.

Able to establish and maintain effective working relationships with students, staff, and the community.

Able to express himself/herself clearly and concisely in both oral and written communications. Able to perform duties with an awareness of all District requirements and Board policies. Ability to handle stressful situations.

Ability to effectively manage time and responsibilities.

EQUIPMENT USED:

Computer, calculator, copy machine, fax machine, telephone/voice mail.

WORK ENVIRONMENT:

While performing the duties of this job, the employee may work remotely with a calendar of on-site/off-site determined at hire; the employee constantly works around others; works with the public; and works inside. The noise level in the work environment is usually moderate.

PHYSICAL DEMANDS:

While performing the duties of this job, the employee is regularly required to walk and talk or hear. The employee frequently is required to stand and sit. The employee is occasionally required to use hands/fingers, handle or feel objects, tools, or controls; reach with hands and arms. Specific vision abilities required by this job include close vision, distance vision, and depth perception.

MENTAL/MOTOR DEMANDS:

While performing the duties of this job, the employee performs routine work. The employee exercises flexibility (ability to shift from one task to another). Guidance and reinforcement are infrequently available. The employee frequently works within time constraints and maintains attentiveness intensity. The employee is frequently involved in social interactions which require oral and written communication. Memory, reasoning, and exercising judgment are constantly used/required on the job. Mathematics, estimating, and problem solving are frequently used/required on the job.

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

For those classified employees employed under a written contract for a specified term, nothing contained in this job description shall create a property right beyond the specified duration of the employment contract.

History

Approved on: October 1, 2021

Revised on: June 30, 2022, March 8, 2023

District Clerk

REPORTS TO: Superintendent

ESSENTIAL FUNCTIONS :

Responsible as the District Clerk for duties, as assigned.

- Attend all meetings of the Board of Trustees, unless excused by the chairperson or Superintendent.
- Responsible for taking and maintaining accurate minutes of meetings of the Board of Trustees and its committees, as requested.
- Acts as custodian of all records and documents of the District, including but not limited to personnel files, student records, financial records, property records, and minutes.
- Responsible for the preparation of all notices for School Board meetings and elections.
- Assists the Board in the development and review of District policies, including job descriptions and board procedures.
- Serves as the Election Administrator for the District and is responsible for all duties as assigned by the Trustees as it relates to elections and in accordance with 20-20-401, MCA and the school elections handbook, as supplied by Montana Office of Public Instruction.
- Update and maintain school board and employee resources of the district website.
- Responsible for preparation of Board packets and responsible for distribution of board packets to the Board of Trustees and ensures packets are available to the public.
- Assists with audits, as requested.

Responsible as the Human Resources Coordinator for duties, as assigned.

- Responsible for preparation, advertisement, and dissemination of district employment openings.
- Responds to questions regarding employee benefits, credentials, fingerprinting, and other terms and conditions of employment.
- Assists applicants with completing the application for employment packet, as needed.
- Responsible for collection of all employment forms, including but not limited to retirement, IRS, and W-2's.
- Responsible for all HR processes and procedures related to employee complaints, grievances, and Title IX complaints.
- Responsible for all HR processes and procedures within the hiring process (applications, interview processes, background/reference checks).
- Responsible for collection of all employment forms, including but not limited to retirement, IRS, and W-2's.

Responsible as the Transportation Director for duties, as assigned.

- Responsible for preparing and submitting transportation financial reports to the superintendent and the Board, as requested.
- Decision-making regarding cold weather transportation needs and communicating to families and staff.

Responsible as the Foods Services Supervisor for duties, as assigned.

- Responsible for preparing and submitting food services and transportation financial reports to the superintendent and the Board, as requested.

Responsible as the Facilities Manager for duties, as assigned.

- Prepares requisitions for materials and work orders for scheduled maintenance.
- Supervises work on the facilities until completion of the project.

Responsible as the Adult Education Coordinator for duties, as assigned.

Maintain cooperative working relationships with those contacted in the course of work.

Cross train with Business Manager, in case of absence.

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

DESIRED MINIMUM QUALIFICATIONS :

Three years experience in typing and general clerical work; high school diploma or equivalent; or any combination of training and/or experience that could likely provide the desired knowledge and abilities.

Basic arithmetic, filing, and record-keeping procedures.

Proficiently operate copier, computer (IBM & Mac), word processor, typewriter, digital camera, flatbed scanner, email, multi-line phone, laser printer, postage machine, etc.

Proficiency in software programs including, FileMaker Pro, Excel, Access, Adobe InDesign, MS Word, and Adobe PhotoShop. Perform a variety of clerical work involving use of independent judgment and requiring accuracy and speed. Receive and give information over the telephone or in person in a courteous manner.

Handle a variety of telephone calls and personal contacts with tact, diplomacy, and discretion.

Able to express himself/herself clearly and concisely in both oral and written communications.

Communicate effectively with students, community, and staff.

Compile and maintain accurate and complete records and reports.

Understand and carry out oral and written instructions.

Ability to handle stressful situations.

Ability to maintain confidentiality of employment and student matters.

Ability to effectively manage time and responsibilities.

Prior knowledge of Montana Open Meeting Laws, District Policy and public meeting procedures

EQUIPMENT USED :

Computer, calculator, copier, telephone/voice mail, fax, email, website, digital camera, postal machine, scanner.

Proficiently operate copier, computer, word processor, typewriter, digital camera, flatbed scanner, email, multi-line phone, laser printer, postage machine, etc.

Proficiency in software programs including, Adobe Pro, Excel, Access, MS Word, Infinite Campus and Catapult.

WORK ENVIRONMENT :

While performing the duties of this job, the employee regularly works inside. The employee must be able to meet deadlines with severe time constraints.

The noise level in the work environment is usually moderate.

PHYSICAL DEMANDS :

While performing the duties of this job, the employee is frequently required to sit; occasionally walk and stand; twist at neck and waist; kneel. Specific vision abilities required by this job include close vision, distance vision, depth perception, and the ability to adjust focus. The employee is required to be able to hear conversations in quiet environments. May be required to lift or move up to 30 pounds.

MENTAL/MOTOR DEMANDS :

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

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

For those classified employees employed under a written contract for a specified term, nothing contained in this job description shall create a property right beyond the specified duration of the employment contract.

History

Approved on: October 1, 2021

Revised on: June 30, 2022, March 9, 2023

SCHOOL ADMINISTRATIVE SECRETARY

Reports to and evaluated annually by: Superintendent

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

SUMMARY OF FUNCTIONS:

The School Administrative Secretary serves as a secretary and receptionist to the Superintendent; performs and organizes a wide variety of secretarial and clerical duties for administrative personnel, teachers, and support staff in an efficient manner..

ESSENTIAL FUNCTIONS:

- Greets and communicates with the public, employing discretion and independent judgment, directing individuals to the proper location or correct person and efficiently resolving their concerns.
 - Coordinates the safety and security of staff, students, and/or property (i.e. building keys, front doors, check in/checkout out of visitors, students, staff, etc.) for the purpose of minimizing exposure to injury, loss, and/or liability.
 - Arranges and schedules tours of the facilities.
 - Reports building maintenance needs to facilities manager and superintendent.
 - Collects payments and issues receipts from a variety of sources (i.e., bus fees, meal accounts, donations, fines, fees, fundraisers).
 - Answers inquiries concerning standardized policies, procedures, and regulations.
 - Operates central telephone system. Takes and transmits messages.
 - Sorts and distributes incoming mail.
 - Prepares outgoing mail for receipt by post office and other mail carriers.
 - Performs assigned clerical tasks such as filing, typing, and preparing forms.
 - Dictates, collates, and assembles materials for distribution
 - Secures, orients and directs substitute teachers and substitute classified personnel.
 - Responsible for tracking and recording employee absences.
 - Secures bus transportation for field trips
 - Schedules appointments with the school nurse for students
 - Organize and/or facilitate events and activities (i.e. assemblies, Missoula Children's Theater, MT Crunch Day, Original Works)
 - Update and maintain district website
 - Notifies the Superintendent of employee absences and substitute service arrangements which have been made.
 - Independently composes a variety of materials such as letters, memoranda, bulletins, requisitions, reports, and statistical data from rough drafts or oral instructions.
 - Coordinates the process of purchasing, to include: processing of requisitions, receipt, verification, distribution of materials and inventory process.
 - Responsible for the management of district purchasing cards check out and acquisition. ●
- Attends meetings and conferences as requested.
- Maintains and coordinates multiple calendars to include: school administrator(s), school facility events, site, master, and school events.

- Acts as the District's Registrar- conducts registration of new students and processes record requests for students transferring in and out of the district, receives and reviews enrollment information and verifies

residency, immunization records, and birth certificates.

- Prepares and provides enrollment information to families and responds to inquiries regarding enrollment in the District.
- Maintain/update data on the Student Information System (Infinite Campus)
- Organize, advertise, and conduct annual Kindergarten Roundup and registration.
- Assist with and prepare data collection for state and federal reporting as necessary.
- Ensure accurate attendance accounting, communicate with parents regarding daily student attendance, comply with state reporting requirements, and convey attendance related information/concerns to appropriate parties (i.e. Superintendent, School Counselor, Classroom Teacher, etc).
- Maintains and processes current database information, documents, and materials for Gallatin Gateway School students and graduates according to district policies and procedures.
- Compiles information and prepares reports from the Student Information System (i.e. report cards, midterms, mailing labels, etc.)
- Administers first aid for all sick and/or injured students while communicating with parents and/or medical personnel as necessary.
- Administers medication to students under the direction of a health professional.
- Maintains inventory of office supplies for the purpose of ensuring availability of required items.

Other functions may be required as given or assigned.

DESIRED MINIMUM QUALIFICATIONS:

- Equivalent of a high school diploma supplemented by or including courses in office organization or secretarial skills, or any combination of training and/or experience that provides the desired knowledge and abilities.
- Prior service demonstrating responsible office experience, preferably in a school district.
- Courteous and friendly attitude to all visitors, parents and staff who visit the school office.
- Work efficiently and with a service-oriented attitude under stressful situations with constant interruption.
- Operate telephone system and handle a variety of telephone calls and personal contacts with tact, diplomacy, and discretion.
- Perform a variety of clerical work involving use of independent judgment and requiring accuracy and speed. ● Receive and give information over the telephone or in person in a courteous manner.
- Change and adapt office procedure and details in concert with the needs and requirements of the Superintendent and the District.
- Understand and apply complex policies and rules.
- Maintain cooperative working relationships with those contacted in the course of work. ● Type proficiently.
- First Aid and CPR/AED Certification
- Ability to maintain confidentiality of employment and student matters.
- Ability to effectively manage time and responsibilities.
- Ability to read, analyze, and interpret general business correspondence.

GALLATIN GATEWAY SCHOOL DISTRICT #35 CLAS-003

- Ability to write reports and business correspondence.
- Ability to effectively present information and respond in a timely manner to questions from the general public.
- Ability to communicate clearly and concisely in both oral and written form.
- Ability to establish and maintain effective working relationships and collaborate with students, staff, and the community.
- Ability to effectively work independently with minimal supervision.

- Demonstrate initiative, ingenuity, flexibility, and desire to expand personal knowledge and skill set.

EQUIPMENT USED:

Standard office equipment, including calculator, copier, telephone/voice mail, fax, computer along with applicable software including PowerSchool, Excel, Word, and Infinite Campus, Email, Google Chrome, Internet Explorer.

WORK ENVIRONMENT:

While performing the duties of this job, the employee regularly works inside. The employee must work well under pressure to meet multiple and sometimes competing deadlines. The employee shall demonstrate cooperative behavior with colleagues and supervisors. The noise level in the work environment is usually moderate.

PHYSICAL DEMANDS:

While performing the duties of this job, the employee is frequently required to sit; occasionally walk and stand; twist at neck and waist. Specific vision abilities required by this job include close vision, distance vision, depth perception, and the ability to adjust focus. The employee is required to be able to hear conversations in quiet environments. May be required to lift or move up to 30 pounds.

MENTAL/MOTOR DEMANDS:

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

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

For those classified employees employed under a written contract for a specified term, nothing contained in this job description shall create a property right beyond the specified duration of the employment contract.

History

Approved on: February 11, 2003

Revised on: July 13, 2015, February 20, 2019

HEAD COACH

REPORTS TO: Athletic Director and/or Superintendent

UNIVERSAL OBLIGATIONS/EXPECTATIONS OF EACH STAFF MEMBER

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

SUMMARY OF FUNCTIONS:

The Head Coach is responsible for conducting practices, motivating students, and instructing student athletes in game strategies, techniques, teamwork, and sportsmanship.

ESSENTIAL FUNCTIONS:

- Coach participants in the skills necessary to develop their full potential as an athlete and help prepare athletes for participation at the next level.
- Promote and model an appreciation of physical fitness, teamwork, and sportsmanship.
- Must maintain competency in rules, regulations, and coaching techniques for the sport. ● Establishes a schedule of practices.
- Assess players's skills, monitors and supervises players during competition and practice and provides appropriate feedback to the student athlete.
- Maintain discipline and sportsmanlike conduct of all participants and deliver a firm, fair, and consistent discipline system for the team and individual players.
- Responsible for making recommendations to the Athletic Director for equipment and supplies needed for the ensuing season.
- Works with the Athletic Director in scheduling interscholastic contests.
- Supervises participants and assistant coaches.
- Model non discriminatory practices in all activities.
- Promote the values of responsibility and commitment, and emphasize the importance of academics first and foremost.
- Hold a parent meeting at the beginning of the season where expectations and athletic handbook for the sport is covered.

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

DESIRED MINIMUM QUALIFICATIONS:

- Experience and/or education in the athletic activity that is being coached. MHSA knowledge encouraged. ● Holds a valid First Aid and CPR/AED card.
- Annually receives concussion training and all other training required through MHSA upon request.
- Ability to read and interpret documents such as safety rules, operating and maintenance instructions, and procedure manuals.
- Ability to follow both oral and written directions and instructions for the Athletic Director and/or Superintendent.
- Ability to write routine reports and correspondence.
- Ability to effectively communicate, orally and in writing, with students, parents, staff, and the community in general.

- Ability to handle stressful situations.

- Ability to maintain confidentiality of employment and student matters.
- Ability to perform duties with an awareness of all District requirements and Board policies. ●
- Ability to effectively manage time and responsibilities.
- Must be able to work closely with co-workers and set a positive example for the students.
- Ability to motivate the team and individual players.
- Ability to use good judgment and effective problem-solving skills.
- Demonstrate an understanding, patient, warm, positive, and receptive attitude towards children. ●
- Knowledge of general concepts of child growth, development, and behavior characteristics.

EQUIPMENT USED:

Stopwatch, a variety of electronic and technology devices, calculator, computer, copy machine, fax machine, telephone/voice mail, score-keeping equipment or other equipment germane to the sport/activity.

WORK ENVIRONMENT:

The employee constantly works around others, works with the public, and works inside and outside. The noise level in the work environment varies, but is frequently loud. The employee must be able to meet deadlines with severe time constraints.

PHYSICAL DEMANDS:

The employee is frequently required to walk and continuously required to stand. The employee will frequently bend or twist at the neck and waist while performing the duties of this position. The employee will occasionally be required to reach with hands and arms and stoop, kneel, crouch, or crawl. The employee continuously uses hand strength to grasp tools. The employee must occasionally lift and/or move up to 50 pounds. Specific vision abilities required by this position include close vision, depth perception, and peripheral vision.

MENTAL/MOTOR DEMANDS:

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

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

For those classified employees employed under a written contract for a specified term, nothing contained in this job description shall create a property right beyond the specified duration of the employment contract.

History

Approved on: February 11, 2003

Revised on: March 13, 2019

Old Business
ACTION ITEM

Student Policies - Second Reading

Presented by: Kelly Henderson

Background: This is the second reading of the student policy 3000 series. Changes were made to the following policies:

3210-R Equal Education Opportunity, Nondiscrimination, and Sex Equity

3225-R Sexual Harassment of Students

3305 Use of Restraint, Seclusion, and Aversive Techniques for Students

3416 (and Form) Administering Medication to Students

Recommendation: Administration recommends approval of the series 3000 Student Policies with specific changes to 3210, 3225, 3305, and 3416.

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3
4

5 3210 - R

STUDENTS

Revised on: 6/26/17, 10/21/20

6 ■
7 Equal Educational Opportunity, Nondiscrimination, and Sex Equity

8
9 The District will make equal educational opportunities available for all students without regard
10 to race, color, national origin, ancestry, sex, ethnicity, language barrier, religious belief, physical
11 or mental handicap or disability, economic or social condition, actual or potential marital or
12 parental status, gender identity, sexual orientation, or failure to conform to stereotypical notions
13 of masculinity or femininity. No student will be denied equal access to programs, activities,
14 services, or benefits or be limited in the exercise of any right, privilege, or advantage, or denied
15 equal access to educational and extracurricular programs and activities.

16
17 Inquiries regarding sexual harassment, sex discrimination, or sexual intimidation should be
18 directed to the District Title IX Coordinator, to the Assistant Secretary for Civil Rights of the
19 Department of Education, or both. The Board designates the following individual to serve as the
20 District’s Title IX Coordinator:

21
22 Title: ~~Counselor~~ Human Resources
23 Office address: 100 Mill Street. Gallatin Gateway, MT. 59630
24 Phone number: (406) 763-4415. Ext. 28 25

25
26 Inquiries regarding discrimination on the basis of disability or requests for accommodation
27 should be directed to the District Section 504 Coordinator. The Board designates the following
28 individual to serve as the District’s Section 504 Coordinator:

29
30 Title: ~~Counselor~~ Human Resources
31 Office address: 100 Mill Street. Gallatin Gateway, MT. 59630
32 Phone number: (406) 763-4415. Ext. 25

33
34 Any individual may file a complaint alleging violation of this policy, Policy 3200-Student Rights
35 and Responsibilities, Policy 3225/3225P-Sexual Harassment, or Policy 3226-
36 Bullying/Harassment/Intimidation/Hazing by following those policies or Policy 1700-Uniform
37 Complaint Procedure.

38
39 The District, in compliance with federal regulations, will notify annually all students, parents,
40 staff, and community members of this policy and the designated coordinator to receive inquiries.
41 This annual notification will include the name and location of the coordinator and will be
42 included in all handbooks.

43
44 The District will not tolerate hostile or abusive treatment, derogatory remarks, or acts of violence

45 against students, staff, or volunteers with disabilities. The District will consider such behavior as
46 constituting discrimination on the basis of disability, in violation of state and federal law.

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6 Cross Reference: 1700 Uniform Complaint Procedure
7 3200 Student Rights and Responsibilities
8 3225 Sexual Harassment/Intimidation of Students
9 3226 Bullying/Harassment/Intimidation/Hazing
10

11 Legal Reference: Art. X, Sec. 7, Montana Constitution- Nondiscrimination in education
12 § 49-2-307, MCA Discrimination in education
13 24.9.1001, et seq., ARM Sex Discrimination in Education
14 Title IX of the Educational Amendments, 20 U.S.C. § 1681, et seq.
15 34 CFR Part 106 Nondiscrimination on the basis of sex in
16 education programs or activities receiving
17 Federal financial assistance
18

8 Sexual Harassment of Students

10 The District does not discriminate on the basis of sex in any education program or activity that it
11 operates. The District is required by Title IX of the Education Amendments of 1972 and the
12 regulations promulgated through the U.S. Department of Education not to discriminate in such a
13 manner. Inquiries about the application of Title IX to the District may be referred to the
14 District’s Title IX Coordinator, to the Assistant Secretary for Civil Rights of the Department of
15 Education, or both.

17 The Board designates the following individual to serve as the District’s Title IX Coordinator:

19 Title: Counselor Human Resources

Office address: 100 Mill Street, Gallatin Gateway, MT. 59630

Phone number: (406) 763-4415. Ext. 28-25

23 Any person may report sex discrimination, including sexual harassment, at any time, including
24 during non-business hours. Such a report may be made in person, by mail, by telephone or by
25 electronic mail, using the contact information listed for the Title IX Coordinator, or by any other
26 means that results in the Title IX Coordinator receiving the person’s verbal or written report.

28 For purposes of this policy and the grievance process, “sexual harassment” means conduct on the
29 basis of sex that satisfies one or more of the following:

- 31 1. A District employee conditioning the provision of an aid, benefit, or service of the
32 District on an individual’s participation in unwelcome sexual conduct;
- 33 2. Unwelcome conduct determined by a reasonable person to be so severe, pervasive and
34 objectively offensive that it effectively denies a person equal access to the District’s
35 education program or activity or
36
- 37 3. “Sexual assault” as defined in 20 USC 1092(f)(6)(A)(v), “dating violence” as defined in
38 34 USC 12291(a)(10), “domestic violence” as defined in 34 USC 12291(a)(8) or
39 “stalking” as defined in 34 USC 12291(a)(30).

41
42 When the harassment or discrimination on the basis of sex does not meet the definition of sexual
43 harassment, the Title IX Coordinator directs the individual to the applicable sex discrimination
44 process for investigation.

46 An individual is not required to submit a report of sexual harassment involving the Title IX
47 coordinator. In the event the Title IX Coordinator is responsible for or a witness to the alleged

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3 harassment, the individual may report the allegations to the building principal or superintendent
4 or other unbiased school official.

5 6 Retaliation Prohibited

7
8 The District prohibits intimidation, threats, coercion or discrimination against any individual for
9 the purpose of interfering with any right or privilege secured by Title IX or this policy, or
10 because the individual has made a report or complaint, testified, assisted, or participated or
11 refused to participate in any manner in an investigation proceeding or hearing, if applicable.
12 Intimidation, threats, coercion, or discrimination, including charges against an individual for
13 code of conduct violations that do not involve sex discrimination or sexual harassment, but arise
14 out of the same facts or circumstances as a report or complaint of sex discrimination, or a report
15 or formal complaint of sexual harassment, for the purpose of interfering with any right or
16 privilege secured by Title IX or this part, constitutes retaliation.

17 18 Confidentiality

19
20 The District must keep confidential the identity of any individual who has made a report or
21 complaint of sex discrimination, including any individual who has made a report or filed a
22 formal complaint of sexual harassment, any individual who has been alleged to be the victim or
23 perpetrator of conduct that could constitute sexual harassment, and any witness, except as may
24 be permitted by Family Educational Rights and Privacy Act (FERPA) or as required by law, or
25 to carry out the purposes of the Title IX regulations, including the conduct of any investigation,
26 hearing or judicial proceeding arising thereunder.

27 28 Notice Requirements

29
30 The District provides notice to applicants for admission and employment, students, parents or
31 legal guardians of elementary and secondary school students, employees and the union(s) with
32 the name or title, office address, email address and telephone number of the Title IX Coordinator
33 and notice of the District grievance procedures and process, including how to report or file a
34 complaint of sex discrimination, how to file a formal complaint of sexual harassment and how
35 the District will respond. The District also posts the Title IX Coordinator's contact information
36 and Title IX policies and procedures in a prominent location on the District website and in all
37 handbooks made available by the District.

38 39 Training Requirements

40
41 The District ensures that Title IX Coordinators, investigators, decision-makers, and any person
42 who facilitates an informal resolution process, receives training on the definition of sexual
43 harassment, the scope of the District's education program or activity, how to conduct an
44 investigation and grievance process including hearings, appeals and informal resolution
45 processes, when applicable, and how to serve impartially including by avoiding prejudgment of
46 the facts at issue, conflicts of interest and bias. The District also ensures that decision-makers

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4 and investigators receive training on issues of relevance of questions and evidence, including
5 when questions and evidence about the complainant’s sexual predisposition or prior sexual
6 behavior are not relevant as set forth in the formal procedures that follow, and training on any
7 technology to be used at a live hearing, if applicable. Investigators also receive training on
8 issues of relevance to create an investigative report that fairly summarizes relevant evidence. All
9 materials used to train individuals who receive training under this section must not rely on sex
10 stereotypes and must promote impartial investigations and adjudications of formal complaints of
11 sexual harassment and are made publicly available on the District’s website.

12
13 Conflict of Interest and Bias

14
15 The District ensures that Title IX Coordinators, investigators, decision-makers, and any person
16 who facilitates an informal resolution process do not have a conflict of interest or bias for or
17 against complainants or respondents generally or an individual complainant or respondent.

18
19 Determination of Responsibility

20
21 The individual who has been reported to be the perpetrator of conduct that could constitute
22 sexual harassment is presumed not responsible for alleged conduct. A determination regarding
23 responsibility will be made by the decision-maker at the conclusion of the investigation in
24 accordance with the process outlined in Policy 3225P. No disciplinary sanctions will be imposed
25 unless and until a final determination of responsibility is reached.

26
27 Cross Reference: Policy 3210 - Equal Education, Nondiscrimination and Sex Equity
28 Policy 3225P – Sexual Harassment Procedures

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30
31 Legal References: Art. X, Sec. 1, Montana Constitution – Educational goals and duties
32 §§ 49-3-101, et seq., MCA Montana Human Rights Act
33 Civil Rights Act, Title VI; 42 USC 2000d et seq.
34 Civil Rights Act, Title VII; 42 USC 2000e et seq.
35 Education Amendments of 1972, Title IX; 20 USC 1681 et seq.
36 34 CFR Part 106 Nondiscrimination on the basis of sex in
37 education programs or activities receiving
38 Federal financial assistance
39 10.55.701(1)(f), ARM Board of Trustees
40 10.55.719, ARM Student Protection Procedures
41 10.55.801(1)(a), ARM School Climate
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6
7 Use of Restraint, Seclusion, and Aversive Techniques for Students

8 Conduct of Employees Directed Toward Students

9 The use by appropriately trained District personnel towards or directed at any student of any form of restraint or
10 seclusion as defined in this policy, is prohibited except in circumstances where proportional restraint or seclusion of
11 a student is necessary when a student’s conduct creates a reasonable belief in the perspective of a District employee,
12 that the conduct of the student has placed the student, the employee, or any other individual in imminent danger of
13 serious bodily harm.

14
15 The employee or any employee who is a witness to this event shall immediately seek out the
16 assistance of the school’s administration or, if such administrator is not available, a certified or
17 classified employee with special training in seclusion and restraint, if available. Upon the arrival
18 of such individual, the administrator or if no administrator is available, the most senior trained
19 individual on seclusion or restraint shall take control over the situation.

20
21 Seclusion or restraint of a student shall immediately be terminated when it is decided that the
22 student is no longer an immediate danger to him or herself or to any other third person or if it is
23 determined that the student is exhibiting extreme distress or at such time that appropriate
24 administrative personnel have taken custody of the child or upon such time that the parent/legal
25 guardian of the child has retaken custody of the child.

26
27 Regardless of employee training status, no District personnel shall use any form of aversive
28 technique or corporal punishment against any student. All seclusion will be in compliance with a
29 student’s IEP or Section 504 Plan.

30
31 If a situation occurs where a properly trained District employee must use acts of restraint or
32 seclusion against a school student, the following shall occur:

- 33
34 1. The employee shall immediately report to their building principal, in writing, the
35 following information:
36 A. The date the event occurred;
37 B. The circumstances leading to the event;
38 C. The student involved; and
39 D. Other witnesses or participants to the event.
40
41 2. The building principal shall notify the Superintendent’s office of the event, providing the
42 Superintendent’s office with a copy of the report of events.
43
44

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2 3. The building principal shall ascertain if any of the school's video equipment captured the
3 event on a recording. If such event was captured on recording, the principal shall take all
4
5 best efforts to maintain a copy of the recording and provide such to the Superintendent's
6 Office for the Superintendent's official records of the event.
7
8
- 9 4. The Superintendent or designee shall ascertain the special needs status of the student
10 involved in the seclusion or restraint and shall ascertain and maintain documentation as to
11 whether or not such events were consistent with or contraindicated due to the student's
12 psychiatric, medical, or physical condition(s).
13
- 14 5. The Superintendent or designee of the Superintendent shall notify the parent or legal
15 guardian of the subject student of the situation and the event of restraint or seclusion via
16 telephone and provide the parent/legal guardian with the name and telephone contact
17 information of the building principal where the parent may obtain additional information
18 regarding the event.
19
- 20 6. The Superintendent or designee of the Superintendent shall provide the parent/legal
21 guardian of the student with written notice of the event of restraint or seclusion of their
22 student.
23
- 24 7. The Superintendent's office shall maintain documentation as to events of restraint and
25 seclusion and shall prepare any and all necessary reports to legal entities upon whom
26 such reports are or may become due pursuant to State and federal regulations.
27

28 Training of School Personnel

29
30 As part of the training and preparation of each certified administrator, certified teacher, and in-
31 building classified employee of the District, the following shall occur:

- 32
33 1. Training to personnel as to proper situations and events leading to student seclusion and
34 intervention, including possible preventative alternatives to seclusion and restraint, safe
35 physical escort, de-escalation of student crisis situations, and positive behavioral
36 intervention techniques and supports;
37
- 38 2. Training of personnel in crisis/conflict management and emergency situations which may
39 occur in the school setting, including examples and demonstrations of proper activities
40 and techniques and trainers observing employee use of proper activities and techniques in
41 the training setting;
42
- 43 3. Techniques to utilize to limit the possibility of injury to the student, the employee and
44 any other third party in the area;

- 4 4. Information as to the school's student seclusion areas in each respective school building
- 5 to which the employee is assigned;
- 6
- 7 5. Training in CPR and basic first aid **for all Special Education, Office Staff, Teachers**
- 8 **taking students on overnight field trips, and coaches. One person trained in CPR/First**
- 9 **Aid must be present at any restraint, seclusion, or when any aversive technique is being**
- 10 **utilized on a student;** and
- 11
- 12 6. Provision of the employee with a copy of this policy.

13 It is a goal that all new employees are trained in the area of student restraint and seclusion during
14 their first week of employment. However, this may not be possible due to realities of the
15 operation of a school district. If an employee has not yet undergone training and a situation
16 necessitating student restraint or seclusion occurs, and another properly trained employee of the
17 District is present at the event, the properly trained employee shall take the lead in addressing the
18 student crisis.

19 Designated Locations

20 Each school building for which students are present must have a building designated location for
21 student seclusion. It is the responsibility of the building's principal, or designee of the principal,
22 to assure that the building's designated seclusion location is a safe and clean location and that
23 such location has appropriate supervision when any student has been placed into seclusion
24 pursuant to this policy. All seclusion will be in compliance with a student's IEP or Section 504
25 Plan. Appropriate supervision shall include an adult in the seclusion location which has
26 continuous visual observation of the secluded student.

27 Definitions

28 For the purposes of this policy, the following definitions shall apply:

29 **Restraint:** The immobilization or reduction of a student's freedom of movement for the purpose
30 of preventing harm to students or others through chemical, manual method, physical, or
31 mechanical device, material, or equipment.

32 **Seclusion:** Involuntary confinement in a room or other space during which a student is prevented
33 from leaving or reasonably believes that the he or she can leave or be prevented from leaving
34 through manually, mechanically, or electronically locked doors that, when closed, cannot be
35 opened from the inside; blocking or other physical interference by staff; or coercive measures,
36 such as the threat of restraint, sanctions, or the loss of privileges that the student would otherwise
37 have, used for the purpose of keeping the student from leaving the area of seclusion.

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Aversive Technique: Physical, emotional, or mental distress as a method of redirecting or controlling behavior including by not limited to corporal punishment

3416.

STUDENTS

Revised on: 07/08/2013, 6/26/17, 9/20/17, 6/30/21, 4/20/22

▪
Administering Medication to Students

“Medication” means prescribed drugs and medical devices that are controlled by the U.S. Food and Drug Administration and are ordered by a healthcare provider. It includes over-the-counter medications prescribed through a standing order by authorized physician or prescribed by the student’s healthcare provider.

~~Except in an emergency situation, only a qualified healthcare professional may administer a drug or a prescription drug to a student under this policy. Diagnosis and treatment of illness and the prescribing of drugs are never the responsibility of a school employee and should not be practiced by any school personnel.~~

Administering Medication

The Board shall permit administration of medication to students in schools in its jurisdiction. A school nurse or other employee who has successfully completed specific training in administration of medication, pursuant to written authorization of a physician or dentist and that of a parent, an individual who has executed a caretaker relative educational authorization affidavit, or guardian, may administer medication to any student in the school or may delegate this task pursuant to Montana law.

A building principal or other administrator may authorize, in writing, any school employee:

To assist in self-administration of any drug that may lawfully be sold over the counter without a prescription to a student in compliance with the written instructions and with the written consent of a student’s parent or guardian; and

To assist in self-administration of a prescription drug to a student in compliance with written instructions of a medical practitioner and with the written consent of a student’s parent or guardian.

~~Except in an emergency situation, only a qualified healthcare professional may administer a drug or a prescription drug to a student under this policy. Diagnosis and treatment of illness and the prescribing of drugs are never the responsibility of a school employee and should not be practiced by any school personnel.~~

Emergency Administration of Medication

In the event of an emergency, a school nurse or trained staff member, exempt from the nursing license requirement under § 37-8-103(1)(c), MCA, may administer emergency medication to any student in need thereof on school grounds, in a school building, at a school function, or on a school bus according to a standing order of an authorized physician or a student’s private physician. In the event that emergency medication is administered to a student, the school nurse

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33 or staff member shall call emergency responders and notify the student's parents/guardians. A
34 building administrator or school nurse shall enter any medication to be administered in an
35 emergency on an individual student medication record and retain the documentation.

36 Assisting Students with Self-Administration of Medication

37
38
39 A building principal or other school administrator may authorize, in writing, any school
40 employee:

41
42 To assist in self-administration of any drug that may lawfully be sold over the counter
43 without a prescription to a student in compliance with the written instructions and with
44 the written consent of a student's parent or guardian; and

45
46 To assist in self-administration of a prescription drug to a student in compliance with
47
48 written instructions or standing order of an authorized physician or a student's private
49 physician and with the written consent of a student's parent or guardian.

50
51 A school employee authorized, in writing, assist students with self-administration of
52 medications, may only rely on the following techniques:

- 53
54
- 55 • Making oral suggestions, prompting, reminding, gesturing, or providing a written guide
56 for self-administering medications;
 - 57 • Handing to a student a prefilled, labeled medication holder or a labeled unit dose
58 container, syringe, or original marked and labeled container from a pharmacy;
 - 59 • Opening the lid of a container for a student;
 - 60 • Guiding the hand of a student to self-administer a medication;
 - 61 • Holding and assisting a student in drinking fluid to assist in the swallowing of oral
62 medications; and
 - 63 • Assisting with removal of a medication from a container for a student with a physical
64 disability that prevents independence in the act.
 - 65 • Other guidance or restrictions previously provided in writing to the school by a student's
66 parent, an individual who has executed a caretaker relative educational authorization
67 affidavit, or guardian is on file.
- 68
69

70 Self-Administration or Possession of Asthma, Severe Allergy, or Anaphylaxis Medication

71
72 Students with allergies or asthma may be authorized by the building principal or Superintendent,
73 in consultation with medical personnel, to possess and self-administer emergency medication
74 during the school day, during field trips, school-sponsored events, or while on a school bus. The
75 student shall be authorized to possess and self-administer medication if the following conditions

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30 have been met:

- 31
32 • A written and signed authorization from the parents, an individual who has executed a
33 caretaker relative educational authorization affidavit, or guardians for self-administration
34 of medication, acknowledging that the District or its employees are not liable for injury
35 that results from the student self-administering the medication.
36 • The student shall have the prior written approval of his/her primary healthcare provider.
37 The written notice from the student's primary care provider shall specify the name and
38 purpose of the medication, the prescribed dosage, frequency with which it may be
39 administered, and the circumstances that may warrant its use.
40 • Documentation that the student has demonstrated to the healthcare practitioner and the
41 school nurse, if available, the skill level necessary to use and administer the medication.
42 • Documentation of a doctor-formulated written treatment plan for managing asthma,
43 severe allergies, or anaphylaxis episodes of the student and for medication use by the
44 student during school hours.
45

46 Authorization granted to a student to possess and self-administer medication shall be valid for
4 the current school year only and shall be renewed annually. A student's authorization to possess
5 and self-administer medication may be limited or revoked by the building principal or other
6 administrative personnel.
7

8 If provided by the parent, an individual who has executed a caretaker relative educational
9 authorization affidavit, or guardian, and in accordance with documentation provided by the
10 student's doctor, backup medication shall be kept at a student's school in a predetermined
11 location or locations to which the student has access in the event of an asthma, severe allergy, or
12 anaphylaxis emergency.
13

14 Immediately after using epinephrine during school hours, a student shall report to the school
15 nurse or other adult at the school who shall provide follow up care, including making a call to
16 emergency responders.
17

18 Self-Administration of Other Medication 19

20 The District shall permit students who are able to self-administer specific medication to do so
21 provided that all of the following have occurred:
22

- 23 • A physician, dentist, or other licensed health care provider provides a written order for
24 self-administration of said medication;
25 • Written authorization for self-administration of medication from a student's parent, an
26 individual who has executed a caretaker relative educational authorization affidavit, or
27 guardian is on file; and

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28 • A principal and appropriate teachers are informed that a student is self-administering
29 prescribed medication.

