



June 21, 2023 Agenda Regular Meeting of Trustees

The regular meeting of the Board of Trustees of School District #35 has been scheduled for **June 21, 2023 at 6:00 P.M. in the boardroom and via Zoom.**

Call to Order

Pledge of Allegiance

Presiding Trustee's Explanation of Procedures

Public Comment- Non Agenda Items

GUESTS:

Consent Agenda

Minutes: May 17, 2023-Special Meeting; May 17, 2023-Regular Meeting; May 19, 2023-Special Meeting; June 1, 2023-Special Meeting; & June 7, 2023-Special Meeting; **Finance:** Warrants; Operational Budget by Object Code; Cash Reconciliation; Extra-Curricular Expenditure and Reconciliation Report; **Personnel Resolution:** *Custodian, Kindergarten, Extra-Curricular Positions, Resignations*

Superintendent Report

District Clerk Report

Business Manager Report

Old Business

Discussion:

Governing Board Committee Updates

Action Items:

Termination and Removal of Temporary Emergency Policies 1900-1912

New Business

Discussion:

Board Meeting Dates for August

Presentation: Jobs for Montana Graduates Program

Action Items:

Discuss & Consider Proposals for the 2023-2025 Certified Master Agreement

Discuss & Consider Classified Salary/Wage Increase for 2023-2025 School Years

Discuss & Consider Contract Amendment for Superintendent for 2023-2024 School Year

Consider ARP ESSER Plan Updates

Consider Extracurricular Stipend Positions and Staffing Recommendations

Consider Interfund Transfer - Compensated Absences Liability Fund/General Fund/Multidistrict Agreement

Renewal of MSGIA Workers Comp & Property Liability Insurance

Consider Disposal of District Records - School District Records Schedule No. 7

Review, Discuss & Consider Regular Board Meeting Dates for 2023-2024 - GGS Policy #1400

Review, Discuss & Consider Policy Series 8000 Updates - Second Reading

MTSBA Mandatory Legislative Policy Changes - First Reading

Discuss & Consider Facilities Committee Review of Building Expansion and Renovation

Project

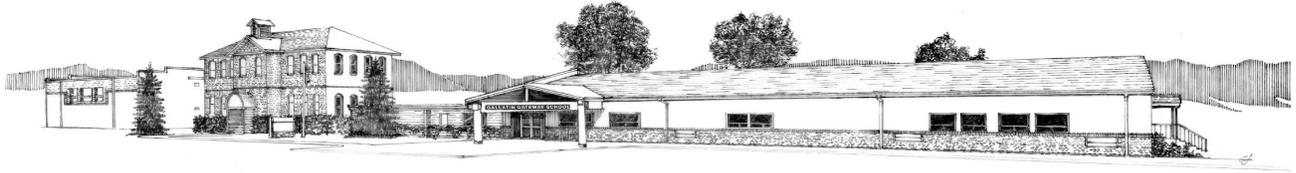
Discuss & Consider MTSBA Electronic Vote on Association Business

Next Meetings:

Agenda Setting August 3, 2023

August Board Meeting August 16, 2023

Adjournment



**5.17.2023 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 5:00 P.M. on May 17, 2023, in the Gallatin Gateway School Board Room. Carissa Paulson, Vice Chair presided and called the meeting to order at 5:01 P.M.

TRUSTEES PRESENT

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

TRUSTEES ABSENT

Julie Fleury, Board Chair

STAFF PRESENT

Kelly Henderson, Superintendent; Brittney Bateman, District Clerk

OTHERS PRESENT

Brian Nickolay

PUBLIC COMMENT ON NON-AGENDA ITEMS

None.

NEW BUSINESS

Review Board Self Evaluation and Community Survey

The Board met to discuss the results from the self evaluation and the community survey. The Board discussed the opinions that there is not as much involvement as previous years. After a meeting, the administration team will make a meeting update with takeaways and votes from the meeting and send it out to the staff and community. They will also make a trifold about the administrative team and include language about public comment and yearly trustee elections. A comment was made about getting a drone to take video coverage of the school's exterior and add it to the website to showcase the facilities to the public.

ADJOURNMENT

Carissa Paulson, Vice Chair adjourned the meeting at 5:47 P.M.

Aaron Schwieterman, Board Chair

Brittney Bateman, District Clerk



**5.17.2023 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 May 17, 2023, in the Gallatin Gateway School Board Room and via Zoom. Carissa Paulson, Vice Chair presided and called the meeting to order at 6:02 P.M.

TRUSTEES PRESENT

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

TRUSTEES ABSENT

Julie Fleury, Board Chair

STAFF PRESENT

Kelly Henderson, Superintendent; Brittney Bateman, District Clerk

OTHERS PRESENT

Brian Nickolay, Nancy Topel, John Nielson

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

None.

CONSENT AGENDA

Motion: Trustee Thurber to approve the consent agenda as presented. **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
Seconded: Trustee Melton
Public Comment: None
For: Thurber, 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) Sportsman's Banquet; 2) Declamations; 3) Staff Appreciation; 4) Exited 2 IEP's

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) facility updates; 2) adult education; 3) food service; 4) transportation

BUSINESS MANAGER REPORT

Business Manager Donna Avilez was absent from the meeting.

OLD BUSINESS

Discussion Items:

Committee Updates

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

Facilities Committee - Aaron Schweiterman and Tim Melton

There will be an update later in the meeting.

Safety Committee - Mary Thurber

Trustee Thurber gave the board an update regarding the safety committee. Flipcharts for the backpacks are being edited and printed for next school year. Ms. Thurber is currently rewriting the emergency management plan. The committee is applying for grants to help safety upgrade funding. There will be a virtual

Whole Child - Kelly Henderson

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

There were no updates for the PDAC committee.

Action Items:

Attendance Policy - Second Reading

This policy was reviewed in April with suggestions to remove the 8-day language. It was removed and language clarified throughout the policy.

Motion: Trustee Schwieterman to approve the changes to the attendance policy.

Seconded: Trustee Melton

Public Comment: None

For: Thurber, Paulson, Schwieterman, Melton

Opposed: None

Motion passed unanimously 4-0

Discuss & Consider 2023-2024 Athletic Fees

Multi-Year Plan:

Year 1:

- Charge \$100.00 per sport per student. \$100 per sport x 102 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

Motion: Trustee Melton to approve changing the 2023-2024 athletic fees to \$100.00 per child and per sport.

Seconded: Trustee Thurber

Public Comment: None

For: Thurber, Paulson, Schwieterman, Melton

Opposed: None

Motion passed unanimously 4-0

Policy Series 2000 - Second Reading

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

Motion: Trustee Schwieterman to approve the changes to the Policy Series 2000.

Seconded: Trustee Melton

Public Comment: None

For: Thurber, Paulson, Schwieterman, Melton

Opposed: None

Motion passed unanimously 4-0

Discuss & Consider Audit Request for Proposal Reissue

This agenda item was removed from the agenda.

NEW BUSINESS

Discussion Items:

Audit Planning Governance Letter

An engagement letter regarding the FY 22 audit processes was presented to the Board for review. The audit began on April 28th and will conclude with a report on June 30th. At the August board meeting, the Board will review the audit details and findings.

Action Items:

Consider 2023-2024 Non-resident Student Attendance Agreements

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

Motion: Trustee Thurber to approve the presented twenty-eight (28) non-resident student attendance agreements for the 2023-2024 school year.

Seconded: Trustee Melton

Public Comment: None

For: Thurber, Paulson, Schwieterman, Melton

Opposed: None

Motion passed unanimously 4-0

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

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. 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.

Motion: Trustee Melton to approve raising the hourly wage for the nurse position to \$30.09 and summer professional development and technology work for teachers to \$25.00.

Seconded: Trustee Schwieterman

Public Comment: None

For: Thurber, Paulson, Schwieterman, Melton

Opposed: None

Motion passed unanimously 4-0

Discuss & Consider Kindergarten Teaching Position

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

Motion: Trustee Melton to approve option two (2) and hire a 1.0 FTE teacher for the 2023-2024 school year.

Seconded: Trustee Thurber

Public Comment: None

For: Thurber, Paulson, Schwieterman, Melton

Opposed: None

Motion passed unanimously 4-0

Discuss & Consider Handbooks:

Student and Parent Handbook

Staff Handbook

Mentoring Handbook

504 Manual

Volunteer Handbook

Wellness Plan

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.

Motion: Trustee Thurber to accept all the presented changes to the handbooks listed for the 2023-2024 school year.

Seconded: Trustee Melton

Public Comment: None

For: Thurber, Paulson, Schwieterman, Melton

Opposed: None

Motion passed unanimously 4-0

Approval of Electives for 2023-2024 School Year

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

Motion: Trustee Thurber to accept the presented electives for grades 5-8 for the 2023-2024 school year.

Seconded: Trustee Schwieterman

Public Comment: None

For: Thurber, Paulson, Schwieterman, Melton

Opposed: None

Motion passed unanimously 4-0

Discuss & Consider Extracurricular Stipends for 2023-24

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.

Motion: Trustee Melton to approve the amended 2023-2024 extra-curricular position salary stipend amounts. The amendments include changing the mentor stipend to \$1,000 per year and the mentor coordinator stipend amount to \$2,000 per year.

Seconded: Trustee Thurber

Public Comment: None

For: Thurber, Paulson, Schwieterman, Melton

Opposed: None

Motion passed unanimously 4-0

Discuss & Consider Renewal of Multidistrict Agreement

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.

Motion: Trustee Schwieterman to approve 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.

Seconded: Trustee Melton

Public Comment: None

For: Thurber, Paulson, Schwieterman, Melton

Opposed: None

Motion passed unanimously 4-0

First Reading of Policy Series 8000

The 8000 Non-instructional Policies are next in line to be reviewed by the Board. The Board scheduled a short policy review meeting for the first reading. The meeting will take place June 7, 2023 at 12:00 P.M.

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

The Board was presented with a list of items that need to be excessed from the district inventory. The district will follow MCA 20-6-604 when handling the advertisement and excess of the items.

Motion: Trustee Schwieterman to approve the amended resolution to dispose of abandoned, obsolete, and undesirable property and for the money from the sale be deposited into the general fund. The amendment is to include the date of June 14, 2023 from 8:00 A.M. to 12:00 P.M.

Seconded: Trustee Melton

Public Comment: None

For: Thurber, Paulson, Schwieterman, Melton

Opposed: None

Motion passed unanimously 4-0

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

Gallatin County offers to run school district elections. The school district has used them in the past and they are great to work with. Each year the Board needs to make a motion to continue working with the County or not for the next year of elections.

Motion: Trustee Thurber to approve the Trustee Resolution Requesting County Conduct Elections for the 2023-2024 election year.

Seconded: Trustee Schwieterman

Public Comment: None

For: Thurber, Paulson, Schwieterman, Melton

Opposed: None

Motion passed unanimously 4-0

Approval of 2023 Certificate of Election

After an election, the Board needs to approve the Certificate of Election to certify the election results.

Motion: Trustee Melton to approve the amended 2023 Certificate of Election. The amendment was to include Mary Thurber as a trustee by acclamation.

Seconded: Trustee Schwieterman

Public Comment: None

For: Thurber, Paulson, Schwieterman, Melton

Opposed: None

Motion passed unanimously 4-0

Discuss & Consider Life & Long Term Disability Insurance

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.

Motion: Trustee Melton to approve the life and long term disability insurance provided from Guardian.

Seconded: Trustee Thurber

Public Comment: None

For: Thurber, Paulson, Schwieterman, Melton

Opposed: None

Motion passed unanimously 4-0

Discuss & Consider Special Board Meeting Date

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

Motion: Trustee Thurber to approve a Special Board Meeting to discuss options for facility finance on June 1st from 10am-12pm.

Seconded: Trustee Schwieterman

Public Comment: None

For: Thurber, Paulson, Schwieterman, Melton

Opposed: None

Motion passed unanimously 4-0

Discuss & Consider Increasing Insurance Dollar Amount for Employee Insurance

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.

Motion: Trustee Melton to approve the increase for the district provided funding for health insurance to full time employees to \$616.00 per month.

Seconded: Trustee Thurber

Public Comment: None

For: Thurber, Paulson, Schwieterman, Melton

Opposed: None

Motion passed unanimously 4-0

The Board took a recess break at 7:30 P.M.

The meeting reconvened at 7:33 P.M.

Swear in Trustees - County Superintendent John Nielson

At 7:33 P.M. County Superintendent John Nielson swore in trustees Brian Nickolay and Mary Thurber.

Reorganization of the Board

Motion: Trustee Melton to approve Aaron Schwieterman as the board chair for the 2023-2024 school year.

Seconded: Trustee Paulson

Public Comment: None

For: Thurber, Paulson, Schwieterman, Melton, Nickolay

Opposed: None

Motion passed unanimously 5-0

Motion: Trustee Paulson to approve Mary Thurber as the board vice chair for the 2023-2024 school year.

Seconded: Trustee Nickolay

Public Comment: None

For: Thurber, Paulson, Schwieterman, Melton, Nickolay

Opposed: None

Motion passed unanimously 5-0

Clerk Appointment

Motion: Trustee Schwieterman to approve Brittney Bateman as the board clerk for the 2023-2024 school year.

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

ADJOURNMENT

Chair Schwieterman adjourned the meeting at 7:42 P.M.

Aaron Schwieterman, Board Chair

Brittney Bateman, District Clerk



**5.19.2023 MINUTES
SPECIAL BOARD MEETING
NEGOTIATIONS COMMITTEE
BOARD OF TRUSTEES, GALLATIN GATEWAY SCHOOL DISTRICT #35**

CALL TO ORDER

The Board of Trustees of the Gallatin Gateway School District #35 met at 11:00 A.M. on May 19, 2023, in the Gallatin Gateway School Board Room. Aaron Schwieterman presided and called the meeting to order at 11:37 A.M.

TRUSTEES PRESENT

Aaron Schwieterman; Tim Melton

COMMITTEE MEMBERS PRESENT

Kelly Henderson, Superintendent; Brittney Bateman, District Clerk; Donna Avilez, Business Manager

COMMITTEE MEMBERS ABSENT

None.

OTHERS PRESENT

None.

PUBLIC COMMENT ON NON-AGENDA ITEMS

None.

NEW BUSINESS

Discuss Salary Wage Increase for Staff

Discuss Increasing Years on Salary Matrix

The committee members discussed the two agenda items simultaneously. Superintendent Henderson provided a handout at the meeting that included some language from below. The committee members discussed their options and decided what recommendation they would give the board of trustees at the regularly scheduled meeting.

Option 1: Teachers get their step/lane movement on the salary schedule. This would cost the district \$672,320. This is an increase of \$702 because of the new teacher salaries.

Option 2: Staff get a 1% increase on the base and steps/lanes movement. This would cost the district \$679,043.20, which is an increase of \$6,723.20 on the steps and lanes for the staff. This funding would come from the general fund.

Option 3: Staff get a 3% increase on the base and steps/lanes movement. This would cost the district \$692,489.61, which is an increase of \$20,875.61 on the steps and lanes.

Option 4: Staff get a 5% increase on the base and steps/lanes movement. This will cost the district \$704,642.44, which is an increase of \$33,028.44 on the steps and lanes. *This could be spread out over two years to be 5%, i.e.: 3%/2% or 2 1/5% for two years or 2%/3%.*

Option 5: Staff get steps/lanes movement and a bonus/stipend at Christmas instead of putting money on the base. The money would come from the returned insurance money and would cost \$11,500 for a \$500 bonus for 23 staff members. The bonus would not come from the general fund.

The association met with Superintendent Henderson prior to this meeting and voiced they are in agreement with all the options.

The second issue at hand is to increase the salary matrix to 25 from 22. This only affects one teacher and will not affect another teacher for approximately 7-10 years. This will increase the budget for next year by \$1,711.

Here is budget information from Maefairs:

DETERMINING ANB USED TO CALCULATE FY2023-24 BUDGET LIMITS

Below is the calculation used to determine whether the FY2023-24 budget limits are based on the current year ANB or the 3-year average ANB. The ANB that generates the highest ANB-based funding will be used for most FY2023-24 budgeting purposes.

ANB-Based Funding - Current Year ANB				ANB-Based Funding - 3-Year Avg ANB				
	Basic Entitlement	Per ANB Entitlement	Ind Ed For All	Total	Basic Entitlement	Per ANB Entitlement	Ind Ed For All	Total
EL	171,739.00	983,036.50	3,610.41	1,158,385.91	171,739.00	1,042,163.40	3,801.69	1,217,704.09 *
Highest ANB-Based Funding					1,217,704.09			
ANB for FY2024 budget					E1	118		
					MI	41		

Based on this report, the district will have an increase in their budget of \$59,318.18. This dollar amount does not include the increase in students.

The committee came to the unanimous decision to recommend to the Board to accept options 4 and 5. The 5% increase would be spread across two contract years with 3% the 2023-2024 contract year and 2% for the 2024-2025 contract year.

ADJOURNMENT

Aaron Schwieterman adjourned the meeting at 11:13 A.M.

Aaron Schwieterman, Board Chair

Brittney Bateman, District Clerk



**6.1.2023 MINUTES
SPECIAL BOARD MEETING
AGENDA SETTING
BOARD OF TRUSTEES, GALLATIN GATEWAY SCHOOL DISTRICT #35**

CALL TO ORDER

The Board of Trustees of the Gallatin Gateway School District #35 met at 9:00 A.M. on June 1, 2023, in the Gallatin Gateway School Board Room. Board Chair Aaron Schwieterman presided and called the meeting to order at 9:06 A.M.

TRUSTEES PRESENT

Aaron Schwieterman, Board Chair; Mary Thurber, 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 6.21.2023 Meeting

Board Chair Aaron Schwieterman led a discussion regarding the agenda for the June 21, 2023 regular meeting. The individuals present discussed agenda items to be included on the agenda.

ADJOURNMENT

Board Chair Aaron Schwieterman adjourned the meeting at 9:50 A.M.

Aaron Schwieterman, Board Chair

Brittney Bateman, District Clerk



**6.7.2023 MINUTES
SPECIAL BOARD MEETING
BOARD OF TRUSTEES, GALLATIN GATEWAY SCHOOL DISTRICT #35**

CALL TO ORDER

The Board of Trustees of the Gallatin Gateway School District #35 met at 12:00 P.M. on June 7, 2023, in the Gallatin Gateway School Board Room. Board Chair Aaron Schwieterman presided and called the meeting to order at 12:05 P.M.

TRUSTEES PRESENT

Aaron Schwieterman, Board Chair; Mary Thurber, Vice Chair; Carissa Paulson, Tim Melton, Brian Nickolay

TRUSTEES ABSENT

None.

STAFF PRESENT

Kelly Henderson, Superintendent; Brittney Bateman, District Clerk

OTHERS PRESENT

None.

PUBLIC COMMENT ON NON-AGENDA ITEMS

None.

NEW BUSINESS

Policy Series 8000 Review - First Reading

The Board went through each of the policies in the 8000 series and discussed needed changes. Superintendent Henderson provided the trustees notes on the policies and what the district needs to address. This will be brought back for a second reading and a motion will be made if changes need to be made.

ADJOURNMENT

Board Chair Aaron Schwieterman adjourned the meeting at 12:50 P.M.

Aaron Schwieterman, Board Chair

Brittney Bateman, District Clerk

Superintendent's Report

June 21, 2023

Strategic Goals



Individual Student Success

- Attended one IEP and one evaluation meeting
- Special Education students - 14
- English Language Learners - 2
- Students with 504's - 10
- Facilitated two parent meetings with specific staff.

Staff and Volunteers

- Student Appreciation Day
- Last Day of School Fun

Leadership Communication Collaboration

- Bi-Weekly meetings with MFPE
- Spring Music Concerts
- Completed/Submitted the Healthy Meals Grant for \$130,000.
- Attended the presentation of awards, money, and gifts by the Commissioner facilitating the Stock Market Game
- Ms. Davis and Ms. Thorstad completed a 5th grade transition project for next year's 6th graders.

Important Fall Dates

July 31 - August 11, 2023	Curriculum Work for Teachers (Paid from ESSER)
August 9-10, 2023	Reading Curriculum Work
August 15, 2023	Mentor Training
August 16-17, 2023	New Teacher Orientation **
August 21-25, 2023	Staff PIR **
August 24, 2023	Open House **

**If possible, I would like to have the Board attend each of these events for introductions and presence.

Strategic Plan Goal Area	Superintendent's Goal	Action Strategies	Measurement & Evidence
1 - Individual Student Success	Establishing a climate of high expectations and providing necessary supports, students will attain proficiency and continued growth for individualized student success.	<ul style="list-style-type: none"> ● K-5 Reading/ELA Resource Review <i>Completed</i> ● Writing Handbook for developmental progressions <i>Will be completed July 23</i> ● Establish College/Career education & awareness for 5-8 grade students <i>Will be completed July 23</i> ● Focus on standards-based instruction and grading practice to measure student proficiency. <i>Will be completed July 23. Teachers are currently working on Mathematics curriculum alignment during June.</i> ● Align the curriculum resources with the standards by grade, grade band, and transition planning. <i>Will be completed July 23. Teachers are currently working on curriculum alignment during June & August for Mathematics, Science, Social Studies.</i> ● Develop multi-tiered system of support to improve interventions for students. <i>Completed</i> 	<ul style="list-style-type: none"> ● Provide the resource evaluation by the teachers. The measurement goal would be to complete this for purchase in May with the 60-day review by the community. ● Draft of the writing handbook by May with outlined standards and expectations. ● Committee establishment for College/Career education and planning with the standards by May 2023. ● Aligning the curriculum is a 3 year process with us moving to standards based instruction and grading with aligned report cards. We are beginning with mathematics. This will be completed by May 2023. ● This is a two year process to combine academic and behavioral RtI. This year we are completing a review of our processes to determine successes and challenges. This document can be provided in May.

<p>2 - Facilities</p>	<p>Focusing on safety and security, facility improvements will be prioritized with the Facilities Committee.</p>	<ul style="list-style-type: none"> ● Grant applications focusing on facilities improvements <i>We are continuing to investigate options for grants and funding. I did apply for a grant for the kitchen to include appliances, equipment, and training.</i> ● Prioritize facility improvements focusing on safety and security. <i>The Security assessment took place on June 13th. We are awaiting the feedback from the consultant to begin additional planning to include the InterCap Loan.</i> ● Engage the community in feedback and engagement in the improvement of the facilities. 	<ul style="list-style-type: none"> ● We are continuing to investigate grants and locating HVAC, Roofing, Infrastructure grants for safety. This will be a continual process for the next several months. ● Prioritization of facility improvements based on the walkthrough list has been completed and shared with the board. I am interested in getting the feedback from the Facilities committee for additional priorities. ● In conjunction with the Facilities Committee, I would like to send out the community feedback survey with analysis of the information by June 2023.
<p>3 - Staff and Volunteers</p>	<p>Through professional development activities, staff will collaborate to improve the proficiency of all students. Collaboration with PIE, GG Foundation, Boosters, local community organizations (GYG, WWLA) to engage the community in the school district.</p>	<ul style="list-style-type: none"> ● Continue to grow the Adult Education program. <i>Mrs. Bateman has continued to grow the Adult Ed program with varied attendance.</i> ● Facilitate the dissemination of information between each of our school and community organizations. <i>We continue to collaborate with our organizations within the community to increase involvement.</i> ● PDAC planning for Professional development focusing on the district initiatives and student growth. <i>Completed</i> 	<ul style="list-style-type: none"> ● Mrs. Bateman and myself have discussed sending a community feedback survey to begin planning for next year's adult education program. April – send a survey. May/June – provide the board with the results. ● The dissemination of information currently takes place through Ms. Clark. We send out information as we receive it to our

		<ul style="list-style-type: none"> ● Professional Learning Community (PLC) planning and implementation to focus on student academics, behavior, and school climate. <i>The 23-24 PDAC schedule includes PLC planning and collaboration.</i> 	<p>stakeholders to promote other community organizations. Daily as we receive the information.</p> <ul style="list-style-type: none"> ● PDAC committee will begin meeting in January to start the planning for 23-24 school year. Results and plans will be shared with the board in May 23. ● PLC development has not begun as of 1.13.2023. This is a multi-year process that incorporates MTSS, Standards based grading and reporting, and teacher collaboration strategies. We utilized strategies of PLC on the Jan. 2 PIR day where teachers met in groups to review their data and determine academic progress, behavioral and attendance concerns. We have a shared document that we are using with student information, so sharing it with the board is not appropriate. I do have evidence of the results of the day's work.
4 - Leadership, Communication, Collaboration	Improve communication and collaboration through partnering with various school stakeholders.	<ul style="list-style-type: none"> ● Increase communication and feedback opportunities through social media, Google, and other communication tools <i>We began implementing more communication</i> 	<ul style="list-style-type: none"> ● Increasing communication and feedback is a group effort between all teaching and administrative staff. I can provide evidence of

		<p><i>with stakeholders through the Newsletter and News. We are struggling with adding social media to our daily operations. We are problem solving solutions to this issue.</i></p> <ul style="list-style-type: none"> ● Monthly superintendent newsletter to the community <i>Completed March, April, May</i> ● Weekly board updates regarding the day-to-day operations of the school and district. <i>I typically do this Wednesday/Thursday weekly except board meeting weeks.</i> 	<p>emails, newsletters as requested.</p> <ul style="list-style-type: none"> ● Monthly superintendent’s newsletter will be sent out by the last Friday of the month. ● While I have missed a couple of weeks, I usually send the information by Thursday/Friday weekly.
<p>5 - Safety</p>	<p>Increase opportunities to support the mental well-being of all students and staff.</p>	<ul style="list-style-type: none"> ● Partner with community mental health organizations (Care Solace, YAM) <i>Ms. Schultz worked well with mental health organizations to provide additional services to our students and their families.</i> ● Review all the emergency and safety plans. <i>The Safety Committee</i> ● Improve the behavior RTI system to increase positive student behavior. <i>This is included in the MTSS program and the new Character Education program.</i> ● Through direct instruction, assist students in developing positive citizenship. (Developing lessons around bullying, harassment, proper relationships) <i>This is included in the MTSS program and the new Character Education program.</i> 	<ul style="list-style-type: none"> ● Partnerships have been established with Care Solace, YAM, and the Montana Mindfulness Project. ● Complete review of the emergency/safety plans in collaboration with the Safety Committee. Update any procedures by June 2023. ● Behavior Rtl – throughout this school year, I have been discussing natural consequences for students who struggle with behavior monitoring. I can provide information from dates with parents, information shared with staff on student behavior Rtl. We will begin planning for implementation to combine academic and

			<p>behavior RtI starting in March. As indicated prior, this is a 3-year process.</p> <ul style="list-style-type: none">● Students are providing appropriate instruction to assist students in positive citizenship through the MBI program. We have discussed as a team the thought of reviewing the information to determine other avenues of presenting bullying, harassment, citizenship, friendship. This will be a 2-year process with us reviewing curriculum/resources for alignment.
--	--	--	--

Strategic Plan Update:

June 21, 2023

Goal Area 1: Individual Student Success

- Implementing researched based reading and ELA curriculum for 2023-2024
- Curriculum planning and alignment of teaching and learning to the standards utilizing proficiency scales for student achievement assessment. Maintaining high expectations for learning for all students.
- Developed an MTSS system to provide enrichment and intervention/remediation for all students

Goal Area 2: Facilities

- In conjunction with the Facilities Committee, we have begun the planning and evaluation phase for improvement to our facilities
- Summer work for volunteer groups coming in July include painting of all common areas and spaces in much need of painting and wall repair, creating a safe space in the maintenance closet to separate technology from the water supply, corner guards, basic repairs of face plates on lights and electric switches.
- With the addition of a new Kindergarten classroom, facilitated the move of the Business Manager to the upstairs small office, Learning Lab to the Board Room, Board room to the Library, and 2nd grade to the old Learning Lab. This will facilitate collaboration and separate confidential office spaces for the Business Manager.

Goal Area 3: Staff and Volunteers

- PDAC elected a more detailed and thorough professional development process for the 23-24 school year.
- Through the Whole Child Committee, we established the priorities for volunteer training for 23-24 school year.
- We are implementing a substitute training for the 23-24 school year.
- Within the PDAC schedule, we have implemented team planning/collaboration days to ensure instructional alignment.

Goal Area 4: Leadership, Communication, and Collaboration

- I started the community newsletter at the end of each month as well as increased communication to families about school events.

Goal Area 5: Safety

- In conjunction with the Safety Committee, we are working through Safety and Security processes and procedures to include an updated Emergency Management Handbook, Flip Charts, and an evaluation of the districts' policies, processes and procedures.

**0512 Gallatin
Gateway Elem District**

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

Start/End Date: 05/01/2023 - 06/08/2023 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	336	15.50	320.50	12.00	11.46	7.50	0.28	95.39%
	8	21	588	34.00	554.00	21.00	19.76	7.50	0.28	94.22%
	03	14	392	28.00	364.00	14.00	12.99	3.50	0.13	92.86%
	04	15	420	30.00	390.00	15.00	13.92	6.00	0.22	92.86%
	05	20	560	42.50	517.50	20.00	18.49	11.00	0.41	92.41%
	06	15	420	14.50	405.50	15.00	14.45	3.50	0.13	96.55%
	PK	2	56	0.00	56.00	2.00	2.00	0.00	0.00	100.00%
	KF	12	336	14.50	321.50	12.00	11.47	0.00	0.00	95.68%
	01	15	420	34.50	385.50	15.00	13.76	5.00	0.18	91.79%
	02	17	476	21.00	455.00	17.00	16.24	4.50	0.17	95.59%
Total	10	143	4004	234.50	3769.50	143.00	134.54	48.50	1.80	94.14%

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	336	15.50	320.50	12.00	11.46	7.50	0.28	95.39%
	8	21	588	34.00	554.00	21.00	19.76	7.50	0.28	94.22%
Total	2	33	924	49.50	874.50	33.00	31.22	15.00	0.56	94.64%

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	392	28.00	364.00	14.00	12.99	3.50	0.13	92.86%
	04	15	420	30.00	390.00	15.00	13.92	6.00	0.22	92.86%
	05	20	560	42.50	517.50	20.00	18.49	11.00	0.41	92.41%
	06	15	420	14.50	405.50	15.00	14.45	3.50	0.13	96.55%
	PK	2	56	0.00	56.00	2.00	2.00	0.00	0.00	100.00%
	KF	12	336	14.50	321.50	12.00	11.47	0.00	0.00	95.68%
	01	15	420	34.50	385.50	15.00	13.76	5.00	0.18	91.79%
	02	17	476	21.00	455.00	17.00	16.24	4.50	0.17	95.59%
Total	8	110	3080	185.00	2895.00	110.00	103.32	33.50	1.24	93.99%

22-23
Gallatin Gateway School

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
Other time during school hours	1	1	2
During class	4	4	4
No Context Reported	15	15	29

Location	Incident Count	Event Count	Participant Count
On Campus: Cafeteria	1	1	1
On Campus: Classroom	6	6	9
On Campus: Athletic field or playground	14	14	27

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
After classes	1	1	1
During class	3	3	3

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

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: 05/01/2023~06/08/2023

Events: All Events All Roles

Group by Submitted By

Staff: 5 Events types: 7 Events: 21 Students: 28

Submitted By	Event Type	Event	Students
Davis, Ashley	Deceit	1	1
Events: 2	Unacceptable Language	1	2
Students: 2			
Kirkemo, Spencer	Defiance	4	5
Events: 7	Disruptive Conduct	1	6
Students: 14	Physical Contact and/or Horseplay	2	4
Senenfelder, Ashley	Defiance	2	1
Events: 8	Disrespect	1	1
Students: 11	Disruptive Conduct	1	1
	Other	1	1
	Physical Contact and/or Horseplay	2	6
	Unacceptable Language	1	1
Thorstad, Lilly	Disruptive Conduct	1	1
Events: 2	Physical Contact and/or Horseplay	1	2
Students: 2			
Yager, Jacki	Disruptive Conduct	2	2
Events: 2			
Students: 2			

22-23
Gallatin Gateway 7-8

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

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Behavior Type Report

Staff: All; Date Range: 05/01/2023~06/08/2023

Events: All Events All Roles

Group by Submitted By

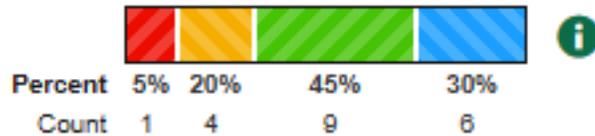
Staff: 2 Events types: 3 Events: 4 Students: 3

Submitted By	Event Type	Event	Students
Jaeger, Chantel Events: 1 Students: 1	Unacceptable Language	1	1
Schultz, Marissa Events: 3 Students: 2	Defiance Disrespect	1 2	1 2

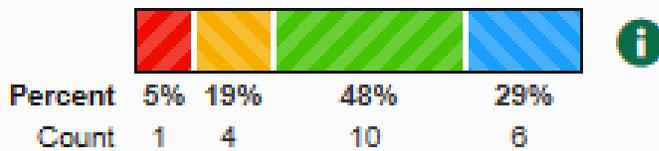
SBAC Summative Results

Science

5th Grade

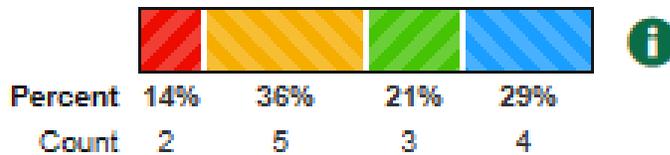


8th Grade

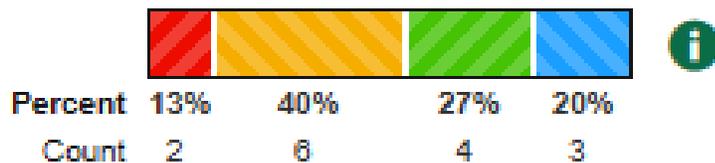


Mathematics

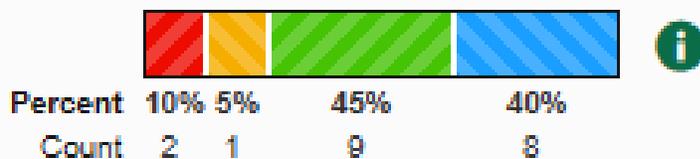
3rd Grade



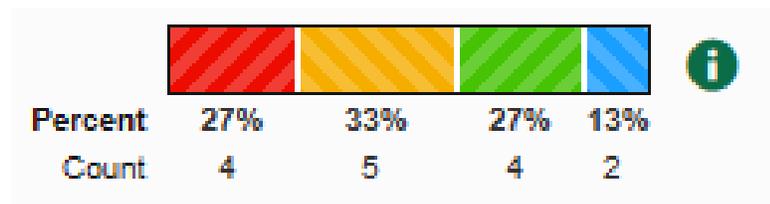
4th Grade



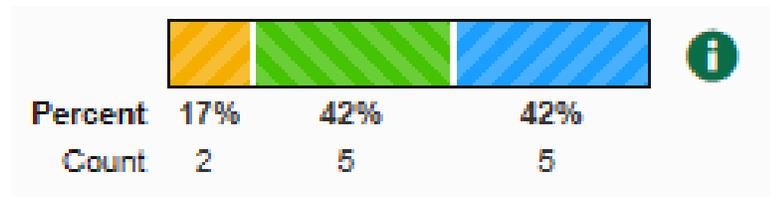
5th Grade



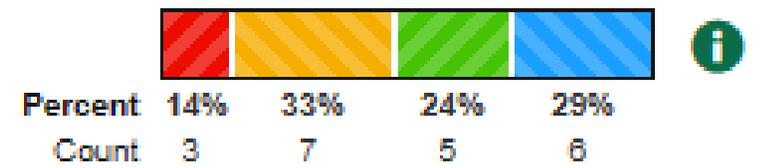
6th Grade



7th Grade

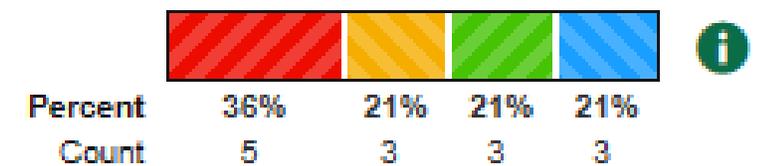


8th Grade

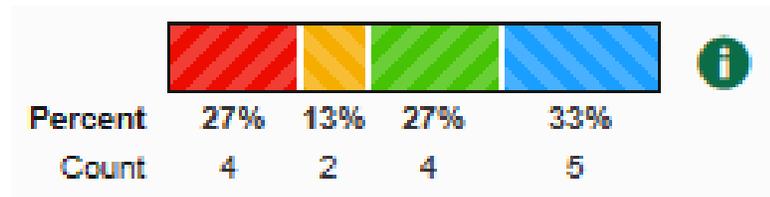


ELA

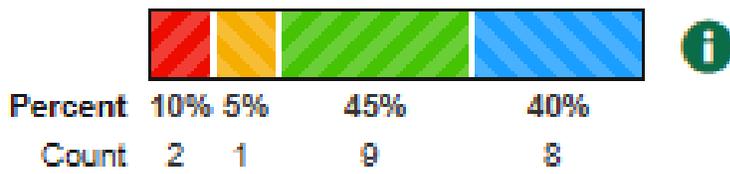
3rd Grade



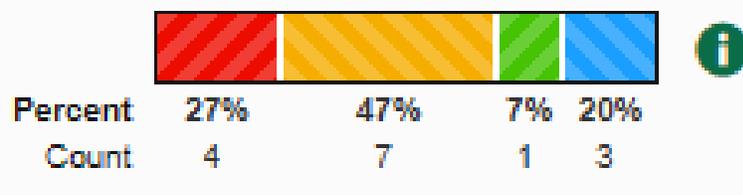
4th Grade



5th Grade



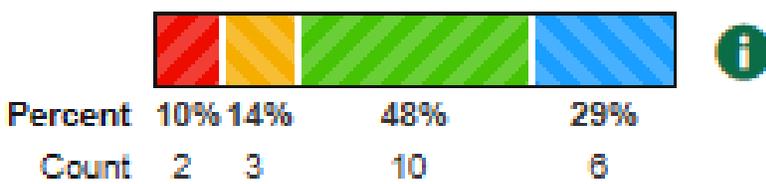
6th Grade



7th Grade



8th Grade





Clerk Report

JUNE 2023

- payroll help and insurance deductions
 - switchover from MUST to BCBS & Guardian
 - coordinating with insurance and restoration regarding flooding (6.8.2023)
 - new hires
 - HR procedures and evaluations
 - AE - cancelled Wilderness CPR and rescheduled CPR/First Aid
- 

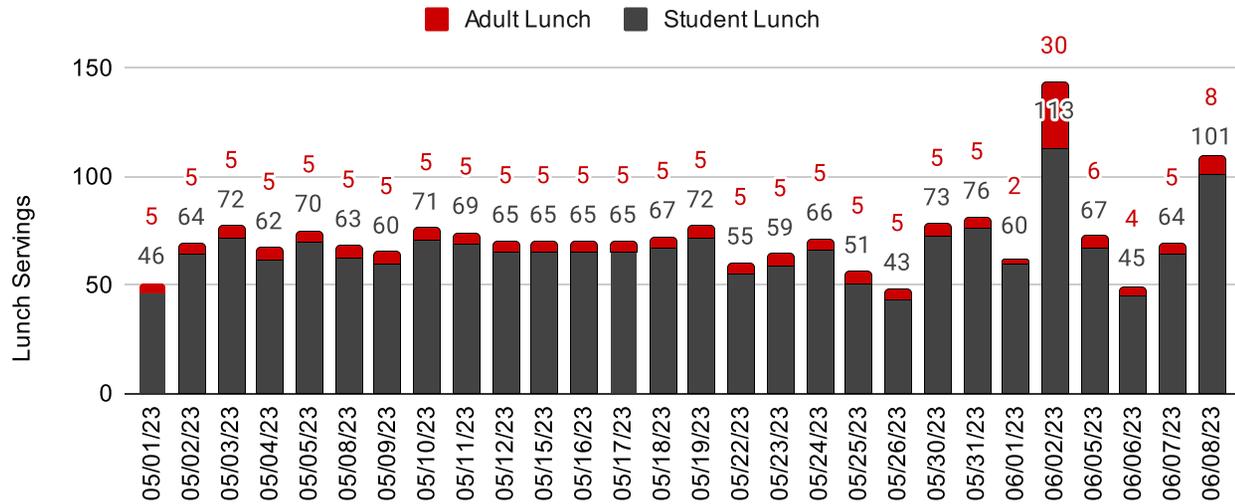
FOOD SERVICE SUMMARY

2022-2023

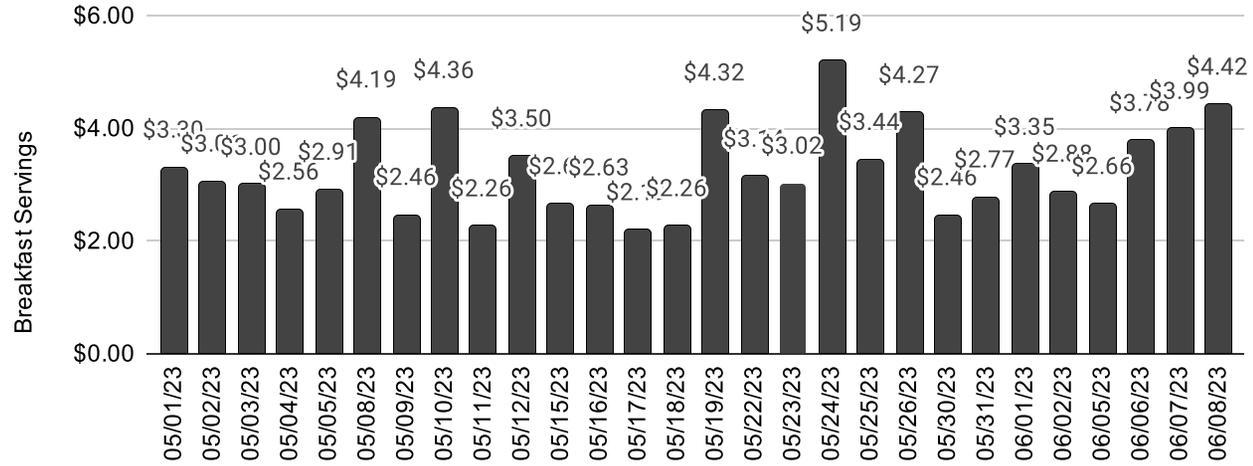
SCHOOL YEAR TO DATE - DAILY AVERAGES				
SERVING	STUDENTS	% OF ELIGIBLE STUDENTS	ADULTS	COST/MEAL
BREAKFAST	40.31	27.80%	0	\$1.34
LUNCH	65.93	45.47%	5.58	\$2.79

MAY/JUNE - DAILY AVERAGES				
SERVING	STUDENTS	% OF ELIGIBLE STUDENTS	ADULTS	COST/MEAL
BREAKFAST	42.34	29.20%	0	\$1.42
LUNCH	65.91	45.46%	5.42	\$2.98

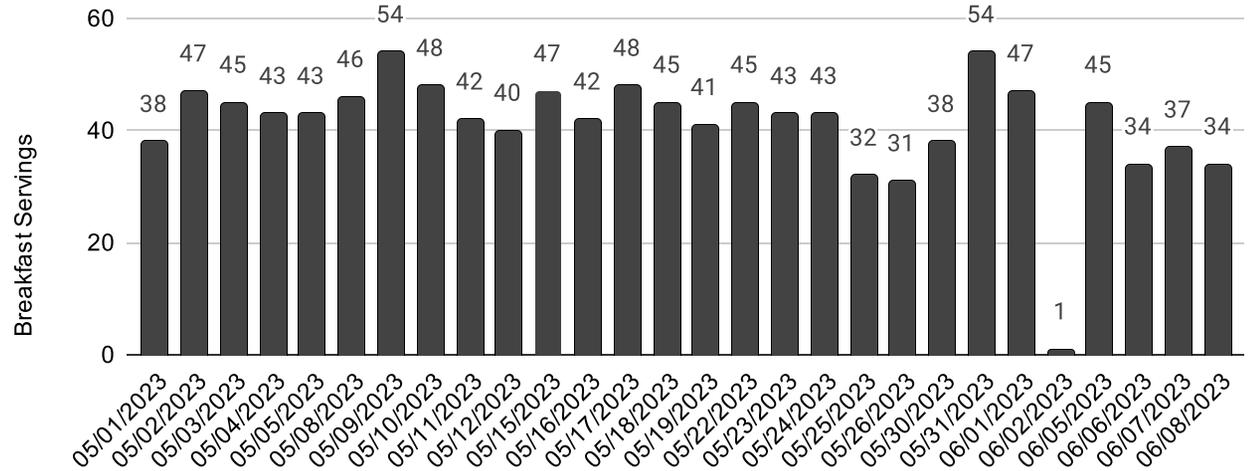
May/June Lunch Counts



May/June Lunch Cost



May/June 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

Old Business
ACTION ITEM

Governing Board Committee Updates

Presented by: Aaron Schwieterman

Background (to include funding source if applicable):

Facilities: Aaron Schwieterman and Tim Melton

Safety: Mary Thurber

PDAC: Carissa Paulson

Whole Child:

Old Business
ACTION ITEM

Termination and Removal of Temporary Emergency Policies 1900-1912

Presented by: Kelly Henderson

Background (to include funding source if applicable): This month, the president terminated the declared national emergency related to COVID-19. This is the last emergency in effect justifying the use of the Emergency Policies.

Recommendation: Administration recommends terminating the Temporary Emergency Policies Numbered 1900-1912 and direct the administration to remove the policies and related procedures from the policy manual and work with necessary stakeholders to enact this motion.



Brittney Bateman <district-clerk@gallatingatewayschool.com>

RE: MTSBA Connect : MTSBA Question of the Week - Termination of Emergency Policies

1 message

Kris Goss via Montana School Boards Association <Mail@connectedcommunity.org>

Thu, Mar 30, 2023 at 10:54 AM

Reply-To: MTSBA-mtsbaconnect@connectedcommunity.org

To: district-clerk@gallatingatewayschool.com

MTSBA Connect

Post New Message

Re: MTSBA Question of the Week - Termination of Emergency Policies

[Reply to Group](#)

[Reply to Sender](#)



Mar 30, 2023 9:54 AM

[Kris Goss](#)

Thanks for your question, Brittani.

In order to establish a permanent record of the status of the policy through the meeting minutes in accordance with Policy 1310 and Section 20-3-323, MCA, the advised practice is for the board to adopt a motion formally terminating the policies in open session at a duly constituted board meeting. This important step will avoid confusion after the termination of the national emergency, stop the applicability of the policies, and work to ensure clarity on whether the policies are still in effect. For those districts participating the MTSBA Policy Services Program, please notify MTSBA staff when the policies have been terminated so they can be removed from the publicly available policy manual.

Kris Goss
Director of Policy Services/Senior Counsel
Montana School Boards Association

[Reply to Group Online](#) [View Thread](#) [Recommend](#) [Forward](#)

Original Message:
Sent: 03-30-2023 09:27
From: Brittani Brence
Subject: MTSBA Question of the Week - Termination of Emergency Policies

Kris
Are we still required to terminate these policies if they expire in June?

Original Message:

Sent: 3/17/2023 4:10:00 PM

From: Kris Goss

Subject: RE: MTSBA Question of the Week - Termination of Emergency Policies

Thanks for your question, Jill. Districts have the option of waiting until the May or June meeting to complete the termination process if the Board and administration feel that is best for the operations of their schools. The important point to remember is to complete the removal of the policies to avoid conflicting provisions in the emergency policies and standard policy manual.

Please contact MTSBA if you have any other questions.

Kris Goss
Director of Policy Services/Senior Counsel
Montana School Boards Association

You are subscribed to "MTSBA Connect" as district-clerk@gallatingatewayschool.com. To change your subscriptions, go to [My Subscriptions](#). To unsubscribe from this community discussion, go to [Unsubscribe](#).



Brittney Bateman <district-clerk@gallatingatewayschool.com>

Board agenda for June

1 message

Kelly Henderson <super@gallatingatewayschool.com>
To: Brittney Bateman <district-clerk@gallatingatewayschool.com>

Thu, May 25, 2023 at 4:32 PM

Emergency Policy Termination

This month, the president terminated the declared national emergency related to COVID-19. This is the last emergency in effect justifying the use of the Emergency Policies. Local boards of trustees in districts where the MTSBA Model Emergency Policies numbered 1900-1912 are still in effect should include the following item on their next meeting agenda:

"Consider Termination and Removal of Temporary Emergency Policies Numbered 1900-1912"

The motion for this agenda item will be as follows:

"I move the board of trustees terminate the Temporary Emergency Policies Numbered 1900-1912 and direct the administration to remove the policies and related procedures from the policy manual and work with necessary stakeholders to enact this motion."

If not terminated and removed, the presence of the policies in the manual could cause confusion among students, parents, staff, and taxpayers. Removing these items will help ensure clarity regarding district operations and avoid unnecessary distractions. Local boards of trustees have the authority to terminate the Emergency Policies with one reading in accordance with Emergency Policy 1901.

--

Kelly Henderson
Superintendent
Gallatin Gateway School District

New Business
DISCUSSION ITEM

Board Meeting Dates for August

Presented by: Kelly Henderson

Background (to include funding source if applicable):

Board Retreat (Board training with MTSBA, Strategic Plan Review, Goals)
Budget Meeting

Suggested dates:

August 2nd for a combined meeting

August 7-11 - any day or time this week

New Business
DISCUSSION ITEM

Jobs for Montana Graduates Program

Presented by: Kelly Henderson

Background (to include funding source if applicable):

JMG's Students develop real-world skills that get them ready for life and unique exposure to employers and leaders in their own local communities. Training, resources, professional development, and support for educators is provided by the network of education specialists. The program comes with core competencies that our students will develop over the course of the school year and hone as we continue to implement this program.

An article by the Department of Labor and Industry shares the success of JMG graduates throughout our state.

Jobs for Montana Graduates Receives 17th Consecutive National Performance Award

— October 07, 2022

MONTANA- The Montana Department of Labor & Industry announced today [Jobs for Montana's Graduates \(JMG\)](#), an affiliate of the nationwide Jobs for America's Graduates program, has received the national organization's "5-of-5 Award." The award honors states who achieve or surpass a 90% graduation rate, 80% positive outcomes rate, 60% employment rate, 60% full-time jobs rate, and an 80% full-time placement rate for its participating students.

Administered by the Department of Labor & Industry, Jobs for Montana's Graduates partners with Montana schools and local employers to increase graduation rates, improve workforce skills, and help young people successfully prepare for the transition to life after high school.

"Year in and year out, JMG is proving the value and success of the Jobs for America's Graduates model," said Montana Department of Labor & Industry Commissioner Laurie Esau. "By focusing on students and arming them with the tools they need to succeed, JMG is making a difference in the lives of thousands of Montana students every year."

Our program will be one of the four programs in our region and the only one in the Gallatin valley.



JMG JOBS for MONTANA'S GRADUATES
Celebrating 30 Years | 1990 - 2020



JMG Programs
34 High Schools
16 Middle Schools
1 Alternative Programs
2 In/Out-of-School
1 College Success
54 Total



	High School
	Middle School
	High School & Middle School
	In/Out-of-School
	College Success

We will be incorporating this program into the Study Skills and College/Career class that all 6-8 grade students will be taking next school year.

GET INVOLVED!

1

Contact JMG

Our staff looks forward to working with you!

2

Bring JMG to your school

We'll create the best plan for your school.

3

Build a successful classroom

Prepare your students for the workforce.

More Information

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Montana Department of
LABOR & INDUSTRY

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"JMG gives students an opportunity to explore the world and introduces principles for success they can apply today."

- Scott Hanson, Teacher
Billings Career Center

"I remember how it made me think about the people I was surrounding myself with. I made some changes and I feel a lot more comfortable now."

- Maurice Bighorn, Student
Culbertson High School

The JMG program helps a wide span of kids and schools. The practical skills and support are exactly what I hear from community and business partners that our kids need.

- Jason Slater, Principal
Whitehall Middle and High School

JMG outlines the competencies my students need to master, while valuing the relationships I have built with them to empower me to be creative in how I deliver my lessons.

