



May 17, 2023 Agenda Regular Meeting of Trustees

The regular meeting of the Board of Trustees of School District #35 has been scheduled for **Wednesday, May 17, 2023** at **6:00pm in the boardroom and via Zoom.**

Call to Order

Pledge of Allegiance

Presiding Trustee's Explanation of Procedures

Public Comment- Non Agenda Items

GUESTS: Declamations Winners

Speech - Ezra Graham, Brendan McConville, Erika Steed, Kryka Shockley

Essay - Sophi Barlow, Declan Podzemny, Ilsa Paulson, Delaney Hetherington

Consent Agenda

Minutes: May 4, 2023 - Special Meeting; April 28, 2023 - Special Meeting; April 19, 2023 - Regular Meeting; **Finance:** Warrants; Operational Budget by Object Code; Cash Reconciliation; Extra-Curricular Expenditure and Reconciliation Report; **Personnel Resolution:** Resignations, New Hires

Superintendent Report

District Clerk Report

Business Manager Report

Old Business

Discussion Item:

Committee Updates

Action Items:

Attendance Policy - Second Reading

Discuss & Consider 2023-2024 Athletic Fees

Policy Series 2000 - Second Reading

Discuss & Consider Audit Request for Proposal Reissue

New Business

Discussion Items:

Audit Planning Governance Letter

Action Items:

Consider 2023-2024 Non-resident Student Attendance Agreements

Discuss & Consider Hourly Rate Increase for Nurse, Summer Professional Development Work

Discuss & Consider Kindergarten Teaching Position

Discuss & Consider Handbooks:

Student and Parent Handbook

Staff Handbook

Mentoring Handbook

504 Manual

Volunteer Handbook

Wellness Plan

Approval of Electives for 2023-2024 School Year

Discuss & Consider Extracurricular Stipends for 2023-24

Discuss & Consider Renewal of Multidistrict Agreement

First Reading of Policy Series 8000

Resolution to dispose of abandoned, obsolete, and undesirable property - 20-6-604, MCA

Trustee Resolution Requesting County to Conduct Election(s) (20-20-417, MCA) for FY24 Election(s)

Approval of 2023 Certificate of Election

Discuss & Consider Life & Long Term Disability Insurance

Discuss & Consider Special Board Meeting Date

Discuss & Consider Increasing Insurance Dollar Amount for Employee Insurance

Swear in Trustees - County Superintendent John Nielson

Reorganization of the Board

- Clerk Appointment

Adjournment

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:

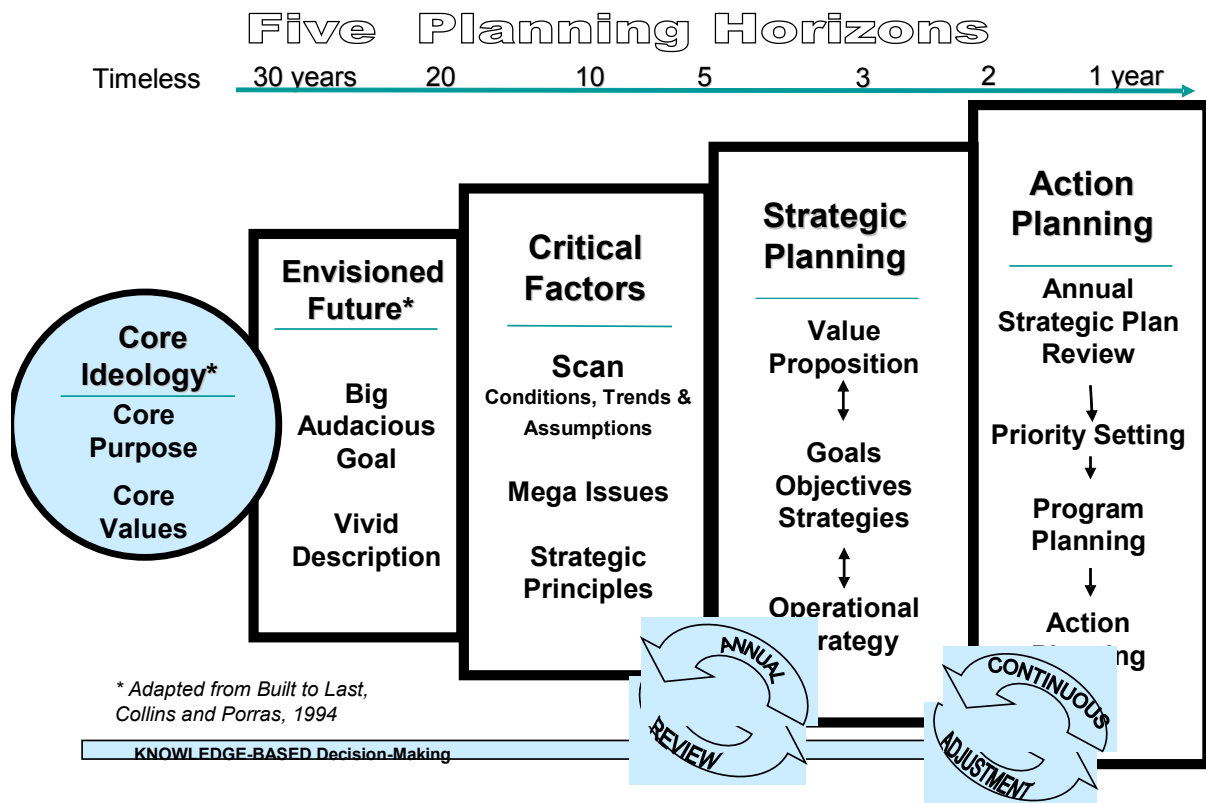
- **Individual Student Success**
- **Facilities**
- **Staff and Volunteers**
- **Leadership, Communication and Collaboration**
- **Safety**

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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.



**5.4.2023 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 12:00 P.M. on May 4, 2023, in the Gallatin Gateway School Board Room. Board Chair Julie Fleury presided and called the meeting to order at 12:14 P.M.

TRUSTEES PRESENT

Julie Fleury, Board Chair; Carissa Paulson, Vice Chair

COMMITTEE MEMBERS PRESENT

Kelly Henderson, Superintendent; Brittney Bateman, District Clerk

COMMITTEE MEMBERS ABSENT

None.

OTHERS PRESENT

None.

PUBLIC COMMENT ON NON-AGENDA ITEMS

None.

NEW BUSINESS

Agenda Setting for 5.17.2023 Meeting

Board Chair Julie Fleury led a discussion regarding the agenda for the May 17, 2023 regular meeting. The individuals present discussed agenda items to be included on the agenda.

ADJOURNMENT

Board Chair Julie Fleury adjourned the meeting at 1:06 P.M.

Julie Fleury, Board Chair

Brittney Bateman, District Clerk



**4.28.2023 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 12:00 P.M. on April 28, 2023, in the Gallatin Gateway School Board Room. Board Chair Julie Fleury presided and called the meeting to order at 12:05 P.M.

TRUSTEES PRESENT

Julie Fleury, Board Chair; Carissa Paulson, Vice Chair; Aaron Schwieterman; Mary Thurber
Tim Melton arrived at 12:27 P.M.

STAFF PRESENT

Kelly Henderson, Superintendent; Brittney Bateman, District Clerk

STAFF ABSENT

None

OTHERS PRESENT

None.

PUBLIC COMMENT ON NON-AGENDA ITEMS

None.

NEW BUSINESS

Insurance Proposal

The staff reviewed three proposals for health insurance for the upcoming school year. The staff determined that the Blue Cross Blue Shield proposal met their needs much better than the existing health plan with the cost being less than the existing plan.

Administration recommended the approval to switch from MUST to Blue Cross/Blue Shield for the 2023-2024 school year.

Motion: Trustee Paulson to approve the switch from MUST to Blue Cross/Blue Shield for medical insurance and Guardian for dental/vision insurance for the 2023-2024 school year.

Seconded: Trustee Thurber

Public Comment: None

For: Fleury, Paulson, Schwieterman, Thurber

Opposed: None

Motion passed unanimously 4-0

OLD BUSINESS

Instruction Policy Series Review - Second Reading

The group met to review the 3000 series regarding student policies.

ADJOURNMENT

Board Chair Julie Fleury adjourned the meeting at 1:17 P.M.

Julie Fleury, Board Chair

Brittney Bateman, District Clerk



**4.19.2023 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 April 19, 2023, in the Gallatin Gateway School Board Room and via Zoom. Board Chair Julie Fleury presided and called the meeting to order at 6:04 P.M.

TRUSTEES PRESENT

Julie Fleury, Board Chair; Aaron Schwieterman, Tim Melton
Zoom: Carissa Paulson, Vice Chair
Mary Thurber arrived at 6:32 P.M.

TRUSTEES ABSENT

None.

STAFF PRESENT

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

OTHERS PRESENT

Brian Nickolay; Clayton Peacock
Zoom: Mike Waterman; Sandy Wilson

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

None

GUEST REPORT

Bozeman School District (BSD 7) employees Mike Waterman and Sandy Wilson met with the board to discuss their upcoming levies on the ballot. BSD 7 had the following on the ballot: trustee election;

elementary building levy; high school building levy and a high school general fund levy. Gallatin Gateway families are impacted on their tax rolls by the high school levies for the BSD 7.

Visitor Clayton Peacock gave an update on the progress of the construction project sharing details of what has been done this month, as well as what the plans are moving forward. There is one side of a duplex available for Gallatin Gateway School staff for \$2,000/month. Mr. Peacock will be meeting with Trustee Thurber in regards to the Safety Committee.

CONSENT AGENDA

Motion: Trustee Schwieterman to approve the consent agenda as presented. **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

Seconded: Trustee Melton

Public Comment: None

For: Fleury, Paulson, Schwieterman, Melton

Opposed: None

Motion passed unanimously 4-0

SUPERINTENDENT REPORT

Superintendent Kelly Henderson gave the Board an update regarding what happened over the last month in the district. A few of the items discussed include: 1) housing opportunity; 2) parent teacher conferences; 3) district report card

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) facilities

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) reconciling with the County; 2) payroll coding; 3) purchasing procedure adjustments

OLD BUSINESS

Discussion Items:

Board Self-Evaluation Schedule

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

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

1. Decided whether they would be using the same tools for the Board and community surveys as last year with no changes
2. Community Survey will be sent to the community via email on 5.1.2023
3. Board self-evaluation survey will be sent to the Board 5.1.2023
4. Community Survey and Board survey will close on 5.10.2023
5. Results will be sent to the Board for review on 5.12.2023
6. The Board will hold a special meeting on 5.17.2023

- 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

Committee Updates

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

Facilities Committee - Aaron Schweiterman and Tim Melton

The group has met twice since the last board meeting. The committee has been split into smaller groups: communication; long range facility plan; action planning and project management. A list of building improvements has been given to Pastor Curtis to see what his group can accomplish during the summer months. All but the electrical work can be completed by his group. The group is also discussing the bond process to assess if the district would like to pursue one in the future.

Safety Committee - Mary Thurber

Trustee Thurber gave the board an update regarding the safety committee. Some of the updates from her include; flipcharts being ready for backpacks in the fall; emergency backpacks will be updated this summer and security cameras on campus. She also gave an update about the latest safety drill the staff and students did. It was on April 4, 2023 and she feels it went very well. The next drill will be a lockdown and will take place sometime in May.

Whole Child - Julie Fleury

The committee had a meeting on 4,17,2023. They worked on the volunteer program to support the new curriculum being implemented next year. They will also have the wellness plan ready to be brought to the board at the May meeting.

PDAC - Carissa Paulson

The PDAC committee updates will be presented later in the meeting.

Awareness of Summer Banking Changes

This was a reminder for the board of the changes in structure in the district's financing as they 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-manage through First Security Bank.

Because of the listed changes, administration is making changes in the processes for ordering to ensure that everything is paid for by June 30th.

Action Items:

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

This is an update to staff responsibilities for the office positions. Administration recommends approval of the updated job descriptions for the Business Manager, District Clerk, School Secretary, and Head Coach.

Motion: Trustee Thurber to approve the changes made to the job descriptions.

Seconded: Trustee Melton

Public Comment: None

For: Fleury, Paulson, Schweiterman, Thurber, Melton

Opposed: None

Motion passed unanimously 5-0

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

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

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

Motion: Trustee Schwieterman to approve the changes to the listed policies.

Seconded: Trustee Melton

Public Comment: None

For: Fleury, Paulson, Schwieterman, Thurber, Melton

Opposed: None

Motion passed unanimously 5-0

NEW BUSINESS

Discussion Items:

Instruction Policies - First Reading

As the district continues to review policies, the instructional policies (series 2000) will be reviewed to prepare for next school year and to improve staff and student handbooks. The board and administration will need to schedule a study session to review the policies. The group will meet on April 28, 2023 at 12:00 P.M.

Athletic Fee Discussion

In a review of the athletics expenditures, Ms. Henderson found that the district had a significant deficit needing to be transferred from the general fund into athletics to remediate a negative balance. Currently, the district has a -\$12,355 negative balance. They currently charge \$50 per sport per student. To date, they have \$700 in unpaid student fees. If all fees were paid, it would change their negative balance to \$-11,655. They had 6 students participate with a scholarship. They have 52 students who are participating in athletics during the year. In reviewing the athletics information, the district needs 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	½ - \$240 per sport	⅔ - \$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 the district 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.

It was a recommendation from administration to review and discuss athletic fees and expenditures to prepare for the 2023-2024 school year.

Board Transition Process

The Board considered and discussed the process for transition to new board members at the May 2023 board meeting. They determined that the swearing in and board reorganization would take place at the end of the meeting.

Action Items:

Reading Curriculum Adoption

Foundations

Savvas

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.

Administration recommended the approval of core reading resources:

Fundations for grades K-2

Savvas for grades 3-5

Motion: Trustee Thurber to approve the curriculum for core reading resources from both Fundations and Savvas.

Seconded: Trustee Paulson

Public Comment: None

For: Fleury, Paulson, Schwieterman, Thurber, Melton

Opposed: None

Motion passed unanimously 5-0

Character Education Program Adoption

Character Strong

For the last several years, the district has 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 the district 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.

Administration recommended the approval of the Character Strong curriculum for character education.

Motion: Trustee Schwieterman to approve the curriculum for character education.

Seconded: Trustee Thurber

Public Comment: None

For: Fleury, Paulson, Schwieterman, Thurber, Melton

Opposed: None

Motion passed unanimously 5-0

Attendance Policy - First Reading

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.

This agenda item will be brought back to the board for a final vote at the next regular board meeting.

Approval of Master Agreement Proposals

The committee of Mr. Schwieterman, Mr. Melton, Mrs. Bateman and Ms. Henderson met to review the proposals by the GGS Association. After review, the committee determined the proposals were reasonable and helpful to improve the climate and culture of GGS. The committee tabled two items that focused on funding until the budget is completed. The collective bargaining committee recommended approval of the proposals to improve the master agreement.

Motion: Trustee Schwieterman to approve the changes recommended by the committee to the Master Agreement.

Seconded: Trustee Melton

Public Comment: None

For: Fleury, Paulson, Schwieterman, Thurber, Melton

Opposed: None

Motion passed unanimously 5-0

PDAC Schedule for 2023-2024

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.

The PDAC committee recommended approval of the professional development schedule for the 2023-2024 school year.

Motion: Trustee Melton to approve the professional development schedule for the 2023-2024 school year.

Seconded: Trustee Schwieterman

Public Comment: None

For: Fleury, Paulson, Schwieterman, Thurber, Melton

Opposed: None

Motion passed unanimously 5-0

Summer Work Proposal

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. A complete list of projects was included in the board book.

Administration recommended approval of the summer work proposal.

Motion: Trustee Melton to approve the summer work proposal.

Seconded: Trustee Thurber

Public Comment: None

For: Fleury, Paulson, Schwieterman, Thurber, Melton

Opposed: None

Motion passed unanimously 5-0

Job Description - Custodian

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 the district would continue with the grounds services they currently receive. If that would change, they would need to update this description. If approved, they would be advertising for this position immediately.

Administration recommended approval of the custodian's job description.

Motion: Trustee Schwieterman to approve the custodian job description changes.

Seconded: Trustee Melton

Public Comment: None

For: Fleury, Paulson, Schwieterman, Thurber, Melton

Opposed: None

Motion passed unanimously 5-0

Hiring Recommendations

Middle School Science

Second Grade Teacher

Middle School and Title I Teacher/Assessment Coordinator

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

Administration recommended approval of the three candidates.

Motion: Trustee Thurber to approve the hiring of the listed candidates for the positions.

Seconded: Trustee Melton

Public Comment: None

For: Fleury, Paulson, Schwieterman, Thurber, Melton

Opposed: None

Motion passed unanimously 5-0

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

The district has three (3) overnight trips for students in grades 8, 6, and 5. They are seeking preliminary approval to begin planning for these trips for the 2023-2024 school year.

Administration recommended approval of the 8th Grade DC trip, 6th Grade Yellowstone Trip, and 5th Grade Butte Trip for the 2023-2024 school year.

Motion: Trustee Melton to approve the trips for the 2023-2024 school year.

Seconded: Trustee Thurber

Public Comment: None

For: Fleury, Paulson, Schwieterman, Thurber, Melton

Opposed: None

Motion passed unanimously 5-0

Accounting Software Approval

The district currently utilizes BMS as their accounting software. BMS is difficult to use and does not provide them with the ability to manage their own finances. Through the use of Tyler Technologies Infinite Visions (iVisions), the district would be able to effectively manage all their accounting, payroll, as well as human resources in one application. Currently, BMS costs the district \$10,450 without the human resources module. The inclusion of this module would add an additional \$2,600 to the yearly invoice. iVisions would cost the district \$18,775 after the first year of implementation.

This agenda item will be brought back to the board at a later time.

Office Substitute Wage

The district currently pays \$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.

Administration recommended the hourly wage increase to \$13.00 per hour.

Motion: Trustee Melton to approve the increase to \$13.00 an hour for the office substitute position.

Seconded: Trustee Schwieterman

Public Comment: None
For: Fleury, Paulson, Schwieterman, Thurber, Melton
Opposed: None
Motion passed unanimously 5-0

ADJOURNMENT

Board Chair Julie Fleury adjourned the meeting at 8:39 P.M.

Julie Fleury, Board Chair

Brittney Bateman, District Clerk

05/09/23
07:40:05

GALLATIN GATEWAY ELEMENTARY
Claims and/or Payroll Checks List
For the Accounting Period: 4/23

Page: 1 of 2
Report ID: W100X

Claims

Check #	Check Type	Vendor/Employee/Payee Number/Name	Check Amount	Period	Date Issued	CL #/Payroll Notes
37634	SC	1911 [REDACTED]	60.00	4/23	04/18/23	CL 3661 60.00
37635	SC	123 BIG SKY PUBLISHING	518.00	4/23	04/18/23	CL 3650 518.00
37636	SC	1902 Butler Industries	9660.00	4/23	04/18/23	CL 3655 9660.00
37637	SC	262 COMMERCIAL ENERGY OF MONTANA INC	1704.85	4/23	04/18/23	CL 3651 1704.85
37638	SC	441 GALLATIN GATEWAY WATER & SEWER DI	937.33	4/23	04/18/23	CL 3652 937.33
37639	SC	1909 Global Travel Alliance	9755.50	4/23	04/18/23	CL 3653 9755.50
37640	SC	1917 Harlow's School Bus Service Inc.	5837.00	4/23	04/18/23	CL 3659 5837.00
37641	SC	577 KELLEY CONNECT	280.21	4/23	04/18/23	CL 3656 280.21
37642	SC	1713 QUADIENT, INC	167.45	4/23	04/18/23	CL 3658 167.45
37643	SC	1276 ROCKY MOUNTAIN PRINT SOLUTIONS	124.00	4/23	04/18/23	CL 3654 124.00
37644	SC	1857 SUMMIT FIRE AND SECURITY	1442.00	4/23	04/18/23	CL 3660 1442.00
37645	SC	1901 The Grounds Guys of Bozeman	5472.89	4/23	04/18/23	CL 3664 5472.89
37646	SC	420 US FOODS	3094.71	4/23	04/18/23	CL 3662 3094.71
37647	SC	1299 CAMPBELLS PLUMBING & HEATING	161.85	4/23	04/27/23	CL 3667 161.85
37648	SC	1298 E-RATE MANAGEMENT PROGRAM, LLC	5201.89	4/23	04/27/23	CL 3668 5201.89
37649	SC	697 [REDACTED]	250.00	4/23	04/27/23	CL 3665 250.00
37650	SC	880 OTT JONES SCULPTURE	1430.72	4/23	04/27/23	CL 3666 1430.72
37651	SC	666 THOMAS, LORRIE	100.00	4/23	04/27/23	CL 3671 100.00
37652	SC	1930 Universal Background Screening	173.50	4/23	04/27/23	CL 3670 173.50
37653	SC	420 US FOODS	1147.29	4/23	04/27/23	CL 3672 1147.29

Claims Total # of Checks: 20

Total: 47519.19

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

Payroll

Check #	Check Type	Vendor/Employee/Payee Number/Name	Check Amount	Period	Date Issued	CL #/Payroll Notes
-87106	P	100099 [REDACTED]	5045.96	4/23	04/01/23	
-87105	P	100027 [REDACTED]	1986.77	4/23	04/01/23	
-87104	P	100089 [REDACTED]	3854.64	4/23	04/01/23	
-87103	P	100104 [REDACTED]	81.11	4/23	04/01/23	
-87102	P	11 [REDACTED]	2755.55	4/23	04/01/23	
-87101	P	15 [REDACTED]	4629.72	4/23	04/01/23	
-87100	P	20 [REDACTED]	3992.17	4/23	04/01/23	
-87099	P	100014 [REDACTED]	2483.67	4/23	04/01/23	
-87098	P	100031 [REDACTED]	2658.71	4/23	04/01/23	
-87097	P	100105 [REDACTED]	83.11	4/23	04/01/23	
-87096	P	100097 [REDACTED]	6144.18	4/23	04/01/23	
-87095	P	100032 [REDACTED]	2320.18	4/23	04/01/23	
-87094	P	100009 [REDACTED]	3404.88	4/23	04/01/23	
-87093	P	111 [REDACTED]	2774.29	4/23	04/01/23	
-87092	P	100102 [REDACTED]	2713.08	4/23	04/01/23	
-87091	P	93 [REDACTED]	2013.83	4/23	04/01/23	
-87090	P	39 [REDACTED]	2085.80	4/23	04/01/23	
-87089	P	100095 [REDACTED]	163.23	4/23	04/01/23	
-87088	P	100110 [REDACTED]	3096.28	4/23	04/01/23	
-87087	P	100081 [REDACTED]	81.11	4/23	04/01/23	
-87086	P	49 [REDACTED]	2429.12	4/23	04/01/23	
-87085	P	100088 [REDACTED]	2171.29	4/23	04/01/23	
-87084	P	100078 [REDACTED]	2741.92	4/23	04/01/23	
-87083	P	86 [REDACTED]	2551.04	4/23	04/01/23	
-87082	P	100101 [REDACTED]	1568.52	4/23	04/01/23	
-87081	P	100091 [REDACTED]	2255.83	4/23	04/01/23	
-87080	P	56 [REDACTED]	0.00	4/23	04/01/23	
-87079	P	100094 [REDACTED]	2059.77	4/23	04/01/23	
-87078	P	58 [REDACTED]	2657.46	4/23	04/01/23	
175058	P	100108 [REDACTED]	328.46	4/23	04/01/23	
175059	P	100107 [REDACTED]	41.56	4/23	04/01/23	
175060	P	48 [REDACTED]	81.11	4/23	04/01/23	
175061	P	100109 [REDACTED]	642.45	4/23	04/01/23	
175062	P	100096 [REDACTED]	674.62	4/23	04/05/23	

Payroll Total # of Checks: 34 Total: 72571.42

Grand Total # of Checks: 54 Total: 120090.61

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

Funds 101- 117

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	434.51	-434.51
101	100	2500	***	****					0.00	934.51	-934.51
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	20,796.16	-20,796.16
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	35,931.79	-35,931.79
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	58,858.61	-58,858.61
101	190	2670	780			SAFETY- OPERATION	MAJOR TECHNOLOGY HAR		0.00	1,068.00	-1,068.00

Funds 101- 117

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	12,973.19	-12,973.19
101	80	100	1000	650		INSTRUCTION	PERIODICALS		0.00	4,937.70	-4,937.70
101	80	100	1000	680		INSTRUCTION	COMPUTER SOFTWARE		0.00	1,289.80	-1,289.80
101	80	100	1000	810		INSTRUCTION	DUES AND FEES		0.00	1,862.81	-1,862.81
101	80	100	1000	***	****				0.00	37,521.12	-37,521.12
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	2225	680		LIBRARY SERVICES	COMPUTER SOFTWARE		0.00	1,650.13	-1,650.13
101	80	100	2225	***	****				0.00	1,650.13	-1,650.13
101	80	100	2300	330		GENERAL	OTHER PROFESSIONAL S		19,000.00	1,220.80	17,779.20
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	340		GENERAL	TECHNICAL SERVICES		0.00	5,201.89	-5,201.89
101	80	100	2300	450		GENERAL	RENTAL		0.00	145.62	-145.62
101	80	100	2300	530		GENERAL	COMMUNICATIONS- INTE		4,000.00	994.12	3,005.88
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	209.99	1,540.01
101	80	100	2300	535		GENERAL	COMMUNICATIONS		770.00	0.00	770.00
101	80	100	2300	540		GENERAL	ADVERTISING		200.00	518.00	-318.00
101	80	100	2300	550		GENERAL	PRINTING/DUPLICATING		3,000.00	1,853.11	1,146.89
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	1,176.01	-276.01
101	80	100	2300	680		GENERAL	COMPUTER SOFTWARE		1,500.00	777.04	722.96
101	80	100	2300	810		GENERAL	DUES AND FEES		5,500.00	5,859.88	-359.88
101	80	100	2300	***	****				54,720.00	27,890.54	26,829.46
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

Funds 101- 117

Fund	Org	Prog	Func	Obj	Proj	Function	Object	Project	Curr. Approp.	Committed	Remaining
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
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

Funds 101- 117

Fund	Org	Prog	Func	Obj	Proj	Function	Object	Project	Curr. Approp.	Committed	Remaining
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	5,800.55	6,699.45
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	9,018.98	1,698.02
101	80	100	2600	421		OPERATIONS &	WATER TESTS		1,800.00	1,615.04	184.96
101	80	100	2600	431		OPERATIONS &	DISPOSAL SERVICE		3,600.00	897.71	2,702.29
101	80	100	2600	433		OPERATIONS &	CUSTODIAL SERVICES		47,150.00	41,851.94	5,298.06
101	80	100	2600	440		OPERATIONS &	REPAIR AND MAINTENAN		15,000.00	3,881.16	11,118.84
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	1,028.86	-1,028.86
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	82,792.67	50,954.33
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	302,264.27	95,515.73
101	80	280	2600	431		OPERATIONS &	DISPOSAL SERVICE		0.00	150.51	-150.51
101	80	280	2600	530		OPERATIONS &	COMMUNICATIONS- INTE		0.00	298.24	-298.24
101	80	280	2600	531		OPERATIONS &	COMMUNICATIONS- TELE		0.00	106.16	-106.16
101	80	280	2600	***	****				0.00	554.91	-554.91
101	80	280	****	***	****				0.00	554.91	-554.91
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	314,480.55	83,299.45
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

Funds 101- 117

Fund	Org	Prog	Func	Obj	Proj	Function	Object	Project	Curr. Approp.	Committed	Remaining
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	28,903.39	-13,903.39
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	364,239.62	231,549.38
101	81	100	2100	113		STUDENTS	PROFESSIONAL-OTHER C		4,448.00	3,143.71	1,304.29
101	81	100	2100	170		STUDENTS	VACATION PAY		375.00	0.00	375.00
101	81	100	2100	250		STUDENTS	WORKERS' COMPENSATIO		45.00	14.32	30.68
101	81	100	2100	260		STUDENTS	HEALTH INS		459.00	373.62	85.38
101	81	100	2100	***	****				5,327.00	3,531.65	1,795.35
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	404,086.03	258,453.97
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

Funds 101- 117

Fund	Org	Prog	Func	Obj	Proj	Function	Object	Project	Curr. Approp.	Committed	Remaining
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
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

Funds 101- 117

Fund	Org	Prog	Func	Obj	Proj	Function	Object	Project	Curr. Approp.	Committed	Remaining
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	429,976.09	281,894.91
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
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	10,587.61	-6,587.61
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	92,305.39	71,771.61
101	82	100	2100	113		STUDENTS	PROFESSIONAL-OTHER C		1,440.00	1,118.97	321.03
101	82	100	2100	170		STUDENTS	VACATION PAY		125.00	0.00	125.00
101	82	100	2100	250		STUDENTS	WORKERS' COMPENSATIO		20.00	5.09	14.91
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	1,257.18	619.82
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

Funds 101- 117

Fund	Org	Prog	Func	Obj	Proj	Function	Object	Project	Curr. Approp.	Committed	Remaining
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	106,022.99	99,821.01
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
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

Funds 101- 117

Fund	Org	Prog	Func	Obj	Proj	Function	Object	Project	Curr. Approp.	Committed	Remaining
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
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	117,253.07	113,740.93
101	***	***	****	***	****				1,340,645.00	921,636.32	419,008.68

Funds 101- 117

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

Funds 101- 117

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	0.00	1,032.00
110	80	100	2700	431		STUDENT	DISPOSAL SERVICE		0.00	50.17	-50.17
110	80	100	2700	510		STUDENT	STUDENT TRANSPORTATI		0.00	23,303.10	-23,303.10
110	80	100	2700	520		STUDENT	INSURANCE		4,873.00	6,518.70	-1,645.70
110	80	100	2700	530		STUDENT	COMMUNICATIONS- INTE		0.00	99.41	-99.41
110	80	100	2700	531		STUDENT	COMMUNICATIONS- TELE		0.00	35.39	-35.39
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	30,130.95	13,984.05
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	72,462.21	52,437.79
110	80	***	****	***	****				124,900.00	72,462.21	52,437.79
110	***	***	****	***	****				124,900.00	78,816.11	46,083.89

GALLATIN GATEWAY ELEMENTARY
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Funds 101- 117

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

Funds 101- 117

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	431		FOOD SERVICES	DISPOSAL SERVICE		0.00	150.51	-150.51
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	530		FOOD SERVICES	COMMUNICATIONS- INTE		0.00	298.24	-298.24
112	80	910	3100	531		FOOD SERVICES	COMMUNICATIONS- TELE		0.00	106.16	-106.16
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	24,117.97	40,924.03
112	80	910	3100	810		FOOD SERVICES	DUES AND FEES		71.00	115.00	-44.00
112	80	910	3100	***	****				126,403.00	49,239.48	77,163.52
112	80	910	****	***	****				126,403.00	49,239.48	77,163.52
112	80	***	****	***	****				126,441.00	49,239.48	77,201.52
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

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Funds 101- 117

Fund	Org	Prog	Func	Obj	Proj	Function	Object	Project	Curr. Approp.	Committed	Remaining
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
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	49,818.45	217,541.55

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Funds 101- 117

Fund	Org	Prog	Func	Obj	Proj	Function	Object	Project	Curr. Approp.	Committed	Remaining
113	80	280	1000	561		INSTRUCTION	TUITION		14,433.00	0.00	14,433.00
113	80	280	1000	***	****				14,433.00	0.00	14,433.00
113	80	280	****	***	****				14,433.00	0.00	14,433.00
113	80	***	****	***	****				14,433.00		14,433.00
113	***	***	****	***	****				14,433.00	0.00	14,433.00

Funds 101- 117

Fund	Org	Prog	Func	Obj	Proj	Function	Object	Project	Curr. Approp.	Committed	Remaining
114	80	100	1000	210		INSTRUCTION	SOCIAL SECURITY AND		68.00	727.98	-659.98
114	80	100	1000	240		INSTRUCTION	UNEMPLOYMENT		5.00	38.04	-33.04
114	80	100	1000	***	****				73.00	766.02	-693.02
114	80	100	2312	210		DISTRICT CLERK	SOCIAL SECURITY AND		0.00	3,356.29	-3,356.29
114	80	100	2312	230		DISTRICT CLERK	PERS		0.00	3,808.17	-3,808.17
114	80	100	2312	240		DISTRICT CLERK	UNEMPLOYMENT		0.00	181.66	-181.66
114	80	100	2312	***	****				0.00	7,346.12	-7,346.12
114	80	100	2321	210		SUPERINTENDENT	SOCIAL SECURITY AND		9,500.00	6,136.09	3,363.91
114	80	100	2321	220		SUPERINTENDENT	TRS		8,000.00	4,758.23	3,241.77
114	80	100	2321	230		SUPERINTENDENT	PERS		3,700.00	2,582.02	1,117.98
114	80	100	2321	240		SUPERINTENDENT	UNEMPLOYMENT		1,000.00	324.19	675.81
114	80	100	2321	***	****				22,200.00	13,800.53	8,399.47
114	80	100	2400	210		SCHOOL	SOCIAL SECURITY AND		16.00	0.00	16.00
114	80	100	2400	220		SCHOOL	TRS		19.00	0.00	19.00
114	80	100	2400	240		SCHOOL	UNEMPLOYMENT		1.00	0.00	1.00
114	80	100	2400	***	****				36.00	0.00	36.00
114	80	100	2500	210		BUSINESS SERVICES	SOCIAL SECURITY AND		5,844.00	3,096.62	2,747.38
114	80	100	2500	230		BUSINESS SERVICES	PERS		7,000.00	3,591.84	3,408.16
114	80	100	2500	240		BUSINESS SERVICES	UNEMPLOYMENT		1,000.00	166.53	833.47
114	80	100	2500	***	****				13,844.00	6,854.99	6,989.01
114	80	100	2517	210		PROPERTY	SOCIAL SECURITY AND		67.00	0.00	67.00
114	80	100	2517	240		PROPERTY	UNEMPLOYMENT		5.00	0.00	5.00
114	80	100	2517	***	****				72.00	0.00	72.00
114	80	100	2580	210		ADMINISTRATIVE	SOCIAL SECURITY AND		700.00	352.01	347.99
114	80	100	2580	220		ADMINISTRATIVE	TRS		700.00	433.99	266.01
114	80	100	2580	240		ADMINISTRATIVE	UNEMPLOYMENT		75.00	18.51	56.49
114	80	100	2580	***	****				1,475.00	804.51	670.49
114	80	100	2600	210		OPERATIONS &	SOCIAL SECURITY AND		700.00	180.51	519.49
114	80	100	2600	240		OPERATIONS &	UNEMPLOYMENT		150.00	10.38	139.62
114	80	100	2600	***	****				850.00	190.89	659.11
114	80	100	2700	210		STUDENT	SOCIAL SECURITY AND		3,700.00	0.00	3,700.00
114	80	100	2700	220		STUDENT	TRS		3.00	0.00	3.00
114	80	100	2700	230		STUDENT	PERS		1,700.00	0.00	1,700.00
114	80	100	2700	240		STUDENT	UNEMPLOYMENT		200.00	0.00	200.00
114	80	100	2700	***	****				5,603.00	0.00	5,603.00
114	80	100	****	***	****				44,153.00	29,763.06	14,389.94
114	80	280	6200	920		RESOURCES	RESOURCES TRANSFER T		4,000.00	0.00	4,000.00
114	80	280	6200	***	****				4,000.00	0.00	4,000.00
114	80	280	****	***	****				4,000.00	0.00	4,000.00
114	80	610	1000	210		INSTRUCTION	SOCIAL SECURITY AND		1,800.00	34.23	1,765.77

Funds 101- 117

Fund	Org	Prog	Func	Obj	Proj	Function	Object	Project	Curr. Approp.	Committed	Remaining
114	80	610	1000	220		INSTRUCTION	TRS		1,500.00	25.29	1,474.71
114	80	610	1000	240		INSTRUCTION	UNEMPLOYMENT		100.00	1.80	98.20
114	80	610	1000	***	****				3,400.00	61.32	3,338.68
114	80	610	2312	210		DISTRICT CLERK	SOCIAL SECURITY AND		0.00	103.83	-103.83
114	80	610	2312	230		DISTRICT CLERK	PERS		0.00	117.78	-117.78
114	80	610	2312	240		DISTRICT CLERK	UNEMPLOYMENT		0.00	5.62	-5.62
114	80	610	2312	***	****				0.00	227.23	-227.23
114	80	610	2321	210		SUPERINTENDENT	SOCIAL SECURITY AND		600.00	139.14	460.86
114	80	610	2321	220		SUPERINTENDENT	TRS		500.00	142.58	357.42
114	80	610	2321	230		SUPERINTENDENT	PERS		750.00	26.08	723.92
114	80	610	2321	240		SUPERINTENDENT	UNEMPLOYMENT		50.00	7.35	42.65
114	80	610	2321	***	****				1,900.00	315.15	1,584.85
114	80	610	2500	210		BUSINESS SERVICES	SOCIAL SECURITY AND		400.00	25.21	374.79
114	80	610	2500	220		BUSINESS SERVICES	TRS		61.00	0.00	61.00
114	80	610	2500	230		BUSINESS SERVICES	PERS		450.00	28.56	421.44
114	80	610	2500	240		BUSINESS SERVICES	UNEMPLOYMENT		100.00	1.39	98.61
114	80	610	2500	***	****				1,011.00	55.16	955.84
114	80	610	****	***	****				6,311.00	658.86	5,652.14
114	80	910	3100	210		FOOD SERVICES	SOCIAL SECURITY AND		5,000.00	2,247.43	2,752.57
114	80	910	3100	220		FOOD SERVICES	TRS		16.00	0.00	16.00
114	80	910	3100	230		FOOD SERVICES	PERS		4,700.00	2,052.91	2,647.09
114	80	910	3100	240		FOOD SERVICES	UNEMPLOYMENT		350.00	117.79	232.21
114	80	910	3100	***	****				10,066.00	4,418.13	5,647.87
114	80	910	****	***	****				10,066.00	4,418.13	5,647.87
114	80	***	****	***	****				64,530.00	34,840.05	29,689.95
114	81	100	1000	210		INSTRUCTION	SOCIAL SECURITY AND		37,500.00	20,606.26	16,893.74
114	81	100	1000	220		INSTRUCTION	TRS		47,500.00	25,211.34	22,288.66
114	81	100	1000	240		INSTRUCTION	UNEMPLOYMENT		3,500.00	1,161.62	2,338.38
114	81	100	1000	***	****				88,500.00	46,979.22	41,520.78
114	81	100	2100	210		STUDENTS	SOCIAL SECURITY AND		900.00	240.49	659.51
114	81	100	2100	220		STUDENTS	TRS		950.00	0.00	950.00
114	81	100	2100	240		STUDENTS	UNEMPLOYMENT		100.00	12.59	87.41
114	81	100	2100	***	****				1,950.00	253.08	1,696.92
114	81	100	2120	210		GUIDANCE PROGRAM	SOCIAL SECURITY AND		3,500.00	1,305.22	2,194.78
114	81	100	2120	220		GUIDANCE PROGRAM	TRS		3,300.00	1,616.84	1,683.16
114	81	100	2120	240		GUIDANCE PROGRAM	UNEMPLOYMENT		200.00	69.00	131.00
114	81	100	2120	***	****				7,000.00	2,991.06	4,008.94
114	81	100	2225	210		LIBRARY SERVICES	SOCIAL SECURITY AND		1,800.00	941.03	858.97
114	81	100	2225	220		LIBRARY SERVICES	TRS		2,000.00	1,173.94	826.06
114	81	100	2225	240		LIBRARY SERVICES	UNEMPLOYMENT		150.00	50.13	99.87

Funds 101- 117

Fund	Org	Prog	Func	Obj	Proj	Function	Object	Project	Curr. Approp.	Committed	Remaining
114	81	100	2225	***	****				3,950.00	2,165.10	1,784.90
114	81	100	****	***	****				101,400.00	52,388.46	49,011.54
114	81	280	1000	210		INSTRUCTION	SOCIAL SECURITY AND		2,500.00	1,396.62	1,103.38
114	81	280	1000	220		INSTRUCTION	TRS		2,800.00	1,714.99	1,085.01
114	81	280	1000	240		INSTRUCTION	UNEMPLOYMENT		160.00	73.22	86.78
114	81	280	1000	***	****				5,460.00	3,184.83	2,275.17
114	81	280	****	***	****				5,460.00	3,184.83	2,275.17
114	81	710	3400	210		EXTRACURRICULAR	SOCIAL SECURITY AND		84.00	0.00	84.00
114	81	710	3400	240		EXTRACURRICULAR	UNEMPLOYMENT		6.00	0.00	6.00
114	81	710	3400	***	****				90.00	0.00	90.00
114	81	710	3407	210		ACTIVITIES-	SOCIAL SECURITY AND		40.00	0.00	40.00
114	81	710	3407	240		ACTIVITIES-	UNEMPLOYMENT		25.00	0.00	25.00
114	81	710	3407	***	****				65.00	0.00	65.00
114	81	710	****	***	****				155.00	0.00	155.00
114	81	720	3500	210		EXTRACURRICULAR	SOCIAL SECURITY AND		350.00	215.06	134.94
114	81	720	3500	240		EXTRACURRICULAR	UNEMPLOYMENT		50.00	11.30	38.70
114	81	720	3500	***	****				400.00	226.36	173.64
114	81	720	3501	210		ATHLETICS-	SOCIAL SECURITY AND		100.00	0.00	100.00
114	81	720	3501	240		ATHLETICS-	UNEMPLOYMENT		25.00	0.00	25.00
114	81	720	3501	***	****				125.00	0.00	125.00
114	81	720	3502	210		ATHLETICS- GIRLS	SOCIAL SECURITY AND		100.00	0.00	100.00
114	81	720	3502	240		ATHLETICS- GIRLS	UNEMPLOYMENT		25.00	0.00	25.00
114	81	720	3502	***	****				125.00	0.00	125.00
114	81	720	3503	210		ATHLETICS- BOYS	SOCIAL SECURITY AND		100.00	0.00	100.00
114	81	720	3503	240		ATHLETICS- BOYS	UNEMPLOYMENT		25.00	0.00	25.00
114	81	720	3503	***	****				125.00	0.00	125.00
114	81	720	3504	210		ATHLETICS-	SOCIAL SECURITY AND		100.00	0.00	100.00
114	81	720	3504	***	****				100.00	0.00	100.00
114	81	720	3505	210		ATHLETICS- TRACK	SOCIAL SECURITY AND		150.00	0.00	150.00
114	81	720	3505	240		ATHLETICS- TRACK	UNEMPLOYMENT		25.00	0.00	25.00
114	81	720	3505	***	****				175.00	0.00	175.00
114	81	720	3506	210		ATHLETICS-	SOCIAL SECURITY AND		100.00	0.00	100.00
114	81	720	3506	240		ATHLETICS-	UNEMPLOYMENT		25.00	0.00	25.00
114	81	720	3506	***	****				125.00	0.00	125.00
114	81	720	****	***	****				1,175.00	226.36	948.64
114	81	***	****	***	****				108,190.00	55,799.65	52,390.35

Funds 101- 117

Fund	Org	Prog	Func	Obj	Proj	Function	Object	Project	Curr. Approp.	Committed	Remaining
114	82	100	1000	210		INSTRUCTION	SOCIAL SECURITY AND		12,000.00	5,365.26	6,634.74
114	82	100	1000	220		INSTRUCTION	TRS		15,000.00	6,033.55	8,966.45
114	82	100	1000	240		INSTRUCTION	UNEMPLOYMENT		1,000.00	286.66	713.34
114	82	100	1000	***	****				28,000.00	11,685.47	16,314.53
114	82	100	2100	210		STUDENTS	SOCIAL SECURITY AND		600.00	85.60	514.40
114	82	100	2100	220		STUDENTS	TRS		450.00	0.00	450.00
114	82	100	2100	240		STUDENTS	UNEMPLOYMENT		50.00	4.47	45.53
114	82	100	2100	***	****				1,100.00	90.07	1,009.93
114	82	100	2120	210		GUIDANCE PROGRAM	SOCIAL SECURITY AND		2,500.00	412.18	2,087.82
114	82	100	2120	220		GUIDANCE PROGRAM	TRS		3,000.00	510.57	2,489.43
114	82	100	2120	240		GUIDANCE PROGRAM	UNEMPLOYMENT		175.00	21.78	153.22
114	82	100	2120	***	****				5,675.00	944.53	4,730.47
114	82	100	2225	210		LIBRARY SERVICES	SOCIAL SECURITY AND		1,000.00	354.92	645.08
114	82	100	2225	220		LIBRARY SERVICES	TRS		1,200.00	442.77	757.23
114	82	100	2225	240		LIBRARY SERVICES	UNEMPLOYMENT		100.00	18.90	81.10
114	82	100	2225	***	****				2,300.00	816.59	1,483.41
114	82	100	****	***	****				37,075.00	13,536.66	23,538.34
114	82	280	1000	210		INSTRUCTION	SOCIAL SECURITY AND		3,300.00	490.69	2,809.31
114	82	280	1000	220		INSTRUCTION	TRS		3,700.00	602.57	3,097.43
114	82	280	1000	240		INSTRUCTION	UNEMPLOYMENT		275.00	25.69	249.31
114	82	280	1000	***	****				7,275.00	1,118.95	6,156.05
114	82	280	****	***	****				7,275.00	1,118.95	6,156.05
114	82	710	3407	210		ACTIVITIES-	SOCIAL SECURITY AND		40.00	0.00	40.00
114	82	710	3407	240		ACTIVITIES-	UNEMPLOYMENT		25.00	0.00	25.00
114	82	710	3407	***	****				65.00	0.00	65.00
114	82	710	3421	210		ACTIVITIES-CLASS	SOCIAL SECURITY AND		74.00	0.00	74.00
114	82	710	3421	240		ACTIVITIES-CLASS	UNEMPLOYMENT		6.00	0.00	6.00
114	82	710	3421	***	****				80.00	0.00	80.00
114	82	710	3422	210		ACTIVITIES- CLASS	SOCIAL SECURITY AND		100.00	50.96	49.04
114	82	710	3422	240		ACTIVITIES- CLASS	UNEMPLOYMENT		50.00	2.80	47.20
114	82	710	3422	***	****				150.00	53.76	96.24
114	82	710	****	***	****				295.00	53.76	241.24
114	82	720	3500	210		EXTRACURRICULAR	SOCIAL SECURITY AND		350.00	215.08	134.92
114	82	720	3500	240		EXTRACURRICULAR	UNEMPLOYMENT		50.00	11.30	38.70
114	82	720	3500	***	****				400.00	226.38	173.62
114	82	720	3501	210		ATHLETICS-	SOCIAL SECURITY AND		100.00	0.00	100.00
114	82	720	3501	240		ATHLETICS-	UNEMPLOYMENT		25.00	0.00	25.00
114	82	720	3501	***	****				125.00	0.00	125.00
114	82	720	3502	210		ATHLETICS- GIRLS	SOCIAL SECURITY AND		100.00	0.00	100.00

Funds 101- 117

Fund	Org	Prog	Func	Obj	Proj	Function	Object	Project	Curr. Approp.	Committed	Remaining
114	82	720	3502	240		ATHLETICS- GIRLS	UNEMPLOYMENT		25.00	0.00	25.00
114	82	720	3502	***	****				125.00	0.00	125.00
114	82	720	3503	210		ATHLETICS- BOYS	SOCIAL SECURITY AND		100.00	0.00	100.00
114	82	720	3503	240		ATHLETICS- BOYS	UNEMPLOYMENT		25.00	0.00	25.00
114	82	720	3503	***	****				125.00	0.00	125.00
114	82	720	3504	210		ATHLETICS-	SOCIAL SECURITY AND		100.00	0.00	100.00
114	82	720	3504	240		ATHLETICS-	UNEMPLOYMENT		25.00	0.00	25.00
114	82	720	3504	***	****				125.00	0.00	125.00
114	82	720	3505	210		ATHLETICS- TRACK	SOCIAL SECURITY AND		150.00	0.00	150.00
114	82	720	3505	240		ATHLETICS- TRACK	UNEMPLOYMENT		25.00	0.00	25.00
114	82	720	3505	***	****				175.00	0.00	175.00
114	82	720	3506	210		ATHLETICS-	SOCIAL SECURITY AND		100.00	0.00	100.00
114	82	720	3506	240		ATHLETICS-	UNEMPLOYMENT		25.00	0.00	25.00
114	82	720	3506	***	****				125.00	0.00	125.00
114	82	720	****	***	****				1,200.00	226.38	973.62
114	82	***	****	***	****				45,845.00	14,935.75	30,909.25
114	***	***	****	***	****				218,565.00	105,575.45	112,989.55

Funds 101- 117

Fund	Org	Prog	Func	Obj	Proj	Function	Object	Project	Curr. Approp.	Committed	Remaining
115		100	1000	320	785	INSTRUCTION	PROFESSIONAL/EDUCATI	ESSER III- BASIC	0.00	150.00	-150.00
115		100	1000	800	710	INSTRUCTION	OTHER	FIELD TRIPS	0.00	55,955.50	-55,955.50
115		100	1000	***	****				0.00	56,105.50	-56,105.50
115		100	2120	680	785	GUIDANCE PROGRAM	COMPUTER SOFTWARE	ESSER III- BASIC	0.00	7,500.00	-7,500.00
115		100	2120	***	****				0.00	7,500.00	-7,500.00
115		100	2600	440	145	OPERATIONS &	REPAIR AND MAINTENAN	MISC.	0.00	1,120.00	-1,120.00
115		100	2600	***	****				0.00	1,120.00	-1,120.00
115		100	2700	510	710	STUDENT	STUDENT TRANSPORTATI	FIELD TRIPS	0.00	493.90	-493.90
115		100	2700	***	****				0.00	493.90	-493.90
115		100	3425	610	710	ACTIVITIES- CLASS	SUPPLIES	FIELD TRIPS	0.00	958.88	-958.88
115		100	3425	***	****				0.00	958.88	-958.88
115		100	****	***	****				0.00	66,178.28	-66,178.28
115		910	3100	730	145	FOOD SERVICES	MAJOR NEW EQUIPMENT	MISC.	0.00	6,793.44	-6,793.44
115		910	3100	***	****				0.00	6,793.44	-6,793.44
115		910	****	***	****				0.00	6,793.44	-6,793.44
115		***	****	***	****						
115	80	100	1000	330	145	INSTRUCTION	OTHER PROFESSIONAL S	MISC.	0.00	1,430.72	-1,430.72
115	80	100	1000	610	145	INSTRUCTION	SUPPLIES	MISC.	0.00	2,372.35	-2,372.35
115	80	100	1000	660	430	INSTRUCTION	MINOR EQUIPMENT	REAP (FY21)	10,111.00	0.00	10,111.00
115	80	100	1000	680	785	INSTRUCTION	COMPUTER SOFTWARE	ESSER III- BASIC	0.00	5,400.00	-5,400.00
115	80	100	1000	***	****				10,111.00	9,203.07	907.93
115	80	100	2225	640	195	LIBRARY SERVICES	BOOKS	BOOK FAIR	0.00	1,594.04	-1,594.04
115	80	100	2225	800	160	LIBRARY SERVICES	OTHER	LIBRARY	0.00	7.00	-7.00
115	80	100	2225	***	****				0.00	1,601.04	-1,601.04
115	80	100	2300	582	110	GENERAL	TRAVEL OUT-OF-DISTRI	MEDICAID- MAC REIMBU	138.00	0.00	138.00
115	80	100	2300	582	162	GENERAL	TRAVEL OUT-OF-DISTRI	FSA Excess	1,599.00	0.00	1,599.00
115	80	100	2300	810	110	GENERAL	DUES AND FEES	MEDICAID- MAC REIMBU	785.00	0.00	785.00
115	80	100	2300	***	****				2,522.00	0.00	2,522.00
115	80	100	2316	610	110	Staff Relations	SUPPLIES	MEDICAID- MAC REIMBU	1,466.00	0.00	1,466.00
115	80	100	2316	610	145	Staff Relations	SUPPLIES	MISC.	990.00	0.00	990.00
115	80	100	2316	610	169	Staff Relations	SUPPLIES	PCARD REBATE	280.00	0.00	280.00
115	80	100	2316	***	****				2,736.00	0.00	2,736.00
115	80	100	2321	582	110	SUPERINTENDENT	TRAVEL OUT-OF-DISTRI	MEDICAID- MAC REIMBU	250.00	0.00	250.00
115	80	100	2321	610	110	SUPERINTENDENT	SUPPLIES	MEDICAID- MAC REIMBU	87.00	0.00	87.00
115	80	100	2321	***	****				337.00	0.00	337.00
115	80	100	2400	610	110	SCHOOL	SUPPLIES	MEDICAID- MAC REIMBU	188.00	0.00	188.00
115	80	100	2400	***	****				188.00	0.00	188.00

Funds 101- 117

Fund	Org	Prog	Func	Obj	Proj	Function	Object	Project	Curr. Approp.	Committed	Remaining
115	80	100	2500	810	145	BUSINESS SERVICES	DUES AND FEES	MISC.	36.00	0.00	36.00
115	80	100	2500	***	****				36.00	0.00	36.00
115	80	100	2600	440	785	OPERATIONS &	REPAIR AND MAINTENAN	ESSER III- BASIC	0.00	1,869.48	-1,869.48
115	80	100	2600	610	110	OPERATIONS &	SUPPLIES	MEDICAID- MAC REIMBU	369.00	0.00	369.00
115	80	100	2600	***	****				369.00	1,869.48	-1,500.48
115	80	100	3400	610	710	EXTRACURRICULAR	SUPPLIES	FIELD TRIPS	0.00	45.43	-45.43
115	80	100	3400	***	****				0.00	45.43	-45.43
115	80	100	****	***	****				16,299.00	12,719.02	3,579.98
115	80	280	1000	810	110	INSTRUCTION	DUES AND FEES	MEDICAID- MAC REIMBU	159.00	0.00	159.00
115	80	280	1000	***	****				159.00	0.00	159.00
115	80	280	****	***	****				159.00	0.00	159.00
115	80	710	3400	340	145	EXTRACURRICULAR	TECHNICAL SERVICES	MISC.	0.00	250.00	-250.00
115	80	710	3400	***	****				0.00	250.00	-250.00
115	80	710	****	***	****				0.00	250.00	-250.00
115	80	737	1000	660	737	INSTRUCTION	MINOR EQUIPMENT	ARP REOPENING SCHOOL	5,000.00	0.00	5,000.00
115	80	737	1000	***	****				5,000.00	0.00	5,000.00
115	80	737	2123	320	737	GUIDANCE- TESTING	PROFESSIONAL/EDUCATI	ARP REOPENING SCHOOL	10,000.00	0.00	10,000.00
115	80	737	2123	***	****				10,000.00	0.00	10,000.00
115	80	737	2131	610	737	HEALTH SERVICES-	SUPPLIES	ARP REOPENING SCHOOL	10,000.00	0.00	10,000.00
115	80	737	2131	***	****				10,000.00	0.00	10,000.00
115	80	737	2600	330	737	OPERATIONS &	OTHER PROFESSIONAL S	ARP REOPENING SCHOOL	10,000.00	0.00	10,000.00
115	80	737	2600	***	****				10,000.00	0.00	10,000.00
115	80	737	****	***	****				35,000.00	0.00	35,000.00
115	80	775	1000	640	775	INSTRUCTION	BOOKS	ESSER II- BASIC	1,408.00	0.00	1,408.00
115	80	775	1000	***	****				1,408.00	0.00	1,408.00
115	80	775	2100	330	775	STUDENTS	OTHER PROFESSIONAL S	ESSER II- BASIC	16,963.00	0.00	16,963.00
115	80	775	2100	***	****				16,963.00	0.00	16,963.00
115	80	775	2600	440	775	OPERATIONS &	REPAIR AND MAINTENAN	ESSER II- BASIC	525.00	0.00	525.00
115	80	775	2600	***	****				525.00	0.00	525.00
115	80	775	2700	610	775	STUDENT	SUPPLIES	ESSER II- BASIC	136.00	0.00	136.00
115	80	775	2700	***	****				136.00	0.00	136.00
115	80	775	****	***	****				19,032.00	0.00	19,032.00
115	80	785	1000	150	785	INSTRUCTION	STIPEND	ESSER III- BASIC	1,800.00	0.00	1,800.00
115	80	785	1000	210	785	INSTRUCTION	SOCIAL SECURITY AND	ESSER III- BASIC	130.00	0.00	130.00

Funds 101- 117

Fund	Org	Prog	Func	Obj	Proj	Function	Object	Project	Curr. Approp.	Committed	Remaining
115	80	785	1000	220	785	INSTRUCTION	TRS	ESSER III- BASIC	167.00	0.00	167.00
115	80	785	1000	240	785	INSTRUCTION	UNEMPLOYMENT	ESSER III- BASIC	9.00	0.00	9.00
115	80	785	1000	250	785	INSTRUCTION	WORKERS' COMPENSATIO	ESSER III- BASIC	9.00	0.00	9.00
115	80	785	1000	260	785	INSTRUCTION	HEALTH INS	ESSER III- BASIC	196.00	0.00	196.00
115	80	785	1000	330	785	INSTRUCTION	OTHER PROFESSIONAL S	ESSER III- BASIC	645.00	0.00	645.00
115	80	785	1000	610	785	INSTRUCTION	SUPPLIES	ESSER III- BASIC	0.00	630.00	-630.00
115	80	785	1000	680	785	INSTRUCTION	COMPUTER SOFTWARE	ESSER III- BASIC	0.00	630.00	-630.00
115	80	785	1000	***	****				2,956.00	1,260.00	1,696.00
115	80	785	2600	440	785	OPERATIONS &	REPAIR AND MAINTENAN	ESSER III- BASIC	8,659.00	2,962.58	5,696.42
115	80	785	2600	610	785	OPERATIONS &	SUPPLIES	ESSER III- BASIC	5,102.00	0.00	5,102.00
115	80	785	2600	***	****				13,761.00	2,962.58	10,798.42
115	80	785	4600	330	785	BUILDING	OTHER PROFESSIONAL S	ESSER III- BASIC	2,075.00	0.00	2,075.00
115	80	785	4600	***	****				2,075.00	0.00	2,075.00
115	80	785	****	***	****				18,792.00	4,222.58	14,569.42
115	80	910	3100	660	108	FOOD SERVICES	MINOR EQUIPMENT	NO KID HUNGRY GRANT-	2,347.00	0.00	2,347.00
115	80	910	3100	660	203	FOOD SERVICES	MINOR EQUIPMENT	COVID-19 NUTRITION F	2,000.00	0.00	2,000.00
115	80	910	3100	***	****				4,347.00	0.00	4,347.00
115	80	910	****	***	****				4,347.00	0.00	4,347.00
115	80	***	****	***	****				93,629.00	17,191.60	76,437.40
115	81	100	1000	340	110	INSTRUCTION	TECHNICAL SERVICES	MEDICAID- MAC REIMBU	664.00	0.00	664.00
115	81	100	1000	583	430	INSTRUCTION	INSERVICE	REAP (FY21)	720.00	0.00	720.00
115	81	100	1000	610	110	INSTRUCTION	SUPPLIES	MEDICAID- MAC REIMBU	126.00	0.00	126.00
115	81	100	1000	610	145	INSTRUCTION	SUPPLIES	MISC.	1,811.00	379.44	1,431.56
115	81	100	1000	610	194	INSTRUCTION	SUPPLIES	MUSIC - BAND	953.00	0.00	953.00
115	81	100	1000	680	430	INSTRUCTION	COMPUTER SOFTWARE	REAP (FY21)	5,650.00	0.00	5,650.00
115	81	100	1000	810	430	INSTRUCTION	DUES AND FEES	REAP (FY21)	201.00	0.00	201.00
115	81	100	1000	***	****				10,125.00	379.44	9,745.56
115	81	100	2100	113	166	STUDENTS	PROFESSIONAL-OTHER C	NURSE	2,222.00	0.00	2,222.00
115	81	100	2100	220	166	STUDENTS	TRS	NURSE	206.00	0.00	206.00
115	81	100	2100	260	166	STUDENTS	HEALTH INS	NURSE	8.00	0.00	8.00
115	81	100	2100	***	****				2,436.00	0.00	2,436.00
115	81	100	****	***	****				12,561.00	379.44	12,181.56
115	81	420	1000	112	434	INSTRUCTION	CERTIFIED SALARIES	Title I (FY22)	15,936.00	10,531.73	5,404.27
115	81	420	1000	117	434	INSTRUCTION	PARAPROFESSIONALS	Title I (FY22)	3,584.00	6,824.57	-3,240.57
115	81	420	1000	210	434	INSTRUCTION	SOCIAL SECURITY AND	Title I (FY22)	1,461.00	1,307.86	153.14
115	81	420	1000	220	434	INSTRUCTION	TRS	Title I (FY22)	1,810.00	1,328.29	481.71
115	81	420	1000	240	434	INSTRUCTION	UNEMPLOYMENT	Title I (FY22)	107.00	69.46	37.54
115	81	420	1000	250	434	INSTRUCTION	WORKERS' COMPENSATIO	Title I (FY22)	86.00	79.01	6.99
115	81	420	1000	260	434	INSTRUCTION	HEALTH INS	Title I (FY22)	3,034.00	2,647.33	386.67
115	81	420	1000	***	****				26,018.00	22,788.25	3,229.75

Funds 101- 117

Fund	Org	Prog	Func	Obj	Proj	Function	Object	Project	Curr. Approp.	Committed	Remaining
115	81	420	****	***	****				26,018.00	22,788.25	3,229.75
115	81	775	1000	610	775	INSTRUCTION	SUPPLIES	ESSER II- BASIC	2,751.00	0.00	2,751.00
115	81	775	1000	680	775	INSTRUCTION	COMPUTER SOFTWARE	ESSER II- BASIC	4,550.00	0.00	4,550.00
115	81	775	1000	***	****				7,301.00	0.00	7,301.00
115	81	775	****	***	****				7,301.00	0.00	7,301.00
115	81	776	2100	113	776	STUDENTS	PROFESSIONAL-OTHER C	ESSER II- SUPPLEMENT	2,673.00	799.51	1,873.49
115	81	776	2100	210	776	STUDENTS	SOCIAL SECURITY AND	ESSER II- SUPPLEMENT	0.00	61.19	-61.19
115	81	776	2100	220	776	STUDENTS	TRS	ESSER II- SUPPLEMENT	513.00	0.00	513.00
115	81	776	2100	240	776	STUDENTS	UNEMPLOYMENT	ESSER II- SUPPLEMENT	0.00	3.18	-3.18
115	81	776	2100	250	776	STUDENTS	WORKERS' COMPENSATIO	ESSER II- SUPPLEMENT	0.00	3.63	-3.63
115	81	776	2100	260	776	STUDENTS	HEALTH INS	ESSER II- SUPPLEMENT	0.00	95.09	-95.09
115	81	776	2100	***	****				3,186.00	962.60	2,223.40
115	81	776	****	***	****				3,186.00	962.60	2,223.40
115	81	785	1000	112	785	INSTRUCTION	CERTIFIED SALARIES	ESSER III- BASIC	68,200.00	0.00	68,200.00
115	81	785	1000	210	785	INSTRUCTION	SOCIAL SECURITY AND	ESSER III- BASIC	4,800.00	0.00	4,800.00
115	81	785	1000	220	785	INSTRUCTION	TRS	ESSER III- BASIC	6,699.00	0.00	6,699.00
115	81	785	1000	240	785	INSTRUCTION	UNEMPLOYMENT	ESSER III- BASIC	392.00	0.00	392.00
115	81	785	1000	250	785	INSTRUCTION	WORKERS' COMPENSATIO	ESSER III- BASIC	392.00	0.00	392.00
115	81	785	1000	260	785	INSTRUCTION	HEALTH INS	ESSER III- BASIC	1,162.00	0.00	1,162.00
115	81	785	1000	610	785	INSTRUCTION	SUPPLIES	ESSER III- BASIC	234.00	0.00	234.00
115	81	785	1000	682	785	INSTRUCTION	SUPPLIES- TECHNOLOGY	ESSER III- BASIC	2,298.00	0.00	2,298.00
115	81	785	1000	***	****				84,177.00	0.00	84,177.00
115	81	785	2100	112	785	STUDENTS	CERTIFIED SALARIES	ESSER III- BASIC	16,000.00	0.00	16,000.00
115	81	785	2100	210	785	STUDENTS	SOCIAL SECURITY AND	ESSER III- BASIC	1,224.00	0.00	1,224.00
115	81	785	2100	220	785	STUDENTS	TRS	ESSER III- BASIC	1,531.00	0.00	1,531.00
115	81	785	2100	240	785	STUDENTS	UNEMPLOYMENT	ESSER III- BASIC	89.00	0.00	89.00
115	81	785	2100	250	785	STUDENTS	WORKERS' COMPENSATIO	ESSER III- BASIC	89.00	0.00	89.00
115	81	785	2100	260	785	STUDENTS	HEALTH INS	ESSER III- BASIC	267.00	0.00	267.00
115	81	785	2100	***	****				19,200.00	0.00	19,200.00
115	81	785	****	***	****				103,377.00	0.00	103,377.00
115	81	***	****	***	****				152,443.00	24,130.29	128,312.71
115	82	100	1000	583	430	INSTRUCTION	INSERVICE	REAP (FY21)	280.00	0.00	280.00
115	82	100	1000	610	110	INSTRUCTION	SUPPLIES	MEDICAID- MAC REIMBU	49.00	0.00	49.00
115	82	100	1000	610	145	INSTRUCTION	SUPPLIES	MISC.	743.00	147.56	595.44
115	82	100	1000	610	194	INSTRUCTION	SUPPLIES	MUSIC - BAND	371.00	0.00	371.00
115	82	100	1000	810	430	INSTRUCTION	DUES AND FEES	REAP (FY21)	77.00	0.00	77.00
115	82	100	1000	***	****				1,520.00	147.56	1,372.44
115	82	100	2100	113	166	STUDENTS	PROFESSIONAL-OTHER C	NURSE	741.00	0.00	741.00
115	82	100	2100	220	166	STUDENTS	TRS	NURSE	69.00	0.00	69.00
115	82	100	2100	260	166	STUDENTS	HEALTH INS	NURSE	3.00	0.00	3.00
115	82	100	2100	***	****				813.00	0.00	813.00

Funds 101- 117

Fund	Org	Prog	Func	Obj	Proj	Function	Object	Project	Curr. Approp.	Committed	Remaining
115	82	100	****	***	****				2,333.00	147.56	2,185.44
115	82	420	1000	112	434	INSTRUCTION	CERTIFIED SALARIES	Title I (FY22)	6,005.00	3,700.33	2,304.67
115	82	420	1000	117	434	INSTRUCTION	PARAPROFESSIONALS	Title I (FY22)	1,536.00	2,481.46	-945.46
115	82	420	1000	210	434	INSTRUCTION	SOCIAL SECURITY AND	Title I (FY22)	535.00	465.93	69.07
115	82	420	1000	220	434	INSTRUCTION	TRS	Title I (FY22)	661.00	470.92	190.08
115	82	420	1000	240	434	INSTRUCTION	UNEMPLOYMENT	Title I (FY22)	39.00	24.72	14.28
115	82	420	1000	250	434	INSTRUCTION	WORKERS' COMPENSATIO	Title I (FY22)	32.00	28.13	3.87
115	82	420	1000	260	434	INSTRUCTION	HEALTH INS	Title I (FY22)	1,090.00	942.95	147.05
115	82	420	1000	***	****				9,898.00	8,114.44	1,783.56
115	82	420	****	***	****				9,898.00	8,114.44	1,783.56
115	82	775	1000	610	775	INSTRUCTION	SUPPLIES	ESSER II- BASIC	1,070.00	0.00	1,070.00
115	82	775	1000	***	****				1,070.00	0.00	1,070.00
115	82	775	****	***	****				1,070.00	0.00	1,070.00
115	82	776	2100	113	776	STUDENTS	PROFESSIONAL-OTHER C	ESSER II- SUPPLEMENT	2,673.00	265.81	2,407.19
115	82	776	2100	210	776	STUDENTS	SOCIAL SECURITY AND	ESSER II- SUPPLEMENT	0.00	20.33	-20.33
115	82	776	2100	220	776	STUDENTS	TRS	ESSER II- SUPPLEMENT	513.00	0.00	513.00
115	82	776	2100	240	776	STUDENTS	UNEMPLOYMENT	ESSER II- SUPPLEMENT	0.00	1.07	-1.07
115	82	776	2100	250	776	STUDENTS	WORKERS' COMPENSATIO	ESSER II- SUPPLEMENT	0.00	1.20	-1.20
115	82	776	2100	260	776	STUDENTS	HEALTH INS	ESSER II- SUPPLEMENT	0.00	31.67	-31.67
115	82	776	2100	***	****				3,186.00	320.08	2,865.92
115	82	776	****	***	****				3,186.00	320.08	2,865.92
115	82	785	1000	610	785	INSTRUCTION	SUPPLIES	ESSER III- BASIC	81.00	0.00	81.00
115	82	785	1000	682	785	INSTRUCTION	SUPPLIES- TECHNOLOGY	ESSER III- BASIC	52.00	0.00	52.00
115	82	785	1000	***	****				133.00	0.00	133.00
115	82	785	****	***	****				133.00	0.00	133.00
115	82	***	****	***	****				16,620.00	8,582.08	8,037.92
115	***	***	****	***	****				262,692.00	122,875.69	139,816.31

Funds 101- 117

Fund	Org	Prog	Func	Obj	Proj	Function	Object	Project	Curr. Approp.	Committed	Remaining
117		610	2600	410		OPERATIONS &	POWER - LIGHTS		0.00	1.35	-1.35
117		610	2600	411		OPERATIONS &	NATURAL GAS		0.00	2.31	-2.31
117		610	2600	412		OPERATIONS &	ELECTRICITY		0.00	38.13	-38.13
117		610	2600	***	****				0.00	41.79	-41.79
117		610	****	***	****				0.00	41.79	-41.79
117		***	****	***	****						
117	80	100	2490	431		OTHER SUPPORT	DISPOSAL SERVICE		0.00	150.51	-150.51
117	80	100	2490	530	145	OTHER SUPPORT	COMMUNICATIONS- INTE MISC.		0.00	298.24	-298.24
117	80	100	2490	531	145	OTHER SUPPORT	COMMUNICATIONS- TELE MISC.		0.00	106.16	-106.16
117	80	100	2490	***	****				0.00	554.91	-554.91
117	80	100	****	***	****				0.00	554.91	-554.91
117	80	610	1000	119		INSTRUCTION	OTHER SUPERVISORY SA		9,500.00	0.00	9,500.00
117	80	610	1000	124		INSTRUCTION	TEMPORARY- TECHNICAL		1,100.00	450.00	650.00
117	80	610	1000	250		INSTRUCTION	WORKERS' COMPENSATIO		100.00	2.04	97.96
117	80	610	1000	260		INSTRUCTION	HEALTH INS		850.00	45.58	804.42
117	80	610	1000	610		INSTRUCTION	SUPPLIES		350.00	0.00	350.00
117	80	610	1000	***	****				11,900.00	497.62	11,402.38
117	80	610	2300	530		GENERAL	COMMUNICATIONS- INTE		1,300.00	0.00	1,300.00
117	80	610	2300	531		GENERAL	COMMUNICATIONS- TELE		200.00	22.54	177.46
117	80	610	2300	***	****				1,500.00	22.54	1,477.46
117	80	610	2312	111		DISTRICT CLERK	ADMINISTRATIVE SALAR		0.00	1,356.91	-1,356.91
117	80	610	2312	250		DISTRICT CLERK	WORKERS' COMPENSATIO		0.00	6.23	-6.23
117	80	610	2312	260		DISTRICT CLERK	HEALTH INS		0.00	1.53	-1.53
117	80	610	2312	***	****				0.00	1,364.67	-1,364.67
117	80	610	2321	111		SUPERINTENDENT	ADMINISTRATIVE SALAR		2,462.00	1,521.52	940.48
117	80	610	2321	115		SUPERINTENDENT	OFFICE/CLERICAL SALA		450.00	300.15	149.85
117	80	610	2321	250		SUPERINTENDENT	WORKERS' COMPENSATIO		25.00	8.29	16.71
117	80	610	2321	260		SUPERINTENDENT	HEALTH INS		295.00	52.23	242.77
117	80	610	2321	***	****				3,232.00	1,882.19	1,349.81
117	80	610	2500	111		BUSINESS SERVICES	ADMINISTRATIVE SALAR		3,300.00	329.47	2,970.53
117	80	610	2500	115		BUSINESS SERVICES	OFFICE/CLERICAL SALA		600.00	0.00	600.00
117	80	610	2500	250		BUSINESS SERVICES	WORKERS' COMPENSATIO		50.00	1.53	48.47
117	80	610	2500	260		BUSINESS SERVICES	HEALTH INS		250.00	0.56	249.44
117	80	610	2500	***	****				4,200.00	331.56	3,868.44
117	80	610	2600	410		OPERATIONS &	POWER - LIGHTS		60.00	0.00	60.00
117	80	610	2600	411		OPERATIONS &	NATURAL GAS		250.00	118.38	131.62
117	80	610	2600	412		OPERATIONS &	ELECTRICITY		250.00	0.00	250.00
117	80	610	2600	421		OPERATIONS &	WATER TESTS		50.00	32.96	17.04
117	80	610	2600	431		OPERATIONS &	DISPOSAL SERVICE		82.00	0.00	82.00
117	80	610	2600	433		OPERATIONS &	CUSTODIAL SERVICES		1,500.00	122.08	1,377.92
117	80	610	2600	520		OPERATIONS &	INSURANCE		976.00	1,086.45	-110.45

Funds 101- 117

Fund	Org	Prog	Func	Obj	Proj	Function	Object	Project	Curr. Approp.	Committed	Remaining
117	80	610	2600	***	****				3,168.00	1,359.87	1,808.13
117	80	610	****	***	****				24,000.00	5,458.45	18,541.55
117	80	650	2490	330	145	OTHER SUPPORT	OTHER PROFESSIONAL S	MISC.	0.00	1,530.50	-1,530.50
117	80	650	2490	610	145	OTHER SUPPORT	SUPPLIES	MISC.	0.00	60.00	-60.00
117	80	650	2490	***	****				0.00	1,590.50	-1,590.50
117	80	650	****	***	****				0.00	1,590.50	-1,590.50
117	80	***	****	***	****				24,000.00	7,603.86	16,396.14
117	***	***	****	***	****				24,000.00	7,645.65	16,354.35
Grand Total									2,348,784.00	1,286,367.67	1,062,416.33

April 27, 2023

Dear Gallatin Gateway School Board, Superintendent Henderson, and community:

I am writing this letter to inform you that I must resign from Gallatin Gateway School, effective after my last contracted day of the 2022-2023 school year, June 9, 2023. This school has felt like my second home, the students and staff have tremendously enriched my life, and the board is composed of some of the most passionate and generous folks I have had the pleasure of working with.

This decision has not been made without a significant amount of thought and concern for the school.

With respect:

Jamie Hetherington

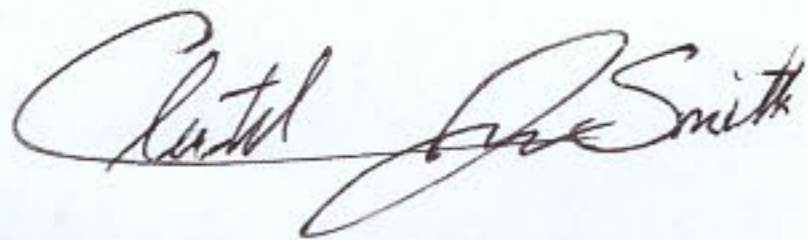
May 10th, 2023

Dear Gallatin Gateway School Board,

Please accept this as my formal resignation as the K-8 Music and Health Enhancement Teacher at Gallatin Gateway School. I plan on finishing out my 2022-2023 contract with my last day being Friday, June 9th.

I have enjoyed my years teaching at Gateway and am thankful for the experiences and memories this community has given me.

Sincerely,

A handwritten signature in cursive script that reads "Chantel Jaeger-Smith". The signature is written in black ink and is positioned above the printed name.

Chantel Jaeger-Smith

May 3rd, 2023

Dear Gallatin Gateway School Board,

Please accept this as my formal resignation as Fourth Grade Teacher and Student Council Advisor at Gallatin Gateway School. I plan on finishing out my 2022-2023 contract and my last day being June 9th.

I have enjoyed my time at Gateway and I am blessed to have had so many great years here. I will miss it here.

Sincerely,

A handwritten signature in cursive script that reads "Ashley Senenfelder". The signature is written in black ink and is positioned above the printed name.

Ashley Senenfelder

Superintendent's Report

May 17, 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, SBAC Processes and Procedures, Master Schedule, Lockdown Procedures
- Facilitated a presentation with PayneWest to review insurance proposals with the staff
- Completed all certified staff evaluations and meetings

Committees

- Attended the Facilities Committee planning meetings (3)
- Attended Whole Child Committee and Safety Committee

Leadership Communication Collaboration

- Bi-Weekly meetings with MFPE

Enrollment Summary				
Grade	Total	Boys	Girls	OD
K	12	6	6	5
1	15	8	7	3
2	17	10	7	3
3	14	10	4	4
4	15	6	9	2
5	20	11	9	5
6	15	6	9	2
7	12	7	5	2
8	21	11	10	5
Total:	141	75	66	31
Enrollment as of:		<i>5/10/2023</i>		

**0512 Gallatin
Gateway Elem District**

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

Start/End Date: 04/01/2023 - 04/30/2023 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	228	6.54	221.46	12.00	11.66	1.77	0.09	97.13%
	8	22	418	13.23	404.77	22.00	21.31	3.18	0.17	96.83%
	03	14	266	3.58	262.42	14.00	13.81	0.57	0.03	98.65%
	04	15	285	5.74	279.26	15.00	14.72	0.82	0.04	97.99%
	05	21	399	3.47	395.53	21.00	20.84	0.87	0.05	99.13%
	06	15	285	4.89	280.11	15.00	14.75	1.52	0.08	98.28%
	PK	2	38	0.00	38.00	2.00	2.00	0.00	0.00	100.00%
	KF	13	247	4.85	242.15	13.00	12.74	1.33	0.07	98.04%
	01	16	287	4.59	282.41	15.11	14.87	0.76	0.04	98.40%
	02	17	323	5.22	317.78	17.00	16.72	0.76	0.04	98.38%
Total	10	147	2776	52.11	2723.89	146.11	143.42	11.58	0.61	98.12%

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	228	6.54	221.46	12.00	11.66	1.77	0.09	97.13%
	8	22	418	13.23	404.77	22.00	21.31	3.18	0.17	96.83%
Total	2	34	646	19.77	626.23	34.00	32.97	4.95	0.26	96.94%

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	266	3.58	262.42	14.00	13.81	0.57	0.03	98.65%
	04	15	285	5.74	279.26	15.00	14.72	0.82	0.04	97.99%
	05	21	399	3.47	395.53	21.00	20.84	0.87	0.05	99.13%
	06	15	285	4.89	280.11	15.00	14.75	1.52	0.08	98.28%
	PK	2	38	0.00	38.00	2.00	2.00	0.00	0.00	100.00%
	KF	13	247	4.85	242.15	13.00	12.74	1.33	0.07	98.04%
	01	16	287	4.59	282.41	15.11	14.87	0.76	0.04	98.40%
	02	17	323	5.22	317.78	17.00	16.72	0.76	0.04	98.38%
Total	8	113	2130	32.34	2097.66	112.11	110.45	6.63	0.35	98.48%

Context	Incident Count	Event Count	Participant Count
No Context Reported	4	4	12
During class	6	6	7

Location	Incident Count	Event Count	Participant Count
On Campus: Other outside area	1	1	1
On Campus: Athletic field or playground	3	3	7
On Campus: Classroom	6	6	11

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 lunch/recess	1	1	2
During class	3	2	2
No Context Reported	1	2	6
Other time during school hours	1	2	4

Location	Incident Count	Event Count	Participant Count
On Campus: Cafeteria	1	1	2
On Campus: Athletic field or playground	1	2	6
On Campus: Classroom	3	2	2
On Campus: Other outside area	1	2	4

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: 04/01/2023~04/30/2023

Events: All Events All Roles

Group by Submitted By

Staff: 5 Events types: 5 Events: 10 Students: 16

Submitted By	Event Type	Event	Students
Davis, Ashley	Defiance	1	1
Events: 2	Disrespect	1	1
Students: 2			
Dierenfeldt, Rochelle	Disruptive Conduct	2	2
Events: 2			
Students: 2			
Kirkemo, Spencer	Disruptive Conduct	1	3
Events: 2	Physical Contact and/or	1	3
Students: 6	Horseplay		
Senenfelder, Ashley	Defiance	1	1
Events: 2	Disruptive Conduct	1	5
Students: 6			
Yager, Jacki	Disruptive Conduct	1	1
Events: 2	Other	1	2
Students: 3			

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: 04/01/2023~04/30/2023

Events: All Events All Roles

Group by Submitted By

Staff: 5 Events types: 5 Events: 7 Students: 10

Submitted By	Event Type	Event	Students
Barnes, Nickie Events: 1 Students: 2	Disruptive Conduct	1	2
Davis, Ashley Events: 2 Students: 3	Teasing	2	3
Downs, Madison Events: 1 Students: 1	Unacceptable Language	1	1
Hetherington, Jamie Lee Events: 1 Students: 1	Cheating/Plagiarism	1	1
Kirkemo, Spencer Events: 2 Students: 6	Disrespect	2	6

☀ Clerk Report

Facilities

- Urinal
Overflowing
- Boilers Off

Food Service

- MTSNA
Conference
- Health Inspection

Adult Education

- Folk Dancing
 - Pickleball
 - Estate Planning
- Ideas: Candlemaking,
Pottery

Transportation

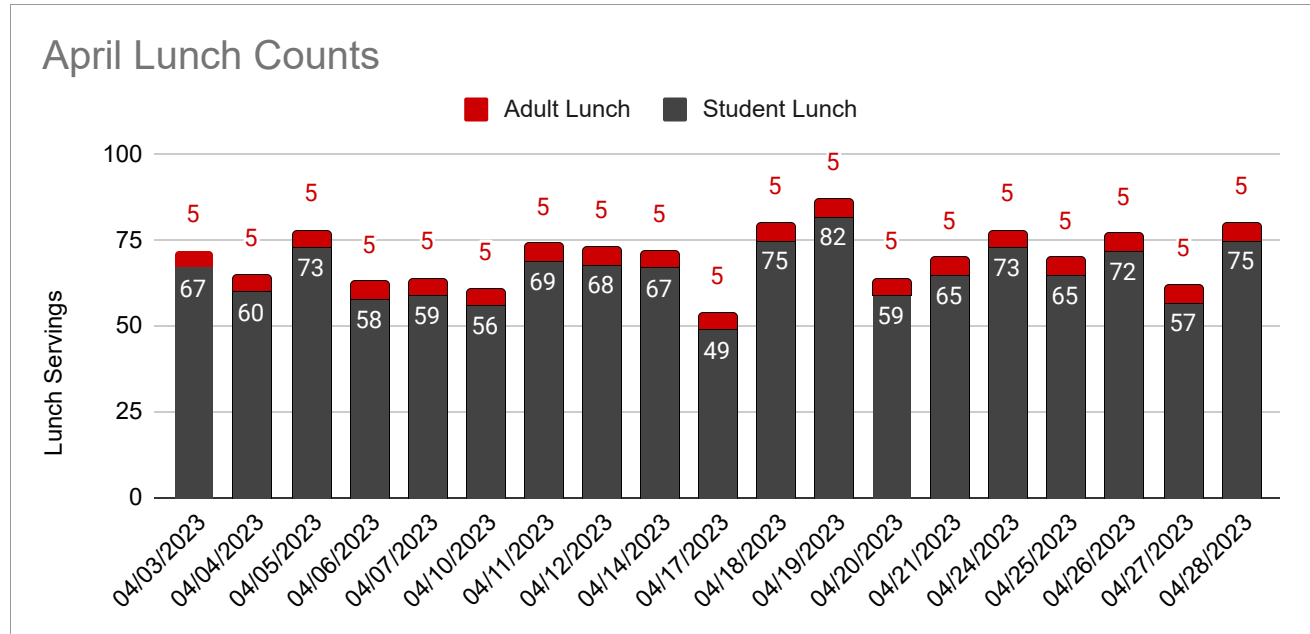
- Highway Patrol
(Redlight runners)

FOOD SERVICE SUMMARY

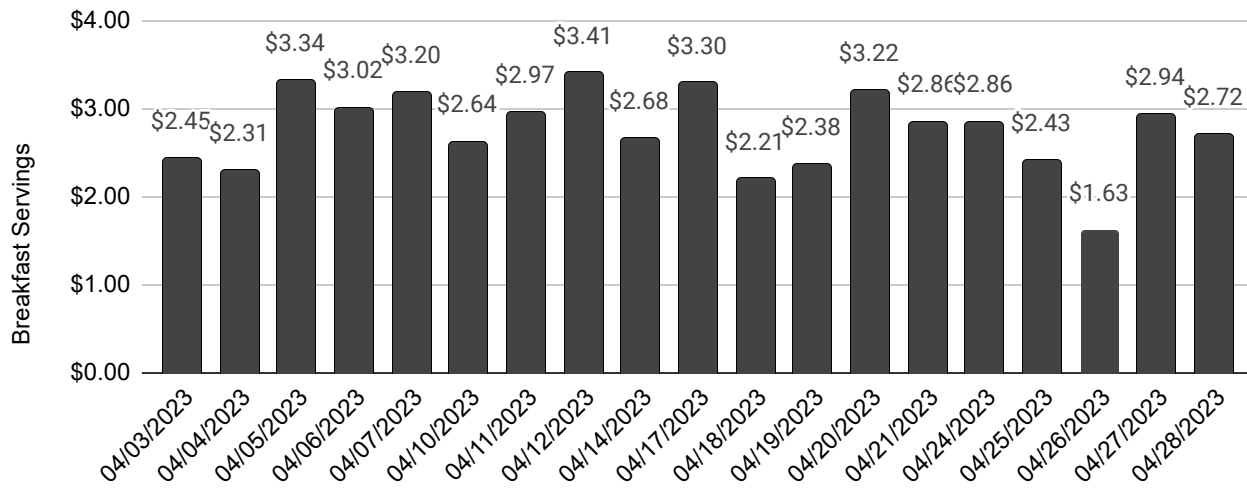
2022-2023

SCHOOL YEAR TO DATE - DAILY AVERAGES				
SERVING	STUDENTS	% OF ELIGIBLE STUDENTS	ADULTS	COST/MEAL
BREAKFAST	40.14	27.68%	0	\$1.07
LUNCH	65.90	45.45%	5.52	\$2.70

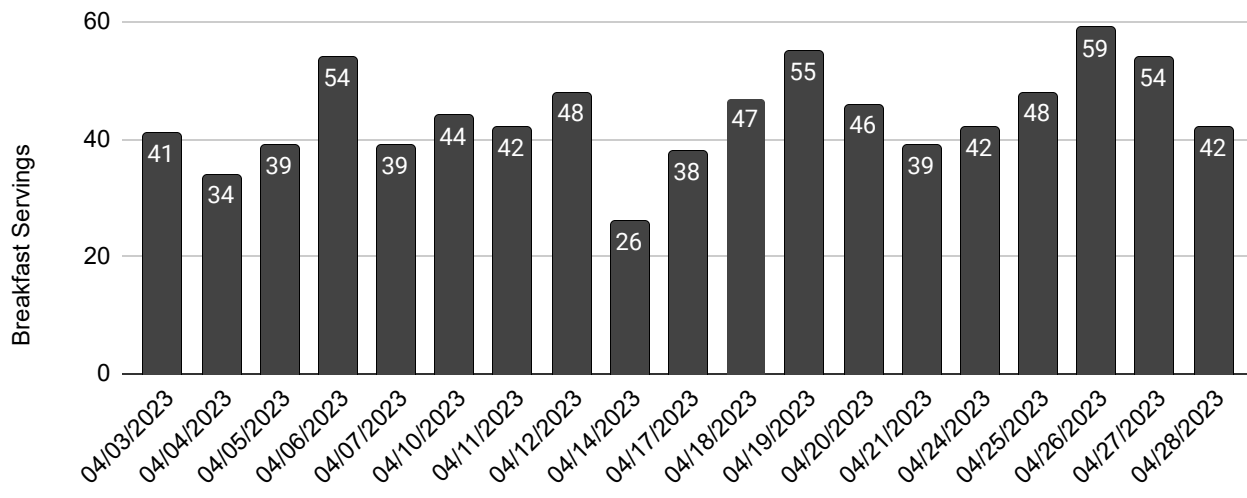
APRIL - DAILY AVERAGES				
SERVING	STUDENTS	% OF ELIGIBLE STUDENTS	ADULTS	COST/MEAL
BREAKFAST	44.05	30.38%	0	\$0.73
LUNCH	65.74	45.34%	5.18	\$2.85



April Lunch Cost



April 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

The background of the slide is a vibrant, tropical-themed pattern of stylized leaves. The leaves are in various shades of green, yellow, and blue, with some having characteristic holes or splits, resembling Monstera leaves. The pattern is dense and covers the entire page, framing a central dark green circle.