30
31 Administration of Glucagons
32

33 School employees may voluntarily agree to administer glucagons to a student pursuant to § 20-5-
34 412, MCA, only under the following conditions: (1) the employee may administer glucagon to a
35 diabetic student only in an emergency situation; (2) the employee has filed the necessary
36 designation and acceptance documentation with the District, as required by § 20-5-412(2), MCA,
37 and (3) the employee has filed the necessary written documentation of training with the District,
38 as required by § 20-5-412(4), MCA. Designation of staff is to be made by a parent, and
39 individual who has executed a caretaker relative authorization affidavit, or guardian of a diabetic
40 student, and school employees are under no obligation to agree to designation. Glucagon is to be
41 provided by the parent or guardian. All documentation shall be kept on file.
42

43 Handling and Storage of Medications
44

45 The Board requires that all medications, including those approved for keeping by students for
46 self-medication, be first delivered by a parent, an individual who has executed a caretaker
4 relative educational authorization affidavit, or other responsible adult to a nurse or employee
5 assisting with self-administration of medication. A nurse or assistant:
6

- 7 • Shall examine any new medication to ensure it is properly labeled with dates, name of
8 student, medication name, dosage, and physician's name;
9 • Shall develop a medication administration plan, if administration is necessary for a
10 student, before any medication is given by school personnel;
11 • Shall record on the student's individual medication record the date a medication is
12 delivered and the amount of medication received;
13 • Shall store medication requiring refrigeration at 36° to 46° F;
14 • Shall store prescribed medicinal preparations in a securely locked storage compartment;
15 and
16 • Shall store controlled substances in a separate compartment, secured and locked at all
17 times.
18 • All non-emergency medication shall be kept in a locked, nonportable container, stored in
19 its original container with the original prescription label. Epinephrine, naloxone, and
20 student emergency medication may be kept in portable containers and transported by the
21 school nurse or other authorized school personnel.
22 • Food is not allowed to be stored in refrigeration unit with medications.
23 • Shall notify the building administrator, school district nurse, and parent or guardian of
24 any medication error and document it on the medication administration record.

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24	§ 20-5-421, MCA	Emergency use of epinephrine in school setting
25		
26	§ 37-8-103(1)(c), MCA	Exemptions – limitations on authority
27	ARM 24.159.1601, et seq	Delegation of Nurse Duties
28	§ 20-5-426, MCA	Emergency use of an opioid antagonist in school setting – limit on liability
29		
30	§ 75-10-1001, et seq	Infectious Waste Management Act
31	37.111.812, ARM	Safety Requirements
32	10.55.701(s), ARM	Board of Trustees

School Year: _____

Gallatin Gateway School
Authorization for Occasional/Frequent Over the Counter Medication/Treatments

Name of Student: _____ Date of Birth: _____ Grade: _____

Medication Allergies: _____

Over the Counter Medications

By initialing below, I give permission for school nurse/school personnel to administer the following medication (s) as needed to my student for minor discomfort or injury.

_____	Acetaminophen (i.e. Tylenol)	Dosage _____
_____	Ibuprofen (i.e. Advil or Motrin)	Dosage _____
_____	Antihistamine oral (i.e. Benadryl)	Dosage _____
_____	Antacid (i.e. Tums, Pepto)	Dosage _____

Parents may also supply other over the counter medications, please list below:

Medication name: _____	Dosage: _____
Reason given: _____	Time: _____
Medication name: _____	Dosage: _____
Reason given: _____	Time: _____

For frequent or daily use of over the counter medications:

- I will bring the medication to the school myself or by another responsible adult.
 - Students are not allowed to carry medication unless allowed to do so by law or specific school plan.
 - Students will not be given narcotic medications unless allowed by a specific school plan.
- I understand that over the counter medications must be brought to school in the original container with a label intact.
- I understand that I will also need to complete a medication drop off and pick up form regarding the above medication for drop off and pick up procedures.

Duration of Order: Valid until the end of school year unless otherwise noted.

Other length of duration: _____

_____	_____	_____
Parent/Guardian Printed Name	Parent/Guardian Signature	Phone # Date

School Nurse Signature: _____ Date Order Reviewed: _____

School Administrator/Secretary Signature _____

School Year: _____

Medication Drop off and Return Form

Date: _____

Name of Student: _____ Grade: _____

Name of over the counter medications: Expiration Date: Return Date/Parent Initials:

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

I attest that over the counter medications turned over to the school office are in their original container with a label intact and is labeled with my student's name.

Parent/Guardian Printed Name

Parent/Guardian Signature

Phone

School Nurse Signature: _____ Date Order Reviewed: _____

School Administrator/Secretary Signature _____

New Business
DISCUSSION ITEM

Instruction 2000 Policies - First Reading

Presented by: Kelly Henderson

Background: As we continue our review of policies, the instructional policies (series 2000) will be reviewed to prepare for next school year and to improve staff and student handbooks. We will need to schedule a study session to review the policies.

Recommendation: Administration recommends approval of the Instruction 2000 series policies upon first reading. Suggested dates for study session: April 29 (10-2), May 1 (9-2), May 2 (12-3).

GALLATIN GATEWAY SCHOOL DISTRICT

R = required

2000 SERIES INSTRUCTION

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2420	Grading and Progress Reports
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2500	Limited English Proficiency Program
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Gallatin Gateway Elementary

Adopted on: 08/20/2012

Reviewed on: 6/26/17

Revised on: 10/21/2013

2000 - R

INSTRUCTION

Instructional Goals

The District will provide equal opportunity for students to receive an education which will enable them to fulfill their role in society, commensurate with individual ability, in compliance with legal requirements, and reflecting the desires of the people.

Instructional programs, methods, and resources should meet the needs of each students, regardless of race, color, creed, sex, or level of ability. The District recognizes that equal opportunity education does not imply uniformity and that each student's unique characteristics must be acknowledged. Instructional programs, methods, and materials will not imply, teach, or encourage any beliefs or practices reflecting bias or discrimination toward other individuals or groups and will not deny others their basic human rights.

The District has developed a Statement of Learner Goals that is available through the District Office. This philosophical goal statement will reflect the District's strategic plan and will be publicized and made available to interested citizens. This statement will be reviewed annually and revised as deemed necessary.

Legal Reference:	10.55.701, ARM	Board of Trustees
	§ 20-1-102, MCA	Legislative goals for public elementary and secondary schools

→ Do we have this?

Gallatin Gateway Elementary

Adopted on: 5/19/21

Reviewed on:

2050

INSTRUCTION

Revised on: 10/18/21

Student Instruction

The School District has adopted the protocols outlined in this policy to ensure the delivery of education services to students onsite at the school, offsite at other locations using available resources. The District administration or designated personnel are authorized to implement this policy.

As outlined in District Policy 2100, and except for students determined by the School District to be proficient using School District assessments, the adopted calendar has a minimum number of 720 aggregate instructional hours for students in kindergarten through third grade; 1,080 hours for students in fourth through eleventh grade and 1,050 hours for students in twelfth grade.

The School District may satisfy the aggregate number of hours through any combination of onsite, offsite, and online instruction. The District administration is directed to ensure that all students are offered access to the complete range of educational programs and services for the education program required by the accreditation standards adopted by the Montana Board of Public Education.

For the purposes of this policy and the School District's calculation of ANB and "aggregate hours of instruction" within the meaning of that term in Montana law, the term "instruction" shall be construed as being synonymous with and in support of the broader goals of "learning" and full development of educational potential as set forth in Article X, section 1 of the Montana Constitution. Instruction includes innovative teaching strategies that focus on student engagement for the purposes of developing a students' interests, passions, and strengths. The term instruction shall include any directed, distributive, collaborative and/or experiential learning activity provided, supervised, guided, facilitated, work based, or coordinated by the teacher of record in a given course that is done purposely to achieve content proficiency and facilitate the learning of, acquisition of knowledge, skills and abilities by, and to otherwise fulfill the full educational potential of each child.

Staff shall calculate the number of hours students have received instruction as defined in this policy through a combined calculation of services received onsite at the school or services provided or accessed at offsite or online instructional settings including, but not limited to, any combination of physical instructional packets, virtual or electronic based course meetings and assignments, self-directed or parent-assisted learning opportunities, and other educational efforts undertaken by the staff and students that can be given for grade or credit. Staff shall report completed hours of instruction as defined in this policy to the supervising teacher, building principal, or district administrator for final calculation.

In order to comply with the requirements of the calendar, District Policy and Section 20-1-301, MCA, the District shall implement the instructional schedules and methods identified in this policy.

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4 Offsite Instruction
5

6 The Board of Trustees authorizes offsite instruction of students in a manner that satisfies the
7 aggregate number of instructional hours outlined in the School District's adopted or revised
8 calendar for a school year. Offsite delivery methods shall include a complete range of
9 educational services offered by the School District and shall comply with the requirements of
10 applicable statutes. Students completing course work through an offsite instructional setting shall
11 be treated in and have their hours of instruction calculated in the same manner as students
12 attending an onsite institutional setting.
13

14 Offsite instruction is available to students:
15

- 16 1. meeting the residency requirements for that district as provided in 1-1-215;
- 17 2. living in the district and eligible for educational services under the Individuals With
18 Disabilities Education Act or under 29 U.S.C. 794; or
- 19 3. attending school in the district under a mandatory attendance agreement as provided in
20 20-5-321;
- 21 4. attending school in the nearest district offering offsite instruction that agrees to enroll the
22 student when the student's district of residence does not provide offsite instruction in an
23 equivalent course in which the student is enrolled. A course is not equivalent if the course
24 does not provide the same level of advantage on successful completion, including but not
25 limited to dual credit, advanced placement, and career certification. Attendance under this
26 provision is subject to approval of the Trustees.
27

28 The Board of Trustees authorizes the supervising teacher or district administrator to permit
29 students to utilize an offsite or online instructional setting at when circumstances require.
30

31 Proficiency-Based Learning
32

33 The Board of Trustees authorizes proficiency-based learning and ANB calculation in situations
34 when a student demonstrates proficiency in a course area as determined by the Board of Trustees
35 using District assessments consistent with District Policy 1005FE, or other measures approved
36 by the Board of Trustees.
37

38 The Board of Trustees waives the minimum number of instructional hours for students who
39 demonstrate proficiency in a course area using district assessments that include, but are not
40 limited to, the course or class teacher's determination of proficiency as defined by the Board of
41 Trustees. This determination shall be based on a review of the student's completed coursework,
42 participation in course delivery, and other methods applicable to the specific course or class. The
43 Board of Trustees authorizes the use of the proficiency determination process for students who
44 have selected this method of delivery, students for whom the School District is unable to
45 document satisfaction of the required minimum aggregate number of hours through the offsite or
46
47

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4 onsite methods outlined in this policy, or other students whom School District personnel
5 determine satisfy the definition of proficient or meeting proficiency.
6

7 This provision is based in the declaration by the Montana Legislature that any regulation
8 discriminating against a student who has participated in proficiency-based learning is
9 inconsistent with the Montana Constitution.
10

11
12 Legal Reference: Article X, Section 1, Montana Constitution
13 Section 20-1-101, MCA – Definitions
14 Section 20-1-301, MCA – School Fiscal Year
15 Section 20-9-311, MCA – Calculation of Average Number Belonging
16 Section 20-7-118, MCA - Offsite Provision of Educational Services
17 Section 20-7-1601, MCA – Transformational Learning –Legislative Intent
18 ARM 10.55.906(4)) – High School Credit
19

20 Cross Reference: Policy 1005FE – Proficiency-Based Learning
21 Policy 2100 – School Calendar
22 Policy 2140 – Guidance and Counseling
23 Policy 2168 – Distance Learning
24 Policy 2410 – Graduation
Policy 2420 – Grading and Progress Reports

Gallatin Gateway Elementary

Adopted on: 08/20/12

Reviewed on:

2100 - R

INSTRUCTION

Revised on: 6/26/17, 8/2/18,
5/19/21

page 1 of 2

School Year Calendar and Day

School Calendar

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

Commemorative Holidays

Teachers and students will devote a portion of the day on each commemorative holiday designated in § 20-1-306, MCA, to study and honor the commemorated person or occasion. The Board may from time to time designate a regular school day as a commemorative holiday.

Staff
↓
do we do this?

Saturday School

In emergencies, including during reasonable efforts of the trustees to make up aggregate hours of instruction lost during a declaration of emergency by the trustees under Section 20-9-806, MCA, pupil instruction may be conducted on a Saturday when it is approved by the trustees.

Pupil instruction may be held on a Saturday at the discretion of a school district for the purpose of providing additional pupil instruction beyond the minimum aggregate hours of instruction required in Section 20-1-301, MCA, provided student attendance is voluntary.

School Fiscal Year

At least the minimum number of aggregate hours must be conducted during each school fiscal year. The minimum aggregate hours required by grade are:

- (a) A minimum of 360 aggregate hours for a kindergarten program;
- (b) 720 hours for grades 1 through 3;
- (c) 1,080 hours for grades 4 through 12; and
- (d) 1,050 hours may be sufficient for graduating seniors.

The minimum aggregate hours, described above, are not required for any pupil demonstrating proficiency pursuant to 20-9-311(4)(d), MCA.

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3
4 In addition, seven (7) pupil instruction-related days may be scheduled for the following
5 purposes:

- 6 1. Pre-school staff orientation for the purpose of organization of the school year;
- 7 2. Staff professional development programs (minimum of three (3) days);
- 8 3. Parent/teacher conferences; and
- 9 4. Post-school record and report (not to exceed one (1) day, or one-half (½) day at the end
10 of each semester or quarter).

11
12 The Board of Trustees has established an advisory committee to develop, recommend, and
13 evaluate the school district's yearly professional development plan. Each year the Board of
14 Trustees shall adopt a professional development plan for the subsequent school year based on the
15 recommendation of the advisory committee.

16
17 Extended School Year

18
19 In accordance with Section 20-1-301, MCA, and any applicable collective bargaining agreement
20 covering the employment of affected employees, the Board of Trustees may establish a school
21 calendar with an earlier start date and a later end date to ensure students receive the minimum
22 number aggregate instructional hours. The purpose of an extended school year will be to
23 maximize flexibility in the delivery of instruction and learning for each student in the School
24 District. When setting an extended school year, the School District will collaborate with students,
25 parents, employees and other community stakeholders. When proposing to adopt changes to a
26 previously adopted school term the Board of Trustees will follow the procedures outlined in in
27 this policy.
28
29

30	Legal References:	§ 20-1-301, MCA	School fiscal year
31		§ 20-1-302, MCA	School term, day and week
32		§ 20-1-303, MCA	Conduct of School on Saturday or Sunday prohibited - exceptions
33			
34		§ 20-1-304, MCA	Pupil-instruction-related day
35		§ 20-1-306, MCA	Commemorative exercises on certain days
36		§ 20-9-311, MCA	Calculation of Annual Number Belonging (ANB)
37		ARM 10.55.701	Board of Trustees
38		ARM 10.65.101, 103	Pupil-Instruction-Related Days
39		ARM 10.55.714	Professional Development
40		ARM 10.55.906	High School Credit

Gallatin Gateway Elementary

Adopted on: 08/20/2012

Reviewed on:

Revised on: 6/26/17

2105 - R

INSTRUCTION

Grade Organization

The District maintains instructional levels for grades kindergarten (K) through eighth. The grouping and housing of instructional levels in school facilities will be according to plans developed by the Superintendent and approved by the Board.

A student will be assigned to an instructional group or to a classroom which will best serve the needs of that individual while still considering the rights and needs of other students. Factors to be considered in classroom assignments are class size, peer relations, student/teacher relations, instructional style of individual teachers, and any other variables that will affect the performance of the student.

Legal Reference: § 20-6-501, MCA Definition of various schools

Gallatin Gateway Elementary

Adopted on: 08/20/2012

Reviewed on:

2120 - R

INSTRUCTION

Revised on: 10/21/2013, 6/26/17

Curriculum and Assessment

The Board is responsible for curriculum adoption and must approve all significant changes, including the adoption of new textbooks and new courses, before such changes are made. The Superintendent is responsible for making curriculum recommendations. The District shall ensure their curriculum is aligned to all content standards and the appropriate learning progression for each grade level.

A written sequential curriculum will be developed for each subject area. The curricula will address learner goals, content and program area performance standards, and District education goals and will be constructed to include such parts of education as content, skills, and thinking. The District shall review curricula at least every five (5) years or consistent with the state's standards revision schedule, and modify, as needed, to meet educational goals of the continuous school improvement plan pursuant to ARM 10.55.601.

In all program areas and at all levels, the District shall assess student progress toward achieving content standards and content-specific grade-level learning progressions including: content and data; accomplishment of appropriate skills; development of critical thinking and reasoning; and attitude. The District will use assessment results to improve the educational program, and use effective and appropriate tools for assessing such progress. This may include, but is not limited to: standardized tests; criterion referenced tests; teacher-made tests; ongoing classroom evaluation; actual communication assessments such as writing, speaking, and listening assessments; samples of student work and/or narrative reports passed from grade to grade; samples of students' creative and/or performance work; and surveys of carry-over skills to other program areas and outside of school, and any other requirements of ARM 10.56.101.

The District shall maintain their programs consistent with the state's schedule for revising standards.

The District may receive and/or provide distance, online and technology delivered learning programs, as provided in Montana law. Distance, online and technology delivered learning programs and/or courses shall meet the learner expectations adopted in the District and shall be aligned with state content standards and content-specific grade-level learning progressions. The Superintendent is directed to develop procedures regarding the District's distance, online and technology delivered learning.

Cross Reference: 2000 Goals
 2110 Objectives

Legal Reference: § 20-3-324, MCA Powers and duties
 § 20-4-402, MCA Duties of district superintendent or county high school principal
 § 20-7-602, MCA Textbook selection and adoption
 10.55.601, ARM Accreditation Standards Procedures
 10.55.603, ARM Curriculum and Assessment
 10.56.101, ARM Student Assessment

*where are these?
or do they need
completing?*

Gallatin Gateway Elementary

Adopted on: 08/20/2012

Reviewed on:

Revised on: 6/26/17

2132 - R

INSTRUCTION

Page 1 of 3

Student and Family Privacy Rights

Surveys - General

All surveys requesting personal information from students, as well as any other instrument used to collect personal information from students, must advance or relate to the District's educational objectives as identified in Board Policy. This applies to all surveys, regardless of whether the student answering the questions can be identified and regardless of who created the survey.

Surveys Created by a Third Party

Before the District administers or distributes a survey created by a third party to a student, the student's parent(s)/guardian(s) may inspect the survey upon request and within a reasonable time of their request.

This section applies to every survey: (1) that is created by a person or entity other than a District official, staff member, or student, (2) regardless of whether the student answering the questions can be identified, and (3) regardless of the subject matter of the questions.

Surveys Requesting Personal Information

School officials and staff members shall not request, nor disclose, the identity of any student who completes ANY survey containing one (1) or more of the following items:

1. Political affiliations or beliefs of the student or the student's parent/guardian;
2. Mental or psychological problems of the student or the student's family;
3. Behavior or attitudes about sex;
4. Illegal, antisocial, self-incriminating, or demeaning behavior;
5. Critical appraisals of other individuals with whom students have close family relationships;
6. Legally recognized privileged or analogous relationships, such as those with lawyers, physicians, and ministers;
7. Religious practices, affiliations, or beliefs of the student or the student's parent/guardian;
8. Income (other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such program).

The student's parent(s)/guardian(s) may:

1. Inspect the survey within a reasonable time of the request; and/or

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4 2. Refuse to allow their child to participate in any survey requesting personal information. The
5 school shall not penalize any student whose parent(s)/guardian(s) exercise this option.
6

7 Instructional Material
8

9 A student's parent(s)/guardian(s) may, within a reasonable time of the request, inspect any
10 instructional material used as part of their child's educational curriculum.
11

12 The term "instructional material," for purposes of this policy, means instructional content that is
13 provided to a student, regardless of its format, printed or representational materials, audio-visual
14 materials, and materials in electronic or digital formats (such as materials accessible through the
15 Internet). The term does not include academic tests or academic assessments.
16

17 Collection of Personal Information From Students for Marketing Prohibited
18

19 The term "personal information," for purposes of this section only, means individually
20 identifiable information including: (1) a student's or parent's first and last name, (2) a home or
21 other physical address (including street name and the name of the city or town), (3) telephone
22 number, or (4) a Social Security identification number.
23

24 The District will not collect, disclose, or use student personal information for the purpose of
25 marketing or selling that information or otherwise providing that information to others for that
26 purpose.
27

28 The District, however, is not prohibited from collecting, disclosing, or using personal
29 information collected from students for the exclusive purpose of developing, evaluating, or
30 providing educational products or services for, or to, students or educational institutions such as
31 the following:
32

- 33 1. College or other post-secondary education recruitment or military recruitment;
34 2. Book clubs, magazines, and programs providing access to low-cost literary products;
35 3. Curriculum and instructional materials used by elementary schools and secondary
36 schools;
37 4. Tests and assessments to provide cognitive, evaluative, diagnostic, clinical, aptitude, or
38 achievement information about students (or to generate other statistically useful data for
39 the purpose of securing such tests and assessments) and the subsequent analysis and
40 public release of the aggregate data from such tests and assessments;
41 5. The sale by students of products or services to raise funds for school-related or education-
42 related activities;
43 6. Student recognition programs.
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4 Notification of Rights and Procedures
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6 The Superintendent or designee shall notify students' parents/guardians of:
7

- 8 1. This policy as well as its availability from the administration office upon request;
9 2. How to opt their child out of participation in activities as provided in this policy;
10 3. The approximate dates during the school year when a survey requesting personal
11 information, as described above, is scheduled or expected to be scheduled;
12 4. How to request access to any survey or other material described in this policy.
13

14 This notification shall be given parents/guardians at least annually at the beginning of the school
15 year and within a reasonable period after any substantive change in this policy.
16

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18
19 Cross Reference: 2311 Instructional Materials
20 3200 Student Rights and Responsibilities
21 3410 Student Health/Physical Screenings/Examinations
22

23 Legal Reference: 20 U.S.C. 1232h Protection of Pupil Rights
24
25

*Student
Handbook*

Gallatin Gateway Elementary

Adopted on: 08/20/12

Reviewed on:

2140

INSTRUCTION

Revised on: 6/26/17, 10/18/21

Guidance and Counseling

The District recognizes that guidance and counseling are an important part of the total program of instruction and should be provided in accordance with state laws and regulations, District policies and procedures, and available staff and program support.

The general goal of this program is to help students achieve the greatest personal value from their educational opportunities. Such a program should:

1. Provide staff with meaningful information which can be utilized to improve educational services offered to individual students.
2. Provide students with planned opportunities to develop future career and educational plans.
3. Refer students with special needs to appropriate specialists and agencies.
4. Aid students in identifying options and making choices about their educational program.
5. Assist teachers and administrators in meeting academic, social, and emotional needs of students.
6. Provide for a follow-up of students who further their education and/or move into the workforce.
7. Solicit feedback from students, staff, and parents, for purposes of program improvement.
8. Assist students in developing a sense of belonging and self-respect.
9. Have information available about nicotine addiction services and referrals to tobacco cessation programs to students and staff.
10. Serve as a reference for alternative discipline or restorative justice programs.

All staff will encourage students to explore and develop their individual interests in all areas including but not limited to career and technical programs, academic curricula, post-secondary opportunities, community or military service, and employment options without regard race, color, national origin, ancestry, sex, ethnicity, language barrier, religious belief, physical or mental handicap or disability, economic or social condition, actual or potential marital or parental status.

Legal Reference	§ 49-3-203, MCA	Educational, counseling, and training programs
	10.55.710, ARM	Assignment of School Counseling Staff
	10.55.802, ARM	Opportunity and Educational Equity

Gallatin Gateway Elementary

Adopted on: 6/26/17

Reviewed on:

Revised on: 3/11/20

2150 - R

INSTRUCTION

Page 1 of 2

Suicide Awareness and Prevention

Professional Development

The District will provide professional development on youth suicide awareness and prevention to each employee of the district who work directly with any students enrolled in the school district. The training materials will be approved by the Office of Public Instruction (OPI).

The District will provide, at a minimum, two (2) hours of youth suicide awareness and prevention training every five (5) years. All new employees who work directly with any student enrolled in the school district will be provided two (2) hours of training the first year of employment.

do this

Youth suicide and prevention training may include:

- A. In-person attendance at a live training;
- B. Videoconference;
- C. An individual program of study of designated materials;
- D. Self-review modules available online; and
- E. Any other method chosen by the local school board that is consistent with professional development standards.

Prevention and Response

The Board authorizes the Administration and appropriate District staff to develop procedures to address matters related to suicide prevention and response that:

- A. Promote collaboration with families and with community providers in all aspects of suicide prevention and response;
- B. Include high quality intervention services for students;
- C. Promote interagency cooperation that enables school personnel to identify and access appropriate community resources for use in times of crisis;
- D. Include reintegration of youth into a school following a crisis, hospitalization, or residential treatment;
- E. Provide for leadership, planning, and support for students and school personnel to ensure appropriate responses to attempted or completed suicides.

No cause of action may be brought for any loss or damage caused by any act or admission resulting from the implementation of the provisions of this policy or resulting from any training, or lack of training, related to this policy. Nothing in this policy shall be construed to impose a specific duty of care.

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This policy will be reviewed by the Board of Trustees on a regular basis.

Legal Reference: § 20-7-1310, MCA Youth suicide awareness and prevention training
 ARM 10.55.720 Suicide Prevention and Response

? this doesn't go in this order -
Student Handbk + Welcome Packet
2151F

GALLATIN GATEWAY ELEMENTARY ATHLETICS INFORMED CONSENT AND INSURANCE VERIFICATION FORM

Extracurricular activities may include physical contact and physical exertion. There is an inherent risk of injury in the activity. By signing this agreement, I acknowledge that the School District staff try to prevent accidents. I agree to accept responsibility for my student's participation in the school activities. The activity is strictly voluntary.

I, the undersigned, hereby acknowledge and understand that, regardless of all feasible safety measures that may be taken by the School District, participation in this event entails certain inherent risks. I certify that my student is physically fit and medically able to participate or have noted an applicable physical or medical diagnosis at the bottom of this form. I further certify that my student will honor all instructions of district staff and failure to honor instructions may result on dismissal from the activity. I have been informed of these risks, understand them, and feel that the benefits of participation outweigh the risks involved. My signature below gives my child permission to participate in a Gallatin Gateway School Activity.

I authorize qualified emergency medical professionals to examine and in the event of injury or serious illness, administer emergency care to my student. I understand every effort will be made to contact the family or contact person noted below to explain the nature of the problem prior to any involved treatment. In the event it becomes necessary for the district staff in charge to obtain emergency care for my student, I understand that neither the district employee in charge of the activity nor the school district assumes financial liability for expenses incurred because of an accident, injury, illness and/or unforeseen circumstances.

The School District DOES NOT provide medical insurance benefits for students who choose to participate in activities programs. Parents or guardians may request information from the school district regarding medical insurance for students. If parents or guardians have their own insurance coverage during the student's participation, that coverage information is provided below. Or parents may notify the School District that they do not have medical insurance.

___ I have personal medical insurance to cover the student's participation:

INSURANCE (Company Name) _____

Policy # _____

___ I do not have personal medical insurance to cover the student's participation and understand that the School District does not provide medical insurance to cover the students. I understand I will be responsible for any medical costs associated with the student's participation.

Signature Required Regardless of Insurance Coverage:

Student Athlete _____
(Please Print)

Parent/Guardian _____
(Signature)

Date: _____

Gallatin Gateway Elementary

Adopted on:
Reviewed on: 6/26/17
Revised on:

2158 - R

INSTRUCTION

Family Engagement Policy

The Gallatin Gateway Board of Trustees believes that engaging parents/families in the education process is essential to improved academic success for students. The Board recognizes that a student's education is a responsibility shared by the district, parents, families and other members of the community during the entire time a student attends school. The Board believes that the district must create an environment that is conducive to learning and that strong, comprehensive parent/family involvement is an important component. Parent/Family involvement in education requires a cooperative effort with roles for the Office of Public Instruction (OPI), the district, parents/families and the community.

Parent/Family Involvement Goals and Plan

The Board of Trustees recognizes the importance of eliminating barriers that impede parent/family involvement, thereby facilitating an environment that encourages collaboration with parents, families and other members of the community. Therefore, the district will develop and implement a plan to facilitate parent/family involvement that shall include the following six (6) goals:

1. Promote families to actively participate in the life of the school and feel welcomed, valued, and connected to each other, to school staff, and to what students are learning and doing in class;
2. Promote families and school staff to engage in regular, two-way meaningful communication about student learning;
3. Promote families and school staff to continuously collaborate to support student learning and healthy development both at home and at school and have regular opportunities to strengthen their knowledge and skills to do so effectively;
4. Empower parents to be advocates for their own and other children, to ensure that students are treated equitably and have access to learning opportunities that will support their success;
5. Encourage families and school staff to be partners in decisions that affect children and families and together inform, influence, and create policies, practices, and programs; and

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4 6. Encourage families and school staff to collaborate with members of the community to
5 connect students, families, and staff to expand learning opportunities, community
6 services, and civic participation.
7

8 The district's plan for meeting these goals is to:
9

- 10 1. Provide activities that will educate parents regarding the intellectual and developmental
11 needs of their children at all age levels. This will include promoting cooperation between
12 the district and other agencies or school/community groups (such as parent-teacher
13 groups, Head Start, etc.) to furnish learning opportunities and disseminate information
14 regarding parenting skills and child/adolescent development.
15
16 2. Implement strategies to involve parents/families in the educational process, including:
17
18 < Keeping parents/families informed of opportunities for involvement and
19 encouraging participation in various programs.
20
21 < Providing access to educational resources for parents/families to use together with
22 their children.
23
24 < Keeping parents/families informed of the objectives of district educational
25 programs as well as of their child's participation and progress within these
26 programs.
27
28
29 3. Enable families to participate in the education of their children through a variety of roles.
30 For example, parents/family members should be given opportunities to provide input into
31 district policies and volunteer time within the classrooms and school programs.
32
33 4. Provide professional development opportunities for teachers and staff to enhance their
34 understanding of effective parent/family involvement strategies.
35
36 5. Perform regular evaluations of parent/family involvement at each school and at the
37 district level.
38
39 6. Provide access, upon request, to any instructional material used as part of the educational
40 curriculum.
41
42 7. If practical, provide information in a language understandable to parents.
43
44

Gallatin Gateway Elementary

Adopted on: 08/20/2012

Reviewed on:

Revised on: 6/26/17

2160 - R

INSTRUCTION

Page 1 of 2

Title I Parent Involvement

The District endorses the parent involvement goals of Title I and encourages the regular participation of parents (including parents of migrant students if applicable) of Title I eligible children in all aspects of the program. The education of children is viewed as a cooperative effort among the parents, school, and community. In this policy the word "parent" also includes guardians and other family members involved in supervising the child's schools.

Pursuant to federal law the District will develop jointly with, agree upon with, and distribute to parents of children participating in the Title I program a written parent involvement policy.

do we have this?

At the required annual meeting of Title I parents (including parents of migrant students if applicable), parents will have opportunities to participate in the design, development, operation, and evaluation of the program for the next school year. Proposed activities to fulfill the requirements necessary to address the requirements of parental-involvement goals shall be presented.

In addition to the required annual meeting, at least three (3) additional meetings shall be held at various times of the day and/or evening for parents of children (including parents of migrant children if applicable) participating in the Title I program. These meetings shall be used to provide parents with:

1. Information about programs provided under Title I;
2. A description and explanation of the curriculum in use, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet;
3. Opportunities to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children; and
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 of children (including parents of migrant children if applicable) identified to participate in Title I programs shall receive from the school principal and Title I staff an

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4 explanation of the reasons supporting each child’s selection for the program, a set of objectives
5 to be addressed, and a description of the services to be provided. Opportunities will be provided
6 for the parents to meet with the classroom and Title I teachers to discuss their child’s progress.
7 Parents will also receive guidance as to how they can assist at home in the education of their
8 children.

9
10 Each school in the District receiving Title I funds shall develop jointly with parents of children
11 served in the program a “School-Parent Compact” outlining the manner in which parents, school
12 staff, and students share the responsibility for improved student academic achievement in
13 meeting state standards. The “School-Parent Compact” shall:

- 14
- 15 1. Describe the school’s responsibility to provide high quality curriculum and instruction in
16 a supportive and effective learning environment enabling children in the Title I program
17 to meet the state’s academic achievement standards;
 - 18
 - 19 2. Indicate the ways in which each parent will be responsible for supporting their child’s
20 learning, such as monitoring attendance, homework completion, and television watching;
21 volunteering in the classroom; and participating, as appropriate, in decisions related to
22 their child’s education and positive use of extracurricular time; and
 - 23
 - 24 3. Address the importance of parent-teacher communication on an ongoing basis with, at a
25 minimum, parent-teacher conferences, frequent reports to parents, and reasonable access
26 to staff.

27
28
29
30 **Legal Reference:** Title I of the Elementary and Secondary Education Act of 1965, 20 U.S.C.
31 §§ 6301-6514, as implemented by 34 CFR parts 200, 201, 203, 205, and
32 212
33 Improving America’s Schools Act, P.L. 103-382, § 1112 Local Education
34 Agency Plans
35 P.L. 107-110, “No Child Left Behind Act of 2001,” Title I – Improving
36 the Academic Achievement of the Disadvantaged, § 1118
37

do we have this?

Gallatin Gateway Elementary

Adopted on: 08/20/2012

Reviewed on: 6/26/17

2161 - R

INSTRUCTION

Revised on:

Special Education

The District will provide a free appropriate public education and necessary related services to all children with disabilities residing within the District, as required under the Individuals with Disabilities Education Act (IDEA), provisions of Montana law, and the Americans with Disabilities Act.

For students eligible for services under IDEA, the District will follow procedures for identification, evaluation, placement, and delivery of service to children with disabilities, as provided in the current *Montana State Plan under Part B of IDEA*.

The District may maintain membership in one or more cooperative associations which may assist in fulfilling the District's obligations to its disabled students.

Legal Reference: Americans with Disabilities Act, 42 U.S.C. § 12101, et seq.
Individuals with Disabilities Education Act, 20 U.S.C. § 1400, et seq.
§ 20-7-Part Four, MCA Special Education for Exceptional Children
Title 20, Chap. 7, MCA Special Education
Title 10, Chap. 16, ARM Special Education

Gallatin Gateway Elementary

Adopted on: 2/19/20

Reviewed on:

Revised on: 4/20/22

2161P

INSTRUCTION

page 1 of 6

Special Education

Child Find

The District shall be responsible for the coordination and management of locating, identifying, and evaluating all disabled children ages zero (-0-) through twenty-one (21). Appropriate staff will design the District's Child Find plan in compliance with all state and federal requirements and with assistance from special education personnel who are delegated responsibility for implementing the plan.