- Mary Machart, Teacher
Culbertson High School



*Connecting Students
with Opportunity.*

STUDENT VALUE

JMG's Students develop real-world skills that ready them for life while providing unique exposure to employers and leaders in their own local communities.

WORK-READY SKILLS

- Career exploration
- Leadership & teamwork
- Time management & problem solving
- Verbal & written communication

EMPLOYER ENGAGEMENT

- Career exploration
- Tours/job shadowing
- Mentoring
- On-the-job training, pre-apprenticeships

COLLEGE-READY SKILLS

- Course Planning
- Applications
- FAFSA & Student Aid



IMPACT



25,718

students since 1991



94%

Graduation Rate



97%

of Graduates Employed and/or attending college



TEACHER VALUE

JMG's is a flexible, teacher-delivered model designed to enhance student exposure to career development, job attainment, leadership and self-development.

GRANT FUNDING

- \$3,500 for a high school class
- \$1,500 for a middle school class

CURRICULUM & CONTENT

- Provided content can be used as a standalone course or incorporated into an existing class

RESOURCES FOR EDUCATORS

- Training, resources, professional development and support for educators are provided by our network of education specialists

OUTREACH

1300

Students

53

Programs Across Montana

70

Different Classes

32

High Schools

15

Middle Schools

2

Out-of-School Programs

3

Alternative Schools

1

College Program

CORE COMPETENCIES

Career Development

- A1 Identify occupational interests, aptitudes and abilities.
- A2 Relate interests, aptitudes and abilities to appropriate occupations.
- A3 Identify desired life style and relate to selected occupations.
- A4 Develop a career path for a selected occupation. (G38, G39, G40, H77)
- A5 Select an immediate job goal.
- A6 Describe the condition and specifications of the job goal.

Job Attainment (Getting a job)

- B7 Construct a resume.
- B8 Conduct a job search.
- B9 Develop a letter of application.
- B10 Use the telephone to arrange an interview.
- B11 Complete application forms.
- B12 Complete employment tests.
- B13 Complete a job interview.

Job Survival (Keeping the job)

- C14 Demonstrate appropriate appearance.
- C15 Understand what employers expect of employees. (G53, H68, H75)
- C16 Identify problems of new employees.
- C17 Demonstrate time management. (H60, H70, H72)
- C18 Follow directions. (H66)
- C19 Practice effective human relations. (G51, G52, H64)
- C20 Appropriately quit a job.

Basic Competencies

- D21-25 (G42, H76, H78, H80, H81)
- D21 Comprehend verbal communications. (H65)
- D22 Comprehend written communications.
- D23 Communication writing.
- D24 Communicate verbally. (G49)
- D25 Perform mathematical calculations. (G59)

Leadership and Self-Development (Teamwork)

- E26 Demonstrate team membership. (G43, G45, G58, H71)
- E27 Demonstrate team leadership. (G47, G56, H61, H62, H74)
- E28 Deliver presentations to a group.
- E29 Compete successfully with peers.
- E30 Demonstrate commitment to an organization. (G44, G46)

Personal Skills (Healthy Lifestyles)

- F31 Understand types of maturity.
- F32 Identify a self-value system and how it affects life.
- F33 Base decisions on values and goals. (G54)
- F34 Identify process of decision making. (G41, G50, G55, H67)
- F35 Demonstrate ability to assume responsibility for actions and decisions. (G57, H69, H79)
- F36 Demonstrate a positive attitude. (G48, H63, H73)
- F37 Develop healthy self-concept for home, school and work.

New Business
ACTION ITEM

Discuss & Consider Proposals for the 2023-2025 Certified Master Agreement

Presented by: Kelly Henderson

Background (to include funding source if applicable): This is the second set of agreements with the Master Agreement through the negotiations process.

Master Agreement Article #13: Annual Leave

#1 MFPE and the superintendent recommend the following: When staff leave is disapproved by the superintendent and the staff member is absent for the requested days, the certified employee will lose the daily rate of pay for all days taken without approval.

#2 All leave must be approved by the superintendent prior to the days taken, except for days of illness. If leave is not approved, the superintendent will communicate with the staff member.

Master Agreement Article #18: Salary Schedule

#1 Increase the salary matrix to 25 years for MA +10/+15. Correct staff member frozen at 22 years. Move to 24 for the 2023-2024 school year and to 25 for the 2024-2025 school year.

#2 For the 2023-2024 school year, the certified staff will receive a 3% increase on the base. For the 2024-2025 school year, certified staff will receive a 2% increase on the base.

#3 Provide all staff with a bonus/stipend in December 2023 of \$500 + benefits to be paid from the insurance funds.

Master Agreement Article #19.1: Insurance Contribution

The District will provide six hundred sixteen dollars (\$616.00)

Master Agreement Article #20: Credit Recognition

The superintendent approves credits for salary schedule advancement. Employees will follow the outlined timeline in the Master Agreement.

Recommendation: Administration recommends the approval of the Master Agreement proposals for the 2023-2025 school year.

Master Agreement Proposal #2

2023-2025

Master Agreement # Article 13 - Annual Leave

At the beginning of each school year, each full time teacher shall be credited with fourteen (14) days of Annual Leave at full salary. Part time teachers shall be credited with a prorated amount.

1. A maximum of four (4) consecutive work days of Annual Leave may be used for personal reasons and must be arranged at least two (2) work days in advance. Any Annual Leave for personal reasons requested beyond four (4) consecutive work days must be approved by the Superintendent.

a. Annual Leave days may not be taken during the first five or last five instructional days of the school year.

b. Annual Leave days may not be taken immediately preceding or following a holiday or vacation period.

c. Annual Leave days may not be taken on PIR days.

2. Teachers may choose to accumulate a maximum of twelve (12) Annual Leave days, per year. Unused Annual Leave will be allowed to accumulate up to eighty (80) days. Accumulated Annual Leave days may be used for illness, quarantine, communicable disease, injury, and disability (including pregnancy, miscarriage, childbirth, and recovery), or as approved by the Superintendent.

3. When a teacher has reached the maximum accumulation of eighty (80) days, any unused days will be reimbursed at the end of the year at the current substitute teacher's pay.

4. Termination of employment from Gallatin Gateway School would result in a lump sum payment for all days of unused Annual Leave at the current substitute teacher's pay.

5. A teacher may use Annual Leave for contracted days immediately following the birth/adoption of a child for up to eight (8) calendar weeks. If a physician deems it medically necessary for the teacher to commence leave preceding the birth/adoption of the child, the eight (8) calendar weeks begin on the date indicated by the physician's medical certification.

6. In case of need for additional leave beyond the year's fourteen (14) Annual Leave Days, a teacher may, with the approval of the Superintendent, take up to sixteen (16) additional leave days. Each of the thirty (30) days (Annual and additional) for which the teacher does not have accumulated Annual Leave days will be without pay.

7. During the school year, any teacher may donate no more than two (2) days to one or more teachers who are in need and who have exhausted their Annual Leave. The donor and recipient have no later than five (5) working days after the recipient's return to work to notify the Superintendent of the requested leave transfer.

Issue:

During the month of May, we had 51 days of submitted leave for certified staff (this was a 50% from other months). Many of the days we had to fill the positions with other staff. There were several days that had 4-5 people who requested leave and the superintendent had to deny leave because of lack of coverage. In the end, the staff member whose leave was denied took the days off anyway. This caused undue stress and coverage issues for classes and students. This ended up costing the district \$360 per day for teacher coverage during their preparation period.

Proposal:

#1 MFPE and the superintendent recommend the following: When staff leave is disapproved by the superintendent and the staff member is absent for the requested days, the certified employee will lose the daily rate of pay for all days taken without approval.

#2 All leave must be approved by the superintendent prior to the days taken, except for days of illness. If leave is not approved, the superintendent will communicate with the staff member.

Master Agreement # Article 18 - Salary Schedule

The basic salaries of teachers covered by this Agreement are set forth in Appendix A which is attached to and incorporated in this Agreement. The salary scale shall be good for two (2) years effective July 1, 2023 to June 30, 2025. Implementation of any negotiated increase on the base of the salary schedule is contingent upon state funding for secondary students at the high school level and/or voter acceptance of the special mill levy, if required. The salary schedule shall remain in effect during the designated period. Part-time teachers shall have their salaries prorated. A maximum of five (5) years will be credited for prior teaching experience.

Issue:

Staff members are locked into a maximum of 20 years on the salary matrix for a MA +10/+15 as the maximum. The financial impact to the district would be an additional \$6,000 for movement to 23 years on the matrix.

Proposal:

#1 Increase the salary matrix to 25 years for MA +10/+15. Correct staff member frozen at 22 years. Move to 24 for the 2023-2024 school year and to 25 for the 2024-2025 school year.

#2 For the 2023-2024 school year, the certified staff will receive a 3% increase on the base. For the 2024-2025 school year, certified staff will receive a 2% increase on the base.

#3 Provide all staff with a bonus/stipend in December 2023 of \$500 + benefits to be paid from the insurance funds.

2023-2024 Salary Matrix (3% Increase)

Years							
Experience	BA	BA+10	BA+20	BA+30	BA+40	MA	MA+10
0	38309.82	39459.11	40608.41	41183.06	41757.70	42332.35	42907.00
1	39612.35	40876.58	42140.80	42753.76	43405.03	44017.98	44669.25
2	40914.89	42294.04	43673.19	44324.46	45052.35	45703.62	46431.50
3	42217.42	43711.50	45205.59	45895.16	46699.67	47389.25	48193.75
4	43519.96	45128.97	46737.98	47465.87	48346.99	49074.88	49956.01
5	44822.49	46546.43	48270.37	49036.57	49994.32	50760.51	51718.26
6	46125.02	47963.89	49802.77	50607.27	51641.64	52446.14	53480.51
7	47427.56	49381.36	51335.16	52177.97	53288.96	54131.78	55242.76
8	48730.09	50798.82	52867.55	53748.68	54936.28	55817.41	57005.01
9	50032.62	52216.28	54399.94	55319.38	56583.60	57503.04	58767.26
10	51335.16	53633.75	55932.34	56890.08	58230.93	59188.67	60529.52
11	52637.69	55051.21	57464.73	58460.79	59878.25	60874.30	62291.77
12	53940.23	56468.67	58997.12	60031.49	61525.57	62559.94	64054.02
13	55242.76	57886.14	60529.52	61602.19	63172.89	64245.57	65816.27
14	56545.29	59303.60	62061.91	63172.89	64820.22	65931.20	67578.52
15		60721.06	63594.30	64743.60	66467.54	67616.83	69340.77
16			65126.69	66314.30	68114.86	69302.46	71103.03
17				67885.00	69762.18	70988.10	72865.28
18					71409.50	72673.73	74627.53
19						74359.36	76389.78
20						76044.99	78152.03
21							79914.28
22							81676.54
23							86275.71
24							90994.71
25							95833.55

2024-2025 Salary Matrix (2% Increase)

Years							
Experience	BA	BA+10	BA+20	BA+30	BA+40		MA+10
0	39076.01	40248.29	41420.57	42006.71	42592.85	1.11	43765.13
1	40404.59	41694.10	42983.61	43608.83	44273.12	1.15	45562.63
2	41733.18	43139.92	44546.65	45210.94	45953.39	1.19	47360.12
3	43061.76	44585.73	46109.69	46813.06	47633.66	1.24	49157.62
4	44390.35	46031.54	47672.73	48415.18	49313.92	1.28	50955.12

5	45718.93	47477.35	49235.77	50017.29	50994.19	1.33	52752.61
6	47047.52	48923.16	50798.81	51619.41	52674.46	1.37	54550.11
7	48376.10	50368.98	52361.85	53221.53	54354.73	1.41	56347.61
8	49704.68	51814.79	53924.89	54823.64	56035.00	1.46	58145.10
9	51033.27	53260.60	55487.93	56425.76	57715.27	1.50	59942.60
10	52361.85	54706.41	57050.97	58027.87	59395.54	1.55	61740.10
11	53690.44	56152.23	58614.02	59629.99	61075.80	1.59	63537.59
12	55019.02	57598.04	60177.06	61232.11	62756.07	1.63	65335.09
13	56347.61	59043.85	61740.10	62834.22	64436.34	1.68	67132.59
14	57676.19	60489.66	63303.14	64436.34	66116.61	1.72	68930.08
15		61935.48	64866.18	66038.46	67796.88	1.77	70727.58
16			66429.22	67640.57	69477.15	1.81	72525.07
17				69242.69	71157.41	1.85	74322.57
18					72837.68	1.90	76120.07
19						1.94	77917.56
20						1.99	79715.06
21							81512.56
22							83310.05
23							88001.21
24							92814.59
25							97750.20

Master Agreement Article 19.1 Insurance Contribution

Issue: Currently the agreement provides for a \$586 contribution toward district-provided insurance plans. This contribution only covered the cost of the Basic Plan provided through MUST. The Basic Plan fails to meet the requirements of the Affordable Care Act. The next level of coverage costs \$666. The annual cost of insurance has previously risen at a rate of up to 7%. To accommodate this anticipated increase, the Association is suggesting an increase in the District's contribution to offset rising costs.

19.1 The District will provide six hundred sixteen dollars (\$616.00)

Master Agreement Article 20 Credit Recognition

Clarifying language: Have the superintendent approve credits rather than PDAC.

20 Credit Recognition

Master Agreement

Between

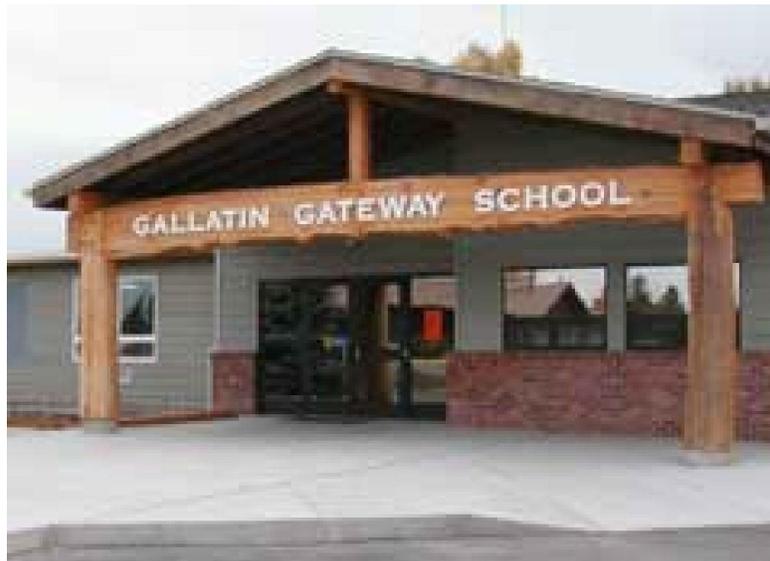
The Gallatin Gateway Board of Trustees

School District No. 35

&

The Gallatin Gateway Education

Association- MFPE



2023-2025

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MASTER AGREEMENT

This agreement is entered into this 21nd day of June, 2023, by and between the Board of Trustees, School District No. 35, Gallatin Gateway, Montana, hereinafter called the Board, and the teaching faculty of Gallatin Gateway School as the Gallatin Gateway Education Association/Gallatin County Rural Education Association/Montana Education Association/National Education Association, hereinafter called the Association.

PREAMBLE

WHEREAS, the Board and the Association recognize and declare that providing a quality education for the children of the School District is their mutual aim and that the character of such education depends predominantly upon the quality and morale of the teaching service and the morale of the school community;

WHEREAS, the members of the teaching profession are particularly qualified to assist in formulating policies and programs designed to improve the educational standards;

WHEREAS, the Board has an obligation pursuant to law to bargain collectively with the exclusive representative of public employees with respect to wages, hours, fringe benefits, and other conditions of employment;

WHEREAS, the parties have reached certain understandings which they desire to confirm in this Agreement.

In consideration of the foregoing mutual covenants, it is hereby agreed as follows:

Article 1 - Association Recognition - The Board hereby recognizes the Association as the exclusive representative for collective bargaining with respect to wages, hours, fringe benefits, and other conditions of employment for all certified teachers under teaching contract.

1.1 The Association shall have the right to use District computers, calculators, and all types of audio visual equipment when such equipment is not otherwise in use. When the use of District audio visual equipment is needed, a staff member shall coordinate its use through the Superintendent. The Association may use the District email, telephones, and employees' mailboxes for Association business. Respect shall be given to working outside school hours when conducting Association business via email, telephone, or other communications. The Association shall have the right to post notices of Association activities and schedules on the bulletin board used to post other District notices. Outdated notices shall be removed promptly. The Association may be given a copy number to use the copy machine for Association business. The Association will be invoiced for copier use at the end of the school year in accordance with District procedures. The Association shall be given time on the agenda of the orientation program for new teachers to explain Association activities and shall have the opportunity after the conclusion of staff meetings to present reports and announcements.

Article 2 - Right to Organize - The Board agrees that the individual teacher shall have full freedom of association, self-organization, and the designation of representatives of his/her own choosing to negotiate the terms and conditions of his/her employment. The teacher shall be free from interference, restraint, or coercion by the Board or its agents in the designation of such representatives or in other concerted activities for the purpose of collective bargaining or other mutual aid protection.

Article 3 - Just Cause - No teacher shall be disciplined, reprimanded, suspended, non-renewed, dismissed, or terminated without just cause. It is understood that this provision does not apply to the non-renewal of non-tenured teachers prior to the signing of the fourth (4th) contract as stated in Section 20-4-206, MCA.

Article 4 - Uniform Application of Rules & Regulations - All rules and regulations governing employee activities and conduct shall be interpreted and applied uniformly throughout the District.

Article 5 - Guarantee of Academic Freedom - Academic freedom shall be guaranteed to teachers. Teachers shall have the right to support or oppose political causes and issues outside the normal classroom activities.

Article 6 - Authority & Responsibility - The Association recognizes that the Board has responsibility and authority to manage and direct, on behalf of the public, all the operations and activities of the school district to the full extent authorized by law, provided that such rights and responsibilities shall be exercised by the Board in conformity with the provisions of this agreement.

Article 7 - Definition of Seniority - Seniority is defined as the length of continuous service. Seniority is broken by resignation, termination, or failure to report in a reasonable amount of time upon recall.

Article 8 - Reduction in Force

8.1 The District has the sole authority to determine the number of teachers to be employed. Prior to layoff of tenured teachers, the District shall determine which non-tenured teachers shall be laid off. While a non-tenured teacher may be retained if he/she is the sole possessor of a required endorsement, a tenured teacher shall not be subject to a layoff while a non-tenured teacher with the same endorsement is retained. For purposes of a reduction in staff, in the case of tenured teachers, seniority shall be the criterion. Administration will utilize the Reduction in Force Eligibility Rubric for all reductions in force (appendices).

8.2 If a laid-off teacher has displaced another, the teacher will remain eligible for recall in accordance with the provisions of this article.

8.3 Notice of recall will be given by registered mail to the last address given to the Board by a teacher. A copy of the notice of recall will be given to the Association. If a teacher fails to respond within ten (10) calendar days from the date of the notice, the teacher will be deemed to have refused the position.

- 8.4** A teacher who is laid off will remain on the recall list for one (1) year after the effective day of lay off, unless the teacher:
1. waives recall in writing;
 2. resigns;
 3. fails to accept recall to the position held immediately prior to layoff or to a substantially equivalent position; or
 4. fails to report to work in a position that he or she has accepted.

8.5 Lay off Benefits - All positions of substitute teacher shall be offered to qualified teachers on layoff who are on the substitute list before any other person is offered such a position. All benefits to which teachers were entitled at the time of their lay off, including but not limited to tenure, will be restored to them upon their return to active employment, and they will be placed on the step of the salary schedule for their current position according to their experience and education.

Article 9 - Work Day

9.1 The regular workday for all full-time teachers will span eight (8) consecutive hours. Part-time teachers will have that time prorated within their schedule. The time before and after the student day will be used for additional preparation, consultation with parents, students and others, and other duties as assigned. On the day of the weekly scheduled staff meeting, the teachers will stay thirty (30) additional minutes from the regular workday end time. On Fridays, teachers may leave thirty (30) minutes early from the regular workday end time. The start and end time of the eight (8) hour day will be determined by the Superintendent.

9.2 Preparation Time - Full time teachers shall receive a minimum of two hundred twenty-five (225) minutes for preparation during the regular work week. Part-time teachers will have that time prorated. It is understood that events may, from time to time, cause the loss of some preparation time. The Superintendent will schedule preparation time in no less than forty-five (45) minute blocks.

9.3 Duty-free Lunch Period - All teachers shall receive a daily, duty-free lunch period of forty-five (45) minutes. Part-time teachers will be prorated but will have no less than 25 minutes.

9.4 PIR Days - A minimum of seven (7) PIR days will be scheduled per school year, two (2) of which are the annual educator conferences in October. Teachers may trade a maximum of two (2) of the October conference days for equivalent training, completed during non-contracted hours, between the end of the prior school year and the conference days. Equivalent training shall mean six (6) OPI renewal credits to replace one (1) day or twelve (12) OPI renewal credits, or one (1) semester university credit to replace two (2) days of the October conferences. Semester credit used as equivalent training for October conference days cannot be used for movement on the salary matrix. The Professional Development Advisory Committee will review any questions regarding equivalency of OPI credits.

Parent Teacher Conferences will be held on a Wednesday-Thursday with an early release schedule followed by a scheduled day off on Friday for students and staff. Parent teacher conference days will be scheduled as early release days allowing for a duty-free lunch for staff following dismissal prior to the beginning of conferences. Six hours will be allotted to schedule conferences after the staff lunch.

9.5 Early Release Days - On Early Release Days, students will be released five (5) minutes after the last lunch period ends. Teachers' day will end at their regularly scheduled time. Early Release Days are scheduled for instructional related activities which may include, but are not limited to: quarterly report card preparation, parent teacher conferencing, and professional training. On early release days, class periods will be equally divided to accommodate the shortened schedule.

9.6 Obligations Outside the Regular Workday - Teachers will be required to attend and provide their professional abilities at Open House, the Christmas Program, Parent Teacher Conferences, and for teachers in the participating grade-levels, Ski Day. The Superintendent will ensure teachers participating in Ski Day will receive flextime for time worked outside of contracted hours.

9.7 PIR Days for Part-Time Teachers - Part-time teachers will only be required to attend PIR days on a prorated basis. The Superintendent and the teacher will mutually decide specific times and days. If the Superintendent deems it professionally necessary for the teacher to attend additional PIR days, the teacher will be compensated at the teacher's daily rate of pay. Written notification of additional days shall be given no later than thirty (30) calendar days prior to the PIR day. If not approved, a teacher may voluntarily go to any additional day(s) without pay.

9.8 Calendar - The school calendar shall reflect a teacher work year of one hundred and eighty-seven days. The teachers will be given an opportunity prior to Board adoption to provide input. This will be accomplished by having a discussion at a staff meeting and then each teacher initialing his/her preference.

Article 10 - Personnel Records - No document may be placed in a personnel record that is not signed and dated by the author of said document. No document may be placed in personnel records without the acknowledgment of the teacher.

Article 11 - Evaluations - The District evaluation program is designed to provide an opportunity for staff to set goals and objectives, including plans for professional growth and career opportunities, and to receive administrative responses to them; to have formal and/or informal observations of the teaching of licensed staff; to receive verbal and written comments and suggestions for improvement from their supervisor and to have clear opportunities to make improvement within the specific timelines.

11.1 Formal Observation - An observation by the Superintendent to an instructional or performance activity that has been pre-scheduled at the request of the Superintendent or the teacher. This includes a pre-observation conference, a

scheduled observation, a written feedback report, and a post-observation conference between the Superintendent and the teacher. The post-observation conference shall occur within fifteen (15) working days of the formal observation.

- 11.2 Informal Observation** - Any non-scheduled visit or observation by the Superintendent to an instructional or performance activity. This includes a written feedback report and may include a post-observation conference between the Superintendent and the teacher. If the Superintendent has a concern with any observation, a post-observation conference shall be scheduled and completed within ten (10) working days.
- 11.3 Pre-Observation Conference** - A conference conducted between the teacher and the Superintendent before each formal observation so that the Superintendent can be apprised of the teacher's objectives, methods, and materials for the activity to be observed. The Superintendent will announce the time period for formal observations.
- 11.4 Post-Observation Conference** - A conference held to provide an opportunity for feedback, identification of strengths, and directions for areas to be developed. This conference is documented by a written summary signed and retained by the teacher and the Superintendent.
- 11.5 Evaluation** - A written cumulative document of teacher performance based on at least one formal observation and one informal observation. The evaluation may include all aspects of employee performance, including what has been directly observed and/or what has been investigated and substantiated. This written summary shall be discussed with the teacher and signed by the teacher and the Superintendent, with one copy to the teacher and one copy to the teacher's personnel record. This evaluation discussion may also serve as a post-observation conference for the final observation.
- 11.6 Notification of Evaluation** - Teachers will be advised of the District's evaluation procedures at the beginning of each school year. Teachers joining staff after the commencement of the school year will be advised of the evaluation procedures by the Superintendent.
- 11.7 Evaluation of Non-tenured Staff** -At least two (2) written cumulative evaluations shall be made for all non-tenured teachers each year. These evaluations will include classroom observations as defined above. The first evaluation shall be completed by January 1. The second evaluation shall be completed prior to issuing of teaching contracts for the following year.
- 11.8 Evaluation of Tenured Staff** -At least one written cumulative evaluation shall be made for all tenured teachers each year. These evaluations will include classroom observations as defined above. The evaluations shall be completed by May 1.
- 11.9** Should concerns arise regarding a teacher's performance; the teacher will be advised by the Superintendent that corrective measures are called for.

A written plan of improvement will be made by the Superintendent to point out weaknesses and corrective measures necessary to overcome them. Within thirty (30)

working days, follow-up observations will be made, including a formal observation addressing written recommendations by the administration. If adequate measurable progress is not demonstrated, the Superintendent will take additional action.

- 11.10 Right to Respond** - A teacher may submit a written response within fifteen (15) working days to any part of the evaluation procedure. This response shall be attached to the copy of the observation or evaluation in the teacher's personnel file.

Article 12 - Grievance Procedure

12.1 A grievance is a teacher complaint regarding alleged violation of any provisions in this Agreement or other Board policy. A grievant is a teacher filing a grievance.

1. Within twenty (20) working days of the knowledge of the occurrence of an incident giving rise to a grievance, the grievant shall speak to the Superintendent informing the Superintendent of the grievance. Complaints must be declared as a grievance when that is the intent. The Superintendent shall arrange an initial grievance resolution meeting within five (5) working days. The grievant, and if desired, a representative of their choosing, shall meet with the Superintendent. Following the meeting, the Superintendent will provide the grievant and Association with a written answer to the grievance within two (2) working days.
2. If the grievant is not satisfied with the Superintendent's action or a written response has not been received after two (2) working days, the grievant shall present a written grievance to the Superintendent within five (5) working days. The Superintendent shall act upon the written grievance and provide the grievant and Association with a written response within five (5) working days.
3. If the grievant is not satisfied with the Superintendent's action or has not received a written response after five (5) working days, the grievant shall present a written grievance to the School Board. The School Board shall act upon the grievance and provide the grievant and Association with a written response within ten (10) working days.

12.2 Mediation - If the Association is not satisfied with the disposition of the grievance by the School Board, or if no disposition has been made within the period provided in the grievance process, and both parties agree, the grievance may be submitted for mediation using the following steps. Each party shall bear its own cost of the mediation, except that the fees and charges of the mediator shall be shared equally by the parties.

1. If the Association intends to pursue mediation, they shall notify the School Board within five (5) working days of receipt of the School Board's written response or expiration of the timelines involved in the

grievance process.

2. Within ten (10) working days after written notice of submission for mediation, the Association shall, in writing, request the Montana Board of Personnel Appeals assign a mediator to the dispute.
3. The mediator shall consult with the parties in an attempt to bring about resolution to the grievance. The mediator shall not produce any records or testimony, nor make any statement with regard to any mediation conducted by him/her in any forum or proceeding before any court, board, investigatory body, arbitrator, or fact finder.
4. If the board of Personnel Appeals refuses to assign a mediator or if the assigned Mediator, determines that the grievance is not likely to be resolved, or after twenty (20) working days, whichever comes first, the Association may choose to seek a solution through binding arbitration.

12.3 Unresolved and Disputed Interpretations of Agreements - MCA 39-31-306(5)

The grievant may have the unresolved grievance or disputed interpretations of the agreement resolved either by final and binding arbitration or by any other available legal methods and forum, but not by both. After a grievance has been submitted to arbitration, the grievant and the exclusive representative waive any right to pursue against the school an action or complaint that seeks the same remedy. If a grievant or the exclusive representative files a complaint or other action against the school, arbitration seeking the same remedy may not be filed or pursued under this section.

12.4 Binding Arbitration - If the Association is not satisfied with the disposition of the grievance by the School Board, or if no disposition has been made within the period provided in the grievance process, or the grievance has not been solved through mediation, the grievance may, at the exclusive option of the Association, be submitted for final and binding arbitration before an impartial arbitrator using the following steps:

1. If the Association intends to pursue final binding arbitration, they shall notify the School Board within twenty (20) working days of receipt of the School Board's written response or expiration of the timelines involved in the grievance and, if applicable, the mediation process.
2. Within ten (10) working days after written notice of submission for arbitration, the Association shall, in writing, request a list of five potential in-state arbitrators from the Montana Board of Personnel Appeals.
3. Within ten (10) working days the arbitrator shall be selected from the list provided as a result of each party alternately striking names from the list and the last name remaining being the arbitrator selected. The order of name strikes shall be determined by an initial coin toss. Should either party fail to participate in the arbitrator selection process, the other party may demand a

Montana Board of Personnel Appeals appointment.

4. The arbitrator shall consider the grievance (using either the "expedited" or "ordinary voluntary arbitration rules" of the American Arbitration Association), conduct a hearing and/or receive the parties' briefs and have all necessary authority to render a full and effective award and issue a remedy for same which shall be final and binding upon the parties.

12.5 Arbitration Costs -

1. Each party shall bear its own cost of arbitration except that the fees and charges of the Arbitrator shall be shared equally by the parties. If one of the parties wants a transcript of the arbitration proceedings, the party requesting the transcript will pay the costs of the transcript. If both parties request transcripts, they shall share equally the costs.
2. Should either party fail to implement an arbitrator's award, the award may be entered in any court of competent jurisdiction for immediate enforcement. All court costs, legal fees, other related expenses incurred as a result of failure to implement an arbitrator's award, and subsequent enforcement proceedings shall be paid by the party who refuses to implement an award.
3. If a motion to vacate the arbitrator's award is entered in a court of competent Jurisdiction, and the initiating party does not prevail in the litigation, such party shall bear the full costs of such action including, but not limited to, the adverse party's court costs, legal fee, interest on monetary awards, and other related expenses incurred as a result of defending such action.

12.6 Exceptions to Time Limits - The time limits provided in this policy shall be strictly adhered to unless extended by written agreement of the parties. Similarly, steps of the grievance process may be waived only by written mutual agreement of the parties and so indicated by written instrument.

12.7 Reprisals - The parties agree that no reprisals of any kind will be taken against any person because of participation in this grievance procedure.

12.8 Personnel Files - All documents, communications, and records dealing with the processing of a grievance shall be filed separately from the personnel files of the participants.

Article 13 - Annual Leave - At the beginning of each school year, each full-time teacher shall be credited with fourteen (14) days of Annual Leave at full salary. Part time teachers shall be credited with a prorated amount.

1. A maximum of four (4) consecutive work days of Annual Leave may be used for personal reasons and must be arranged at least two (2) work days in advance. Any

Annual Leave for personal reasons requested beyond four (4) consecutive work days must be approved by the Superintendent.

- a. Annual Leave days may not be taken during the first five or last five instructional days of the school year.
 - b. Annual Leave days may not be taken immediately preceding or following a holiday or vacation period.
 - c. Annual Leave days may not be taken on PIR days.
2. Teachers may choose to accumulate a maximum of twelve (12) Annual Leave days, per year. Unused Annual Leave will be allowed to accumulate up to eighty (80) days. Accumulated Annual Leave days may be used for illness, quarantine, communicable disease, injury, and disability (including pregnancy, miscarriage, childbirth, and recovery), or as approved by the Superintendent.
 3. When a teacher has reached the maximum accumulation of eighty (80) days, any unused days will be reimbursed at the end of the year at the current substitute teacher's pay.
 4. Termination of employment from Gallatin Gateway School would result in a lump sum payment for all days of unused Annual Leave at the current substitute teacher's pay.
 5. A teacher may use Annual Leave for contracted days immediately following the birth/adoption of a child for up to eight (8) calendar weeks. If a physician deems it medically necessary for the teacher to commence leave preceding the birth/adoption of the child, the eight (8) calendar weeks begin on the date indicated by the physician's medical certification.
 6. In case of need for additional leave beyond the year's fourteen (14) Annual Leave Days, a teacher may, with the approval of the Superintendent, take up to sixteen (16) additional leave days. Each of the thirty (30) days (Annual and additional) for which the teacher does not have accumulated Annual Leave days will be without pay.
 7. During the school year, any teacher may donate no more than two (2) days to one or more teachers who are in need and who have exhausted their Annual Leave. The donor and recipient have no later than five (5) working days after the recipient's return to work to notify the Superintendent of the requested leave transfer.
 8. When staff leave is disapproved by the superintendent and the staff member is absent for the requested days, the certified employee will lose the daily rate of pay for all days taken without approval.
 9. All leave must be approved by the superintendent prior to the days taken, except for days of illness. If leave is not approved, the superintendent will communicate with the staff member.

Article 14 - Professional Leave - Three (3) days of professional leave will be credited to each full-time teacher at the beginning of the school year. Part-time teachers will be credited with a prorated amount. Professional leave may be used to visit other schools, professional development, or attendance at educational workshops or conferences. Professional leave monies at the current rate of substitute teacher pay per day will be paid to the teacher for workshops or training outside regular contracted hours. Professional leave must be requested at least two (2) work days prior to the day(s) being requested and approved by the Superintendent. Professional leave does not accumulate and will not be paid out if unused. Professional Leave will be available from September 1 to August 31 of each year. Training or credits gained using professional leave cannot be used as equivalency training to trade for the October conference days.

Article 15 - Bereavement Leave - No more than twelve (12) total days leave at full salary will be allowed for death(s) of a member or members of the teacher's immediate family. Immediate family includes: spouse and any relative living in the teacher's household or any parent, child, brother, sister, grandparent, grandchild or corresponding in-law. Two (2) days of the before mentioned days may be used for non-family bereavement needs. This leave is not accumulative. Upon request, the Superintendent may grant approval for the use of additional Annual Leave days if necessary. This leave will be prorated for part-time teachers.

Article 16 - Sabbatical & Extended Leave of Absence
Sabbatical:

The School Board may grant a tenured employee a one-year unpaid sabbatical leave for the purpose of pursuing scholarly and/or professional pursuits for the mutual benefit of the District and the employee. The employee must submit a request for Sabbatical Leave to the Superintendent and School Board, no less than six months prior to the beginning of the requested leave. The request will include the following:

- The presentation of a definite plan for the scholarly/professional plan of work for the sabbatical leave, which describes both the plan and the "mutual benefit of the District and the Employee."
- An agreement to submit a written report on the extent to which s/he has achieved the purpose for which the leave was granted.
- An agreement to return to service for one year immediately following the leave.

Extended Leave of Absence:

The School Board may grant a tenured employee an extended leave of absence as leave without pay. An extended leave of absence is discretionary on the District's part, but may be granted to eligible employees for such reasons as disability leave (extended personal or family illness), fulfillment of duties in an elected political office, professional development, and military or alternative service such as Peace or Vista Corps, or for other purposes recommended by the Superintendent and approved by the Board of Trustees. The request for an extended leave of absence will include the following:

- A description of the reason for the request.
- An estimation of time requested, with the understanding that the request can be no more than one contracted year.

In both sabbatical and extended leave, employees will not accrue any leave or any experience on the salary schedule. Employees, while on sabbatical or extended leave will not be eligible for any other benefits outlined in this agreement. Upon return, the employee will be entitled to all benefits, and be placed on the Salary Schedule at the level earned at the time of departure.

Article 17 - Leave Without Pay - The Superintendent may grant up to five (5) days leave without pay at his/her discretion. Leave without pay may also be granted for any other circumstances not otherwise specified above at the discretion of the Board.

Article 18 - Salary Schedule - The basic salaries of teachers covered by this Agreement are set forth in Appendix A which is attached to and incorporated in this Agreement. The salary scale shall be good for two (2) years effective July 1, 2023 to June 30, 2025. Implementation of any negotiated increase on the base of the salary schedule is contingent upon state funding for secondary students at the high school level and/or voter acceptance of the special mill levy, if required. Such a salary schedule shall remain in effect during the designated period. Part-time teachers shall have their salaries prorated.

A maximum of five (5) years will be credited for prior teaching experience.

For the 2023-2024 school year, the certified staff will receive a 3% increase on the base. For the 2024-2025 school year, certified staff will receive a 2% increase on the base.

All staff will be provided with a bonus/stipend in December 2023 of \$500 + benefits to be paid from the insurance funds.

Article 19 - Major Medical & Flexible Benefits Plan

19.1 The District will provide six hundred sixteen dollars (\$616.00) toward a major medical plan for every teacher who is contracted for .5 FTE or above. In addition, twenty-five dollars (\$25.00) per month will be contributed by the District to each teacher who is contracted .5 FTE or above to the Flexible Benefits Plan. The Flex benefit will be prorated for part-time (between 0.5 and 1.0 FTE) teachers.

19.2 All teachers contracted for .5 FTE or above shall be required to participate in the group health plan with at least single coverage. Teachers less than .5 FTE will have a choice to join or not.

19.3 The Flexible Benefit's Plan will be administered by a mutually agreeable, disinterested third party. The District will assume the cost to administer the program. Participation in the Flexible Plan itself by teachers will be voluntary and open to every teacher. Teachers will be provided information yearly on the flexible plan itself as well as, upon request, a monthly report on Flex transactions and other paycheck deductions.

Article 20 - Credit Recognition - Payment will be made for approved credits. These credits shall be in areas that develop general background information and/or teaching skills. All credits must be approved by the Superintendent before applying for the salary step-up. The Superintendent will make the decision regarding salary advancement based on the credits being beneficial to the school district. The final decision regarding salary advancement will be made by the Governing Board. A teacher who completes approved college credit by the first (1st) of September shall receive the appropriate salary increment that school year. However, such teacher must notify the Superintendent in writing of his/her intent to gain credits before the first (1st) of April preceding the school year in which the planned increment will become effective. Each teacher shall file an official transcript of said credits with the Superintendent no later than the thirty-first (31st) of December. The appropriate salary increment shall be received as soon as an official transcript is provided to the Superintendent and shall be retroactive to the beginning of that school year.

Article 21 - Stipends - The Board may pay stipends for duties and projects above and beyond the contractual day to teachers at a minimum of \$50 per day (less deductions). Project proposals may be suggested by the Superintendent or proposed by the teacher. Project proposals will be presented to the Board by the Superintendent's recommendation. Teachers may be reimbursed for travel and meals according to School Board Policy.

Article 22 - Pay Periods - Each teacher will receive her/her contract salary in twelve (12) payments. Payroll checks shall be issued by the fifth (5th) of each month. The eleventh (11th) and twelfth (12th) direct deposits will be initiated or paper checks mailed as soon as possible, but no later than five (5) business days after the last contracted day.

Article 23 - Change in Agreement - During its term this Agreement may be altered, changed, added to, deleted from, or modified only through the voluntary, mutual consent of the parties in written and signed amendment to this Agreement.

Article 24 - Compliance of Individual Contract - Any individual contract between the Board and an individual teacher, heretofore or hereafter executed, shall be subject to and consistent with the terms and conditions of this Agreement. If an individual contract contains any language inconsistent with this Agreement, this Agreement duration shall be controlling.

Article 25 - Savings Clause - If any provision of the Agreement or any application of this Agreement to any employee or group of employees is held to be contrary to law, then such provisions or application shall be deemed invalid except to the extent permitted by the law, but all other provisions or applications shall continue in full force and effect. If such provisions exist which are contrary to law, at the request of either party, negotiations shall immediately commence and agreement shall be reached in order to alter said section(s) providing the benefits according to the intent of the parties.

Article 26 - Maintenance of Standards - All existing district policies involving terms and conditions of professional service, matters relating directly to the employer-teacher relationships, and other terms of employment not specifically referred to in this agreement shall be maintained at no less than the highest minimum of standards in effect in the District at the time this Agreement is signed, provided that such conditions shall be improved for the benefit of teachers as required by the express provisions of this Agreement. This Agreement shall not be interpreted or applied to deprive teachers of professional advantages heretofore enjoyed unless expressly stated herein.

Article 27 - Nondiscrimination Clause - The provisions of this Agreement shall be applied without regard to race, creed, religion, color, national origin, age, sex, physical disability, or marital status.

Article 28- Effective Period -This Agreement shall be effective as of July 1, 2023 and shall continue in full force and effect until June 30, 2025.

Article 29 - Contingency - Should legislation or other circumstances in any way change the general fund revenue formulas, district budgeting authority, or School District revenue in

any way, the parties agree to reopen negotiations.

Article 30 - Renewal & Reopening of Agreement - Said Agreement will automatically be renewed and will continue in force for a period of one (1) year unless either party gives notice to the other party, no later than ninety (90) days prior to the expiration date or any anniversary thereof, of its desire to reopen the contract. Between July 1, 2023 and June 30, 2025, the agreement is made to only reopen negotiations to discuss salary, not wording.

Article 31 - Assignment - All teachers shall be given notice of their tentative teaching assignments relative to grade level and subject area for the forthcoming year no later than the end of the school year. In the event that unforeseen changes in assignments are necessary after the end of the school year, affected teachers shall be given notice as soon as possible prior to the effective date. The affected teacher may request from the Superintendent up to five (5) paid days (at the current substitute rate of pay) for such assistance as moving classrooms, time to prepare, conferencing with appropriate colleagues, learning new curriculum, etc. If the requested assistance is denied, the teacher may appeal to the Board who will make the final decision.

Article 32 - Date and Signatures

This Agreement is signed this _____.

IN WITNESS THEREOF:

For the Association:

For the Board of Trustees of School District #35:

APPENDIX A
Gallatin Gateway School Salary Schedule Matrix
Chart for the 2023-2025 School Year

2023-2024 Salary Matrix (3% Increase)

Years							
Experience	BA	BA+10	BA+20	BA+30	BA+40	MA	MA+10
0	38309.82	39459.11	40608.41	41183.06	41757.70	42332.35	42907.00
1	39612.35	40876.58	42140.80	42753.76	43405.03	44017.98	44669.25
2	40914.89	42294.04	43673.19	44324.46	45052.35	45703.62	46431.50
3	42217.42	43711.50	45205.59	45895.16	46699.67	47389.25	48193.75
4	43519.96	45128.97	46737.98	47465.87	48346.99	49074.88	49956.01
5	44822.49	46546.43	48270.37	49036.57	49994.32	50760.51	51718.26
6	46125.02	47963.89	49802.77	50607.27	51641.64	52446.14	53480.51
7	47427.56	49381.36	51335.16	52177.97	53288.96	54131.78	55242.76
8	48730.09	50798.82	52867.55	53748.68	54936.28	55817.41	57005.01
9	50032.62	52216.28	54399.94	55319.38	56583.60	57503.04	58767.26
10	51335.16	53633.75	55932.34	56890.08	58230.93	59188.67	60529.52
11	52637.69	55051.21	57464.73	58460.79	59878.25	60874.30	62291.77
12	53940.23	56468.67	58997.12	60031.49	61525.57	62559.94	64054.02
13	55242.76	57886.14	60529.52	61602.19	63172.89	64245.57	65816.27
14	56545.29	59303.60	62061.91	63172.89	64820.22	65931.20	67578.52
15		60721.06	63594.30	64743.60	66467.54	67616.83	69340.77
16			65126.69	66314.30	68114.86	69302.46	71103.03
17				67885.00	69762.18	70988.10	72865.28
18					71409.50	72673.73	74627.53
19						74359.36	76389.78
20						76044.99	78152.03
21							79914.28
22							81676.54
23							86275.71
24							90994.71
25							95833.55

2024-2025 Salary Matrix (2% Increase)

Years							
Experience	BA	BA+10	BA+20	BA+30	BA+40		MA+10
0	39076.01	40248.29	41420.57	42006.71	42592.85	1.11	43765.13
1	40404.59	41694.10	42983.61	43608.83	44273.12	1.15	45562.63
2	41733.18	43139.92	44546.65	45210.94	45953.39	1.19	47360.12
3	43061.76	44585.73	46109.69	46813.06	47633.66	1.24	49157.62
4	44390.35	46031.54	47672.73	48415.18	49313.92	1.28	50955.12
5	45718.93	47477.35	49235.77	50017.29	50994.19	1.33	52752.61
6	47047.52	48923.16	50798.81	51619.41	52674.46	1.37	54550.11
7	48376.10	50368.98	52361.85	53221.53	54354.73	1.41	56347.61
8	49704.68	51814.79	53924.89	54823.64	56035.00	1.46	58145.10
9	51033.27	53260.60	55487.93	56425.76	57715.27	1.50	59942.60
10	52361.85	54706.41	57050.97	58027.87	59395.54	1.55	61740.10
11	53690.44	56152.23	58614.02	59629.99	61075.80	1.59	63537.59
12	55019.02	57598.04	60177.06	61232.11	62756.07	1.63	65335.09
13	56347.61	59043.85	61740.10	62834.22	64436.34	1.68	67132.59
14	57676.19	60489.66	63303.14	64436.34	66116.61	1.72	68930.08
15		61935.48	64866.18	66038.46	67796.88	1.77	70727.58
16			66429.22	67640.57	69477.15	1.81	72525.07
17				69242.69	71157.41	1.85	74322.57
18					72837.68	1.90	76120.07
19						1.94	77917.56
20						1.99	79715.06
21							81512.56
22							83310.05
23							88001.21
24							92814.59
25							97750.20

APPENDIX B

Reduction in Force Rubric

This rubric adheres to the Gallatin Gateway School District policy #5256 and the Master Agreement dated _____. This is a decision-making tool that provides clarity in the event and reduction in force (RIF) must take place.

Date of Rubric Completion: _____

Teacher Name: _____

Current Grade Level/Subject Taught: _____

Reason for RIF: (Check one or explain other)

_____ Changes in the educational program

_____ Staff Realignment

_____ Changes in size or nature of student population

_____ Financial Considerations

_____ Other: _____

Considerations

Seniority:

_____ Tenured _____ years of service in the district

_____ Non-Tenured _____ years of service in the district

_____ Performance Evaluation Rating and Information: _____

Staffing Needs

_____ Proper certification or endorsement for needed position Y N

_____ Certification/Endorsement:

Eligibility for RIF: _____

Effective Dates of Recall: _____

Recall is effective for one year unless one of the following happen, teacher:

§ Waives recall in writing

§ Resigns

§ Fails to accept recall to the position held immediately prior to layoff or to a substantially equivalent position

§ Fails to report to work in a position that he/she has accepted

Willingness to substitute for the district: _____

Office Use Only

Date of meeting with MFPE and Staff Member prior to RIF: _____

Date of meeting with MFPE and Staff Member prior to recall: _____

Notice of Mailed Recall: _____

Notice is only valid for 10 days from the mailed date.

Notice of Recall delivered to MFPE: _____

Teacher Assignment upon Recall: _____

New Business
ACTION ITEM

Discuss and Consider Classified Salary/Wage Increase for 2023-2025 School Years

Presented by: Kelly Henderson

Background (to include funding source if applicable):

Staff	Position	Hours	22-23 Wage/Salary	3% Increase 24	2% Increase 25
Clark, Erica	Administrative Secretary	2080	\$44,000.00	\$45,320.00	\$46,679.60
Kearns-Daniel, Kelsey	Kitchen Manager	1576	\$30,000.00	\$30,900.00	\$31,827.00
Taylor, Shelby	Kitchen Assistant	1260	\$16.00	\$16.48	\$16.81
Open Position	Paraprofessional	1403	\$16.00	\$16.48	\$16.81
Kirkemo, Spencer	Paraprofessional	1403	\$16.00	\$16.48	\$16.81
Quarters, LaDonna	Paraprofessional	1403	\$16.00	\$16.48	\$16.81
Open Position	Paraprofessional	1403	\$16.00	\$16.48	\$16.81
Wilkinson, Theresa	Nurse	212	\$30.09	30.09	\$30.69
Bateman, Brittney	District Clerk	2080	\$62,000.00	\$63,860.00	\$65,137.50
Avilez, Donna	Business Manager	1040	\$32,000.00	\$32,960.00	\$33,619.20
Stoner, Darwin	Custodian	2080	\$62,400.00	\$62,400.00	\$63,648.00
			\$230,510.09	\$235,552.49	\$241,026.04
			Budget Inc.	\$5,042.40	\$5,473.85

Recommendation: Administration recommends approval of the salary/wage increase for the 2023-2025 school year for the classified staff.

New Business
ACTION ITEM

Discuss and Consider Contract Amendment for Superintendent for 2023-2024 School Year

Presented by: Brittney Bateman

Background (to include funding source if applicable):

Increase the Superintendent's salary to \$86,000. Current salary is \$75,000. The highest paid teacher will make \$90,994.71.

Increase the insurance stipend compensation to \$616.00 in conjunction with staff increase.

Recommendation: Administration recommends the amendment of the Superintendent contract for the 2023-2024 school year.

New Business
ACTION ITEM

Consider ARP ESSER Plan Updates

Presented by: Kelly Henderson

Background (to include funding source if applicable):

The May update of the ARP ESSER Plan included the concern over student achievement in both reading and mathematics for the upcoming school year. The plan indicated the need for the purchase of reading materials for grades K-5.

Recommendation: Administration recommends the approval of the amended ARP ESSER Plan.



Kelly Henderson <super@gallatingatewayschool.com>

Thank you for submitting your ARP ESSER Plan Update

2 messages

Montana Office of Public Instruction <noreply@qualtrics-survey.com>
Reply-To: Montana Office of Public Instruction <noreply@qualtrics-survey.com>
To: super@gallatingatewayschool.com

Tue, May 16, 2023 at 1:06 PM

Dear Kelly Henderson,

Compliance for the ESSER ARP Plan includes:

- Reviewing and/or revising the ARP Plan with meaningful stakeholder engagement at least every 6 months, and
- posting to district website with district name and last date updated on the first page.
- *ESSER Safe Return plan must also be reviewed and/or revised with meaningful stakeholder engagement at least every 6 months, and posted to district website with district name and last date updated on the first page.*

Thank you for taking the time to submit your ESSER ARP Plan on Tuesday, May 16th.

To return and edit your currently submitted ARP Plan, please select the portal link here:

https://proxy.qualtrics.com/proxy/?url=https%3A%2F%2Fmontanaopi.sjc1.qualtrics.com%2Fjfe%2Fform%2Fsv_eW1NUOUegoO6Kmq%3FQ_R%3DR_3nT6LFYobGLvwzl&token=No7CgFMTdU6QAai9hmojqzVHPtDpgxcdLEMMkz2ZyM%3D

A PDF version of this revision is available by selecting the link at the bottom of this email.

If you have questions please contact Wendi Fawns, ESSER/EANS Director at wendi.fawns@mt.gov

[Download as PDF](#)

URL to view Results [[Click Here](#)]

Response Summary:

Montana School District ARP ESSER Plan Update

This tool allows districts to update their ARP ESSER plans at any point. Updates must be completed at least once every six months.

Federal Requirement

The US Department of Education (USED) required the OPI to establish a process for district plans consistent with the ARP ESSER requirements for the use of ARP ESSER funds and ensure plans be made available to the public, within no

later than 90 days after a district received its ARP ESSER allocation (August 24, 2021). The requirements for the school district plans include, at a minimum, how districts will:

1. use funds to implement prevention and mitigation strategies;
2. use the funds totaling not less than 20% to address lost instructional time;
3. spend its remaining 80% of ARP ESSER funds;
4. respond to needs of student disproportionately affected by the pandemic; and
5. meaningfully engage with and consult stakeholders in crafting their plans.

Each of these federally required components are embedded into this school district ARP ESSER plan.

