



August 20, 2025 Agenda Regular Meeting of Trustees

The regular meeting of the Board of Trustees of School District #35 has been scheduled for **08.20.2025 at 6:00 pm in the library and via Google Meet. Video call link: <https://meet.google.com/ixp-dvde-xcy>**

Call to Order

Pledge of Allegiance

Presiding Trustee's Explanation of Procedures

Public Comment- Non Agenda Items

GUESTS:

Lesley Gilmore

Gallatin Gateway School National Register Nomination status

Gallatin Gateway School Window Projects (Restoration compared to Replacement)

Consent Agenda

Minutes: June 25, 2025-Regular Meeting and June 4-Special Board Meeting; **Personnel:** Personnel Report

Superintendent Report

District Clerk Report

Old Business

Discussion Items:

Committee Information

Board Activities: Back to School, Open House

School Finance Roles and Responsibilities

Action Items:

Discuss and Consider Policy Review

New Business

Discussion Items:

Discuss Open Education Allocation

Action Items:

Discuss and Consider MTSBA Poll

Discuss and Consider Trustee's Financial Summary for 2024-2025

Discuss and Consider Budget for 2025-2026

Upcoming Meetings:

September 3rd at 1pm

September 17th at 6pm

Adjournment

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

Excerpt from GGS Policy #1441- Audience Participation

Audience Participation

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

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

Cross Reference: 1420 School Board Meeting Procedure

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

Zoom procedures:

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



**June 4, 2025 Minutes
Special Meeting of Trustees
Work/Study Session
DRAFT**

CALL TO ORDER

The Board of Trustees of the Gallatin Gateway School District #35 met at 1 pm on June 4, 2025 in the Old Board Room/Learning Lab at the Gallatin Gateway School. Board Chair Tim Melton presided and called the meeting to order at 1:05 pm.

TRUSTEES PRESENT

Tim Melton, Chair; Aaron Schwieterman, Vice Chair; Carissa Maus; Brian Nickolay.

TRUSTEES ABSENT

Luke Hancox

STAFF PRESENT

Kelly Henderson, Superintendent; Mary Thurber, District Clerk

OTHERS PRESENT

None

PUBLIC COMMENT ON NON-AGENDA ITEMS

None

OLD BUSINESS

OpenEd Update

Montana Office of Public Instruction has been somewhat of a barrier to our signing up with OpenEd. They have specific rules about remote instruction - that it must be unique in some form or fashion. OpenEd has been working with a Missoula attorney, Elizabeth Kaleva, to ensure that they are in compliance with Montana laws. Pearson, when they tried remote learning in Montana, ran into obstacles because they did not do the proper research before setting up their program and did not prove "uniqueness." OpenEd will be meeting with OPI sometime this week.

There are two funding model options: 1) the tuition model whereby Gallatin Gateway School would not get enough funding to make OpenEd a sustainable option; 2) the ANB model whereby Gallatin Gateway School would make enough revenue to make OpenEd viable. We are not sure which model OPI will insist on.

OpenEd is still hoping to start July 1, 2025 registering and enrolling students. OpenEd has been reviewing Montana standards and is working on developing content to meet these standards.

New Business

Setting Agenda for the June 18 Regular Board Meeting

Superintendent Henderson led a discussion regarding the agenda for the June 18, 2025 regular Board meeting. The individuals present discussed items to be included on the agenda.

Personnel - Business Manager/District Clerk Resignation

Mary Thurber, Business Manager and District Clerk, recently submitted her resignation, effective June 6, 2025. She has proposed remaining as Business Manager/District Clerk on an hourly basis (at her current salaried rate of \$30/hour) until a replacement has been found. The Board members present discussed the resignation as well as Ms. Thurber's proposal. It was decided that the contract for the 2025-2026 school year would be changed to reflect employment at an hourly rate with a maximum of 40 hours/week. Ms. Thurber will work with Superintendent Henderson to ensure that all duties and responsibilities are fulfilled.