The District's plan will contain procedures for identifying suspected disabled students in private schools as identified in 34 C.F.R. 530.130 and 530.131(f), students who are home schooled, homeless children, as well as public facilities located within the geographic boundaries of the District. These procedures shall include screening and development criteria for further assessment. The plan must include locating, identifying, and evaluating highly mobile children with disabilities and children who are suspected of being a child with a disability and in need of special education, even though the child is and has been advancing from grade to grade. The District's Child Find Plan must set forth the following:

1. Procedures used to annually inform the public of all child find activities, for children zero through twenty-one;
2. Identity of the special education coordinator;
3. Procedures used for collecting, maintaining, and reporting data on child identification;
4. Procedures for Child Find Activities (including audiological, health, speech/language, and visual screening and review of data or records for students who have been or are being considered for retention, delayed admittance, long-term suspension or expulsion or waiver of learner outcomes) in each of the following age groups:
 - A. Infants and Toddlers (Birth through Age 2)
Procedures for referral of infants and toddlers to the appropriate early intervention agency, or procedures for conducting child find.
 - B. Preschool (Ages 3 through 5)
Part C Transition planning conferences; frequency and location of screenings; coordination with other agencies; follow-up procedures for referral and evaluation; and procedures for responding to individual referrals.
 - C. In-School (Ages 6 through 18)
Referral procedures, including teacher assistance teams, parent referrals, and referrals from other sources; and follow-up procedures for referral and evaluation.
 - D. Post-School (Ages 19 through 21)
Individuals who have not graduated from high school with a regular diploma and who were not previously identified. Describe coordination efforts with other agencies.
 - E. Private Schools (This includes home schools.)

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4 Child find procedures addressing the provisions of A.R.M. 10.16.3125(1); follow-
5 up procedures for referral and evaluation.

6 F. Homeless Children

7 G. Dyslexia

8 The School District shall establish procedures to ensure that all resident children
9 with disabilities, including specific learning disabilities resulting from dyslexia,
10 are identified and evaluated for special education and related services as early as
11 possible. The screening instrument must be administered to:

12 (A) a child in the first year that the child is admitted to a school of the
13 district up to grade 2; and

14 (B) a child who has not been previously screened by the district and who
15 fails to meet grade-level reading benchmarks in any grade;

16
17 The screening instrument shall be administered by an individual with an
18 understanding of, and training to identify, signs of dyslexia designed to assess
19 developmentally appropriate phonological and phonemic awareness skills.

20
21 If a screening suggests that a child may have dyslexia or a medical professional
22 diagnosis a child with dyslexia, the child's school district shall take steps to
23 identify the specific needs of the child and implement best practice interventions
24 to address those needs. This process may lead to consideration of the child's
25 qualification as a child with a disability under this policy.

26
27 Procedures for Evaluation and Determination of Eligibility

28
29 Procedures for evaluation and determination of eligibility for special education and related
30 services are conducted in accordance with the procedures and requirements of 34 C.F.R.
31 300.301-300.311 and the following state administrative rules:

32
33 10.16.3320 - Referral;

34 10.60.103 - Identification of Children with Disabilities;

35 10.16.3321 - Comprehensive Educational Evaluation Process;

36
37 Procedural Safeguards and Parental Notification

38
39 The District implements the procedural safeguard procedures as identified in 34 C.F.R. 300.500 -
40 300.530.

41
42 A copy of the procedural safeguards available to the parents of a child with a disability must be
43 given to the parents only one (1) time a school year, except that a copy also must be given to the
44 parents:

- 45
46 • Upon initial referral or parent request for evaluation;

- 4 • Upon receipt of the first state complaint under 34 CFR 300.151 through 300.153 and
- 5 upon receipt of the first due process complaint under 34 CFR 300.507 in a school year;
- 6 • In accordance with the discipline procedures in 34 CFR 300.530(h) (...on the date on
- 7 which the decision is made to make a removal that constitutes a change of placement of a
- 8 child with a disability because of a violation of a code of student conduct, the LEA
- 9 must...provide the parents the procedural safeguards notice); and
- 10 • Upon request by a parent.

11
12 A public agency also may place a current copy of the procedural safeguard notice on its internet
13 website, if a website exists. [34 CFR 300.504(a) and (b)] [20 U.S.C. 1415(d)(1)]

14
15 The referral for special education consideration may be initiated from any source, including
16 school personnel. To initiate the process, an official referral form must be completed and signed
17 by the person making the referral. The District shall accommodate a parent who cannot speak
18 English and therefore cannot complete the District referral form. Recognizing that the referral
19 form is a legal document, District personnel with knowledge of the referral shall bring the
20 referral promptly to the attention of the Evaluation Team.

21
22 The District shall give written notice to the parent of its recommendation to evaluate or not to
23 evaluate the student. The parent will be fully informed concerning the reasons for which the
24 consent to evaluate is sought. Written parental consent will be obtained before conducting the
25 initial evaluation or before reevaluating the student.

26
27 The recommendation to conduct an initial evaluation or reevaluation shall be presented to the
28 parents in their native language or another mode of communication appropriate to the parent. An
29 explanation of all the procedural safeguards shall be made available to the parents when their
30 consent for evaluation is sought. These safeguards will include a statement of the parents' rights
31 relative to granting the consent.

32 Evaluation of Eligibility

33
34 Evaluation of eligibility for special education services will be consistent with the requirements of
35 34 C.F.R. 300.301 through 300.311 regarding Procedures for Evaluation and Determination of
36 Eligibility; and shall also comply with A.R.M. 10.16.3321.

37 Individualized Education Programs

38
39 The District develops, implements, reviews, and revises individualized education programs (IEP)
40 in accordance with the requirements and procedures of 34 C.F.R. 300.320-300.328.

41 Independent Education Evaluations

42
43
44 The parents of a child with a disability have the right to obtain an independent educational
45 evaluation of the child in accordance with law. Independent educational evaluation means an
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4 evaluation conducted by a qualified examiner who is not employed by the District at District
5 expense.
6

7 If the parents request an independent educational evaluation, the District will provide
8 information about where an independent educational evaluation may be obtained and the criteria
9 applicable for independent educational evaluations. The District may also ask for the parent's
10 reason why he or she objects to the public evaluation.
11

12 A parent is entitled to only one independent educational evaluation at public expense each time
13 the public agency conducts an evaluation with which the parent disagrees.. If the parent obtains
14 an independent educational evaluation at District expense or shares with the public agency an
15 evaluation obtained at private expense, the results of the evaluation will be handled in
16 accordance with law.
17

18 If an independent educational evaluation is at District expense, the criteria under which the
19 evaluation is obtained, including the location of the evaluation and the qualifications of the
20 examiner, must be the same as the criteria that the public agency uses when it initiates an
21 evaluation.
22

23 Least Restrictive Environment

24 To the maximum extent appropriate, children with disabilities, including children in public or
25 private institutions or other care facilities, are educated with children who are nondisabled, and
26 special classes, separate schooling, or other removal of children with disabilities from the regular
27 class occurs only if the nature or severity of the disability is such that education in regular
28 classes, with the use of supplementary aids and services, cannot be achieved satisfactorily.
29 Educational placement decisions are made in accordance with A.R.M. 10.16.3340 and the
30 requirements of 34 C.F.R. 300.114 - 300.120, and a continuum of alternate placements is
31 available as required in 34 C.F.R. 300.551.
32

33 Children in Private Schools/Out-of District Placement

34 Children with a disability placed in or referred to a private school or facility by the District, or
35 other appropriate agency, shall receive special education and related services in accordance with
36 the requirements and procedures of 34 C.F.R. 300.145 through 300.147 and A.R.M. 10.16.3122.
37

38 As set forth under 34 C.F.R. 300.137, children with a disability placed in or referred to a private
39 school or facility by parents do not have an individual right to special education and related
40 services at the District's expense. When services are provided to children with disabilities
41 placed by parents in private schools, the services will be in accordance with the requirements and
42 procedures of 34. C.F.R. 300.130 through 300.144, and 300.148.
43

44 Impartial Due Process Hearing

45 The District shall conduct the impartial hearing in compliance with the Montana Administrative
46 Rules on matters pertaining to special education controversies.

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4 Special Education Records and Confidentiality of Personally Identifiable Information

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6 A. Confidentiality of Information

7
8 The District follows the provisions under the Family Educational Rights and Privacy Act and
9 implements the procedures in 34 C.F.R. 300.610-300.627, § 20-1-213, MCA, and A.R.M.
10 10.16.3560.

11
12 B. Access Rights

13
14 Parents of disabled students and students eighteen (18) years or older, or their representative,
15 may review any educational records which are designated as student records collected,
16 maintained, and used by the District. Review shall normally occur within five (5) school days
17 and in no case longer than forty-five (45) days. Parents shall have the right to an explanation or
18 interpretation of information contained in the record. Non-custodial parents shall have the same
19 right of access as custodial parents, unless there is a legally binding document specifically
20 removing that right.

21
22 C. List of Types and Locations of Information.

23
24 A list of the records maintained on disabled students shall be available in the District office.
25 Disabled student records shall be located in the District Office, where they are available for
26 review by authorized District personnel, parents, and adult students. Special education teachers
27 will maintain an IEP file in their classrooms. These records will be maintained under the direct
28 supervision of the teacher and will be located in a locked file cabinet. A record-of-access sheet
29 in each special education file will specify the District personnel who have a legitimate interest in
30 viewing these records.

31
32 D. Safeguards

33
34 The District will identify in writing the employees who have access to personally identifiable
35 information, and provide training on an annual basis to those staff members.

36
37
38 E. Destruction of Information

39
40 The District will inform parents five (5) years after the termination of special education services
41 that personally identifiable information is no longer needed for program purposes. Medicaid
42 reimbursement records must be retained for a period of at least six years and three months from
43 the date on which the service was rendered or until any dispute or litigation concerning the
44 services is resolved, whichever is later. The parent will be advised that such information may be
45 important to establish eligibility for certain adult benefits. At the parent's request, the record
46 information shall either be destroyed or made available to the parent or to the student if eighteen

(18) years or older. Reasonable effort shall be made to provide the parent with notification sixty (60) days prior to taking any action on destruction of records. Unless consent has been received from the parent to destroy the record, confidential information will be retained for five (5) years beyond legal school age.

F. Children’s Rights

Privacy rights shall be transferred from the parent to an adult student at the time the student attains eighteen (18) years of age, unless some form of legal guardianship has been designated due to the severity of the disabling condition.

Discipline

Students with disabilities may be suspended from school the same as students without disabilities for the same infractions or violations for up to ten (10) consecutive school days. Students with disabilities may be suspended for additional periods of not longer than ten (10) consecutive school days for separate, unrelated incidents, so long as such removals do not constitute a change in the student’s educational placement. However, for any additional days of removal over and

above ten (10) school days in the same school year, the District will provide educational services to a disabled student, which will be determined in consultation with at least one (1) of the child’s teachers, determining the location in which services will be provided. The District will implement the disciplinary procedures in accord with the requirements of CFR 300.530-300.537.

Legal Reference:	34 CFR 300.1, et seq.	Individuals with Disabilities Act (IDEA)
	34 CFR 300.502	Independent educational evaluation
	§ 20-1-213, MCA	Transfer of school records
		10.16.3122 ARM Local Educational Agency Responsibility for Students with Disabilities
	10.16.3220 ARM	Program Narrative
	10.16.3321 ARM	Comprehensive Educational Evaluation Process
	10.16.3340 ARM	Individualized Education Program and Placement Decisions
	10.16.3560 ARM	Special Education Records
	10.60.103 ARM	Identification of Children with Disabilities
	37.85.414 ARM	Maintenance of Records and Auditing (Medicaid)
	Chapter 227 (2019)	Montana Dyslexia Screening and Intervention Act

Gallatin Gateway Elementary

Adopted on: 08/20/2012

Reviewed on: 6/26/17

2162 - R

INSTRUCTION

Revised on:

Page 1 of 2

If the parent of a student who qualifies under Section 504 for special instruction or related services disagrees with a decision of the District with respect to: (1) the identification of the child as qualifying for Section 504; (2) the District's evaluation of the child; and/or (3) the educational placement of the child, the parents of the student are entitled to certain procedural safeguards. The student shall remain in his/her current placement until the matter has been resolved through the process set forth herein.

The District shall provide written notice to the parent or legal guardian of a Section 504 student, prior to initiating an evaluation of the child and/or determining the appropriate educational placement of the child, including special instruction and/or related services.

Upon request, the parent or legal guardian of the student shall be allowed to examine all relevant records relating to the child's education and the District's identification, evaluation, and/or placement decision.

Impartial Due Process Procedures

1. The parent of the student may make a request in writing for an impartial due process hearing. The written request for an impartial due process hearing shall identify with specificity the areas in which the parent or legal guardian is in disagreement with the District.
2. Upon receipt of a written request for an impartial due process hearing, a copy of the written request shall be forwarded to all interested parties within 3 business days.
3. Within 10 days of receipt of a written request for an impartial due process hearing, the District shall select and appoint an impartial hearing officer who has no professional or personal interest in the matter. In that regard, the District may select a hearing officer from the list of special education hearing examiners available at the Office of Public Instruction, the county superintendent or any other person who would conduct the hearing in an impartial and fair manner.
4. Once the District has selected an impartial hearing officer, the District shall provide the parent and all other interested parties with notice of the person selected.
5. Within 5 days of the District's selection of a hearing officer, a pre-hearing conference shall be scheduled to set a date and time for a hearing, identify the issues to be heard, and stipulate to undisputed facts to narrow the contested factual issues.
6. The hearing officer shall, in writing, notify all parties of the date, time, and location of the due process hearing.
7. Anytime prior to the hearing, the parties may mutually agree to submit the matter to mediation. A mediator may be selected from the Office of Public Instruction's list of trained mediators.
8. Anytime prior to the hearing, the parties may mutually agree to submit the matter to mediation. A mediator may be selected from the Office of Public Instruction's list of trained mediators.
9. At the hearing, the District and the parent may be represented by counsel.
10. The hearing shall be conducted in an informal but orderly manner. Either party may request that the hearing be recorded. Should either party request that the hearing be recorded, it shall be recorded using either appropriate equipment or a court reporter. The parents shall present their case first, followed by the District. Witnesses may be called to testify, and they will be subject to cross examination. Documentary evidence may be admitted and the hearing officer shall make all decisions relating to the relevancy of all evidence intended to be presented by the parties. Once all evidence has been received,

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the hearing officer shall close the hearing. The hearing officer may request that both parties submit proposed findings of fact, conclusions, and decision.

11. Within 20 days of the hearing, the hearing examiner should issue a written report of his/her decision to the parties. Appeals may be taken as provided by law.

Legal Reference:	Rehabilitation Act of 1973, Section 504, 29 U.S.C. § 794
	ADA Amendments Act of 2008
	34 C.F.R. §104.1 <i>et seq.</i> Purpose
	34 C.F.R. §104.35 Evaluation and Placement
	34 C.F.R. §104.36 Procedural safeguards

Gallatin Gateway Elementary

Adopted on: 6/26/17

Reviewed on:

Revised on:

2166

INSTRUCTION

Gifted Program

To the extent possible with available resources, all gifted and talented students will have the opportunity to participate in appropriate educational programs. "Gifted and talented students" are students of outstanding abilities, who are capable of high performance and who require differentiated educational programs beyond those normally offered in public schools, in order to fully achieve their potential contribution to self and society.

The District shall:

1. Provide educational services to gifted and talented students that are commensurate to their needs, and foster a positive self-image.
2. Comply with all federal and state laws and regulations regarding addressing gifted education.
3. Provide structured support and assistance to teachers in identifying and meeting the diverse student needs of gifted and talented students, and shall provide a framework for considering a full range of alternatives for addressing student needs.

The Superintendent will establish procedures consistent with state guidelines for nominating, assessing, and selecting children of demonstrated achievement, or potential ability in terms of general intellectual ability and academic aptitude.

Legal References:	§§ 20-7-901 - 904, MCA	Gifted and Talented Children
	10.55.804, ARM	Gifted and Talented

do we have this?

Gallatin Gateway Elementary

Adopted on: 10/20/2014
Reviewed on: 6/26/17
Revised on:

2171

INSTRUCTION

Significant Writing Program

The Board of Trustees has determined that incorporating an independent significant writing program in the District is not possible given the financial status of the district, the number of staff employed, and the time available within the class schedule. Writing will be incorporated in all aspects of the curriculum.

Legal Reference:	ARM 10.53.403	College and Career Readiness Anchor
		Standards for Writing
	ARM 10.55.701(2)(p)	Board of Trustees ARM 10.55.1101 Communicate
		Arts Program Delivery Standards

Gallatin Gateway Elementary

Adopted on: 6/26/17

Reviewed on:

Revised on: 5/19/21

2221

INSTRUCTION

School Emergencies and Closures

The Superintendent may order closure of schools in the event of extreme weather or other emergency, in compliance with established procedures for notifying parents, students, and staff.

The Board of Trustees is authorized to declare that a state of emergency exists within the community. A declaration issued by the Board of Trustees is distinct from any declaration in effect or previously issued by local, state or federal authorities. An emergency declaration issued by the Board of Trustees authorizes the School District to take extraordinary measures to protect students and staff while delivering education services in a manner authorized by law. The method and location of instruction and related educational services shall be implemented in a manner that serves the needs of students, their families, and staff and preserves the School District's full entitlement of funding.

The trustees may order the emergency closure of schools for one (1) school day each year, without the need to reschedule the lost pupil instruction time when the closure is the result of an emergency. The 1-school-day closure under this subsection is not subject to the reduction in BASE aid pursuant to Section 20-9-805, MCA.

In the event of a declared emergency, the School District shall avail itself of all flexibilities allowed by law, rule, or regulation and shall be otherwise governed by the school finance laws and rules of the state of Montana. The School District shall comply with auditing requirements and reserves the authority to assert its rights to manage school district funds or seek state and federal funds in a manner consistent with the full flexibility available under all applicable laws.

If a declaration of emergency is declared by the Board of Trustees, it may later adopt a resolution that a reasonable effort has been made to reschedule the pupil-instruction time lost because of the unforeseen emergency. If the trustees adopt the resolution, the pupil-instruction time lost during the closure need not be rescheduled to meet the minimum requirement for aggregate hours that a school district must conduct during the school year in order to be entitled to full BASE aid. At least 75% of the pupil-instruction time lost due to the unforeseen emergency must have been made up before the trustees can declare that a reasonable effort has been made.

For the purposes of this and related policies, "reasonable effort" means the rescheduling or extension of the school district's instructional calendar to make up at least 75% of the hours of pupil instruction lost due to an unforeseen emergency through any combination of the following as outlined in accordance with Policies 2050 and 2100:

- (a) extending the school year beyond the last scheduled day;
- (b) the use of scheduled vacation days in the district's adopted school calendar
- (c) the conduct of pupil instruction on Saturdays;
- (d) extending instructional hours during the school day.

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Cross Reference: 2100 School Calendar and Day
2050 Student Instruction
8110 Bus Routes and Schedules

Legal Reference: Section 20-9-801-802, MCA Emergency School Closure
Section 20-9-806, MCA School closure by declaration of emergency
Section 20-9-805, MCA Rate of reduction in annual apportionment
entitlement.

Gallatin Gateway Elementary

Adopted on: 08/20/2012

Reviewed on: 6/26/17

Revised on:

2250 - R

INSTRUCTION

Community and Adult Education

The District makes its resources available to adults and other non-students within the limits of budget, staff and facilities, provided there is no interference with or impairment of the regular school program. Community school, adult education and other offerings may be developed, subject to approval and authorization by the Board.

Legal Reference: § 20-7-702, MCA Authorization to establish adult education program
 § 20-7-703, MCA Trustees' policies for adult education

Gallatin Gateway Elementary

Adopted on: 6/26/17

Reviewed on:

Revised on:

2309 - R

INSTRUCTION

Library Materials

School library and classroom library books are primarily for use by District students and staff. Library books may be checked out by either students or staff. Individuals who check out books are responsible for the care and timely return of those materials. The building principal may assess fines for damaged or unreturned books.

District residents and parents or guardians of non-resident students attending the District may be allowed use of library books, at the discretion of the building principal. However, such access shall not interfere with regular school use of those books. Use of library books outside of the District is prohibited except for inter-library loan agreements with other libraries.

Any individual may challenge the selection of materials for the library/media center. The Uniform Complaint Procedure will be utilized to determine if challenged material is properly located in the library.

Cross Reference: 1700 Uniform Complaint Procedure
 2314 Learning Materials Review

Legal Reference: § 20-4-402(5), MCA Duties of district superintendent or county high school principal
 § 20-7-203, MCA Trustees' policies for school library
 § 20-7-204, MCA School library book selection

Gallatin Gateway Elementary

Adopted on: 08/20/2012

Reviewed on:

Revised on: 6/26/17

2310 - R

INSTRUCTION

Selection and Use of Library Materials

The District maintains a library primarily for use by District students. The Librarian is responsible for selecting materials for inclusion in the libraries, subject to the approval of the Board of Trustees. Prior to presenting materials for inclusion in the library, the Librarian may consider the existing collection, the curricular needs of the students, and the recommendations of the American Association of School Librarians in determining what materials are appropriate for the libraries.

Library materials may be checked out by students or staff during the instructional day. Students and staff who check out library materials are responsible for the care and timely return of such materials. The Librarian may assess fines for damaged or unreturned books.

District residents may access the District libraries and/or check out library materials at the discretion of the building principal. Such access may not interfere with regular school and student use of such materials.

Any individual may challenge the selection of materials for use in the libraries. The Superintendent shall appoint a committee of teachers, librarians, and administrators as independent investigators pursuant to the Uniform Grievance Procedure to determine if the challenged material is properly located in the library.

The Board delegates authority for selection of library materials to the Superintendent. The Superintendent further delegates that authority to the librarian in the school.

- Legal reference: § 20-4-402(5), MCA Duties of district superintendent or county high school principal
- § 20-7-203, MCA Trustees' policies for school library
- § 20-7-204, MCA School library book selection
- Library Bill of Rights
- American Library Association

Gallatin Gateway Elementary

Adopted on: 08/20/2012

Reviewed on:

2311 - R

INSTRUCTION

Revised on: 10/21/2013, 6/26/17

Instructional Materials

The Board is legally responsible to approve and to provide the necessary instructional materials used in the District. Textbooks and instructional materials should provide quality learning experiences for students and:

- Enrich and support the curriculum;
- Stimulate growth in knowledge, literary appreciation, aesthetic value, and ethical standards;
- Provide background information to enable students to make intelligent judgments;
- Present opposing sides of controversial issues;
- Be representative of the many religious, ethnic, and cultural groups and their contributions to our American heritage;
- Depict in an accurate and unbiased way the cultural diversity and pluralistic nature of American society.

Basic instructional course material in the fundamental skill areas of language arts, mathematics, science, and social studies should be reviewed at intervals not exceeding five (5) years, or consistent with the state's standards revision schedule that are consistent with the goals of the continuous school improvement plan. Textbooks and instructional materials, both print and non-print, are selected based upon their quality and educational value. Instructional materials shall be recommended by committees established by the Superintendent. Specific criteria for selection shall be developed by each committee. Textbooks shall be provided for use to students at no cost. Students may be charged for lost or damaged textbooks based on the replacement value of the textbook.

Teachers are encouraged to limit the use of supplemental media material to only that which will enhance, or otherwise illustrate, the subjects being taught. All supplemental media material must be age-appropriate. Additionally, no movie shall be shown to students unless prior approval is received from the Superintendent. No movie rated above PG shall be shown to students under any circumstances. All use of media material for non-classroom purposes shall have the prior approval of the Superintendent.

Staff Handbook

Cross Reference: 2314 Learning Materials Review

Legal Reference:	§ 20-4-402, MCA	Duties of district superintendent or county high school principal
	§ 20-7-601, MCA	Free textbook provisions
	§ 20-7-602, MCA	Textbook selection and adoption
	10.55.603(4)(b), ARM	Curriculum and Assessment

Gallatin Gateway Elementary

Adopted on: 08/20/2012

Reviewed on:

2312 - R

INSTRUCTION

Revised on: 6/26/17, 4/20/22

Copyright

The District recognizes that federal law makes it illegal to duplicate copyrighted materials without authorization of the holder of the copyright, except for certain exempt purposes. Severe penalties may be imposed for unauthorized copying or use of audio, visual, digital, or printed materials and computer software, unless the copying or use conforms to the "fair use" doctrine.

Under the "fair use" doctrine, unauthorized reproduction of printed copyrighted materials is permissible for such purposes as criticism, comment, news reporting, teaching, scholarship, or research.

Under the fair use doctrine, each of the following four standards must be met in order to use the printed copyrighted document:

- Purpose and Character of the Use – The use must be for such purposes as teaching or scholarship.
- Nature of the Copyrighted Work – The type of work to be copied.
- Amount and Substantiality of the Portion Used – Copying the whole of a work cannot be considered fair use; copying a small portion may be if these guidelines are followed.
- Effect of the Use Upon the Potential Market for or value of the Copyrighted Work – If resulting economic loss to the copyright holder can be shown, even making a single copy of certain materials may be an infringement, and making multiple copies presents the danger of greater penalties.

While the District encourages its staff to enrich learning programs by making proper use of supplementary materials, it is the responsibility of staff to abide by District copying procedures and obey requirements of law. Under no circumstances will it be necessary for staff to violate copyright requirements in order to properly perform their duties. The District cannot be responsible for any violations of the copyright law by its staff.

The display of dramatic performances, musical works, motion pictures or television programming to students may only occur for educational purposes under the following standards:

- During onsite instruction
- When viewed in a classroom or designated place of instruction
- With a lawfully made copy or via an authorized account
- As a regular part of instruction and directly related to the curriculum

Employees should contact the administration with inquiries about accessing lawful copies of materials or accounts to access materials available via online platforms to ensure compliance with copyright laws.

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3 Any staff member who is uncertain as to whether reproducing or using copyrighted material
4 complies with District procedures or is permissible under the law should consult the
5 Superintendent. The Superintendent will assist staff in obtaining proper authorization to copy or
6 use protected materials, when such authorization is required.

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8 Legal Reference: 17 USC 101 - 1332 Federal Copyright Law of 1976
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Gallatin Gateway Elementary

Adopted on: 6/26/17

Reviewed on:

Revised on:

2314 - R

INSTRUCTION

Learning Materials Review

Citizens objecting to specific materials used in the District are encouraged to submit a complaint in writing using the Uniform Complaint Procedure (Policy 1700) and discuss the complaint with the building principal prior to pursuing a formal complaint.

Learning materials, for the purposes of this policy, are considered to be any material used in classroom instruction, library materials, or any materials to which a teacher might refer a student as part of the course of instruction.

Cross Reference: 1700 Uniform Complaint Procedure

Gallatin Gateway Elementary

Adopted on: 08/20/2012

Reviewed on: 6/26/17

Revised on:

2320

INSTRUCTION

Field Trips, Excursions, and Outdoor Education

The Board recognizes that field trips, when used as a device for teaching and learning integral to the curriculum, are an educationally sound and important ingredient in the instructional program of the schools. Such trips can supplement and enrich classroom procedures by providing learning experiences in an environment beyond the classroom. The Board also recognizes that field trips may result in lost learning opportunities in missed classes. Therefore, the Board endorses the use of field trips, when educational objectives achieved by the trip outweigh any lost in-class learning opportunities.

Field trips that will extend overnight, take students out of state, or out of the country must be approved in advance by the Board. The Superintendent may approve all other field trips, and will develop procedures with respect to field trips, excursions, and outdoor education.

Correlation to standards

Staff members may not solicit students during instructional time for any privately arranged field trip or excursion without Board permission.

The presence of a person with a currently valid first aid card is required during school-sponsored activities, including field trips, athletic, and other off-campus events.

Legal Reference: ARM 37.111.825 Health Supervision and Maintenance

Gallatin Gateway Elementary

Adopted on:08/20/2012

Reviewed on: 6/26/17

2330 - R

INSTRUCTION

Revised on:

Controversial Issues and Academic Freedom

The District will offer courses of study which will afford learning experiences appropriate to levels of student understanding. The instructional program respects the right of students to face issues, to have free access to information, to study under teachers in situations free from prejudice, and to form, hold, and express their own opinions without personal prejudice or discrimination.

Teachers will guide discussions and procedures with thoroughness and objectivity to acquaint students with the need to recognize various points of view, importance of fact, value of good judgment, and the virtue of respect for conflicting opinions.

The Board encourages and supports the concept of academic freedom, recognizing it as a necessary condition to aid in maintaining an environment conducive to learning and to the free exchange of ideas and information.

In a study or discussion of controversial issues or materials, however, the Board directs teaching staff to take into account the following criteria:

1. Relative maturity of students;
2. District philosophy of education;
3. Community standards, morals, and values;
4. Necessity for a balanced presentation; and
5. Necessity to seek administrative counsel and guidance in such matters.

Legal Reference: Article X, Sec. 8, Montana Constitution - School district trustees
§ 20-3-324(16) and (17), MCA Powers and duties

Gallatin Gateway Elementary

Adopted on: 08/20/2012

Reviewed on:

Revised on: 6/26/17, 9/15/21

2332

INSTRUCTION

page 1 of 3

Religion and Religious Activities

In keeping with the United States and Montana Constitutions and judicial decisions, the District may not support any religion or endorse religious activity. At the same time, the District may not prohibit private religious expression by students. This policy provides direction to students and staff members about the application of these principles to student religious activity at school.

Student Prayer and Discussion

Students may pray individually or in groups and may discuss their religious views with other students, as long as they are not disruptive or coercive. The right to engage in voluntary prayer does not include the right to have a captive audience listen, to harass other students, or to force them to participate. Students may pray silently in the classroom, except when they are expected to be involved in classroom instruction or activities.

Staff Members - add to staff handbook

Staff members are representatives of the District and must “navigate the narrow channel between impairing intellectual inquiry and propagating a religious creed.” They may not encourage, discourage, persuade, dissuade, sponsor, participate in, or discriminate against a religious activity or an activity because of its religious content. They must remain officially neutral toward religious expression.

Graduation Ceremonies

Graduation is an important event for students and their families. In order to assure the appropriateness and dignity of the occasion, the District sponsors and pays for graduation ceremonies and retains ultimate control over their structure and content.

District officials may not invite or permit members of the clergy to give prayers at graduation. Furthermore, District officials may not organize or agree to requests for prayer by other persons at graduation, including requests by students to open or deliver a prayer at graduation. The District may not prefer the beliefs of some students over the beliefs of others, coerce dissenters or nonbelievers, or communicate any endorsement of religion.

Baccalaureate Ceremonies

Students and their families may organize baccalaureate services, at which attendance must be entirely voluntary. Organizers of baccalaureate services may rent and have access to school

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4 facilities on the same basis as other private groups and may not receive preferential treatment.
5 The District may not be identified as sponsoring or endorsing baccalaureate services. District
6 funds, including paid staff time, may not be used directly or indirectly to support or subsidize
7 any religious services.
8

9 Assemblies, Extracurricular and Athletic Events

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11 District officials may not invite or permit members of the clergy, staff members, or outsiders to
12 give prayers at school-sponsored assemblies and extracurricular or athletic events. District
13 officials also may not organize or agree to student requests for prayer at assemblies and other
14 school-sponsored events. Furthermore, prayer may not be broadcast over the school public
15 address system, even if the prayer is nonsectarian, nonproselytizing, and initiated by students.
16

17 Student Religious Expression and Assignments

18
19 Students may express their individual religious beliefs in reports, tests, homework, and projects.
20 Staff members should judge their work by ordinary academic standards, including substance,
21 relevance, appearance, composition, and grammar. Student religious expression should neither
22 be favored nor penalized.
23

24 Religion in the Curriculum

25
26 Staff members may teach students about religion in history, art, music, literature, and other
27 subjects in which religious influence has been and continues to be felt. However, staff members
28 may not teach religion or advocate religious doctrine or practice. The prohibition against
29 teaching religion extends to curricular decisions which promote religion or religious beliefs.
30

31 School programs, performances, and celebrations must serve an educational purpose. The
32 inclusion of religious music, symbols, art, or writings is permitted, if the religious content has a
33 historical or independent educational purpose which contributes to the objectives of the approved
34 curriculum. School programs, performances, and celebrations cannot promote, encourage,
35 discourage, persuade, dissuade, or discriminate against a religion or religious activity and cannot
36 be oriented to religion or a religious holiday.
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38 Student Religious Groups

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40 Students may gather as non-curricular groups to discuss or promote religion in accordance with
41 District Policy 3233.
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43 Distribution of Religious Literature
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4 Students may distribute religious literature to their classmates, subject to the same
5 constitutionally acceptable restrictions the District imposes on distribution of other non-school
6 literature. Outsiders may not distribute religious or other literature to students on school
7 property, consistent with and pursuant to the District policy on solicitations (Policy 4321).
8

9 Religious Holidays

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11 Staff members may teach objectively about religious holidays and about religious symbols,
12 music, art, literature, and drama which accompany the holidays. They may celebrate the
13 historical aspects of the holidays but may not observe them as religious events.
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15 Cross Reference: Policy 3550 – Student Clubs
16 Policy 3233 - Student Use of Buildings
17 Policy 3510 - School Sponsored Activities

Gallatin Gateway Elementary

Adopted on: 08/20/2012

Reviewed on:

Revised on: 6/26/17

2413 - R

INSTRUCTION

Credit Transfer and Assessment for Placement

Requests from parents of students in non-accredited, nonpublic schools for placement in the District school system will be evaluated by an assessment-for-placement team. That team will include:

1. A school principal;
2. One (1) teacher of the grade in which the student is being considered for enrollment; and
3. One (1) counselor for grades 6-8.

The assessment-for-placement team will cause the District-adopted norm-referenced test. The assessment-for-placement team will take into account the following in its recommendation for grade placement:

1. Documentation that the non-accredited, nonpublic school has provided a comparable number of hours as the child would have attended in a public or private school;
2. That the child followed a similar curriculum as would have been provided in an accredited public or private school;

The District is not obligated to provide instructional materials for other public or private schools.

If a parent or guardian is not in agreement with the placement of the child, he/she may request a hearing before the Board.

Legal Reference: § 20-5-110, MCA School district assessment for placement of a child who enrolls from a nonaccredited, nonpublic school

Gallatin Gateway Elementary

Adopted on: 08/20/12

Reviewed on: 6/26/17

2420

INSTRUCTION

Revised on:

Grading, Progress Reports and Promotion

Grading and Progress Reports

The administration and professional staff shall establish a system of grading and develop procedures of reporting academic achievement to students and their parents.

Promotion/Retention

The Board recognizes that students of the same age are at many intellectual and developmental levels and that these differences are a normal part of human development. Because of these differences, the administrators and teaching staff are directed to make every effort to develop curricula and programs that will meet the individual and unique needs of all students and allow them to remain with their age cohorts.

It is the philosophy of the District that students thrive best when placed in or promoted to grade levels with other students of compatible age, physical, social, and emotional status. It is the District's philosophy to promote students who demonstrate effort within those compatibilities. It is equally the District's philosophy and practice to retain students who do not make a reasonable effort to meet grade-level expectations, as long as those expectations are commensurate with the individual student's ability and rate of learning.

If a parent insists that a student be retained or promoted, a notice will be placed in the student's file that the retention or promotion was a parent's decision and not recommended by the school.

Gallatin Gateway Elementary

Adopted on: 08/20/2012

Reviewed on: 6/26/17

Revised on:

2450 - R

INSTRUCTION

Recognition of Native American Cultural Heritage

The District recognizes the distinct and unique cultural heritage of Native Americans and is committed in the District's educational goals to the preservation of such heritage.