May 2023 Business Manager Report

- End of Year budget projections, estimating expenses, year end work
- Starting on next years budget projections
- iVisions Update – Funding possibility
- Still compiling journal entry info for fund adjustments.

Old Business
DISCUSSION ITEM

Committee Updates

Presented by: Julie Fleury

Information:

Facilities Committee - Aaron Schweiterman and Tim Melton

Safety Committee - Mary Thurber

Whole Child - Julie Fleury

PDAC - Carissa Paulson

Old Business
ACTION ITEM

Attendance Policy - Second Reading

Presented by: Kelly Henderson

Background (to include funding source if applicable): This policy was reviewed in April with suggestions to remove the 8-day language. It was removed and language clarified throughout the policy.

Recommendation: Administration recommends approval of the Attendance Policy.

Proposed Attendance Policy

Second Reading

May 17, 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 9 excused or unexcused absences (per class) per semester(quarter 1 & 2 or quarter 3 & 4). 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. A student absent for more than 3 days must have a doctor's note to return to school. 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.

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.
- 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.

*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 truanancies 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
-----	------

Old Business
ACTION ITEM

Discuss & Consider 2023-24 Athletic Fees

Presented by: Kelly Henderson

Background (to include funding source if applicable):

At the April Board Meeting, I shared information about our deficit in athletics. 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 scholarship application and guidelines eligibility rules review.

Sport	Cost	Student Fees	Students	Cost Per Student	Total with AD Salary
Volleyball	2350	1100	22	106.82	
Boys BBall	2620	1100	22	119.09	
Girls BBall	2935	900	18	163.05	
Cheer	600	400	8	75.00	
Wrestling	0	0	0	0	
Track	3300	1650	33	100.00	
AD Salary	5000		103	48.54	

Multi-Year Plan:

Year 1:

- Charge \$100.00 per sport per student. $\$100 \text{ per sport} \times 102 \text{ students (2022-23)} = \$10,200$. Our deficit would be $-\$9,205$.
- We would investigate fundraising opportunities to supplement student fees for participation.
- Collaborate with Booster's for effective fundraising
- Develop a scholarship application
- Discuss a scholarship fund for athletics
- Through our community organizations, establish a committee to review fees and funding for athletics.

Year 2:

- Implement fundraising efforts from prior year planning.
- Consider increasing fees to \$110 which would decrease our deficit to \$8,185

Recommendation: Administration recommends the approval of an increase in athletic participation fees from \$50 to \$100 for the 2023-24 school year.

Old Business
ACTION ITEM

Policy Series 2000 - Second Reading

Presented by: Kelly Henderson

Background (to include funding source if applicable): The Board reviewed Policy Series 2000 focusing on Instruction at a special board meeting on April 28th. All policies were found to be in order with implementation suggestions (listed below). Items below will be completed by August 2023.

Changes:

2310 - R Change Uniform Grievance Procedure to Uniform Complaint Procedure

Items to complete:

2000 - R Develop a statement of Learner Goals. Discuss with Deb Silk. View 20-1-102(MCA) for outline of criteria.

2100 - R Ensure that each commemorative holiday is studied and honor the commemorated person/occasion

2120 - R Develop procedures regarding the District's distance, online, and technology delivered learning. Develop a 5 year review of the standards and curriculum for the district.

2150 - R Add to Professional Development dates, 2 hours of youth suicide awareness and prevention training for all employees and every 5 years for existing employees. Check resources with OPI.

2160 - R Complete the written parent involvement policy, complete the annual title I meeting to include 3 additional meetings, and the parent compact.

2161 - P Obtain the Child Find Plan from the Coop.

2166 Develop a Gifted plan to nominate, assess and select children demonstrating achievement or ability in terms of academic and intellectual aptitude.

2221 Develop an emergency communication plan

2309 - R Establish a complaint process for library materials, rubric for selection of materials; look at Bozeman Public Schools' information.

2330 - R Add Controversial Issues and Academic Freedom policy to PD schedule

2413 - R Establish an assessment for placement team for transfer students.

Items completed:

2132 Added "Notification of Rights and Procedures" to the Student-Parent Handbook

Recommendation: Administration recommends the approval of Policy Series 2000 Instruction.

GALLATIN GATEWAY SCHOOL DISTRICT

R = required

2000 SERIES INSTRUCTION

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2050	Student Instruction
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2161P	Special Education Procedures
R 2162	Section 504 of the Rehabilitation Act of 1973 (“Section 504”)
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R 2450	Recognition of Native American Cultural Heritage
2500	Limited English Proficiency Program
R 2510	School Wellness

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
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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
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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:

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

2100 - R

INSTRUCTION

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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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

17
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

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

Page 1 of 2

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
38
39
40

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

33 Evaluation of Eligibility

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

38 Individualized Education Programs

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

42 Independent Education Evaluations

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

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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

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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:

2309 - R

INSTRUCTION

Revised on:

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

1
2
3
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

10
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.
37

38 Student Religious Groups

39
40 Students may gather as non-curricular groups to discuss or promote religion in accordance with
41 District Policy 3233.
42

43 Distribution of Religious Literature

1
2
3
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

10
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.
14

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

*Need eval docs/
checklist*

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.

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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

GALLATIN GATEWAY SCHOOL DISTRICT

R = required

3000 SERIES STUDENTS

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3650	Pupil Online Personal Information Protection

Old Business
ACTION ITEM

Discuss & Consider Audit Request for Proposal Reissue

Presented by: Kelly Henderson

Background (to include funding source if applicable):

An audit RFP was sent to four companies with the following timeline proposals due to us by May 5th. We did not receive any proposals for audit services from any of the companies. We would like to resubmit the RFP to other companies including the four we sent them to initially.

Recommendation: Administration recommends we extend the audit proposal dates and resend the RFP with a due date of June 30th.

REQUEST FOR PROPOSALS
FOR
PROFESSIONAL AUDITING SERVICES

March 20, 2023

GALLATIN GATEWAY DISTRICT NO. 35
100 MILL STREET, PO BOX 265
GALLATIN GATEWAY, MT 59730

GALLATIN GATEWAY SCHOOL DISTRICT NO. 35

REQUEST FOR PROPOSALS

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GALLATIN GATEWAY SCHOOL DISTRICT NO. 35
REQUEST FOR PROPOSALS

I. Introduction

General Information

The Gallatin Gateway School District No. 35 (hereinafter referred to as the District) is requesting proposals from qualified firms of Certified Public Accountants (those listed on the Department of Administration's Roster of Independent Auditors Authorized to Conduct Audits of Montana Local Governments) to audit its financial statements for the fiscal years ending June 30, 2023, 2024, and 2025. These audits are to be performed in accordance with generally accepted auditing standards and the standards applicable to financial audits contained in the Comptroller General of the United States' Government Auditing Standards, the provisions of the Federal Single Audit Act of 1984, Audits of State and Local Governments, the Department of Administration Standard Audit Contract for audits of local governments (separate attachment) and rules established by the State Office of Public Instruction and by the State of Montana, Department of Administration, Local Government Services Bureau. The successful firm will be required to enter into the Standard Audit Contract enclosed.

There is no expressed or implied obligation for the District to reimburse responding firms for any expenses incurred in preparing proposals in response to this request.

To be considered, three copies of a proposal must be received by Brittney Bateman, District Clerk, Gallatin Gateway School by 3:00 p.m. on May 5, 2023. The proposals may be mailed to PO Box 265, Gallatin Gateway, MT 59730 or dropped off at Gallatin Gateway School located at 100 Mill Street, Gallatin Gateway, MT 59730. The District reserves the right to reject any or all proposals submitted.

During the evaluation process, the District reserves the right, where it may serve the District's best interest, to request additional information or clarifications from proposers, or to allow corrections of errors or omissions. At the discretion of the District, firms submitting proposals may be requested to make oral presentations as part of the evaluation process.

The District reserves the right to retain all proposals submitted and to use any ideas in a proposal regardless of whether that proposal is selected. Submission of a proposal indicates acceptance by the firm of the conditions contained in this request for proposals, unless clearly and specifically noted in the proposal submitted and confirmed in the contract between the District and the firm selected.

It is anticipated the selection of a firm will be completed by the May 17, 2023 Board of Trustees meeting. Following the notification of the selected firm it is expected a Standard Audit Contract will be executed between both parties by the end of May 2023.

Term of Engagement

A three-year contract is contemplated, subject to annual review and recommendation of management, the satisfactory negotiation of terms acceptable to both the District and selected firm, the concurrence of the Board of Trustees and the annual availability of an appropriation.

Subcontracting

Firms submitting proposals are encouraged to consider subcontracting portions of the engagement to small audit firms or audit firms owned and controlled by socially and economically disadvantaged individuals. If this is to be done, that fact, and the name of the proposed subcontracting firms, must be clearly identified in the proposal. Following the award of the audit contract, no additional subcontracting will be allowed without the express prior written consent of the District.

II. Nature of Services Required

General

The District is soliciting the services of qualified firms of certified public accountants to audit its financial statements for the fiscal years ending June 30, 2023, 2024, and 2025. These audits are to be performed in accordance with the provisions contained in this request for proposals and the enclosed Standard Audit Contract prepared by the Montana Department of Administration.

Scope of Work to be Performed

The District desires the auditor to express an opinion on the fair presentation of its basic financial statements in conformity with generally accepted accounting principles.

The District also desires the auditor to assist in the preparation of the District's financial statements.

Working Paper Retention and Access to Working Papers

All working papers and reports must be retained, at the auditor's expense, for a minimum of three (3) years unless the firm is notified in writing by the District of the need to extend the retention period.

The firm shall respond to the reasonable inquiries of successor auditors and allow successor auditors to review working papers relating to matters of continuing accounting significance.

III. Description of the Organization

Name and Telephone Number of Contact

The auditor's principal contact with the District will be Brittney Bateman, District Clerk (406-763-4415 ext. 25), who will coordinate the assistance to be provided by the District to the auditor.

Organizational Chart

An organizational and key personnel list (Appendix A) is attached.

Background Information

The District consists of one legal entity - the K-8 District. The K-8 District currently serves an estimated 145 students (FY24 projected enrollment 160 students).

The District is governed by a Board of Trustees. Board policies are administered by the District Superintendent.

The financial statements present all activities over which the Board of Trustees exercises responsibility.

Payroll

- | | |
|--|---------------------|
| 1. Payroll expenditures for calendar year 2022 | \$927,964.87 |
| 4. W-2's distributed for calendar year 2022 | 54 |
| 5. Employees are categorized as follows: | |
| a. Administrator | |
| b. Certified | |
| c. Classified (District Clerk, secretary, kitchen staff, aides, and bus drivers) | |
| e. Extracurricular (coaches and advisors) | |
| d. Temporary (substitute teachers) | |

7. Employee benefits:
 - a. FICA, Teachers Retirement, Public Employees Retirement, Workers' Compensation and Unemployment.
 - b. Health, dental, vision, and life insurance benefits offered to all certified employees working .4 FTE or greater and the administrator.
 - c. The District administers: 1) a flexible benefits plan (flexible spending account and dependent care reimbursement—employer and employee contributions); 2) Health savings accounts- employee contributions; 3) 403(b) plan- employee contributions; and 4) 457 plan- employee contributions

Accounting

The District maintains the following funds:

Budgeted Funds (FY22 Budget)	
General Fund	\$ 1,340,645.15
Transportation	124,900.00
Bus Depreciation	96,189.72
Tuition	14,433.10
Retirement	218,565.00
Technology	21,686.91
Flexibility	11,377.69
Adult Education	24,000.00
Debt Service	0
Building Reserve	<u>185,699.14</u>
 Total	 \$ 2,037,496.71

Bonded Indebtedness

N/A

Other

The District utilizes two clearing funds for both payroll and accounts payable claims. However, prior to January 2016 the District utilized only one clearing fund for both payroll and accounts payable claims. This change occurred during a software accounting transition/conversion.

The District owns two yellow school buses and operates one bus route.

The District has a 5 year building reserve for \$300,000 which was authorized for 5 years (\$60,000 /year) in May 2022.

Budgetary Basis of Accounting

The District does not prepare its budget on a basis consistent with generally accepted accounting principles.

State law permits the inclusion of obligations for construction in progress and the purchase of personal property as expenditures for budget purposes. These encumbrances are reported as a reservation of fund balance of the Balance Sheet.

Magnitude of Finance Operations

The Administrative Office includes four employees: Superintendent/Principal, District Clerk, Business Manager, and Administrative Secretary.

Computer Systems

The District utilizes the modified accrual basis of accounting using Black Mountain Software (BMS) to process the accounting and payroll data. The District purchased the budget prep module and has cloud capabilities with BMS. Prior to January 2016, the District utilized an antiquated software system known as Softwise.

Availability of Prior Audit Reports and Other District Information

Interested proposers who wish to review prior years' audit reports and management letters should contact Brittney Bateman, 100 Mill Street (PO Box 265), Gallatin Gateway, MT 59730, phone (406) 763-4415 ext. 36, email district-clerk@gallatingatewayschool.com or by visiting the following page on the District website: [Gallatin Gateway School Home](#)

The District maintains their website: www.gallatingatewayschool.com and all board meeting minutes, agendas, budget documents, and several other board, district, and financial documents/data is available to the public.

IV. Time Requirements

Entrance Conferences, Progress Reporting and Exit Conferences

At a minimum, the following conferences should be held by the dates indicated on the schedule:

	<u>Date</u>
Entrance conference with the District Clerk, Business Manager, & Superintendent -- The purpose of this meeting will be to discuss prior audit problems and to discuss information needs for the audit.	July
Entrance conference with the District Clerk, Business Manager, & Superintendent to commence audit work	September or October
Exit conference with the District Clerk, Business Manager, Superintendent, & Board Chair -- The purpose of this meeting will be to summarize the results of the field work and to review significant findings.	Audit Completion

Date Final Report is Due

The auditor shall prepare a draft Financial Statements Report for District review. The District shall review the draft report and deliver approval within one week. Once the final draft is approved by the auditor, the auditor will have sufficient copies printed for the District, provide an electronic copy for the District and will mail copies to state agencies as required.

The first year of the contract the District requests that a representative from the audit firm present the final report to the Board at a regular or special board meeting to be scheduled at a mutually agreeable time between the District and the audit firm. In future years, the Superintendent, Business Manager, and District Clerk will present the final report to the Board of Trustees.

V. Assistance to be Provided to the Auditor and Report

Administrative Office and Clerical Assistance

The Administrative Office staff and responsible management personnel will be available during the audit to assist the firm by providing information, documentation and explanations. The Administrative Office Staff will be available to prepare schedules as requested by the auditor. In addition, clerical support will be made available to the auditor for the preparation of routine letters and memoranda.

Work Area, Telephones, Wi-Fi, Photocopying and Fax Machines

The District will provide the auditor with reasonable work space, desks and chairs. The auditor will also be provided with access to telephones, Wi-Fi, photocopying facilities, and fax machines.

VI. Standard Audit Engagement Proposal

General Requirements

The purpose of the Standard Audit Engagement Proposal (see Appendix B) is to demonstrate the qualifications, competence and capacity of the firms seeking to undertake an independent audit of the District in conformity with the requirements of this request for proposals. As such, the substance of proposals will carry more weight than their form or manner of presentation. The proposal should demonstrate the qualifications of the firm and of the particular staff to be assigned to this engagement. It should also specify an audit approach that will meet the request for proposals requirements.

Inquiries

Inquiries concerning the request for proposals and the subject of the request for proposals must be made to:

Brittney Bateman, District Clerk
Phone: (406) 763-4415 ext. 25
Email: district-clerk@gallatingatewayschool.com

Or

Kelly Henderson, Superintendent
Phone: (406) 763-4415 ext. 13
Email: super@gallatingatewayschool.com

Contact with personnel of the Gallatin Gateway School District No. 35 other than Brittney Bateman (District Clerk) or Kelly Henderson (Superintendent) regarding this request for proposals may be grounds for elimination from the selection process.

Submission of Proposals

The following material is required to be received by 3:00 p.m. on April 20, 2023 for a proposing firm to be considered:

1. A master copy (so marked) of a Standard Audit Engagement Proposal (Appendix B) and two copies in a sealed envelope marked as follows:

SEALED STANDARD AUDIT
ENGAGEMENT PROPOSAL
FOR
GALLATIN GATEWAY SCHOOL DISTRICT NO. 35
FOR
PROFESSIONAL AUDITING SERVICES

2. Proposers should mail the completed proposal in the sealed envelope to the following address:

Brittney Bateman, District Clerk
Gallatin Gateway School District No. 35
PO Box 265
Gallatin Gateway, MT 59730

Or the completed proposal may be dropped off in the sealed envelope at:

Gallatin Gateway School District No. 35
100 Mill Street
Gallatin Gateway, MT 59730
ATTN: Brittney Bateman, District Clerk

VII. Evaluation Procedures

Audit Committee

Proposals submitted will be evaluated by an Audit Committee (District Clerk, Business Manager, Superintendent, and one appointed Trustee).

Review of Proposals

The Audit Committee will use a point formula during the review process to score proposals. Each member of the Audit Committee will first score each technical proposal by each of the criteria described in the Evaluation Criteria section below. The Audit Committee will then convene to review and discuss these evaluations and to combine the individual scores to arrive at a composite technical score for each firm.

After the composite technical score for each firm has been established, the dollar cost bid will be considered and additional points will be added to the technical score based on the price bid. The maximum score will be assigned to the firm offering the lowest total all-inclusive maximum price. Appropriate fractional scores will be assigned to other proposers.

Evaluation Criteria

Proposals will be evaluated using three sets of criteria. Firms meeting the mandatory criteria will have their proposals evaluated and scored for both technical qualifications and price. The following represent the principal selection criteria which will be considered during the evaluation process.

1. Mandatory Elements
 - a. The auditor is currently listed on the Department of Administration's roster of independent auditors authorized to conduct local government audits;
 - b. The firm has no conflict of interest with regard to any other work performed by the firm for the District;
 - c. The firm adheres to the instructions in this request for proposal on preparing and submitting the proposal;
 - d. The firm submits a copy of its last external quality control review report and the firm has a record of quality audit work.

2. Technical Quality: (Maximum Points - 70)
 - a. *Expertise and Experience*
 - (1) The firm's past experience and performance on comparable government engagements;
 - (2) The quality of the firm's professional personnel, including consultants, to be assigned to the engagement and the quality of the firm's management support personnel to be available for technical consultation;
 - (3) Size and structure of the firm.

 - b. *Audit Approach*
 - (1) Comprehensiveness of the audit work plan;
 - (2) Realistic time estimates of each major segment of the work plan and the estimated number of hours for each staff level including consultants.

3. Price: (Maximum Points - 30)

Cost will not be the primary factor in the selection of an audit firm.

Oral Presentations

During the evaluation process, the Audit Committee may, at its discretion, request any one or all firms to make an oral presentation. Such presentations will provide firms with an opportunity to answer any questions the Audit Committee may have on a firm's proposal. Not all firms may be asked to make such oral presentations.

Final Selection

The Board of Trustees will select a firm based upon the recommendation of the Audit Committee. The selection will be submitted to the Board at the May 17, 2023 meeting.

Right to Reject Proposals

Submission of a proposal indicates acceptance by the firm of the conditions contained in this request for proposal unless clearly and specifically noted in the proposal submitted and confirmed in the contract between the District and the firm selected. The District reserves the right without prejudice to reject any or all proposals.

Appendix A

Organization and Key Personnel

Board of Trustees

Julie Fleury, Chair
Carissa Paulson, Vice-Chair
Mary Thurber, Trustee
Tim Melton, Trustee
Aaron Schwieterman, Trustee

Administrators

Kelly Henderson, Superintendent

Administrative Staff

Donna Avilez, Business Manager
Brittney Bateman, District Clerk
Erica Clark, Administrative Secretary
Mike Coon, Technology Specialist
Kelsey Kearn-Daniels, Kitchen Manager

Appendix B

FY22- Trustees Financial Summary (TFS)

<https://opi.mt.gov/Portals/182/Page Files/School Finance/Accounting/FY2022 TFS Reports/GallatinGatewayEl.pdf?ver=2023-01-09-150622-153>

Appendix C

FY23- Budget Report
Submitted to Montana OPI

[https://opi.mt.gov/Portals/182/Page Files/School Finance/Budget/Budget Reports/FY 2023/Gallatin Gateway Elem.pdf?ver=2022-11-07-085706-200](https://opi.mt.gov/Portals/182/Page%20Files/School%20Finance/Budget/Budget%20Reports/FY%202023/Gallatin%20Gateway%20Elem.pdf?ver=2022-11-07-085706-200)

Appendix D

Standard Audit Engagement Proposal

To Firm/Practitioner:

Once completed and returned, this audit engagement proposal becomes the primary basis for the evaluation and selection of the firm or practitioner to perform the audit engagement of:

Gallatin Gateway School District No. 35
Gallatin County, Gallatin Gateway, Montana
For the years ended June 30, 2023, June 30, 2024, and June 30, 2025

The audit engagement will be covered by the rules established by the Department of Administration and by the term and conditions contained in the Department’s Standard Audit Contract.

Proposer Warranties

- A. Proposer warrants that it is willing and able to comply with State of Montana laws with respect to foreign (non-state of Montana) corporations.
- B. Proposer warrants that it is willing and able to obtain an errors and omissions insurance policy providing a prudent amount of coverage for the willful or negligent acts, or omissions of any officers, employees or agents thereof.
- C. Proposer warrants that it can provide a certificate for worker’s compensation coverage or a certificate for worker’s compensation exemption.
- D. Proposer warrants that it will not delegate or subcontract its responsibilities under an agreement without the express prior written permission of the Gallatin Gateway School District No. 35.
- E. Proposer warrants that all information provided by it in connection with this proposal it true and accurate.

Date of Proposal

Name of Firm/Practitioner

Signature of Firm/Practitioner Representative

PART A - RESUME

1. Name of Firm/Practitioner: _____

2. Office Location: _____

3. Year Firm/Practitioner Established: _____

4. Personnel:

	Number:			
	Total	CPA	LPA	Other
a. Partner/Owner	_____	_____	_____	_____
b. Manager	_____	_____	_____	_____
c. Supervisors	_____	_____	_____	_____
d. Seniors	_____	_____	_____	_____
e. Assistants	_____	_____	_____	_____
Total Full-Time Professional Staff	_____	_____	_____	_____

5. Type/Name of Services Provided by the Firm:

	Approximate Percentage
a. Auditing	_____
b. Tax	_____
c. Write-up	_____
d. Management Services	_____
e. Other (Explain if material)	_____
Total	100%

6. Type/Nature of Auditing Experience:

	Approximate Percentage
a. Local Government	_____
b. Government - Other	_____
c. Financial Institutions	_____
d. Non-Profit Organizations	_____
e. Manufacturing and Industrial	_____
f. Retail Enterprises	_____
Total	100%

PART A - RESUME (Continued)

7. Specific Government/Private Auditing Experience:
(List those recent engagements which might illustrate your ability to undertake this engagement.)

Client Name	Date & Duration
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

8. Is any member of your firm involved contractually with the entity encompassed by the proposed engagement:
Yes _____ No _____

If yes, in what capacity? _____

9. In your opinion, would acceptance of this engagement result in a compromise of your independence under the Code of Professional Ethics insofar as the relationship between your clients and the entity is concerned?
Yes _____ No _____

If yes, you should explain on a separate sheet the nature and extent to which you believe a compromise would result.

PART B - PERSONNEL COMMITMENT

1. Number, level of personnel and percent of time which would be committed to this engagement:

Level	CPA, LPA, Etc.	Number	% of Proposed Time Budget
a. Partner/Owner	_____	_____	_____
b. Manager	_____	_____	_____
c. Supervisor	_____	_____	_____
d. Senior	_____	_____	_____
e. Assistant	_____	_____	_____
f. Other - Consultants, Subcontractors, etc.	_____	_____	_____
Total		_____	100%

PART B - PERSONNEL COMMITMENT (Continued)

2. Personnel: Provide the names and background of personnel who would be committed to this assignment. Complete the following for all partners, managers, supervisors and seniors who would be committed to participate in this engagement. Use additional sheets if necessary.

A. Position: _____

a. Name: _____

b. Current Position with Firm: _____

c. Number of Years Experience: with firm _____
auditing _____

d. Type of experience which could be particularly relevant to this engagement:

B. Position: _____

a. Name: _____

b. Current Position with Firm: _____

c. Number of Years Experience: with firm _____
auditing _____

d. Type of experience which could be particularly relevant to this engagement:

C. Position: _____

a. Name: _____

b. Current Position with Firm: _____

c. Number of Years Experience: with firm _____
auditing _____

d. Type of experience which could be particularly relevant to this engagement:

PART C - USE OF CONSULTANTS

1. Provide the names(s) of all consultants, experts or subcontractors which would be engaged by the firm for this engagement. Describe the consultant's expertise and application to the engagement.

A. 1. Name: _____
2. Area of Expertise: _____
3. Proposed Fee: _____
4. Application to this engagement: _____

B. 1. Name: _____
2. Area of Expertise: _____
3. Proposed Fee: _____
4. Application to this engagement: _____

C. 1. Name: _____
2. Area of Expertise: _____
3. Proposed fee: _____
4. Application to this engagement: _____

PART D - TIME AND PRICE PROPOSAL - FY 2023-2024

1. Proposed Dates for Engagement:

	Date
A. Conduct Entrance Conference	_____
B. Commence Audit Work	_____
C. Complete Audit Work	_____
D. Review Draft with Governing Body	_____
E. Conduct Exit Conference	_____
F. Submit Final Report to Governing Body	_____

2. Proposed Time and Price for Engagement:

A. Personnel Level

	Hours	X	Rate Per Hour =	Total
a. Partner/Owner	_____		\$_____	\$_____
b. Manager	_____		_____	_____
c. Supervisor	_____		_____	_____
d. Senior	_____		_____	_____
e. Assistant	_____		_____	_____
f. _____	_____		_____	_____
g. _____	_____		_____	_____

Proposed Hours _____

Total Proposed Price for Audit Personnel \$_____

B. Proposed Price for Travel _____

C. Proposed Price for Typing, Clerical and Reproducing _____

3. Total Price Proposed for this Engagement \$_____

PART D - TIME AND PRICE PROPOSAL - FY 2023-2024

1. Proposed Dates for Engagement:

	Date
A. Conduct Entrance Conference	_____
B. Commence Audit Work	_____
C. Complete Audit Work	_____
D. Review Draft with Governing Body	_____
E. Conduct Exit Conference	_____
F. Submit Final Report to Governing Body	_____

2. Proposed Time and Price for Engagement:

A. Personnel Level

	Hours	X	Rate Per Hour =	Total
a. Partner/Owner	_____		\$ _____	\$ _____
b. Manager	_____		_____	_____
c. Supervisor	_____		_____	_____
d. Senior	_____		_____	_____
e. Assistant	_____		_____	

f. _____	_____		_____	_____
g. _____	_____		_____	_____

Proposed Hours _____

Total Proposed Price for Audit Personnel \$ _____

B. Proposed Price for Travel _____

C. Proposed Price for Typing, Clerical and Reproducing _____

3. Total Price Proposed for this Engagement \$ _____

PART D - TIME AND PRICE PROPOSAL - FY 2023-2024

1. Proposed Dates for Engagement:

	Date
A. Conduct Entrance Conference	_____
B. Commence Audit Work	_____
C. Complete Audit Work	_____
D. Review Draft with Governing Body	_____
E. Conduct Exit Conference	_____
F. Submit Final Report to Governing Body	_____

2. Proposed Time and Price for Engagement:

A. Personnel Level

	Hours	X	Rate Per Hour =	Total
a. Partner/Owner	_____		\$_____	\$_____
b. Manager	_____		_____	_____
c. Supervisor	_____		_____	_____
d. Senior	_____		_____	_____
e. Assistant	_____		_____	_____
f. _____	_____		_____	_____
g. _____	_____		_____	_____

Proposed Hours _____

Total Proposed Price for Audit Personnel \$_____

B. Proposed Price for Travel _____

C. Proposed Price for Typing, Clerical and Reproducing _____

3. Total Price Proposed for this Engagement \$_____

PART E - QUALITY CONTROL REVIEW REPORT

1. Attach a copy of the firm's last external quality control review report.

PART F - GENERAL

(To be used for additional information as may be required.)

New Business
DISCUSSION ITEM

Audit Planning Governance Letter

Presented by: Donna Avilez

Background (to include funding source if applicable):

This is an engagement letter regarding the FY 22 audit processes. The audit began on April 28th and will conclude with a report on June 30th. At our August board meeting, we will review the audit details and findings.

Denning, Downey & Associates, P.C.

CERTIFIED PUBLIC ACCOUNTANTS

P.O. Box 1957 Kalispell, MT 59903-1957

(406) 756-6879 • FAX (406) 257-7879 • E-Mail dda@ddaudit.com

Robert K. Denning, CPA, CGFM, CFF, CITP

April 28, 2023

Board of Trustees
Superintendent
District Clerk

Gallatin Gateway Public School
P.O. Box 265
Gallatin, MT 59730

We are engaged to audit the financial statements of the governmental activities, each major fund, and the aggregate remaining fund information of Gallatin Gateway Public School for the year ended June 30, 2022. Professional standards require that we provide you with the following information related to our audit. We would also appreciate the opportunity to meet with you to discuss this information further since a two-way dialogue can provide valuable information for the audit process.

Our Responsibility under U.S. Generally Accepted Auditing Standards and *Government Auditing Standards*

As stated in our engagement letter dated July 19, 2021, our responsibility, as described by professional standards, is to express opinions about whether the financial statements prepared by management with your oversight are fairly presented, in all material respects, in conformity with U.S. generally accepted accounting principles. Our audit of the financial statements does not relieve you or management of your responsibilities.

As part of our audit, we will consider the internal control of Gallatin Gateway Public School. Such considerations will be solely for the purpose of determining our audit procedures and not to provide any assurance concerning such internal control.

As part of obtaining reasonable assurance about whether Gallatin Gateway Public School's financial statements are free of material misstatements, we will perform tests of Gallatin Gateway Public School's compliance with certain provisions of laws, regulations, contracts, and grants. However, providing an opinion on compliance with those provisions is not an objective of our audit.

Our responsibility is to plan and perform the audit to obtain reasonable, but not absolute, assurance that the financial statements are free of material misstatement.

We are responsible for communicating significant matters related to the audit that are, in our professional judgment, relevant to your responsibilities in overseeing the financial reporting process. However, we are not required to design procedures specifically to identify such matters.

We are also responsible for communicating particular matters required by law, regulation, agreement, or other requirements applicable to the engagement.

We gave significant consideration to particular circumstances or relationships such as financial interests, business, or family relationships, or non-attest/non-audit services provided or expected to be provided, and have implemented safeguards to ensure independence.

Generally accepted accounting principles provide for certain required supplementary information (RSI) to supplement the basic financial statements. Our responsibility with respect to Budgetary Comparison Schedule and Budget-to-GAAP Reconciliation, Management's Discussion and Analysis (MD&A), Schedule of Changes in the Entity's Total OPEB Liability and Related Ratios, Schedule of Proportionate Share of the Net Pension Liability, and a Schedule of Contributions], which supplement the basic financial statements, is to apply certain limited procedures in accordance with generally accepted auditing standards. However, the RSI will not be audited and, because the limited procedures do not provide us with sufficient evidence to express an opinion or provide any assurance, we will not express an opinion or provide any assurance on the RSI.

We have been engaged to report on the Schedule of Enrollment, Schedule of Revenue and Expenditures – Extracurricular Fund – All Fund Accounts which accompany the financial statements but are not RSI. Our responsibility for this supplementary information, as described by professional standards, is to evaluate the presentation of the supplementary information in relation to the financial statements as a whole and to report on whether the supplementary information is fairly stated, in all material respects, in relation to the financial statements as a whole.

Planned Scope, Timing of the Audit, and Other

An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements; therefore, our audit will involve judgment about the number of transactions to be examined and the areas to be tested.

Our audit will include obtaining an understanding to the entity and its environment, including internal control, sufficient to assess the risks of material misstatement of the financial statements and to design the nature, timing, and extent of further audit procedures. Material misstatements may result from (1) errors, (2) fraudulent financial reporting, (3) misappropriation of assets, or (4) violations of laws or governmental regulations that are attributable to the entity or to the acts by management or employees acting on behalf of the entity. We will generally communicate our significant findings at the conclusion of the audit. However, some matters could be communicated sooner, particularly if significant difficulties are encountered during the audit where assistance is needed to overcome the difficulties or if the difficulties may lead to a modified opinion. We will also communicate any internal control related matters that are required to be communicated under professional standards.

We expect to begin our audit on approximately April 28, 2023 and issue our report on approximately June 30, 2023. Robert Denning is the engagement partner and is responsible for supervising the engagement and signing the report or authorizing another individual to sign it.

This information is intended solely for the use the Board of Trustees and management of Gallatin Gateway Public School and is not intended to be, and should not be, used by anyone other than these specified parties.

Very truly yours,

Denning, Downey & Associates, P.C.

New Business
ACTION ITEM

Consider 2023-24 Non-resident Student Attendance Agreements

Presented by: Kelly Henderson

Background (to include funding source if applicable):

We received 31 enrollment requests. We are missing paperwork on three and one application was denied on a returning student. The out-of-district students generate \$178,335.

Grade	Status (new student or current student)	Home School District	Tuition
1	Return	Bozeman	\$0
1	Return	Bozeman	\$0
1	Return	Belgrade	\$0
1	Return	Belgrade	\$0
2	Return	Bozeman	\$0
2	Return	Bozeman	\$0
3	Return	Bozeman	\$0
3	Return	Bozeman	\$0
3	Return	Bozeman	\$0
4	Return	Bozeman	\$0
4	Return	Cottonwood	\$0
5	Return	Bozeman	\$0
5	Return	Bozeman	\$0
6	Return	Belgrade	\$0
6	Return	Belgrade	\$0
6	Return	Bozeman	\$0
6	Return	Bozeman	\$0
6	Return	Bozeman	\$0
6	Return	Bozeman	\$0
7	Return	Belgrade	\$0
7	Return	Bozeman	\$0
8	Return	Cottonwood	\$0
8	Return	Bozeman	\$0
K	New	Belgrade	\$0
K	New	Bozeman	\$0
K	New	Belgrade	\$0
K	New	Cottonwood	\$0
K	New	Bozeman	\$0
K	New	Bozeman	\$0

Out of District Enrollment History:

2013-2014	37
2014-2015	24
2015-2016	28
2016-2017	25
2017-2018	34
2018-2019	42
2019-2020	44
2020-2021	34
2021-2022	31
2023-2023	30

Recommendation: Administration recommends to approve the following twenty-eight (28) Discretionary Non-resident Student Attendance Agreements for the 2023-2024 school year.

New Business
ACTION ITEM

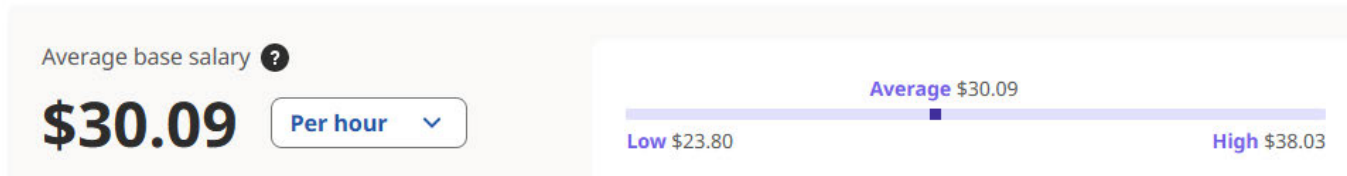
Discuss and Consider Hourly Rate Increase for Nurse, Summer Professional Development Work

Presented by: Brittney Bateman

Background (to include funding source if applicable): The average hourly rate for a nursing position in a public school in Montana is \$30.09 (provided by Indeed). The funding for the nurses position comes from First Presbyterian and some ESSER Funds.

School nurse salary in Montana

How much does a School Nurse make in Montana?



The average hourly wage for summer work ranges from \$11.54 to \$22.12 an hour. (Indeed) The average of their hourly rate is \$25 (rounded up to the nearest dollar). The funding for this work will come from ESSER funds ear-marked for professional development.

Recommendation: Administration recommends raising the hourly wage for the nurse position to \$30.09 and summer professional development and technology work for teachers to \$25.00.

New Business
ACTION ITEM

Discuss and Consider Kindergarten Teaching Position

Presented by: Kelly Henderson

Background (to include funding source if applicable): With the current out of district applications, we have 25 kindergarten students. Class size for Kindergarten is 20. Accreditation standards indicate that 5 over is an excessive class size overage that cannot be covered by a paraprofessional. We have determined two options for consideration for the Kindergarten classes:

Option 1: 24 or fewer students

Hire a .5 FTE teacher for the morning ELA and mathematics blocks. A paraprofessional can assist with the movement and management of the classes as they have specials, science, social studies in the afternoon.

Funding for next year will be based on the February count of 13 students. Our funding for next year would increase (after Fall Count/Waiver) by \$79,260 (\$6,605 per pupil). The salary cost of a .5 FTE teacher would be \$19,229. A para-professional cost would be \$11,520.

Option 2: 25 or more students

Hire a 1.0 FTE teacher for a second Kindergarten classroom. A 1.0 FTE salary would cost the district \$38,459.00

Recommendation: Administration recommends approval of the options dependent upon class size of the Kindergarten.

New Business
ACTION ITEM

Discuss & Consider Handbooks:

Student and Parent Handbook

Staff Handbook

Mentoring Handbook

504 Manual

Volunteer Handbook

Wellness Plan

Presented by: Kelly Henderson

Background:

- Student/Parent Handbook: Updates were made by the staff in a month-long review of processes and procedures that were antiquated or needing updating. Approved policy changes were added.
- Staff Handbook: A reorganization of the manual as well as clarification on processes and procedures were made by the staff.
- Mentoring Handbook: The handbook was updated with accurate information, programs, processes since the last update.
- 504 Manual: This is a new handbook developed by Kaleva Law Firm. This was updated with our processes and procedures and includes the forms.
- Volunteer Handbook: The handbook was updated with transportation information, volunteer opportunities.
- Wellness Plan: The wellness committee updated the plan to include updated goals and action plans for next school year.

We have several handbooks left to complete: MTSS, Human Resources, Business Office Processes, Title IX

Recommendation: Administration recommends approval of the handbooks for the 2023-2024 school year.

Gallatin Gateway School



Student and Parent Handbook 2023-2024

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.



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

Dear Families and Students,

On behalf of the Governing Board and Gallatin Gateway School staff, I would like to welcome you to the 2022-2023 school year and our Gator family. We are so excited to share the school year with you.

The purpose of this handbook is to serve as a reference for all students and their families. This handbook provides students and parents/guardians with information related to the educational environment.

Should you find you need additional information, please contact our school site office staff. They will be happy to assist you.

Sincerely,

Kelly Henderson
Superintendent/Principal

Stay Connected

1. Phone

Parents and students can call their child's teacher by calling 406-763-4415. If you are calling during instructional time, your call will be directed to voicemail. If it is urgent, call the front office, and we can get a message to the teacher.

Kindergarten ext. 27
First Grade ext. 31
Second Grade ext. 26
Third Grade ext. 18
Fourth Grade ext. 19
Fifth Grade ext. 20
Sixth Grade ext. 16
Seventh Grade ext. 15
Eighth Grade ext. 21
Tech/Math ext. 23
Library ext. 22
Music/PE ext. 30
Special Education ext. 29
Business Manager ext. 36
District Clerk ext. 25

2. Website

www.gallatingatewayschool.com

3. Classroom Newsletters/Announcements

Classroom Newsletters are distributed from the teacher to parent emails. Schoolwide Announcements are sent through email and posted on our school website.

4. Infinite Campus

Parents have the opportunity to log-in to a secure area and view their child's progress in each class. Teachers can also provide parents with comments on their child's progress on each assignment and attendance. You can log into this secure site by visiting the school website (www.gallatingatewayschool.com) and clicking on the Infinite Campus icon. For your future reference you can enter your unique username and password here.

Username: _____

Password: _____

If you don't have or have forgotten your username and password, please contact the front office for assistance.

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Contact Information

Attendance
406-763-4415 ext. 11

Superintendent
406-763-4415 ext. 13
E-MAIL: super@gallatingatewayschool.com

Title I/Learning Lab
FAX: 763-4415 ext. 24
406-763-4886

Website:

Main Office
406-763-4415 ext. 10

Counselor
406-763-4415 ext. 28

Mailing Address:
 PO Box 265
 Gallatin Gateway, MT 59730

Physical Address:
 100 Mill Avenue
 Gallatin Gateway, MT 59730

School Calendar



School Day/Hours

The school day for grades K-8 is from 8:00 am to 3:23 pm. Office hours are from 7:30 am to 3:50 pm Monday-Thursday, and 7:30 am to 3:23 pm on Fridays. The playground is supervised between 7:45 am to 7:55 am, when school is in session. Breakfast is available for students in the cafeteria from 7:40 am to 7:55 am.

School Board Policy

The Gallatin Gateway School Board of Trustees generates policies for the purpose of governing the school. These policies are dynamic in nature and are reviewed and revised yearly to ensure that they

continue to closely address the changing needs of the students and the District. A copy of the Gallatin Gateway School District Policy Manual is on the District Website. The procedures in this handbook are developed from policies addressing areas of interest for students, parents, and community members.

Philosophy

The Trustees of School District #35 are guided by the conviction that every student has the right to the best education this community can provide. Responsibility for this rests with all citizens, parents, school staff, and students, with the ultimate responsibility for direction and decision-making being assumed by the Board of Trustees. The Board will lead in creating, maintaining, and improving the school for the children's educational needs. Organization, staffing, programming, teaching, and funding will all be developed with a focus on 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 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.

Equal Opportunity

Every student has the right to the same education, regardless of race, color, national origin, ancestry, sex, ethnicity, language barrier, religious beliefs, physical and mental handicap or disability, economic or social conditions, or actual or potential marital or parental status.

All opportunities shall be allowed for every student, including all educational and extracurricular activities. A student with a problem pertaining to equal opportunity should contact the Gallatin Gateway School District Clerk who acts as the District's Title IX Coordinator.

School Support

Parent Involvement/Volunteering

Gallatin Gateway School District is committed to providing opportunities for parental involvement in every aspect of a student's education. We ask that parents help in our efforts to create and maintain a safe and positive learning environment for our students, as well as, a safe and positive working environment for our staff. We are implementing our school volunteer program for the 2023-2024 school year. Please consider volunteering some time to support our students. We have a variety of opportunities to be involved. The Volunteer Handbook is located on the District website for more information.

Partners in Education (PIE)

Partners in Education is a partnership of community members, parents, teachers, students, and administration working together to provide educational opportunities for Gallatin Gateway School students.

Booster Club

The Booster Club is an organization headed by parents and community volunteers and supports the Gallatin Gateway athletic programs. Fundraising efforts of the Booster Club support our students' athletic endeavors. The Booster Club is supported solely through donations and volunteers.

Gateway Youth Group (GYG)

The Gateway Youth Group is an independent 501(3)c, which provides fun, educational programs and opportunities that enrich the lives of Gallatin Gateway youth.

Gallatin Gateway School Foundation

The Gateway School Foundation is an independent 501(3)c dedicated to preserving and expanding Gallatin Gateway's commitment to excellence in public education. Mission: The Gallatin Gateway School Foundation provides resources to inspire learning, enrich teaching, and create opportunities for students through community support.

Contact information for all of the above-named organizations can be obtained by contacting the Gallatin Gateway School office and/or visiting the school website at gallatingatewayschool.com.

Later Gators

Later Gators, an afterschool program through the United Way, runs from 3:20-5:30 Monday through Friday. The program provides extended learning opportunities for students in grades K-5.

General Information

Learning Lab

The Learning Lab is available for students to complete or receive assistance on homework when school is in session. Learning Lab hours are from 3:23 pm - 3:50 pm, M-Th. The Learning Lab is not available after school on Fridays. At the end of the day, parents should be on time to pick up children. All students remaining on campus after 3:50pm will attend the Later Gator program through the YMCA. Charges incurred must be paid by the parent through the YMCA website.

Telephone

Students may use the school office phone in case of an emergency. Students will be allowed to use the office phone after school for parent transportation. Students may use the classroom phone upon permission from the teacher during non-instructional times to phone parents.

Visitation

Parents and guardians are always welcome to visit their child's classroom to observe the educational process, provided it does not create a disruption to the learning environment. Please prearrange a visit with the teacher. Parents or guardians having particular concerns to discuss with the teacher should arrange a conference time with the teacher. Students may bring guests to school after receiving approval from the Superintendent and their teacher(s). For everyone's safety, we ask:

When arriving at the school...

1. Stop at school office
2. Sign in
3. Obtain visitor badge from Office staff listing Name, Date, and Destination
4. Display your visitor badge so it is visible to students and staff

When departing from the school...

1. Stop at school office
2. Sign out
3. Return your visitor badge to office staff for disposal

Lost and Found

All items found in the school that have been left by students will be placed in the lost and found. At the end of each quarter, items remaining will be taken to a community charity.

Report Cards

The assessments for students are distributed quarterly (approximately every nine weeks). Quarterly report cards will be mailed at the close of each quarterly grading period. Progress Reports will be

issued midterm to keep parents and students informed of academic progress and will be accessible through Infinite Campus. Classes are weighted depending on instructional time. Core classes (math, science, English and social studies) meet every day and are worth one credit per year. Other classes, based on instructional time, may be valued at less than one credit per year.

Grading Scale: (K-2)

- Letter
- AP Advanced Proficient
- P Proficient
- NP Nearing Proficient
- N Novice

Grading Scale: (3-8)

- Letter % Grade Point
- A+ 100-99 4.0
- A 98-94 4.0
- A- 93-90 4.0
- B+ 89-88 3.0
- B 87-84 3.0
- B- 83-80 3.0
- C+ 79-78 2.0
- C 77-74 2.0
- C- 73-70 2.0
- D+ 69-68 1.0
- D 67-64 1.0
- D- 63-60 1.0
- F 59-00 Failing

School Services

School Counseling Services

Gallatin Gateway School offers school counseling services. The purpose of the school counselor is to address issues that may affect students’ academic growth. This can include a variety of needs to include a student’s mental, emotional, social, and academic development. Our counselor also facilitates Section 504 meetings.

Our counselor can assist your family in obtaining services through a variety of agencies. GGS partners with Care Solace to assist families interested in counseling services find a compatible therapist. The link to Care Solace is available on the district website. Below is a list local resources available to families and students:

- AWARE – Adult & Children’s Behavioral Health Services: 406.587.1181
- Community Health Partners – Counseling & Behavioral Health: 406.585.1360
- Eating Disorder Center of Montana: 406.451.7370
- Gallatin Mental Health Center, Outpatient Services, Day Treatment, Drop-in Center: 406.556.6500
- Greater Gallatin United Way – Variety of Services: 406.587.2194
- Help Center – 24 Hour Crisis Line and Suicide Outreach: 406.586.3333
- Information & Referral Network, dial 211
- Hope House Crisis Stabilization Inpatient Crisis Stabilization: 406.585.1130
- HRDC – Housing and Energy Help, Various Train Programs: 406.587.4486
- L’esprit – School and Community Treatment: 406.222.7641
- Mental Health America of Montana: 877.927.6642
- Montana Mental Health (montanamentalhealth.org)
- Montana Independent Living Project: 406.522.7300
- Montana Peer Network: 406.551.1058
- Montana Suicide Prevention Lifeline: 800.273.8255
- Montana Warm Line, Non-crisis support line, M-F 4pm-10pm & Sat-Sun 10am-10pm: 877.688.3377
- MSU Human Development Clinic – Low-Cost services Adults, Children, Couples & Families: 406.994.4113
- MSU Counseling & Psychological Services (MSU students, staff & faculty): 406.994.4531
- National Alliance for the Mentally Ill: 406.443.7871
- Bozeman: namimt.org, 406.585.8959
- Find other Montana affiliate programs
- Open Arms Drop-in Center Peer-to-Peer Support: 406.556.6500
- M-F 12pm-4pm · Doors are locked for 1pm Recovery Group that is open to all
- Salvation Army: 406.586.5813
- Sexual Assault Counseling Center: 406.586.3333
- State Addictive & Mental Disorders Information Line: 888.866.0328
- State Mental Health Ombudsman: 888.444.9669
- Substance Abuse & Mental Health Services Administration: 877.726.4727
- Veteran Administration (Psychiatric and Medications): 800.827.1000 (Local number 406.582.5300)
- VOICE Center – MSU Sexual Assault Crisis Line: 406.994.7069
- Winds of Change Mental Health Center, Adult & Child Case Management, Psychiatry, Therapy: 406.541.4673
- Women in Action – Big Sky Community Counseling: 406.570.3907
- Youth Dynamics, Inc. – Children’s Behavioral Health Services: 406.585.9402

Title I

Gallatin Gateway School has a federally funded targeted Title I program. The program offers services for students with academic need as well as services for students who are homeless. If you believe that your student requires additional intervention services for academic skills, please contact the main office.

Special Education

The District provides services for students with special needs through the Special Education program. IDEA is a federal program that requires students with special needs have access to a Free and Appropriate Public Education that meets their individual needs.

We participate in Child Find screening in the fall for any child, birth through five years of age. Our resource room teacher paraprofessionals, and the Gallatin Madison SPED Co-op service children meeting the specific criterion required by law. Parents may request that their child(ren) be screened or tested by contacting the school Superintendent.

Section 504 Services

The school district has specific responsibilities under Section 504/Title II which include the responsibility to identify, evaluate and if the child is determined to be eligible under Section 504/Title II, to afford access to appropriate educational services.

Student Information

Athletics and School Functions

Athletic Eligibility Guidelines

Gallatin Gateway School District #35 recognizes the value of athletic programs as an integral part of a student's total education experience. Responsibility for this rests through active participation of students, parents, and school staff. Please see the Athletic Handbook for eligibility and attendance requirements.

Participation in the athletic program offered by Gallatin Gateway School is a privilege available to all students and carries with it responsibilities to the school, other participants, and the community. The athletic program is designed to teach students the fundamentals of a variety of sports and to provide experiences that will assist each participant in developing athletic skills and a positive self-image, emotional maturity, sound moral values, social competence, discipline and responsibility, and the ability to deal with success and adversity.

- All students enrolled full or part time are eligible for participation in all sports.
- Any student who resides in the Gallatin Gateway School District, but is not actively enrolled in Gallatin Gateway School, and wishes to participate in any sports activity must write a letter addressed to the Superintendent stating his/her reasons for wanting to join a team. This request must be provided to the Superintendent at least seven days prior to any regular School Board meeting. The Board shall make the final decision on the acceptance of such students. The District will not admit any students when it causes overcrowding or discipline concerns on any sports program. One year's acceptance does not guarantee another year's acceptance.
- All students outside the district who are not academically enrolled are not eligible to participate in any sports.
- All student participants should plan to start practice on the scheduled first day of practice. No

student will be allowed to join a team after the first two weeks of the season unless they obtain prior approval from the Athletic Director and/or Superintendent.

Conduct/Sportsmanship

Participants and fans in the athletic program are expected to conduct themselves in an exemplary manner at all times. They must follow the conduct outlined in both this handbook and the GGS Athletic Handbook. Their actions should reflect favorably on themselves, their teammates, and the school.

If a special incident arises, which may not be covered in the Athletic Handbook, the issue shall be submitted to the Superintendent, who will follow the District's Grievance Procedure for a determination and resolution.

Valuables and Money

Unless necessary for a school sponsored event, students are asked not to bring valuables or money to school. If necessary, they may ask the office to hold such items. The school is not responsible for valuables/money left in lockers, classrooms or locker rooms.

Students are encouraged not to bring items such as electronic devices, cell phones, skateboards, etc. to school. However, if these items are brought to school they are to be promptly placed in the student's locker or backpack and not removed until the end of the day.

Student Dress Expectations

The good judgment of students and parents/guardians should suffice in matters of dress, modesty, and cleanliness. When decorum is in question, the following standards are applied:

- Clothing should be neat and clean.
- Hats, caps, hoods, sunglasses or coats are not to be worn in the building during school hours, except when designated on special "Spirit" days. Student council sponsors a monthly hat day for a \$1 donation.
- Clothing should be free of slogans or advertisements promoting drugs, alcohol, tobacco, or violence.
- Clothing should be free of sexual, derogatory or vulgar connotations.
- Undergarments are to be completely covered.
- Strapless shirts are not allowed unless the garment is worn underneath another appropriate top.
- Skirts and shorts should appropriately cover the student's body and not show undergarments.
- Shirts and pants must cover the stomach, even when arms are raised.
- Sandals and open-toed shoes are allowed ONLY if they have a back strap around the heel.

Remember, there can be risk of toe injury by wearing open toed shoes or sandals. Any violations of the above rules and procedures will result in removal from the class if the student is unable to find a way to meet the dress expectations. The student will wait in the office until parents bring suitable clothing or the student is taken home to change clothing.

Proper hygiene should be paid close attention to for both student health and social acceptance, for

example, daily use of deodorant, brushing teeth, bathing, wearing of clean clothing, and regular changing of feminine hygiene products. If a student's lack of proper hygiene is offensive to others, parents will be notified.

Dress Appropriately for the Weather

Students are expected to dress appropriately for the seasonal conditions. Students should consistently wear hats, warm coats, socks, gloves, and boots during rain or snow conditions. Please label these garments with the child's name. Shorts may be worn year-round, but remember that all children will be expected to go outside at recess time if weather permits. Seasonal outdoor clothing is not permitted in the classroom. Students in K-4 will wear snow boots when there is snow on the ground. They will wear snow pants to play in the snow or to play on any equipment that is wet or snow-covered. Students without snow pants will be required to stay on the paved areas of the playground.

Lockers

Students are responsible for the care and condition of the locker. If the locker needs repairs due to student misuse, the student will be billed. Personal combination locks are not allowed. Carabiners (without locking ability) are allowed.

Searches of Student and school property. School authorities may inspect and search school property and equipment owned or controlled by Gallatin Gateway School (such as lockers and desks) without notice or consent of the student. School authorities may search a student, a student's personal effects, when reasonable grounds suggest a search will produce evidence that the particular student has violated or is violating a law or District student conduct rules. The search itself must be conducted in a manner that is reasonably related to its objectives and not excessively intrusive in light of age and sex of a student and the nature of the suspected infraction.

Textbooks

Board-approved textbooks and instructional materials are provided free of charge for each class. Books must be covered by each student, as directed by the teacher, and treated with care. If the book is damaged when issued to the student, damage must be reported to the teacher. Any student that damages or fails to return a book issued by the school may be charged a fee to replace or repair the book. A student's grades may be withheld until restitution is made by payment.

Technology

Technology

The use of technology to provide educational material is a privilege. When abused, privileges will be taken away. When respected, they will benefit the learning environment as a whole.

Care of School Property by Students

Children's Internet Protection Act Policy

Internet access is available to the District's students and community members. Through its computer network, the District is connected with thousands of computers all over the world. Users may have access to information ranging from different cultures, science related issues, music, politics, and access to many university library catalogs. These are just some of the area's users may be able to explore through the computer network.

Students utilizing school-provided Internet access are responsible for good behavior on-line, just as they are in a classroom or other areas of the school. The same general rules for behavior and communications apply. The District may provide filtering software for computers accessing the Internet.

The purpose of the District-provided Internet access is to facilitate communications in support of research and education. To remain eligible as users, students' use must be in support of and consistent with the educational objectives of the District. Access is a privilege, not a right. Access entails responsibility.

Privacy/Confidentiality

Users should have no expectation of privacy or confidentiality in the content of electronic communications or other computer files sent and received on the school computer network or stored in his/her directory. The school computer network's system operator, or other school employees, may at any time review the subject, content, and appropriateness of electronic communications or other computer files and remove them if warranted. Any violation of District rules will be reported to school administrators.

Copyright

Users shall not:

1. Copy and forward;
2. Copy and download; or
3. Copy and upload

to the network or Internet server any copyrighted material, without approval by the computer system operator, a teacher, or other school administrator. Copyrighted material is anything written by someone else, such as an e-mail message, a game, a story, or software. Plagiarism is not allowed.

Inappropriate Sites

The use of the District network and the Internet is for educational purposes only. All sites containing pornography or sexually explicit materials (written or pictured) are off limits to users.

E-mail/Chatting

Students are prohibited from using e-mail, including District e-mail accessed through a web browser. E-mail access may be given to students on a case-by-case basis (e.g., foreign exchange students keeping in contact with home). Students are prohibited from joining chat rooms, unless it is a teacher-sponsored activity.

Hacking

Users shall not infiltrate or “hack” outside computing systems or networks. Examples: the release of viruses, worms, or other programs that damage or otherwise harm an outside computing system or network. Users shall not disrupt a system or interfere with another’s ability to use that system (e.g., by sending “e-mail bombs” that cause a disk to fill up, a network to bog down, or a software application to crash). Nor shall users do any of these things to the District computer system.

Inappropriate Use

Users shall not use the District computer network to:

1. Purchase goods, solicit sales, or conduct business (e.g., by posting an advertisement to a news group). Users shall not set up web pages to advertise or sell a service.
2. Transmit obscene, abusive, sexually explicit, inappropriate, or threatening language.

Gallatin Gateway Children’s Internet Protection Act Policy Contract

Acceptable Use

Parents and Students:

Please read together and after signing, return this document to the school.

Statement of Purpose:

The District believes that all students should have access to technology when they act in a responsible, efficient, courteous and legal manner. Internet access and other online services, available to students and teachers, offer a multitude of global resources. Our goal in providing these services is to enhance the educational development of our students.

Acceptable uses of technology are devoted to activities that support teaching and learning. The following are our agreements about the use of technology in District schools:

Terms of Agreement

Using the computer correctly and responsibly is very important. I promise to follow these rules:

- To use all computer equipment carefully and not damage, change or tamper with the hardware, software, settings or the network.
- To use the computer and the Internet for schoolwork only. I will use only the programs and websites that my teacher has approved.
- To print only when my teacher tells me to print.
- To use my own file or my own folder on the student server.
- To not view, send or display inappropriate messages or pictures.
- To never use any form of electronic communication to harass, frighten or bully anyone while at school.
- To tell a staff member if I read or see something on the computer that is inappropriate.
- To obey copyright laws.

Use of New Web Tools

As part of 21st century learning, teachers and students may be using new web tools such as blogs, wikis, podcasts and videocasts. These technologies improve students’ communication and

collaboration skills, provide a real audience and extend learning beyond the classroom walls while building digital citizenship skills. At some point during the school year, you may be asked to sign additional permission forms regarding the use of new web tools.

Chromebook User Agreement

Chromebook Student/Parent Agreement and Contract

In an effort to ensure that students are equipped with the tools necessary for success as 21st Century Learners, GGS has adopted a 1:1 Chromebook program for students. The document below explains this program and the responsibilities of both parents and students. Please read through this document with your child and sign at the bottom.

Why Chromebooks

A Chromebook is a type of laptop that runs on the web-based Chrome OS. Chromebook features include:

- Unlimited access to Google Apps for Education, a free web-based suite of programs including collaborative tools such as Drive, Docs, Drawing and Sheets.
- Documents and apps are cloud based with an immediate Auto-save function and near limitless cloud data storage.
- Personalized learning experiences from grade to grade, and student to student.
- Affordability and ease of management.

Costs

Students/Parents are responsible for reasonable costs of repair for a deliberately damaged device, or damage interpreted as neglect. Damages and other incidents must be reported to the Superintendent's office right away. Lost, stolen or questionable damage will be reviewed by the administration on a case-by-case basis to determine fees.

Estimated fees for Chromebook parts and replacements:

Full replacement: \$355 Chromebook

+ \$35 Google Education License
\$390

Expectations, Responsibilities and Care

- Student will secure Chromebook in the Homeroom Chrome Cart at the end of every day.
- Student will disinfect Chromebook daily, and will not write or place any stickers on the Chromebook.
- Student will take measures to protect the Chromebook from damage or theft. Students will not leave the Chromebook unattended.
- Student will use Chromebook in compliance with the Acceptable Use Agreement
- Student will not let others use their assigned Chromebook.

- Student will protect Chromebook screens by not touching them too hard or with any object.
- Student will carry Chromebooks properly to ensure safe handling.
- Student will avoid placing or dropping heavy objects on the Chromebook.
- Student will use Chromebooks on a table or desktop.
- Student will refrain from drinking or eating while using the Chromebook.

At Home Expectations

Should the student need to check out their Chromebook for use at home: Chromebooks are configured to minimize online access to inappropriate material. Regardless, it is the full responsibility of the parent or legal guardian to ensure that their child does not access any inappropriate online material when Chromebooks are not at school.

Violations

- Students must follow the Gallatin Gateway School Acceptable Use Policy at all times while using their Chromebook.
- Violations of the Acceptable Use Policy or items stated in this document will be addressed by the school administration to determine the proper course of action.
- School Administration and Faculty have the right to view the contents of the Chromebook at any time.

*** Required**

Please sign this form and return to your child’s homeroom teacher the first day of school.

*Student Agreement **

YES: I have read or had the Chromebook Student/Parent Agreement and the Acceptable Use Policy read to me. I understand the rules, guidelines and procedures contained in both of these documents and agree to fully comply with all of them. I understand that I will be held accountable for my actions should I violate any of these rules, guidelines and procedures at any time.

Name of Student: _____ Grade:

Student Signature: _____ Date:

*Parent or Guardian Agreement **

YES: As the parent or legal guardian of the minor/student signing above, I grant permission for my child to access Gallatin Gateway School technology resources, including Internet accessibility and my child’s assigned Chromebook. I understand that my child, or the child in my care, may keep his/her network access and Chromebook as long as the procedures and rules described in the Gallatin Gateway School’s Acceptable Use Policy and the Gallatin Gateway School’s Chromebook Student/Parent Agreement are followed. Should my son or daughter, or the child in my care, violate any of the previously cited rules or procedures, they will be held accountable for their actions by the Gallatin Gateway School.

YES: I fully understand the costs and responsibilities associated with the Gallatin Gateway School's Chromebook Student/Parent Agreement:

Parent or Guardian Name: _____

Date: _____

Parent or Guardian Signature:

Bark

When schools give students access to devices and online accounts, an incredible world of learning opportunities opens up — as well as potential dangers. Digital safety is critically important to Gallatin Gateway School, which is why we are now using Bark for Schools to help us protect our students both online and in real life.

Bark monitors for signs of potential issues like:

- Cyberbullying
- Suicidal ideation
- Sexual predators
- Threats of violence
- And more

Alerts at the first signs of danger

When possible dangers arise on school-issued accounts, Bark for Schools sends us alerts so we can address the situation in a timely manner. These alerts also give us insights that help us promote the well-being of the entire student body.

Cyberbullying

Cyberbullying is, but not limited to, any act of bullying committed by use of electronic technology or electronic communication devices, including telephonic devices, social networking and other Internet communications, on school computers, networks, forums and mailing lists, or other District-owned property, and by means of an individual's personal electronic media and equipment.

Social Media

Students may not utilize social media sites during the school day. Posting of pictures, videos, and other student work is prohibited during the school day.

Cell Phones and Other Electronic Equipment

Student possession and use of cellular phones, wearable communication devices, including smart watches, and other electronic devices on school grounds, at school sponsored activities, and while under the supervision and control of school district employees is a privilege which will be permitted only under the circumstances described herein. School sponsored activities include but are not limited to field trips, fundraisers, and overnight trips. Cell phones are used during specific classroom activities in Tech (manipulation of robots/drones or during classroom guided activities).

Parents, please do not call your child during school hours on their cell phone. The phone call disrupts instruction and class time. If you would like to leave your child a message, please call the school office. Except in emergent cases, students will return your call after instruction.

At no time will any student operate a cell phone, wearable communication device, or other electronic device with video or audio capabilities in a locker room, bathroom, or other location where such operation may violate the privacy right of another person. These devices must be kept in lockers or backpacks and turned off during the instructional day. Use of such devices disrupts the instructional program and distracts from the learning environment. Therefore, use of these devices is grounds for confiscation of the device by school staff. Confiscated devices will be returned to the parent/guardian at the end of the day by the Superintendent/Principal. Repeated use of such devices will result in disciplinary action (see disciplinary actions).

Parent Information

Attendance Procedures

PLEASE DO NOT SEND YOUR STUDENT TO SCHOOL IF THEY ARE SICK OR HAVE SIGNS OF ILLNESS.

In the event of illness or other unavoidable absences, please notify the school office by phone by 8:30 a.m. If a child is not at school and the school does not receive a phone call, the Administrative Secretary will phone to make certain the child is home. This helps us ensure the safety of the children.

Procedure for leaving during the 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. Parents must sign their student out of the school.

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 9 excused or unexcused absences (per class) per semester (quarter 1 & 2 or quarter 3 & 4). 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. A student absent for more than 3 days must have a doctor's note to return to school. 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.

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.
- 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.

*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) do not apply in the following cases:

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

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 truantries 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.

Parental Custodial Arrangements

The school Superintendent should be made aware of all parental custodial rights concerning students, and it is recommended that a copy of a court approved parenting plan be on file at the school.

Student Enrollment/Withdrawal

Students enrolling or withdrawing after the start of school must complete a check in/out with the school's administrative assistant. Please call the main office to get assistance with both enrollment and withdrawals.

Admission of Out-Of-District Students

Gallatin Gateway School recognizes that the educational needs of resident students require an orderly education process, free from disruptive influences, overcrowding, and violence. The admission of out-of-district students will be made on the following criteria:

- The student must be in good standing with the most-recently attended school in terms of academics, attendance, and conduct. The student must demonstrate a clean behavior record, lack of truancy, have passing grades, and present no educationally related detriment to the students of Gallatin Gateway School.
- Gallatin Gateway School has the option of admitting out-of-district students who do not meet all of the above criteria if the student and parents agree to special conditions of admittance.
- The Board will not admit any student who is expelled from another school district.
- The district will not accept out-of-district students who would cause the district to exceed the class size standards under Montana Law.

Types of Records

Permanent Records

Permanent records are confidential and required by all schools. Parents have access to them under Access Rights. They are kept current and accurate in a fireproof file in a vault in the school building. They include:

1. Name and address of student

2. Name and address of parent(s) or guardian
3. Date of Birth (Birth Certificate)
4. Academic work completed
5. Level of Achievement (e.g., grades, standardized test scores, grade level completed)
6. Immunization record
7. Attendance Data

Cumulative Records

Cumulative records are confidential and also available to parents under Access Rights. They are periodically reviewed and kept in locked storage. They include:

1. Access Log
2. Health Records
3. Standardized test results (e.g., intelligence, aptitude, state, etc.)
4. Verified information of clear relevance to the student's education
5. Information pertaining to release of this record
6. Parent authorization or prohibitions

Parents and Students Rights to Records

The District maintains the two types of records mentioned above. The Family Educational Rights and Privacy Act (FERPA) allows certain rights

- The right to request the amendment of the student's education record that the parent(s)/guardian(s) believe is inaccurate, misleading, irrelevant, or improper.
- The right to permit disclosure of personally identifiable information contained in the student's education records, except to the extent that FERPA or state law authorizes disclosure without consent.
- The right to a copy of any school student record proposed to be destroyed or deleted.
- The right to prohibit the release of directory information concerning the parent's/guardian's child.
- The right to file a complaint with the U.S. Department of Education concerning alleged failures by the District to comply with the requirements of FERPA.

Directory Information

Regarding student records, federal law requires that 'directory information' on your child may be released by the District to anyone who requests it unless you object to the release of any or all of this information. Directory information ordinarily includes:

- Student's name
- Student's address
- Telephone number
- Electronic mail address
- Date of birth
- Participation in officially recognized activities and sports

- Photographs, videos
- Dates of attendance
- Grade level
- Honors and awards received in school

Gallatin Gateway School ONLY releases the following Directory Information to school-related organizations, news outlets, other parents, and photographers (for the purposes of school related photos):

- Student's name
- Participation in officially recognized activities and sports
- Photographs, videos
- Grade Level
- Honors and awards received in school

If there is an external request for any other Directory Information of a student, the school will contact the parent for specific permission.

Safety

Student Supervision

Students will be supervised while attending school. Before school, students will go outside (7:40am) or to the cafeteria (7:30am) for breakfast. Please do not drop your child off for school before 7:30 am. Staff will not be on duty for supervision. After school, students will be supervised in the Learning Lab until 3:50 pm or may attend the Later Gators After School Program. Any students not picked up by parents from the Learning Lab by 3:50 pm will be sent to Later Gators at the parents' expense.

Closed Campus Policy

Students are not permitted to leave the school grounds without adult supervision during school hours.

Disaster Procedures

Emergency drills will occur on a regular basis as required by state law. Teachers will instruct and practice appropriate procedures for drills throughout the school year and post exit maps near each exit door. In the event of a disaster, Gallatin Gateway School will implement procedures to safeguard students. The Emergency Preparedness Manual is available on the school website:

Bicycles/Motorized Vehicles/Skateboards

Riding bicycles to school is permitted if the bicycles are walked across the sidewalk, parked immediately and placed properly in the bike rack, when the student arrives at school. Provisions should be made for locking the bicycle. We encourage students to wear helmets when riding bikes and skateboards. Riding bicycles and skateboards on the school grounds is not permitted. Motorized vehicles are prohibited on the school grounds.

Crosswalk

Students who walk to school or are dropped off or picked up on the north side of Mill Street must use the crosswalk to cross. Crosswalk assistance is provided to students from 7:45-8:00 am and from 3:23-3:33 pm each day school is in session.

School Food Program

Breakfast is served at 7:30 am every morning and snack for K-2 is served at 2:00 pm. Lunch is served at 11:00 am for grades K-2, 11:20 am for grades 3-5, and at 11:46 am for grades 6-8. All students, parents, staff and community members are encouraged to eat school lunch every day! In order to optimize the student's learning capability, all students are required to have lunch every day. This can be either the hot lunch served at school or a cold lunch from home. Microwave and kettle use is available for students in grades 5-8.

Gallatin Gateway School offers qualifying families a free lunch program and also a reduced lunch program. These forms are available throughout the year at the office and online. These forms are confidential and every family is encouraged to apply, even if they think they may not qualify. Also, if during the year a family has financial hardships, we encourage them to stop by the office and complete the form. Free and reduced lunch can be used all year, or month-to-month depending on family needs. Many grants the school applies for are awarded to schools based on the number of families that qualify for the free/reduced program. Please, remember that families who qualify do not necessarily need to participate in the program for the school to earn credit toward the grant. This program ensures a balanced meal to every student, every day. Please participate!

Student breakfast and lunch accounts are prepaid. Please, have students bring their lunch money to the office for it to be credited to their account. You may also prepay for your student's breakfast and lunch account through our online pay system. Student and Adult breakfast and lunch prices are available on the School Website.

Afterschool Snack Cart

Serving healthy snacks to children is important to providing good nutrition, supporting lifelong healthy eating habits, and helping to prevent costly and potentially-disabling diseases, such as heart disease, cancer, diabetes, high blood pressure and obesity. Gallatin Gateway School offers a variety of afterschool snacks such as: fruit, milk, granola bars, vegetables, sandwiches, and string cheese for our students and parents to purchase after school. The afterschool snack cart is open Monday-Thursday from 3:23-3:33 pm and is CASH only. The cart proceeds assist in the fundraising for the 8th grade DC trip.

Birthday/Miscellaneous Celebration Treats and Snacks from Home

If your child would like to bring a birthday or celebration treat from home for the class, please bring a healthy snack/treat for students. A list of Smart Snacks is available at this website and is

recommended by the Governing Board's Wellness Committee: [A Guide to Smart Snacks in School \(azureedge.us\)](http://azureedge.us). The Wellness Committee recommends 80% of the snacks provided for celebrations be low in sugar. If you have questions about allowable snacks and treats, please contact your child's teacher.

Transportation

School Bus

The following information for parents and passengers states the rules and regulations for riding the school buses to ensure a safe and pleasant experience for the students. Students choosing not to follow the bus rules may be suspended from riding the bus or face other consequences. The bus driver will assign a seat to each student on the bus.

Bus Changes

Due to ensuring the safety of children on the school buses, students who are registered to ride the bus must ride the bus on which they are scheduled.

Students whose parents wish them to ride the bus to any destination other than home must present a signed parent/guardian note to the bus driver. The note must be dated and signed by the parent. If there is an unforeseen emergency, the parent may call the office and give the school permission to provide the note in lieu of the parent-signed note.

Bus Safety

In addition to the following, all GGS Behavior and Discipline outlined in this handbook apply while waiting for, loading, riding, and leaving the bus. Students who become a serious disciplinary problem on the bus may have their riding privileges suspended.

Student Responsibilities Prior to Loading the Bus

- Be at the designated loading zone no less than five minutes prior to the scheduled stop.
- Stay off the road at all times while walking to and waiting for the bus.
- Wait until the bus is completely stopped before moving forward to enter.
- If you must cross a highway, cross at least ten feet in front of the bus.
- Enter the bus single file and immediately go to the assigned seat and be seated.

While on the Bus:

- The driver is completely in charge and must be obeyed.
- Observe all school rules.
- Remain seated while the bus is in motion.
- Keep head, hands, and arms inside the bus at all times.
- Do not litter on the bus, throw anything from the bus or damage any parts of the bus. Offenders will

provide restitution.

- Keep books, packages, coats, backpacks, and all other objects out of the aisle.
- No animals are allowed on the bus unless permission is received from the bus driver in advance. Animals must be in a proper container.
- Any action, loud talking, or horseplay that might distract the driver is forbidden.
- In case of an emergency, students shall follow emergency evacuation procedures.
- No personal audio equipment, electronic games or cell phones must be kept in the student's backpack and not used on the bus.
- No drinking or eating on the bus. Any food or drinks must be kept in the student's backpack.

Leaving the Bus:

- Do not get up to leave the bus until the bus has stopped.
- Cross the road, when necessary, at least ten feet in front of the bus.
- The driver is not to discharge students at places other than their regular stop or at school unless the driver has proper authorization from parents.

Parent Responsibilities

- Helping your child be a responsible bus rider will help keep everyone safe. Help them to be on time for their bus, and to take the safest route to and from the bus stop.
- Help them learn all of the bus rules and explain the importance of following the driver's instructions.
- Get to know your child's bus driver and let the driver know of any problems or concerns you may have.
- Please inform the school, and/or your driver, of any changes to your student's normal routine. If your child will not be riding the bus for a given time, a note is greatly appreciated.
- Make plans for weather emergencies should school be dismissed early.
- Be sure the school has a home, work, and emergency phone number where the parent/guardian can be reached.

Bus Video

The Board authorizes the use of video cameras with sound on District school buses to ensure the health, welfare, and safety of all staff, students, and visitors on District school buses. Notification of video and sound surveillance will be posted on the school bus. The District will comply with all applicable state and federal laws related to record maintenance and retention. The District may choose to make video recordings a part of a student's educational record or of a staff member's personnel record. The District will comply with all applicable state and federal laws related to record maintenance and retention.

Inclement Weather Conditions

Parents will be notified via email or text if school will not be in session or if the buses are not operating. Buses will not operate when the temperature is -30 (30 below zero). Students and parents

can listen to the radio reports concerning questionable weather. It is the parents' responsibility to bring their student to and from school if the buses aren't running, unless school is closed.

School Bus Fees

Gallatin Gateway provides bus service to all students residing in the District. The state helps finance transportation only for those students who live farther than three-miles from the school. Therefore, the district must assess a bus fee to families living within a three-mile radius of the school and to out-of-district families to help cover operational costs. This fee is \$15 per month for one student and \$20 per month for two or more students in a family. Fees must be paid by the first Friday of each month in order to ride the bus. No refunds will be made for days a student does not ride or when the bus cannot make its regular run.

Health

School Nurse

Gallatin Gateway School, through the generosity of First Presbyterian Church, has a Family Nurse Practitioner on staff at least two days a week.

- Athletic Physicals can be done through the school nurse
- Vision screenings are provided by the Gallatin Empire Lions Club.
- Speech and language screening is provided by referral.
- Hearing screening is provided for new students, referrals, and those in kindergarten, first grade and in special education.

Immunization Records

Interpretation of immunization records for school entry can be confusing. The following are some helpful guides along with a review of the Immunization Law Requirements for Montana Schools.

Minimum Requirements for School Entry

VACCINE: Polio

- **DOSES:** Three doses, but one more dose if the third was given before the fourth birthday **INFO:** The primary series of oral polio vaccine (OPV) consists of three doses given six to eight weeks apart. The same dose requirements that apply to OPV are required if inactivated polio vaccine (IPV) or a combination of both OPV and IPV are used.

VACCINE: DT/DTaP/Td/Tdap

- **DOSES:** Four doses, but one more if the fourth was given before the fourth birthday. **INFO:** A student enrolling in kindergarten through eighth grade needs at least four doses of Diphtheria, Tetanus and Pertussis (DTaP, DT, Td, or Tdap) vaccine given as any combination of DTaP, DT, Td, or Tdap. In addition, all students entering 7th grade must have a Tdap booster after turning 10 years old.

VACCINE: MMR

- DOSES: Two doses, one dose on or before the student's first birthday and one more dose upon entry to kindergarten if not earlier.
- INFO: Date given must be on or before first birthday, second dose is required before school entry.

VACCINE: VARICELLA (CHICKENPOX)

- DOSES: Two doses, one dose on or after first birthday and one dose upon entry to kindergarten if not earlier.
- INFO: A student enrolling in kindergarten through eighth grade needs at least two doses of Varicella vaccine. First dose must be administered on or before the student's first birthday and the second dose is required before school entry.

If a child has not completed the minimum vaccination series required by Montana Law, a Conditional Attendance Form should be completed. If the student has received at least one or more doses of the required vaccine(s), he/she can conditionally attend until the next series is due. In order to remain, the student must continue to receive all remaining doses in a timely manner. If the student fails to complete the immunization(s) within the time period indicated, he/she must either qualify for and claim an exemption or be excluded immediately from school by the school Superintendent or that person's designee.

Medical Exemption for Required Immunizations

“(2) When a parent, guardian, or adult who has the responsibility for the care and custody of a minor seeking to attend school, or the person seeking to attend school, if an adult, files with the governing authority a written statement signed by a physician licensed to practice medicine in any jurisdiction of the United States or Canada stating that the physical condition of the person seeking to attend school or medical circumstances relating to him indicate that some or all of the required immunizations are not considered safe and indicating the specific nature and probable duration of the medical condition or circumstances which contraindicate immunization, he is exempt from the requirements of this part to the extent indicated by the physician's statement. The statement must be maintained as part of the person's immunization records.” MCA 20-5-405(2)

The law also allows for exemptions, if immunizations are contrary to the religious beliefs of the parent or guardian. A claim of exemption on religious grounds must be renewed each year on an affidavit. (Affidavit- Appendix)

Administering Medicines to Students

Any school employee authorized in writing by the school Superintendent:

- May assist in the self-administration of any drug which may lawfully be sold over the counter without a prescription to a student in compliance with the written instructions of a medical practitioner, if the student's parent or guardian consents in writing. The parents should complete the form on the district website to permit administration of over-the-counter medications and return it to the school office.

- May assist in self-administration of a prescription drug to a student in compliance with the written instructions of a medical practitioner, if the student’s parent or guardian consents in writing. No employee except a qualified health care professional may administer a drug or prescription drug to a student under this policy, except in an emergency situation. 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.

The Board will permit the administration of medication to students in schools. Pursuant to the written authorization of a physician or dentist, as well as the written authorization of a parent or guardian, the school nurse or personnel may administer medication to any student in the school or may delegate this task pursuant to Montana law. Parents must provide an authorization from the student’s physician and provide the medication to the school (over the counter or prescription).

Emergency Administration of Medication

In case of an anaphylactic reaction or the risk of such reaction, a school nurse or delegate may administer emergency oral and/or injectable medication to any student in need thereof on the school grounds, in the school building, or at a school function, according to the standing order of the chief medical advisor or the student’s private physician.

In the absence of a school nurse, the Superintendent or designated staff member exempt from the nurse license requirement under 37-8-103(1)(c), MCA, who has completed training in administration of medication, may give emergency medication to students orally or by injection. There must be on record a medically diagnosed allergic condition which would require prompt treatment to protect the student from serious harm or death.

Record of the medication administered in an emergency will be entered on an Individual Student Medication Record and filed in the student’s cumulative health folder.

Self-Administration of Medication

Students who are able to self-administer specific medication may do so provided:

- A physician or dentist provides a written order for self-administration of said medication.
- There is written authorization for self-administration of medication from the student’s parent or guardian.
- The appropriate staff are informed that the student is self-administering prescribed medication. Any school employee authorized in writing by the school Superintendent may assist with self-administration of medications provided that only the following acts are used:
 - Verbal suggestions, prompting, reminding, gesturing, or providing a written guide for self-administering medication.
 - Handing a pre-filled, labeled medication holder, labeled unit dose container, syringe, or original marked, labeled container from the pharmacy to the student.

- Opening the lid of the above container for the student.
- Guiding the hand of the student to self-administer the medication.
- Holding and assisting the student in drinking fluid to assist in the swallowing of oral medications.
- Assisting with removal of a medication from a container for students with physical disability which prevents independence in the act.

Handling and Storage of Medications

All medications, including those approved for keeping by students for self-medication, must first be delivered by the parent or other responsible adult to the nurse or employee assisting with the self-administration of medication. The nurse or the employee must:

- Examine any new medication to ensure that it is properly labeled with dates, name of student, medication name, dosage and physician name.
- If administration is necessary, the nurse must develop a medication administration plan for the student before any medication is given by school personnel.
- Record on the Student's Individual Medication Record the date the medication is delivered and the amount of medication received.
- Store medication needing refrigeration at 36°F-46°F.
- Store prescribed medicinal preparations in a securely locked storage compartment. Controlled substances will be contained in a separate compartment, secured and locked at all times

No more than a forty-five-school day supply of medication for a student will be stored at the school. All medication, prescription and nonprescription, will be stored in its original container.

Self-Administration of Asthma Inhalers and Epinephrine Pens

Students with allergies or asthma may be authorized by the building Superintendent or Superintendent, in consultation with medical personnel, to possess and self-administer emergency medication from an epinephrine pen (EpiPen) or asthma inhaler during the school day, during field trips, school-sponsored events, or while on a school bus. The student shall be authorized to possess and self-administer medication from an epinephrine pen or asthma inhaler if the following conditions have been met.

- A written and signed authorization from the parents or guardians for self-administration of medication acknowledging that the school district or its employees are not liable for injury that results from the student self-administering the medication.
- The student must have the prior written approval of his/her primary health care provider. The written notice from the student's primary care provider must specify the name and purpose of the medication, the prescribed dosage, frequency with which it may be administered, and the circumstances that may warrant its use.
- Documentation that the pupil has demonstrated to the health care practitioner and the school nurse, if available, the skill level necessary to use and administer an EpiPen or asthma inhaler.

- Documentation of a doctor-formulated written treatment plan for managing asthma or anaphylaxis episodes of the pupil and for medication use by the pupil during school hours. Authorization granted to a student to possess and self-administer medication from an EpiPen or asthma inhaler shall be valid for the current school year only and must be renewed annually. A student's authorization to possess and self-administer medication from an EpiPen or asthma inhaler may be limited or revoked by the building Superintendent or other administrative personnel. If provided by the parent or guardian, and in accordance with documentation provided by the pupil's doctor, backup medication must be kept at a pupil's school in a predetermined location or locations to which the pupil has access in the event of an asthma or anaphylaxis emergency.

Disposal of Medication

School personnel must either return to the parent or destroy any unused, discontinued, or obsolete medication. Medicine which is not repossessed by the parent or guardian within a seven-day period of notification by school authorities will be destroyed by the Superintendent in the presence of a witness.

Emergency Treatment

The Board recognizes that schools are responsible for providing first aid or emergency treatment in case of sudden illness or injury to a student, but that further medical attention is the responsibility of the parent or guardian. Each parent or guardian must provide an emergency telephone number where the parent or designee of the parent can be reached. When a student is injured, staff shall provide immediate care and attention until relieved by a superior, a nurse or a doctor. The designated staff member should immediately contact the parent so that the parent can arrange for care or treatment of the injured student. If a child develops symptoms of illness while at school, the responsible school official shall do the following:

- Isolate the child immediately from other children in a room or area segregated for that purpose.
- Inform the parent or guardian as soon as possible about the illness and request him or her to pick up the child.
- Report each case of suspected communicable disease the same day by telephone to the local health authority, or as soon as possible thereafter if no contact can be made the same day. In the event that the parent cannot be reached and if, in the judgment of the person in charge, immediate medical attention is required, the injured student may be taken directly to the hospital and treated by the physician on call. When the parent is located, he/she may elect to continue the treatment or make other arrangements.

A person with a valid First Aid card shall be present for all field trips, athletic and other off campus trips.

Substance Abuse

To promote positive health, tobacco, alcohol, illegal drugs, or mind-altering substances will not be allowed in the school building, on the school grounds, or during school sanctioned functions. The

school playground and surrounding property is designated as a drug free school zone.

Student Conduct

Character Strong

The goal of Character Strong 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 our school. 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.

Guidelines for Student Success and Schoolwide Expectations

Character Strong supports our mission in growing successful students who focus on living the GATOR Way. The GATOR Way is the group of values we believe in and practice as Gators. It’s really an honor to be a Gator. Practicing our Gator values makes Gateway School a safe place to learn and to make friends and to grow and to belong—for all of us, including those new to Gateway School. Within the title, GATOR is an acronym whose letters stand for character traits highly valued by the Gateway community, traits which promote success not just in school, but in life itself. The acronym translates as follows:

- G = Generosity and kindness
- A = Academic effort and achievement
- T = Tolerance and teamwork
- O = Organization and self-discipline
- R = Respect and responsibility

Discipline Philosophy

A major goal of the staff at Gallatin Gateway School is to establish a safe, secure, and positive atmosphere throughout the school in which all children are given an opportunity to learn and develop as individuals. The general rules of the school exist to prevent injury, protect the rights of students and staff members, and promote a positive learning atmosphere. The fundamental right of every teacher is the right to teach. The fundamental right of every student is the right to learn. Behavior that interferes with either of these rights is unnecessary and unacceptable.

Gallatin Gateway School Staff believes that children learn best when they feel themselves to be part of a safe, understanding, and secure community. Our staff commits itself to the development of a safe, interactive learning environment that promotes respect, responsibility, and community. Clearly defined expectations of student conduct, meaningful feedback, celebration of successful behavior, and

consistent implementation of behavioral guidelines highlight our program. Gallatin Gateway teachers are both compassionate and firm. Each teacher develops expectations, procedures and rules with his/her individual class, which is sent home. These clearly stated plans teach Gallatin Gateway students to be responsible for their actions. Teachers will notify parents if a child's behavior becomes disruptive.