In addition, the USED requires the OPI to support and monitor each school district's use of ARP ESSER funds, including:

- i. implementation of evidence-based interventions;
 - ii. address the student groups specifically that were disproportionately impacted by the pandemic; and
 - iii. identify, reengage, and support students who have experienced the impact of lost instructional time.
- The plan will provide the information necessary for the OPI to support and monitor school districts as they move forward.

State Components

Throughout this school district ARP ESSER plan, the OPI has emphasized local control and coordination of state initiatives and requirements so that school districts can identify and innovate solutions for unique local needs and priorities. These components are embedded in the school district ARP ESSER plan. Additionally, the OPI will seek flexibility from the Board of Public Education to use the Goals section of this plan in place of the Continuous School Improvement Plan (CSIP).

Initial ARP-ESSER plans were developed through the use of a template. This plan update tool will provide districts with their most recent plan submission presented with the same fields and sections as their initial plan.

The sections of this tool match the sections of the template provided for districts to use for the creation of their plans.

The template sections are as follows:

1. School District-Identified Priorities
2. Meaningful Consultation
3. Goals
4. Coordinating Funds
5. Creating Safe and Healthy Learning Environment
6. Addressing Lost Instructional Time
7. Supporting the Educator Workforce
8. Monitoring and Measuring Impact of ARP ESSER funds

Prior to updating your school district ARP ESSER plan, consider the following:

What data do you have available to you to measure the impact of your work and guide plan adjustments?

What feedback have you received from stakeholders around your plan and/or your plan implementation?

What steps have you taken to engage stakeholders in your update process?

Instructions for updating your school district ARP ESSER plan

- Review the information in each field to verify that it matches the information you have at the local level. In the event that there is a difference please update any impacted fields during your update process.
- It is recommended that you complete your plan revision in a single sitting. If you are unable to do this please click through to the end of the survey and note on the final page that this submission represents an unfinished update draft.
- After you hit submit you will receive an email that contains a link that you can use for your next update. If you were submitting a draft update please be sure to return to complete your draft before the deadline.

Resources to help with completing your plan

- [Curriculum Selection](#)
- [Acceleration Guidance](#)
- [ESSA Tiers of Evidence](#)
- [Gap Analysis Tool](#)
- [U.S. Department of Education FAQ - ESSER/GEERS](#)
- [FAQ's of Maintenance of Equity Requirements](#)
- [Montana Office of Public Instruction ESSER website](#)
- [SEL Priorities](#)

Next Steps:

- When you submit your update you will receive a confirmation email that contains a link to access a PDF of your plan submission and a link to complete your next update.

Please review the information in these fields and verify that it reflects the submission of this update.

Q5. Please choose your county and district from the dropdown.

County Gallatin

District Gallatin ~ Gallatin Gateway Elem, LE0364

Q6. Who is the Authorized Representative submitting this form?

Kelly Henderson

Q11. Please indicate your role in the district.

- District-level Administrator

Q9. What is your AR email as shown in Egrants?

super@gallatingatewayschool.com

Q8. What is your school district phone number?

4067634415

Q74. Describe the stakeholder consultation that was completed to inform this update. Include dates, locations, and links where relevant.

Our stakeholder update efforts included soliciting feedback at parent teacher conferences, Google forms request from all families, community stakeholders, and businesses. The ARP plan and safe return to school plan was disseminated at Open House with the request for feedback.

Q75. Please write a summary statement describing this update. Example: "This submission reflects our first update of our plan in November of 2021"

This submission is an update from December 2022 school year. We used a variety of approaches to provide information about the district to our stakeholders and request their input on district issues. Data was reviewed from the last three years for the students who started Kindergarten during COVID. The data does not indicate improvement or growth in reading. Upon review of the curriculum resources, the district is utilizing a reading curriculum that is focused on whole word approach and does not implement the reading instruction components identified in effective language instruction. The staff has not had reading professional development. The same is true for the SEL/Mental Health program. The program was not meeting the students needs.

1. School District-Identified Priorities

Q33. Please provide the top priorities the school district has determined as the most pressing needs for students and schools within the school district as a result or in response to the COVID-19 pandemic. You may elect between 1-3 priorities by checking the box and providing the text response.

- Priority 1:
Safe and healthy face to face instruction
- Priority 2:
Effectively addressing any learning gap in any of our children
- Priority 3:
Providing effective Social/Emotional Learning and support for students and staff.

Q34. When you identified each of your district's priorities, what data points did you use? Please list any and all data sources, such as attendance, interim assessments, surveys, etc.

SBAC, Interim Assessments, Star assessment, Parent and Staff Surveys, attendance and behavior data

Q24. Please indicate which of the following student groups specifically referenced in ARP ESSER were more affected than others in your district. Choose all that apply.

- Economically Disadvantaged (Free and Reduced Lunch)
- Multi-Racial
- Other (please identify in the box below):
Students who were in distance learning due to personal or family member at-risk COVID status
- Male
- Children with Disabilities

2. Meaningful Consultation

Q25. ARP ESSER requires school districts to consult with a wide variety of stakeholders when developing a plan. Please select all of the following groups of stakeholders your district consulted and/or plans to consult.

- Parents
- Teachers
- Staff
- Local bargaining units
- Community members

Q26. What method(s) did you use to seek stakeholder input? Choose all that apply.

- Website
- Media
- Social media
- Email

3. Goals

Q71.

Goal Action Plan:

Please define your Math goal, English Language Arts (ELA) goal, and other goal, based on the priorities you identified.

Explain what instruments or methods will be used to monitor the progress of the goals and determine if the goals are met. Click the box and provide the text response for each applicable box.

- Math Goal:

To decrease the number of students in grades k-5 who are near or below normative grade level standard by 5%. Student growth and grade-level standard are measured at least once every six weeks using the Star Early Literacy and Waterford Math. Students below grade-level are monitored weekly with the same tools.

To decrease the percent of students in grades 3-8 who were near or below standard on the SBAC Math assessment from 39% to 34%. Student progress is measured through Interim assessments, the Star Math assessment, and as a summative the SBAC assessment.

- ELA Goal:

To decrease the number of students in grades k-5 who are near or below normative grade level standard by 5%. Student growth and grade-level standard are measured at least once every six weeks using the Star Early Literacy and Waterford Reading. Students below grade-level are monitored weekly with the same tools.

To decrease the percent of students in grades 3-8 who were near or below standard on the SBAC ELA assessment from 35% to 31%. Student progress is measured through Interim assessments, the Star Reading assessment, and as a summative the SBAC assessment.

- Other Goal (For example, SEL, Mental Health, Graduation Rates, Recruitment/Retention, Professional Development, Community and Family Engagement, etc.):

To provide research-based SEL to all grade levels K-8 with specific mental health supports through our Counselor and through the Special Education Cooperative

Q42.

Goal Action Plan, Part 2:

Identify what strategies/action steps will be used to support the achievement of the goals.

Describe a realistic and achievable timeline to achieve the goals.

Identify who is responsible to ensure the strategies/action steps are achieved.

Click the box and provide the text response for each applicable box.

- Math Goal Strategies, Actions, Timelines, and Assignments:

All students have a scheduled 30 minutes intervention/acceleration time built into the daily schedule where targeted intervention/acceleration is provided by a highly qualified paraprofessional, teacher, or research-based computerized instruction. Students who are below grade level in math based on the Star Math/SBAC or who perform near or below standard on the interim assessments will be provided intensive intervention during the daily intervention.

The goal will be achieved by end of the school year, and the Superintendent is responsible to ensure the action steps are taken and the strategies are effective based on growth data.

- ELA Goal Strategies, Actions, Timelines, and Assignments:

All students have a scheduled 30 minutes intervention/acceleration time built into the daily schedule where targeted intervention/acceleration is provided by a highly qualified paraprofessional, teacher, or research-based computerized instruction.

Students who are below grade level in ELA based on the Star Reading/Early literacy/SBAC or who perform near or below standard on the interim assessments will be provided intensive intervention daily utilizing a researched/evidenced based curriculum resource and instructional practices.

Teachers will receive professional development on the science of teaching reading and the 9 important components of reading.

The goal will be achieved by end of the school year, and the Superintendent is responsible to ensure the action steps are taken and the strategies are effective based on growth data.

- Other Goal (For example, SEL, Mental Health, Graduation Rates, Recruitment/Retention, Professional Development, Community and Family Engagement, etc.) Strategies, Actions, Timelines, and Assignments:

The Counselor provides research-based SEL lessons at least once weekly to every grade level and every student during a dedicated time built into the schedule.

Additional counseling time is provided for those students who show a need either in a small group setting or individually.

Anecdotal, Behavior and attendance data is used to determine need. The Superintendent is responsible to ensure the action steps are taken and the strategies are effective based on data.

Q14. For which of the following student groups do you have a distinct Math goal? Choose all that apply.

- Students with Disabilities
- Free and Reduced Lunch

Q63. For which of the following student groups do you have a distinct English Language Arts (ELA) goal? Choose all that apply.

- Students with Disabilities
- Free and Reduced Lunch

Q64. For which of the following student groups do you have a distinct goal other than Math or ELA? Choose all that apply.

- None

Q15. Describe your Math goal for each identified student group.

To increase the district-wide proficiency rate on the SBAC by 5% for economically disadvantaged and for students with disabilities.

Q16. Describe your ELA goal for each identified student group.

To increase the district-wide proficiency rate on the SBAC by 5% for economically disadvantaged and for students with disabilities.

Q65. Describe your Other goal for each identified student group.

Not applicable

4. Coordinating Funds

Identify other federal funding that you are coordinating with ARP ESSER funds to most effectively use funds to address student needs.

Q60. Did you coordinate ARP ESSER funds with other federal funds to address student needs?

- Yes

5. Creating Safe and Healthy Learning Environments

Determine if ARP funds will be used to **implement prevention and mitigation strategies**, to the greatest extent practicable, in order to continuously operate schools for in-person learning.

Q12. If you are planning to use ARP ESSER funds for prevention and/or mitigation strategies, please select the evidence-based practices below and/or describe an additional practice in the Other box.

- Mental health supports
- Social emotional learning
- Academic support
- Extended learning/enrichment
- Providing safe, healthy, inclusive learning environments.
- Activities to address the unique needs of at-risk populations.
- Developing and implementing procedures and systems to improve the preparedness and response efforts
- Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases
- Purchasing supplies to sanitize and clean the facilities
- Planning for, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under the Individuals with Disabilities Education Act and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements.
- Purchasing educational technology (including hardware, software, and connectivity) that aids in regular and substantive educational interaction between students and their classroom instructors including low-income students and children with disabilities, which may include assistive technology or adaptive equipment.
- School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.
- Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and nonmechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement

6. Addressing Lost Instructional Time

Describe how the school district will use ARP ESSER funds it reserves under Section 2001(e)(1) of the ARP Act to **address lost instructional time** through the implementation of evidence-based interventions. The district must spend a minimum of 20% of ARP ESSER funds. The full implementation of the evidence-based interventions should be considered including personnel, materials, equipment, professional development, and expenses needed to meet the needs of students. Other evidenced-based practices may be utilized if the intervention meets one of the four tiers of evidence. Evidence-based practices may be found at [OPI's Multi-Tiered Systems of Support](#) page.

Q21. How do you plan to spend the required 20% set-aside to address lost instructional time? Choose all evidence-based practices that apply.

- SEL learning supports
- Evidenced-based curriculum
- Accelerating learning through instructional approaches: In-school acceleration-Certified educators provide support for students within the classroom and grade-level work, using high-quality instructional materials, instructional strategies, and formative assessments.

- Accelerating learning through instructional approaches: Tutoring program-High-dosage tutoring provided consistently by well-trained tutors or educators at least 3 days per week for at least 30 minutes at a time in groups of five or fewer students.
- Accelerating learning through instructional approaches: Out-of-school time programs-Identified students, needing additional support before, and after the regular school days, as well as on weekends, and during school breaks.
- Access to and effective use of technology
- Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction
- Providing information and assistance to parents and families on how they can effectively support students
- Tracking student attendance and improving student engagement provided by the school
- Using data about students opportunity to learn indicators to help target resources and support
- Professional Learning Communities

Q48. How do you plan to use the remaining 80% for the allowable uses of funds related to preventing, preparing for, and responding to COVID-19 as required by ESSER I, II, and III? See page 5 of the ARP ESSER Fact Sheet for more information. Choose all evidence-based practices that apply.

- Wraparound academic/health/social services
- SEL learning supports
- Evidenced-based curriculum
- Accelerating learning through instructional approaches: In-school acceleration-Certified educators provide support for students within the classroom and grade-level work, using high-quality instructional materials, instructional strategies, and formative assessments.
- Accelerating learning through instructional approaches: Tutoring program-High-dosage tutoring provided consistently by well-trained tutors or educators at least 3 days per week for at least 30 minutes at a time in groups of five or fewer students.
- Access to and effective use of technology
- Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction
- Providing information and assistance to parents and families on how they can effectively support students
- Tracking student attendance and improving student engagement provided by the school
- Using data about students opportunity to learn indicators to help target resources and support
- Professional Learning Communities
- Providing safe, healthy, inclusive learning environments
- Activities to address the unique needs of at-risk populations
- Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases
- Purchasing supplies to sanitize and clean the facilities
- Planning for, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under the Individuals with Disabilities Education Act and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements.
- Purchasing educational technology (including hardware, software, and connectivity) that aids in regular and substantive educational interaction between students and their classroom instructors including low-income students and children with disabilities, which may include assistive technology or adaptive equipment.
- School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.
- Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and nonmechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.

7. Supporting the Educator Workforce

Determine if ARP funds will be used to support and stabilize the educator workforce consistent with Section 2001 (e) (2) of the ARP Act.

Q51. How do you plan to use ARP funds to support and stabilize the educator workforce? Choose all that apply.

- Additional pay for additional work
- Class-size reduction

- Technology to support learning: enable students to learn anywhere and teachers to teach essential standards
- Staffing additional physical and mental health support staff (counselors, social workers)
- Other (please identify in the box below):

Additional presence of a licensed nurse on campus

Q58.

Please provide the estimated number of jobs (FTEs) that have been or will be **created** by the school district through the district's planned use of ESSER III Funds.

0

Q59.

Please provide the estimated number of jobs (FTEs) that have been or will be **retained** by the LEA through the LEA's planned use of ESSER III Funds.

5

8. Monitoring and Measuring Impact of ARP ESSER funds

Q53. How will the District monitor the impact of the ARP ESSER funded interventions or strategies, including but not limited to the 20% set-aside, to respond effectively to the academic, social, emotional, and mental health needs of all students, and particularly those students disproportionately impacted?

The superintendent will provide a monthly data report at the monthly Board of Trustees meeting to determine the efficacy of the use of ESSER funds. The report will include, when possible, academic progress monitoring data, discipline and behavior data, and attendance data (students and staff).

Q23. Please indicate the type of data you are obtaining and using to monitor outcomes.

- Interim Formative Assessment
- Summative assessments
- Chronic absenteeism
- Use of exclusionary discipline
- Access to technology
- Access to mental health and nursing staff
- Student, parent, or educator surveys
- Classified and certified staff (numbers of positions or people)
- Summer, Afterschool, and ESY enrollment
- Health protocols
- Other (please identify in the box below):

Progress Monitoring Assessments

You have reached the end of the LEA ARP ESSER Plan Update Tool.

Please take a moment to verify that your plan is fully updated. This is your last opportunity to use the back buttons to update or edit your responses before submitting.

When you are ready to submit please respond to the items below to ensure that the OPI is able to process your submission.

Q77. **Please select the statement below that accurately describes your role:**

- I am the Authorized Representative for this district.

Q78. **Please select the statement below that accurately describes this submission:**

- This is the first time we are submitting this plan update

Q79. Please Sign Here

[\[Click here\]](#)

Q57. Please select each type of federal funding you are coordinating with ARP ESSER funds to most effectively use funds to address student needs.

- Title I, Part A of the ESEA (Improving Basic Programs Operated by LEAs)

Q67. If you are planning to develop or use approaches that are novel to achieve your Math, ELA, or other goal, would you be willing to have the OPI share your approaches with state and federal entities? If so, please briefly describe your innovation below.

N/A

Q68. If you are planning to develop or use approaches that are novel to implement prevention and mitigation strategies, would you be willing to have the OPI share your approaches with state and federal entities? If so, please briefly describe your innovation below.

N/A

Q70. If you are planning to develop or use approaches that are novel to address lost instructional time, would you be willing to have the OPI share your approaches with state and federal entities? If so, please briefly describe your innovation below.

N/A

Q69. If you are planning to develop or use approaches that are novel to support and stabilize the educator workforce, would you be willing to have the OPI share your approaches with state and federal entities? If so, please briefly describe your innovation below.

N/A

Embedded Data:

Q_R R_A0WkHuvmpvm8tmV
Recipient keel@gallatingatewayschool.com

Montana Office of Public Instruction <noreply@qualtrics-survey.com>
Reply-To: Montana Office of Public Instruction <noreply@qualtrics-survey.com>
To: super@gallatingatewayschool.com

Tue, May 16, 2023 at 1:06 PM

[Quoted text hidden]

New Business
ACTION ITEM

Consider Extracurricular Stipend Positions and Staffing Recommendations

Presented by: Kelly Henderson

Background (to include funding source if applicable):

The Science Olympiad and JMG stipend positions were added to the extra-curricular list.

Included in the list is the recommendation for staffing:

Mentor:	Maddy Herron, Neal Krogstad, Maddie Downs, Jacki Yager
Student Council:	Amanda McClish
DC Advisor:	Madison Downs
DC Co-Advisor:	Madeline Barry
Mentor Coordinator:	Ashley Davis
Yellowstone Advisor:	Carly James
Butte Advisor:	Lilly Thorstad
Science Olympiad:	Carly James
JMG:	Amanda McClish
Volleyball:	Melissa Melton
Boys BBall:	Geoff Thorstad
Girls BBall:	Geoff Thorstad (Head), Lilly Thorstad (Asst.)
Track:	Ashley Davis (Head), Tammi Kamps, Tyler Lura, and Lilly Thorstad (Asst.)

Recommendation: Administration recommends approval of the two new stipend positions and staffing recommendations for each of the positions.

2023-2024 Extra-Curricular Positions Salary

Extra Duty/Assignment	22-23 Stipend	Responsibilities	Employee(s)
Mentor	\$1,000.00	<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. Will follow the Mentor Handbook for required topics.</i>	Maddy Herron (K) - 1 mentee Neal Krogstad (2/Music/PE) - 3 mentees Jacki Yager (4/5) - 2 mentee Maddie Downs (6-8) - 3 mentees
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.	Amanda McClish
Washington DC Co-Advisor (8th Grade)	\$1,100.00	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 fund raisers. 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.	Madison Downs
Washington DC Co-Advisor (8th Grade)	\$500.00		Madeline Barry
Mentor Coordinator	\$2,000.00	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.	Ashley Davis
Expedition Yellowstone Advisor (6th Grade)	\$600.00	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.	Carly James

2023-2024 Extra-Curricular Positions Salary

Extra Duty/Assignment	22-23 Stipend	Responsibilities	Employee(s)
Butte Trip 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.	Lilly Thorstad
Science Olympiad	\$500.00	Responsible for planning and coordinating competition events - virtual and in-person for the students and attends with them. Provides out of school support for students competing by assisting with projects. This is work to be done outside of the regular classroom.	Carly James
Jobs for Montana Graduates (JMG)	\$500.00	Responsible for planning and coordinating state competition events, afterschool club activities. This is work to be done outside of the regular classroom.	Amanda McClish
Volleyball Head Coach	\$1,200.00	See Head Coach Job Description	Melissa Melton
Volleyball Assistant Coach	\$700.00	See Assistant Coach Job Description	
Boys' Basketball Head Coach	\$1,200.00	See Head Coach Job Description	Geoff Thorstad
Boys' Basketball Assistant Coach	\$700.00	See Assistant Coach Job Description	
Girls' Basketball Head Coach	\$1,200.00	See Head Coach Job Description	Geoff Thorstad
Girls' Basketball Assistant Coach	\$700.00	See Assistant Coach Job Description	Lilly Thorstad
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	Ashley Davis
Track Assistant Coach (up to 3)	\$700.00	See Assistant Coach Job Description	Tammi Kamps
Track Assistant Coach (up to 3)	\$700.00	See Assistant Coach Job Description	Tyler Lura
Track Assistant Coach (up to 3)	\$700.00	See Assistant Coach Job Description	Lilly Thorstad

New Business
ACTION ITEM

Consider Interfund Transfer - Compensated Absences Liability Fund/General Fund/Multi-District Agreement

Presented by: Donna Avilez

Background (to include funding source if applicable):

Administration recommends the following priorities for interfund transfers:

- Max out the general reserves to allowable amount
- Replenish the Compensated Absences Fund
- Focus the remaining funds to the multidistrict account

Recommendation: Administration recommends the transfer of general funds to Compensated Absences and Multidistrict accounts based on the priorities established by the governing body.

New Business
ACTION ITEM

Renewal of MSGIA Workers Comp/Property Liability Insurance

Presented by: Donna Avilez

Background (to include funding source if applicable):

Workers Comp - \$3609 net premium that covers statutory coverage for workers comp and statutory occupational disease.

PART I – Workers’ Compensation and Occupational Disease Coverage

Workers’ Compensation	Statutory
Occupational Disease	Statutory

PART II – Employers’ Liability Coverage

Bodily Injury by Accident – each accident	\$1,000,000
Bodily Injury by Disease – each employee	\$1,000,000
Employers’ Aggregate Limit of Liability	\$1,000,000

Property Liability - The renewal premium for the 2023-2024 school year as follows:

Total Premium \$ 28,221

Multi-Line Discount <\$ 1,411> (members in worker’s compensation and property & liability)

Discounted Premium \$ 26,810

Your allocated premium for transportation is 9.3%.

This program is endorsed by the Montana School Boards Association (MTSBA) and supported by thousands of committed school district employees and school board members. Our coverage package includes critical elements for all school districts in Montana such as, deadly weapons event coverage, cyber liability, and replacement cost coverage for certain classes of buses and other autos.

Recommendation: Administration recommends approval of the MSGIA Workers Comp and Property Liability Insurance.



FY24

July 1, 2023 to June 30, 2024

Member WC Renewal

ACCOUNT SUMMARY

Your participation in our programs ensure the stability and success of all members. Through value-added benefits, premium coverages, and in-person trainings and assessments, we aim to provide you with a comprehensive, customized safety program to meet the unique needs of your district.

395	Members in the Pool
1989	MSGIA Member Since
\$1,042,684	Total Payroll

Fiscal Year	Gross Premium	Underwriting Credits	Net Premium
2023-2024	\$5,226	(\$1,617)	\$3,609

RENEWAL NOTICE AND DECLARATION

Gallatin Gateway School District #35

COVERAGE YEAR: JULY 1, 2023 – JUNE 30, 2024

MEMBER#: 014050

SUMMARY

	2023-2024	Elective Coverage
Premium	\$5,226	
Modification Factor	1.00	
Volume Discount Factor	0.043	
Renewal Credits	(\$1,617)	
Volunteer Coverage Factor	.015	Yes
School to Work Coverage Factor	.021	No
Net Premium	\$3,609	

PAYROLL BY CLASS CODE

	2023-2024
8868 Teachers, Professionals	\$1,039,949
9101 All Other	<u>\$2,735</u>
Total Payroll	\$1,042,684

Workers' Compensation Rates per \$100

	2023-2024
8868 Teachers, Professionals	0.50
9101 All Other	6.51

OCCUPATIONAL DISEASE AND EMPLOYERS' LIABILITY COVERAGE

PART I – Workers' Compensation and Occupational Disease Coverage

Workers' Compensation	Statutory
Occupational Disease	Statutory

PART II – Employers' Liability Coverage

Bodily Injury by Accident – each accident	\$1,000,000
Bodily Injury by Disease – each employee	\$1,000,000
Employers' Aggregate Limit of Liability	\$1,000,000

LOSS EXPERIENCE

Gallatin Gateway School District #35

FREQUENCY AND SEVERITY BY FISCAL YEAR

Fiscal Year	Frequency	Total Paid	Total Incurred
2020	2	\$2,053	\$2,053
2021	3	\$5,780	\$5,780
2022	2	\$0	\$0
2023	4	\$22,216	\$42,939

LOSSES BY CAUSE CODE – 2020+

Fiscal Year	Frequency	Percentage
Slip/Fall/Trip	6	54.5%
Burn	2	18.2%
Cut	1	9.1%
Other	1	9.1%
Strain	1	9.1%

LOSSES BY JOB CLASSIFICATION – 2020+

Fiscal Year	Frequency	Percentage
Food Service	4	36.4%
Teacher/Instructor/Counselor	3	27.3%
Administrator	3	27.3%
Teachers Aid	1	9.1%

LOSS EXPERIENCE

Gallatin Gateway School District #35

INCURRED LOSSES BY LOCATION – 2020+

Location Name	Claim Count	Open	Closed	Total Incurred	Open Incurred	Closed Incurred
Elementary K-8	6	3	3	44,742	42,939	1,803
Old Elementary	5	0	5	6,030	0	6,030

LOSS REPORTING LAGTIME

Gallatin Gateway School District #35

WC REPORTING LAG

Fiscal Year	Days from IW to School	Days from School to MSGIA	Total Days
2020	0.00	8.50	8.50
2021	1.33	0.00	1.33
2022	1.00	101.00	102.00
2023	0.25	0.50	0.75

RISK MANAGEMENT SERVICES

The Risk Management team offers customized, one-on-one consultations, site visits, assessments, training and workshops, and informational resources to help maintain site safety and identify potential risks and hazards.

CONSULTING SERVICES

- Customized risk management plans
- Assistance streamlining claim reporting and investigative processes
- Review and development of safety programs and best practices
- Helps ensure compliance with state safety standards
- In-district employee trainings
- Physical security assessments
- School district safety program assessments

ASSESSMENT TOOLS

- Building hazard assessments
- Self-inspection assessment tools
- Ergonomic assessments

RESOURCES

- In the Classroom quarterly risk management publication
- Safety posters
- Safety awards program - Target Accident Prevention Expenditures (TAPE)
- Enhanced school safety measures
 - Social media monitoring
 - Crisis management support
 - Security assessment services
- Asbestos re-inspection services
- Asbestos employee educational trainings
- ACH payment options available instead of mailing a check
- Safe Schools online training
- Pre-employment physical program
- Early Return to Work support
- Safety Educational Initiative (SEI) program – up to \$1,000 per member towards safety equipment for educational courses taken



COMPREHENSIVE RISK MANAGEMENT

- One primary risk management contact for all aspects of your school operations
- Pre-Employment Physicals paid for by MSGIA with new hires in Food Service and Maintenance.
- Two full-time risk managers to serve you: Certified playground inspectors, certified school risk managers, certified asbestos re-inspection, Masters in industrial hygiene.
- Up to \$1,000 annually in Safety Grants for districts safety equipment needs for qualifying safety course enrollment and completion.
- Asbestos re-inspection services saving districts upwards of \$8,000 each time needed to keep compliant with federal and state regulations.
- Assistance in development and annual maintenance of district emergency response planning for multiple potential crisis events.
- Monthly risk management quick notes.
- Quarterly risk management newsletters.
- In-district trainings available on a wide range of school topics.

FINANCIAL STABILITY:

- WC pool operating since 1989. Over 34 years being the largest and strongest of all WC governmental self-insured pools, never once assessing members even a nickel.
- Conservative rating/well structured reinsurance.
- Nine member board of directors: School board trustees, superintendents, and school business managers.
- Endorsed by MTSBA, MASBO, and a proud partner sponsor of SAM.
- Over 28 million dollars returned to members in premium credits – last year’s credit equated to a 25% average return to MSGIA members.
- MSGIA WC Safety Rewards program provides up to 5% additional credit for good member performance.

A MEMBER CENTRIC INNOVATION MODEL

- Extensive library of on-line staff training courses through Safe Schools: 350+ courses
- Crisis Management support team through Secure Educational Consultants – supporting our members through all of their toughest moments.
- Online claim reporting for all lines of coverage
- Online Member Management Portal with Dashboard style performance metrics
- On-line Asbestos annual refresher courses in AHERA for district staff to stay current and well versed on needed safety measures.
- iPad based building safety inspection forms.
 - Member self assessment form built in conjunction with department of labor inspectors.
- iPad based playground inspection forms
- Full time Helena based claim adjusters.
- We just provide coverage for Montana K-12 public school districts – we have no corporate profit motives to meet.

WORKERS' COMPENSATION SERVICES

The MSGIA risk management professionals work with our members to review and enhance their state required workplace safety and crisis management plan documents.

Assessing the safety risks in our public schools is becoming an increasingly complex process that required multiple layers of analysis, varying degrees of professional discipline, and, undoubtedly, significant resources beyond those typically found in our member school districts. Yet despite these attendant challenges, if the process is thoughtful and thorough, it can be as worthwhile as it is successful.

MSGIA clients take advantage of our risk managers' expertise to assist district school boards, administrative teams, and district safety committees when working their way through a district-wide risk assessment process. And while this is a process that is proscriptive in the sense of being checklist-driven, it can nonetheless be customized to your location in the state and to your district's unique school culture.

- In-district safety planning reviews, consultation, plan enhancements
- Safety committee support and planning
- Self-inspection forms for building and other hazard assessment checklists
- Up to \$1,000 per member in safety grants for equipment such as: step ladders, eye protection, ear protection, ergonomic lifts, furniture movers, hand trucks, ice melt, and Yaktrax for workplace safety trainings completed within the school year.



FILING A WORKERS' COMPENSATION CLAIM

Workers' Compensation claim losses occurring for a MSGIA pool member should be reported as soon as an occurrence is known. Early reporting will allow MSGIA staff adequate time to perform a complete claim investigation and timely directives for appropriate medical care if needed for the injured worker.

Report your claim online at www.msgia.org

Click Report a Claim on the top of the page Select Workers' Compensation

Click First Report of Injury Form (FROI) Choose your district

PLEASE complete as much information as you can on the form, choosing from the drop down boxes or lookup boxes.

Once you are satisfied with the information, click Complete Incident.

The next screen that comes up gives you the ability to attach any supporting documents or photo. Click "Upload File" on the right side of the screen and choose the file(s) you wish to attach and "Save"

Once you have completed the uploads, click "I'm Done" and everything is submitted to MSGIA

You are done!

For an online guide to walk you through the steps on completing your online claim use the link below:

<https://www.msgia.org/reportclaim>

For in-person phone support in completing your online claim, you can contact MSGIA staff by calling **(877) 667-7392** and they will walk you through the reporting process.

WHO TO CONTACT

GENERAL PAYROLL REPORTING AND PREMIUM QUESTIONS

Lisa Gates, Executive Assistant to the Director of Insurance Services (877) 667-7392 | lgates@mtsba.org

RISK MANAGEMENT AND LOSS CONTROL

- Develop customized safety programs and reviews of potential workplace hazards
- Safety Committee resources and support
- Accessing Safe Schools online training courses
- Providing in-district trainings
- Request for safety posters

Harry Cheff, Risk Management Consultant
(406) 438-3693 | hcheff@mtsba.org

Annette Satterly, Risk Management Consultant
(406) 439-1271 | asatterly@mtsba.org

CLAIMS

- Discuss concerns regarding a claim or alleged injury
- Develop a return to work program
- Questions about ERTW or pre-employment programs

Kevin Bartsch, Assistant Director, Workers' Compensation Pool Operations
kbartsch@mtsba.org

Claim examiners: Katy, Brenda, Shauna and Gina | (877) 667-7392

SAFE SCHOOLS

- Questions about accessing SafeSchools courses, running reports or general support

Annette Satterly, MSGIA Risk Management Consultant
asatterly@mtsba.org | (406) 439-1271

Megan Nobert, SafeSchools, Customer Success Manager
megan.nobert@vectorsolutions.com (513) 463-1698

John-Michael Larry, SafeSchools, Account Management Team Lead
john-michael.larry@vectorsoulutions.com
(513) 792-4404

MSGIA

Montana Schools Group Interlocal Authority

863 Great Northern Blvd., Suite 201
Helena, MT 59601
(406) 457-4500 Main
(877) 667-7392 Toll Free
(406) 457-4505 Fax

MSGIA is a program of the Montana
School Boards Association





FY24

July 1, 2023 to June 30, 2024

Member PC Renewal



PO Box 7029 | Helena, Montana 59604 | Tel 877-667-7392 | Fax 406-457-4505 | www.msgia.org

6/1/2023

Donna Avilez
Gallatin Gateway School District #35
PO Box 265
Gallatin Gateway, MT 59730

RE: MSGIA Self-Insured Property and Liability Renewal

Dear Donna and School Board Members,

I am pleased to present for you the MSGIA self-insured Property and Liability renewal effective July 1, 2023. Thank you for your continued support of MSGIA's School Leaders Insurance Pool. You are part of a growing movement of 216 elementary and high school district members with more interested school districts joining each year. The overall MSGIA membership expands beyond 406 elementary and high school districts.

MSGIA has been assisting school districts with self-insured coverage solutions since 1989, 34 years! The 2023-2024 school year marks the beginning of its 16th year for the property and liability program. This program is continually evolving, offering new enhancements in coverage and risk management tools for our members.

Our pool has partnered with strong reinsurance carriers that support our program with excellent AM Best ratings.

The program is endorsed by the Montana School Boards Association and supported by thousands of committed school district employees and school board members.

Our coverage package includes critical elements for all school districts in Montana such as, deadly weapons event coverage, cyber liability, and replacement cost coverage for certain classes of buses and other autos. We are pleased to partner with our members to address these risks and provide coverage that helps our members respond if an event occurs.

Gallatin Gateway School District #35 is an important member of the MSGIA self-insured property and liability program. You have a voice in the coverage design, board management, and service offerings, because your voice matters. MSGIA strives to provide members with broad coverage, high service levels, and stable premiums, all at a competitive price.

If you are interested in reviewing your coverage deductible structure, please contact Matt Komac in our office and he can assist you with reviewing different deductible levels and the associated premium to see what makes the most sense for your district.

Beginning its 34th year of providing self-insurance solutions for its members, MSGIA is poised to continue to insure a bright future for Montana Public School Districts!

MSGIA

PO Box 7029 | Helena, Montana 59604 | Tel 877-667-7392 | Fax 406-457-4505 | www.msgia.org

I'm pleased to present your renewal premium for the 2023-2024 school year as follows

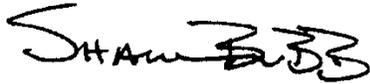
Total Premium	\$ 28,221	
Multi-Line Discount	<u><\$ 1,411></u>	(members in worker's compensation and property & liability)
Discounted Premium	\$ 26,810	

Your allocated premium for transportation is 9.3%.

Please send renewal checks to the address listed on the enclosed invoice.

Thank you for your continued support!

Be Well and Be Safe!



Shawn F. Bubba, CPCU, CIC, CPA
Director of Insurance Services



PO Box 7029 | Helena, Montana 59604 | Tel 877-667-7392 | Fax 406-457-4505 | www.msgia.org

To:
Gallatin Gateway School District #35
Donna Avilez
PO Box 265
Gallatin Gateway, MT 59730

PC Policy # PC-24-14050-1

PROPERTY & LIABILITY INSURANCE INVOICE

Date	DESCRIPTION	TOTAL
7/1/2023	Property & Liability Insurance for period 7/1/2023 to 6/30/2024 Total Premium FY24 Multi-Line Discount Discounted Premium for FY24	\$28,221 \$1,411 \$26,810
TOTAL DUE		\$26,810

Remit Total Due by **July 20, 2023**

A 1% late fee will apply for each month premium is not received by due date.

Make all checks payable to
MSGIA
PO Box 7029
Helena MT 59604

If you have any questions concerning this invoice, contact Jan Denke, 406.457.4500, jdenke@mtsba.org

Thank You

ACCOUNT SUMMARY

Your participation in our programs ensure the stability and success of all members. Through value-added benefits, premium coverages, and in-person trainings as assessments, we aim to provide you with a comprehensive, customized safety program to meet the unique needs of your district.

216	Members in the Fund
1989	MSGIA Member Since
\$6,690,800	Total Insured Value (TIV)

Fiscal Year	Gross Premium	Multi-Line Discount	Net Premium
2023-2024	\$28,221	<u>(\$1,411)</u>	\$26,810

- FY24 Transportation Premium Allocation 9.3%

RENEWAL NOTICE SUMMARY

Gallatin Gateway School District #35

COVERAGE YEAR: JULY 1, 2023 – JUNE 30, 2024 MEMBER#: 014050

Coverage	2023-2024
Property/Boiler & Machinery	included
General Liability	included
School Board Legal Liability	included
Employment Practices Liability	included
Auto Coverage	included
Crime/Fidelity	included
Cyber	included
Deadly Weapons Event Coverage	included
School Board Trustee Travel AD & D	included
Net Premium	\$26,810

Exposure	2023-2024
Building Values	\$5,443,196
Content Values	\$1,017,004
Outdoor Property Value	\$50,000
Bus Values	\$170,600
Vehicle Values	\$
Mobile Equipment Values	\$10,000
# of Vehicles	2
# of Students	144
# of Employees	25

LOSS EXPERIENCE

Gallatin Gateway School District #35

PROPERTY AND LIABILITY CLAIM SUMMARY

Fiscal Year	Frequency	Total Paid	Total Incurred
2020	3	\$10,884	\$10,884
2021	3	\$11,388	\$11,388

LOSS RATIO TRENDING

Fiscal Year	Loss Ratio
2020	70.7%
2021	70.1%

LOSSES BY COVERAGE TYPE

Gallatin Gateway School District #35

Location Name	Claim Count	Open	Closed	Total Incurred	Open Incurred	Closed Incurred
2023						
2023 Total:		0				
2022						
2022 Total:		0				
2021						
General Liability	1	0	1	10,648	0	10,648
Property	2	0	2	740	0	740
2021 Total:		3	0	3	11,388	11,388
2020						
Property	3	0	3	10,884	0	10,884
2020 Total:		3	0	3	10,884	10,884
Grand Total:		6	0	6	22,272	22,272

WHAT SETS US APART FROM THE REST?

Since 2009, the MSGIA property and liability pool has provided financial stability, superior member services, and the most comprehensive property and liability coverage for Montana's public schools. We protect our members from the unpredictable complications and the unknown obstacles that arise in the public school landscape.

Unlike a commercial carrier or a traditional company, our members have a voice in the strategic direction of the Pool since it operates as a member owned and governed organization.

WHY MSGIA?

The MSGIA's purpose is to provide our members with risk management tools and coverage options to help ensure their school operations run smoothly. It works in partnership with its member districts to provide coverage tailored specifically to meet the needs and support the safety of Montana's public schools.

Valuable Services we offer in addition to our core coverages:

- Options for complete SafeSchools course content library for all school operational areas
- School Bus Driver training courses including CDL training and MAP-21 courses
- iPad based building hazard assessments
- Building property appraisals – at no additional cost to the member
- Playground safety inspections from on-staff Certified Playground Safety Inspectors
- In-district school board legal training with no additional costs for our members
- In-district coaches and sponsor's training with no additional costs for our members
- Member dashboard performance tracking tools
- Mobile app for easy auto claim reporting
- Property protection temperature and H2O sensors to prevent disruptive and expensive property claims – In pilot program status now!

Our comprehensive programs provide peace-of-mind to members and seamless continuation of your district's daily functions to help you focus on what really matters – your students' education success!



CYBER COVERAGE HIGHLIGHTS

The MSGIA has limits up to **\$2,000,000** per member and provides 24/7 access to a dedicated breach response team.

Your cyber coverage package includes the following items listed below:

Network Security Assessment Services:

The MSGIA worked with the Center for Internet Security in Washington DC to develop a network self-assessment tool aimed at dramatically lowering districts risk factors related to the most common cyber security exposures.

Cyber Event Incident Response Plan:

Cyber experts know a timely response is critical in limiting the negative impacts of a cyber event on a school district. The MSGIA, in consultation with Beazley Cyber Insurance experts has built a comprehensive cyber event response plan to bring your school district quickly back on-line after an event.

KnowBe4

25% discount available to Beazley's new school security awareness training. Pre-test all users to find out your districts phish-prone percentage. Next, train all employees on-line to resist important attack vectors, and schedule automated phishing attacks to all users year-round.

Lodestone Cyber Security Services

Lodestone is a global cybersecurity firm committed to helping MSGIA clients prevent and investigate security incidents. The MSGIA is working specifically with Lodestone to provide:

- 1) Targeted Attack surfacing monitoring analysis and educational efforts;
- 2) General Cyber security educational efforts for our members' employees; and
- 3) Targeted email phishing campaigns and assessments for our general membership.

Lodestone offers additional cyber security services to MSGIA members at discounted pricing upon request.

PRIVACY NOTIFICATION COSTS

Includes the resources to respond to a breach of personal information.

CYBER EXTORTION/RANSOMWARE

Assists with responses to an extortion threat.

DATA COMPROMISE LIABILITY

Provides coverage in the event of a lawsuit related to a breach of personal information.

Refer to policy language for a complete list of coverages, limits and sub-limits

DATA PROTECTION AND RECOVERY

Responds to a computer attack that damages data and systems.

FRAUDULENT TRANSACTION/ SOCIAL ENGINEERING

Coverage for an insured having transferred, paid, or delivered any money or securities as a result of a fraudulent instruction provided by a person purporting to be a vendor, client or authorized employee.

SCHOOL DEADLY WEAPONS EVENT COVERAGE

MSGIA and Secure Educational Consultants (SEC) partnership offers “presidential-level protection” for members.

As school shootings and violence continue to dominate headlines and new stories, school safety continues to be on the mind for all administrators. Since 2019, the MSGIA has provided this nationally recognized expert in school violence prevention, planning, and training – to enhance and expand our School Deadly Weapons Events coverage.

Although most schools have safety and security policies and procedure in place, the vast majority are under-prepared for a real emergency. Led by a team of former Secret Service agents and law enforcement leaders with decades of experience, SEC develops comprehensive, prevention-focused safety and security programs for schools.

MSGIA members enjoy access to SEC’s pre-crisis security training and industry leading post-crisis response services and receive competitive rates on other service offerings they provide. Services include:

- Social media monitoring
- On-site and remote consultation support
- Crisis management leadership support
- Crisis communication support, message development and media training
- Coordination with MSGIA legal counsel and claims team
- Physical security vulnerability assessment services
- Event and post-incident management, as needed (press conference, security, re-openings, memorials, etc.)

To learn more about your district’s access to SEC services, contact your MSGIA team today.

MSGIA PC Pool Member Deadly Weapons Events Coverage
 Coverage Trigger: An event involving the Named Insured where a weapon has been used or brandished at location of the Named Insured.

PER CLAIM COVERAGE LIMIT: \$1,500,000

SUBLIMITS:		
Demolition, Clearance Memorialization.....	\$250,000	Refer to policy language and declarations page for a complete list of coverages, limits, and sub-limits
Extra Expense	\$250,000	
Threat	\$250,000	
Medical Expense	\$25,000/person	
Accidental Death & Dismemberment	\$50,000	
Crisis Management Services.....	\$250,000	
Counseling Services.....	\$250,000	
Funeral Expenses.....	\$250,000	
1 st Party Property Damage.....	\$250,000	

SAFESCHOOLS EMPLOYEE TRAINING

Your membership gives you access to SafeSchools, the nation's leading provider of school-specific, online training programs, at no extra cost to your district. We've worked with SafeSchools to offer a comprehensive curriculum addressing areas of high risk for your students and employees. You also have access to their K-12 school designed tip reporting and safety app at a discounted rate.

RECOMMENDED PROPERTY/CASUALTY POOL RELATED COURSES

- Sexual Harassment: Staff to Staff
- Title VI Overview
- Title IX Compliance Overview

The following list is a sampling of courses designed to help you create a safer environment for your students, staff, and visitors and reduce the cost of claims. For a complete list of classes, log into your district's SafeSchools account online:

- Asbestos Awareness
- Back Injury and Lifting
- Bloodborne Pathogens Exposure Prevention
- Classroom Safety
- Common School Employee Injuries
- Conflict Management
- First Aid
- Medication Administration: Epinephrine Auto Injectors
- Personal Protective Equipment
- School Intruders
- Slips, Trips and Falls
- Transportation Safety

Suicide Prevention and Awareness:

In the 2017 Legislative Session, HB 381 was signed into law by Governor Steve Bullock. This legislation requires school districts to take significant steps to address suicide prevention and response.

We offer three courses on the topic to help schools comply with this legislative directive.

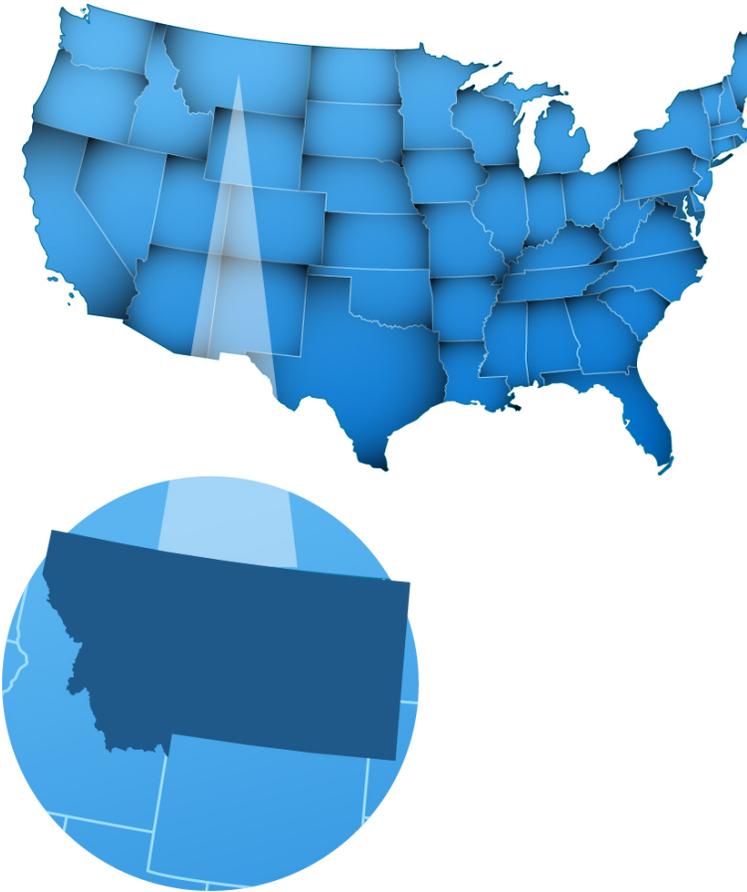
- Youth Suicide Awareness & Prevention Full Course – 39 min.
- Jason Flatt Act Youth Suicide Awareness Prevention – 2 hr.
- Jason Flatt Act – Raise School Community's Awareness – 60 min.

DID YOU KNOW...

You can access over 350 continuing education courses online by using SafeSchools courses provided by MSGIA. Visit <http://msgia/safety-resources/training> and select your school for all courses.

Districts can upload your District Employee Handbook/Policy Book to ensure all employees have read, understand and acknowledge your policy!

TRENDS TO WATCH



NATIONAL PERSPECTIVE

- Construction costs are showing signs of stabilizing but have nearly doubled from pre-covid levels.
- Hurricanes, wildfires, floods, and hailstorms continue to impact insurance carriers across the country.
- National attention drawn to workplace sexual assault and discrimination.
- Governmental entities continue to face community mistrust in the age of COVID-19, social movements, and social media.
- Workplace and school violence create new challenges for entities to address.
- Schools continue to be targeted by cyber criminals.

MONTANA PERSPECTIVE

- Micro storms intensity levels are increasing hail and high wind claim frequency statewide.
- As a result of high-profile cases, the Statute of Limitations for Criminal Sexual Misconduct increased from age 21 to 27 in 2019. This change creates potential exposures for additional sexual assault allegations to arise.
- Aging school facilities are creating property claim risks and liability for many school districts.
- Third-party contractors are omitting or including language in their contracts that leave districts at risk.
- Turnover of upper administration and the lack of applicants with the appropriate training and experience.

HOT TOPICS

MAP-21

The Federal Motor Carriers Safety Administration (FMSCA) has issued new regulations regarding training for school bus drivers who are first-time CDL holders. Referred to as **Moving Ahead for Progress 2021**, or MAP-21, the new regulations apply to all locations that train school bus drivers who require a Class A or Class B CDL License. Any driver receiving a CDL after February 7, 2022, will need to follow these stringent new regulations and will thus require additional training. Each district that trains drivers must become a Training Provider. MSGIA has put together a short video tutorial explaining how to complete this task. MSGIA also purchases the School Bus Safety Company computer modules for the districts in our Property and Casualty Program and can be accessed through Safe Schools. All of the 26 on-line courses provided, plus the new on-line MAP 21 supplemental course, cover the practices required to meet the Entry-Level Driver Training.

TITLE IX

Title IX protects people from discrimination based on sex in education programs or activities that receive Federal financial assistance. It is important that districts understand the requirements and follow guidelines to make sure their schools are protected.

TRAIN

- District staff must understand Title IX obligations to ensure an education free of sexual misconduct, discrimination or harassment is provided to students.

REPORT

- Report ALL reported or suspected sexual misconduct to the proper authorities. School personnel are mandatory reporters; failure to do so is punishable by law.

INVESTIGATE

- Districts have the obligation to conduct a Title IX investigation, regardless of another authority conducting a separate investigation on any subsequent claim of sexual misconduct, retaliation, discrimination, or harassment.

SCHOOL CYBER ATTACKS

Ransomware attacks targeting school districts are on the rise due to the records and sensitive data you may store on your servers. Here are some things you can do to help prevent your district from becoming the next target.

- Multi Factor Authentication needs to be required for any remote access to your network.
- Deploy and maintain a well configured and centrally managed anti-virus solution: A robust anti-virus solution is a basic component of any security program.
- Email tagging: Tag emails from external senders to alert employees of emails that originate outside your school.
- Office 365 add-ons and configuration: Enable two-factor authentication and use Office 365 Advanced Threat Protection.
- Patching: Rapidly patch critical vulnerabilities across endpoints and servers.
- Back-up key systems and databases: Ensure regular back-ups which are verified and stored safely online.
- Educate your users: Most attacks rely on users making mistakes, train your users to identify phishing emails with malicious links or attachments.

BOOSTERS, CLUBS, AND MORE...

The district's liability coverage extends to the following list as they act within their scope of duties related to school business:

- Volunteers
- District-directed community organizations (PTOs, Boosters, etc.)
- Student clubs sponsored and supervised by the district

WHO TO CONTACT

GENERAL PROPERTY & LIABILITY SUPPORT QUESTIONS

Jan Denke, Customer Service Representative
(877) 667-7392 | jdenke@mtsba.org

RISK MANAGEMENT AND LOSS CONTROL

- Review potential hazards or risk exposures
- Coordinate training and other risk management resources
- Accessing Safe Schools online training courses
- Providing in-district trainings
- Request for safety posters

Harry Cheff, Risk Management Consultant
(406) 438-3693 | hcheff@mtsba.org

Annette Satterly, Risk Management Consultant
(406) 439-1271 | asatterly@mtsba.org

CLAIMS

- Discuss concerns regarding a claim or incident
- Questions about claim status and/or progress
- Questions about legal representation and defense

Matt Komac, Assistant Director, Property & Liability Pool Operations
(877) 667-7392 | mkomac@mtsba.org

Jeremy May, Property & Liability Claim Adjuster
(877) 667-7392 | jmay@mtsba.org

QUESTIONS ABOUT ACCESSING SAFESCHOOLS COURSES, RUNNING REPORTS, OR GENERAL SUPPORT

Annette Satterly, MSGIA Risk Management Consultant
asatterly@mtsba.org | (406) 439-1271

Megan Nobert, SafeSchools, Customer Success Manager
megan.nobert@vectorsolutions.com (513) 463-1698

John-Michael Larry, SafeSchools, Account Management
Team Lead john-michael.larry@vectorsoulitions.com
(513) 792-4404

FILING A PROPERTY AND LIABILITY CLAIM

Property and liability claim losses occurring for a MSGIA pool member should be reported as soon as an occurrence is known, or a claim is anticipated by the member. Early reporting will allow our staff adequate time to perform a thorough and complete claim investigation.