In furtherance of the District's educational goals, the District is committed to:

Staff Handbook

- Working cooperatively with Montana Tribes in close proximity to the District, when providing instruction, when implementing educational goals or adopting rules relating to education of students in the District;
- Periodically reviewing its curriculum to ensure the inclusion of cultural heritage of Native Americans, which will include but not necessarily be limited to:
 - Considering methods by which to provide books and materials reflecting authentic historical and contemporary portrayals of Native Americans;
 - Taking into account individual and cultural diversity and differences among students;
- Providing necessary training for school personnel, with the objective of gaining an understanding and awareness of Native American culture, which will assist the District's staff in its relations with Native American students and parents.

Legal Reference:	Art. X, Sec. 1(2),	Montana Constitution
	§§ 20-1-501, et seq., MCA	Indian Education for All
	10.55.603 ARM	Curriculum and Assessment
	10.55.701 ARM	Board of Trustees
	10.55.803 ARM	Learner Access

Gallatin Gateway Elementary

Adopted on: 08/20/2012

Reviewed on:

Revised on: 6/26/17

2500

INSTRUCTION

Add to ELL Procedures

Limited English Proficiency Program

The Superintendent shall develop and maintain a program for students having limited English language proficiency that will:

- Appropriately identify students with limited English proficiency
- Comply with any applicable federal law and/or any requirements for the receipt of federal grant money for limited English proficient students
- Determine the appropriate instructional environment for limited English proficient students.
- Annually assess the English proficiency of limited English proficient students and monitor their progress in order to determine their readiness for a mainstream classroom environment.
- Notify parents/guardians of, and provide information about: (1) the instructional program, reasons for their child's identification, (2) their child's level of English proficiency, (3) the method of instruction to be used, (4) how the program will meet their child's needs, (5) specific exit requirements of the program, (6) how the program will meet their child's IEP, if applicable, and (7) information on parent/guardian rights. Parental involvement will be encouraged and parents/guardians will be regularly apprised of their child's progress.

Parents/guardians of limited English proficient students will be: (1) given an opportunity to provide input to the program, and (2) provided notification regarding their child's placement in, and information about, the District's limited English proficiency program.

Legal Reference: Title VI, Civil Rights Act of 1964
 Equal Education Opportunities Act as an amendment to the Education Amendments of 1974 Bilingual Education Act
 20 U.S.C. §§ 7401, et seq., as amended by the English Language Acquisition, Language Enhancement, and Academic Achievement Act
 Title III, §§ 3001-3304 of HRI, No Child Left Behind Act of 2001, P.L. 107-110

Gallatin Gateway Elementary

Adopted on: 08/20/2012

Reviewed on:

Revised on: 10/20/2014, 6/26/17, 4/20/22

2510 – R

INSTRUCTION

page 1 of 2

School Wellness

The School District is committed to providing school environments that promote and protect children’s health, well-being, and ability to learn by supporting healthy eating and physical activity. Therefore, it is the policy of the School District that:

Review for compliance

The development of the school wellness policy, at a minimum, will include:

1. Community involvement, including input from teachers of physical education and school health professionals, parents, students, school food service, the school Board, school administrators, educators, and the public. Training of this team of people on the components of a healthy school nutrition environment is recommended.
2. Goals for nutrition education, nutrition promotion, physical activity, and other school-based activities that are designed to promote student wellness in a manner that the local education agency determines appropriate.
3. Implementation, Periodic Assessment, and Public Updates, including expanding the purpose of the team of collaborators beyond the development of a local wellness policy to also include the implementation of the local wellness policy with periodic review and updates, inform and update the public every three years, at a minimum, (including parents, students, and others in the community) about the content and implementation of the local wellness policies, and to measure periodically and make available to the public an assessment of the local wellness policy, including:
 - The extent to which schools are in compliance with the local wellness policy;
 - The extent to which the LEA’s local wellness policy compares to model local school wellness policies; and
 - The progress made in attaining the goals of the local wellness policy.
4. Nutrition guidelines for all foods available on each school campus under the local education agency during the school day, with the objectives of promoting student health and nutrient-rich meals and snacks. This includes food and beverages sold in a la carte sales, vending machines, and student stores; and food and beverages used for classroom rewards and fundraising efforts.
5. Guidelines for reimbursable school meals to ensure that the District offers school meal programs with menus meeting the meal patterns and nutrition standards established by the U.S. Department of Agriculture.
6. A plan for measuring implementation of the local wellness policy, including designation of one or more persons within the local education agency or at each school, as appropriate, charged with operational responsibility for ensuring that each school fulfills the District’s local wellness policy.

The suggested guidelines for developing the wellness policy include:

Nutrition Education and Nutrition Promotion

All students K-12 shall receive nutrition education that teaches the knowledge and skills needed to adopt healthy eating behaviors and is aligned with the *Montana Health Enhancement Standards*. Nutrition education shall be integrated into the curriculum. Nutrition information and education shall be offered and promoted throughout the school campus and based on the U.S. Dietary Guidelines for Americans. Staff who provide nutrition education shall have the appropriate training, such as in health enhancement or family and consumer sciences.

1
2
3
4 **Health Enhancement and Physical Activity Opportunities**

5 The District shall offer health enhancement opportunities that include the components of a quality health
6 enhancement program taught by a K-12 certified health enhancement specialist, if permitted by staffing
7 levels. Health enhancement shall equip students with the knowledge, skills, and values necessary for
8 lifelong physical activity. Health enhancement instruction shall be aligned with the *Montana Health*
9 *Enhancement Standards*.

10
11 All K-12 students of the District shall have the opportunity to participate regularly in supervised,
12 organized or unstructured, physical activities, to maintain physical fitness, and to understand the short-
13 and long-term benefits of a physically active and healthy lifestyle.

14
15 **Nutrition Standards**

16 The District shall ensure that reimbursable school meals and snacks meet the program requirements and
17 nutrition standards found in federal regulations including but not limited to Smart Snacks in School
18 Nutrition Standards. The District shall encourage students to make nutritious food choices through
19 accessibility, advertising and marketing efforts of healthful foods.

20
21 The District shall monitor all food and beverages sold or served to students during the normal school day,
22 including those available outside the federally regulated child nutrition programs (i.e., a la carte, vending,
23 student stores, classroom rewards, fundraising efforts). The District shall consider nutrient density and
24 portion size before permitting food and beverages to be sold or served to students. The Superintendent
25 shall continually evaluate vending policies and contracts. Vending contracts that do not meet the intent
26 and purpose of this policy shall be modified accordingly or not renewed.

27
28 **Other School-Based Activities Designed to Promote Student Wellness**

29 The District may implement other appropriate programs that help create a school environment that
30 conveys consistent wellness messages and is conducive to healthy eating and physical activity, such as
31 staff wellness programs, non-food reward system and fundraising efforts.

32
33 **Maintaining Student Wellness**

34 The Superintendent shall develop and implement administrative rules consistent with this policy. Input
35 from teachers, parents/guardians, students, school food service program, the school Board, school
36 administrators, and the public shall be considered before implementing such rules. A sustained effort is
37 necessary to implement and enforce this policy. The Superintendent shall measure how well this policy is
38 being implemented, managed, and enforced. The Superintendent shall report to the Board, as requested,
39 on the District's programs and efforts to meet the purpose and intent of this policy.

40
41 Legal Reference: PL 108-265 The Child Nutrition and WIC Reauthorization Act of 2004
42 PL 111-296 The Healthy, Hunger-Free Kids Act of 2010
43
44

New Business
DISCUSSION ITEM

Athletic Fee Discussion

Presented by: Kelly Henderson

Background: In a review of the athletics expenditures, I found that we had a significant deficit needing to be transferred from the general fund into athletics to remediate a negative balance. Currently, we have a -\$12,355 negative balance. We currently charge \$50 per sport per student. To date, we have \$700 in unpaid student fees. If all fees were paid, this would change our negative balance to -\$11,655. We had 6 students participate with a scholarship. We have 52 students who are participating in athletics during the year. In reviewing the athletics information, we need a procedure for paying fees to include a scholarship application and guidelines and eligibility rules review.

Sport	Cost	Student Fees Collected	Uncollected Student Fees	Total Cost After Fees Collected
Volleyball - 22 students	\$2,350	\$1,000	\$100	\$-1,350
Boys BBall - 22 students	\$2,620	\$900	\$200	\$-1,720
Girls BBall - 18 students	\$2,935	\$800	\$100	\$-2,135
Cheer - 8 students	\$600	\$300	\$100	\$-300
Wrestling	\$2,600	0	0	0
Track - 33 students	\$3,300	\$1,450	\$200	\$-1,850
AD Salary	\$5,000			\$-5,000
	\$19,405	\$4,450	\$700	\$-12,355

1 sport	2 sports	3 sports	4 sports
17 students	24 students	7 students	4 students

Surrounding Schools

Heritage Christian	5% - \$240 per sport	7/8 - \$400	
--------------------	----------------------	-------------	--

Manhattan Christian	\$1,000	If parents work concessions, they pay nothing but if they don't they pay \$1000.	
Big Sky	\$125 per sport		
Anderson	\$70 per sport		
Monforton	\$40 - 1st sport	\$30 - 2nd sport	\$20 - 3rd sport

If we charged.....

\$125 per sport x 102 students (2022-2023) = \$12,750, our deficit would be \$6,655.

\$150 per sport x 102 (2022-2023) = \$15,300, our deficit would be \$4,105.

Recommendation: Review and discuss athletic fees and expenditures to prepare for the 2023-2024 school year.

New Business
DISCUSSION ITEM

Board Transition Process

Presented by: Julie Fleury

Background: The Board should consider and discuss the process for transition to new board members at the May 2023 board meeting.

New Business
ACTION ITEM

Reading Curriculum Adoption
Foundations & Savvas

Presented by: Kelly Henderson

Background: The district has been using a program that does not focus on language acquisition nor does it use a phonics base to assist students in learning to read and decode words for accurate comprehension. Three curriculum programs were reviewed by the committee consisting of K-5, special education, and intervention teachers. Foundations was selected by K-2 because of the focus on language acquisition through phonics instruction. Savvas was selected by the 3-5 teachers because of the connection to 6-8 language arts instructional materials and use of the standards.

Recommendation: Administration recommends approval of core reading resources:
Foundations for grades K-2
Savvas for grades 3-5



Wilson Language Training Corporation
 47 Old Webster Rd.
 Oxford MA 01540
 United States

Quote

#EST03212

3/31/2023

Bill To

Gallatin Gateway School
 100 Mill St
 Gallatin Gateway MT 59730
 United States

Ship To

Gallatin Gateway School
 100 Mill St
 Gallatin Gateway MT 59730
 United States

TOTAL

\$36,273.20

Expires: 4/30/2023

Expiration Date	Exp. Close	Customer Number	Shipping Method
4/30/2023	3/31/2023	1901948 Gallatin Gateway School	LTL 6%

Item	Quantity	Units	Unit Price	Ext Price
F2FUNCSK [25] Foundations Classroom Set Level K (1 Teachers Kit & Materials for 25 Students) Second Ed. (5 box set)	2		\$1,725.00	\$3,450.00
F2FUNCS1 [25] Foundations Classroom Set Level 1 (1 Teachers Kit & Materials for 25 Students) Second Ed. (5 box set)	2		\$2,150.00	\$4,300.00
F2FUNCS2 [25] Foundations Classroom Set Level 2 (1 Teachers Kit & Materials for 25 Students) Second Ed. (5 box set)	2		\$2,150.00	\$4,300.00
GEOCKLK Geodes Level K Classroom Kit	2		\$3,695.00	\$7,390.00
GEOCKL1 Geodes Level 1 Classroom Kit	2		\$3,695.00	\$7,390.00
GEOCKL2 Geodes Level 2 Classroom Kit	2		\$3,695.00	\$7,390.00

Subtotal	\$34,220.00
Shipping/Handling	\$2,053.20
Tax Total (0%)	\$0.00
Total	\$36,273.20



EST03212



Kelly Henderson
 Superintendent
 Gallatin Gateway Sch Dist 35
 PO Box 265
 Gallatin Gtwy, MT 59730-0265
 United States

Quote Number: 224328-1
Quote Creation Date: 03-31-2023
Quote Expiration Date: 09-30-2023

Quote Release: 1

Gallatin Gateway Sch Dist 35-ELA-3-5
 Price Quote Summary

Solution	Base Amount	Free Amount	Total
LSDA	\$ 25,500.00		\$ 25,500.00
myView Literacy	\$ 6,256.50	\$ 6,256.50	\$ 6,256.50
Solution Subtotal	\$ 31,756.50	\$ 6,256.50	\$ 31,756.50
	Shipping & Handling		\$ 3,113.09
		Total	\$ 34,869.58

Price Quote Detail

ISBN	Description	Price	Free Qty	Charged Qty	Free Amount	Total Charged
LSDA						
myView / LSDA Bundles - Grade 3						
9781323225752	MYVIEW LITERACY 2020 ENHANCED 8-YEAR CONSUMABLE WITH 8-YEAR DIGITAL + 8-YEAR LSDA GRADE 3	340.00	0	25	\$0.00	\$8,500.00
myView / LSDA Bundles - Grade 3 Subtotal						\$ 8,500.00
myView / LSDA Bundles - Grade 4						
9781323225769	MYVIEW LITERACY 2020 ENHANCED 8-YEAR CONSUMABLE WITH 8-YEAR DIGITAL + 8-YEAR LSDA GRADE 4	340.00	0	25	\$0.00	\$8,500.00
myView / LSDA Bundles - Grade 4 Subtotal						\$ 8,500.00
myView / LSDA Bundles - Grade 5						

ISBN	Description	Price	Free Qty	Charged Qty	Free Amount	Total Charged
9781323225776	MYVIEW LITERACY 2020 ENHANCED 8-YEAR CONSUMABLE WITH 8-YEAR DIGITAL + 8-YEAR LSDA GRADE 5	340.00	0	25	\$0.00	\$8,500.00
myView / LSDA Bundles - Grade 5 Subtotal						\$ 8,500.00
LSDA Subtotal						\$ 25,500.00

myView Literacy**myView Literacy ©2020 - Grade 3**

9780134972213	MYVIEW LITERACY 2020 TEACHER EDITION PACKAGE GRADE 3	1646.00	1	1	\$1,646.00	\$1,646.00
9780134963907	MYVIEW LITERACY 2020 TEACHER ASSESSMENT PACKAGE GRADE 3	439.50	1	1	\$439.50	\$439.50
myView Literacy ©2020 - Grade 3 Subtotal						\$ 2,085.50
						\$ 2,085.50

myView Literacy ©2020 - Grade 4

9780134972220	MYVIEW LITERACY 2020 TEACHER EDITION PACKAGE GRADE 4	1646.00	1	1	\$1,646.00	\$1,646.00
9780134963914	MYVIEW LITERACY 2020 TEACHER ASSESSMENT PACKAGE GRADE 4	439.50	1	1	\$439.50	\$439.50
myView Literacy ©2020 - Grade 4 Subtotal						\$ 2,085.50
						\$ 2,085.50

myView Literacy ©2020 - Grade 5

9780134972244	MYVIEW LITERACY 2020 TEACHER EDITION PACKAGE GRADE 5	1646.00	1	1	\$1,646.00	\$1,646.00
9780134963921	MYVIEW LITERACY 2020 TEACHER ASSESSMENT PACKAGE GRADE 5	439.50	1	1	\$439.50	\$439.50
myView Literacy ©2020 - Grade 5 Subtotal						\$ 2,085.50
						\$ 2,085.50
myView Literacy Subtotal						\$ 6,256.50
						\$ 6,256.50

ISBN	Description	Price	Free Qty	Charged Qty	Free Amount	Total Charged
	Solution Subtotal				\$ 6,256.50	\$ 31,756.50
						\$ 3,113.09
					Total	\$ 34,869.59

Savvas Learning Company LLC Terms and Conditions

To place your order please submit a copy of this price quote with your Purchase Order, include the Quote Number on your Purchase Order, and include any other required documentation. You may send the order documents using an electronic form or by mail. Please submit your PO and price via one of the following methods:

e-Form: <http://support.savvas.com/support/s/contactsupport>

Mail: PO Box 6820, Chandler, AZ 85246

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For questions regarding your order please call Customer Service: 1-800-848-9500.

Price quote: This is a price quote for the customer's convenience only, and not an offer to contract. All quotes are subject to review and final acceptance by an authorized representative of Savvas at its offices. Savvas reserves the right to correct typographical, computational or other errors. Savvas' standard terms are net 30 days unless otherwise specified. All pricing is in US Dollars unless otherwise specified. Pricing calculations use multiple decimal places to determine the most accurate extended pricing but are represented in standard currency format. The breakdown of the fees set forth in this quotation is considered Savvas proprietary information and not subject to disclosure by the customer.

Shipping & handling charges (where applicable) are shown on the quote. S&H rates quoted are for standard ground transportation and may not reflect account contracted rates. If expedited shipping is requested, actual charges may be higher. For orders picked up at the Savvas warehouse by the customer or a third party carrier contracted by the customer, a 2% handling charge will be applied to shippable items. The 2% charge will show up on the customer proposal and invoice as a S&H charge.

Taxes: All pricing in this quote is exclusive of any applicable sales, use or other similar taxes or duties. The customer is responsible for any such taxes or duties that may apply; if the customer is tax exempt, evidence of such tax exemption must be provided. Estimated tax may be provided solely for customer convenience. The amount indicated is only an estimate and is intended to be helpful for budgeting purposes. The actual amount of sales tax assessed at the time of invoicing may be more or less.

Platforms: Savvas, and any third party for which Savvas serves as the sales agent or distributor, reserve the right to change and/or update technology platforms, including possible edition updates to customers during the term of access. Customers will be notified of any change prior to the beginning of the new school year.

Return Policy: If you are not entirely satisfied with any of our products, then you may, within six months from the date of purchase, return all materials still in new, unused, salable condition for a full refund, credit, or replacement. All returned materials must be shipped back to Savvas within 30 days of receiving the Return Materials Authorization. All materials sold in a set or a package must be returned complete as originally sold. Materials that were provided gratis must be returned proportionate to the purchased items being returned for refund or credit.

Consumable Worktexts: Subsequent year consumable worktexts will ship each year on the order date of the original order for the duration of their license. Worktexts will ship to the location listed on the original order. Quantities for each grade level and title will remain consistent each year. Changes to quantities of titles previously ordered, shipping location changes, or any other changes to consumable worktext shipments must be made 4 weeks prior to the original order date. Changes should be made using the e-form: <https://worktext-subscriptions.savvas.com/>.

Annual subscriptions for iLit and Successmaker: Products automatically renew on the anniversary date of the original purchase and will be invoiced accordingly unless otherwise specified. If you wish to cancel, please let us know in writing prior to the date of renewal by completing the customer service request form which you can access here: <https://support.savvas.com/support/s/customer-service-support-form>.

Technical support services are included with purchase of Savvas digital products eform: <https://support.savvas.com/support/s/k12-curriculum-support-form> phone: 1-800-848-9500

Professional Services: All paid services must be scheduled and delivered within twelve (12) months of the order date of those services. Any unused services expire at the end of such twelve (12) month period, unless otherwise specified in contract terms. MySavvasTraining, which provides online access to on-demand tutorials and interactive webinar sessions, is included with purchase of products (mySavvasTraining.com).

New Business
ACTION ITEM

Character Education Program Adoption

Character Strong

Presented by: Kelly Henderson

Background: For the last several years, we have been utilizing a curriculum for bullying that does not focus on the development of a student's understanding of character and citizenship. This resource will provide students with a focus on social skills (cooperation, assertiveness, and conflict resolution), executive functioning skills (cognitive flexibility, self-control, and self-regulation), and emotional regulation skills (confidence, persistence, resilience) to provide our students with a more well-rounded character education. What we appreciated about this curriculum is that it does not influence family values or morals, but it teaches students strategies to effectively handle life's situations and challenges.

Recommendation: Administration recommends approval of the Character Strong curriculum for character education.

CharacterStrong
4227 S MERIDIAN STE C, #320
PUYALLUP, WA
billing@characterstrong.com
characterstrong.com

I would prefer this one!



Estimate

ADDRESS
Marissa Schultz
Gallatin Gateway School
100 Mill Street
Gallatin Gateway, MT 59730
USA

SHIP TO
Marissa Schultz
Gallatin Gateway School
100 Mill Street
Gallatin Gateway, MT
59730
USA

ESTIMATE # 12133
DATE 04/06/2023

PRODUCT/SERVICE	QTY	RATE	AMOUNT
Elem - PurposeFull People PurposeFull People K through 5th Curriculum - A Social, Emotional, and Character Development Curriculum	1	2,999.00	2,999.00
CharacterStrong Gym CharacterStrong Gym: Library of Resources - A library of social & emotional and character development resources for educators, administrators, students, and families	1	999.00	999.00
Virt 2 Hour, Elementary Live Virtual 2 hour professional development for elementary educators	1	1,999.00	1,999.00
Sales Tax Sales Tax calculated by AvaTax on Thu 06 Apr 19:16:45 UTC 2023	1	0.00	0.00

Annual renewal of \$999 for Elementary Curriculum	SUBTOTAL	5,997.00
Annual renewal of \$499 for the Gym	TAX	0.00
	TOTAL	\$5,997.00

Name: Marissa Schultz
Email: schultz@gallatingatewayschool.com
Schools: 1 Elementary School
Renewal: 1 Calendar year upon purchase

Accepted By

Accepted Date

Please mail all contracts, purchase orders, and payments to:

CharacterStrong, LLC
4227 S. Meridian STE C #320
Puyallup, WA 98373

EIN: 81-4174372
UBI: 604-043-554



Evidence Supporting *CharacterStrong* Curricula

Three Levels of Evidence

There are three levels of evidence supporting CharacterStrong's social-emotional learning and character education curricula: (1) Randomized controlled studies, (2) Practice-based evidence, and (3) Common elements of evidence-based practice.

Randomized Controlled Studies

The first level of evidence comes from two randomized controlled studies. The first RCT study was conducted with 14 secondary schools in the Pacific Northwest ([link to full study](#) - Zhang, Cook, & Smith, 2021) that were assigned to an intervention (CharacterStrong MS and HS SEL curricula) or business-as-usual control condition. This study revealed several findings supporting the effects of the CharacterStrong Middle School and High School SEL curricula on student outcomes, including a) significantly higher student reports of academic engagement and perceived school safety, b) teachers reporting higher levels of safe behaviors, and c) school administrative data indicating fewer incidents of unexcused absences or trancies in the intervention schools compared to control schools. All data analyses were performed by a third-party member who is a professor at University of Iowa and not an employee on payroll with CharacterStrong.

As of March 2022, we have a completed randomized controlled study examining the effects of PurposeFull People when implemented in combination with PBIS. This study involved 24 classrooms and 236 students across four elementary schools. Teachers and classrooms were randomly assigned to a PurposeFull People+PBIS condition or a PBIS only condition. The initial findings from this study are very promising and suggest that students in PurposeFull People+PBIS condition demonstrated greater improvement in student-reported belonging, positive interactions with peers, and behaviors consistent with expectations than students in the PBIS alone condition. These positive effects are more pronounced in classrooms where teachers implemented PurposeFull People with greater fidelity and higher dosage, resulting in students receiving more exposure to SEL and character learning opportunities.

We are in the process of preparing the findings from these studies for submission to CASEL, which does not happen on an annual basis. We anticipate our curricula will be approved the next time CASEL opens up the window for submission.

Practice-Based Evidence

The second level of evidence comes from survey data we routinely gather from partnering school systems across the country to generate practice-based evidence. This evidence demonstrates that when implemented with fidelity, CharacterStrong SEL curricula is evidencing a positive impact on school-wide culture and climate among staff alongside improvements in teacher-student relationships and student behavior, including increased prosocial behaviors and improvements in attendance and grades. Also, teacher usability surveys indicate that educators find the curricula relevant, easy to use, developmentally and culturally appropriate, and beneficial for the students they serve. Also, findings from student-level surveys demonstrate equitable outcomes across White, Hispanic/Latino, and Black students regarding their perceptions of the relevance, benefits, and importance of the curriculum.

Common Elements of Evidence-Based Practice

The last level of evidence supporting CharacterStrong curricula and implementation supports comes from the common elements definition of evidence-based practice. This definition defines programs as evidence-based when they are intentionally designed to integrate common elements of effective practice that research has causally linked to improved outcomes of interest (see Sutherland et al., 2018). CharacterStrong also meets this definition of evidence-based, as the practices and content infused throughout it were carefully selected as common elements of effective practice that research has causally linked to improved social, emotional, and behavioral outcomes at schoolwide and individual student levels. CharacterStrong curricula are also built upon the assumption that to realize the benefits of evidence-based practices requires evidence-based implementation. Considering this, CharacterStrong possesses two levels of evidentiary support: (1) Inclusion of evidence-based implementation strategies and (2) Inclusion of evidence-based practices ([click here for an overview of our evidence-based approach](#))

Summary of Evidence

Overall, while our curricula is not yet listed in the CASEL Program Guide, when considering the above information in totality, there is defensible evidence suggesting that CharacterStrong curricula is feasible for teachers to implement, developmentally and culturally appropriate, and grounded in research around effective SEL content and practices that are likely to lead to important student outcomes of interest when delivered with fidelity. We have every intention of applying to be listed in the CASEL Program Guide when the next window for submission opens.

RESEARCH BEHIND CHARACTERSTRONG

CharacterStrong's goal is to teach students the importance of strengthening one's own character in order to improve relationships, increase academic achievement and overall improve the climate and culture of their schools. Research has shown over and over again that by teaching character, not only will students improve academically, but they will also possess traits that will help them succeed post-high school in the workplace, and more importantly, in relationships that are important to them.

We understand, that today's students are juggling pressures from school, relationships and the enormous world on social media. Some would argue, that intentionally teaching strong character traits is needed now more than ever before due to the increase peer pressures students face while in school and now at home thanks to new technology and social media pressures. In a study done by Armitage and Rowe, they found that adolescent girls reported heightened feelings of interpersonal positive feelings through exercises affirming personal character strengths like kindness.¹ A study done by Proctor showed that adolescents who were included in a character strengths based intervention showed increased life satisfaction, compared to those who did not.² CharacterStrong focuses on intentionally teaching eight character traits and goes in-depth into what these traits look like and then follows up with practical ways to improve them in their own lives and with those around them.

The research analysis from 78 studies conducted from 2000-2015 with a focus on relationship between school or classroom climate, academic achievement and socioeconomic status found that creating a more positive school climate levels the playing field for students of lower socio-economic status.³ When your students begin to intentionally think about how they treat others and how their choices impact their own character, you begin to see students who are more empathetic and understanding of those around them and in turn see an improvement in the climate of your building.

CharacterStrong gives practical tools on how to build that positive climate that both students and staff desire to be a part of. One of the most impactful processes the students go through is the CharacterDare Challenge. Some challenges hit on kindness or respect like the day one challenge "Be an encourager. Carefully observe those with whom you interact, and identify something positive you can acknowledge. Give at least 5 genuine compliments." This process can be done in the classroom through the CharacterStrong Leadership Curriculum or through the CharacterStrong supplement which provides 180 character dares! If a school desires to take a school-wide approach, CharacterStrong has built an advisory program that provides character lessons each week so each and every student in your building is going through and hearing how students are building their character muscle. Even if students don't do every challenge it begins to ask them the question that they aren't getting asked "What did you do for others today?" If you have students hearing challenges like this each day, they will see an improvement in their own personal relationships, but your school will experience a radical shift as well.

When this character-development program was first implemented in Sumner High School in Sumner, WA, the school quickly grew from two leadership classes a day each semester to five years having seven classes each semester. The positive results that came from having 200+ kids a day receiving an hours worth of character education each day transformed the school. In a school of 1,800 they get 1,300 kids attending their Homecoming dance. Each day students greet other students at the front, side and back doors of their school. At passing period you have students greeting other students as they walk into class and at the end of class students thank their teachers.

1. Armitage, C.J. and Rowe, R. (2011). Testing multiple means of self-affirmation. *British Journal of Psychology*, 102, 535-545.

2. Proctor, C., Tsukayama, E., Wood, A. M., Maltby, J., Eades, J., & Linley, P. (2011). Strengths Gym: The impact of a character strengths-based intervention on the life satisfaction and well-being of adolescents. *The Journal Of Positive Psychology*, 6(5), 377-388.

3. Berkowitz, R., Moore, H., Astor, R.A., & Benbenishty, R. (2016). A Research Synthesis of the Associations Between Socioeconomic Background, Inequality, School Climate, and Academic Achievement. *Review of Educational Research*.

The small acts of compassion and kindness permeate the school each day because students understand the value of relationships and developing their character.

Lastly, CharacterStrong's goal is to not only impact the students in your building, but the educators as well. Leading educational researcher John Hattie identified the number one indicator of student's success in the classroom is the teacher. The teacher to student relationship cannot be ignored. That is why CharacterStrong places a strong emphasis on building CharacterStrong teachers and schools. One of the simple tasks CharacterStrong challenges the teacher to do is to greet at the door. We know from research that a positive greeting at the door will lead to positive outcomes on student behavior and engagement that day.⁴ Although it may seem simple, if not explicitly taught, we know teachers may miss this opportunity.

Every student at your school could define character or kindness for you - but just because they can define something, doesn't mean that they understand it or know how to practice it.

That's why we built CharacterStrong. We believe that every student in your school wants to BE good, they just don't always know how to PRACTICE good in their lives. They aren't given the tools or the accountability or the opportunity to be compassionate, selfless people. So we built a curriculum that allows educators to get back to the core of teaching - teaching young people and not just young test takers. We built a curriculum that fosters meaningful relationships and deeper connections throughout your community. We built a curriculum that gives everyone opportunities to serve and feel powerful and meaningful through their capacity to give. A curriculum that teaches people the skill of empathy and kindness. A curriculum that helps young people realize that life is not about them - that true joy and meaning comes from serving others.

4. Cook, C.R., Prentiss, K., Daikos, C., Decano, P., and Grady, E.A. (under review). Positive Greetings at the Door as a Standalone Proactive Classroom Management Strategy for Middle School Students.

Grounding Research

Over the past two decades, a large body of scientific evidence has accumulated on the benefits of social-emotional learning and character education at the elementary level. PurposeFull People was designed to include evidence-based social-emotional learning and character education content and instructional strategies that intentionally target the promotion of outcomes that serve as enablers to students' school and life success, including acquisition and use of social-emotional competencies and improvements in sense of belonging, well-being, and engagement in school. Together, these outcomes (a) result in improved academic performance, (b) prepare students to transition successfully into middle school, and (c) are predictors of longer term success into adulthood (Bywater & Sharples, 2012; Corrales et al., 2016; Lei et al., 2018).

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Social-Emotional Learning

A meta-analysis by Durlak and colleagues (2011) of 213 rigorous studies including over 270,000 students demonstrated that students who received SEL programming performed better than students who did not. Specifically, findings indicate that SEL programming was associated with an 11 percent gain on measures of academic achievement, and similar significant improvements were noted in student conduct and discipline, prosocial behavior, and emotional distress. A close inspection reveals that of the 213 studies, 120 (56%) were conducted in elementary schools, with consistent findings indicating that SEL programming is effective across elementary grades. Other researchers have conducted larger scale reviews and replicated these findings, which is one of the reasons why SEL programming has become an essential ingredient to Tier 1 universal supports in elementary schools (Corcoran et al., 2018; Sklad et al., 2012).

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- Durlak, J. A., Weissberg, R. P., Dymnicki, A. B., Taylor, R. D., & Schellinger, K. B. (2011). The impact of enhancing students' social and emotional learning: A meta-analysis of school-based universal interventions. *Child Development*, 82, 405-432.
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- Sklad, M., Diekstra, R., Ritter, M. D., Ben, J., & Gravesteyn, C. (2012). Effectiveness of school-based universal social, emotional, and behavioral programs: Do they enhance students' development in the area of skill, behavior, and adjustment? *Psychology in the Schools*, 49(9), 892-909.

Character Education

With regard to character education, a meta analysis of 52 studies was conducted by Jeynes (2019) to examine the relationship between character education and student achievement and behavioral outcomes. Results indicated that character education was associated with higher levels of educational outcomes, including grades and test scores. The delivery of character education programming was also associated with increased self-discipline. While the effects for high school character education was higher than middle school and elementary, findings for elementary still found positive, significant effects on the above outcomes.

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- Johnson, K. (2021). A preliminary meta-Analysis of character education research Fairleigh Dickinson University. ProQuest Dissertations Publishing.

Teaching Social Skills

Numerous studies have investigated the impact of teaching elementary-aged students social skills. The findings from this research are clear: teaching social skills interventions to children between the ages of 5-11 leads to a range of beneficial outcomes, including (a) increases in social competencies such as cooperation, assertiveness, and conflict resolution, (b) improvements in prosocial interactions and social inclusion, and (c) decreases in aggressive and disruptive behaviors (e.g., Durlak et al., 2010; Gresham et al., 2004; January et al., 2011). The research also reveals some nuanced findings that impact whether a program that teaches social skills is likely to be effective or not. First, social skills programs that use a direct and explicit instructional approach that involves telling (what the skill is and why it is important), showing (modeling what the skill looks like), doing (providing opportunities to practice the skill), and performance feedback (observing students to) are more effective than programs that use other types of instructional approaches (Gresham, 2017, Lane et al. 2005). Second, students need to receive a certain amount of instruction and support over time to acquire and apply social skills (Gresham et al., 2004). Third, students need to be supported to generalize the skills beyond the lessons through prompts and reminders, recognizing and acknowledging attempts to apply certain skills, and addressing missed opportunities to use the skills (Fox & McEvoy, 1993; DiPerna et al., 2017). Last, teachers need to maintain fidelity to teaching the social skills as planned to ensure students receive the instruction and support in a way that is likely to lead to beneficial outcomes (Durlak et al., 2008).

- DiPerna, J.C., Lei, P., Cheng, W. Hart, S. & Bellinger, J. (2017). A cluster randomized trial of the social skills Improvement system-classwide intervention program (SSIS-CIP) in first grade *Journal of Education & Psychology*, 23, 145-167.
- Durlak, J. A., & Dupre, E. . P. (2008). Implementation matters: A review of research on the influence of implementation on program outcomes and the factors affecting implementation. *American Journal of Community Psychology*, 41, 327–350.
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- Fox, J.J., & McEvoy, M.A. (1993). Assessing and enhancing generalization and social validity of social-skills interventions with children and adolescents. *Behavior Modification*, 17, 339–366.
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- January, A.M, Casey, R.J., & Paulson, D. (2011). A meta-analysis of classroom-wide interventions to build social skills: Do they work? *School Psychology Review*, 40 (2), 242-256.
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- Pandey, A., Hale, D., Das, S., Goddings, A. L., Blakemore, S. J., & Viner, R. M. (2018). Effectiveness of universal self-regulation–based interventions in children and adolescents: A systematic review and meta-analysis. *JAMA Pediatrics*, 172, 566-575. doi:10.1001/jamapediatrics.2018.0232

Teaching Executive Functioning Skills

Executive function skills include cognitive flexibility (ability to adapt to new, changing, or unplanned events), inhibition (self-control, self-regulation to resist temptations to engage in behaviors that are ill-advised), attention regulation (focusing and concentrating in the face of distractions), and organization (planning, time management, and keeping track of materials) (Diamond, 2013). Executive functioning skills have been shown to be more important predictors of school success than IQ (Blair & Razza, 2007). Executive functioning skills also predict a person's success throughout their life, including career (Prince, et al., 2007) and mental and physical health in adulthood (Dunn, 2010; Kusche et al., 1993). A meta analysis including 12 studies involving 1054 children found that teaching children executive functioning skills improved organizational skills. Also, a review published in *JAMA Pediatrics* (Pandey et al., 2018) revealed that universal programs focused on teaching executive functioning skills to children are associated with several social-emotional outcomes such as improvements in academic achievement, promotion of mental health, decreases in behavioral problems, and reductions in school discipline. Other meta-analyses have found that programs that teach specific executive functioning skills demonstrate improvements in organizational skills, self-control, and ability to maintain attention to focus on tasks at hand

(e.g., Bikic et al., 2017; Diamond & Lee, 2011). The science on teaching executive skills has revealed some important quality indicators of effective programs, including explicit instruction that involves opportunities for rehearsal and feedback, supplemental strategies to promote the generalization and use of the skills beyond the lessons, and supports to maintain fidelity of implementation.