It is expected that students be respectful and cooperative with staff members, substitute teachers, volunteers, and other students. There is not a rule for every possible action that violates the rights of others. Any act that disrupts learning, is disrespectful, or causes danger to people or destruction of property is against the rules. In all communications with students, but particularly in disciplinary situations, teachers and staff understand their role in respecting the dignity of students. Children need guidance and discipline as they develop; Gallatin Gateway Staff understands how we give this guidance is crucial. The Gallatin Gateway staff sets the tone through our own actions and attitudes.

The GGS Discipline Matrix is available in the Appendix.

Classroom Discipline

Each classroom teacher uses a classroom management plan which is explained to the students. We focus on positive classroom expectations and reinforce those expectations through positive support and feedback. Classroom expectations are developed by our staff. Students are provided instruction on how to meet the expectations through processes and procedures in the school. Students who struggle with meeting the classroom expectations are provided consequences in the classroom. An office referral will take place when behavior in the classroom affects the other students and provides an unsafe learning environment.

Lunchroom Rules/Procedures

To ensure a pleasant lunchroom setting, the following rules must be followed:

- Sit in the assigned seat.
- Remain seated unless given permission to get seconds or clean up.
- Wait for permission to leave the lunchroom (minimum 20 minutes for eating).
- Speak in a soft voice.
- Students are not permitted to return to their classrooms or lockers to retrieve items once they have left their classroom for lunch.

Playground Rules

The following procedures and rules address the supervision of your child at play. Please discuss these with your child. Students will be supervised on the playground at all times. Common sense is the first rule for determining whether activities are safe or not safe. If the playground supervisor determines that an activity/behavior is unsafe, it must be stopped.

Responsible Playground Behaviors

Students will:

- Show respect for other students and staff.
- Follow directions of all school personnel.
- Cooperate and use good sportsmanship.
- Use all playground equipment safely and in the manner in which it was intended.
- Keep hands, feet, and objects to self.
- Stay in boundaries.
- Gather equipment when the bell rings and line up quickly.

Inappropriate Playground Behaviors

- Swearing, rudeness, name-calling, spitting, or defying authority
- Eating food or chewing gum
- Inappropriate or obscene gestures
- Fighting, horseplay, tackling, pushing, wrestling, or shoving another student
- Throwing snow, rocks, sticks, etc
- Sliding on ice or playing in water
- Piggy back rides, chicken fights or carrying another student
- Any activity that endangers another student
- Urinating/Defecating on the playground

General Playground Expectations

Students will:

- Leave toys at home (to prevent loss and damage) unless the classroom teacher gives permission.
- Be allowed to bring personal footballs, basketballs, soccer balls, jump ropes, books, and journals to use on the playground if they wish. Students are responsible for keeping track of all personal belongings they bring onto the playground. These items are not allowed in the classroom.
- Walk bikes between the bike racks and the road, on the sidewalk and on the playground. Bicyclists may not leave the playground until after the buses leave for the afternoon. Bicyclists must wear helmets for safety.
- Go home after school, unless their adult chaperone is present, or students are participating in supervised after-school activities
- Not use skateboards on school property during school hours.

K-8 students will:

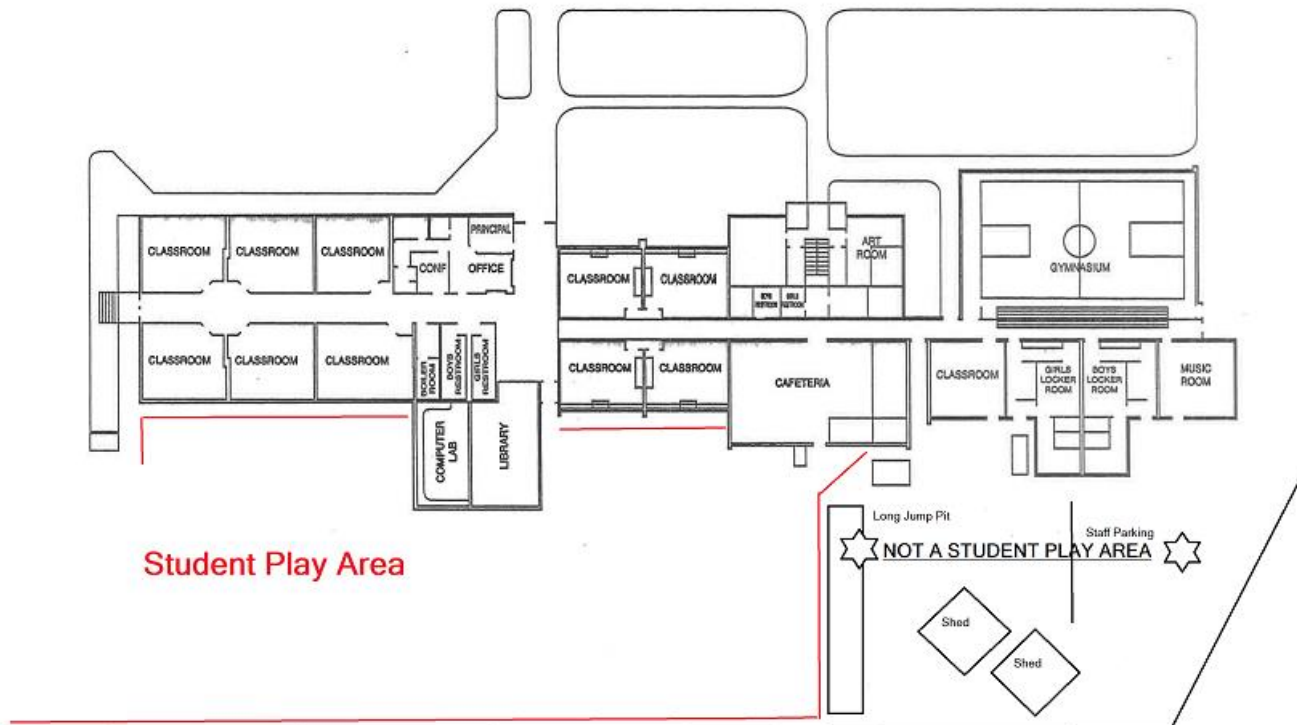
- Remain in playground boundaries during all recesses, unless given permission.
- Pass without loitering behind any sheds, buildings, or vehicles.
- Sit on the benches by the Memorial Garden, but will not be in the garden.
- Not climb on the fences, the trees, or pull the tree branches.
- Ask permission to go inside to use the restrooms or to receive help for injuries.

- Enter through the designated entrance with the teacher.

Boundaries

Off-Limits Area

Outdoor areas outside the playground area are off-limits to students. The playground area is bordered by the log fence to the east, the fence to the south, the bus lane and fence on the west, and sidewalks on the north. Students may not play past the long-jump pit on the east side of the building and should stay inside the track and inside of the fenced areas. The red outlined area below indicates acceptable areas for the students to play. Playing close to the building in the bushes disrupts the class activities of in-session classrooms.



Basketball Courts

Students will:

- Play only one game per court, unless sharing a court and playing half court games.
- Respect the equipment by not hanging on rims or nets.

Large Field Area

Students will:

- Play organized field games on the field.
- Alternate field games each recess if interest is shown for more than one sport.
- Allow everyone to play field games.

Playground

Students will:

- Dismount from all equipment safely and not jump from equipment.
- Not tie clothing or ropes to equipment.
- Keep hands, feet and legs to themselves when playing on equipment. Students will not have chicken fights or pull others while on equipment.
- Sit at picnic tables and not stand on benches or tables.
- No running or playing with sticks.

Swings

Students will:

- Swing in a sitting position, one person per swing. Students will not swing sideways, on stomachs, knees or feet, do spiders or underdogs, twist, or jump out of swings.
- Not throw swings over the top.
- Not climb on support poles for swings.
- Not run between swings while other students are using the swing.

Slides

Students will:

- Go down the slide only.
- Climb up the stairs with one person in the slide shoot at a time.
- Wait until the slide is clear before sliding down.
- Slide all the way down on their bottom, feet first.
- Leave the landing area promptly to clear the way for the next person.
- Not put objects such as snow, toys, dirt, wood chips, backpacks, etc. on the slide.

Horizontal Bars (Monkey Bars)

Students will:

- Keep their bodies below the bars.
- Cross the bars in the direction the first person chooses. All students will progress with their hands across the bars in one direction.

Soft Rubber Balls

Students will:

- Use soft rubber balls for throwing, catching and for playing four square.
- Throw the balls away from the building.

Soccer Balls

Students will:

- Use soccer balls for kicking and for soccer games.
- Kick soccer balls away from the building.

Footballs

Students will:

- Use footballs for kicking and for football games.
- Kick footballs away from the building

Snow Expectations

Students will:

- Always obey the supervisor on duty.
- Play in the snow without throwing, kicking, or dropping snow or ice chunks.
- Share, help build, but never destroy snow creation. Snow is community property.

Severe Playground Disruptions

Parents will be notified and may be asked to come to school immediately for the following behaviors:

- Fighting.
- Vandalism.
- Defiance of authority.
- Unacceptable language.

Chewing Gum

Gum chewing is prohibited at Gallatin Gateway School.

Prohibited Activities and Behavior

Bullying, Harassment, Peer-to-Peer Aggression

Everyone at Gallatin Gateway School is committed to making our school a safe and caring place for all students. We will treat each other with respect, and we will refuse to tolerate bullying in any form at our school.

Respect and kindness are the cornerstones of all our interactions and behaviors. At Gallatin Gateway School, we recognize and confirm the dignity and worth of one another and strive never to diminish another by our conduct or our attitudes. In order to prepare students to live in a complex and ever-changing society, we, as educators and parents, have the responsibility to help our children acknowledge diversity and build unity by practicing hospitality, civility and respect. Any physical, spoken, or written act of abuse, violence, harassment, intimidation, extortion, use of vulgarity, cursing, making remarks of a personally insulting or destructive nature toward any other person for any reason, intentional or unintentional, will not be tolerated at Gallatin Gateway School.

Bullying is repeated, targeted, unwanted, aggressive, unfair, and one-sided. It happens when someone keeps hurting, frightening, threatening, or leaving someone out on purpose.

Bullying occurs when a more dominant individual exhibits aggressive behavior intended to, and does,

cause distress to or creates a hostile environment for a less dominant individual.

Gallatin Gateway School has predictable and escalating consequences for peer-to-peer aggression.

Bullying is not tolerated at Gallatin Gateway School.

Gallatin Gateway faculty and staff do the following to prevent bullying and help children feel safe:

- Closely supervise in all areas of the school and playground.
- Take family concerns seriously about bullying.
- Watch for signs of bullying and stop it when it happens.
- Respond quickly and sensitively to bullying reports.
- Look into all reported bullying incidents.
- Assign consequences for increasing severity of bullying.
- Provide immediate consequences for retaliation against students who report bullying.

Arson

Attempting to or lighting a fire on school property.

Assault

An attack or threat of physical abuse on another person.

Bomb Threat

Any threat of a bomb being placed in or around the school at any time.

Bullying, Harassment, and Creating a Hostile Environment

Actions or remarks directed toward a student, staff or adult, or visiting instructors designed to demean, embarrass, or humiliate including physical intimidation, sexual harassment, and threats.

Cyberbullying

Cyberbullying is, but not limited to, any act of bullying committed by use of electronic technology or electronic communication devices, including telephonic devices, social networking and other Internet communications, on school computers, networks, forums and mailing lists, or other District-owned property, and by means of an individual's personal electronic media and equipment.

Deceit

An act of lying, cheating, forgery or other form of deceit including using school resources for inappropriate purposes, i.e., internet privileges.

Distribution of Drugs or Alcohol

The selling or distribution of illicit drugs, alcohol, or other intoxicants.

Endangering Others

Willful disregard for safety of others committing acts that endanger other students, teachers, or staff

(examples: physical assault, threats of physical violence, or actual physical altercations; acts that endanger other students pushing, kicking, hitting, spitting, etc.

False Fire/Emergency Alarm

Student setting off emergency alarms when there is no emergency.

Fighting

A mutually joined physical altercation involving two or more students.

Harassment

1) Denies or limits the provision of educational aid, benefits, services, or treatment, or makes such conduct a condition of a student's academic status.

2) Has the purpose or effect of:

A) Substantially interfering with the student's educational environment.

B) Creating an intimidating, hostile, or offensive educational environment.

C) Depriving a student of educational aid, benefits, services, or treatment.

D) Making submission to or rejection of such unwelcome conduct the basis for academic decisions affecting a student.

If a student believes harassment has occurred, a teacher, counselor, Superintendent, or Title IX coordinator should be contacted, who will then assist the student in filing a complaint. If the supervisors or teachers fail to help report the incident or condone the incident, they may be subject to punishment themselves

Possession of Firearms

Possession, control, or transfer of a firearm or any object that can reasonably be considered, or looks similar to a firearm, including air-soft guns or pellet guns.

Possession or Use of Tobacco, Consumption of Drugs or Alcohol

Possession or use of any tobacco product, Drugs or Alcohol

Possession or Use of Water Balloons, Water Pistols, or Other "Prank" Devices

Possession of an item whose use disrupts or inconveniences the student, staff, or faculty.

Possession Weapons

Possession of articles that pose a potential threat to the physical safety of others.

Public Display of Affection/Inappropriate Touching

Inappropriate displays of affection are prohibited on school property.

Sexual Harassment

Sexual harassment of any kind is strictly prohibited. Sexual harassment includes, but is not limited to,

an employee, District agent, or student making unwelcome advances, requesting sexual favors, and engaging in other verbal or physical conduct of a sexual or sex-based nature. Sexual harassment also includes unwelcome touching, crude jokes or pictures, discussions of sexual experiences, teasing related to sexual characteristics, and spreading rumors related to a person's alleged sexual activities.

Theft

Act of stealing or attempting to steal.

Unacceptable Language

The use of profane, vulgar, or unacceptable language, symbols, or gestures; verbal abuse

Vandalism

Willful damage to or destruction of defacement of school property or personal property or personal property of other students or adults.

Willful Disobedience/Disrespect

The conscious choice of a student to fail to act as instructed by a teacher, substitute, staff member, or the conscious choice on the student's part to be disrespectful.

Complaint or Grievance Procedures

Uniform Complaint Procedure

Students, parents, employees, or community members may file a complaint in accordance with this grievance procedure, if they believe that the Board, its employees or agents have violated their rights guaranteed by the State or federal constitutions, State or federal statutes, or Board policy.

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

Filing a Complaint

The Complainant may file a complaint with the Superintendent. The Complainant must file the complaint within thirty (30) calendar days of the alleged violation of his or her rights guaranteed by the State or federal constitutions, State or federal statutes, or Board policy. If the complaint contains allegations against the Superintendent, the Complainant may ask for assistance from the Board Chair in identifying the appropriate manner in which to file a complaint. Any individual receiving a complaint may request the Complainant to provide a written statement regarding the nature of the complaint.

Investigation

Within 15 calendar days of the date the complaint was filed, the individual receiving the complaint will investigate the complaint or appoint a qualified person to undertake the investigation on his/her behalf. The complaint or identity of the Complainant will not be disclosed except (1) as required by law or this policy; (2) as necessary to fully investigate the complaint; or (3) as authorized by the Complainant. The Superintendent or investigator shall issue a written decision at the completion of the investigation. If the complaint contains allegations involving the Superintendent, the Board shall address the complaint in writing.

Decision and Appeal

Within 7 calendar days of receipt of the written decision, a District official shall notify the Complainant of the determination regarding the complaint. If the Complainant is not satisfied with the determination of the Superintendent, the matter may be appealed to the Board if the Complainant is alleging a violation of Board policy, or state or federal law. Within 30 calendar days, the Board shall meet to affirm, reverse, or amend the decision or direct the gathering of additional information. This meeting shall not be a de novo hearing resulting in a re-investigation of the matter, but a review of the written decision in the matter to determine if there is an error in the decision. Within 7 calendar days, the Complainant shall be informed of the Board's decision by mail. The Complainant may appeal the Board's decision to the Gallatin County Superintendent as provided by law.

Appendices

Student Discipline Matrix

Discipline Matrix

<u>Gallatin Gateway School</u>	<u>Discipline Matrix</u>					
<u>*In all cases administrative discretion will be exercised</u>	Minor behaviors are listed in white	Major behaviors are shaded in gray	A referral form will be filled out for EACH OCCURRENCE for tracking purposes			
	<i>Behavior</i>	<i>Minor/Major Minor=Staff managed Major=admin. managed</i>	<i>1st Occurrence</i>	<i>2nd Occurrence</i>	<i>3rd Occurrence</i>	<i>4+ Occurrence</i>
Arson	Major	Authorities are contacted/suspension &/or expulsion				
Assault	Major	Authorities are contacted/suspension &/or expulsion				
Bomb Threat	Major	Authorities are contacted/suspension &/or expulsion				
Bullying/Harassment/Creating Hostile Environment	Major	Meeting with student/parents and admin. Detention.	Detention. Formal behavior plan.			
Teasing	Minor	Conference with student, facilitated apology and make reparations. Parent contacted.	Conference with Student, facilitated apology and make reparations, parent contacted. Counselor referral.	Facilitated apology and make reparations. Conference with admin., parents and student.	Facilitated apology and make reparations. Meeting with parents and behavior plan created.	
Tardy	Minor/Major	Conference with student.	Fill out reflection sheet.	Detention	Behavior Plan	
Cheating/Plagiarism	Minor/Major	Conference with Student, zero on the assignment, parent contacted.	Zero on the assignment, parent contacted, detention.	Behavior Plan		
Deceit	Minor/Major	Conference with student, facilitated apology and make reparations. Parent contacted.	Conference with Student, facilitated apology and make reparations, parent contacted. Counselor referral.	Facilitated apology and make reparations. Conference with admin., parents and student.	Facilitated apology and make reparations. Meeting with parents and behavior plan created.	
Defiance	Minor/Major	Conference with Student, Parent Contacted.	Fill out reflection sheet.	Detention	Behavior Plan	
Disrespect	Minor/Major	Conference with student, facilitated apology and make reparations. Parent contacted.	Conference with Student, facilitated apology and make reparations, parent contacted. Fill out reflection sheet. Counselor referral.	Facilitated apology and make reparations. Conference with admin., parents and student.	Facilitated apology and make reparations. Meeting with parents and behavior plan created.	
Disruptive Conduct	Minor/Major	Conference with Student, Parent Contacted	Fill out reflection sheet.	Detention	Conference with parent, Behavior Plan	
Distribution of Drugs or Alcohol	Major	Authorities are contacted/suspension &/or expulsion				
False Fire/Emergency Alarm	Major	Authorities are contacted/suspension &/or expulsion				
Gum Chewing in common areas	Minor/Major	Correction/conference with student.	Fill out reflection sheet.	Detention	Behavior Plan	
Harassment/Intimidation:sexual/racial/gender/religion/disability/ethnicity/physical characteristics	Major	Authorities are contacted/suspension &/or expulsion				
Physical Contact/Horse play	Minor/Major	Correction/conference with student.	Fill out reflection sheet.	Detention	Behavior Plan	
Inappropriate Dress	Minor/Major	Conference with student. Student will change clothes.	Student will change clothes. Fill out reflection sheet. Parent contact.	Student will change clothes. Detention.	Behavior Plan	

Inappropriate use of Cell Phone	Major	Meeting with student/parents and admin. Detention.	Detention. Formal behavior plan.		
Unauthorized use of cell phone	Minor/Major	Conference with student.	Fill out reflection sheet. Parent contact.	Parent conference. Detention.	Behavior Plan
Unauthorized use of wearable technology	Minor/Major	Correction/conference with student.	Fill out reflection sheet. Parent contact.	Parent conference. Detention.	Behavior Plan
Inappropriate Use of Technology/Internet	Major	Meeting with student/parents and admin. Detention.	Detention. Formal behavior plan.		
Physical Aggression/Fighting	Major	Meeting with student/parents and admin. Suspension.	Suspension. Formal behavior plan.		
Possession of Use of Tobacco	Major	Authorities are contacted/suspension &/or expulsion			
Possession of Weapons	Major	Authorities are contacted/suspension &/or expulsion			
Possession or Consumption of Drugs or Alcohol	Major	Authorities are contacted/suspension &/or expulsion			
Possession or Use of Water Balloons, Water Pistols, or other "prank" devices	Minor/Major	Correction/conference with student.	Fill out reflection sheet.	Detention	Behavior Plan
Possession or Consumption of Drugs or Alcohol	Major	Authorities are contacted/suspension &/or expulsion			
Property Damage/Misuse	Minor/Major	Conference with Student, Parent Contacted. Make reparations.	Make reparations. Conference with student and parents. Detention.	Detention. Behavior Plan	
Public Display of Affection/Inappropriate Touching	Minor/Major	Conference with Student, Parent Contacted.	Conference with student and parents. Detention.	Detention. Behavior Plan	
Theft	Major	Conference with Student and admin, parent contacted. Detention or Suspension. Possible contact of authorities.	Conference with student and parents. Detention or Suspension. Contact authorities.	Behavior Plan. Conference with student and parents. Detention or Suspension. Contact authorities.	
Threat of Violence to individuals	Major	Conference with Student and admin, parent contacted. Detention.	Conference with student and parents. Behavior plan.	Authorities are contacted/suspension &/or expulsion	
Threat to School	Major	Authorities are contacted/suspension &/or expulsion			
Truancy/Skipping/Leaving	Major	Conference with student and parents. Behavior plan.			
Unacceptable Language	Minor/Major	Conference with student.	Fill out reflection sheet.	Detention	Behavior Plan
Vandalism	Major	Authorities are contacted/suspension &/or expulsion			
Vandalism	Minor/Major	Correction/conference with student. Make reparations.	Fill out reflection sheet. Make reparations.	Detention	Behavior Plan
Weapons	Major	Conference with Student and admin, parent contacted. Detention.			
Willful Disobedience/Disrespect	Minor/Major	Conference with student.	Fill out reflection sheet.	Detention	Behavior Plan
Willful Disregard for Safety	Major	Conference with Student and admin, parent contacted. Detention.	Conference with student and parents. Behavior plan.	Authorities are contacted/suspension &/or expulsion	
Playground Rules					
Throwing rocks, snow, sticks, etc	Minor/Major	Conference with student. Time out.	Fill out reflection sheet.	Detention	Behavior Plan
Piggy back rides, chicken fights or carrying another student	Minor/Major	Conference with student. Time out.	Fill out reflection sheet.	Detention	Behavior Plan
Misuse of equipment	Minor/Major	Conference with student. Time out.	Fill out reflection sheet.	Detention	Behavior Plan

Fighting, pushing, tackling, wrestling or shoving another student	Major	Conference with Student and admin, parent contacted. Detention. Sent inside.	Conference with student and parents. Behavior plan.	Authorities are contacted/suspension &/or expulsion	
Any activity that endangers another student	Major	Conference with Student and admin, parent contacted. Detention. Sent inside.	Conference with student and parents. Behavior plan.	Authorities are contacted/suspension &/or expulsion	
Urinating on the playground	Major	Conference with Student and admin, parent contacted. Detention. Sent inside.	Conference with student and parents. Behavior plan.	Authorities are contacted/suspension &/or expulsion	
Lunchroom Rules					
Not sitting in assigned seat	Minor/Major	Conference with student.	Fill out reflection sheet.	Detention	Behavior Plan
Does not remain seated	Minor/Major	Conference with student.	Fill out reflection sheet.	Detention	Behavior Plan
Leaves lunchroom without permission	Minor/Major	Conference with student.	Fill out reflection sheet.	Detention	Behavior Plan
Yelling, shouting	Minor/Major	Conference with student.	Fill out reflection sheet.	Detention	Behavior Plan
Sharing food	Minor/Major	Conference with student.	Fill out reflection sheet.	Detention	Behavior Plan
Throwing food	Major	Meeting with student/parents and admin.	Formal behavior plan.		
Bus Rules					
Not remaining seated	Minor/Major	Conference with student. Contact parent.	Detention	Behavior Plan	Loss of bus privileges
Littering or throwing things from the bus	Minor/Major	Conference with student. Contact parent.	Detention	Behavior Plan	Loss of bus privileges.
Eating or drinking on the bus	Minor/Major	Conference with student. Contact parent.	Detention	Behavior Plan	Loss of bus privileges.
Storing belongings in the aisle	Minor/Major	Conference with student. Contact parent.	Detention	Behavior Plan	Loss of bus privileges.
Not wearing seatbelt	Minor/Major	Conference with student. Contact parent.	Detention	Behavior Plan	Loss of bus privileges.
Tampering with bus or equipment	Minor/Major	Conference with student. Contact parent.	Detention	Behavior Plan	Loss of bus privileges.
Audio equipment or cell phone use	Minor/Major	Conference with student. Contact parent.	Detention	Behavior Plan	Loss of bus privileges.

Annual Notifications

Asbestos

The Asbestos Hazard Emergency Response Act of 1986 (AHERA) was enacted by Congress to determine the extent of and develop solutions for any problems schools may have with asbestos. Asbestos has been used as a building material for many years. Asbestos' properties made it an ideal building material for insulating, sound absorption, decorative plasters, fireproofing, and a variety of miscellaneous uses. The Environmental Protection Agency (EPA) began action to limit uses of asbestos products in 1973. Building facilities were then inspected by a certified inspector as required by AHERA. Gallatin Gateway Schools hired an inspector to locate, sample, and rate the condition and hazard of the asbestos in the school. The inspection and laboratory analysis were then turned over to a certified engineer who developed an asbestos management plan for Gateway School, which is on file in the school office.

Bullying/Harassment/Intimidation/Hazing

Policy 3226-R Bullying Harassment Policy notice

The Board will strive to provide a positive and productive learning and working environment. Bullying, harassment, intimidation, or hazing, by students, staff, or third parties, is strictly prohibited and shall not be tolerated.

Definitions

- “Third parties” include but are not limited to coaches, school volunteers, parents, school visitors, service contractors or others engaged in District business, such as employees of businesses or organizations participating in cooperative work programs with the District, and others not directly subject to District control at inter-district and intra-District athletic competitions or other school events.
- “District” includes District facilities, District premises, and non-District property if the student or employee is at any District-sponsored, District-approved, or District-related activity or function, such as field trips or athletic events, where students are under the control of the District or where the employee is engaged in District business.
- “Hazing” includes but is not limited to any act that recklessly or intentionally endangers the mental or physical health or safety of a student for the purpose of initiation or as a condition or precondition of attaining membership in or affiliation with any District-sponsored activity or grade-level attainment, including but not limited to forced consumption of any drink, alcoholic beverage, drug, or controlled substance, forced exposure to the elements, forced prolonged exclusion from social contact, sleep deprivation, or any other forced activity that could adversely affect the mental or physical health or safety of a student; requires, encourages, authorizes, or permits another to be subject to wearing or carrying any obscene or physically burdensome article, assignment of pranks to be performed, or other such activities intended to degrade or humiliate.
- "Bullying" means any harassment, intimidation, hazing, or threatening, insulting, or demeaning gesture or physical contact, including any intentional written, verbal, or electronic communication (“cyberbullying”) or threat directed against a student that is persistent, severe, or repeated, and that substantially interferes with a student’s educational benefits, opportunities, or performance, that takes place on or immediately adjacent to school grounds, at any school-sponsored activity, on school-provided transportation, at any official school bus stop, or anywhere conduct may reasonably be considered to be a threat or an attempted intimidation of a student or staff member or an interference with school purposes or an educational function, and that has the effect of:
 - a. Physically harming a student or damaging a student’s property;
 - b. Knowingly placing a student in reasonable fear of physical harm to the student or damage to the student’s property;
 - c. Creating a hostile educational environment, or;

d. Substantially and materially disrupts the orderly operation of a school.

- “Electronic communication device” means any mode of electronic communication, including but not limited to computers, cell phones, PDAs, or the internet.

Reporting

All complaints about behavior that may violate this policy shall be promptly investigated. Any student, employee, or third party who has knowledge of conduct in violation of this policy or feels he/she has been a victim of hazing, harassment, intimidation, or bullying in violation of this policy is encouraged to immediately report his/her concerns to the building principal or the District Administrator, who have overall responsibility for such investigations. A student may also report concerns to a teacher or counselor, who will be responsible for notifying the appropriate District official. Complaints against the building principal shall be filed with the Superintendent. Complaints against the Superintendent of District Administrator shall be filed with the Board. The complainant shall be notified of the findings of the investigation and, as appropriate, that remedial action has been taken.

Exhaustion of administrative remedies

A person alleging violation of any form of harassment, intimidation, hazing, or threatening, insulting, or demeaning gesture or physical contact, including any intentional written, verbal, or electronic communication, as stated above, may seek redress under any available law, either civil or criminal, after exhausting all administrative remedies.

Responsibilities

The District Administrator shall be responsible for ensuring notice of this policy is provided to students, staff, and third parties and for the development of administrative regulations, including reporting and investigative procedures, as needed.

When an employee has actual knowledge that behavior in violation of this policy is sexual harassment, the employee must contact the Title IX Coordinator. The Title IX sexual harassment grievance process will be followed, if applicable, prior to imposing any discipline that cannot be imposed without resolution of the Title IX process.

Consequences

Students whose behavior is found to be in violation of this policy will be subject to discipline up to and including expulsion. Staff whose behavior is found to be in violation of this policy will be subject to discipline up to and including dismissal. Third parties whose behavior is found to be in violation of this policy shall be subject to appropriate sanctions as determined and imposed by the District Administrator or the Board. Individuals may also be referred to law enforcement officials.

Retaliation and Reprisal

Retaliation is prohibited against any person who reports or is thought to have reported a violation, files a complaint, or otherwise participates in an investigation or inquiry. Such retaliation shall be considered a serious violation of Board policy, whether or not a complaint is substantiated. False charges shall also be regarded as a serious offense and will result in disciplinary action or other appropriate sanctions.

Cross Reference: 3225 Sexual Harassment

 3225 Sexual Harassment Grievance Procedure

 3225F Harassment Reporting/Intake Form for Students

Legal Reference: § 20-5-207, MCA “Bully-Free Montana Act”

 § 20-5-208, MCA Definition

 § 20-50-209, MCA Bullying of student prohibited

 § 20-5-210, MCA Enforcement – exhaustion of administrative remedies

 10.55.701(2)(f), ARMBoard of Trustees

 10.55.719, ARMSStudent Protection Procedures

 10.55.801(1)(d), ARMSchool Climate

Ferpa

The Family Educational Rights and Privacy Act (FERPA) affords parents and students over 18 years of age (“eligible students”) certain rights with respect to the student’s education records. They are:

1. The right to inspect and review the student’s education records within 45 days of the day the district receives a request for access. Parents or eligible students should submit to the school principal [or appropriate school official] a written request that identifies the records(s) they wish to inspect. The principal will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.
2. The right to request the amendment of the student’s education records that the parent or eligible student believes are inaccurate or misleading.
 - Parents or eligible students may ask *Gallatin Gateway School* to amend a record that they believe is inaccurate or misleading. They should write the school principal, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading.
 - If the District decides not to amend the record as requested by the parent or eligible

student, the District will notify the parent or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.

3. The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent.

One exception which permits disclosure without consent is disclosure to school officials with legitimate educational interest. A school official is a person employed the District as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the School Board; a person or company with whom the District has contracted to perform a special task (such as an attorney, auditor, medical consultant, or therapist); or a parent or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks.

4. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

5. Upon request, the District discloses education records without consent to officials of another school district in which a student seeks or intends to enroll. [NOTE: FERPA requires a school district to make a reasonable attempt to notify the student of the records request unless it states in its annual notification that it intends to forward records on request.]

The right to file a complaint with the U.S. Department of Education concerning alleged failures by the District to comply with the requirements of FERPA.

Human Sexuality Notification

Policy 2335F1 - Human Sexuality Instruction Annual Notice

Dear Parent/Guardian,

The Gallatin Gateway School District is providing a notice that is required under the provisions of Senate Bill 99, which the 2021 Legislature passed, and Governor Gianforte signed into law. The operative section of law governing this notice is Section 20-7-120, MCA , which provides as follows:

20-7-120. Excused absences from curriculum requirements -- notice -- prohibited activities.

(1) A parent, guardian, or other person who is responsible for the care of a child may refuse to allow the child to attend or withdraw the child from a course of instruction, a class period, an assembly, an organized school function, or instruction provided by the district through its staff or guests invited at the request of the district regarding human sexuality instruction. The withdrawal or refusal to attend is an excused absence pursuant to 20-5-103.

(2) Any school implementing or maintaining a curriculum, providing materials, or holding an event or assembly at which the district provides human sexuality instruction, whether introduced by school educators, administrators, or officials or by guests invited at the request of the school, shall adopt a policy ensuring parental or guardian notification no less than 48 hours prior to holding an event or assembly or introducing materials for instructional use.

(3) A school district shall annually notify the parent or guardian of each student scheduled to be enrolled in human sexuality instruction in the district or school in advance of the instruction of:

- (a) the basic content of the district's or school's human sexuality instruction intended to be taught to the student; and
- (b) the parent's or guardian's right to withdraw the student from the district's or school's human sexuality instruction.
- (4) A school district shall make all curriculum materials used in the district's or school's human sexuality instruction available for public inspection prior to the use of the materials in actual instruction.
- (5) A school district or its personnel or agents may not permit a person, entity, or any affiliate or agent of the person or entity to offer, sponsor, or furnish in any manner any course materials or instruction relating to human sexuality or sexually transmitted diseases to its students or personnel if the person, entity, or any affiliate or agent of the person or entity is a provider of abortion services.
- (6) For purposes of this section, "human sexuality instruction" means teaching or otherwise providing information about human sexuality, including intimate relationships, human sexual anatomy, sexual reproduction, sexually transmitted infections, sexual acts, sexual orientation, gender identity, abstinence, contraception, or reproductive rights and responsibilities.

This notice is being provided comprehensively and in advance of the school year, also well in advance of the minimum notice of 48 hours prior to instruction to ensure full transparency and to provide a parent/guardian the right to opt their child out of "human sexuality instruction" as defined in (6) of the law above.

Courses and Related Activities Where the Topic of Human Sexuality Instruction Could Arise:

The district has four categories of activities that involve human sexuality instruction as defined in the law.

1. **Health Enhancement Curriculum:** The first category consists of designated courses involving human sexuality instruction that are part of our health curriculum. Although none of these courses are exclusively devoted to human sexuality instruction, the topic of human sexuality does arise in the typical course delivery at various times.
2. **Other Courses:** The second category consists of other courses where topics related to or involving human sexuality instruction arise incidentally through addressing topics germane to the course and consistent with accreditation standards. These courses include but are not limited to science and literature.
3. **Other Services Provided by Designated Staff:** The third category consists of student-initiated inquiries of school district staff that, in order to address, may involve human sexuality as defined in law. Typical staff involved in these interactions include but are not limited to librarians, counselors, and school nurses. Inquiries will be addressed on an age-appropriate basis using the professional judgment of licensed, certified, or otherwise authorized school personnel.
4. **Special Events and Student Assemblies:** The fourth category consists of special events and student assemblies periodically scheduled that touch on topics of student health and which may involve incidental mention of topics related to human sexuality instruction as defined in the law.

Notice of Your Rights:

As a parent/guardian of a student, you have the right to refuse to allow your child to attend or withdraw your child from a course of instruction, a class period, an assembly, an organized school function, or instruction provided by the district through its staff or guests invited at the request of the district regarding human sexuality instruction. The withdrawal or refusal to attend is an excused

absence pursuant to Section 20-5-103, MCA. You can opt your child out of human sexuality instruction by providing the school district written notice by completing, signing, and submitting the attached form.

Access to Materials:

1. Parents may view the curriculum materials at the school office.
2. Upon request, teachers will provide parents with access to questionable materials.

McKinney Vento Homeless Information

The Education for Homeless Children and Youths (EHCY) program, authorized under the McKinney Vento Homeless Assistance Act (McKinney-Vento Act), is designed to address the needs of homeless children and youths and ensure educational rights and protections for these children and youths. Every Student Succeeds Act (ESSA) amended the McKinney-Vento Act, and changes made by the ESSA will take effect on October 1, 2016.

Under the McKinney-Vento Act, the term “homeless children and youths” means individuals who lack a fixed, regular, and adequate nighttime residence and includes children and youths: who are sharing the housing of others due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; or are abandoned in hospitals; who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings; who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and who are migratory children who live in one of the above circumstances.

The McKinney-Vento Act also requires that: o homeless students who move have the right to remain in their schools of origin (i.e., the school the student attended when permanently housed or in which the student was last enrolled, which includes preschools) if that is in the student’s best interest; o if it is in the student’s best interest to change schools, homeless students must be immediately enrolled in a new school, even if they do not have the records normally required for enrollment; o transportation must be provided to or from a student’s school of origin, at the request of a parent, guardian, or, in the case of an unaccompanied youth, the local liaison; o homeless students must have access to all programs and services for which they are eligible, including special education services, preschool, school nutrition programs, language assistance for English learners, career and technical education, gifted and talented programs, magnet schools, charter schools, summer learning, online learning, and before and after-school care; o unaccompanied youths must be accorded specific protections, including immediate enrollment in school without proof of guardianship; and o parents, guardians, and unaccompanied youths have the right to dispute an eligibility, school selection, or enrollment decision.

Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act, Title II

Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act, Title II, prohibits discrimination against persons with a disability in any program receiving Federal financial assistance. The Section 504/Title II defines a person with a disability as anyone who:

1. Has a mental or physical impairment which substantially limits one or more major life activities (major life activities includes activities such as caring for one's self, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning and working);
2. Has a record of such an impairment; or
3. Is regarded as having such impairment.

In order to fulfill its obligation under Section 504/Title II, the Gallatin Gateway School District No. 35 recognizes a responsibility to avoid discrimination in policies and practices regarding its personnel and students. No discrimination against any person with a disability will knowingly be permitted in any programs and practices in the school system.

The school district has specific responsibilities under Section 504/Title II which include the responsibility to identify, evaluate and if the child is determined to be eligible under Section 504/Title II, to afford access to appropriate educational services.

If the parent or guardian disagrees with the determination made by the professional staff of the school district, he or she has a right to a hearing with an impartial hearing officer.

If there are any questions, please feel free to contact Missy Schultz, Counselor, Section 504/Title III Coordinator for the district at 406-763-4886.

Title I Compact

School-Parent Compact

Dear Parent or Guardian:

We value what you do to help your child succeed in school. One part of our school's parent and family engagement policy is this school-parent compact. This compact is developed jointly with parents and identifies ways you and school staff can share the responsibility for supporting your child's learning.

School's Responsibility:

- We will provide high quality curriculum and instruction in a supportive and effective learning environment
- We will provide you with assistance in understanding academic achievement standards and tests, how to track your child's progress, and how to establish a successful homework setting and routine
- We will provide opportunities for regular communication between you and teachers through:
 - parent-teacher conferences,
 - frequent reports about your child's progress,
 - opportunities to talk with staff, volunteer in class, and observe classroom activities,
 - ensuring regular communication between family members and school staff to the extent possible, in a language that family members can understand

Parent's Responsibility:

- Encourage your child to attend school regularly

- Encourage your child to use positive school behavior
- Set regular times for homework and support effort, completion, and correctness
- Set limits on the amount of time your child spends in front of a screen such as a television, smartphone, or computer and encourage positive use of your child's additional time
- Volunteer in your child's school and classroom if time or schedule permits
- Attend parent-teacher conferences and when it is appropriate, participate in decisions about the education of your child.

Please review this School-Parent Compact with your child. This School-Parent Compact may be discussed with you during a parent-teacher conference as it relates to your child's progress in school.

Thank you for your support and involvement in your child's education. Please contact the person listed below for more information:

Name: Amanda McClish

Title: Title I Coordinator Telephone Number: 406-763-4415

Email Address: mcclish@gallatingatewayschool.com

Title IX of the Education Amendments of 1972

[Title IX of the Education Amendments of 1972](#) (Title IX) prohibits sex (including pregnancy, sexual orientation, and gender identity) discrimination in any education program or activity receiving federal financial assistance.

2023-2024 Gallatin Gateway School
***ALL STUDENTS NEED ONE BACKPACK:**

No wheels or large inter-frames on backpacks due to limited storage space.

Clearly label all clothing items.

Kindergarten, First, & Second Grade Supplies:

- 2 Boxes of 24 Crayons
- 2 Boxes of 10 broad-tip washable markers (classic colors)
- 2 Boxes of 10 fine-tip washable markers (classic colors)
- 2 Boxes of 12 sharpened colored pencils (classic colors)
- 24 Sharpened #2 Pencils (yellow only - good quality)
- 2 Pink erasers
- 16 Glue Sticks Kinder (regular - no scented)
- 8 Glue Sticks 1st Grade
- 16 Fine-tip dry erase markers
- 1 Hard sided pencil box (5"x8")
- 2 Pocket folders (pockets at bottom)
- 1 Pair of headphones or earbuds, labeled with name
- 1 box of gallon sized zip lock bags - boys
- 1 box snack sized zip lock bags - girls
- 2 Boxes of Kleenex
- 2 Containers of disinfecting wipes
- 1 Water bottle (16oz or less)
- 1 Paint shirt (old adult size t-shirt works best)
- 1 Pair of non-marking shoes **to stay at school** for PE and wearing inside
- 1 change of clothes
- \$50 Fresh Fruits/Vegetable Snack (\$25 Fall/\$25 Spring)
- Swim trunks for boys or one-piece swimsuit for girls for Spring swimming lessons
- 3 Spiral notebooks (1 subject- wide ruled (***Second Grade Only**))
- 1 Pencil Sharpener that catches shavings (***Second Grade Only**)
- 1 Optional Locker organizer (***Second Grade Only**)
- 1 Bottle of Elmer's liquid glue (washable white) (***Second Grade Only**)
- 1 3-ring hardcover binder with pockets (1-inch only) (***Second Grade Only**)

Third, Fourth, & Fifth Grade Supplies:

- 1 Container of disinfecting wipes
- 2 Boxes of Kleenex
- 1 Box of broad tip markers (10 count, washable)
- 1 Box of fine tip markers (10 count, washable)
- 6 Highlighters (2 of each, yellow, green and pink)
- 4 Dry erase markers (fine tip, black)
- 3 Glue Sticks
- 1 Box of Colored Pencils (24 count)
- 24 Sharpened pencils (#2 lead)
- 2 Pink erasers
- 1 small pack of cap erasers
- 5 Pocket folders (pockets at the bottom)
- 2 ½" Binders
- 2 Packs of sticky notes (3x3 400 sheets)
- 1 2" carabiner for locker
- 5 single subject notebooks
- 1 No-spill water bottle
- 1 Pair of non-marking PE shoes
- 1 Pair of headphones w/ microphone, labeled with name
- 1 Recorder (third and fourth only)

Sixth, Seventh, & Eighth Grade Supplies:

Homeroom

- 24 Sharpened pencils
- 1 Box of colored pencils (12 count)
- 1 pencil box or pouch (5"x8" or larger)
- 3 Highlighters (pink, green, yellow)
- 3 Three-ring binders with pockets (1"-2")
- 6 Pens- blue or black
- 1 College-ruled loose-leaf paper - (100-150 count)
- 2 Sharpies- black

- 1 Scissor- adult size
- 1 Water bottle
- 4 1-Subject notebooks (one for each class)
- 1 Pair of headphones/earbuds labeled with name
- 1 Container of disinfecting wipes
- 1 box of Kleenex
- 2 2" carabiners for locker

Math

- 4 ¼ inch graph paper notebook
- 1 Standard/metric ruler
- 1 Calculator (Must have square root function √)
- 1 Compass
- 1 Adjustable protractor

PE

- 1 Pair of non-marking athletic shoes
(Student's may not wear shoes that have been worn outside to gym)
- PE clothes (t-shirt & shorts of appropriate length, labeled with student's name)

ART

- 1 Two-pocket Folder
- 1 Sketchbook 8"x11"
- 1 Set drawing pencil

Gallatin Gateway School



Personnel Handbook 2023-2024

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.

Updated: May 17, 2023

The material covered within this Personnel Handbook is intended as a method of communicating to employees regarding general District information, rules, and procedures and is not intended to either enlarge or diminish any Board policy, administrative procedure, or collective bargaining agreement. Material contained herein may, therefore, be superseded by such Board policy, administrative procedure, collective bargaining agreement, or changes in state or federal law.

Any information contained in this Personnel Handbook is subject to unilateral revision or elimination, from time to time, without notice, consultation, or publication, except as may be required by contractual agreements or law.

No information in this document shall be viewed as an offer, expressed or implied, or as a guarantee of any employment of any duration.

Please direct any questions to the Superintendent.

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District Information

Equal Opportunity Employer

The Board is an Equal Opportunity Employer. The District does not discriminate on the basis of age, color, disability, race, national origin, religion, sex or veteran status, as required by law. Reasonable accommodation for individuals with disabilities will be made as required by law. If considerations of sex, age, or disability have a bona fide relationship to the unique requirements of a particular job or if there are federal or state legal requirements that apply, then sex, age, or disability may be considered as a bona fide occupational qualification, provided such consideration is consistent with governing law.

The following individuals have been designated to coordinate compliance with these legal requirements, including age discrimination, Section 504 of the Rehabilitation Act of 1973, Title II/ADA, Title VI, Title VII, Title IX, Title X, and other civil rights, or discrimination issues and may be contacted at the Gallatin Gateway School office for additional information and/or compliance issues.

- Age Discrimination Coordinator- Superintendent
- Section 504 Coordinator- Superintendent
- Section 504 Case Manager- School Counselor
- Title II-ADA Coordinator- Superintendent
- Title VI Coordinator- School Counselor
- Title VII Coordinator- School Counselor
- Title IX Coordinator- School Counselor
- Title X- School Homeless Liaison- School Counselor

Strategic Plan

The Gallatin Gateway Strategic Plan includes the vision, mission, philosophy, core values, goals, implementation strategies, and timeline for the future. In order to determine the future direction of Gallatin Gateway School District, an investigation, through community surveys, was held in 2018 to understand the position and possible avenues the District might pursue for courses of action. The outcomes developed in the process include:

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.

Motto

"Educating the Future"

Philosophy

The Trustees of School District #35 are guided by the conviction that every student has the right to the best education this community can provide. Responsibility for this rests with all citizens, parents, school staff, and students, with the ultimate responsibility for direction and decision-making being assumed by the Board of Trustees.

The Board will exert leadership in creating, maintaining, and improving the school for the children's educational needs. The focal point of concern in our school system is the student. Organization, staffing, programming, teaching, and funding will all be developed to enhance positive opportunities for students to learn and develop personally, academically, and socially.

Associations

The Gallatin Gateway Education Association, MFPE is the bargaining unit for certified staff. An electronic version of the 2022-2024 Master Agreement is available on the District Website.

Board Meetings

The Constitution of the State of Montana delegates to the Board responsibility for the conduct and governance of the District school. Unless otherwise specified, all meetings will be held in the Gallatin Gateway School board room. Regular meetings shall be held at 6:00 pm on the third Wednesday of each month.

District Calendar

Subject to 20-1-301 and 20-1-308 MCA and the District's collective bargaining agreement, the Board sets the number of days in a school term, the length of the school day, and the number of school days in a school week.

District Calendar Guidelines/Procedures

The development of the District calendar will be guided by the following procedure:

- The calendar will include a minimum of three days per week.

- The calendar will include the following holidays: Labor Day, Thanksgiving Day, Christmas Day, and the state or national election days when the school building is used for a polling place and the conduct of school would interfere with the election process at the polling place.
- The calendar will include 10 Pupil Instruction Related (PIR) Days.
- The calendar will include one week for spring break; the same week as Bozeman Public Schools.

Building Hours and Usage

When using the building for class preparation, it is an employee's responsibility to see that the building is properly secured and lights turned out upon departure. All outside doors must be checked to be sure they have closed securely. Pull on the doors to be sure they have closed tightly.

The building hours are Monday-Thursday from 7:50am to 3:50pm and Fridays 7:50am-3:25pm during the school year. During the summer and other times when school is not in session, the building is closed.

School facilities are available to the community for educational, civic, cultural, and other non-commercial uses consistent with the public interest, when such use does not interfere with school programs or school-sponsored activities. Use during the summer may require extra fees. Use of school facilities for school purposes has precedence over all other uses. Persons on school premises must abide by the District's rules of conduct at all times.

Student and school-related organizations shall be granted the use of school facilities at no cost if the schedule has openings. Other organizations granted the use of the facility shall pay fees and costs. Contact the Superintendent or athletic director for more information.

Phone Extensions

Use lines 1-3 to call outside of the building, line 2 is for local calls only.

Press extension number to call an extension.

10 - Office

11 - Office

12 - Learning Lab

13 - Superintendent

15 - 7th Grade

16 - 6th Grade

17 - Bus exit

18 - 3rd Grade

19 - 5th Grade

20 - 4th Grade

21 - 8th Grade

22 - Library

- 23 - Tech Lab/MS Math
- 25 - District Clerk
- 26 - 2nd Grade
- 27 - Kindergarten
- 28 - Counselor
- 29 - Special Education
- 30 - Music Room
- 31 - 1st Grade
- 32 - Kitchen
- 33 - Art Room
- 36 - Business Manager

Employment-Related Information

Except where expressly provided to the contrary, personnel policies apply uniformly to the employed staff of the District. However, where there is a conflict between the terms of a collective bargaining agreement and the District's policy, the collective bargaining agreement shall prevail for the certified staff. When a matter is not specifically provided for in an applicable collective bargaining agreement, the policies of the Board shall govern.

Certification

The Gallatin Gateway School District shall require that its contracted certified staff hold a valid Montana Teacher or Specialist Certificate endorsed for the role and responsibilities for which they are employed. Failure to meet this requirement shall be just cause for termination of employment. No salary warrants may be issued to the staff member unless a valid certificate for the role to which the teacher has been assigned has been registered with the county Superintendent within sixty (60) calendar days after the term of service begins. Each contracted teacher and administrator shall bring their current, valid certificate to the Superintendent at the time of initial employment as well as at the time of each renewal of certification.

Certified Assignments, Reassignments, and Transfers

All teachers shall be given notice of their teaching assignments relative to grade level, building, and subject area before the beginning of the school year. Provisions governing vacancies, promotions, and voluntary or involuntary transfers may be found in the collective bargaining agreement.

Certified Contracts and Compensation

Each certificated employee will be employed under a written contract, initiated at time of hire, subject to the terms and conditions of the collective bargaining agreement and District policies. Renewal and non-renewal will be determined by the Board after receiving a recommendation from the Superintendent and in conformance with law.

Salaries, including compensation for extracurricular assignments over and above the duties associated with a staff member's regularly assigned duties, will be determined in accordance with salary schedules and salary placement guidelines established by the Board and/or policies adopted by the Board which are consistent with salary schedules and salary placement provisions of the collective bargaining agreement.

It is the staff member's responsibility to provide all information necessary for placement on the salary schedule in accordance with timelines established by the collective bargaining agreements.

Classified Employment and Assignment

Each classified employee hired shall be employed under a written contract, initiated at time of hire, of a specified term within the meaning of 39-2-912, MCA. Such employees shall have no expectation of continued employment from year-to-year, and contracts of employment may be renewed or non-renewed each year at the District's sole option. The Board shall determine the salary and wages for classified personnel.

Teachers' aides/Para-educators, as defined in the appropriate classified job descriptions, are under the supervision of the Superintendent or teacher to whom the Superintendent may have delegated responsibility for close direction or mentoring. The nature of the work accomplished by Para-educators will encompass a variety of tasks that may be inclusive of "limited instructional duties." The District reserves the right to change classified employment conditions affecting the employee's duties, assignment, or supervisor.

Aides/Para-educators are employed by the District for a variety of duties. A Para-educator is an extension of the teacher who legally has the direct control and supervision of the classroom or playground and responsibility for the control and welfare of the students.

In compliance with applicable legal requirements, the Board shall require all Paraeducators with instructional duties that are newly hired in a Title I school-wide program, to have:

- completed at least two (2) years of study at an institution of higher education
- obtained an Associate's or higher degree; or
- met a rigorous standard of quality, and can demonstrate through a formal state or local academic assessment the knowledge of and ability to assist in the instruction of reading, writing, or mathematics or the instruction of readiness of these subjects.

Confidentiality

In certain circumstances employees may receive confidential information regarding students' or employees' medical, discipline, or court records. Employees are required to keep student and personnel information in the strictest confidence and are legally prohibited from passing confidential information along to any unauthorized individual. If employees have any questions about access to confidential information, they should speak to the Superintendent.

Criminal Records Check/Fingerprinting

Any finalist recommended for a hired or volunteer position with the District, involving regular unsupervised access to students in schools, as determined by the Superintendent, shall submit to a fingerprint criminal background investigation, at the volunteer/employee's expense, conducted by the

Gallatin County Superintendent of Schools. Employment offers will be contingent upon successful completion of a criminal fingerprint/background check.

The following applicants for employment shall be required, as a condition of any offer of employment, to authorize, in writing, a name-based and fingerprint criminal background investigation to determine if he or she has been convicted of certain criminal offenses:

- a certified teacher seeking full- or part-time employment within the District;
- an educational support employee seeking full- or part-time employment within the District;
- an employee of a person or firm holding a contract with the District, if the employee is assigned to the District;
- a volunteer assigned within the District who has regular unsupervised access to students;
- a volunteer attending an overnight field trip.

Any requirement of an applicant to submit to a criminal fingerprint/background check shall follow the Volunteers for Children Act of 1998 and applicable federal regulations.

Discipline and Discharge

Certified employees' discipline and discharge follows the Certified Master Agreement as well as relevant provisions of applicable law.

Classified employees' discipline and dismissal will follow relevant provisions of applicable law.

Donations

All donations should be made through the office using a donation form. All donations are property of Gallatin Gateway School and must be added to the appropriate classroom inventory. Thank You cards are encouraged after receiving a donation. Thank You cards are available at the front office.

Drug and Alcohol-Free Workplace

All District workplaces are drug- and alcohol-free workplaces. All employees are prohibited from:

Unlawful manufacture, dispensing, distribution, possession, use, or being under the influence of a controlled substance while on District premises or while performing work for the District. Distribution, consumption, use, possession, or being under the influence of alcohol or marijuana while on District premises or while performing work for the District.

A controlled substance is one which is:

- not legally obtainable;
- being used in a manner different than prescribed;
- legally obtainable, but has not been legally obtained; or
- referenced in federal or state-controlled substance acts.

As a condition of employment, each employee shall:

- abide by the terms of the District policy respecting a drug- and alcohol-free workplace; and

- notify his or her supervisor of his or her conviction under any criminal drug statute for a violation occurring on the District premises or while performing work for the District, no later than five (5) days after such a conviction.

In order to make employees aware of dangers of drug and alcohol abuse, the District will endeavor to:

- provide each employee with a copy of the District Drug- and Alcohol-Free Workplace policy (Policy 5226);
- post notice of the District Drug- and Alcohol-Free Workplace policy in a place where other information for employees is posted;
- enlist the aid of community and state agencies with drug and alcohol informational and rehabilitation programs to provide information to District employees; and
- inform employees of available drug and alcohol counseling, rehabilitation, re-entry, and any employee assistance programs.

An employee who violates this policy may be subject to disciplinary action, including termination. Alternatively, the Board may require an employee to successfully complete an appropriate drug- or alcohol-abuse, employee-assistance rehabilitation program.

The Board shall take disciplinary action with respect to an employee convicted of a drug offense in the workplace within thirty (30) days after receiving notice of the conviction. Should District employees be engaged in the performance of work under a federal contract or grant, or under a state contract or grant of \$5,000 or more, the Superintendent shall notify the appropriate state or federal agency from which the District receives contract or grant moneys of the employee's conviction, within ten (10) days after receiving notice of the conviction.

Drug and Alcohol Testing for School Bus and Commercial Vehicle Drivers

Gallatin Gateway School shall adhere to federal law and regulations requiring a drug and alcohol testing program for school bus and commercial vehicle drivers.

This program shall comply with the requirements of the Code of Federal Regulations, Title 49, §§ 382, et seq. The Superintendent shall adopt and enact procedures consistent with the federal regulations, defining the circumstances and procedures for the testing.

Tobacco-Free Policy

The District maintains tobacco-free buildings and grounds, as required by Montana law. Tobacco includes, but is not limited to, cigarettes, cigars, snuff, smoking tobacco, smokeless tobacco or any other tobacco or nicotine innovation.

Use of tobacco products in a public-school building or on public school property is prohibited, unless the use of a tobacco product in a classroom or on other school property as part of a lecture, demonstration, or educational forum sanctioned by a school administrator or faculty member concerning the risks associated with using tobacco products.

"Public school building or public-school property" means:

- Public land, fixtures, buildings, or other property owned or occupied by an institution for the teaching of minor children that is established and maintained under the laws of the state of Montana at public expense; and
- Includes playgrounds, school steps, parking lots, administration buildings, athletic facilities, gymnasiums, locker rooms, and school buses.

Employee Email and Online Services Usage

Email is defined as a communications tool whereby electronic messages are prepared, sent and retrieved on school computers. Online services (i.e., the Internet) are defined as a communications tool whereby information, reference material and messages are sent and retrieved electronically on personal computers. Staff members are expected to check email accounts at least twice daily to ensure timely retrieval of information and by 3:00pm to retrieve messages for students.

Because of the unique nature of email/Internet, and because of the District's desire to protect its interest with regard to its electronic records, the following rules have been established to address email/Internet usage by all employees:

- The District email and Internet systems are intended to be used for educational purposes only.
- Use for informal or personal purposes is permissible within reasonable limits.
- All email/Internet records are considered District records and should be transmitted only to individuals who have a need to receive them.
- Additionally, email/Internet records are subject to disclosure to law enforcement or government officials or to other third parties through subpoena or other process.
- Employees should always ensure that the educational information contained in email/Internet messages is accurate, appropriate, and lawful.
- Email/Internet messages by employees may not necessarily reflect the views of the District.
- Abuse of the email or Internet systems, through excessive personal use, or use in violation of the law or District policies, will result in disciplinary action, up to and including termination of employment.

While the District does not intend to regularly review employees' email/Internet records, employees have no right or expectation of privacy in email or the Internet. The District owns the computer and software making up the email and Internet system and permits employees to use them in the performance of their duties for the District. Email messages and Internet records are to be treated like shared paper files, with the expectation that anything in them is available for review by the Superintendent.

The on-campus and off-campus conduct of employees may impact their ability to function professionally and effectively in the District. Given student and parent interest in and use of electronic media, this is especially true as related to employees' action on electronic social networking websites. Employees may not set up or update their personal electronic social networking websites using the District's computers, network, equipment, or work hours. Employees who set up personal electronic social networking webpages on their home or personal computers are responsible for the content of their webpages,

including but not limited to: content added by employees, their friends or members of the public who can access their webpages; or content that is linked to the employees' webpages.

Employees who set up personal websites or web pages do so at their own risk; however, employees are strongly encouraged to keep their personal web pages private and to prevent students and the parents of students from accessing their personal webpages. Maintenance of personal media sites is prohibited during work hours.

All staff members must complete an Internet Use Agreement yearly and return it to the district clerk.

Faculty Meetings

All certified staff are expected to attend staff meetings unless prior arrangements have been made with the Superintendent. Wednesday afternoons are reserved for staff meetings. Teacher-requested items for the staff agenda should be discussed with the Superintendent at least one week prior to the meeting; however, the Superintendent has final authority of all items discussed at the staff meeting. Teachers can assist by being on time and staying on task. Staff meetings are scheduled for the purpose of professional development or organization and communication of business that typically cannot be handled through email, staff bulletins, or committee structure. Social committee or other committee meetings of the staff should be arranged for days other than Wednesday after school.

Fair Labor Standards Act

Certified employees: GGS and MFPE have developed a collective bargaining agreement (aka Master Agreement). It is available in the shared Google drive.

Classified staff regular working hours will be set by the Superintendent. Classified staff may not work before, beyond, or outside their established working hours and are not to work overtime without prior authorization from the Superintendent. Overtime is defined as time worked over 40 hours in one week, or hours beyond those designated by contract. A week is defined as seven consecutive days covering Monday through Sunday.

All time sheets must be a true reflection of all time worked, whether it is more or less than regularly scheduled work hours. Classified employees who fail to comply with established procedures will be given a written corrective statement and may result in disciplinary action in accordance with applicable provisions of Board policy, administrative procedures, and collective bargaining agreements. More information can also be found under "Work Day."

Gifts and Solicitations

Staff members are to avoid accepting anything of value offered by another for the purpose of influencing his/her professional judgment. No organization may solicit funds from staff members within the school, nor may anyone distribute flyers or other materials related to fundraising drives through the school without Superintendent approval.

The solicitation of staff by sales people, other staff, or agents during on-duty hours is prohibited without Superintendent approval. Any solicitation should be reported at once to the Superintendent.

Job Responsibilities

All employees receive a copy of their job description and responsibilities for review, and must initial, with each contract issuance. Superintendent may assign other duties as needed. Employees should ask the

Superintendent if they have questions regarding their assigned duties and/or responsibilities. For additional information, please refer to Board policy.

Outside Employment or Activities

Employees may not perform any duties related to an outside job during their regular working hours.

Participation in Political Activities

Staff members may exercise their right to participate fully in affairs of public interest on a local, county, state, and national level, on the same basis as any citizen in public or private employment and within the law.

Staff members may, within the limitations imposed by state and federal laws and regulations, choose any side of a particular issue and support their viewpoints as they desire, by vote, discussion, or persuading others. Such discussion and persuasion, however, may not be carried on during the performance of District duties.

On all controversial issues, staff members are expected to make clear that the viewpoints they represent are personal and are not to be interpreted as the District's official viewpoint.

No staff member may use District facilities, equipment, or supplies in connection with his/her campaigning, nor may he/she use any time during the work day for campaign purposes.

Pre-employment Physical Screenings

New employees hired into the positions with custodial, kitchen, and/or maintenance duties will complete a pre-employment physical screening in accordance with the MSGIA P.E.P program. Employment offers to new employees will be contingent upon passing the pre-employment physical screening. The same procedure to hire regular employees performing the duties in the maintenance, custodial, and/or food service departments should be utilized for individuals who would like to be placed on the substitute lists for these positions within the District.

Reduction in Force

Certified employees' reduction in force process is determined by the Certified Master Agreement.

The Board has the exclusive authority to determine the appropriate number of employees. Classified employees shall have no expectation of continued employment with the District upon the expiration of the term of the contract. Without Board action employment will automatically terminate upon expiration of the contract.

Release of General Staff Information

A staff member's address and personal phone number will not be released by the District. Such information may be disclosed if a staff member authorizes in writing for the District to do so.

Resignation of Staff

Certified employees will generally be expected to fulfill the terms of their contract: (1) unless there are clearly compelling, mitigating circumstances which prevent the certified individual from doing so; and (2) until such time as the Board releases the certified individual from the terms of the contract upon the recommendation of the Superintendent.

Classified employees will generally be expected to fulfill the terms of their contract and to give due written notice, which will permit the District to conduct a search for a suitable replacement. Generally speaking, the Board expects a two (2)-week notice.

All resignations should be given to the Superintendent in writing. Requests for resignation shall be transmitted to the Board.

Retirement

To assist Gallatin Gateway School in its planning efforts, staff members considering retirement are encouraged to notify the District as early as possible.

Staff Development

The Board recognizes the importance of continued educational experiences and other professional development activities as a means to improve job performance.

All requests for District payment of professional development require prior administrative approval. Staff requesting approval for professional development funding should complete the Professional Development Application.

All requests for release time from regular work duties to attend meetings or conferences will be decided based on such factors as availability of funds, consistency with District and building goals, amount of leave taken away from the classroom instruction, and job assignment. Requests require prior Superintendent approval for attendance.

Meetings and conferences devoted primarily or exclusively to organizational or business affairs of staff member collective bargaining units, political workshops, training sessions for consultation committees, and like activities will not be considered as appropriate activities for the expenditure of District funds or for the use of work hours.

Staff Dress and Grooming

All staff are expected to be neat, clean, and to wear appropriate dress for work that is in good taste and suitable for the job at hand. No mode of attire will be considered proper if it distracts from or is disruptive of the positive learning environment of the school to which the employee is assigned or the District office.

As professionals, teachers are expected to observe standards of dress and appearance comparable to that which is generally found acceptable within our business and professional communities. Open-toed sandals are allowed if they have a back strap which is used. Spaghetti strap tops, low necklines, and muscle shirts are not acceptable attire for school days. Jeans are acceptable without tears or rips. Exercise leggings are not permissible. Clothing acceptable in a physical education setting is not acceptable for classroom instruction.

Travel for District Business

School personnel are reimbursed for travel that is required as part of their duties or for school-related activities approved in advance by the Superintendent. Reimbursement for mileage and expenses incurred in travel for the District is made in accordance with statutory limitations. Staff should submit a Travel Reimbursement Form and as warranted, a Reimbursement Claim Form and Professional Development Application to the Superintendent to receive reimbursement for travel expenses.

District employees will be reimbursed for meals, mileage, and lodging while away from the building and while engaged in official District business. Reimbursement rates for meals will be in accordance with 2-18-501, MCA:

- up to \$7 for the morning meal, up to \$11 for the midday meal, and up to \$18 for the evening meal (not including alcoholic beverages or gratuity);
- All claims for meal(s) and lodging reimbursement must be documented by an original itemized receipt.

Voicemail

The Gallatin Gateway School phone system allows individuals calling and reaching voicemail to select an extension, allowing parents and students to access teacher voicemail.

Staff members are required to set up their voicemail at the beginning of the year. Voicemail is available to all classroom teachers for the convenience and ease of communication with parents and students. Directions for setting up and updating voice mail can be found in the staff shared drive.

Website Updates

Each classroom teacher has a website to facilitate communication with parents and the public. These websites are to be maintained and current. As a rule of practice, classroom websites should be updated regularly to provide parents with the most accurate information about their child's classroom.

Work Day Expectations

Employee Check-in/Checkout Procedures

Employees who leave during the work day are required to sign out at the front office. It is general courtesy to remind an office person of their approved leave the day prior to approved leave day(s) (even if Request for Approval of Leave Form has been completed and approved). If leaving or returning from a half-day leave, employees should sign in or out at the office and notify an office person.

Email Use and Instruction

Teachers are expected to check email frequently throughout the work day for messages pertinent to student absences, transportation, etc. and at the end of day before student release for messages about bus riding and/or afterschool care or plans.

Employee Parking

Employees are to park their vehicles in the parking lots to the West and North side of the school. Visitor parking is in the spaces West of the school.

Holidays

Certified staff holidays are dictated by the school calendar.

Classified staff holidays are dictated by 20-1-305, MCA:

- Independence Day
- Labor Day
- Thanksgiving Day
- Christmas Day

- New Year's Day
- Memorial Day
- State and national election days when the school building is used as a polling place and the conduct of school would interfere with the election process of the polling place.

Part-time classified employees shall receive holiday pay on a prorated basis. In those cases where an employee, as defined above, is required to work any of these holidays, another day shall be granted in lieu of such holiday unless the employee elects to be paid for the holiday in addition to the employee's regular rate of pay for all time worked on the holiday. Temporary employees will not receive holiday pay.

In cases where one of the above holidays falls on Sunday, the following Monday shall not be a holiday. In those cases where one of the above holidays falls on Saturday, the preceding Friday shall not be a holiday.

If a holiday occurs during the period in which vacation is being taken by an employee, the holiday shall not be charged against the employee's annual leave.

Punctuality

We rely on each other to keep our school running smoothly and our students safe; we must be on duty on time. This includes being assigned morning, afternoon, and other duties as assigned. Other opportunities for punctuality include recess obligations, meetings, parent-teacher conferences, school events, and arrival and pick-up of students from elective classes and the cafeteria.

Requesting a Substitute

The Board authorizes the use of substitutes as necessary to replace teachers who are temporarily absent. The Superintendent or assigned designee shall arrange for the substitute; under no condition is an employee to select or arrange for a substitute.

Certified Employees:

In the event that it is necessary to be absent from teaching, arrangements must be made as far in advance as possible, except in the case of illness or emergency. If absence is known prior to the day of absence, a Certified Request for Approval of Leave Form must be submitted to the Superintendent for approval.

In the event of illness or emergency certified employees should notify the staff member(s) designated to arrange substitutes as soon as it is known that he/she will not be able to attend work:

- If a text is sent or voicemail left, employees are expected to follow up if an immediate response is not given. A detailed voicemail message should be left, including reason of absence, location of lesson plans and substitute folder, and a number that can be reached during the day. Lesson plans must be submitted to the Superintendent and a copy left for the substitute in the teacher's District Substitute Folder/Binder. Teachers must sign out at the office and remind an office person prior to leave day(s). If leaving or returning from a half-day leave, sign in or out at the office and visit with an office person about leaving or arriving at school.
- Submit the hard copy to the Superintendent's office mailbox.

- Certified employees are requested to call prior to or as close to 6:00 am as possible and by 3:00pm of the day of absence to notify the Superintendent if additional days are needed or if the employee is returning on the following day.
- Upon return to work following an illness or emergency absence, certified employees must submit a Certified Request for Approval of Leave Form to the Superintendent's mailbox for the absence.

Classified Employees:

In the event that it is necessary to be absent from the kitchen, paraprofessional or office duties, or bus routes, arrangements must be made as far in advance as possible, except in the case of illness or emergency. If absence is known prior to the day of absence, a Classified Request for Approval of Leave Form must be submitted to the Superintendent for approval.

In the event of illness or emergency classified employees should notify should notify the staff member(s) designated to arrange substitutes as soon as it is known that he/she will not be able to attend work:

If a text is sent or voicemail left, employees are expected to follow up if an immediate response is not given. A detailed voicemail message should be left, including reason of absence, location of lesson plans/substitute folder, and a number that can be reached during the day. Classified employees should have a substitute folder with common daily procedures described in the event that a substitute will need to cover all duties. Lesson plans, if needed, must be submitted to the Superintendent and a copy left for the substitute. Staff must sign out at the office and remind an office person prior to leave day(s). If leaving or returning from a half-day leave, sign in or out at the office and visit with an office person about leaving or arriving at school.

Submit the hard copy to the Superintendent's office mailbox.

Classified employees are requested to call prior to or as close to 6:00 am as possible and by 3:00 pm of the day of absence to notify the Superintendent if additional days are needed or if the employee is returning on the following day.

Upon return to work following an illness or emergency absence, classified employees must submit a Classified Request for Approval of Leave Form to the Superintendent's mailbox for the absence.

Prepare for a Substitute Teacher

Students should be informed that there will be a substitute. Expectations of student behavior should be provided to the students for when the substitute is present.

- Assign responsible students to assist the substitute
- Prepare a substitute folder
- Description of attendance and lunch count reporting procedures
- A seating chart
- Duty assignment (bus duty, etc.) and hallway procedures
- The daily class schedule
- The location of teaching guides and supplies
- Name of responsible students in each class
- Name of a team teacher familiar with the classroom
- Classroom behavior expectations and any specific student behavior plans

- Any other information that would be needed by a substitute
- Do not assign new project work or group work for substitutes; assign a teachable lesson
- Have an emergency lesson plan for each class in case students get done early or extra time is available
- Fire exit information
- Have a teacher familiar with procedures who could assist the substitute
- Upon return from absence, the expectations are:
- Read report left by the substitute
- Follow up on any incident that was a problem in the class with Superintendent, students, parents, and the substitute

Work Day

In order to provide the highest level of service, all employees are expected to be at work and on time every day. However, when circumstances dictate, the District provides leave to its employees pursuant to Montana law, the Certified Master Agreement, and individual contracts.

Employees may request from the Superintendent to flex their beginning of the day or the end of the day time, with the understanding that the time is to be made up on an agreed upon date. Flex time may not provide an undue hardship on the district.

Certified employees' work day is determined by the Certified Master Agreement.

Classified employees' work day is governed by the number of hours for which the employee is assigned. A "full-time" employee shall be one who works forty (40)-hours per week. The work day is exclusive of a 30-minute lunch. Individual classified employees' schedules will be established by the Superintendent. All overtime, beyond contracted hours, must be approved in writing by the Superintendent or other Supervisor prior to the time being worked. Normal office hours in the District will be Monday-Thursday, 7:50am to 3:50pm and Friday, 7:50am-3:25pm.

Leave Categories

Sick Leave

Certified employees' leave is determined by the Certified Master Agreement.

Classified employees shall be granted sick leave benefits in accordance with § 2-18-618, MCA. For classified staff, "sick leave" means a leave of absence, with pay, for a sickness suffered by an employee or his or her immediate family. "Immediate family" shall mean the employee's spouse and children residing in the employee's household.

Sick leave is for the time that an employee is unable to perform job duties because of:

- a physical or mental illness, injury, or disability;
- maternity or pregnancy-related disability or treatment, including a prenatal care, birth, or medical care for the employee or the employee's child;
- parental leave for a permanent employee as provided in § 2-18-606, MCA;
- quarantine resulting from exposure to a contagious disease;
- examination or treatment by a licensed health care provider;

- short-term attendance, in an agency's discretion to care for a person (who is not the employee or a member of the employee's immediate family) until other care can reasonably be obtained;
- necessary care for a spouse, child or parent with a serious health condition, as defined in the Family and Medical Leave Act of 1993; or
- death or funeral attendance of an immediate family member or, at an agency's discretion, another person.

Nothing in this policy guarantees approval of the granting of such leave in any instance. The District will judge each request in accordance with policy.

Bereavement Leave

Certified employees' leave is determined by the Certified Master Agreement.

Classified employees who have suffered a death in the immediate family will be eligible for bereavement leave. A maximum of three (3) days of accumulated sick leave may be used per year due to a death in the immediate family.

Maternity/Paternity Leave

Certified employees' leave is determined by the Certified Master Agreement.

Classified employees shall be granted maternity/paternity leave. Long-term illness or temporary disability shall be construed to include pregnancy, miscarriage, childbirth and recovery therefrom. Maternity leave includes only continuous absence immediately prior to delivery, absence for delivery, and absence for post-delivery recovery, or continuous absence immediately prior to and in the aftermath of miscarriage or other pregnancy-related complications. Such leave shall not exceed six (6) weeks unless prescribed by a physician.

Vacation Leave

Certified employees' leave is determined by the Certified Master Agreement.

Classified and administrative employees shall accrue annual vacation leave benefits in accordance with 2-18-611, 2-18-612, 2-18-614 through 2-18-617 and 2-18-621, MCA.

Vacation and/or personal leave days for all employees will be logged on the Staff Calendar. This will encourage staff to minimize the number of staff members taking leave at the same time and to ensure all leave requests are covered by substitute staff. Due to times of difficulty finding substitute staff, teachers are asked to stagger personal leave requests by viewing staff requests on the Staff calendar before planning leave.

Personal and Emergency Leave

Certified employees' leave is determined by the Certified Master Agreement.

Classified employees may be granted personal leave upon prior approval of the Superintendent.

Civic Duties Leave

Leaves for service on either a jury or in the legislature shall be granted in accordance with state and federal law.

Employees may not receive payment from two separate public entities (the District and either jury duty or legislative service) unless the employee reimburses the District in the amount paid by the other public entity or the employee agrees to have his or her salary reduced in the amount received by the other public entity.

Military Leave

Employees shall be granted leave for service in the military in accordance with state and federal law. The District will comply with all federal regulations regarding the employee's return to service following military leave.

Family and Medical Leave Act (FMLA)

Gallatin Gateway School employees are not eligible for FMLA leave because the District does not employ at least fifty (50) District employees within seventy-five (75) miles for each working day during twenty (20) or more workweeks in the current or preceding calendar year. For additional information, please refer to Board policy.

Evaluation

Evaluation of Staff

The District's evaluation program is designed to provide an opportunity for staff to review their evaluation, discuss plans for professional growth and career opportunities, and review the employee's promotion of the District's goals.

Certified employees are evaluated in accordance with the Certified Master Agreement.

Classified employees will be evaluated using the job-specific evaluation tool.

Compensation

Employee Benefits

The Board provides unemployment insurance, workers' compensation, and liability insurance for all employees.

Certified employees' benefits are determined by the Certified Master Agreement

A flexible benefits plan is available to all employees. This plan allows employees to select benefits from among a set list of options and pay for those qualified under the Internal Revenue Code's Section 125 with "pre-tax" dollars. The benefit plan year begins September 1 of every year. Employees have the option to elect for these benefits each year. More information about the flexible benefits program and reimbursement forms can be found at: www.allegianceflexadvantage.com.

Gallatin Gateway School contributes a Board designated amount for all classified employees that work more than 20 hours/week. Classified employees working less than half-time do not receive contributions from Gallatin Gateway School, but may elect to participate in the plan with their own "pre-tax" contributions up to the maximum amount allowable by the plan each year.

Certified employees are required to participate in Teachers' Retirement Systems (TRS). Upon hire all certified employees will enroll in the program and the contributions are as follows for employees and

the District: the District will contribute 8.770% of gross wages and the employee will contribute 8.15% of gross wages.

Classified employees working at least 960 hours per year must participate in the Public Employees Retirement System (PERS). Upon hire classified employees will enroll in the program and the contributions for employees and the District are as follows: The District contribution is 8.10% of gross wages and the employee contribution is 7.90% of gross wages. For employees employed less than 960 hours per year, PERS participation is optional.

Employee Pay Periods/Paydays

Gallatin Gateway School employee paydays are monthly, and each pay period begins the first of the month and the end of each pay period is the last day of each month. Employee paychecks will be issued on the fifth day of each month. If the fifth of the month is a holiday or non-working day, payroll shall be issued the last working day preceding the holiday or non-working day. Employees may elect for direct deposit of funds into one designated checking or savings account. Once election is made it shall stay in effect and full force until Gallatin Gateway School has received written notification from the employee of its termination in such time and in such manner which will afford Gallatin Gateway School and the depository a reasonable opportunity to act on it. Direct deposit does not guarantee that funds will be available to the employee by his/her financial institution on designated payday.

Classified employees are expected to fill out their online timesheet daily, and must submit their timesheet the last business day of the month. Employees failing to submit a timesheet on time will not be paid until the next scheduled payday.

If a District employee quits, is laid off, or is discharged, wages shall be paid on the next regular pay day for the pay period in which the employee was separated, or fifteen (15) days, whichever occurs first.

In the case of an employee discharged for allegations of theft connected to the employee's work, the District may withhold the value of the theft, provided:

- The employee agrees in writing to the withholding; or
- Charges have been filed with law enforcement within seven (7) days of separation.
- If no charges are filed within fifteen (15) days of the filing of the report with law enforcement, the wages are due within a fifteen (15)-day period.

Salary Deductions

The District makes all payroll deductions required by law or as authorized by the employee.

Staff Conduct

Complaints

Parent/Student:

District employees will endeavor to respond to and resolve all complaints and concerns without the need to resort to the grievance procedure. Concerns and complaints should be addressed promptly and equitably. Should a concern arise at school, the teacher or staff member involved is the first to be consulted. Teachers and staff members should encourage parents through disclosure documents and parent/teacher meetings to respond directly to them first so misunderstandings or concerns can be

resolved. If an amicable solution cannot be met, the parent and teacher may request a conference with the Superintendent to seek alternative remedies. If the concern or disagreement is not resolved informally, formal grievance procedures may be initiated in accordance with Board policy.

Staff:

The District attempts to provide the best working conditions for its employees. Each employee is expected to follow established staff ethics, applicable board policies, and administrative procedures. Employees are encouraged to participate in an open and frank atmosphere in which any problems, complaints, suggestions, or questions may be answered and/or clarified through informal discussion for means of resolution. If the concern or disagreement is not resolved informally, formal grievance procedures may be initiated in accordance with board policy.

Disrupting the Educational Process

Any employee who participates in or encourages activities that disrupt the educational process or the operations of the District may be subject to disciplinary action, including termination.

Behavior that disrupts the educational process includes, but is not limited to:

- Conduct that threatens the health, safety, or welfare of others;
- Conduct that may damage public or private property (including the property of students or staff);
- Illegal activity;
- Conduct that interferes with a student's access to educational opportunities or programs, including ability to attend, participate in, and benefit from instructional and extracurricular activities; or
- Conduct that disrupts delivery of instructional services or interferes with the orderly administration of the District, school and school-related activities or District operations.

Harassment/Discrimination

The Board intends that employees have a safe and orderly work environment in which to do their jobs. Therefore, the Board does not condone and will not tolerate harassment or bullying of employees, discrimination against employees, or any act prohibited by board policy that disrupts the workplace and/or keeps employees from doing their jobs.

Employees are expected to be civil, respectful, and act in an orderly manner toward one another. Workplace harassment and bullying may be defined as the deliberate, hurtful, repeated mistreatment of an employee, driven by a desire to abuse or control that individual.

Common behaviors include, but are not limited to:

- Injuring, threatening, harassing or intimidating a staff member, Board member, or any other person;
- Defamation of character and/or reputation;
- Yelling, shouting, and screaming at fellow employees;
- Hostile glares and other intimidating gestures toward fellow employees;
- Damaging or threatening to damage another's property;
- The deliberate sabotage and undermining of another's work performance;

- Impeding, delaying, or otherwise interfering with the orderly conduct of the District employee program or any other activity occurring on school property;
- Operating a motor vehicle in a risky manner to scare or intimidate;
- Exclusion or social isolation; and
- Other inappropriate behavior that intimidates, offends, degrades or humiliates a co-worker, including occurrences in front of another co-worker, students, parents, contractors, or visitors.

Any employee who believes that he or she, or any other employee or student, is being subjected to harassment or discrimination should bring the matter to the attention of the Superintendent. The District will investigate any such concerns promptly and confidentially to the extent possible. Complaints will be addressed via the applicable grievance procedure.

No employee will be subject to any form of reprisal or retaliation for having made a good-faith complaint under this policy. For complete information concerning the district's position prohibiting harassment/discrimination, assistance in reporting and responding to alleged incidents, and examples of prohibited behaviors, employees should refer to the district's policies and related procedures. For additional information if an employee believes that he or she has been discriminated against or harassed on the basis of race, creed, religion, color, national origin, age, physical or mental disability, marital status, genetic information, or sex, please see board policy.

Staff Conduct

Certified and classified employees are expected to maintain high standards of honesty, integrity, and impartiality in the conduct of district business.

In accordance with state law, an employee should not dispense or utilize any information gained from employment with the District, accept gifts or benefits, or participate in business enterprises or employment which creates a conflict of interest with the faithful and impartial discharge of the employee's district duties. A district employee may, prior to acting in a manner which may impinge on any fiduciary duty, disclose the nature of the private interest which creates a conflict. Care should be taken to avoid using, or avoid the appearance of using, official positions and confidential information for personal advantage or gain.

Further, employees should hold confidential all information deemed as such, as determined by state law and board policy. Employees shall also respect the confidentiality of people served in the course of the employee's duties and use information gained in a responsible manner. Discretion should be employed even within the school system's own network of communication.

Title IX, Section 504, and Title II-ADA Grievance Procedures

The Gallatin Gateway School District has adopted internal grievance procedures providing for the prompt and equitable resolution of complaints alleging any action prohibited by Title IX of the Education Amendments of 1972 Act (Title IX), Section 504 of the Rehabilitation Act of 1973 (Section 504), or Title II, the Americans with Disabilities Act (ADA) and its amendments. Title IX prohibits discrimination on the basis of sex in education programs or activities operated by public school districts. Sexual harassment is a form of sex discrimination. Section 504 and the ADA prohibit the discrimination against individuals on the basis of disability or handicap. The Gallatin Gateway School District does not discriminate on the basis of sex or disability in its education programs and activities.

Title IX

All references to sex discrimination throughout these procedures include gender-based harassment and sexual harassment. Gender-based harassment may include acts of verbal, nonverbal, or physical aggression, intimidation, or hostility based on sex or sex-stereotyping, even if those acts do not involve conduct of a sexual nature.

Sexual harassment can occur whenever an individual makes sexual advances, requests sexual favors, and engages in other verbal or physical conduct of a sexual or sex-based nature, imposed on the basis of sex, that:

- In the case of a student, denies or limits the provision of educational aid, benefits, services, or treatment; or that makes such conduct a condition of a student's academic status; or
- In the case of an employee, denies or limits the employment, recruitment, consideration, or selection or treatment, or that makes such conduct a condition of the employee's employment status; or

Has the purpose or effect of:

- Substantially interfering with a student's educational environment or employee's work environment;
- Creating an intimidating, hostile, or offensive educational or work environment;
- Depriving a student of educational aid, benefits, services, or treatment;
- Depriving an employee of the benefits of or deprives that employee of employment opportunities; or
- Making submission to or rejection of such conduct the basis for academic decisions affecting a student or employment decisions affecting an employee.

Sexual harassment includes sexual violence. Sexual violence refers to physical sexual acts perpetrated against a person's will or where a person is incapable of giving consent due to the victim's use of drugs or alcohol or is unable to give consent due to an intellectual or other disability. Sexually violent acts include rape, sexual assault, sexual battery, and sexual coercion.

Section 504 and Title II-ADA

Section 504 and the ADA prohibit a school district from excluding an "otherwise qualified individual with a disability" from participation in, or denied the benefits of, or be subjected to discrimination on the basis of that disability. Under Section 504 and the ADA, an individual with a disability: (1) has a physical or mental impairment which substantially limits one or more major life activities; (2) has a record of such an impairment; or (3) is regarded as having such an impairment. All references to "disability" refer to disability or handicap and encompass both Section 504 and the ADA.

These procedures do not pertain to the identification, location, evaluation, and placement of students with known or suspected disabilities relating to educational services. Inquiries relating to the identification, location, evaluation, and placement of students with known or suspected disabilities relating to educational services should be directed to:

Counselor

Superintendent

Section 504 Case Manager

Section 504 Coordinator

406-763-4415 ext. 28

406-763-4415 ext. 13

Inquiries concerning the application of Title IX or discrimination under Section 504 or the ADA may be referred to:

District Clerk

Title IX Coordinator

406-763-4415 ext. 25

Inquiries may also be referred to the Office of Civil Rights, United States Department of Education.

Filing a Complaint

An individual believing that he or she has been the victim of sex or disability discrimination should file a complaint with the building administrator within 30 days of the incident(s) giving rise to the allegations. If the individual wishes to invoke the formal complaint procedures (see Formal Complaint section), the complaint should be made in writing. An individual wishing to invoke the informal resolution process may make a complaint in writing or verbally.

Informal Resolution

An individual alleging sex or disability discrimination by an employee, student, or third party may access an informal mechanism to attempt to resolve the situation. The individual making the complaint is not required to invoke any informal mechanisms to resolve the situation. The decision to invoke the informal resolution process is voluntary.

If the individual wishes to attempt to work out the problem directly with the alleged perpetrator, a school representative will be available to assist. The individual may also request mediation with a designated mediator present to assist the individual and alleged perpetrator reach a resolution.

The individual has the right to end the informal resolution process at any time. If the individual wishes to end the informal process prior to reaching a resolution or is not satisfied with the resolution reached, the individual has the right to commence a formal complaint at any time.

Formal Complaints

Gallatin Gateway School District Policy 1700 on the Uniform Complaint Procedure states:

The board establishes this Uniform Complaint Procedure as a means to address complaints arising within the district. This Uniform Complaint Procedure is intended to be used for all complaints except those governed by a collective bargaining agreement.

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

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

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

Level 1:

An individual with a complaint is encouraged to first discuss the complaint with the appropriate teacher, counselor or the Superintendent, with the objective of resolving the matter promptly and informally. An individual complaining of alleged sexual harassment is not required to attempt to resolve the matter informally with the alleged perpetrator of sexual harassment prior to reporting the alleged harassment.

If the complaint is not resolved at this level, the Complainant may proceed to Level 2 of this procedure and file a Uniform Complaint Form 1700F.