How To Report A Claim Online

- ✚ Report your claim online by going to www.msgia.org and clicking on “Report a Claim” at the top of the page. Select “Property and Liability”
- ✚ Click on the type of claim to access the correct form:
 - Auto Loss
 - Liability loss (school board legal claims or general liability claims)
 - Property Loss
 - Multiple (an example might be a bleacher collapse – this could have a general liability claim and a property claim included in the same event).
- ✚ Complete as much information as you can on the form, choosing for drop down boxes or lookup boxes.
- ✚ Once complete, click “Complete Incident”.
- ✚ The next screen that comes up gives you the ability to attach any supporting documents or photo. Click “Upload File” on the right side of the screen and choose the file(s) you wish to attach and “Save”
- ✚ Once you have completed the uploads, click “I’m Done” and everything is submitted to MSGIA.

You are done!

How To Report An Auto or Property Claim via Origami Risk Mobile App

- ✚ Download the free mobile app, Origami Risk Mobile
- ✚ Choose MSGIA as the Account Name
- ✚ Use 0 and the district 5-digit member number as the password
- ✚ Choose either Auto or Property form and complete as much information as possible
- ✚ You will have the ability to attach photos as well
- ✚ Submit the form

For in person phone support in completing your on-line claim, you can contact MSGIA staff by calling our toll-free line at 1.877.667.7392 and they will help walk you through the reporting process.

SCHOOL UNDERGROUND FUEL STORAGE TANK COVERAGE

ABOVE GROUND AND BELOW GROUND STORAGE TANK COVERAGE THROUGH ACE STORAGE TANK LIABILITY INSURANCE POLICY

MSGIA offers access to an affordable option for storage tank liability insurance. The program is available to members of the MSGIA property and liability pool.

State of Montana requires school districts having fuel storage tanks to demonstrate their financial responsibility for potential clean-up, or third-party liability, that results due to petroleum releases from underground storage tank systems on school property. The state guidance is found in Title 17, Chapter 17, Administrative Rules of Montana. This coverage program offers schools an affordable way to meet this requirement through a trusted partner of the MSGIA's property and liability pool, ACE Insurance Company.

The application can be completed on-line by following the link below:
<http://msgia.org/propertyliability/storage-tank-coverage>

Once the application has been completed, please print and sign the application. You may mail, fax, or scan and email the completed, signed application to Sandra Omari with Alliant Insurance Services. The underwriting process for a new application is normally completed within one week of submission.

It is the hope of MSGIA that this process will meet our members' needs and provide a low cost and simple option to meet the State of Montana's fuel storage insurance requirements.

You may mail, fax, or email applications to:

Sandra Omari, Assistant Account Manager
Alliant Insurance Services, Inc. 1301 Dove St, Suite 200
Newport Beach, California 92660
sandra.omari@alliant.com
Fax #: 619.699.0906
Phone: 949.756.0271

SCHOOL SPECIAL EVENTS COVERAGE

MSGIA SCHOOL LEADERS' PROPERTY AND LIABILITY SELF INSURANCE POOL SCHOOL DISTRICT SPECIAL EVENTS COVERAGE

MSGIA knows that school districts are often asked by outside groups to use their facilities for a non-school event. An important part of this process is ensuring the group(s) understands your district's facility use rules and provides proof of liability insurance. MSGIA has worked to make this process easier for your community guests by establishing a special events insurance program through Alliant Specialty Insurance Group. Because of this relationship to our self-insured program, we have been able to secure very competitive rates for the special events coverage. The application for liability coverage for the event is just a single page and the rating process is simple and affordable for your community guests. School districts can work directly through their independent insurance agent to place this coverage as long as the district is a member of the MSGIA's School Leaders Property and Liability Pool.

An example of activities that could take advantage of the MSGIA special events program would be:

- 1) Regional sporting events hosted at the school gymnasium when a large number of guests will be traveling in and out of the school district facilities: Purchasing a special events policy to transfer liability risk to another policy is a good risk management approach for the district.
- 2) A non-profit charity requests to rent the gym for a weekend fundraising event.
- 3) A family wishes to use the kitchen, gym, and fields for a large family reunion for two days in the summer.

As stated, the premiums are low, application is simple, and the benefits are many.

At the discretion of your Board of Directors, not all outside uses of the school district facilities would need the additional protection that is brought by a special events policy. Many low-risk activities, such as the ones noted below can be covered under the school district's base policy, with the use of appropriately worded and signed waiver of liability forms. Some examples of these activities would be:

- 1) Open gym night for the community.
- 2) Use of meeting space within the school for groups such as FFA, boy and girl scouts, or adult education classes.
- 3) Use of the school auditorium for a local community lecture or presentation by a community group.

If you have questions about obtaining special events coverage for your school district, please contact MSGIA for information about this program.



MSGIA Coverage Summary

Summary of Coverage - Gallatin Gateway School District #35

Policy Period July 1, 2023 to June 30, 2024

Policy Number PC-24-14050-1

Property Coverage

Coverage by Location:	Per Occurrence Limit	Aggregate Policy Limit	Valuation	Deductible
			Repair or Replacement Cost, Actual sustained loss for time element coverage	
Building and Business Personal Property	\$500,000,000		Replacement Cost	\$2,500
Extra Expense	\$50,000,000		Actual Sustained Loss	
Transit Coverage	\$25,000,000			
Unscheduled Tax Interruption & Business Income	\$500,000		Actual Sustained Loss	
Property Of Others:				
Employees	\$1,000 per employee	\$50,000		
Students	\$750 per student	\$50,000		
Leased or Rented	included in blanket limit			
Earthquake	\$75,000,000	\$75,000,000		
Flood	\$75,000,000	\$75,000,000		
Flood - Zone A & V	\$5,000,000	\$5,000,000		\$500,000
Building Ordinance	\$50,000,000			
Accidental Contamination	\$250,000 (Member Aggregate)	\$500,000 (Pool Aggregate)		
New Building Construction	\$15,000,000			
Newly Acquired locations	\$50,000,000 for 120 days Flood coverage not included if property located in zone A, \$5,000,000 for vacant/unoccupied.			
Off premise Personal Property	\$1,000,000			



MSGIA Coverage Summary

Property Coverage-continued

<u>Coverage by Location:</u>	<u>Per Occurrence Limit</u>	<u>Aggregate Policy Limit</u>	<u>Valuation</u>	<u>Deductible</u>
Contractors Equipment	included in blanket limit		Actual Cash Value	
Unscheduled Landscaping	\$1,000,000 subject to \$25,000/25 gallon per tree			
Property schedule errors & omissions	\$50,000,000			
Money & Securities	\$2,500,000			
Unscheduled Fine Arts	\$2,500,000			
Unscheduled tunnels, bridges, sidewalks, roadways, street lights	\$750,000 (after \$500,000 member deductible)			
Unscheduled Animals	\$2,500,000 (sub-limit of \$50,000 per animal)			
Watercraft (under 27 feet)	\$2,500,000			
Notebook Computers	\$250 per notebook after \$2,500 member self-insured retention is met	\$7,500		
Jewelry, Furs, Precious Metals	\$500,000			
Fire Legal Liability	included in blanket limit			
Exclusions (including but not limited to):				
Seepage & Contamination				
Cost of Clean-up for Pollution				
Mold				



MSGIA Coverage Summary

Policy Period July 1, 2023 to June 30, 2024
Policy Number PC-24-14050-1

Boiler and Machinery Coverage

Coverage by Location:	Per Occurrence Limit	Aggregate Policy Limit	Valuation	Deductible
			Repair or Replacement except Actual Loss Sustained for all time element coverage	
Coverage limit per location	\$100,000,000			\$2,500
Extra Expense	included in blanket limit			24 hours
Expediting Expense	included in blanket limit			
Ammonia Contamination	\$10,000,000			
Water Damage	\$10,000,000			
Ordinance & Law	\$25,000,000			
Service/Utility/Off Premise Power Interruption - Including Consequential Damage/Perishable Goods/Spoilage	\$10,000,000			24 hours
Hazardous Substances/Pollutants/Decontamination	\$10,000,000			
Electronic Data Processing Media and Data Restoration	\$10,000,000			

Exclusions (including but not limited to):

- Testing
- Explosion, except for steam or centrifugal explosion
- Explosion of gas or unconsumed fuel from furnace of the boiler

Excluded Objects (including but not limited to):

- Insulating or refractory material
- Buried Vessels or piping

Special Provisions:

The MSGIA provides each member annual steam boiler inspections to ensure compliance with Montana law.

This coverage provides relief for machinery breakdowns and damage caused by electrical injury such as to telephone systems.



MSGIA Coverage Summary

Policy Period July 1, 2023 to June 30, 2024

Policy Number PC-24-14050-1

Crime Coverage

Coverage by Location:	Per Occurrence Limit	Aggregate Policy Limit	Deductible
Employee Theft per Loss	\$500,000	\$500,000	\$1,000
Forgery or Alteration	\$500,000	\$500,000	\$1,000
Inside the Premise:			
Theft of money/securities	\$500,000	\$500,000	\$1,000
Robbery	\$500,000	\$500,000	\$1,000
Outside Premises	\$500,000	\$500,000	\$1,000
Computer Fraud	\$500,000	\$500,000	\$1,000
Money Orders & Counterfeit:			
Paper currency	\$500,000	\$500,000	\$1,000
Funds Transfer Fraud	\$500,000	\$500,000	\$1,000

Special Provisions:

- Inclusion of Treasurer as employees
- Bonded employees exclusion deleted endorsement
- Faithful performance losses are covered under \$500,000 limit
- Credit, Debit, or Charge Card forgery covered



MSGIA Coverage Summary

Policy Period July 1, 2023 to June 30, 2024

Policy Number PC-24-14050-1

Auto Coverage

Coverage	Per Occurrence Limit	Aggregate Policy Limit	Valuation	Deductible (Comprehensive and Collision)	Symbols
* Coverage limit - Auto liability	\$3,000,000				1
Automotive Medical Payments	\$25,000 per person				2 & 8
* Uninsured Motorist	\$1,000,000				2 & 8
* Underinsured Motorist	\$1,000,000				2 & 8
* Hired & Non-Owned Automotive Liability	\$3,000,000				8 & 9
Hired Automobile Physical Damage	included in Property Blanket Limit				8
* Garage Keepers Legal Liability	\$500,000				9
Member Owned vehicles - Auto Physical Damage	included in Property Blanket Limit		Repair, ACV or Replacement Cost	\$1,000	2

Covered Auto Symbols

1	2	8	9
Any Auto	Owned Autos Only	Hired Autos Only	Non Owned Autos Only

Special Provisions:

Employees, Volunteers, and board members are added as additional insureds for automotive liability coverage
No additional premium for newly acquired vehicles during coverage term

* Some coverage limits provided are subject to MCA 2-9-108 (Limitation on Governmental liability) - please refer to your declaration page of the coverage document for specific application of these governmental provisions.



MSGIA Coverage Summary

Policy Period July 1, 2023 to June 30, 2024

Policy Number PC-24-14050-1

School Board Legal Liability Coverage/Employment Practices / Employee Benefit Liability Coverage

Coverage	Per Occurrence Limit	Aggregate Policy Limit	Deductible
*Per Claim Coverage limit	\$3,000,000		\$1,000
School Board Legal Pre-Loss Incident Expense Coverage	\$2,500	\$2,500	

Forms and Conditions:

Claims Made Policy - with retro date effective through July 1, 1992

Additional Information:

The coverage under these sections applies to claims for civil rights, human rights commission complaints, EEOC, or other administrative hearings/forums. It also provides coverage for wrongful termination claims and other employment practices liability complaints.

* Some coverage limits provided are subject to MCA 2-9-108 (Limitation on Governmental liability) - please refer to your declaration page of the coverage document for specific application of these governmental provisions.



MSGIA Coverage Summary

Policy Period July 1, 2023 to June 30, 2024

Policy Number PC-24-14050-1

Defense of Non-Monetary Claims

Coverage	Per Occurrence Limit	Aggregate Policy Limit	Deductible
Per Claim Coverage limit	\$100,000	\$100,000	\$1,000

Forms and Conditions:

Claims Made Policy

Defense cost limits are provided for members where a claim is filed seeking no monetary damages from the school district



MSGIA Coverage Summary

Policy Period July 1, 2023 to June 30, 2024

Policy Number PC-24-14050-1

General Liability Coverage

Coverage	Per Occurrence Limit	Aggregate Policy Limit	Deductible
Per Claim Coverage limit	\$3,000,000	\$5,000,000	
Medical Payments (Excluding students)	\$5,000		
Personal/Advertising Injury limit	Included in GL coverage limit		
Products & Completed Operations	Included in GL coverage limit		
Student School to Work	\$25,000	\$250,000	

Coverage Trigger:

Occurrence

Special Coverage Provisions:

No audit provision for additional ADA after start of coverage term

Employees, volunteers, board members, PTA, PTO, and booster clubs covered as additional insureds

Personal Injury

Athletic participation

Host Liquor liability

Professional liability

Incidental medical malpractice

* Some coverage limits provided are subject to MCA 2-9-108 (Limitation on Governmental liability) - please refer to your declaration page of the coverage document for specific application of these governmental provisions.



MSGIA Coverage Summary

Policy Period July 1, 2023 to June 30, 2024

Policy Number PC-24-14050-1

Cyber Coverage

Coverage	Per Occurrence Limit	Aggregate Policy Limit	Deductible
			\$10,000
Information Security & Privacy liability	\$2,000,000	\$2,000,000	
* Privacy Notification Costs	\$500,000	\$500,000	
Regulatory Defense & Penalties	\$2,000,000	\$2,000,000	
Website Media Content Liability	\$2,000,000	\$2,000,000	
Cyber Extortion	\$750,000	\$750,000	
Business Interruption	\$750,000	\$750,000	
Data Recovery Costs	\$750,000	\$750,000	

Coverage Trigger:

First Discovered

Special Coverage Provisions:

* Privacy Notification Cost per occurrence and annual aggregate limits are \$1,000,000 if Beazley services are used for this coverage element.



MSGIA Coverage Summary

Policy Period July 1, 2023 to June 30, 2024

Policy Number PC-24-14050-1

Business Travel Insurance Coverage

<u>Coverage</u>	<u>Per Occurrence Limit</u>	<u>Aggregate Policy Limit</u>	<u>Deductible</u>
Per Claim Coverage limit	\$100,000	\$1,000,000	\$0

Coverage Trigger:

Occurrence

Special Coverage Provisions:

This coverage provides \$100,000 of accident death and dismemberment coverage benefits for school board trustees while traveling for school board business.



MSGIA Coverage Summary

Policy Period July 1, 2023 to June 30, 2024

Policy Number PC-24-14050-1

Deadly Weapons Event Coverage

Coverage	Per Occurrence Limit	Aggregate Policy Limit	Deductible
Per Claim Coverage limit	\$1,500,000	\$7,500,000 (pool Aggregate limit)	\$1,000
Sub Limits:			
Demolition, Clearance, Memorialization	\$250,000		
Extra Expense	\$250,000		
Threat	\$250,000		
Medical Expenses	\$25,000/person	\$500,000 (annual Aggregate limit)	
Accident Death & Dismemberment	\$50,000	\$500,000 (annual Aggregate limit)	
Crisis Management Services	\$250,000		
Counseling Services	\$250,000		
Funeral Expenses	\$250,000		
1 st Party Property Damage	\$250,000		

Coverage Trigger:

An event involving the Named Insured where a weapon has been used or brandished at any location of the Named Insured. A weapon is broadly defined to include: a portable firearm, explosive device, knife, syringe, medical instrument, corrosive substance, or any other device. "Weapon" can also include vehicles, including armored or military vehicles used by an "Active Shooter".

Special Coverage Provisions: Claims Made Policy

This coverage also provides a security vulnerability assessment for the district as well as an active shooter webinar training for all staff conducted by the coverage carrier's security consulting vendor.

**MONTANA SCHOOLS GROUP INTERLOCAL AUTHORITY
MEMORANDUM OF COVERAGE
DECLARATIONS**

- 1. Member Entity:** Gallatin Gateway School District #35
PO Box 265
Gallatin Gateway, MT59730

- 2. Coverage Period:** **July 1, 2023 00:00:01 am
to 23:59:59 PM June 30, 2024**

- 3. Policy Number:** **PC-24-14050-1**

- 4. Maximum Tort Liability Coverage**

In accordance with the statutory limitations that have been enacted on governmental liability for damages in tort under the substantive law of Montana (see, Mont. Code Ann § 2-9-108), and subject to the conditions, limitations, and exclusions as set forth in the Memorandum of Coverage, the Maximum Tort Liability Coverage for any tort claim, excluding Defense Costs, shall be \$750,000 for each Claim and \$1,500,000 for each Occurrence during the Coverage Period. Should the statutory limits on tort liability be found invalid by a legislative act or by a final judicial determination of a Court of competent jurisdiction, or to be inapplicable to an Occurrence, then the amounts described below in Sections 8a, 9a, 11a, and 11b in these Declarations shall apply.

Nothing in these Declarations or the Memorandum of Coverage is intended by the parties to be an endorsement to provide coverage in excess of the limitations on governmental liability provided by Mont. Code Ann. § 2-9-108(1).

Subject to the limits for tort damages provided at Mont. Code Ann. §§ 2-9-101 through 2-9-144, the coverage limits provided by this Memorandum are listed in the relevant section headings.

Sections 5 and 6 relate to coverage provided under the Memorandum of Property Coverage and MSGIA's Property Reinsurance Partners.

5. Limits of Property:	
a. Property	\$500,000,000 per Occurrence
b. Earthquake	\$75,000,000 Pool aggregate limit
c. Flood	\$75,000,000 Pool aggregate limit
d. Flood Zone A and V	\$5,000,000 Pool aggregate limit (included in \$75,000,000 Flood Limit)
e. Extra Expense	\$50,000,000 per Occurrence
f. Transit Coverage	\$25,000,000 per Occurrence
g. Unscheduled Business Interruption, Rental Income, Tax Interruption & Tuition Income	\$500,000 per Occurrence
h. (i) Personal Effects -- Officials/Employees	\$1,000 per employee/\$50,000 aggregate limit
(ii) Personal Effects – Students	\$750 per student/\$50,000 aggregate limit
i. Building Ordinance	\$50,000,000 per Occurrence, \$2,500,000 for vacant properties.
j. Personal Property Outside of the USA	\$1,000,000 per Occurrence
k. Course of Construction & Additions	\$15,000,000 for projects with completed values not exceeding the sub-limit shown
l. Automatic Acquisitions	\$50,000,000 for 120 days (does not provide flood coverage for locations in Flood Zone A) / \$5,000,000 for 120 days for vacant and unoccupied buildings
m. Miscellaneous Unnamed Locations	\$10,000,000 (does not provide flood coverage for locations in Flood Zone A)
n. Tax Revenue Interruption	\$1,000,000 per Occurrence
o. Electronic Data Processing Media	\$10,000,000 per Occurrence
p. Unscheduled landscaping	\$1,000,000 per Occurrence (sub limit \$25,000/25 gallon per item)
q. Errors & Omissions	\$50,000,000 per Occurrence
r. Money & Securities	\$500,000 per Occurrence
s. Unscheduled Fine Art	\$2,500,000 per Occurrence
t. Accidental Contamination	\$250,000 Pool aggregate limit
u. Unscheduled sidewalks, roadways, streets, street lights, tunnels, bridges, culverts and traffic signals	\$750,000 per Occurrence (after \$500,000 deductible)
v. Unscheduled Animals	\$2,500,000 per Occurrence (\$50,000 per Occurrence sub-limit per animal)
w. Watercraft	\$2,500,000 per Occurrence under 27 ft
x. Notebook Computers	\$250 max per Notebook Computer / \$7,500 Member aggregate / \$30,000 Pool aggregate (subject to self-insured retention of \$2,500 per member)
y. Jewelry, Furs, Precious Metals	\$500,000 per Occurrence
z. Terrorism	\$100,000,000 Pool aggregate limit
aa. Claims Preparation Expenses	\$1,000,000 per Occurrence

6. Limits of Boiler & Machinery:	
a. Coverage limit per occurrence	\$100,000,000
b. Expediting Expense	Included in blanket limit
c. Hazardous Substance Decontamination	\$10,000,000
d. Ordinance & Law	\$25,000,000
e. Extra Expense	Included in blanket limit
f. Electronic Data Processing Media	\$10,000,000
g. Service/Utility/Off Premises	
Power Interruption – consequential damage/perishable goods/spoilage included	\$10,000,000
h. Utility Service Interruption Deductible	24hrs

Sections 7 relates to coverage provided under the National Union Fire Insurance crime policy.

7. Limits of Crime:	
a. Employee Theft per loss	\$500,000
b. Forgery or Alteration	\$500,000
c. Inside the Premises	
Theft of money/securities	\$500,000
d. Inside the Premises –	
Robbery	\$500,000
e. Outside Premises -	\$500,000
f. Computer Fraud	\$500,000
g. Money Orders & Counterfeit	
Paper currency	\$500,000
h. Funds Transfer Fraud	\$500,000

Sections 8 through 13 relate to coverage provided under the MSGIA Memorandum of Liability Coverage and MSGIA Liability Reinsurance Partners.

8. Limits of Auto Coverage	
a. Coverage limit	The lesser amount of (1) \$3,000,000 per Occurrence; or (2) the Maximum Tort Liability Coverage
b. Automobile Medical Payments	\$25,000 per person
c. Uninsured Motorist	\$1,000,000 per Occurrence
d. Underinsured Motorist	\$1,000,000 per Occurrence
e. Hired & Non-Owned Automobile Liability	Included in per member occurrence limit
9. Limits of Public Entity Errors and Omissions, Employment Practices & Employee Benefits Liability:	
a. Coverage limit	The lesser of (1) \$3,000,000 per Occurrence or (2) the Maximum Tort Liability Coverage
b. Basis of Coverage	Claims made basis with coverage for prior acts going back retroactively to July 1, 1992.
c. E&O Pre-Loss Incident Expense	\$2,500 annual aggregate

- | | |
|--|---|
| 10. Non-Monetary Defense | |
| a. Coverage limit | \$100,000 per Occurrence/annual aggregate |
| b. Basis of Coverage | Claims made basis with coverage for prior acts going back retroactively to July 1, 1992 |
| 11. Defense of Communicable Disease Actions | |
| a. Coverage limit | \$50,000 per Occurrence/annual aggregate
\$250,000 pool aggregate limit |
| 12. Limits of General Liability: | |
| a. Coverage limit | The lesser of (1) \$3,000,000 per Occurrence/\$5,000,000 annual aggregate; or (2) the Maximum Tort Liability Coverage |
| b. Medical Payments | |
| i. Medical Payments | \$5,000 per Occurrence (students excluded) |
| ii. Student – School to Work | \$25,000 per student per Occurrence/
\$250,000 annual aggregate |
| 13. Garage Keepers Legal Liability | \$500,000 per Occurrence |

Sections 14 relates to coverage provided under the Alliant Deadly Weapon Response Program.

- | | |
|--|---|
| 14. Deadly Weapons Event Coverage | \$1,500,000 per Occurrence
\$7,500,000 Pool aggregate limit |
| a. Crisis Management Services | \$250,000 per Occurrence |
| b. Counseling Services | \$250,000 per Occurrence; \$15,000 per person maximum |
| c. Funeral Expenses | \$250,000 per Occurrence; \$1,000,000 annual aggregate; \$15,000 per person maximum |
| d. Business Interruption | \$250,000 per Occurrence |
| e. Demo/Clearance/Memorialization | \$250,000 per Occurrence |
| f. Extra Expense | \$250,000 per Occurrence |
| g. Threat | \$250,000 per Occurrence |
| h. Medical Expenses | \$25,000 per person; \$500,000 annual aggregate |
| i. Accidental Death & Dismemberment | \$50,000 per person; \$500,000 annual aggregate |

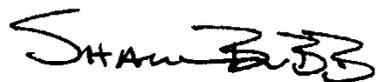
Sections 15 relates to coverage provided by Beazley as part of MSGIA's Property Reinsurance Program.

15. Cyber Coverage	\$2,000,000 annual aggregate
<i>Breach Response:</i>	
a. Breach Response Costs:	\$500,000 per member annual aggregate (Limit is increased to \$1,000,000 if Beazley Nominated Service Providers are used)
<i>First Party Loss:</i>	
b. Business Interruption and Dependent Business Interruption Aggregate Sublimit	\$750,000 per member annual aggregate
i. Business Interruption Loss Resulting from Security Breach:	\$750,000 per member annual aggregate within sublimit
ii. Business Interruption Loss Resulting from System Failure:	\$500,000 per member annual aggregate within sublimit
iii. Dependent Business Loss Resulting from Security Breach:	\$750,000 per member annual aggregate within sublimit
iv. Dependent Business Loss Resulting from System Failure:	\$100,000 per member annual aggregate within sublimit
c. Cyber Extortion Loss	\$750,000 per member annual aggregate
d. Data Recovery Costs	\$750,000 per member annual aggregate within sublimit
<i>Liability:</i>	
e. Data & Network Liability	\$2,000,000 per member annual aggregate for all damages and claims expenses
f. Regulatory Defense & Penalties	\$2,000,000 per member annual aggregate for all damages and claims expenses
g. Payment Card Liabilities & Costs	\$2,000,000 per member annual aggregate for all damages and claims expenses
h. Media Liability	\$2,000,000 per member annual aggregate for all damages and claims expenses
<i>eCRIME:</i>	
i. Fraudulent Instruction	\$75,000 per member annual aggregate
j. Funds Transfer Fraud	\$75,000 per member annual aggregate
k. Telephone Fraud	\$75,000 per member annual aggregate
<i>Criminal Reward:</i>	
l. Criminal Reward	\$25,000 per member annual aggregate
<i>Computer Hardware Replacement Costs:</i>	
m. Computer Hardware Replacement Costs	\$100,000 per member annual aggregate

Sections 16 relates to coverage provided by AXIS Insurance Company.

16. Business Travel Insurance	\$100,000 per Occurrence/\$1,000,000 annual aggregate
17. Member Deductibles:	
a. Auto Physical Damage/Garage Keepers	\$ 1,000 per Occurrence
b. Property, Inland Marine	\$ 2,500 per Occurrence
c. Flood for Zone A Properties	\$ 500,000 per Occurrence
d. Boiler and Machine	\$ 2,500 per Occurrence
e. Crime and Employee Dishonesty	\$ 1,000 per Occurrence
f. Public Entity E & O, Employment Practices and Employee Benefits Liability	\$ 1,000 per Occurrence
g. Non-Monetary Defense	\$ 1,000 per Occurrence
h. Defense of Communicable Disease	\$ 1,000 per Occurrence
i. Cyber	\$ 10,000 per Occurrence
j. Deadly Weapons Event	\$ 1,000 per Occurrence
18. Total Annual Premium	\$ 26,810

FORMS AND ENDORSEMENTS:
**FORMING PART OF THE POLICY
AT INCEPTION**



Director of Insurance Services

07/01/2023

Date

It is agreed that these Declarations and the Memorandums of Coverage together with any reinsurance agreements and endorsements that may be added thereto constitutes the entire coverage agreement.

Auto Coverage Identification Card	See Important Notice Below
<p>Policy Number: PC-24-14050-1</p> <p>Policy Period: 7/1/2023 to 6/30/2024</p> <p>Vehicle: Fleet Automatic Coverage</p> <p>Member Name and Address</p> <p>Gallatin Gateway School District #35 PO Box 265 Gallatin Gateway, MT 59730</p> <p>Insurance Company</p> <p>MSGIA PC Pool PO Box 7029 Helena, MT 59604-7029 (406) 457-4500 or 1-877-667-7392</p> <p style="text-align: center;">Report all accidents to MSGIA PC Pool as soon as possible</p>	<p>THIS CARD MUST BE KEPT IN THE INSURED VEHICLE AND PRESENTED UPON DEMAND</p> <p style="text-align: center;">In Case of Accident:</p> <p style="text-align: center;">**Obtain the following information:</p> <ol style="list-style-type: none"> 1. Name and address of each driver, passenger & witness. 2. Insurance company name & policy # for each vehicle involved 3. Document damages to all vehicles involved. <p style="text-align: center;">Ways To Report a Claim</p> <ol style="list-style-type: none"> 1. Go to MSGIA website at http://www.msgia.org/reportclaim and choose Auto Loss. 2. Download and use the MSGIA Mobile App through Origami Risk Mobile Forms (instructions below).



FORMS

Reporting an Auto Claim using MSGIA Mobile App through Origami Risk Mobile Forms



FORMS

- 1. Before you go on a trip** - school district drivers should go to either the Apple App store for IOS phones or the Google Play store for Android operating system phones. Search for "Origami Risk, LLC" then download the "Origami Mobile Forms" App.
- 2. If you are in accident**- take photos and document the damages to the district vehicle and the other vehicle on your phone or iPad. You do not need the app open at this point.
- 3. Click on the app** - At the " Hello! To Start, please enter your account name below – type in MSGIA and click "sign in"

At the "How would you like to log in" screen,
Click on – "I have a 6-digit code"
Enter: 014050
Click: "sign in"
Click on the "+" sign in the upper right hand corner and it shows you the "Auto Loss Notice" and the "Property Loss Notice" – click on "Auto Loss Notice".
- 4. Complete the form as thoroughly as possible by section**- Member Information, Member Contact, Accident Details (description of what happened), Accident Location, Member Driver Information, Vehicle Look Up (click blue button and select the district vehicle/bus from the listing of vehicles), then complete as much remaining information as possible.
- 5. Once you complete the loss notice** – click on the camera at the bottom. Here you can either take a new photo of the damage or select a photo on your device to include with the loss notice. Then, select "Done" on the upper right of the screen. Select "Done" again.
- 6. Next you can-**
 - Submit the form**-automatically sends the loss notice to MSGIA when you have cell coverage and claim is reported. You're Done!
 - Save as Complete** – saves the form for later submission, perhaps when you are in cell coverage.
 - Save as Draft** – allows you to save what you have done and allows you return to the app later to complete and send to MSGIA.
 - Discard the form** – deletes the form and you can start over.

MSGIA will not have the accident information until you SUBMIT the form!

Gallatin Gateway School District #35
PO Box 265
Gallatin Gateway, MT 59730

MSGIA SCHEDULE OF INSURANCE COVERAGE
Coverage Date: July 1, 2022 thru June 30, 2023

WORKERS' COMPENSATION:

Carrier Name: MSGIA – Safety National & Big Sky Reinsurance Inc.
Policy Number: 23-WC 2023-14050-1
Coverage: See Declarations Page

AGENT: (applies to policies listed below only)

Name: *Direct placement with MSGIA, (406) 457-4500*
Address: *PO Box 7029, Helena, MT 59604*

GENERAL LIABILITY:

Carrier Name: MSGIA – Berkley Reinsurance
Policy Number: 23-PC2023-14050-1
Coverage: See Declarations Page

PROPERTY INSURANCE:

Carrier Name: MSGIA – Big Sky Reinsurance Inc/Alliant Property Insurance Program (APIP)
Policy Number: 23-PC2023-14050-1
Coverage: See Declarations Page

AUTO LIABILITY:

Carrier Name: MSGIA – Berkley Reinsurance/Big Sky Reinsurance Inc
Policy Number: 23-PC2023-14050-1
Coverage: See Declarations Page

AUTO PHYSICAL DAMAGE:

Carrier Name: MSGIA – Alliant Property Insurance Program (APIP)
Policy Number: 23-PC2023-14050-1
Coverage: See Declarations Page

ERRORS & OMISSIONS:

Carrier Name: MSGIA – Berkley Reinsurance
Policy Number: 23-PC2023-14050-1
Coverage: See Declarations Page

BOILER INSURANCE:

Carrier Name: MSGIA – Alliant Property Insurance Program (APIP)
Policy Number: 23-PC2023-14050-1
Coverage: See Declarations Page

INDEMINITY/HONESTY BONDS/INSURANCE:

Carrier Name: MSGIA – National Union Fire Insurance Co of Pittsburg, PA
Policy Number: 23-PC2023-14050-1
Coverage: See Declarations Page

New Business
ACTION ITEM

Consider Disposal of District Records - School District Records Schedule No. 7

Presented by: Brittney Bateman

Background (to include funding source if applicable):

2011-2014

Personnel Records (Moore, J., Neal, L., Norells, S, Rasmussen, T., Swenson, A., Tate, J., Thorn, A., Tousignant, K., Walker, D., Wine, S., Parsch, B., Sautor, S., Bieker, S., Cole, P., Costle, K., Evans, A., Haskins, K., Hudson, A., Johnson, C., Kirby, M., Keightley, D., Larson, M., Litchy, M., Meyn, E., Lodahl, S., Meyn, R.)

2014-2015

● Receipt Books ● Employee and volunteer auto insurance request forms ● Class records ● Out of District Applications (including 2012-2013) ● Employee Benefits (PERS, TRS) ● Attendance Records ● Student Transportation Liability Release Forms ● Bus Registration Forms ● Pre-Post Vehicle Inspection Reports ● Warrants and Claims ● Immunization Reports ● MUST Premiums ● TR Reports ● Student Activities Account ● ANB Reports ● Homeschool ● Civil Rights Data Collection ● Purchase Orders ● Payroll ● Invoices ● Free and Reduced Applications ● Employee Sick and Vacation Leave ● Cook's Report ● School Nutrition Program ● Substitute Teacher Reports ● Grade Books

Recommendation: Administration recommends approval of the disposal of district records listed in accordance with Schedule No. 7 after July 1, 2023.

New Business
ACTION ITEM

Review, Discuss, & Consider Regular Board Meeting Dates for 2023-2024 - GGS Policy #1400

Presented by: Brittney Bateman

Background (to include funding source if applicable):

August 3: Agenda Planning (10am-11am)
August 15: Special Board Meeting - Budget Approval
August 15: Regular Board Meeting (6pm-8pm)
September 1: Agenda Planning
September 6: Work Study Session (1pm-3pm)
September 20: Regular Board Meeting
October 4: Work Study Session
October 6: Agenda Planning
October 18: Regular Board Meeting
November 1: Work Study Session
November 3: Agenda Planning
November 15: Regular Board Meeting
November 29: Work Study Session
December 1: Agenda Planning
December 13: Regular Board Meeting
January 3: Work Study Session - Superintendent Evaluation
January 5: Agenda Planning
January 17: Regular Board Meeting
January 31: Work Study Session
February 2: Agenda Planning
February 21: Regular Board Meeting
March 1: Agenda Planning
March 6: Work Study Session
March 20: Regular Board Meeting
April 3: Work Study Session
April 5: Agenda Planning
April 17: Regular Board Meeting
May 1: Work Study Session
May 3: Agenda Planning
May 15: Regular Board Meeting
May 29: Work Study Session
June 7: Agenda Planning
June 19: Regular Board Meeting

*Work Study Sessions will be on an as needed basis.

Recommendation: Administration recommends approval of the Governing Board meeting dates for 23-24.

New Business
ACTION ITEM

Review, Discuss, and Consider Policy Series 8000 Updates - Second Reading

Presented by: Kelly Henderson

Background (to include funding source if applicable):

To Do:

- Policy 8110 Check student/parent handbook for parent responsibilities
- Policy 8129 Locate the Chemical Hygiene Plan and the Safety Data Sheets for science labs, art classrooms, and storage rooms.
- Policy 8130 Check the student/parent handbook for air quality guidelines.
Establish a procedure to limit the infiltration from outside during poor air quality conditions.
- Policy 8131 Complete annual indoor air quality inspections using the Walk-through Inspection Checklist from EPA's Indoor Air Quality Tools for Schools. Maintain air quality inspections for 3 years.
- Policy 8302 Locate Integrated Pest Management program/plan.
- Policy 8430 R Establish ESI Team (Administrator, Attorney, Technology Department)
- Policy 8550 Establish CSIRT Team for cyber incidents to include the Campus Emergency Response Team and Technology Coordinator.
Establish organization and system-level cyber security incident response procedures.
Review and approve incident response plans and procedures annually.

Changes:

- Policy 8301 - R Change local hazards to Fire, Intruder on Campus, Fights & Violence, Missing Child/Person, Severe Weather, Communicable Disease, Bomb Threat, Suicide/Accidental death
Develop safety and health standards which comply with the Montana Safety Culture Act.

Annual Review:

- Policy 8550 Review and approve incident response plans and procedures annually.

Recommendation: Administrations recommends the changes to Policy series 8000 upon second reading.

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.

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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

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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

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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
 CFR 49, Part 395 National Highway Traffic Safety Administration 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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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

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

Gallatin Gateway Elementary

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

8205 – R NONINSTRUCTIONAL OPERATIONS

Meal Charge Policy

Note: For the purpose of this policy, parent includes guardian, caretaker relative, and any adult responsible for the care of the child.

The goal of the Gallatin Gateway School District is to allow children to receive the nutrition they need to stay focused during the school day. The purpose of this policy is to ensure compliance with federal reporting requirements for the USDA Child Nutrition Program and to provide oversight and accountability for the collection of outstanding student meal balances.

The District complies with Federal USDA policies on meal charging and debt collection. All meal charges must be paid directly to the Gallatin Gateway School District.

If a student is without meal money, the administration will take action deemed necessary to collect unpaid meal charges while ensuring the nutritional needs of the student are met in providing the student with a regular meal. If financial hardship exists, parents and families will be encouraged to apply for free or reduced price lunches for their child(ren).

Meal Charges

Students/Parents should pay for all meals in advance via <https://gallatin.revtrak.net/>, cash, or check payable to Gallatin Gateway School (GGS). Further details are available on the District website. Funds should be maintained in accounts to minimize the possibility that a child may be without meal money on any given day. Any remaining funds for a particular student will be carried over to the next school year.

If there are no available funds in the student’s account, he/she will be given a breakfast or lunch on account. A notice and/or letter will be sent home with the child requesting payment.

Zero-Balance Prevention

Parents are responsible for meal payments to the food service program. Notices of low or deficit balances will be sent to parents at regular intervals during the school year.

Refunds for Withdrawn or Graduating Students

Balances for students who are graduating at the end of the year will transfer to a sibling’s account. If there are no younger siblings, any balances over \$5.00 (five dollars) will be refunded to the primary parent. Balances less than \$5.00 (five dollars) will become the property of Gallatin Gateway School District Food Service Program, unless the parent requests a refund in writing by June 20 of the current year. An e-mail request is acceptable.

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 purchase 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.
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6 **Maintenance of Procurement Records**

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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:**

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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

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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

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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

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.

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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.
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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 *

12
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.

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.

only based on record disposal regulations

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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.
10

11 Delegated Authority
12

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
18

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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23

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

Page 1 of 2

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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Liability Limitations

An individual who provides emergency care or treatment by using an AED in compliance with this policy and an individual providing cardiopulmonary resuscitation to an individual upon whom an AED is or may be used are immune from civil liability for a personal injury that results from that care or treatment.

An individual who provides emergency care or treatment by using an AED in compliance with this policy and an individual providing cardiopulmonary resuscitation to an individual upon whom an AED is or may be used are immune from civil liability as a result of any act or failure to act in providing or arranging further medical treatment for the individual upon whom the AED was used, unless the individual using the AED or the person providing CPR, as applicable, acts with gross negligence or with willful or wanton disregard for the care of the person upon whom the AED is or may be used.

The following individuals or entities are immune from civil liability for any personal injury that results from an act or omission that does not amount to willful or wanton misconduct or gross negligence, if applicable provisions of this part have been met by the individual or entity:

- a. A person providing medical oversight of the AED program, as designated in the plan;
- b. The entity responsible for the AED program, as designated in the plan;
- c. An individual providing training to others on the use of an AED.

Legal Reference:	Title 37, Chapter 104, subchapter 6, ARM – Automated External Defibrillators (AED)
	§50-6-501, MCA Definitions
	§50-6-502, MCA AED program – requirements for AED use
	§50-6-503, MCA Rulemaking
	§50-6-505, MCA Liability limitations

Gallatin Gateway Elementary

Adopted on: 6/30/21

Reviewed on:

Revised on: 4/20/22

8502

NONINSTRUCTIONAL OPERATIONS

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

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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.

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47 No contract shall be let to any contractor if the provision conflicts with the provisions of § 20-9-
48 204.

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4 Contractor Surety Bonds and Insurance
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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.
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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:

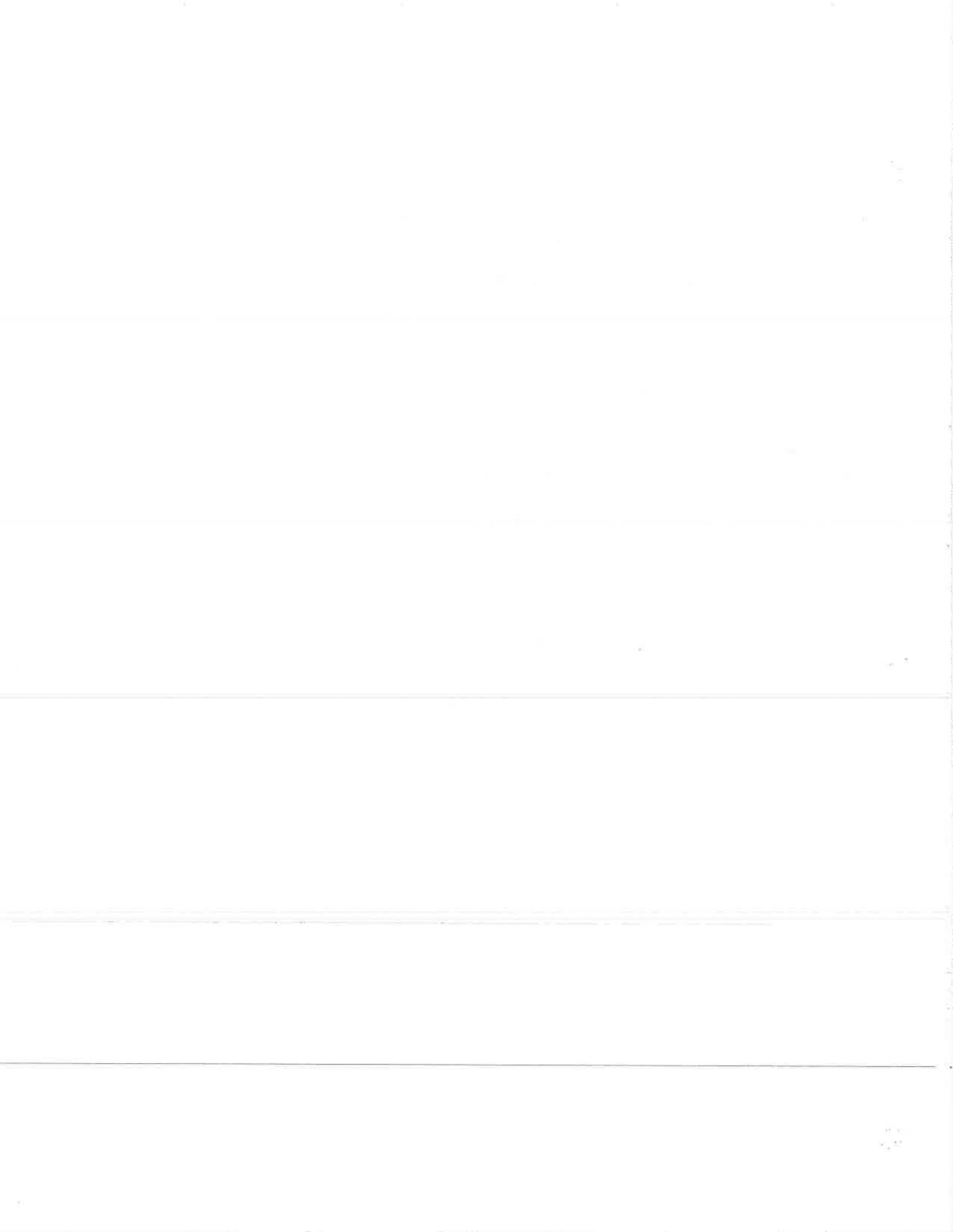
- Provide the District with a roadmap for implementing its incident response capability

do we have these

- 1
- 2
- 3
- 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

MTSBA Legislative Policy Changes - First Reading

Presented by: Kelly Henderson

Background (to include funding source if applicable): MTSBA has provided us with the updated model policies for the changes made during the 2023 Legislative Session.

NEW MTSBA Required Model Policies

MTSBA Model Policy 1650 – Public Charter Schools – This policy was created to assist districts in complying with [HB 549](#). The policy details how to apply for authorization to establish a public charter school and respond to public requests for new schools or programs as detailed in law.

MTSBA Model Policies with Required Updates

MTSBA Model Policy 1005FE – Proficiency Based ANB. This policy was updated to reflect changes in the law from [SB 8](#). The policy provides new definitions and legal references.

MTSBA Model Policy 1006FE – Fund Transfers for School Safety. This policy was updated to reflect changes in the law from [SB 213](#). The policy provides expanded opportunities for use of transferred funds for training and threat assessments.

MTSBA Model Policy 1007FE – Multi-District Agreements. This policy was updated to reflect changes in law from [HB 214](#). The policy provides updated definitions and authorization for specific programming through multi-district agreements.

MTSBA Model Policy 1009FE – Teacher Recruitment and Retention. This policy was updated to reflect changes in the law from [SB 70](#), [SB 373](#), [HB 117](#), and [HB 883](#). The policy provides update provisions on loan repayment, retiree services, teacher residency, and alternative licensing.

MTSBA Model Policy 1010FE – Early Enrollment for Exceptional Circumstances. This policy was updated to reflect changes in the law from [HB 352](#). The policy provides for a termination date and revisions to address required transition from early enrollment for exceptional circumstances to targeted intervention for reading proficiency as required on July 1, 2024.

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MTSBA Model Policy 1400 – Board Meetings. This policy was updated to reflect changes in the law from [HB 724](#). The policy provides for online notice of regular board meetings, special board meetings, committee meetings and possible closed sessions.

[MTSBA Model Policy 1700 – Uniform Complaint Procedure](#). This policy was updated to reflect changes in law from [HB 504](#). The policy requires posting for the complaint process, updates legal citations, and clarifies procedures.

[MTSBA Model Policy 2050 – Innovative Student Instruction](#). This policy was updated to reflect changes in law from [SB 8](#) and [HB 214](#). The policy provides for new definitions of remote instruction and online instruction, clarifies personalized learning options, and updates ANB calculations.

[MTSBA Model Policy 2132 – Student and Family Privacy Rights](#). This policy was updated to reflect changes in law from [HB 676](#). The policy provides for notice of rights provided in state and federal law as previously detailed in the policy.

[MTSBA Model Policy 2140 – Guidance and Counseling](#). This policy was updated to reflect changes in law from [HB 458](#). The policy provides for the use of career coaches to assist students in particular areas of academic interest or career fields.

[MTSBA Model Policy 2158 – Family Engagement](#). This policy was updated to reflect changes in law from [SB 518](#). The policy provides for public notification of a district plan to engage families and involve them in a student's education while providing information about educational opportunities within the district.

[MTSBA Model Policy 2167 – Correspondence Courses](#). This policy was updated to reflect changes in law from [SB 8](#) and [HB 214](#). The policy provides expanded application for use of correspondence courses.

[MTSBA Model Policy 2168 – Distance Learning](#). This policy was updated to reflect changes in law from [SB 8](#) and [HB 214](#). The policy provides expanded application and definitions for use of remote instruction offered by sources other than the school district.

[MTSBA Model Policy 2170/2170P – Digital Academy](#). This policy was updated to reflect changes in law from [HB 749](#), [SB 8](#) and [HB 214](#). The policy provides for expanded use of the MTDA for personalized learning and authorization to use of the newly established MTDA clearing house.

[MTSBA Model Policy 2332 – Religion and Religious Activities](#). This policy was updated to reflect changes in law from [HB 744](#) and [HB 745](#) as well as the United States Supreme Court Decision in [Kennedy v. Bremerton](#). The policy provides specificity as to when it is applicable for district staff and updates legal references.

[MTSBA Model Policy 2450 – Indian Education for All](#). This policy was updated to reflect changes in law from [HB 338](#). The policy provides for update legal references and authorizes applications for the Indian Education for All payment.

[MTSBA Model Policy 2600 – Work Based Learning](#). This policy was updated to reflect changes in law from [SB 444](#). The policy provides for collaboration with families in certain areas when developing the student's work based learning plan.

[MTSBA Model Policy 3100 – Early Enrollment for Exceptional Circumstances](#). This policy was updated to reflect changes in the law from [HB 352](#). The policy provides for a termination date and revisions to address required transition from early enrollment for exceptional circumstances to targeted intervention for reading proficiency as required on July 1, 2024.

[MTSBA Model Policy 3110 – Entrance, Placement and Transfer.](#) This policy was updated to reflect changes in law from [HB 396](#). The policy provides for the admission and assignment of a student on a part time basis.

[MTSBA Model Policy 3120 – Compulsory Attendance.](#) This policy was updated to reflect changes in law from [SB 518](#). The policy provides for excused absences for reasons related to parental rights.

[MTSBA Model Policy 3121/3121P – Enrollment and Attendance.](#) This policy was updated to reflect changes in law from [SB 8](#) and [HB 214](#). The policy provides for new definitions of remote instruction and online instruction and updates ANB calculations.

[MTSBA Model Policy 3141 – Non-Resident Enrollment.](#) This policy was updated to reflect changes in law from [HB 203](#). The policy provides for a termination date and methodology to establish educationally relevant standards for enrollment of non-resident students prior to July 1, 2024.

[MTSBA Model Policy 3150 – Part-Time Admission.](#) This policy was updated to reflect changes in law from [HB 396](#). The policy is clarified for the admission of resident students on a part time basis.

[MTSBA Model Policy 3226 – Bullying, Harassment and Intimidation.](#) This policy is updated to reflect changes in law from [HB 361](#). The policy now has updated legal references.

[MTSBA Model Policy 3233 – Student Use of Buildings.](#) This policy was updated to reflect changes in law from [SB 518](#). The policy provides for public notification of the rights of parents to withdraw a student from a club or group.

[MTSBA Model Policy 3235 – Video Surveillance.](#) This policy is updated to reflect changes in law from [SB 397](#). The policy provides protocol in the event a district utilizes facial recognition technology.

[MTSBA Model Policy 3310 – Student Discipline.](#) This policy is updated to reflect changes in law from [HB 361](#) and [HB 450](#). The policy outlines self-defense provisions and updates legal references.

[MTSBA Model Policy 3413 – Student Immunizations.](#) This policy is updated to reflect changes in law from [HB 715](#). The policy provides for public notice of immunization guidelines and exemptions.

[MTSBA Model Policy 3510 – School Sponsored Activities.](#) This policy was updated to reflect changes in law from [SB 518](#). The policy provides for public notification of the rights of parents to withdraw a student from an activity.

[MTSBA Model Policy 3550 – Student Clubs and Groups.](#) This policy was updated to reflect changes in law from [SB 518](#) and [HB 382](#). The policy provides for public notification of the rights of parents to withdraw a student from a club or group. The policy authorizes CTE clubs to seek grants to support club operations as provided in law.

[MTSBA Model Policy 4410 – Relations with Law Enforcement.](#) This policy was updated to reflect changes in the law from [SB 213](#). The policy specifies methods by which a district can assist a county in establishing rules of operation for an interdisciplinary student information and school safety team.

MTSBA Model Policy 8301 – District Safety. This policy was updated to reflect changes in the law from **SB 213**. The policy clarifies procedures related to establishing a district safety plan, coordinating with the community to implement the plan, and identifying threat assessment practices within the plan.

Recommendation: Administration recommends approval of the model policy changes on first reading.



June 6, 2023

The MTSBA Policy Services team has prepared necessary updates to the MTSBA Model Policy manual in response to legislation approved during the 2023 Legislative Session. This edition of MTSBA Policy Notes provides revisions to the MTSBA Model Policy Manuals needed to ensure compliance with changes to law and best practice. The bills related to each policy are noted with links to the legislation.

The specific policies are outlined below. As all changes are stem from legislative change, all the updates are required. Districts that have previously adopted an existing model policy will adopt required changes. If a district has not previously adopted an existing model policy, it may do so now with the applicable changes. All the policies will require the number of readings specified in each district's Policy 1310.

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MTSBA Model Policies to Delete

MTSBA Model Policies 1900-1912 – Emergency Policies. To avoid confusion in district operations, these policies should be removed from the policy manual through a formal motion and vote of the board of trustees.

1 _____ **School District**

2
3 **FLEXIBILITY AND EFFICIENCY**

1005FE
Page 1 of 2

4
5
6 Proficiency-Based ANB

7
8 It is the policy of the District to increase the flexibility and efficiency of the District’s resources
9 by utilizing the provision of law allowing proficiency-based ANB.