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Teaching Emotional Regulation Skills

The research is clear that teaching elementary-aged children emotion recognition and regulation skills is effective when done properly. This body of research shows that when elementary students are intentionally supported to acquire skills to regulate emotions in response to situations it leads to several positive short-term outcomes, including improved confidence, greater persistence and resilience in the face of adversity, increased engagement in school along with better test scores and grades, and reductions in behaviors that interfere with learning (Corcoran et al., 2018; Kraag et al., 2006; Moltretch et al., 2010). From a long-term perspective, teaching emotion regulation skills leads to greater college and career readiness and success, healthier relationships, better mental health, and greater civic engagement (Greenberg et al., 2017). There is also evidence that when teaching emotion regulation skills is able to boost the effect of Tier 1 Positive Behavioral Intervention and Supports by producing more significant reductions in externalizing and internalizing problems among elementary students (Cook et al., 2015). Research examining what makes for effective programs that teach emotion

recognition and regulation skills has revealed that following combination of components are important: (a) psychoeducation to increase children's understanding of emotions to develop a vocabulary to label their emotional experiences, (b) strategies to increase self-awareness and recognition of emotions and how they impact their behavior in certain situations, and (c) explicit teaching of emotion regulation skills to manage thoughts (e.g., positive self-talk, reappraisal, acceptance) and actions (e.g., such as deep breathing, guided imagery, progressive muscle relaxation, physical activity, mindfulness practices) (Barret et al., 2001; Macklem, 2011). In addition, there is a need for strategies that are infused throughout the day to prompt, encourage, and motivate students to apply their emotion knowledge and skills (Hoffman et al., 2020).

- Barrett, L. F., Gross, J., Christensen, T. C., & Benvenuto, M. (2001). Knowing what you're feeling and knowing what to do about it: Mapping the relation between emotion differentiation and emotion regulation. *Cognition and Emotion*, 15, 713–724
- Cook, C. R., Frye, M., Slemrod, T., Lyon, A. R., Renshaw, T. L., & Zhang, Y. (2015). An integrated approach to universal prevention: Independent and combined effects of PBIS and SEL on youths' mental health. *School Psychology Quarterly*, 30(2), 166–183.
- Corcoran, R.P., Cheung, A.C.K., Kim, E., & Xie, C. (2018). Effective universal school-based social and emotional programs for improving academic achievement: A systematic review and meta-analysis of 50 years of research *Educational Research Review*, 25 (2018), pp. 56-72.
- Domitrovich, C., & Greenberg, M. T. (2000). The study of implementation: Current findings from effective programs that prevent mental disorders in school-aged children. *Journal of Educational & Psychological Consultation*, 11, 193–221.
- Hoffmann, J. D., Brackett, M. A., Bailey, C. S., Willner, C. J. (2020). Teaching emotion regulation in schools: Translating research into practice with the RULER approach to social and emotional learning. *Emotion*, 20(1), 105–109.
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- Sprung, M., Münch, H. M., Harris, P. L., Ebesutani, C., & Hofmann, S. G. (2015). Children's emotion understanding: A meta-analysis of training studies. *Developmental review* : DR, 37, 41–65. <https://doi.org/10.1016/j.dr.2015.05.001>


Post COVID: Students, Educators, and Administrators

Students

- Since COVID it has been estimated that 1 out of every 3 children experience social, emotional, and behavioral difficulties that interfere with some aspect of their daily functioning (CDC, 2021; WHO, 2021)
- Research unequivocally shows that elementary children who acquire and apply certain social, emotional, and behavioral competencies are associated with a range of positive short-term (academic engagement, increased belonging and relationships, positive indicators of well-being) and long-term outcomes (graduation, employment, positive mental health, even longer lives) (e.g., Robson et al., 2020)
 - Children who effectively manage their thinking, attention, and behavior are also more likely to have better grades and higher standardized test scores.²
 - Children with strong social skills are more likely to make and sustain friendships, initiate positive relationships with teachers, participate in classroom activities, and be positively engaged in learning (Jones et al., 2017)
- 51% increase in self-harm behaviors among youth since COVID, with the largest increase among 5-11 year olds (Racine et al. 2021).

Teachers

- Research has shown that when teachers invest in delivering SEL programs, they are likely to experience benefits in return with regard to improved social-emotional competencies and lower levels of stress and burnout (Brackett et al., 2017)
- Teachers consistently rank student social, emotional, and behavioral needs as one of their top priorities (Phi Delta Kappa, 2021)

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- A series of five horizontal bars of varying lengths and shades of gray, arranged in a staggered, overlapping pattern across the top of the page.
- Teachers report a lack of professional skills and knowledge in delivering SEL instructions. In addition, many report their schools rarely provide resources (instruction materials, specific courses or activities) or create conditions (training teachers, devoting teaching hours, receiving school administration support) that would promote teachers' instruction of SEL (Schiepe-Tiska et al., 2021)

Administrators

- In a survey of over 800 principals, 98% participants reported that social-emotional competencies are important and promoting skills in these areas would be beneficial to students (Depaoli et al., 2017).
- However, study after study reveals that lack of leadership support for SEL is one of the most significant barriers to implementation (Locke et al., 2019)
- Leaders who cast a vision and maintain commitment to change and intentionally integrate SEL school-wide are more likely to achieve successful implementation (Cook et al., 2022)



CharacterStrong Tier 2 (CST2)

Small Group Skills Instruction for Student Success

Power Up Regulation (Coping with Externalizing Emotions)

Scope & Sequence for Grades K-5

Session Name	Purpose	Learning Goals
Session 1: Intro to Group	The purpose of this session is to introduce students to the group, establish Community Agreements, and understand the purpose of learning skills to better manage how Externalizing Emotions show up in response to certain situations.	<ul style="list-style-type: none">• Students understand the purpose of the group.• Students can explain the different parts of the support (group lessons, school mentor, family support).• Students know when, where, and how they will come to group lessons each week.• Students are curious or interested in participating in the group and celebrating at the end.
Session 2: 3Bs (Brain, Body, & Behavior)	The purpose of this session is to teach students about strong Externalizing Emotions (sad, worry, fear) and how emotions show up in their Brain, Body, and Behaviors (3Bs).	<ul style="list-style-type: none">• Students understand it is normal to have strong Externalizing Emotions.• Students understand that sometimes strong emotions can get in the way of making positive choices.• Students can explain how strong emotions show up in their Brains, Body, and Behavior.



<p>Session 3: Notice Your Buttons</p>	<p>The purpose of this session is to teach students about the situations that cause strong Externalizing Emotions to show up (i.e., buttons) in their 3Bs. This supports students in developing greater self-awareness of situations that cause strong emotions.</p>	<ul style="list-style-type: none"> ● Students can explain how strong emotions are caused by situations (i.e., buttons). ● Students explore specific buttons that cause strong Externalizing Emotions to show up. ● Students begin to understand and identify their own buttons that cause strong emotions.
<p>Session 4: Name It</p>	<p>The purpose of this session is to teach students how to notice strong emotions in response to buttons and 'Name It' as the first step to feeling better and making positive choices.</p>	<ul style="list-style-type: none"> ● Students are able to explain why it is important to first notice strong emotions in their 3Bs. ● Students can describe how to Name It in order to use a power to Tame It. ● Students practice naming strong emotions to prepare for their coaching session.
<p>Coaching Session 1: Develop Your Plan</p>	<p>The purpose of the individual coaching session with each student is to begin developing a personalized plan that sets goals they want to achieve, identifies buttons that get pushed, describes how the emotions show up in their Brain, Body, and Behavior, names the strong emotions, and reviews When, Then Plans.</p>	<ul style="list-style-type: none"> ● Students will have personalized plans that: <ul style="list-style-type: none"> ○ Identifies specific emotions that get in the way ○ Establishes goals ○ Identifies buttons ○ Describes how the emotion shows up in 3Bs ○ Names the strong emotion



Session 5: Brain Powers	The purpose of this session is to teach students why it is important to manage their Unhelpful Thoughts when their button gets pushed and a strong emotion shows up by using 2 Brain Powers (Turning Down Thoughts into Up Thoughts; Hero Power).	<ul style="list-style-type: none">● Students can describe why it is important to use Brain Powers to manage Unhelpful Thoughts● Students can describe 2 Brain Powers: (1) Turn Down thoughts into Up Thoughts and (2) Hero Power.● Students practice using Brain Powers to gain experience with how to use them when needed.
Session 6: Body Powers	The purpose of this session is to teach students why it is important to manage and calm down feelings in their bodies to feel better and make positive choices by using 2 Body Powers (Five Finger Breathing; Calm Body).	<ul style="list-style-type: none">● Students can describe why it is important to manage behavior when experiencing strong emotions.● Students can describe 2 Body Powers: (1) Five Finger Breathing and (2) Calm Body.● Students practice using Body Powers to gain experience with how to use them when needed.
Session 7: Behavior Powers	The purpose of this session is to teach students why it is important to manage behavior when buttons get pushed and to make positive choices even when a strong emotion shows up by using 2 Behavior Powers (Opposite Power, Asking for Help).	<ul style="list-style-type: none">● Students can describe why it is important to use Behavior Powers to manage and calm down feelings in the body.● Students can describe 2 Behavior Powers: (1) Opposite Power and (2) Asking for Help.● Students practice using Behavior Powers to gain experience with how to use them when needed.



Coaching Session 2: Finalize Your Plan	The purpose of spending individual time coaching with each student is to finalize their personalized plans by reviewing goals and incorporating specific Brain, Body, and Behavior Powers in their When, Then plans.	<ul style="list-style-type: none">● Review and finalize goals for improving coping skills to manage strong emotions.● Finalize personalized plans to include the specific Brain, Body, and Behavior Powers the student finds most helpful for managing strong emotions when their buttons get pushed.● Finalized plan can be shared with and referenced by the school mentor and family to promote skill generalization.
Session 8: Ceremony and Celebration	The purpose of this session is to engage students in a final review of key topics and Brain, Body, and Behavior Powers, hold a ceremony to recognize each student's achievement and celebrate the achievement by having fun together.	<ul style="list-style-type: none">● Students review key topics and 3B Powers.● Students feel a sense of accomplishment and achievement.● Students have fun celebrating the achievement of completing the group together.● Students are motivated to continue using their personalized plans to improve relationships with others.



CharacterStrong Tier 2 (CST2)

Small Group Skills Instruction for Student Success

Small Group for Regulation (Emotion Regulation & Coping for Externalizing Emotions)

Scope & Sequence for Grades 6-12

Session Name	Purpose	Learning Goals
Session 1: Intro to Group	Connect with students to help them understand what to expect from group and how to connect relationally as a group, and establish community agreements.	<ul style="list-style-type: none">• Students understand the purpose of the group and what they will get out of it.• Students can describe community agreements for creating a safe and supportive space.
Session 2: How Emotions Show Up	Teach students positive mindsets about emotions (emotions as malleable mindset and emotions as enhancing) and how Externalizing Emotions show up in our Brain, Body, and Behavior and can be managed when the volume gets too loud.	<ul style="list-style-type: none">• Students have positive mindsets about emotions:<ul style="list-style-type: none">○ Emotions as malleable○ Emotions as enhancing• Students can describe how Externalizing Emotions:<ul style="list-style-type: none">○ Are normal and often helpful○ Can be managed when the volume gets too high by using skills to turn the volume down to make helpful and healthy decisions○ Show up in their brain, feelings in their body, and their behavior
Session 3: Situations that Switch on Emotions	Teach students about why it is important to identify situations that cause strong emotions (i.e., Switches that turn on the emotion) and how to use a process that	<ul style="list-style-type: none">• Students can explain different situations that switch on Externalizing Emotions• Students can describe how certain situations cause strong emotions to show up in their



increases self-awareness and management of emotions to make positive choices.

- Brain, Body, and Behavior
- Students can describe the Emotion Regulation Process
 - Know Switches
 - Notice the Externalizing Emotion (Brain, Body, Behavior)
 - Change the volume
 - Be regulated to make a positive choice

Session 4:
REAL Goals: Goals & a Plan

Teach students a specific goal setting and planning framework to prepare for Coaching Session 1 that recognizes their current realities yet supports them in developing meaningful goals and planning to achieve those goals when certain situations switch up strong emotions.

- Students are able to describe the importance of having both goals and a plan to achieve those goals
- Students can describe each step of the R.E.A.L. Goals framework
- Students have an opportunity to practice R.E.A.L. Goals prior to their coaching session

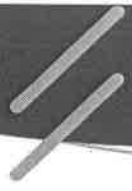
Coaching Session 1:
Develop Your Plan

Coach each student in developing a personalized plan using the R.E.A.L. Goals framework, including establishing goals, envisioning outcomes of achieving goals, envisioning obstacles [Switches, how emotions show up in Brain, Body, and Behavior), and preparing to learn what to do if their plan does not work right away.

- By the end of this coaching session, students will have a plan that includes:
- Specific Switches that turn on the strong emotion
 - Meaningful goals to work towards achieving
 - Obstacles that reflect how the emotion shows up in their Brain, Body, and Behavior
 - Initial outline for When, Then plans
 - Reminders for self if the plan does not work initially



Session 5: Brain Skills	Teach and practice specific skills to manage thoughts in response to situations that switch on an externalizing emotion (Reframing Thoughts and Thought Stop).	<ul style="list-style-type: none">● Students can explain how Externalizing Emotions can show up as unhelpful thoughts● Students can explain two different Brain Skills to manage unhelpful thoughts: (1) Reframing Thoughts and (2) Thought Stop● Students practice using both Brain Skills to incorporate into their plan and continue applying it outside of the session
Session 6: Body Relaxation Skills	Teach and practice Body Relaxation Skills to turn down the volume of the strong emotion they feel in their body in order to feel calmer and better able to make positive decisions.	<ul style="list-style-type: none">● Students can explain how Externalizing Emotions show up as uncomfortable feelings in their body● Students can explain two different Body Relaxation Skills to calm down feelings in their body: (1) Focused Breathing and (2) Guided Imagery● Students practice using both Body Relaxation Skills to incorporate into their plan and continue applying it outside of the session
Session 7: Behavior Skills	Teach and practice specific behavioral problem-solving skills to use when situations switch on strong emotions and how it is important for making positive decisions.	<ul style="list-style-type: none">● Students can explain how Externalizing Emotions show up as behaviors that get in the way● Students can explain two different Behavior Skills to help make positive choices even when a strong emotion shows up: (1) Opposite Action and (2) My Go To● Students practice using both Behavior Skills to incorporate into their plan and continue applying it outside of the session



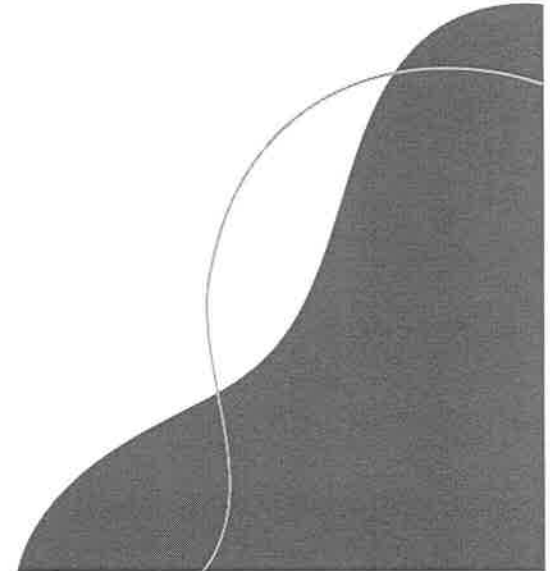
Coaching Session 2: Finalize Your Plan	Coach each student through finalizing their personalized plans with the Brain, Body, and Behavior Skills they find most helpful for improving their ability to manage strong emotions that are switched on in certain situations and how they can make positive decisions that align with their goals.	By the end of this coaching session, students will: <ul style="list-style-type: none">● Revise goals and/or situations that switch on strong emotions● Finalize the When, Then plans to include specific Brain, Body, and Behavior Skills that are most helpful for managing strong emotions in response to switches● Will have a completed plan to share with the school mentor and family to promote skill generalization
Session 8: Celebrate Success	Review key topics and skills learned throughout this group, hold a ceremony to provide each student with a certificate of achievement and celebrate the achievement by having fun together.	<ul style="list-style-type: none">● Students are able to accurately recall key topics and skills they learned in the group● Students feel proud about the effort they put into the group● Students have fun celebrating their achievement as a group

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Weekly Lesson Components: **START, CONNECT, GROW, RESPOND, EXIT**

These five components are the building blocks of PurposeFull People and are designed to be taught each week. Designed for flexibility, lessons can stand alone or be combined in a variety of ways. Educators can present all five lesson components in one 45-60 minute weekly lesson, deliver one component per day (10-20 minutes), or adjust lessons to meet a variety of scheduling needs.

START

Intentional activities and rituals designed to build deep understanding of each character trait through the lens of social and emotional learning. START lessons include character-trait sing-alongs, stories, quotes, and illustrations to spark rich discussion and application.

CONNECT

Fun, engaging activities that build relationships among students, creating positive classroom culture. CONNECT lessons are slide-based, interactive, and embrace student choice.

GROW

These lessons are the heart of the content, centered around the grade level SEL focus, overarching outcome, and character trait. GROW lessons range from explicit SEL instruction to unique opportunities to put character traits into practice.

RESPOND

This section contains a toolkit of strategies and resources that can be used to help kids respond to a variety of situations. RESPOND includes calming activities for emotion regulation, brain boosters to increase energy and focus, and circle prompts that can be used for reflection and discussion in Morning Meetings, Community Circles, etc.

EXIT

EXIT activities focus on connections and reflections, as well as challenging students to continue growing their character beyond the classroom. These activities create rituals and routines around the end of the day, building a positive classroom culture.



		Be Kind: Social Skills Character Traits: Empathy, Respect, Cooperation
Component	Grade Levels	Overview and SEL Skill Instruction
START 12 activities	PK-5	Use of definition, illustrations, quotes, and activities to foster understanding and application of Empathy, Respect, & Cooperation
CONNECT 12 activities	PK-5	Activities that build relationships, foster engagement, and promote social skills
GROW	PK/KINDER Listening 9+ lessons	Explicit teaching of listening and working memory with a focus on Empathy, Respect, & Cooperation. Listening: understand the importance of listening and practice the strategy of Whole Body Listening: Our eyes are watching • Our ears are listening • Our brains are focused • Our hearts are caring
	1ST GRADE Friendship 9+ lessons	Explicit teaching and practice of friendship skills with a focus on Empathy, Respect, & Cooperation. Friendship: the ability to make and keep friends: Understanding how my actions impact others • Communicating with Kindness
	2ND GRADE Understanding Conflict Resolution 9+ lessons	Explicit teaching and practice of Conflict Resolution skills with a focus on Empathy, Respect, & Cooperation. Understanding Conflict Resolution: the ability to identify a conflict and work towards solving it: Identify the size of the problem • Name your emotion • Solve: Talk it out, move it out, breathe it out
	3RD GRADE Perspective-Taking 9+ lessons	Explicit teaching and practice of perspective-taking with a focus on Empathy, Respect, & Cooperation. Perspective-Taking: the ability to consider a situation from the other person's point of view: Work to understand what others may be seeing, thinking, or feeling in different situations • Consider how best to respond after understanding others point of view
	4TH GRADE Practicing Conflict Resolution 9+ lessons	Explicit teaching and practice of Conflict Resolution skills with a focus on Empathy, Respect, & Cooperation. Practicing Conflict Resolution: the ability to find peaceful solutions: Identify and determine size of problem • Communicate emotion • Make a choice to resolve the conflict
	5TH GRADE Leadership 9+ lessons	Explicit teaching and practice of leadership skills with a focus on Empathy, Respect, & Cooperation. Leadership: the ability to positively influence and support others: Positively influence others based on what you say and do • Role model what it looks like to be a positive member of the class or school
RESPOND 36 activities	PK-5	Emotion regulation tools and activities; circle prompts to build community and promote authentic reflection
EXIT 12 activities	PK-5	Use of reflection and classroom connection activities to end the day, week or month



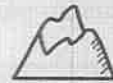
Be Strong: Executive Functioning Character Traits: Courage, Responsibility, Perseverance		
Component	Grade Levels	Overview and SEL Skill Instruction
START 12 activities	PK-5	Use of definition, illustrations, quotes, and activities to foster understanding and application of Courage, Responsibility, & Perseverance.
CONNECT 12 activities	PK-5	Activities that build relationships, foster engagement, and promote social skills
GROW	PK/KINDER Following Directions 9+ lessons	Explicit teaching and practice of listening skills with a focus on Courage, Responsibility, & Perseverance. Following Directions- the ability to follow what an adult is telling you to do: Follow 3-step instruction model: Pay attention, ask questions for understanding, and follow directions the first time
	1ST GRADE Focusing 9+ lessons	Explicit teaching and practice of attention, task completion with a focus on Courage, Responsibility, & Perseverance. Focusing- maintain attention and effort until a task is complete: Develop strategies to resist internal and external distractions (Whole Body Listening, ignoring distractions, thought awareness)
	2ND GRADE Engagement 9+ lessons	Explicit teaching and practice of active school and class involvement with a focus on Courage, Responsibility, & Perseverance. Engagement- being an active participant in school: Leading, contributing, and collaborating in groups • School and community involvement • Active participation in learning
	3RD GRADE Flexible Thinking 9+ lessons	Explicit teaching and practice of adaptation and flexibility with a focus on Courage, Responsibility, & Perseverance. Flexible Thinking- the ability to adapt to new situations and challenges: Finding multiple solutions to problems • Handling unplanned changes in schedules or situations
	4TH GRADE Organization 9+ lessons	Explicit teaching and practice of organization skills with a focus on Courage, Responsibility, & Perseverance. Organization: keeping track of time and things: Time management skills (prioritize, plan) • Organizing materials
	5TH GRADE Goal-setting 9+ lessons	Explicit teaching and practice of planning and time management with a focus on Courage, Responsibility, & Perseverance. Goal-setting: Setting an important target that you can work towards: Plan, prioritize and put into action • Accountability
RESPOND 36 activities	PK-5	Emotion regulation tools and activities; circle prompts to build community and promote authentic reflection
EXIT 12 activities	PK-5	Use of reflection and classroom connection activities to end the day, week or month



		Be Well: Emotion Regulation Character Traits: Gratitude, Honesty, Creativity
Component	Grade Levels	Overview and SEL Skill Instruction
START 12 activities	PK-5	Use of definition, illustrations, quotes, and activities to foster understanding and application of Gratitude, Honesty, & Creativity.
CONNECT 12 activities	PK-5	Activities that build relationships, foster engagement, and promote social skills
GROW	PK/KINDER Identifying Emotions 9+ lessons	Explicit teaching of emotion vocabulary and emotion identification with a focus Gratitude, Honesty, & Creativity. Identifying Emotions- the ability to name & notice my own emotions: Name and use 4 emotion words in PreK • Name and use 12 emotion words in Kinder
	1ST GRADE Emotion Awareness 9+ lessons	Explicit teaching of emotion vocabulary to build personal awareness with a focus on Gratitude, Honesty, & Creativity. Emotion Awareness- Understand what I am feeling and understand how it impacts myself or others: Identify body cues and physical feelings • Use emotion vocabulary to name my emotion
	2ND GRADE Emotion Regulation 9+ lessons	Explicit teaching and practice of emotion regulation skills with a focus on Gratitude, Honesty, & Creativity. Emotion Regulation- Ability to manage and respond to situations that trigger emotions. • Breathe It Out • Move It Out • Talk It Out
	3RD GRADE Emotion Advocacy 9+ lessons	Explicit teaching and practice of emotion advocacy with a focus on Gratitude, Honesty, & Creativity. Emotion Advocacy- share how I feel and ask for what I need: Use I-statements, I feel ____ when _____ and I would like _____.
	4TH GRADE Positive Self-Talk 9+ lessons	Explicit teaching and practice of positive self-talk with a focus on Gratitude, Honesty, & Creativity. Positive Self-Talk- The ability to utilize positivity through thought awareness: Notice negative self-talk • Reframe • Practice positive self-talk
	5TH GRADE Stress Management 9+ lessons	Explicit teaching and practice of stress management skills with a focus on Gratitude, Honesty, & Creativity. Stress Management- Learn and use strategies for coping with stress: Notice the body's reaction to feeling stress • Create plans and practice strategies to regulate stress
RESPOND 36 activities	PK-5	Emotion regulation tools and activities; circle prompts to build community and promote authentic reflection
EXIT 12 activities	PK-5	Use of reflection and classroom connection activities to end the day, week or month



Be Kind social skills



Be Strong executive functioning



Be Well emotion regulation

<p>Pre-K/ Kinder</p>	<p>Listening - Understand the importance of listening and practice Whole Body Listening.</p> <ul style="list-style-type: none"> • Our eyes are watching • Our ears are listening • Our brains are focused • Our hearts are caring 	<p>Following Directions - The ability to follow what an adult is telling you to do and practice following a 3-step instruction model:</p> <ul style="list-style-type: none"> • Pay attention • Ask questions for understanding • Follow directions the first time 	<p>Identifying Emotions -: The ability to notice & name my own emotions.</p> <p>Focus skills:</p> <ul style="list-style-type: none"> • Name and use 4 emotion words
<p>1st grade</p>	<p>Friendship - The ability to make and keep friends.</p> <p>Skills:</p> <ul style="list-style-type: none"> • Understanding how my actions impact others • Communicating with Kindness 	<p>Focusing - Focusing: Maintain attention and effort until a task is complete. Strategies:</p> <ul style="list-style-type: none"> • Whole Body Listening • Ignoring distractions • Thought awareness 	<p>Emotion Awareness -: Understand what I feel and how it impacts myself or others. Skills:</p> <ul style="list-style-type: none"> • Identify body cues and physical feelings • Use emotion vocabulary correctly
<p>2nd grade</p>	<p>Understanding Conflict Resolution - Identify a conflict and work towards solving it. Strategies:</p> <ul style="list-style-type: none"> • Is the conflict big or small? • Name your emotion • Talk it out, move it out, breathe it out 	<p>Engagement - Being an active participant in school. Skills:</p> <ul style="list-style-type: none"> • Leading, contributing, & collaborating in groups • School and community involvement • Building positive relationships 	<p>Emotion Regulation - The ability to manage and respond to situations that trigger emotions.</p> <p>Strategies:</p> <ul style="list-style-type: none"> • Breathe It Out • Move It Out • Talk It Out
<p>3rd grade</p>	<p>Perspective-Taking - To consider a situation from another person's point of view. Skills:</p> <ul style="list-style-type: none"> • Work to understand others' thoughts & feelings • Consider how to respond after understanding other people's point of view 	<p>Flexible Thinking: The ability to adapt to new situations and challenges. Skills:</p> <ul style="list-style-type: none"> • Finding multiple solutions to problems • Handling unplanned changes in schedules or situations 	<p>Emotion Advocacy: To appropriately share how I feel and ask for what I need. Skills:</p> <ul style="list-style-type: none"> • I-Statements: I feel ___ when ___ and I would like ___. • Use emotion vocabulary correctly
<p>4th grade</p>	<p>Practicing Conflict Resolution: The ability to find peaceful solutions. Skills:</p> <ul style="list-style-type: none"> • Identify and determine size of problem • Communicate emotion • Make a choice to resolve the conflict 	<p>Organization: Keeping track of time, tasks, and things (using the 3T's model-Time, Tasks, Things). Skills:</p> <ul style="list-style-type: none"> • Time management (prioritize & plan) • Organizing materials 	<p>Positive Self-Talk: Turn unhelpful thoughts into more helpful thoughts. Skills:</p> <ul style="list-style-type: none"> • Notice the unhelpful thoughts in response to a situation • Turn them into more helpful thoughts
<p>5th grade</p>	<p>Leadership: The ability to positively influence and support others. Skills:</p> <ul style="list-style-type: none"> • Positively influence others • Role model what it looks like to be a positive member of the class or school. 	<p>Goal Setting: Setting an important target that you can work towards. Skills:</p> <ul style="list-style-type: none"> • Target - Set a goal and visualize the result • Obstacles - Anticipate and plan for them • Plan - Plan at least 3 action steps 	<p>Stress Management: Learn and use strategies for coping with stress. Skills:</p> <ul style="list-style-type: none"> • Notice the body's reaction to feeling stress • Create plans and practice strategies to regulate stress and/or prevent stress

Pre-K **SEL Scope & Sequence**

Trait	Week 1	Week 2	Week 3	Week 4
Respect	<u>Classroom Respect Agreement</u> Students will create a classroom agreement on how to show Respect.	<u>Whole Body Listening</u> Students will show Respect by practicing Whole Body Listening with a partner.	<u>Respect Role Playing Game</u> Students will practice showing Respect in different scenarios through role-playing.	<u>Respect Location Cards</u> Students will discuss how to show Respect in different locations of the school
Responsibility	<u>Be Responsible</u> Students will identify Responsibility by showing what following directions looks like, sounds like, and feels like.	<u>Follow the Responsible Leader</u> Students will practice Responsibility by reviewing Whole Body Listening and playing a game.	<u>Question Mania</u> Students will practice asking questions for understanding.	<u>Stop & Start: Responsible Choices</u> Students will demonstrate Responsibility by following directions the first time.
Gratitude	<u>Gratitude Journal</u> Students will identify things they are Grateful for and the emotions they feel about them.	<u>Grateful for Emotions</u> Students will practice identifying and showing emotions.	<u>Emotion Charades</u> Students will build their emotion vocabulary and learn to interpret the feelings of others.	<u>Gratitude Surprise</u> Students will surprise someone in the school to show them Gratitude.
Empathy	<u>Listening with Terra</u> Students will demonstrate Whole Body Listening with Empathy.	<u>4 Kind Corners</u> Students will identify a variety of ways to show Kindness to each other.	<u>Our Empathy Book</u> Students will create an Empathy book that shows how classmates show Empathy.	<u>What Can You Say?</u> Students will practice Empathy by using Whole Body Listening and Kind words.
Perseverance	<u>Balancing Act</u> Students will identify Perseverance by planning what to do when they are stuck.	<u>Made by Mistakes</u> Students will grow in Perseverance by turning mistakes into opportunities.	<u>The Floor is Lava</u> Students will use Perseverance by overcoming obstacles.	<u>Do 3 Things</u> Students will show Perseverance by practicing following 3-step directions.
Honesty	<u>Honest "I-Statements"</u> Students will practice identifying and sharing emotions.	<u>Honest Roll</u> Students will practice identifying and sharing emotions using Honest I-Statements.	<u>Colors of Emotion</u> Students will explore Honesty by recognizing and sharing emotions with others.	<u>Red Light, Green Light</u> Students will review the trait Honesty and play a game to practice telling the truth.
Cooperation	<u>Classroom Cooperation Circle</u> Students will use Cooperation to work together to keep balloons from touching the ground.	<u>Cooperative Counting Game</u> Students will work together to practice listening and Cooperation in a counting game.	<u>Cooperate to Pass the Ball</u> Students will use Cooperation skills to problem-solve and move a ball around the circle.	<u>Cooperation Artwork Challenge</u> Students will practice paying attention and Cooperating as a class to create a piece of art.
Courage	<u>Badge of Courage</u> Students will recognize Courage when trying new things.	<u>I Spy Some Courage</u> Students will show Courage by learning how to ignore distractions and pay attention.	<u>Superhero Courage</u> Students will explore how they feel when using Courage by demonstrating their own Superhero Courage.	<u>Courage In Our Community</u> Students will attribute Courage to making a difference in our community by Following Directions for including others.
Creativity	<u>Illustrate Emotions</u> Students will focus on emotions as they practice Creativity through drawing.	<u>Emotive Animals</u> Students will practice their Creativity while pretending to be different animals experiencing a variety of emotions.	<u>Complete the Picture</u> Students will practice their Creativity by drawing a picture with 2 given lines.	<u>Creative Thinking</u> Students will practice their Creativity by imagining what else objects could be.

Kindergarten

SEL Scope & Sequence

Trait	Week 1	Week 2	Week 3	Week 4
Respect	What does Respect Mean to Us? Students will learn Whole Body Listening skills and create a classroom Respect agreement.	Kindness Mission Students will review Whole Body Listening and create cards of Kindness and Respect.	How Well Can We Listen? Students will review and practice Whole Body Listening to complete an independent project.	Differences Among Us Students will practice showing Respect to those that are different from them.
Responsibility	Thumbs Up, Move Up Students will show Responsibility by learning what following directions looks like, sounds like, and feels like.	Responsible Listening Students will practice Responsibility by following directions using their listening skills through guided drawing.	20 Questions Students will practice Responsibility by demonstrating how to ask questions for understanding.	Rolling Responsibility Students will practice following 2 and 3-step directions working with a partner.
Gratitude	Moving Emotions Students will identify what emotion they might feel in different situations.	Gratitude Roll Students will understand emotions associated with Gratitude, practicing Gratitude through a variety of prompts.	Gratitude Surprise Students will surprise someone in the school to show them Gratitude.	Gratitude Wall Students will show what they have learned about Gratitude by making a Gratitude Wall.
Empathy	Picture It Students will identify and practice the traits of an Empathetic Listener.	Kindness Jerseys Students will discuss what Kindness looks, sounds, and feels like and create personal Kindness goals.	Listening To People's Feelings Students will practice Whole Body Listening to connect with other people's feelings.	Empathy Detectives Students will practice identifying emotions and putting Empathy into action.
Perseverance	Perseverance or Not? Students will hear scenarios and determine if the person showed Perseverance or not.	Maze Mania Students will work as a class to find the correct path on a maze and learn that mistakes are opportunities to learn.	The Perseverance Push Students will learn about Persevering through obstacles as they work together through different stations.	Musical Chairs Students will follow the directions of musical chairs and use Perseverance as they work to stay in the game.
Honesty	Being Bree Students will practice identifying and showing emotions.	Re-mEmber Students will learn 4 emotion vocabulary words and practice showing Honesty when sharing their feelings.	Sad and Glad Students will discuss 8 emotion vocabulary words and create visuals of those emotions with a partner.	Honesty Review Students will determine if a situation is Honest or dishonest and identify emotions one might feel in situations.
Cooperation	Secret Agent Listening Game Students will practice their listening skills as they Cooperate to pass along a secret message.	Silent Toss Students will put Cooperation skills like communication and attention into practice in a ball-toss challenge.	Cooperation Scavenger Hunt Students will Cooperate in teams to complete a scavenger hunt.	Paper Chain Challenge Students will use Cooperation skills and serve in specific group roles in order to create a paper chain as a team.
Courage	Courage Up Students will follow directions as they learn ways to use Courage to try new things.	The Courage to Ignore Students will practice skills to handle distractions while following directions.	Courageous Talk Students will practice using Courage to ask for help from others.	Courage to Include Students will show Courage by practicing the three steps to include others.
Creativity	What If Students will identify emotions they might feel in various scenarios and plan their reactions.	Creative Feelings Students will practice identifying emotions with a partner by Creatively drawing a picture.	Emotion Motion Students will review emotions while practicing Creativity through art and dance.	Do-dads & Tinkers Students will create something with a small group that can be used to help others and identify their emotions during different stages of the task.