Level 2:

When a complaint has not been or cannot be resolved at Level 1, an individual may file a signed and dated Uniform Complaint Form 1700F, stating: (1) the nature of the complaint (2) a description of the event or incident giving rise to the complaint, including any school personnel involved and (3) the remedy or resolution requested. This written complaint must be filed within thirty (30) calendar days of the event or incident or from the date an individual could reasonably become aware of such event or incident.

When a complaint alleges violation of Board policy or procedure, the Superintendent will investigate and attempt to resolve the complaint. The Superintendent will respond in writing to the complaint, within thirty (30) calendar days of the Superintendent's receipt of the complaint. In responding to the complaint, the Superintendent may: (1) meet with the parties involved in the complaint (2) conduct a separate or supplementary investigation (3) engage an outside investigator or other District employees to assist with the appeal and/or (4) take other steps appropriate or helpful in resolving the complaint.

If either the complainant or the person against whom the complaint is filed is dissatisfied with the Superintendent's decision, either may request, in writing, that the Board consider an appeal of the Superintendent's decision. (See Level 3.) This request must be submitted in writing to the Superintendent, within fifteen (15) calendar days of the Superintendent's written response to the complaint, for transmission to the Board.

When a complaint alleges sexual harassment or a violation of Title IX of the Education Amendments of 1972 (the Civil Rights Act), Title II of the Americans with Disabilities Act of 1990, or Section 504 of the Rehabilitation Act of 1973, the Superintendent may turn the complaint over to a District nondiscrimination coordinator. The coordinator will complete an investigation and file a report and

recommendation with the Superintendent. Within fifteen (15) calendar days of the Superintendent's receipt of the coordinator's or independent investigator's report and recommendation, the Superintendent will respond to the complaint and take such administrative steps as the Superintendent deems appropriate and necessary. If either the complainant or the person against whom the complaint is filed is dissatisfied with the Superintendent's decision, either may request, in writing, that the Board consider an appeal of the Superintendent's decision. (See Level 3.) This request must be submitted in writing to the Superintendent, within fifteen (15) calendar days of the Superintendent's written response to the complaint, for transmission to the Board.

If the complaint alleges violations against the Superintendent, the complaint shall be filed with the Board Chair using Uniform Complaint Form 1700F. The complaint will proceed to Level 3 of this procedure.

Level 3:

Upon receipt of a written request for appeal of the Superintendent's decision in Level 2, the Board Chair will place the appeal on the agenda of a regular or special Board meeting. The Board will report its decision on the appeal, in writing, to all parties, within thirty (30) calendar days of the Board meeting. A decision of the Board is final, unless it is appealed pursuant to Montana law within the period provided by law.

In the case the Board Chair receives a Uniform Complaint Form 1700F that contains allegations involving the Superintendent, within fifteen (15) calendar days of the date the complaint was filed, the Board Chair will call a special meeting of the Board, requesting the Complainant and the Superintendent to be present, where the Board will decide on contracting with an independent investigator. The complaint or identity of the Complainant will not be disclosed except (1) as required by law or this policy, (2) as necessary to fully investigate the complaint, or (3) as authorized by the Complainant. The investigator shall issue written findings at the completion of the investigation. The Board will meet to deliberate on the findings from the investigation and address the complaint in writing with their decision to the Complainant within seven (7) calendar days of that meeting.

Level 4

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

Personnel Records

Personnel Files will be established for each person employed by the District to include: 1) Such information as applications for employment, references, records relative to compensation, payroll deductions, leave requests, job assignments/transfers, transcripts, licensing, etc.; 2) Evaluation file - maintained by Superintendent which may contain such information as evaluations and plans of improvement; 3) Complaint/Discipline Action File - maintained by the Superintendent which may contain complaints, grievances, and written disciplinary actions; and 4) Medical Info File - all records containing medical condition information, such as workers' compensation reports and release/permission to return to work forms, which will be kept confidential and in a separate file from personnel records and evaluation records.

All personnel records are considered confidential and not open to public inspection. Access to personnel files/evaluation files is limited to use and inspection only by the following or as otherwise required by law:

- The individual employee. An employee or designee may arrange with the Superintendent to inspect the contents of his/her personnel file on any day the office is open for business;
- Others designated in writing by the employee;
- The comptroller or auditor, when such inspection is pertinent to carrying out their respective duties, or as otherwise specifically authorized by the Board. Information so obtained will be kept confidential. No files will be removed from their central location for personal inspection;
- A Board member, when specifically authorized by the Board. Information will be kept confidential. No files will be removed from their central location for personal inspection;
- Superintendent or District administrators who supervise the employee;
- Attorneys for the District or the District's designated representative on matters of District business.

The Superintendent may permit persons other than those specified above, to use and to inspect the personnel file when, in his/her opinion, the person requesting access has a legitimate official purpose. The Superintendent will determine, in each case, the appropriateness and extent of such access.

In accordance with federal law, the District is required to release information regarding the professional qualifications and degrees of teachers and the qualifications of aides/paraprofessionals to parents upon request, for any teacher or aide/paraprofessional who is employed by a school receiving Title I funds, and who provides instruction to their child. Release of personnel records to parties other than those authorized to inspect them will be only upon receipt of a court order.

No material derogatory to an employee's conduct, service, character, or personality shall be placed in the file, unless the employee has had the opportunity to review the material. The employee shall be entitled to respond to the material and to have that response placed in the file, if requested in a reasonable period of time, not to exceed 10 working days.

Personnel records will be maintained for ten (10) years after the employee has left the District's employment. After ten (10) years, employment records will be destroyed.

Retaliation

Any individual participating in an investigation or proceeding under this policy may notify the Superintendent, or in the case the allegation involves the Superintendent, the Board, if they believe they are being retaliated against for participating in the investigation or proceeding. The District prohibits retaliation against individuals making complaints under this policy and participating in any investigation that may ensue. The District may discipline students or staff members determined to have retaliated against any individual for participating in an investigation or proceeding under this policy

District Property

Care/Use of District Property

All staff members are encouraged to exercise continuous and vigilant care of all District-owned property. Such items as computer and video equipment, and musical instruments are priority items for theft and damage. Incidents of theft or willful destruction of District property through vandalism or malicious mischief should be reported immediately to the Superintendent.

Certain District-owned equipment, including laptop computers as designated for check out, may be borrowed by the staff. Such equipment may not be used for personal financial gain. There are no equipment use fees.

Documents and information created in the course and scope of the employee's duties and regularly stored in electronic format on District computers are the property of the District. Any employee who is leaving the District's employment may not erase or delete this information without permission of the Superintendent.

This would pertain to lessons designed by District staff, materials designed for teaching lessons, rubrics for scoring or grading, pictures of projects/students, and communication about students and other such items for student instruction and evaluation. These guidelines are outlined in the Notice to Employees: Property Rights Form, which is signed annually.

Classroom Design

Classroom design plans shall be discussed with the Superintendent prior to each school year and/or before any major reorganization. Items not used for daily instruction should be stored upstairs or, if personal, taken home. Classrooms may not have microwaves, refrigerators, or small appliances (i.e. coffee makers, hot pots, etc.). Teachers are expected to maximize student learning space by minimizing teacher workspace.

Community Spaces

The staff and students are responsible for maintaining areas in which we share. These spaces include the office, hallway, library, art room, cafeteria, staff fridge, costume containers, learning lab, upstairs storage area, basement, maintenance/mechanical room, and playground. Please ensure that after each use, the area is completely cleaned and organized. Report any missing or damaged items to the Superintendent immediately. Thank you for helping us in this effort!

Copy Machines

There is a copy machine in the office for staff instructional use. If the machine is not working properly, please notify the office immediately for assistance.

Inventory

Each classroom will have an annual inventory. Individuals in charge of an inventory must reconcile an inventory list at the end of the school year. Inventory will include all non-consumable items. Inventory must follow the format established by the Superintendent. Items donated, purchased by support organizations, or purchased by the district will be added to an inventory as received. Inventories at the year's end will be a part of the employees' summer check-out list. Do not remove items from other classrooms without prior approval.

Classroom teachers are encouraged to maintain an inventory of consumable items to ensure efficient ordering at the end of each year.

Keys

Keys are issued to staff by the Superintendent or designee. In order to protect property, students, and staff and to ensure the building is adequately secured when no authorized personnel are present, all staff are expected to follow the following key-control procedures:

- The duplication of keys is prohibited;
- Keys are not to be left unattended. Avoid having keys on desks, tables, in mailboxes, unattended coat pockets, etc.;
- Keys may not be loaned to students or to individuals not employed by the District. Under no circumstance should staff provide keys to students to “run errands,” “unlock/lock” doors, etc. If students need to gain admittance to locked areas, teachers should accompany students and ensure the door is locked afterward.
- Lost or stolen keys must be reported to the Superintendent within 24 hours of discovery of the loss or theft so that measures may be taken to protect District property. Three days will be allowed for the finding or recovery of keys before any charges are assessed;
- Upon completion of a Lost/Stolen/Damaged Key Report Form, presentation of the broken or damaged key(s), and submission of assessed fees, replacement keys will be issued;
- Charges for lost or stolen keys will be made to the staff member to whom the key(s) have been issued (\$10/key & \$30/door to rekey building);
- Charges for lost or stolen electronic door fobs will be made to the staff member whom the fob(s) have been issued (\$5/fob)
- All keys are to be checked in at the end of the school year. Staff may make arrangements with the Superintendent to keep their keys as appropriate for summer months;
- Teachers are responsible to lock and secure their rooms nightly. All access doors and windows to each room must be closed tightly and locked. No doors should be left unlocked. Substitutes must be directed to lock doors before leaving the building;

Each lock in the school is unique. Teachers can access their own room and common use areas only. Access to other rooms will not be given by the clerk or custodian at any time.

Laminator

A laminator is available in the library for teacher and staff use. Please abide by and consider the following items when using the laminator:

- The laminator takes about 20 minutes to heat up and should be at 300 degrees to work properly.
- Items should not be laminated if they are heavier than construction paper.
- Multiple thickness posters will not laminate without leaving many air bubbles (two thin layers are acceptable.)
- All staples should be removed (try glue instead.)
- Heavy crayon coloring melts as it goes through the laminator thereby ruining the picture.

- Black paper absorbs heat differently than most other colors and does not laminate well.

Mailboxes

Staff members are expected to check and empty their mailbox at least twice per day, one of which must be prior to the last period of each school day to ensure that all messages placed in them for students are delivered accordingly. Students may be assigned to pick up and deliver to the teacher the mail at the end of the day. In addition to mail, staff may receive daily email, bulletins, phone messages, and memoranda to distribute daily.

Outgoing Mail

Employees should place all school-related outgoing mail in the office for postage. Personal mail may be left in the office with the adequate postage for delivery to the post office.

Staff Common Area

A microwave (cafeteria), a refrigerator (cafeteria), and hot beverage appliance (board room) are provided for staff use. All staff members are expected to “pitch in,” as needed to keep common areas clean and orderly.

Use of Private Vehicles for District Business

The Gallatin Gateway School District appreciates work performed by employees to assist with student activities. As part of these activities, there are times when employees may be asked to use personal vehicles to transport students to or from activities.

Before staff or volunteers are authorized to transport children other than their own, the Gallatin Gateway School District requires:

- Minimum of \$300,000 liability on vehicle insurance
- A valid Montana Driver’s License
- An acceptable driving history
- Age 21 or older

Employees transporting students for student activities must complete an Employee and Volunteer Auto Insurance Request Form annually.

School Finance

Cash

Money collected by staff and students as a result of fundraisers or other school-related purposes must be received by the secretary. Receipt books are available from the front office. Any money collected is to be deposited at the end of each day to the office. At no time is money to be kept overnight, held during holidays, or left for long periods of time in classrooms.

Staff members are asked to emphasize to students the importance of promptly depositing fundraiser money with appropriate school officials.

Fundraising

“Fundraising” means sales made by a school or made by a student that are for the purpose of raising funds for the school to purchase equipment, materials, field trips, support activities of the GGS support

groups P.I.E, Education Foundation, or Boosters, or provide transportation, etc. and that are part of an officially sanctioned school activity. Crowd source fundraising is not permitted by governing board policy.

Staff members and/or advisors of school clubs or school activities involved in fundraising must properly document the activities by submitting a Fundraising Request Form to the Superintendent/designee and properly accounting for money received and expended through proper documentation.

Classroom Maintenance

Gallatin Gateway School contracts with a custodial services company in order to effectively and efficiently maintain a clean and healthy environment. Therefore, teachers and students are asked to assist within their scope as noted below. Any additional needs should be coordinated through the superintendent:

- Report stains or spills to the front office immediately for cleaning
- Vacuum if needed between custodial services vacuuming
- Sanitize student desks and tables frequently
- Keep storage, papers, and books away from heaters and exits
- Clean white boards and trays frequently
- Clean electronic devices to avoid excess dirt and dust
- Place trash bags into the hallway at the end of each day

Purchase Orders

Order all supplies and equipment by submitting a requisition. The Superintendent will notify you when the requisition has been approved and a purchase order has been generated. ONLY IN EMERGENT CIRCUMSTANCES can you order prior to the submission of a requisition.

Requisitions for the following school year must be submitted to the Superintendent each spring and approved purchase orders will be purchased prior to the start of the school year.

Teachers and students (students involved with clubs or organizations with accounts in the activity fund) are not authorized to purchase anything in the name of the school without a purchase order. A purchase order must be obtained and approved prior to the purchase of items.

Reimbursable Classroom Expenses

Reimbursement will not be given without prior approval of the Superintendent and proper business receipts. Requests for reimbursement must be submitted at the time of purchase or within 30 days. All non-consumable items purchased with support organization funds must be added to the classroom inventory.

Reimbursement for Purchases by Employees for District

On occasion it may be to the benefit of the District for an employee to purchase pre-approved items and be reimbursed for those purchases upon presentation of invoice and/or receipt. No reimbursements will be made without itemized receipts. Reimbursement requests need to be made within 30 days of purchase.

Wellness Procedures

Foods and Beverages

Staff may use the designated microwave and refrigerator in the cafeteria. It is the obligation of the staff to create a rotation or a method for keeping equipment clean and sanitary throughout the school year. Foods and beverages should be labeled.

As a staff, we are the role models for our students. In following USDA standards, foods sold outside of reimbursable school meals, such as through vending machines, school stores, etc. may include water or seltzer water without added caloric sweeteners; fruit and vegetable juices and fruit-based drinks that contain at least 50% fruit juice and that do not contain additional caloric sweeteners; unflavored or flavored low-fat or fat-free fluid milk and nutritionally-equivalent nondairy beverages (to be defined by USDA). In addition, foods should follow USDA standards for salt and fat intake when used outside of reimbursable school meals.

Those foods and beverages not to be sold at school breakfast and lunch include soft drinks containing caloric sweeteners; sports drinks; iced teas; fruit-based drinks that contain less than 50% real fruit juice or that contain additional caloric sweeteners; beverages containing caffeine, excluding low-fat or fat-free chocolate milk (which contain trivial amounts of caffeine); snacks high in salt or fat.

Fundraising Activities

To support children's health and school nutrition-education efforts, Gallatin Gateway School will encourage fundraising activities that promote physical activity and healthy nutrition.

Rewards

Gallatin Gateway School will not use foods or beverages as rewards for academic performance or good behavior, and will not withhold food or beverages (including food served through school meals) as a punishment.

Celebrations

Gallatin Gateway School Staff encourages healthy options to celebrate birthdays and holidays.

Integrating Physical Activity into the Classroom Setting

For students to receive physical activity and for students to fully embrace regular physical activity as a personal behavior, students may receive opportunities for physical activity beyond the state required minimum for physical education class. Toward that end:

- Classroom health education will complement physical education by reinforcing the knowledge and self-management skills needed to maintain a physically-active lifestyle and to reduce time spent on sedentary activities, such as watching television; and
- Opportunities for physical activity will be incorporated into other subject lessons; and classroom teachers may provide short physical activity breaks between lessons or classes as appropriate.

Staff Wellness

Gallatin Gateway School highly values the health and well-being of every employee. Effort will be made to inform staff of activities that support a healthy lifestyle.

Safety Procedures

Accident Reporting

If you witness a student injury, follow the procedure outlined below:

- Assist the student.
- If the injury appears serious, do not move the student unless absolutely necessary.
- Contact the administration yourself or have someone do so for you at the earliest possible moment.
- If necessary, contact EMS by calling 911.
- Contact parents.
- Complete School Accident/Incident Report Form and give it to the Superintendent. (All staff are encouraged to be trained in first aid, concussion procedures, and emergency procedures.)

A School Accident/Incident Report Form should be completed in the following instances:

- When a recommendation to seek medical or dental attention has been made. Examples include lacerations needing possible sutures, a foreign body in the eye, tooth damage or loss, etc.
- When the nature of the injury is such that it MAY require a visit to a physician or dentist. Examples include a possible sprain, wound, or seizure.
- In the event of head injuries.
- In the event of poisoning, internal or external.
- When suspected fractures have occurred.
- If human bites are involved.
- When puncture wounds have occurred.
- When injuries are sustained from fighting.
- When injuries are sustained from equipment failure.

Asbestos

The Asbestos Hazard Emergency Response Act of 1986 (AHERA) was enacted by Congress to determine the extent of and develop solutions for any problems schools may have with asbestos.

To give some background, asbestos has been used as a building material for many years. It is a naturally-occurring mineral that is mined primarily in Canada and South Africa. Asbestos' properties made it an ideal building material for insulating, sound absorption, decorative plasters, fireproofing, and a variety of miscellaneous uses. The Environmental Protection Agency (EPA) began action to limit uses of asbestos products in 1973. Building facilities were then inspected by a certified inspector as required by AHERA. Gallatin Gateway School hired an inspector to locate, sample, and rate the condition and hazard of the asbestos in the school. The inspection and laboratory analysis were then turned over to a certified engineer who developed an asbestos management plan for Gateway School, which is on file in the school office and on the District website.

Assaults and Threats of Violence

Employees should immediately report any threats they receive (oral or written) to the Superintendent.

Classroom Security

Classrooms and items within them are property of the District. Classrooms may be rented by others and/or an organization and should be left clean and orderly at the end of each day. When leaving the classroom, gym, locker room, or other work areas between classes or at the end of the day, teachers are expected to turn out the lights and secure all doors and windows.

All staff are asked to refrain from keeping personal items in or about their desks or classrooms. Purses should never be left unsecured. Students should be instructed to leave valuables at home. The District will not be responsible for the loss of, or damage to, personal property due to causes such as fire, theft, accident, or vandalism. All personal effects should be removed at the end of each school year.

Communicable Disease/Bloodborne Pathogens/Infection-Control Procedures

The District provides for reasonable protection against the risk of exposure to communicable disease to all staff while engaged in the performance of their duties. Protection is provided through immunization and exclusion in accordance with Montana Code Annotated and the Administrative Rules of Montana. Infection-control procedures, including provisions for handling and disposing of contaminated fluids, have also been established.

All staff shall comply with measures adopted by the District and with all rules set by the Montana State Health Department and the county health department.

Staff members have a responsibility to report to the District when infected with a communicable disease unless otherwise stated by law.

Communicable Diseases/Students with HIV, HBV, AIDS, Hepatitis

Protection from communicable disease is generally provided through immunization, exclusion, or other measures provided for in Montana Code Annotated and rules of the county health department. Educational services generally will not be provided to students excluded from the classroom unless otherwise required by law.

In those cases where a communicable disease is diagnosed and confirmed and the student would not be excluded from school, the District will inform the appropriate staff member to protect against the risk of exposure.

Concussion Procedures

A concussion is a type of traumatic brain injury that interferes with normal function of the brain. It occurs when the brain is jostled or twisted inside the skull as a result of a blow, bump, or jolt to the head or body. Even minor blows to the head can cause a concussion, and the majority of concussions do not result in loss of consciousness. Less than 10% of individuals sustaining a concussion lose consciousness. Concussions are also not generally able to be detected through scans or other tests. It is important to remember that there is no such thing as a minor brain injury.

Research now shows that young athletes are particularly vulnerable to the effects of concussions. These effects can result in short- or long-term changes in brain function, or in some cases, death. After a concussion, the brain is vulnerable to further injury and very sensitive to any increased stress until it fully recovers.

Symptoms of Concussions

District personnel are not responsible for diagnosing a student or athlete with a concussion; only a qualified health care provider can diagnose a concussion. District personnel are responsible for recognizing the signs and symptoms of concussions and act immediately when these are present as provided herein.

If District personnel know that a student/athlete received a blow or bump to the head or body, they should remove the student from activities and watch the student/athlete closely to determine if they exhibit any of the following:

- Headache
- Nausea
- Balance problems or dizziness
- Double or fuzzy vision
- Sensitivity to light or noise
- Feeling sluggish
- Feeling foggy or groggy
- Concentration or memory problems
- Confusion
- Appears dazed or stunned
- Is confused about what to do
- Forgets plays
- Is unsure of game, score, or opponent
- Moves clumsily
- Answers questions slowly
- Loses consciousness
- Shows behavior or personality changes
- Cannot recall events prior to hit
- Cannot recall events after hit

Even if District personnel are unaware of a student/athlete sustaining a blow or bump to the head or body, they should act in accordance with these procedures if they observe or hear of a student/athlete exhibiting these symptoms. It is better to err on the side of caution when acting on suspicions of a concussion.

Actions When Concussion is Suspected

District personnel must use their own judgment in determining when they must act on a suspected concussion. This is a matter of when the staff member actually suspects a concussion. There may be situations when the student/athlete suffers a significant blow, bump, or jolt to the head, and action should be taken immediately. However, the signs, symptoms, and behaviors of a concussion are not always apparent immediately after a bump, blow, or jolt to the head or body and may develop over a few hours. Therefore, a student/athlete should be observed following a suspected concussion and should never be left alone. Because extreme caution should be exercised in the event a concussion is suspected, District personnel should remove students/athletes from participation or play in physical activities until the student/athlete is cleared (“When in doubt, sit them out!”).

There may be rare emergency situations where it may be necessary to seek immediate medical care of a student/athlete suffering a blow, bump, or jolt to the head or body. District personnel must call 911 if the student/athlete loses consciousness, has a decreasing level of consciousness, looks very drowsy or cannot be awakened, if there is difficulty getting his or her attention, irregularity in breathing, severe or worsening headaches, persistent vomiting, or any seizures.

When a concussion is suspected, District personnel must take the following actions:

1. Remove the student/athlete from participation or play in all physical activities.
2. Inform the child/athlete's parents or guardians about the possible concussion and give them information on concussion.
3. Ensure that the athlete is evaluated by an appropriate health-care professional.
4. Keep the athlete out of play the day of the injury and until an appropriate health-care professional says he or she is symptom-free and gives the okay to return to activity.

Steps two and three may occur in a different order and/or simultaneously depending on the circumstances. It is important that both steps are followed, regardless of whether they are completed second or third in the order.

Students/athletes are not allowed and must not be encouraged to "tough it out" or "play through" a suspected concussion. District personnel are prohibited from praising students/athletes for playing despite exhibiting symptoms of a concussion. Discipline may be taken against any District staff member that knowingly allows a student/athlete to continue to participate in a physical activity despite consciously recognizing the student/athlete exhibiting symptoms of a concussion or encouraging a student/athlete to continue participation despite complaining of or exhibiting symptoms of a concussion.

All teachers and staff are expected to be familiar with all concussion protocol outlined in the Athletic Handbook. All staff are expected to complete the "best course" of training found at <https://www.cdc.gov/headsup/youthsports/training/index.html> and turn in their certificate to the office every year.

District Emergency Preparedness Plan

All staff will be provided with a copy of the District's Emergency Preparedness Plan. This plan is also available on the Google Shared Drive.

Emergency Closures

In the event of hazardous or emergency conditions, school may be closed or schedules altered to provide delayed openings of school and/or early dismissal of students as appropriate.

Employees should refer to the Emergency Procedures Manual in the event of delayed openings or school closures.

Employees will not be required to report to work on school closure days unless it is determined necessary by the Superintendent.

Emergency Drills

All teachers are required to provide instruction on emergency drills in accordance with the requirements of the law. Please see your Emergency Procedures Manual for specific procedures to follow in emergency situations.

Drills will occur on a regular basis as required by state law. There will be at least eight (8) drills a year.

It is required that all staff post a map/diagram of the fire escape route to be followed in the classroom doorways. Staff are required to review emergency procedures with students. Teachers are encouraged to use the Catapult EMS app on their cell phones. Teachers must have Catapult EMS live on their computers daily, if they choose not to use the app.

Resuscitation

No staff member may comply with any directive from parents or others, written or verbal, that life-sustaining emergency care be withheld from a student in need of such care while under the control and supervision of District staff.

Life-sustaining emergency care means any procedure or intervention applied by appropriately trained District staff that may prevent a student from dying who, without such procedure or intervention, faces a risk of imminent death. Examples of life-sustaining emergency care may include: efforts to stop bleeding, unblocking airways, and cardiopulmonary resuscitation (CPR).

In a life-threatening situation, staff members are expected to dial 911 for paramedic assistance and provide life-sustaining emergency care until relieved by paramedics or other appropriate medical personnel.

Safety Committee

A building safety committee has been established to assist the implementation of the District's safety program and as a part of an ongoing effort to help ensure the safety and health of students, staff, and others while on District property.

The building safety committee meets quarterly, or as needed, and conducts workplace safety inspections to locate and identify safety and health hazards, and makes recommendations for corrections as needed. All significant safety-related incidents are reviewed to help prevent similar events from recurring.

All potential hazards are to be reported immediately to the Superintendent.

All required Safe Schools training will be available to staff by August 1 and must be completed by August 30.

Staff Health and Safety

In order to assure the safety of staff and students, information and/or training, as necessary, is provided to assist all staff to recognize and to respond appropriately to the presence of hazardous materials in the workplace, including proper handling, labeling, storage, and disposal of such materials.

All staff members are expected to conduct their work in compliance with first aid and infectious materials procedures established by the District and the following safety rules of the District:

- All injuries shall be reported immediately to the Superintendent of the District;
- It is the duty of all employees to make full use of safeguards provided for their protection. It shall be the employee's responsibility to abide by and perform the following requirements:
- An employee shall not operate a machine unless guard or method of guarding is in good condition, working order, in place and operative;
- An employee shall stop the machine or moving parts and properly tag-out or lock-out the starting control before oiling, adjusting, or repairing, except when such machine is provided with means of oiling or adjusting that will prevent possibility of hazardous contact with moving parts;
- An employee shall not remove guards or render methods of guarding inoperative, except for the purpose of adjustment, oiling, repair, or setting up a new job;
- Employees shall report to their supervisor any guard or method of guarding that is not properly adjusted or not accomplishing its intended function;
- Employees shall not use their hands or any portion of their bodies to reach between moving parts or to remove jams, hang-ups, etc. (use hook, stick, tong, jig, or other accessory);
- Employees shall not work under objects being supported that could accidentally fall (such as loads supported by jacks, the raised body of a dump truck, etc.), until such objects are properly blocked or shored;
- Employees shall not use defective tools or equipment. No tool or piece of equipment should be used for any purpose for which it is not suited, and none should be abused by straining beyond its safe working load;
- Employees shall not remove, deface, or destroy any warning, danger sign, or barricade or interfere with any other form of accident prevention device or practice provided on any machine, tool, or piece of equipment which they are using or which is being used by any other worker;
- Employees must not work underneath or over others, thereby exposing them to a hazard without first notifying the other employee(s) or seeing that proper safeguards or precautions have been taken;
- Employees shall not work in unprotected, exposed, or hazardous areas under floor openings;
- Long or unwieldy articles shall not be carried or moved, unless adequate means of guarding or guiding are provided to prevent injury;
- Hazardous conditions or practices observed at any time shall be reported as soon as practicable to the person in charge or some other responsible representative of the employer;
- Employees observed working in a manner which might cause immediate injury to either themselves or other workers shall be warned of the danger;
- Before leaving a job, workers shall correct, or arrange to give warning of, any condition which might result in injury to others unfamiliar with existing conditions;
- Good housekeeping methods shall be observed in all operations. Materials shall be so handled and stored as to minimize falling, tripping, or collision hazards;

- Working and storage areas and passageways shall be kept free of unnecessary obstructions. No loose object shall be placed in any area where its presence will necessitate employees crowding between such objects as moving machinery, steam pipes, or other objects with which contact would be dangerous;
- Any materials which might cause an employee to slip or fall shall be removed from floors and other treading surfaces immediately, or suitable means or methods shall be used to control the hazardous condition;
- All sharp, pointed, or otherwise hazardous projections in work areas shall be removed or rendered harmless.

Weapons

Carrying, bringing, using, or possessing any weapon or dangerous instrument in any District building, school building, on school grounds, in any school vehicle, or at any school-sponsored activity is prohibited. Except for authorized law enforcement officials, the District prohibits carrying concealed weapons on District property. Staff members who violate this policy are subject to disciplinary action, including termination.

Workers' Compensation Benefits

All employees of the District are covered by Workers' Compensation benefits. In the event of an industrial accident, an employee should:

- Attend to first aid and/or medical treatment if emergency prevails;
- Correct, or report as needing correction, the hazardous situation as soon as possible after the emergency is stabilized;
- Report the injury or disabling condition (whether actual or possible) to the Superintendent within forty-eight (48) hours on the Employer's First Report of Occupational Injury or Disease which can be found at <http://msgia.org/Employees.aspx>; and
- Call or visit the administrative office after medical treatment if needed to complete the necessary report of accident and injury.

An employee who is injured in an industrial accident may be eligible for Workers' Compensation benefits. By law, use of sick leave must be coordinated with receipt of Workers' Compensation benefits on a case-by-case basis by contacting the Workers' Compensation Division, Department of Labor and Industry.

The District will not automatically and simply defer to a report of industrial accident. The District shall investigate as it deems appropriate to determine: (1) whether continuing hazardous conditions exist that need to be eliminated, and (2) whether in fact an accident attributable to the District's working environment did occur as reported. The District may require the employee to authorize the employee's physician to release pertinent medical information to the District or to a physician of the District's choice, should an actual claim be filed against the Workers' Compensation Division which could result in additional fees levied against the District.

Instruction-Related Information

Assemblies

Teachers shall sit with their students at assemblies and reinforce positive expectations. Should a student repeatedly not follow the assembly expectations, staff members may remove the student from the assembly.

Assessment Schedule

Assessment	Grades	Dates
Star 360 - Reading	K-8	First two weeks of September; First two weeks of January; First two weeks of May
Star 360 - Mathematics	K-8	First two weeks of September; First two weeks of January; First two weeks of May
Big Brains		
<i>Instructional tool; data to show growth</i>	K-8	First two weeks of September; First two weeks of January; First two weeks of May
Dyslexia Screener		
<i>STAR Reading & Easy CBM</i>		
DRA Reading	K-2	First two weeks of September; First two weeks of January; First two weeks of May
SBAC - Interim	3-8	February
- Summative	3-8	May
Gifted Testing	3-8	November, February, May

Writing Assessments

Write Right Now	3, 5, 7	September, May
Formative Assessments:		
FIAB's	3-8	
Write Right Now	K-8	
Diagnostic Assessments for Placement:		
IXL		
EasyCBM		
Foundations Placement Assessment		
Instructional Resources:		
WriteRightNow		
easyCBM		
IXL		
FIAB's		
Waterford		

Child Abuse Reporting

Any staff member who has reasonable cause or reasonable suspicion to believe that any child under 18 years of age with whom he/she has come in contact has suffered abuse or neglect, or that any adult with whom he/she is in contact has abused a child, shall immediately orally report to the Montana Department of Public Health and Human Services or local law enforcement agency. The Superintendent is also to be immediately informed that a report has been made.

Montana's statewide toll-free child abuse hotline at 1-866-820-KIDS (1-866-820-5437). This hotline is available 24 hours a day, seven (7) days a week.

Any District employee who fails to report a suspected case of abuse or neglect to the Department of Public Health and Human Services, or who prevents another person from doing so, may be civilly liable for damages approximately caused by such failure or prevention and is guilty of a misdemeanor. The employee will also be subject to disciplinary action up to and including termination. An employee does not discharge the obligation to personally report by notifying the Superintendent or building administrator.

A staff member who, based on reasonable grounds, participates in making a child abuse report in good faith shall have immunity from any liability, civil or criminal, that might otherwise be incurred or imposed as provided by law.

In the event that DPHHS reveals information to an employee after he or she makes a report or requests that information be shared with another employee, employees receiving such information shall keep the information confidential.

Child Custody: Staff/Parent Relations

The District encourages parents to be involved in their student's school experience. Teachers are advised that unless otherwise ordered by the courts, an order of sole custody on the part of one parent does not deprive the other parent of certain rights. It is the responsibility of the parent with sole custody to provide to the District any court order that curtails the rights of the non-custodial parent.

A non-custodial parent may receive and inspect the school records pertaining to the student and to consult with teachers concerning the student's welfare and education. Teachers will communicate with both parents and provide each with reports, invitations, announcements, newsletters, and any other information which may aid in the educational success of the child.

Non-custodial parents will not be granted visitation or telephone access to their student during the school day. Students may not be released to the non-custodial parent without the written permission of the parent having sole custody.

In the case of joint custody, it is the responsibility of the parents to provide the District, in writing, any special legal requests or clarifications in areas concerning the student and the District's relationship and responsibilities. Such information will be maintained on file in the office and provided to staff as appropriate.

Staff members with questions regarding custodial and/or non-custodial parent rights with respect to particular students should contact the office.

Chromebooks

Each homeroom classroom has a Chromebook cart to house at least one Chromebook for each student in the class. Chromebooks and carts are expected to be a part of the classroom inventory. Teachers check out Chromebooks to individual students through Alexandria. Students may take their Chromebooks from class to class. All teachers and staff must enforce the following Chromebook expectations:

- Chromebooks may only be used when at a table or desk
- Chromebooks may not be left on the floor or unattended.
- Chromebooks must be put away in their designated Chromebook Cart, plugged in for charging every evening.
- Any damage to a Chromebook must be reported to the Technology Director, the Chromebook removed as checked out to a student, removed from the classroom inventory, and placed on the Technology Director's inventory. Any replacement Chromebook must be put on the classroom inventory and checked out to the student, before the student may use it. Cost to repair the damaged Chromebook must be reported to the secretary for parent fees.
- Chromebooks may not be taken home unless permission is given by the classroom teacher.

Class Interruptions

The District is committed to protecting instructional time. Class interruptions of any kind will be kept to a minimum. Students are not permitted to interrupt a class in session without prior authorization from the Superintendent or the classroom teacher. Intercom use is restricted to administrative use or administrative-approved use only.

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.

Confidentiality and Supervision

The guidelines below will be followed to allow for the safety and privacy of our students:

- Students are not to be taken from a classroom by anyone other than Gallatin Gateway School personnel known to the teacher. If questioned, do not acknowledge that the student requested is in a specific class or that he/she attends Gallatin Gateway School. Refer all inquiries to the office.
- The school is legally required to provide information to non-custodial parents, but would like the requests to be channeled through the office for the protection of all school personnel and the students involved.

Controversial Issues and Academic Freedom

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. (GGG Governing Board Policy 2330-R)

Religion and Religious Activities

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. (GGG Governing Board Policy 2332).

Human Sexuality Instruction

A school district shall annually notify the parent of guardian of each course that includes lessons or units on human sexuality. This notice is in the Student-Parent Handbook. Curriculum materials must be available for review at least 48 hours in advance of the lesson. Parents must be notified in writing and provided the Human Sexuality Instruction Opt-Out Form. Parents should be notified as early as possible with the curriculum materials made available in the office for review. The required letter and opt-out form is available in the shared drive GGS Staff Team Drive >Staff Forms to Print.

The teaching of human sexuality is defined as teaching or otherwise providing information to students with a primary focus on any of the following topics: human sexuality, intimate relationships, human sexual anatomy, sexual reproduction, sexually transmitted infections, sexual acts, sexual orientation, gender identity, abstinence, contraception, or reproductive rights and responsibilities. The requirement does not include the incidental mention of these topics in works of art or literature or a teacher's response to an unexpected student-initiated inquiry.

Copyright

A variety of machines and equipment for reproducing materials to assist staff in carrying out their educational assignments are available to staff in both the school and home setting.

Infringement on copyrighted material, whether prose, poetry, graphic images, music, audio tape, video, or computer-programmed materials, is a serious offense against federal law, a violation of Board policy, and contrary to ethical standards required of staff and students.

All reproduction of copyrighted material shall be conducted strictly in accordance with applicable provisions of law. Unless otherwise allowed as “fair use” under federal law, permission must be acquired from the copyright owner prior to reproduction of material in any form. Permission forms are available in the office.

“Fair use” guidelines are as follows:

I. Printed Materials

Permissible uses — District employees may:

- Make a single copy of the following for use in teaching or in preparation to teach a class:
 - A chapter from a book;
 - An article from a periodical or newspaper;
 - A short story, short essay, or short poem, whether or not from a collective work;
 - A chart, graph, diagram, drawing, cartoon, or picture from a book, periodical, or newspaper.
- Make multiple copies for classroom use (not to exceed one copy per student in a course) from the following:
 - A complete poem, if it has fewer than 250 words and does not exceed two printed pages in length;
 - A complete article, story, or essay of less than 2,500 words;
 - Prose excerpts not to exceed 10 percent of whole or 1,000 words, whichever is less;
 - One chart, graph, diagram, cartoon, or picture per book or per issue of a periodical;
 - An excerpt from a children’s book, containing up to 10 percent of the words found in the text.
- All permitted copying must bear an appropriate reference. References should include the author, title, date, and any other pertinent information.

Prohibited uses — District employees may not:

- Copy more than one work or two excerpts from a single author during one class term;
- Copy more than three works from a collective work or periodical volume during one class term;
- Copy more than nine sets of multiple copies for distribution to students in one class term;
- Copy to create or replace or substitute for anthologies or collective works;
- Copy “consumable” works, such as workbooks, exercises, standardized tests, and answer sheets for any reason other than emergency replacement;
- Copy the same work from term to term;

- Copy the same material for more than one particular course being offered (may not copy every time a particular course is offered) unless permission is obtained from the copyright owner.
- All sound recordings, including phonograph records, audiotapes, compact discs, and laser discs will be treated under the same provisions that guide the use of print materials unless as may otherwise be given exception by regulations governing the reproduction of works for libraries/media centers.

II. Sheet and Recorded Music

Permissible Uses — District employees may:

- Make emergency copies to replace purchased copies which for any reason are not available for an imminent performance, provided purchased replacement copies will be substituted in due course;
- Make, for academic purposes other than performance, multiple copies (one per student) of excerpts not constituting an entire performance unit such as a section, movement, or aria, but in no case no more than 10 percent of the whole work;
- Make, for academic purposes other than performance, a single copy of an entire performable unit such as a section, movement, or aria if confirmed by the copyright holder to be out of print or the “unit” is unavailable except in a larger work. The copy may be made solely for the purpose of scholarly research or in preparation to teach a class;
- Edit or simplify printed copies which have been purchased, provided the fundamental character of the work is not distorted or the lyrics, if any, altered or lyrics added if none exist;
- Copy complete works which are out of print or unavailable except in large works and used for teaching purposes;
- Make a single copy of a recorded performance by students to be retained by the school or individual teacher for evaluation or rehearsal purposes;
- Make a single copy of a sound recording, such as a tape, disc, or cassette, of copyrighted music owned by the school or an individual teacher for constructing aural exercises or examinations and retained for the same purposes.

Prohibited uses — District employees may not:

- Copy to create or replace or substitute for anthologies, compilations, or collective works;
- Copy works intended to be “consumable”, such as workbooks, exercises, standardized tests, and answer sheets;
- Copy for the purpose of performance, except as noted above (A. 1.) in emergencies;
- Copy to substitute for purchase of music except as noted above (A. 1., 2., and 3.);
- Copy without inclusion of the copyright notice on the copy.

III. Television-Off-the-Air Taping

Permissible uses — District employees may:

- Record a broadcast program off-air simultaneously with the broadcast transmission, including simultaneous cable or satellite retransmission, and retain the recording for a period not to exceed the first 45 consecutive calendar days after the date of the recording.
- A limited number of copies may be reproduced from each off-air recording to meet the legitimate needs of teachers. Each additional copy will be subject to all provisions governing the original recording.
- Unless authorized by the [library/media supervisor], at the conclusion of the retention period, all off-air recordings shall be erased or destroyed immediately.
- Individuals who wish to retain programs beyond the 45-day period need to complete and return the preview portion of the “Request for Off-Air Video Taping” form to the librarian for each program videotaped. The librarian will coordinate requests for permission to use or retain copyrighted television programs beyond the 45-day retention period.
- Retain videotapes of commercial programs only with written approval of appropriate copyright holders;
- Use off-air recordings once for each class in the course of relevant teaching activities and repeat once only when instructional reinforcement is necessary and only within the first 10 consecutive school days of the 45-consecutive-calendar-day retention period;
- Use off-air recordings for evaluation purposes only, after the first 10 consecutive school days, up to the end of the 45-consecutive-calendar-day retention period. Evaluation purposes may include use to determine whether or not to include the broadcast program in the teaching curriculum;
- Use off-air recordings made from a satellite dish, if they conform to the 45-consecutive-calendar-day retention period established for broadcast or cable programming and are not subscription channels;
- Use copies of all-air recordings, as stipulated in these guidelines, only if the copies include the copyright notice on the broadcast program;
- Request that a library/media center record and retain for research purposes commercial television news programs from local, regional, or national networks; interviews concerning current events; and on-the-spot coverage of news events. Documentary, magazine-format, and public affairs broadcasts, however, are not included in the definition of daily newscasts of major events of the day.
- Requests for retention of programs recorded off-air will be directed to the producers of those programs directly through the network (not affiliate).

Prohibited Uses — District employees may not:

- Tape off-air programs in anticipation of an educator’s requests;
- Request that a broadcast program be recorded off-air more than once for the same educator, regardless of the number of times the program may be broadcast;
- Use the recording for instruction after 45 consecutive calendar days;
- Hold the recording for weeks or indefinitely because:
- Units needing the program concepts are not taught within the 45-day use period;
- An interruption or technical problem delayed its use; or

- Another teacher wishes to use it, or any other supposedly “legitimate” educational reason;
- Record programs off-air without written permission from the author/producer/distributor when a special notice is provided specifically prohibiting reproduction of any kind;
- Alter off-air programs from their original content. Broadcast recordings may not be physically or electronically combined or merged to constitute teaching anthologies or derivative works. Off-air recordings, however, need not be used in their entirety;
- Exchange program(s) with other schools in the District or other school Districts without the approval of the [media/library supervisor]; Programs will be used for the specific curriculum application for which the request was intended. No other curriculum application is authorized;
- Use the recording for public or commercial viewing;
- Copy or use subscription programs transmitted via subscription television cable services, such as HBO or Showtime. Such programs are licensed for private home use only and cannot be used in public schools. “Pay” programs received via satellite dish are also subject to these prohibitions.

IV. Rental, Purchase, and Use of Videos

Permissible uses — District employees may:

- Use purchased or rented videos such as feature films as part of a systematic course of instruction, in accordance with District policy. Such use shall be for direct instruction and must take place in a classroom or similar area devoted to instruction;
- Use only rented, lawfully-made videos;
- Arrange for the local school to transmit videos over their closed circuit television systems for direct instruction;
- Use off-air videos made at home for classroom instruction and only in accordance with television-off-air guidelines and District policy.

Prohibited uses — District employees may not:

- Use rented or purchased videos where a written contract specifically prohibits such use in the classroom or direct teaching situation;
- Use rented or purchased videos such as feature films for assemblies, fundraising, entertainment, or other applications outside the scope of direct instruction without public performance rights.

V. Computer Software

District employees may only use District Approved Software.

VI. Reproduction of Works for Libraries/Media Centers

Permissible uses — District employees may:

- Arrange for interlibrary loans of photocopies of works requested by users, provided that copying is not done to substitute for a subscription to or purchase of a work;

- Make for a requesting entity, within any calendar year, five copies of any article or articles published in a given periodical within the last five years prior to the date of the request for the material;
- Make single copies of articles or sound recordings or excerpts of longer works for a student making a request, provided the material becomes the property of the student for private study, scholarship, or research;
- Make a copy of an unpublished work for purposes of preservation, of a published work to replace a damaged copy of an out-of-print work that cannot be obtained at a fair price;
- Make off-the-air recordings of daily television news broadcasts for limited distribution to researchers and scholars for research purposes;
- Make one copy of a musical work, pictorial, graphic, sculptural work, motion picture, or other audiovisual work, if the current copy owned by the library/media center is damaged, deteriorated, lost, or stolen, and it has been determined that an unused copy cannot be obtained at a fair price.

Prohibited uses — District employees may not:

- Make copies for students, if there is reason to suspect that the students have been instructed to obtain copies individually;
- Copy without including a notice of copyright on the reproduced material.

VII. Performances

Permissible uses — District employees must:

- Contact the copyright holder, in writing, for permission when copyrighted works such as plays and musical numbers are to be performed. This is particularly important if admission is to be charged or recordings of the performance are to be sold.

Curriculum

Sequential curriculum for each program area that aligns to content standards, specific grade-level progressions, and program area standards is housed in the online curriculum container ACE Gallatin Gateway School ACE curriculum folder in the Share Drive contains scope and sequence for each subject.

The curriculum established for the courses and grade levels of this District provides the flexibility necessary to meet the individual needs of students and their divergent learning rates and styles. Teachers are expected to develop and maintain pacing guides for each subject based on the standards.

The Superintendent carries the duties of the Curriculum Director. Deviations from established curriculum, textbooks, and instructional materials are not permitted without Superintendent approval. Teachers with questions should contact the Superintendent/Curriculum Director.

Though teaching methodology may vary, classroom instruction is expected to reflect “best practices” consistent with research on effective instruction. The District may receive and/or provide distance, online, and technology-delivered learning programs, as provided in Montana law and set forth in District procedures. The Superintendent shall be responsible for the supervision and implementation of the

adopted curriculum. The teaching staff has a significant responsibility in the development of curricula and the primary responsibility for the implementation of curricula.

Expectations for Grading and Attendance

At the beginning of the year, students and parents are to be informed regarding the basis of the grades and the methods to be used in determining grades through the classroom disclosure document.

Teachers will update grades a minimum of once a week. Each teacher's disclosure document must inform parents of the day of the week to expect all grading to be current online.

Teachers must verify final grades, comments, and grade point averages with the Infinite Campus clerk before each quarter's report card is sent home to parents.

There is an expectation that if a student will be receiving a midterm or quarter grades of "D" or "F," the teacher will communicate with the parent, either in person, email, or on the phone, prior to the receipt of the grade. The teacher will work with the student and the parents to find ways to improve academic deficiencies.

Report cards and midterms should all be sent home on the same day for all grades. K-8 report cards and midterms are sent home the Friday following the end of the quarter unless directed otherwise by the Superintendent.

A student who has not completed work by the end of the marking period and who, in the instructor's judgment should be given an incomplete on the report card, will make up the work by the date specified by the teacher.

Grading Scale: (K-2)

	Letter	
•	AP	Advanced Proficient
•	P	Proficient
•	NP	Nearing Proficient
•	N	Novice

Grading Scale: (3-8)

	Letter	%	Grade Point
•	A+	100-99	4.0
•	A	98-94	4.0
•	A-	93-90	4.0
•	B+	89-88	3.0
•	B	87-84	3.0
•	B-	83-80	3.0
•	C+	79-78	2.0
•	C	77-74	2.0
•	C-	73-70	2.0
•	D+	69-68	1.0
•	D	67-64	1.0

- D- 63-60 1.0
- F 59-00 Failing

Due process will be provided to all students. No grade may be reduced or credit denied based on absence due to religious reasons, a student’s disability, or an excused absence as determined by District policy. Such notice is to be included in each teacher’s disclosure document and distributed to students at the beginning of the school year.

Special education students are to receive grades based on progress toward goals stated in the Individual Education Program (IEP).

Family Engagement

The District’s Board of Trustees recognizes the importance of engaging families in the education of children. The Superintendent and staff shall undertake activities designed to:

- Encourage families to actively participate in the life of their children’s schools;
- Ensure families feel welcomed, valued, and connected to one another, school staff, and to what students are learning and doing in class;
- Encourage families and school staff to engage in regular, two-way meaningful communication about student learning;
- Ensure continuous collaboration between families and school staff 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;
- Empower families 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;
- Allow families and school staff to partner in decisions that affect children and families and together inform, influence, and create policies, practices, and programs; and
- Encourage families and school staff to collaborate with members of the community to connect students, families, and staff to expand learning opportunities, community services, and civic preparation.

Field Trips

Field trips are defined as travel away from school premises, under the supervision of a teacher of an approved course of study, for the purpose of affording students a direct learning experience not available in the classroom.

The staff member shall submit a completed Planning a Field Trip Request Form and Bus Use Form, if needed, to the Superintendent prior to the field trip. This shall include all objectives and post activities. The Superintendent will approve the trip as warranted.

The staff member shall contact the site to make specific arrangements for the field trip so that the desired activity can be coordinated with the classroom studies. The teacher should have each parent complete a consent form.

There should be two adults (ex: bus driver and teacher) for each bus except where additional supervision is warranted.

Overnight field trips must be submitted to the Superintendent at least six weeks prior to the proposed date of the trip and before the trip is discussed with students or parents. Any out-of-state or out-of-the-country travel or field trips that extend overnight must be approved by the Board. Field trips planned over a weekend or with extended hours do not receive additional compensation.

Written parental permission must be obtained for each approved trip. Teachers are expected to submit the signed forms showing parental approval and acknowledgment of the student conduct guidelines to the office prior to departure for the scheduled activity.

Grade Books

The Montana Law (20-4-301, MCA) states that a teacher's record of attendance is the official record for a school in legal matters, etc. The office will reconcile with teachers periodically to confirm the office attendance records. At the end of the school year, the Infinite Campus attendance records are used for the permanent school files.

Teachers are required to submit year-end grading records with attendance and archive Google Classroom lesson plans to the Superintendent.

Guest Speakers

Guest speakers may be used by teachers from time to time, when such use is consistent with educational goals and with a demonstrable relation to the curricular or co-curricular activity in which the participating students are involved. Prior Superintendent approval is required each time a guest speaker is requested to come to the building or activity. Teachers are expected to inform the Superintendent of the date, time, and nature of the presentation whenever such use is planned.

Hall Passes

Teachers must maintain a sign-out procedure for students leaving and returning from class during the class period. Group restroom breaks for younger students are encouraged.

Indian Education For All (IEFA)

The District is committed to working cooperatively with Montana when providing instruction, when implementing educational goals or adopting rules relating to education of students in the District. The District will periodically review its curriculum to ensure the inclusion of cultural heritages of Native Americans, which will include, but is not necessarily limited to considering methods by which to provide books and materials reflecting authentic historical and contemporary portrayals of Native Americans and considering individual and cultural diversity and differences among students.

The District is committed to:

Cooperatively working with Montana Tribes in close proximity to the District when providing instruction

Periodically reviewing its curriculum to ensure the inclusion of cultural heritage of Native Americans by considering methods by which to provide books and materials reflecting authentic historical and contemporary portrayals of Native Americans and 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 to enhance relationships with Native American students and parents.

Instructional Materials

Textbooks and instructional materials, including instructional/curricular support software, 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.

Staff must follow all applicable copyright laws.

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. All instructional materials must be sequential, and must be compatible with previous and future offerings.

Instructional materials are made available for loan to students when the best interest of the District and student will be served by such a decision. Students will not be charged for normal wear. They will be charged replacement cost, however, as well as for excessive wear, unreasonable damage, or lost materials. The professional staff will maintain records necessary for the proper accounting of all instructional materials.

Intervention Meetings

Classroom teachers have essential functions in the identification of educationally disabling conditions and development of educational plans to address the student's needs. Classroom teachers also have specific data regarding the child's performance. Portfolio, anecdotal, or assessment data will be provided by the classroom teacher and shared with the team. When requesting a student intervention, submit written reports the day before the meeting to the Superintendent and Student Support Specialist. Make certain comments sufficiently detailing the student's strengths and weaknesses.

Lesson Plans

The quality of the instructional program reflects the effort invested by teachers in developing lesson plans consistent with district curriculum and appropriate to the individual needs of students. Gallatin Gateway School teaching staff will use Google Classroom and the ACE Curriculum Share Drive.

Teachers are expected to prepare lesson plans on a weekly basis. Digital copies of lesson plans are to be submitted to the teachers Google Classroom no later than 9:00 am Monday morning for the upcoming week.

Lesson plans should be of sufficient length and substance to allow a substitute teacher to carry on the course of study and to provide a means by which the Superintendent may monitor instruction to ensure that the educational program in a particular class or activity is consistent with the District-approved course of study.

Lockers

Teachers will assign each student a locker and assist students with following the locker expectations in the Student-Parent Handbook. Please have students clean their lockers the last Friday of the month. Prior to the release for Christmas Break and prior to End-of-Year, students must clean their lockers and desks. Teachers will monitor lockers daily to ensure they are closed after each student uses them.

Master Calendar

The Master Calendar is located online using Google Calendar application. It will include all school events for staff, students, and the community. The calendar will be used in planning appropriate future dates to schedule events. Teachers must confer with the Superintendent in order to set a date for a field trip, special classroom event, evening program, etc. In order for all events to go smoothly, it is crucial that planning occurs weeks in advance of the date of the event. The Superintendent will assist you as you set dates and logistic arrangements for your special programs.

Materials Distribution

Requests of staff by individuals or groups to distribute pamphlets, booklets, flyers, brochures, and other similar materials to students for classroom use or to take home are to be referred to the Superintendent. The materials and proposed method of distribution will be reviewed and a decision made based on the educational concerns and interests of the District.

News Releases

Visit with the Superintendent and review articles or announcements you would like to make public. Look for opportunities to emphasize the positive contributions of our students. Staff may share positive messaging through social media by providing the information to the School Secretary.

Pledge of Allegiance

In accordance with Section § 20-7-133, recitation of the Pledge of Allegiance is required. The recitation required in subsection (1) states that must be conducted at the beginning of the first class of each school day in kindergarten through grade 6 of each school week in grades 7-12

Gallatin Gateway School recites the Pledge of Allegiance at the beginning of each day, led over the school intercom.

Preparation

While meeting student needs in a fast-paced environment, teachers must maximize planning and instructional time. Areas where this is of highest demand include:

- Lesson plan submission by Monday at 9:00 am through Google Classroom
- Assembly of all lesson materials prior to the day of instruction (including copy machine needs for the day's lessons — the copy machine has been known to break down!)
- Substitute plans complete and submitted to Google Classroom and the School Secretary prior to the day of instruction

- Practice and student understanding of emergency procedures
- Submission of daily attendance and lunch count by 8:30 am through Infinite Campus
- Updated grade reports in Infinite Campus
- Updated and informative website

Research/Copyrights and Patents

Staff members engaged in research projects during the work day or who use District resources for students, either for study toward advanced work or for use in classroom instruction, may do so only with the prior approval of the Superintendent. Privacy rights of students or other individuals involved in such research projects must be maintained.

Publications, instructional materials, articles, models, and other devices prepared by staff members for District use with District time, money, and facilities, as part of the employee’s job responsibilities, remain the property of the District. In the event that a staff member produces items described above partly on his/her own time and partly on District time, the District reserves the right to claim full ownership. The employee may petition the District for assignment of copyright or patent rights. Employees may not attempt to copyright or patent such items without the knowledge and consent of the District.

School Lobby Bulletin Board

Each month a homeroom class in grades 3-8, specialist, or office staff will design a display on the school lobby bulletin board. Other bulletin boards will be designated for K, 1, & 2.

	Entry - Across from Office	Entry - By Library	Primary Hallway
August	Office	Office	K-2
September	3rd	MS Math	K-2
October	4th	MS Science	K-2
November	5th	MS ELA	K-2
December	MS Math	MS Social Studies	K-2
January	MS Science	Music	K-2
February	MS ELA	Counseling	K-2
March	Library	3rd	K-2
April	Student Council	4th	K-2
May	PE	5th	K-2
June	Office	Office	K-2

Section 504/ADA of the Rehabilitation Act of 1973

Section 504/ADA is an Act that prohibits discrimination against persons with a disability in any program that receives federal financial assistance. All qualified persons with disabilities within the jurisdiction of a school district are entitled to a free appropriate public education (FAPE).

Special Interest Materials

Supplementary materials from non-school sources require Superintendent approval prior to their use in school. This includes educational films and all videos secured from or through commercial sources.

Movies

Movies may be used as instructional materials if the following criteria are met:

- Enriches and supports the curriculum
- Stimulates growth in knowledge, literary appreciation, aesthetic value, and ethical standards
- Provides background information to enable students to make intelligent judgments
- Presents opposing sides of controversial issues
- Is representative of the many religious, ethnic, and cultural groups and their contributions to our American Heritage
- Depicts an accurate and unbiased way the cultural diversity and pluralistic nature of American society.

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 materials for non-classroom purposes shall have the prior approval of the Superintendent. In all instances of showing a movie, the copyright laws must be followed. (GGs Governing Board Policy 2311-R)

Staff members wishing to show a video presentation longer than 5 minutes in their classroom must first submit a Request to Show Video in Classroom Form for Superintendent approval.

Staff Children (Before/After School)

In order to maintain consistency, uphold the student handbook, maintain proper supervision of students, and to dispel the perceptions of favorable treatment for children of staff members, students will attend Learning Lab or remain in the parent's classroom until the end of the school day (3:50pm). Before school, students will follow the morning procedure of going outside at 7:40am. Students must remain in the parent's classroom for supervision purposes until 7:40am. If you have a meeting after school, the students will attend Learning Lab so as to not be unattended. On Wednesday's, students can be in the parent's classroom after 3:50pm.

Supervision of Students

Staff members are responsible for the supervision of all students while in school or engaged in school-sponsored activities. All teachers are expected to be in the hall entrance to their classroom prior to the arrival of their students unless on morning supervising duties.

Teachers and staff will be assigned supervision duty by the Superintendent. It is most important to be at the duty station between the allotted times. Under no circumstances are classrooms or other areas where students are under the supervision of assigned staff to be left unattended while students are present. Teachers who may need to temporarily leave the classroom or their assigned duties in an emergency situation while students are present are expected to contact the office to arrange for temporary coverage. If you have a meeting of any kind, including curriculum meetings, parent conferences, or special education meetings, it is your responsibility to see that your duty is covered by another person.

During school hours or while engaged in school-sponsored activities, students may be released only into the custody of parents or other authorized persons.

All staff are expected to monitor student behavior all of the time while at school, unless at lunch, on break, or during preparation time. All staff are to consistently remind students of GGS Student Expectations. Misbehavior can be decreased or eliminated by the presence of an adult. Make it a policy as frequently as possible to precede classes to the classroom door as the periods end and remain present during the passing interval, observing student conduct in the vicinity of and in the classroom and greeting students as they arrive.

Teaching about Religion

Religious education is the responsibility of the home and religious institutions. Public schools are obligated to maintain neutrality in all such matters.

However, as religion influences many areas of education, such as literature and history, its role in civilization may be taught when consistent with curriculum and teaching assignment. In such instances, teachers may provide information and opportunity for students to study the forms of various religions. Teachers may not advocate, openly or covertly or by subtlety, a particular religion or religious belief.

Staff members may teach objectively about religious holidays and about the religious symbols, music, art, literature, and drama that accompany the holidays. They may celebrate the historical aspects of the holidays, but may not observe them as religious events.

Textbooks

Board-approved textbooks are provided free of charge for each class. If the book is damaged when issued to the student, damage must be reported to the teacher. Teachers report loss or damage on Textbook Tracker.

Use of Seating Charts

Seating charts will be used in the classroom, cafeteria, and the bus. In the case of a communicable disease outbreak, the Health Department may inquire to determine students in close contact with those with a disease. In the event of an outbreak, copies of seating charts will be provided to the Health Department.

Student/Classroom Information

Student/Parent Handbook

A Student/Parent Handbook is issued to all students at the beginning of each new school year and at the time of registration for new students moving into the District at other times of the year.

All Staff members are expected to familiarize themselves with the administrative procedures pertaining to students, as set forth in the Student/Parent Handbook and in Board policy.

Administering Medication to Students

Teachers may be expected to assist students in remembering when a medication is scheduled to be administered. All medication is administered in the school office.

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.

Pursuant to the written authorization of a physician or dentist, as well as the written authorization of a parent or guardian, the school nurse may administer medication to any student in the school or may delegate this task pursuant to Montana law. Under no circumstances should unauthorized school personnel provide aspirin or any other medicine to students.

Self-Administration of Medication

Students who are able to self-administer specific medication must go to the front office to do so.

Attendance

Students may arrange for absences in advance with teacher(s) to satisfactorily complete pre-assigned class work. Therefore, if a student plans to be absent from school, a parent should send a written message to the teacher and Superintendent.

All teachers are required to submit attendance and lunch counts at 8:30am through Infinite Campus. If a teacher receives notes for extended vacations, family occasions, sickness, etc., send them to the office.

Day Planners

Day planners must be used daily in all core classes for grades 2nd through 8th grade. Day planner expectations should be included in each classroom's disclosure document.

Disclosure Document

It is teachers' responsibility to inform students at the beginning of the school year of the rules and procedures that will be operative in the classroom. Students and parents should be informed of the goals the teacher and the school have for students in a disclosure document. The topics that must be addressed are: (1) Course Description, (2) Course Objectives, (3) Course Outline, (4) Learning Strategies, (5) Materials Required, (6) Grading Criteria and Procedures, (7) Classroom Rules and Discipline, (8) Homework/Make-up Expectations Policy (9) Use of Day Planners, (10) Online Grading and (11) Voicemail, Website, and Email Contact.

A partial example of a disclosure document appears in the appendix. Use the headings that appear in the example. Submit a copy to the Superintendent before distributing to your students and parents within the first two weeks of school. The classroom rules and procedures shall not be in conflict with District Policy, this Handbook, state law or federal law. Disclosures must be reviewed and agreed upon among the teacher's team and the Superintendent prior to distributing or discussing with parents and students at open house.

Dismissal of Classes

Teachers should never dismiss a class before the established dismissal time even at the end of the day. For the purposes of School, the official time is the time indicated on your cell phone or classroom computer. Detaining the entire class after dismissal time is also discouraged. Whenever individual students are detained after class, the teacher is expected to provide the student a note for the student's next class teacher. This will help reduce unnecessary hall traffic as students reporting to class late will need to account for their tardiness.

Homework

Teachers at all grade levels may assign homework, which is expected to increase in complexity with the maturity or grade level of the student. Homework may refer to an assignment prepared during a period of supervised study in class or outside of class or which requires individual work in the home. Homework is expected to be designed to improve learning, to aid in the mastery of skills and to stimulate interest on the part of the student.

The information for any homework assignment should be clear and specific so that the student can complete the assignment. Homework should not require the use of reference materials not readily available in most homes, school libraries, or the public library. Homework should require the use of those materials only when the student has had instruction in such use.

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.

Students who are absent from school because of a school extracurricular activity are still responsible to make up their assignments. It is the responsibility of these students to get their assignments from their teachers and to complete their assigned make-up work within the time given them by their teachers. It is the responsibility of the coach or teacher to distribute a list of the names of those students who will be absent because of the activity to the teachers' mailboxes, to the office, and the Superintendent.

To record attendance please use the following format:

Short Code	Long Code	Type
A	Absent	Excused by parent call/note
T	Tardy	Tardy to your class

Moving Class/Holding Classes Outdoors

Teachers are allowed to hold classes outdoors, provided the location is aligned with the lesson plan and the State Standards. Teachers must get approval from the Superintendent, prior to holding class outdoors. Collaboration amongst grade-levels/classrooms is encouraged, but must align with the lesson plan and the State Standards.

Student Participation in Sports Programs

All students may participate in sports programs. See Athletic Handbook for more information.

Student Records

School student records are confidential. The District will not release, disclose, or grant access to information found in any student record except under the conditions set forth in District policy. The parents of a student under 18 years of age will be entitled to inspect and copy information in the child's school records. Such requests will be made in writing and directed to the Superintendent. Where the

parents are divorced or separated, both will be permitted to inspect and copy the student's school records, unless a court order indicates otherwise. Access to the records will be granted to other individuals or entities as provided by law and/or District policy.

Teacher-Required Public Relations

Certified employees: collective bargaining agreement.

The classified contract details the exact hours for employment. The District does not require or request classified staff to be at events or meetings other than described in the contract. There may only be additional hours beyond the contract hours if mutually agreed with the Superintendent. Additional hours may not be assigned to paraprofessionals from the teaching staff.

Christmas/Winter Program

Certified employees are required to assist with the supervision of students as assigned by administration. Classified employees are not required to attend the Christmas Program, but may attend for their own enjoyment. Classified staff may earn overtime at the discretion of the Superintendent to support students.

Parent/Teacher Conferences

Parent/teacher conferences are required twice a year. The fall conference is for each teacher and each student. The second conference in the spring is for students at-risk for academic failure. The purpose is to update parents on the academic and social progress of their child. Teachers should openly address any child progress concerns with the parents. Teachers are encouraged to meet with parents as concerns arise and not wait until the end of the quarter. This will ensure that parents are kept well-informed of the behavior and academic progress of their child and early intervention can be enacted, if necessary.

Open House

Prior to the beginning of each school year, the District will hold an evening-time Open House.

During Open house, teachers and staff should:

- Cover class procedures and expectations for academics, behavior, and safety
- Cover key parts of student handbook
- Cover teacher disclosure document
- Give parents methods of communication (i.e. phone, website, email, etc.)
- Explain classroom expectations

Substance Abuse Policy

To promote positive health, tobacco, alcohol, illegal drugs, or mind-altering substances will not be allowed in the school building, on the school grounds, or during school-sanctioned functions. The school playground and surrounding property is signed as a drug-free school zone.

Visitation

Teachers are encouraged to invite parents and guardians to visit their child's classroom to observe the educational process. Parents or guardians having particular concerns to discuss with the teacher are required to arrange a conference time on the teacher's preparation time or between 3:25 pm and 3:50 pm, Monday through Thursday.

Students may bring guests to school after receiving their Superintendent and homeroom teachers' approval. All guests and visitors must check in at the office and receive a visitor badge. If a visitor to the classroom does not have a visitor badge from the office, please send them to the front office.

Expectations for Student Behavior

During the first week of school and the first week back from Christmas Break, teachers and staff must explicitly teach or reteach all of the school-wide expectations established and taught by the classroom teachers. Teachers must also explicitly teach and reteach their classroom expectations.

All Teachers and Staff are responsible for reinforcing and reminding all students frequently of the school-wide expectations.

Student Conduct

In addition to adopted Board policies governing student conduct, administrative procedures specifying student conduct expectations have been established. All teachers are expected to explicitly teach the student conduct rules contained in the Student/Parent Handbook with their students during the first weeks of the school year. These rules apply to actions which occur on District property, at any District-sponsored activity regardless of location; or when traveling to or from school for District-sponsored activities. Disregard of the rules constitutes grounds for reasonable disciplinary action. Student conduct rules unique to individual classrooms may also be developed by teachers. All such rules must be consistent with District policy and local building administrative procedures governing student conduct and discipline. Classroom rules and consequences are to be reviewed with students, posted in classrooms and teacher webpage, and made available to parents by means of the disclosure document.

Appendix

OSHA Bloodborne Pathogens Standard

OSHA Safety Rules Checklist for Employees

All employees must obey these rules for their safety and to comply with OSHA safety rules.

You must do the following:

- Know your job classification concerning exposure to biohazards.
- Treat ALL blood, body fluids, and other infection agents as potentially infectious.
- Know where the copy of OSHA regulations and the exposure control plan are kept. Read them!
- Handle blood and other body fluids in a way that avoids splashing, spraying, or droplets.
- Wear gloves and a lab coat or other appropriate outer protective garments when coming in contact with blood, other potentially infectious material, mucous membranes, or nonintact skin.
- Remove gloves, lab coats, and any other protective equipment before leaving the work area.
- Wash hands with soap and water after removing gloves.
- Keep all work areas clean.
- Clean contaminated work surfaces with disinfectant such as 10% household bleach (Clorox) after any spill and at the end of each work shift.

- Place regulated waste in appropriately labeled containers.
- Dispose of regulated waste according to regulations.
- Place blood specimens and other potentially infectious materials in a container that prevents leakage during collection, handling, processing, storage, transport, or shipping.
- Employers must offer hepatitis B vaccination unless antibody testing shows that the employee has immunity. Vaccination is provided at no cost to the employee. (If the employee declines vaccination, a statement must be signed indicating that the employee has declined.)
- If exposure to potentially infectious material occurs (such as a needlestick or cut), you must complete an accident report and notify your supervisor or superior immediately.
- You must have appropriate biosafety training to perform your job.
- Employers must keep training records showing annual training.
- Place all contaminated needles and other sharps in containers that are puncture-resistant, leakproof, and appropriately labeled or color coded.

Remember:

- Do NOT bend or recap needles or other sharp items.
- Do NOT eat, drink, smoke, apply cosmetics or lip balms, or handle contact lenses where exposure might occur.
- Do NOT keep food or drink in any place in which blood and other infectious material might be kept or placed.
- Do NOT pipette or suction blood or other potentially infectious materials by mouth. This is strictly prohibited.
- Do NOT pick up broken glass with your hands.
- Do NOT place your hands where used needles or sharps are placed.

Housekeeping Checklist

- All employees should be made aware of the following housekeeping requirements of the OSHA Bloodborne Pathogens Standard.
- Decontamination of Surfaces
- Immediately after completion of procedures.
- Immediately after the end of work shifts.
- Immediately after a person becomes overtly contaminated with blood or other potentially infectious material.
- Protective Covering of Equipment and Environmental Surfaces
- Use protective covering (plastic wrap, aluminum foil, impervious-backed absorbent paper).
- Remove and replace at the end of the work shift.
- Replace when they are overtly contaminated with blood or other potentially infectious materials
- Decontamination of Equipment
- Routinely check for contamination.
- Decontaminate when equipment is contaminated with blood or other potentially infectious materials.
- Decontaminate prior to servicing or shipping.

- Decontamination of Receptacles
- Inspect, clean, and disinfect on a regularly scheduled basis any reusable bins, pails, cans, and similar receptacles that have a potential of being contaminated.
- Clean and decontaminate receptacles immediately or as soon as possible when they are visibly contaminated.
- Cleanup
- Do not use your hands to pick up broken glassware that may be contaminated.
- Use mechanical means (brush and dustpan, tongs, or forceps) to pick up potentially contaminated broken glassware.
- Handling of Specimens
- Place specimens in a closeable, leakproof container prior to storage or transport.
- Color code or label containers or bags according to the OSHA Bloodborne Pathogens Standard.
- If it is likely that the primary container will be punctured, place the primary container in a leakproof, puncture-resistant secondary container.
- Color code or label the second container in the same manner as the primary container.
- Reusable Items
- Decontaminate items prior to washing or reprocessing if they are contaminated with blood or other potentially infectious materials.
- Handling of Infectious Waste
- Place in closeable, leakproof containers or bags prior to disposal.
- Color code or label containers or bags according to the OSHA standard.
- Place a second closeable, leakproof container or bag over the outside of the first container or bag if it is likely that outside contamination of the primary container or bag will occur.
- Close and color code or label the secondary container or bag in the same manner as the primary container.
- Observe all federal, state, and local laws when disposing of infectious waste.
- Dispose of sharps immediately after use.
- Dispose of sharps in a closeable, puncture-resistant, disposable container that is leak proof on the sides and bottom.
- Label sharps disposal containers according to the OSHA standard.
- Make sharps disposal containers easily accessible in the immediate area of sharps use. Routinely replace sharps disposal containers.
- Do not allow sharps disposal containers to overfill.
- Handling of Laundry
- When laundry is contaminated with blood or other potentially infectious materials or may contain contaminated sharps, treat it as if contaminated.
- Handle such laundry as little as possible and minimize agitation of laundry.
- Bag contaminated laundry at area of use.
- Do not sort or rinse contaminated laundry in patient areas.
- Label or color code bags in which contaminated laundry is placed and transported.
- Place and transport contaminated laundry in a leak proof bag if the laundry is wet or can soak through or leak from the bag.

- Ensure that laundry workers wear protective clothing and other personal protective equipment to prevent occupational exposure during handling and sorting of laundry.

How to Reduce Your Risk from Bloodborne Pathogens

- What it means: An Exposure Control Plan is a set of actions you can follow to reduce your risk of being infected by bloodborne pathogens.
- How it affects you: Your company's Exposure Control Plan may change the way you do your job. Some of the actions you must take may seem time-consuming. Don't cut corners! Do exactly what the plan requires.
- Clearly identify who must follow the plan.
- Clearly identify any task or procedure where exposure to bloodborne pathogens may take place.
- Clearly identify all employees who have jobs or tasks that bring them into contact with employees who risk exposure to bloodborne pathogens.
- Provide a place to wash your hands and face.
- Develop and communicate procedures and equipment that reduce employee exposure to bloodborne pathogens.
- How to handle sharp objects that may be contaminated.
- How to use personal protective equipment.
- Describe what to do if you are exposed to bloodborne pathogens.

Universal Precautions

- What they mean: "Universal Precautions" is the name that the Centers for Disease Control and Prevention (CDC) uses to describe a very aggressive plan that treats all blood and body fluids as a possible source of contamination and infection.
- Materials that require Universal Precautions
- Human blood and any products that include human blood or parts made from human blood.
- Semen, vaginal secretions.
- Cerebrospinal, synovial, pleural, pericardial, peritoneal, amniotic fluids.
- Saliva in dental procedures.
- Any body fluid that is visibly contaminated with blood.
- Any unidentifiable body fluid.

How Universal Precautions affect you

- Workers who fall under the Universal Precautions guideline must wear gloves and other protective equipment to lower the risk of exposure to blood and body fluids.
- Specific precautions must be taken with dirty linen, trash, and used sharp objects.
- If a worker is exposed to blood or body fluids, he or she has the right to insist on hepatitis B immunization and periodic hepatitis B virus and HIV testing.
- Prevention measures to minimize the chances of accidental exposure
- Always wear gloves when giving first aid for wounds.
- If possible, help injured persons care for themselves. (Example: Allow a student to hold tissue to own bloody nose. Open a zip bag for them to dispose of tissue and zip shut.)

- Create a barrier between yourself and blood and body fluids. (Example: hold a wad of tissue, a sweatshirt, etc. between you and the fluid.)
- Immediately wash your hands after accidental contact with blood or body fluids. Wash your hands as soon as possible after removal of gloves or other personal protective clothing or equipment. FREQUENT HANDWASHING REDUCES THE SPREAD OF INFECTIONS.
- Call the custodian to clean up body fluids.
- Wear gloves when emptying waste receptacles.
- Clean contaminated surfaces by disinfecting with an EPA registered germicidal cleaner (bleach solution = 1 part bleach to 10 parts water).
- Do not pick up broken glass, or other sharps, directly with the hands.
- Dispose of sharps (hypodermic needles, lancets, etc.) in red biohazard leakproof and puncture-resistant containers. When these containers are full, authorized safety personnel must dispose of them.

PARTIAL EXAMPLE SEVENTH GRADE DISCLOSURE DOCUMENT

Course Description:

This is a general English course designed to provide students with a variety of language experiences. These experiences will include student participation in reading, writing, speaking, listening, and thinking.

Course Objectives:

- Students will read and respond to various literary works.
- Students' writing focuses on sentence and paragraph development.
- Students learn the eight parts of speech, rules of punctuation and capitalization, and rules of usage.
- Students use library resources with an emphasis on the card catalog and the Reader's Guide.

Course Outline:

- History of our language using the dictionary to study etymologies
- Note taking
- Mystery and suspense unit of literature book using drama, short story, and poetry
- Punctuation
- Capitalization

Learning Activities:

A variety of learning activities will be used during the class to incorporate all learning styles. There will be large group discussions and cooperative learning activities.

Materials Required of Students:

- Student Planner
- A three ring loose leaf notebook will be needed to keep all papers on file. The notebook needs to be divided into five parts with a division page for each part. The divisions are to be marked: Assignment sheets, vocabulary, notes, homework, and handouts.
- An up-to-date assignment sheet for the entire quarter is to be in the Assignment sheet section.
- In the vocabulary section, the words for the entire year are to be kept. A word a day will be given. All homework papers and tests are to be filed in the homework section.
- Wide-lined loose leaf notebook paper is to be used for English. No spiral notebook paper or narrow-line paper will be accepted.
- A pencil and a blue or a black pen should be in class at all times.
- English and Daybook of Critical Reading & Writing are the two basic texts which will be assigned.

Grade Criteria and Grading Procedures:

Each grading period, three grades will be assigned. The academic grade is based upon the number of points earned during a grading period. Each homework assignment is worth five points. Tests vary from

50-100 points. During a given quarter, the total number of points possible is figured and a letter grade assigned to each student at the end of the quarter. The letter grade is from the school's scale.

Classroom Rules/Pupil Management Policies:

- Students are expected to be well organized.
- Except for absences or unusual circumstances, no late papers are accepted.
- No talking in class unless the student has raised his/her hand.
- No gum or candy will be allowed.
- The student will not be allowed to return to the locker for forgotten items after the class has started.
- The penalty for being tardy to class is 15 minutes after school.
- The rules set forth in the student handbook and those established by the teacher will be followed in this class.

Homework Policy:

Homework is given almost every night except for Wednesday night and weekends. Tests are announced in advance. Every assignment and test should be written down on the assignment sheet found in the English notebook. No extra credit work is given. Make up work according to page 15 of the student handbook.

Gallatin Gateway Lesson Plan

How to Develop a Lesson Plan

Content Objective: State the content objective in “student-friendly language.” 4th Grade Writing

Example: I will be able to clearly introduce my topic or text.

Language Objective: How will the student “communicate” mastery of the Content Objective? 4th Grade

Writing Example: Before I leave class today, I will have written an introduction to my topic or text, which will include my opinion and the ideas that will convey my purpose.

Some ideas for the communication product:

Adapted from Tomlinson and McTighe, *Integrating Differentiated Instruction + Understanding by Design*, ASCD, 2006.

- Tools for Assessment
- Written Oral Visual Kinesthetic
- Advertisement
- Biography
- Book report
- Book review
- Brochure
- Campaign speech
- Crossword puzzle
- Editorial
- Essay
- Experiment record
- Game
- Journal
- Lab report
- Letter
- Log
- Magazine article
- Memo
- Newspaper article
- Poem
- Portfolio
- Position paper
- Proposal
- Questionnaire
- Research report
- Script
- Story
- Test
- Yearbook
- Audio Recording

- Debate
- Discussion
- Dramatization
- Haiku
- Interview
- Newscast
- Oral presentation
- Oral report
- Poetry reading
- Rap
- Reader's Theater
- Role play
- Skit
- Speech
- Song
- Teach a lesson
- Advertisement
- Banner
- Brochure
- Campaign flyer
- Cartoon
- Chart
- Collage
- Collection
- Computer graphic
- Construction
- Data display
- Design
- Diagram
- Display
- Diorama/shoebox
- Drawing
- Graph
- Graphic Organizer
- Map
- Mobile
- Model
- Painting
- Photograph
- Portfolio
- Poster
- Scrapbook
- Sculpture
- Slide show

- Storyboard
- Venn Diagram
- Videotape
- Community outreach
- Dramatization
- Field trips
- Letter writing
- Oral interviews
- Play
- Presentation
- Service learning
- Simulations
- Role play
- Skit
- Scavenger hunt

Materials

This section has two functions: it helps other teachers quickly determine a) how much preparation time, resources, and management will be involved in carrying out this plan and b) what materials, books, equipment, and resources they will need to have ready. A complete list of materials, including full citations of textbooks or story books used, worksheets, and any other special considerations are most useful.

What materials will be needed? What textbooks or story books are needed? (please include full bibliographic citations) What needs to be prepared in advance? (typical for science classes and cooking or baking activities)

Lesson Description

This section provides an opportunity for the author of the lesson to share some thoughts, experience, and advice with other teachers. It also provides a general overview of the lesson in terms of topic focus, activities, and purpose.

What is unique about this lesson? How did your students like it? What level of learning is covered by this lesson plan? (Think of Bloom's Taxonomy: knowledge, comprehension, application, analysis, synthesis, or evaluation.)

Anticipatory Set

(noun) A brief portion of a lesson given at the very beginning to get students' attention, activate prior knowledge, and prepare them for the day's learning. Also known as advance organizer, hook, or set induction.

Hook

Students talk about the objective – verbalization, predict, etc.

Direct Instruction (I DO)

- Direct Teach
- Modeling
- Check for Understanding
- Scripted questions to ensure scaffolding and HOTS

Guided Practice (We DO)

- Cooperative replication of learning
- Immediate feedback
- Scripted questions to ensure scaffolding and HOTS
- Re-teach

Independent Practice (You DO)

- Activities for individual practice using various learning styles (stations)
- Small group instruction for Rtl students in need of additional support
- Independent learning task

Closure/Conclusion

- Revisit the Objectives
- Exit Tickets – student “show” proof of mastery
- Homework should be practice/extension
- How did today’s lesson connect with the prior lesson?
- Foreshadow for next lesson

General Rule of Thumb:

Your plan should be detailed and complete enough so that another teacher knowledgeable in your subject matter could deliver the lesson without needing to contact you for further clarifications.

Schedules

Policy 2335F2 Human Sexuality 48 Hour Notice

Conflicts of Interest

Employees shall refrain from any activity that can be reasonably seen as creating a conflict of interest with their duties and responsibilities as employees of the District.

The following conduct is specifically prohibited:

- Using public time, facilities, equipment, supplies, personnel, or funds for the employee's private business purposes;
- Engaging in a substantial financial transaction for the employee's private business purposes with a person whom the employee inspects or supervises in the course of official duties;
- Assisting any person for a fee or other compensation in obtaining a contract, claim, license, or other economic benefit from the District;
- Assisting any person for a contingent fee in obtaining a contract, claim, license, or other economic benefit from the District;
- Performing an official act directly and substantially affecting to its economic benefit a business or other undertaking in which the employee either has a substantial financial interest or is engaged as counsel, consultant, representative, or agent; or
- Soliciting or accepting employment, or engaging in negotiations or meetings to consider employment, with a person whom the employee regulates in the course of official duties without first giving written notification to the employee's supervisor and Superintendent.

Employees who violate this policy will be subject to disciplinary action, up to and including termination from employment.

Legal Reference: § 2-2-121, MCA Rules of conduct for public officers and public employees

Drug-Free Workplace

All District workplaces are drug- and alcohol-free. All employees are prohibited from:

- Unlawfully manufacturing, dispensing, distributing, possessing, using, or being under the influence of a controlled substance while on District premises or while performing work for the District, including employees possessing a "medical marijuana" card.
- Distributing, consuming, using, possessing, or being under the influence of alcohol while on District premises or while performing work for the District.

For purposes of this policy, a controlled substance is one that is:

- Not legally obtainable;
 - Being used in a manner other than as prescribed;
 - Legally obtainable but has not been legally obtained; or
 - Referenced in federal or state controlled-substance acts.
- As a condition of employment, each employee will:
- Abide by the terms of the District policy respecting a drug- and alcohol-free workplace;
 - Notify his or her supervisor of his or her conviction under any criminal drug statute, for a

- violation occurring on District premises or while performing work for the District, no
- later than five (5) days after such conviction.

In order to make employees aware of dangers of drug and alcohol abuse, the District will endeavor to:

- Provide each employee with a copy of the District drug- and alcohol-free workplace policy;
- Post notice of the District drug- and alcohol-free workplace policy in a place where other information for employees is posted;
- Enlist the aid of community and state agencies with drug and alcohol informational and rehabilitation programs, to provide information to District employees; and
- Inform employees of available drug and alcohol counseling, rehabilitation, reentry, and any employee-assistance programs.

District Action Upon Violation of Policy

An employee who violates this policy may be subject to disciplinary action; up to and including termination of employment. Alternatively, the Board may require an employee to successfully complete an appropriate drug- or alcohol-abuse, employee-assistance rehabilitation program.

The Board will take disciplinary action with respect to an employee convicted of a drug offense in the workplace, within thirty (30) days of receiving notice of a conviction.

Should District employees be engaged in the performance of work under a federal contract grant, or under a state contract or grant, the Superintendent will notify the appropriate state or federal agency from which the District receives contract or grant moneys of an employee's conviction, within ten (10) days after receiving notice of the conviction.

Legal Reference: 41 U.S.C. §§ 702, 703, 706

Drug-free workplace requirements for Federal grant recipients

Johnson v. Columbia Falls Aluminum Company LLC, 2009 MT 108N.

Gallatin Gateway School

Mentoring Handbook



Adopted: December 6, 2006
Revised: May 2023

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Mentor Program

Section 1 Description of the Program

“When veterans and novices work together in a nurturing relationship, each gets something of real value from the other. Veterans gain energy; novices gain inspiration. Isolation fades, connection flourishes, pain turns into wisdom – a joyful wisdom that makes the difficulties in our work endurable and keeps both veteran and novice coming back for more.”

- “A Tale of Two Children,” by David Shoemaker, Phi Delta Kappan

Mentoring Program Basics

What is the purpose of the Gallatin Gateway School Mentoring Program?

Gallatin Gateway School Mentoring is an intentional process to guide a mentee, intern, or resident participant to proficient professional instruction in conjunction with professional employee work skills to better serve Gallatin Gateway School District #35.

What are the goals of the Gallatin Gateway School Mentoring Program?

- To improve teaching performance in order to raise student achievement
- To promote the personal and professional well-being of mentee teachers
- To improve teaching performance in order to enhance positive school environment
- To transmit the culture of the school system to mentee teachers
- To increase retention of promising mentee teachers

What are the characteristics of the Gallatin Gateway School Mentoring Program?

- Confidential and non-evaluative professional support
- A focus on classroom instruction and student learning
- Facilitation by an administrator and qualified teachers as trained mentors
- Intentional and purposeful structure

Who directs the Gallatin Gateway School Mentoring Program?

When a new teacher is hired, the administrator will contact the Gallatin Gateway Mentoring Coordinator. The coordinator and administrator will

1. Implement policy
2. Delineate roles and responsibilities
3. Monitor and document the effectiveness of the program

What is a Mentor?

Mentors will be tenured members of the Gallatin Gateway School District with at least two years of teaching experience who have successfully completed the mentor program as a mentee. They will be recognized as outstanding classroom teachers, as well as demonstrate deep knowledge of the discipline(s) they teach. They will possess a repertoire of effective

classroom management strategies and instructional techniques. Mentors will have strong verbal skills, both oral and written, and have the ability to work cooperatively and effectively with others. Mentors in the same subject/grade level will be a prime consideration. Mentors will be expected to complete all necessary support materials for mentees/interns/residents.

Summary of the Characteristics of a Mentor:

- Has a minimum of two years teaching experience
- Demonstrates expertise in instruction and classroom management
- Is able to articulate best practice teaching strategies
- Possess excellent communication skills
- Is interested in assisting a mentee
- Has successfully completed a minimum of one year of the program as a mentee

Who will choose Mentors?

Interested teachers will apply on a yearly basis and be screened by the Administrator and the Mentoring Coordinator.

What is the stipend for Mentors?

\$300 per year (July to July) per mentee will be the stipend for taking an active mentor role and providing support and guidance to at least one new staff member directly.

What are the levels of the Mentor Program at GGS?

All newly hired teachers at GGS will be referred to as “mentee” in this handbook. A teacher can be designated a mentee regardless of the number of years of teaching experience.

Mentee:

- A licensed teacher who is new to teaching
- A licensed teacher who is new to the school district
- A licensed teacher who has taught in the school, but is changing levels between elementary, intermediate, or middle school.

Second-year teachers may continue to participate in the program as an Intern.

Intern:

- A licensed teacher who is in the second year of teaching at GGS
- A licensed teacher who has successfully completed the mentee stage of the program

Third-year teachers may continue to participate in the mentor program for support of individual professional development goals.

Resident:

- Advanced degrees
- National Board Certification
- Additional endorsements
- Subject area or level change- if changing from elementary, intermediate or middle school

What are your responsibilities as a mentee?