10
11 The school district has a definition of proficiency within the meaning of that term as used in
12 Section 20-9-311(4)(d) and Section 20-7-1601, MCA. The definition must not require seat time
13 as a condition or other element of determining proficiency. The definition must be incorporated
14 in the district's policies and must be used for purposes of determining content and course mastery
15 and other progress, promotion from grade to grade, grades, and graduation for pupils enrolled in
16 the district's transformational learning program.

17
18 Definition of Proficiency

19 For purposes of this policy, the term “proficiency” means a degree of mastery of the underlying
20 content through application in a performance assessment for a course that is reflective of a final
21 grade, in the professional opinion of the teacher of record, of not less than a “B”. The
22 determination of proficiency by a teacher must not require seat time as a condition or other
23 element of determining proficiency.

24
25 The determination of proficiency for a pupil enrolled in a course shall be made no earlier than
26 the deadline for submitting the final grade for the course. The determination of proficiency for a
27 pupil not enrolled in a course shall be based on the pupil’s mastery of the underlying content of
28 the course, demonstrated through completion of a final exam designed by the teacher of record
29 for the applicable course with a minimum grade of a “B”.

30
31 Teachers of record have full professional discretion in determining proficiency of pupils in
32 courses taught. Teachers of record are encouraged to integrate trial and error into the learning
33 process and to incorporate continued opportunity for practice and revision of assignments until a
34 pupil reaches a performance level that demonstrates to the teacher’s satisfaction that mastery of
35 learning expectations has been attained.

- 36
37 1. The District may include in its calculation of ANB a pupil who is enrolled in a program
38 providing fewer than the required aggregate hours of pupil instruction required under
39 Montana law if the pupil has demonstrated proficiency in the content ordinarily covered
40 by the instruction as determined by the school board using district assessments. The ANB
41 of a pupil who demonstrates proficiency in any content/subject matter will be converted
42 to an hourly equivalent based on the hours of instruction ordinarily provided for the
43 content over which the student has demonstrated proficiency.
- 44
45 2. The District may, on a case-by-case basis, provide fractional credit for partial
46 completion of a course for a student who is unable to attend class for the required amount

1 of time.

- 2
- 3 3. The District may waive specific course requirements based on individual student needs
- 4 and performance levels. Waiver requests shall also be considered with respect to age,
- 5 maturity, interest, and aspirations of the students and shall be in consultation with the
- 6 parents or guardians.
- 7
- 8 4. At the discretion of the District, a student may be given credit for a course satisfactorily
- 9 completed in a period of time shorter or longer than normally required and, provided that
- 10 the course meets the District's curriculum and assessment requirements, which are
- 11 aligned with the content standards stated in the education program. Examples of
- 12 acceptable course work include, but are not necessarily limited to, those delivered
- 13 through correspondence, extension, and distance learning courses, adult education,
- 14 summer school, work study, specially designed courses, and challenges to current
- 15 courses.
- 16

17

18

19 Legal Reference:	20-1-301, MCA	School fiscal year
	20-9-311(4)(a)(b)(d), MCA	Calculation of average number belonging
		(ANB) – 3-year averaging
	20-3-324, MCA	Powers and duties
	10.55.906 ARM	High School Credit
	<u>20-7-1601, MCA</u>	<u>Personalized learning</u>
	<u>Chapter 307 (2023)</u>	<u>Revise transformational learning program</u>

26

27

28 Policy History:

29 Adopted on:

30 Reviewed on:

31 Revised on:

1 _____ **School District**

2
3 **FLEXIBILITY AND EFFICIENCY** 1006FE

4
5 Transfers for School Safety

6
7 It is the policy of the District to increase the flexibility and efficiency of the District’s resources by
8 utilizing the provision of law allowing transfers of funds to improve school safety and security.

9
10 The District may transfer state or local revenue from any budgeted or non-budgeted fund, other than the
11 debt service fund or retirement fund, to its building reserve fund in an amount not to exceed the school
12 district's estimated costs of improvements to school and student safety and security.

13
14 The transfer of such funds can be for:

- 15
16 1. planning for improvements to and maintenance of school and student safety,
17 including but not limited to the cost of services provided by architects, engineers,
18 school resource officers, counselors, and other staff or consultants assisting with
19 improvements to school and student safety and security;
- 20 2. programs and training for school employees, students, parents, and community
21 members approved by the trustees to support school and student safety and security,
22 including but not limited to active shooter training, threat assessment practices
23 outlined in Policy 8301 and restorative justice;
- 24 3. installing or updating locking mechanisms and ingress and egress systems at public
25 school access points, including but not limited to systems for exterior egress doors
26 and interior passageways and rooms, using contemporary technologies;
- 27 4. installing or updating bullet-resistant windows and barriers; and
- 28 5. installing or updating emergency response systems using contemporary technologies
- 29

30 Any transfers made under this policy and Montana law are not considered expenditures to be applied
31 against budget authority. Any revenue transfers that are not encumbered for expenditures in compliance
32 with the five reasons stated above, within 2 full school fiscal years after the funds are transferred, must be
33 transferred back to the originating fund from which the revenue was transferred.

34
35 If transfers of funds are made from a District fund supported by a non-voted levy, the District may not
36 increase its non-voted levy for the purpose of restoring the transferred funds.

37
38 Legal Reference: 20-9-503, MCA Budgeting, tax levy, and use of building reserve fund.
39 20-9-236, MCA Transfer of funds – improvements to school safety and security
40 Chapter 348 (2023) School Safety Teams

41
42
43 Policy History:

44 Adopted on:

45 Reviewed on:

46 Revised on:

1 _____ **School District**

2
3 **FLEXIBILITY AND EFFICIENCY** 1007FE

4
5 Multidistrict Agreements

6
7 It is the policy of the District to increase the flexibility and efficiency of the District’s resources by
8 utilizing multidistrict agreements whenever possible.

9
10 Montana law at Section 20-3-363, MCA, allows the boards of trustees of any two or more school districts
11 to enter into a multidistrict agreement to create a multidistrict cooperative to perform any services,
12 activities, and undertakings of the participating districts in support of the schools of the districts and to
13 provide for the joint funding and operation and maintenance of all participating districts upon the terms
14 and conditions as may be mutually agreed to by the districts

15
16 A multidistrict agreement may include an agreement through which one district provides culturally rooted
17 instruction aligned to a learning environment for English language learners or an Indian language
18 immersion program to pupils of a district participating in the multidistrict agreement. The costs and other
19 terms of service must be reflected in the multidistrict agreement.

20
21 The agreement must be approved by the boards of trustees of all participating districts and must include a
22 provision specifying terms upon which a district may exit the multidistrict cooperative. The agreement
23 may be for a period of up to 3 years.

24
25 All expenditures in support of the multidistrict agreement may be made from the interlocal cooperative
26 fund as specified in 20-9-703 and 20-9-704. Each participating district of the multidistrict cooperative
27 may transfer funds into the interlocal cooperative fund from the district's general fund, budgeted funds
28 other than the retirement fund or debt service fund, or non-budgeted funds other than the compensated
29 absence liability fund. Transfers to the interlocal cooperative fund from each participating school district's
30 general fund are limited to an amount not to exceed the direct state aid in support of the respective school
31 district's general fund. Transfers from the retirement fund and debt service fund are prohibited. Transfers
32 may not be made with funds restricted by federal law unless the transfer is in compliance with any
33 restrictions or conditions imposed by federal law.

34
35 Expenditures from the interlocal cooperative fund are limited to those expenditures that are permitted by
36 law and that are within the final budget for the budgeted fund from which the transfer was made.

37
38 If transfers of funds are made from a District fund supported by a non-voted levy, the District may not
39 increase its non-voted levy for the purpose of restoring the amount of funds transferred.

40
41 Examples of flexibility under this policy and Montana Law include but are not limited to:

- 42
- 43 • A district with a separate high school and elementary budget can enter into an agreement within
44 the district;
 - 45 • A district may enter into an agreement with any other school district(s) for the sharing of
46 resources, including supplies, services, personnel, etc.

47 Legal Reference: 20-3-363, MCA Multidistrict agreements – fund transfers
48 20-9-703, MCA District as prime agency
49 2-9-704, MCA District as cooperating agency
50 Chapter 580 (2023) Remote Instruction
51

- 1
- 2 Policy History:
- 3 Adopted on:
- 4 Reviewed on:
- 5 Revised on:

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FLEXIBILITY AND EFFICIENCY

Recruitment and Retention

It is the policy of the District to utilize all resources available to meet the District’s objective of recruiting and retaining high quality staff focused on the individual success of each student. To meet this objective the District will utilize the flexible instructor licensure opportunities available to the District.

Flexible Instructor Licensing

It is the policy of the District to increase the flexibility and efficiency of the District’s resources by utilizing the provision of law allowing flexibility in licensure of instructors and as a means of addressing recruitment and retention of staff. Flexibilities in the following areas are available for the District’s enhancement of its programs and services with a focus on individual student success:

- Internships
 - Available to anyone with a current license and endorsement in one subject who wants to move to a new licensed role/endorsed area.
 - Requirements must be satisfied within 3 years
 - Must include a plan between the intern, the school district and an accredited preparation program
- Provisionally Certified
 - May be issued to an otherwise qualified applicant who can provide satisfactory evidence of:
 - The intent to qualify in the future for a class 1 or class 2 certificate and
 - Who has completed a 4-year college program or its equivalent, and
 - Holds a bachelor’s degree from a unit of the Montana university system or its equivalent.
- Substitutes
 - Must have a GED or high school diploma
 - Will have completed 3 hours of training by the district
 - Will have submitted a fingerprint background check
(All requirements can be waived by the district if the substitute has prior substitute teaching experience in another public school from November 2002 to earlier)
 - May not substitute more than 35 consecutive days for the same teacher, however the same substitute can be used for successive absences of different staff as long as each regular teacher for whom the substitute is covering is back by 35 consecutive teaching days

- 1 • Retired Educators
 - 2 ○ School district must certify to OPI and TRS that the district has been unable to fill
 - 3 the position due to no qualified applications or no acceptance of offer by a non-
 - 4 retired teacher.
 - 5 ○ A retired teacher with a date of termination through December 31, 2023, may not
 - 6 be employed under this provision until the retired teacher has a break in service of
 - 7 150 calendar days. A retired teacher with a date of termination of January 1, 2024,
 - 8 or later, may not be employed under this provision until the employee has a break
 - 9 in service of 120 calendar days.
 - 10 ○ Limited to employment in a second or third class elementary district or a second
 - 11 or third class high school district.
 - 12 ○ Retired teacher must have 27 years of experience in TRS.
 - 13 ○ There is a 3-year lifetime limit on the retired individual ~~going to working~~ under
 - 14 this provision.
- 15
- 16 • Class 3 Administrative License
 - 17 ○ Valid for a period of 5 years
 - 18 ○ Appropriate administrative areas include: elementary principal, secondary
 - 19 principal, K-12 principal, K-12 superintendent, and supervisor.
 - 20 ○ Must be eligible for an appropriately endorsed Class 1,2 or 5 license to teach in
 - 21 the school(s) in which the applicant would be an administrator or would
 - 22 supervise, and qualify as set forth in ARM 10.57414 through 10.57.418
 - 23 ○ An applicant for a Class 3 administrative license who completed an educator
 - 24 preparation program which does not meet the definition in ARM 10.57.102(2),
 - 25 who is currently licensed in another state at the same level of licensure, may be
 - 26 considered for licensure with verification of five years of successful
 - 27 administrative experience as defined in ARM 10.57.102 as documented by a
 - 28 recommendation from a state accredited P-12 school employer on a form
 - 29 prescribed by the Superintendent of Public Instruction and approved by the Board
 - 30 of Public Education. The requirements of ARM 10.57.414(1)(c)(i-iii) must be
 - 31 met by an applicant seeking a superintendent endorsement.
 - 32
- 33 • Class 4 for CTE
 - 34 ○ Valid for a period of 5 years
 - 35 ○ Renewable pursuant to the requirements of 10.57.215, ARM and the requirements
 - 36 specific to each type of Class 4 license.
 - 37 ○ 4A – for licensed teachers without a CTE endorsement
 - 38 ○ 4B – for individuals with at least a bachelor’s degree
 - 39 ○ 4C – for individuals with a minimum of a high school diploma or GED
 - 40
- 41 • Class 5 alternatives
 - 42 ○ Good for a maximum of 3 years
 - 43 ○ Requirements dependent upon the alternative the district is seeking
 - 44
- 45 • Emergency authorization of employment

- Individual must have previously held a valid teacher or specialist certificate or have met requirements of rule 10.57.107, ARM
- Emergency authorization is valid for one year, but can be renewed from year to year provided conditions of scarcity continue to persist

- Alternative Teacher Credentialing

The District may employ a teacher possessing a Class 2 certificate issued after completing a certification and endorsement program that meets the requirements of alternative teacher credentialing consistent with Montana law and has been approved by the board of public education upon recommendation of the superintendent of public instruction.

Teacher Residency Program

In accordance with Montana law, the District may participate in a teacher residency program consistent with the terms established by the Office of Public Instruction, professional educator preparation program, and Board of Trustees in order to recruit and retain high-quality teachers.

Loan Repayment Program

The District ~~will~~ may assist any quality educator who meets the qualifications for the state's loan repayment program at the discretion of the Board of Trustees. Loan repayment assistance may be provided on behalf of a quality educator who: (1) is employed newly hired in an identified impacted school experiencing ~~described in~~ a critical quality educator shortage outlined ~~area as defined in~~ Section-20-4-503~~2~~, MCA; and (2) has an educational loan that is not in default and that has a minimum unpaid current balance of at least \$1,000 at the time of application.

A quality educator is eligible for state-funded loan repayment assistance for a lifetime total of no more than 3 years and an additional 1 year of loan repayment assistance voluntarily funded by the impacted school or the district under which the impacted school is operated, with the maximum annual loan repayment assistance not to exceed:

- \$3,000 of state-funded loan repayment assistance after the first complete year of teaching in an impacted school;
- \$4,000 of state-funded loan repayment assistance after the second complete year of teaching in the same impacted school or another impacted school within the same school district;
- \$5,000 of state-funded loan repayment assistance after the third complete year of teaching in the same impacted school or another impacted school within the same school district; and
- up to \$5,000 of loan repayment assistance funded by the impacted school or the district under which the impacted school is operated after the fourth complete year of teaching in the same impacted school or another impacted school within the same school district.

Legal References: 10.55.716, ARM Substitute Teachers

1	10.55.607, ARM	Internships
2	10.57.107, ARM	Emergency Authorization of Employment
3	10.57.215, ARM	Renewal Requirements
4	10.57.420, ARM	Class 4 Career and Technical Education License
5	10.57.424, ARM	Class 5 Provisional License
6	19-20-732, MCA	Reemployment of certain retired teachers, specialists and administrators – procedure – definitions
7		
8		
9	20-4-501-20-4-505	Loan Repayment Assistance for Quality Educator
10	<u>Chapter 232 (2023)</u>	<u>Quality Educator Loan Assistance Program</u>
11	<u>Chapter 470 (2023)</u>	<u>Alternative Teacher Credentialing</u>
12	<u>Chapter 135 (2023)</u>	<u>Revise TRS</u>
13	<u>Chapter 740 (2023)</u>	<u>Revise State Finance</u>
14		
15	<u>Policy History:</u>	
16	Adopted on:	
17	Reviewed on:	
18	Revised on:	

1 _____ School District

2
3 **FLEXIBILITY AND EFFICIENCY**

4
5
6 1010FE
7 Page 1 of 3

8 Early Childhood Education Enrollment Exceptional Circumstances

9 It is the policy of the District to provide enhanced educational opportunities to students under the age of 5
10 when either individual exceptional circumstances exist and/or when Community-Based exceptional
11 circumstances are present.

12 This policy shall terminate and expire on June 30, 2024, to be replaced in its entirety by a policy
13 governing early intervention programs consistent with Chapter 608 (2023).

14
15 ***Prohibition:*** *This policy cannot be used to provide what is otherwise characterized or referred to as a*
16 *pre-school, pursuant to 20-7-117(2), MCA, which specifically prohibits the use of state equalization aid*
17 *for preschool. This policy is intended for use to enroll students under the age of 5 when statutory criteria*
18 *are met.*

19
20 Exceptional Circumstances Meriting Waiver of Age Requirements for Pupils

21 *Note: In order to adopt this policy, the board of trustees must select one or more of the characteristics*
22 *identified in either Option A or Option B.*

23
24 The administration shall ensure admission, enrollment and assignment of all qualifying children
25 referenced in this policy. The administration shall place children enrolled pursuant to this policy in either
26 a half-time or full-time kindergarten program as an integral part of the elementary school program. The
27 administration shall also ensure provision of a free appropriate public education in the least restrictive
28 environment possible, pursuant to terms of each student’s individualized education program, for all
29 children enrolled under this policy who are qualified for services under the Individuals with Disabilities
30 Education Act.

31
32 The administration shall include children enrolled pursuant to this policy in the district’s calculation of
33 average number belonging (ANB) as reported to OPI.

34
35 ***Option A, Student-Specific Exceptional Circumstances: To be used when the board of trustees wants***
36 ***to define exceptional circumstances specific to the individual characteristics of each student or sub-***
37 ***group of students.***

38
39 The Board of Trustees declares the following to be qualifying “exceptional circumstances” within the
40 meaning of that term as used in Section 20-5-101(3), MCA, that merit waiving the age provisions of
41 Section 20-5-101(1), MCA for qualifying children under 6 years of age. These qualifying exceptional
42 circumstances are based on the educationally relevant factors to establish a basic system of free quality
43 public elementary and secondary school specified in Section 20-9-309, MCA and as required by Article
44 X, section 1, of the Montana Constitution:

45
46 *Note: Each of the below should be considered separately for inclusion or exclusion in the Board’s*
47 *adopted policy. Note: When enrolling on the basis of an individual student’s characteristics under this*
48 *Option A, the District must be sure to document each qualifying student’s characteristics to ensure that*
49 *criteria listed in this portion of the policy can be substantiated.*

- 1 1. A child at least 3 years of age with a disability qualifying the child for services under the federal
2 Individuals with Disabilities Education Act.
- 3 2. A child who is 4 years of age or older on or before September 10 of the school year in which
4 enrollment is to occur who:
 - 5 a. Meets the income eligibility guidelines for free or reduced price meals under the National
6 School Lunch Program;
 - 7 b. Is Limited English Proficient within the meaning of Title III of the federal Elementary
8 and Secondary Education Act;
 - 9 c. Is Gifted and Talented within the meaning of that term as used in 20-7-901, MCA;
 - 10 d. Is an enrolled member of a federally recognized American Indian Tribe;
 - 11 e. Is homeless as defined in 42 U.S. Code § 11302, or, as determined by the administration,
12 exhibits other characteristics or lives in circumstances that are uncommon, unusual,
13 atypical, rare or otherwise distinguished from ordinary or typical which place the child at
14 risk of failing to achieve at adequate levels;
 - 15 f. Is an at-risk student as defined in Section 20-1-101(4), MCA.

16
17 ***Option B, Exceptional Circumstances Present in the Community: To be used only for in-district***
18 ***students or homeless students under the McKinney Homeless Assistance Act when the board of trustees***
19 ***wants to define exceptional circumstances applicable to the community’s characteristics, as opposed to***
20 ***the individual characteristics of a particular student or sub-group of students.***
21

22 The Board of Trustees declares the following to be qualifying “exceptional circumstances” within the
23 meaning of that term as used in 20-5-101(3), that merit waiving the age provisions of 20-5-101(1), MCA
24 for children under 6 years of age who are either 4 years of age or older on or before September 10 of the
25 school year in which enrollment is to occur or who are at least 3 years of age with a disability qualifying
26 the child for services under Section 504 of the Federal Rehabilitation Act of 1973 or the federal
27 Individuals with Disabilities Education Act. These qualifying exceptional circumstances are based on the
28 educationally relevant factors to establish a basic system of free quality public elementary and secondary
29 school specified in Section 20-9-309, MCA and as required by Article X, section 1, of the Montana
30 Constitution:
31

32 *Note: Each of the below should be considered separately for inclusion or exclusion in the Board’s*
33 *adopted policy. When enrolling on the basis of demographic characteristics of the community under this*
34 *Option B, The District must be sure to research and document all of the criteria incorporated into the*
35 *school district’s policy that is used to enroll on the basis of exceptional circumstances.*
36

- 37 1. Homeless rates of the district’s pupils as defined in 42 U.S. Code § 11302 in comparison to
38 statewide averages;
- 39 2. Percentage of the district’s pupils qualifying for services under The Federal Individuals with
40 Disabilities Education Act in comparison to statewide averages;
- 41 3. Percentage of the district’s pupils eligible for free or reduced lunch under the National School
42 Lunch Program in comparison to statewide averages;
- 43 4. Average performance on standardized tests at the 3rd grade level in comparison to statewide
44 averages;
- 45 5. Percentage of the district’s pupils who are enrolled members of a federally recognized American
46 Indian Tribe in comparison to statewide averages.
- 47 6. Percentage of at-risk student as defined in Section 20-1-101(4), MCA, in comparison to statewide
48 averages.
- 49 7. Percentage of gifted and talented pupils as used in 20-7-901, MCA, in comparison to statewide
50 averages.

8. Percentage of Limited English Proficient within the meaning of Title III of the federal Elementary and Secondary Education Act, in comparison to statewide averages.
9. The following circumstances exist within the community affecting student learning identified by the local board of trustees pursuant to Section 20-9-309(2)(h), MCA, and identified within federal law pursuant to Section 20-9-309(4)(a)(v), MCA, including but not limited to educational priorities identified within the Elementary and Secondary School Emergency Relief Fund established by American Rescue Plan Act, Public Law 117-2 and demonstrated by peer reviewed and academic studies on the impacts of community health crises:
 - a. Anticipated learning loss resulting from a public health emergency or other community disaster.
 - b. Basic Proficiency in literacy and numeracy are critical skills needed to advance learning and if not attained prior to grade 3 in the early grades, will put students at lifelong disadvantage in pursuing success in career and life.
 - c. Absence of available early childhood education opportunities in the community results in anticipated learning loss or lack of school readiness.
 - d. Cost prohibitive nature of early childhood education opportunities in the community results in disparity of access that contributes to anticipated learning loss or lack of school readiness.
 - e. Improved access to early childhood education opportunities in the community will encourage or expand parent entry into workforce and allow for further development of the community's economy.

The trustees shall annually review this policy based on changing circumstances pertaining to the criteria used for determination of the program. The administration is authorized to enroll students in a manner consistent with this policy and to develop procedures to implement this policy.

Legal Reference:	§ 20-4-101, MCA	Definitions
	§ 20-5-101, MCA	Admittance of child to school
	§ 20-6-501, MCA	Definition of various schools
	§ 20-7-117, MCA	Kindergarten and preschool programs
	§ 20-9-309, MCA	Basic system of free quality public elementary and secondary schools defined
	Article X, section 1, of the Montana constitution	
	Individual with Disabilities Act Federal Rehabilitation Act of 1973	
	National School Lunch Act (Public Law 396, 79 th congress, chapter 281)	
	Title III, ESEA (English language Acquisition, language Enhancement, and Academic Achievement Act)	
	McKinney-Vento Homeless Assistance Act of 1987 (Pub. L. 100-77, July 22, 1987, 101 Stat. 482, U.S.C. § 11301 et seq.	
	<u>Chapter 608 (2023) - Targeted interventions to support 3rd grade reading proficiency</u>	

Data/Study Reference: Engzell, P., Frey, A. & Verhagen, M. D. [“Learning loss due to school closures during the COVID-19 pandemic”](#) *Proc. Natl Acad. Sci. USA* 118, e2022376118 (2021).
 Melinda Wenner Moyer, [“The COVID generation: how is the pandemic affecting kids’ brains?”](#), *Nature*, 10.1038/d41586-022-00027-4, 601, 7892, (180-183), (2022).

Policy History:
 Adopted on:

- 1 Reviewed on:
- 2 Revised on:

1 _____ **School District**

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THE BOARD OF TRUSTEES

Taking Office

A newly elected trustee shall take office as soon as election results have been certified and the newly elected trustee has taken and subscribed to an oath to faithfully and impartially discharge the duties of the office to the best of his/her ability.

A newly appointed trustee shall take office, after the trustee has taken and subscribed to an oath to faithfully and impartially discharge the duties of the office to the best of his/her ability.

The person shall qualify by taking an oath of office administered by the county superintendent, the superintendent’s designee, or any officer provided for in 1-6-101, MCA or 2-16-116, MCA. Such oath must be filed with the county superintendent not more than fifteen (15) days after the receipt of the certificate of election or the appointment.

The District Clerk shall collaborate with the Office of Public Instruction within 14 days of trustee qualification to provide a link to the district website, if applicable, as well as contact information for trustees and clerk

Cross Reference:	1113	Vacancies
Legal References:	§ 1-6-101, MCA	Officers who may administer oaths
	§ 2-16-116, MCA	Power to administer oaths
	§ 20-1-202, MCA	Oath of office
	§ 20-3-307, MCA	Qualification and oath
	<u>Chapter 276 (2023)</u>	<u>Online repository for information on trustees</u>

Policy History:

Adopted on:
Reviewed on:
Revised on:

2
3 **THE BOARD OF TRUSTEES**

4
5 Board Meetings

6
7 Meetings of the Board must occur at a duly called and legally conducted meeting. "Meeting" is
8 defined as the convening of a quorum of the constituent membership of the Board, whether in
9 person or by means of electronic equipment, to hear, discuss, or act upon a matter over which the
10 Board has supervision, control, jurisdiction, or advisory power.

11
12 Notice of Meetings

13
14 Unless otherwise required by law and policy, the District shall publish an agenda for each type of
15 meeting included in this policy with a minimum of 48 hour's notice to the public as follows:

16 A. if a newspaper of general circulation in the county where the District is located
17 publishes electronic notices and links to meeting agendas free of charge to the District on
18 the newspaper's website, the District shall provide the notice and agenda to the
19 newspaper to post on the newspaper's website;

20 B. if the District does not have an option to post notices and links to meeting agendas
21 free of charge, the District shall provide adequate notice of a meeting by doing at least
22 one of the following:

- 23 1. posting a link to the meeting agenda on the agency's primary website; or
- 24 2. posting the agenda on the social media site of the agency.

25 C. In addition to the above-noted electronic postings, the District shall post a physical
26 copy of the meeting agenda at the entrance to each school in the district and at the
27 following location in the community: _____

28
29 Regular Meetings

30
31 Unless otherwise specified, all meetings will take place in the _____.
32 Regular meetings shall take place at _____ p.m. on the _____ of
33 each month, or at other times and places determined by a majority vote. Except for an
34 unforeseen emergency, meetings must be held in school buildings or, upon the unanimous vote
35 of the trustees, in a publicly accessible building located within the District. If regular meetings
36 are scheduled at places other than as stated above or are adjourned to times other than the regular
37 meeting time, notice of the meeting shall be made in the same manner as provided for special
38 meetings. The trustees may meet outside the boundaries of the District for collaboration or
39 cooperation on educational issues with other school boards, educational agencies, or
40 cooperatives. Adequate notice of the meeting, as well as an agenda, must be provided to the
41 public in advance. Decision making may only occur at a properly noticed meeting held within
42 the District's boundaries. When a meeting date falls on a school holiday, the meeting may take
43 place the next business day.

44
45 Emergency Meetings

1 In the event of an emergency involving possible personal injury or property damage, the Board
2 may meet immediately and take official action without prior notification.

3 4 Budget Meetings

5
6 Between July 1 and August 10 of each year, the Clerk shall publish a notice stating the date,
7 time, and place trustees will meet for the purpose of considering and adopting a final budget for
8 the District, stating that the meeting of the trustees may be continued from day to day until final
9 adoption of a District budget and that any taxpayer in the District may appear at the meeting and
10 be heard for or against any part of the budget. This notice shall be published in the _____.

11
12 On the date and at the time and place stated in the published notice (on or before August 20),
13 trustees shall meet to consider all budget information and any attachments required by law. The
14 meeting may continue from day to day; however, the Board must adopt a final budget not later
15 than August 25.

16 17 Committee Meetings

18
19 Each Board committee established under Policy 1130; each District committee with a trustee as a
20 member; and each District committee made up of district employees, administrators, or officials
21 deliberating on matters for report to the Board for final decision shall meet as needed in
22 accordance with the directive issued to the committee or trustees and noticed to the public
23 consistent with the requirements of this policy.

24 25 Special Board Meetings

26
27 Special Board meetings may be called by the Chairperson or by any two (2) trustees. A written
28 notice of a special meeting, stating the purpose of the meeting, shall be delivered to every trustee
29 and noticed to the public consistent with the requirements of this policy. ~~not less than forty-~~
30 ~~eight (48) hours before the time of the meeting, except that~~ The forty-eight-(48)-hour notice is
31 waived in an unforeseen emergency as stated in § 20-3-322(5), MCA. ~~Such written notice shall~~
32 ~~be posted conspicuously within the District in a manner that will receive public attention.~~
33 ~~Written notice also shall be sent not less than twenty-four (24) hours prior to the meeting, to each~~
34 ~~newspaper and radio or television station that has filed a written request for such notices.~~
35 Business transacted at a special meeting will be limited to that stated in the notice of the meeting.

36 37 Closed Sessions

38
39 Under Montana law, the Board may meet in closed sessions to consider matters of individual
40 privacy. The possibility of a closed session shall be noted on the respective agenda item
41 appearing on the public noticed published in accordance with this policy. The individual whose
42 right of privacy will be considered during the possible closed session shall be notified in writing
43 of the meeting. Before closing a meeting, the presiding officer must determine that the demands
44 of individual privacy exceed the merits of public disclosure and so state publicly before going
45 into closed session. The Board also may go into closed session to discuss a strategy to be
46 followed with respect to litigation, when an open meeting would have a detrimental effect on the

1 litigating position of the District. This exception does not apply if the litigation involves only
2 public bodies or associations as parties. Before closing a meeting for litigation purposes, the
3 District may wish to consult legal counsel on the appropriateness of this action. No formal
4 action shall take place during any closed session. Closed session meeting minutes shall be
5 completed in accordance with Policy 1420.
6
7

8	Legal References:	§ 2-3-103, MCA	Public participation – governor to ensure guidelines adopted
9			
10		§ 2-3-104, MCA	Requirements for compliance with notice provisions
11		§ 2-3-105, MCA	Supplemental notice by radio or television
12		§ 2-3-201, MCA	Legislative intent – liberal construction
13		§ 2-3-202, MCA	Meeting defined
14		§ 2-3-203, MCA	Meetings of public agencies and certain associations of public agencies to be open to public – exceptions
15			
16		§ 20-3-322, MCA	Meeting and quorum
17		§ 20-9-115, MCA	Notice of final budget meeting
18		§ 20-9-131, MCA	Final budget meeting
19		10.55.701, ARM	Board of Trustees
20		<u>Chapter 396 (2023)</u>	<u>Revise public notice requirements</u>
21			

22 Policy History:

23 Adopted on:

24 Reviewed on:

25 Revised on:

2
3 **THE BOARD OF TRUSTEES**

4
5 Public Charter Schools

6
7 The Board of Trustees may submit an application in response to a request for proposal from the
8 Board of Public Education to establish a public charter school consistent with Montana law. Any
9 application for a public charter school submitted under this provision shall be consistent with the
10 mission and vision of the District as specified in the strategic plan for continuous improvement
11 adopted by the Board of Trustees.

12
13 Requests for Creation of School or Program

14
15 The Board of Trustees shall review any request from an individual or entity unaffiliated with the
16 District to create a school or program within the District to determine if the requested school or
17 program is currently addressed by District operations or meets the mission and vision of the
18 District as specified in the strategic plan for continuous improvement. The Board is authorized to
19 refer the request to a committee established in accordance with Policy 1130 for hearing and
20 consideration with a report to the full Board. Any meeting conducted for the purposes of
21 considering a request to create a school or program shall be held in open session in accordance
22 with Policy 1400.

23
24 The Board is authorized to respond to a request to create a school or program within the District
25 by stating the requested school or program is currently offered by the District or by granting or
26 denying the request. If the requested school or program is currently offered by the District, the
27 Board will outline how the school or program operates and how students may access the school
28 or program. If the Board grants the request, it shall set a documented timeline for implementing
29 the school or program consistent with District operations. If the Board of Trustees declines the
30 request to create the school or program, it shall document for future reference the reasons the
31 request is inconsistent with the mission and vision of the District as specified in the strategic plan
32 for continuous improvement. Any request previously declined by the Board of Trustees may be
33 reconsidered at a future meeting.

34
35
36 Cross Reference: MTSBA Strategic Governance Policy Series – 1000SG

37
38 Legal Reference: Title 20, Chapter 6, MCA - Montana Public Charter Schools Act
39 Chapter 510 Montana Public Charter Schools Act

40 Policy History:

41 Adopted on:

42 Reviewed on:

43 Revised on:

2
3 **THE BOARD OF TRUSTEES**

5 Uniform Complaint Procedure

6
7 The Board establishes this Uniform Complaint Procedure as a means to address complaints
8 arising within the District. This Uniform Complaint Procedure is intended to be used for all
9 complaints except those governed by a specific process in state or federal law that supersedes
10 this process or collective bargaining agreement. Matters covered by a collective bargaining
11 agreement will be reviewed in accordance with the terms of the applicable agreement.

12
13 This grievance procedure shall be made available on the District’s website and the location of
14 which shall be included in all handbooks issued by the District.

15
16 The District requests all individuals to use this complaint procedure to resolve concerns within
17 the District when an individual believes the Board or its employees or agents have violated the
18 individual’s rights under state or federal law or Board policy. Complaints against a building
19 administrator shall be filed with the Superintendent. Complaints against the Superintendent or
20 District administrator shall be filed with the Board. Attempts to bypass this Uniform Complaint
21 Procedure at any of its Levels shall be redirected by District officials at the appropriate Level.

22
23 The District will ~~endeavor~~seek to respond to and resolve complaints without resorting to this
24 formal complaint procedure and, when a complaint is filed, to address the complaint promptly
25 and equitably. The right of a person to prompt and equitable resolution of a complaint filed
26 hereunder will not be impaired by a person’s pursuit of other remedies. Use of this complaint
27 procedure is not a prerequisite to pursue other remedies and use of this complaint procedure does
28 not extend any filing deadline related to pursuit of other remedies.

29
30 Deadlines requiring District action in this procedure may be extended for reasons related but not
31 limited to the District’s retention of legal counsel and District investigatory procedures.

32
33 Level 1: Informal

34
35 An individual with a complaint is ~~first encouraged~~ to should first attempt discuss it with the
36 appropriate employee or building administrator with the objective of resolving the matter
37 promptly and informally in accordance with requirements of Policy 2158. If such resolution is
38 not possible, the individual may choose to file a formal written complaint in accordance with
39 specifications at Level 2. An exception to attempts at informal resolution is that a complaint of
40 sexual harassment should be discussed directly with an administrator not involved in the alleged
41 harassment.

42
43 Level 2: Building Administrator

44
45 When a complaint has not been or cannot be resolved at Level 1, an individual may file a signed
46 and dated written complaint stating: (1) the nature of the complaint, including the complaining

1 individual's position to assert legal rights ; (2) a description of the event or incident giving rise to
2 the complaint, including any school personnel involved; and (3) the remedy or resolution
3 requested. The written complaint must be filed within thirty (30) calendar days of the event or
4 incident or from the date an individual could reasonably become aware of such event or incident.
5 The applicability of the deadline is subject to review by the Superintendent to ensure the intent of
6 this uniform complaint procedure is honored.

7
8 When a complaint alleges violation of Board policy or procedure, the building administrator will
9 investigate and attempt to resolve the complaint. The administrator will respond in writing to the
10 complaint, within thirty (30) calendar days of the administrator's receipt of the complaint.

11
12 If the complainant has reason to believe the administrator's decision was made in error, the
13 complainant may request, in writing, that the Superintendent review the
14 administrator's decision. (See Level 3.) This request must be submitted to the Superintendent
15 within fifteen (15) calendar days of the administrator's decision.

16
17 When a complaint alleges sexual harassment or a violation of Title IX of the Education
18 Amendments of 1972 (the Civil Rights Act), Title II of the Americans with Disabilities Act of
19 1990, or Section 504 of the Rehabilitation Act of 1973, the Administrator shall turn the
20 complaint over to the applicable District nondiscrimination coordinator. The coordinator shall
21 ensure an investigation is completed in accordance with the applicable procedure. In the case of
22 a sexual harassment or Title IX complaint the applicable investigation and appeal procedure is
23 Policy 3225P or 5012P. In the case of a disability complaint, the coordinator shall complete an
24 investigation and file a report and recommendation with the Administrator for decision. Appeal
25 of a decision in a disability complaint will be handled in accordance with this policy.

26 27 Level 3: Superintendent

28
29 If the complainant appeals the administrator's decision provided for in Level 2, the
30 Superintendent will review the complaint and the administrator's decision. The Superintendent
31 will respond in writing to the appeal, within thirty (30) calendar days of the Superintendent's
32 receipt of the written appeal. In responding to the appeal, the Superintendent may: (1) meet with
33 the parties involved in the complaint; (2) conduct a separate or supplementary investigation; (3)
34 engage an outside investigator or other District employees to assist with the appeal; and/or (4)
35 take other steps appropriate or helpful in resolving the complaint.

36
37 If the complainant has reason to believe the Superintendent's decision was made in error, the
38 complainant may request, in writing, that the Board consider an appeal of the Superintendent's
39 decision. (See Level 4.) This request must be submitted in writing to the Superintendent, within
40 fifteen (15) calendar days of the Superintendent's written response to the complaint, for
41 transmission to the Board.

42 43 Level 4: The Board

44
45 Upon written appeal of a complaint alleging a violation the individual's rights under state or
46 federal law or Board policy upon which the Board of Trustees has authority to remedy, the Board

1 may consider the Superintendent’s decision in Level 2 or 3. Upon receipt of written request for
2 appeal, the Chair will either: (1) place the appeal on the agenda of a regular or special Board
3 meeting, (2) appoint an appeals panel of not less than three trustees to hear the appeal and make
4 a recommendation to the Board, or (3) respond to the complaint with an explanation of why the
5 appeal will not be heard by the Board of Trustees in accordance with this policy. If the Chair
6 appoints a panel to consider the appeal, the panel will meet to consider the appeal and then make
7 written recommendation to the full Board. The Board will report its decision on the appeal, in
8 writing, to all parties, within thirty (30) calendar days of the Board meeting at which the Board
9 considered the appeal or the recommendation of the panel. A decision of the Board is final,
10 unless it is appealed pursuant to Montana law within the period provided by law.

11
12 Cross Reference: 3210 - Equal Educational Opportunity and Nondiscrimination
13 5010 - Equal Employment Opportunity and Nondiscrimination
14 3225-3225P – Sexual Harassment of Students
15 5012-5012P – Sexual Harassment of Employees
16

17 Legal Reference: Title IX of the Education Amendments of 1972 (Civil Rights Act)
18 Title II of the Americans with Disabilities Act of 1990
19 § 504 of the Rehabilitation Act of 1973
20 20-3-323, MCA District policy and record of acts.
21 Chapter 305 (2023) Require trustees to adopt a grievance policy
22

23 Policy History:

24 Adoption on:

25 Revised on:

26 Revised on:

1 _____ **School District**

2
3 **INSTRUCTION**

2050

4
5 Student Instruction

6
7 The School District has adopted the protocols outlined in this policy to ensure the delivery of
8 education services to students onsite at the school, offsite at other locations using available
9 resources. The District administration or designated personnel are authorized to implement this
10 policy.

11
12 As outlined in District Policy 2100, and except for students determined by the School District to
13 be proficient using School District assessments, the adopted calendar has a minimum number of
14 360 hours for a half-time kindergarten program; 720 aggregate instructional hours for students in
15 full-time kindergarten through third grade; 1,080 hours for students in fourth through eleventh
16 grade and 1,050 hours for students in twelfth grade. Students enrolled on a part-time basis will
17 have ANB calculated consistent with Policy 3121 and Policy 3150.

18
19 The School District may satisfy the aggregate number of hours through any combination of
20 onsite, offsite, and online instruction. The District administration is directed to ensure that all
21 students are offered access to the complete range of educational programs and services for the
22 education program required by the accreditation standards adopted by the Montana Board of
23 Public Education.

24
25 For the purposes of this policy and the School District’s calculation of ANB under Policy 3121
26 and “aggregate hours of instruction” within the meaning of that term in Montana law, the term
27 “instruction” shall be construed as being synonymous with and in support of the broader goals of
28 “learning” and full development of educational potential as set forth in Article X, section 1 of the
29 Montana Constitution. Instruction includes innovative teaching strategies that focus on student
30 engagement for the purposes of developing a students’ interests, passions, and strengths. The
31 term instruction shall include any directed, distributive, collaborative and/or experiential learning
32 activity provided, supervised, guided, facilitated, work based, or coordinated by the teacher of
33 record in a given course that is done purposely to achieve content proficiency and facilitate the
34 learning of, acquisition of knowledge, skills and abilities by, and to otherwise fulfill the full
35 educational potential of each child.

36
37 Staff shall calculate the number of hours students have received instruction as defined in this
38 policy and Policy 3121 through a combined calculation of services received onsite at the school
39 or services provided or accessed at offsite or online instructional settings including, but not
40 limited to, any combination of physical instructional packets, virtual or electronic based course
41 meetings and assignments, self-directed or parent-assisted learning opportunities, and other
42 educational efforts undertaken by the staff and students that can be given for grade or credit.
43 Staff shall report completed hours of instruction as defined in this policy to the supervising
44 teacher, building principal, or district administrator for final calculation.

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

4
5 Offsite Remote Instruction Delivered by District Staff
6

7 The Board of Trustees authorizes ~~offsite remote~~ instruction of students by District staff in a
8 manner that satisfies the aggregate number of instructional hours outlined in the District's
9 adopted or revised calendar for a school year. Remote instruction is pupil instruction that occurs
10 through virtual learning processes incorporating distance and online learning methods that best
11 prepare pupils to meet desired learning outcomes. ~~Offsite delivery methods~~ Remote instruction
12 shall include a complete range of educational services offered by the District and shall comply
13 with the requirements of applicable statutes. Students completing course work through an ~~offsite~~
14 remote instructional setting shall be treated in and have their hours of instruction calculated in
15 the same manner as students attending an onsite institutional setting.

16
17 ~~Offsite~~ Remote instruction is available to students:
18

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

30
31 3. seeking remote instruction in the nearest district when the pupil's district of residence
32 does not provide remote or in-person instruction in an equivalent course. A course is not
33 equivalent if the course does not provide the same level of advantage on successful
34 completion, including but not limited to dual credit, advanced placement, and career
35 certification. The District is not required to provide remote instruction to a nonresident
36 student if, because of class size restrictions, the accreditation of the school would be
37 adversely impacted by providing remote instruction to the pupil.
38

39 Equivalency is defined by providing the same level of advantage on successful completion as
40 provided in law. The superintendent or designee is authorized to collaborate with the student's
41 district of residence on the question of equivalency, review course offerings and policies of the
42 requesting student's district of residence to complete the comparison, and report to the Board of
43 Trustees. In the event the student's district of residence asserts in writing its course offerings are
44 equivalent to the District's, the Board of Trustees shall not enroll the student.
45

1 A school of a district providing remote instruction shall provide remote instruction to an out-of-
2 district pupil under number 3 above unless, because of class size restrictions, the accreditation of
3 the school would be adversely impacted by providing remote instruction to the pupil.

4
5 The Board of Trustees authorizes the supervising teacher or district administrator to permit
6 students to utilize remote instruction by delivered by District staff ~~an offsite or online~~
7 ~~instructional setting at~~ when circumstances require. Inquiries about correspondence courses shall
8 be governed by Policy 2167, distance learning provided by non-District staff shall be governed
9 by Policy 2168, and Montana Digital Academy shall be governed by Policy 2170.

11 12 Offsite Instruction

13
14 Offsite instructional setting is an instructional setting that is an extension of a school of the
15 district, located apart from the school, but within the boundaries of the district, where a school
16 district provides for in-person pupil instruction to a student who is enrolled in the district. The
17 Board of Trustees authorizes the supervising teacher or district administrator to utilize an offsite
18 instructional setting at when circumstances require consistent with Board of Public Education
19 standards. Inquiries about correspondence courses shall be governed by Policy 2167, distance
20 learning provided by non-District staff shall be governed by Policy 2168, and Montana Digital
21 Academy shall be governed by Policy 2170.

22 23 Proficiency-Based Learning

24
25 The Board of Trustees authorizes proficiency-based learning and ANB calculation in situations
26 when a student demonstrates proficiency in a course area as determined by the Board of Trustees
27 using District assessments consistent with District Policy 1005FE, or other measures approved
28 by the Board of Trustees.

29
30 The Board of Trustees waives the minimum number of instructional hours for students who
31 demonstrate proficiency in a course area using district assessments that include, but are not
32 limited to, the course or class teacher's determination of proficiency as defined by the Board of
33 Trustees. This determination shall be based on a review of the student's completed coursework,
34 participation in course delivery, and other methods applicable to the specific course or class. The
35 Board of Trustees authorizes the use of the proficiency determination process for students who
36 have selected this method of delivery, students for whom the School District is unable to
37 document satisfaction of the required minimum aggregate number of hours through the offsite or
38 onsite methods outlined in this policy, or other students whom School District personnel
39 determine satisfy the definition of proficient or meeting proficiency.

40
41 This provision is based in the declaration by the Montana Legislature that any regulation
42 discriminating against a student who has participated in proficiency-based learning is
43 inconsistent with the Montana Constitution.

44
45
46 Legal Reference: Article X, Section 1, Montana Constitution

1 Section 20-1-101, MCA – Definitions
2 Section 20-1-301, MCA – School Fiscal Year
3 Section 20-9-311, MCA – Calculation of Average Number Belonging
4 Section 20-7-118, MCA - Offsite Provision of Educational Services
5 Section 20-7-1601, MCA – Transformational Learning –Legislative Intent
6 ARM 10.55.906(4)) – High School Credit
7
8 Cross Reference: Policy 1005FE – Proficiency-Based Learning
9 Policy 2100 – School Calendar
10 Policy 2140 – Guidance and Counseling
11 Policy 2168 – Distance Learning
12 Policy 2410 – Graduation
13 Policy 2420 – Grading and Progress Reports
14 Chapter 580 (2023) - Remote Instruction
15 Chapter 307 (2023) – Transformational Learning
16
17 Policy History:
18 Adopted on:
19 Reviewed on:
20 Revised on:
21 Terminated on:

2
3 **INSTRUCTION**

4
5 Student and Family Privacy Rights

6
7 All fundamental parental rights are exclusively reserved to the parent of a child without
8 obstruction or interference by a government entity as consistently recognized in state and federal
9 courts and as required by state and federal law and District policy.

10
11 Surveys - General

12
13 All surveys requesting personal information from students, as well as any other instrument used
14 to collect personal information from students, must advance or relate to the District’s educational
15 objectives as identified in Board Policy. This applies to all surveys, regardless of whether the
16 student answering the questions can be identified and regardless of who created the survey.

17
18 Surveys Created by a Third Party

19
20 Before the District administers or distributes a survey created by a third party to a student, the
21 student’s parent(s)/guardian(s) may inspect the survey upon request and within a reasonable time
22 of their request.

23
24 This section applies to every survey: (1) that is created by a person or entity other than a District
25 official, staff member, or student, (2) regardless of whether the student answering the questions
26 can be identified, and (3) regardless of the subject matter of the questions.

27
28 Surveys Requesting Personal Information

29
30 School officials and staff members shall not request, nor disclose, the identity of any student who
31 completes ANY survey containing one (1) or more of the following items:

- 32
- 33 1. Political affiliations or beliefs of the student or the student’s parent/guardian;
 - 34 2. Mental or psychological problems of the student or the student’s family;
 - 35 3. Behavior or attitudes about sex;
 - 36 4. Illegal, antisocial, self-incriminating, or demeaning behavior;
 - 37 5. Critical appraisals of other individuals with whom students have close family
 - 38 relationships;
 - 39 6. Legally recognized privileged or analogous relationships, such as those with lawyers,
 - 40 physicians, and ministers;
 - 41 7. Religious practices, affiliations, or beliefs of the student or the student’s parent/guardian;
 - 42 8. Income (other than that required by law to determine eligibility for participation in a
 - 43 program or for receiving financial assistance under such program).

44 The student’s parent(s)/guardian(s) may:
45
46

1. Inspect the survey within a reasonable time of the request; and/or
2. Refuse to allow their child to participate in any survey requesting personal information. The school shall not penalize any student whose parent(s)/guardian(s) exercise this option.

No student in the District shall be required, as part of any applicable program, to submit to any survey, analysis, or evaluation that includes the above-noted information without the prior consent of the student (if the student is an adult or emancipated minor), or in the case of an unemancipated minor, without the prior written consent of the parent. This provision specifically documents the arrangements taken to protect student privacy in accordance with 20 USC § 1232h(c)(1)(a)(b).

Instructional Material

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

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

Collection of Personal Information From Students for Marketing Prohibited

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

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

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

1. College or other post-secondary education recruitment or military recruitment;
2. Book clubs, magazines, and programs providing access to low-cost literary products;
3. Curriculum and instructional materials used by elementary schools and secondary schools;
4. Tests and assessments to provide cognitive, evaluative, diagnostic, clinical, aptitude, or achievement information about students (or to generate other statistically useful data for the purpose of securing such tests and assessments) and the subsequent analysis and public release of the aggregate data from such tests and assessments;

5. The sale by students of products or services to raise funds for school-related or education-related activities;
6. Student recognition programs.

Notification of Rights and Procedures

This policy shall be posted on the District’s website and provided in a manner specified in accordance with law and policy. The Superintendent or designee shall notify students’ parents/guardians of:

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

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

The rights provided to parents/guardians in this policy transfer to the student, when the student turns eighteen (18) years of age or is an emancipated minor.

NOTE: This policy must be adopted in consultation with parents. 20 U.S.C. § 1232h(c)(1). Therefore, MTSBA recommends that, at a minimum, Boards specifically note this on their meeting agendas and request public comment prior to adoption.

Cross Reference: 2311 Instructional Materials
 3200 Student Rights and Responsibilities
 3410 Student Health/Physical Screenings/Examinations

Legal Reference: 20 U.S.C. 1232h Protection of Pupil Rights
 Section 40-6-701, MCA Fundamental Parental Rights
 Chapter 676 (2023) Fundamental Parental Rights

Policy History:

Adopted on:

Reviewed on:

Revised on:

2
3 **INSTRUCTION**

4
5 Guidance and Counseling

6
7 The District recognizes that guidance and counseling are an important part of the total program of
8 instruction and should be provided in accordance with state laws and regulations, District policies and
9 procedures, and available staff and program support.

10
11 The general goal of this program is to help students achieve the greatest personal value from their
12 educational opportunities. Such a program should:

- 13
- 14 1. Provide staff with meaningful information which can be utilized to improve educational services
- 15 offered to individual students.
- 16
- 17 2. Provide students with planned opportunities to develop future career and educational plans.
- 18
- 19 3. Refer students with special needs to appropriate specialists and agencies.
- 20
- 21 4. Aid students in identifying options and making choices about their educational program.
- 22
- 23 5. Assist teachers and administrators in meeting academic, social, and emotional needs of students.
- 24
- 25 6. Provide for a follow-up of students who further their education and/or move into the workforce.
- 26
- 27 7. Solicit feedback from students, staff, and parents, for purposes of program improvement.
- 28
- 29 8. Assist students in developing a sense of belonging and self-respect.
- 30
- 31 9. Have information available about nicotine addiction services and referrals to tobacco cessation
- 32 programs to students and staff.
- 33
- 34 10. Serve as a reference for alternative discipline or restorative justice programs.
- 35

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

41
42 Career Coaching

43
44 The District may utilize a career coach for educational and career counseling opportunities for students to
45 offer opportunities for internships or apprenticeships within a community and assist students with high
46 school course offerings, career options, occupational training, and postsecondary opportunities associated
47 with the student's field of interest within the career technical education and K-12 career and
48 vocational/technical education programs provided for in Title 20, chapter 7, part 3. Any career coach shall
49 possess the necessary qualifications specified in law.
50

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Legal Reference	<u>§ 20-1-101(8)</u>	<u>Definitions</u>
	§ 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
	<u>Chapter 724 (2023)</u>	<u>Career Coaches</u>

Policy History:

Adopted on:
Reviewed on:
Revised on:

2
3 **INSTRUCTION**

5
6 Parent/Family Engagement and Involvement in Education Policy

7
8 The Board of Trustees believes that engaging parents/families in the education process is
9 essential to improved academic success for students. The Board recognizes that a student's
10 education is a responsibility shared by the district, parents, families and other members of the
11 community during the entire time a student attends school. The Board believes that the district
12 must create an environment that is conducive to learning and that strong, comprehensive
13 parent/family involvement is an important component. Parent/Family involvement in education
14 requires a cooperative effort with roles for the Office of Public Instruction (OPI), the district,
15 parents/families and the community.