1st Grade

SEL Scope & Sequence

Trait	Week 1	Week 2	Week 3	Week 4
Respect	Classroom Respect Agreement Students will learn and practice listening skills and create a classroom Respect agreement.	Classroom Puzzle Students will discover the importance of individuality and how they come together to make a connected group.	Red, Yellow, Green Light Students analyze scenarios to determine if they are bad signs, warning signs, or good signs in a friendship.	Wrinkled Heart Students will identify how words and actions affect others in a positive or negative way.
Responsibility	EveryBODY is Responsible Students will learn ways to practice Responsibility with their hands, feet, ears, eyes, and mouths.	Distraction Action Students will explore what it feels and looks like to manage distractions.	Distraction Decision Students will practice anticipating and overcoming distractions to better focus on Responsibilities.	Shapes & Self-Monitoring Students will identify and describe ways to be Responsible by self-monitoring to stay focused on important tasks.
Gratitude	Musical Emotion Cards Students will practice identifying and communicating how they would feel in different scenarios.	Give Gratitude a Hand Students will identify and share different things they are Grateful for.	Emotion Commotion Students will make a plan for how to respond and act when feeling certain emotions.	Attitude of Gratitude Students will reflect on a time they have felt Grateful and identify their emotions during that time.
Empathy	How Is My Friend Feeling? Students will discuss and practice recognizing how other people could feel in different situations.	The Friendship Chain Students will create a list of friendship skills and reflect on their own strengths and areas to grow.	Friendship BINGO Students will practice showing Empathy during conflict with friends.	Share the Stage Students will practice positive listening skills with friends.
Perseverance	Memory Madness Students will explore different Focusing strategies, then put their Focusing abilities to the test in a memory game.	Picking Up Perseverance Students will discuss different types of distractions, then practice overcoming distractions using Perseverance.	Learning from Our Mistakes Students will practice learning from mistakes as they face a challenge	Persevere with Perseverance! Students will demonstrate Perseverance and focus while working with a team to correctly spell the word Perseverance.
Honesty	Honesty Tic-Tac-Toe Students will share examples of Honesty and how it makes them feel while playing a game.	Stop or Go Students will identify whether or not a scenario is Honest and discuss ways to show Honesty.	Honest-I Students will practice using I-Statements to be Honest about their feelings.	Filter Out Unkind Words Students will decide whether certain Honest thoughts should be kept inside their minds or said out loud.
Cooperation	Build A Story Students will work Cooperatively to help each other create a story from an image.	Just Listen, Don't Look! Students will practice Cooperation by focusing on communication skills such as giving clear instructions & listening.	The Ant and the Dove Students will Cooperate in a way that helps others achieve a common goal.	Sneak a Peek Students will practice the communication skills needed to Cooperate with others.
Courage	Going on a Focused Bear Hunt Students will learn to apply focusing strategies by Going on a Bear Hunt.	Would You Rather Students will choose between different situations that require Courage and explain their responses.	Super Courage Students will set a Courage goal to try something new and share it with a partner.	Courage Showcase Students will create a class art piece that demonstrates everything they have learned about Courage and focusing.
Creativity	3D Emotions Students will review emotion awareness and work in groups to Creatively show their understanding.	Emotion Map Students will identify emotions using Creativity to design an Emotion Map.	Learning To Love Limits Students will produce Creative works of art using limiting instructions.	This is a What? Students will practice Creative thinking and problem solving.

2nd Grade

SEL Scope & Sequence

Trait	Week 1	Week 2	Week 3	Week 4
Respect	<u>Create a Class Respect Agreement</u> Students will create detailed guidelines based on Respect to build a positive classroom environment.	<u>Solve the Size</u> Students will practice naming the conflict and recognizing the size of the conflict.	<u>Communication Connection</u> Students will practice communicating with Respect using I-Statements.	<u>Apples Don't Fall Far From the Tree of Choices</u> Students will identify ways to resolve conflict using the Tree of Choices.
Responsibility	<u>Community Circle Agreements</u> Students will discuss and demonstrate what a Responsible community circle looks like.	<u>Engage in Community Circle</u> Students will show Responsibility by reviewing community circle agreements and engaging in a community circle.	<u>ResponsiBINGO</u> Students will come up with actions that demonstrate Responsibility at school.	<u>Team Scavenger Hunt</u> Students will demonstrate how having a specific Responsibility impacts others.
Gratitude	<u>Grateful Guessing</u> Students will practice expressing Gratitude as a way to regulate emotions.	<u>Grateful To Be Me</u> Students will identify different things they are Grateful for and proud of within themselves.	<u>Gratitude Collage</u> Students will express what they are Grateful for by making a Gratitude Collage.	<u>Gratitude Balloon</u> Students will understand how feelings of Gratitude can help them balance out big emotions.
Empathy	<u>Sort the Situation</u> Students will identify a problem and determine if it is big or small.	<u>Grow with Kindness</u> Students will identify what grows Kindness and what does not.	<u>Partner Drawing</u> Students will practice Empathy with each other when working through challenges.	<u>What's the Solution?</u> Students will practice using Empathy to resolve conflict.
Perseverance	<u>Decision Time</u> Students will show engagement by being active learners of the character trait Perseverance.	<u>Improving our World!</u> Students will reflect on ways to engage in the world to make it a better place and create a plan with a partner.	<u>Exploring Roles</u> Students will engage in small groups with specific roles to create a mascot for Perseverance.	<u>A Structure of Perseverance</u> Students will Persevere and engage in group roles to build the tallest structure they can.
Honesty	<u>What's Your Superpower?</u> Students will identify ways to show Honesty by evaluating strengths they can use to feel more confident and focused.	<u>Honest with Our Emotions</u> Students will practice Honesty while identifying emotions and discussing strategies to regulate emotions.	<u>Redesign Regulation</u> Students will identify emotions that make it hard to be Honest and practice strategies to regulate those emotions.	<u>Emotional Regulation Game</u> Students will learn about and try out different strategies that would help with regulating emotions.
Cooperation	<u>Collaborative Drawing</u> Students will practice Cooperation skills like sharing ideas and taking turns while drawing collaboratively.	<u>Music To My Ears</u> Students will Cooperate to create music using different sounds.	<u>Animal Cooperation</u> Students will Cooperate while working with classmates to create a new animal.	<u>Chain of Strength</u> Students will create a chain to showcase their individual strengths.
Courage	<u>Gallery of Courage</u> Students will use visualization skills to create a Gallery of Courage that shows each student engaging in something Courageous.	<u>Tower of Courage</u> Students will engage in a small group challenge by sharing their ideas and encouraging others.	<u>Engaging with Powerline</u> Students will evaluate their overall classroom engagement, then work together to create fun reminders to improve engagement.	<u>Courage Charades</u> Students will engage in Courage Charades through acting out and identifying different acts of Courage.
Creativity	<u>Not a Box</u> Students will think Creatively to generate unique coping strategies.	<u>Statues of Strategies</u> Students will identify and practice using movement regulation strategies.	(Not the same activity in Notion & CMS) <u>A-Maze-ing Breathing</u> Students will identify and practice breathing regulation strategies.	<u>Emotion Elements Theater</u> Students will act out the different emotional elements and ways to regulate emotions.

3rd Grade

SEL Scope & Sequence

Trait	Week 1	Week 2	Week 3	Week 4
Respect	<u>Create a Class Respect Agreement</u> Students will work collaboratively to create a classroom Respect Agreement.	<u>Respectful Recipe</u> Students will discover and identify how to show Respect through creating a recipe.	<u>See The Good</u> Students will practice Respect by identifying the good in others.	<u>Guess & Check</u> Students will practice perspective-taking by guessing someone else's point of view and then checking their guess.
Responsibility	<u>Responsibility in All Forms</u> Students will identify a variety of ways in which they can show Responsibility in specific situations.	<u>Responsibility TOPs the Charts</u> Students will explore TOP goals and create a Mountain TOP Goal for themselves.	<u>Response – Ability</u> Students will identify obstacles or challenges related to goal setting and practice flexible thinking.	<u>Plan Into Action</u> Students will work in groups to create skits about flexible thinking, goal setting, and Responsibility.
Gratitude	<u>Collaborative Drawing</u> Students will identify emotions and explain why they are Grateful for their emotions.	<u>Moving the Scale to Gratitude</u> Students will find reasons for Gratitude in disappointing situations.	<u>What's In My Control?</u> Students will understand how they have control over big emotions and can advocate for help.	<u>Gratitude Scavenger Hunt</u> Students will create a poster of Gratitude using I-statements to express what they are thankful for.
Empathy	<u>Read the Cues</u> Students will practice understanding and connecting with other people's feelings.	<u>A Map of Kindness</u> Students will create a school map of Kindness that includes how they will show Kindness around the school.	<u>The Other Side</u> Students will explore and identify different perspectives and understand perspective-taking.	<u>Climbing the Tree of Choices</u> Students will apply Perspective-Taking to conflict resolution strategies in the Tree of Choices.
Perseverance	<u>Personal Best</u> Students will practice Perseverance by breaking down goals and action items.	<u>Grouping Game</u> Students will implement ideas on what to do when they are stuck while working on a challenging task.	<u>Persevere or Procrastinate?</u> Students will contrast Perseverance with procrastination, then use flexible thinking to adjust plans as needed.	<u>Toss Across</u> Students will integrate Perseverance with flexible thinking to adapt to new challenges in a game.
Honesty	<u>Fiery Feelings</u> Students will build emotion vocabulary by analyzing the feelings associated with Fire & create I-Statements.	<u>My Earthy Essence</u> Students will build emotion vocabulary by analyzing the feelings associated with Earth & create I-Statements.	<u>Up in the Air</u> Students will get Honest about their feelings by creating and sharing I-Statements on paper airplanes.	<u>Water Ways</u> Students will explore the Water emotions, evaluate situations, and create an I-Statement.
Cooperation	<u>Spiderman vs. Superman</u> Students will look at other people's perspectives and practice Respectful, persuasive communication skills.	<u>Collaborative Storybooks</u> Students will Cooperate and share their perspectives to create a picture and story to go with it.	<u>Cooperation Relay</u> Students will practice Cooperation by completing challenges to get the from point A to point B.	<u>Hot Seat</u> Students will Cooperate with one another in order to help their teammates guess hidden words.
Courage	<u>Courage Comic Strip Adventures</u> Students will develop flexible thinking skills to help us demonstrate Courage to do what is right, even when it's hard.	<u>Courage With Change</u> Students will explore how Courage and Flexible Thinking skills can be used when they experience change.	<u>Connections: Comfort or Courage?</u> Students will use Courage and Flexible Thinking when stepping outside of their comfort zone in social connections.	<u>Mountain TOP Goals</u> Students will set Courageous character TOP goals and make a plan for flexible thinking.
Creativity	<u>Creative Solutions</u> Students will apply a formula for Creative problem-solving, empowering them to advocate for their needs.	<u>Mixed Up Emotions</u> Students will learn about mixed emotions and how to Creatively express how they feel.	<u>Creative Categories</u> Students will show Creativity advocating for themselves after the game.	<u>Creative Expression</u> Students will create an emotion mind map and share it with a small group.

4th Grade

SEL Scope & Sequence

Trait	Week 1	Week 2	Week 3	Week 4
Respect	<u>Create A Class Respect Agreement</u> Students will create detailed guidelines based on Respect to build a positive classroom environment.	<u>Respect, Lights, Camera, Action!</u> Students will create a skit or a graphic novel page that shows how to resolve conflict Respectfully.	<u>The Power in Our Differences</u> Students will practice appreciating, learning from, and Respecting other people's opinions and ideas.	<u>A Scenario of Respect</u> Students will use scenarios to discuss how to show Respect to others during conflict.
Responsibility	<u>How Organized Are You?</u> Students will assess the importance of organization and learn the 3 T's model.	<u>Telling Time</u> Students will put time-management skills into practice to grow in Responsibility.	<u>All of the Things!</u> Students will determine the importance of organizing their things and choose organization strategies.	<u>Big Goals, Small Steps</u> Students will learn how to organize tasks to achieve their goals.
Gratitude	<u>Talking to Ourselves...About Gratitude</u> Students will use positive self-talk to put Gratitude into practice.	<u>Gratitude for Me and You</u> Students will express Gratitude to others and to themselves, creating tools for practicing positive self-talk.	<u>Mirror, Mirror, Flip!</u> Students will practice reframing negative self-talk to positive self-talk.	<u>Posting Positivity</u> Students will share Gratitude and positive self-talk with others in the school community.
Empathy	<u>Resolving Conflict with the Tree of Choices</u> Students will learn to use the 3 steps in The Tree of Choices to resolve conflict.	<u>Fingerprints of Kindness</u> Students will learn about and plan 3 ways to practice meaningful Kindness.	<u>I-Statements</u> Students will learn how to use I-Statements to communicate emotions.	<u>Resolving Conflicts In Action</u> Students will learn that we may have different opinions and that at times we must agree to disagree.
Perseverance	<u>Over the Top Organization</u> Students will practice breaking down large goals into smaller action items.	<u>Let's Play 3T's!</u> Students will learn and practice the If...Then strategy for facing organizational obstacles by playing a game.	<u>Top Priority</u> Students will practice organizing tasks by learning to prioritize.	<u>3T's - Your Way</u> Students will synthesize organization skills and Perseverance to create their own 3T's game.
Honesty	<u>Who To Listen To?</u> Students will play a game to practice choosing helpful, Honest thoughts that lead to positive actions.	<u>Act it Out with Honesty</u> Students will determine how to respond to various situations with positive self-talk and Honesty.	<u>Reframe It!</u> Students will work together to reframe negative thoughts.	<u>Positively Honest</u> Students will practice positive Honesty by creating posters that encourage others.
Cooperation	<u>Cooperation Cup Challenge</u> Students will Cooperate and apply conflict resolution strategies to complete a challenge as a team.	<u>Cooperative Act It Out</u> Students will work in groups to complete a short skit about Cooperation using I-statements to resolve conflict.	<u>Cooperation Flag</u> Students will work Cooperatively to create a flag representing each group member as well as something they have in common.	<u>Let's Play the Conflict Game!</u> Students will work Cooperatively to answer questions during an interactive game resolving conflicts.
Courage	<u>Courage to Dream</u> Students will identify how Courage is used to reach their Character goals by creating and executing a plan.	<u>Creating Time For Others</u> Students will organize their time to create space to grow relationships with others.	<u>Time = Values</u> Students will use Courage by planning a schedule that reflects their values.	<u>Let's Get Organized</u> Students will help create a rubric for organizing their things, then put their skills into practice.
Creativity	<u>Looking Back to Look Ahead</u> Students will create a collage of memories from their lives and add positive self-talk statements to each.	<u>Positive Self-Talk Project</u> Students will use Creativity to create a positive self-talk project.	<u>Creatively Positive</u> Students will use Creativity to make a positive self-talk tool.	<u>Timelines</u> Students will practice using positive self-talk by creating a project for their future selves.

5th Grade

SEL Scope & Sequence

Trait	Week 1	Week 2	Week 3	Week 4
Respect	Respect Agreements Students will create detailed guidelines based on Respect to build a positive classroom environment.	Respect For Self and Others Online Students will reflect on how they can show Respect while using social media.	Our Words Stick Students will learn how words can impact others & apply the 3-1 rule to outweigh negative words with positive.	The Compliment Project Students will practice how to give effective, meaningful compliments as a leadership strategy.
Responsibility	Mountain TOP Students will explore TOP Goals and create a Mountain TOP Goals poster	Co-Climbing The Mountain Students will work in groups to create a TOP Goals plan for achieving various Responsibility goals.	A Matter of Time Students will evaluate the way they spend their time and build time-management skills.	You Can Count on Me Students will create meaningful TOP Goals and establish accountability partners.
Gratitude	Cooking Up Some Calm Students will evaluate stress management tools by creating a Gratitude recipe for coping with stress.	Unexpected Gratitude Students will practice Gratitude as a way to manage stressful situations.	Who's Your Person? Students will each identify and show Gratitude for a person who can help them manage their stress.	Stress Supports PSA Students will work together to create a Public Service Announcement to communicate ways to manage stress.
Empathy	Leadership Line Up Students will learn to identify the qualities of a good leader and build awareness of their own strengths and areas of growth.	Make Kindness Normal Students will strategize ways to lead the charge to make Kindness normal at school.	Goals that Matter! Students will set goals that will utilize their strengths and interests as leaders to make a difference in the world.	Leading at Home and School Students will practice leadership skills by responding with Empathy to other people's problems.
Perseverance	Overcoming Obstacles Students will demonstrate Perseverance by creating If...Then plans for overcoming obstacles.	Big Plans! Students will learn to make goals more attainable by breaking them into smaller goals.	BHAGs with Purpose, Part 1 Students practice Perseverance by setting Big Goals and creating a timeline.	BHAGs with Purpose, Part 2 Students will plan for practicing Perseverance by setting Big Goals and creating a timeline.
Honesty	Preventing Stress Honestly Students will understand the connection between stress and dishonesty, using Honesty as a stress-prevention tool.	Honesty With Peers Students will analyze how stress impacts us and discuss how they might manage stress in various situations..	Balancing Act Students will analyze the impact of various stressors and work with a partner to choose a management tool for each.	Lighten Up! Students will explore how stress and dishonesty feel and brainstorm tools for stress management.
Cooperation	A Leader in Action Students will work in groups to create a Profile of a Leader showcasing what a true leader looks like.	Leading Through Conflict Students will collaborate to lead others through positive resolutions to potential conflicts.	Leadership Project, Part 1 Students will Cooperate to create recess activities for a younger grade level.	Leadership Project, Part 2 Students will Cooperate to create recess activities for a younger grade level.
Courage	Character: Courage or Comfort Zone? Students will reflect on their level of Courage or comfort in a variety of situations that require character.	Corners of Courage Students will explore strategies for practicing Courage to stand up for others.	TOP Character Goals Students will use the TOP Goal model for building out their character goals.	Courage to Try New Things Students will grow in Courage by setting goals around trying new things.
Creativity	Creative Stress-Relief Students will engage in Creative activities of their choice that can help manage stress.	Creating Solutions Students will work together to Creatively solve problems to manage stress proactively and reactively.	Creation Rotation Stations, Part 1 Students will rotate through stations to practice critical thinking, Creativity, and stress management strategies.	Creation Rotation Stations, Part 2 Students will rotate through stations to practice critical thinking, Creativity, and stress management strategies.

New Business
ACTION ITEM

Attendance Policy

Presented by: Kelly Henderson

Background: To date, the district has a very lean attendance policy that provides our law enforcement partners to assist us with truancy, tardiness, and excessive absences. This policy provides guidelines to the school staff and parents regarding attendance requirements while attending GGS.

Recommendation: Administration recommends approval of the proposed attendance policy to be in effect for the 20203-2024 school year.

Proposed Attendance Policy

March 31, 2023

PROCEDURE FOR LEAVING DURING SCHOOL DAY The student must report to the school office secretary for approval to leave school for any reason. Final permission to leave will be granted contingent upon the nature of the request as well as parent/ guardian consent by note or phone call to the attendance secretary prior to leaving. Failure to check out properly will result in a consequence according to the discipline matrix.

PROCEDURE FOR CHECKING IN/OUT OF SCHOOL If a student must leave during the school day, he/she must check out at the attendance office. Parent approval is required for a student to leave school or when a student is coming late to school (via phone call, signed note, or in-person communication). A student must check in at the office when he/she returns to school, when the student begins school later than their first period.

PARENT/GUARDIAN RESPONSIBILITIES When a student must be absent from class for illness, or other foreseeable emergencies, parents must inform the school office of the absence. If the school is not notified within 48 hours of the last absent day, the excuse will not be accepted and the absence will be considered truancy. The principal may make exceptions to this general policy and excuse the absence, after consultation with the teacher(s) who are involved, and after giving consideration to the circumstances related to the failure to notify and to the frequency of the student's absences. In cases where the validity of an excuse is in question, the administration may require verification from other sources.

ATTENDANCE POLICY Regular attendance is basic to meeting the educational needs of students. Optimal classroom instructional benefits are only possible when the student is in attendance. It follows that students, parents, and educators need a clear understanding of rights and responsibilities relating to attendance. Students have the right to an appropriate education. Parents have the right to expect competent instructors and a school climate conducive to learning. Educators have the right to expect reasonable cooperation from students and parents. Students are responsible for participating in the educational opportunities given them and are legally required to attend until they are 16 years old and have completed the eighth grade. Parents are responsible for supporting policies and programs of the school district including attendance laws. The school is responsible for providing a significant curriculum, competent teachers, and adequate facilities and programs. The school is also responsible for maintaining accurate records and practicing diligence in reporting these.

Students are allowed 8 excused absences (per class) per semester, plus 2 pre-arranged absences. An absence is considered excused when a parent/guardian has notified the school that the student will be absent. Absences due to medical appointments may be waived when a note from the medical provider is submitted to the attendance office. After a student has accumulated 6 absences in any given class, a letter will be sent out to inform parents about student absences. The content of the letter will include the specific class or classes in which the student has reached 6 absences. This letter will serve as the establishment of an official attendance contract for the student for the identified class or classes listed.

8-Day Absence Policy:

- If a student accumulates 9 or more total absences (excused and/or unexcused) per class period during a semester, he/she is in violation of the absence limit. If the student is passing the class, he/she will receive credit; however, the letter grade will be reflected as a “P-A.” Students who are failing will not receive credit. If a student accumulates 9 or more total absences (excused and/or unexcused) during a semester, a “Loss of Letter Grade” notice will be mailed home.
- Students in violation of the attendance policy will still earn credit for a class if they earn a passing grade by the end of the semester. However, if a student is passing the class with a 70% or better, the corresponding letter grade will be reflected as a “P-A” on their transcript, which will count on their GPA as a 1.0. Students earning a 60-69% will still earn a D and students who are failing will not receive credit.
- A student may petition to regain their previous letter grade for individual classes if they do not violate the attendance policy in any class during the subsequent semester. Students will need to complete an attendance violation appeal within two weeks prior to the end of that semester. Appeal forms are located in the office.

What counts towards the 8 allowed days:

- Excused Absences (EA)
- Unexcused Absences (UA)
- Truant (TR)
- Illness (IL)
- Funeral (FN) for a non family member
- Family Vacations

What doesn't count towards the 8 allowed days:

- Bereavement (BR)
- Curricular Absences (CA)
- Court (CT)
- COVID-19 Absence (CV)
- Medical Waiver (MW)
- Administrative Waiver (AW)
- In-House Absence (IH)
- Snow Day (SN)
- In-School Suspension (ISS)
- Out-of-School Suspension (OSS)
- Pre-arranged Absences (PA)* [2 per semester]

*Students will be allowed two (2) Pre-arranged Absences per semester that will not count towards the 8-day attendance policy. Students must have parent/guardian approval, fill out a Pre-arranged Absence Form, make-up all assignments (or make arrangements with the teacher to make up assignments), and turn in the Pre-arranged Absence Form at the attendance office PRIOR to missing school in order to meet the criteria for a Pre-arranged Absence (PA). Students are still encouraged to fill out a Pre-arranged Absence Form for planned absences after fulfilling their two Pre-arranged Absences as a way to communicate with their teachers regarding the assignments they will need to make-up due to an absence. These absences will be recorded as Excused Absences (EA).

Only those absences allowed by Montana State Code 20-5-103 will be allowed, which states:

20-5-103. Compulsory attendance and excuses.

(1) Except as provided in subsection (2), any parent, guardian, or other person who is responsible for the care of any child who is 7 years of age or older prior to the first day of school in any school fiscal year shall cause the child to attend the school in which he is enrolled for the school term and each school day therein prescribed by the trustees of the district until the later of the following dates:

- (a) the child's 16th birthday;
- (b) the date of completion of the work of the 8th grade.

(2) The provisions of subsection (1) does not apply in the following cases:

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

Montana law states that a student is excused when absent due to:

1. Illness
2. Bereavement
3. Other reasons prescribed by the policies of the Board, including medical or legal appointments or family emergencies.

Verification should be available prior to requesting an admit slip. Time allotted for make-up work is stated in each teacher's grading and discipline policy. Accommodations for Individual Education or 504 Plans will be made when appropriate with 504 Coordinator, Marissa Schultz.

TRUANCY/UNEXCUSED ABSENCES Unexcused and truancy absences are not acceptable at Gallatin Gateway Schools. An unexcused/truant absence occurs when a student is absent without permission from the parent/guardian, and is not excused by the school. This is a serious offense and will result in disciplinary action being taken. Chronic truanies will be reported to legal authorities as prescribed by law. (Truancy = TR) (Unexcused = UA) If a student is unexcused or truant, he/she is not entitled to make up work missed during this absence. A zero (0) will be given for any missed work.

Any student whose absence is determined to be truant shall be subject to the penalties established by the laws of Montana in addition to the penalties herein. Excessive absences may result in loss of credit, loss of educational opportunity, loss of campus privileges, and students may be required to attend Detention. Once a student is at school, he/she cannot leave without parental permission verified by the attendance secretary or principal. If a student who is in attendance at school leaves without permission, this is defined as skipping school and will be considered truancy.

Student absences that are not excused or waived within 48 hours will be considered as truancy.

EXTRA-CURRICULAR PRE-ARRANGED ABSENCES

Students will make prior arrangements for planned absences and all work missed must be made up within the time specified by the individual teacher. It is suggested that work be made up in advance or that the teacher allows the student one day of make-up time for each day missed. Students are responsible for having their teacher complete the Pre-arranged Absence Form. When students are

absent due to participating in school-related activities, a Pre-arranged Absence Form may be required by the school administration. The sponsor or coach of the activity will provide the office and each teacher with a list detailing the duration of the absence and the names of students attending the activity. This list should be distributed at least 48 hours in advance of the first day of absence. Teachers who have concerns regarding students on the list must communicate them to the sponsor or coach at the earliest time prior to the absence.

SPECIAL CIRCUMSTANCE ABSENCES Students who participate in sports or activities that are not sponsored by Gallatin Gateway School will be allowed to miss school to participate in these activities under the following conditions:

- 1) Parent and student must receive prior approval from the principal to miss school days for the extra-curricular activity in question.
- 2) Students must remain eligible under the GGS rules for eligibility.
- 3) Students shall obtain from the principal an activity absence form that they will take to their teachers. Teachers will list all assignments and students are required to complete all work.
- 4) Coaches/Sponsors will communicate with the principal prior to student attendance.
- 5) If a student is not academically eligible the absence will be coded as an excused absence.

MAKE-UP WORK Teachers will provide make-up work for any student having an excused absence and will allow full credit for missed work. Students will be allowed to make-up work at the rate of one day for each day absent plus one additional day. (# of days absent + 1 day = # of make-up days) Students receiving an incomplete grade at the end of any grading period will have two weeks to complete all unfinished work. Teachers are responsible for monitoring the incomplete grade. If a student is unexcused or truant, he/she is not entitled to make up work missed during this absence. A zero (0) will be given for any missed work.

TARDY POLICY Students are expected to be in class on time. If students arrive later than 10 minutes into the class period they will be counted absent. A “tardy” to class is defined as a student not being within the threshold of the doorway when the tardy bell starts ringing. All tardies will be recorded on the report card. Excessive tardies, defined as three or more within a grading period (semester). The expectation is that students will get to class on time. This allows for less disruption in the educational process as well as student safety in the hallways. The bell schedule allows for a two-minute passing period between classes. Students can avoid tardiness by organizing their books, notebooks, locker visits, etc., in the way that best accommodates their class schedule.

The K-2 Grade policy for addressing tardiness will be to have a conference with parents. The staff at Gallatin Gateway School makes a firm commitment to begin active learning after arrival at 8:00am; therefore it is requested that students arrive on time so they do not miss valuable morning routines and instructional time.

The 3-8th Grade policy for consequences is:

- First offense: Warning
- Second offense: Warning
- Third-Seven offense: Whole Lunch Detention
- Subsequent offenses: After School Detention

At the beginning of each quarter the tardy policy will start over with students being issued a warning, then assigned detentions, and finally assignment to After School Detention for each subsequent tardy.

To: Parents/guardians of (STUDENT)
Re: Notice #(1), Truancy Concerns

The purpose of this notification is to inform you as the guardian (PARENT) that (STUDENT) has been frequently absent during the(##) semester grading period, totaling (NUMBER) absences already for semester (##). This high amount of absences, in addition to the amount of additional school hours missed, has raised concerns about the opportunity to succeed here at Gallatin Gateway School. Elementary/Middle school is an extremely important developmental level where our staff has high expectations for their students, their academics, and their participation. When a student misses excessive amounts of school at this age, it is impossible for these expectations to be met and the student will fall behind, dramatically impacting their education.

Under Montana Code Annotated (MCA) 20-5-101-106, and school policy (per the Gallatin Gateway Student Handbook), daily student attendance is required. Law enforcement and the District School Resource Officer have been notified of this truancy violation. Future truanancies may result in a required Attendance Contract/Plan as required per school policy and a meeting with Gallatin Gateway School administration, counselors and School Resource Officer may be mandatory in order for you to be in compliance with MCA 20-5-106:

(2) If an attendance officer discovers a child is truant, the attendance officer may make a reasonable effort to notify the parent, guardian, or other person responsible for the care of the child that the continued truancy of the child may result in the prosecution of the parent, guardian, or other person responsible for the care of the child under the provisions of this section. If the child is discovered to be truant after the attendance officer has made a reasonable effort to notify the parent, guardian, or other person responsible for the care of the child, the attendance officer may require that the parent, guardian, or other person responsible for the care of the child and the child meet with an individual designated by the school district to formulate a truancy plan to address and resolve the truancy. If the parent, guardian, or other person responsible for the care of the child fails to meet with the designated individual or fails to uphold the responsibilities under the provisions of the truancy plan, the attendance officer may refer the matter to the prosecuting attorney in a court of competent jurisdiction for a determination regarding whether to prosecute the parent, guardian, or other person responsible for the care of the child.

If there is anything the Gallatin Gateway School can do to help improve your child's attendance please contact us so that we can be of assistance. Thank you for taking the time to make your child's education a valued priority. If you have questions, please call the school principal's office at 406-793-4415 ext. 13 so that we can work together to ensure your child's educational, emotional, and social success.

Sincerely,
Principal

cc: Truancy Officer
Guidance Counselor
Student File
Classroom Teacher

To: Parents/guardians of (STUDENT)
Re: Notice #(2), Truancy Concerns

On (DATE), the (SCHOOL) mailed a truancy letter/notification to (GUARDIAN/PARENT) that (STUDENT) has missed in excess of (#) days of school and is considered truant pursuant to Montana Code Annotated MCA 20-5-106. The purpose of this notification is to inform you as the guardian (PARENT) that (STUDENT) has been additionally absent during the (#) semester grading period, totaling (NUMBER) absences already for semester (#). This high amount of absences, in addition to the amount of additional school hours missed, has raised concerns about the opportunity to succeed here at Gallatin Gateway School.

Under Montana Code Annotated (MCA) 20-5-101-106, and school policy (per the Gallatin Gateway Student Handbook), daily student attendance is required. Law enforcement and the District School Resource Officer have been notified of this truancy violation. Per Gallatin Gateway School attendance policy and student handbook an Attendance Contract/Plan is required per school policy and a meeting with Gallatin Gateway administration, counselors and School Resource Officer is mandatory in order for you to be in compliance with MCA 20-5-106:

(2) If an attendance officer discovers a child is truant, the attendance officer may make a reasonable effort to notify the parent, guardian, or other person responsible for the care of the child that the continued truancy of the child may result in the prosecution of the parent, guardian, or other person responsible for the care of the child under the provisions of this section. If the child is discovered to be truant after the attendance officer has made a reasonable effort to notify the parent, guardian, or other person responsible for the care of the child, the attendance officer may require that the parent, guardian, or other person responsible for the care of the child and the child meet with an individual designated by the school district to formulate a truancy plan to address and resolve the truancy. If the parent, guardian, or other person responsible for the care of the child fails to meet with the designated individual or fails to uphold the responsibilities under the provisions of the truancy plan, the attendance officer may refer the matter to the prosecuting attorney in a court of competent jurisdiction for a determination regarding whether to prosecute the parent, guardian, or other person responsible for the care of the child.

Please contact the school Principal immediately at 406-763-4415 ext. 13 to schedule a Truancy Meeting by (DATE). Failure to comply or meet with Gallatin Gateway School officials in a timely manner will result in a termination of your rights to participate in the Truancy Plan/Contract and will result in the (SCHOOL) referring the matter to the Truancy Officer or District School Resource Officer for legal action. Additionally, (STUDENT) may be prohibited from participating in special activities, athletic events and Out-Of-District student's enrollment status may be jeopardized.

The Gallatin Gateway School recognizes that students and families often have special circumstances that inhibit their ability to successfully attend school. The Gallatin Gateway School values students and recognizes the importance of attendance in their future success. The Gallatin Gateway School appreciates your participation in this process and encourages you to work with school officials and the School Resource Officer to rectify this situation before further action is required.

Thank you for taking the time to make your child's education a valued priority. If you have questions, please call the principal's office at 406-763-4415 ext. 13 so that we can work together to ensure your child's educational, emotional, and social success.

Sincerely,

Principal

cc: Truancy Officer
Guidance Counselor
Student File
Classroom Teacher

Possible Chronic Absence Letter:

I am writing to check in on [NAME OF STUDENT] and offer support.

[NAME OF STUDENT] has missed [Insert number of days absent] days of school so far this year.

Does this seem correct to you? Let's talk about what is causing these absences and how we can help.

Getting back into the habit of daily attendance matters more than ever as we recover from the pandemic. Going to school is an opportunity for your student to:

- Build routines that help reduce stress.
- Connect to their friends and teachers.
- Engage in learning.

When students attend regularly, they are much more likely to read proficiently by third grade, do well in middle school and graduate.

We would like to partner with you to improve [NAME OF STUDENT]'s attendance, so we can keep them engaged and learning.

Please call me at 406-763-4415 ext. 13.

Sincerely,

[PRINCIPAL'S OR OTHER STAFF PERSON'S NAME]

Current Attendance Letter in Infinite Campus

Dear Parent/Guardian of _____, your student has been absent for the following number of days

It is our responsibility as public-school employees to record student attendance. We will be communicating with you throughout the year regarding absences.

Regular school attendance is important and continuous absences can be detrimental to student learning. Students with five or more absences in a term gives cause for concern.

Student attendance is recorded based on an entire day or half day and is calculated as follows:

1. Students arriving to class from 8:00-8:30 am will be counted tardy.
2. Students arriving to class after 8:30 am will be counted absent for a half day.
3. Students leaving school prior to 2:50 pm will be counted absent for a half day.
4. Early Release days count as a full day; therefore, if a student is absent on an early release day, it counts as one full day absence.

Thank you for communicating with the office regarding any absences. We hope that adequate accommodations were made for your family and that your child's return to school was stress free. Please, let us know if we can be of further help in the future.

We value your child and our relationship with your family. Thank you for your involvement with our school.

Erica Clark

Administrative Secretary

Gallatin Gateway School

406.763.4415

Pre-Arranged Absence Form

Student Name: _____

Dates of Requested Absence: _____

Parent Meeting with Superintendent/Principal: _____

To be reviewed at this meeting: Student’s current attendance, grades, missing work, make up work policy, attendance policy

Parent Signature: _____

Approval by Superintendent/Principal: _____

Students should check in with each teacher. Please note that for extended absences, the teaching staff may not have everything planned for subsequent weeks. Where appropriate, students can access work on Google Classroom. Work may not be available for the student until returning to school.

Students will be allowed to make-up work at the rate of one day for each day absent plus one additional day. (# of days absent + 1 day = # of make-up days)

Class Period	Teacher	Assignments/Location of Work	Date to be completed by:
1			
2			
3			
4			
5			
6			
7			

Student Signature: _____

By signing this form, the student acknowledges that the assignments are due on the “Date to be completed by” column on this form. Failure to complete work according to the make-up work policy will result in a zero grade for each missing assignment.

Attendance Contract

Date:

Student:

I understand that my student has accumulated (# of Absences) excused absences and (# of Absences) unexcused absences for the (#) semester of the (years) school year. This exceeds the allowable state absence which is 9 for one school year or 54 or more-part days and therefore the student is found to be truant from school. Because of this, I now agree to improve my student's attendance at Gallatin Gateway School District. My student will be present and on time to all of their classes for the remainder of the current school year. If my student is absent, I must produce an acceptable Medical Providers excuse or other accepted excused document for that absence. Accepted excused documents can be, but are not limited to: Medical Providers note, Eulogy/funeral documentation from the death of a loved one/family member, letter from parents' employer stating the reason for missed work/school.