Flex Benefits Update

Ms. Thurber recently discovered that Gallatin Gateway School had been contributing too much toward classified employee's flex benefits accounts. IRS rules state that an employer may only contribute a maximum of \$500 toward an employee flex benefit account; the remainder up to \$3,300 must be contributed by an employee. If an employer contributes over \$500 per year, these contributions are considered taxable wages on the part of the employee.

Gallatin Gateway School will be shifting its flex benefits policy to ensure that we are in compliance with IRS rules. We will contribute \$500 toward our classified employee's flex accounts; any additional amounts contractually agreed upon will be given to the employee as a taxable stipend.

Next Meetings:

Regular Meeting - June 18, 2025 @ 6 pm

ADJOURNMENT

Board Chair Tim Melton adjourned the meeting at 1:53 pm.

Tim Melton, Board Chair

Mary Thurber, District Clerk



**JUNE 18, 2025 MINUTES
REGULAR MEETING
BOARD OF TRUSTEES, GALLATIN GATEWAY SCHOOL DISTRICT #35
DRAFT**

CALL TO ORDER

The Board of Trustees of the Gallatin Gateway School District #35 met at 6:00 P.M. on June 18, 2025, in the Gallatin Gateway School Library and via Google Meet. Board Vice Chair Aaron Schweiderman presided and called the meeting to order at 6:00 pm.

TRUSTEES PRESENT

Aaron Schwieterman, Board Vice Chair; Carissa Maus; Brian Nickolay.

Google Meet: None

TRUSTEES ABSENT

Tim Melton, Board Chair; Luke Hancox.

Google Meet: None

STAFF PRESENT

Kelly Henderson, Superintendent; Mike Coon; Mary Thurber, District Clerk.

Google Meet: None

OTHERS PRESENT

None present; none on Google Meet

PLEDGE OF ALLEGIANCE

The meeting attendees recited the *Pledge of Allegiance*.

PRESIDING TRUSTEE'S EXPLANATION OF PROCEDURES

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

PUBLIC COMMENT - NON AGENDA ITEMS

None

GUESTS:

Mike Coon, Academics - Standards-based Instruction and Grading, data and progress

Mike Coon gave the Board an update on how standards-based instruction was progressing in math instruction. He was quite enthusiastic about how well Gallatin Gateway School students were doing with the change to standards-based instruction and grading. The teachers at Gallatin Gateway

School are writing their pacing guides according to Montana-state standards. The curriculum that is being taught also aligns with Montana-state standards; it is more effective and relevant. Previously, students were being taught with a curriculum that was not aligned with state standards. In math, recent testing results show dramatic improvement across grade levels. Students are testing in the upper third band of overall Montana test scores. Proficiency has improved as has confidence.

In addition to switching over to standards-based teaching and grading, teacher resources have improved. Pacing guides now contain links to resources that teachers can use. Testing goals align with the Superintendent's goals. There is good teacher support for the new curriculum and standards-based instruction as well as grading. As teachers get more familiar with processes and procedures, it will only become easier.

CONSENT AGENDA

Minutes: May 21, 2025-Regular Meeting and June 4, 2025-Special Committee Meeting; **Finance:**

May Warrants; **Personnel:** Personnel Action Report

Motion: Trustee Nickolay to approve the consent agenda as presented.

Seconded: Trustee Maus

Board Discussion: None

Public Comment: None

For: All

Opposed: None

Motion passed: 3-0

SUPERINTENDENT REPORT

Superintendent Henderson shared the accreditation letter and report from the Montana Office of Public Instruction. Gallatin Gateway School was accredited by the State of Montana. We received almost perfect scores in the 2024-2025 Accreditation Status Report. Areas that still need improvement include evaluation of goals; schedule for revising curriculum standards; and the school climate survey;

DISTRICT CLERK REPORT

Ms. Thurber presented. She and Superintendent Henderson completed three payrolls in June for all the certified teachings staff. The transition from Blue Cross/Blue Shield and Guardian to JPT is going well and is almost complete. Staff should be receiving their health coverage cards this week. Summer work has commenced. Reconciliation will be the big focus as well as ensuring that data in Black Mountain software is corrected and updated for the beginning of the 2025-2026 school year.