16
17 This policy shall be made available to all interested individuals upon request and posted on the
18 District's website.

19
20 Parent/Family Involvement Goals and Plan

21
22 The Board of Trustees recognizes the importance of eliminating barriers that impede
23 parent/family involvement, thereby facilitating an environment that encourages collaboration
24 with parents, families and other members of the community. Therefore, the district will develop
25 and implement a plan to facilitate parent/family involvement that shall include the following six
26 (6) goals:

- 27
- 28 1. Promote families to actively participate in the life of the school and feel welcomed,
29 valued, and connected to each other, to school staff, and to what students are learning and
30 doing in class;
 - 31 2. Promote families and school staff to engage in regular, two-way meaningful
32 communication about student learning;
 - 33 3. Promote families and school staff to continuously collaborate to support student learning
34 and healthy development both at home and at school and have regular opportunities to
35 strengthen their knowledge and skills to do so effectively;
 - 36 4. Empower parents to be advocates for their own and other children, to ensure that students
37 are treated equitably and have access to learning opportunities that will support their
38 success;
 - 39 5. Encourage families and school staff to be partners in decisions that affect children and
40 families and together inform, influence, and create policies, practices, and programs; and
41
42
43
44
45

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

5 The Board of Trustees, in consultation with parents, teachers, administrators, and students has
6 adopted this District's plan for meeting these parent/family involvement goals is to:
7

8 1. Provide activities that will educate parents/families regarding the intellectual and
9 developmental needs of their children at all age levels. This will include promoting
10 cooperation between the district and other agencies or school/community groups to
11 furnish learning opportunities and disseminate information regarding parenting skills and
12 child/adolescent development.
13

14 2. Implement strategies to involve parents/families in the educational process and laws
15 regarding parent/family rights, including:
16

17 • Keeping parents/families informed of opportunities for involvement and
18 encouraging participation in various District programs.
19
20

21 • Providing access to all District policies, District handbooks, Board and
22 Committee meeting agendas, the District grievance procedure and contact
23 methods for District administrators and Trustees on the District's website.
24

25 • Providing access to educational resources a course of study for parents/families to
26 use together with their children.
27

28 • Keeping parents/families informed of the objectives of district educational and
29 activity programs, ~~as well as of~~ their child's participation and progress within
30 these programs, and methods to opt out of such programs and instruction
31 consistent with parent/family rights.
32

33 • Promoting parents/families and teacher cooperation in homework, attendance, and
34 discipline.
35

36 • Providing information about the nature and purpose of student clubs and groups
37 meeting at the school in accordance with Policy 3233 and 3550 and methods to
38 consent to participation or opt out of participation consistent with parent/family
39 rights.
40

41 • Providing explanation of rights regarding student name and pronoun use
42 consistent with Family Educational Rights and Privacy Act and Policy 3600.
43

44 3. Enable families to participate in the education of their children through a variety of roles.
45 For example, parents/family members should be given opportunities to provide input into
46 district policies and volunteer time within the classrooms and school programs.
47

- 1 4. Provide professional development opportunities for teachers and staff to enhance their
2 understanding of effective parent/family involvement strategies.
3
- 4 5. Perform regular evaluations of parent/family involvement at each school and at the
5 district level.
6
- 7 6. Provide access, upon request, to any instructional material used as part of the educational
8 curriculum.
9
- 10 7. If practical, provide information in a language understandable to parents.
11
- 12 8. Provide annual notification of educational opportunities of the District consistent with
13 Montana law in the form of the student handbook, the District policy manual as posted on
14 the District website, or other accessible format on topics which include:
15
 - 16 • The District’s options for delivery of personalized instruction to students
17 consistent with Policies 1015FE and 2050, the legislature’s findings at Section 20-
18 7-1601, MCA. and Article X, Section 1 of the Montana Constitution.
 - 19 • Evaluation, identification, and services provided to students with disabilities
20 consistent with Section 20-7-411, MCA, Individuals with Disabilities Education
21 Act, Section 504 of the Rehabilitation Act, and Policies 2161 and 2162.
 - 22 • Admission of students to kindergarten consistent with Sections 20-5-101 and 20-
23 7-117, MCA, and Policy 3110.
 - 24 • Proficiency based learning and other forms of personalized learning including
25 course equivalency waiver consistent with Section 20-3-324, MCA and Policies
26 1005FE, 1015FE, 2050, 2410, and 3121.
 - 27 • Participation in extracurricular activities, including participation by nonpublic and
28 home school students consistent with Section 20-5-112, MCA, and Policy 3150.
 - 29 • Access to remote instruction, including through the Montana Digital Academy
30 pursuant to Title 20, chapter 7, part 12, non-District sources, and through other
31 school districts as provided in Section 20-7-118, MCA, and Policies 2050, 2168,
32 2170, and 2167;
 - 33 • Out-of-district attendance consistent with Title 20, chapter 5, part 3 MCA and
34 Policies 3110, 3121, and 3141.
 - 35 • Early literacy targeted interventions in accordance with Title 20, MCA and Policy
36 1010FE.
 - 37 • Part-time enrollment of a student who is otherwise enrolled at a nonpublic or
38 home school consistent with Section 20-5-101, MCA and Policy 3150.
 - 39 • Availability of funding to support student access to advanced opportunities, if
40 applicable to a district consistent with Section 20-7-1506, MCA and Policy
41 1015FE;
 - 42 • Career and technical education pursuant to Title 20, chapter 7, part 3, including
43 the attainment of industry-recognized credentials and work-based learning,
44 consistent with Section 20-7-1510, MCA, and Policies 2050, 2410, and 2600.
 - 45 • Early college, dual enrollment, and running start opportunities, consistent with
46 Section 20-9-706, MCA, and District Policy 2168 and 2410.

- 1 • Other opportunities for school-age children through Montana public schools
2 which parents/families and students may rely upon as specified in Policy 2140
3 which:
 - 4 ○ support the development of a child's full educational potential;
 - 5 ○ assist in reducing the costs of postsecondary education and workforce
6 preparation; and
 - 7 ○ foster life success.

8
9
10 Cross References: Policy 1005FE – Proficiency Based Instruction
11 Policy 1010FE – Early Enrollment
12 Policy 1015FE – Personalized Learning
13 Policy 2050 – Innovative Student Instruction
14 Policy 2132-Student and Family Privacy Rights
15 Policy 2140- Guidance and Counseling
16 Policy 2168 – Distance, Online, and Remote Instruction
17 Policy 2170 – Digital Academy
18 Policy 2335 – Health Enhancement
19 Policy 2410- Graduation Requirements
20 Policy 2600 – Work Based Learning
21 Policy 3110 – Student Entrance and Placement
22 Policy 3121 – Student Enrollment and Attendance
23 Policy 3141 – Non-resident Student Enrollment
24 Policy 3150 – Part Time Enrollment
25 Policy 3233 - Student Building Access and Use
26 Policy 3510 – Student Activities
27 Policy 3550 – Student Clubs and Groups
28 Policy 3600 - Family Educational Rights and Privacy Act

29
30 Legal Reference:

31 Article X, Section 1 of the Montana Constitution.
32 Section 20-7-411, MCA
33 Individuals with Disabilities Education Act
34 Section 504 of the Rehabilitation Act
35 Section 20-3-324, MCA – Powers and Duties
36 Section 20-5-101, MCA – Admittance of child to school
37 Section 20-5-112, MCA - Participation in extracurricular activities
38 Section 20-7-117, MCA – Kindergarten and preschool programs
39 Section 20-7-118, MCA - Offsite Provision Of Educational Services
40 Section 20-7-1601, MCA – Forms of personalized learning
41 Section 20-7-1506, MCA – Incentives for creation of advanced
42 opportunity programs
43 Section 20-7-1510, MCA- Credit for participating in work-based learning
44 partnerships
45 Section 20-9-706, MCA - Running start program
46 Title 20, chapter 7, part 12 MCA - Montana Digital Academy

1 Title 20, chapter 5, part 3 MCA - Attendance Outside School District
2 Title 20, chapter 7, part 3 MCA - Vocational and Technical Education
3 Title 20, chapter 3, part 3 MCA – Board of Trustees
4 Section 40-6-701, MCA – Fundamental Rights of Parents
5 10.55.701 Board of Trustees
6 Chapter 693 (2023) Increase parental involvement in education
7
8

9 Policy History:
10 Adopted on:
11 Reviewed on:
12 Revised on:

2
3 **INSTRUCTION**

4
5 Correspondence Courses

6
7 ~~The District will permit a student to enroll in an approved correspondence course from a school~~
8 ~~approved by the National University Extension Association or the Distance Education~~
9 ~~Accrediting Commission, in order that such student may include a greater variety of learning~~
10 ~~experiences within the student’s educational program.~~

11
12 The District will permit a student to enroll in an approved correspondence course from a school
13 accredited by a nationally recognized accreditation program or agency as verified by the
14 Superintendent in order that such student may include a greater variety of learning experiences
15 within the student’s educational program not covered by Policy 2168 and 2170.

16
17 Credit for correspondence courses may be granted, provided the following requirements are met:

- 18
19 1. Prior permission has been granted by the Superintendent or designee and documented in
20 a correspondence course plan that includes the details of enrollment and completion of
21 the course;
- 22
23 2. The program fits the education plan submitted by the regularly enrolled student;
- 24
25 3. Credit is granted for the following approved schools:
 - 26
27 a. Schools verified by the Superintendent to be accredited by a recognized
28 accrediting agency;
29 ~~Schools approved by the National University Extension Association or through~~
30 ~~one of the schools approved by the Distance Education Accrediting Commission;~~
 - 31
32 b. Community colleges, vocational-technical institutes, four-(4)-year colleges and
33 universities and state-approved private schools in the state of Montana; and
 - 34
35 c. Other schools or institutions which are approved by the District after evaluation
36 for a particular course offering.

37
38 The District shall not be obligated to pay for a student’s correspondence courses unless otherwise
39 specified in Policy 2170. Any courses the District does not pay for will not be included in the
40 ANB calculation in accordance with Policy 3121. **OPTIONAL:** No correspondence courses are
41 allowed that serve to supplant required coursework in grades 9-12.

42
43
44 Cross Reference: 2410 and 2410P High School Graduation Requirements
45 3121 Enrollment and Attendance

1 Legal Reference: § 20-7-116, MCA Supervised correspondence study
2 ARM 10.55.906 High School Credit
3 § 20-9-311, MCA Calculation of average number belonging (ANB)
4 -- three-year averaging.
5 Chapter 580 (2023) - Remote Instruction
6 Chapter 307 (2023) – Transformational Learning
7

8 Policy History:
9 Adopted on:
10 Reviewed on:
11 Revised on:

2
3 **INSTRUCTION**

5 Distance, Online, and Technology Delivered Learning

6
7 Remote Instruction from Non-District Sources

8
9 For purposes of this policy, “distance learning” is defined as: ~~instruction in which students and~~
10 ~~teachers are separated by time and/or location with synchronous or asynchronous content,~~
11 ~~instruction, and communication between student and teacher.~~

12
13 For the purposes of this policy, remote instruction is pupil instruction that occurs through virtual
14 learning processes incorporating distance and online learning methods that best prepare pupils to
15 meet desired learning outcomes which is not delivered by District-employed staff or through
16 Montana Digital Academy. Remote instruction authorized under this policy is distinct from
17 remote instruction provided under Policy 2050 and Policy 2170.

18
19 The District may authorize student use of ~~receive and/or provide~~ remote instruction from non-
20 District sources ~~distance, online, and technology delivered learning~~ programs, provided the
21 following requirements are met:

- 22
23 1. The ~~distance, online, and technology delivered learning~~ remote instruction programs
24 and/or courses shall meet the learner expectations adopted by the District and be aligned
25 with state content and performance standards;
- 26
27 2. The District shall provide a report to the Superintendent of Public Instruction,
28 documenting how it is meeting the needs of students under the accreditation standards,
29 who are taking a majority of courses during each grading period via remote instruction
30 ~~distance, online, and/or technology delivered~~ programs;
- 31
32 3. The District will provide qualified instructors and/or facilitators as described in state law
33 and regulations; ARM 10.55.907(3)(a)(b)(c);
- 34
35 4. The District will ensure that the remote instruction ~~distance, online, and technology-~~
36 ~~delivered~~ learning facilitators receive in-service training on technology-delivered
37 instruction as described in state law and regulations ~~ARM 10.55.907(3)(d); and~~
- 38
39 5. The District will comply with all other standards as described in applicable state laws and
40 regulations and District Policies. ARM 10.55.907(4)(5)(a-e).

41
42 The District will permit a student to enroll in an approved ~~distance learning~~ remote instruction
43 course under this policy, in order that such student may include a greater variety of learning
44 experiences within the student’s educational program.

1 Credit for ~~distance learning~~ remote instruction courses under this policy may be granted,
2 provided the following requirements are met:

- 3
- 4 1. Prior permission has been granted by the ~~principal~~ Superintendent or designee and
5 documented in a personalized learning plan that includes the details of enrollment and
6 completion of the course;
7
 - 8 ~~2. The program fits the education plan submitted by the regularly enrolled student;~~
9
 - 10 3. ~~The course does not replace a required course offered by the District;~~
11
 - 12 3. Remote instruction courses may be allowed to supplant required coursework in grades 6-
13 12 if approved by the Superintendent or designee.
14
 - 15 4. The Superintendent or designee has verified the course is delivered from school or
16 institution to be accredited by a nationally recognized accreditation program or agency.
17
 - 18 ~~. The course is needed as credit retrieval and cannot fit into the student's schedule; and~~
19
 - 20 ~~5. Credit is granted for schools and institutions approved by the District after evaluation for~~
21 ~~a particular course offering.~~
22

23 The District will not be obligated to pay for a student's ~~distance learning~~ remote instruction
24 courses under this policy unless required for graduation or otherwise specified in Policy 2170.
25 Any courses the District does not pay for will not be included in the ANB calculation in
26 accordance with Policy 3121.
27

28 ~~The minimum aggregate hours are not required for any pupil demonstrating proficiency pursuant~~
29 ~~to 20-9-311(4)(d), MCA.~~
30

31

32 Cross Reference:	<u>2050</u>	<u>Innovative Student Instruction</u>
	2170	Montana Digital Academy
	2410 and 2410P	High School Graduation Requirements
	2100	School Calendar and Year
	3121	Enrollment and Attendance

37

38 Legal Reference:	§ 20-9-311(4)(d), MCA	Calculation of Average Number Belonging
	ARM 10.55.705	Administrative Personnel; Assignment of School
		Administrators/Principals
	ARM 10.55.906	High School Credit
	ARM 10.55.907	Distance, Online, and Technology Delivered
		Learning
	<u>Chapter 580 (2023)</u>	<u>- Remote Instruction</u>
	<u>Chapter 307 (2023)</u>	<u>- Transformational Learning</u>

44
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46

- 1
- 2 Policy History:
- 3 Adopted on:
- 4 Reviewed on:
- 5 Revised on:

2
3 **INSTRUCTION**

4
5 Digital Academy Classes

6
7 The purpose of the Montana digital academy is to enhance the state's system of education and support the
8 development of the full educational potential of each person consistent with the provisions of Article X,
9 section 1(1), of the Montana constitution.

10
11 The District recognizes that the District and students enrolled on either a full time or part time basis may
12 have a need for greater flexibility in the educational program due to funding, teacher availability,
13 individual learning styles, health conditions, employment responsibilities, lack of success in traditional
14 school environments or a desire for students to accelerate their learning and work at the college level
15 before leaving high school. The District acknowledges that remote instruction ~~online learning solutions~~
16 offered by the Montana Digital Academy (MTDA) may fulfill these needs. MTDA is a specific form of
17 remote instruction distinct from those offered in accordance with Policies 2050 and 2168.

18
19 MTDA is authorized by Montana law to charge fees for students to access offered courses. The District
20 shall pay fees for students enrolled in an MTDA class that is required for graduation as specified in
21 District policy or the student handbook or as determined by the Superintendent or designee. The District
22 may charge students a reasonable fee for an MTDA course or activity not required for graduation. The
23 Board of Trustees authorizes the Superintendent to waive the fee in cases of financial hardship. Any
24 courses the District does not pay for will not be included in the ANB calculation in accordance with
25 Policy 3121.

26
27 The Superintendent, or designees, shall be responsible for developing procedures for the MTDA ~~online~~
28 learning program that address related topics that may include but are not limited to specification and
29 determination of graduation requirements and fee collection for classes that are not required. Further, the
30 MTDA ~~online learning solutions providers~~ ensure compliance with Montana law including:

- 31 A. MTDA courses satisfy the requirements of the MTDA Clearinghouse and empower
32 students to become community, college, and career ready, through:
 - 33 • core subject matters required under accreditation standards or adopted by the
34 Board of Trustees;
 - 35 • innovative educational programs, as defined in Section 15-30-3102, MCA; and
 - 36 • proficiency-based courses under Policy 1005FE and Policy 2050.
- 37 ~~Online providers are accredited by a nationally recognized accreditation~~
38 ~~program or agency or are approved and endorsed by the Montana Office of~~
39 ~~Public Instruction.~~
- 40 B. Qualified district staff provides information and guidance to students and parents
41 regarding the selection of appropriate ~~online~~ MTDA courses to meet their needs, as well
42 as a suitable number of ~~online~~ MTDA courses in which a student may enroll consistent
43 with Policy 2158.
- 44 C. The curriculum requirements of the state and school district are met.
- 45 D. All ~~online~~ MTDA courses taken by the students will be approved by the administration in
46 advance of enrollment.
- 47 E. All teacher-led ~~online~~ MTDA courses include licensed, highly qualified teachers which
48 maximize licensure flexibility within law.

49
50 Cross Reference: 1005FE Proficiency Instruction

1		<u>2050</u>	<u>Innovative Student Instruction</u>
2		<u>2158</u>	<u>Family/Parent Engagement</u>
3		2100	School Calendar and Day
4		<u>2168</u>	<u>Remote Instruction</u>
5		2170P	Digital Academy Procedures
6		3520	Student Fees and Fines
7		3121	Enrollment and Attendance
8			
9	Legal Reference:	§20-7-1201, MCA	Montana digital academy – purposes - governance
10		§20-7-1202, MCA	Funding – rulemaking authority
11		§20-9-213, MCA	Fees
12		§ 20-9-311, MCA	Calculation of average number belonging (ANB)
13			-- three-year averaging.
14			<u>Chapter 580 (2023) - Remote Instruction</u>
15			<u>Chapter 307 (2023) – Transformational Learning</u>
16			<u>Chapter 537 (2023) – Revise Digital Academy</u>
17			
18	<u>Policy History:</u>		
19	Adopted on:		
20	Reviewed on:		
21	Revised on:		

1 _____ **School District**

2
3 **INSTRUCTION**

2170P

4
5 Digital Academy Classes

6
7 The District will permit a student to enroll in Montana Digital Academy (MDA) classes in order that
8 such student may include a greater variety of learning experiences within the student’s educational
9 program or enroll in a class for credit recovery. The District will allow students in grades _____ to
10 enroll in the Montana Digital Academy program under the following conditions:

- 11 1. The student must be an enrolled student in the District.
- 12
13 2. Prior permission has been granted by the principal and documented in a course plan that
14 includes the details of enrollment and completion of the course.
- 15
16 3. The program fits the education plan submitted by the regularly enrolled student.
- 17
18 4. A part-time student must be enrolled for a minimum of 180 aggregate hours of instruction as
19 provided in 20-9-311(4)(a)(i). This can be an onsite or an MTDA class.
- 20
21 5. Determination of Montana High School Association (MHSA) eligibility will be based on
22 eligibility rules established by MHSA. Students who wish to take MTDA classes and
23 participate in MHSA activities must follow all extra-curricular eligibility rules.
- 24
25 6. The student will be required to take the class(es) during the Digital Academy course within
26 the schedule.
27
28 OR: The student will have the option of taking the MTDA class(es) in the school building,
29 during school time, or outside of the school building at a remote location, depending how and
30 when such MTDA class(es) is/are offered.
- 31
32 7. Any MTDA course offered may be made available to a student in the discretion of the
33 Superintendent or designee and all courses offered by MTDA shall be considered approved
34 by the Board of Trustees for the applicable school fiscal year.
- 35
36 8. The District shall pay fees for students enrolled in an MTDA class that required for
37 graduation as specified in District policy or the student handbook or as determined by the
38 Superintendent or designee. **OPTIONAL:** Classes defined as being required for graduation
39 include classes taken for purposes of credit recovery. **OPTIONAL:** Classes defined as being
40 required for graduation do not include classes offered by the District onsite as determined by
41 the Superintendent or designee and will therefore be considered an elective class, subject to a
42 student fee as referenced in this policy.
- 43
44 9. The District **SELECTION OPTION:** [shall / shall not] charge students a reasonable fee for an
45 elective MTDA course or activity not required for graduation. The Board of Trustees
46 authorizes the Superintendent to waive the fee in cases of financial hardship.
- 47
48

- 1 Policy History:
- 2 Adopted on:
- 3 Reviewed on:
- 4 Revised on:

1 _____ **School District**

2
3 **INSTRUCTION**

2332
page 1 of 3

4
5 Religion and Religious Activities

6
7 In keeping with the United States and Montana Constitutions and judicial decisions, the District
8 may not support any religion or endorse religious activity. At the same time, the District may
9 not prohibit private religious expression by students. This policy provides direction to students
10 and staff members about the application of these principles to student religious activity at school.

11
12 Student Prayer and Discussion

13
14 Students may pray individually or in groups and may discuss their religious views with other
15 students, as long as they are not disruptive or coercive. The right to engage in voluntary prayer
16 does not include the right to have a captive audience listen, to harass other students, or to force
17 them to participate. Students may pray silently in the classroom, except when they are expected
18 to be involved in classroom instruction or activities.

19
20 Staff Members

21
22 ~~Staff members are representatives of the District and must “navigate the narrow channel between~~
23 ~~impairing intellectual inquiry and propagating a religious creed.”~~ They may not encourage,
24 discourage, persuade, dissuade, sponsor, participate in, or discriminate against a religious activity
25 or an activity because of its religious content. They must remain officially neutral toward
26 religious expression when in the course of completing official duties.

27
28 Graduation Ceremonies

29
30 Graduation is an important event for students and their families. In order to assure the
31 appropriateness and dignity of the occasion, the District sponsors and pays for graduation
32 ceremonies and retains ultimate control over their structure and content.

33
34 District officials may not invite or permit members of the clergy to give prayers at graduation.
35 Furthermore, District officials may not organize or agree to requests for prayer by other persons
36 at graduation, including requests by students to open or deliver a prayer at graduation. The
37 District may not prefer the beliefs of some students over the beliefs of others, coerce dissenters
38 or nonbelievers, or communicate any endorsement of religion.

39
40 Baccalaureate Ceremonies

41
42 Students and their families may organize baccalaureate services, at which attendance must be
43 entirely voluntary. Organizers of baccalaureate services may rent and have access to school
44 facilities on the same basis as other private groups and may not receive preferential treatment.
45 The District may not be identified as sponsoring or endorsing baccalaureate services. District
46 funds, including paid staff time, may not be used directly or indirectly to support or subsidize

1
2
3
4 any religious services.
5

6 Assemblies, Extracurricular and Athletic Events
7

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

14 Student Religious Expression and Assignments
15

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

21 Religion in the Curriculum
22

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

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

35 Student Religious Groups
36

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

40 Distribution of Religious Literature
41

42 Students may distribute religious literature to their classmates, subject to the same
43 constitutionally acceptable restrictions the District imposes on distribution of other non-school
44 literature. Outsiders may not distribute religious or other literature to students on school
45 property, consistent with and pursuant to the District policy on solicitations (Policy 4321).
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Religious Holidays

Staff members may teach objectively about religious holidays and about religious symbols, music, art, literature, and drama which accompany the holidays. They may celebrate the historical aspects of the holidays but may not observe them as religious events.

Cross Reference: Policy 3550 – Student Clubs
Policy 3233 - Student Use of Buildings
Policy 3510 - School Sponsored Activities

Legal References 20-7-112 Sectarian publications prohibited and -- religious materials allowed – prayer
Kennedy v. Bremerton 597 U.S. ____ (2022)
Chapter 280 (2023) Religious materials and prayer in schools
Chapter 281 (2023) Religious expression for students and teachers

Policy History:
Adopted on:
Reviewed on:
Revised on:

2
3 **INSTRUCTION**

4
5 Recognition of Native American Cultural Heritage

6
7 The District recognizes the distinct and unique cultural heritage of Native Americans and is
8 committed in the District’s educational goals to the preservation of such heritage consistent with
9 Article X, Section 1 (2) of the Montana Constitution.

10
11 In furtherance of the District’s educational goals, the District is committed to:

- 12
- 13 • Working cooperatively with Montana Tribes in close proximity to the District, when
14 providing instruction, when implementing educational goals or adopting rules relating to
15 education of students in the District;
- 16
- 17 • Periodically reviewing its curriculum to ensure the inclusion of cultural heritage of
18 Native Americans, which will include but not necessarily be limited to:
 - 19
 - 20 • Considering methods by which to provide books and materials reflecting
21 authentic historical and contemporary portrayals of Native Americans;
 - 22
 - 23 • Taking into account individual and cultural diversity and differences among
24 students;
 - 25
- 26 • Providing necessary training for school personnel, with the objective of gaining an
27 understanding and awareness of Native American culture, which will assist the District’s
28 staff in its relations with Native American students and parents.
- 29

30 The Board ~~may~~ requires certified staff to satisfy the requirements for instruction in American
31 Indian studies, set forth in § 20-1-503, MCA, if an Indian Education for All payment is issued to
32 the District under Section 20-9-329, MCA.

33
34
35

36 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
	<u>Chapter 718 (2023)</u>
	<u>Indian Education for All</u>

42
43 Policy History:

44 Adopted on:

45 Reviewed on:

1 Revised on:

2
3 **INSTRUCTION**

2600

4
5 Work Based Learning Program

6
7 The Board recognizes that education should be making classroom experiences a meaningful
8 process of learning about all practical aspects of life. The Board believes that the inclusion of
9 career education in the basic curriculum will provide students with information about the many
10 career opportunities available and will establish a relationship between what is taught in the
11 classroom and the world of work.

12
13 Work-based learning must provide all participating students with on-the-job experience and
14 training along with career and complimentary vocational/technical classroom instruction to
15 contribute to each student’s employability. The students’ classroom activities and on-the-job
16 experiences must be planned and supervised by the school and the employer to ensure that both
17 activities contribute to the student’s employability. Students enrolled in a work-based learning
18 program must receive credit for related classroom instruction and on-the-job training. In the
19 absence of a proficiency model, the time requirement for students in work-based learning must
20 be converted and is equivalent to the time requirement for credit to be earned.

21
22 Students may submit a proposal for a tailored Work Based Learning program that divides their
23 time between instruction in school and specific learning at a job. Each proposed program will be
24 planned by Work Based Learning coordinators and the employer (or employer groups) and shall
25 be in accordance with state and federal laws and regulations governing employment of students
26 under age 18. The Work Based Learning coordinators will communicate with employers on a
27 monthly basis and will visit work sites to determine if the placement is appropriate for student
28 employment.

29
30 The particular program designed for each student shall be set forth in a written protocol approved
31 by the student, his or her parents or guardians, the work-experience coordinator and the
32 employer. This shall stipulate the terms of employment and the provision for academic credit, the
33 student’s work-based experience goals, prioritizing the student’s academic commitments,
34 assessment of the work-based learning experience goals.

35
36 The Work Based Learning coordinator shall make such arrangements as necessary with
37 employers for evaluating the student's on-the-job performance and for keeping records of job
38 attendance.

39
40 The employer or supervisor shall complete District volunteer agreement form and satisfy a
41 name-based and fingerprint criminal background check in accordance with District Policies 5120
42 and 5122. The employee and District shall also complete workers compensation insurance and
43 general liability insurance requirements in accordance with the attached procedure in a manner
44 consistent with the Work Based Learning opportunity provided to student.

45
46 Cross Reference: 2600P Work Based Learning Procedures

2600F Work Based Learning Affiliation Agreement and Consent Form

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Legal reference:

Title 41, Chapter 2, MCA
Fair Labor Standards Act 29 U.S.C. 212 and 213, et seq.
Chapter 247 2021 General Legislative Session
Section 39-71-118(7), MCA Employee, worker, volunteer, volunteer
firefighter, and volunteer emergency care provider defined --election of
coverage.
Chapter 477 (2023) – Work Based Learning

Policy History:

Adopted on:
Reviewed on:
Revised on:

1 _____ **School District**

2
3 **STUDENTS**

4
5
6 3100
7 Page 1 of 3

8 Early Childhood Education Enrollment Exceptional Circumstances

9 It is the policy of the District to provide enhanced educational opportunities to students under the age of 5
10 when either individual exceptional circumstances exist and/or when Community-Based exceptional
11 circumstances are present.

12 This policy shall terminate and expire on June 30, 2024, to be replaced in its entirety by a policy
13 governing early intervention programs consistent with Chapter 608 (2023).

14
15 ***Prohibition:*** *This policy cannot be used to provide what is otherwise characterized or referred to as a*
16 *pre-school, pursuant to 20-7-117(2), MCA, which specifically prohibits the use of state equalization aid*
17 *for preschool. This policy is intended for use to enroll students under the age of 5 when statutory criteria*
18 *are met.*

19
20 Exceptional Circumstances Meriting Waiver of Age Requirements for Pupils

21 *Note: In order to adopt this policy, the board of trustees must select one or more of the characteristics*
22 *identified in either Option A or Option B.*

23
24 The administration shall ensure admission, enrollment and assignment of all qualifying children
25 referenced in this policy. The administration shall place children enrolled pursuant to this policy in either
26 a half-time or full-time kindergarten program as an integral part of the elementary school program. The
27 administration shall also ensure provision of a free appropriate public education in the least restrictive
28 environment possible, pursuant to terms of each student’s individualized education program, for all
29 children enrolled under this policy who are qualified for services under the Individuals with Disabilities
30 Education Act.

31
32 The administration shall include children enrolled pursuant to this policy in the district’s calculation of
33 average number belonging (ANB) as reported to OPI.

34
35 ***Option A, Student-Specific Exceptional Circumstances: To be used when the board of trustees wants***
36 ***to define exceptional circumstances specific to the individual characteristics of each student or sub-***
37 ***group of students.***

38
39 The Board of Trustees declares the following to be qualifying “exceptional circumstances” within the
40 meaning of that term as used in Section 20-5-101(3), MCA, that merit waiving the age provisions of
41 Section 20-5-101(1), MCA for qualifying children under 6 years of age. These qualifying exceptional
42 circumstances are based on the educationally relevant factors to establish a basic system of free quality
43 public elementary and secondary school specified in Section 20-9-309, MCA and as required by Article
44 X, section 1, of the Montana Constitution:

45
46 *Note: Each of the below should be considered separately for inclusion or exclusion in the Board’s*
47 *adopted policy. Note: When enrolling on the basis of an individual student’s characteristics under this*
48 *Option A, the District must be sure to document each qualifying student’s characteristics to ensure that*
49 *criteria listed in this portion of the policy can be substantiated.*

- 1 1. A child at least 3 years of age with a disability qualifying the child for services under the federal
- 2 Individuals with Disabilities Education Act.
- 3 2. A child who is 4 years of age or older on or before September 10 of the school year in which
- 4 enrollment is to occur who:
 - 5 a. Meets the income eligibility guidelines for free or reduced price meals under the National
 - 6 School Lunch Program;
 - 7 b. Is Limited English Proficient within the meaning of Title III of the federal Elementary
 - 8 and Secondary Education Act;
 - 9 c. Is Gifted and Talented within the meaning of that term as used in 20-7-901, MCA;
 - 10 d. Is an enrolled member of a federally recognized American Indian Tribe;
 - 11 e. Is homeless as defined in 42 U.S. Code § 11302, or, as determined by the administration,
 - 12 exhibits other characteristics or lives in circumstances that are uncommon, unusual,
 - 13 atypical, rare or otherwise distinguished from ordinary or typical which place the child at
 - 14 risk of failing to achieve at adequate levels;
 - 15 f. Is an at-risk student as defined in Section 20-1-101(4), MCA.

16
17 ***Option B, Exceptional Circumstances Present in the Community: To be used only for in-district***
18 ***students or homeless students under the McKinney Homeless Assistance Act when the board of trustees***
19 ***wants to define exceptional circumstances applicable to the community’s characteristics, as opposed to***
20 ***the individual characteristics of a particular student or sub-group of students.***

21
22 The Board of Trustees declares the following to be qualifying “exceptional circumstances” within the
23 meaning of that term as used in 20-5-101(3), that merit waiving the age provisions of 20-5-101(1), MCA
24 for children under 6 years of age who are either 4 years of age or older on or before September 10 of the
25 school year in which enrollment is to occur or who are at least 3 years of age with a disability qualifying
26 the child for services under Section 504 of the Federal Rehabilitation Act of 1973 or the federal
27 Individuals with Disabilities Education Act. These qualifying exceptional circumstances are based on the
28 educationally relevant factors to establish a basic system of free quality public elementary and secondary
29 school specified in Section 20-9-309, MCA and as required by Article X, section 1, of the Montana
30 Constitution:

31
32 *Note: Each of the below should be considered separately for inclusion or exclusion in the Board’s*
33 *adopted policy. When enrolling on the basis of demographic characteristics of the community under this*
34 *Option B, The District must be sure to research and document all of the criteria incorporated into the*
35 *school district’s policy that is used to enroll on the basis of exceptional circumstances.*

- 36
- 37 1. Homeless rates of the district’s pupils as defined in 42 U.S. Code § 11302 in comparison to
- 38 statewide averages;
- 39 2. Percentage of the district’s pupils qualifying for services under The Federal Individuals with
- 40 Disabilities Education Act in comparison to statewide averages;
- 41 3. Percentage of the district’s pupils eligible for free or reduced lunch under the National School
- 42 Lunch Program in comparison to statewide averages;
- 43 4. Average performance on standardized tests at the 3rd grade level in comparison to statewide
- 44 averages;
- 45 5. Percentage of the district’s pupils who are enrolled members of a federally recognized American
- 46 Indian Tribe in comparison to statewide averages.
- 47 6. Percentage of at-risk student as defined in Section 20-1-101(4), MCA, in comparison to statewide
- 48 averages.
- 49 7. Percentage of gifted and talented pupils as used in 20-7-901, MCA, in comparison to statewide
- 50 averages.

8. Percentage of Limited English Proficient within the meaning of Title III of the federal Elementary and Secondary Education Act, in comparison to statewide averages.
9. The following circumstances exist within the community affecting student learning identified by the local board of trustees pursuant to Section 20-9-309(2)(h), MCA, and identified within federal law pursuant to Section 20-9-309(4)(a)(v), MCA, including but not limited to educational priorities identified within the Elementary and Secondary School Emergency Relief Fund established by American Rescue Plan Act, Public Law 117-2 and demonstrated by peer reviewed and academic studies on the impacts of community health crises:
 - a. Anticipated learning loss resulting from a public health emergency or other community disaster.
 - b. Basic Proficiency in literacy and numeracy are critical skills needed to advance learning and if not attained prior to grade 3 in the early grades, will put students at lifelong disadvantage in pursuing success in career and life.
 - c. Absence of available early childhood education opportunities in the community results in anticipated learning loss or lack of school readiness.
 - d. Cost prohibitive nature of early childhood education opportunities in the community results in disparity of access that contributes to anticipated learning loss or lack of school readiness.
 - e. Improved access to early childhood education opportunities in the community will encourage or expand parent entry into workforce and allow for further development of the community's economy.

The trustees shall annually review this policy based on changing circumstances pertaining to the criteria used for determination of the program. The administration is authorized to enroll students in a manner consistent with this policy and to develop procedures to implement this policy.

Legal Reference:	§ 20-4-101, MCA	Definitions
	§ 20-5-101, MCA	Admittance of child to school
	§ 20-6-501, MCA	Definition of various schools
	§ 20-7-117, MCA	Kindergarten and preschool programs
	§ 20-9-309, MCA	Basic system of free quality public elementary and secondary schools defined
	Article X, section 1, of the Montana constitution	
	Individual with Disabilities Act Federal Rehabilitation Act of 1973	
	National School Lunch Act (Public Law 396, 79 th congress, chapter 281)	
	Title III, ESEA (English language Acquisition, language Enhancement, and Academic Achievement Act)	
	McKinney-Vento Homeless Assistance Act of 1987 (Pub. L. 100-77, July 22, 1987, 101 Stat. 482, U.S.C. § 11301 et seq.	
	<u>Chapter 608 (2023) - Targeted interventions to support 3rd grade reading proficiency</u>	

Data/Study Reference: Engzell, P., Frey, A. & Verhagen, M. D. [“Learning loss due to school closures during the COVID-19 pandemic”](#) *Proc. Natl Acad. Sci. USA* 118, e2022376118 (2021).
 Melinda Wenner Moyer, [“The COVID generation: how is the pandemic affecting kids’ brains?”](#), *Nature*, 10.1038/d41586-022-00027-4, 601, 7892, (180-183), (2022).

Policy History:
 Adopted on:

- 1 Reviewed on:
- 2 Revised on:

1 _____ **School District**

2
3 **STUDENTS**

3110
page 1 of 3

4
5 Entrance, Placement, and Transfer

6
7 Entrance, Date, and Age

8
9 The trustees will enroll and admit a child to a school in the district when the child is 5 years of
10 age or older on or before the tenth (10th) day of September of the school year in which the child
11 is to enroll but is not yet 19 years of age who is a resident of the District. Parents may request a
12 waiver of the age requirement. All waivers are granted in the sole discretion of the Trustees.

13
14 Non-resident students may be admitted at the discretion of the Trustees. Children will be
15 enrolled in the grade identified in accordance with District policy or at the discretion of the of the
16 administration in consultation with the student’s parents or guardians. The District requires
17 proof of identity and an immunization record for every child to be admitted to District schools.

18
19 The trustees may at their discretion assign and admit a child to a school in the district who is
20 under 5 years of age or an adult who is 19 years of age or older if there are exceptional
21 circumstances that merit waiving the age provision. The trustees may also admit an individual
22 who has graduated from high school but is not yet 19 years of age even though no special
23 circumstances exist for waiver of the age provision of this Policy.

24
25 The trustees shall assign and admit a child who is enrolled in a nonpublic or home school and
26 who meets the age and residency requirement of this policy on a part-time basis at the request of
27 the child's parent or guardian consistent with the provisions of Policy 3150. A part time enrollee
28 shall be calculated for purposes of ANB consistent with Policy 3121.

29
30 School Entrance

- 31
- 32 1. The District requires that a student’s parents, legal guardian, or legal custodian present
33 proof of identity of the child¹ to the school within forty (40) days of enrollment, as well
34 as proof of residence in the District. Students who are not residents of the District may
35 apply for admission pursuant to Policy 3141.
 - 36
37 2. To be admitted to District schools, in accordance with the Montana Immunization Law, a
38 child must have been immunized against varicella, diphtheria, pertussis, tetanus,
39 poliomyelitis, rubella, mumps, and measles in the manner and with immunizing agents
40 approved by the department. Immunizations may not be required if a child qualifies for
41 conditional attendance or an exemption is filed as provided by Montana law.
 - 42
43 3. The above requirements are not to serve as barriers to immediate enrollment of students
44 designated as homeless or foster children as required by the Every Student Succeeds Act
45 (ESSA) and the McKinney-Vento Act as amended by ESSA. The District shall work
46 with the local child welfare agency, the school last attended, or other relevant agencies to
47 obtain necessary enrollment documentation and ensure a student receives education

1 services in the best interests of the child. The Superintendent or designee shall serve as
2 point of contact with all applicable agencies to review records, facilitate services and
3 resolve disputes.

4 5 Placement

6
7 The District goal is to place students at levels and in settings that will increase the probability of
8 student success. Developmental testing, together with other relevant criteria, including but not
9 limited to health, maturity, emotional stability, and developmental disabilities, may be
10 considered in the placement of all students. Final disposition of all placement decisions rests
11 with the principal, subject to review by the Superintendent or the Board.

12 13 Children of Relocated Military Families

14
15 The Board shall assign and admit a child whose parent or guardian is being relocated to Montana
16 under military orders to a school in the district and allow the child to preliminarily enroll in
17 classes and apply for programs offered by the District prior to arrival and establishing residency.

18
19 The student will be placed in student data management system as soon as enrolled under this
20 provision. The student will attend classes during preliminary enrollment and the Board
21 authorizes the administration to provide offsite instruction to the student if not present in the
22 District. The District will include a student enrolled under this provision as part of the
23 calculation of ANB.

24 25 Transfer

26
27 District policies regulating the enrollment of students from other accredited elementary and
28 secondary schools are designed to protect the educational welfare of children.

29 30 Elementary Grades (K-8)

31
32 A student transferring into the District will be admitted and placed
33 subject to observation by appropriate teachers and a building principal during a probation period
34 of two (2) weeks. Thereafter, should doubt arise as to initial grade and level placement of a
35 student, school personnel will conduct an educational assessment to determine appropriate grade
36 and level placement.

37 38 Secondary Grades (9-12) Credit Transfer

39
40 A transfer of credits from any secondary school is subject to a satisfactory examination of the
41 following:

- 42
43 1. Appropriate certificates of school accreditation;
44 2. Length of course, school day, and school year;
45 3. Content of applicable courses;
46 4. School building as it relates to credit earned (i.e., lab areas for appropriate science or

1 vocational instruction);

4
5 5. Appropriate evaluation of student performance leading toward credit issuance.

6
7 The District will follow Montana Accreditation Rules and Standards, along with local alternate
8 procedures for earning credit, in reviewing requests for transfer of credits. High school
9 principals have authority for approving credit transfers, subject to review by the Superintendent
10 or the Board.

11			
12	<u>Cross Reference:</u>	<u>3150</u>	<u>Part Time Attendance</u>
13		<u>3121</u>	<u>Attendance and Enrollment</u>
14			
15	Legal Reference:	§ 20-5-101, MCA	Admittance of child to school
16		§ 20-5-403, MCA	Immunization required – release and
17			acceptance of immunization records
18		§ 20-5-404, MCA	Conditional attendance
19		§ 20-5-405, MCA	Medical or religious exemption
20		§ 20-5-406, MCA	Immunization record
21		§ 44-2-511, MCA	School enrollment procedure
22		10.16.3122, ARM	Local Educational Agency Responsibility
23			For Students with Disabilities
24		10.55.601, et seq., ARM	Accreditation Standards: Procedures
25		<u>Chapter 617 (2023)</u>	<u>Enrollment on Part Time Basis</u>
26			
27			

28 Policy History:

29 Adopted on:

30 Reviewed on:

31 Revised on:

1 For the purposes of this section “proof of identity” means a certified copy of a birth certificate, a certified transcript or similar student records from the previous school, or any documentary evidence that a school district considers to be satisfactory proof of identity. 44-2-511(6)(a), MCA

STUDENTS

Compulsory Attendance

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

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

1. Child’s sixteenth (16th) birthday; or
2. ~~Completion date of the work~~ The date the child completes the eighth (8th) grade.

The provisions above do not apply in the following cases:

- (a) The child has been excused under one of the conditions specified in 20-5-102.
- (b) The child is absent because of illness, bereavement, or other reason prescribed by the policies of the trustees.
- (c) The child has been suspended or expelled under the provisions of 20-5-202.
- (d) The child is excused pursuant to Section 2 of 20-5-103.
- (e) The child is excused pursuant to 40-6-701(1) or Policy 2158.

Compulsory attendance stated above will not apply when children:

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

Legal Reference:	§ 20-1-308, MCA	Religious instruction released time program
	§ 20-5-101, MCA	Admittance of child to school
	§ 20-5-102, MCA	Compulsory enrollment and excuses
	§ 20-5-103, MCA	Compulsory attendance and excuses
	§ 20-5-104, MCA	Attendance officer
	§ 20-5-106, MCA	Truancy
	§ 20-5-107, MCA	Incapacitated and indigent child attendance
	§ 20-5-108, MCA	Tribal agreement with district for Indian child compulsory attendance and other agreements
	§ 20-5-202, MCA	Suspension and Expulsion
	<u>§40-6-701(1)</u>	<u>Parental Rights</u>
	<u>Chapter 693 (2023)</u>	<u>Parental Rights</u>

Policy History:

- 1 Adopted on:
- 2 Reviewed on:
- 3 Revised on:

2
3 **STUDENTS**

4
5 Enrollment and Attendance Records

6
7 Since accurate enrollment and attendance records are essential both to obtain state financial
8 reimbursement and to fulfill the District's responsibilities under the attendance laws, staff shall
9 be diligent in maintaining such records.

10
11 A district may only include, for ANB purposes, any student who participates in pupil instruction
12 as defined in Section 20-1-101(17), MCA and for whom ANB may be claimed under Title 20,
13 including but not limited to an enrolled student who is:

- 14
15 • A resident of the district or a nonresident student admitted by trustees under a student
16 attendance agreement and who is attending a school of the district, offsite instructional
17 setting or remote instruction from the public schools of the district;
18
- 19 • Unable to attend school due to a medical reason certified by a medical doctor and
20 receiving individualized educational services supervised by the district, at district
21 expense, at a home or facility that does not offer an educational program;
22
- 23 • Unable to attend school due to the student's incarceration in a facility, other than a youth
24 detention center, and who is receiving individualized educational services supervised by
25 the district, at district expense, at a home or facility that does not offer an educational
26 program;
27
- 28 • Living with a caretaker relative under Section 1-1-215, MCA;
- 29
- 30 • Receiving special education and related services, other than day treatment, under a
31 placement by the trustees at a private nonsectarian school or private program if the
32 student's services are provided at the district's expense under an approved individual
33 education plan supervised by the district;
34
- 35 • Participating in the Running Start Program at district expense under Section 20-9-706,
36 MCA;
37
- 38 • Receiving education services, provided by the district, using appropriately licensed
39 district staff at a private residential program or private residential facility licensed by the
40 Department of Public Health and Human Services;
41
- 42 • Enrolled in an educational program or course provided at district expense using ~~electronic~~
43 ~~or offsite remote instruction delivery methods, including but not limited to tutoring,~~
44 ~~distance remote instruction, learning programs, online programs, and technology~~
45 ~~delivered learning programs~~ consistent with Policies 2050, 2168, and 2170; , while

1 attending a school of the district or any other nonsectarian offsite instructional setting
2 with the approval of the trustees of the district; The student:

- 3 • must meet the residency requirements for that district as provided in 1-1-215;
- 4 • shall live in the district and must be eligible for educational services under the
5 Individuals With Disabilities Education Act or under 29 U.S.C. 794; or
- 6 • attend school in the district must be enrolled in the educational program or course
7 under a mandatory attendance agreement as provided in 20-5-321; or
- 8 • must be receiving remote instruction under 20-7-118(1)(c).

- 9
- 10 • A student enrolled on a part time basis consistent with Policy 3110, 3150, 3121P;
- 11
- 12 • A student of the district completing work on a proficiency basis in accordance with
13 Sections 20-9-311(4)(d) and 20-9-324(18)(b), MCA;
- 14
- 15 • A student enrolled by the Board for exceptional circumstances as defined in applicable
16 District policies and in accordance with Section 20-5-101, MCA.
- 17
- 18 • A student gaining credit for participating in a work-based learning program pursuant to
19 Section 20-7-1510, MCA, and Policy 2600;
- 20
- 21 • A student participating in an “innovative educational program” as defined in Section 15-
22 30-3102, MCA;
- 23
- 24 • A resident of the district attending a Montana job corps program under an interlocal
25 agreement with the district under Section 20-9-707, MCA; or
- 26
- 27 • A resident of the district attending a Montana Youth Challenge Program under an
28 interlocal agreement with the district under Section 20-9-707, MCA.
- 29
- 30 • A student with a disability who is over 19 years old but under 21 years of age, has been
31 enrolled by the Board of Trustees in accordance with Policy 3110, and qualifies in
32 accordance with Section 20-9-311(7), MCA, to remain enrolled and be served by schools,
33 if the following criteria are satisfied:
34
 - 35 • the student has not graduated;
 - 36 • the student is eligible for special education services and is likely to be eligible for
37 adult services for individuals with developmental disabilities due to the
38 significance of the student's disability; and
 - 39 • the student's individualized education program has identified transition goals that
40 focus on preparation for living and working in the community following high
41 school graduation since age 16 or the student's disability has increased in
42 significance after age 16.
- 43

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

1
2 Enrollment for Purposes of Participation in Extracurricular Activities By an Unenrolled Child or
3 Part Time Enrolled Student

4
5 The District shall include for ANB purposes a child who during the prior school year:

- 6 a. resided in the District;
7 b. was not enrolled in the District or was not enrolled full time; and
8 c. completed an extracurricular activity with a duration of at least 6 weeks in accordance
9 with Policy 3510.

10
11 Each completed extracurricular activity that, inclusive of practices and post-season tournaments,
12 lasts 6 weeks or longer shall be counted as one-sixteenth enrollment. Each completed
13 extracurricular activity lasting longer than 18 weeks may be counted as one-eighth enrollment. A
14 child may not be counted as more than one full-time enrollment for ANB purposes.