Truancy is defined in state law in MCA 20-5-106.

20-5-106. Truancy. (1) For the purposes of this part "truant" or "truancy" means the persistent nonattendance without excuse, as defined by district policy, for all or any part of a school day equivalent to the length of one class period of a child required to attend a school under **20-5-103**.

(2) If an attendance officer discovers a child is truant, the attendance officer may make a reasonable effort to notify the parent, guardian, or other person responsible for the care of the child that the continued truancy of the child may result in the prosecution of the parent, guardian, or other person responsible for the care of the child under the provisions of this section. If the child is discovered to be truant after the attendance officer has made a reasonable effort to notify the parent, guardian, or other person responsible for the care of the child, the attendance officer may require that the parent, guardian, or other person responsible for the care of the child and the child meet with an individual designated by the school district to formulate a truancy plan to address and resolve the truancy. If the parent, guardian, or other person responsible for the care of the child fails to meet with the designated individual or fails to uphold the responsibilities under the provisions of the truancy plan, the attendance officer may refer the matter to the prosecuting attorney in a court of competent jurisdiction for a determination regarding whether to prosecute the parent, guardian, or other person responsible for the care of the child.

(3) (a) If convicted, the person shall be fined not more than \$100, ordered to perform up to 20 hours of community service, or required to give bond in the penal sum of \$100, with sureties, conditioned on the person's agreement to cooperate with the district in implementing the truancy plan provided for in subsection (2) for the remainder of the current school term.

(b) If a person fails to comply with an order of the court issued under subsection (3)(a), the person may be imprisoned in the county jail for a term of not more than 3 days.

Failure to comply with this plan is a violation. Violation of this contract will result in multiple interventions:

1. Gallatin County Sheriff's Department Family Outreach Coordinator will be contacted for intervention and assistance.
2. The school will call DPHHS, Child Protective Services to file a report for truancy.
3. Contacting Gallatin County SRO regarding habitual truancy; possible citing for parents.
4. The student may be requested to be retained for the following school year.
5. The student will be required to stay after school to complete missing work.
6. The student may not participate in class or school trips (as an example - DC, Ski).

Parent	Date
--------	------

Student	Date
---------	------

Attendance Team Signatures

Principal	Date
-----------	------

Counselor	Date
-----------	------

Teacher	Date
---------	------

SRO	Date
-----	------

New Business
ACTION ITEM

Approval of Master Agreement Proposals

Presented by: Kelly Henderson

Background: The committee of Mr. Schwieterman, Mr. Melton, Mrs. Bateman and I met to review the proposals by the GGS Association. After review, we determined the proposals were reasonable and helpful to improve the climate and culture of GGS. We tabled two items that focused on funding until the budget is complete.

Recommendation: The collective bargaining committee recommends approval of the proposals to improve the master agreement.



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

To: Mike Coon and Ashley Davis, MFPE Representatives

From: Aaron Schwieterman and Tim Melton, GGS Governing Board Representatives
Kelly Henderson, Superintendent
Brittney Bateman, District Clerk

March 22, 2023

RE: Collective Bargaining Responses to Proposals

On March 21, 2023, the Administrative team for Gallatin Gateway School District met to review the proposals provided by GGS MFPE and the Administrative suggestions for improvement.

The following proposals were approved by the Administrative team:

- Master Agreement Article 8 Reduction in Force - inclusion of a checklist in determining RIF eligibility
- Master Agreement Article 8.2 - language changes
- Master Agreement Article 9.4 PIR Days - clarification to Parent Teacher Conferences
- Master Agreement Article 9.5 Early Release Schedule - changes to scheduling of class times during Early Release
- Master Agreement Article 9.6 Obligations Outside the Workday - certified staff expectations for Parent Teacher Conference attendance outside of the workday
- Master Agreement Article 11.3 Pre-Observation Conference - language clarifications
- Master Agreement Article 20 Credit Recognition - Superintendent to approve credits

Additional questions/clarification:

- Master Agreement Article 20 Credit Recognition -

- Credits accumulated should be counted toward movement on the pay scale even if there is no terminal degree associated with the credits with the proper approval. Is this the current understanding?
- Can we establish a timeline of credit submission to assist in establishing budgeting needs for staffing? Administration is fine with the current timeline for approval.

Postponement of items: The following items will be discussed during insurance and salary negotiations.

- Master Agreement Article 18 Salary Schedule - postpone for further conversation after the district budget and state level budget are completed to make the best decision.
- Master Agreement Article 19.1 Insurance Contribution - in order to make the best decision on district contribution, we would like to postpone this conversation until the insurance RFP's are completed. We want to determine if \$600 is a fair increase for staff as the rates are likely to increase more than 2%.

Proposals from MFPE 2022-2023

Master Agreement # Article 8 - Reduction in Force

8.1 The District has the sole authority to determine the number of teachers to be employed. Prior to layoff of tenured teachers, the District shall determine which non-tenured teachers shall be laid off. While a non-tenured teacher may be retained if he/she is the sole possessor of a required endorsement, a tenured teacher shall not be subject to a layoff while a non-tenured teacher with the same endorsement is retained. For purposes of a reduction in staff, in the case of tenured teachers, seniority shall be the criterion.

8.2 If a laid-off teacher has displaced another, the teacher will remain eligible for recall in accordance with the provisions of this article.

8.3 Notice of recall will be given by registered mail to the last address given to the Board by a teacher. A copy of the notice of recall will be given to the Association. If a teacher fails to respond within ten (10) calendar days from the date of the notice, the teacher will be deemed to have refused the position.

8.4 A teacher who is laid off will remain on the recall list for one (1) year after the effective day of lay off, unless the teacher:

1. waives recall in writing;
2. resigns;
3. fails to accept recall to the position held immediately prior to layoff or to a substantially equivalent position; or
4. fails to report to work in a position that he or she has accepted.

8.5 Lay off Benefits -All positions of substitute teacher shall be offered to qualified teachers on lay off who are on the substitute list before any other person is offered such a position. All benefits to which teachers were entitled at the time of their lay off, including but not limited to tenure, will be restored to them upon their return to active employment, and they will be placed on the step of the salary schedule for their current position according to their experience and education.

Issue

There could be a lack of transparency in determining who would be eligible for Reduction in Force based on the reasons for the district to do so.

Solution

Administration is proposing a rubric that consists of items from policy and Article 8 to ensure full transparency for all staff.

Reduction in Force Rubric

This rubric adheres to the Gallatin Gateway School District policy #5256 and the Master Agreement dated _____. This is a decision-making tool that provides clarity in the event and reduction in force (RIF) must take place.

Date of Rubric Completion: _____

Teacher Name: _____

Current Grade Level/Subject Taught: _____

Reason for RIF: (Check one or explain other)

_____ Changes in the educational program

_____ Staff Realignment

_____ Changes in size or nature of student population

_____ Financial Considerations

_____ Other: _____

Considerations

Seniority:

_____ Tenured _____ years of service in the district

_____ Non-Tenured _____ years of service in the district

_____ Performance Evaluation Rating and

Information:-----

—

Staffing Needs

_____ Proper certification or endorsement for needed position Y N

_____ Certification/Endorsement:

Eligibility for RIF: _____

Effective Dates of Recall: _____

Recall is effective for one year unless one of the following happen, teacher:

§ Waives recall in writing

§ Resigns

§ Fails to accept recall to the position held immediately prior to layoff or to a substantially equivalent position

§ Fails to report to work in a position that he/she has accepted

Willingness to substitute for the district: _____

Office Use Only

Date of meeting with MFPE and Staff Member prior to RIF: _____

Date of meeting with MFPE and Staff Member prior to recall: _____

Notice of Mailed Recall: _____

Notice is only valid for 10 days from the mailed date.

Notice of Recall delivered to MFPE: _____

Teacher Assignment upon Recall: _____

Master Agreement Article 8.2

Change in language: If a laid-off teacher has displaced another, "the teacher". *Space needed.*

Master Agreement Article 9.4 PIR Days

Inclusion and clarification of Parent Teacher Conferences

Issue: The previous language did not provide specific details regarding consistent scheduling of conferences and time commitment. This schedule accounts for teachers' duty-free lunch. The hours scheduled after the work day are reciprocated with the succeeding Friday scheduled for "No School"

9.4 PIR Days- Consist of six hours of professional development. Includes two sets of parent-teacher conferences. Parent-teacher conferences will be held on a Wednesday and Thursday early release schedule followed by a scheduled day off Friday for students and staff.

Parent-teacher conference days will be scheduled as early release days allowing for a duty-free lunch for staff following dismissal prior to the beginning of conferences. Six hours will be allotted to schedule parent-teacher after the staff lunch.

Master Agreement Article 9.5 Early Release Schedule

Issue: Early release days consistently affect the same classes and teacher preps. With an adjusted schedule, classes and preps will be equitably affected. With this, every class will be held on early release days following a condensed schedule.

9.5 Early Release Days- As scheduled, class periods will be equally divided to accommodate the shortened schedule.

Master Agreement 9.6 Obligations Outside of the Workday

Issue: Previous language regarding professional obligations outside of the workday did not include parent-teacher conferences. In order to provide convenient times for families to attend conferences, we agree that late afternoon and early evening appointments must be offered. This language communicates to certified staff the expectation that attending parent-teacher conferences will take place outside of the work day.

9.6 Obligations Outside the Regular Workday-Teacher will be required to attend and provide their professional abilities at Open House, the Christmas Program, Parent-Teacher Conferences, and for teachers in the participating grade level, Ski Day. The Superintendent will ensure teachers participating in obligations outside of the workday will receive flextime for time worked outside of contracted hours.

Master Agreement Article 11.3 Pre-Observation Conference

Language change "administration" to "Superintendent".

Master Agreement # Article 18 - Salary Schedule - [Tabled](#)

The basic salaries of teachers covered by this Agreement are set forth in Appendix A which is attached to and incorporated in this Agreement. The salary scale shall be good for one (1) year effective July 1, 2022 to June 30, 2023. Implementation of any negotiated increase on the base of

the salary schedule is contingent upon state funding for secondary students at the high school level and/or voter acceptance of the special mill levy, if required. Such a salary schedule shall remain in effect during the designated period. Part-time teachers shall have their salaries prorated. A maximum of five (5) years will be credited for prior teaching experience.

Issue:

Staff members are locked into a maximum of 20 years on the salary matrix for a MA +10/+15 as the maximum. The financial impact to the district would be an additional \$6,000 for movement to 23 years on the matrix.

Solution:

Increase the salary matrix to 25 years (common practice) for both the MA +10/+15. Based on current staffing, the increase in the salary matrix to 25 years would impact the district for one employee for the next 10-15 years. This is standard practice in school districts. Change effective dates.

Years	BA	BA+15	BA+30	BA+45	BA+60/MA	MA+15
Experience	BA	BA+10	BA+20	BA+30	BA+40/MA	MA+10
0	1.000	1.030	1.060	1.075	1.090	1.120
1	1.034	1.067	1.100	1.116	1.133	1.166
2	1.068	1.104	1.140	1.158	1.176	1.212
3	1.102	1.141	1.180	1.199	1.219	1.258
4	1.136	1.178	1.220	1.241	1.262	1.304
5	1.170	1.215	1.260	1.282	1.305	1.350
6	1.204	1.252	1.300	1.324	1.348	1.396
7	1.238	1.289	1.340	1.366	1.391	1.442
8	1.272	1.326	1.380	1.407	1.434	1.488
9	1.306	1.363	1.420	1.448	1.477	1.534
10	1.340	1.400	1.460	1.490	1.520	1.580
11	1.374	1.437	1.500	1.531	1.563	1.626
12	1.408	1.474	1.540	1.573	1.606	1.672
13		1.511	1.580	1.614	1.649	1.718
14		1.548	1.620	1.656	1.692	1.764
15		1.585	1.660	1.697	1.735	1.810
16			1.700	1.739	1.778	1.856
17			1.740	1.781	1.821	1.902
18				1.822	1.864	1.948
19				1.863	1.907	1.994
20				1.905	1.950	2.040
21					1.993	2.086

22										2.036	2.132
23										2.082	2.178
24										2.125	2.224
25										2.168	2.270

Years	Quarters	BA	BA+15	BA+30	BA+45	BA+60/MA	MA+15
Experience	Semesters	BA	BA+10	BA+20	BA+30	BA+40/MA	MA+10
0		37,194	38,310	39,426	39,984	40,541	41,657
1		38,459	39,686	40,913	41,509	42,141	43,368
2		39,723	41,062	42,401	43,071	43,740	45,079
3		40,988	42,438	43,889	44,596	45,339	46,790
4		42,252	43,815	45,377	46,158	46,939	48,501
5		43,517	45,191	46,864	47,683	48,538	50,212
6		44,782	46,567	48,352	49,245	50,138	51,923
7		46,046	47,943	49,840	50,807	51,737	53,634
8		47,311	49,319	51,328	52,332	53,336	55,345
9		48,575	50,695	52,815	53,857	54,936	57,056
10		49,840	52,072	54,303	55,419	56,535	58,767
11		51,105	53,448	55,791	56,944	58,134	60,477
12		52,369	54,824	57,279	58,506	59,734	62,188
13			56,200	58,767	60,031	61,333	63,899
14			57,576	60,254	61,593	62,932	65,610
15			58,952	61,742	63,118	64,532	67,321
16				63,230	64,680	66,131	69,032
17				64,718	66,243	67,730	70,743
18					67,767	69,330	72,454
19					69,292	70,929	74,165
20					70,855	72,528	75,876
21							77587
22							79298
23							81009
24							82719

Master Agreement Article 19.1 Insurance Contribution - [Tabled](#)

Issue: Currently the agreement provides for a \$586 contribution toward district-provided insurance plans. This contribution only covered the cost of the Basic Plan provided through MUST. The Basic Plan fails to meet the requirements of the Affordable Care Act. The next level of coverage costs \$666. The annual cost of insurance has previously risen at a rate of up to 7%. To accommodate this anticipated increase, the Association is suggesting an increase in the District's contribution to offset rising costs.

19.1 The District will provide six hundred dollars (\$600.00)

Budget Impact: Increase (2%) of \$14/month per certified staff member

Fifteen (15) certified staff members = \$210/month

Overall Annual Budget Impact of Increase = \$2,520

Master Agreement Article 20 Credit Recognition

Clarifying language: Existing credits will not be counted according to current language because they must be approved beforehand? Credits counted before Master's that do not go toward Master's should still be counted. Have superintendent approve credits rather than PDAC.

20 Credit Recognition

Master Agreement

Between

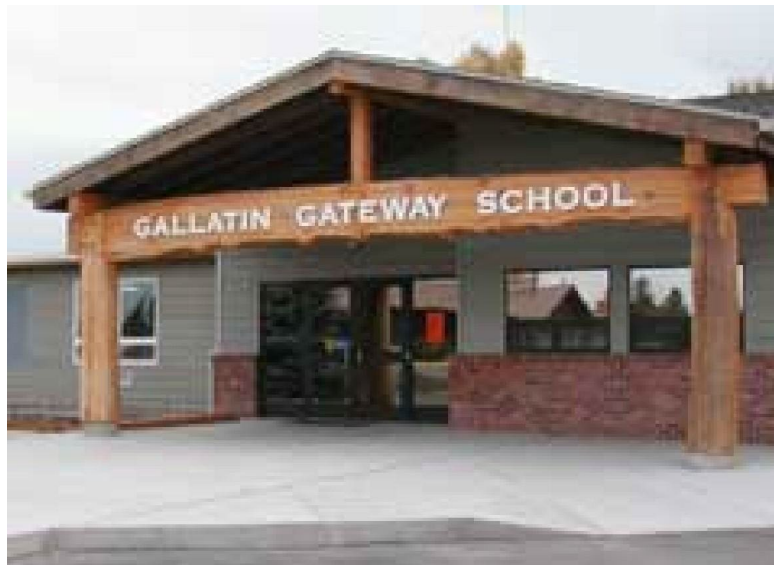
The Gallatin Gateway Board of Trustees

School District No. 35

&

The Gallatin Gateway Education

Association- MFPE



2023-2025

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MASTER AGREEMENT

This agreement is entered into this 2nd day of June, 2022, by and between the Board of Trustees, School District No. 35, Gallatin Gateway, Montana, hereinafter called the Board, and the teaching faculty of Gallatin Gateway School as the Gallatin Gateway Education Association/Gallatin County Rural Education Association/Montana Education Association/National Education Association, hereinafter called the Association.

PREAMBLE

WHEREAS, the Board and the Association recognize and declare that providing a quality education for the children of the School District is their mutual aim and that the character of such education depends predominantly upon the quality and morale of the teaching service and the morale of the school community;

WHEREAS, the members of the teaching profession are particularly qualified to assist in formulating policies and programs designed to improve the educational standards;

WHEREAS, the Board has an obligation pursuant to law to bargain collectively with the exclusive representative of public employees with respect to wages, hours, fringe benefits, and other conditions of employment;

WHEREAS, the parties have reached certain understandings which they desire to confirm in this Agreement.

In consideration of the foregoing mutual covenants, it is hereby agreed as follows:

Article 1 - Association Recognition - The Board hereby recognizes the Association as the exclusive representative for collective bargaining with respect to wages, hours, fringe benefits, and other conditions of employment for all certified teachers under teaching contract.

1.1 The Association shall have the right to use District computers, calculators, and all types of audio visual equipment when such equipment is not otherwise in use. When the use of District audio visual equipment is needed, a staff member shall coordinate its use through the Superintendent. The Association may use the District email, telephones, and employees' mailboxes for Association business. Respect shall be given to working outside school hours when conducting Association business via email, telephone, or other communications. The Association shall have the right to post notices of Association activities and schedules on the bulletin board used to post other District notices. Outdated notices shall be removed promptly. The Association may be given a copy number to use the copy machine for Association business. The Association will be invoiced for copier use at the end of the school year in accordance with District procedures. The Association shall be given time on the agenda of the orientation program for new teachers to explain Association activities and shall have the opportunity after the conclusion of staff meetings to present reports and announcements.

Article 2 - Right to Organize - The Board agrees that the individual teacher shall have full freedom of association, self-organization, and the designation of representatives of his/her own choosing to negotiate the terms and conditions of his/her employment. The teacher shall be free from interference, restraint, or coercion by the Board or its agents in the designation of such representatives or in other concerted activities for the purpose of collective bargaining or other mutual aid protection.

Article 3 - Just Cause - No teacher shall be disciplined, reprimanded, suspended, non-renewed, dismissed, or terminated without just cause. It is understood that this provision does not apply to the non-renewal of non-tenured teachers prior to the signing of the fourth (4th) contract as stated in Section 20-4-206, MCA.

Article 4 - Uniform Application of Rules & Regulations - All rules and regulations governing employee activities and conduct shall be interpreted and applied uniformly throughout the District.

Article 5 - Guarantee of Academic Freedom - Academic freedom shall be guaranteed to teachers. Teachers shall have the right to support or oppose political causes and issues outside the normal classroom activities.

Article 6 - Authority & Responsibility - The Association recognizes that the Board has responsibility and authority to manage and direct, on behalf of the public, all the operations and activities of the school district to the full extent authorized by law, provided that such rights and responsibilities shall be exercised by the Board in conformity with the provisions of this agreement.

Article 7 - Definition of Seniority - Seniority is defined as the length of continuous service. Seniority is broken by resignation, termination, or failure to report in a reasonable amount of time upon recall.

Article 8 - Reduction in Force

8.1 The District has the sole authority to determine the number of teachers to be employed. Prior to layoff of tenured teachers, the District shall determine which non-tenured teachers shall be laid off. While a non-tenured teacher may be retained if he/she is the sole possessor of a required endorsement, a tenured teacher shall not be subject to a layoff while a non-tenured teacher with the same endorsement is retained. For purposes of a reduction in staff, in the case of tenured teachers, seniority shall be the criterion. Administration will utilize the Reduction in Force Eligibility Rubric for all reductions in force (appendices).

8.2 If a laid-off teacher has displaced another, the teacher will remain eligible for recall in accordance with the provisions of this article.

8.3 Notice of recall will be given by registered mail to the last address given to the Board by a teacher. A copy of the notice of recall will be given to the Association. If a teacher fails to respond within ten (10) calendar days from the date of the notice, the teacher will be deemed to have refused the position.

8.4 A teacher who is laid off will remain on the recall list for one (1) year after the effective day of lay off, unless the teacher:

1. waives recall in writing;
2. resigns;
3. fails to accept recall to the position held immediately prior to layoff or to a substantially equivalent position; or
4. fails to report to work in a position that he or she has accepted.

8.5 Lay off Benefits - All positions of substitute teacher shall be offered to qualified teachers on lay off who are on the substitute list before any other person is offered such a position. All benefits to which teachers were entitled at the time of their lay off, including but not limited to tenure, will be restored to them upon their return to active employment, and they will be placed on the step of the salary schedule for their current position according to their experience and education.

Article 9 - Work Day

9.1 The regular workday for all full time teachers will span eight (8) consecutive hours. Part-time teachers will have that time prorated within their schedule. The time before and after the student day will be used for additional preparation, consultation with parents, students and others, and other duties as assigned. On the day of the weekly scheduled staff meeting, the teachers will stay thirty (30) additional minutes from the regular workday end time. On Fridays, teachers may leave thirty (30) minutes early from the regular workday end time. The start and end time of the eight (8) hour day will be determined by the Superintendent.

9.2 Preparation Time - Full time teachers shall receive a minimum of two hundred twenty-five (225) minutes for preparation during the regular work week. Part-time teachers will have that time prorated. It is understood that events may, from time to time, cause the loss of some preparation time. The Superintendent will schedule preparation time in no less than forty-five (45) minute blocks.

9.3 Duty-free Lunch Period - All teachers shall receive a daily, duty-free lunch period of forty-five (45) minutes. Part-time teachers will be prorated but will have no less than 25 minutes.

9.4 PIR Days - A minimum of seven (7) PIR days will be scheduled per school year, two (2) of which are the annual educator conferences in October. Teachers may trade a maximum of two (2) of the October conference days for equivalent training, completed during non-contracted hours, between the end of the prior school year and the conference days. Equivalent training shall mean six (6) OPI renewal credits to replace one (1) day or twelve (12) OPI renewal credits, or one (1) semester university credit to replace two (2) days of the October conferences. Semester credit used as equivalent training for October conference days cannot be used for movement on the salary matrix. The Professional Development Advisory Committee will review any questions regarding equivalency of OPI credits.

Parent Teacher Conferences will be held on a Wednesday-Thursday with an early release schedule followed by a scheduled day off on Friday for students and staff. Parent teacher conference days will be scheduled as early release days allowing for a duty-free lunch for staff following dismissal prior to the beginning of conferences. Six hours will be allotted to schedule conferences after the staff lunch.

9.5 Early Release Days - On Early Release Days, students will be released five (5) minutes after the last lunch period ends. Teachers' day will end at their regularly scheduled time. Early Release Days are scheduled for instructional related activities which may include, but are not limited to: quarterly report card preparation, parent teacher conferencing, and professional training. On early release days, class periods will be equally divided to accommodate the shorted schedule.

9.6 Obligations Outside the Regular Workday - Teachers will be required to attend and provide their professional abilities at Open House, the Christmas Program, Parent Teacher Conferences, and for teachers in the participating grade-levels, Ski Day. The Superintendent will ensure teachers participating in Ski Day will receive flextime for time worked outside of contracted hours.

9.7 PIR Days for Part-Time Teachers - Part-time teachers will only be required to attend PIR days on prorated basis. The Superintendent and the teacher will mutually decide specific times and days. If the Superintendent deems it professionally necessary for the teacher to attend additional PIR days, the teacher will be compensated at the teacher's daily rate of pay. Written notification of additional days shall be given no later than thirty (30) calendar days prior to the PIR day. If not approved, a teacher may voluntarily go to any additional day(s) without pay.

9.8 Calendar - The school calendar shall reflect a teacher work year of one hundred and eighty-seven days. The teachers will be given an opportunity prior to Board adoption to provide input. This will be accomplished by having a discussion at a staff meeting and then each teacher initialing his/her preference.

Article 10 - Personnel Records - No document may be placed in a personnel record that is not signed and dated by the author of said document. No document may be placed in personnel records without the acknowledgment of the teacher.

Article 11 - Evaluations - The District evaluation program is designed to provide an opportunity for staff to set goals and objectives, including plans for professional growth and career opportunities, and to receive administrative responses to them; to have formal and/or informal observations of the teaching of licensed staff; to receive verbal and written comments and suggestions for improvement from their supervisor and to have clear opportunities to make improvement within the specific timelines.

11.1 Formal Observation - An observation by the Superintendent to an instructional or performance activity that has been pre-scheduled at the request of the Superintendent or the teacher. This includes a pre-observation conference, a scheduled observation, a written feedback report, and a post-observation conference between the Superintendent

and the teacher. The post-observation conference shall occur within fifteen (15) working days of the formal observation.

- 11.2 Informal Observation** - Any non-scheduled visit or observation by the Superintendent to an instructional or performance activity. This includes a written feedback report and may include a post-observation conference between the Superintendent and the teacher. If the Superintendent has a concern with any observation, a post-observation conference shall be scheduled and completed within ten (10) working days.
- 11.3 Pre-Observation Conference** - A conference conducted between the teacher and the Superintendent before each formal observation so that the ~~administration~~ Superintendent can be apprised of the teacher's objectives, methods, and materials for the activity to be observed. The Superintendent will announce the time period for formal observations.
- 11.4 Post-Observation Conference** - A conference held to provide an opportunity for feedback, identification of strengths, and directions for areas to be developed. This conference is documented by a written summary signed and retained by the teacher and the Superintendent.
- 11.5 Evaluation** - A written cumulative document of teacher performance based on at least one formal observation and one informal observation. The evaluation may include all aspects of employee performance, including what has been directly observed and/or what has been investigated and substantiated. This written summary shall be discussed with the teacher and signed by the teacher and the Superintendent, with one copy to the teacher and one copy to the teacher's personnel record. This evaluation discussion may also serve as a post-observation conference for the final observation.
- 11.6 Notification of Evaluation** - Teachers will be advised of the District's evaluation procedures at the beginning of each school year. Teachers joining staff after the commencement of the school year will be advised of the evaluation procedures by the Superintendent.
- 11.7 Evaluation of Non-tenured Staff** -At least two (2) written cumulative evaluations shall be made for all non-tenured teachers each year. These evaluations will include classroom observations as defined above. The first evaluation shall be completed by January 1. The second evaluation shall be completed prior to issuing of teaching contracts for the following year.
- 11.8 Evaluation of Tenured Staff** -At least one written cumulative evaluation shall be made for all tenured teachers each year. These evaluations will include classroom observations as defined above. The evaluations shall be completed by May 1.
- 11.9** Should concerns arise regarding a teacher's performance; the teacher will be advised by the Superintendent that corrective measures are called for.

A written plan of improvement will be made by the Superintendent to point out weaknesses and corrective measures necessary to overcome them. Within thirty (30) working days, follow-up observations will be made, including a formal observation addressing written recommendations by the administration. If adequate measurable progress is not demonstrated,

the Superintendent will take additional action.

11.10 Right to Respond - A teacher may submit a written response within fifteen (15) working days to any part of the evaluation procedure. This response shall be attached to the copy of the observation or evaluation in the teacher's personnel file.

Article 12 - Grievance Procedure

12.1 A grievance is a teacher complaint regarding alleged violation of any provisions in this Agreement or other Board policy. A grievant is a teacher filing a grievance.

1. Within twenty (20) working days of the knowledge of the occurrence of an incident giving rise to a grievance, the grievant shall speak to the Superintendent informing the Superintendent of the grievance. Complaints must be declared as a grievance when that is the intent. The Superintendent shall arrange an initial grievance resolution meeting within five (5) working days. The grievant, and if desired, a representative of their choosing, shall meet with the Superintendent. Following the meeting, the Superintendent will provide the grievant and Association with a written answer to the grievance within two (2) working days.
2. If the grievant is not satisfied with the Superintendent's action or a written response has not been received after two (2) working days, the grievant shall present a written grievance to the Superintendent within five (5) working days. The Superintendent shall act upon the written grievance and provide the grievant and Association with a written response within five (5) working days.
3. If the grievant is not satisfied with the Superintendent's action or has not received a written response after five (5) working days, the grievant shall present a written grievance to the School Board. The School Board shall act upon the grievance and provide the grievant and Association with a written response within ten (10) working days.

12.2 Mediation - If the Association is not satisfied with the disposition of the grievance by the School Board, or if no disposition has been made within the period provided in the grievance process, and both parties agree, the grievance may be submitted for mediation using the following steps. Each party shall bear its own cost of the mediation, except that the fees and charges of the mediator shall be shared equally by the parties.

1. If the Association intends to pursue mediation, they shall notify the School Board within five (5) working days of receipt of the School Board's written response or expiration of the timelines involved in the grievance process.
2. Within ten (10) working days after written notice of submission for mediation, the Association shall, in writing, request the Montana Board of Personnel Appeals assign a mediator to the dispute.
3. The mediator shall consult with the parties in an attempt to bring about resolution

to the grievance. The mediator shall not produce any records or testimony, nor make any statement with regard to any mediation conducted by him/her in any forum or proceeding before any court, board, investigatory body, arbitrator, or fact finder.

4. If the board of Personnel Appeals refuses to assign a mediator or if the assigned Mediator, determines that the grievance is not likely to be resolved, or after twenty (20) working days, whichever comes first, the Association may choose to seek a solution through binding arbitration.

12.3 Unresolved and Disputed Interpretations of Agreements - MCA 39-31-306(5) The grievant may have the unresolved grievance or disputed interpretations of the agreement resolved either by final and binding arbitration or by any other available legal methods and forum, but not by both. After a grievance has been submitted to arbitration, the grievant and the exclusive representative waive any right to pursue against the school an action or complaint that seeks the same remedy. If a grievant or the exclusive representative files a complaint or other action against the school, arbitration seeking the same remedy may not be filed or pursued under this section.

12.4 Binding Arbitration - If the Association is not satisfied with the disposition of the grievance by the School Board, or if no disposition has been made within the period provided in the grievance process, or the grievance has not been solved through mediation, the grievance may, at the exclusive option of the Association, be submitted for final and binding arbitration before an impartial arbitrator using the following steps:

1. If the Association intends to pursue final binding arbitration, they shall notify the School Board within twenty (20) working days of receipt of the School Board's written response or expiration of the timelines involved in the grievance and, if applicable, the mediation process.
2. Within ten (10) working days after written notice of submission for arbitration, the Association shall, in writing, request a list of five potential in-state arbitrators from the Montana Board of Personnel Appeals.
3. Within ten (10) working days the arbitrator shall be selected from the list provided as a result of each party alternately striking names from the list and the last name remaining being the arbitrator selected. The order of name strikes shall be determined by an initial coin toss. Should either party fail to participate in the arbitrator selection process, the other party may demand a Montana Board of Personnel Appeals appointment.
4. The arbitrator shall consider the grievance (using either the "expedited" or "ordinary voluntary arbitration rules" of the American Arbitration Association), conduct a hearing and/or receive the parties' briefs and have all necessary authority to render a full and effective award and issue a remedy for same which shall be final and binding upon the parties.

12.5 Arbitration Costs -

1. Each party shall bear its own cost of arbitration except that the fees and charges of the Arbitrator shall be shared equally by the parties. If one of the parties wants a transcript of the arbitration proceedings, the party requesting the transcript will pay the costs of the transcript. If both parties request transcripts, they shall share equally the costs.
2. Should either party fail to implement an arbitrator's award, the award may be entered in any court of competent jurisdiction for immediate enforcement. All court costs, legal fees, other related expenses incurred as a result of failure to implement an arbitrator's award, and subsequent enforcement proceedings shall be paid by the party who refuses to implement an award.
3. If a motion to vacate the arbitrator's award is entered in a court of competent Jurisdiction, and the initiating party does not prevail in the litigation, such party shall
bear the full costs of such action including, but not limited to, the adverse party's court costs, legal fee, interest on monetary awards, and other related expenses incurred as a result of defending such action.

12.6 Exceptions to Time Limits - The time limits provided in this policy shall be strictly adhered to unless extended by written agreement of the parties. Similarly, steps of the grievance process may be waived only by written mutual agreement of the parties and so indicated by written instrument.

12.7 Reprisals - The parties agree that no reprisals of any kind will be taken against any person because of participation in this grievance procedure.

12.8 Personnel Files - All documents, communications, and records dealing with the processing of a grievance shall be filed separately from the personnel files of the participants.

Article 13 - Annual Leave - At the beginning of each school year, each full-time teacher shall be credited with fourteen (14) days of Annual Leave at full salary. Part time teachers shall be credited with a prorated amount.

1. A maximum of four (4) consecutive work days of Annual Leave may be used for personal reasons and must be arranged at least two (2) work days in advance. Any Annual Leave for personal reasons requested beyond four (4) consecutive work days must be approved by the Superintendent.
 - a. Annual Leave days may not be taken during the first five or last five instructional days of the school year.
 - b. Annual Leave days may not be taken immediately preceding or following a holiday or vacation period.
 - c. Annual Leave days may not be taken on PIR days.
2. Teachers may choose to accumulate a maximum of twelve (12) Annual Leave days, per year. Unused Annual Leave will be allowed to accumulate up to eighty (80) days. Accumulated Annual Leave days may be used for illness, quarantine, communicable

disease, injury, and disability (including pregnancy, miscarriage, childbirth, and recovery), or as approved by the Superintendent.

3. When a teacher has reached the maximum accumulation of eighty (80) days, any days unused will be reimbursed at the end of the year at the current substitute teacher's pay.
4. Termination of employment from Gallatin Gateway School would result in a lump sum payment for all days of unused Annual Leave at the current substitute teacher's pay.
5. A teacher may use Annual Leave for contracted days immediately following the birth/adoption of a child for up to eight (8) calendar weeks. If a physician deems it medically necessary for the teacher to commence leave preceding the birth/adoption of the child, the eight (8) calendar weeks begin on the date indicated by the physician's medical certification.
6. In case of need for additional leave beyond the year's fourteen (14) Annual Leave Days, a teacher may, with the approval of the Superintendent, take up to sixteen (16) additional leave days. Each of the thirty (30) days (Annual and additional) for which the teacher does not have accumulated Annual Leave days will be without pay.
7. During the school year, any teacher may donate no more than two (2) days to one or more teachers who are in need and who have exhausted their Annual Leave. The donor and recipient have no later than five (5) working days after the recipient's return to work to notify the Superintendent of the requested leave transfer.

Article 14 - Professional Leave - Three (3) days of professional leave will be credited to each full-time teacher at the beginning of the school year. Part-time teachers will be credited with a prorated amount. Professional leave may be used to visit other schools, professional development, or attendance at educational workshops or conferences. Professional leave monies at the current rate of substitute teacher pay per day will be paid to the teacher for workshops or training outside regular contracted hours. Professional leave must be requested at least two (2) work days prior to the day(s) being requested and approved by the Superintendent. Professional leave does not accumulate and will not be paid out if unused. Professional Leave will be available from September 1 to August 31 of each year. Training or credits gained using professional leave cannot be used as equivalency training to trade for the October conference days.

Article 15 - Bereavement Leave - No more than twelve (12) total days leave at full salary will be allowed for death(s) of a member or members of the teacher's immediate family. Immediate family includes: spouse and any relative living in the teacher's household or any parent, child, brother, sister, grandparent, grandchild or corresponding in-law. Two (2) days of the before mentioned days may be used for non-family bereavement needs. This leave is not accumulative. Upon request, the Superintendent may grant approval for the use of additional Annual Leave days if necessary. This leave will be prorated for part-time teachers.