Old Business

Discussion Items:

MCEL Attendance

Superintendent Henderson presented. She asked Board members which ones of them wanted to attend MCEL this coming Fall (October 15-17, 2025 at the Great Northern Hotel in Helena, MT). She requested that those interested in going let her know as soon as possible as she will sign them up. Cancelling is expensive so please don't sign-up if you aren't committed.

Open Education Information

Superintendent Henderson presented. The leadership at OpenEd has been meeting with OPI officials; they are quite confident that Gallatin Gateway School will qualify for the increased ANB funding anticipated to be brought on by the District's agreement with OpenEd. OpenEd has started registering students in Montana (25 students are signed up) and will issue a press release fairly soon.

Board Activities

Superintendent Henderson reminded the Board that their attendance is expected at two activities in late August:

- Breakfast with the Staff on August 18, 2025 at 7:45 am
- Open House on August 21, 2025 from 5-7 pm

There will also be a volleyball parent meeting (Gym) and a Title 1 parent meeting (Library) at 4:30 pm on August 21, 2025. The Board does not need to attend these meetings.

The first day of school for PreK-8 is August 25, 2025.

New Business

Discussion Items:

Date for Budget Work Session August

Superintendent Henderson presented. There will be a budget work session on August 6, 2025, the timing to be determined by Superintendent Henderson with cooperation from the Board. The Trustee Financial Summary is due in MAEFAIRS on August 15, 2025.

Dates for Board Orientation

Superintendent Henderson presented. We will attach the annual Board Orientation onto the August 6, 2025 budget work/study session. The timing and format to be determined by Superintendent Henderson with the cooperation of the Board.

MTSBA Policy Updates - First Reading

Superintendent Henderson presented. We received the first round of policy updates from this legislative session June 14, 2025. Once discussed and considered on second reading, the handbooks and guides will be updated with the proper language from each of the bills.

Here are the policies that are being reviewed. The following is the summary of the House and Senate Bills that require action.

- **HB745:** This bill requires adoption by school districts of a student safety policy requiring a fingerprint criminal history check prior to any individual (employees, volunteers, chaperones, etc.) having unsupervised contact with students. In order to comply with the bill, we are recommending adoption of a new Policy 3655, as well as amendments to Policies 5120P, 5122, and 5430NF.
- **HB471:** This bill amends the requirements for mandatory notices to parents regarding human sexuality instruction and adds requirements related to identity instruction. In order to comply with bill, we are recommending amendment of Policy 2335.
- **HB819:** This bill prohibits the display of flags or banners on District property other than specific types of flags identified in the bill. In order to comply with the bill, we are recommending adoption of a new Policy 8560.
- **HB400:** This bill prohibits adverse employment action or student disciplinary action against an individual that declines to provide their own pronouns or declines to address another person by a name other than their legal name or by using a pronoun inconsistent with the person's sex. In order to comply with this bill, we are recommending amendments to Policies 3310 and 5255.
- **HB600, SB211, and SB502:** These bills collectively address emergency administration of asthma medications and opioid antagonists. In order to comply with this bill, we are recommending amendments to Policy 3416.