A new teacher's first and greatest responsibility is to the students and their academic achievement through shared decision making and data analysis for improved instruction. Each mentee's effort, to guide students to meet their greatest potential as learners and citizens, is necessary for success.

Mentees report to and are supervised and evaluated by the administrator. It is not the intent of the mentor program to compromise or supplant the role and responsibilities of the administrator. Rather, the intent of the program is to supplement and complement mentee professional growth through teaming, professional development, policy and procedure review and guidance and provide administrative assistance to inducting new staff to the culture and expectations of the school district.

How often will Mentees visit with a Mentor?

Mentees will meet with a mentor at least once a week during a preparation period and/or during any additional informal meetings as needed. All mentees will attend weekly staff meetings. Mentors will not be asked to provide scheduled guidance to a mentee, but rather a mentor will take the initiative to work with a mentee providing frequent guidance and support.

What support and assistance can I expect from my mentor?

Mentor-mentee interaction is controlled by the relationship that develops between the individuals involved. In general, the mentor is to provide advice, help secure materials, and ease the mentee's transition into the district and/or the teaching profession. The mentor will share professional development opportunities/requirements and guide the mentees induction into the teaching at GGS. The mentor's role is one of a facilitator to enrich the experience of new staff; however, the success of a mentee is not dependent on a mentor. Each new staff member, regardless of mentoring, holds the sole responsibility for his or her actions.

How does my Mentor know my needs?

In addition to an individual relationship and verbal communication, the mentee may use the *Mentee Needs Survey* in this handbook. Mentors should be checking frequently with the mentee by offering assistance and time to work side-by-side to demonstrate processes and procedures.

How will I be evaluated in the Mentoring Program?

- Year One: Informal evaluation will be on-going possibly both written and verbally between mentor and mentee. At the end of the first and third quarter the non-evaluative status report form and the mentee needs assessment form will be completed. These evaluations are confidential and non-evaluative. Mentee's will be asked to evaluate the *Gallatin Gateway Mentor Program* and participate in updating the program as needed to meet the needs of new teachers. Ideas for updating the program include: review orientation topics, monthly topics of the handbooks, and available resources.
- Year Two: Informal evaluation will be on-going both written and verbally between mentor and mentee. At the end of the first and third quarter the non-evaluative status report form and the mentee needs assessment form. These evaluations are confidential and non-evaluative. Mentee's will be asked to evaluate the *Gallatin Gateway Mentor Program* and participate in updating the program as needed to meet the needs of new teachers. Ideas for updating the program include: review orientation topics, monthly topics of the handbooks, and available resources.
- Year Three: A third-year mentee can receive professional development assistance for the pursuit of an advanced degree, National Board Certification, additional teaching endorsements, subject area or level change - (if changing between elementary K-3, intermediate 4-5 or middle school 6, 7, 8 levels).

How do I use my professional days?

All (certified staff) are provided three professional development days per year by contract. These may be used in a variety of ways:

- Teacher/classroom visitation for the purpose of observation
- Mentor/mentee work days or half days
- Professional training/graduate level teacher training
- Professional workshops/conferences
- In-house training at GGS requested by teachers or provide to teachers

What if something about the mentoring program or the mentor troubles me?

The mentee is encouraged to speak to the administrator, mentor coordinator, or Title IX coordinator to request to be assigned a new mentor. The mentor program is created and sustained for the encouragement and support of teaching staff and student achievement; therefore, flexibility and adaptability are encouraged. The mentor/mentee program is designed to be a positive, productive experience.

Where do I find additional resources?

Mentors: Review each month of this handbook and Appendix A, B, and C before beginning the program to fully understand requirements. In addition, GGS district policies are online for guidance. Procedures of the district can be discussed with the administration or mentoring coordinator before reviewing with the mentee to allow for full and complete understanding before instructing the mentee.

Section 2 Monthly Discussion Topics

“The most powerful form of learning, the most sophisticated form of staff development, comes not from listening to the good works of others but from sharing what we know with others... By reflecting on what we do, by giving it coherence, and by sharing and articulating our craft knowledge, we make meaning, we learn.”

- Roland Barth

August

Typically held early to mid-August before the start of school

New Employee Orientation

Orientation Day is an introduction to staff about the three main areas of employment at Gallatin Gateway School: 1) District Policy and Procedures, 2) the Role of a District Employee: Business and Office Protocol, and 3) Teacher Expectations.

New certified hires will be paid for a day of Orientation Training, which is sponsored by the school district, covering topics in the areas of **Administration, Office, and Teacher**. The day will start at 8:00 at the school and will conclude at about 3:00pm. Upon completion of the day, participants will receive OPI renewal units and a certificate of orientation completion.

In addition to orientation, teachers will receive additional mentoring on the two PIR days before the start of the school year. Handbooks and manuals will be given to staff members and a copy of each handbook/manual will be kept in the school's library for reference if needed.

Topics Covered

Accounting Standards
Admission of Homeless Student
Admission to School of Residency
Allergy or Anaphylaxis Medication
Art Room Use
Attendance (yellow cards, tardies)
Bidding and Contract Award
Building Hours
Calendar
Chain of Command
Citizenship Award
Classroom & Enrollment Book
Concussions
Copier, # of copies, how to copy
Counselor referrals
Checking Out and Checking in Textbooks
Classroom Disclosure Agreements

Communication with Admin about
Outdoors/Performances, etc.
Communication/Chain of Command

Cumulative Files
Curriculum Review Cycles
Discipline
Disclosure Document
Discuss exceptional and special needs students and
procedures for working with them
Discuss teacher convention documentation needed
for Principal
Duty Promptness
Duty Schedule
Drug Testing Protocols for Bus
and Commercial Vehicle Drivers
Emergency School Closures
Emergency Suspension

Employee Check Out of Building
 Employment Paperwork
 End of Year Scoring Documentation in drobox
 End of Year Scoring on Cumulative Card
 End of School Year Activities
 Employee vs. Teacher Responsibility
 Evaluation Process
 Expulsion
 Extended Suspension
 Explain open house
 Explain classroom disclosure document requirements
 Facility Use
 FMLA
 Field trips/Excursions/Outdoor Educ.
 First Aid/CPR/AED
 Forms to Print
 Fundraiser - 7th grade dance
 Fundraising
 Friday Folders
 Gifted Education
 Goals: District Math and Writing Grading, Progress Reports, and Retention
 Guns and Props
 Health and Safety
 HIPAA Notice of Privacy Practices
 IEFA Tribal Assignments
 Instructional Guidelines (media, etc.)
 Interactions with Office Staff & Other Staff
 Inventory
 Key Use - staff and student/locking and safety
 Kindergarten Program
 Janitorial Responsibility/Sanitizing
 Language
 Lesson Planning for Common Core
 Lesson Plans
 Lesson Plans for Substitutes
 Library resources, map, DVD, WC, MBI
 Letter of Board Action
 Maintain and Access Personnel Records Manuals and Handbooks List
 Mission, vision, motto
 Medications
 Meetings, Staff, Team, IEFA, Technology
 New Employee Orientation Procedure
 Notice to Employee -- CPU use
 Offer vs. Serve/Food Service Program
 Open Communication
 Ordering and Purchase Orders
 Pacing Guides
 Parent Communication Expectations
 Paychecks/Payroll/dates, etc.
 Phones/Voice Mail
 PIR Days
 Planning time
 Playground Rules
 Professionalism/Confidentiality
 Recess/Hallway Reporting
 Report Card Procedures
 Relations w/office staff
 Review IEP and communicate with administrator and special education teacher
 School Board Policies
 School nurse
 School nurse passes, etc.
 Section 504, IEP Plans and Implementation
 Service Animals
 Service Learning
 Sincere Apology
 Sign in/sign out at office
 Story time
 Student/Parent Notice for Attendance
 Superintendent out of office
 Staff liability form
 Strategic Plan
 Student and Staff Dress Code
 Student Body Relationships
 Student Pregnancies
 Student supervision
 Substitute Obtain and Preparation - Binder
 Succession Plan- Certified Staff
 Tardiness
 Textbook Checkout
 Tracking and Ordering
 Team Philosophy
 Technology
 Title I Plan, Parent Compact
 Title IX Grievances
 Upstairs Storage Areas
 Use of Private Vehicle for School Business
 Volunteers
 Volunteer Drivers
 Wellness Plan

Website list & Passwords

Website Use & expectations

Work Schedule (daily schedule)

Manuals and Handbooks for GGS

- GGS School Policy Manual
- Employee Handbook
- Mentoring Handbook
- Student and Parent Handbook
- Emergency Crisis Flip Chart
- Gifted Education Program
- Technology Plan
- School Wellness: Physical Activity and Nutrition
- Volunteer Handbook
- Washington DC Field Trip Handbook (8th)
- Athletic Handbook
- School Safety Plan
- HACCP Plan (kitchen)
- Expedition Yellowstone Field Trip (6th)
- Administrative Procedures Manual
- 504 Manual

Building a Knowledge Base

- Introduce mentee to building staff members
- Orient mentee to building, including copy machine, mailboxes, restrooms, staff lounge, library, computer labs, lunchroom, etc.
- Assist in filling out new employee paperwork with the Clerk/Business Manager
- Orient mentee to his/her class roster and schedule
- Help review “first day of school plans” including written discipline plans, room arrangement, and orientation materials in order to instill confidence in the beginning teacher.
- Orient mentee to his/her room and help locate texts and needed supplies
- Explain school procedures, traditions, and preferences rules of the school district
- Discuss available community resources and organizations
- Go over crisis plan, lockdown, bomb threat, and fire drill procedures and location of the emergency backpack
- Discuss confidentiality guidelines
- Introduce mentee to Title IX and MEA representatives
- Web page instruction
- Review master calendar
- Discuss insurance and flex benefits
- Discuss and review pacing charts, objectives and curriculum materials
- Participate in paid induction/orientation meeting with principal and/or co-workers
- Locking and maintaining security of the building
- Know your school’s purpose and how to be involved in communicating this purpose
- Professional library for teaching staff in the Learning Lab – mentor and mentee review the types of materials for check out
- Review the Learning Lab inventory to know the remedial programs and materials available in the school

- Discuss parent communication – webpages, K-3 Parent Friday letters, phone calls, posting homework and rubrics online, Google classroom, etc.

Building a Relationship

- Make plans to sit next to mentee at meetings
- Exchange phone numbers, planning times, and schedules
- Have the beginning teacher complete a needs assessment and then discuss your mutual goals for the mentor/mentee experience – form provided in this handbook
- Make it a point to be helpful to guide mentee rather than direct them
- Share professional and personal experiences in order to develop trust and confidences
- Give the beginning teacher an overview of the parameters of the mentoring relationship
- Review and discuss the observation form with the mentee so he/she knows what to expect during observations.
- Create a new-teacher survival basket, including pain reliever, sticky notes, chocolate, etc.

Standards You Can Expect of Your School and Peers

“Our shared vision for future student success at GGS”

Purpose and Direction: GGS maintains and communicates a purpose and direction that commit to high expectations for learning as well as shared values and beliefs about teaching and learning.

- Student success is a primary focus.
- Educational programs and learning experiences are supported that include learning, thinking, and life skills that are challenging and equitable for all students.
- Conditions that support student learning are continuously improving.

Governance and Leadership: GGS supports practices that promote and support student performance and school efficacy.

- Administration of the school is effective.
- Procedures established by the administration and staff will benefit student learning and provide a code of ethics free of conflict of interest.
- School leadership has the autonomy to meet goals for achievement and instruction and to manage day-to-day operations effectively.
- Administration and staff foster a culture of positive engagement for the good of the entire team.
- Interested community members, supporting the purpose and direction of the administration and staff, will be engaged in opportunities to promote the purpose and direction of the staff.
- Supervision and evaluation procedures will result in improved professional practice and student success.

Teaching and Assessing for Learning: GGS’s curriculum, instructional design, and assessment practices guide and ensure teacher effectiveness and student learning.

- Curriculum provides challenging learning experiences that ensure all students have sufficient opportunities to develop learning, thinking, and life skills that lead to success at the next level.
- Curriculum, instruction, and assessment are designed and adjusted in response to data from multiple assessments of student learning and an examination of professional practice.
- Teachers engage their students in learning through instructional strategies that ensure achievement of learning expectations.
- Administration and staff monitor and support the improvement of instructional practices of teachers to ensure student success.
- Teachers collaborate in learning teams to improve instruction and student learning – K-2, 3-5, and 6-8.
- Teachers implement instructional best practices to support student learning including informing students of learning expectations and standards of performance, providing exemplars to inform and guide students, providing specific and immediate feedback concerning student learning.
- Mentoring, coaching, and orientation programs support instructional improvement and share the values and beliefs of the school’s purpose.
- Administration and staff engage families in the education of their child through frequent and meaningful communication.
- Adults foster meaningful relationships and advocate for the support of every child and every student’s educational experiences.
- Grading and reporting are based on defined criteria representing the attainment of content knowledge and skills consistent on teams.
- Staff engage in meaningful professional learning.

Resources and Support Systems: GGS has resources and provides services that support its purpose and direction to ensure success of all students.

- Administration and staff work together as a team for success in all needs of the school.

- Instructional time, material resources, and fiscal resources will support the purpose and direction of student success.
- The facilities, services, and equipment will be maintained to provide a safe, clean and healthy school environment.
- Students will be offered a range of media and information resources to support educational programs.
- Technology supports the staff's teaching, learning, and operational needs.
- Support staff and services support the physical, social, and emotional needs of the student population.
- Counseling, assessment, referral, educational, and career planning opportunities support student learning.

Continuous Improvement: GGS implements a comprehensive assessment system that generates a range of data about student learning and school effectiveness and uses the results to guide continuous improvement.

- Data decision-making is based on locally developed and standardized assessments
- Staff continuously collect, analyze, and apply learning from data sources, including comparison and trend data about student learning, instruction, program evaluation, and
- organizational conditions.
- Staff members are knowledgeable in evaluation, interpretation, and use of data.
- Focus is on continuous improvement for student success.
- Administration and staff share improvement goals.

Preparing for the First Day

Efficiency in the classroom is the hallmark of an effective learning environment. Established procedures, consistently applied and taught to your students at the onset of the school year, will significantly improve your classroom management time.

Directions:

1. Check () each item for which you already have a prepared process.
2. Place an () by any item for which you do not have a procedure, but believe you need one.
3. Highlight those items, which you will teach the students the first day of class.

Beginning Class

- Attendance, Absences, Tardy
- Academic Warm-Ups
- Distributing Materials
- Class Opening/Anticipatory Set

Instructional Activities

- Teacher, Student Contacts
- Teach School-wide Expectations for Behavior
- Student Movement in the Room
- Signals for Student's Attention
- Signals for Teacher's Attention
- Student Talk During Seatwork
- Activities to Do When Work Is Done
- Student Participation
- Laboratory Procedures
- Movement In/Out of Small Groups
- Bringing Materials to School
- Expected Behavior in Group
- Behavior of Students Not in Group

Room/School Areas

- Shared Materials
- Teacher's Desk
- Drinks, Bathroom, Pencil Sharpener
- Student Storage/Lockers
- Student Desks
- Learning Centers, Stations
- Lunchroom Halls

- Playground, School grounds
- Handbook Review

Ending Class

- Putting Away Supplies, Equipment
- Cleaning Up
- Organizing Class Materials
- Dismissing Class

Setting up Independent Work

- Defining "Working Alone"
- Identifying Problems
- Identifying Resources
- Identifying Solutions
- Scheduling
- Interim Checkpoints
- Know Whitelist procedures

Interruptions

- Rules
- Talk Among Students
- Conduct
- Passing Out Books, Supplies
- Turning in Work
- Handing Back Assignments
- Getting Back Assignments
- Out-of-Seat Policies
- Consequences for Misbehavior

Student Work

- In-class Participation
- In-class Assignments
- Homework
- Stages of Long-term Assignments

Other Procedures

- Disaster/Lock Down Drills
- Lunch Procedures/Seating Charts
- Student Helpers
- Safety Procedures
- Know room locations and schedules

Checking Assignments in Class

- Marking and Grading Assignments

- Turning in Assignments
- Students Correcting Errors- Self-grading

- Grading Criteria
- Contracting for Grades
- Cheating/Plagiarism

Work Requirements

- Heading Papers
- Use of Pen or Pencil
- Writing on Back of Paper
- Neatness, Legibility
- Incomplete Work
- Late Work
- Missed Work
- Due Dates
- Make-up Work
- Supplies
- Coloring or Drawing on Paper

Grading Procedures

- Determining Grades
- Timeline for Recording Grades
- Grading Long-term Assignments
- Extra Credit Work
- Keeping Papers/Grades/Assignments

Academic Feedback

- Rewards and Incentives
- Posting Student Work
- Communicating with Parents
- Students' Record of Grades
- Written Comments on Assignments
- Term Schedule
- Report cards, Midterms, and Finals

Communicating Assignments

- Posting Assignments
- Orally Giving Assignments
- Provision for Absentees
- Long-term Assignments
- Lesson Plans

Elementary Mentor/Mentee Understanding

1. Put an **X** next to the areas you are already familiar.
2. Meet with your Mentor and go through the areas you may not be familiar or have questions

I. Locations

- Music
- Computer Lab
- Library
- Special Ed.
- Title 1
- Speech
- Gym
- Lunchroom
- Location of Teaching Supplies
- Location of Art Supplies
- Copier
- Nurse's Office
- Location: Teacher Microwave and Refrigerator
- Teacher storage

II. Grade Level Specific

- Attendance/Lunch Count
- Books, Workbooks and Teacher's Edition
- Schedules
- Lesson Plans/Planbookedu.com
- IEPs for Speech and Special Ed
- Classroom Parties
- Telephone System
- Recess/Lunch/Bus Duties
- Grading/Report Cards Confidentiality
- Setting up Grade Book
- Getting a Substitute
- Pacing Charts
- Monthly Objectives/Pacing guides for teacher use
- Master Calendar
- Log Entries
- Behavior Slips/Discipline Forms
- Website
- Character Education lessons

III. Handbooks

- Staff
- Student
- Safety
- Volunteer

IV. Forms

- Health Insurance/Flex Plan
- FICA/TRS
- Accident
- Discipline
- Leave Request
- Field Trips/Requests
- Requisitions
- Special Needs Students
- Concern: Referral: 504
- Classroom Reimbursement

V. Expectations for Teacher

- Teacher's Responsibilities at Lunch
- Recess Responsibilities – Playground and Indoor Recess
- Dismissal Time Rules
- Hallway Bulletin Boards
- Parent Teacher Conferences
- Early Release
- Fire Drills
- Lock Downs
- Duty Schedule
- Open House/Christmas Program

IX. Miscellaneous

- Paychecks (where and when)
- Calling in sick
 - prior to the school day beginning
 - during the school day
- Leave requests
 - Personal (not before holidays)
 - Professional
 - Sick
- Sub folders
- Early Release schedules
- Evaluations
- Field trips
- Telephone system
- Inventories

- PIR/Incentive Days
- Fire Drills
- Lock Downs
- Contraband Searches

- Title Referrals
- Technology in the classroom/report card

Middle School Mentor/Mentee Understanding

1. Put an X next to the areas you are already familiar with.
2. Meet with your Mentor and go through the areas you may not be familiar or have questions about.

I. Locations

- Music
- Computer Labs
- Library
- Special Ed.
- Learning Lab
- Speech
- Lunchroom
- Gym
- Counseling Center/Nurse
Refrigerator/Microwave

II. Facilities

- Using the library
 - Scheduling
 - Supervision

III. Computer use

- Student use
- Grade book
- Log in/log off
- Privacy
- Log Entries
- Behavior Referrals

IV. Supplies

- Supply room
- Local businesses
- Copy machine

V. Duties

- Attendance
- Tardies
- Duty Schedule
- Breaks
- Monitoring hallways
- Hall passes
- Weekly lesson plans
- Homeroom
- Monthly Objectives
- Pacing Charts
- Leave requests
- Duty Schedule
- Open House/Christmas Program

X. End of the Year

- Final Report Card
- Cumulative Folders
- Inventories
- Websites

VI. Grading

- Eligibility
- Make-up work
- Grading procedure
- Advanced makeup
- Finals
- Report cards

VII. Discipline

- Chain of command
- Discipline write-ups
- ISS
 - o Homework
 - o For testing/quiet work area

VIII. Handbooks

- Staff
- Student
- Sports
- Safety

IX. Miscellaneous

- Paychecks (where and when)
- Calling in sick
 - prior to the school day beginning
 - during the school day
- Leave
 - Professional
 - Sick
 - Personal (not before holidays)
- Sub folders
- Early Release schedules
- Evaluations/EPAS
- Field trips
- Telephone system
- PIR/Incentive Days
- Fire Drills
- Lock Downs
- Contraband Searches
- Intervention/MTSS Referrals

Mentor/Mentee Discussion Checklist

Peer Relationships

- Requesting assistance from the counselor, nurse, librarian, paraprofessionals
- Dealing with uncooperative peers
- Chain of Command
- Interschool contact methods
- Working with Special Services personnel
- Introduction to fellow employees
- Staff/team meetings

Parental/Guardian Relationships

- Home visitations
- Requesting assistance from the home/school coordinator
- Conference schedule and procedures
- Parent/teacher organizations
- When and how to contact parents/guardians
- Communication with non-custodial parents/relatives
- Releasing students to the care of an adult

Student Issues

- Cultural composite of the district
- Working with ESL students
- Accepted student discipline techniques
- Consequence of extreme behavior problems
- Accepted behavior for hallway, recess, lunch, restroom, library, assemblies
- Working with special needs students
- Working with the Spec. Ed. teacher
- Pull-out procedures for students receiving resource assistance
- Grading/learning accommodations for special needs students
- Reporting suspected abuse
- Alternative assignments for holidays

Emotional Support for Teachers

- Stress reduction techniques
- Insurance Benefits for counseling
- Communication with peers and administration

Calendar

- First day's/week's schedule
- School breaks and procedures
- Observation of holidays
- Observation of birthdays

- Scheduling meetings

Managerial Items

- Acceptable classroom management techniques
- Arranging desks, tables
- Traffic patterns
- Seating of students with special needs
- Classroom amplification system (if available)
- Emergency Preparedness Plan
- Emergency Backpacks
- Infinite Campus and how to write a referral
- Storage and access to materials
- centers (check-out procedures)
- Room temperature
- Bringing personal items from home
- Purchasing class materials
- Pets in the classroom
- Time management
- Conflict resolution
- Items needing repair
- Supervisory duties: playground, lunch, study hall, bus line-up, detention
- Fire/bomb threat/evacuation procedures
- Weather closures
- Taking Attendance
- Student illness during the day
- Student accidents/emergencies
- Lunch count/procedure
- Student handbook and its content
- Student use of phones

Instructional Needs

- Motivating students
- Teaching styles
- Learning styles
- Alternative instructional strategies
- Questioning techniques
- Daily grading procedures
- End-of-term grading procedures
- Assessment procedures
- Models of assessment
- Day-to-day grading procedures
- Progress reports
- Homework policies
- Curricular planning
- Lesson plan requirements

- Enrichment materials - Gifted
- Adaptation of curriculum/instruction
- District curriculum/ State standards
- Location of guides, manuals, assessments, supplementary materials
- Introduction to texts
- In-house subject matter experts
- Department heads
- Expected progress on curriculum
- Additions/deletions to curriculum
- Guest speakers/District consultant list
- Utilizing technology in the classroom
- Using the computer lab
- Computer-based lessons
- Using the district web page
- Classroom supplies
- AV equipment
- Photocopying/printing
- Laminating
- Sharing equipment, rooms, resources
- Photography, videography
- Scheduling a bus/field trip
- Computer access and policies for use
- Use of the library

Terms and Conditions of Employment

- Teacher evaluations
- Contract renewal/termination
- List of expected responsibilities
- Teacher contract and what it means
- Grievance procedures

Orientation to Work/Community

- Tour of school
- School Philosophy
- School Improvement plan
- Committees/Opportunities for involvement
- Location of businesses/offices in community

- Community organizations/opportunities for involvement

Miscellaneous

- Staff phone use
- Computers: policies and procedures
- Mail policies and procedures
- Photocopier and laminator use
- Building/room keys/codes and security
- Use of building and equipment after hours
- Use of school vehicle
- Travel procedures
- Team/staff meetings
- Communication with the administration
- Contracted hours for teachers
- Accepted dress code
- Extra-duty assignments
- Types of leave and restrictions
- Preparing for and requesting a substitute teacher
- Planning time
- Where to find additional training
- Required district trainings
- Professional growth/development & teaching certification
- Budgetary/purchase orders
- Food/beverage procedure
- Eating school lunch
- Teacher liability
- Staff handbook
- School board policies
- Preferences and expectations of the school/community
- Professional teacher organization membership Parking procedures
- Procedures for arriving/leaving
- Salary and pay procedures

Mentee Needs

Identify the extent of your needs by rating the following items on a scale of 0 to 3, with 0 being no need, and 3 being highest need.

0 = No Need 1 = Slight Need 2 = Moderate Need 3 = Highest Need

Peer Relationship Needs

- Knowledge of staff names, job title, contact information
- Introduction to school board
- Requesting custodial, technical, library, or health assistance
- Working with the counselor(s)
- Working with paraprofessionals
- Working relationship with administration
- Working with Special Services personnel
- Dealing with difficult peers
- Working as a team

Parental/Guardian Relationship Needs

- How to prepare for parent/teacher conferences
- Communicating with parents via phone/mail/email
- Dealing with upset parents
- Custodial parent issues

Instructional Needs

- Knowledge of grading procedures
- Knowledge of testing procedures
- Knowledge of Schoolmaster/Gradebook
- Knowledge of district curriculum
- Adaptation of curriculum/instruction
- Models of assessment
- Curricular planning
- Enrichment materials
- Knowledge of academic standards
- Using technology in the classroom
- Using AV materials

Student Relationship Needs

- Motivating students
- Assigning and receiving homework
- Accepted student discipline techniques
- Referral to Special Services
- Knowledge of resources for exceptional students
- ESL student issues
- Working with students from other

cultures

- Cultural Diversity
- Teaching styles
- Learning styles
- Alternative instructional strategies
- Questioning techniques
- Student privacy issues
- Professional relationships with students

Emotional Support Needs

- Dealing with stress
- Dealing with difficult students
- Dealing with family pressures
- Interacting with colleagues

Calendar Items

- Knowledge of school calendar
- Knowledge of class schedule
- Knowledge of teachers' convention

Work and Community Environments

- Familiarity with the building
- Familiarity with district offices/buildings
- Familiarity with the community/area
- Joining community organizations
- Classroom environment

Miscellaneous Policies

- Use of school equipment
- Use of school building
- Use of telephone, photocopier, computer, mail
- Parking procedures
- In-service/meeting procedures
- Keys/security procedures
- How to order classroom supplies
- School vehicle use procedures
- School Improvement Team plans
- Committee membership
- Annual budgetary/purchasing procedures
- School philosophy
- Accreditation process

- ___ Salary schedule
- ___ Salary pay procedure
- ___ District fringe benefits
- ___ Absence/leave procedure
- ___ Staff arrival/dismissal times and procedure
- ___ Allowable use of planning time
- ___ Food/beverage procedures
- ___ Extra duty assignments
- ___ Curriculum expectations

Managerial Needs

- ___ Classroom organizational techniques
- ___ Reporting suspected abuse
- ___ Record-keeping procedures for roll, lunch count
- ___ Emergency and weather procedures
- ___ Fire drill, bomb threat, evacuation procedures
- ___ Knowledge of student handbook
- ___ Requesting and preparing for a substitute teacher
- ___ Acceptable classroom management techniques
- ___ Planning: long and short term
- ___ Student illness

- ___ Building dress code
- ___ Teacher liability
- ___ Computer use policy
- ___ Rules/school law
- ___ Professional development/required classes
- ___ Field trips
- ___ Homework policies
- ___ Eligibility policies
- ___ Time management
- ___ Conflict resolution
- ___ Breaking up fights
- ___ Suspected substance abuse procedures
- ___ Assigning textbooks
- ___ Library policies/procedures
- ___ Lunch/recess procedures
- ___ Copyright law

Terms and Conditions of Employment

- ___ Contract renewal procedures
- ___ Contract termination procedures
- ___ Teacher evaluation procedures
- ___ Knowledge of master contract
- ___ Knowledge of professional organization membership

Assessment Calendar

**See end-of-year assessment in the drop-box to enter scores
Required of each homeroom teacher for data collection and data analysis**

Assessment	Grades	Dates
Star 360 - Reading	K-8	First two weeks of September; First two weeks of January; First two weeks of May
Star 360 - Mathematics	K-8	First two weeks of September; First two weeks of January; First two weeks of May
Big Brains <i>Instructional tool; data to show growth</i>	K-8	First two weeks of September; First two weeks of January; First two weeks of May
Dyslexia Screener	STAR Reading & Easy CBM	
DRA Reading	K-2	First two weeks of September; First two weeks of January; First two weeks of May
SBAC - Interim	Grades 3-8	February
- Summative	Grades 3-8	May
Gifted Testing	Grades 3-8	November, February, May
Writing Assessments - Write Right Now	Grades 3, 5, 7	September, May
Formative Assessments:		
FIAB's	Grades 3-8	
Write Right Now	K-8	
Diagnostic Assessments for Placement:		
IXL		

Resources for Academic Mastery

Apps as requested by teachers Grades K-8

IXL: www.ixl.com Grades K-8

Scholastic: <http://magazines.scholastic.com> Grades K-8

Khan Academy: www.khanacademy.org

Savvas: My Literacy: myView Literacy – Elementary Reading Curriculum – Savvas

www.savvas.com

Wilson Reading: Foundations: www.wilsonlanguage.com/programs/foundations

McGraw Hill: [PreK-12 Login | McGraw Hill \(mheducation.com\)](http://PreK-12 Login | McGraw Hill (mheducation.com))

EasyCBM: easyCBM

Waterford: Waterford Application Manager

Renaissance Learning: Renaissance K–12 Educational Software Solutions & Learning Analytics

GGG placement assessments are for:

*students motivated to learn at the next level in a subject area or

*students new to the school district

1) Teacher developed:

Algebra pretest

Grade level pre- and post-tests

Parent, teacher, and student surveys

English and grammar pre-assessments

Library skills placement test grades 5-8

2) Research-based assessments:

Bibliography

Vincent, S. & Ley, J. (1999). *The Multigrade Classroom: A Resource Handbook for Small, Rural Schools: Book 2: Classroom Organization*. Northwest Regional Educational Laboratory.

Suggested Reading

The Teacher's Reflective Calendar and Planning Journal

by Mary Zabolio McGrath and Beverly Holden John

ISBN: 1412926467

Framework for Understanding Poverty

by Ruby K. Payne, PhD

ISBN: 1292229143

The New Teacher Book: Finding Purpose, Balance and Hope During your First Years in the Classroom A Rethinking Schools Publication

ISBN: 9780942961454

Winning Strategies for Classroom Management

By Carol Bradford Cummings

ISBN: 0871203812

Working with Parents: Building Relationships for Student Success

by Ruby K. Payne, PhD

ISBN: 1929229623

First Days of School

By Harry Wong

September

Building a Knowledge Base

- Tactfully offer suggestions to those issues that may arise later- Open House, homework, midterms and assignments
- Weekly parent communications – K-3 Friday letter, 4-8 email and website communications
- Share experiences, especially in areas where protégé is having problems
- Offer class management guide
- Discuss additional emergency health, safety, discipline, and weather procedures
- Discuss grading nuances and show protégé how to use Infinite Campus & how to log student behaviors
- Discuss parent communication procedures
- Review and discuss short/long term planning
- Discuss absences and substitute plans
- Set up first opportunity for protégé to observe your teaching and ask questions
- Review the monthly calendar
- Explain eligibility for sports- Athletic Handbook
- Prepare for 504, MTSS, CST, and IEP meetings
- Time to observe or conduct protégé observation
- Go over district uniform complaint procedure and review master agreement
- Explain Schoolwide Expectations and Procedures
- Substitute Folder (see Employee Reference & Forms Manual)
- Explain how to write lesson plans, learning objectives & newsletter articles
- Bulletin Boards Schedule - Academic based
- District assessment directions and scores entered into computer- district spreadsheet
- Review class management and discipline plan
- Review student documentation procedures for academics and behavior
- Explain student use of day planners
- Explain email use and signed policy for students and staff
- Explain student self-evaluation forms
- Explain voicemail set up
- Explain midterm report process
- Become a part of the entire school. Be present in hallways, in activities, and promotions for the good of the school district. This is a team school – be a part of the entire team building the entire school!
- Visit the Superintendent's office frequently – be assertive and share your students' needs and successes, provide insight into your teaching and instruction, share your ideas and lessons and assessments. Share, share, share!!!
- Review 1 Standard Based Classroom Rating Scale, Write a Lesson Plan Guide, Resources for Lesson Plan Ideas, Bloom's Taxonomy, Planning for Substitute Teachers
- Review the steps used by the staff for a student apology
- Review the technology programs we utilize for student success – Hapara
- TPRG
- Entering grades weekly
- Parent Communication
- Documentation of student achievement and behavior
- Review master calendar
- Keeping Lockers Clean
- Review attendance policies

Building a Relationship

- Find opportunities to offer positive reinforcement
- Recognize that your way isn't necessarily the only way
- Offer advice when asked, being careful not to be overly controlling
- Treat the mentee as a colleague, not a student
- Schedule meeting times for the month, reaffirming your accessibility and not avoiding it

Standards Based Classroom Rating Scale

Where am I now?

	Advanced	Proficient	Nearing Proficient	Novice
I start with Gallatin Gateway standards and benchmarks (which are aligned to the state CC standards) as the focus of my instruction.	I always do this	I usually do this	I sometimes do this	I haven't started this
I use pacing calendars and ACE curriculum mapping to ensure content coverage of each benchmark in each curricula area.	I always do this	I usually do this	I sometimes do this	I haven't started this
I use daily instructional objectives (which are aligned to the state CC standards) as the focus of my daily lessons/units.	I always do this	I usually do this	I sometimes do this	I haven't started this
In my classroom, I post the student learning targets, which are written in student-friendly language for all to see.	I always do this	I usually do this	I sometimes do this	I haven't started this
Before instruction, I design aligned assessments, which include pre-assessments to allow for individual student instruction opportunities.	I always do this	I usually do this	I sometimes do this	I haven't started this
Before instruction, I unpack my grade-level/subject area benchmarks so I clearly understand the content and performance targets required for student proficiency and mastery.	I always do this	I usually do this	I sometimes do this	I haven't started this
I use dependable and accurate classroom assessments and data to inform and guide my instruction for maximum student proficiency for each benchmark.	I always do this	I usually do this	I sometimes do this	I haven't started this
I inform my students regularly, in terms they can understand, about their progress on each benchmark.	I always do this	I usually do this	I sometimes do this	I haven't started this
My students help to manage their own learning and can effectively communicate their achievement status to others.	I always do this	I usually do this	I sometimes do this	I haven't started this

My plan for improvement

Write a Lesson Plan Guide

“How to Develop a Lesson Plan”

To begin, ask yourself **five basic questions**:

- Where are your students going academically? Socially?
- How are they going to get there?
- How will you know when they’ve arrived?
- What will you do to actively engage students in learning?
- How will you make learning relevant for the students?

Then begin to think about each of the following categories, which form the organization of the plan. While planning, use the questions below to guide you during each stage. Don’t forget to have your Google Classroom ready to share your plans. GGS utilizes the “I do, we do, you do” lesson delivery structure.

Goals

Goals determine purpose, aim, and rationale for what you and your students will engage in during class time. Use this section to express the intermediate lesson goals that draw upon previous plans and activities and set the stage by preparing students for future activities and further knowledge acquisition. The goals are typically written as broad educational or unit goals adhering to State or National or Common Core curriculum standards.

What are the broader objectives, aims, or goals of the unit plan/curriculum? What are your goals for this unit or set of lessons? What do you expect students to be able to do by the end of this instruction?

Objectives (learning goals)

This section focuses on what your students will do to acquire further knowledge and skills. The objectives for the daily lesson plan are drawn from the broader aims of the unit plan but are achieved over a well-defined time period.

What will students perform during this lesson? Under what conditions will students’ performance be accomplished? What is the degree or criterion on the basis of which satisfactory attainment of the objectives will be judged? How will students demonstrate that they have learned and understood the objectives of the lesson?

Prerequisites

Prerequisites can be useful when considering the readiness state of your students. Prerequisites allow you, and other teachers replicating your lesson plan, to factor in necessary prep activities to make sure that students can meet the lesson objectives. What must students already be able to do before this lesson? What concepts should be mastered in advance to accomplish the lesson objectives?

Materials

This section has two functions: it helps other teachers quickly determine a) how much preparation time, resources, and management will be involved in carrying out this plan and b) what materials, books, equipment, and resources they will need to have ready. A complete list of materials, including full citations of textbooks or storybooks used, worksheets, and any other special considerations are most useful.

What materials will be needed? What textbooks, storybooks, digital resources, documents, etc. are needed? (Cite references) What needs to be prepared in advance? (Typical for copies, science labs, or hands-on activities)

Lesson Description

This section provides an opportunity for the author of the lesson to share some thoughts, experience, and advice with other teachers. It also provides a general overview of the lesson in terms of topic focus, activities, and purpose.

What is unique about this lesson? How did your students like it? What level of learning is covered by this lesson plan? (Think of Bloom's Taxonomy: knowledge, comprehension, application, analysis, synthesis, or evaluation.)

Lesson Procedure

This section provides a detailed, step-by-step description of how to replicate the lesson and achieve lesson plan objectives. This is usually intended for the teacher and provides suggestions on how to proceed with implementation of the lesson plan. It also focuses on what the teacher should have students do during the lesson. This section is basically divided into several components: an introduction, a main activity, and closure. There are several elaborations on this. We have linked to some sample lesson plans to guide you through this stage of planning.

Introduction

How will you introduce the ideas and objectives of this lesson? How will you get students' attention and motivate them in order to hold their attention? How can you tie lesson objectives with student interests and past classroom activities? What will be expected of students?

Main Activity

What is the focus of the lesson? How would you describe the flow of the lesson to another teacher who will replicate it? What does the teacher do to facilitate learning and manage the various activities? What are some good and bad examples to illustrate what you are presenting to students? How can this material be presented to ensure each student will benefit from the learning experience?

Rule of Thumb # 1:

Take into consideration what students are learning (a new skill, a rule or formula, a concept/fact/idea, an attitude, or a value).

Choose one of the following techniques to plan the lesson content based on what your objectives are:

Demonstration ==> list in detail and sequence of the steps to be performed

Explanation ==> outline the information to be explained

Discussion ==> list of key questions to guide the discussion

Closure/Conclusion

What will you use to draw the ideas together for students at the end? How will you provide feedback to students to correct their misunderstandings and reinforce their learning?

Follow up Lessons/Activities

What activities might you suggest for enrichment and remediation? What lessons might follow as a result of this lesson?

Assessment/Evaluation

This section focuses on ensuring that your students have arrived at their intended destination. You will need to gather some evidence that they did? This usually is done by gathering students' work and assessing this work using a grading rubric based on lesson objectives. You could also replicate activities practiced as part of the lesson, without providing the same level of guidance as during the lesson. You could always quiz students on various concepts and problems as well.

How will you evaluate the objectives that were identified? Have students practiced what you are asking them to do for evaluation?

Rule of Thumb # 2:

Be sure to provide students with the opportunity to practice what you will be assessing. You should never introduce new material during this activity. Also, avoid asking higher level thinking questions if students have not yet engaged in such practice during the lesson. For example, if you expect students to apply knowledge and skills, they should first be provided with the opportunity to practice application.

Resources for Lesson Plan Ideas

The GatewaySM Collections List <http://www.thegateway.org>

PBS TeacherSource <http://www.pbslearningmedia.org>

Discovery Channel School <http://www.discoveryeducation.com>

Best of Education World® 2002 <http://www.educationworld.com>

Education World® - Lesson Planning Center http://www.educationworld.com/a_lesson/

Education World® - National Standards
<http://www.educationworld.com/standards/national/index.shtml>

Common Core Standards <http://www.corestandards.org>

Montana Education Consortium <http://mec.nr-es.org>

National Council of Teachers of Mathematics: Illuminations <http://illuminations.nctm.org/> Intervention Central
<http://www.interventioncentral.org/home>

U.S. Dept. of Education, Office of Special Education <https://www.bookshare.org> (school membership) Association
of Middle Level Education <http://www.amle.org>

ACE Curriculum Consortium [Home - Alliance for Curriculum Education \(mtace.org\)](http://www.mtace.org)

Office of Public Instruction www.opi.mt.gov

Bloom's Taxonomy

In 1956, Benjamin Bloom headed a group of educational psychologists who developed a classification of levels of intellectual behavior important in learning. Bloom found that over 95 % of the test questions students encounter require them to think only at the lowest possible level...the recall of information.

Bloom identified six levels within the cognitive domain, from the simple recall or recognition of facts, as the lowest level, through increasingly more complex and abstract mental levels, to the highest order which is classified as evaluation. Verb examples that represent intellectual activity on each level are listed here.

1. **Knowledge:** arrange, define, duplicate, label, list, memorize, name, order, recognize, relate, recall, repeat, reproduce, state.
2. **Comprehension:** classify, describe, discuss, explain, express, identify, indicate, locate, recognize, report, restate, review, select, translate,
3. **Application:** apply, choose, demonstrate, dramatize, employ, illustrate, interpret, operate, practice, schedule, sketch, solve, use, write.
4. **Analysis:** analyze, appraise, calculate, categorize, compare, contrast, criticize, differentiate, discriminate, distinguish, examine, experiment, question, test.
5. **Synthesis:** arrange, assemble, collect, compose, construct, create, design, develop, formulate, manage, organize, plan, prepare, propose, set up, write.
6. **Evaluation:** appraise, argue, assess, attach, choose, compare, defend, estimate, judge, predict, rate, core, select, support, value, evaluate.

In 2001, a group of cognitive psychologists, curriculum theorists and instructional researchers, and testing and assessment specialists published a revision of Bloom's Taxonomy with the title *A Taxonomy for Teaching, Learning, and Assessment*. This title draws attention away from the somewhat static notion of "educational objectives" (in Bloom's original title) and points to a more dynamic conception of classification.

The authors of the revised taxonomy underscore this dynamism, using verbs and gerunds to label their categories and subcategories (rather than the nouns of the original taxonomy). These "action words" describe the cognitive processes by which thinkers encounter and work with knowledge:

- Remember: Recognizing, Recalling
- Understand: Interpreting, Exemplifying, Classifying, Summarizing, Inferring, Comparing, Explaining
- Apply: Executing, Implementing
- Analyze: Differentiating, Organizing, Attributing
- Evaluate: Checking, Critiquing
- Create: Generating, Planning, Producing

In the revised taxonomy, knowledge is at the basis of these six cognitive processes, but its authors created a separate taxonomy of the types of knowledge used in cognition:

- Factual Knowledge
Knowledge of terminology
Knowledge of specific details and elements

- Conceptual Knowledge

Knowledge of classifications and categories
Knowledge of principles and generalizations
Knowledge of theories, models, and structures

- Procedural Knowledge

Knowledge of subject-specific skills and algorithms
Knowledge of subject-specific techniques and methods
Knowledge of criteria for determining when to use appropriate procedures

- Metacognitive Knowledge

Strategic Knowledge
Knowledge about cognitive tasks, including appropriate contextual and conditional knowledge
Self-knowledge

Why Use Bloom's Taxonomy?

1. Objectives (learning goals) are important to establish in a pedagogical interchange so that teachers and students alike understand the purpose of that interchange.
2. Teachers can benefit from using frameworks to organize objectives because organizing objectives helps to clarify objectives for teachers and for students.
3. Having an organized set of objectives helps teachers to:
"Plan and deliver appropriate instruction";
"Design valid assessment tasks and strategies"; and
"Ensure that instruction and assessment are aligned with the objectives."

Citations are from *A Taxonomy for Learning, Teaching, and Assessing: A Revision of Bloom's Taxonomy of Educational Objectives*.

Planning for Substitute Teachers

The Board authorizes the use of substitute teachers as necessary to replace teachers who are temporarily absent. The principal shall arrange for the substitute to work for the absent teacher. **Under no condition is a teacher to select or arrange privately for a substitute.** If the administration does not assign a substitute teacher, the teacher may not take the day as leave. Leave of a District teacher may be denied if a qualified substitute is not able to be placed in the classroom with complete administrative confidence of instruction and classroom management. "Qualified" is determined by administration and NOT the teacher or teacher's peers. Students must be ensured of a productive educational day in the absence of a regular teacher and if administration holds doubts about a potential substitute, leave will be denied. Substitute teachers will complete a survey of their day. Teachers also complete a survey on the quality of the substitute.

To Prepare for a Substitute Teacher

- A. If possible, inform your students that there will be a substitute and set expectations of them when the substitute is present and acting in the role of a guest in our school.
- B. Prepare a substitute folder Show the principal and clerk the folder or binder's location so each is familiar and able to provide guidance to a substitute teacher. Include the following at a minimum:
 1. Description of attendance keeping and reporting procedures using the computer
 2. Detailed seating chart with names – first and last name seating chart – when a sub is present students

MUST have a seating chart – no exceptions

3. Duty assignment (bus duty etc.,) and hallway procedures – your sub must be present!
 4. The daily class schedule – including guidance for preparation period or sending sub to the office to assist
 5. The location of supplies in the classroom and in the school – teacher should prep all material needs!
 6. Assign responsible students to assist the substitute. Set expectations for the behaviors of those not assigned.
 7. Location of the emergency backpack and flip chart
 8. Name and location of a teacher familiar with your classroom arrangement, student expectations, and students
 9. Any information that would be needed by a substitute to provide a meaningful day of instruction
 10. Special instruction for specific student needs or student behavior plans
 11. Substitute teachers are not guaranteed preparation periods or duty-free lunch – plan for student needs
 12. Emergency lesson plan for each class in case students get done early or the intended lesson is inadequate
 13. Attendance procedures for morning and afternoon
 14. Fire exit information/AED/maps
 15. Special needs of students in case of emergency
 16. Substitute teachers have no guarantee of preparation period or duty-free lunch
 17. Substitute teachers must wear name tags or a school visitor badge
- C. Have a teacher familiar with your procedures who could assist the substitute
- D. If you want papers corrected, leave instructions
- E. Read report left by the substitute and report to the principal any concerns
- F. Follow up on any incident that was a problem in the class

Bibliography

Vincent, S. & Ley, J. (1999). *The Multigrade Classroom: A Resource Handbook for Small, Rural Schools: Book 3: Classroom Management and Discipline*. Northwest Regional Educational Laboratory.

Suggested Reading

What Great Teachers Do Differently: Fourteen Things That Matter Most
by Todd Whitaker ISBN: 1930556691

Classroom Instruction that Works: Research-Based Strategies for Increasing Student Achievement by Robert J. Marzano, Debra J. Pickering, & Jane E. Pollock ISBN: 0131195034

October

Building a Knowledge Base

- Discuss holiday celebrations
- Change in schedule due to quarter change – electives may change by quarter in the schedule
- Discuss Intervention requirements and forms
- Begin discussing and role-playing in preparation for parent-teacher conferences
- Discuss Infinite Campus comments for report cards
- Discuss and assess progress toward curriculum goals
- Review state standards and assessments
- Set an opportunity to observe protégé teaching
- Discuss coping strategies for stress
- Discuss any specific problems protégé is experiencing
- Assist protégé in finding opportunities for professional development (MFPE, Teacher Hub, etc)
- Prepare for quarter grading and comments
- Discuss how to communicate with co-workers
- Review student files
- Coordinate with special education Quarter 1 progress
- Review classroom differentiation, accommodations, and modifications
- Discuss classroom details- showing student work, chores in preparation for parent/teacher conferences
- Discuss classroom management and behavior interventions to include the PRIM.
- Discuss classroom requisitions
- Complete Observation Forms attached in the following pages: Mentor Observation Form, Observation Inventory and Notes Form
- Read Carefully: Time to Think and Think Twice.
- Discuss MFPE Teacher Professional Development days
- Discuss identification of gifted students, IEPs and other resources for meeting their needs within the classroom
- Discuss field trip policies and plans
- Assess at-risk students and discuss the need for parent communication for student needs
- Discuss how to design lesson plans for student absences
- Positive phone calls to parents on student behavior
- Parent Communication
- Documentation of student achievement and behavior

Building a Relationship

- Complete a self-evaluation of your mentoring, and set goals for the second quarter
- Help the mentee begin to become part of the teaching community by including him/her in faculty social activities
- Have the mentee re-evaluate his/her needs based on the first two months of teaching, and make plans to cover any new concerns
- Remember to be supportive of your mentee at all times, praising him/her openly to others and keeping areas of concern to yourself
- Schedule meeting times for the month, reaffirming your accessibility

Mentor/Observation Form

This form is not intended for the evaluation of teachers. Rather, it is intended as a guide for observation of mentors and protégés. It should serve to focus the observation and guide the discussion following the observation.

Person observing: _____

Person being observed: _____

Date, time, location, & length: _____

PRE-OBSERVATION QUESTIONS:

- What is important for me to know about your class before observing it?
- What is your planned lesson for today? What standards and benchmarks will you be addressing?
- What specific student behaviors would you like me to watch for, if any?
- What specific teacher behaviors would you like me to watch for, if any?
- Upon which of the following would you most like me to concentrate: planning, environment, instruction, professionalism, or other?
- Additional comments/requests/suggestions:

Observation Inventory

In the left hand column, record what specific behaviors, elements (planning, environment, instruction, professionalism), and lesson essentials (standards, benchmarks, etc) are to be observed. In the middle column, list what was observed in the above areas: for example, "I noticed that you moved among the groups well." In the right hand column, record any suggestions, comments, etc. discussed during the post-observation conference. Use the space at the bottom for any additional comments or suggestions you may have for the person being observed.

Behaviors:		Post Observation Comments
Classroom elements (planning, environment, instruction, professionalism):		
Lesson essentials (following plans, addressing standards, and benchmarks):		
Additional comments and suggestions		

Time to Think... and Think Twice

Sometimes in the grip of first-year zeal, beginning teachers do or say things, which, on later reflection, prove not to have been in their best interest. Think...and think again...BEFORE doing any of the following:

- ✓ Giving advice that is not aligned with the procedures of the school and administration... Do not lead other staff into jeopardizing future employment through your advice and modeling of less than desirable teacher behaviors.
- ✓ Suggesting changes in curriculum or policy during the first year, **unless** you have been asked to make changes...
- ✓ Assuming that because your peers are doing it, it's acceptable behavior (i.e., casual dress, beverages in hallways, meetings, classroom, jean-like pants, student interactions, etc.) ...
- ✓ Sharing your personal life with students... To win student affection through immature and inappropriate interactions is unprofessional in.
- ✓ Engaging in activities that could be misinterpreted...**Do** become familiar with the school community's unwritten rules and expectations for teacher behavior and follow them.
- ✓ Getting too friendly with students...your job is to teach, **not** to be a pal.
- ✓ Dressing like students during school hours or during activities which you are a sponsor...
- ✓ Becoming a student confidant...Counselors are equipped for this position. Refer students, do not counsel them causing a bigger issue or causing them to be missing another class or instructor's lessons!
- ✓ Using school equipment for personal use without proper administration permission (i.e., copy machine, pens, staples, cameras, technology equipment, etc.) ... Do not ask forgiveness! Ask permission!
- ✓ Talking negatively about your predecessor to anyone...he or she had friends on staff – everyone has faults – even you.
- ✓ Talking negatively about your fellow staff members or administration...If you talk about people behind their backs, those that listen will assume you will soon be talking about them! You will have a short stay in your new position!
- ✓ Talking about students to other teachers **unless** you are praising them or seeking assistance in working with them...
- ✓ Disclosing private student information, whether positive or negative, to anyone other than the student's parents/guardians...including school board members! —they are parents except when sitting together all in one room acting as a board at a publically called meeting – you may lose your job!
- ✓ Criticizing the school, teachers, or students to the public, anywhere, at any time... This entire school is a team and for better or worse you are on it. Don't like it? Join a different team!!!! Immediately!
- ✓ Failing to live up to a verbal or written agreement with peers, students, parents, administrators... Keep your word...your stories and lies will catch up to you and you will lose respect of peers.
- ✓ Insisting that you are right or that you must have the last word... There are two ways to end a tug-of-war: one is to drop the rope.

✓ Making judgment on the job performance of others, peers or superiors, until you walk a mile in their shoes and perform that job at perfect quality! You too are capable of falling short occasionally!

Bibliography

Vincent, S. & Ley, J. (1999). *The Multigrade Classroom: A Resource Handbook for Small, Rural Schools: Book 4: Instructional Organization, Curriculum, and Evaluation*. Northwest Regional Educational Laboratory.

Suggested Reading

How to Differentiate Instruction in Mixed Ability Classrooms

by Carol Ann Tomlinson

ISBN: 0871205122

Differentiation in Practice: A Resource Guide for Differentiating Curriculum, Grades K-5 by Carol Ann Tomlinson

ISBN:0871207605

Differentiation in Practice: A Resource Guide for Differentiating Curriculum, Grades 5-9 by Carol Ann Tomlinson

ISBN: 0871206552

November

Building a Knowledge Base

- Review holiday celebrations, discourage gift-giving, school programs
- Discuss cultural differences of students and their different needs
- Discuss EPAS observations
- Discuss snow-day procedures and winter clothing requirements for recess – flyer to send home has been created
- Review the master calendar
- Discuss professionalism in the workplace, teacher/principal relations, teacher/school board relations, etc.
- Help your mentee define goals for self-improvement based on last month’s observation
- Discuss identification of gifted students, IEPs and other resources for meeting their needs within the classroom
- Discuss importance of keeping students engaged during upcoming holiday season
- Remind mentee that the holidays can sometimes be quite stressful on students, and not all our students think of it as a fun time
- Assess student needs
- Review evaluation checklist (Employee Forms and Reference Manual)
- Discuss class transitions- first 5 minutes and last 5 minutes
- Discuss academics vs. “free-time” rewards
- End of Quarter 1 – complete forms as described in this handbook
- School resources for student needs – clothing, food, extra textbooks, etc.
- Prep for Conferences
- Food Drive
- Parent Communication
- Documentation of student achievement and behavior

Building a Relationship

- Invite your mentee to observe you in both planned and unplanned situations in order to further develop trust
- Plan a time to discuss questions resulting from your mentee's observation of your teaching
- Recognize that the mentee as a recent student, has knowledge from which you could benefit
- Show an interest in your mentee's personal life as well as his/her professional life by becoming aware of family members, birthday, personal interests, and hobbies
- Invite your mentee to attend an extra-curricular school event with you, such as a game, concert, play, etc.
- Schedule meeting times for the month, reaffirming your accessibility

December

Building a Knowledge Base











- Prepare for schedule changes for the practicing of the Christmas Program with music teacher
- Discuss end-of-semester procedures: testing, grading, record keeping, etc.
- Revisit pedagogical issues such as multiple intelligences, technology in the classroom, varied learning styles, etc.
- Discuss any changes in class schedules at the semester in January
- Discuss mentee self-evaluation through the use of a student survey
- Help mentee come up with ideas for keeping students on track during holiday season using Character Strong lessons and consistent classroom management
- Watch classroom management videos (e.g., Harry Wong) and discuss strategies for maintaining a positive environment in classroom
- Keep on track- student record keeping sheets, day planners, etc. Data is the drive for change!
- Locker/Desk/Tote clean out for break
- Assist in reviewing parent communication tools, pacing guides, etc.
- Prepare students for STAR MATH and STAR READING assessments in January.
- Mentees complete student survey – see attached and review with Mentor
- Notes home for student materials needed such as markers, paper, pencils, etc. for the new year
- Parent Communication
- Documentation of student achievement and behavior

Building a Relationship

- Schedule meeting times for month, reaffirming your availability
- Support mentee during the busy holiday schedule – encourage flexibility
- Reinforce the time to relax and recharge over the break to be ready for the return in January
- First and third week

Student Survey

For Elementary Teacher Self-Evaluation

1. I am able to do the work in class.	
2. Teacher is kind and friendly.	
3. I learn new things in this class.	
4. My teacher is a good teacher.	
5. Teacher shows us how to do new things.	
6. The rules in class help us to learn.	
7. I know what I am supposed to do in this class.	
8. I am not afraid to ask my teacher if I need help.	
9. Teacher shows us how to behave.	
10. Teacher is nice.	

Student Survey

For Teacher Self-Evaluation

Use the scale below to evaluate the extent of your agreement on the following statements.

1 = never 2 = sometimes 3=no opinion 4= often 5 = always

1. My teacher is supportive of other teachers.	1 2 3 4 5
2. My teacher dresses appropriately.	1 2 3 4 5
3. My teacher has something planned each day.	1 2 3 4 5
4. My teacher knows a lot about his/her subject.	1 2 3 4 5
5. My teacher is fair.	1 2 3 4 5
6. My teacher is supportive of the administration.	1 2 3 4 5
7. My teacher has a good sense of humor.	1 2 3 4 5
8. My teacher is trustworthy.	1 2 3 4 5
9. My teacher doesn't talk negatively about other people.	1 2 3 4 5
10. My teacher assigns appropriate amounts of homework.	1 2 3 4 5
11. My teacher fills the class with appropriate things to do.	1 2 3 4 5
12. My teacher enforces rules consistently.	1 2 3 4 5
13. My teacher keeps things discussed in confidence.	1 2 3 4 5
14. My teacher is prepared for class.	1 2 3 4 5
15. My teacher willingly answers questions.	1 2 3 4 5
16. My teacher is in control of the class.	1 2 3 4 5
17. My teacher returns papers in a reasonable time.	1 2 3 4 5
18. My teacher has a classroom management plan.	1 2 3 4 5
19. My teacher treats students with respect.	1 2 3 4 5
20. My teacher enforces rules fairly.	1 2 3 4 5
21. My teacher regularly lets me know how I'm doing in class.	1 2 3 4 5
22. My teacher wants the best for me.	1 2 3 4 5
23. My teacher offers extra help when needed.	1 2 3 4 5
24. My teacher encourages me.	1 2 3 4 5

25. My teacher is a good teacher.	1 2 3 4 5
26. My teacher is friendly.	1 2 3 4 5
27. My teacher has interest in me as a person.	1 2 3 4 5
28. My teacher always seems neat and clean.	1 2 3 4 5
29. I am comfortable asking my teacher for help.	1 2 3 4 5
30. My teacher treats boys and girls alike.	1 2 3 4 5
31. My teacher inspires me.	1 2 3 4 5
32. My teacher expects me to do well.	1 2 3 4 5
33. My teacher is confident.	1 2 3 4 5
34. My teacher treats all students alike.	1 2 3 4 5
35. My teacher is worthy of respect.	1 2 3 4 5
36. My teacher tells the truth.	1 2 3 4 5
37. My teacher is understanding.	1 2 3 4 5
38. My teacher is in control of his/her emotions.	1 2 3 4 5

January

Building a Knowledge Base

- Evaluate progress toward curriculum goals during first semester and discuss necessary modifications
- Discuss assessment procedures for both formal and informal assessments (SBAC - Smarter Balanced)
- Go over end of the semester procedures – Grades 3-8 creating semester exams as needed for Language Arts and Writing
- Review MT certification and renewal process- discuss needed MT certification documentation
- Summer course work- start thinking about recertification requirements
- Review instructional delivery methods
- Review DRA/Star Math/Star Reading and student achievement—learn about data decision making!
- Discuss the meaning and use of data-based decision making for student progress and success
- Discuss IEFA progress, needs, and available resources
- Be sure the IEFA template for essential understandings is being filled out each month
- Discuss semester pacing guide and schedule adjustments and changes for student success through data review
- Complete teacher evaluation with administration if not completed in September through December.
- Prepare for field trips (forms and process)
- Each staff will receive an *Intent to Return Form* from the District for budgeting planning in the spring.
- Complete and return when received.
- Parent Communication
- Documentation of student achievement and behavior

Building a Relationship

- Discuss what mentoring procedures have been most/least helpful and discuss possible changes
- Consider extending the mentee’s circle of support by including other beginning and experienced teachers for sharing, and for professional and social relationships
- Schedule meeting times for the month, reaffirming your accessibility

Bibliography

Vincent, S. & Ley, J. (1999). *The Multigrade Classroom: A Resource Handbook for Small, Rural Schools: Book 5: Instructional Delivery and Grouping*. Northwest Regional Educational Laboratory.

Suggested Reading

Reluctant Disciplinarian: Advice on Classroom Management From a Softy Who Became (Eventually) a Successful Teacher by Gary Rubinstein ISBN: 1877673366

February

Building a Knowledge Base

- Continue analysis of individual student success in order to help him/her assist students who may be struggling
- Discuss Valentine’s Day celebrations if appropriate
- Begin preparing for Smarter Balanced Interim and Summative Assessment

- Discuss the interim assessment testing protocols
- New teacher list of needs- supplies, and other “needs” – explain the process for ordering for the next school year to be completed in May through requisition process.
- Answer policy questions- insurance, pay, summer pay
- Discuss IEFA integration into the curriculum
- Discuss school-wide achievement testing policies and plans (Review assessment page of this book.)
- Parent Communication
- Documentation of student achievement and behavior

Building a Relationship

- Foster the growing independence of your mentee by meeting informally on an as-needed basis rather than scheduling meetings in advance
- Point out resources for individual exploration, including workshops, school visits, online training, etc.
- Build the mentee’s confidence through use of well-earned praise

Bibliography

Vincent, S. & Ley, J. (1999). *The Multigrade Classroom: A Resource Handbook for Small, Rural Schools: Book 6: Self Directed Learning*. Northwest Regional Educational Laboratory.

March

Building a Knowledge Base

- Discuss plans for any needed spring parent/teacher conferences- at-risk phone calls, parent meetings
- Explain how data is entered for year-end assessment collection
- Discuss resources needed for curriculum development and improvement
- Review pacing charts
- Discuss and review salary schedule
- Plan and use peer tutoring
- Locker and classroom clean out for spring break
- Coordinate with special education for Quarter 3 progress reports
- Create lessons and activities to stimulate students during testing breaks for state testing times
- Discuss Track schedule and impact on teaching times for grades 5-8
- Parent Communication
- Documentation of student achievement and behavior

Encouraging Independence

- Encourage your mentee to observe other teachers’ teaching styles and classroom management styles.
- Encourage your mentee to keep a log of his/her successes and goals for improvement
- Encourage the mentee to re-read teaching journal to evaluate progress so far this year

Bibliography

Vincent, S. & Ley, J. (1999). *The Multigrade Classroom: A Resource Handbook for Small, Rural Schools: Book 7:*

Suggested Reading

Scoring Rubrics in the Classroom: Using Performance Criteria for Assessing and Improving Student Performance by Judith A. Arter ISBN: 0751975756

April

Building a Knowledge Base

- Discuss seasonal concerns and student motivation: attire, playground, to & from school
- Discuss stress relief
- Work with your mentee to compile a list of most worthwhile activities to use next year
- Help your mentee begin ordering for next year- Organize by “must haves” and “would like to have”
- Discuss end of the year cumulative records (elementary)
- Schedule field trips and end of year activities: academic day and field day
- Begin end of the year inventory process- read end-of-year check-out in Employee Forms and Reference Manual
- End of Quarter 3 report cards
- Discussion on ordering for the coming school year – textbooks, workbooks, materials, etc.
- Discuss Sportsman’s Banquet Fundraiser
- Parent Communication
- Documentation of student achievement and behavior

Encouraging Independence

- Discuss what your mentee would or would not repeat in the following year, and help him/her get a jumpstart on planning
- Review your mentee’s budget needs for next year in regards to **needed vs. wanted supplies** and start a list for ordering in June

May

Building a Knowledge Base

- Discuss year end activities: graduation (K and 8th), locker clean out, book check-in, etc.
- Encourage your mentee to self-evaluate through use of a student survey
- Discuss your perceptions of mentee’s growth throughout the year, discussing areas of greater and lesser strengths
- Discuss end of the year procedures for teachers: turning in books/keys/computers/grade books/lesson plans, preparing classroom
- Assist mentee with end of the year procedures
- If your mentee does not receive a contract for next year, offer support, provide a letter of recommendation if fitting, and help in resume preparation
- Coordinate with special education for Quarter 4 progress reports
- Big Sky Fit Kids - 1 Hour PE Activity all School

- End of mentor program – complete forms as described in this handbook
- Parent Communication
- Documentation of student achievement and behavior

Encouraging Independence

- Recognize the end of the first year of teaching with a celebration
- Give your mentee a card or letter with a list of successes in their school year
- Help your mentee communicate with teachers to select materials needed for the coming year

June

Building a Knowledge Base

- Review end-of-year checkout
- Discuss final grade/completion of cumulative file
- Decide to continue in mentor program for years two and three as outlined in the introduction. Discuss paycheck and how they are received for the months of June, July, and August
- Enter final grades for report cards
- Prepare summer packet for students at risk: letters, resources, worksheets, etc.
- All Title One students receive summer packet for skills to practice and review
- Schedule Checkout
- Parent Communication
- Documentation of student achievement and behavior

Section 3 Evaluation

Quality mentoring is more than casually matching a new teacher and a veteran teacher, assuming they will meet together throughout the school year and that the mentee will flourish.

- Montana Office of Public Instruction

Evaluation

On-going program survey/evaluation forms will be completed and used by all program participants to evaluate, reevaluate, and reformat the mentor program.

Program Goals:

Gallatin Gateway School Mentoring is an intentional process to guide a mentee, intern, or resident participant to proficient professional instruction in conjunction with professional employee work skills to better serve Gallatin Gateway School District #35.

- To improve teaching performance in order to raise student achievement
- To promote the personal and professional well-being of mentee teachers
- To improve teaching performance in order to enhance positive school environment
- To transmit the culture of the school system to mentee teachers
- To increase retention of promising mentee teachers

Formative Evaluation:

- Survey/student and parent
- Needs survey/form
- Teacher qualities
- Attendance

Summative Evaluation:

- On-going status reports
- At the end of Q1 and Q3 non-evaluative progress reports
- Final non-evaluative reports by mentor and mentee
- Mentee/intern/and resident need/concern form
- Reevaluation meetings Q1 (November) and Q3 (April)
 - o Discuss on-going evaluation of program
 - o Revise program handbook as needed
 - o Review communication styles and needs of participants

Ongoing Mentee/Intern/Resident Status Report

End of 1st quarter _____ End of 3rd quarter _____ Other _____ (date)

Intern's/Resident's Name: _____ School: _____

Certification: _____ Grade/ Subject/ Level: _____ Mentor's

Name: _____

Observation Dates: _____

Conference Dates: _____

Circle the appropriate level below for each statement:

1. Proficient
2. Progressing toward Proficiency
3. Needs Assistance

A.) Teaching and Learning:

1. 2. 3. Creates a positive and relevant learning environment

B.) Classroom Management:

1. 2. 3. Facilitates classroom management
1. 2. 3. Interacts well with pupils
1. 2. 3. Establishes an effective classroom routine
1. 2. 3. Organizes classroom to support learning
1. 2. 3. Uses strategies/staff to support students with special needs

C.) Professionalism:

1. 2. 3. Seeks ongoing professional growth
1. 2. 3. Willingness to participate in school and district activities
1. 2. 3. Understands chain of command
1. 2. 3. Collaborates with other professionals
1. 2. 3. Aware of responsibilities of the profession

D.) Parent Contact:

1. 2. 3. Accessible to the students and parents
1. 2. 3. Establishes effective communications with parents
1. 2. 3. Facilitates parental involvement

Mentor Signature: _____ Date: _____

Intern's/Resident's Signature: _____ Date: _____

Intern/resident may attach a response or comments.

Needs Assessment Form

Quarter 1

Intern's/Resident's Name: _____

Mentor's Name: _____ Date: _____

TO THE INTERN/RESIDENT: As part of the needs assessment process, you are being asked to identify areas of concern on this form. You and your mentor will use this information to develop a personal plan of action.

Circle the appropriate level below for each statement:

- 1. Proficient**
- 2. Progressing toward Proficiency**
- 3. Needs Assistance**

I. TEACHING AND LEARNING:

- 1. 2. 3. Planning
- 1. 2. 3. Incorporates multi-cultural perspective
- 1. 2. 3. Assessment and evaluation of students
- 1. 2. 3. Making assignments
- 1. 2. 3. Developing work-study habits
- 1. 2. 3. Recognize and provide for individual differences
- 1. 2. 3. Accessing student records
- 1. 2. 3. Participations in IEP and CST meetings (special Ed. and appropriate teachers)

PLAN:

II. CLASSROOM MANAGEMENT:

- 1. 2. 3. Classroom facilitation and management
- 1. 2. 3. Interaction with pupils
- 1. 2. 3. Classroom routine
- 1. 2. 3. Classroom organization
- 1. 2. 3. Use of strategies and personnel to assist students with special needs

PLAN:

III. PRESENTATION OF SUBJECT MATTER:

- 1. 2. 3. Curriculum

PLAN:

IV. COMMUNICATION SKILLS:

Oral and written communication skills

1. 2. 3. Communication with parents

PLAN:

V. PROFESSIONAL EXPECTATIONS:

- 1. 2. 3. Understands district mission statement
- 1. 2. 3. Workshops, in-services or graduate courses
- 1. 2. 3. Using district-wide resources: (email, webpage, voice mail)
- 1. 2. 3. Parental Contact

PLAN:

VI. MISCELLANEOUS:

- 1. 2. 3. Needs a building orientation
- 1. 2. 3. Understanding building procedures
- 1. 2. 3. Understanding your contractual rights
- 1. 2. 3. Understanding the role of student services (school nurse, speech, liaison, counseling, etc.)
- 1. 2. 3. Interpreting district policies and handbook
- 1. 2. 3. Understanding district evaluation process
- 1. 2. 3. Understanding annual testing requirements
- 1. 2. 3. Understanding your mentor's role
- 1. 2. 3. Understanding your responsibilities as an intern/resident

PLAN:

Additional Notes and Comments:

Mentee Evaluation of the Mentoring Experience

_____ - _____ school year

Using the following scale, evaluate the degree to which you agree or disagree with the following statements:

1 = strongly disagree 2= disagree 3= agree 4= strongly agree
--

Because of the mentoring experience:

1. _____ My first year of teaching was more successful.

Comments:

2. _____ I'm a more effective teacher.

Comments:

3. _____ I was better able to cope with the stress of the first-year teaching experience.

Comments:

4. _____ I feel adequately prepared for teaching without the support of a mentor for next year. Comments:

I feel that:

5. _____ The resource materials given to me by my mentor were useful and of high quality. Comments:

6. _____ My mentor was easily accessible/ in close proximity.

Comments:

7. _____ My mentor match was appropriate, given the availability of mentors.

Comments:

8. _____ I had enough time with my mentor.

Comments:

9. _____ I received adequate support during the year.

Comments:

10. _____ My mentor was beneficial to me.

Comments:

11. _____ The mentoring experience was well-planned and administered.

Comments:

12. _____ In my experience, the mentoring program was effective this year.

Comments:

13. What areas of further training might have been beneficial for your first year?

14. Please list the areas you feel you could use continued support from the mentoring program during your second year as a teacher for School District #35.

Section 4 Appendix

Items provided in the *Appendix* will assist in a mentor's decision to be a part of the program. The *Appendix* provides an overview of:

- Appendix A) **characteristics and qualifications of mentors,**
- Appendix B) **articles for additional information,** and
- Appendix C) **mentor application form.**

Appendix A Selecting Mentors and Pairing with Mentee

Selecting mentors can be a challenge for schools. Best practice indicates that teachers should be willing to fill the mentor role and not be pressured into mentoring a beginning teacher. In general, a mentor should have at least two years teaching experience, and have a proven track record of positive effect on student achievement. Many times, teachers who would make good mentors are held in high esteem by colleagues and the school administration, and may be serving on more than one school committee.

Listed below are sample characteristics and qualities of effective mentors.

Attitude and Character

Willing to be a role model for other teachers
Exhibits strong commitment to the teaching profession
Believes mentoring improves instructional practice
Willing to advocate on behalf of colleagues
Willing to receive training to improve mentoring skills
Demonstrates a commitment to lifelong learning
Is reflective and able to learn from mistakes
Is eager to share information and ideas with colleagues
Is resilient, flexible, persistent, and open-minded
Exhibits good humor and resourcefulness
Enjoys new challenges and solving problems

Communication Skills

Is able to articulate effective instructional strategies
Listens attentively
Asks questions that prompt reflection and understanding
Offers critiques in positive and productive

ways

Uses email effectively
Is efficient with the use of time
Conveys enthusiasm, passion for teaching
Is discreet and maintains confidentiality

Professional Competence and Experience

Is regarded by colleagues as an outstanding teacher
Has excellent knowledge of pedagogy and subject matter
Has confidence in his/her own instructional skills
Demonstrates excellent classroom-management skills
Feels comfortable being observed by other teachers
Maintains a network of professional contacts
Understands the policies and procedures of the school, district, and teachers' association
Is a meticulous observer of classroom practice
Collaborates well with other teachers and administrators
Is willing to learn new teaching strategies from protégés

Interpersonal Skills

Is able to maintain a trusting professional relationship
Knows how to express care for a protégé's emotional and professional needs
Is attentive to sensitive political issues

Works well with individuals from different cultures
Is approachable; easily establishes rapport with others
Is patient

Source: *Creating a Teacher Mentoring Program*. The NEA Foundation for the Improvement of Education: Washington, DC, 1999.

Appendix B Articles to Understand Mentoring

There have been hundreds of articles written about mentoring teachers and developing mentor programs. Listed below are three articles that are a good start for reading when developing a teacher-mentor program.



Phases of First-Year Teaching was originally written for publication in the newsletter for the California New Teacher Project, published by the California Department of Education (CDE) in 1990. This article, or parts of it, appears in many books and journals about teacher mentoring. It is an excellent article for teachers and administrators to reflect on the status of their first year of teaching. The article demonstrates how a mentor program should be designed to work with the stages.

<http://www.newteachercenter.org/article2.php>

May 1999 | Volume 56 | Number 8 Supporting New Teachers Pages 20-22

The Good Mentor *James B. Rowley*

As formal mentoring programs gain popularity, the need for identifying and preparing good mentors grows.

<http://www.ascd.org/publications/educational-leadership/may99/vol56/num08/The-Good-Mentor.aspx>

The Mentoring Leadership and Resource Network

The Mentoring Leadership and Resource Network is an ASCD network dedicated to supporting educators everywhere with best practices in mentoring and induction. For six years, the network has provided assistance and free advice to mentors and mentoring programs. In addition, the network sponsors a Spring Symposium each May and an annual meeting at the ASCD Annual Conference in March.

The Mentoring Leadership and Resource Network has five main purposes:

- To provide an organizational vehicle for a mentoring initiative;
- To increase the knowledge base and general awareness of best practices in mentoring and induction;
- To promote and provide effective training for new teacher mentors;
- To establish mentoring of new teachers as the norm in schools; and
- To establish, through mentoring, the norms of collegiality, collaboration, and continuous professional development in schools.

For more information, visit: <http://www.mentors.net>

Education Week

Published Online: March 23, 2010

Better Mentoring, Better Teachers

Three Factors That Help Ensure Successful Programs

By Dara Barlin

For more than a decade, clear and consistent research has shown that the quality of teachers is the most powerful school-related determinant of student success. Capitalizing on this now-large body of evidence, many education leaders have begun to invest in new-teacher mentoring. It's a smart bet. When mentors are well-selected, well-trained, and given the time to work intensively with new teachers, they not only help average teachers become good, but good teachers become great. And because new teachers are most often assigned to the poorest schools and the most challenging classrooms, instructional-mentoring programs provide a powerful lever for closing the teacher-quality gap and ensuring that all students, regardless of their backgrounds, have a real opportunity to succeed.

For more information, visit: <http://www.edweek.org/archive/ew/articles/2010/03/23/27barlin.html>

Appendix C Mentor Application

Becoming a skilled mentor requires time and intentional professional development. Many publications are available that provide professional development curriculum or ideas for developing mentoring skills.

Listed below are some key concepts and topic areas to cover when providing professional development to the mentor. This is not an exhaustive list.

Overview of the Goals of Mentoring:

- Creating a vision of a quality teacher
- Defining the mentor role
- Identifying the mentee's needs
- Understanding the phases of a new teacher
- Building an effective mentor relationship
- Differentiating support
- Assessing the mentee's level of practice

Roles of the Mentor:

- Facilitator, coach, and collaborator
- Trusted listener
- Resource person
- Problem solver
- Advocate

Mentoring skills

- Effective listening
- Facilitating reflective dialogue
- Classroom observation and feedback
- Confidentiality

Mentor Program Requirements

- Program evaluation forms
- Observation requirements
- Topics of discussion
- Confidentiality of the mentor/mentee relationship

Other Information

- Building a collaborative relationship with the protégé

- Stages of teacher development
- Understanding the continuum of beginning teacher support

Beginning teacher concerns

- Classroom management and discipline
- Time management
- An overwhelming workload
- Classroom instruction
- Technology in the classroom
- High-stakes accountability
- Socio-cultural awareness and sensitivity
- Student motivation
- A solitary work environment
- Relationships with parents and colleagues

Mentoring Application

Name _____ Date _____

I am interested in mentoring during the _____ school year. *Please fill out the following questions and return this application to the administration.*

1. Why are you applying or re-applying for a mentoring position?
2. What strengths or best qualities do you bring to a mentoring program?
3. What is your philosophy of teaching? How would you advise a mentee whose philosophy differed from yours?
4. How would you deal with a mentee who isn't open to being mentored?
5. How would you handle (or have handled) comments made about you or your protégé?
6. How many years have you been teaching? _____ describe:
7. How many years have you been teaching in GGS District 35? _____ describe:
8. What subject(s) have you taught?
9. Are you available to attend mentoring training during the summer during the first or second week of August? If so, which of those two weeks would work best for you?
10. Although the mentoring program is set up to take place during regular school hours, most mentors have found that additional time outside of the regular school day is probably necessary to meet the needs of the protégé. Are you available and willing to spend time outside of school for the mentoring program?
11. Have you ever been a mentor before? If so, what were your greatest success and your greatest challenge in your mentoring experience?
12. Would you be willing to and feel comfortable mentoring outside your content area? _____ describe:
13. Would you be willing to and feel comfortable mentoring a different grade level within your building?

Final Report for Completion of the Mentoring Program

I (printed name) _____ have submitted the following forms in completion of my duties as a mentor for the time period August 20__ through June 20 ____ . I understand that the confidential paperwork submitted to the Mentor Coordinator will be shredded at the year's end and this signature page will serve as my final report for completion of the mentoring program and that I will receive my stipend in June.

My mentee was _____ at grade level _____ or special _____.

Forms submitted over the course of the school year (copies acceptable):

Forms from the Mentoring Handbook

- _____ Mentoring Application
- _____ Check list – Preparing for the First Day
- _____ Elementary or Middle School Mentor/Mentee Understanding
- _____ Mentor/Mentee Discussion Checklist
- _____ Mentee Needs Form
- _____ Standards Based Classroom Rating Scale
- _____ Mentor Observation Form
- _____ Observation Inventory
- _____ Mentor Observation/Conference Notes
- _____ Student Survey for the classroom – elementary or middle school
- _____ Status Report Quarter 1
- _____ Status Report Quarter 3
- _____ Needs Assessment Quarter 1
- _____ Final Status Report (completed by mentee)
- _____ Final Report (completed by mentor)
- _____ Mentee evaluation (completed by mentee)

Form for payment of stipend (paid in June) from Coordinator

_____ Temporary Employment Form to request payment of stipend – submitted to clerk

Name _____ Date _____

Signature _____

Gallatin Gateway School District

Section 504 STAFF MANUAL AND FORMS



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Gallatin Gateway School District
SECTION 504 STAFF MANUAL
INTRODUCTION

Section 504 of the Rehabilitation Act of 1973, 29 U.S.C. § 794, is a federal law designed to protect the rights of individuals with disabilities in programs and activities that receive Federal financial assistance from the U.S. Department of Education. Section 504 states, in relevant part:

"No otherwise qualified individual with a disability in the United States . . . shall, solely by reason of her or his disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance"

Essentially, all public-school districts are covered by Section 504 because they receive some form of federal financial assistance.

The U.S. Department of Education's Office for Civil Rights (OCR) is the designated governmental entity responsible for implementing and enforcing Section 504. OCR has developed regulations, which are found at 34 C.F.R. Part 104, and other guidance which delineate its positions on how school districts are to comply with Section 504. Although on its face Section 504 appears to relate to only discrimination, OCR has broadened Section 504's scope in the Section 504 regulations.

Under Section 504 regulations, school districts are not only prohibited from discriminating against students with disabilities but are also required to provide educational services to students with disabilities. Regarding its responsibility to ensure no discrimination occurs, school districts must designate an individual to coordinate its anti-discrimination efforts as well as develop grievance procedures to address complaints. 34 C.F.R. 104.7. Because school districts are also obligated to provide appropriate educational services to qualifying students with disabilities, they must develop procedural safeguards to ensure that such services are protected as well as ensure that qualifying students are provided appropriate services in the appropriate educational setting. 34 C.F.R. 104.31 – 104.39.

Section 504 and IDEA

Section 504 and the Individuals with Disability in Education Act (IDEA) are intimately intertwined. Both statutes are aimed at protecting students with disabilities by ensuring that they are provided with appropriate educational services. However, Section 504 covers a broader scope of students than the IDEA. It is important to remember that all IDEA-eligible students are also protected under Section 504. The opposite is not true, however – Section 504- eligible students may or may not also be eligible under IDEA because IDEA is aimed at covering a narrower scope of students. This relationship is vital to keep in mind because Section 504's discrimination procedures protect IDEA-eligible students from discrimination.

The differences between Section 504 and IDEA are found in the provision of educational services. This is because Section 504, at its core, is an anti-discrimination statute. IDEA, unlike

Section 504, is essentially an affirmative action statute requiring school districts to make services available. IDEA is also a funding statute, which authorizes grants to school districts to carry out their IDEA obligations. School districts do not receive grants to carry out their Section 504 responsibilities. Although Section 504 and IDEA share many of the same terms – free appropriate public education and least restrictive environment – these terms have different meanings under each statute.

How to determine if a student qualifies for a 504 educational plan:

1. The team must focus on the major life activity as a whole (e.g. learning), not on a particular class (e.g. math) or sub-area (e.g., socialization; study skills)
2. Substantial limitation means that the student is unable to perform a life activity that the average student of approximately the same age can perform OR
3. Significantly restricted as to the condition, manner or duration under which a particular life activity is performed as compared to the average student of approximately the same age. The impairment must be substantial and somewhat unique, rather than commonplace, when compared to the average student of approximately the same age.
 - a. Common regular education interventions such as RtI may eliminate the existence of a substantial limitation.
 - b. The standard is to compare students to an average student. This means you compare the student against chronological peers in the entire state or country. This is a different standard from FAPE than IDEA.
 - c. Do not consider mitigating factors when determining whether an impairment is substantially limiting.
 - d. Physician or psychologist opinions as to a student's eligibility status is only one source of information the team should consider. Remember, the team is making an educational decision, not a medical decision.
 - e. Students eligible under IDEA are not entitled to a separate Section 504 plan.

Questions and Answers About Section 504	
What is Section 504?	<p>“Section 504” is Section 504 of the Rehabilitation Act of 1973, a federal civil rights statute protecting persons with disabilities from discrimination. Section 504 applies to all agencies that receive federal funds, including public schools.</p>
How is “disability” defined under Section 504?	<p>Section 504 defines disability as a physical or mental impairment that substantially limits a major life activity.</p> <p>A <i>physical impairment</i> is a medical condition or disorder of bodily functions. A <i>mental impairment</i> is a cognitive, learning or psychological disorder.</p> <p>A <i>major life activity</i> includes seeing, hearing, speaking, walking, bending, learning, reading, concentrating, thinking, working, caring for oneself, performing manual tasks, and other similar types of activities.</p> <p>Major life activities also include bodily functions such as breathing, sleeping, neurological functioning, bowel/bladder functioning, and other bodily functions.</p> <p>A <i>substantial limitation</i> means that the student is significantly restricted as to the condition, manner or duration under which a student can perform a particular major life activity as compared to the average student population.</p>
What does Section 504 do for students with disabilities?	<p>Students with disabilities are <i>protected from discrimination</i> on the basis of disability if they have a mental or physical impairment that substantially limits a major life activity, or have a history of such an impairment or are treated as if they have such an impairment.</p> <p>Under Section 504, students with a mental or physical impairment that substantially limits a major life activity are entitled to a <i>free appropriate public education</i>, including regular education and other accommodations or supports that are designed to meet the individual educational needs of a student with a disability as adequately as the needs of nondisabled students are met.</p>
Who should be referred for Section 504 consideration?	<p>Parents and teachers should refer any student who is suspected of having a physical or mental impairment and who is believed to need accommodations or supports to receive a free appropriate public education. School personnel should refer a student if they know or suspect that the student, because of a disability, is not attending school, advancing from grade to grade, meeting the standards of personal independence or social responsibility expected of his or her age or cultural group, or otherwise needs special education or accommodations or supports to participate in or benefit from the District’s education program.</p>

How is a referral made?	A parent or teacher may begin the referral process by talking to the school's principal or assistant principal, a school counselor, or the school's 504 coordinator. Referrals will typically go to the Assistance Team (A Team). Sometimes referrals will go directly to a 504 team or a special education team.
Who makes decisions about whether a student has a disability under Section 504?	This decision is made by a team that includes someone who is knowledgeable about the student, about the evaluation data, and about placement or support options. Typically, parents are invited to participate as part of this team.
What information does the team consider?	<p>The team considers information from the parents and teachers along with any information from the student's outside health or medical providers. If further testing is needed, the district will ask parents for their written consent for testing. Sometimes a school nurse will be involved in assessing the impact of a student's disability at school and reviewing information from health or medical providers.</p> <p>For students who transfer in from another district, the team will consider information from the previous school or school district.</p> <p>Parents may be asked to provide a copy of previously conducted medical assessments. Parents may be asked to give written consent for the school to request medical, health, psychological, or other records. Parents may also be asked to get a medical statement or health assessment statement from the student's health care provider.</p>
What decisions does the team make?	<p>The team must decide whether the student has a disability under Section 504. If so, the team must then decide if the student needs a Section 504 Student Accommodation Plan to access his or her education.</p> <p>The team's decisions are documented and parents are given a copy, along with a Statement of Parent and Student Rights under Section 504.</p>
What is a Section 504 Student Accommodation Plan?	<p>The Section 504 Student Accommodation Plan documents the specific accommodations or supports the student needs to ensure that the individual needs of the student with a disability are met as adequately as the needs of non-disabled students. The comparison is to an average student in the general population. The Section 504 plan is designed to provide <i>appropriate supports</i>, not necessarily all the supports that would "maximize the student's potential" or "the best supports".</p> <p>The team makes an individual determination of the student's educational needs and supports required. Like special education services, 504 plans must be implemented in <i>the least restrictive environment</i>.</p>

<p>Will every student with a disability under Section 504 have a Section 504 Student Accommodation Plan?</p>	<p>Most will, but not necessarily all. When considering whether a student has a disability under Section 504, the team cannot consider any factors such as medication, assistive devices such as hearing aids, or other individual supports or aids for the student (other than ordinary eyeglasses or contact lenses). <i>These are called “mitigating factors”</i>. These other supports that cannot be considered for purposes of eligibility could also include interventions through a tiered process (either academic or behavioral), health plans, or other supports such as counseling, access to CSCT, social skills groups, etc.</p> <p>In some cases, however, the student may not need a Section 504 Plan if the individual supports or aids (mitigating factors above) adequately allow access to the educational setting.</p>
<p>What are “accommodations”?</p>	<p>Accommodations are changes made to provide equal access to learning and equal opportunities to demonstrate what is known. The goal of an accommodation is to remove a barrier to the student’s learning and barriers to validly demonstrate mastery. An accommodation does not include anything that would fundamentally alter or lower expectations or a standard in instructional level, content, or performance criteria.</p>
<p>What are “modifications”?</p>	<p>A modification fundamentally alters or lowers expectations or standards in instructional level, content, or performance criteria or changes the curriculum. Modifications are made when appropriate to provide the student with learning experiences based on individual needs and abilities. Grading may be modified to change how a student is assessed.</p> <p>When determining whether something is a modification, consider whether it fundamentally alters or lowers the expectations or standards in the level, content, or performance criteria or changes the curriculum.</p> <p>Modification should not be part of a student’s 504 plan. Modifications may be appropriate and considered for students eligible under the IDEA.</p>
<p>Must the team accept the doctor or health care provider’s recommendations for accommodations?</p>	<p>While a doctor may be qualified to provide a medical diagnosis, it is important to remember that a doctor or medical provider’s recommendations are suggestions. The school team must consider multiple sources of information to determine whether the student has a disability and to decide what accommodations and services, if any, are needed. The suggestions of the doctor or health care provider must be considered, but they do not need to be adopted if they specifically relate to an educational service provided there is an equally effective accommodation the school can provide that addresses the concern.</p>

<p>Is a Section 504 Student Accommodation Plan the same as an IEP?</p>	<p>No. An IEP (Individualized Education Program) is written for students who have disabilities under the Individuals with Disabilities Education Act (IDEA). These students must need special education services to be eligible for an IEP.</p> <p>A Section 504 Student Accommodation Plan is similar to an IEP but not as detailed. Students with disabilities under 504 who do not need special education services may have a 504 plan if they need accommodations or other supports in the school setting to access their education.</p>
<p>What happens if the team does not agree about whether the student has a disability or about what needs to be on the plan?</p>	<p>The team should try to reach consensus. If consensus is not possible, then the district members of the team (typically an administrator) will decide the matter. If the parent does not agree, the parent may pursue resolution options. The District should give the parent written notice of its proposal and why it is making that proposal as well as the parental notices provided in this manual.</p>
<p>What are the resolution options under Section 504?</p>	<p>The parent may ask for an informal meeting with a school principal or assistant principal to review the matter and share concerns.</p> <p>The parent or district staff may contact the Gallatin Gateway School 504 Coordinator, Missy Schultz, for consultation or facilitation.</p> <p>The parent may use the Gallatin Gateway School's Impartial Due Process Procedures or file a complaint with the federal Office for Civil Rights.</p>

<p>When should the student's Section 504 Accommodation Plan be reviewed?</p>	<p>The plan should be reviewed at least annually.</p> <p>If the district is considering a significant change in placement, then a reevaluation and review should be conducted before that change.</p>
<p>What is a "significant change in placement"?</p>	<p>A significant change in placement is a placement that changes the nature, type or duration of the educational program for the student. A minor change in program such as a new teacher or moving to another classroom at the same level, or moving to another building in the same type of program would not be considered a significant change.</p> <p>Significant changes in placement occur because the student's needs change or because the student has engaged in conduct that results in a disciplinary removal from school.</p>
<p>Are all suspensions and expulsions from school considered a significant change in placement?</p>	<p>No. A suspension or expulsion of more than 10 school days in a row would be considered a significant change in placement.</p> <p>Shorter suspensions that add up to more than ten school days may also be considered a significant change in placement if there is a "pattern" to the removals. "Pattern" is determined by looking at the length of each removal, how close the removals are to each other, and</p>

	the total amount of time removed.
How is a “504 only” student protected from being suspended or expelled for conduct that is related to the student’s disability?	<p>Before the school implements a suspension or expulsion that would be a change in placement, the school must hold a team meeting to do a <i>manifestation review</i> except in the case of misconduct involving drugs or alcohol (provided the student is disciplined in the same manner as a non-disabled student for the same conduct). The team considers: whether the student’s conduct <i>was caused by or had a direct and substantial relationship</i> to the student’s disability; and whether the student’s conduct was a <i>direct result</i> of the school not implementing the student’s Section 504 Student Accommodation Plan.</p> <p>If the team concludes that either of these are true, then the school may not impose the suspension or expulsion.</p> <p>If the team concludes that the conduct was not caused by or directly related to the student’s disability and not caused by lack of implementation of the 504 plan, the student may be disciplined in the same manner as students without disabilities. If a student is long term suspended or expelled at this point, the District is NOT required to provide services during the term of suspension or expulsion.</p>
Who should I contact for more information about Section 504?	Missy Schultz’s the District’s 504 Coordinator. She may be reached at (406)763-4415, or schultz@gallatingatewayschool.com.