15
16 For purposes of calculating ANB under this section, "extracurricular activity" means:

- 17 a. a sport or activity sanctioned by an organization having jurisdiction over interscholastic
18 activities, contests, and tournaments;
19 b. an approved career and technical student organization, pursuant to Section 20-7-306,
20 MCA; or
21 c. a school theater production.
22

23 Homeless Youth and Foster Children

24 Assignment to schools shall be subject to modification when federal law applicable to students
25 placed in foster care or students who are homeless requires that such students be educated in a
26 "school of origin" that differs from the assigned school.
27

28 Cross References: Policy 3510 School Sponsored Activities
29 Policy 2600 Work Based Learning
30 Policy 1010FE/3100 Early Enrollment for Exceptional Circumstances
31

32 Legal Reference: § 1-1-215, MCA Residence – rules for determining
33 § 20-9-311, MCA Calculation of average number belonging (ANB)
34 § 20-9-706, MCA Running start program
35 § 20-9-707, MCA Agreement with Montana youth challenge program
36 or accredited Montana job corps program
37 § 20-5-101, MCA Admittance of child to school
38 § 20-5-112, MCA Participation in Extracurricular Activities
39 § 20-1-101, MCA Definitions
40 § 20-3-324, MCA Powers and Duties
41 §20-7-1510, MCA Credit for participating in work-based learning
42 partnerships
43 29 U.S.C. 794 Nondiscrimination under Federal grants
44 and programs
45 34 CFR 300.1, et seq. Assistance to states for the education of children
46 with disabilities

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Chapter 580 (2023) - Remote Instruction
Chapter 307 (2023) – Transformational Learning

Policy History:

Adopted on:

Reviewed on:

Revised on:

1 _____ **School District**

2
3 **STUDENTS**

3121P
page 1 of 2

4
5 Enrollment and Attendance Records

6
7 Average Number Belonging

8
9 Average Number Belonging (ANB) is the enrollment measure used for the State Foundation
10 Program calculations as defined in § 20-9-311, MCA. The ANB of one year is based on the
11 attendance records of the preceding year. Funding for districts is based on ANB, which is based
12 on “aggregate hours” per year and must be accurate. “Aggregate hours” means the hours of
13 pupil instruction for which a school course or program is offered or for which a pupil is enrolled.
14

15 For a child to be counted for ANB purposes:

- 16
17 a) The child must meet the definition of pupil as found in § 20-1-101(11), MCA;
18
19 b) Attending 180 to 359 aggregate hours = One-quarter time enrollment
20
21 c) Attending 360 to 539 aggregate hours = One-half time enrollment
22
23 d) Attending 540 to 719 aggregate hours = Three-quarter time enrollment
24
25 e) Attending 720 aggregate hours or more = Full-time enrollment
26

27 A school district may include in its calculation of ANB a pupil who is enrolled in a program
28 providing fewer than the required aggregate hours of pupil instruction required under subsection
29 20-9-311(4)(a) or (4)(b) if the pupil had demonstrated proficiency in the content ordinarily
30 covered by the instruction as determined by the school board using district assessments. The
31 ANB must be converted to an hourly equivalent based on the hours of instruction ordinarily
32 provided for the content over which the student has demonstrated proficiency.
33

34 A pupil in kindergarten through grade 12 who is concurrently enrolled in more than one public
35 school, program, or district may not be counted as more than one full-time pupil for ANB
36 purposes. When a pupil is concurrently enrolled in more than one district, any fractional
37 enrollment under 20-9-311(4)(a) must be attributed first to a pupil's nonresident district.
38

39 Homebound Students

40
41 Students who are receiving instructional services, who were in the education program and, due to
42 medical reasons certified by a medical doctor, are unable to be present for pupil instruction, may
43 be counted as enrolled for ANB purposes, if the student:

- 44
45 a) Is enrolled and is currently receiving organized and supervised pupil instruction;
46

- 1 b) Is in a home or facility which does not offer a regular educational program; and
2
3 c) Has instructional costs during the absence, which are financed by the District’s general
4 fund.
5

6 If a homebound student does not meet the criteria set forth above, the District may request a
7 variance through the Office of Public Instruction, for consideration of the student in the
8 enrollment count for ANB purposes beyond the tenth (10th) day of absence.
9

10 Attendance Accounting

11
12 Days present and absent for every student are to be recorded in each building, for the purpose of
13 informing parents of a student’s attendance record.
14

15 On the first (1st) Monday in October and the first (1st) Monday in February, the number of all
16 enrolled students (whether present or absent) by grade level and class will be recorded on the
17 forms provided by the District. Special education children who are enrolled in special programs
18 sixteen (16) hours or more a week will be listed separately. The Director of Special Education
19 should be contacted to verify this count. Monthly student counts of enrolled children by grade
20 and classroom will be provided by the office.
21
22
23

24	Legal Reference:	10.20.102, ARM	Calculation of Average Number Belonging (ANB)
25		§ 20-1-101, MCA	Definitions
26		§ 20-9-311, MCA	Calculation of average number belonging (ANB) –
27			three-year averaging
28			

29 Policy History:

30 Adopted on:
31 Reviewed on:
32 Revised on:

4
5
6 Discretionary Nonresident Student Attendance Policy

7
8 This policy shall terminate and expire on June 30, 2024, to be replaced in its entirety by a policy
9 governing non-resident student enrollment consistent with Chapter 368 (2023).

- 10
11 1. Except as required by § 20-5-321, MCA, the District will admit nonresident students at
12 its discretion.
13
14 2. The Superintendent will recommend to the Board any nonresident student admission in
15 accordance with this policy, with the Board making the final decision on admission.
16
17 3. The District will examine a student’s records from this district and other school districts
18 before any Board approval for admission. Review of the records and decisions regarding
19 admission cannot be inconsistent with district policies regarding nondiscrimination. Any
20 priority among the applications shall be on a rational basis that prioritizes the quality of
21 education for students who are residents of the district of attendance and the obligations
22 of resident taxpayers.
23
24 4. The District will not admit nonresident students when doing so would cause the district
25 to exceed the class size standards under 10.55.712 and 10.55.713, ARM.
26
27 5. Every nonresident student who attends District schools must reapply for admission for
28 the succeeding school year by June 15. Admission in one school year does not infer or
29 guarantee admission in subsequent years.
30
31 6. Nonresident students enrolled under this policy are subject to all district policies, rules,
32 regulations on the same basis as resident students.
33
34 7. All resident students who become nonresidents because their parents or guardians move
35 out of the District may continue attendance for the school year, barring registration in
36 another District. At the completion of the school year, a student must apply as a
37 nonresident student in accordance with #5.
38
39 8. **[OPTIONAL]** The Board will not admit any student who is expelled from another
40 school district.
41
42 9. **(OPTIONAL – Use only if the district currently charges tuition)** The Board reserves
43 the right to charge tuition for nonresident students. At its discretion, the Board may
44 charge or waive tuition for all students whose tuition is required to be paid by one kind of
45 entity, defined as either a parent or guardian or a school district. Any waiver of tuition
46 will be applied equally to all students whose tuition is paid by the same kind of entity

(i.e., if the District charges tuition in those circumstances where a resident district pays but waives tuition in those circumstances where a parent or guardian is responsible for tuition, the tuition waiver will be applicable to all students whose parents or guardians bear the responsibility for payment).

10. All nonresident students will be considered ineligible transportees for school transportation services (§ 20-10-101, MCA).

11. (Optional) As part of the District’s strategic planning process, the Board of Trustees may adopt provisions within the plan of continuous improvement related to the following aspects of the District’s facilities, operations, and compliance with accreditation standards:

(A) building construction standards pursuant to Title 50, chapter 60;

(B) capacity and ingress and egress elements, either by individual room or by school building, of any fire code authorized by Title 50, chapter 3;

(C) evacuation elements of the district’s adopted school safety plan;

(D) and establish goals, standards and objectives of quality for delivery of education and related services;

(E) educational quality within the district for expectations related to truancy, expulsion, or suspension, as specified in state law;

Cross Reference:	2161 – 2161P	Special Education
	3110	Entrance, Placement, and Transfer
	3125	Education of Homeless Children
	3210	Equal Education, Nondiscrimination and Sex Equity
Legal Reference:	§ 20-5-314, MCA	Reciprocal attendance agreement with adjoining state or province
	§ 20-5-320, MCA	Attendance with discretionary approval
	§ 20-5-321, MCA	Attendance with mandatory approval – tuition and transportation
	§ 20-5-322, MCA	Residency determination – notification – appeal for attendance agreement
	§ 20-5-323, MCA	Tuition and transportation rates
	10.10.301B, ARM	Out-of-District Attendance Agreements
	10.55.712, ARM	Class Size Elementary
	10.55.713, ARM	Teacher Load and Class Size – High School
	<u>Chapter 368 (2023)</u>	<u>Non-resident Enrollment</u>

Policy History:

Adopted on:

Reviewed on:

Revised on:

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STUDENTS

Part-Time Enrollment Attendance

In accordance with Policy 3110, the District will review requests for part-time enrollment of resident students for purposes of academic courses on a case-by-case basis, with a building principal making a preliminary decision pursuant to the criteria set forth in this Policy. Denial of part-time enrollment may be appealed pursuant to Policy 1700. Admission of non-resident students on a part-time basis shall be governed in accordance with Policy 3141.

Criteria for accepting students for part-time enrollment are the following:

- 1. Accepting a student will not create excess student enrollment in a requested class;
- 2. Accepting a student will not create need for an additional staff member;
- 3. Accepting a student will not cause a new section of a course to be created.

The District will accept on a first-come, first-served basis students wishing to enroll in the same course. Whenever the enrollment position of a part-time student is needed for a regular, full-time student during the year, a full-time student has priority for the position beginning with the next semester. The District may secure ANB for part-time enrollees in accordance with Policy 3121.

Participation in District Extracurricular Activities by Unenrolled Children

This policy does not restrict or limit the ability of unenrolled children to seek to participate in extracurricular activities in accordance with Policy 3510. The District may secure ANB for unenrolled children participating in identified extracurricular activities in accordance with Policy 3121.

Cross References:	Policy 3510	School Sponsored Activities
	Policy 3121	Enrollment and Attendance
	<u>Policy 3141</u>	<u>Non-resident Enrollment</u>

Legal Reference:	§ 20-9-311(a), MCA	Calculation of average number belonging (ANB) – 3-year averaging
	<u>Chapter 617 (2023)</u>	<u>Enrollment on Part Time Basis</u>

Policy History:
Adopted on:
Reviewed on:
Revised on:

2
3 **STUDENTS**

5 Bullying/Harassment/Intimidation/Hazing

6
7 The Board will strive to provide a positive and productive learning and working environment. Bullying,
8 harassment, intimidation, or hazing, by students, staff, or third parties, is strictly prohibited and shall not
9 be tolerated.

10
11 Definitions

- 12
- 13 1. "Third parties" include but are not limited to coaches, school volunteers, parents, school visitors,
- 14 service contractors or others engaged in District business, such as employees of businesses or
- 15 organizations participating in cooperative work programs with the District, and others not directly
- 16 subject to District control at inter-district and intra-District athletic competitions or other school
- 17 events.
- 18 2. "District" includes District facilities, District premises, and non-District property if the student or
- 19 employee is at any District-sponsored, District-approved, or District-related activity or function,
- 20 such as field trips or athletic events, where students are under the control of the District or where
- 21 the employee is engaged in District business.
- 22 3. "Hazing" includes but is not limited to any act that recklessly or intentionally endangers the
- 23 mental or physical health or safety of a student for the purpose of initiation or as a condition or
- 24 precondition of attaining membership in or affiliation with any District-sponsored activity or
- 25 grade-level attainment, including but not limited to forced consumption of any drink, alcoholic
- 26 beverage, drug, or controlled substance, forced exposure to the elements, forced prolonged
- 27 exclusion from social contact, sleep deprivation, or any other forced activity that could adversely
- 28 affect the mental or physical health or safety of a student; requires, encourages, authorizes, or
- 29 permits another to be subject to wearing or carrying any obscene or physically burdensome
- 30 article, assignment of pranks to be performed, or other such activities intended to degrade or
- 31 humiliate.
- 32 4. "Bullying" means any harassment, intimidation, hazing, or threatening, insulting, or demeaning
- 33 gesture or physical contact, including any intentional written, verbal, or electronic communication
- 34 ("cyberbullying") or threat directed against a student that is persistent, severe, or repeated, and
- 35 that substantially interferes with a student's educational benefits, opportunities, or performance,
- 36 that takes place on or immediately adjacent to school grounds, at any school-sponsored activity,
- 37 on school-provided transportation, at any official school bus stop, or anywhere conduct may
- 38 reasonably be considered to be a threat or an attempted intimidation of a student or staff member
- 39 or an interference with school purposes or an educational function, and that has the effect of:
- 40 a. Physically harming a student or damaging a student's property;
- 41 b. Knowingly placing a student in reasonable fear of physical harm to the student or
- 42 damage to the student's property;
- 43 c. Creating a hostile educational environment, or;
- 44 d. Substantially and materially disrupts the orderly operation of a school.
- 45 5. "Electronic communication device" means any mode of electronic communication,
- 46 including but not limited to computers, cell phones, PDAs, or the internet.

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Reporting

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

The complainant shall be notified of the findings of the investigation and, as appropriate, that remedial action has been taken.

Exhaustion of administrative remedies

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

Responsibilities

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

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

Consequences

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

Retaliation and Reprisal

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

Cross Reference: 3225 Sexual Harassment
 3225 Sexual Harassment Grievance Procedure
 3225F Harassment Reporting/Intake Form for Students

Legal Reference: § 20-5-207, MCA “Bully-Free Montana Act”
 § 20-5-208, MCA Definition
 § 20-50-209, MCA Bullying of student prohibited

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§ 20-5-210, MCA Enforcement – exhaustion of administrative remedies
§ 45-2-307, MCA Discrimination in Education
Title 20, Chapter 1, Part 2, MCA Certain district policies prohibited
10.55.701(2)(f), ARM Board of Trustees
10.55.719, ARM Student Protection Procedures
10.55.801(1)(d), ARM School Climate
Chapter 256 (2023) Discrimination in Education

Policy History:

Adopted on:

Reviewed on:

Revised on:

1 _____ **School District**

2
3 **STUDENTS**

3233

4
5 Student Use of Buildings: Equal Access

6
7 Non-curricular groups of students not previously recognized as curricular student organization
8 under Policy 3510 or 3550 may gather on school premises under the following guidelines
9 without restriction on the basis of the religious, political, philosophical, or other content of the
10 meeting. Students wishing to form curricular groups or organizations recognized by the school
11 administration may do so in accordance with policy 3510 or 3550.

12
13 This policy shall be made available to all interested individuals upon request and posted on the
14 District’s website. Parents and families shall be provided information about the nature and
15 purpose of student clubs and groups meeting at the school and methods to consent to
16 participation or opt out of participation consistent with parent/family rights.

17
18 The following guidelines must be met:

- 19
20 1. The meeting is voluntary and student-initiated.
21
22 2. There is no sponsorship of the meeting by the school district, or its agents or employees.
23
24 3. The meeting must occur during non-instructional time on regular school days.
25
26 4. Employees or agents of the school district are present only in a capacity outside of their
27 official duties.
28
29 5. The meeting does not materially and substantially interfere with the orderly conduct of
30 educational activities within the school.
31
32 6. Non-school persons may not direct, conduct, control, or regularly attend activities.

33
34 Although the school assumes no sponsorship of these kinds of meetings, all meetings held on
35 school premises must be scheduled and approved by the principal.

36
37 This policy pertains to student meetings. The school has the authority, through its agent or
38 employees, to maintain order and discipline on school premises and to protect the well-being of
39 students and faculty.

40
41 Cross Reference: Policy 3510 School Sponsored Activities
42 Policy 3222 – Distribution and Posting Materials
43 Policy 4331 – Use of School Property for Posting Notices
44 Policy 2158 – Family Engagement and Involvement in Education
45 Policy 2132- Family Educational and Privacy Rights
46

1 Legal Reference: Section 40-6-701, MCA Fundamental Parental Rights
2 20 U.S.C. 4071 Equal Access Act
3 *Board of Education v. Mergens*, 110 S.Ct. 2356 (1990)
4 Title 20, chapter 3, part 3 – Board of Trustees
5 Chapter 693 (2023) Parental Rights
6
7

8 Policy History:
9 Adopted on:
10 Reviewed on:
11 Revised on:

1 _____ **School District**

2
3 **STUDENTS**

3235

4
5 Video Surveillance

6
7 The Board authorizes the use of video cameras on District property to ensure the health, welfare,
8 and safety of all staff, students, and visitors to District property and to safeguard District
9 buildings, grounds, buses, and equipment. The Superintendent will approve appropriate
10 locations for video cameras.

11
12 The Superintendent will notify staff and students, through staff and student handbooks or by
13 other means, that video surveillance may occur on District property. A notice will also be posted
14 at the main entrance of all District buildings, and on all buses, indicating the use of video
15 surveillance.

16
17 The District may choose to make video recordings a part of a student’s educational record or of a
18 staff member’s personnel record. The District will comply with all applicable state and federal
19 laws related to record maintenance and retention. The following employees will have access to
20 the system for monitoring, maintenance, and necessary retention:_____
21 Responsibilities governing access to the system will be outlined in the employee’s respective job
22 description.

23
24 All surveillance capabilities shall be implemented in accordance with the Montana Pupil Online
25 Personal Information Privacy Act as required by Policy 3650.

26
27 **OPTION 1:** Video recordings will be totally without sound.

28
29 **OPTION 2:** It is the decision of the District that video recordings will include audio. The
30 Superintendent will notify staff and students through staff and student handbooks or by other
31 means that video surveillance, with audio, may occur on District property. A notice will also be
32 posted at the main entrance of all District buildings, and on all buses, in which video/audio
33 surveillance may occur.

34
35 **OPTION 3:** If video cameras or surveillance equipment utilized in the District includes facial
36 recognition technology, all signs and methods of notification shall include a provision regarding
37 the use of such technology.

38
39
40 Cross Reference: 3600 Student Records
41 _____ 3650 MPOPIA

42
43 Policy History:
44 Adopted on:
45 Reviewed on:
46 Revised on:

2
3 **STUDENTS**

5 Student Discipline

6
7 The Board grants authority to a teacher or principal to hold a student to strict accountability for
8 disorderly conduct in a school building, on property owned or leased by a school district, on a
9 school bus, on the way to or from school, or during intermission or recess.

10
11 Disciplinary action may be taken against any student guilty of gross disobedience or misconduct,
12 including but not limited to instances set forth below:

- 13
- 14 • Using, possessing, distributing, purchasing, or selling tobacco products, and alternative
- 15 nicotine and vapor products as defined in 16-11-302, MCA.
- 16 • Using, possessing, distributing, purchasing, or selling alcoholic beverages, including
- 17 powdered alcohol. Students who may be under the influence of alcohol will not be
- 18 permitted to attend school functions and will be treated as though they had alcohol in
- 19 their possession.
- 20 • Using, possessing, distributing, purchasing, or selling drug paraphernalia, illegal drugs,
- 21 marijuana, controlled substances, or any substance which is represented to be or looks
- 22 like a narcotic drug, hallucinogenic drug, amphetamine, barbiturate, marijuana, alcoholic
- 23 beverage, stimulant, depressant, or intoxicant of any kind, including such substances that
- 24 contain chemicals which produce the same effect of illegal substances including but not
- 25 limited to Spice and K2. Students who may be under the influence of such substances
- 26 will not be permitted to attend school functions and will be treated as though they had
- 27 drugs in their possession.
- 28 • Using, possessing, controlling, or transferring a firearm or other weapon in violation of
- 29 Policy 3311.
- 30 • Using, possessing, controlling, or transferring any object that reasonably could be
- 31 considered or used as a weapon as referred to in Policy 3311.
- 32 • Disobeying directives from staff members or school officials or disobeying rules,
- 33 violating state or federal law, or not honoring regulations governing student conduct.
- 34 • Using violence, force, noise, coercion, threats, intimidation, fear, or other comparable
- 35 conduct toward anyone or urging other students to engage in such conduct unless such
- 36 force is determined, following investigation, to be for self-defense or defense of others as
- 37 defined by law.
- 38 • Causing or attempting to cause damage to, or stealing or attempting to steal, school
- 39 property or another person’s property.
- 40 • Engaging in any activity that constitutes an interference with school purposes or an
- 41 educational function or any other disruptive activity.
- 42 • Unexcused absenteeism. Truancy statutes and Board policy will be utilized for chronic
- 43 and habitual truants.
- 44 • Intimidation, harassment, sexual harassment, sexual misconduct, hazing or bullying; or
- 45 retaliation against any person who alleged misconduct under Policy 3225 or 3226 or
- 46 participated in an investigation into alleged misconduct under Policy 3225 or 3226.

- 1 • Defaces or damages any school building, school grounds, furniture, equipment, or book
2 belonging to the district.
- 3 • Forging any signature or making any false entry or attempting to authorize any document
4 used or intended to be used in connection with the operation of a school.
- 5 • Records or causes to be recorded a conversation by use of a hidden electronic or
6 mechanical device which may include any combination of audio or video that reproduces
7 a human conversation without the knowledge of all parties to the conversation.
- 8 • Engaging in academic misconduct which may include but is not limited to: cheating,
9 unauthorized sharing of exam responses or graded assignment work; plagiarism,
10 accessing websites or electronic resources without authorization to complete assigned
11 coursework, and any other act designed to give unfair academic advantage to the student.
12

13 These grounds stated above for disciplinary action apply whenever a student’s conduct is
14 reasonably related to school or school activities, including but not limited to the circumstances
15 set forth below:
16

- 17 • On school grounds before, during, or after school hours or at any other time when school
18 is being used by a school group.
- 19 • Off school grounds at a school-sponsored activity or event or any activity or event that
20 bears a reasonable relationship to school.
- 21 • Travel to and from school or a school activity, function, or event.
- 22 • Anywhere conduct may reasonably be considered to be a threat or an attempted
23 intimidation of bullying of a staff member or student, or an interference with school
24 purposes or an educational function.
25

26 Disciplinary Measures
27

28 Disciplinary measures include but are not limited to:

- 29 • Expulsion
- 30 • Suspension
- 31 • Detention, including Saturday school
- 32 • Clean-up duty
- 33 • Loss of student privileges
- 34 • Loss of bus privileges
- 35 • Notification to juvenile authorities and/or police
- 36 • Restitution for damages to school property
37

38 No District employee or person engaged by the District may inflict or cause to be inflicted
39 corporal punishment on a student. Corporal punishment does not include reasonable force
40 District personnel are permitted to use as needed to maintain safety for other students, school
41 personnel, or other persons or for the purpose of self-defense.
42

43 Non-Disciplinary Measures
44

45 The Superintendent or designee is authorized to assign a student to non-disciplinary offsite

1 instruction pending the results of an investigation or for reasons related to the safety or well-
2 being of students and staff. During the period of non-disciplinary offsite instruction, the student
3 will be permitted to complete all assigned schoolwork for full credit. The assignment of non-
4 disciplinary offsite instruction does not preclude the Superintendent or designee from
5 disciplining a student who has, after investigation, been found to have violated a School District
6 policy, rule, or handbook provision.

7
8 Delegation of Authority

9
10 The Board grants authority to any teacher and to any other school personnel to impose on
11 students under their charge any disciplinary measure, other than suspension or expulsion,
12 corporal punishment, or in-school suspension, that is appropriate and in accordance with policies
13 and rules on student discipline. The Board authorizes teachers to remove students from
14 classrooms for disruptive behavior.

15
16 Cross Reference: 3300 Suspension and Expulsion
17 3225 Sexual Harassment of Students
18 3226 Bullying, Harassment
19 5015 Bullying, Harassment
20

21 Legal Reference: § 16-11-302(1)(7), MCA Definitions
22 § 20-4-302, MCA Discipline and punishment of pupils –
23 definition of corporal punishment – penalty
24 – defense
25 § 20-5-202, MCA Suspension and expulsion
26 § 45-8-361, MCA Possession or allowing possession of
27 weapon in school building – exceptions –
28 penalties – seizure and forfeiture or return
29 authorized – definitions
30 § 45-5-637, MCA Possession or consumption of tobacco
31 products, alternative nicotine products, or
32 vapor products by persons under 18 years of
33 age is prohibited – unlawful attempt to
34 purchase - penalties
35 29 U.S.C. § 701 Rehabilitation Act of 1973
36 § 45-8-213, MCA Privacy in communications
37 Title 16, Chapter 12 MCA Montana Marijuana Regulation and
38 Taxation
39 § 45-2-307, MCA Discrimination in Education
40 Title 20, Chapter 1, Part 2, MCA Certain district policies prohibited
41 Chapter 256 (2023) Discrimination in Education
42 Chapter 266 (2023) Self-defense in schools
43

44 Policy History:

45 Adopted on:

46 Reviewed on:

47 Revised on:

2
3 **STUDENTS**

4
5 Student Immunization

6
7 The Board requires all students to present evidence of their having been immunized against the
8 following diseases: varicella, diphtheria, pertussis (whooping cough), poliomyelitis, measles
9 (rubeola), mumps, rubella, and tetanus in the manner and with immunizing agents approved by
10 the department. Haemophilus influenza type “b” immunization is required for students under
11 age five (5). Upon initial enrollment, an immunization status form shall be completed by the
12 student’s parent or guardian. The certificate shall be made a part of the student’s permanent
13 record.

14
15 A student who transfers into the District may photocopy immunization records in the possession
16 of the school of origin. The District will accept the photocopy as evidence of immunization.
17 Within thirty (30) days after a transferring student ceases attendance at the school of origin, the
18 school shall retain a certified copy for the permanent record and send the original immunization
19 records for the student to the school district to which the student transfers.

20
21 Exemptions from one or more vaccines shall be granted for medical reasons upon certification by
22 a licensed or certified health care provider in a manner provided by Section 20-5-405, MCA.
23 Exemptions for religious reasons must be filed in a manner provided by Section 20-5-405, MCA.
24 The statement for an exemption shall be maintained as part of the student’s immunization record
25 in accordance with FERPA as specified in Policy 3600P.

26
27 All students who are enrolled under an exemption and have a disease listed in this Policy, have
28 been exposed to a disease listed in this Policy, or may be exposed to a disease listed in this
29 Policy while attending school may be excluded from the school by the local health officer or the
30 DPHHS until the excluding authority is satisfied that the student no longer risks contracting or
31 transmitting that disease.

32
33 The administrator may allow the commencement of attendance in school by a student who has
34 not been immunized against each disease listed in Section 20-5-403, MCA, if that student has
35 received one or more doses of varicella, polio, measles (rubeola), mumps, rubella, diphtheria,
36 pertussis, and tetanus vaccine, except that Haemophilus influenza type “b” vaccine is required
37 only for children under 5 years of age.

38
39 The District shall exclude a student for noncompliance with the immunization laws and properly
40 notify the parent or guardian. The local health department may seek an injunction requiring the
41 parent to submit an immunization status form, take action to fully immunize the student, or file
42 an exemption for personal or medical reasons.

43
44 This policy and related forms shall be made available to all interested individuals upon request
45 and posted on the District’s website to provide parents and families opportunity to be informed
46 about immunizations required and available exemptions under state law.

1
2 This policy does not apply to or govern vaccinations against COVID-19. The Board does not
3 require immunization against COVID-19 in order to enroll in the District in accordance with
4 Montana law. District officials shall not inquire about the COVID-19 vaccination status of
5 students, employees, or visitors. District officials shall not make decisions regarding access to
6 District services for students, employees, or visitors based upon an individual’s COVID-19
7 vaccination status. Students enrolled in dual credit courses in accordance with District policies
8 may be subject to distinct immunization requirements of the applicable post-secondary
9 institution.

10

11	Legal Reference:	§ 20-3-324(20), MCA	Powers and duties
12		§ 20-5-402 - 426, MCA	Health
13		§ 20-5-403, MCA	Immunization required – release and
14			acceptance of immunization records
15		§ 20-5-405, MCA	Exemptions
16		<u>Chapter 534 (2023)</u>	<u>Revise Immunization laws</u>

17

18 Policy History:

19 Adopted on:

20 Reviewed on:

21 Revised on:

2
3 **STUDENTS**

4
5 School-Sponsored Student Activities

6
7 This policy shall be made available to all interested individuals upon request and posted on the
8 District’s website. Parents and families shall be provided information about the nature and
9 purpose of student clubs and groups meeting at the school and methods to consent to
10 participation or opt out of participation consistent with parent/family rights.

11
12 1. Student Organizations:

- 13
14 a. All curricular student clubs or organizations must be approved by the
15 administration. Secret or clandestine organizations or groups will not be
16 permitted.
17 b. Bylaws and rules of curricular student clubs or organizations must not be contrary
18 to Board policy or to administrative rules and regulations.
19 c. Procedures in curricular student clubs or organizations must follow generally
20 accepted democratic practices in the acceptance of members and nomination and
21 election of officers.
22 d. Student led and initiated non-curricular student groups may meet at school in
23 accordance with District Policy without the sponsorship of the School District.
24

25 2. Social Events

- 26
27 a. Social events must have prior approval of the administration.
28 b. Social events must be held in school facilities unless approved by the Board.
29 c. Social events must be chaperoned at all times.
30 d. Attendance at high school social events and dances shall be limited to high school
31 students, and middle school social events shall be limited to middle school
32 students, unless prior permission is received from the principal.
33

34 3. Extracurricular Activities

- 35
36 a. Academic and behavior eligibility rules are established by MHSAs rules and
37 District policy.
38 b. Optional: High School activities are for students enrolled in grades 8-12 or 9-12
39 consistent with MHSAs rules.
40 c. Optional: The Board authorizes the administration to consider requests to approve
41 participation in high school activities by 8th grade students in consultation with
42 parents at the request of the advisor, or coach consistent with this policy and
43 MHSAs rules. Additional coaches or chaperones may be required at the discretion
44 of the administration if middle school and high school students participating
45 together.

- 1 d. Any student convicted of a criminal offense may, at the discretion of school
- 2 officials, become ineligible for such a period of time as the school officials may
- 3 decide.
- 4 c. In establishing an interscholastic program, the Board directs the administration to:
- 5 i. Open all sports to all students enrolled in the District, with an equal
- 6 opportunity for participation.
- 7 ii. Open all sports to residents of the school district and who is at least 5
- 8 years of age and not more than 19 on or before September 10 of the year
- 9 in which participation in extracurricular activities is sought by such child
- 10 in accordance with the provisions of this policy.
- 11 iii. Recommend sports activities based on interest inventories completed by
- 12 the students.
- 13

14 4. Participation in District Extracurricular Activities by Unenrolled Children

- 15
- 16 a. Any child identified in Section 3.c.ii of this policy who is attending a nonpublic or home
- 17 school meeting the requirements of section 20-5-109:
- 18 i. Is eligible to seek to participate in any extracurricular activity of the District that
- 19 is offered to pupils of the district who are of the same age.
- 20 ii. Is subject to the same standards for participation as those required of full-time
- 21 pupils enrolled in the school and the same rules of any interscholastic
- 22 organization of which the school of participation is a member as specified in
- 23 Section 3.a. and 3.b. of this policy and any related student or activity handbook
- 24 provisions.
- 25 iii. Will be assessed for purposes of placement, team formation and cuts using the
- 26 same criteria as used for full-time pupils enrolled in the District.
- 27 b. In cases where there is more than one school serving the same age group within District
- 28 boundaries, a child under Section 4 of this policy shall be subject to the same school zone
- 29 rules applicable to full-time pupils of the District. Participation for one school for one
- 30 sport and another school for another sport is prohibited.
- 31 c. The academic eligibility for extracurricular participation for a student attending a
- 32 nonpublic school as specified under Section 4.a.ii of this policy shall be attested by the
- 33 head administrator of the nonpublic school. No further verification shall be required.
- 34 d. The academic eligibility for extracurricular participation for a student attending a home
- 35 school as specified under Section 4.a.ii shall be attested in writing by the educator
- 36 providing the student instruction with verification by the school principal for the school
- 37 of participation. The verification may not include any form of student assessment.
- 38 e. Students participating in extracurricular activities under Section 4 of this policy may be
- 39 considered part-time enrollees for purposes of ANB in accordance with Policy 3150,
- 40 3121, and 3121P.
- 41

42

43 5. Designation of Athletic Teams

44

45 Unless otherwise prohibited by Policy 3210 or federal law, District sponsored athletic teams or

46 sports designated for females, women, or girls may not be open to students who are biologically

1 of the male sex. District sponsored athletic teams or events may be designated as one of the
2 following based on biological sex in accordance with applicable MHSA rules, this Policy,
3 federal law, Policy 3210, or the provisions of Section 6 of Chapter 405 (2021):

- 4
- 5 a. males, men, or boys;
- 6 b. females, women, or girls; or
- 7 c. coed or mixed.
- 8

9 This section of this Policy is void 21 days after the date the United States Secretary of Education
10 files a written report with the proper committees of the United States House of Representatives
11 and the United States Senate as required by 34 CFR 100.8(c) due to the enforcement of Chapter
12 405 (2021).

13

14 Cross Reference:	Policy 3150	Part Time Attendance
	Policy 3121-3121P	Enrollment and Attendance
	Policy 3233	Student use of Buildings-Equal Access
	Policy 3550	Student Clubs
	Policy 2332	Religion and Religious Activities
	Policy 3222	Distribution and Posting Materials
	Policy 3233-	Student Use of Buildings - Equal Access
	Policy 4331	Use of School Property for Posting Notices

22

23 Legal Reference:	<u>§40-6-701(1)</u>	<u>Parental Rights</u>
	<u>Chapter 693 (2023)</u>	<u>Parental Rights</u>
	34 CFR 100.8(c)	Procedure for Effecting Compliance
	<i>Bostock v. Clayton County Georgia</i> , 140 S.Ct. 1731 (2020)	

27

28

29 Policy History:

30 Adopted on:
31 Reviewed on:
32 Revised on:

2
3 **STUDENTS**

4
5 Student Clubs

6
7 The Board recognizes that student clubs are a helpful resource for schools and supports their
8 formation. Student clubs must complete an application process. The Superintendent or designee
9 is delegated the authority to approve or deny club applications.

10
11 This policy shall be made available to all interested individuals upon request and posted on the
12 District’s website. Parents and families shall be provided information about the nature and
13 purpose of student clubs and groups meeting at the school and methods to consent to
14 participation or opt out of participation consistent with parent/family rights.

15
16 Curricular Student Clubs

17
18 The Board of Trustees authorize the administration to approve and recognize curricular student
19 clubs or organizations in a manner consistent with this policy and administrative procedure.
20 Curricular Student clubs are those approved student clubs that directly relate to the body of
21 courses offered by the school. Curricular student clubs that are recognized by the District are
22 permitted to use District facilities, use the District’s name, a District school’s name, or a District
23 school’s team name or any logo attributable to the District, and raise and deposit funds with the
24 District.

25
26 In order for the administration to approve and recognize a curricular student club the group must
27 submit an application to the building administrator containing the following:

- 28
29 1. The organization’s name and purpose.
30
31 2. The portion of the curriculum that forms the basis of the club. The portion of the
32 curriculum that forms the basis of the club or the course offered at the school enhanced
33 by the club’s functions. This step is required for consideration as a curricular club.
34 Applications that do not satisfy this step may be permitted to meet at the school as a non-
35 curricular student group.
36
37 3. The staff employee designated to serve as the group’s advisor.
38
39 4. The rules and procedures under which it operates.
40
41 5. A statement that the membership will adhere to applicable Board policies and
42 administrative procedures.
43

44 The administration will report to the Board when new curricular student clubs have been
45 approved and recognized.
46

1 Upon approval of a new curricular student club, the administration will notify the District clerk
2 so the group may have any funds raised for its operations so designated in accordance with the
3 District's financial practices.

4
5 Approved curricular student clubs will appear in the student handbook and other appropriate
6 district publications. Advisors of new student clubs may be eligible for a stipend in accordance
7 with applicable collective bargaining agreement provisions and available district resources.
8 Approved curricular student clubs may also have limited access as designated by the
9 administration to distribute messages through official communications of the district (e.g.
10 intercom announcements, district newsletters, group emails, etc.).

11 Career and Technical Student Curricular Clubs Performance Grants

12 The Board of Trustees authorizes approved chapters of the follow Career and Technical Student
13 Curricular Clubs within the District to apply for performance grants distributed by the Office of
14 Public Instruction in accordance with Section 20-7-320, MCA:

- 15 (a) Montana HOSA: future health professionals;
- 16 (b) Montana BPA (business professionals of America);
- 17 (c) Montana DECA (distributive education clubs of America);
- 18 (d) Montana FFA (future farmers of America);
- 19 (e) Montana TSA (technology student association);
- 20 (f) skillsUSA Montana; and
- 21 (g) Montana FCCLA (family, career and community leaders of America).

22
23 Any application submitted under this provision shall be reviewed and approved prior to
24 submission by the club advisor, building principal, and superintendent or designee.

25 Non-Curricular Student Groups

26 Student-led and initiated groups of similar interests that do not meet the requirements to be an
27 approved curricular student club as outlined in this policy shall be designated as noncurricular
28 student groups. Noncurricular student groups include any student group that does not directly
29 relate to the body of courses offered by the District but has a regular meeting schedule and
30 established operational structure. District employees that are present at meetings in a supervisory
31 capacity are not eligible for a stipend. Student meetings must be supervised by an adult.
32 Employees or agents of the District that are present at student group meetings must only serve in
33 a supervisory capacity.

34
35 The District approves a limited open forum, within the meaning of that term as defined U.S.
36 Code § 4071, for non-curricular student groups to meet on school premises during non-
37 instructional time. Noncurricular student groups wishing to conduct a meeting within this
38 limited forum are subject to the following fair opportunity criteria, which shall be uniformly
39 administered consistent with 20 U.S. Code § 4071:

- 40 1. All such meetings must be voluntary and student-initiated;
- 41 2. There shall be no sponsorship of the meeting by the District or its agents or employees;

3. Employees or agents of the District that are present at religious meetings must be only in a nonparticipatory capacity;
4. All meetings must not materially and substantially interfere with the orderly conduct of educational activities within the District; and
5. Nonschool persons may not direct, conduct, control, or regularly attend activities of the non-curricular student groups.

Meeting is defined as a gathering of a group of students for the purposes of discussing group beliefs or engaging in group operations. An event that does not meet this definition will be required to comply with the Community Use of District Facilities Policy and Procedure.

Fundraising

Noncurricular student groups may post notice of gatherings in accordance with Policy 3222. Noncurricular student groups may be authorized by the administration to have the name of the school to appear as part of their group's name. A logo attributable to the school or District, the District's name, or the school's team name or mascot may not be used by a noncurricular group. The permission to post notice of gatherings or use the school name does not constitute sponsorship of the group by the District.

Informal Gatherings

Students are permitted to informally gather at the school in accordance with Policy 3233. Informal gatherings of students are not permitted to use the District's name, a District school's name, or a District school's team name or mascot, or any logo attributable to the District, and raise and deposit funds with the District. Informal student gatherings may not post notices or other materials in accordance with Policy 3222 but may request to post items in accordance with Policy 4331.

Financial Operations

All funds raised by recognized curricular student clubs are subject to applicable District policies regarding financial management. All funds raised by recognized curricular student clubs that are donated to the District become public funds when placed in a District account. All public funds must be monitored in accordance with state law. Deposits must be reviewed to ensure compliance with equity rules, amateur rules and appropriateness under district policy.

Funds spent by the District will be done in accordance with District purchase order policy and spending limits regardless of the source of the donation. All expenditures should be preapproved to ensure equity and auditing standards are met.

The administration is authorized to develop procedures to implement this policy.

Cross Reference: 2332 – Religion and Religious Activities
 3210 - Equal Education and Nondiscrimination
 3222 – Distribution and Posting Materials
 3233- Student Use of Buildings - Equal Access

1 4331 – Use of School Property for Posting Notices
2 Policy 2158 – Family Engagement and Involvement in Education
3 Policy 2132- Family Educational and Privacy Rights
4 Rights

5
6 Legal Reference: 20 U.S. Code § 4071 - Denial of equal access prohibited
7 Section 20-5-203, MCA – Secret Organization Prohibited
8 Section 20-7-320, MCA- Career and Technical Student Organizations
9 Section 40-6-701, MCA Fundamental Parental
10 Title 20, chapter 3, part 3 – Board of Trustees
11 §40-6-701(1) Parental Rights
12 Chapter 693 (2023) Parental Rights
13 Chapter 706 (2023) CTE Organization Grants
14

15
16 Policy History:
17 Adopted on:
18 Reviewed on:
19 Revised on:

- 1
- 2 Policy History:
- 3 Adopted on:
- 4 Reviewed on:
- 5 Revised on:

2
3 **NONINSTRUCTIONAL OPERATIONS**

4
5 District Safety

6
7 For purposes of this policy, “disaster means the occurrence or imminent threat of damage,
8 injury, or loss of life or property”.

9
10 The Board recognizes that safety and health standards should be incorporated into all aspects of
11 the operation of the District. Rules for safety and prevention of accidents shall be posted in
12 compliance with the Montana Safety Culture Act and the Montana Safety Act. Injuries and
13 accidents shall be reported to the District office.

14
15 The Board has identified local hazards which may exist within the boundaries of the District
16 include but are not limited to fire, natural disasters, intruders, weapons, and man-made disasters.
17 The Board shall adopt a school safety plan or emergency operations plan for such hazards
18 relating to school buildings and facilities, communications systems, and school grounds with the
19 input from the local community and that addresses coordination with the county or regional
20 interdisciplinary child information and school safety team provided for in Policy 4410. The plan
21 shall be reviewed annually.

22
23 The plan must include the following threat assessment practices:

- 24 • the adoption of a threat assessment protocol, outlining policies and procedures for
25 implementation when there is notification of a student threat of harm to others or
26 property; and
- 27 • an identified threat assessment team, composed of key staff, that meets at least monthly
28 and may include behavioral threat assessment addressing students in need of academic
29 and behavioral supports or interventions.

30
31 The Superintendent or designee shall design and incorporate drills in its school safety or
32 emergency operations plan to address the above stated hazards ~~The trustees shall certify to the~~
33 ~~office of public instruction that a school safety or emergency operations plan has been adopted.~~
34 This plan and procedures shall be discussed and distributed to each teacher at the beginning of
35 each school year. There shall be at least eight (8) disaster drills a year in a school. All teachers
36 shall discuss safety drill procedures with their class at the beginning of each year and shall have
37 them posted in a conspicuous place next to the exit door. Drills must be held at different hours
38 of the day or evening to avoid distinction between drills and actual disasters. A record shall be
39 kept of all fire drills.

40
41 The trustees shall review the school safety or emergency operations plan periodically and update
42 the plan as determined necessary by the trustees based on changing circumstances pertaining to
43 school safety. Once the trustees have made the certification to the office of public instruction,
44 the trustees may transfer funds pursuant to Section 2, 20-1-401, MCA to make improvements to
45 school safety and security.

1 The Superintendent shall develop safety and health standards which comply with the Montana
2 Safety Culture Act. **[Optional]**: The Superintendent shall ensure District employees are provided
3 equipment, tools, and devices designed to ensure a safe and health workplace in accordance with
4 this policy. Failure to use the provided equipment in a suitable or timely manner may be
5 considered a violation of District policy. If a staff member requires equipment that is not
6 available, an employee may submit a request to the administration in accordance with established
7 District practice.

8
9 To ensure a safe school setting and to comply with regulations governing schools in Montana,
10 the following safety measures shall be implemented in the District:

11 (a) Janitorial and other storage areas that contain toxic or hazardous materials must be
12 kept locked between periods of use. Custodial closets, boiler rooms, and other areas
13 where hazardous or poisonous compounds are stored must be inaccessible to students.

14
15 (b) All cleaning compounds and other toxic chemicals not stored in the product container
16 or package in which it was obtained must be stored in a labeled container that clearly
17 identifies the product by name.

18
19 (c) Chemicals must be stored as specified by the chemical's Safety Data Sheet.

20
21 (d) The school and school site must be free of objects or conditions which create
22 unreasonable or unnecessary dangers to health or safety.

23
24 (e) First aid kits and AEDs must be provided and stored in accessible locations that
25 are easily identifiable to staff and trained personnel.

26
27 (f) Playground and school yards must be inspected every month by the facility manager
28 or other school personnel and the inspection must be recorded and records kept on the
29 school site. Inspections must be conducted using a playground safety checklist
30 approved by DPHHS.

31
32 (g) Playground inspection results must be made available for review by the local health
33 authority or DPHHS upon request.

34
35 (h) Periodic maintenance and repair must be performed on playground equipment
36 according to the manufacturer's specifications. Repairs, not including the leveling of
37 fall protection material, must be documented.

38
39 (i) Playground equipment must be maintained in a safe condition.

40
41
42 Legal Reference: § 20-1-401, MCA

Disaster drills to be conducted
regularly – districts to identify
disaster risks and adopt school safety
plan

43
44
45
46 § 20-1-402, MCA

Number of disaster drills required –
time of drills to vary

1
2
3
4
5
6
7

§§ 39-71-1501, et seq., MCA Montana Safety Culture Act
37.111.812, ARM Safety Requirements
Chapter 348 (2023) School Safety Teams

Policy History:
Adopted on:
Reviewed on:
Revised on:

New Business
ACTION ITEM

Discuss & Consider Facilities Committee Review of Building Expansion and Renovation Project

Presented by: Kelly Henderson

Background (to include funding source if applicable):

The Facilities committee is interested in learning more about an expansion and renovation project to increase instructional effectiveness for children.

Recommendation: Administration recommends the Governing Board authorize the Facilities Committee to review the needs for a school facilities expansion and renovation project. A report will be prepared for the September Board meeting outlining cost, process, and need.

New Business
ACTION ITEM

Discuss & Consider MTSBA Electronic Vote on Association Business

Presented by: Brittney Bateman

Background (to include funding source if applicable):

The Annual Meeting held in a hybrid format (in-person and virtual) on June 8, 2023, is typically where the membership votes on the items that require a vote of the membership. Although we had great participation and discussion during this year's Annual Meeting, we did not meet the quorum requirements to conduct business of the Association.

1. FY25 Dues Revenue Estimate; NOTE: You are not voting on your District's FY25 Dues; rather, this is the FY25 Dues Revenue Estimate that is calculated pursuant to the member-adopted MTSBA Bylaws.
2. Changes to the MTSBA Principles & Guidelines;
3. Foundational Elements of MTSBA's Organizational DNA;
4. Multi-year Vision-Based Advocacy Process Resolution;
5. MTSBA Board of Director's Gap Analysis Resolution for 2025 Legislature;
6. Nomination of Sue Corrigan (Kalispell Municipal Director) as MTSBA PresidentElect;
7. Nomination of Krystal Zentner (MTSBA Region 9 Director and Bridger Trustee) as MTSBA Vice-President

Recommendation: To make a motion on what matters the Board would like to make a vote on and give permission to the district clerk to submit the vote.

2023 MTSBA Membership Electronic Vote

Introduction

Dear MTSBA Member:

Although we had great participation at our Annual Meeting held in person and virtually on Thursday, June 8, 2023, we did not meet the quorum requirements necessary to conduct MTSBA business. Therefore, we are conducting the necessary business of the Association at this time via electronic means pursuant to the MTSBA Bylaws.

Please cast the vote on behalf of your Board of Trustees on the following items that come as a seconded motion from the MTSBA Board of Directors:

- 1. FY25 Dues Revenue Estimate; *NOTE: You are not voting on your District's FY25 Dues; rather, this is the FY25 Dues Revenue Estimate that is calculated pursuant to the member-adopted MTSBA Bylaws.***
- 2. Changes to the MTSBA Principles & Guidelines;**
- 3. Foundational Elements of MTSBA's Organizational DNA;**
- 4. Multi-year Vision-Based Advocacy Process Resolution;**
- 5. MTSBA Board of Director's Gap Analysis Resolution for 2025 Legislature;**
- 6. Nomination of Sue Corrigan (Kalispell Municipal Director) as MTSBA President-Elect;**
- 7. Nomination of Krystal Zentner (MTSBA Region 9 Director and Bridger Trustee) as MTSBA Vice-President**

As always, thank you for your time.

**Lance L. Melton
MTSBA Executive Director**

* 1. Please provide the NAME of your School District. Note: Do not provide provide a School District No.

**NAME of your
District**

* 2. Please provide the NAME of the individual who is submitting this electronic vote on behalf of the Board of Trustees.

Name

* 3. Please indicate whether your School District supports or opposes the FY25 Dues Revenue Estimate. *NOTE: You are not voting on your District's FY25 Dues; rather, this is the FY25 Dues Revenue Estimate that is calculated pursuant to the member-adopted MTSBA Bylaws.*

- Our School District **approves** the FY25 Dues Revenue Estimate
- Our School District **opposes** the the FY25 Dues Revenue Estimate
- Our School District **abstains** from voting on this issue.

* 4. Please indicate whether your School District supports or opposes the changes to the MTSBA Principles & Guidelines as presented.

- Our School District **approves** the changes to the MTSBA Principles & Guidelines as presented.
- Our School District **opposes** the changes to the MTSBA Principles & Guidelines as presented.
- Our School District **abstains** from voting on this issue.

* 5. Please indicate whether your School District supports or opposes the Foundational Elements of MTSBA's Organizational DNA as presented.

- Our School District **approves** the Foundational Elements of MTSBA's Organizational DNA as presented.
- Our School District **opposes** the Foundational Elements of MTSBA's Organizational DNA as presented
- Our School District **abstains** from voting on this issue.

* 6. Please indicate whether your School District supports or opposes the Multi-year Vision-Based Advocacy Process Resolution.

- Our School District **approves** the Multi-year Vision-Based Advocacy Process Resolution as presented.
- Our School District **opposes** the Multi-year Vision-Based Advocacy Process Resolution as presented.
- Our School District **abstains** from voting on this issue.

* 7. Please indicate whether your School District supports or opposes the MTSBA Board of Director's Gap Analysis Resolution for the 2025 Legislature

- Our School District **approves** the MTSBA Board of Directors' Gap Analysis Resolution for the 2025 Legislature.
- Our School District **approves** the MTSBA Board of Directors' Gap Analysis Resolution for the 2025 Legislature.
- Our School District **abstains** from voting on this issue.

* 8. Please indicate whether your School District supports or opposes the nomination of Sue Corrigan (MTSBA Kalispell Municipal Director) as MTSBA President-Elect (and unanimously nominated by the MTSBA Board of Directors).

- Our School District **approves** Sue Corrigan as MTSBA President-Elect.
- Our School District **opposes** Sue Corrigan as MTSBA President-Elect.
- Our School District **abstains** from voting on this issue.

* 9. Please indicate whether your School District supports or opposes the nomination of Krystal Zentner (MTSBA Region 9 Director/Bridger Trustee) as MTSBA Vice-President (and unanimously nominated by the MTSBA Board of Directors).

- Our School District **approves** Krystal Zentner as MTSBA Vice-President.
- Our School District **opposes** Krystal Zentner as MTSBA Vice-President.
- Our School District **abstains** from voting on this issue.

* 10. Signature of Board Chair. By inserting the name of your Board Chair here, this confirms and has the legal impact of your Board Chair's legal signature.

Name



**MTSBA Membership Ballot
Background Information**

June 13, 2023

Dues Revenue Estimate	Pages 2-4
Principles and Guidelines	Pages 5-12
MTSBA Organizational DNA	Pages 13-17
Vision-Based Advocacy Resolution, 2023-2029	Page 18
Gap Analysis Resolution, 2025 Legislature	Pages 19-28
Officer Elections	Page 29



TO: MTSBA Members
 FROM: Lance Melton, Executive Director
 RE: Dues Revenue Estimate for FY2025
 DATE: May 25, 2023

Pursuant to the MTSBA Bylaws, below is a dues revenue estimate for the fiscal year beginning July 1, 2024. The MTSBA Board will be reviewing this estimate and will initiate a motion during the annual meeting regarding adoption of the dues revenue estimate.

Refresher Regarding How MTSBA Dues are Calculated:

The MTSBA bylaws include a dues formula that is based on total current spending by each member three years preceding the year to which the dues apply. The lag between the year of spending vs. the year of dues to which such spending applies is to ensure that we are relying on audited data submitted by OPI to the National Center for Education Statistics.

The dues formula is largely sensitive to each member’s local funding, providing a decrease in dues when a member’s expenditures drop from year to year and providing an increase in each year when a member’s expenditures rise. If a member’s spending places them in one of the floors, caps or flat rates, the dues for such member change according to the total percentage change in expenditures by all members in the applicable year.

The percentage by which total current spending of all members increased from FY21 to FY22 (ESSER funds removed from the total of both years) was 4.21% (\$73,273,797 increase in total current spending). That inflation factor has been applied to all floors, caps, and flat rates as well as to spending thresholds as required by the Bylaws.

The following is a chart that identifies the various assessment rates, floors, caps, and flat rates as they would be set in the bylaws after member approval. The chart below is in an adjusted form as specified in the Bylaws and is presented for your consideration and approval.

FY25 Proposed Dues Formula - Dues Effective July 1, 2024				
FY22 Spending Low	FY22 Spending High	Assessment	Floor	Cap
\$0	\$413,770	Flat Rate	\$421	\$421
\$413,771	\$2,491,798	0.14%	\$421	\$2,749
\$2,491,799	\$4,970,477	0.11%	\$2,749	\$4,645
\$4,970,478	\$7,365,089	0.09%	\$4,645	\$5,714
\$7,365,090	\$11,645,553	0.08%	\$5,714	\$7,552
\$11,645,554	Above Floor, not 1 of 7 largest members	0.06%	\$7,552	\$14,768
Seven Largest Members	Flat Rate	Flat Rate	\$20,712	\$20,712
Coop Members	Flat Rate	Flat Rate	\$851	\$851

Estimated Dues Revenue Required by the MTSBA Bylaws:

The MTSBA Bylaws provide that I am to “*estimate the financial impact of the formula above upon projected revenue from regular voting member dues for the Corporation in the subsequent year. In making such estimate, the Executive Director shall adjust the floors, caps and flat rates by the same percentage that spending of the membership overall has changed.*”

Once the revenue estimate is complete, it is subject to approval by the MTSBA Board of Directors. Once approved by the MTSBA Board, the dues revenue estimate is presented to the members for their approval at the annual meeting.