- **SB278:** This bill provides funding in the form of advanced opportunity aid and the quality educator payment for an advanced opportunity facilitator position of employment. In order to comply with this bill, we are recommending amendments to Policy 1015FE.
- **HB338 & SB35:** These bills collectively add math to early targeted intervention, exceptional circumstances, and revise out of district student requirements for children enrolled in a jumpstart early intervention program. In order to comply with these bills, we are recommending amendments to Policies 2158, 2165, 2165NF, 3110, and 3121.
- **HB631 & SB297:** These bills collective amend definitions for the pupil online protection act. In order to comply with these bills, we recommend amendment of Policy 3650.
- **HB226:** This bill requires confirmation of citizenship or work authorization status. In order to comply with this bill, we are recommending adoption of a new Policy 5123.
- **HB250:** This bill revises provisions related to out-of-district attendance. In order to comply with this bill, we are recommending amendments to Policies 2050 and 3141.
- **HB567:** This bill generally amends provisions related to multi-district agreements and provides an incentive for county-wide multi-district agreements. In order to comply with the bill, we are recommending amendment of Policy 1007FE.
- **HB602:** This bill specifies that nonrenewal of a nontenured teacher for financial reasons is nonrenewal without cause and requires the matter to be placed on a Board meeting agenda before June 1. In order to comply with this bill, we are recommending adoption of a new Policy 5252.
- **HB359:** This bill amends the requirement for hiring a recently retired teacher to allow for hiring a retired teacher who is employed to mentor a newly hired teacher. In order to comply with this bill, we are recommending amendment of Policy 1009FE.
- **HB651:** This bill permits installation of temporary door locking devices for use during shelter-in-place or emergency lockdown situations with violation of fire codes. In order to comply with this bill, we are recommending amendment of Policy 8301.
- **HB343:** This bill requires districts to allow for release of students from school for religious instruction at the written request of the parent and allows districts to award academic credit for completion of religious instruction under certain circumstances. In order to comply with this bill, we are recommending amendment of Policy 3224.
- **HB381:** This bill allows for students to earn credits towards graduation for working in congregate-care facilities, child-care facilities, or school-age programs under certain circumstances. In order to comply with this Policy, we recommend amendment of Policy 2600.
- **HB591:** This bill adds "Freedom Week" to the list of commemorative days set forth in § 20-1-306, MCA, in order "to educate students about the sacrifices made for freedom in the founding of the United States and the values on which the United States was founded." In order to comply with this bill, we recommend amendment of Policy 2100.
- **SB181:** This bill revises provisions related to Indian Education for All. In order to comply with this bill, we are recommending amendment of Policy 2450.
- **SB369:** This bill revises provisions related to suicide training and prevention. In order to comply with this bill, we recommend amendment of Policy 2150.

Action Items:

Audit Report Findings

Superintendent Henderson presented. We completed our audit for the 23-24 school year. The audit cycle went much better as far as having documentation to provide to the auditor. We had 6 audit findings for the 23-24 school year. Ms. Thurber completed the corrective action plan. We have made all the corrections for the 24-25 school year, so we feel good about where we are in being compliant with the law and finance.

Motion: Trustee Nickolay to approve the Audit Findings and Report for 2023-2024

Seconded: Trustee Maus

Board Discussion: None

Public Comment: None

For: All

Opposed: None

Motion passed: 3-0

Annual Policy Review

Superintendent Henderson presented. The Governing Board is required to review the following policies annually:

2000R [Goals](#)

3311R [Firearms and Weapons](#)

4332 [Conduct on School Property](#)

5223 [Personal Conduct](#)

5314 [Substitutes](#)

We did not complete the policy reviews for 4000 (Community) and 7000 (Financial). These will be scheduled for September and October.

Motion: Trustee Maus to acknowledge the annual policies to be reviewed

Seconded: Trustee Nickolay

Board Discussion: None

Public Comment: None

For: All

Opposed: None

Motion passed: 3-0

Use of Multi-District Agreement for Curriculum

Superintendent Henderson presented.

Wilson Reading:

Handwriting Books		5	\$ 360.00
Fundations Level 3 Kits		3	\$ 6,248.00
Fundations Level 1	Practice Books	1	\$320.00
Fundations Level K	Practice Books	10	\$ 80.00

Fundations Level 2	Student Workbooks	20	2	\$640.00
Fundations Intervention Kits		3		\$ 1,197.00

Total of \$8,845.00 + SH \$1,769 = \$10,614

Quaver Music: \$3,000

Motion: Trustee Nickolay to approve the utilization of the Multi-District Agreement for the purchase of district curriculum resources in the amount of \$13,614.