Process of Identifying, Evaluating, and Providing Services

Identification

A Concern is Raised...

Parent or school personnel may bring a concern to a student assistance team. In addition, the District must find students who may qualify for services under Section 504. 34 CFR 104.32. This is accomplished by informing school personnel of the characteristics of disabilities, their effects, and the procedures for making referrals. This information should be shared with school personnel annually through District-wide or building-wide training. Staff members who become aware of a student’s diagnosis from an outside provider need to notify the building administrator regarding the information.

Each building in the District has a student assistance/intervention team. Any teacher, counselor or other school personnel, or a student’s parent, may bring a concern to the school’s

team, including concerns about students with possible disabilities. The person making the referral should put the concern in writing. Concerns from staff should be written on the Referral Form. The counselor or other school personnel should provide assistance to parents who have difficulty putting their concerns in writing. Staff members should complete a referral form even in situations where the parent has provided outside medical documentation evidencing a physical or mental impairment.

The team must meet to review the written concern, along with any accompanying evaluations, reports or other written materials. If the A-Team determines there is a possibility that the student would qualify as disabled under the Individuals with Disabilities Education Act (IDEA) or Section 504, the A-Team will make a referral to the special education or 504 team, as appropriate, for consideration of a formal evaluation, and forward all relevant documentation. The A-Team team may also act as the 504 team if appropriate.

In cases where the student may qualify under one of the IDEA disability categories, the student should go through the special education “child find” process. As a general rule, if the concerns are *solely* related to medical or health issues (with no or negligible impact on behavior or learning), the referral should go directly to the 504 team.

In considering whether to refer a student for an evaluation under IDEA versus an evaluation under Section 504, the team may consider (as one but not the sole factor in making a referral) whether the student needs modifications (i.e., changes that fundamentally alter or lower expectations or standards in instructional level, content or performance criteria which is included within the definition of “special education” under IDEA) or whether the student needs accommodations (elimination of barriers that provide equal access and opportunity). The need for modifications suggests, as part of consideration of many factors, the potential need for IDEA special education and related services.

The District may not use RTI as a gatekeeping mechanism for students whose parents suspect they are eligible for Section 504 services. In short, the District may not justify a delay on the basis that it is still collecting RTI data, or otherwise it would make RTI a precondition to an evaluation.

Remember, a suspicion of the need for services does not mean that the student will actually be eligible for services. Before eligibility is determined, an evaluation must be conducted.

Evaluation and Eligibility

The District Begins the Evaluation Process...

Once a referral is made to a 504 team, the team will first consider the student’s need for a 504 evaluation and what new assessment is needed, if any. An evaluation should be conducted if there is information indicating that the student has a mental or physical impairment that is affecting a major life activity (such as learning, concentrating, thinking, speaking, breathing, sleeping, other bodily functions, walking, hearing, seeing, etc.)

OCR requires a parent to consent to an initial evaluation. The *504 Prior Notice/Parent Consent to Evaluate* form should be used. If the District requests parental consent for an evaluation, but

the parent refuses, the District should attempt to obtain the refusal in writing or otherwise document the parent's refusal. A student cannot be determined to be eligible under Section 504, regardless of suspicion or need, if no evaluation has occurred. In short, when a parent refuses to consent to an initial evaluation for a determination of eligibility under Section 504, the District cannot provide the student with any Section 504 services and the student is not entitled to any protections afforded by Section 504. The District may, but is not required to, initiate due process pursuant to the due process procedures it has adopted. If the parents do not respond, concerted efforts should be made to obtain it. The District's evaluation cannot proceed without consent. It is important to document all attempts to obtain consent.

In the event a parent consents to the evaluation, the evaluation process begins with a review of any existing information that the school has in its possession or the parent has provided. Evaluations must be conducted in a "reasonable" period of time after receiving consent. For students with learning or behavior problems, typically a special education assessment will be completed first. If the student is found not eligible for special education, but there is an indication that the student has a mental or physical impairment that may substantially limit a major life activity, Section 504 eligibility may be considered. The team begins by reviewing the evaluation results along with the student's files, current teacher report of classroom performance, and other information from the parents

Even if the parent has provided documentation from an outside source – physician, mental health provider, outside evaluation – the District must still seek permission to conduct its own evaluation. The District may not have to conduct its own assessments if it has sufficient information from the review of files, which must include information provided by parents, and current teacher report of classroom performance including observations, to determine eligibility. If after review of the files and the reports of teachers, the team determines it still needs more information to determine eligibility, assessments and other evaluation materials should be considered.

To the extent that the District needs to conduct its own assessments and use other evaluation materials, these tests and materials must:

- be validated for the specific purpose for which they are used and are administered by trained personnel in conformance with the instructions provided by the publisher of the test;
- be tailored to assess specific areas of educational need and not merely those which are designed to provide a single general intelligence quotient; and
- be selected and administered so as best to ensure that, when a test is administered to a student with impaired sensory, manual, or speaking skills, the test results accurately reflect the student's aptitude or achievement level or whatever other factor the test purports to measure, rather than reflecting the student's impaired sensory, manual, or speaking skills (except where those skills are the factors that the test purports to measure).

Remember:

- No medical diagnosis is necessary for Section 504 eligibility! If the school thinks a medical diagnosis is necessary in order to adequately conduct an evaluation and make an eligibility determination, it must ensure that this evaluation is conducted at no cost to the parent.
- The school cannot require the parent to produce medical documentation. School staff

should ask if parents would be willing to share any medical documentation, but an evaluation cannot be avoided or delayed by waiting for the parents to produce any documentation.

- A school can conduct the Section 504 evaluation without a medical diagnosis if it believes it has other effective methods of determining the existence of a physical or mental impairment.
- What are “other effective methods?” Keep in mind that a 504 team is not supposed to diagnose a student, but to identify disability so the team can meet the needs of the student. Other common methods include observations, behavior checklists, screening instruments, tests and grades.

If the student has a condition for which the school determines a medical diagnosis is necessary, it must seek consent from the parent to conduct this further evaluation. If the parent does not consent to this further medical evaluation (but has consented to a 504 evaluation) or refuses to provide medical information, the 504 Team is still obligated to proceed with the eligibility determination on the basis of the information available to the Team.

Team Determination of Eligibility

When the evaluations are complete, the case manager will arrange a meeting time with the parent to share the evaluation data and determine eligibility/non-eligibility. The notice of the meeting should be provided on a written form. Again, document all attempts to communicate with parents and set meeting times.

The 504-team considering any evaluation must include:

- Someone who is knowledgeable about the student;
- Someone who is knowledgeable about the evaluation data; and
- Someone who is knowledgeable about the accommodations/placement options.

Typically, the team includes a principal or assistant principal, a school counselor and one of the student’s teachers, along with the parent. The team composition will vary according to the concern/needs of the student. For a child with health concerns, the team should include a school nurse. The 504 coordinator or case manager determines the appropriate individuals to comprise the team in a specific situation. Parents may invite individuals they believe have information about the student to a meeting.

At the meeting, the team meets to review the evaluation results and to complete the *Section 504 Eligibility Determination Report*. Keep in mind this may be done at a meeting to consider the information the District and parents initially had (i.e., existing records) if no additional assessment is needed to determine eligibility and need for a 504 plan. Based on the information from the evaluation and any information from the parents, the team decides:

Whether the student has a disability under Section 504, and whether, as a result of that disability, the student needs a 504 Student Accommodation Plan.

It is essential that team members understand eligibility requirements and what can be

considered in making an eligibility determination:

- The student's limitation does not need to be severe! A student is an individual with a disability under 504 if he has a physical or mental impairment that "substantially limits" a major life activity such as learning, reading, or concentrating.
- Mitigating measures are irrelevant. The impact of mitigating measures already employed such as medication, assistive technology, health plans, interventions or learned behavior modifications cannot be considered. The only exception is ordinary glasses or contacts.
- The disability does not need to be active. An impairment that is episodic or in remission is a disability if it would substantially limit a major life activity when active. Students with depression or leukemia could qualify regardless of whether they are currently experiencing symptoms.
- The determination must be based upon consideration of a variety of sources – no one document or test should be the basis for eligibility. The team is obligated to consider a variety of sources, including aptitude and achievement tests, teacher observations, and other forms of evaluation data, and information from the parents – to make a determination. This includes not basing a determination on a doctor's diagnosis alone. Make sure to document the consideration of the different sources of information.
- Temporary impairments. A temporary impairment does not constitute a disability for purposes of Section 504 unless its severity is such that it results in a substantial limitation of one or more major life activities for an extended period of time. The issue of whether a temporary impairment is substantial enough to be a disability must be resolved on a case-by-case basis. Generally, impairments that are expected to last less than six months in their entirety are considered temporary. If the symptoms or effects from the condition will last longer, an evaluation may be necessary to determine eligibility.
- Single location impact. Schools are required to consider the ability to function outside the school environment for purposes of eligibility.
- Episodic Impairments. An impairment that is episodic or in remission is a disability if it would substantially limit a major life activity when active. To serve episodic impairments, the team will have to determine which factors trigger the plan's provisions. For example, if a child has heat-induced asthma who needs assistance when the temperature gets to a certain point, the provisions of the plan would address those circumstances.

If the 504 Team does not find a student eligible after a careful review of all existing information about the student, the 504 Coordinator gives the parents written notice of that decision (including an explanation), along with a copy of the Section 504 Notice of Parent/Student Rights in Identification, Evaluation, and Placement.

If the 504 Team does find the student eligible after a careful review of all existing information about the student, the Team will proceed to determine if the student requires a Section 504 Student Accommodation Plan. In considering whether a Section 504 Student Accommodation Plan is necessary, the team may consider the impact of mitigating measures. Thus, if the mitigating measures are effective to address the student's needs or the school is not seeing any impacts of a student's disability in the school environment due to mitigating measures (i.e., student is taking medications outside of school that eliminate impacts of disability), a Section 504 Student Accommodation Plan may not be necessary. A team could consider developing a plan to include mitigating measures or to address accommodations in the event the mitigating

measure is no longer available or effective.

If the team determines that a student needs a Section 504 Student Accommodation plan, the team must develop that plan. The team can develop the plan at the same meeting in which eligibility is determined or it can schedule a separate meeting for the development.

Quick Guide to 504 Eligibility and an Accommodation Plan:

Gather appropriate 504 team.

Review student's educational history, prior evaluations and present status.

Review any new evaluations.

Review what prompted 504 consideration at the present time.

Determine whether student has a mental or physical impairment under Section 504.

If yes, determine whether impairment substantially limits a major life activity.

If yes, determine whether student needs accommodations, services or supports to access the benefits of public education at a level similar to the average student. The team may consider medication or assistive devices when determining whether accommodations, services or supports are needed.

If yes, develop a 504 Student Accommodation Plan.

Provide parents a copy of all written evaluation documents, the Eligibility Determination

Accommodations

The Team Develops a 504 Student Accommodation Plan...

The Section 504 Accommodation Plan is the tool whereby the District meets its obligation to provide FAPE to the qualified person with a disability. While there is no explicit requirement that a Section 504 Plan be documented in writing, the purpose of doing such is to provide a summary of accommodations that the student will need in order to have equal access to the learning process, as well as the district's other programs, activities and services.

The hallmark of Section 504 is accommodation. The Section 504 Plan seeks to offer accommodations in order to provide equality and opportunity. Section 504 does not require that an educational institution lower its educational standards, but it does require an effort on the part of the district to accommodate the student's disability so they have access to the same level of education offered to the non-disabled student. An accommodation is no longer appropriate when it substantially or materially alters the program or seeks to lower the standards. If the student needs a 504 Student Accommodation Plan, the team develops the plan for the student and records the plan on the form. The District's expectation is that 504 plans will be written up at the meeting or, if not possible, within a few days of the meeting.

Team Review of Plan

Each student's 504 Plan must be re-evaluated periodically and before any significant change in placement or circumstances. Although there is no legal requirement that the Plan be

reviewed annually, the team should anticipate reviewing the Plan annually unless it sets a different timeline for review.

The team must also consider whether there is a need for a re-evaluation. While there is not requirement for a re-evaluation at least once every three years, districts must conduct “periodic” re-evaluations of students under Section 504. As part of this reevaluation, the 504 team should address, as appropriate:

- the need for additional evaluation information;
- the student’s continued eligibility under Section 504; and
- the content of the Plan.

A reevaluation under Section 504 does not require consent but does require notice. However, the safest course of action is to seek consent, especially before conducting an intelligence test or a test of personality, including behavior checklists.

A significant change in placement, which requires consideration and revision, if appropriate, of the 504 plan, includes circumstances involving:

- expulsion;
- suspensions of more than 10 days in a row or more than 10 days in a school year if the removals are a “pattern;” or
- moving a student to an alternative education setting *to address needs arising from the disability.*

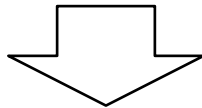
Implementation and Coordination of the Plan

Each building has a Section 504 case manager who will be identified at the beginning of each school year. If more than one case manager is identified for each building, parents will be notified in writing of the name of their child’s case manager. The case manager works with each student to oversee the implementation of the student’s 504 Plan.

Process Flow Chart

1. Refer the Student:

- Complete *Referral* Form and return to 504 Coordinator

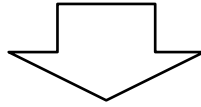


Decide Whether to Evaluate the student:

- Does the staff or parent suspect the student of having a physical or mental impairment and who is
- believed to need accommodations or supports to receive a free appropriate public

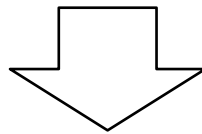
education? If yes, proceed to an evaluation.

- Provide parent(s)/guardian(s) *Notice and Consent to Evaluate Form*.
- Obtain consent for initial evaluation.



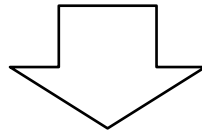
Evaluate the Student:

- Evaluate the specific areas of the student's educational needs.
- Team considering evaluations reviews all data made available to it, i.e., District evaluations, parent provided evaluations, teacher reports, reports cards, etc.



Determine Student's Eligibility:

- Complete the *Eligibility Determination Report Form*
- Provide parent(s)/guardian(s) *Notice of Parent/Student Rights, Section 504 Procedural Safeguards,*
- and *Section 504 and ADA Grievance Procedures*
- Provide parent(s)/guardian(s) written notice, with an explanation, of any decision that the student is not eligible.



Develop and Monitor Section 504 Plan (if team decides student is eligible and in need):

- Develop a *Section 504 Student Accommodation Plan*; may combine with eligibility meeting
- Case manager is responsible to monitor implementation and student progress.
- Provide parent(s)/guardian(s) a copy of Section 504 Accommodation Plan
- Obtain consent for initial placement.
- Review and revise the student's Section 504 Plan annually, providing parent(s)/guardian(s) *Notice of Parent/Student Rights and Procedural Safeguards*.
- Re-evaluate at least once every 3 years or whenever the student's needs change.

Transportation

Section 504 requires transportation be provided for students with a disability who need special

transportation to access their education. To be eligible for special transportation, the student's disability must limit the student's ability to get to/from school with regular transportation or an existing bus stop. The 504 Plan must indicate that the student needs special transportation to access his or her education.

Processing Transportation Requests

- If either a parent or staff member raises the issue, the team must determine if special transportation is necessary for the student to access the educational program.
- The school nurse is asked to gather information for the team regarding any medically related transportation needs, obtaining written consent from the parent before contacting any medical provider of the student.
- The team considers the information provided by the school nurse and/or the parent when determining whether special transportation is necessary for the student to access the educational program.
- If the team determines special transportation IS NOT necessary for the student to access the educational program, the team will discuss it with the parent in the team meeting, and the notes of the meeting will serve as written notice of the team's decision. The parent will also be provided a copy of the notice of rights.
- If the team determines special transportation IS necessary for the student to access the educational program, the team will address it in the Plan, and provide the Transportation Supervisor (or the approved provider of transportation) with the following:
 - A copy of Plan that includes transportation;
 - The student's emergency contact information;
 - The anticipated duration for special transportation; and
 - Any special needs, such as wheelchair accessibility. Questions may be directed to Missy Schultz at 406-763-4415.

Home Instruction

A student with disabilities under Section 504 must be educated with nondisabled students "to the maximum extent appropriate" considering the needs of the disabled student. A student should only be removed from a regular education setting if the education of that student in a regular education setting with supplementary aids and services cannot be achieved satisfactorily.

Nevertheless, the team may determine that a student with disabilities needs home instruction for medical reasons to access education. Home instruction is usually a short-term placement but can be for longer periods of time based on the circumstances. In most situations, the case manager continues as case manager for the student and the school teachers continue to provide instructional materials for the student while home instruction is implemented.

In the case of a request for homebound instruction as a result of alleged bullying and harassment, a District should:

- Investigate the alleged bullying. Conduct observations, follow regular investigative protocol.

- Convene a meeting to discuss the parents' request. Discuss other options, including more intensive supervision.
- Try other interventions before considering a homebound placement. Because a homebound placement may violate the least restrictive environment, it should be a last resort.
- If the parent brings a recommendation from a professional, ask to speak to that person. Remember a doctor's note is just that – it does not dictate placement but must be considered.
- Temporary! If the team does agree to a homebound placement, it should be on a temporary basis.

Discipline and Section 504

Just as in the IDEA, different rules and regulations apply to the disciplining of students with disabilities covered under Section 504. However, it is a common mistake to assume that there are no substantive differences between the IDEA and Section 504 when it comes to discipline. There are three significant differences to note:

- Stay Put. Section 504 does not contain an explicit stay put provision, but OCR believes it has an implicit stay put requirement pending the resolution of due process disputes. 34 CFR 104.35 and 36. In *Letter to Zirkel*, 22 IDELR 667 (OCR 1995), OCR stated that “a fair due process system would encompass the school district waiting for the results of the process before making the change in placement.”
- Cessation of Services. Under IDEA, the District essentially never ceases services, even when the student is properly expelled. Under Section 504, Districts can end services to an expelled 504 student, provided the same policy applies to non-disabled students expelled for similar offenses.
- Drug and Alcohol Abuse. Under Section 504, Districts may take disciplinary action against a 504 student who is currently engaging in illegal use of drugs or use of alcohol – to the same extent such disciplinary action is taken against nondisabled students. 29 USC 705(20)(C)(iv). This only applies to students who are 504 only – not to students who have dual eligibility. Also keep in mind that possession does not automatically imply current use. The District will be required to demonstrate use during a due process hearing if possession is all that is evident. *OCR Staff Memorandum*, 17 IDELR 609 (OCR 1991).

OCR considers the suspension or expulsion of a student with a disability for more than 10 consecutive school days as a significant change of placement pursuant to 34 CFR 104.35(a). In addition, short term suspensions MAY amount to a change of placement if there is a pattern of removals. While there are no specific procedural safeguards under Section 504, the District will be obligated to conduct a reevaluation before a significant change of placement. 34 CFR 104.35(a).

Behavior Plans

OCR interprets Section 504 as requiring behavior plans for a student with a disability when the student's behavioral difficulties significantly interfere with his ability to benefit from his

education. *Elk Grove (CA) Unified School District*, 25 IDELR 759 (OCR 1997). In *Elk Grove*, OCR stated:

When a student who is disabled within the meaning of Section 504 manifests repeated or serious misconduct such that modifying the child's negative behavior becomes a significant component of what actually takes place in the child's educational program, a district is required to develop an individual behavioral management plan.

Elk Grove concerned a student with ADHD, and behavior management plan issues frequently arise with students with ADHD. See, e.g., *Westside Union (CA) School District*, 24 IDELR 182 (OCR 1995).

If a student has a behavior management plan, it will supplant the regular discipline code to the extent explicitly stated in the plan. All staff, including bus driver, substitutes, etc. NEED TO KNOW what is in the plan.

Types of Discipline

There are three general principles to remember for Section 504 students:

- If the student's misconduct is related to his disability, then long-term suspension and expulsion are not options.
- If the student's 504 Plan specifies disciplinary measures, then those measures trump the District's regular disciplinary code.
- A student with a disability may not receive a harsher sanction than a nondisabled student would receive for the same misconduct.

There have been numerous complaints to OCR alleging disparate discipline over the years, and schools have been largely successful in demonstrating that the student was NOT subject to disparate discipline. See *Denver (CO) Public School District*, 19 IDELR 48 (OCR 1992); *Holtville (CA) Unified School District*, 43 IDELR 68 (OCR 2004).

In *Cobb County (GA) School District*, 46 IDELR 257 (OCR 2006), OCR investigated charges that a school was disciplining a student for issues related to his ADHD. He had several referrals and in school suspensions for being late, talking, disruption in class, and disrespectful behavior. The school was able to produce evidence that it disciplined non-disabled students in the same manner and that the 504 team did not determine that the student would be exempt from the discipline code. If the parents disagreed with the Team's decision about not exempting the student, they could have used the due process procedures. Therefore, the school did not violate Section 504.

In School Suspension. A lengthy in-school suspension may be a change of placement if the student is denied educational services during the term of the suspension. *Dunkin (MO) R-V Sch. District*, 52 IDELR 138 (OCR 2009) (For purposes of Section 504, an in-school suspension does not count toward a pattern when the services provided are comparable to those provided prior to the suspension.)

Short Term Suspension. As long as the suspension does not exceed 10 consecutive school

days, it is not a change in placement. HOWEVER, be aware that OCR is brutal to schools on this issue. If you go over the 10 days, consider seeking permission to re-evaluate and determine if a behavior management plan is necessary.

Long Term Suspension and Expulsion. Possible, just as in IDEA, but the District needs to conduct a manifestation determination. Unless state law or District policy/practice provide for continued educational services, if the misconduct was not a manifestation of the student's disability, the District may deny educational services to students during the term of the suspension or expulsion.

If the District intends to proceed with a change in placement, be sure to provide the parent or guardian (or eligible student) with Notice of Rights Statement.

Manifestation Determinations

Section 504 requires manifestation determinations under certain circumstances. Under IDEA, a manifestation determination is used to determine the relationship between a student's disability and the act of misconduct. The participants are outlined in regulation, as well as what the IEP team must consider. Although Section 504 never uses the term "manifestation determination," the same review is required under Section 504 in connection with disciplinary actions that constitute a significant change of placement under 34 CFR 104.35. *See, e.g., Dunkin (MO) R-V Sch. Dist.*, 52 IDELR 138 (OCR 2009); *but see, Centennial Sch. District v. Phil L. and Lori L.*, 50 IDELR 284 (E.D. Pa 2008)(although manifestation determinations are one way of fulfilling Section 504's procedural safeguards, they are not required under the Section 504 regulations). Unlike IDEA, however, there are no specific regulations determining who must or should be present, nor is there a list of factors to consider. The re-evaluation will be conducted by a group of individuals who are "knowledgeable about the student." The underlying issue of whether the conduct relates to the disability becomes the triggering factor for whether the District can impose a significant change in placement.

Dangerous Students

Section 504 does not contain provisions relating to the 45-school day placement in an interim alternative educational setting (IAES) for students who commit certain offenses, but most District disciplinary procedures will allow a school to suspend a student pending a Board hearing for an expulsion. It will require that the manifestation determination and investigation be done quickly.

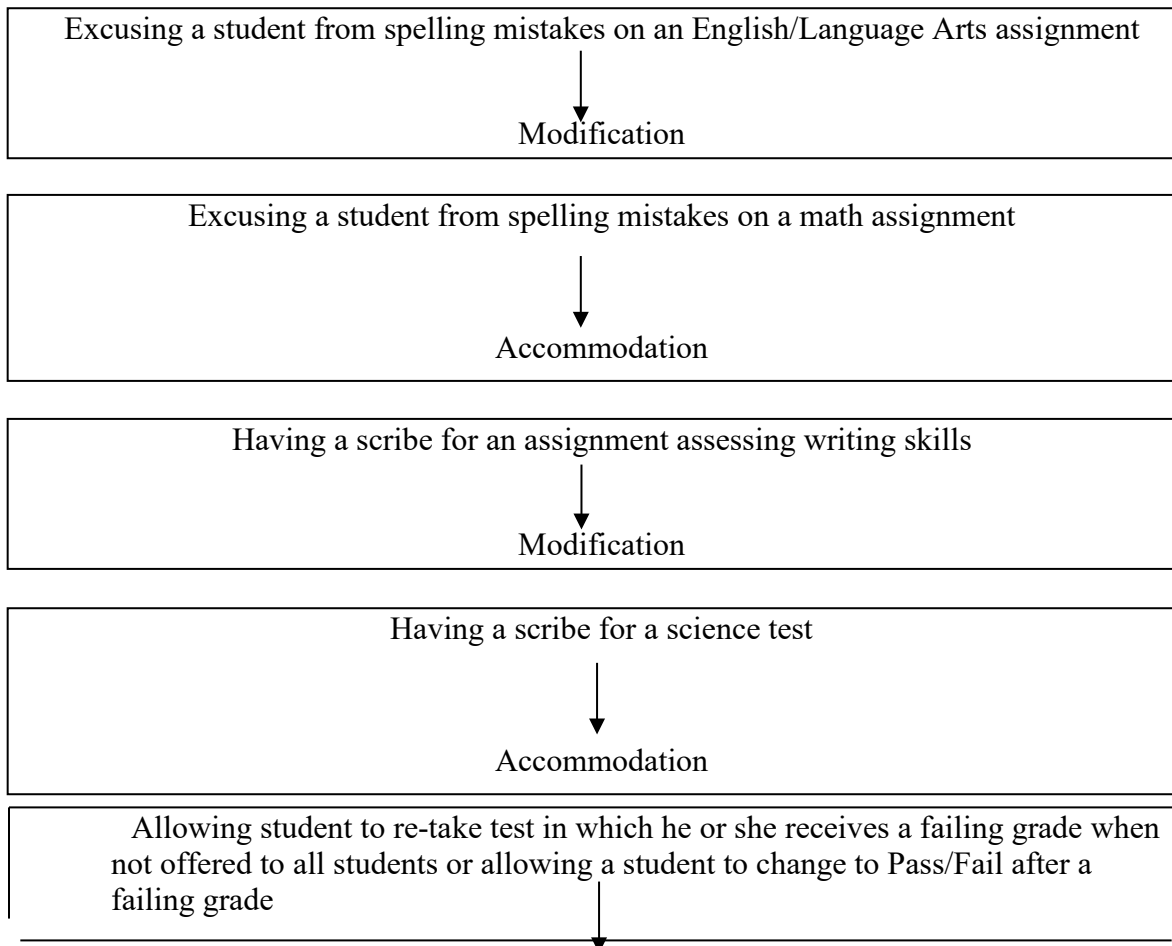
Accommodation Guidelines

An accommodation is designed to provide a student with a disability equal access to and opportunities for learning. An accommodation does not fundamentally alter or lower expectations or a standard in the instructional level, content, or performance criteria. The goal of an accommodation is to remove a barrier to the student's learning and barriers to validly demonstrate mastery. The student is graded based upon the same bases as all other students.

Modifications, on the other hand, should not be part of a student's 504 plan. A modification fundamentally alters or lowers expectations or standards in instructional level, content, or performance criteria or changes the curriculum. Modifications are made when appropriate to provide the student with learning experiences based on individual needs and abilities. Grading may be modified to change how a student is assessed. Modifications may be appropriate and considered for students eligible under the IDEA. Modification is the hallmark of special education as that term is used in the IDEA.

When determining whether something is a modification, consider whether it fundamentally alters or lowers the expectations or standards in the level, content, or performance criteria or changes the curriculum.

For instance . . .



Allowing a student more time on a test, separate testing space, or shortening a test (provided all content upon which all students are tested is included)



Accommodation

Allowing a student to drop a class after the class has completed and grades are issued



Modification

Allowing a student whose impairment is active and is unable to complete coursework due to the impairment to withdraw from a class prior to the end of the quarter/semester



Accommodation

Remember: a student who is receiving services under Section 504 must complete all state requirements to graduate. Waiver of additional requirements mandated by Board Policy may be considered on a case-by-case basis pursuant to District policy, but state graduation requirements cannot be waived for a student under Section 504.

If school staff believe that modifications are necessary for a student, staff should consider referring the student for an evaluation under IDEA.

Each student's 504 Team needs to determine the appropriate accommodations that will meet the student's needs as adequately as the needs of his/her nondisabled peers. Keep in mind that it may be necessary to provide accommodations outside of the regular school day if the activity is school-sponsored. This includes field trips, extracurricular activities, after-school programs.

There is no "one-size fit all" accommodation. The list below contains only options that may or may not be appropriate for any one child depending on his or her unique needs. This list is not intended to be an exhaustive list and the options provided herein should not limit individual 504 teams from establishing an accommodation plan that includes accommodations not listed below.

(Note: these are options that may be applicable to the student who has any physical or mental impairment that substantially limits a major life activity)

- Providing study carrel
- Providing headset/CD/player to muffle noise or produce “white” noise or soothing sounds for student
- Seat student away from doors/windows
- Seat student near certain “model” student or teacher
- Simplify or shorten directions
- Providing directions in both oral and in written formats
- Asking student frequent questions throughout lesson/assignment to check comprehension, attention to task
- Changing response format (e.g., from verbal to physical, saying to pointing)
- Providing sequential directions (label as first, second, third, etc.)
- Use of manipulatives/hands-on activities
- Demonstrating/modeling
- Reduction of assignment/number of items on a task
- Highlight relevant words/features
- Providing guided practice
- Providing additional practice trials Increasing allotted time/deadline for a task, assignment, test (extension should be individualized based upon student need)
- Increase waiting time
- “Cooling off” period Individualized behavior plan
- Additional time to complete assignments with option of staff support
- Providing review of student’s work by teacher
- Asking student to summarize at the end of a lesson
- Adapting test items for differing response modes (e.g., multiple choice, matching, fill-in-the-blank, etc.) if appropriate
- Movement breaks to assist with focus
- Establishing routines for handing work in, heading papers, etc.
- Use of clock/ timer to show allotted time
- Providing visual cues (e.g., posters, desktop number lines, etc.)
- Block out extraneous stimuli on written material
- Providing and/or allowing use of study guide
- Providing critical vocabulary list in advance/pre-teach
- Providing essential fact list if appropriate
- Giving points/credit for class participation
- Providing paper/materials with dotted lines or graphs for student work
- Providing transition directions
- Assignment of one task at a time
- Providing discussion questions before reading passage
- Use of word markers to guide reading
- Alter sequence of presentation
- Enlarging or highlighting key words on assignments/ tests
- Altering physical room arrangement
- Temperature controls

- Adjusting lighting Stand-up desks
- Providing daily/weekly assignment sheets/ logs
- Posting daily/weekly schedule
- Providing pencil grips
- Shorten projects into daily tasks
- Teacher use of physical cues (e.g., one finger indicating “first,” two fingers indicating “second”) Teacher pauses while speaking
- Teacher use of verbal cues (e.g., “don’t write this down,” “this is important”)
- Teacher changes the tone of voice, whisper, etc.
- Weekly/periodic collection of student notes for teacher review
- Organize test material to go from easy to hard
- Reduce length of assignment by assigning only even/odd numbered items
- Use of computer/tablet
- Reducing paper/ pencil tasks
- Providing and/or use of organizers (e.g., cartons or bins or color- coding system) for desk materials or classwork
- Providing content/lecture summaries
- Use of student’s name before asking a question
- Use of extra spaces between lines of print
- Use of raised-line paper
- Providing and/ or use of calculator
- Circling of math computation sign
- Use of hand signals as cues (e.g., attention, response)
- Laminating materials
- Providing alternative location for assignment completion or testing (monitored)
- Providing weekly/periodic progress reports to parents
- Use of magnification devices
- Providing audio versions of books if available
- Providing materials in larger print
- Providing scribe except for assignments/ test grading writing
- Reading test to student except when testing reading skills
- Providing duplicate set of books, materials for student to keep at home
- Providing frequent breaks Varying activities often
- Providing note-taking assistance
- Grading for content rather than spelling when appropriate (i.e., science, math)
- Permit use of spell checkers/electronic spellers when appropriate (i.e., not for assignments/ tests where spelling is graded)
- Assistance with use of planner
- Permit open-book examination if appropriate
- Providing opportunity to correct mistakes on assignments
- Providing alternative projects to written work when appropriate

Accommodations for Students with Medical Conditions Other than Asthma/Allergies

Please note that these options are in addition to any other accommodations (whether or not listed above) that may be appropriate for the student. School nurse should be included in the team discussion regarding appropriate accommodations.

- Emergency plan if appropriate regarding student's condition, treatments School nursing services (including medication administration, monitoring) Assistance with medication administration as allowed by law
- Excusing absences due to medical condition Addressing restroom use
- Providing packet of work/assignments to complete when the student is absent due to the medical condition
- Providing access to food and/or drinks in all school settings Allowing use of service animal
- Transportation services Homebound services

Accommodations for Students with Diabetes

Please note that these options are in addition to any other accommodations (whether or not listed above) that may be appropriate for the student. School nurse should be included in the team discussion regarding appropriate accommodations.

- Emergency plan, including emergency administration of insulin or glucagon School nursing services (including medication administration, monitoring) Assistance with medication administration as allowed by law
- Allowing student to carry medication as allowed by law
- Allowing student to test blood sugar in classroom or other convenient location Assistance with blood sugar monitoring
- Providing access to food and/or drinks in all school settings Addressing restroom use
- Allowing use of a service animal
- Staff training regarding diabetes and emergency procedures Excusing absences due to diabetes

Accommodations for Students with Mobility/Hearing/Visual Impairments

Please note that these options are in addition to any other accommodations (whether or not listed above) that may be appropriate for the student.

- School nursing services (including medication administration, monitoring) Assistance with medication administration as allowed by law
- Mobility assistance (between classes, up and down stairs, getting on and off the bus, carrying items, setting up equipment)
- Access to elevator if available
- Changing classroom location (i.e., assigning classroom to first floor instead of second floor) Use of visual and/or audible alarm systems
- Closed caption videos Allowing use of service animal

- Alternative materials (i.e., braille or audio books)
- Alternative response modes for assignments or tests (verbal, typed)
- Assistance with instruction to accommodate impairment (e.g., teaching student to type with one hand)
- Allowing student to leave materials in each classroom Educational Sign Language Interpreter if needed?

Accommodations for Students with Behavioral/Mental Health Conditions

Please note that these options are in addition to any other accommodations (whether or not listed above) that may be appropriate for the student.

- Use of positive behavior plan with positive reinforcements and incentives Regular review of reinforcements
- Use of behavioral contract Frequent review of established rules
- Access to and use of “time-out,” “cool down,” or “safe” space Access to counseling
- Allowing student to have access to cell phone to call parents or other identified person Allowing student to leave class early to avoid large groups of students between classes Providing student with access to a staff member with whom the student can “check in”
- Providing optional areas for the student to eat, use the restroom, or change clothes if appropriate for the student and requested by the student. It is not recommended that school officials suggest this as an accommodation, but if requested by the student/parents, it should be considered.

Accommodations for Students who cannot or will not come to school

There are situations where students are unable because of a medical condition to come to school even with accommodations. There are also students who, because of a mental health impairment, will not come to school. For those students who have mental health impairments who “avoid” school, the accommodations listed above for students with mental health impairments should be considered in conjunction with any accommodations changing the student’s placement (i.e., implementation of behavior plans, access to safe space, etc.).

Section 504 has a LRE (least restrictive environment) requirement that mandates that 504-eligible students be educated with their nondisabled peers to the maximum extent appropriate. Separate education should only occur if a student is unable to access educational services as adequately as his/her nondisabled peers even with accommodations.

Options when the student cannot or will not come to schools can include:

- Transferring the student to a different school within the district if appropriate and in compliance with policy. This includes transferring the student to an alternative program if appropriate for the student.
- Alternative programs are required to consider enrolling students with disabilities in the same manner as any other student and not take into consideration the student’s disability or need for accommodations.
- Enrollment of the student at the district’s expense in another district if that district can

more adequately meet the needs of the student. For instance, districts with newer buildings may be more adequately equipped to educate students with severe allergies if the resident district has older buildings where the allergen cannot be effectively addressed.

- Transportation services.
- Shortened school day. Note: 504-eligible students must complete minimum requirements to graduate. Thus, it is not possible for a student to graduate based upon completion of goals in any plan like an IDEA-eligible student. The student must meet the minimum requirements to graduate (with or without accommodations). This means that shortened school days should be generally considered as a temporary alternative used to re-introduce the student to the school environment. If necessary for the student because of a medical condition, other options discussed below will likely be necessary to ensure that the student is provided the opportunity to earn credit.
- Homebound tutoring. Note: unless the student is not able to come to school because of a medical condition, homebound tutoring should be used as a temporary alternative. It is not necessary that homebound services replicate what would be provided in the school environment, but should be appropriate for the student and allow the student to continue to progress. A combination of homebound tutoring and a shortened school day may be appropriate in order to gradually re-introduce the student to the school environment. It is recommended that a transition plan be discussed and implemented to re-introduce the student to the school environment when the student has been out of school for a significant amount of time.
- Enrollment in courses through the Montana Digital Academy. If there is a District policy that limits credits that can count, a change of policy may be necessary to allow for waiver of the limitation at the discretion of the Superintendent or Board.
- Enrollment in another correspondent/online program for obtaining credits. If there is a District policy that limits credits that can count, a change of policy may be necessary to allow for waiver of the limitation at the discretion of the Superintendent or Board.
- Waivers of requirements/credits in accordance with Montana law and District policy. Although state minimum credit requirements cannot be waived under Section 504 for a student to graduate, there may be requirements or credits required by the District that can be waived.
- Use of videoconferencing systems to allow student to participate in classes while at home. This option requires that the system be reliable and effective in that the student is able to see and hear the teacher and have access to materials discussed.

Because eligibility for services under Section 504 occurs if a student has any physical or mental impairment that substantially limits a major life activity, there are many impairments that are not specifically addressed herein (i.e., ADHD). The student's 504 team should consider accommodations that will ensure that that student's needs are as adequately addressed as the needs of nondisabled students. The 504 team can consider accommodations contained herein or can provide for other accommodations not listed that may still be appropriate.

Failure to Implement a Section 504 Plan

OCR has concluded that school districts engaged in discrimination against a student with a disability in violation of Section 504 by failing to properly implement the student's 504 plan. In

Catoosa County (GA) Sch. Dist., 57 IDELR 141 (OCR 2011), a school district agreed to request that its vendors remove all products containing peanuts and tree nuts (or manufactured in a plant processing peanuts or tree nuts) from school vending machines. The school principal claimed to have contacted the vendors on several occasions with this request both verbally and in writing. The principal even placed signs on the machines regarding the request and met with representatives of the vendors after the companies continue to ignore the request. During that same time period, the student at issue purchased several products from the vending machines with peanuts or peanut-products and reported this to his teacher and principal. After each of these reports, the school would unplug the vending machines so no items could be purchased. Peanuts and peanut products continued to be placed in the vending machines over a nine-month period despite the requests of the school to remove these products. The vending machines were removed from the school after this period. The student and his parents filed a complaint with OCR alleging numerous allegations, including that the district harassed him by failing to ensure peanut products were removed from the vending machines. OCR agreed with the student and parents and found that the student had been harassed for nine- months by the district because it failed to implement its agreed-upon plan to remove the products from its vending machines.

A school district may also engage in discrimination if it withholds agreed upon accommodations from a student because of the student's enrollment in certain courses. OCR held that a school wrongfully changed a student's Section 504 plan to exclude academic accommodations (i.e., extended time on classwork, homework, and routine classroom tests) in a student's honors classes. *Wilson County (TN) Sch. Dist.*, 50 IDELR 230 (OCR 2008). OCR has also issued a guidance letter, "*Letter to Anonymous*," stating that if a Section 504-eligible student requires related aids and services to participate in a regular education class or program, then the district may not deny the student such related aids and services in an accelerated class or program. 108 LRP 16376 (OCR Dec. 26, 2007). A school district also may not condition enrollment in an advanced class or program on a student's forfeiture of needed special education or related aids and services

Retaliation

Parents have frequently complained that school personnel have taken adverse action against a student in response to a parent's decision to assert his or her rights under Section 504. This concept has become known as "retaliation" in the case law. While it would be a rare case for an educator to intentionally take adverse action against a student in retaliation for assertion of his or her legal rights, the focus is not simply the educator's intent, but rather, how the educator's action is perceived in hindsight. OCR has developed a five-part test to determine whether a district has engaged in prohibited retaliation. It may be useful for you to consider the steps of this test before taking action with respect to a student who is involved in due process proceedings or whose parents have filed a complaint with OCR.

The five questions you should consider are:

1. Has the parent/student engaged in a protected activity? Examples of protected activities include:

- initiating due process proceedings, filing suit in court,
 - filing a complaint with OCR
 - filing a complaint with the District
2. Is the district or its agents aware of the protected activity? How and when did district receive notice of the activity? Is there a rumor or verified action?
 3. Was the parent/student subjected to an adverse action? Did the action significantly disadvantage the complainant as to her/his status or ability to access the benefits of the program? Did the action reasonably act as a deterrent to further protected activity or preclude the individual from pursuing discrimination claims? Will a neutral third-party decide there is a causal relationship or connection between the protected activity and the adverse action?
Has the adverse action against the student occurred prior to, at the same time as, or after the parent/student engaged in the protected activity?

Examples of adverse action may include:
 - Suspension/Expulsion from school or athletics/extra-curricular activities
 - Preventing parents from entering school grounds
 4. Is there sufficient evidence to raise an inference that the protected activity was likely the reason for the adverse action?
 5. Can the district offer legitimate, nondiscriminatory reasons for the adverse action, which a neutral third-party will not consider to be pretextual?

Superintendent of Public Schools (NY), 104 LRP 11453 (OCR April 30, 2003); *Shelby County (AL) School District*, 37 IDELR 41 (OCR March 12, 2002).

Addressing Complaints of Harassment or Discrimination

OCR regularly holds school districts responsible for failing to promptly and equitably resolve complaints of discrimination under Section 504. See 34 C.F.R. 104.7. Pursuant to this requirement, school districts (with 15 or more employees) are required to adopt grievance procedures providing for the prompt and equitable resolution of complaints. *Id.* The ADA also requires the adoption of grievance procedures providing for the prompt and equitable resolution of complaints of discrimination for school districts with 50 or more employees. 28 C.F.R. 35.107.

School districts must give notice to all individuals of its grievance procedures. Notice must be readily available at the building level to parents, students, employees, and third parties. See, e.g., *Maine (ME) Sch. Admin. Dist. #13*, 55 IDELR 84 (OCR 2009). Staff should be informed about the procedures and how individuals may access them.

OCR considers the presence of the following factors in grievance procedures to determine their adequacy under Section 504 and the ADA:

- Notice of where complaints may be filed Indication that it applies to all individuals
- Provide for adequate, reliable, and impartial investigation of complaints, including the opportunity to present witnesses and other evidence
- Provide for reasonably prompt time frames for the complaint process
- Assurance that the school will take steps to prevent recurrence of any harassment and to correct discriminatory effects of the harassment on the complainant and others, if appropriate
- Assurance that retaliation is prohibited
- Notice of the right to end the informal process at any time and begin the formal stage of the complaint process

Although a school district may encourage written complaints, it cannot wait to begin to address the complaint until a written complaint is received. *See, e.g., In re Berlin (NH) Pub. Schs.*, 54 IDELR 204 (OCR 2009). School districts must follow the procedures that they publish – school districts cannot use different “informal procedures” that differ from their published procedures. *Id.*

OCR does not consider appeals of investigation findings resulting from the grievance process. *Ansonia (CT) Pub. Schs.*, 56 IDELR 176 (OCR 2010). Rather, OCR will consider whether the school district’s grievance process was sufficient.

Staff Roles and Responsibilities

Role of 504 Coordinator

- Participates in district-wide training on Section 504 implementation.
- May acts as 504 case manager for individual.
- Acts as contact person in school when questions arise about 504 issues.
- Participates on A-Team when necessary.
- Ensures that staff are using current Section 504 forms and following current procedures.
- Coordinates transition of 504 students transferring into and out of the school.
- Acts as contact person for district and Office for Civil Rights (OCR) student-related Section 504 complaints.

Role of 504 Case Manager

- Schedules meetings and sends notices, including periodic reviews as indicated on plan.
- Gathers necessary information for meetings.
- Writes up 504 documents.
- Provides copies of documents to parents and puts them in the student's cumulative file.
- Provides information to all teachers that need to know about 504 plan contents, including when the student’s schedule or classes change.

- Verifies implementation of 504 plan and is available to problem-solve when issues or concerns arise.
- Schedules periodic review at least annually (unless a different timeline is in the plan) or sooner if needed, and before any significant change in placement

Case Manager Guidelines Meeting Checklists

Before the Meeting:

- When dealing with parents who are new to the school or new to the 504 process, initiate contact to explain the purpose of the meeting and identify any questions and concerns.
- Schedule a meeting with the team, including the parents.
- Send the meeting notice reminding the parent of the date, time and location of meeting.
- Gather pertinent information to be shared at the meeting: updates from teachers, assessment reports, medical/health information, etc.
- Develop a meeting agenda.
- Arrange for any necessary interpreters or accommodations for meeting participants.
- Complete portions of the Section 504 Eligibility Determination Report that can be completed before the meeting.
- Bring all current forms to the meeting.

During the Meeting:

- Introduce the participants and their roles.
- Clarify the purpose of the meeting.
- Review the agenda.
- Identify the note-taker for a meeting (if using one).
- Facilitate the student's input or participation.
- Lead the group through an agenda – do time-checks as needed.
- Complete the Section 504 Eligibility Determination Report (if new to 504).
- Complete the Section 504 Student Accommodation Plan (if needed), or revise as needed.
- Provide copies of the Report and Plan to parents or inform them of how they will get a copy.
- Provide the Statement of Parent Rights to parents (keep signed copy for Cumulative File).
- Thank everyone for participation and cooperation.

After the Meeting:

- If using meeting notes, review and put the final copy in cum file, along with a copy of the Eligibility Determination Report and Plan.
- If parents did not receive all of the documents at the meeting, provide copies.
- Be sure all teachers know and understand their responsibilities under the Plan.
- Calendar check-ins to monitor implementation of the Plan. Keep a log of contacts related to implementation of Plan.
- Calendar annual review date, and at least one month earlier to begin the “before

meeting” review process.

504 teams: Follow these tips to maintain compliance during remote learning

- Every Section 504 plan revolves around the concept of providing the student equal access to the curriculum, even though it might be ordered through an alternative equal access model.

Here are some recommendations for 504 teams to bear in mind as they work to maintain compliance while students are learning remotely:

- Clarify interim accommodations. Designate accommodations for remote learning as interim accommodations in the 504 plan, We don't want to create confusion when we exit the remote model as to whether those accommodations continue.
- When accommodations are for an interim educational opportunity, link them to that opportunity.
- Wording such as, "For so long as the child participates in remote learning, the following additional accommodations will be provided," would be a beneficial inclusion within a 504 plan.
- Ensure those who need a copy of the 504 plan get it. Recognize the fact that outside of a brick-and-mortar setting, it becomes a little more challenging to ensure that everyone who serves the student is aware of the 504 plan,
- "Everyone who services that child still has the obligation to implement the accommodations that come with remote hybrid instruction. Make sure you've audited who needs the plan in order to properly serve the child. We don't want that lapsed.
- Track accommodations. Be able to track in some meaningful way the accommodations you are providing in the remote learning environment,
- Be sure to address the success of accommodations.
- Establish a performance baseline for every student.
- Do not suspend plans. Be careful not to suspend a plan by saying you don't need it any more,
- For example, if you have a student with a peanut allergy on a Section 504 plan, do not say, "We don't need that plan because the student is learning remotely now,"
- Though the student is not in the school building and potential exposure to the risk is eliminated, the plan should remain in place and districts should still implement it with fidelity. "It's not a buffet," ---"Don't say, 'We do a little of this, a little of that, but don't want to do this.'"
- Consider more frequent plan reviews. As always, establish in the plan a future date to review it. But consider revisiting the plan before the typical annual review.
- It may be prudent to deviate from the typical annual,
- Add language to the plan saying that the team will revisit it in the event that the district shifts back to an on-campus learning model.
- Maintain standards. The minimum required constituency of a Section 504 team remains the same. That same membership remains in the world of COVID-19 as before-hand.
- Any changes to a student's 504 plan should still only take place through the team process or by agreement.

Meeting Planning

Who is on the Guest List?

When should the parent be invited?

- A parent, guardian, or person in parental relationship to the student should always be invited.

When should the school counselor be included?

- When the counselor is the case manager, or has personal or professional knowledge that would help the team make appropriate decisions for the student.

When should a general education teacher be included?

- When the student is participating in general education.

When should the school nurse be included?

- When there are medical or health issues involved.
- When the parent is asking for health-related accommodations at school, including transportation.
- When the team will be reviewing reports from a medical doctor or other health practitioner.

When should the school psychologist be included?

- When the school psychologist was involved in a recent evaluation of the student.
- When the school psychologist's expertise is necessary for the team to make appropriate decisions for the student.

When should the building administrator be included?

- When the building administrator is the case manager.
- When the parent is asking for unusual accommodations that raise concerns or fiscal considerations.
- When safety issues are involved.
- When special transportation is likely to be needed.

When should a motor team (OT or PT) representative be included?

- When the student has a motor impairment and will likely need accommodations or supports for the motor impairment.
- When the OT or PT recently evaluated the student and identified motor needs.
- When the parent has requested motor team services or adaptations

When should the Speech Language Pathologist be included?

- When it appears that there are physical factors that contribute to a speech or language problem.

Evaluation Guidelines

The team decides what assessments are needed to determine whether a student has a disability under Section 504. Although there are no required procedures, the table below contains recommended evaluation procedures. Students who are suspected of having a disability under the IDEA should be evaluated for special education eligibility before consideration of a disability under Section 504.

Suspected Condition	Recommended Evaluation for Disability Determination
<p>Health conditions, e.g., asthma, cancer, epilepsy, diabetes, hepatitis, etc.</p>	<p>A medical statement including a diagnosis of the condition by a physician licensed by the Montana Board of Medical Examiners, or a Physician’s Assistant or Nurse Practitioner acting within the scope of his or her license** (either to be provided by parent or obtained by the District at District expense), AND</p> <p>A school nursing assessment</p> <p>(Rule out Other Health Impairment under IDEA if need for special education and related services is suspected.)</p>
<p>Chronic physical conditions, such as cerebral palsy, spina bifida, hearing or vision impairments</p>	<p>A medical statement including a diagnosis of the condition by a physician licensed by the Montana Board of Medical Examiners, or a Physician’s Assistant or Nurse Practitioner acting within the scope of his or her license** (either to be provided by parent or obtained by the District at District expense), AND</p> <p>An evaluation conducted by the District.</p> <p>(Rule out Other Health Impairment, Orthopedic Impairment, Vision Impairment, or Hearing Impairment under IDEA if need for special education and related services is suspected.)</p>
<p>Psychological conditions, such as ADD/ADHD, depression, obsessive- compulsive disorder, post-traumatic stress disorder, etc.</p>	<p>A medical statement including a diagnosis of the condition by a psychiatrist or other physician licensed by the Montana Board of Medical Examiners, or a Physician’s Assistant or Nurse Practitioner acting within the scope of his or her license**, OR a diagnosis by a licensed clinical psychologist (either to be provided by parent or obtained by the District at District expense); AND</p> <p>As needed, an evaluation by a school psychologist including a review of information submitted by the parent and new measures, as needed, such as behavior rating scales, structured observations, and interviews.</p> <p>(Rule out Emotional Disturbance or Other Health Impairment if need for special education and related services is suspected.)</p>

Learning disorder (e.g., dyslexia)	Individual assessments as needed. (Rule out Specific Learning Disabilities if need for special education and related services is suspected.)
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**The District does not use diagnoses from naturopathic physicians or chiropractors. If a parent submits such a diagnosis, and the team sees evidence that such a condition may exist, contact the District 504 Coordinator.

FORMS

504 Checklist

(District Forms are identified in bold type)

- A situation is recognized that calls for consideration or a referral.
 - Section 504 Referral is completed by parent or classroom teacher.
 - Meeting with parent is held if appropriate.
- Parent is notified of referral and 504 meeting.
 - Meeting Invitation is sent to parents.
 - Parent/Student Rights, Procedural Safeguards, and Grievance Procedures are sent to the parent with this notice.
 - The Student Record Review is completed by school staff.
- A meeting is held to discuss referral and determine need for additional assessments.
 - Notes of the meeting are kept; parents may have a copy if requested.
 - Review Parent/Student Rights, Procedural Safeguards and Grievance Procedures w/parents.
 - The parent is asked to give permission for the evaluation. If additional assessments are needed beyond information available, check those on the form. Permission for Section 504 Evaluation - Parent permission is required for an initial evaluation.
- When evaluation is completed (within a reasonable time but no more than 60 school days), a Meeting Invitation is sent to the parent.
 - The meeting is held to discuss the evaluation results and determine 504 eligibility.
 - The 504 Eligibility Determination form is completed and documents the team decision.
 - Parent/Student Rights, Procedural Safeguards and Grievance Procedures are provided again.
 - Notes of the meeting are kept.
 - If the student is determined to be ineligible for 504 protections, the parent is notified in writing with an explanation.
 - If the student is eligible under Section 504, the group determines whether a 504 Accommodation Plan is necessary. If it is necessary, the 504 Accommodation Plan is developed at the meeting; implementation begins immediately.
 - The 504 Accommodation Plan is placed in the building level file, with all other 504 documentation. A copy is kept in the Student Cumulative folder
 - Copies of 504 Eligibility Determination (regardless of eligibility) and 504 Accommodation Plan (if written) are given to the parent.

- The 504 Accommodation Plan or need for a 504 Accommodation Plan is reviewed at least annually (more often if necessary due to student needs or changes).
 - A Meeting Invitation is sent to parents.
 - Notes of the meeting are kept.
 - A new 504 Accommodation Plan is developed, if necessary, or, following a reevaluation, the Notes indicate that the services continue or student is no longer eligible.
 - A copy of Parent/Student Rights and other forms are given to the parent.
- A re-evaluation is conducted periodically, which is at least every three years, or whenever there is a question of continued eligibility or a change in placement.
 - Permission for Section 504 Evaluation is sent to the parent. Parent consent is recommended but not required for a re-evaluation.
 - Meeting Invitation is sent to the parent and a meeting is held.
 - 504 Eligibility Determination completed if appropriate.
 - A new 504 Accommodation Plan is developed if appropriate.
 - A copy of those forms and Parent/Student Rights, Procedural Safeguards and Grievance Procedures are given to the parent.
- The transition of 504 students between schools is the responsibility of the building coordinator.
 - Conference between 504 coordinators is documented
 - All 504 Plans are forwarded to receiving building.
- When a student with a current 504 Accommodation Plan graduates or ages out, the emancipated student or parent will be given a copy of Summary of Performance Upon Completing School.
 - Copies are placed in the 504 file and sent to the District 504 Coordinator.
- Conduct Manifestation Determination before any change of placement of student eligible under Section 504 due to disciplinary reasons.
- Complete Revocation of Consent form where parent wishes to revoke consent for Section 504 Services.

Procedural Safeguards

Gallatin Gateway Schools has an internal resolution procedure to provide a prompt and impartial review of complaints pertaining to the identification, location, evaluation, and placement of students with known or suspected disabilities relating to educational services. Section 504 complaints may include, but are not limited to, disagreements with the decision of the District's Section 504 Team regarding identification, evaluation, educational program or placement, and accommodation of a student.

As part of an informal approach to complaint resolutions, the District wants parents, students and other District patrons to have the opportunity to make concerns known to the District and for the District to have the opportunity to respond and resolve concerns as rapidly as practicable at the program site level.

Filing a complaint is a protected activity. Discrimination against any individual because he or she reported Section 504 violations, or made a complaint, testified, assisted or participated in Section 504 investigations, proceedings or hearings is prohibited. Coercion, intimidation, threats or interference with anyone because he or she exercised or enjoyed Section 504 rights, or helped or encouraged someone else to do so, is prohibited.

Nothing herein precludes a parent from making an inquiry or filing a complaint with the Office for Civil Rights.

Procedural Safeguards

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 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

- 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.
- 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.

- Within 10 business 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.
- 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.
- Within 5 business 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.
- The hearing officer shall, in writing, notify all parties of the date, time, and location of the due process hearing.
- 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.
- At the hearing, the District and the parent may be represented by counsel.
- 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, the hearing officer shall close the hearing. The hearing officer may request that both parties submit proposed findings of fact, conclusions, and decision.
- Within 20 business 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 References: 34 CFR 104.31-38 Procedural Safeguards

504 and ADA Grievance Procedures

Gallatin Gateway Schools has adopted internal grievance procedures providing for the prompt and equitable resolution of complaints alleging any action prohibited by Section 504 of the Rehabilitation Act of 1973 (Section 504) or the Americans with Disabilities Act (and its amendments) (ADA). Section 504 and the ADA prohibit the discrimination against individuals on the basis of disability or handicap.

Section 504 and the ADA prohibit a school district from excluding an "otherwise qualified individual with a disability" from participation in, or be denied the benefits of, or be subjected to discrimination on the basis of that disability. Under Section 504 and the ADA, an individual with a disability is: (1) who has a physical or mental impairment which substantially limits one or more major life activities; (2) who has a record of such an impairment; or (3) is regarded as having such an impairment. All references to "disability" refer to disability or handicap and encompasses both Section 504 and the ADA.

These procedures do not pertain to the identification, location, evaluation, and placement of students with known or suspected disabilities relating to educational services. Inquiries relating to the identification, location, evaluation, and placement of students with known or suspected disabilities relating to educational services should also be directed to Madison Downs Section 504 and ADA Coordinator

Inquiries concerning discrimination under Section 504 or the ADA may be referred to the building administrator or:

Missy Schultz

Section 504 Coordinator Gallatin Gateway Schools 100 Mill Ave.
Gallatin Gateway, MT 59730 Phone: 406-763-4415
schultz@gallatingatewayschool.com

Inquiries may also be referred to the Office of Civil Rights, United States Department of Education.

Filing a Complaint

An individual believing that he or she has been the victim of disability discrimination should file a complaint with the building administrator or the Section 504 Coordinator within 30 days of the incident(s) giving rise to the allegations. If the individual wishes to invoke the formal complaint procedures (see formal complaint procedures section), the complaint should be made in writing. An individual wishing to invoke the informal resolution process may make a complaint in writing or verbally.

An individual wishing to make a complaint will be provided with a copy of these procedures.

Informal Resolution

An individual alleging disability discrimination by an employee, student, or third party may access an informal mechanism to attempt to resolve the situation. The individual making the complaint is not required to invoke any informal mechanisms to resolve the situation. The decision to invoke the informal resolution process is voluntary.

If the individual wishes to attempt to work out the problem directly with the alleged perpetrator, a school representative will be available to assist. The individual may also request mediation with a designated mediator present to assist the individual and alleged perpetrator reach a resolution.

The individual has the right to end the informal resolution process at any time. If the individual wishes to end the informal process prior to reaching a resolution or is not satisfied with the resolution reached, the individual has the right to commence a formal complaint at any time.

Formal Complaints

An individual may make a formal complaint of disability discrimination in accordance with the procedures described above. The complaint should be in writing and should specify the allegations which the individual believes constitute disability discrimination. The individual has the right to contact law enforcement to determine if criminal activity occurred.

Investigation

The District shall conduct an adequate, reliable, and impartial investigation into the allegations. Even if no formal complaint has been filed, the District may still conduct an investigation to determine whether disability discrimination has occurred when it has knowledge of allegations of disability discrimination. Any investigation by the District shall be in addition to any criminal investigation that may occur.

Determinations resulting from the investigation shall be made on a preponderance of the evidence standard (i.e., it is more likely than not that disability discrimination occurred).

Parties (the alleged victim and alleged perpetrator(s)) will have an equal opportunity to present relevant witnesses and other evidence. The investigation shall allow for both the alleged victim and alleged perpetrator to provide information separately. If written statements are provided, each party shall have the opportunity to review such statements, subject to the disclosure of such information under the Family Educational Rights Privacy Act ("FERPA") and Montana law.

Either party may have a representative or lawyer present during the investigations; however, the representative or lawyer is not allowed to speak or ask questions during any investigatory interviews. The representative or lawyer may request clarification of any questions, but may not answer, advise his or her client how to answer, or ask any substantive questions.

Notice of Outcome

Both the alleged victim and alleged perpetrator shall be notified in writing regarding the outcome of the investigation. Subject to FERPA and Montana law, an alleged victim may be

notified about sanctions imposed on another individual found to have engaged in discrimination or harassment when that sanction directly relates to the individual. This may include an order that the perpetrator stay away from the victim.

Time Frames

The District shall complete its investigation within 60 days of receipt of the complaint or knowledge of allegations of disability discrimination. With the consent of the parties and the Section 504 Coordinator, the investigation may be extended for an additional 15 days in extenuating circumstances. The investigator shall contact both parties once it appears that the investigation will require a longer period of time. The Notice of the Outcome of the investigation will be sent within that 60-day period, unless extended as described herein.

Appeals

Any party who is not satisfied with the findings from the investigation may appeal to the Executive Regional Director as designated by the Notice of Outcome. The appeal must be made within ten (10) days of receipt of the Notice of Outcome. Within three (3) days of receipt of any appeal by either party, the Executive Regional Director shall notify the nonappealing party regarding the appeal. Within five (5) days of receipt of notice of any appeal, the nonappealing party may present argument opposing the appeal in writing. Within twenty (20) days of receipt of the initial appeal, regardless of whether the nonappealing party has submitted any opposition to the appeal, the Executive Regional Director shall issue a written decision to both parties affirming or rejecting the investigation findings.

Remedies

The District shall take all reasonable and necessary prevent the recurrence of any harassment and to correct its discriminatory effects on the individual and others. Any individual participating in a disability discrimination investigation shall notify the building administrator or Section 504 Coordinator if he or she believes that he or she is being retaliating against for participating in the investigation. The District prohibits retaliation against individuals making complaints under these procedures and participating in any investigation that may ensue.

Section 504 Referral Purpose

- The purpose of this form is to provide information for referral to the student assistance team.
- This form should be provided to the 504 Coordinator to convene the student assistance team to determine whether it is appropriate to refer the student for an evaluation under 504 and/or special education. Parental consent is not necessary to refer the student to the student assistance team.
- If the assistance team determines that there is sufficient information to refer the student for a formal evaluation, the *Notice and Consent to Evaluate* form should be provided to the parent.

Directions

- Provide the basic demographic information for the student.
- Provide the identity of the individual making the referral. This can be a staff member or the parent.
- Identify the reasons for referral and supports and interventions attempted.
- Identify whether the student has previously been referred, evaluated, or received special education and the nature of such referral/evaluation/services.
- Based upon the determination of the student assistance team, an administrator or the 504 Coordinator must provide the determination of whether the student is being referred for a formal evaluation or whether additional information or interventions are appropriate.

Parental and Student Rights
Identification, Evaluation, and Placement
(Section 504 of the Rehabilitation Act of 1973)

The following is a description of the rights granted by federal law to students with a disability. The intent of the law is to keep you fully informed concerning decisions about your child and to inform you of your rights if you disagree with any of these decisions.

You have the right to:

- Have your child take part in and receive benefits from public education programs without discrimination because of his/her disabling condition.
- Have the school district advise you of your rights under the federal law.
- Receive notice with respect to identification, evaluation, or placement of your child.
- Have your child receive a free appropriate public education. This includes the right to be educated with non-disabled students to the maximum extent appropriate. It also includes the provision of regular education or special education and related aids and services that are designed to meet the individual needs of students with disabilities as adequately as the needs of non-disabled students are met.
- Have your child educated in facilities and receive services comparable to those provided non-disabled students.
- Have evaluation, educational, and placement decisions made based upon a variety of information sources, and by persons who know the student, the evaluation data, and placement options.
- Have transportation provided to and from an alternative placement setting at no greater cost to you than would be incurred if the student were placed in a program operated by the district.
- Have your child be given an equal opportunity to participate in nonacademic and extra-curricular activities offered by the district.
- Examine all relevant records relating to decisions regarding your child's identification, evaluation, educational programs and placement.
- Obtain copies of educational records at a reasonable cost unless the fee would effectively deny you access to the records.
- A response from the school district to reasonable requests for explanations and interpretations of your child's records.
- Request amendment of the child's educational records if there is reasonable cause to believe that they are inaccurate, misleading or otherwise in violation of the privacy rights of your child. If the school district refuses this request for amendment, it shall notify you within a reasonable time and advise you of the right to a hearing.
- Request an impartial due process hearing related to decisions or actions regarding your child's identification, evaluation, educational program or placement. You and the student may take part in the hearing and have an attorney represent you. Hearing requests must be made to the District's 504 Coordinator
- File a local grievance following the District's 504 Grievance Procedures or a complaint with the US Department of Education, Office of Civil Rights.

Your child's 504 Case Manager is:

who can be reached at:

Copy given to parents on:

by

Signature/Position

c: Student's Cum File; Parents

Section 504 of the Rehabilitation Act Of 1973 Parent/Student Rights in Identification, Evaluation and Placement

Purpose

- The purpose of this form is to provide parents and adult students with notice of their procedural safeguards under Section 504.
- This form should be provided to parents of “504 only” students upon initial disability determination under Section 504. If the team finds that the student has a disability under Section 504, the rights statement should be given to the parents periodically, typically at least once a year in conjunction with review of the 504 Student Accommodation Plan.

Directions

- Write in the name and phone number of the Section 504 case manager for the student. This would be the parent’s first point of contact for matters related to the student’s Section 504 plan.
- Provide a copy to the parent and keep a copy in the student’s cum folder.

Notice of Conference/Meeting Invitation

Date:

Dear Parent(s) Guardian(s):

This letter is to make you aware of the need to review your child's educational program and/or to meet to consider the existence of a disability based on the definition in Section 504 of the Rehabilitation Act of 1973. We are planning a conference as follows:

Student's Name:

Date of Birth:

School Name:

Meeting Location:

Meeting Date/Time:

The purpose of this conference will be:

- to review and discuss your child's present educational status.
- to discuss a referral on your child for possible Section 504 eligibility
- to consider evaluation and/or reevaluation measures/eligibility criteria for your child.
- to write a 504 plan
- to discuss at your request:
- annual review:

The following persons have been invited to attend this meeting:

_____	_____
(Name)	(Title)
_____	_____
(Name)	(Title)
_____	_____
(Name)	(Title)
_____	_____
(Name)	(Title)
_____	_____
(Signature of Principal or Designee)	(Date)
	(Telephone No.)

Please complete (one copy) of this document and return to your child's school before the meeting.

I will attend the Section 504 Committee meeting, and I acknowledge receipt of the parent(s)/guardian(s) rights.

I will not attend the Section 504 Committee meeting. I acknowledge receipt of the parent(s)/guardian(s) rights.

Student will attend the Section 504 Committee meeting.

If you are unable to attend the meeting at the designated time, but would like to reschedule please contact the school at 406.763.4415. You are welcome to bring any information, including formal or informal test results, work samples, medical records, etc. to the meeting.

A copy of the Parent/Student Rights in Identification, Evaluation and Placement is enclosed.

Meeting Invitation

Mail Parent (2) / Cum File/ /Bldg. 504 File
Section 504 Notice of Conference/Meeting Invitation Purpose

This is form to inform parents of the date, time and location of Section 504 meetings. The 504 coordinator or case manager should talk to the parent first, in person or on the phone, and use the form as written confirmation. Keep a parent contact log documenting date, time and summary of phone calls, and print out email for file if the email is used to inform parent of meeting date, time and location.

Directions

- Enter date of notice and demographic information for student and meeting information.
- Indicate the purpose of the meeting by checking the appropriate box or boxes.
- Indicate invited attendees with associated title/role.
- Include a copy of the Section 504 Parent Rights in Identification, Evaluation and Placement.
- The remaining information is to be completed by the parent. Parent cannot be required to return the form before a meeting is held. If the parent has verbally or otherwise in writing indicated he or she will attend the meeting, that is sufficient. If parent indicates he or she will not attend, attempts should be made to ascertain the reasons. If the parent refuses to attend, this should be documented and the meeting can proceed. If parent does not specifically refuse to attend, attempts should be made to reschedule the meeting.
- Keep a copy of the meeting notice in the student's file.

Parent Permission for Evaluation 504

Student's Name: _____

Birth Date: _____ Grade: _____

School: _____

A referral for a Section 504 educational evaluation has been requested in order to determine the cause, extent or possible remediation for a suspected disability. The reasons for this referral are documented on Referral to Student Assistance Team and/or Parent Referral to Student Assistance Team. The purpose of the referral is to determine whether your child is eligible for services under Section 504 of the Rehabilitation Act of 1973. Gallatin Gateway School seeks your consent to conduct assessments as designated below to assist with the determination of whether your child has a disability under Section 504 and needs a 504 Accommodation Plan. If there has been a previous determination that your child has a disability under Section 504, your consent for a re-evaluation as designated below is requested.

Proposed personnel/assessment/techniques: The following personnel will conduct the evaluation:

The assessment areas may include:

- Aptitude Achievement Emotional Behavioral
- Physical Communication
- Other (list)

The evaluation techniques may include:

- Classroom Observations
- Individual Tests (including intelligence or personality)
- Interviews
- Rating Scales
- Review of Records
- Other (list)

PERMISSION:

A 504 conference will be held to discuss the results of the evaluation and any educational

program recommendations. You have the right to consent or deny permission I understand the reasons for the referral and the description of the evaluation process and have checked the appropriate area below.

Permission is given for the educational evaluation.

Permission is denied.

I have received a copy of the Notice of Parent/Student Rights.

Parent/Guardian Signature

Phone Contact

Date Please

contact

at

if you have any questions.

FOR SCHOOL USE ONLY

Date form is received by the school's representative / /

School representative signature:

Make copies for: school, parent, school counselor, 504 Coordinator. Place copy in Student's file.

Notice and Consent to Evaluation under Section 504

Purpose

This form is used to document notice of an evaluation under Section 504 and parent consent or refusal. The parent must consent to an evaluation before an eligibility determination can occur.

Directions

- Demographics:
 - Student's name
 - Student's Birthdate
 - Student's school
 - Grade Level
- Referral and Evaluation Information
 - List those staff members who may be involved in the evaluation, including performing individual assessments if appropriate. The case manager and classroom teacher should be included. If the issue is a medical issue, consider adding the school nurse.
 - Check the areas that will be assessed based upon the referral and student needs.
 - Check the types of assessments that will be used based upon the referral and student needs.
- Parent Consent
 - Explain to parents that consent is voluntary. Ask parents if they have any questions about the assessment procedures. Ask parents to check whether they are giving consent or denying consent.
 - Ask parents to sign, date and provide phone numbers.
 - Write in 504 case manager or 504 coordinator, as appropriate as contact person, with phone number.
 - Enclose copy of Section 504 Notice of Parent/Student Rights and give copy of signed document to the parents. Ask parents to acknowledge receipt of these rights on the form.
 - Keep copy in the student's cumulative file.

504 Eligibility Determination

Student's Name:	Grade:	Date of Birth:
Parent:	Date of Meeting:	
School:	School Contact Person:	Position:

Eligibility Team Members: (fill in names and check whether knowledgeable about the :)			
Team Member	Child	ng of Evaluation Data	Accommodations/Placement Options

Educational History and Present Educational Placement Status:

Sources reviewed for evaluation. (Sources can include, but are not limited to, teacher input, student work samples, report card, home and health history, curriculum-based assessments, state test results, discipline history, cognitive assessments, and parent information. Medical reports are not required if provided should include either a psychological or physician's report)

Source:	Date:

Results of Assessments:

Present Learning and Education Performance Description:	
Current Classes and Grades:	
School Attendance (describe):	

Other relevant information:			
1. Does the student have a physical or mental impairment? Yes No If so, describe the physical or mental impairment:			
2. Is the impairment:			
Temporary	Episodic	Intermittent	In remission
If so, describe frequency, intensity, and expected duration of impairment:			
3. In terms of frequency, intensity, and duration, does the impairment, when in an active state, substantially limit* a major life activity when compared to how the average, non-disabled student performs the activity? Yes No If so, describe how the activity/ies is/are substantially limited:			
*The term "substantially limit" means that the student is: unable to perform a major life activity that the average student of approximately the same age can perform OR restricted as to the condition, manner or duration under which a particular life activity is performed as compared to the average student of approximately the same age.			
4. Check the major life activity that is affected by the impairment:			
Seeing	Hearing	Caring for One's Self	Breathing
Walking	Learning	Performing Manual Tasks	Working
Thinking	Concentrating	Reading	Speaking
Major bodily function (specify):			
Other (specify):			
6. The 504 Team determines that the student is: Eligible for 504 Not Eligible for 504			
6. Does the student need accommodations, services, or supports to access the benefits of public education at a level similar to the average student? Yes (complete a 504 Accommodation Plan) No Explain:			
The parent/guardian has received a copy of the eligibility notice and a copy of the Parents' Rights Notice.			

Signatures:

Date:

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Section 504 Eligibility Determination Report

Directions

- Demographics (may be completed before the meeting)
 - Enter student name, date of birth, current grade assignment, parent, date of 504 team meeting, school, school contact person, and position of contact person.
- Eligibility Team Members. For each participant indicate *all* areas of knowledge relative to this meeting: Knowledge of the student, of the evaluation data, and knowledge about accommodations/placement options. The team needs to include membership that represents each area of knowledge. Each participant may have one or more area of knowledge relative to this student. When a parent is participating, the parent may identify the areas of knowledge the parent believes he or she brings to the meeting.
- Educational history and present educational placement status (may be completed before the meeting)
 - Summarize schools attended and any significant events related to the current disability determination.
 - Include information about any previous 504 or IDEA/special education eligibility (and duration).
 - Include current educational placement and what prompted 504 considerations at this time.
- Sources of Evaluation information (include date and descriptor)
 - List all sources of information considered (may be completed before meeting, but add any additional sources provided at the meeting).
- Results of Assessments:
 - Summarize relevant results. (May be completed before the meeting.)
- Present learning and education performance description: (may be completed before the meeting)
 - Current classes and grades: list or attach (if attached, write in “see attached”)
 - School attendance: summarize
 - Other relevant information: Add as appropriate. May be left blank or write in “N/A”.
- Team determinations
 - Does student have a physical or mental impairment under Section 504?
- A DSM diagnosis or medical diagnosis will be considered an impairment under Section 504.
- In some situations, a school team may identify a condition that is consistent with a physical or mental impairment under Section 504 without an actual diagnosis. School staff should not “diagnose” but may identify “behaviors consistent with....”
 - Identify if the student’s impairment is temporary, episodic, intermittent, or in remission. Temporary impairments do not generally make a student eligible for services under Section 504 unless the impairment (or effects thereof) are anticipated to last longer than 3 months. Episodic, intermittent, or impairments in remission need to be analyzed in their active state.
 - If the impairment is temporary, episodic, intermittent, or in remission, describe

- the frequency, intensity, and expected duration of the impairment.
- Does the student's impairment substantially limit one or more major life activities (when an impairment is in its active state)?
- If yes, check appropriate box.
- A substantial limitation means that the person is restricted as to the conditions, manner or duration in performing the major life activity as compared to an average student.
- For the purposes of determining whether a student's impairment substantially limits a major life activity, do not consider mitigating circumstances (such as medication, assistive devices, previous interventions, health plans) except regular eyeglasses or contact lenses.
- If yes, describe how the activity is substantially limited.
- Mitigating measures, aside from prescribed glasses or contact lenses, cannot be considered for purposes of determining eligibility.
- Identify the major life activity(ies) affected by the impairment. Check all that apply.
- Identify whether the team determines whether the student is eligible for 504.
- If the student is eligible, the team needs to discuss whether the student requires accommodations, services, or supports in the form of a Section 504 Accommodation plan.
- Mitigating measures may be considered in determining the need for a Section 504 Accommodation plan. However, the team should consider whether a change in the mitigating measure may necessitate a plan.
- Have team members sign or list participants.

Section 504 Accommodation Plan

Student Name:

Birth Date:

Grade:

School:

Initial Plan

Annual Review

504 Eligibility Determination Date:

Annual Review Date:

Describe the effects of the student's disability on the student's access to education or in the education setting:				
Intervention/Strategy/ Accommodation	Setting*	Implementer	Date	Comments

* The student will be served in the least restrictive environment, which is generally the regular school/general curriculum setting. If not, the reasons are:

The following individuals participated in the development of this plan and acknowledge that the student's parents have received a copy of their Parent Rights Notice:

Date:

Date:

Date:

Date:

Original: Bldg. 504 File

Copies: Student Cum Folder/ /Parent

Section 504 Student Accommodation Plan

Purpose

The purpose of this form is to document: the accommodations, services and supports to be provided for the student; that the decision was made by a knowledgeable team; and, for initial plans, that the parents gave written consent for implementation of the plan.

Directions

- Complete demographic information
- Enter the date of the disability determination (Section 504 Eligibility Determination Report).
- Typically, the anticipated review date is not more than one year after the 504 meeting to develop the 504 plan. A team may decide that a shorter review period is appropriate or, in some circumstances, a longer time period. Teams should be cautious about extending the review period longer than one year.
- Be specific when describing the effect of the disability on access to the educational program. Each statement should be based on assessment findings.
- Be specific about the necessary accommodations/interventions/supports. Be specific about the setting, staff member(s) responsible for implementing the plan, applicable dates (which would include any interim accommodations), and any other comments.
- The educational placement should be in the least restrictive (most typical) setting where the student can access his or her education given the student's individual needs. A student should be removed from a regular educational environment only "when it is demonstrated that the education of the person in the regular environment with the use of supplementary aids and services cannot be achieved satisfactorily." If the student only requires the accommodation, intervention, or support in a particular setting, be specific about all settings. Make sure to consider all relevant school settings, including transportation and participation in activities and athletics and field trips, regardless of whether it occurs on or off school property.
- Enter names or signatures for team participants.
- OCR has interpreted Section 504 to require parent consent for initial provision of services under Section 504.

Manifestation Determination

Student's Name: _____
 Birth Date: _____ Grade: _____
 School: _____
 Meeting Date: _____

1. Behavior subject to disciplinary action:	
2. Student's disability (504):	
3. Consideration of all relevant student information, including: Check appropriate boxes	
Evaluation and diagnostic results Observations of the student All relevant information in the student's file	Relevant information provided by the parent Current 504 plan and placement Other:

For each statement answer "Yes" or "No" and explain.	Check the appropriate box
The conduct in question was the direct result of the district's failure to implement the student's 504 plan. Explain:	Yes No
The conduct in question was caused by or had a direct and substantial relationship to the student's disability(ies). Explain	Yes No

Yes	The conduct/behavior is a manifestation of the student's disability. Check "yes" if at least one answer to the above questions is Yes.
No	The conduct/behavior is not a manifestation of the student's disability. Check "no" if both answers to the above questions are No.

Date: / /
 /
 Date: / /
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 Date: / /
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 Date: / /
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 Date: / /
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 Date: / /

/

FOR SCHOOL USE ONLY

Date form is received by the school's representative / /

School representative signature:

Make copies for: school, parent, school counselor, 504 Coordinator. Place copy in Student's file.

504 Manifestation Determination Form

Purpose

“504 only” students have similar protections in the discipline context as students with disabilities under the IDEA. The purpose of this form is to document the manifestation determination meeting and decision for “504 only” students.

This form must be used if the school is proposing disciplinary action that would be considered a change in placement. A change in placement includes:

- Disciplinary removals of more than ten consecutive days (an expulsion or other long-term removal); or
- A series of disciplinary removals that adds up to more than ten days and is a “pattern” of removals based on the length of each suspension, the proximity of the suspensions to one another, and the total amount of time the student has been suspended.

A manifestation determination meeting is NOT required if the student is a current user of alcohol or illegal drugs and the disciplinary removal is for a violation involving alcohol or illegal drugs.

Directions

- Enter demographic information.
- Manifestation review:
 - Briefly describe the behavior that prompted the proposed disciplinary action.
 - Enter the student’s mental or physical impairment (e.g. ADHD, diabetes, etc.)
 - Check all appropriate boxes. Team must consider multiple sources of information. Identify any other information not listed in the “other” category.
- Manifestation determination
 - Answer the two questions listed on the form.
 - If the answer to at least one of the questions is “yes”, the behavior is considered to be a manifestation of the student’s disability, and the district may not take the proposed disciplinary action.
 - If the answer to both questions is “not”, the behavior NOT a manifestation of the student’s disability, and the district may take the proposed disciplinary action, as long as the action is not harsher than what would be imposed on a nondisabled student in the same situation.
 - Gather signatures of all meeting participants with date.
 - The school representative must sign and date the bottom of the form under “School Use Only.”
 - Give parents a copy of the form and put copy in student’s student file.

504 Summary of Performance Upon Completion of School

Student Name:

Birth Date:

Grade:

School:

Date of Initial Eligibility:

Date of Last 504 Accommodation Plan:

Date of Last Evaluation:

Graduation Date:

Data Sources: 504 Plan Attendance Teacher Input Student Input
Discipline Grades Nurse Records Other

Describe the student's impairment(s) and effect(s) on student's access to education:

Summary of Accommodations:

Current Academic Achievement and Performance:

Recommendations for Assisting Student in Post-Secondary Education and/or in the Workplace:

The following individuals participated in completion of this document and acknowledge that the student's parents/adult student have received a copy of their Rights Notice:

504 Coordinator

Date:

Parent/Adult Student

Date:

Original: Bldg. 504 File

Copies: Student Cum Folder/ Parent/Adult Student

Date modified: 11/3/14

Section 504 Summary of Performance Upon Completion of School

Purpose

The purpose of this form is to document the student's exit from Section 504 due to graduation. A meeting should be held prior to the student graduation to discuss the student's completion of the Section 504 plan and transition post-school.

Directions

- Complete demographic information
- Enter the date of initial disability determination, date of last Section 504 plan, and date of last 504 evaluation.
- Enter the student's graduation date.
- Check data sources considered when reviewing the student's performance before graduation.
- Briefly describe the student's disability and how that disability impacts the student's access to education.
- Briefly summarize the types of accommodations the student has been provided.
- Identify the student's current level of achievement and performance.
- Describe any recommendations for assisting the student in a post-high school setting, such as post- secondary education or a workplace. The school has no responsibility to provide any transition services under Section 504. The responsibility for any recommendations falls on the student/parents.

Section 504 Revocation of Consent

Student Name:

Birth Date:

Grade: School:

Date:

To the Parent/Guardian of (or Adult Student)

By signing this form, You, the parent/guardian or adult student age 18 or older, hereby revoke consent to the District to the provision of services pursuant to Section 504 and understand and acknowledge the following:

- The District is not required to convene a 504 meeting or develop a 504 Accommodation Plan for you or your child.
- You and your child will no longer be entitled to protections he or she received when identified as a child eligible for 504 services (see attached Parent and Student Rights).
- The District will not be considered to be in violation of the requirements to make a free appropriate public education available to your child because of the failure to provide further 504 Accommodations.
- You may not seek to mediation, impartial due process, or other means to override your decision or other decisions relating to your child's educational program or placement.
- Your child will be subject to all of the same requirements that apply to general education students, such as academics, statewide and districtwide assessments, extracurricular activities, graduation requirements, discipline, and all other general education requirements.
- The District will not provide 504 Accommodations to your child upon receipt of this revocation.
- The District is not required to amend your child's records to remove any reference to your child's receipt of 504 Accommodations because of revocation of consent.

Date:

504 Coordinator

Parent Revocation: I REVOKE my consent for my child to continue to receive Section 504 Services and Accommodations.