For purposes of estimating the dues revenue for FY2025, I have used OPI’s data set for total current spending for FY2022, which reflects an increase in total current spending by our members of 4.21% from FY21-22:

- FY21 Total Current Spending = \$1,739,448,500
- FY22 Total Current Spending = \$1,812,519,591
- Growth in Total Current Spending, \$\$, FY21-22 = \$73,273,797
- Growth in Total Current Spending, %, FY21-22 = 4.21%

Comparison to Prior Year

The 4.21% increase from FY21-22, which drives FY25 dues, follows a prior year increase from FY20-FY21 of 1.13%, which is the corresponding amount by which MTSBA dues increased in FY24. The year to year variance from FY20-21 vs. FY21-22 is likely attributable to relatively smaller spending increases from FY20-21 during COVID 19, both due to substantial temporary reductions in ANB and the arrival of COVID-19 relief funds that took pressure off of what would have otherwise been a larger increase in state and local spending during the applicable year. The average increase in spending and MTSBA dues over two years is 2.67% per year.

Impact of Estimate on MTSBA’s Budget for FY25

Pursuant to the Bylaws, I have estimated the impact of this growth on our existing dues formula by adjusting the floors, caps, flat rates, and spending classifications by 4.21% and by applying the Bylaws-adjusted formula to total current spending of the members from FY22. Based on these referenced calculations, I estimate that MTSBA dues revenue would increase under the adjusted formula by approximately \$41,712, from \$1,091,138 in FY24 to \$1,135,675 in FY25.

1. The increase in dues represents approximately 0.76% of MTSBA’s budgeted revenues for FY24 and this increase, if approved, will help MTSBA meet the inflationary costs of operation in FY25 and continue to provide expanded dues based services to our members.
2. This projected increase represents estimated membership dues revenue growth of 3.8% and is based on 100% member retention and no member consolidating, dissolving, or quitting between now and FY25.
3. Provided that we experience average growth in overall revenues from FY24 to FY25, I estimate that the FY25 dues will represent approximately 19% of overall revenues.

Placing Dues in Context:

The large majority, 81% of what we do, is funded through revenues other than dues. At approximately 19% of our \$5.6 million overall budget, our dues are among the lowest in the nation in terms of the percentage of revenues.

We have approximately \$1.7 million in expenses that don't generate any revenues for MTSBA, and dues help pay for programs that do not generate revenues but that provide tremendous value for our members. Examples of the categories of expense that do not generate revenues include the cost of operating the MTSBA Board and engaging in COSSBA, member outreach, the cost of owning and operating the building, advocacy before the Legislature and Congress and the cost of corresponding staff that do not generate revenues but who provide valuable services that are core to our Mission. We make up the several hundred thousand dollar gap between dues revenue and non-revenue generating expenses through fees generated by voluntary member selection of MTSBA services, royalties, and contracts with our Insurance Programs that provide our members with access to extensive fee-free services, all of which have been extensively documented and transparently outlined to our members in the membership value infographic.

Thank you in advance for reviewing this memo and let me know if you have any questions.

Sincerely,

A handwritten signature in black ink, appearing to read "Lance Melton", with a stylized flourish at the end.

Lance Melton, Executive Director

Principles and Guidelines

(Last adopted in 2022)

Contingent on approval and subject to changes approved by the MTSBA Board of Directors

The purpose of this document is two-fold. First, it is intended to provide a framework of governance for school districts throughout Montana. You, as school board trustees, can review these Principles and Guidelines and use them as a starting point for guide to fulfill the Peoples' goal of developing the full educational potential of each child in your district. Secondly, this document identifies key advocacy issues that MTSBA will pursue on behalf of trustees, school districts, and each student in Montana in the pursuit of educational excellence.

Principle I

School boards should Alignment of their efforts and activities with the Peoples' goal of fully developing the full educational potential of all the state's citizens while guaranteeing equality of educational opportunity to each person of the state.

Relevant Guidelines for School Boards:

School boards should:

1. Embrace Practice eExcellence in the gGovernance of their local public schools. This can be accomplished through coherent and aligned governance devoted to visionary and strategic based leadership, setting high expectations for all, embracing a culture of collaboration and team-building, and other practices and strategies that are focused on developing the full potential of each child. MTSBA recommends consideration of the Eight Characteristics of Effective School Boards, which is included as Appendix A of this document. Briefly summarized:
 - a. Set high expectations for student achievement and quality instruction and set clear goals toward that end.
 - b. Develop strong, shared beliefs and values about what is possible for students to learn and achieve.
 - c. Focus on accountability through policy, not through micro-management.
 - d. Collaborate, communicate, and engage freely with staff and community members to set and achieve district goals.
 - e. Understand data and use it to drive improvement.
 - f. Promote professional development of administrators and staff even in the midst of financial challenges.
 - g. Ensure that the board and superintendent share the same vision of excellence and achievement.
 - h. Make individual and whole board training a priority to build shared knowledge, values, and commitment toward excellence in education.
2. School boards should remain focused on the success of each child interests of children, including student achievement, in carrying out their statutory obligation to collectively bargain in good faith with their public employees in compliance with 39-31-305, MCA. Maintaining a focus on the interests of students individualized success of each child will help ensure that limited resources are used in the most

effective and efficient manner possible in pursuing the people's goal of developing the full development of each student's educational potential of each child.

3. Employ staff who are highly qualified and engaging.
4. Embrace the concept of differentiated personalized learning for all students embracing individualized, applied, work-based and distance learning opportunities to. Meet each child on his or her their own terms to ensure student success. Create a safe environment for all that is conducive to learning, free from bullying, harassment, and intimidation.
5. Encourage and welcome parental and family involvement to help understand each child's needs.
6. Advocate in every possible manner the need for adequate school funding to pursue and accomplish the Peoples' goal of developing the full educational potential of each student.

Relevant Guidelines for MTSBA Activities:

MTSBA must:

1. Advocate for adequate, rational and flexible funding for schools, sufficient to allow school districts to meaningfully comply with and provide an education worthy of the definition of the basic system of free quality schools in 20-9-309, MCA.

Principle II

School boards should Recognition of the shared authority for education between the community, locally elected school boards, and the bodies with constitutional authority and responsibility for education, including the Governor, the Montana Board of Public Education, and the Legislature.

Relevant Guidelines for School Boards:

School boards should:

1. Strongly encourage embrace and advocate for the preservation of locally-made decisions within the our communities, rather than a "one-size-fits-all" approach from the state or federal government.
2. Conscientiously use local, state, and federal resources to successfully educate students.
3. Engage, educate, and enlist the support of community members regarding the public schools' charge of fully developing the full educational potential of each child.

Relevant Guidelines for MTSBA Activities:

MTSBA must:

1. Advocate for preservation of decision-making at the local, community level supervision and control of the schools in each district by the community-elected board of trustees working in collaboration with the community in which they serve as the best way to ensure that all students are college, career and life ready, equipped to choose and thrive in a career of their choice.
2. Support and advocate for proper exercise of the Board of Public Education's and the Legislature's respective authority. The Board of Public Education is to exercise "general supervision" over the basic system of free quality schools, which should be exercised in a manner that does not intrude on the more specific and

expansive authority of elected school boards to “supervise and control” education in each community. The Legislature is to define the basic system of free quality schools and fund it rationally, recognizing the Board of Public Education’s accreditation standards which represent the minimum standards as the foundation upon which the basic system of free quality schools is built.

3. Advocate for and enforce the constitutional guarantee and requirement that all publicly funded K-12 education in Montana be supervised and controlled by publicly elected school boards publicly elected by the qualified electors in each district as required by Article X, Section 8 and Article IV, Section 2 of the Montana Constitution.

Principle III

School boards should ensure Equality of educational opportunity for all students each person of the state.

Relevant Guidelines for School Boards:

School boards should:

1. Ensure that all students resident children have full access to the programs and resources of their local public schools district.
2. Ensure the opportunity to succeed for each child. Position every child to succeed, regardless of any special circumstances.

Relevant Guidelines for MTSBA Activities:

MTSBA must:

1. Work to provide adequate and equitable funding so that local boards can provide each child’s student access to programs and services.
2. Protect the equal right to respect, dignity, and opportunity for each child.

Principle IV

School boards should recognize Recognition of and commitment to the preservation of the distinct and unique cultural heritage of American Indians.

Relevant Guidelines for School Boards:

School boards should:

1. Implement and maintain programs to preserve and educate its students regarding the cultural heritage and language of American Indian peoples and tribes.
2. Collaborate with American Indian peoples and tribes to ensure that educational programming is culturally accurate and relevant and in harmony with the corresponding efforts of tribal governments, education departments and tribal colleges.

Relevant Guidelines for MTSBA Activities:

MTSBA must:

1. Work to provide adequate funding for and state-wide commitment to Indian Education for All.
2. Recognize the negative impact that concentrated poverty can have on cultural preservation and pride and advocate for legislation to address and mitigate these

negative impacts, including but not limited to advocacy for resources to address poverty, such as impact aid legislation.

Principle V

~~School boards should preserve the separation of~~ **Balance between Church and State.**

Relevant Guidelines for Trustees:

School boards should:

1. In accordance with our obligation of guarding the constitutional rights of families and children and in accordance with applicable court rulings, ensure an appropriate balance between freedom of religion and avoidance of endorsement of a particular religion.
2. Comply with the test set forth in Lemon v. Kurtzman (1971) in addressing issues of religion in the public schools:
 - a. The action of the district must have a secular purpose.
 - b. The primary effect of the district's action must neither advance nor inhibit religion; and
 - c. The action must not excessively entangle the district in religion.

Relevant Guidelines for MTSBA Activities:

MTSBA must:

1. Advocate for balance between the core religion issues expressed in the United States Constitution through the Establishment Clause, which bans the government from "establishing" a religion; and the Free Exercise Clause, which protects citizens' right to practice their religion. MTSBA shall use relevant holdings of the United States Supreme Court to guide its efforts and positions on these issues.
Oppose vouchers, tuition tax credits, and other forms of proposed direct or indirect support for sectarian education that MTSBA believes violates Article X, Section 6 of the Montana Constitution.
2. Advocate for continued support of student and family religious freedom.

Principle VI

~~School boards should work to~~ **Collaboration among and with our locally-elected school boards, solve challenges and resolve disagreements with other school boards locally whenever possible.**

Relevant Guidelines for Trustees:

School boards should:

1. Recognize the shared bond among and autonomous authority of area locally-elected school boards in exercising supervision and control of their respective school districts/public schools pursuant to Article X, Section 8 of the Montana Constitution;
2. Recognize the value of outreach to and collaboration among area our locally-elected school boards and school districts;

3. Recognize and respect the potential for divergence in the interests of different area school boards when each are exercising supervision and control of their respective local public schools districts;
4. Recognize the dilution of effectiveness in MTSBA's advocacy when based on simple majorities rather than broad consensus among our member school boards.
5. Ensure open lines of communication among the constitutionally empowered trustees in areas throughout the state.
6. Work to resolve differences among area school boards and school districts through local solutions whenever possible.
7. Work to isolate the impact of division among school districts in a given area on overall unity and resulting effectiveness within and among state education organizations associations representing local school boards and their staff.

Relevant Guidelines for MTSBA Activities:

MTSBA must:

1. Understand, respect and equitably balance the interests of its our member school boards while ensuring that the voices of all its our members are heard and acknowledged in MTSBA's advocacy.
2. Maintain a focus on and reserve its resources to address issues of statewide impact and concern in its advocacy and maintain neutrality on issues of limited statewide impact that divide its our members. When issues of limited statewide impact involve division among its our members, MTSBA advocacy must be limited to providing information to all of its our affected members on an equitable and neutral basis.
3. Identify and attempt to resolve division within the our membership whenever possible through neutral facilitation of dialogue and transparent provision of information to its members.

Appendix “A” To MTSBA’s Principles and Guidelines Eight characteristics of effective school boards: At a glance

What makes an effective school board — one that positively impacts student achievement? From a research perspective, it’s a complex question. It involves evaluating virtually all functions of a board, from internal governance and policy formulation to communication with teachers, building administrators, and the public.

But the research that exists is clear: boards in high-achieving districts exhibit habits and characteristics that are markedly different from boards in low-achieving districts. So what do these boards do? Here are eight characteristics:

1. Effective school boards commit to a vision of high expectations for student achievement and quality instruction and define clear goals toward that vision. Effective boards make sure these goals remain the district’s top priorities and that nothing else detracts from them. In contrast, low-achieving boards “were only vaguely aware of school improvement initiatives” (Lighthouse I). “There was little evidence of a pervasive focus on school renewal at any level when it was not present at the board level,” researchers said. (Lighthouse I)
2. Effective school boards have strong shared beliefs and values about what is possible for students and their ability to learn, and of the system and its ability to teach all children at high levels. In high-achieving districts, poverty, lack of parental involvement and other factors were described as challenges to be overcome, not as excuses. Board members expected to see improvements in student achievement quickly as a result of initiatives. In low-achieving districts, board members frequently referred to external pressures as the main reasons for lack of student success. (Lighthouse I)
3. Effective school boards are accountability driven, spending less time on operational issues and more time focused on policies to improve student achievement. In interviews with hundreds of board members and staff across districts, researchers Goodman, Fulbright, and Zimmerman found that high-performing boards focused on establishing a vision supported by policies that targeted student achievement. Poor governance was characterized by factors such as micro-management by the board.
4. Effective school boards have a collaborative relationship with staff and the community and establish a strong communications structure to inform and engage both internal and external stakeholders in setting and achieving district goals. In high-achieving districts, school board members could provide specific examples of how they connected and listened to the community, and school board members received information from many different sources, including the superintendent, curriculum director, principals and teachers. Findings and research were shared among all board members (Lighthouse I; Waters and Marzano.) By comparison, school boards in low-achieving districts were likely to cite communication and outreach barriers. Staff members from low-achieving districts often said they didn’t know the board members at all.

5. Effective school boards are data savvy: they embrace and monitor data, even when the information is negative, and use it to drive continuous improvement. The Lighthouse I study showed that board members in high-achieving districts identified specific student needs through data, and justified decisions based on that data. Board members regularly sought such data and were not shy about discussing it, even if it was negative. By comparison, board members in low-achieving districts tended to greet data with a “blaming” perspective, describing teachers, students and families as major causes for low performance. In these districts, board members frequently discussed their decisions through anecdotes and personal experiences rather than by citing data. They left it to the superintendent to interpret the data and recommend solutions.

6. Effective school boards align and sustain resources, such as professional development, to meet district goals. According to researchers Larocque and Coleman, effective boards saw a responsibility to maintain high standards even in the midst of budget challenges. “To this end, the successful boards supported extensive professional development programs for administrators and teachers, even during times of [fiscal] restraint.” In low-achieving districts, however, board members said teachers made their own decisions on staff development based on perceived needs in the classroom or for certification.

7. Effective school boards lead as a united team with the superintendent, each from their respective roles, with strong collaboration and mutual trust. In successful districts, boards defined an initial vision for the district and sought a superintendent who matched this vision. In contrast, in stagnant districts, boards were slow to define a vision and often recruited a superintendent with his or her own ideas and platform, leading the board and superintendent to not be in alignment. (MDRC/Council of Great City Schools)

8. Effective school boards take part in team development and training, sometimes with their superintendents, to build shared knowledge, values and commitments for their improvement efforts. High-achieving districts had formal, deliberate training for new board members. They also often gathered to discuss specific topics. Low-achieving districts had board members who said they did not learn together except when the superintendent or other staff members made presentations of data. (Lighthouse I; LFA; Larocque and Coleman)

Though the research on school board effectiveness is in the beginning stages, the studies included in this report make it clear that school boards in high-achieving districts have attitudes, knowledge and approaches that separate them from their counterparts in lower-achieving districts. In this era of fiscal constraints and a national environment focused on accountability, boards in high-performing districts can provide an important blueprint for success. In the process, they can offer a road map for school districts nationwide.

Appendix “~~AB~~” To MTSBA’s Principles and Guidelines References for MTSBA Principles & Guidelines

Principle I --

- Montana Constitution, Article X, section 1
- Core Purpose of MTSBA, Strategic Plan
- Core Purpose of the basic system of free quality schools, K-12 Vision Project

Principle II –

- Montana Constitution, Article X, Section 8, ~~Locally-E~~lected ~~T~~rustees
- Montana Constitution, Article X, Section 9, Board of Public Education
- Core Values, MTSBA
- Core Values, K-12 Vision Project

Principle III –

- Montana Constitution, Article X, Section 7
- MTSBA Core Values (balance in treating and addressing needs of members)

Principle IV –

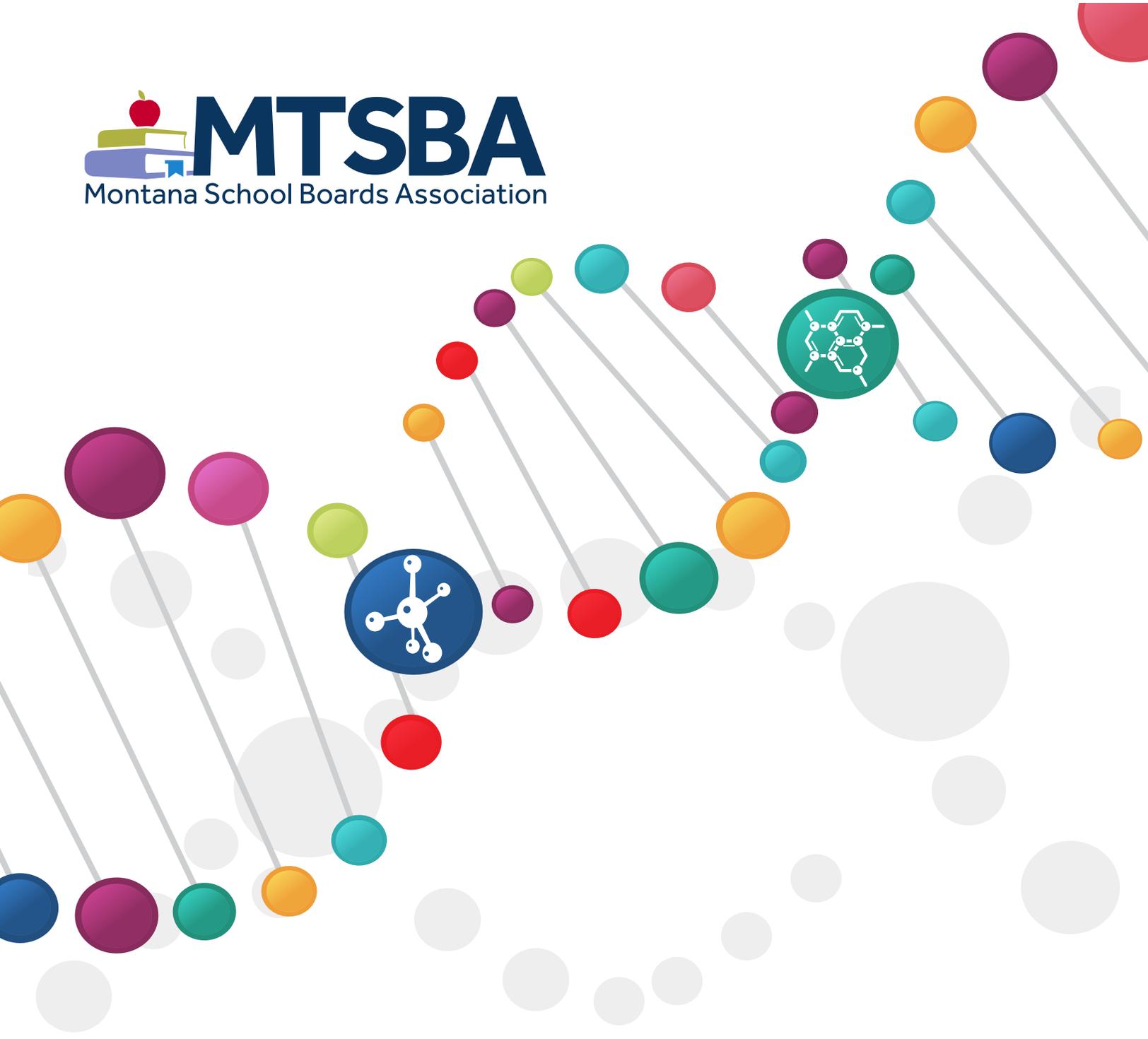
- Montana Constitution, Article X, Section 1(2)
- MTSBA Core Values
- K-12 Vision Project Core Values

Principle V –

- ~~Montana Constitution, Article X, Section 6 (applies to school districts, the state and public corporations)~~
- MCA, 20-5-109
- ~~Lemon v. Kurtzman (1971)~~, Kennedy v. Bremerton School District (2022) and other U.S. Supreme Court cases
- Kaptein v. Conrad

Principle VI –

- Montana Constitution, Article X, Section 8, elected trustees
- MTSBA Core Value: ~~“Understanding, respecting and equitably balancing the interests of every public school system in Montana.”~~ “We understand and respect the variety of circumstances in which our members govern, and the variety of perspectives held by our members. We strive to meet the needs of and balance the interests of each of our members.”
- MTSBA Board of Directors Goal Area 1 - ~~Engaged and United Advocacy for Increased Student Achievement.~~ Engaged and United Advocacy For Each Child in Every Public School
- ~~Objective 2: We will increase member unity on key advocacy initiatives.~~



The Foundational Elements of MTSBA's Organizational DNA

Synthesized from common themes/fused elements reflected in the MTSBA Member Adopted Principles and Guidelines, the MTSBA Board's Strategic Plan, and the MTSBA Board's Specific, Methodical and Consistent Practices Recipe.



Key Sources of Authority for MTSBA

MTSBA Core Purpose:
To develop the full potential of each child through school board leadership.

MTSBA Specific, Methodical and Consistent (SMaC) Practices:

1. We focus on assisting our members with reaching the full potential of EACH CHILD;
2. Our Strategic Plan drives the work of the Board and the staff. We always look at what's coming up on the horizon that impacts our members, planning for changes and aligning our budgetary priorities with our strategic objectives;
3. We integrate knowledge-based decision-making in all member discussions/decisions, and we must ensure expanded involvement of our members in our decision-making processes;
4. We strive to implement solutions that collectively benefit our members, and which do not divide or disengage our membership, exercising fairness and balance in addressing the diverse needs of our members;
5. Each Director meaningfully participates and engages in the governance of the Association, effectively communicates with the membership and serves as an ambassador of MTSBA's programs and services;
6. We encourage leadership of individual champions on the Board of Directors who rise above and beyond the call of duty and inspire those serving with and for them;
7. The Board and staff work in collaboration for the collective benefit of our membership now and into the future;
8. We strategically devote the time and resources necessary to ensure outcomes consistent with our core purpose;
9. We foster opportunities to develop personal relationships that strengthen the organization and enable us to meet challenges more effectively;
10. We continually adapt and innovate to meet the needs, wants and preferences of our members, to help our members succeed in promoting initiatives that support each student's success;
11. We instill trust and openness in our relations with each other and with our membership;
12. We prioritize professional development for the Board and staff;

MTSBA Core Values:

Visionary Leadership - We embrace vision and innovation in all that we do, continually adapting to the changing needs, wants and preferences of our members.

Advocacy - We advocate for EACH child in EVERY public school in Montana.

Empowered School Boards - We empower community engaged, elected school boards in their Constitutional mission to fulfill the potential of each child.

Member-Centric - We understand, respect, and balance the interests of each of our members.

Constitutional Guardian - We guard and defend all Article X constitutional guarantees for each child.

American Indian Peoples and Tribes - We help our members preserve the history and cultural integrity of American Indian Peoples and Tribes.

13. We take the lead in advocating for public education and EACH child served by our membership;
14. We advocate for and educate our members on the innovations that advance personalized learning for EACH child and efficient district operations;
15. We align our programs and services with our Core Purpose and Core Values; and
16. We deliberately choose and conform to a governance model of "representative of".

"Representative of": Board members who view their role as ensuring that the views, beliefs, values, and self-interests of the constituencies they know the best are on the table as part of the conversation. They voice interests and opinions of those they know best and vote on behalf of the best overall interests of the organization. We avoid a "representative for" model, by which board members see themselves as the elected representatives of a particular constituency. They voice only the self-interests and opinions of that constituency and vote only on behalf of that constituency's interests.

In Carrying Out our Work on Behalf of Our Members, the Montana School Boards Association:



Sees the world through the eyes of the elected trustee and dedicates its programs and services to helping school boards develop the full potential of EACH child in every public school in Montana.



Operates from a nonpartisan orientation in all that it does, determining its support for and opposition to proposals on the basis of alignment with strategic/member adopted priorities, and without regard to the positions of political parties or ideology regarding such proposals.



Is driven by its strategic planning and related processes and tightly aligns all that it does to the plan. We fully integrate strategy into everything we do.



Generates its success through the leadership of fully engaged, knowledgeable and selfless directors who work for the benefit of, are committed to understanding and who are devoted to equitably balancing and fulfilling the interests of all member districts. Our directors set aside the specific interests of their own school district and understand their obligation to serve all school districts in fulfilling the potential of EACH child in every public school.



Works for the collective benefit of its members, striving to create clarity and consensus regarding its key initiatives and exercising fairness and balance in addressing the diverse needs of our members.



Executes its strategy through advocacy, services, and innovation, demonstrating visionary leadership in and striving for excellence in all that we do.



Guards the constitutional guarantees afforded children in Article X of the Montana Constitution, including but not limited to:

- Opportunities for each child to fulfill their educational potential;
- The right of each child to access a basic system of free quality schools in every Montana community, adequately and equitably funded;
- A balanced structure of checks and balances between elected school boards, the Board of Public Education, and the Legislature; and
- A commitment to education regarding the preservation, appreciation and understanding of American Indian culture.



Operates with Transparency and Trust, providing our members with ready access and an open invitation to observe and hold us accountable for conducting ourselves in a manner that is consistent with our principles and to measure our successes and failures in the context of our adherence to the norms of behavior that have been defined and adopted by the MTSBA Board of Directors and its member school boards throughout the state.

MTSBA Member-Adopted Principles and Guidelines:

Principle I

Alignment of efforts and activities with the goal of developing the full educational potential of all the state's citizens while guaranteeing equality of educational opportunity to each person of the state

Principle II

Recognition of the shared authority for education between the community, locally elected school boards, and the bodies with constitutional authority and responsibility for education, including the Governor, the Montana Board of Public Education, and the Legislature

Principle III

Equality of Educational Opportunity for each person of the state

Principle IV

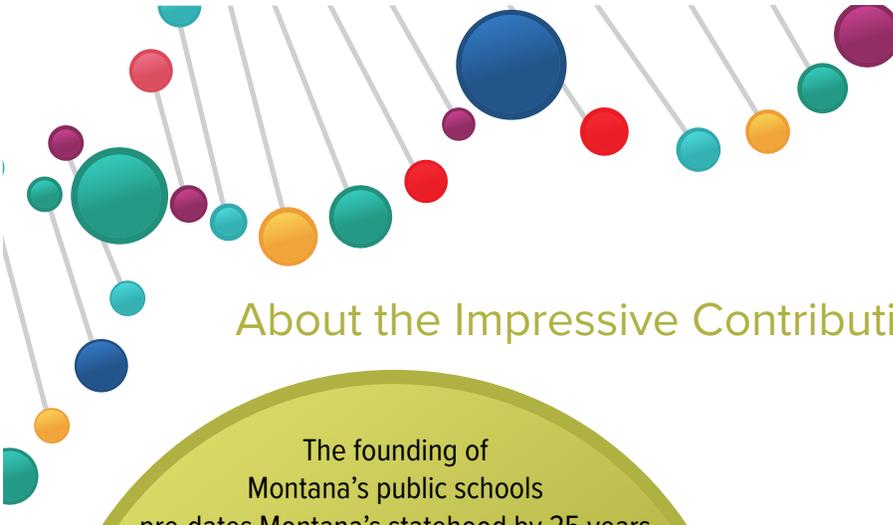
Recognition and commitment to the preservation of the distinct and unique cultural heritage of American Indians

Principle V

Balance between Church and State

Principle VI

Collaboration among and with our locally elected school boards



About the Impressive Contributions of our Members

The founding of Montana's public schools pre-dates Montana's statehood by 25 years.

Creation of a system of public schools was one of the first actions of the First Montana Territorial Legislative Assembly in 1864.

Since the first public school opened in Virginia City in 1865, **Montana's public schools have been preparing Montana children for a future of success over the last 150 years**, governed by community-elected trustees all along the way.

Our **members oversee the employment of over 25,000 public employees** who educate, support, transport supervise, feed and protect the safety of over **155,000+ children**, in virtually every community in the state, every day of the week throughout the school year.

Our boards govern for **excellence and efficiency in equal measures** and the results of their efforts speak for themselves.

Montana's public schools provide performance that compares favorably by any measure, nationally or even internationally and our **members deliver these results for below average costs** when compared to other states in our Nation.

Our members **ensure preservation and fulfillment of important constitutional guarantees afforded Montana's citizens.**

Over 1,450 elected trustees in Montana volunteer nearly 750,000 hours each year in pursuit of increased student achievement, taking on complex and sometimes controversial challenges **with no compensation whatsoever.**

The **combined annual volunteer service of our members would take an individual 86 continuous years, working 24 hours per day**, to match.

When we say that our members provide a lifetime of service each year, we mean that literally.

Our members' annual contributions are **equivalent to 360 FTE positions provided free of charge each year**, providing taxpayers **over \$14 million in savings each year** compared to what those positions would cost if filled by employees.

Vision-Based Strategic Advocacy

Proposed Multi-Year Strategic Advocacy Resolution For Consideration of the MTSBA Membership, June 2023

MTSBA Vision-Based Strategic Advocacy Resolution, 2025-2029 Legislative Sessions, including steps for preparation in advance of each applicable session during the process of building the MTSBA Legislative Platform.

Vision Based Advocacy - Setting the Course Through the 2029 Legislative Session

BE IT RESOLVED that MTSBA follow a vision-based strategic advocacy process in developing and executing its legislative priorities in each legislative session.

1. MTSBA will convene and facilitate its members in ongoing strategic dialogue to ensure the ongoing relevance and value of its advocacy efforts before the Montana Legislature and other bodies impacting the constitutional rights, authorities and obligations under the Montana Constitution.
2. MTSBA will strive to ensure alignment between its priorities and corresponding priorities of other constitutionally empowered bodies to support transformative strategies that will support Montana's public schools in their mission to develop the full educational potential of each person and to ensure equality of educational opportunity for all children.
3. MTSBA shall study and provide references to and consider the adoption of priorities and strategic direction of other comparable strategic efforts at supporting public education, such as the National Conference of State Legislatures' "The Time is Now" initiative.
4. MTSBA efforts must include both development of internal clarity and consensus regarding the desired future for Montana's public schools and external outreach, collaboration with and pursuit of common goals with the Legislature, Board of Public Education, Governor and State Superintendent.
5. MTSBA shall route internal efforts through MTSBA's K-12 Vision Project and will engage our member trustees, administrators, clerks, and teachers from all MTSBA caucus groups.
6. MTSBA shall collaborate in a full partnership with the organizational partners in the Coalition of Advocates for Montana's Public Schools to ensure broad consensus and strategic alignment of our advocacy, focused on the best interests of the children we serve in Montana's Public Schools.
7. MTSBA shall facilitate the work of the K-12 Vision Project using knowledge-based decision making processes, emphasizing careful, deliberate and comprehensive analysis of issues, the use of open dialogue prior to deliberation, pursuit of insight regarding wants, needs and preferences of our members, consideration of the ethical implications of our choices and mitigation of disadvantage to all stakeholders.
8. MTSBA shall initiate outreach efforts to broaden and heighten awareness of the work of the K-12 Vision Project and the efforts of the Coalition of Advocates for Montana's Public Schools, including a combination of public opinion polling, facilitated community dialogue, outreach to business, higher education and other community leaders and public awareness campaigns.
9. MTSBA's overall advocacy efforts must always include:
 - a. An ongoing analysis of the gaps between the vision for success under Article X of the Montana Constitution and the reality of and any impediments created by laws governing and resources provided to Montana's public schools; and
 - b. Development of proposals to resolve the gaps between the vision for success and current realities.

Preliminary Gap Analysis Resolution for 2025 Legislature Montana School Boards Association Board of Directors Resolution

Resolution Overview:

Analyze and resolve gaps between the vision for success under Article X of the Montana Constitution and the reality of laws governing, and resources provided to Montana's public schools.

How is the resolution anticipated to advance the interests of all of Montana's public schools, and/or public school students and/or increase student opportunity and success?

The Directors of the Montana School Boards Association believe that it is important to ensure the state's continued focus on and compliance with constitutional guarantees afforded children under Article X of the Montana Constitution.

As part of this effort, for many years, the Directors have proposed and the members have adopted a resolution that would call on MTSBA to continually analyze and identify, draw attention to and seek legislation to close any gaps between the promises of quality that are made to Montana citizens through the definition of the Basic System of Free Quality Public Elementary and Secondary Schools as defined in 20-9-309, MCA, and the level of quality reasonably assured through Montana law. MTSBA has followed the process proposed (analyzing, identifying and seeking to close gaps between the promise and current realities of quality) since October 2018.

What are the anticipated sources of external opposition (groups outside of MTSBA)?

There are organizations that have opposed the concept, mission and legislative goals of Montana's public schools and MTSBA in every legislative session in recent memory. There are also individual legislators serving in the Montana Legislature who have regularly voted in a manner contrary to the expressed will of MTSBA members in the past.

What are the anticipated sources of internal opposition or division within MTSBA and what steps have been taken, if any, to mitigate/minimize or resolve such division? The Directors of the Montana School Boards Association do not anticipate sources of internal opposition because of previous steps taken.

What is the projected statewide impact on Montana's public schools of the proposed resolution?

The Directors of the Montana School Boards Association believe that passage of legislation consistent with this resolution and the defeat of legislation that would undermine the goals of this resolution will improve the success of Montana's public schools in meeting the peoples' goal of developing the full educational potential of each person through Montana's system of public education.

MTSBA Board Proposed Resolution for 2023 Annual Meeting Gap Analysis, Post-2023 Legislative Session

Analyze and resolve gaps between the vision for success under Article X of the Montana Constitution and the reality of laws governing and resources provided to Montana's public schools.

Goals for MTSBA's Advocacy in the 2025 Interim

1. Broaden member awareness of the changes in law, including both new opportunities and challenges, to help members perform at high levels and work under new changes in the law.
 - a. HB 203 - open public school enrollment;
 - b. HB 214 - access to online learning and multidistrict agreements;
 - c. HB 396 - part time enrollment guarantees;
 - d. HB 504 - standardization of grievance policies;
 - e. HB 676 and SB 518 – Parental rights and obligation of districts to advise parents of available innovations and flexibilities.
 - f. HB 117 - Expand working retiree options under TRS.
 - g. HB 257 - Expand funding for advanced opportunities program.
 - h. HB 321 – GTB subsidies for major maintenance levies.
 - i. HB 332 \$40 million for startup funds for school health trust.
 - j. HB 352 – Targeted intervention – strategies for startup.
 - k. HB 408 – Marketing innovative education tax credits.
 - l. HB 549 – Separate basic entitlement for charter schools.
 - m. HB 587 – Demonstrating care for taxpayers through 95 mills.
 - n. HB 588 – Changes to the TEACH Act.
 - o. HB 749 – Expanded course access through Montana Digital Academy.
 - p. HB 833 - Teacher residency program.
 - q. SB 70 – Broader qualifications for Quality Educator Loan Assistance Program.
 - r. SB 213 - Threat assessment teams and training for school and student safety and security.
 - s. SB 373 - Alternative teacher credentialing licensure.
 - t. SB 444 - Protecting unpaid internships for work-based learning.

2. Advocate for school friendly guidance and supportive startup funding to assist school districts generate the initial funds needed to create targeted intervention programs. Efforts must be consistent with the fiscal note for HB 352, Section 9 language in the bill evidencing legislative intent for FY24 funding and collaboration with OPI. This could include urging OPI to spend its ESSER learning loss funds to support start up efforts of school districts implementing targeted intervention programs and/or urging our members to do the same. FY24 provides a unique and soon to expire opportunity for school districts to use learning loss funds that will expire September 2024 to fund a targeted

intervention-aligned exceptional circumstances enrollment program in FY24, and then use the ANB generated off such operation in FY25 to initiate a formal HB 352 targeted intervention early childhood education program.

3. Through membership in MQEC, initiate legal challenges of bills passed by the 2023 Legislature that impinge on constitutional guarantees afforded children, voters and taxpayers under the Montana Constitution.
 - a. HB 393 Special Needs Savings Account. Article V, Section 11(5) prohibition on appropriation of funds for private purposes or to private parties.
 - b. HB 562 Charter Schools without popularly elected trustees, general supervision of the board of public education and with elections that violate the Article IV, Section 2 definition of qualified elector.
4. Broaden member awareness and prepare for engagement on issues unresolved in the 2023 Legislative Session that are likely to come back next session.
 - a. HB 774, revising elections for occurrence every two years in even years in November.
 - b. HB 502, 566, 837 and free conference activity on human sexuality instruction and “identity instruction” and the concept of curricular opt outs vs. opt ins.
 - c. HB 501 – State superintendent determination regarding which textbook dealers can sell books in Montana.
 - d. State Superintendent variety of proposals seeking to use gross neglect of duty to deter public school employees from instruction on topics.
 - e. HB 690 – Revise Pupil Data Privacy, Address Facial Recognition Technology. Even though this bill failed, pupil privacy and the use of facial recognition technology in public schools will remain visible throughout the interim and could become the target of legislation during the interim or during the next legislative session.

Goals for MTSBA’s Advocacy in the 2025 Legislative Session

1. **Preserve Previous Progress:** MTSBA shall monitor and work to preserve and protect the constitutional role of elected school boards and valuable provisions of existing law previously passed pursuant to MTSBA resolutions. We anticipate that increasing polarization over public schools nationwide will continue to yield legislative proposals seeking to infringe on the constitutional authority and obligations vested in elected school boards by the people of Montana under Article X of the Montana Constitution.

MTSBA continues to support and rely on the definition of quality in 20-9-309 as currently written to ensure the constitutional guarantees afforded children under Article X of the Montana Constitution.

MTSBA has also collaborated with other public education advocates and with the legislative and executive branches of government to achieve significant improvements in current law that we must protect against attacks.

MTSBA shall continue its ongoing efforts that we started in the 2009 Legislative Session to resolve findings of Judge Sherlock in his order in *Columbia Falls Elementary v. State (Columbia Falls II)*. Although Judge Sherlock denied supplemental relief sought by MQEC, he also entered the following findings:

118. Throughout this document, the Court has noted many improvements to the situation that existed in 2004. The Court has also noted that some problems remain. As just noted, this Court, given the efforts of the State and the difficulty of providing an adequate remedy at this time, chooses not to grant any supplemental relief. However, as loath as this Court is to provide an advisory opinion, it will make a few comments so as to avoid future problems.

119. By and large, the Court finds that the State has done a good job of addressing the problems earlier addressed. Following are some of the problems the Court sees that could cause this Court's conclusion to be reversed in the future. According to Exhibit 784, the State has made excellent contributions to ongoing State aid from 2005 through 2008. However, beginning in fiscal year 2009, the increase in the amount of State aid will drop to 1.9 percent. In order to avoid future problems, this figure should reflect to the trend of 2005-2008.

120. Next, although the total State aid to the school districts' general funds has increased from 2004 until today, the Court notes a slight relapse in 2009, as set forth in Finding of Fact 88, above. In the view of this Court, this figure should not be declining, but should either be increasing or at least staying the same.

121. The costs of special education need to be addressed. This Court noted in Finding of Fact 72, above, that Exhibit 549 shows that State appropriations for special education have fallen far short of the growth in costs. The increased competition for general fund dollars between special and general education continues.

122. In Finding of Fact 86, this Court noted the continuing problems with the recruitment and retention of teachers in isolated districts. While the State has made progress in this regard, it would be helpful if more could be done to ease these problems. As noted, increasing salaries for rural and isolated district would have a noticeable impact on recruitment and retention problems.

Specific legislation previously passed through MTSBA efforts (in collaboration with others) pertaining to the above findings include:

1. 2011 Legislative Session: MTSBA successfully drafted and passed Senate Bill 329, allowing school districts to form multi-district agreements. The most notable improvement here was a change in the law granting unified school systems greater flexibility in committing

funds throughout their K-12 school systems. School districts throughout the state have used this law, not only to qualify for state incentive funding, but to also level out the difficulties of budgets that go hand in hand with enrollment fluctuations. MTSBA designed this increased flexibility consistent with Judge Sherlock's ruling in 2008 where he identified that drawing on other fund balances was a means by which schools should be able to respond to spikes in inflation during a biennium that were above inflation calculated under the law.

2. 2013 Legislative Session:

- a. SB 175: In addition to a prorated basic entitlement that provided school districts of all sizes with millions in new funding, SB 175 also increased the basic and per-ANB entitlements, attained inflationary increases on portions of the formula that had been frozen since 2005, provided a new funding stream for student data systems, added a new natural resource development payment to mitigate local property taxes and provide a funding stream for school construction, and implemented:
 - i. Proficiency based ANB, with no seat time requirement. This can help facilitate accelerated learning for gifted and talented students while freeing up resources to pay for dual credit courses for such students and to devote more time to individualized instruction.
 - ii. School board flexibility to increase its over BASE general fund levy without a vote, provided that the board reduces other non-voted levies by a corresponding amount.
 - iii. Immediate increased funding for school districts experiencing an unusual increase in enrollment with more meaningful thresholds than what existed under previous law.
- b. SB 191: Allows a district to use the non-voted tuition fund to pay for any actual costs of providing a Free Appropriate Public Education to students qualifying for services under IDEA that are above the current federal, state and local funding streams available to serve such students. MTSBA drafted and supported passage of this legislation to address finding 121 from Judge Sherlock's 2008 ruling regarding the competition between general and special education. Schools today have access to \$28.5 million more for special education funding through the tuition levy than they did in 2013.
- c. SB 348: Allows a district to transfer state or local revenue from any fund other than debt service or retirement to its building reserve fund and use the funds for enhancements to school safety and security.

3. 2015-2023 Legislative Sessions – After decades of funding K-12 public education last, after the Legislature first addressed every other key

component of House Bill 2, the Legislature started funding K-12 public education inflation as one of the first substantive bills of each session. Inflationary increases in the two years affected by the 2023 Legislature will reflect a full decade of this new trend of prioritizing funding for K-12 schools in state budgeting discussions that reverses a trend that persisted during the first 150 years of the operation of public schools in Montana (1865-2015).

4. 2017 Legislative Session:
 - a. Senate Bill 103: Extended new flexibility for personalized learning at the system level. Removed the obligation to provide the aggregate hours of instruction to all students other than those not gaining proficiency. From this point forward, state law authorizes school districts to implement personalized learning paths with funding attached based on proficiency over content.
 - b. Senate Bill 307: Created a new major maintenance funding stream of \$23 million annually, through a combination of nonvoted levy authority and guaranteed tax base support that pays for the majority of these total costs on a statewide basis.
 - c. House Bill 647: Protected school districts against what would have otherwise been budget reductions of \$42 million. Used block grant funds to cover short term budget shortfalls and expanded guaranteed tax base aid from FY18-21 in a manner that provided tens of millions in savings to local property taxpayers on an annual basis. Through this bill and successor legislation, the GTB ratio has risen from 193% to 262% and local property taxes during the period covered (2017-2023) grew by only \$15 million statewide while state GTB support grew by over \$90 million.
5. 2019 Legislative Session:
 - a. House Bill 211: Passed funding for educator loan repayments for schools facing critical quality educator shortages.
 - b. House Bill 247: Authorized school districts to use major maintenance resources to service debt on major maintenance loans. Authorized new borrowing authority of over \$250 million for major maintenance projects.
 - c. House Bill 351: Provided incentive funds to help pilot school districts converting to personalized learning models.
 - d. House Bill 387: Increased career and technical education programming and funding, expanding to middle grades, authorizing matching non-voted adult education levy funds and more than doubling current CTE funding levels.
 - e. House Bill 576: Increased flexibility over donated funds previously obligated to endowment funds. Expanded school district access to over \$30 million in such funds.

- f. Senate Bill 92: Expanded authorized use of funding transfers, major maintenance resources and authorized a new voted levy for operational and capital costs of school and student safety and security.
6. 2021 Session:
- a. House Bill 46: Applied the inflationary adjustment to the special education allowable cost payment and included it in the present law base in future biennia starting in the 2023 Legislative Session.
 - b. House Bill 143: The TEACH Act. Provided a financial incentive to Montana public school districts to increase teacher base pay to attract early career teachers to Montana school districts. Funding through the quality educator payment for school districts meeting the legislative goals set forth in the bill adds to K-12 Base Aid for qualifying school districts.
 - c. House Bill 246: Codified and expanded flexibilities in personalized learning and teacher licensure and enhanced the state's recognition of the constitutional power of elected school boards. The broadened definition of instruction in 20-1-101(17) took pressure off districts trying to compute their aggregate hours of instruction requirements amid the challenges of COVID-19.
7. 2023 Session
- a. HB 15 - Implement K-12 Inflation. Sustains a 10 consecutive year streak in which school funding is determined early in a legislative session, compared to previous trend where school funding would be determined last.
 - b. HB 117 - Expand working retiree options under TRS. This removes red tape from the process of qualifying a person for working retiree status and expands coverage to administrative positions.
 - c. HB 257 - Expand funding for advanced opportunities program. CTE funding is now at \$6 million per year, with \$4 million of the funds administered through advanced opportunity grants. This is an all-time high in CTE funding.
 - d. HB 321 - \$73 million transfer to school facilities trust. The school facilities trust will now be \$200 million, and interest generated off that trust provides GTB-subsidize major maintenance levies and debt service payments on bonds approved by voters.
 - e. HB 332 \$40 million for startup funds for statewide school health trust. The trust must qualify no later than June 30, 2026, to claim these funds.
 - f. HB 352 - Implement targeted interventions starting at age 4 to support 3rd grade reading proficiency. This is groundbreaking for Montana in providing early childhood education on a formula

basis focused on early literacy. Options include any combination or a home based program (\$1,000), summer jump start program (120 hours for ¼ ANB) and a classroom program that can be either half time or full time starting with children who turn 4 on or before September 10 of the year of service.

- g. HB 408 - Expand innovative education tax credits and broaden permissible expenditures. This bill expands the innovative education tax credit from \$2 million to \$5 million and now allows expenditure on equipment and facilities supporting innovative educational programming.
- h. HB 549 - Authorizing establishment of public charter schools. We drafted this bill in collaboration with Representative Anderson and the Coalition of Advocates for Montana's Public schools. The bill is constitutionally compliant with schools supervised and controlled by popularly elected trustees and subject to general supervision by the board of public education.
- i. HB 587 - Increase transparency and expand tax relief through 95 mills. This bill devotes the 95 mills to supporting K-12 education funding. The 95 mills now fund the general fund GTB program (262% ratio), and provides \$30 million in permanent local property tax relief for countywide retirement levies. The bill also provides for a contingent spill over to further support GTB support for major maintenance levies and debt service payments due to voter approved bonds.
- j. HB 588 - Expand TEACH Act to ensure the eligibility of class 5 provisional certified staff and to ensure that the "first three years of career" does not count for years when an individual is working under an emergency authorization.
- k. HB 749 - Expand Montana Digital Academy funding for nationwide clearinghouse. The \$950,000 increase in funding will exponentially expand student access to high quality distance learning opportunities, all accessed through enrollment in a resident public school on a part time or full time basis.
- l. HB 833 - Establish teacher residency program. This program funds approximately 70 new teachers each year in rural and isolated communities to help address recruitment and retention.
- m. SB 70 - Ease rules to qualify for Quality Educator Loan Assistance Program to help address recruitment and retention. Removes red tape from the process of qualifying a person for loan repayment by removing the content-specific criteria and qualifying anyone working in a rural or isolated school for loan repayment.
- n. SB 373 - Provide for alternative teacher credentialing to help address recruitment and retention.

- o. SB 444 - Protect unpaid internships related to work-based learning. To ensure student access to work-based learning partnerships and avoid a requirement that a work based learning partner must pay a student intern while that student is gaining credit for the work. Aligns with existing practice for unpaid internships consistent with federal law.

2. Ensure a Structure of Shared Authority that Matches the Intent of Constitutional Framers:

- a. MTSBA shall increase awareness among public policy makers and the public regarding the interrelationships and shared and obligations of the Montana Legislature, the Board of Public Education, the State Superintendent and Elected School Boards for ensuring a constitutionally compliant system of public education that develops the full potential of each person. The people of Montana have commissioned and assigned responsibilities to each of these groups to ensure that the peoples' goal of developing the full potential of each person is within reach. The authority and obligation of community elected school boards to supervise and control public schools in each community is a power specifically greater than the power to generally supervise schools as vested in the board of public education. It remains important for MTSBA to remain vigilant in preserving the authority of supervision and control by elected school boards against proposals to infringe on that authority introduced before the Legislature and/or the Board of Public Education.
- b. MTSBA shall identify and seek changes to all laws that are inconsistent with the intent of the people in adopting Article X of the Montana Constitution, ensuring codification of proper roles and scope of authority for all branches of government sharing a duty of fidelity to fulfilling the goals and guarantees afforded children under Article X of the Montana Constitution. MTSBA shall source its position on such issues by relying on guidance as to the proper role, balances of power and interrelationships among constitutionally empowered parties from the verbatim transcript of the Montana Constitutional Convention of 1972, with particular emphasis on portions of that transcript related to the adoption of Article X, Section 8 vesting supervision and control of public education in each community in elected school boards.²

² These are all from Volume VI of the Constitutional Convention Notes, Verbatim Transcript

- March 9, 1972 - March 16, 1972
- Page 2046 is where the delegates first considered what has become Article X, Section 8. Delegate George Heliker, who was an economics professor at the University of Montana moved: I move to amend Section 8 of the Education and Public Lands Committee Proposal on page 5, line 24, after the word and punctuation

- 'elections': 'The supervision and control of schools in each school district shall be vested in a school board.'
- Page 2046 – Heliker says that the fear has been expressed that local school boards would lose autonomy unless added to the Constitution. He also drew a parallel between the authority he was suggesting be provided to local school boards and the authority that the committee had previously granted to the board of regents.

"The committee proposal in Section 11 provides for autonomy to a certain extent for the Board of Regents, which they propose to establish as a constitutional board. And I feel, therefore, that we should give constitutional recognition and status to the local boards to-first of all, to allay the fears which have been expressed, which I think are well founded, concerning the preservation of local autonomy; and secondly, to give parallel treatment to the governing boards of the public schools, as well as the public universities and colleges."
 - Page 2046-2047 - Richard Champoux, Delegate, a professor at Flathead Valley College and a Senate Democrat, added the following comments, noting a specific intent to reduce the power of the Board of Public Education over what it had been under the 1899 Constitution:

"I have also felt that there is quite a bit of fear on the part of many delegates here, and no matter what we say, perhaps they'd still have that fear that the local school districts are going to lose some control and some power. And if you'll note in my remarks to the-when we get to 9,10 and 11, you will note that we have even eliminated the word "control" in the new Public Board of Education, where it is in the old Constitution, and only use the word "supervise", By this amendment the intent is shown, I think, that this delegate-this body does want local control to remain with the local school districts, and I heartily support it."
 - Page 2048 – Reflects the proposal was adopted unanimously.
 - Page 2050 – Delegate Champoux emphasizes the deliberate reduction in power of the Board of Public Education vis-à-vis local school boards by reiterating that the removal of authority to "control" by the Board of Public Education was deliberate.

"I want you to notice, in this Number 9, if you look at the old section of the Constitution, it talks about supervision and control. In this section we have left out the word "control". Again, we want to emphasize that we want the local public school boards to have as much power as possible."
 - Page 2051 – Delegate Champoux addresses the relationship between the power of the Board of Public Education and local school boards:

The fear has been expressed that a separate board for public education might usurp the powers of local boards. There is no reason to be concerned about such a possibility-however, since the powers granted the state board would be almost identical to those now granted, and what we have just done is to guarantee the control by the local board at the local level. Indeed, the committee has actually deleted the word "control" from the powers and granted-now granted the board, so that the new section reads: "exercise general supervision over the public school system." It would be difficult to argue that this grants any additional powers to the state board at the expense of local school boards.



MTSBA Officer Elections, Candidates as Follows:

- 1. President-Elect Nominee (Sue Corrigan, Kalispell Municipal Director and Trustee) Unanimously nominated by the MTSBA Board**
- 2. Vice President Nominee (Krystal Zentner, Region 9 Director and Bridger Trustee) Unanimously nominated by the MTSBA Board**