Article 16 - Sabbatical & Extended Leave of Absence
Sabbatical:

The School Board may grant a tenured employee a one-year unpaid sabbatical leave for the purpose of pursuing scholarly and/or professional pursuits for the mutual benefit of the District and the employee. The employee must submit a request for Sabbatical Leave to the Superintendent and

School Board, no less than six months prior to the beginning of the requested leave. The request will include the following:

- The presentation of a definite plan for the scholarly/professional plan of work for the sabbatical leave, which describes both the plan and the “mutual benefit of the District and the Employee.”
- An agreement to submit a written report on the extent to which s/he has achieved the purpose for which the leave was granted.
- An agreement to return to service for one year immediately following the leave.

Extended Leave of Absence:

The School Board may grant a tenured employee an extended leave of absence as leave without pay. An extended leave of absence is discretionary on the District’s part, but may be granted to eligible employees for such reasons as disability leave (extended personal or family illness), fulfillment of duties in an elected political office, professional development, and military or alternative service such as Peace or Vista Corps, or for other purposes recommended by the Superintendent and approved by the Board of Trustees. The request for an extended leave of absence will include the following:

- A description of the reason for the request.
- An estimation of time requested, with the understanding that the request can be no more than one contracted year.

In both sabbatical and extended leave, employees will not accrue any leave or any experience on the salary schedule. Employees, while on sabbatical or extended leave will not be eligible for any other benefits outlined in this agreement. Upon return, the employee will be entitled to all benefits, and be placed on the Salary Schedule at the level earned at the time of departure.

Article 17 - Leave Without Pay - The Superintendent may grant up to five (5) days leave without pay at his/her discretion. Leave without pay may also be granted for any other circumstances not otherwise specified above at the discretion of the Board.

Article 18 - Salary Schedule - The basic salaries of teachers covered by this Agreement are set forth in Appendix A which is attached to and incorporated in this Agreement. The salary scale shall be good for one (1) year effective July 1, 2022 to June 30, 2023. Implementation of any negotiated increase on the base of the salary schedule is contingent upon state funding for secondary students at the high school level and/or voter acceptance of the special mill levy, if required. Such a salary schedule shall remain in effect during the designated period. Part-time teachers shall have their salaries prorated.

A maximum of five (5) years will be credited for prior teaching experience.

Article 19 - Major Medical & Flexible Benefits Plan

19.1 The District will provide five hundred eighty-six dollars (\$586.00) toward a major medical plan for every teacher who is contracted for .5 FTE or above. In addition, twenty-five

dollars (\$25.00) per month will be contributed by the District to each teacher who is contracted .5 FTE or above to the Flexible Benefits Plan. The Flex benefit will be prorated for part-time (between 0.5 and 1.0 FTE) teachers.

19.2 All teachers contracted for .5 FTE or above shall be required to participate in the group health plan with at least single coverage. Teachers less than .5 FTE will have a choice to join or not.

19.3 The Flexible Benefit's Plan will be administered by a mutually agreeable, disinterested third party. The District will assume the cost to administer the program. Participation in the Flexible Plan itself by teachers will be voluntary and open to every teacher. Teachers will be provided information yearly on the flexible plan itself as well as, upon request, a monthly report on Flex transactions and other paycheck deductions.

Article 20 - Credit Recognition - Payment will be made for approved credits. These credits shall be in areas that develop general background information and/or teaching skills. All credits must be approved by the ~~Professional Development Advisory Committee~~ Superintendent before applying for the salary step-up. ~~The Professional Development Advisory Committee shall include the Superintendent, a Board Member, and teachers chosen by the Association. The committee will use the consensus approach in determining credits beneficial to the District's curriculum. If consensus cannot be reached, the committee members will make recommendations to the Board who will have the final decision.~~ The Superintendent will make the decision regarding salary advancement based on the credits being beneficial to the school district. The final decision regarding salary advancement will be made by the Governing Board. A teacher who completes approved college credit by the first (1st) of September shall receive the appropriate salary increment that school year. However, such teacher must notify the Superintendent in writing of his/her intent to gain credits before the first (1st) of April preceding the school year in which the planned increment will become effective. Each teacher shall file an official transcript of said credits with the Superintendent no later than the thirty-first (31st) of December. The appropriate salary increment shall be received as soon as an official transcript is provided to the Superintendent and shall be retroactive to the beginning of that school year.

Article 21 - Stipends - The Board may pay stipends for duties and projects above and beyond the contractual day to teachers at a minimum of \$50 per day (less deductions). Project proposals may be suggested by the Superintendent or proposed by the teacher. Project proposals will be presented to the Board by the Superintendent's recommendation. Teachers may be reimbursed for travel and meals according to School Board Policy.

Article 22 - Pay Periods - Each teacher will receive her/her contract salary in twelve (12) payments. Payroll checks shall be issued by the fifth (5th) of each month. The eleventh (11th) and twelfth (12th) direct deposits will be initiated or paper checks mailed as soon as possible, but no later than five (5) business days after the last contracted day.

Article 23 - Change in Agreement - During its term this Agreement may be altered, changed, added to, deleted from, or modified only through the voluntary, mutual consent of the parties in written and signed amendment to this Agreement.

Article 24 - Compliance of Individual Contract - Any individual contract between the Board and an individual teacher, heretofore or hereafter executed, shall be subject to and consistent with the terms and conditions of this Agreement. If an individual contract contains any language inconsistent with this Agreement, this Agreement duration shall be controlling.

Article 25 - Savings Clause - If any provision of the Agreement or any application of this Agreement to any employee or group of employees is held to be contrary to law, then such provisions or application shall be deemed invalid except to the extent permitted by the law, but all other provisions or applications shall continue in full force and effect. If such provisions exist which are contrary to law, at the request of either party, negotiations shall immediately commence and agreement shall be reached in order to alter said section(s) providing the benefits according to the intent of the parties.

Article 26 - Maintenance of Standards - All existing district policies involving terms and conditions of professional service, matters relating directly to the employer-teacher relationships, and other terms of employment not specifically referred to in this agreement shall be maintained at no less than the highest minimum of standards in effect in the District at the time this Agreement is signed, provided that such conditions shall be improved for the benefit of teachers as required by the express provisions of this Agreement. This Agreement shall not be interpreted or applied to deprive teachers of professional advantages heretofore enjoyed unless expressly stated herein.

Article 27 - Nondiscrimination Clause - The provisions of this Agreement shall be applied without regard to race, creed, religion, color, national origin, age, sex, physical disability, or marital status.

Article 28- Effective Period -This Agreement shall be effective as of July 1, 2022 and shall continue in full force and effect until June 30, 2024.

Article 29 - Contingency - Should legislation or other circumstances in any way change the general fund revenue formulas, district budgeting authority, or School District revenue in any way, the parties agree to reopen negotiations.

Article 30 - Renewal & Reopening of Agreement - Said Agreement will automatically be renewed and will continue in force for a period of one (1) year unless either party gives notice to the other party, no later than ninety (90) days prior to the expiration date or any anniversary thereof, of its desire to reopen the contract. Between July 1, 2022 and June 30, 2024, the agreement is made to only reopen negotiations to discuss salary, not wording.

Article 31 - Assignment - All teachers shall be given notice of their tentative teaching assignments relative to grade level and subject area for the forthcoming year no later than the end of the school year. In the event that unforeseen changes in assignments are necessary after the end of the school year, affected teachers shall be given notice as soon as possible prior to the effective date. The affected teacher may request from the Superintendent up to five (5) paid days (at the current substitute rate of pay) for such assistance as moving classrooms, time to prepare, conferencing with appropriate colleagues, learning new curriculum, etc. If the requested assistance is denied, the teacher may appeal to the Board who will make the final decision.

Article 32 - Date and Signatures

This Agreement is signed this _____.

IN WITNESS THEREOF:

For the Association:

For the Board of Trustees of
School District #35:

APPENDIX A
Gallatin Gateway School Salary Schedule Matrix
Chart for the 2022-2023 School Year

Years Experience	BA		BA+10		BA+20		BA+30		BA+40		MA		MA+10	
0	37,194	1.000	38,310	1.030	39,426	1.060	39,984	1.075	40,541	1.090	41,099	1.105	41,657	1.120
1	38,459	1.034	39,686	1.067	40,913	1.100	41,509	1.116	42,141	1.133	42,736	1.149	43,368	1.166
2	39,723	1.068	41,062	1.104	42,401	1.140	43,033	1.157	43,740	1.176	44,372	1.193	45,079	1.212
3	40,988	1.102	42,438	1.141	43,889	1.180	44,558	1.198	45,339	1.219	46,009	1.237	46,790	1.258
4	42,252	1.136	43,815	1.178	45,377	1.220	46,083	1.239	46,939	1.262	47,646	1.281	48,501	1.304
5	43,517	1.170	45,191	1.215	46,864	1.260	47,608	1.280	48,538	1.305	49,282	1.325	50,212	1.350
6	44,782	1.204	46,567	1.252	48,352	1.300	49,133	1.321	50,138	1.348	50,919	1.369	51,923	1.396
7	46,046	1.238	47,943	1.289	49,840	1.340	50,658	1.362	51,737	1.391	52,555	1.413	53,634	1.442
8	47,311	1.272	49,319	1.326	51,328	1.380	52,183	1.403	53,336	1.434	54,192	1.457	55,345	1.488
9	48,575	1.306	50,695	1.363	52,815	1.420	53,708	1.444	54,936	1.477	55,828	1.501	57,056	1.534
10	49,840	1.340	52,072	1.400	54,303	1.460	55,233	1.485	56,535	1.520	57,465	1.545	58,767	1.580
11	51,105	1.374	53,448	1.437	55,791	1.500	56,758	1.526	58,134	1.563	59,101	1.589	60,477	1.626
12	52,369	1.408	54,824	1.474	57,279	1.540	58,283	1.567	59,734	1.606	60,738	1.633	62,188	1.672
13	53,634	1.442	56,200	1.511	58,767	1.580	59,808	1.608	61,333	1.649	62,374	1.677	63,899	1.718
14	54,898	1.476	57,576	1.548	60,254	1.620	61,333	1.649	62,932	1.692	64,011	1.721	65,610	1.764
15			58,952	1.585	61,742	1.660	62,858	1.690	64,532	1.735	65,647	1.765	67,321	1.810
16					63,230	1.700	64,383	1.731	66,131	1.778	67,284	1.809	69,032	1.856
17							65,908	1.772	67,730	1.821	68,920	1.853	70,743	1.902
18									69,330	1.864	70,557	1.897	72,454	1.948
19											72,194	1.941	74,165	1.994
20											73,830	1.985	75,876	2.040
21													77,587	2.086
22													79,298	2.132

There is a mutual commitment between the Gallatin Gateway Board of Trustees and the Gallatin Gateway Education Association to open conversation regarding Appendix A for the 23-24 school year, per Article 30 of this Agreement, no later than May 1, 2023.

New Business
ACTION ITEM

PDAC Schedule for 2023-2024

Presented by: Kelly Henderson

Background: The PDAC committee met several times to review requirements for professional development as well as gave staff a survey to identify the needs and wants. This list was utilized to generate the PD schedule. Included is also the survey to be completed after every PIR day to evaluate the effectiveness of the PD provided.

Recommendation: The PDAC committee recommends approval of the professional development schedule for the 2023-2024 school year.

Professional Development Advisory Committee (PDAC)
Recommendations for 2023-2024 SY

Academic Calendar PIR Day Activities:

- August 21: Welcome, Team Building, Operations Day - Manuals, Master Agreement, Infinite Campus, Safe Schools, Safety, Field Trip Paperwork, Business Office Procedures, Leave and Office paperwork, Teaching of Controversial Issues - parent notification and curriculum resource reviews, Assessment Calendar, Whitelist updates, Sub Folder Organization
- August 22: Title I, Indian Education for All, Special Education, Writing
- August 23: MTSS - Intervention, Crisis Team, Behavior; Reading and Writing in the Middle School Classroom
- August 24: Classroom Management, De-Escalation Strategies, Trauma Informed and Restorative Practices
- August 25: SBAC Test Administrator online training (TIDE); Student Behavior Matrix - planning for behaviors
- October 19 - MEA, FLEX or other approved PD. Flex PD needs to be approved by the Superintendent before August - day 1
- October 20 - MEA, FLEX or other approved PD. Flex PD needs to be approved by the Superintendent before August - day 1
- October 27 - Report Cards ½ day students
- November 9-10 - Parent Teacher Conferences ½ day for students on 9th
- January 3 - PIR: AM Standards Based Instruction/Grading Intro; Writing and Classroom Management Refresh. PM Data Analysis/Intervention Plans
- January 19 - Report Cards ½ day students
- March 29 - Report Cards ½ day students
- April 11 - Parent Teacher Conferences
- June 6 - Last Day for Students and Teachers ½ day students

2023-2024 Required Online Training:

Safe Schools Training schedule will be given to staff on or before August 1st, to be completed by August 25th.

Wednesday PLC
2023-2024

August 30:	Team Time with Paraprofessionals #1 - review of students/expectations for work
September 6:	EPAS Training
September 13:	Accommodations for IEP's and 504's
September 20:	Classified Staff Meeting
September 27:	Team Time: Data Analysis of assessments and intervention plans
October 4:	Refresh on Classroom Management, Trauma/Restorative Practices, De-Escalation
October 11:	Christmas Program Planning
October 18:	Team Meetings - focus on student behavior/attendance
October 25:	Team Meetings with Paras #2 - Report Card preparation
November 1:	Writing Handbook Refresher
November 8:	Parent Teacher Conference Day
November 15:	Refresh on Classroom Management, Trauma/Restorative Practices, De-Escalation
November 29:	Classified Staff Meeting
December 6:	
December 13:	Team Time
January 10:	Start review of handbooks
January 17:	Team Time Report Cards
January 24:	SBAC Assessment Test Administration Training
January 31:	Team Time with Paras #3
February 7:	Refresh on Classroom Management, Trauma/Restorative Practices, De-Escalation
February 14:	Classified Staff Meeting
February 21:	Standards Based Grading/Instruction
February 28:	Team Time - focus on student behavior/attendance
March 6:	Refresh on Classroom Management, Trauma/Restorative Practices, De-Escalation
March 20:	Writing Handbook; Planning for Volunteer Appreciation in April
March 27:	Team Time - Report Card Prep
April 3:	Standards Based Grading/Instruction
April 10:	Team Time - Parent Teacher Conference Prep
April 17:	Classified Staff Meeting
April 24:	SBAC Summative Training
May 1:	Team Time with Paras #4
May 8:	Standards Based Grading/Instruction
May 15:	
May 22:	End of Year
May 29:	End of Year
June 5:	End of Year

Professional Development Evaluation

* Required

1. Email *

2. Title of Session *

3. My goal for learning for this session was: *

4. On this topic, I consider myself (choose one) *

Mark only one oval.

An Expert

Skilled/Knowledgeable

Novice

5. In regards to this session, the content presented..... *

Mark only one oval per row.

	Significantly	Generally	Somewhat	Very Little	Don't Know
Is useful to me	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
is applicable to my job	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
has changed my thinking	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
has reinforced my thinking	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

6. List at least one thing you earned today that you will use in your classroom/program. *

7. Concerning the content of the session you attended, how much have each of the following increased? *

Mark only one oval per row.

	Significantly	Generally	Somewhat	Very Little	Don't Know
Knowledge of the content presented	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Confidence that you can apply the knowledge to your job	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Motivation to implement the content/techniques presented	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

8. Other feedback regarding this PD?

This content is neither created nor endorsed by Google.

Google Forms

New Business
ACTION ITEM

Summer Work Proposal

Presented by: Kelly Henderson

Background: For the last several years, Mr. Coon has been completing a laundry list of summer projects. It will be greatly appreciated to have him here completing projects, not only with technology, throughout the building.

Recommendation: Administration recommends approval of the summer work proposal.

Summer 2023 Technology/Maintenance needs proposal

Physically clean and update software for all computers in school – Annual Maintenance

24 laptops – 2-in-1 Mobile Middle School Lab (HP)	20 hours
24 Laptops – Windows 11 – School wide (Lenovo)	20 hours
Chrome Books – School wide – Clean (Physically) Power wash and Update	10 hours
25 lab computers – Clean and update computers in classrooms	40 hours
Update inventory	40 hours
Install new teacher computers and student chrome books	10 hours
4 office workstations / 4 office laptops	10 hours
Update Deep freeze school wide and add to newly acquired computers	40 hours
Update operating systems and fix issues school wide.	40 hours
Update and clean all school projectors including filters	10 hours

Estimated total hours **240 hours** **\$3120.00**

Networking and maintenance for existing network

Update and configure Google domain whitelist site and roll over websites to Bark	20 hours
Update technology inventory	20 hours
Update Student Data Privacy Act paperwork and website	24 hours

Estimated total hours **64 hours** **\$832.00**

Estimated total: 304 total hours @ \$13/hour = \$3952.00

Recommended motion:

to hire Mike Coon at \$13/hour for maximum of 320 hours from June 19, 2023 - August 18, 2023 to update and maintain the district's technology, software, and network. Also, any other maintenance work needed at school during summertime is included in this contract.

New Business
ACTION ITEM

Job Description - Custodian

Presented by: Brittney Bateman

Background: This is an existing job description for a custodian's position. It has been updated to reflect the current needs of the school with the intent that we would continue with the grounds services we currently receive. If that would change, we would need to update this description. If approved, we would be advertising for this position immediately.

Recommendation: Administration recommends approval of the custodian's job description.

CUSTODIAN

REPORTS TO: District Clerk/Facilities Manager

ESSENTIAL FUNCTIONS:

Sweeps, mops, scrubs, and waxes floors.

Vacuum rugs and carpets.

Dusts, waxes, washes, and polishes furniture and woodwork.

Cleans restrooms, replenishes supplies, and fills dispensers.

Maintains areas adjacent to buildings in clean, safe, and sanitary condition.

Washes windows, walls, sinks, and fountains.

Arranges furniture and equipment for special activities.

Observes and reports need for repairs and makes minor repairs as time permits.

Secures buildings at the end of shift.

Picks up trash and litter and empties and cleans trash and garbage receptacles.

Does emergency cleanup resulting from vandalism, breakage, spillage, or illness.

Stacks, assembles, and stores furniture, equipment, and supplies.

Cleans chalkboards/whiteboards and trays.

Is responsible for reporting unruly student activities, loitering, vandalism, or similar situations.

Performs routine nontechnical maintenance duties with the use of household hand tools.

Identifies animal and insect problems and takes appropriate corrective action.

Arranges for new planting, transplanting, and removal or reconditioning of shrubs, lawns, and trees.

Ensures proper care, cleaning, repair, and replacement of equipment.

Schedules and determines priorities of work with the building administrator and facilities manager.

May prepare and paint interior and exterior walls.

Works with school administrators in scheduling and coordinating maintenance and repair of buildings, equipment, and other District property.

Recommends repairs and refurbishing needs; prepares rough estimates of material and labor costs and work procedures, coordinating with administration as appropriate.

May perform skilled work in various construction and/or maintenance trades.

Keeps maintenance records, operational records and prepares routine reports.

Recommends new equipment purchases.

Orders, receives, stores, and distributes supplies.

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

DESIRED MINIMUM QUALIFICATIONS:

High school diploma or equivalent supplemented by training in maintenance and construction; experience in grounds maintenance or gardening work, Journey- level experience in one or more of the building trades, including experience in a lead capacity.

Good physical condition and fitness.

Knowledge of building maintenance practices, materials, and laws or codes affecting the construction and repair of school buildings. Establish priorities and make sound operational decisions.

Establish and maintain effective and cooperative relationships with others.

Knowledge of cost estimation and controls.

Communicate effectively orally and in writing.

Proficiently use various gardening and grounds-maintenance tools and power equipment safely.

Perform heavy manual labor.

Drive and operate trucks and large power equipment efficiently and safely.

Plan and estimate maintenance work; read and interpret codes, blueprints, and diagrams.

Inspect maintenance work with concern for acceptable industry standards and District needs.

Ability to handle stressful situations.

Ability to maintain confidentiality of employment matters.

Ability to effectively manage time and responsibilities.

Knowledge of methods, materials, and equipment used in cleaning various types of surfaces and furniture. Knowledge of basic safety practices related to custodial work.

Perform heavy physical labor.

Landscape gardening work, including knowledge of methods, supplies, and tools used in planting, cultivating, and caring for lawns, trees, and shrubs.

Knowledge of pest and weed control chemicals, materials, and techniques.

Work effectively without close supervision.

Operate specialized cleaning and maintenance tools and equipment.

Understand and follow a work schedule.

Keep basic work records and make reports.

Understand and carry out oral and written instructions.

Maintain cooperative working relationships with those contacted in the course of work.

Ability to handle stressful situations.

Ability to effectively manage time and responsibilities.

EQUIPMENT USED:

Cleaning and maintenance tools and equipment, including but not limited to vacuum, floor polishers, floor strippers, miscellaneous scrubbing equipment. Trucks, large power equipment, shovels, rakes, lawnmowers, weed eaters. Hand and power tools, large equipment, vehicles, etc.

WORK ENVIRONMENT:

While performing the duties of this job, the employee regularly works inside and outside. The employee must be able to meet deadlines with severe time constraints.

The noise level in the work environment is usually moderate but can be noisy, depending upon the task at

hand. **PHYSICAL DEMANDS:**

While performing the duties of this job, the employee is frequently required to walk, stand, travel from one building to another, push heavy equipment, twist at neck and waist, reach, kneel. Specific vision abilities required by this job include close vision, distance vision, depth perception, and the ability to adjust focus. May be required to lift and/or carry up to 50 pounds.

MENTAL/MOTOR DEMANDS:

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

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

For those classified employees employed under a written contract for a specified term, nothing contained in this job description shall create a property right beyond the specified duration of the employment contract.

History

Approved on: February 11, 2003

Revised on:

New Business
ACTION ITEM

Hiring Recommendations

Middle School Science

Second Grade Teacher

Middle School and Title I Teacher/Assessment Coordinator

Presented by: Brittney Bateman

Background: With the three vacancies, we were fortunate to have applicants for the positions. We scheduled interviews with 9 applicants and held 8 interviews. We are excited to have the three candidates join our great teaching staff:

Carly James, Middle School Science

Margaret Campbell, Second Grade

Amanda McClish, MS English, Title 1/Assessment Coordinator

Recommendation: Administration recommends approval of the three candidates.

Carly James



EDUCATION

Bachelor of Science in Elementary Education K-8

Montana State University (MSU) Bozeman, MT

Expected Graduation: May 2023

TEACHING EXPERIENCE

Student Teacher-Sacajawea Middle School (6th grade Math/Science)

Bozeman, MT

January 2022-Present

- Developed and Implemented lesson plans for 6th-grade math and science classes
- Followed Montana OPI-based standards
- Fostered a positive classroom to encourage students and develop personal growth
- Incorporated classroom management skills
- Generated lessons to fit individual student needs
- Participated in staff, PLC, team, Core, IEP, and 504 meetings

Practicum II-Anderson Elementary (3rd grade) Bozeman, MT

September - December 2022

- Developed ELA and STEM-based lessons to fit content standards
- Provided one-on-one support for non-proficient students
- Ran ELA stations to improve students' phonological awareness
- Observed various teaching methods and implications

Practicum I-Ridgeview Elementary (Kindergarten) Belgrade, MT

January - March 2022

- Collaborated with my partner to create reading-based lesson plans
- Practiced classroom management and observed classroom behavior
- Assisted students with their phonological awareness

LICENSURE & CERTIFICATION

First Aid and CPR Certification,

American Red Cross

Expires: October 2024

Skills

Communication

Critical Thinking

Collaboration

Work Ethic

Problem-Solving Abilities

Attention to detail

Technology

Documentation

Organization

PROFESSIONAL AFFILIATIONS

Aspiring Educations Club

January 2021 - Present

HONORS AND AWARDS

Dean's List (*GPA of 3.5+ for the semester*)

Honored: Spring 2021-Spring 2022

President's List (*GPA of 4.0+ for the semester*)

Honored: Fall 2022

Mary Callahan Currell Scholarship

Honored: 2022-2023

RELEVANT WORK EXPERIENCE

Substitute Teacher-Bozeman School District, Bozeman, MT

May 2022-Present

- Instruct and supervise students when their regular teacher is out
- Follow the given day-to-day instruction
- Educate K-12 students on various topics and subjects
- Provide consistent individual student accommodations

Afterschool Paraprofessional- Emily Dickinson Elementary, Bozeman, MT

September 2021-December 2022

- Monitor K-5 Students after school, both indoors and outdoors
- Create art projects that make students feel engaged and involved
- Teach students kinesthetic games for all grade levels.

Mathematics Statistics Center- Montana State University, Bozeman, MT

August 2022-December 2022

- Form bridges between students' current level and where we could like them to be without judgment
- Help students work towards ideal study attributes
- Engage students in the exploration of their mathematical problems

Dino Drop-In Lead Teacher, Bozeman and Belgrade, MT

September 2020-January 2022

- Monitored children aged 6 week-12 yrs old
- Led circle time where students learned about the weather, shapes, the calendar and the alphabet
- Communicated with parents about billing, upcoming events, and changes to the center
- Tutored K-5 students that came in after school

VOLUNTEER / COMMUNITY SERVICE

Hearts Therapeutic Center- Santa Barbara, CA

Spring 2018-Spring 2019

ADDITIONAL WORK EXPERIENCE

Banfield Pet Hospital Veterinary Assistant, Bozeman, MT

July 2021-October 2021

- Checked in and out incoming patients
- Studied and observed animal blood, fecal matter, and urine to determine the next course of action
- Orchestrated physical exams for all patients.

MARGARET CAMPBELL

EDUCATION

AUGUST 2019-PRESENT

Bachelor of Science in Elementary Education, K-8 - *Montana State University · Bozeman, MT*

Expected Graduation Date: May 2023

Overall GPA: 3.86

LICENSURE & CERTIFICATION

- Montana Class 2 - Standard Education License (Expected May 2023)
- First Aid and CPR Certification
- PRAXIS score: 187

TEACHING EXPERIENCE

JANUARY 2023-PRESENT

Student Teacher - *Willow Creek School 3rd/4th grade · Willow Creek, MT*

- Produce and implement daily and weekly lesson plans aligned with Montana Content Standards for 3rd and 4th grade
- Create and implement a *Native American Tribes of Montana* social studies unit
- Establish a positive working relationship with students
- Differentiate lessons to accommodate a range of learning styles and ability levels
- Utilize classroom technology, including the SMART board, for alternative lesson delivery strategies
- Establish a foundation for setting clear expectations for a successful and safe learning environment

OCTOBER 2021-PRESENT

Substitute Teacher - *Bozeman School District · Bozeman, MT*

- Follow existing lesson plans to provide consistent instruction to assigned students
- Maintain discipline and classroom control, fostering a safe and positive learning environment
- Provide classroom teacher with written feedback on results of lessons and student behavior issues

SEPTEMBER 2022-DECEMBER 2022

Practicum 2 Teacher - *Meadowlark Elementary School- Kindergarten · Bozeman, MT*

- Prepared and delivered lesson plans for literacy groups
- Managed and maintained a positive learning environment
- Assisted in creating classroom routines

SEPTEMBER 2021-DECEMBER 2021

Practicum 1 Teacher - *East Side Elementary School- 4th grade · Livingston, MT*

- Collaborated with a partner to plan and prepare learning activities for 4th graders
- Developed and practiced classroom management skills
- Assisted in carrying out teaching duties

RELEVANT EXPERIENCE

FEBRUARY 2023-PRESENT

Tutor- *Learning with Ms. Haleigh · Bozeman, MT*

- Prepare engaging and meaningful activities for a 4th grade student
- Periodically assess the student on specific content knowledge to guide planning for sessions

SEPTEMBER 2022-PRESENT

Faith Formation Teacher- *Resurrection University Catholic Parish · Bozeman, MT*

- Prepare and implement engaging faith-based lesson plans for kindergarteners
- Collaborate with a co-teacher and faith formation coordinator

- Foster a positive and safe learning environment while maintaining behavioral expectations

AUGUST 2020-PRESENT

Student Leader/ Fundraising Committee Head - Bobcat Catholic Campus Ministry at Resurrection University Catholic Parish · Bozeman, MT

- Collaborate with other student leaders to create weekly faith-based sessions
- Assist in planning and executing weekly dinners
- Organize and coordinate fundraising events

JANUARY 2022-MAY 2022

National Student Exchange Participant- National Student Exchange · Baton Rouge, LA

- Participated in courses such as Elementary Latin, American Pop Music, and American Government
- Developed an appreciation for new cultures and travel experiences

JUNE 2021-AUGUST 2021

Summer Intern- Gilliam County Library · Condon OR

- Assisted in coordinating activities for Summer Reading Program
- Facilitated nine reading lessons throughout the summer to ages ranging from 4-12
- Developed ways to engage children in the lessons and activities

FEBRUARY 2020-APRIL 2020 (session cancelled due to COVID-19)

Thrive CAP Mentor- Emily Dickenson School · Bozeman, MT

- Mentored a 5th grade student in their academics and social life
- Prepared and implemented games and activities to engage and involve the student

HONORS AND AWARDS

- **Aspiring Educators Club at MSU** MARCH 2021-PRESENT
- **Johnstone-Goetz Teacher Scholarship** FALL 2021, FALL 2022
- **President's List** SPRING 2020, SPRING 2021, FALL 2021, FALL 2022
- **Dean's List** FALL 2019, FALL 2020

Amanda McClish

SUMMARY

Caring teacher with strong communication skills and drive to excite students about learning. Specializing in creating stimulating environments that help students achieve their full potential and enjoy learning. Communicates effectively and maintains strong relationships with students, families, and colleagues.

SKILLS

- Lesson Planning
- Verbal and Written Communication
- Parent Communication
- Student Motivation and Engagement
- Relationship Building
- Schedule Management
- Positive Reinforcement
- Student-Centered Learning
- Conflict Resolution
- Test Proctoring
- Team Teaching and Collaboration
- Standardized Testing
- Google Classroom

EXPERIENCE

*K-3 Title 1 Teacher, Parkview Elementary School, August 2022-Current
Dillon, MT*

- Tutored students requiring extra help and gave additional practice work to help improve conceptual understanding.
- Evaluated students monthly and adjusted lessons accordingly to incorporate improvements.
- Remained calm and patient in student interactions to support individual growth and development.
- Tutored and assisted children individually and in small groups to help them master assignments and reinforce learning concepts.
- Helped students to develop good behavioral habits through positive reinforcement and encouragement in studies.

Summer School Teacher, Parkview Elementary School, June 2022-August 2022

Dillon, MT

- Created and managed hands-on activities that engaged students in the learning process.
- Taught students various stages of cognitive, linguistic, social, and emotional development.
- Supervised planning and instruction for a 10-week course in Kindergarten readiness that would teach students new concepts to be successful in their first year of school.
- Developed lesson plans guided by required course topics.

After-School Program Leader, Parkview Elementary School, January 2022-June 2022

Dillon, MT

- Conferred with parents and staff to discuss educational activities and policies.
- Implemented and delivered programming for groups of children ages eight to eleven.
- Created educational materials according to lesson plans and school programs.
- Monitored student progress and assisted students and teachers with resolving problems.
- Implemented policies, procedures, and programs to carry out educational standards and goals.

5th Grade Title Teacher, Parkview Elementary School, August 2021-June 2022

Dillon, MT

- Referred to district standards to plan lessons and prepare students to take standardized assessments.
- Explored foundational learning concepts with students through hands-on activities, videos, and discussions.
- Provided positive feedback with an emphasis on learning from mistakes to establish a solid foundation for progress.
- Taught students subject-specific material, learning strategies, and social skills.
- Attended in-service training and professional development courses to stay on top of policy and education changes.
- Prepared, administered, and graded daily work and tests to evaluate students' progress.

EDUCATION

Bachelor of Science

Elementary Education, University of Montana Western, Dillon, MT May 2021

- [Fall, Spring Summer 2018] - Dean's List
- [Fall, Spring, Summer 2019] - Dean's List
- [Fall, Spring 2020] - Dean's List
- Graduated magna cum laude

New Business
ACTION ITEM

Approve 8th Grade DC trip, 6th Grade West Yellowstone Trip, and 5th Grade Butte Trip to begin planning for 2023-2024

Presented by: Kelly Henderson

Background: We have three overnight trips for students in grades 8, 6, and 5. We are seeking preliminary approval to begin planning for these trips for the 2023-2024 school year.

Recommendation: Administration recommends approval of the 8th Grade DC trip, 6th Grade West Yellowstone Trip, and 5th Grade Butte Trip for the 2023-2024 school year.

New Business
ACTION ITEM

Accounting Software Approval

Presented by: Donna Avilez

Background: The district currently utilizes BMS as our accounting software. BMS is difficult to use and does not provide us with the ability to manage our own finances. Through the use of Tyler Technologies Infinite Visions (iVisions), we would be able to effectively manage all our accounting, payroll, as well as human resources in one application. Currently, BMS costs us \$10,450 without the human resources module. The inclusion of this module would add an additional \$2,600 to our yearly invoice. iVisions would cost us \$18,775 after the first year of implementation.

Recommendation: Recommend the board discuss implementation of iVisions through Tyler Technology.



Quoted By:
 Quote Expiration:
 Quote Name:

Carrie Hughes
 7/11/23
 School ERP Pro - SaaS

Sales Quotation For:

Gallatin Gateway School District
 PO Box 265
 Gallatin Gateway MT 59730-0265
 Donna Avilez
 Phone: +1 (406) 763-4415

Student Count:145 / Cost Center:3

Tyler SaaS

Description	Annual
School ERP Pro powered by Infinite Visions	
Accounting	\$ 14,170
Human Resources	\$ 3,498
Info-Link	\$ 1,107
Identity	
Identity Workforce Core [1]	\$ 0
Term # of Years: 3	
TOTAL: \$ 18,775	

Services

Description	Quantity	Price	Extended Price	Maintenance
School ERP Pro powered by Infinite Visions				
Implementation	348	\$ 120	\$ 41,760	\$ 0

Conversions	40	\$ 120	\$ 4,800	\$ 0
Project Management	52	\$ 120	\$ 6,240	\$ 0
TOTAL:			\$ 52,800	\$ 0

Summary	One Time Fees	Recurring Fees
Total Tyler Software		\$ 18,775
Total Annual		\$ 0
Total Tyler Services	\$ 52,800	\$ 0
Summary Total	\$ 52,800	\$ 18,775
Contract Total	\$ 71,575	

Comments

All services quoted herein are assumed to be delivered remote unless otherwise stated.

SaaS includes up to 200GB of storage. Should additional storage be needed, it may be purchased at the current yearly storage rate in 200GB increments.

Accounting - General Ledger - Budgeting, Check Manager, Purchase Card, Bank Reconciliation, Revenue Accounting; Procurement & Payables; Payroll; User Security & Administration; iVisions Web Suite; Financial State Reporting

Human Resources - Employee demographics, certificates, evaluations, contract printing, salary negotiations, and user-defined fields for sorting, selecting and printing.

InfoLink - Provides a point-and-click interface to link tables for report writing.

Tyler's Identity Workforce currently supports the following identity providers (IdP's) for use with Tyler back-office solutions: Microsoft Active Directory through Azure AD, ADFS or Okta AD agent, Google Cloud Identity, Identity Automation RapidIdentity, and Okta. Any requirement by you to use an IdP not supported by Tyler may require additional costs, available upon request.

New Business
ACTION ITEM

Hourly Wage for Office Substitute

Presented by: Brittney Bateman

Background: We currently pay \$10.00 an hour for an office substitute. Minimum wage is \$9.95. The minimum wage will be increasing on September 30th to include a cost of living adjustment, but we do not know the dollar amount for the increase. Data from Indeed indicates that substitutes in Montana are paid on average \$12.16 per hour.

Recommendation: Administration recommends the hourly wage increase to \$13.00 per hour.