Date:

Parent/Guardian

Original: Bldg. 504 File

Copies: Student Cum Folder/ /Parent

Section 504 Revocation of Consent

Purpose

The purpose of this form is to document a parent's or adult student's revocation of consent for Section 504 services. The parent must sign this to revoke consent. If the parent does not sign the form and the student has been identified as eligible for services under Section 504, the student remains eligible and remains entitled to accommodations. Even if the parent or adult student verbally indicates a revocation, the student's 504 plan must be implemented until the signed revocation is received.

Directions

- Complete demographic information
- The District 504 Coordinator, building principal, or building 504 coordinator must sign and date the form.
- The form provides the parent or adult student notice of the consequences of the revocation. It is recommended that a 504 coordinator or building principal communicate with the parent or adult student to ensure that there is understanding of the effect of signing the form and to ascertain whether there are any questions.
- In addition to providing the form to the parent or adult student, a copy of the Parent/Student Rights and Procedural Safeguards must be provided to the parent or adult student.
- Maintain a copy of the form signed by the school official in the building 504 file and the student's cum file.
- If the parent or adult student returns the signed form revoking consent, place a copy of the signed revocation in the student's building 504 file and cum file. Stop implementing the student's 504 plan.

If the parent or adult student revokes consent, the student is no longer protected by any Section 504 requirements, including any disciplinary protections. This means that the student is disciplined in the same manner as a nondisabled student and is not entitled to a manifestation determination before any disciplinary removal longer than 10 days is implemented.

However, if the parent or adult student later requests accommodations or an evaluation, the school must evaluate the student for eligibility for Section 504 in the same manner as it would conduct an initial evaluation.

Gallatin Gateway School

Volunteer Handbook



We appreciate you and are very excited to receive your gift of time for the benefit of Gallatin Gateway School's students and staff!

Welcome and Thank You to All Volunteers!

Your service as a volunteer has a significant impact on Gallatin Gateway School. Your participation helps us fulfill our mission and vision, as well as complete goals of our strategic plan. As a volunteer, you provide mentoring and enrichment opportunities to enhance the educational experience for our students. As you support school programs and curriculum, you are supporting teachers and staff. Volunteers model attitudes and behaviors critical for success for our students, including involved citizenship. Our volunteer program is an important link in building a vibrant school community.

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.

OBJECTIVES

1. To provide opportunities for interested stakeholders of the community to participate and assist in the educational activities of the students and in the day-to-day operations of the school.
2. To develop a reliable and varied skilled network of human resources to support the school.
3. To provide each student the opportunity to reach the maximum of his/her ability.

Guidelines and Procedures for Volunteers

Complete the Volunteer Information Form and Volunteer Disclosure Agreement Form and Return to the Office

Adhere to all District Policies

Volunteers must follow district policies, procedures, rules, and regulations. Gallatin Gateway School’s board policies and the student handbook are available in the library, the office and at www.gallatingatewayschool.com.

Follow Safety/Liability Requirements regarding Supervised and Unsupervised Positions

Supervised positions refer to those where the volunteer has contact with students *only* in the presence and supervision of a teacher or GGS staff member. If not directly in a classroom, volunteers may work with students in a highly visible area such as the library or lobby.

Unsupervised positions are those where the volunteer has contact with students while *not* in the presence of a teacher or GGS staff member. Examples would include overnight trips or field trips which divide the students into groups which are supervised by a volunteer rather than under direct supervision of a teacher. District Policy requires all volunteers who will have unsupervised contact with students to pass a background check. Any cost associated with a background check will be provided by the district. Background checks are arranged with the GGS District Clerk at 406-763-4414 or by stopping by the GGS office 100 Mill Street, Gallatin Gateway, MT 59730.

Observe Confidentiality

Volunteers must follow confidentiality laws and procedures. The performance or actions of students should only be discussed with the student's teacher, counselor, or superintendent. Please consider things heard or seen at school as confidential. Please do not share student information (observations) with other parents.

Check-in with the Office and Receive a Name Tag with each Visit to the School

As all visitors, volunteers must sign in and sign out with the office during each visit to the school. For security and liability reasons, and in the case of an emergency, the administration must know who is in the school and why. School volunteers are covered by the district's liability insurance should their actions result in an injury to a student. By means of this handbook, volunteers must have their name, social security number, address, and phone number on file with the District Clerk to insure liability coverage.

Discipline/Class Management/ Teacher Responsibility for Student Contact Activities

The "supervising" teacher or staff member will clearly explain your role and their expectations for your experience. You will also be informed of classroom management procedures you may need to be aware of including restroom policy, discipline, daily schedule, class rewards, emergency protocol, etc. Name tags or a list of student names may be supplied by the teacher. You are encouraged to redirect a student who is not behaving appropriately, but if discipline concerns arise, immediately notify the teacher. Please feel free to ask questions if you need additional information or have concerns as to what should be done in a given situation. The staff is eager to help you build a caring and supportive rapport with their students. To avoid distractions, volunteers are asked not to bring other children to classroom volunteer activities without prior approval.

Field Trips

Volunteers are welcome to attend field trips to aid in supervision and organization. A teacher or designated volunteer will be responsible for safety procedures and any concerns should be reported to them. Volunteers may drive students during field trips only when prearranged and the necessary district forms have been completed and approved for transportation. Additional safety precautions dictate no cell phone use while driving, and parents/guardians may take their students home during or after a field trip only with permission from the supervising teacher or office.

Additional volunteer responsibilities and requirements for overnight excursions including the 5th Grade Butte trip, the 6th Grade Yellowstone trip, and the 8th Grade Washington, D.C. trip are included in separate disclosure documents distributed during the planning of those activities.

Volunteers are welcome to participate in the breakfast and lunch programs.

*The GGS volunteer program is designed to coordinate and manage all volunteer efforts safely and efficiently. If there are questions concerning this handbook's contents, you are encouraged to discuss them with the superintendent.

VOLUNTEER ROLES AT GGS

Whether you are able to commit to a regular schedule or can offer time occasionally, your service is greatly appreciated. The following are opportunities for volunteering you may enjoy.

Classroom

Student Contact:

- Provide supervised instructional assistance to individuals or small groups
- Monitor individual or group activities
- Assist with special writing and research projects (Unwaxed Museum, etc.)
- Listen to readers / read to class
- Provide special lessons or demonstrations
- Help with classroom organization, locker and tote organization
- Chaperone field trips
- Assist with Learning Lab before/after school – homework help
- Assist with Science Labs

Teacher/Staff Assistance

- Prepare displays or bulletin boards
- Organize book orders
- Plan/organize field trips, classroom parties
- Prepare materials, sharpen pencils, etc
- Sanitize classrooms as needed for student health
- Assisting with the greenhouse/garden
- College/Career mentors and presentations
- Crosswalk, Recess, Lunch, Bus Duty
- Hallway monitor
- K-2 Swim Lesson locker room help (especially for the boys)
- Copies
- Math Helpers with Mr. Coon

Library

- Shelve books/organize materials
- Supervise book fair

Athletics

- Referees
- Score Table
- Concessions with Booster Club
- Locker Room Supervision
- Gym Clean Up after games

Office

- Prepare materials for website
- Assist with clerical duties and mailings
- Participate in grant writing/research
- Costco Food Pickup (T/Th)
- Food Box Preparation (Th)
- Assist with Social Media postings
- Parent Liaison

Facilities

- Handyman Assistance for Facilities
- Playground Equipment Inspections

Art Room

- Clean and organize supplies
- Gather special materials for projects

Kitchen/Cafeteria

- Assist with cooking, cleaning, and organizing tables for activities
- Eat lunch with small groups

General

- Take photographs of classroom activities and special events for yearbook
- Assist with vision and hearing screening
- Help with yard work, weed-pulling, landscaping, etc.

Assist with fundraisers, food drive

Provide baked goods for meetings/ events

Participate in committees assigned by the school board

Assist with building maintenance, painting, storage organization and inventories

Field trips – fundraising for 8th grade DC trip, Sportsman’s Banquet

Gallatin Gateway School Volunteer Information Form

Name _____

Email _____ Phone _____

Days and Times Available:

Regular Schedule or Occasional Visits?

Do you have a special interest, skill, or hobby you would be willing to share?

Information about volunteer guidelines and procedures are described in the GGS Volunteer Handbook. Additionally, an orientation session will be conducted to help familiarize volunteers with school-wide and classroom expectations.

Which of the tasks appeals to you:

Classroom

Student Contact:

- Provide supervised instructional assistance to individuals or small groups
- Monitor individual or group activities
- Assist with special writing and research projects (Unwaxed Museum, etc.)
- Listen to readers / read to class
- Provide special lessons or demonstrations
- Help with classroom organization, locker and tote organization
- Chaperone field trips
- Assist with Learning Lab before/after school – homework help
- Assist with Science Labs

Teacher/Staff Assistance

- Prepare displays or bulletin boards
- Organize book orders
- Plan/organize field trips, classroom parties
- Prepare materials, sharpen pencils, etc
- Sanitize classrooms as needed for student health
- Assisting with the greenhouse/garden
- College/Career mentors and presentations
- Crosswalk, Recess, Lunch, Bus Duty
- Hallway monitor
- K-2 Swim Lesson locker room help (especially for the boys)
- Copies
- Math Helpers with Mr. Coon

Library

Shelve books/organize materials
Supervise book fair

Athletics

Referees
Score Table
Concessions with Booster Club
Locker Room Supervision
Gym Clean Up after games

Office

Prepare materials for web site
Assist with clerical duties and mailings
Participate in grant writing/research
Costco Food Pickup (T/Th)
Food Box Preparation (Th)
Assist with Social Media postings
Parent Liaison

Facilities

Handyman Assistance for Facilities
Playground Equipment Inspections

Art Room

Clean and organize supplies
Gather special materials for projects

Kitchen/Cafeteria

Assist with cooking, cleaning, and organizing tables for activities
Eat lunch with small groups

General

Take photographs of classroom activities and special events for yearbook
Assist with vision and hearing screening
Help with yard work, weed-pulling, landscaping, etc.
Assist with fundraisers, food drive
Provide baked goods for meetings/ events
Participate in committees assigned by the school board
Assist with building maintenance, painting, storage organization and inventories
Field trips – fundraising for 8th grade DC trip, Sportsman's Banquet

Comments/Additional Information:

Please return this form to the school office.

Volunteer Disclosure Agreement

Please complete this form to register as a volunteer with Gallatin Gateway School. Thank you for your gift of time for the benefit of Gallatin Gateway School's students and staff!

The Superintendent may direct that appropriate screening processes be implemented to assure that adult volunteers are suitable and acceptable. In addition, any volunteer assisting children without the direct supervision of a school employee will be asked to provide a background check. Arrangements for a background check can be made with the District Clerk at 406.763.4415 or by stopping by 100 Mill Ave, Gallatin Gateway, MT 59730. An unsatisfactory background check makes a volunteer ineligible to serve.

Volunteers, as are all adults assigned to supervise or assist students, shall not use tobacco products in the presence of students, nor shall they consume, or be under the influence of, any alcoholic beverages or use any illicit drug during the duration of their volunteer time or assignment as a chaperone, including during the hours following the end of the day's activities on an overnight trip.

I, _____ (the Volunteer) hereby agree to serve Gallatin Gateway Schools (the District) on a volunteer basis as a _____.

Please initial next to each statement:

_____ The Volunteer understands any volunteer services will not be compensated now or in the future.

_____ The Volunteer has been informed and understands that volunteer services rendered do not create an employee-employer relationship between the Volunteer and the District for the position stated above.

_____ The Volunteer understands that the District may not carry worker's compensation insurance and does not carry medical insurance for a person serving as a volunteer in the position stated above.

_____ The Volunteer understands that the mutually established schedule of services for the position stated above carries no obligation for either party and may be adjusted at any time.

_____ The Volunteer understands that services as a volunteer may be terminated at any time.

_____ The Volunteer understands that they are under the direction of the school district at all times during their service as a volunteer and must follow directives given by district employees.

_____ The Volunteer understands that they are to follow all laws, policies, and rules regarding student and employee confidentiality during their service as a volunteer.

_____ The Volunteer understands that they are to follow district policy as well as local, state, federal and other applicable law during their service as a volunteer.

_____ The Volunteer understands that they are not to use alcohol, tobacco or other drugs around students at any time whether on school property or not.

_____ The Volunteer understands that they are not to encourage students to violate district policy. The Volunteer further understands that if they observe a student violating district policy they are to report the behavior to the supervising district employee immediately.

_____ The Volunteer understands that any violation of this agreement, district policy or any local, state, federal or other applicable law can result in permanent termination of volunteer privileges and possible legal action.

_____ The Volunteer is 18 years of age or older.

_____ The Volunteer understands that his authorization only applies to the ____/____ school year.

_____ The Volunteer understands that if the position stated above involves regular unsupervised access to students in schools they shall submit to a name-based and fingerprint criminal background investigation conducted by the appropriate law enforcement agency prior to consideration of this agreement.

I understand that should I have been found to have violated these rules, I will not be used again as a chaperone for any District-sponsored field trips or excursions and may be excluded from using District-sponsored transportation for the remainder of the field trip or excursion and that I will be responsible for my own transportation back home.

DISTRICT REPRESENTATIVE

DATE

VOLUNTEER SIGNATURE

DATE

Volunteer Social Security Number

Address

Phone Number

Office Use:

_____ Fingerprint Background Check Completed

_____ If providing transportation: Volunteer Driving History Release
\$250,000 liability – copy of policy showing liability limits
Montana Driver's License
Consent to review driving history

Use of Private Vehicles on School Events

The Board recognizes that it may not always be possible or practicable to provide bus transportation. Privately owned vehicles may be used for student transportation. To safeguard the District employees, volunteer drivers, and students and to reduce the district's exposure to liability:

Prior to use of a private vehicle for school purposes, the volunteer driver must have the permission of the Superintendent/designee. Steps for this permission include:

- Completion of the *Employee and Volunteer Auto Insurance Request Form* at least three days prior to an event
- Upon receipt of an adequate driving record and proof of insurance, permission is granted in the form of a one year standing permit for those who use their own cars for special trips involving students, including field trips, and all other extracurricular activities. The permit will state the particular purpose(s) and whether it includes transportation of students.

The Superintendent may approve the use of private vehicles in situations in which budget or schedule restrictions make it prohibitive or impractical to use a bus.

For student trips made in private vehicles, the driver must be age 21 or older, have a valid Montana license, and carry a minimum liability insurance of \$250,000. The driver will provide a copy of their insurance showing the liability limits.

The vehicle must have a seat belt for the driver and each passenger.

The District will require the driver to submit to a review of his/her driving record. The driver shall consent to the release of these records and provide a copy of his/her driver's license with license number, full name, and date of birth.

Students participating in school-sponsored activities held outside of the District are expected to travel to and from the event in District-organized transportation. Exceptions may be granted on a case-by-case basis by the District's event supervisor/coach using the *District Transportation Form*, which is then submitted to the District office after each event. District transportation forms will be retained for two years. (see attached forms)

GALLATIN GATEWAY SCHOOL DISTRICT

Employee and Volunteer Auto Insurance Request Form

The Gallatin Gateway School District appreciates the work performed by employees and volunteers to assist with student activities. As part of these activities, there are times when employees or volunteers may be asked to use personal vehicles to transport students going to or from activities.

Before being authorized to transport children other than your own, staff, or volunteers, the Gallatin Gateway School District requires:

- 1) A minimum of \$250,000 liability on vehicle insurance
- 2) Valid Montana Drivers License
- 3) A review of driving history

Please provide the following information for personal vehicle transportation authorization.

Name _____ (Print)

Name of Insurance Company _____

Limit of Auto Liability Insurance _____

***Attach a copy of the insurance policy showing liability limits.*

Do you have a valid Montana driver's license? Yes _____ No _____

***If yes, please provide a copy of your driver's license with this application.*

I, _____, authorize Gallatin Gateway School to review my driving history report for the past five (5) years through the Montana Department of Justice. I also certify that the above limits of insurance are in effect and will continue to be in effect while I am using my vehicle to transport students, staff or volunteers to activities for the Gallatin Gateway School District.

In the event of a material change in any of this information, the Gallatin Gateway School shall be notified in writing within thirty (30) days and I understand that the Gallatin Gateway School has the responsibility of terminating my privilege of voluntarily transporting other students, staff, or other passengers to school sponsored events.

Signature

Date

Health & Wellness



2023-2024

Gallatin Gateway School
Wellness Plan & Procedures

Adopted:

This document, referred to as the “wellness plan”(the plan), is intended to implement policy #2510, which has been adopted by the Board, to comply with the requirements for a school wellness policy. [Section 9A(a) of the National School Lunch Act (NSLA), 42 U.S.C. 1758b]1.

This plan outlines the District’s approach to ensuring environments and opportunities for all students to practice healthy eating and physical activity behaviors throughout the school day. Specifically, this plan establishes goals and procedures to ensure that:

- Students in the District have access to healthy foods throughout the school day – both through reimbursable school meals and other foods available throughout the school campus– in accordance with Federal and state nutrition standards;
- Students receive quality nutrition education that helps them develop lifelong healthy eating behaviors;
- Students have opportunities to be physically active before, during, and after school;
- Schools engage in nutrition and physical activity promotion and other activities that promote student wellness;
- School staff are encouraged and supported to practice healthy nutrition and physical activity behaviors in and out of school;
- The community is engaged in supporting the work of the District in creating continuity between school and other settings for students and staff to practice lifelong healthy habits; and
- The District establishes and maintains an infrastructure for management, oversight, implementation, communication about and monitoring of the plan and its established goals and objectives.

This plan applies to all students, staff and schools in the District. Specific measurable goals and outcomes are identified within each section below.

COMMUNITY INVOLVEMENT

Federal law requires that certain stakeholders be involved in the development, implementation, and periodic review and update of the wellness policy. The District has chosen to use the Whole Child Committee (WCC) to work on behalf of the District to review and consider evidence-based strategies and techniques in order to develop and implement nutrition guidelines and wellness goals as required by federal law.

The WCC will permit the following persons to work with the WCC on the District’s wellness policy plan: parents, students, the District’s food service provider, physical education teachers, school health professionals, Board members, administrators, and members of the public. The WCC will solicit involvement and input of these other interested persons by:

1. Posting on the District’s website the dates and times of WCC meetings at which the wellness policy and plan are scheduled to be discussed.

2. Listing in the student handbook the name and position of the person responsible for oversight of the District's wellness policy and plan along with an invitation to contact that person if the reader is interested in participating in the development, implementation, and evaluation of the wellness policy and plan.

PUBLIC PARTICIPATION & NOTIFICATION

To comply with the legal requirement to inform and update the public about the content and implementation of the local wellness policy, the District will create a wellness page on its website to document information and activity related to the school wellness policy, including:

1. A copy of the wellness policy #2150;
2. A copy of this wellness plan, with dated revisions;
3. Notice of any Board revisions to policy #2150;
4. Notice of any WCC meeting at which the wellness policy or corresponding documents are scheduled to be discussed;
5. The WCC's annual progress report on the District's wellness policy and plan; and
6. Any other relevant information.

The District will also publish the above information in appropriate District publications.

RECORDS RETENTION

Records regarding the District's wellness policy will be retained in accordance with law and the District's records management program. You may contact the District Clerk who serves as the custodian of records, with questions.

IMPLEMENTATION

The Superintendent is responsible for the implementation of this wellness plan, including the submission of necessary information to the WCC and/or School Board for evaluation.

EVALUATION

In accordance with law, the District will periodically measure and make available to the public an assessment on the implementation of the District's wellness policy, the extent to which the District is compliant with the wellness policy, a description of the progress made in attaining the goals of the wellness

policy, and the extent to which the wellness policy compares with any state- or federally designated model wellness policies. Absent federal regulations to the contrary, the District commits to the evaluation activities described below.

At least annually, the WCC will prepare an annual progress report on the wellness policy and this plan by gathering information from the Superintendent. The WCC will assess the District's progress toward meeting the goals of the policy and plan by reviewing activities and events tied to the wellness program.

The WCC may use any of the following for that analysis:

1. My Voice Survey Results for students, staff, and parents.
2. Student and staff attendance data/statistics
3. Meal participation rates
4. Athletic and extracurricular activities participation rates
5. Any state or federal food service program audit results/reviews conducted
6. Any other district-developed self-assessment tool.

GUIDELINES & GOALS

According to GGS Policy #2150: The Superintendent or his/her designee will develop procedures based on following five (5) areas of requirement:

1. Nutrition Education & Promotion Goals
2. Physical Activity Goals
3. Nutrition Standards for All Foods & Beverages
4. Other School Based Wellness Activities
5. Governance and Evaluation

The following provisions describe the District's above mentioned procedures, as developed by the Superintendent and WCC.

NUTRITION EDUCATION & PROMOTION GOALS

The District will teach, model, encourage and support healthy eating by all students. Schools will provide nutrition education and engage in nutrition promotion that:

- Is designed to provide students with the knowledge and skills necessary to promote and protect their health;
- Is part of not only health education classes, but also integrated into other classroom instruction through subjects such as math, science, language arts, social sciences and elective subjects;

- Includes enjoyable, developmentally-appropriate, culturally-relevant and participatory activities, such as cooking demonstrations or lessons, promotions, taste-testing, farm visits and school gardens;
- Promotes fruits, vegetables, whole-grain products, low-fat and fat-free dairy products and healthy food preparation methods;
- Emphasizes caloric balance between food intake and energy expenditure (promotes physical activity/exercise);
- Links with school meal programs, cafeteria nutrition promotion activities, school gardens, Farm to School programs, other school foods and nutrition-related community services;
- Teaches media literacy with an emphasis on food and beverage marketing; and
- Includes nutrition education training for teachers and other staff.

Federal law requires that the District establish goals for nutrition promotion in its wellness policy. The District’s nutrition promotion activities will encourage participation in the National School Lunch Program, the School Breakfast Program, and any supplemental food and nutrition programs offered by the District

In accordance with GGS Policy #2150, the District has established the following goals for nutrition education and promotion.

GOAL: The District’s food service staff, teachers, and other District personnel shall consistently promote healthy nutrition messages in cafeteria, classrooms, and other appropriate settings to maximize the number of students who are participating in the school food service program.		
OBJECTIVE 1 The District will increase participation in federal child nutrition programs by 1% each school year.		
ACTION STEPS:	TIMELINE	METHODS FOR IMPLEMENTATION
Distribute information to families about the food service program and how to participate.	at least once per week throughout the year	Weekly classroom newsletters District Website District Email List District Facebook page
Consistently post monthly school breakfast and lunch menus well in advance.	Every month	Fliers home with students Posters in classrooms & hallways GBS News segments
Offer at least 1 new menu item each month.	Every month	Press releases
Students will be offered samples of new menu items.	As warranted (monthly)	Radio station or other media who will promote for free Creative names for menu items
Allow students to provide feedback on menu items and help develop monthly menus.	At least once per year at Semester	Survey students in person or using an electronic version.

GOAL: The District shall make nutrition education a District-wide priority and shall integrate nutrition education into other areas of the curriculum, as appropriate.		
OBJECTIVE 1: The District shall provide professional development so that teachers and other staff responsible for nutrition education are adequately prepared to effectively deliver the program and integrate into other curriculum areas.		
ACTION STEPS:	TIMELINE	METHODS FOR IMPLEMENTATION
Identify staff and determine appropriate professional development opportunities for those staff to attend.	Once per Year	Work with Professional Development Advisory Committee to determine method of delivery Identify community resources to provide the appropriate training Allow time during PLC to discuss how to implement into curriculum
OBJECTIVE 2: Utilize the Greenhouse for instructional purposes.		
ACTION STEPS:	TIMELINE	METHODS FOR IMPLEMENTATION
Identify classes, clubs, or community groups to facilitate the use of the greenhouse. Ensure the greenhouse is operational and has all needed tools.	during the 2023 2024 school year	Allow time during PLC to discuss how to implement into curriculum Appoint a staff member to oversee the maintenance and upkeep of the greenhouse.
OBJECTIVE 3: 100% of students will have access to drinking water throughout the school day.		
ACTION STEPS:	TIMELINE	METHODS FOR IMPLEMENTATION
Ensure students and parents are educated and notified that students are required to carry personally owned water bottles at all times. Develop procedures for when students do not have their own water bottles or forget them at home.	Throughout the year At the beginning of the year, adjust as necessary	Notify families at Open House Include information in back to School informational packet Include on yearly school supply list Water will be available during lunch periods, as required by federal standards. Teachers develop procedures regarding any locations where water bottles may not be permitted and when students would be permitted to fill water bottles throughout the day.

OBJECTIVE 4 Review health class standards and update curriculum for K8 instruction		
ACTION STEPS:	TIMELINE	METHODS FOR IMPLEMENTATION
Review latest standards for Health Education- specifically nutrition	June 2023	HPE teachers will participate in curriculum alignment process
Research standards based curriculum materials	2023-2024	
Request sample materials from established publishers	January 2024	Contact publishers regarding HPE materials for review
Determine new curriculum materials to purchase for K8 HE instruction	March 2024	

PHYSICAL ACTIVITY GOALS

Federal law requires that the District establish goals for physical activity in its wellness policy. The District will provide students with physical education, using an appropriate, sequential physical education curriculum consistent with national and state standards for physical education. The physical education curriculum will promote the benefits of a physically active lifestyle and will help students develop skills to engage in lifelong healthy habits, as well as incorporate essential health education concepts. The curriculum will support the essential components of physical education.

The District has established the following goals for physical activity:

GOAL: The District shall provide an environment that fosters safe, enjoyable, and developmentally appropriate fitness activities for all students.		
OBJECTIVE 1 The District will organize and plan schoolwide physical activities.		
ACTION STEPS:	TIMELINE	METHODS FOR IMPLEMENTATION
The District will host at least three walk/bike to school days.	2023-2024 school year	Pick dates early and promote frequently throughout the year. Provide incentives for staff to participate with the students
Encourage student participation and promote programs such as, but not	Throughout the year	Physical education teachers will facilitate student participation through

<p>limited to: Jump Rope for Heart, Elks Hoop Shoot, local fun runs, Governor’s Cup, Big Sky State Games, Big Sky Fit Kids Day, etc.</p> <p>The District will implement morning recess to encourage physical activity before school.</p>		<p>PE classes.</p> <p>Identify community activities that are occurring and ensure families and students are notified of the opportunity to participate.</p> <p>Promote activities via GGS News email, GBS News, website, Catapult calls, classroom newsletters and flyers sent home with students.</p>
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OBJECTIVE 2 At least 85% of 5 graders will participate in at least one athletic activity offered by Gallatin Gateway School.

ACTION STEPS	TIMELINE	METHODS FOR IMPLEMENTATION
<p>Promote athletic participation within the school.</p> <p>Recognize athletes and their athletic accomplishments.</p>	<p>2023-2024 school year</p> <p>Throughout each season and at the end.</p>	<p>Creation and dissemination of sigap materials for each sport at least 1 month prior to the start of the sport.</p> <p>Offer free physicals by the school nurse</p> <p>School spirit activities on home game/contest days.</p> <p>Season ending celebrations.</p> <p>Shout outs to the athletes (i.e. morning announcements after a game with results, broken records for track, facebook promotions and photos of athletic events)</p>
<p>Hire competent and engaging coaching staff who assist athletes with basic fundamentals and prepare them for participation in high school sports.</p>	<p>2023-2024 school year</p>	<p>Continual advertising by District.</p> <p>Recruiting by Athletic Director.</p> <p>Collaboration with Gallatin High School coaching staff</p>

OBJECTIVE 3 The District will not withhold physical activity as a punishment or use physical activity as a punishment during the school day or during school sponsored extracurricular activities.
Physical activity during the school day (includes but is not limited to recess, classroom physical activity breaks or physical education). Withholding recess for a ~~recess~~ ~~recess~~ infraction is acceptable.

ACTION STEPS:	TIMELINE:	METHODS FOR IMPLEMENTATION
<p>Identify and determine alternative ways to discipline students.</p> <p>Communicate expectations with coaching staff</p>	<p>2023-2024 school year</p>	<p>Provide a list of alternatives to teachers and staff.</p> <p>Provide a list of alternatives and strategies to coaches (i.e. team</p>

		developed consequences for infractions) Provide, if applicable, professional development/training to coaches regarding positive coaching strategies that do not involve utilizing physical activity as punishment (i.e. laps, ladders, pushup, etc.)
GOAL: The District shall provide appropriate staff development and encourage teachers to integrate physical activity into the academic curriculum where appropriate.		
OBJECTIVE 1 After receiving appropriate staff development, at least 70% of teachers will report via a survey that physical activity breaks were regularly incorporated into their lessons (<i>65-minute physical activity breaks to students during and between classroom time at least three days per week.</i>)		
ACTION STEPS:	TIMELINE	METHODS FOR IMPLEMENTATION
Determine dates and times when teachers can receive staff development	2023-2024 school year	Utilize PIR days or PLC
Identify who will provide staff development		Collaborate with Montana Team Nutrition or OPI for appropriate activities

NUTRITION STANDARDS FOR ALL FOOD & BEVERAGES

All District campuses participate in the United States Department of Agriculture’s (USDA’s) child nutrition programs, including the National School Lunch Program (NSLP) and the School Breakfast Program (SBP). Federal law requires that the District establish nutrition guidelines for foods made available on each campus that are consistent with the federal standards and that promote student health and reduce childhood obesity. The District’s nutrition guidelines are to ensure all foods and beverages sold, otherwise made available, or marketed to students during the school day adhere to all federal regulations and guidance and are designed to promote student health and reduce childhood obesity.

For the purposes of this plan, the term “Smart Snacks” will be used when referring to competitive foods and beverages that are not part of the regular meal programs.

A Guide to Smart Snacks in Schools is available at [A Guide to Smart Snacks in School \(azureedge.us\)](https://www.azureedge.us)

The Alliance for a Healthier Generation provides a set of tools to assist with implementation of Smart Snacks available at www.foodplanner.healthiergeneration.org

The District has established the following goals for meeting the nutrition standards for all food and beverages:

<p>GOAL:The District is committed to ensuring that all foods and beverages available to students on the school campus during the school year support healthy eating.</p>		
<p>OBJECTIVE 1 80% of campus celebrations will include at least one item that is Smart Snacks compliant.</p>		
<p>ACTION STEPS:</p>	<p>TIMELINE</p>	<p>METHODS FOR IMPLEMENTATION</p>
<p>Identify and create a list of Smart Snacks compliant foods and beverages.</p> <p>Ensure celebrations will not interfere with the meal times, such as ensuring they occur after lunch.</p>	<p>2023-2024 school year</p>	<p>Evaluate each food or beverage item provided to students to ensure it meets the Smart Snacks guidelines.</p> <p>Plan campus celebrations in the afternoon or end of the day.</p>
<p>OBJECTIVE 2 80% of classroom celebrations will include at least one item that is Smart Snacks compliant.</p>		
<p>ACTION STEPS</p>	<p>TIMELINE</p>	<p>METHODS FOR IMPLEMENTATION</p>
<p>Identify and create a list of Smart Snacks compliant foods and beverages.</p> <p>Building Administration shall identify and determine if the campus would like to have up to five exempt days (i.e. Halloween, Valentine’s Day, etc.).</p> <p>Allow students to bring a food or beverage item of their choice for a birthday celebration. This does not have to meet Smart Snacks, but is encouraged.</p> <p>Educate students on the importance of healthy eating and snacking</p> <p>Ensure celebrations will not interfere with the meal times, such as ensuring they occur after lunch.</p>	<p>2023-2024 school year</p>	<p>Distribute to teachers, families, and students. Post to website.</p> <p>If determined, publicize to teachers, families and students. Document for Whole Child Committee for plan evaluation purposes.</p> <p>Communicate with students and parents regarding classroom expectations.</p> <p>Health class and/or homeroom teachers Counselor lessons.</p> <p>Plan classroom celebrations in the afternoon or end of the day.</p>
<p>OBJECTIVE 3 By May of each school year, score at least at the bronze level on the Smarter Lunchroom</p>		

[scorecard.](#)

ACTION STEPS	TIMELINE	METHODS FOR IMPLEMENTATION
<p>Food Service staff will complete the scorecard each October & May</p> <p>Determine how to implement additional Smarter Lunchroom strategies as needed.</p> <p>Collaborate with other small school lunch personnel to learn how to provide scratch made healthy food options.</p> <p>Learn more about Farm to Table and Harvest of the Month programs.</p> <p>Apply for grants to improve lunch options.</p>	<p>October 23 & May 2024</p>	<p>Distribute the scorecard to food service and nutrition personnel each October & May</p> <p>Provide access to training for food service and nutrition personnel between October & May if appropriate.</p> <p>Provide a copy of the scorecard to the Whole Child Committee each May after completion.</p>

OBJECTIVE 4 Increase student involvement in meal planning.

ACTION STEPS	TIMELINE	METHODS FOR IMPLEMENTATION
<p>Elicit salad bar suggestions from students.</p> <p>Students(Class') plan a day's menu utilizing a budget and Smart Food options.</p>	<p>2023-2024 school year</p>	<p>Draw a student's name and salad bar suggestion to have on the salad bar. Share the student picks during morning announcements.</p> <p>Make part of the menu for the month.</p> <p>News</p>

OTHER SCHOOL-BASED WELLNESS ACTIVITIES

Federal law requires that the District establish goals for the other school-based activities in its wellness policy to promote student wellness. The District has established the following goals as part of its student wellness policy to create an environment conducive to healthy eating and physical activity and to promote and express a consistent wellness message.

GOAL: The District shall allow sufficient time for students to eat meals in areas that are clean, safe, and comfortable.		
OBJECTIVE 1 The master schedule will be built to allow at least 15 minutes for students to eat breakfast and 20 minutes to eat lunch, from the time a student receives his or her meal and is seated.		
ACTION STEPS:	TIMELINE	METHODS FOR IMPLEMENTATION
Evaluate current meal time allowances and adjust master schedule as necessary.	2023-2024 school year	Track the average time it takes for students to receive a meal and be seated. Stager students coming through the lunch line to minimize time in line and maximize seat time.
GOAL: The District shall promote wellness for students and their families with school-based activities and fundraisers.		
OBJECTIVE 1 The District shall establish guidelines where food or beverage is sold as part of the fundraiser and or at a school event.		
ACTION STEPS	TIMELINE	METHODS FOR IMPLEMENTATION
Communicate this objective with appropriate organizations and booster clubs responsible for concessions and fundraisers. Collaborate with organizations for fundraisers and determine if exceptions will be allowed and if so what and when. Evaluate the concessions for Smart Snack compliance according to standards developed.	2023-2024 school year	Provide a list of Smart Snack compliant foods and beverages to the organizations and booster clubs. Determine the organization(s), the food or beverage, and where it will occur. Require the Booster Club to provide a list of concession items in advance of events.
GOAL: The District shall not, on a regular basis, utilize foods and beverages as a reward and shall never withhold foods or beverages as a punishment for any reason, such as for performance or behavior.		
OBJECTIVE 1 80% of rewards and incentives employed by District staff will not consist of food or beverages.		
ACTION STEPS	TIMELINE	METHODS FOR IMPLEMENTATION
Identify alternative strategies to reward children	2023-2024 school year	Provide a list of alternative strategies to reward and celebrate students to teachers and staff

GOAL:The District shall promote employee wellness activities and involvement at suitable District activities.

OBJECTIVE 1The District will utilize its health insurance provider to encourage wellness by communicating the preventative services covered at 100% during each plan year.

ACTION STEPS	TIMELINE	METHODS FOR IMPLEMENTATION
Distribute information about identified services to plan participants	2023-2024 school year	Work with the District's health insurance provider to determine what services are covered at 100%

OBJECTIVE 2 Campuswide staff wellness activities will occur at least 2 times per year with at least 50 participation.

ACTION STEPS	TIMELINE	METHODS FOR IMPLEMENTATION
Identify individual(s), group, or committee who is responsible for implementation	September 2023	Volunteers, appointments, delegation by administration
Develop a list of ideas to submit to administration to meet this objective	October 2023	Survey staff interests, collaborate with local business
Provide a budget to the individual(s), group, or committee who is responsible for planning events	October 2023	Discuss options for donations, per person cost limits for activities, and any rewards or incentives that would be provided, if any.
Provide at least 1 month advance notice to staff members for each planned activity.	at least twice per year	staff email, calendar invites, in person invites, fliers, texts, personal invitations

New Business
ACTION ITEM

Approval of Electives for 2023-2023 School Year

Presented by: Kelly Henderson

Background (to include funding source if applicable):

5th through 7th grade students were surveyed on electives they would be interested in participating in for next school year. The staff reviewed the student suggestions as well as the assessment information to select the following electives for next school year:

Essential Reading Skills (Provides a fun intervention class for students needing additional learning)

Essential Writing Skills (Provides a fun intervention class for students needing additional learning)

Journalism

Yearbook

Number Theory - 2 quarters (Provides a fun intervention class for students needing additional learning)

Robotics/Drones - 2 quarters

Art

Animal Science - 2 quarters

Plant Biology - 2 quarters

Health & PE - 4 quarters - students must take 2 quarters

Spanish - 2 quarters

Music Options: Guitar, Piano/Keyboarding, World Music/Drumming

Student Skills/College & Career Readiness

Science Olympiad

Lifetime Sports or Conditioning

Recommendation: Administration recommends approving the provided list of electives for the 2023-2024 school year.

New Business
ACTION ITEM

Discuss & Consider Extracurricular Stipends for 2023-24

Presented by: Kelly Henderson

Background (to include funding source if applicable): The funding is built into the General Fund and 115. The mentor stipends would increase from \$300 to \$500. The library stipend would be eliminated with the Mentor Coordinator position taking the place with that funding of \$1,000.

Recommendation: Administration recommends approval of the 2023-2024 extra-curricular position salary stipend amounts.

2023-2024 Extra-Curricular Positions Salary

Extra Duty/Assignment	22-23 Stipend	Responsibilities	Employee(s)
Mentor	\$500.00	<i>Mentoring new teachers (non-tenured), weekly/monthly meetings as needed to assist the new teacher with acclimating to Gallatin Gateway School. Explaining policies, procedures, etc. Answer questions. Assist with curriculum planning and classroom management as needed.</i>	
Student Council Advisor	\$1,200.00	Oversee the student council. Facilitate student elections to take office on student council. Facilitate and guide student council meetings weekly. Assist students to learn about student government, civics, and productively advocating for policy/procedure changes. Focus on community service within the school and the community as a whole. Attend all functions organized/hosted by student council- this may be in evenings, early mornings, and/or weekends. Oversee the fund-raising efforts and all student council funds. Make deposits with the Business Manager as necessary. Coordinate Schoolwide Recycling Program and Composting Program w/Cafeteria.	

Washington DC Co-Advisor (8th Grade)	\$800.00	Primary responsible party for planning and organizing the 8th grade Washington DC trip. Will book airline tickets, hotels, and all other activities while in DC. This person will be responsible for coordinating and planning all aspects of the DC Trip- including organizing all district paperwork for students and adult chaperones. Will hold evening parent meetings as necessary to plan and prepare for the DC trip and all fundraisers. Will plan and organize fundraisers as needed (Spaghetti Super, Dinner for Two Raffle, Raffle Ticket Sales, Sportsman's Banquet, etc). Will supervise students while in DC and serve as the tour guide while in DC. Will develop behavior expectations for students while in DC and communicate them to the students and parents. Make deposits with the Business Manager as necessary and oversee the finances of the class fund.	
Washington DC Co-Advisor (8th Grade)	\$800.00	Facilitates the onboarding process for new staff, provides guidance and PD for mentors, updates the mentor handbook, schedules the quarterly meetings and ensures the monthly meetings between the mentor and mentee take place.	
Mentor Coordinator	\$1,000.00	Responsible for planning and organizing the 6th Grade Expedition Yellowstone Trip. Coordinate lodging, transportation, meals, activities, chaperones, and all other necessary activities for Expedition Yellowstone. This person will be responsible for coordinating and planning all aspects of the Trip- including organizing all district paperwork for students and adult chaperones. Will hold evening parent meetings as necessary to plan and prepare for the trip and all fund-raisers. Will plan, organize, and/or attend fund-raisers as necessary (Sportsman's Banquet, etc). Will supervise students while in Yellowstone. Will develop behavior expectations for students while in Yellowstone and communicate them to the students and parents. Make deposits with the Business Manager as necessary and oversee the finances of the trip.	
Expedition Yellowstone Advisor (6th Grade)	\$600.00		

ButteTrip Advisor (5th Grade)	\$600.00	Responsible for planning and organizing the 5th Grade Overnight Butte Trip. Coordinate lodging, transportation, meals, activities, chaperones, volunteer presenters, and all other necessary activities. This person will be responsible for coordinating and planning all aspects of the Trip- including organizing all district paperwork for students and adult chaperones. Will hold evening parent meetings as necessary to plan and prepare for the trip and all fund-raisers. Will plan, organize, and/or attend fund-raisers as necessary (Sportsman's Banquet, etc). Will supervise students while in Butte. Will develop behavior expectations for students while in Butte and communicate them to the students and parents. Make deposits with the Business Manager as necessary and oversee the finances of the class fund.	
Volleyball Head Coach	\$1,200.00	See Head Coach Job Description	
Volleyball Assistant Coach	\$700.00	See Assistant Coach Job Description	
Boys' Basketball Head Coach	\$1,200.00	See Head Coach Job Description	
Boys' Basketball Assistant Coach	\$700.00	See Assistant Coach Job Description	
Girls' Basketball Head Coach	\$1,200.00	See Head Coach Job Description	
Girls' Basketball Assistant Coach	\$700.00	See Assistant Coach Job Description	
Cheerleading Head Coach (boys' season)	\$600.00	See Head Coach Job Description	
Wrestling Head Coach	\$1,200.00	See Head Coach Job Description	
Wrestling Assistant Coach	\$700.00	See Assistant Coach Job Description	
Wrestling Assistant Coach	\$700.00	See Assistant Coach Job Description	
Track Head Coach	\$1,200.00	See Head Coach Job Description	
Track Assistant Coach (up to 3)	\$700.00	See Assistant Coach Job Description	
Track Assistant Coach (up to 3)	\$700.00	See Assistant Coach Job Description	
Track Assistant Coach (up to 3)	\$700.00	See Assistant Coach Job Description	

New Business
ACTION ITEM

Discuss & Consider Renewal of Multidistrict Agreement

Presented by: Donna Avilez

Background (to include funding source if applicable): The original agreement was adopted in June 2017 and is housed at Amsterdam School with Sharon Roe. Pass Creek has now voted to join the multidistrict agreement for this term. The current balance for Gallatin Gateway is \$52,945.84.

Recommendation: Administration recommends renewing and approving the Multi-District agreement between Gallatin Gateway School District, Amsterdam School District, Malmborg School District, Pass Creek School District, and Cottonwood School District

**Multidistrict Agreement between
Gallatin Gateway School District 35, Amsterdam School District 75, Malmborg School District
47, Pass Creek School District 25, and Cottonwood School District 22**

This Multidistrict Agreement (hereinafter "Agreement") is entered into beginning the 1st day of July, 2023 by and between Gallatin Gateway School District 35, Amsterdam School District 75, Malmborg School District 47, Pass Creek School District 25, and Cottonwood School District 22.

WHEREAS, educational programming and maintenance and acquisition of sites and building infrastructure and equipment is essential in meeting the demands of educating the students who attend Gallatin Gateway, Amsterdam, Malmborg, Pass Creek, and Cottonwood Public Schools;

WHEREAS, the Districts have an opportunity to collaborate and collectively pay for staff, contracted services and purchase classroom supplies and materials to meet district needs;

WHEREAS, pursuant to section 20-3-363, MCA, the boards of trustees of any two or more school districts may enter into a multidistrict agreement to create a Multidistrict Cooperative to perform any services, activities, and undertakings of the participating districts and to provide for the joint funding and operation and maintenance of all participating districts upon the terms and conditions as may be mutually agreed to by the districts subject to the conditions of section 20-3-363, MCA;

WHEREAS, an agreement made pursuant to section 20-3-363, MCA, must be approved by the board of trustees of all participating districts; and

WHEREAS, all expenditures in support of the Multidistrict Agreement may be made from an interlocal cooperative fund in accordance with sections 20-3-363, 20-9-703, and 20-9-704, MCA;

NOW THEREFORE, the districts hereby agree as follows:

1. To continue the multidistrict cooperative to perform any services, activities, and undertakings of the participating districts and to provide for the joint funding and operation and maintenance of all participating districts;
2. To continue the interlocal cooperative fund for the purpose of transferring funds from the participating districts for the purpose(s) stated herein;
3. Amsterdam District 75 is designated as the prime agency and as such shall establish a non-budgeted interlocal cooperative fund for the purpose of the financial administration of this interlocal cooperative agreement.
4. Gallatin Gateway District 35, Malmborg District 47, Pass Creek 25, and Cottonwood District 22 are designated as cooperating agencies and in accordance with section 20-9-704, shall transfer their financial support under this agreement to the prime agency. There shall be no other cooperating districts under this agreement.
5. Transfers into the interlocal cooperative fund by any participating district shall come from the sources and made within the limits established in 20-3-363, MCA.

6. Any and all amounts transferred into the interlocal cooperative fund by each participating district must be for the purpose stated in item #1 above.
7. Any participating District may terminate this agreement at any time by providing written notice to the other Districts. Termination shall be effective no less than 30 days after the date of said notice.
8. The term of this agreement shall be effective July 1, 2023, and last until June 30, 2026.
9. Upon termination of this agreement, or if not renewed, any remaining funds shall be returned to the districts in proportion to their respective contribution and funds distribution during the duration of this Agreement.
10. This Agreement shall be interpreted according to and governed by the laws of the State of Montana.

As agreed to be effective July 1, 2023.



 Board Chair, Amsterdam School District 75

5-11-2023

 Date

 Board Chair, Gallatin Gateway School District 35

 Date

 Board Chair, Malmborg School District 47

 Date

 Board Chair, Pass Creek School District 25

 Date

 Board Chair, Cottonwood School District 22

 Date

Attest:



 District Clerk, Amsterdam School District 75

5-11-23

 Date

 District Clerk, Gallatin Gateway School District 35

 Date

 District Clerk, Malmborg School District 47

 Date

District Clerk, Pass Creek School District 25

Date

District Clerk, Cottonwood School District 22

Date

New Business
ACTION ITEM

First Reading of Policy Series 8000

Presented by: Kelly Henderson

Background (to include funding source if applicable): Review the 8000 Non-instructional Policies.
Schedule a short policy review for the first reading. Optional date: June 7 10a-2p or June 13 10a-2p

Recommendation: Administration recommends the selection of a date for the first reading of policy series 8000.

Gallatin Gateway Elementary

Adopted on: 08/20/2012

Reviewed on:

Revised on: 6/26/17

8100

NONINSTRUCTIONAL OPERATIONS

Transportation

The District may provide transportation to and from school for a student who:

1. Resides three (3) or more miles, over the shortest practical route, from the nearest operating public elementary or public high school;
2. Is a student with a disability, whose IEP identifies transportation as a related service; or
3. Has another compelling and legally sufficient reason to receive transportation services.

The District may elect to reimburse the parent or guardian of a student for individually transporting any eligible student.

Homeless students shall be transported in accordance with the McKinney Homeless Assistance Act and state law.

Transporting Students within the 3-mile Limit

The district must assess a bus fee to families living within a three mile radius of the school and out-of-district families to help cover operational costs. This fee is \$15 per month for one student and \$20 per month for two or more students in a family. Fees must be paid by the first Friday of each month in order to ride the bus. No refunds will be made for days a student does not ride or when the bus cannot make its regular run. If a student is not going to ride the bus for a month, the bus driver and the office must be notified in advance. Since the student is reserving a seat on the bus with payment, the monthly charge remains the same whether the student rides the bus one way or both ways.

Provision of Transportation Services

The Board reserves the right to own and operate or contract bus services for students within the District. If it is necessary to replace a bus for the safety and welfare of the students and staff, the Board will use the Bus Depreciation Schedule, as a guide, when determining the time for bus replacements.

Children in Foster Care

The Superintendent will appoint a Point of Contact (POC) to coordinate activities relating to the District's provisions of services to children placed in foster care, including transportation services. The Superintendent, or designee, will inform the Department of Health and Human Services who is the POC for the District. The District will collaborate with the Department of Health and Human Services when transportation is required to maintain children placed in foster care in a school of origin outside their usual attendance area or District when in the best interest of the student. Under the supervision of the Superintendent/designee, the POC will invite appropriate District officials, the Department of Health and Human Services POC, and officials from other districts to consider how such transportation is to be arranged and funded in a cost-effective manner.

If there are additional costs to be incurred in providing transportation to maintain a student in the school of origin, the District will provide transportation to such school if:

- The Department agrees to reimburse the District for the cost of such transportation;
- The District agrees to pay for the cost of such transportation; or
- The District and the Department agree to share the cost of such transportation.

Definitions

“Foster Care” means 24-hour care for children placed away from their parents, guardians, or person exercising custodial control or supervision and for whom the Department has placement care and responsibility.

“School of origin” means the school in which a child is enrolled at the time of placement in foster care.

While “Best Interest” is not defined in ESSA, that determination shall take into account all relevant factors, including consideration of the appropriateness of the current educational setting, and the proximity to the school in which the child is enrolled at the time fo foster care placement.

Legal Reference:	§ 20-10-101, MCA	Definitions
	§ 20-10-121, MCA	Duty of trustees to provide transportation – types of transportation – bus riding time limitation
	§ 20-10-122, MCA	Discretionary provision of transportation and payment for this transportation
	§ 20-10-123, MCA	Provision of transportation for nonpublic school children
	10.7.101, et seq., ARM	Pupil Transportation
	10.64.101-700, et seq., ARM	Transportation

do we need 2 bus routes?
help reduce parent drop off + pick up

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8110

NONINSTRUCTIONAL OPERATIONS

The Superintendent is responsible for scheduling bus transportation, including determination of routes and bus stops. Such routes are subject to approval of the county transportation committee.

Bus Routes and Schedules

The Superintendent's designee is responsible for scheduling bus transportation, including determination of routes and bus stops. Such routes are subject to approval of the county transportation committee. The purpose of bus scheduling and routing is to achieve maximum service with a minimum fleet of buses consistent with providing safe and reasonably equal service to all bus students.

In order to operate the transportation system as safely and efficiently as possible, the following factors shall be considered in establishing bus routes:

1. A school bus route shall be established with due consideration of the sum total of local conditions affecting the safety, economic soundness, and convenience of its operation, including road conditions, condition of bridges and culverts, hazardous crossings, presence of railroad tracks and arterial highways, extreme weather conditions and variations, length of route, number of families and children to be serviced, availability of turnaround points, capacity of bus, and related factors.
2. The District may extend a bus route across another transportation service area, if it is necessary in order to provide transportation to students in the District's own transportation service area. A district may not transport students from outside its transportation service area.
3. No school child attending an elementary school shall be required to ride the school bus under average road conditions more than one (1) hour without consent of the child's parent or guardian.
4. School bus drivers are encouraged to make recommendations in regard to establishing or changing routes.
5. Parents should be referred to the Superintendent for any request of change in routes, stops, or schedules.

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4 The Board reserves the right to change, alter, add, or delete any route at any time such changes are
5 deemed in the best interest of the District, subject to approval by the county transportation
6 committee.

7
8 Bus Stops

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10 Buses should stop only at designated places approved by school authorities. Exceptions should be
11 made only in cases of emergency and inclement weather conditions.

12
13 Bus stops shall be chosen with safety in mind. Points shall be selected where motorists approaching
14 from either direction will have a clear view of the bus for a distance of at least three hundred (300)
15 to five hundred (500) feet.

16
17 School loading and unloading zones are to be established and marked to provide safe and orderly
18 loading and unloading of students. The principal of each building is responsible for the conduct of
19 students waiting in loading zones.

20
21 Delay in Schedule

22
23 The driver is to notify the administration of a delay in schedule. The administration will notify
24 parents on routes and radio stations, if necessary.

25
26 Responsibilities - Students

27
28 Students must realize that safety is based on group conduct. Talk should be in conversational tones
29 at all times. There should be no shouting or loud talking which may distract the bus driver. There
30 should be no shouting at passersby. Students should instantly obey any command or suggestions
31 from the driver and/or his/her assistants.

32
33 Responsibilities - Parents

34
35 The interest and assistance of each parent is a valued asset to the transportation program. Parents'
36 efforts toward making each bus trip a safe and pleasant experience are requested and appreciated.
37 The following suggestions are only three of the many ways parents can assist:

- 38
39 1. Ensure that students are at the bus stop in sufficient time to efficiently meet the bus.
40 2. Properly prepare children for weather conditions.
41 3. Encourage school bus safety at home. Caution children regarding safe behavior and conduct
42 while riding the school bus.
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Safety

The Superintendent will develop written rules establishing procedures for bus safety and emergency exit drills and for student conduct while riding buses.

If the bus and driver are present, the driver is responsible for the safety of his/her passengers, particularly for those who must cross a roadway prior to loading or after leaving the bus. Except in emergencies, no bus driver shall order or allow a student to board or disembark at other than his/her assigned stop unless so authorized by the Superintendent. In order to assure the safety of all, the bus driver may hold students accountable for their conduct during the course of transportation and may recommend corrective action against a student. Bus drivers are expressly prohibited from using corporal punishment.

The bus driver is responsible for the use of the warning and stop signaling systems and the consequent protection of his/her passengers. Failure to use the system constitutes negligence on the part of the driver.

Inclement Weather

The Board recognizes the unpredictability and resulting dangers associated with weather in Montana. In the interest of safety and operational efficiency, the Superintendent is empowered to make decisions as to emergency operation of buses, cancellation of bus routes, and closing of school, in accordance with his or her best judgment. Students and parents can listen to the radio reports concerning questionable weather. It is the parents' responsibility to bring their student to and from school if the buses aren't running, unless school is closed.

Legal Reference:	§ 20-10-106, MCA	Determination of mileage distances
	§ 20-10-121, MCA	Duty of trustees to provide transportation -- types of transportation -- bus riding time limitation
	§ 20-10-132, MCA	Duties of county transportation committee

Gallatin Gateway Elementary

Adopted on: 6/26/17

Reviewed on:

Revised on:

8111

NONINSTRUCTIONAL OPERATIONS

Transportation of Students with Disabilities

Transportation shall be provided as a related service, when a student with a disability requires special transportation in order to benefit from special education or to have access to an appropriate education placement. Transportation is defined as:

- (a) Travel to and from school and between schools;
- (b) Travel in and around school buildings or to those activities that are a regular part of the student's instructional program;
- (c) Specialized equipment (such as special or adapted buses, lifts, and ramps) if required to provide special transportation for a student with disabilities.

The Evaluation Team that develops the disabled student's Individualized Education Program will determine, on an individual basis, when a student with a disability requires this related service. Such recommendations must be specified on the student's IEP. Only those children with disabilities who qualify for transportation as a related service under the provisions of the IDEA shall be entitled to special transportation. All other children with disabilities in the District have access to the District's regular transportation system under policies and procedures applicable to all District students. Utilizing the District's regular transportation service shall be viewed as a "least restrictive environment."

Mode of Transportation

One of the District's special education buses will be the preferred mode of transportation. Exceptions may be made in situations where buses are prohibited from entering certain subdivisions due to inadequate turning space, or when distance from school may seriously impact bus scheduling. In such situations other arrangements, such as an individual transportation contract, may be arranged with parents. Such voluntary agreement will stipulate in writing the terms of reimbursement.

Cross Reference: 3300P Corrective Actions and Punishment

Legal Reference: 10.16.3820, ARM Transportation for Special Education Students with Disabilities

Gallatin Gateway Elementary

Adopted on: 6/26/17

Reviewed on:

8123

NONINSTRUCTIONAL OPERATIONS

Revised on: 6/27/2018

Driver Training and Responsibility

Bus drivers shall observe all state statutes and administrative rules governing traffic safety and school bus operation. At the beginning of each school year, the District will provide each driver with a copy of the District’s written rules for bus drivers and for student conduct on buses.

School bus drivers must hold a valid Montana school bus certificate in order for a district to receive state reimbursement for that driver’s bus routes. Qualifications for bus drivers are prescribed by 20-10.103, MCA, and by the board of Public Education in Arm 10.64.201. The first aid certificate required by ARM 10.64.201 must include certification in CPR, be signed by a certified instructor, and be received after an initial in-person training of at least four hours.

A school bus driver is prohibited from operating a school bus while using a cellular phone, including hands free cellular phone devices, except:

- (1) During an emergency situation;
- (2) To call for assistance if there is a mechanical breakdown or other mechanical problem;
- (3) When the school bus is parked.

A driver may not operate a school bus without a valid, current certificate.

A teacher, coach, or other certified staff member assigned to accompany students on a bus will have primary responsibility for behavior of students in his or her charge. The bus driver has final authority and responsibility for the bus. The Superintendent will establish written procedures for bus drivers.

Maximum Driving Time

The district recognizes from a risk management and student safety standard the importance of driver safety while transporting students. Therefore, no driver will be required to drive more than 8 hours following 6 consecutive hours off duty.

Cross Reference: 2018 Montana School Bus Standards, Page 138, Bus use for School Activity Trips

Legal Reference: § 20-10-103, MCA School bus driver qualifications
 10.7.111, ARM Bus Drivers Certification Requirement for Reimbursement
 10.64.201, ARM School Bus Driver Qualifications
 National Highway Traffic Safety Administration
 CFR 49, Part 395 Transportation - Hours of Service for Drivers

Gallatin Gateway Elementary

Adopted on: 6/30/21

Reviewed on:

Revised on:

8129

NONINSTRUCTIONAL OPERATIONS

Chemical Safety

The District shall establish and maintain a Chemical Hygiene Plan all areas that store hazardous chemicals including but not limited to science labs, industrial arts classrooms or buildings. Chemical Hygiene Plans shall include plans for appropriate selection, storage, inventory, use, and disposal of hazardous chemicals, and biological materials.

The District has designated the Superintendent as the Chemical Hygiene Officer in accordance with the requirements of the Occupational Safety and Health Administration. The Officer has primary responsibility for ensuring the implementation of all components of the Chemical Hygiene Plan.

Safety Data Sheets for all materials in science labs, industrial arts classrooms or buildings, and art labs, and lab storage rooms shall be stored in those rooms and be accessible at all times. The Safety Data Sheets shall also be kept in a secure, remote site outside of the science lab, industrial arts classroom or buildings, and art labs, and lab storage rooms.

All District staff shall ensure storage areas are kept clean and organized. Unused hazardous materials shall be disposed in a timely manner as stated by the manufacturer and approved by the DEQ. Schools shall consult with the DEQ and the DPHHS for additional information about how they can properly discard hazardous material.

Legal Reference

37.111.812, ARM
Section 50-78-101, MCA, et seq

Safety Requirements

Montana Employee and Community
Hazardous Chemical Information Act

do we have this?

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Gallatin Gateway Elementary

Adopted on: 6/27/2018

Reviewed on:

Revised on: 6/30/21

8130

NONINSTRUCTIONAL OPERATIONS

Air Quality Restrictions on Outdoor Activities, Practice and Competition

Each school district is responsible for ensuring the safety of its students and student athletes when participating in physical education, recess, practices or athletic contests.

The District Board of Trustees and Administration shall use the Recommendations for Outdoor Activities Based on Air Quality for Schools guidelines, developed by the DEQ and the DEQ's Air Data Map, as the determining factor when making a decision to allow or not allow students to participate in outdoor activities and contests.

The District Board of Trustees and Administration have developed the following protocol for determination of allowing students and student athletes to participate in outdoor activities when Air Quality Restrictions have reached the Unhealthy for Sensitive Groups or higher categories as indicated on the DEQ guidelines.

1. The Gallatin Gateway School District will use the Bozeman geographical spot on the todaysair.mt.gov website to determine the air quality for our school district.
2. The following personnel will make the decision to hold or cancel outdoor activities, practices, or contests:

a. Recess (all levels)	Superintendent
b. Junior High practices (all levels)	Superintendent
c. Junior High contests (all levels)	Superintendent
d. All outdoor activities, (all levels)	Superintendent
3. The decision to hold or cancel outdoor activities will be made one hour in advance of the activity.
4. The notice to hold or cancel an outdoor activity will be communicated to:
 - a. Students through staff
 - b. Staff through email
 - c. Coaches through email
 - d. Parents through email
 - e. Community through email

The superintendent or an employee designated by the superintendent is authorized to establish a procedure to limit the infiltration of outside air into each school during poor air quality conditions.

References:

10.55.701(q), ARM	Board of Trustees
	www.todaysair.mt.gov
http://svc.mt.gov/deq/todaysair/smokereport/mostRecentUpdate.aspx	
37.111.827, ARM	Outdoor Air Quality

*Cold -
Air Quality
- Smoke
Rain -
Snow -*

Brittney-Schedule?

Gallatin Gateway Elementary

Adopted on: 6/30/21

Reviewed on:

Revised on:

8131

NONINSTRUCTIONAL OPERATIONS

Indoor Air Quality

The District shall ensure ventilation systems operate properly and increase circulation of outdoor air as much as possible. District ventilation systems shall undergo annual checks by the school facility manager, superintendent or other staff approved by the superintendent to ensure ventilation systems are operating within manufacturer parameters.

Air filters in the District shall have a minimum efficiency reporting value of between 8 and 13 as recommended by the National Air Filtration Association and the EPA unless other types of non-MERV rated filters are used.

To the greatest extent possible during times of poor outdoor air quality, the District shall change filters to MERV 13 or greater in ventilation systems using MERV rated air filters. The District shall clean any electrostatic air filters according to manufacturer specifications.

The school facility manager, superintendent or other staff approved by the superintendent shall complete annual indoor air quality inspections using the Walk-Through Inspection Checklist from EPA's Indoor Air Quality Tools for Schools or other DPHHS-approved inspection form.

The District shall maintain records of indoor air quality inspection on site for no less than three years and the records shall be made available to the local health authority and DPHHS upon request.

Legal Reference: 37.111.826, ARM Indoor Air Quality

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Gallatin Gateway Elementary

Adopted on: 08/20/2012
Reviewed on: 6/26/17

8200 - R NONINSTRUCTIONAL OPERATIONS Revised on: 10/21/2013, 6/30/21

Food Services

The District supports the philosophy of the National School Lunch Program and will provide wholesome, appetizing, and nutritious meals for children in District schools. The Superintendent will establish rules for the sale of foods during the school day. To encourage students to eat nutritious lunches, competitive food services will not be permitted to operate anywhere on school premises during or for a period of 1 hour before and after the lunch period. The principal may authorize any food sales of an occasional nature.

The Board may authorize a portion of federal funds received in lieu of taxes to be used to provide free meals for federally connected indigent students. Because of the potential liability of the District, the food services program will not accept donations of food without approval of the Board. Should the Board approve a food donation, the Superintendent will establish inspection and handling procedures for the food and determine that provisions of all state and local laws have been met before selling the food as part of school meals.

As an integral part of a school, the District's food service is operated in compliance with ARM Title 37, chapter 110, subchapter 2, rules for food service establishments.

Commodities

The District shall use food commodities made available under the Federal Food Commodity Program for school meals.

Free and Reduced-Price Food Services

The District will provide free and reduced-price meals to students, according to the terms of the National School Lunch Program and the laws, rules, and regulations of the state. The District will inform parents of the eligibility standards for free or reduced-price meals. Identity of students receiving free or reduced-price meals will be confidential, in accordance with National School Lunch Program guidelines. A parent has the right to appeal to a designated hearing official any decision with respect to his or her application for free or reduced-price food services.

Legal Reference:	§ 20-10-204, MCA	Duties of trustees
	§ 20-10-205, MCA	Allocation of federal funds to school food services fund for federally connected, indigent pupils
	§ 20-10-207, MCA	School food services fund
	37.111.842, ARM	Food Service Requirements

1 Gallatin Gateway Elementary

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

7
8 **8205 – R NONINSTRUCTIONAL OPERATIONS**

9 Page 1 of 2

10 Meal Charge Policy

11 *Note: For the purpose of this policy, parent includes guardian, caretaker relative, and any adult responsible*
12 *for the care of the child.*

13 The goal of the Gallatin Gateway School District is to allow children to receive the nutrition they need to
14 stay focused during the school day. The purpose of this policy is to ensure compliance with federal reporting
15 requirements for the USDA Child Nutrition Program and to provide oversight and accountability for the
16 collection of outstanding student meal balances.

17
18 The District complies with Federal USDA policies on meal charging and debt collection. All meal charges
19 must be paid directly to the Gallatin Gateway School District.

20
21 If a student is without meal money, the administration will take action deemed necessary to collect unpaid
22 meal charges while ensuring the nutritional needs of the student are met in providing the student with a
23 regular meal. If financial hardship exists, parents and families will be encouraged to apply for free or
24 reduced price lunches for their child(ren).

25
26 Meal Charges

27
28 Students/Parents should pay for all meals in advance via <https://gallatin.revtrak.net/>, cash, or check payable
29 to Gallatin Gateway School (GGS). Further details are available on the District website. Funds should be
30 maintained in accounts to minimize the possibility that a child may be without meal money on any given
31 day. Any remaining funds for a particular student will be carried over to the next school year.

32
33 If there are no available funds in the student's account, he/she will be given a breakfast or lunch on account.
34 A notice and/or letter will be sent home with the child requesting payment.

35
36 Zero-Balance Prevention

37
38 Parents are responsible for meal payments to the food service program. Notices of low or deficit balances
39 will be sent to parents at regular intervals during the school year.

40
41 Refunds for Withdrawn or Graduating Students

42
43 Balances for students who are graduating at the end of the year will transfer to a sibling's account. If there
44 are no younger siblings, any balances over \$5.00 (five dollars) will be refunded to the primary parent.
45 Balances less than \$5.00 (five dollars) will become the property of Gallatin Gateway School District Food
46 Service Program, unless the parent requests a refund in writing by June 20 of the current year. An e-mail
47 request is acceptable.

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49 Uncollected meal debt may be sent to collections per state and/or federal guidelines.
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Legal Reference:

<https://www.fns.usda.gov/school-meals/policy>

Child Nutrition and WIC Reauthorization Act of 2004, PL 108-265

Child Nutrition Act 1966, 42 United States Code (USC) Section 1771 et seq.

Section 504 of the Rehabilitation Act of 1973, 29 United States Code (USC) Section 794 et seq.

Individuals with Disabilities Education Act (IDEA), 20 United States Code (USC)

Sections 1400-1485

7 Code of Federal Regulations (CFR) Parts 15B, 210 and 220

Gallatin Gateway Elementary

Adopted on: 7/17/2017

Reviewed on:

8210 - R

NONINSTRUCTIONAL OPERATIONS

Revised on:

Procurement Policy for School Food Purchases

The Gallatin Gateway School District will adhere to the following requirements for any procurement related to food service:

Purchases:

- o The District may enter into a cooperative purchasing contract for procurement of supplies with one or more districts or a Cooperative Services Program. This allows the District to participate in a cooperative purchasing group to purchases supplies through the group without bidding if the cooperative purchasing group has a publicly available master list of items available with pricing included and provides an opportunity at least twice yearly for any vendor, including a Montana vendor, to compete, based on a lowest responsible bidder standard.

Geographic Preference:

No Geographic Preference (advantage based on location) is allowed with federal funds except for documented Farm to School (Farm to Plate) efforts. Therefore, as part of Farm to School, the Gallatin Gateway School District may choose to apply a geographic preference when procuring unprocessed locally grown or locally raised agricultural products only.

Standards of Conduct for District Employees:

- The Gallatin Gateway School District maintains the following code of conduct for any employees engaged in award and administration of contracts supported by Federal Funds:
- No District employee will engage in any procurement when there is a conflict of interest, real or perceived, and District employees cannot solicit or accept any gratuities, favors or anything of monetary value from prospective vendors. This shall not preclude district personnel from serving on boards or participating in organizations that support the district's need to obtain quality services and supplies.
- No District employee shall participate in the selection, award or administration of a contract when any of the following persons have a financial interest in the firm selected for award:
 - o The employee
 - o Any member of his/her immediate family
 - o People with whom there is an intimate personal relationship
 - o An organization which employs or is about to employ any of the above
- The District would like all employees to behave with the utmost integrity and never be self-serving, be fair in all aspects of the procurement process, be alert to conflicts of interest, and avoid any compromising situations.
- Employees found to be in violation of this policy are subject to disciplinary action, up to and including termination.

Gallatin Gateway Elementary

Adopted on: 10/18/21

Reviewed on:

Revised on:

8211

NONINSTRUCTIONAL OPERATIONS

Procurement Policy Using Federal Funds

The purpose of this Policy is to establish guidelines that meet or exceed the procurement requirements for purchases of goods, services, and construction or repair projects when federal funds are being used in whole or in part to pay for the cost of the contract. The policy specifically applies to purchases using federal funds including but not limited to food service purchases.

This policy applies to contracts for purchases, services, and construction or repair work funded with federal financial assistance whether direct or reimbursed. The requirements of this Policy also apply to any subrecipient of the funds. All contracts paid for in whole or in part with federal funds shall be in writing.

All federally funded projects, loans, grants, and sub-grants, whether funded in part or wholly, are subject to the Uniform Administrative Requirements, Cost Principles, and Audit Requirements for federal awards codified at 2 C.F.R. Part 200 unless otherwise directed in writing by the federal agency or state pass-through agency that awarded the funds.

No contract may be divided to bring the cost under bid thresholds or to evade any requirements under this Policy or state and federal law.

Purchases:

- Purchases greater than \$1 and less than \$80,000:
 - o Any purchase greater than \$1 and less than \$10,000 will be handled in a fair and equitable manner consistent with district policy on purchasing as specified in accordance with Policy 7320.
 - o The District will obtain two or more estimates when any purchase will cost more than \$10,000 and less than \$80,000.
 - o The District may enter into a cooperative purchasing contract for procurement of supplies with one or more districts or a Cooperative Services Program. This allows the District to participate in a cooperative purchasing group to purchases supplies through the group without bidding if the cooperative purchasing group has a publicly available master list of items available with pricing included and provides an opportunity at least twice yearly for any vendor, including a Montana vendor, to compete, based on a lowest responsible bidder standard.
- Purchases greater \$80,000 will be handled in accordance with District Policy 7320.

Suspension and Debarment

The District will award contracts only to responsible contractors possessing the ability to perform successfully under the terms and conditions of the proposed procurement. All purchasing decisions shall be made in the best interests of the District and shall seek to obtain the maximum value for each dollar expended . When making a purchasing decision, the District shall consider such factors as (1) contractor integrity; (2) compliance with public policy; (3) record of past performance; and (4) financial and technical resources.

The Superintendent shall have the authority to suspend or debar a person/corporation, for cause, from consideration or award of further contracts.

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2 The District shall not subcontract with or award subgrants to any person or company who is debarred or
3 suspended. For contracts over \$25,000, the District shall confirm that the vendor is not debarred or suspended
4 by confirming such status.
5

6 **Maintenance of Procurement Records**

7

8 The District maintains records sufficient to detail the history of all procurements. These records include, but
9 are not limited to, the following: rationale for the method of procurement, selection of contract type,
10 contractor selection, or rejection, and the basis for the contract price (including a cost or price analysis).
11

12 **Standards of Conduct for District Employees:**

- 13 • The District maintains the following code of conduct for any employees engaged in award and
14 administration of contracts supported by Federal Funds:
15
- 16 • No District employee will engage in any procurement when there is a conflict of interest, real or
17 perceived, and District employees cannot solicit or accept any gratuities, favors or anything of
18 monetary value from prospective vendors. This shall not preclude district
19 personnel from serving on boards or participating in organizations that support the district's need to
20 obtain quality services and supplies.
21
- 22 • No District employee shall participate in the selection, award or administration of a contract when
23 any of the following persons have a financial interest in the firm selected for award:
24 o The employee
25 o Any member of his/her immediate family
26 o People with whom there is an intimate personal relationship
27 o An organization which employs or is about to employ any of the above
28
- 29 • The District would like all employees to behave with the utmost integrity and never be self-serving,
30 be fair in all aspects of the procurement process, be alert to conflicts of interest, and avoid any
31 compromising situations.
32
- 33 • Employees found to be in violation of this policy are subject to disciplinary action, up to and
34 including termination.
35

36 **Contracting with small and minority businesses, women's business enterprises, and labor surplus area** 37 **firms:**

38

39 The School District will take all necessary affirmative steps to assure that minority businesses, women's
40 business enterprises, and labor surplus area firms are used for projects and purchases covered by this policy,
41 when possible under the circumstances governing or relating to the purchase or project. Affirmative steps
42 shall include:

- 43 • Placing qualified small and minority businesses and women's business enterprises on solicitation
44 lists covered by this policy;
- 45 • Assuring that small and minority businesses, and women's business enterprises are solicited for
46 projects and purchases covered by this policy whenever they are potential sources;
- 47 • Dividing total requirements, when economically feasible and legally permissible, into smaller tasks
48 or quantities to permit maximum participation by small and minority businesses, and women's
49 ~~business enterprises for projects and purchases covered by this policy;~~
- 50 • Establishing delivery schedules, where the requirements and circumstances permit, which encourage
51 participation by small and minority businesses, and women's business enterprises for projects and
52 purchases covered by this policy;

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- Using the services and assistance, as appropriate, of such organizations as the Small Business Administration and the Minority Business Development Agency of the Department of Commerce for projects and purchases covered by this policy; and
- Requiring the prime contractor, if subcontracts are to be let for a project or purchase covered by this policy, to take the affirmative steps listed in this section.

Cross Reference: Policy 7320 - Purchasing

Gallatin Gateway Elementary

Adopted on: 6/26/17

Reviewed on:

8225

NONINSTRUCTIONAL OPERATIONS

Revised on: 3/11/20

Tobacco Free Policy

The District maintains tobacco-free buildings and grounds. Tobacco includes but is not limited to cigarettes, cigars, snuff, pipe smoking tobacco, smokeless tobacco, vapor product, alternative nicotine product or any other tobacco or nicotine delivery innovation.

Use of tobacco or nicotine products in a public school building or on public school property is prohibited, unless used in a classroom or on other school property as part of a lecture, demonstration, or educational forum sanctioned by a school administrator or faculty member, concerning the risks associated with using tobacco products or in connection with Native American cultural activities.

For the purpose of this policy, “public school building or public school property” means:

- Public land, fixtures, buildings, or other property owned or occupied by an institution for the teaching of minor children, that is established and maintained under the laws of the state of Montana at public expense; and
- Includes playgrounds, school steps, parking lots, administration buildings, athletic facilities, gymnasiums, locker rooms, and school vehicles.

Violation of the policy by students and staff will be subject to actions outlined in District discipline policies.

Use of FDA-approved cessation devices may be permitted at school buildings and on school grounds with the approval of the building administrator.

Legal Reference:	§ 20-1-220, MCA	Use of tobacco product in public school building or on public school property prohibited
	§ 50-40-104(4)(e), MCA	Smoking in enclosed public places prohibited – notice to public - place where prohibition inapplicable
	ARM 37.111.825(5)	Health Supervision and Maintenance
	42 U.S.C. 1996, 1996a	American Indian Religious Freedom Act

Gallatin Gateway Elementary

Adopted on: 08/20/2012

Reviewed on: 6/26/17

8250

NONINSTRUCTIONAL OPERATIONS

Revised on:

Insurance Management

The Superintendent shall recommend an insurance program that provides the broadest and most complete coverage available at the most economical cost, consistent with sound insurance principles.

The insurance program shall include:

- Liability coverage to insure against any loss or liability of the District; Board members; employees; and volunteer personnel, by reason of civil rights damage claims and suits, statutory, contractual and constitutional rights damage claims and suits, and death and bodily injury and property damage claims and suits, including defense costs, when damages are sought for negligent or wrongful acts allegedly committed during the scope of employment or under the direction of the Board.
- Comprehensive property insurance covering a broad range of causes of loss involving building and personal property;
- Workers' Compensation to protect the individual employees against financial loss in case of a workrelated injury, certain types of disease, or death incurred in an employee-related situation.

Legal Reference:	§ 2-9-211, MCA	Political subdivision insurance
	§ 20-3-331, MCA	Purchase of insurance – self insurance plan
	§ 20-10-109, MCA	Liability insurance for school bus

Gallatin Gateway Elementary

Adopted on: 4/20/22

Reviewed on:

Revised on:

8300

NONINSTRUCTIONAL OPERATIONS

Risk Management

The Board believes that the District must identify and measure risks of loss which may result from damage to or destruction of District property or claims against the District by persons claiming to have been harmed by action or inaction of the District, its officers or staff. The District will implement a risk management program to reduce or eliminate risks where possible and to determine which risks the District can afford to assume. Such program will consider the benefits, if any, of joining with other units of local government for joint purchasing of insurance, joint self-insuring, or joint employment of a risk manager. The Board will assign primary responsibility for administration and supervision of the risk management program to a single person and will review the status of the risk management program each year.

The District will purchase surety bonds for the Clerk, and such other staff and in such amounts as the Board shall from time to time determine to be necessary for honest performance of the staff in the conduct of the District’s financial operations.

Security

Security means not only maintenance of buildings, but also protection from fire hazards, intruders, damage, vandalism, and faulty equipment. The District shall implement safe practices in the use of electrical, plumbing, and heating equipment. The Board requires close cooperation with local police, fire, and sheriff departments and with insurance company inspectors.

Access to school buildings and grounds outside of regular school hours shall be limited to staff completing official duties and authorized individuals or entities requiring access. An adequate key control system shall be established which shall limit access to buildings to authorized staff, individuals, and entities and shall safeguard against the potential entry of unauthorized persons.

Records and funds shall be kept in a safe place and under lock and key when required.

Locks and other protective devices designed to be used as safeguards against illegal entry and vandalism shall be installed when appropriate to the individual situation. Employment of security officers may be approved in situations where special risks are involved. All incidents of vandalism, unauthorized access and burglary shall be reported to the Superintendent immediately and to law enforcement agencies as appropriate.

Legal Reference:	§ 20-6-608, MCA	Authority and duty of trustees to insure property
	§ 20-3-331, MCA	Purchase of insurance – self-insurance plan
	§§ 2-9-101, et seq., MCA	Liability Exposure
	§ 2-9-211, MCA	Political subdivision insurance
	§ 2-9-501, MCA	Application – bonds excepted

Gallatin Gateway Elementary

Adopted on: 08/20/2012

Reviewed on:

8301 - R

NONINSTRUCTIONAL OPERATIONS

Revised on: 10/21/2013,

6/26/17; 3/11/20

District Safety

For purposes of this policy, "disaster means the occurrence or imminent threat of damage, injury, or loss of life or property".

The Board recognizes that safety and health standards should be incorporated into all aspects of the operation of the District. Rules for safety and prevention of accidents will be posted in compliance with the Montana Safety Culture Act and the Montana Safety Act. Injuries and accidents will be reported to the District office.

The board of trustees has identified the following local hazards that exist within the boundaries of its school district:

Fire, Earthquake, Avalanche, High Winds, Tornadoes, Intruders, Firearms, etc.

The building administrator shall design and incorporate drills in its school safety or emergency operations plan to address the above stated hazards. The trustees shall certify to the office of public instruction that a school safety or emergency operations plan has been adopted. This plan and procedures will be discussed and distributed to each teacher at the beginning of each school year. There will be at least eight (8) disaster drills a year in a school. All teachers will discuss safety drill procedures with their class at the beginning of each year and will have them posted in a conspicuous place next to the exit door. Drills must be held at different hours of the day or evening to avoid distinction between drills and actual disasters. A record will be kept of all fire drills.

The trustees shall review the school safety or emergency operations plan periodically and update the plan as determined necessary by the trustees based on changing circumstances pertaining to school safety. Once the trustees have made the certification to the office of public instruction, the trustees may transfer funds pursuant to Section 2, 20-1-401, MCA to make improvements to school safety and security.

The Superintendent will develop safety and health standards which comply with the Montana Safety Culture Act.

Legal Reference:	§ 20-1-401, MCA	Disaster drills to be conducted regularly – districts to identify disaster risks and adopt school safety plan
	§ 20-1-402, MCA	Number of disaster drills required – time of drills to vary
	§§ 39-71-1501, et seq., MCA	Montana Safety Culture Act

Gallatin Gateway Elementary

Adopted on: 6/30/21

Reviewed on:

Revised on:

8302

NONINSTRUCTIONAL OPERATIONS

Noxious Plant and Animal Control

Each school and school site shall be maintained free of harborage for insects, rodents, and other pests. Extermination methods and other measures to control pests shall conform with the requirements of the DPHHS or the local health authority.

All areas shall be maintained free of accumulation of debris or standing water which may provide harborage for pests.

Storage areas shall be maintained so as to prevent pest harborage. Lumber, pipe, and other building materials shall be stored neatly.

The growth of brush, weeds, and grass shall be controlled to prevent harborage of pests. School grounds shall be maintained to prevent the growth of noxious weeds considered detrimental to health.

Integrated Pest Management Plan

The District has developed and implemented an Integrated Pest Management (IPM) program. Students, parents, and staff shall be notified when chemicals for IPM are going to be used. The school IPM shall include strategies to prevent the spread of pests.

The facility manager, superintendent or other staff approved by the superintendent shall, whenever practical, ensure the use of nonchemical methods to control pests, including proper sanitation practices, structural repair, and window screens.

Pesticide Application Notification

Except as otherwise provided in this policy, the District shall notify parents or guardians of students of the application of a pesticide to an area of the school that is used by or is accessible to students least 24 hours before the application. The notification shall state the following:

- (a) A description of the area where the pesticide will be applied;
- (b) The date and approximate time of application;
- (c) The common or brand name of each pesticide to be used;
- (d) The targeted pests to be controlled by the pesticide;
- (e) Each active ingredient in the pesticide;
- (f) The EPA registration number;
- (g) The telephone contact number, if any, on the label of the pesticide for additional information about each pesticide; and
- (h) A contact name and telephone number at the school.
- (i) If the application will be outdoors, the notification shall also include three dates in chronological order in case the preceding date is canceled due to weather.

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3 During the school year, the notification required by this policy shall be made by individual
4 notice delivered by phone, face-to-face oral communication, electronic mail, postal mail,
5 or facsimile. The Board of Trustees authorizes the superintendent or other staff approved
6 by the superintendent to develop a registration system to provide this notification only to
7 those parents who wish to receive the notification. The registration shall provide written
8 notice to the parents or guardians of the student at the beginning of the school year, or
9 upon a child's enrollment, that pesticides may be used in or around the school. The
10 administrator shall develop methods to permit each parent or guardian how to register to
11 be notified at least 24 hours before a pesticide treatment.

12 If pesticides are used outside the school year and the school is open or to be accessible by the
13 public, the notification required shall be prominently posted in a conspicuous location on the
14 school premises at least 24 hours before the pesticide application is scheduled to occur.

15 Immediately before starting the application of a pesticide, the certified applicator shall post in
16 the area of the school where the pesticide is to be applied, a sign 8.5x11-inch in size, or
17 greater. Fonts shall be no smaller than 26 point (one-fourth inch). The administrator shall
18 ensure the sign remains posted and students are kept out of the treated area until the reentry
19 interval on the label, if any, has expired, or, if the label does not specify a reentry interval, for
20 at least 24 hours.

21 Emergency Pesticide Application

22 The superintendent or other staff approved by the superintendent may authorize an immediate
23 pesticide treatment without prior notification if the superintendent determines an emergency
24 exists. An emergency includes an immediate and unanticipated threat to the health and safety
25 of the individuals at the school. If a school administrator authorizes an emergency pesticide
26 application all the information that is required in a notice under this policy shall be included
27 in the record maintained as required by this policy
28

29 Exceptions to the Notice Requirements

30
31 The following pesticide applications are not subject to the notification or posting
32 requirements of this rule:
33

- 34 (a) Applications of antimicrobial pesticides;
- 35 (b) An application where the school remains unoccupied for a continuous 72- hour
36 period following the application of the pesticide;
- 37 (c) Applications of rodenticides in tamper-resistant bait stations or in areas
38 inaccessible to students; and
- 39 (d) Applications of silica gels and other ready-to-use pastes, foams, or gels that will
40 be used in areas inaccessible to students.
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4 Record Keeping
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6 The superintendent or other staff approved by the superintendent shall keep records of pesticide
7 applications subject to the notification and posting requirements of this rule. Records shall
8 include:

- 9 (a) A copy of each notice issued;
10 (b) The date of application;
11 (c) The name and employer of the individual who applied the pesticide,
12 including the individual's certification number;
13 (d) The rate of application;
14 (e) The concentration of the pesticide applied; and
15 (f) The total amount of pesticide used.
16

17 Records shall be kept for at least five years and shall be made available to the local health
18 authority, DPHHS, or the public for review upon request.

19
20 Legal Reference: 37.111.846, ARM Noxious Plant and Animal Control
21 10.55.701(s), ARM Board of Trustees

Gallatin Gateway Elementary

Adopted on: 6/30/21

Reviewed on:

Revised on:

8303

NONINSTRUCTIONAL OPERATIONS

Page 1 of 3

Facility Cleaning and Maintenance

District personnel shall routinely both clean by removing germs, dirt and impurities and, when necessary, disinfect by using chemicals to kill germs on all surfaces and objects in any school building and on school property that are frequently touched. This process shall include cleaning objects/surfaces not ordinarily cleaned daily.

Personnel shall clean with the cleaners typically used and will use all cleaning products according to the directions on the label. When necessary, personnel shall disinfect with common EPA-registered household disinfectants. Personnel shall follow the manufacturer's instructions for all cleaning and disinfection products.

When necessary, the District shall provide EPA-registered disposable wipes to teachers, staff, and secondary students so that commonly used surfaces (e.g., keyboards, desks, remote controls) can be wiped down before use. The superintendent or other staff approved by the superintendent are required to ensure adequate supplies to support cleaning and disinfection practices.

Specifically, the District shall comply with the following cleaning and maintenance requirements:

- (a) Daily cleaning and maintenance services will be provided whenever the school is in use.
- (b) Each janitor room will be kept clean, ventilated, lockable, and free from odors.
- (c) Soiled mop heads will be changed frequently, using laundered replacements.
- (d) Toilets, lavatories, and showers will not be used for washing and rinsing of mops, brooms, brushes, or any other cleaning device.
- (e) Cleaners used in cleaning showers, lavatories, urinals, toilet bowls, toilet seats, and floors will contain fungicides or germicides.
- (f) Deodorizers and odor-masking agents will not be used
- (g) Toilet bowl brushes, mops and sponges will be used only for cleaning toilet bowls and urinals and will be stored separately from other cleaning devices. Cleaning devices used for lavatories and showers may not be used for any other purposes.
- (h) Dry dust mops and dry dust cloths for cleaning purposes are prohibited, except for use on gymnasium floors. Only treated mops, wet mops, treated cloths, moist cloths or other means approved by the DPHSS or local health authority which will not spread soil from one place to another may be used for dusting and cleaning, with the exception of gymnasium floors.
- (i) All furnishings, fixtures, floors, walls, and ceilings will be clean and in good repair as outlined in this Policy.
- (j) Cleaning compounds and pesticides will be stored, used, and disposed of in accordance with the manufacturer's instructions.
- (k) Safety data sheets will be kept with all cleaning supplies in the area where the cleaning supplies are located.
- (l) As current non-green cleaning supplies are depleted it is recommended that they are

replaced with cleaning products that are "Green Products."

- (m) All cleaning supplies need to have an EPA registration number, a "use by" reading letter, be stored with approved ventilation, and stored out of the reach of students.
- (n) All vomit, blood, and fecal matter including diarrhea will be cleaned using appropriate personal protective equipment. Cleaning supplies and personal protective equipment used for vomit, blood, and fecal matter clean-up will be disposed in accordance with disposal of medical equipment in Policy 3416, if applicable. All affected areas will be disinfected in accordance with this Policy.
- (o) All therapeutic whirlpools will be constructed and maintained for easy cleaning. Whirlpools will be drained and sanitized after each use. Individuals with open sores or infections are prohibited from using therapeutic whirlpools.

Assigned Cleaning and Disinfecting

Personnel shall evaluate and identify surfaces and objects to be cleaned and disinfected in accordance with their knowledge, experience, and applicable guidance from federal, state, tribal, and local health officials. Personnel shall have access to or the opportunity to access the latest available guidance upon request to their supervisor.

Personnel shall coordinate with colleagues and supervisors to develop a plan, schedule, and routine to regularly clean identified surfaces and objects. Personnel shall honor this plan, schedule, and routine until adjusted. Reasons for adjustment may include but are not limited to change in school schedule, absence of colleagues, availability of equipment and supplies, and federal, state, tribal or local health directives and guidance. If adjustment is necessary, personnel shall again coordinate with colleagues and supervisors to improve the plan, schedule, and routine. Personnel shall solicit and accept perspectives from colleagues and other school officials when considering improvements to the plan.

Personnel shall prioritize cleaning frequently touched and indoor surfaces. Hard and non-porous surfaces and objects that are touched daily shall be the top priority for cleaning on a daily basis. Hard and non-porous surfaces and objects that are not indoors or have not been occupied for seven days shall be routinely cleaned. Personnel shall always use chemicals, products, and substances in a manner consistent with the applicable instructions.

Personnel shall thoroughly clean or launder soft, porous, or fabric-based materials as permitted by location and substance. During evaluation and identification of surfaces, personnel shall consider removing soft and porous materials in high traffic areas that may increase risk of exposure.

Personnel shall establish and maintain safe work practices in accordance with these procedures and School District policy in order to reduce the risk of exposure. If disinfection of any surface

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5 or item is necessary, disinfection shall occur in accordance with stated guidance and substance
6 instructions.

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8 Physical Barriers and Guides

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10 Personnel shall review school buildings and identify areas where installation of physical barriers,
11 such as sneeze guards and partitions, shall assist or protect students and staff. Personnel shall
12 coordinate with building or district administrators to complete or install any identified physical
13 barrier.

14
15 Legal References: 37.111.841, ARM Cleaning and Maintenance
16 10.55.701(s), ARM Board of Trustees

Gallatin Gateway Elementary

Adopted on: 6/26/17

Reviewed on:

Revised on:

8320

NONINSTRUCTIONAL OPERATIONS

Property Damage

The District will maintain a comprehensive insurance program which will provide adequate coverage, as determined by the Board, in the event of loss or damage to school buildings and/or equipment, including motor vehicles. The comprehensive insurance program will maximize the District's protection and coverage while minimizing costs for insurance. This program may include alternatives for sharing the risk between the District and an insurance carrier and through self-insurance plans.

Privately Owned Property

The District will not assume responsibility for maintenance, repair, or replacement of any privately owned property brought to a school or to a District function, unless the use or presence of such property has been specifically requested in writing by the administration.

Legal Reference: § 20-6-608, MCA Authority and duty of trustees to insure district property

Gallatin Gateway Elementary

Adopted on: 08/20/2012
Reviewed on: 6/26/17
Revised on: 6/30/21

8410 NONINSTRUCTIONAL OPERATIONS

Operation and Maintenance of District Facilities

Inspections

The District seeks to maintain and operate facilities in a safe and healthful condition. The facilities manager, in cooperation with principals, fire chief, and county sanitarian, shall annually inspect plant and facilities or as necessary. The facilities manager shall develop a program to maintain the District physical plant by way of a continuous program of repair, maintenance, and reconditioning. Budget recommendations shall be made each year to meet these needs and any such needs arising from an emergency.

The facilities manager shall formulate and implement energy conservation measures. Principals and staff are encouraged to exercise other cost-saving procedures in order to conserve District resources in their buildings.

The District shall permit representatives of DPHHS or local health authority to enter any school at any reasonable time for the purpose of making inspections to determine compliance with applicable regulations. DPHHS or local health authority may determine that special circumstances or local conditions warrant inspections with greater or less frequency. Upon receiving a complaint, the local health authority may determine if more inspections are necessary.

Inspections of school facilities shall be done using forms approved by the DPHHS. Inspection records shall be kept on file at the school for at least three years from the time of inspection. Following each inspection, representatives of the DPHHS or local health authority shall give the school administration a copy of an inspection report which notes any deficiencies and sets a time schedule for compliance. The report shall document deficiencies.

The District shall comply with the Building and Fire Safety Codes administered by the State Building Codes Division and the State Fire Marshal or by local building officials.

Laundry Facilities

Laundries operated in conjunction with or utilized by the District shall be provided with:

- (a) a mechanical washer and hot air tumble dryer. Manual washing and line drying of towels and other laundry items is prohibited. Dryers shall be properly vented to prevent maintenance problems and buildup of moisture.
- (b) a hot water supply system capable of supplying water at a temperature of 120°F to the washer during all periods of use.
- (c) sufficient separation between the area used for sorting and storing soiled laundry

and the area used for folding and storing clean laundry to prevent the possibility of cross-contamination.

(d) separate carts for transporting soiled and clean laundry.

(e) handwashing facilities including sink, soap, and disposable towels. A soak sink may double as a handwashing sink.

Towels and other laundry items shall be machine washed at a minimum temperature of 120°F for a minimum time of ten minutes and dried to greater or equal to 130°F for ten minutes in a hot air tumble dryer.

Solid Waste and Recycling

In order to ensure that solid waste, including recycling material, is safely stored and disposed of, the School District shall:

- (a) store all solid waste between collections in containers which have lids, are corrosion-resistant, and are constructed to minimize pest attraction and harborage;
- (b) clean all solid waste containers with sufficient frequency to maintain them in a condition which minimizes pest attraction;
- (c) for exterior containers other than dumpsters or compactors, utilize stands which prevent the containers from being tipped, protect them from deterioration, and allow easy cleaning below and around them. Further, dumpsters or compactors shall be located on or above a smooth surface of non-absorbent material, such as concrete or asphalt, that is maintained in clean and good condition;
- (d) transport, or utilize a private or municipal hauler to transport, the solid waste at least weekly to a landfill site approved by the DEQ in a covered vehicle or covered containers.

Physical Requirements

The School District shall comply with the following physical requirements:

- (a) Floors, walls, and ceilings in toilet, locker, and shower rooms, laundries, janitorial closets, and similar rooms subject to large amounts of moisture shall be maintained in a smooth and non-absorbent condition. Non-absorbent, non-skid floor matting may be used where appropriate to prevent injury.
- (b) Adequate coat/jacket and book storage for each student shall be provided;
- (c) Livestock and poultry shall be located more than 50 feet from food service areas, offices, or classrooms except those offices and classrooms associated with animal husbandry activities or other demonstrations as approved by the school administration. In classrooms, offices, or food service areas where livestock and poultry are approved by the administrator, animals shall not have contact with

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eating or serving surfaces.

Legal Reference:	10.55.908, ARM	School Facilities
	37.111.834, ARM	Solid Waste
	37.111.840, ARM	Laundry Facilities
	37.111.811, ARM	Physical Requirements
	37.111.810, ARM	Inspections
	10.55.701(s), ARM	Board of Trustees
	10.55.701(l), ARM	Board of Trustees

Adopted on: 6/30/21

Reviewed on:

Revised on:

8411 R

NONINSTRUCTIONAL OPERATIONS

Water Supply Systems and Wastewater

The District shall ensure an adequate and potable supply of water for school buildings and properties by either:

- (a) connecting to a compliant public water supply system; or
- (b) utilizing a non-public system whose construction and use meet the standards published by DPHHS if the school is not utilized by more than 25 persons daily at least 60 days out of the calendar year, including staff and students, and a - compliant public water supply system is not accessible. When using a system outlined in this subsection (b) a school shall submit a water sample at least quarterly to a laboratory licensed by the DPHHS to perform microbiological analysis of the water supplied in order to determine that the water does not exceed the maximum microbiological contaminant levels acceptable to DPHHS.

A water supply system of a type other than described in subsections (a) or (b) may be utilized only if it is designed by a professional engineer and offers equivalent sanitary protection as determined by DPHHS or local health authority. When using a system outlined in this paragraph, the District shall submit a water sample at least quarterly to a laboratory licensed by DPHHS to perform microbiological analysis of the water supplied in order to determine that the water does not exceed the maximum microbiological contaminant levels acceptable to DPPHS, DEQ, or local health authority.

The District shall replace or repair the water supply system serving it whenever the water supply:

- (a) contains microbiological contaminants in excess of the maximum levels acceptable to DPPHS, DEQ, or local health authority.
- (b) does not have the capacity to provide adequate water for drinking, cooking, personal hygiene, laundry, and water-carried waste disposal.

If the District cannot make water under pressure available, the drinking water from an approved source shall be stored in a clean and sanitized container having a tight-fitting lid and a suitable faucet apparatus for filling individual cups. In this situation, single service drinking cups shall be provided.

Flushing and Testing

The District shall review water systems and features including but not limited to sink faucets, drinking fountains, decorative fountains to ensure they are safe to use after a prolonged facility shutdown. Drinking fountains shall be regularly cleaned and sanitized. The District shall create and implement a flushing program unless it meets the established waiver requirements

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4 established by DEQ. Flushing shall be required following any period of time during which the
5 school is inactive.
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7 The District shall maintain a schematic and inventory of fixtures in accordance with DEQ
8 protocols as part of the District's water testing program. The District shall sample all water
9 fountains and sinks used for food preparation. All other potential human consumption fixtures
10 shall be sampled, unless the District receives approval for a testing plan from DEQ to test a
11 representative sample of potential fixtures in the school in accordance with DEQ protocols. All
12 samples shall be analyzed by a Montana certified lab using EPA-approved standard drinking
13 water methods for the detection and quantification of lead. All test results will be considered
14 public records.
15

16 Wastewater

17

18 The District shall ensure wastewater is completely and safely disposed of by:

- 19 (a) connecting to a compliant public wastewater system; or
20 (b) if the school is not utilized by more than 25 persons daily at least 60 days out of
21 the calendar year, including staff and students, and a compliant public wastewater
22 system is not available, utilizing a non-public system whose construction and use
23 meet DEQ construction and operation standards.
24

25 If the District uses pit privies, the privies shall be operated and maintained in compliance
26 with the standards specified in DEQ Circular-4. If the District uses a wastewater system
27 design of a type other than described in this policy, it shall be designed by a professional
28 engineer and offers equivalent sanitary protection as determined by the DPPHS, DEQ, or
29 local health authority.
30
31

32 Legal References: 37.111.832, ARM Water Supply System
33 ARM Title 17, chapter 38, subchapter 1
34 17.38.207, ARM Maximum Microbiological Containment Levels
35 DEQ Circular FCS 1-2016.
36 DEQ Circular 4
37 10.55.701(s), ARM Board of Trustees
38 10.55.701(l), ARM Board of Trustees
39 10.55.701(q), ARM Board of Trustees

Gallatin Gateway Elementary

Adopted on: 6/26/17

Reviewed on:

Revised on:

8420

NONINSTRUCTIONAL OPERATIONS

District-Wide Asbestos Program

It is the intent of the District that the Asbestos Hazard Emergency Response Act (AHERA) and all of its amendments and changes be complied with by all District employees, vendors, and contractors.

Legal Reference: 15 USC § 2641 Congressional findings and purpose

Gallatin Gateway Elementary

Adopted on: 6/26/17

Reviewed on:

Revised on: 6/30/21

8421

NONINSTRUCTIONAL OPERATIONS

Lead Renovation

In accordance with the requirements of the Environmental Protection Agency (EPA), the District has this Lead Renovation Policy that is designed to recognize, control and mitigate lead hazards at all District owned facilities and grounds.

The Lead-based paint renovation, repair and painting program (RRP) is a federal regulatory program affecting contractors, property managers, and others who disturb painted surfaces. It applies to child-occupied facilities such as schools and day-care centers built prior to 1978.

“Renovation” is broadly defined as any activity that disturbs painted surfaces and includes most repair, remodeling, and maintenance activities, including window replacement.

The District has implemented this policy to identify, inspect, control, maintain and improve the handling of lead related issues across the district facilities and grounds. In an effort to reduce potential hazards, the District through training has put together maintenance programs that will not only better protect the environment, but the students and employees of the District as well.

The District’s Lead Renovation Policy shall apply too not only employees of the maintenance department but to outside contractors as well. No outside painting contractor will be permitted to work for the District after April 22, 2010 unless they can show proof of training relative to lead renovation or maintenance from an accredited training institution.

Information Distribution Requirements

No more than 60 days before beginning renovation activities in any school facility of the District, the company performing the renovation must:

1. Provide the Superintendent with EPA pamphlet titled *Renovate Right: Important Lead Hazard Information for Families, Child Care Providers and Schools*.
2. Obtain, from the District, a written acknowledgement that the District has received the pamphlet.
3. Provide the parents and guardians of children using the facility with the pamphlet and information describing the general nature and locations of the renovation and the anticipated completion date by complying with one of the following:
 - (i) Mail or hand-deliver the pamphlet and the renovation information to each parent or guardian of a child using the child-occupied facility. The School District will also include information about how parents and guardians may choose to receive the pamphlet via email in a consent and enrollment form.
 - (ii) While the renovation is ongoing, post informational signs describing the general nature and locations of the renovation and the anticipated completion date. These signs must be posted in areas where they can be seen by the parents or guardians of the children frequenting the child-occupied facility. The signs must

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4 be accompanied by a posted copy of the pamphlet or information on how
5 interested parents or guardians can review a copy of the pamphlet or obtain a copy
6 from the renovation firm at no cost to the parents or guardians.

- 7 4. The renovation company must prepare, sign, and date a statement describing the steps
8 performed to notify all parents and guardians of the intended renovation activities and to
9 provide the pamphlet.

10
11 Recordkeeping Requirements *

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13 All documents must be retained for three (3) years following the completion of a renovation.

- 14 • Records that must be retained include:
15 • Reports certifying that lead-based paint is not present.
16 • Records relating to the distribution of the lead pamphlet.
17 • Documentation of compliance with the requirements of the Lead-Based Paint
18 Renovation, Repair, and Painting Program.

19
20 **Note: The MTSBA recommends that districts follow the same record retention schedule as they*
21 *do for Asbestos abatement (forever).*

22
23 Legal Reference: 40 CFR Part 745, Subpart E Lead-based paint poisoning in certain
24 residential structures
25 15 U.S.C. 2682 and 2886 Toxic Substances Control Act, Sections
26 402 and 406

Gallatin Gateway Elementary

Adopted on:
Reviewed on: 6/26/17

8425 - R NONINSTRUCTIONAL OPERATIONS

Revised on:

Service Animals

For the purposes of this policy, state law defines a service animal as a dog or any other animal that is individually trained to do work or perform tasks for the benefit of an individual with a disability. Federal law definition of a disability includes a physical, sensory, psychiatric, intellectual, or other mental disability.

The District shall permit the use of a miniature horse by an individual with a disability, according to the assessments factors as outlined in Policy 8425P, if the miniature horse has been individually trained to do work or perform tasks for the benefit of the individual with a disability.

The Gallatin Gateway School District will permit the use of service animals by an individual with a disability according to state and federal regulations. The work or tasks performed by a service animal must be directly related to the handler's disability. Examples of work or tasks include, but are not limited to, assisting individuals who are blind or have low vision with navigation and other tasks, alerting individuals who are deaf or hard of hearing to the presence of people or sounds, providing nonviolent protection or rescue work, pulling a wheelchair, assisting an individual during a seizure, alerting individuals to the presence of allergens, retrieving items such as medicine or the telephone, providing physical support and assistance with balance and stability to individuals with mobility disabilities, and helping persons with psychiatric and neurological disabilities by preventing or interrupting impulsive or destructive behaviors.

The crime deterrent effects of an animal's presence and the provision of emotional support, well-being, comfort, or companionship do not constitute work or tasks for the purposes of this definition.

The District may ask an individual with a disability to remove a service animal from the premises if:

- The animal is out of control and the animal's handler does not take effective action to control it; or
- The animal is not housebroken

The District is not responsible for the care or supervision of the service animal.

Individuals with disabilities shall be permitted to be accompanied by their service animals in all areas of the District's facilities where members of the public, participants in services, programs or activities, or invitees, as relevant, are allowed to go.

Cross Reference:	Policy 8425P	Procedure for allowance of service animals
	Policy 8425F	Service Animals in District Facilities Form
	Policy 2161	Special Education
	Policy 2162	Section 504 of the Rehabilitation Act of 1973
Legal Reference:	28 CFR 35.136	Service Animals
	28 CFR 35.104	Definitions
	49-4-203(2), MCA	Definitions

Gallatin Gateway Elementary

Adopted on: 6/26/17

Reviewed on:

Revised on:

8425P - R NONINSTRUCTIONAL OPERATIONS

Service Animal Allowance Procedure

The following procedures have been developed which will help guide the administration when a request for the use of a service animal has been presented by an individual with a disability.

Inquiries: The administration shall not ask about the nature or extent of a person's disability, but may make two inquiries to determine whether an animal qualifies as a service animal. The administration may ask if the animal is required because of a disability and what work or task the animal has been trained to perform. The administration shall not require documentation, such as proof that the animal has been certified, trained, or licensed as a service animal. Generally, the administration may not make these inquiries about a service animal when it is readily apparent that an animal is trained to do work or perform tasks for an individual with a disability (e.g., the dog is observed guiding an individual who is blind or has low vision, pulling a person's wheelchair, or providing assistance with stability or balance to an individual with an observable mobility disability).

Exclusions: The administration may ask the individual to remove the service animal from the premises if the animal is out of control and the handler does not take effective action to control it, or if the animal is not housebroken. If the administration properly excludes the service animal, it shall give the individual the opportunity to participate in the service, program, or activity without having the service animal on the premises.

Surcharges: The administration shall not ask or require the individual to pay a surcharge, even if people who are accompanied by pets are required to pay fees, or to comply with other requirements generally not applicable to people without pets. If the District normally charges individuals for the damage they cause, the individual may be charged for damage caused by his or her service animal.

Miniature horses assessment factors: In determining whether reasonable modifications can be made to allow a miniature horse into a specific facility, the District shall consider:

- The type, size, and weight of the miniature horse
- Whether the miniature horse is housebroken, and
- Whether the miniature horse's presence in a specific facility compromises legitimate safety requirements that are necessary for safe operation.

Gallatin Gateway Elementary

Adopted on: 6/27/2018

Reviewed on:

Revised on:

8426

NONINSTRUCTIONAL OPERATIONS

Page 1 of 2

The District supports the use of therapy dogs and other therapy animals by teachers or other qualified school personnel (“Owner”) for the benefit of its students, subject to the conditions of this policy.

Therapy Animals

Therapy dogs and other therapy animals are family pets that are trained and registered or certified through therapy organizations. They are only half of the therapy team. The handler is the other half. Therapy teams enter the school by invitation or prior approval.

A therapy animal is not a service animal, and unlike a service animal, a therapy animal does not assist a person with a disability with activities of daily living, nor does it accompany a person with a disability at all times. Therapy animals do not have legal rights.

Requirements of Therapy Animals and User/Owners

Individuals with disabilities using therapy or companion animals are responsible for their animals at all times and must comply with the following requirements:

Request: An Owner must submit a written request to the Superintendent. The request must be renewed each school year or whenever a different therapy animal will be used.

Registration, Training and Certification: The Owner must register the therapy animal and provide documentation of the registration, certification, and training to the Superintendent. The registration and certification must remain current at all times.

Health and Vaccination: The therapy animal must be clean, well groomed, in good health, house broken, and immunized against diseases common to dogs. The Owner must submit proof of current licensure from the local licensing authority and proof of the therapy animal’s current vaccinations and immunizations from a licensed veterinarian.

Control: A therapy animal must be under the control of the “Owner”, at all times, through the use of a leash or other tether unless the use of a leash or other tether would interfere with the therapy animals’ safe, effective performance of its work or tasks.

Identification: The therapy animals must wear appropriate visible identification that identifies in writing that the animal is a therapy animal.

Behavior: The Owner must take responsibility for the behavior of the animal in private and public places, and for due care and diligence in the use of the animal on school district property.

Health and Safety: The therapy animal must not pose a health and safety risk to any student, employee, or other person at the school.

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4 **Supervision and Care of Therapy Animals:** The Owner is solely responsible for the supervision and
5 care of the therapy dog, including any feeding, exercising, and clean-up while the animal is in the school
6 building or on school property. The school district is not responsible for providing any care, supervision,
7 or assistance for a therapy animal.
8

9 **Authorized Areas:** The Owner shall only allow the therapy animal to be in areas in school buildings or
10 on school property that are authorized by the school administrators.
11

12 **Insurance:** The Owner must submit a copy of an insurance policy that provides liability coverage for the
13 therapy animal while on school property.
14

15 **Exclusion or Removal from School.** A therapy animal may be excluded from school property and
16 buildings if a school administrator determines that:

- 17 (1) A handler does not have control of the therapy animal;
18 (2) The therapy animal is not house broken;
19 (3) The therapy animal presents a direct and immediate threat to others in the school; or
20 (4) The animal's presence otherwise interferes with the educational process.
21

22 The Owner shall be required to remove the therapy animal from school premises immediately upon such a
23 determination.
24

25 **Allergic Reactions.** If any student or school employee assigned to a classroom in which a therapy animal
26 is permitted, and suffers an allergic reaction to the therapy animal, the Owner of the animal will be
27 required to remove the animal to a different location designated by an administrator.
28

29 **Damages to School Property and Injuries:** The Owner of a therapy animal is solely responsible and
30 liable for any damage to school property or injury to personnel, students, or others caused by the therapy
31 animal.
32

33 **Therapy Animals in Training;** This policy shall also be applicable to therapy animals in training that are
34 accompanied by a bona fide trainer.
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Gallatin Gateway Elementary

Request to use Therapy Animal in School

8426F

Board Policy 8426 governs the use of therapy animals in school. The request shall be submitted to the Superintendent for approval each school year and/or whenever the Owner wishes to use a different therapy animal.

Name of Owner: _____

Name of Handler (if different from Owner): _____

Owner address: _____

Handler address (if different from Owner): _____

Owner email: _____

Handler email (if different from Owner): _____

Building(s) where animal will be used: _____

Please describe, in detail, what the animal will do at the school. _____

Date: _____

Owner Phone Number: _____

Handler Phone Number: _____

Name of Therapy Animal: _____

Please attach the following to this form:

Proof of registration as a therapy animal handler with the individual animal to be used (*Note: Such registration shall be from an organization that requires an evaluation of the therapy animal and handler prior to registration and at least every two years*)

Proof from a licensed veterinarian that the therapy animal is in good health and has been immunized against diseases common to the particular animal. Such vaccinations shall be kept current and up to date at all times.

Proof of licensure from the local licensing authority.

Copy of an insurance policy that provides liability coverage for the work of the handler and therapy animal while the two are on school district property.

Owner's Signature: _____ Date: _____

Handler's Signature (if different from Owner): _____ Date: _____

Superintendent's Signature: _____ Date: _____

Gallatin Gateway Elementary

Adopted on: 6/26/17

Reviewed on:

Revised on:

8430 - R

NONINSTRUCTIONAL OPERATIONS

Records Management

The District will retain, in a manner consistent with applicable law and the state's *Rules for Disposition of Local Government Records*, such records as are required by law or regulations to be created and/or maintained, and such other records as are related to students, school personnel, and the operations of the schools.

For the purpose of this policy, "records" are all documentary materials, regardless of media or characteristics, made or received and maintained by the school unit in transaction of its business. Records include email and other digital communications sent and received.

Records may be created, received, and stored in multiple formats, including but not limited to print, microfiche, audio and videotapes, and various digital forms (on hard drives, computer disks and CDs, servers, flash drives, etc.).

The Superintendent will be responsible for developing and implementing a records management program for the cataloging, maintenance, storage, retrieval, and disposition of school records.

The Superintendent will also be responsible for developing guidelines to assist school employees in understanding the kinds of information that must be saved and those which can be disposed of or deleted. The Superintendent may delegate records-management responsibilities to other school personnel at his/her discretion to facilitate implementation of this policy.

only based on record disposal regulations

All personnel records made or kept by an employer, including, but not necessarily limited to, application forms and other records related to hiring, promotion, demotion, transfer, layoff or termination, rates of pay or other terms of compensation and selection for training or apprenticeship, shall be preserved for 2 years from the date the record is made or from the date of the personnel action involved, whichever occurs later.

Student records must be permanently kept, and employment records must be kept for 10 years after termination.

Litigation Holds for Electronic Stored Information (ESI)

The School District will have an ESI Team. The ESI Team is a designated group of individuals who implement and monitor litigation holds, a directive not to destroy ESI that might be relevant to a pending or imminent legal proceeding. The ESI Team will include a designated school administrator, an attorney, and a member from the Technology Department. In the case of a litigation hold, the ESI Team shall direct employees and the Technology Department, as necessary, to suspend the normal retention procedure for all related records.

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5 Inspections of ESI
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7 Any requests for ESI records should be made in writing and will be reviewed by the
8 Superintendent or designee, in consultation with an attorney if needed, and released in
9 accordance with Montana public records law.
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11 Delegated Authority
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13 The Board delegates to the Superintendent or designees the right to implement and enforce
14 additional procedures or directives relating to ESI retention consistent with this policy, as
15 needed.
16

17 Information Security Breach
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19 Information security breaches shall be handled in accordance with 30-14-1704, MCA, Computer
20 Security Breach, including, but not limited to, investigations and notifications.
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24 Cross Reference: 1402 School Board Use of Electronic Mail
25 3600, 3600P Student Records
26 5231, 5231P Personnel Records
27 5450 Employee Electronic Mail and On-Line Services Usage
28

29 Legal Reference: Montana Secretary of State (Rules for Disposition of Local Government
30 Records)
31 Federal Rules of Civil Procedure (FRCP)
32 § 20-1-212, MCA Destruction of records by school officer
33 § 20-9-215, MCA Destruction of certain financial records
34 24.9.805 (4), ARM Employment Records
35 § 30-14-1704, MCA Computer Security Breach
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Gallatin Gateway Elementary

Adopted on: 08/20/2012

Reviewed on:

Revised on:

8450

NONINSTRUCTIONAL OPERATIONS

Automated External Defibrillators (AED)

The Board of Trustees of the Gallatin Gateway School District recognizes that from time to time emergencies may arise that justify the use of an Automated External Defibrillator (AED). The Board has purchased one or more of these units for use by qualified personnel. The Board of Trustees approves the use of AED units, subject to the following conditions:

1. Establish a program for the use of an AED that includes a written plan that must specify:
 - Where the AED will be placed;
 - The individuals who are authorized to operate the AED;
 - How AED use will be coordinated with an emergency medical service providing services in the area where the AED is located;
 - The medical supervision that will be provided;
 - The maintenance that will be performed on the AED;
 - Records that will be kept by the program;
 - Reports that will be made of AED use;
 - The name, location, and telephone number of a Medical Supervisor designated to provide medical supervision of the AED program; and
 - Other matters as specified by the Department of Public Health and Human Services;
2. Adhere to the written plan required by subsection (1);
3. Ensure that before using the AED, an individual authorized to operate the AED receives appropriate training approved by the DPHHS in cardiopulmonary resuscitation and the proper use of an AED;
4. Maintain, test, and operate the AED according to the manufacturer’s guidelines and maintain written records of all maintenance and testing performed on the AED;
5. Each time an AED is used for an individual in cardiac arrest, require that an emergency medical service is summoned to provide assistance as soon as possible and that the AED use is reported to the supervising physician or the person designated by the physician and to the District as required by the written plan;
6. Before allowing any use of an AED, provide the following to all licensed emergency services and any public safety answering point or emergency dispatch center providing services to the area where the AED is located:
 - a. A copy of the plan prepared pursuant to this section; and
 - b. Written notice, in a format prescribed by the DPHHS rules, stating:
 - i. That an AED program has been established by the District;
 - ii. Where the AED is located; and
 - iii. How the use of the AED is to be coordinated with the local emergency medical service system.

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4 Liability Limitations
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6 An individual who provides emergency care or treatment by using an AED in compliance with
7 this policy and an individual providing cardiopulmonary resuscitation to an individual upon
8 whom an AED is or may be used are immune from civil liability for a personal injury that results
9 from that care or treatment.
10

11 An individual who provides emergency care or treatment by using an AED in compliance with
12 this policy and an individual providing cardiopulmonary resuscitation to an individual upon
13 whom an AED is or may be used are immune from civil liability as a result of any act or failure
14 to act in providing or arranging further medical treatment for the individual upon whom the AED
15 was used, unless the individual using the AED or the person providing CPR, as applicable, acts
16 with gross negligence or with willful or wanton disregard for the care of the person upon whom
17 the AED is or may be used.
18

19 The following individuals or entities are immune from civil liability for any personal injury that
20 results from an act or omission that does not amount to willful or wanton misconduct or gross
21 negligence, if applicable provisions of this part have been met by the individual or entity:
22

- 23 a. A person providing medical oversight of the AED program, as designated in the plan;
- 24 b. The entity responsible for the AED program, as designated in the plan;
- 25 c. An individual providing training to others on the use of an AED.
26
27
28

29 Legal Reference: Title 37, Chapter 104, subchapter 6, ARM – Automated External
30 Defibrillators (AED)
31 §50-6-501, MCA Definitions
32 §50-6-502, MCA AED program – requirements for AED use
33 §50-6-503, MCA Rulemaking
34 §50-6-505, MCA Liability limitations

Gallatin Gateway Elementary

Adopted on: 6/30/21

Reviewed on:

Revised on: 4/20/22

8502

NONINSTRUCTIONAL OPERATIONS

Page 1 of 4

Construction and Repairs

Before commencing new school construction or repairs, the District shall submit plans for construction of a new school or an addition to or an alteration of an existing school to the local building code inspector or authority and DPHHS or the local health authority for review and approval. Plans shall include the following where applicable:

- (a) Location and detail of classrooms used for science or science laboratories, consumer science, art classrooms, art supply rooms, mechanic/carpentry, and industrial arts, including location and ventilation detail of lockable storage area of chemicals and other hazardous products;
- (b) Location and detail of janitorial facilities;
- (c) Specifications for the sewage treatment and disposal system to serve the school unless previously approved;
- (d) Specifications for the water supply to serve the school unless previously approved;
- (e) Locations for all emergency eyewash and shower stations, which shall meet the American National Standard for Emergency Eyewash and Shower Equipment;
- (f) Location and detail of laundry facilities including description of equipment and a flow chart indicating the route of laundry through sorting, washing, drying, ironing, folding, and storage;
- (g) Specifications for the final finishes of floors, walls and ceilings in toilet, locker and shower rooms, laundries, and janitorial closets;
- (h) Statement from the designer of the facilities that lighting capable of meeting the minimum requirements of ARM 37.111.830 will be provided;
- (i) Location and detail of the solid waste storage facilities;
- (j) name of DEQ-approved sanitary landfill which will receive solid waste from the school;
- (k) Specifications for a food service to serve the school unless the food service has been previously approved by the DPHHS and/or local health authority;
- (l) Any other information requested by the DPHHS or local health authority relating to the health, sanitation, safety, and physical well-being of the teachers, staff, and students;
- (m) Specifications for any new or modified playground equipment, which shall comply with the standards of the United States Consumer Product Safety Commission's 2010 Handbook for Public Playground Safety and the requirements of the 2010 ADA Standards for Accessible Design;
- (n) Specifications for any new or modified air intakes;
- (o) Specifications for any radon-resistant technique used in the building process;
- (p) Documentation reflecting how the topography of the site will permit good drainage of surface water away from the school building to eliminate significant areas of standing water and infiltration of surface water into the school building;
- (q) Specifications showing all chemical storage areas in new construction will be constructed to maintain negative air pressure to eliminate contamination of the school's indoor air quality by being vented to the outside of the building;

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- 4 (r) Specifications showing gas supply lines serving science laboratories, consumer
5 science, industrial arts, and other rooms utilizing multiple outlets will have a
6 master shut-off valve that is readily accessible to the instructor or instructors-in-
7 charge without leaving the classroom or storage area;
 - 8 (s) Specifications showing industrial arts classrooms or buildings and other rooms
9 using electrically will operated instruction equipment which presents a significant
10 safety hazard to the student utilizing such equipment shall be supplied with a
11 master electric switch readily accessible to the instructor or instructors-in-charge
12 without leaving the classroom or storage area.
 - 13 (t) Specifications showing that janitorial storage spaces will be lockable, have
14 sufficient storage are for equipment and chemicals; and be vented to the outside of
15 the building.
 - 16 (u) Specifications showing that hot and cold water shall be provided to handwashing
17 sinks and shower facilities. Hot water shall not be below 100° F nor exceed a
18 temperature of 120° F.
 - 19 (v) Documentation showing DPHHS the use of radon prevention strategies in new
20 construction.
- 21

22 The District shall not commence construction until all plans required by this policy been
23 approved by the local building code inspector or authority and DPPHS or the local health
24 authority. Construction shall be in accordance with the plans as approved unless permission is
25 granted in writing by the local building code inspector or authority and DPHHS or the local
26 health authority to make changes.

27 28 Change of Use in Existing Building

29
30 The District shall not use an existing building not currently utilized as a school without the prior
31 approval of the DPHHS or the local health authority. The District shall comply with this policy
32 when modifying a building in order to be utilized as a school.

33
34 The District is authorized to use of modular or mobile buildings in response to temporary or
35 permanent closure of the existing school facility, segments thereof, or classroom overflow when
36 plans are submitted and approved by DPHHS or the local health authority.

37 38 Contractor Assurance

39
40 No contract shall be let to any contractor who is not licensed or registered as required by the laws of
41 this state. Nor shall a contractor be granted a contract unless a statement is submitted and sworn to
42 which states that the contractor is in compliance with the state laws relating to prevailing wage,
43 non-collusion, and residence requirements for public works and with state and federal laws relating
44 to non-discrimination in hiring. A statement to this effect must be a part of every appropriate
45 contract.

46
47 No contract shall be let to any contractor if the provision conflicts with the provisions of § 20-9-
48 204.

1
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3
4 Contractor Surety Bonds and Insurance
5

6 A bid bond must accompany each contractor's bid or other security authorized by state law in the
7 amount of at least ten (10) percent of the total bid amount, excluding taxes. Any bid, which is not
8 successful, shall entitle the bidder to a refund of its security or bond. The successful bidder shall
9 have his/her bond or security retained until such a time as it is determined that the bidder shall
10 complete the contract. All bids received shall specify whether the District or the contractor shall
11 carry fire, liability, or other insurance during construction.
12

13 The successful bidder is required to execute and deliver to the Board a good and sufficient
14 performance bond with two (2) or more sureties or a licensed surety company which shall state that
15 the contractor shall execute and faithfully perform the provisions of the contract and shall pay all
16 subcontractors and materialmen as required by law.
17

18 Architect and Engineering Services
19

20 The Superintendent shall invite architects and/or engineers to express interest in performing such
21 necessary planning services for the District. Advertising shall be designed to reach a wide
22 geographical area to help ensure gender and minority applicant consideration.
23

24 Interested firms will be requested to submit a state of qualifications and performance data to enable
25 the Board to determine which architectural or engineering firm will best serve the needs of the
26 District. Criteria for selection of a firm shall include, but not be limited to, quality and breadth of
27 staff, design of similar projects, production capability, supervision and quality control, relationship
28 with clients, cost estimates and budget control.
29

30 The Superintendent is directed to establish necessary procedures to solicit and screen qualified
31 engineers and architects. The Superintendent shall recommend one or more firms to the Board for
32 its consideration. The Board and the successful architectural or engineering firm shall enter into a
33 contract for the necessary services. In the event the Board and the selected firm are unable to
34 negotiate a fair and reasonable fee, the trustees may select another firm provided reasonable public
35 notice of the selection is given.
36

37 Educational Specifications
38

39 Facilities shall be designed to accommodate the educational and instructional needs of the District.
40 The professional experience and judgment of staff shall be solicited in developing such educational
41 specifications. The law requires that special attention be given to accessibility to the education
42 program by students of both genders and those with disabilities. The Superintendent shall see that
43 all construction projects comply with the requirements for accessibility for individuals with
44 disabilities and comparability and equity between the genders. The architect shall be responsible
45 for ensuring compliance with state and federal laws including access for individuals with
46 disabilities and requirements for gender comparability and equity.
47

48 When the Board considers major remodeling or building a facility, it shall endeavor to seek facility
49 expertise in all affected program areas as well as comments from faculty, students, and community.

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Legal Reference:	§ 2-2-303, MCA	Agreements to appoint relative to office
	§ 18-2-402, MCA	Standard prevailing rate of wages
	§ 18-2-430, MCA	Preference of Montana labor in public works - wages
	§ 18-2-404, MCA	Approval of contract – bond
	§ 18-2-201, MCA, et seq	Performance, Labor, and Material bonds
	§ 20-9-204, MCA	Conflicts of interest, letting contracts and calling for
	bids	
	§50-1-206, MCA	Regulation in schools on matters of health
	§20-6-631, MCA	When contracts for architectural services required
	§20-6-633, MCA	Hiring for architectural services authorized
	37.111.804, ARM	Preconstruction Review
	37.111.805, ARM	Existing Building – Change of Use
	10.55.701(s), ARM	Board of Trustees
	10.55.701(l), ARM	Board of Trustees

8550

NONINSTRUCTIONAL OPERATIONS

Cyber Incident Response

A cyber incident is a violation or imminent threat of violation of computer security policies, acceptable use policies, or standard computer security practices. An incident response capability is necessary for rapidly detecting incidents, minimizing loss and destruction, mitigating the weaknesses that were exploited, and restoring computing services.

The School District is prepared to respond to cyber security incidents, to protect District systems and data, and prevent disruption of educational and related services by providing the required controls for incident handling, reporting, and monitoring, as well as incident response training, testing, and assistance.

Responsibilities of Specific Staff Members

Individual Information Technology User:

All users of District computing resources shall honor District policy and be aware of what constitutes a cyber security incident and shall understand incident reporting procedures.

District Information Technology Director (mc)

Provide incident response support resources that offer advice and assistance with handling and reporting of security incidents for users of School District information systems. Incident response support resources may include, but is not limited to: School District information technology staff, a response team outlined in this policy, and access to forensics services.

Establish a Cyber Security Incident Response Team (CSIRT) to ensure appropriate response to cyber security incidents. The CSIRT shall consist of the Campus Emergency Response Team and Technology Coordinator. CSIRT responsibilities shall be defined in the School District position descriptions.

District Superintendent:

Develop organization and system-level cyber security incident response procedures to ensure management and key personnel are notified of cyber security incidents as required.

Procedures

Designated officials within the District shall review and approve incident response plans and procedures at least annually. The incident response plans and/or procedures shall:

- Provide the District with a roadmap for implementing its incident response capability

do we have these

- 1
- 2
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- 4 • Describe the structure and organization of the incident response capability
- 5 • Provide a high-level approach for how the incident response capability fits into
- 6 the overall organization
- 7 • Meet the unique requirements of the District, which relate to mission, size,
- 8 structure, and functions
- 9 • Define reportable incidents
- 10 • Provide metrics for measuring the incident response capability within the
- 11 organization
- 12 • Define the resources and management support needed to effectively maintain and
- 13 mature an incident response capability
- 14

15 Upon completion of the latest incident response plan, designated officials shall:

- 16 • Distribute copies of the incident response plan/procedures to incident response
- 17 personnel.
- 18 • Communicate incident response plan/procedure changes to incident response
- 19 personnel and other organizational elements as needed.
- 20 • Provide incident response training to information system users consistent with
- 21 assigned roles and responsibilities before authorizing access to the information
- 22 system or performing assigned duties, when required by information system
- 23 changes; and annually thereafter.
- 24 • Test the incident response capability for the information systems they support at
- 25 least annually to determine effectiveness.
- 26 • Track and document information system security incidents.
- 27 • Promptly report cyber security incident information to appropriate authorities in
- 28 accordance with reporting procedures.
- 29
- 30

New Business
ACTION ITEM

Resolution to dispose of abandoned, obsolete, and undesirable property - 20-6-604, MCA

Presented by: Brittney Bateman

Background (to include funding source if applicable):

Sale Of Property When Resolution Passed After Hearing -- Appeal Procedure

20-6-604. Sale of property when resolution passed after hearing -- appeal procedure. (1) Whenever the trustees of a district determine that a site, building, or any other real or personal property of the district is or is about to become abandoned, obsolete, undesirable, or unsuitable for the school purposes of the district, the trustees may sell or otherwise dispose of the real or personal property in accordance with this section and without conforming to the provisions of 20-6-603. If a decision to sell or dispose of property is made, the trustees shall adopt a resolution to sell or otherwise dispose of the district real or personal property because it is or is about to become abandoned, obsolete, undesirable, or unsuitable for the school purposes of the district.

(2) The resolution may not become effective for 14 days after the notice required in subsection (3) is made.

(3) The trustees shall provide notice of the resolution in the manner required for school elections in 20-20-204.

(4) A taxpayer may appeal the resolution of the trustees, at any time prior to the effective date of the resolution, to the district court by filing a verified petition with the clerk of the court and serving a copy of the petition upon the district. The petition must set out in detail the objections of the petitioner to the adoption of the resolution or to the disposal of the property. The service and filing of the petition stay the resolution until final determination of the matter by the court. The court shall immediately fix the time for a hearing at the earliest convenient time. At the hearing, the court shall hear the matter de novo and may take testimony as it considers necessary. Its proceedings are summary and informal, and its decision is final.

(5) The trustees of a district that has adopted a resolution to sell or otherwise dispose of district real or personal property and, if appealed, has been upheld by the court shall sell or dispose of the real or personal property in any reasonable manner that they determine to be in the best interests of the district.

(6) The money realized from the sale or disposal of real or personal property of the district must be credited to the debt service fund, building fund, general fund, or other appropriate fund, at the discretion of the trustees.

Recommendation: Administration recommends the approval of the resolution to dispose of abandoned, obsolete, and undesirable property and for the money from the sale be deposited into the _____ fund.

DISPOSAL OF PROPERTY RESOLUTION

WHEREAS, Section 20-6-604, Montana Code Annotated, provides in pertinent part: (1) Whenever the trustees of a district determine that a site, building, or any other real or personal property of the district is or is about to become abandoned, obsolete, undesirable, or unsuitable for the school purposes of the district, the trustees may sell or otherwise dispose of the real or personal property. If a decision to sell or dispose of property is made, the trustees shall adopt a resolution to sell or otherwise dispose of the district real or personal property because it is or is about to become abandoned, obsolete, undesirable, or unsuitable for the school purposes of the district. (2) The resolution may not become effective for 14 days after the notice required in subsection (3) is made. (3) The trustees shall provide notice of the resolution in the manner required for school elections in 20-20-204.

WHEREAS, pursuant to Section 20-6-604, Montana Code Annotated, the Board of Trustees of Gallatin Gateway School District, has found that the listed property is obsolete, undesirable, or unsuitable for school purposes;

NOW, THEREFORE, BE IT RESOLVED, the Board of Trustees of Gallatin Gateway School District, shall place the following real property on the open market, advertise the real property as being for sale and sell the same if a qualified buyer makes an acceptable offer to the District:

14 Bundles of Curriculum
194 Miscellaneous Books/Textbooks

BE IT FURTHER RESOLVED, in accordance with District practice and as required by Sections 20-6-604 and 20-20-204, Montana Code Annotated, this Resolution shall be posted in three different places in the district and published in The Bozeman Daily Chronicle, the newspaper of general circulation in the District.

BE IT FURTHER RESOLVED, the resolution shall become effective fourteen (14) days after such publication and posting if, in accordance with Section 20-6-604, Montana Code Annotated, no taxpayer appeals this Resolution prior to May 31, 2023, by filing a verified petition with the Clerk of the District Court setting out in detail the objections to the adoption of the Resolution or the disposal of the property and serving a copy of such petition upon the School District.

DATED this 17th day of May, 2023

BOARD OF TRUSTEES
Gallatin Gateway School District

By _____
Julie Fleury, Chairperson of the Board

ATTEST:

Brittney Bateman, Clerk of the Board

Textbook Discarded Copies (1231)

2023-05-12 at 11:13 AM -- Alexandria Textbook Tracker 22.11 -- Clark, Erica

Name (Barcode) / Title ID - Title / ISBN	Barcode / Site / Reason	Discarded	Cost	Payment / Forgiven
Discarded from inventory 3rd Grade Library - 3rd Grade Library	00026297 GALL Weeded	Apr 28, 2023	10.00	0.00/0.00
Discarded from inventory 3rd - 3rd	00027416 GALL Weeded	Apr 28, 2023	0.00	0.00/0.00
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Discarded from inventory 3rd Grade Library - 3rd Grade Library	00027482 GALL Weeded	Apr 28, 2023	10.00	0.00/0.00
Discarded from inventory 3rd Grade Library - 3rd Grade Library	00027497 GALL Weeded	Apr 28, 2023	10.00	0.00/0.00
Discarded from inventory 3rd Grade Library - 3rd Grade Library	00027499 GALL Weeded	Apr 28, 2023	10.00	0.00/0.00
Discarded from inventory 3rd Grade Library - 3rd Grade Library	00027507 GALL Weeded	Apr 28, 2023	10.00	0.00/0.00
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Textbook Discarded Copies (1231)

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Name (Barcode) / Title ID - Title / ISBN	Barcode / Site / Reason	Discarded	Cost	Payment / Forgiven
Discarded from inventory 3rd Grade Library - 3rd Grade Library	00027575 GALL Weeded	Apr 28, 2023	10.00	0.00/0.00
Discarded from inventory 3rd Grade Library - 3rd Grade Library	00027576 GALL Weeded	Apr 28, 2023	10.00	0.00/0.00
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Name (Barcode) / Title ID - Title / ISBN	Barcode / Site / Reason	Discarded	Cost	Payment / Forgiven
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Name (Barcode) / Title ID - Title / ISBN	Barcode / Site / Reason	Discarded	Cost	Payment / Forgiven
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Hardie, Zaydee - 587 3rd - 3rd	00032395 GALL Weeded	May 3, 2023	8.95	0.00/0.00
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Discarded from inventory Counselor - Counselor	00033002 GALL Weeded	May 9, 2023	25.00	0.00/0.00

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Discarded from inventory Counselor - Counselor	00033026 GALL Weeded	May 9, 2023	25.00	0.00/0.00
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Discarded from inventory 3rd - 3rd	00033126 GALL Weeded	Apr 28, 2023	10.99	0.00/0.00
Discarded from inventory 3rd - 3rd	00033129 GALL Weeded	Apr 28, 2023	7.99	0.00/0.00
Discarded from inventory 3rd - 3rd	00033136 GALL Weeded	May 3, 2023	50.00	0.00/0.00
Discarded from inventory 3rd - 3rd	00033144 GALL Weeded	Apr 28, 2023	6.99	0.00/0.00
Discarded from inventory 3rd - 3rd	00033146 GALL Weeded	Apr 28, 2023	50.00	0.00/0.00
Discarded from inventory 3rd - 3rd	00033147 GALL Weeded	Apr 28, 2023	15.99	0.00/0.00

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Name (Barcode) / Title ID - Title / ISBN	Barcode / Site / Reason	Discarded	Cost	Payment / Forgiven
Discarded from inventory 3rd - 3rd	00033148 GALL Weeded	May 3, 2023	3.95	0.00/0.00
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Discarded from inventory 3rd - 3rd	00033221 GALL Weeded	May 3, 2023	50.00	0.00/0.00
Discarded from inventory 3rd - 3rd	00033226 GALL Weeded	Apr 28, 2023	1.95	0.00/0.00
Discarded from inventory 3rd - 3rd	00033232 GALL Weeded	May 3, 2023	50.00	0.00/0.00
Discarded from inventory 3rd - 3rd	00033234 GALL Weeded	Apr 28, 2023	2.95	0.00/0.00
Discarded from inventory 3rd - 3rd	00033235 GALL Weeded	May 3, 2023	4.95	0.00/0.00

Textbook Discarded Copies (1231)

2023-05-12 at 11:13 AM -- Alexandria Textbook Tracker 22.11 -- Clark, Erica

Name (Barcode) / Title ID - Title / ISBN	Barcode / Site / Reason	Discarded	Cost	Payment / Forgiven
Discarded from inventory 3rd - 3rd	00033236 GALL Weeded	May 3, 2023	50.00	0.00/0.00
Discarded from inventory 3rd - 3rd	00033238 GALL Weeded	Apr 28, 2023	6.95	0.00/0.00
Discarded from inventory 3rd - 3rd	00033243 GALL Weeded	Apr 28, 2023	3.50	0.00/0.00
Discarded from inventory 3rd - 3rd	00033244 GALL Weeded	Apr 28, 2023	50.00	0.00/0.00
Discarded from inventory 3rd - 3rd	00033245 GALL Weeded	Apr 28, 2023	4.50	0.00/0.00
Discarded from inventory 3rd - 3rd	00033246 GALL Weeded	Apr 28, 2023	3.99	0.00/0.00
Discarded from inventory 3rd - 3rd	00033247 GALL Weeded	Apr 28, 2023	3.50	0.00/0.00
Discarded from inventory 3rd - 3rd	00033250 GALL Weeded	May 3, 2023	50.00	0.00/0.00
Discarded from inventory 3rd - 3rd	00033251 GALL Weeded	Apr 28, 2023	50.00	0.00/0.00
Discarded from inventory 3rd - 3rd	00033252 GALL Weeded	Apr 28, 2023	3.50	0.00/0.00
Discarded from inventory 3rd - 3rd	000035885 GALL Weeded	May 4, 2023	14.26	0.00/0.00
Discarded from inventory 3rd - 3rd	000035886 GALL Weeded	May 4, 2023	14.26	0.00/0.00
Discarded from inventory 3rd - 3rd	000035887 GALL Weeded	May 4, 2023	14.26	0.00/0.00
Discarded from inventory 3rd - 3rd	000035888 GALL Weeded	May 4, 2023	14.26	0.00/0.00
Discarded from inventory 3rd - 3rd	000035889 GALL Weeded	May 4, 2023	14.26	0.00/0.00
Discarded from inventory 3rd - 3rd	000035890 GALL Weeded	May 4, 2023	14.26	0.00/0.00
Discarded from inventory 3rd Grade Library - 3rd Grade Library	000036412 GALL Weeded	Apr 28, 2023	10.00	0.00/0.00

Textbook Discarded Copies (1231)

2023-05-12 at 11:13 AM -- Alexandria Textbook Tracker 22.11 -- Clark, Erica

Name (Barcode) / Title ID - Title / ISBN	Barcode / Site / Reason	Discarded	Cost	Payment / Forgiven
Discarded from inventory 3rd Grade Library - 3rd Grade Library	000036418 GALL Weeded	May 3, 2023	10.00	0.00/0.00
Discarded from inventory 3rd Grade Library - 3rd Grade Library	000036427 GALL Weeded	Apr 28, 2023	10.00	0.00/0.00
Discarded from inventory 3rd Grade Library - 3rd Grade Library	000036428 GALL Weeded	Apr 28, 2023	10.00	0.00/0.00
Discarded from inventory 3rd - 3rd	000036429 GALL Weeded	Apr 28, 2023	10.00	0.00/0.00
Discarded from inventory 3rd - 3rd	000036430 GALL Weeded	Apr 28, 2023	10.00	0.00/0.00
Discarded from inventory 3rd - 3rd	000036431 GALL Weeded	Apr 28, 2023	10.00	0.00/0.00
Discarded from inventory 3rd - 3rd	000036432 GALL Weeded	Apr 28, 2023	10.00	0.00/0.00
Discarded from inventory 3rd - 3rd	000036433 GALL Weeded	Apr 28, 2023	10.00	0.00/0.00
Discarded from inventory 3rd Grade Library - 3rd Grade Library	000036435 GALL Weeded	Apr 28, 2023	50.00	0.00/0.00
Discarded from inventory 3rd - 3rd	000036438 GALL Weeded	Apr 28, 2023	5.00	0.00/0.00
Discarded from inventory 3rd - 3rd	000036439 GALL Weeded	Apr 28, 2023	10.00	0.00/0.00
Discarded from inventory 3rd Grade Library - 3rd Grade Library	000036442 GALL Weeded	Apr 28, 2023	10.00	0.00/0.00
Discarded from inventory 3rd Grade Library - 3rd Grade Library	000036444 GALL Weeded	Apr 28, 2023	10.00	0.00/0.00
Discarded from inventory 3rd - 3rd	000036445 GALL Weeded	Apr 28, 2023	10.00	0.00/0.00
Discarded from inventory 3rd Grade Library - 3rd Grade Library	000036465 GALL Weeded	Apr 28, 2023	10.00	0.00/0.00
Discarded from inventory 3rd Grade Library - 3rd Grade Library	000036466 GALL Weeded	Apr 28, 2023	10.00	0.00/0.00
Discarded from inventory 3rd Grade Library - 3rd Grade Library	000036468 GALL Weeded	Apr 28, 2023	10.00	0.00/0.00

Textbook Discarded Copies (1231)

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Name (Barcode) / Title ID - Title / ISBN	Barcode / Site / Reason	Discarded	Cost	Payment / Forgiven
Discarded from inventory 3rd Grade Library - 3rd Grade Library	000036469 GALL Weeded	Apr 28, 2023	10.00	0.00/0.00
Discarded from inventory 3rd Grade Library - 3rd Grade Library	000036497 GALL Weeded	Apr 28, 2023	20.00	0.00/0.00
Discarded from inventory - Dude Ranch Detective 0671042688	000036514 GALL Weeded	Apr 28, 2023	6.00	0.00/0.00
Discarded from inventory - Holes 9780440414803	000036519 GALL Weeded	Apr 28, 2023	8.00	0.00/0.00
Discarded from inventory - A Wrinkle In Time 9780312367541	000036530 GALL Weeded	Apr 28, 2023	7.00	0.00/0.00
Discarded from inventory - The Blood of Olympus 9781338039245	000036531 GALL Weeded	Apr 28, 2023	8.00	0.00/0.00
Discarded from inventory - The House of Hades 9780545838955	000036532 GALL Weeded	Apr 28, 2023	8.00	0.00/0.00
Discarded from inventory - The Mark of Athena 9780545782814	000036533 GALL Weeded	Apr 28, 2023	8.00	0.00/0.00
Discarded from inventory - The Son of Neptune 9780545624374	000036534 GALL Weeded	Apr 28, 2023	8.00	0.00/0.00
Discarded from inventory - The Lost Hero 9780545462624	000036535 GALL Weeded	Apr 28, 2023	15.00	0.00/0.00
Discarded from inventory - The Dragon with a Chocolate Heart 9781681196954	000036536 GALL Weeded	Apr 28, 2023	13.00	0.00/0.00
Discarded from inventory - The Lion, The Witch and the Wardrobe 9780064409421	000036540 GALL Weeded	Apr 28, 2023	9.00	0.00/0.00
Discarded from inventory - 10 True Tales Escape to Freedom Brave Young ... 9781338088113	000036543 GALL Weeded	May 3, 2023	6.00	0.00/0.00
Discarded from inventory - Magician's Nephew 9780545945776	000036545 GALL Weeded	Apr 28, 2023	6.00	0.00/0.00
Discarded from inventory - The Lion, The Witch and the Wardrobe 9780545945783	000036546 GALL Weeded	Apr 28, 2023	6.00	0.00/0.00
Discarded from inventory - The Horse and His Boy 9780545945790	000036547 GALL Weeded	Apr 28, 2023	6.00	0.00/0.00
Discarded from inventory - Prince Caspian 9780545945806	000036548 GALL Weeded	Apr 28, 2023	6.00	0.00/0.00

Textbook Discarded Copies (1231)

2023-05-12 at 11:13 AM -- Alexandria Textbook Tracker 22.11 -- Clark, Erica

Name (Barcode) / Title ID - Title / ISBN	Barcode / Site / Reason	Discarded	Cost	Payment / Forgiven
Discarded from inventory	000037509	Apr 28, 2023	6.00	0.00/0.00
- 10 True Tales The Secret Agent and other Spy Kids 9780545818148	GALL Weeded			
Discarded from inventory	000037510	May 3, 2023	6.00	0.00/0.00
- 10 True Tales Vietnam War Heroes 9780545837507	GALL Weeded			
Discarded from inventory	000037511	May 3, 2023	6.00	0.00/0.00
- 10 True Tales 9781338222654	GALL Weeded			
Discarded from inventory	000037512	May 3, 2023	6.00	0.00/0.00
- 10 True Tales Heroes of Hurricane Katrina 9780545831239	GALL Weeded			
Discarded from inventory	000037517	Apr 28, 2023	9.00	0.00/0.00
- Jet the Rescue Dog and Other Extraordinary Stor... 9780571304936	GALL Weeded			
Discarded from inventory	000037525	Apr 28, 2023	6.00	0.00/0.00
- Courageous A novel of Dunkirk 9781338331820	GALL Weeded			
Discarded from inventory	000037526	Apr 28, 2023	6.00	0.00/0.00
- Catch You Later, Traitor 9781338032246	GALL Weeded			
Discarded from inventory	000037527	Apr 28, 2023	6.00	0.00/0.00
- Fever 1793 9780439355254	GALL Weeded			
Discarded from inventory	000037531	Apr 28, 2023	6.00	0.00/0.00
- The Bridge to Terabithia 9780590132008	GALL Weeded			
Discarded from inventory	000037532	Apr 28, 2023	6.00	0.00/0.00
- The Bridge to Terabithia 9780590132008	GALL Weeded			
Discarded from inventory	000037543	Apr 28, 2023	8.00	0.00/0.00
- The Unteachables 9781338661132	GALL Weeded			
Discarded from inventory	000037635	May 9, 2023	50.00	0.00/0.00
Counseling - Counseling GALL Weeded				
Discarded from inventory	000037754	May 3, 2023	10.00	0.00/0.00
- If You Traveled on the Underground Railroad 9781338788914	GALL Weeded			
Discarded from inventory	000037767	May 4, 2023	6.00	0.00/0.00
- Magic Tree House: Fact Tracker- Horse Heroes 9780375870262	GALL Weeded			
Discarded from inventory	000037771	Apr 28, 2023	9.00	0.00/0.00
- Roll of Thunder, Hear My Cry 9780142401125	GALL Weeded			
Discarded from inventory	000037772	Apr 28, 2023	50.00	0.00/0.00
- The Giver 9780544336261	GALL Weeded			
Discarded from inventory	000037773	Apr 28, 2023	11.00	0.00/0.00
- Enclave 9780312551377	GALL Weeded			

Textbook Discarded Copies (1231)

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Name (Barcode) / Title ID - Title / ISBN	Barcode / Site / Reason	Discarded	Cost	Payment / Forgiven
Discarded from inventory	000037775	Apr 28, 2023	8.00	0.00/0.00
- The Higher Power of Lucky 9781416975571	GALL Weeded			
Discarded from inventory	000037776	Apr 28, 2023	10.00	0.00/0.00
- Tucker Everlasting ?0000037776	GALL Weeded			
Discarded from inventory	000037779	Apr 28, 2023	7.00	0.00/0.00
- Argos: The Story of Odysseus as Told by His Lo... 9780062396792	GALL Weeded			
Discarded from inventory	000037782	Apr 28, 2023	7.00	0.00/0.00
- Ponies of Chincoteague: Chasing Gold 9781481403429	GALL Weeded			
Discarded from inventory	000037790	Apr 28, 2023	6.00	0.00/0.00
- The Silver Chair 9780545945820	GALL Weeded			
Discarded from inventory	000037793	Apr 28, 2023	6.00	0.00/0.00
- The Call of the Wild 9780439227148	GALL Weeded			
Discarded from inventory	000037810	May 3, 2023	13.00	0.00/0.00
- History's Mysteries Legends and Lore 9781338661767	GALL Weeded			

***** 194 total copies *****

Total Purchase Cost:	3,835.53
Total Replacement Cost:	3,835.53
Total charged to patrons:	0.00
Total payments made:	0.00

Order Date	Product Title	Grade	Type	Price
1/22/2020	Units of Study in Opinion, Information, and Narative Writing (2016)	1st	Bundle	\$298.75
9/9/2020	Units of Study for Teaching Reading (2015)	1st	Bundle	\$387.50
8/20/2019	Units of Study in Phonics	2nd	Bundle	\$243.75
8/20/2019	Units of Study for Teaching Reading (2015)	2nd	Bundle	\$387.50
8/20/2019	Units of Study in Opinion, Information, and Narative Writing (2016)	2nd	Bundle	\$298.75
6/27/2019	Upp the Ladder: Accessing Grades 3-6 Units of Study	3-6th	Bundle	\$118.75
5/24/2018	Units of Study in Opinion, Information, and Narative Writing (2016)	3rd	Bundle	\$298.75
5/24/2018	Units of Study for Teaching Reading (2015)	3rd	Bundle	\$387.50
5/24/2018	Units of Study in Opinion, Information, and Narative Writing (2016)	4th	Bundle	\$298.75
5/24/2018	Units of Study for Teaching Reading (2015)	4th	Bundle	\$387.50
5/24/2018	Units of Study for Teaching Reading (2015)	5th	Bundle	\$387.50
5/24/2018	Units of Study in Opinion, Information, and Narative Writing (2016)	5th	Bundle	\$298.75
1/21/2020	Units of Study in Opinion, Information, and Narative Writing (2016)	Kinder	Bundle	\$298.75
9/9/2020	Units of Study for Teaching Reading (2015)	Kinder	Bundle	\$387.50
			Total	\$4,480.00

New Business
ACTION ITEM

Trustee Resolution Requesting County to Conduct Election(s) (20-20-417, MCA) for FY24 Election(s)

Presented by: Brittney Bateman

**TRUSTEE RESOLUTION REQUESTING COUNTY
CONDUCT ELECTION(S)**

BE IT RESOLVED, the Board of Trustees for School District No. 35, Gallatin County, State of Montana, requests that Gallatin County, State of Montana, conduct the elections for School District No. 35, Gallatin, County for all elections which may occur between July 1, 2023 and the May 6, 2024 annual school election (trustee and levy elections).

In accordance with 20-20-417, MCA, the county will perform the duties imposed on the trustees and the clerk of the district for school elections in 20-20-203, 20-20-313, and 20-20-401, and deliver to the trustees, for the purpose of canvassing the vote, the certified tally sheets and other items as provided in 13-15-301.

Other election duties not specified will be conducted by mutual agreement between the district clerk and the county election administrator.

Aaron Schwieterman
Board Chair

Brittney Bateman
District Clerk

DATED this 17th day of May, 2023.

Background (to include funding source if applicable): Gallatin County offers to run school district elections. The school district has used them in the past and they are great to work with.

Recommendation: To approve the Trustee Resolution Requesting County Conduct Elections.

New Business
ACTION ITEM

Approval of 2023 Certificate of Election

Presented by: Brittney Bateman

CERTIFICATE OF ELECTION

Gallatin Gateway School District #35
Report to: Gallatin County Superintendent of Schools
May 2, 2023

Trustees Name	Term	# of Votes Received	Acclamation Mark with (X)	Number of Registered Voters	Number Voting
Brian Nickolay	3 Yrs		X		

Propositions:

Type**	Duration of Levy	Elem or HS	Amount Voted on Ballot	Approx Mills	Votes For	Votes Against	Number of Registered Voters	Number Voting

** L = Levy B = Bond R = Building Reserve
(General/Technology)

We the undersigned, Trustees do hereby notify the County Superintendent of Schools of Gallatin County, Montana, that at the May 2, 2023, election of School District #35 of Gallatin County, Montana, the above number of votes were cast and recorded or completed by acclamation.

TRUSTEES'S SIGNATURES

_____	Aaron Schwieterman, Board Chair
_____	Tim Melton, Board Vice Chair
_____	Carissa Paulson, Trustee
_____	Mary Thurber, Trustee
_____	Brian Nickolay, Trustee

Dated this 17th day of May, 2023

Background: After an election, the Board needs to approve the Certificate of Election.

Recommendation: To approve the 2023 Certificate of Election.

New Business
ACTION ITEM

Discuss & Consider Life & Long Term Disability Insurance

Presented by: Brittney Bateman

Background (to include funding source if applicable): When the district utilized insurance through MUST, the life and long term disability was included in the medical insurance. With the new providers, BlueCross BlueShield, the life and long term disability insurance is separate and will be provided by Guardian.

Recommendation: To approve the life and long term disability insurance provided from Guardian.

Basic Term Life

RATES per \$1,000

Census	Life Rate	AD&D Rate	Volume	Monthly Premium	Annual Premium
17	\$0.100	\$0.019	\$425,000	\$50.58	\$606.96
Rate Guarantee	2 Years				
Minimum Participation	Contributory plans assume a minimum of 75% participation of eligible employees. Non-contributory plans assume a minimum of 100% participation of eligible employees.				
Evidence of Insurability	Medical Underwriting may be required for amounts in excess of Guaranteed issue amount.				
Guarantee Issue	\$25,000				

BENEFITS

All Eligible Employees											
Employee Benefit	\$25,000										
Employee AD&D	100% of Life Benefit to a maximum of \$25,000										
Accelerated Life	75% of the death benefit, Minimum: \$10,000, Maximum: \$250,000										
Waiver of Premium with LifeAssistSM	If disabled, insurance will continue until age 65 or no longer disabled.										
Portability	Included without Evidence of Insurability										
Seatbelt/Airbag	Employee: \$10,000/\$15,000										
Conversion	Included										
Benefit Reduction (of original amount)	<table border="1"> <thead> <tr> <th>Age</th> <th>Reduction</th> </tr> </thead> <tbody> <tr> <td>65</td> <td>35%</td> </tr> <tr> <td>70</td> <td>60%</td> </tr> <tr> <td>75</td> <td>75%</td> </tr> <tr> <td>80</td> <td>85%</td> </tr> </tbody> </table>	Age	Reduction	65	35%	70	60%	75	75%	80	85%
Age	Reduction										
65	35%										
70	60%										
75	75%										
80	85%										

PLAN HIGHLIGHTS

- **Guardian's Financial Strength:** Guardian has a long history of earning exemplary ratings from independent rating services which provide essential measures of a company's value as well as common ground for valid comparison. For additional details, visit our web site: <http://www.guardianlife.com/AboutGuardian/FinancialHighlights/Ratings/index.htm>

Life AssistSM:

- Provides supplemental monthly income that equals 1% of the employee's Life benefit to a maximum of \$2,000 for employees who are on waiver and are ADL disabled. Benefits are paid to the lesser of 100 months or to when waiver of premium ends.

Standard AD&D helps employees with the unexpected accidents/injuries and includes Seatbelt/Airbag and Exposure Disappearance.

IMPORTANT NOTES

Rates and premiums are based on the employee data submitted. Final rates and premiums are based on the plan and employee/dependent data provided on the enrollment forms. State specific requirements may apply.

- **Waiver:** Insured must be totally disabled prior to age 60 and remain totally disabled through an elimination period of 9 months.
- **Life AssistSM:** A person is ADL-disabled if he or she is (a) physically unable to perform two or more ADLs without continuous physical assistance; or (b) cognitively impaired, and requires verbal cueing to protect himself/herself or others. ADLs are bathing, dressing, toileting, transferring, continence, and eating.
- Portability ceases on attainment of age 70.
- Seatbelt/Airbag benefit will be limited to \$30,000 for combined Life and AD&D amounts.
- The Guarantee Issue amount shown in the above boxes may be reduced if acceptable evidence of insurability cannot be provided. Benefit reduction percentage by age is shown above in this proposal.

SUMMARY OF PLAN LIMITATIONS AND EXCLUSIONS

Life Plan

- In order to be eligible for coverage: Employees must be legally working: (a) in the United States or (b) outside the United States, for a US based employer, in a country or region approved by Guardian.
- Employees must be working full-time on the effective date of coverage; otherwise, coverage becomes effective after the completion of the specific waiting period GC-Life-15 (Life 2016).
- Evidence of Insurability is required for all late enrollees. Benefit increases may require underwriting.

(continued)

SUMMARY OF PLAN LIMITATIONS AND EXCLUSIONS (continued)**Accidental Death and Dismemberment Plan**

- We pay no Accidental Death and Dismemberment benefits for an insured where death or dismemberment occurs as the result of a disease or a bodily infirmity; through willful self-injury; by declared or undeclared war, act of war, armed aggression, while participating in civil disorder or committing a felony; traveling on any type of aircraft while having any duties on that aircraft. GC-ADD-15 (ADD 2016).

Guardian Group Basic Term Life Insurance is underwritten and issued by The Guardian Life Insurance Company of America, New York, NY. Not all policies are available in all states and the coverage, terms and conditions for any policy may vary from state to state. Policy limitations and exclusions apply. Optional riders and/or features may incur additional costs. Coverage will not be effective until approved by a Guardian underwriter. This proposal is subject to satisfactory financial evaluation.

Please refer to certificate of coverage for full plan description. This proposal is not a contract, and merely describes certain features of the products discussed herein. In the event of a conflict between this proposal and any policy or certificate issued by Guardian, those documents and not this proposal control. Generic Policy Form # GP-1-LIFE-15. The state approved form is the governing document.

Voluntary Term Life

RATES per \$1,000										
Age	<30	30-34	35-39	40-44	45-49	50-54	55-59	60-64	65-69	70+
Rates	\$0.069	\$0.084	\$0.128	\$0.187	\$0.292	\$0.498	\$0.788	\$1.174	\$2.576	\$4.598
Census	Child			Employee AD&D			Spouse AD&D		Child AD&D	
17	\$0.162			\$0.030			\$0.030		\$0.030	
Rate Guarantee	2 Years									
Minimum Participation	Greater of, 30% or 4 enrolled.									
Re-enrollment	Automatic Option: allows an employee to receive an automatic 5% adjustment for a maximum of 5 adjustments up to the case maximum without increasing rates.									
Underwriting Requirements	Employee <65	Spouse <65	Child	Employee 65<70	Spouse 65<70	Employee 70+	Spouse 70+			
Guarantee Issue	\$50,000	\$25,000	\$10,000	\$50,000	\$10,000	\$10,000	\$10,000			

BENEFITS											
	All Eligible Employees										
Employee Benefit	\$25,000, \$50,000, \$75,000, \$100,000, \$125,000, \$150,000, \$200,000										
Employee AD&D	100% of Life benefit to \$200,000										
Dependent AD&D	100% of Life Benefit										
Spouse Benefit	\$10,000, \$20,000, \$25,000, not to exceed 100% of Employee's amount										
Child Benefit	\$5,000, \$10,000, not to exceed 100% of Employee's amount										
Infant Benefit	\$500										
Dependent Age Limits	14 days to 26 years (26 if full time student). Infant Age: Birth to 14 days. Spouse terminates at 70.										
Accelerated Life	75% of the death benefit, Minimum: \$10,000, Maximum: \$250,000										
Waiver of Premium with LifeAssistSM	If disabled, insurance will continue until age 65 or no longer disabled.										
Portability	Included, without Evidence of Insurability										
Conversion	Included										
Seatbelt/Airbag	Employee: \$10,000/\$15,000, Dependent: \$5,000/\$7,500										
Benefit Reduction (of original amount)	<table border="1"> <thead> <tr> <th>Age</th> <th>Reduction</th> </tr> </thead> <tbody> <tr> <td>65</td> <td>35%</td> </tr> <tr> <td>70</td> <td>60%</td> </tr> <tr> <td>75</td> <td>75%</td> </tr> <tr> <td>80</td> <td>85%</td> </tr> </tbody> </table>	Age	Reduction	65	35%	70	60%	75	75%	80	85%
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PLAN HIGHLIGHTS

- **Guardian's Financial Strength:** Guardian has a long history of earning exemplary ratings from independent rating services which provide essential measures of a company's value as well as common ground for valid comparison. For additional details, visit our web site: <http://www.guardianlife.com/AboutGuardian/FinancialHighlights/Ratings/index.htm>
- **LifeAssistSM:** Provides supplemental monthly income that equals 1% of the employee's Life benefit to a maximum of \$2,000 for employees who are on waiver and are ADL disabled. Benefits are paid to the lesser of 100 months or to when waiver of premium ends.
- **Will Prep Services:** Provides resources to prepare wills and other planning documents. Will Prep Services include: free Estate Planning documents, access to Estate Planners and Resource Library. For a small fee, Attorney Assisted Will Preparation is also available
- Standard AD&D helps employees with the unexpected accidents/injuries and includes Seatbelt/Airbag and Exposure Disappearance.

IMPORTANT NOTES

Rates and premiums are based on the employee data submitted. Final rates and premiums are based on the plan and employee/dependent data provided on the enrollment forms. State specific requirements may apply.

- **Waiver:** Insured must be totally disabled prior to age 60 and remain totally disabled through an elimination period of 9 months.
- **Life AssistSM:** A person is ADL-disabled if he or she is (a) physically unable to perform two or more ADLs without continuous physical assistance; or (b) cognitively impaired, and requires verbal cueing to protect himself/herself or others. ADLs are bathing, dressing, toileting, transferring, continence, and eating.
- Portability ceases on attainment of age 70.

(continued)

Voluntary Term Life

IMPORTANT NOTES (continued)

- Spouse rate is based on employee's age bracket. Child rate is a per \$1,000 for all children. Dependent life insurance will not take effect if a dependent, other than a newborn, is confined to a hospital or other health care facility, or is unable to perform the normal activities of someone of like age and sex.
- Seatbelt/Airbag benefit will be limited to \$30,000 for combined Life and AD&D amounts.
- The Guarantee Issue amount shown in the above boxes may be reduced if acceptable evidence of insurability cannot be provided. Benefit reduction percentage by age is shown above in this proposal.

SUMMARY OF PLAN LIMITATIONS AND EXCLUSIONS

Life Plan

- In order to be eligible for coverage: Employees must be legally working (a) in the United States or (b) outside the United States, for a US based employer, in a country or region approved by Guardian.
- We pay no benefits if the insured's death is due to suicide within two years from the insured's original effective date. This two year limitation also applies to any increase in benefit. This exclusion may vary according to state law. GC-Life-15 (VLife 2016)
- WillPrep Services are provided by Uprise Health, and its contractors. The Guardian Life Insurance Company of America (Guardian) does not provide any part of WillPrep Services. Guardian is not responsible or liable for care or advice given by any provider or resource under the program. WillPrep Services is not an insurance benefit and may not be available in all states.
- Employees must be working full-time on the effective date of your coverage; otherwise, coverage becomes effective after the completion of the specific waiting period.
- Evidence of Insurability is required for all late enrollees. Benefit increases may require underwriting.

Accidental Death and Dismemberment Plan

- We pay no Accidental Death and Dismemberment benefits for an insured where death or dismemberment occurs as the result of a disease or a bodily infirmity; through willful self-injury; by declared or undeclared war, act of war, armed aggression; while participating in civil disorder or committing a felony; traveling on any type of aircraft while having any duties on that aircraft. GC-ADD-15 (VADD 2016)

Guardian Group Voluntary Life Insurance is underwritten and issued by The Guardian Life Insurance Company of America, New York, NY. Not all policies are available in all states and the coverage, terms and conditions for any policy may vary from state to state. Policy limitations and exclusions apply. Optional riders and/or features may incur additional costs. Coverage will not be effective until approved by a Guardian underwriter. This proposal is subject to satisfactory financial evaluation.

Please refer to certificate of coverage for full plan description. This proposal is not a contract, and merely describes certain features of the products discussed herein. In the event of a conflict between this proposal and any policy or certificate issued by Guardian, those documents and not this proposal control. Generic Policy Form # GP-1-LIFE-15. The state approved form is the governing document.

Short Term Disability

RATES Per \$10 of Weekly Indemnity

Census	Employee Rate	Weekly Benefit	Monthly Premium	Annual Premium
17	\$0.463	\$8,652.00	\$400.59	\$4,807.08
Rate Guarantee	2 Years			

BENEFITS

All Eligible Employees

Census	17
Contribution/Participation	Non-contributory/100%
Benefits Begin Accident/Sickness	8th day/8th day
Duration of Benefits	12 weeks
Definition of Disability	Own Job
Weekly Benefit	60% to \$1,000
Interruption of Elimination Period	Unlimited, no set number of days
Return to Work	Zero Day Residual
Maximum Partial Disability Earnings	80% Indexed
Partial Disability Calculation	Greater of direct reduction or proportionate loss
Integration Method	Direct Offset, Family - benefits reduced by other group disability benefits, plus insured and dependent social security benefits
Salary Continuation /Association IDI	offsets when benefit and salary continuation exceeds 100% Salary Continuation - offsets when benefit and salary continuation exceeds 100%
Minimum Weekly Benefit	Flat \$25
Earnings Definition	Standard, excluding bonus & commission
State Integration	Not Applicable
Telephonic Claims	TeleGuard Included
Coverage Type	Non-occupational
Rehabilitation Services	110% benefit amount, mandatory participation, Includes Dependent care expense
H&W Withholding	Not Included
Tax Services	Tax reports only - No W-2 Printing
Worksite Modification	\$2,500
Recurrent Disability	2 Weeks

PLAN HIGHLIGHTS

- **Guardian's Financial Strength:** Guardian has a long history of earning exemplary ratings from independent rating services which provide essential measures of a company's value as well as common ground for valid comparison. For additional details, visit our web site: <http://www.guardianlife.com/AboutGuardian/FinancialHighlights/Ratings/index.htm>
- **Experienced and Innovative Disability Service Team:** Our services help disabled employees return to maximum potential by having a dedicated claims analyst work closely with the employer, disabled employee and physicians to encourage and support successful outcomes. For additional details, see our disability page: <https://www.guardiananytime.com/gafd/wps/portal/fdhome/employers/products-and-coverage/disability>
- **TeleGuard call center** - No claims forms to complete. No mail delays. Employees simply call a dedicated toll-free number. Our in-house, specially-trained TeleGuard experts collect all information and get the answers we need the first time, helping to expedite claims review and determination. In fact, employees can expect their short term disability payment in less than a week starting from the time we receive the claim.

IMPORTANT NOTES

Rates and premiums are based on the employee data submitted. Final rates and premiums are based on the plan and employee/dependent data provided on the enrollment forms. State specific requirements apply.

(continued)

Short Term Disability

IMPORTANT NOTES (continued)

- **Tax Services:** Guardian prepares quarterly & annual tax reports. Policyholder is required to prepare and file W-2 using the Policyholder tax ID number. Guardian, its subsidiaries, agents, and employees do not provide tax, legal, or accounting advice. Consult your tax, legal, or accounting professional regarding your individual situation.
- These rates are contingent upon STD being purchased with Guardian LTD coverage or Guardian LTD and Guardian FMLA coverage.
- Maternity is covered as any other illness.
- **Own Job:** The employee must be unable to perform, on a full-time basis, the major duties of his or her own job. The employee is not disabled if he or she earns, or is able to earn, more than this plan's maximum allowed income earned during disability.
- **Earnings Definition:** All definitions of earnings will include language to cover shift differential, and partnership, owner, or sole proprietor earnings, and 1099 earnings.

SUMMARY OF PLAN LIMITATIONS AND EXCLUSIONS

- We do not pay benefits for charges relating to a covered person: taking part in any war or act of war (including service in the armed forces) committing a felony or taking part in any riot or other civil disorder or intentionally injuring themselves or attempting suicide while sane or insane, and for the voluntary inhalation or ingestion of poison, gas, solvent, chemical, or other substance not intended for internal consumption
- We do not pay benefits due solely to the risk of relapse, during any period in which a covered person is confined to a correctional facility, an employee is not under the care of a doctor, an employee is receiving treatment outside of the US or Canada, and the employee's loss of earnings is not solely due to disability.
- Evidence of Insurability is required on all late enrollees.
- In order to be eligible for coverage; employees must be legally working (a) in the United States or (b) outside the United States, for a US based employer in a country or region approved by Guardian.

Guardian Group Short Term Disability Insurance is underwritten and issued by The Guardian Life Insurance Company of America, New York, NY. Not all policies are available in all states and the coverage, terms and conditions for any policy may vary from state to state. Policy limitations and exclusions apply. Optional riders and/or features may incur additional costs. Coverage will not be effective until approved by a Guardian underwriter. This proposal is subject to satisfactory financial evaluation.

Please refer to certificate of coverage for full plan description. This proposal is not a contract, and merely describes certain features of the products discussed herein. In the event of a conflict between this proposal and any policy or certificate issued by Guardian, those documents and not this proposal control. This policy provides Disability Income insurance only. It does NOT provide basic hospital, basic medical or major medical insurance. Generic Policy Form # GP-1-STD-15. The state approved form is the governing document.

Long Term Disability

RATES Per \$100 of Monthly Covered Payroll

Census	Employee Rate	Monthly Payroll	Monthly Premium	Annual Premium
17	\$0.150	\$62,488	\$93.73	\$1,124.76
Rate Guarantee	2 Years			

BENEFITS

All Eligible Employees

Contribution/Participation	Non-contributory/100%
Elimination Period	90 days
Duration of Benefits	Social Security normal retirement age
Definition of Disability	2 year Own Occupation/Any Occupation thereafter
Monthly Benefit	60% to \$6,000
Guarantee Issue	\$6,000
Evidence of Insurability	Medical Underwriting may be required for amounts in excess of GI
Interruption of Elimination Period	Unlimited, no set number of days
Return to Work	Zero Day Residual
Work Incentive	12 month
Maximum Partial Disability Earnings	80% Indexed Own Occ/ 60% Indexed Any Occ - No earnings loss required during the Elimination Period
Partial Disability Calculation	Greater of direct reduction or proportionate loss
Income Recovery	Included
Integration Method	Direct Offset, Family
Salary Continuation /Association IDI	Salary Continuation - Offsets when benefit and salary continuation exceeds 100%
Minimum Benefit	Greater of 10% or \$100
Mental Health & Substance Abuse	24 Month lifetime payment limit, combined
Pre-Existing Conditions	3 months prior, 12 months after Exclusion, Continuity of Coverage
Special Limitations on Specified Conditions	Included
Earnings Definition	Standard, excluding bonus & commission
Rehabilitation Services	110% benefit amount, mandatory participation Includes Dependent care expense
Recurrent Disability	6 months
Survivor Benefit	3 months net, accelerated
Tax Services	W-2 reporting with FICA match
Worksite Modification	\$2,500

PLAN HIGHLIGHTS

- Guardian's Financial Strength:** Guardian has a long history of earning exemplary ratings from independent rating services which provide essential measures of a company's value as well as common ground for valid comparison. For additional details, visit our web site: <http://www.guardianlife.com/AboutGuardian/FinancialHighlights/Ratings/index.htm>
- Experienced and Innovative Disability Service Team:** Our services help disabled employees return to maximum potential by having a dedicated claims analyst work closely with the employer, disabled employee and physicians to encourage and support successful outcomes. For additional details, see our disability page: <https://www.guardiananytime.com/gafd/wps/portal/fdhome/employers/products-and-coverage/disability>
- Income Recovery Benefit:** This provision continues a monthly benefit payment to a claimant who is recovered from disability and returns to full-time work in his or her own occupation but is unable to earn 80% of pre-disability earnings. This benefit will continue up to 12 months or until the claimant is able to earn 80% of indexed pre-disability earnings.

Long Term Disability

IMPORTANT NOTES

Rates and premiums are based on the employee data submitted. Final rates and premiums are based on the plan and employee/dependent data provided on the enrollment forms. State specific requirements apply.

- **Earnings Definition:** All definitions of earnings will include language to cover shift differential, and partnership, owner, or sole proprietor earnings, and 1099 earnings.
- **If an Own Occupation/Any Occupation plan is selected:** During the elimination period and the own occupation period, the employee must be unable to perform, on a full-time basis, the major duties of his or her own occupation. After the end of the own occupation period, the employee must be unable to perform, on a full-time basis, the major duties of any gainful work. The employee is not disabled if he or she earns, or is able to earn, more than this plan's maximum allowed income earned during disability.
- **Special Limitations on Specified Conditions:** The conditions limited under Specified Conditions include disability caused by: musculoskeletal and connective tissue disorders, chronic fatigue conditions, chemical or environmental sensitivities, headache, chronic or myofascial pain, gastro-esophageal reflux disorder, irritable bowel syndrome, and vestibular dysfunction, vertigo or dizziness.
- **Tax Services - W2 Reporting with FICA Match:** Guardian prepares & files W-2 forms under the Guardian's Federal Tax ID number. Guardian, its subsidiaries, agents, and employees do not provide tax, legal, or accounting advice. Consult your tax, legal, or accounting professional regarding your individual situation.
- **If 60% Gainful/Any Occupation is selected:** During the any occupation period, the 60% gainful earnings test will be 80% if the employee is working while disabled, and 60% if the employee is not working while disabled
- These rates are contingent upon LTD being purchased with Guardian STD and/or another Guardian coverage.

***Because Guardian does not have visibility into the entire suite of benefits offered to your employees, it cannot ensure that any LTD product individually satisfies all applicable age discrimination laws. Employer's compliance with these laws is based on consideration of the entire benefit package provided. If a stand-alone compliant LTD product is required, you should contact your sales representative for available options.**

SUMMARY OF PLAN LIMITATIONS AND EXCLUSIONS

- We limit the duration of payments for long term disabilities caused by mental or emotional conditions, or alcohol or drug abuse.
- We do not pay benefits for charges relating to a covered person: taking part in any war or act of war (including service in the armed forces) committing a felony or taking part in any riot or other civil disorder or intentionally injuring themselves or attempting suicide while sane or insane, and for the voluntary inhalation or ingestion of poison, gas, solvent, chemical, or other substance not intended for internal consumption.
- We do not pay benefits due solely to the risk of relapse, during any period in which a covered person is confined to a correctional facility, an employee is not under the care of a doctor, an employee is receiving treatment outside of the US or Canada, and the employee's loss of earnings is not solely due to disability.
- During the exclusion/limitation period, this disability plan does not pay charges relating to a pre-existing condition. A pre-existing condition includes any condition for which an employee, in a specified period of time prior to coverage in this plan, consults with a physician, receives treatment, or takes prescribed drugs. If this plan is transferred from another insurance carrier, the time an insured is covered under that plan will count toward satisfying Guardian's pre-existing condition exclusion /limitation period. Please refer to the plan details for specific time periods.
- In order to be eligible for coverage; employees must be legally working: (a) in the United States or (b) outside the United States, for a US based employer in a country or region approved by Guardian.
- Evidence of Insurability is required on all late enrollees.

Guardian Group Long Term Disability Insurance is underwritten and issued by The Guardian Life Insurance Company of America, New York, NY. Not all policies are available in all states and the coverage, terms and conditions for any policy may vary from state to state. Policy limitations and exclusions apply. Optional riders and/or features may incur additional costs. Coverage will not be effective until approved by a Guardian underwriter. This proposal is subject to satisfactory financial evaluation.

Please refer to certificate of coverage for full plan description. This proposal is not a contract, and merely describes certain features of the products discussed herein. In the event of a conflict between this proposal and any policy or certificate issued by Guardian, those documents and not this proposal control. This policy provides Disability Income insurance only. It does NOT provide basic hospital, basic medical or major medical insurance as defined by the New York State Department of Financial Services. Generic Policy Form # GP-1-LTD-15. The state approved form is the governing document.

New Business
ACTION ITEM

Discuss & Consider Special Board Meeting Date

Presented by: Kelly Henderson

Background (to include funding source if applicable):

Topics of discussion to include:

- Bond Discussion
- Intercap Loan utilizing Building Reserve Levy
- Facility Committee Guidance to proceed with Bond Work
- Permission to reissue an RFQ for an Owner's Representative to assist the district in guidance for processes and procedures

Recommendation: Administrations recommends a Special Board Meeting to discuss options for facility finance on June 1st from 10am-12pm.

New Business
ACTION ITEM

Discuss & Consider Increasing Insurance Dollar Amount for Employee Insurance

Presented by: Brittney Bateman

Background (to include funding source if applicable): In the Master Agreement, article 19 reads:

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.

The lowest priced single person coverage in the new health plan costs \$608.51. With the added life and long term disability, the cost for the district to cover it, will be roughly \$615.41 per month.

The increase will be funded from the insurance refunds account.

Recommendation: To approve the increase the district provided funding for health insurance to full time employees to \$616.00 per month.