Seconded: Trustee Maus

Board Discussion: None

Public Comment: None

For: All

Opposed: None

Motion passed: 3-0

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

Ms. Thurber presented. The 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

Motion: Trustee Maus to approve the transfer of general funds to Compensated Absences and Multidistrict accounts based on the priorities established by the Governing Body.

Seconded: Trustee Nickolay

Board Discussion: None

Public Comment: None

For: All

Opposed: None

Motion passed: 3-0

Renewal of MSGIA Workers Compensation Insurance

Ms. Thurber presented. The document outlines the renewal details and risk management services for the Gallatin Gateway School District's workers' compensation coverage.

Coverage Details

- Coverage year: July 1, 2025 - June 30, 2026.
- Member number: 014050.
- Total premium: \$9,333. Rates stayed the same from last year.
- Net premium after modifications and discounts: \$8,427.

Loss Experience

- Frequency and severity of claims from 2022 to 2024.
- 2022: 2 claims, \$0 incurred losses.

- 2023: 4 claims, \$24,770 incurred losses.
- 2024: 1 claim, \$0 incurred losses.

Motion: Trustee Maus to approve the renewal of the MSGIA Worker's Compensation Policy from July 1, 2025-June 30, 2026.

Seconded: Trustee Nickolay

Board Discussion: None

Public Comment: None

For: All

Opposed: None

Motion passed: 3-0

Organization of District Committees for 25-26 SY

Superintendent Henderson presented and proposed that all the committee meetings take place the week before the monthly Governing Board meeting. She would also like to see the meetings held around 3:30 pm so that staff can attend them as conveniently as possible. Not all committees need to meet monthly. Superintendent Henderson will review how often each committee must meet and go over this information with each committee chair.

Facilities: Tim Melton and Aaron Schwieterman

Safety: Brian Nickolay

Whole Child: Carissa Maus

PDAC: Luke Hancox

Motion: Trustee Nickolay to approve the committee assignments for the 25-26 school year.

Seconded: Trustee Maus

Board Discussion: None

Public Comment: None

For: All

Opposed: None

Motion passed: 3-0

Superintendent Goals for 25-26

Superintendent Henderson presented her goals for the 25-26 school year:

Improvement of student academic achievement. 24-25 STAR Data for grades 3-8

Mathematics Proficiency: 50%

Reading Proficiency: 59%

Science Proficiency (5 & 8): 57%

Student achievement will increase incrementally by 3-5% yearly to reach an 80% proficiency level for all students on the state assessment.

Focusing on safety and security, facility improvements will be prioritized with the Facilities Committee by September 2025.

Through professional development activities, staff will collaborate to improve the proficiency of all students by May 2026 to 70-80% proficiency through the use of professional learning communities processes.

Motion: Trustee Nickolay to approve the Superintendent goals for the 25-26 school year

Seconded: Trustee Maus

Board Discussion: None

Public Comment: None

For: All

Opposed: None

Motion passed: 3-0

Records Disposal

Ms. Thurber presented. The Board must annually approve the disposal of records.

2016-2017

- 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

Motion: Trustee Nickolay to approve the disposal of District records listed in accordance with Schedule No 7 after July 1, 2025.

Seconded: Trustee Maus

Board Discussion: None

Public Comment: None

For: All

Opposed: None

Motion passed: 3-0

Property Disposal

Ms. Thurber presented. Property to be disposed of will include damaged furniture, equipment, aged/damaged technology, outdated textbooks and library materials, broken music equipment (music stands, instruments). We will have our annual sale in July, 2025.

Motion: Trustee Maus to approve the property disposals for 24-25 school year.

Seconded: Trustee Nickolay

Board Discussion: None

Public Comment: None

For: All

Opposed: None

Motion passed: 3-0

Non-Resident Student Applications

Superintendent Henderson presented. The District follows the outlined process to admit or deny admission of non-resident students. The Governing Board must review and approve the recommendations of the Superintendent. These are the current applications that must be reviewed:

Transfer In: 2 students. All approved by the administration.

Transfer Out: 3 students to Bozeman. All approved by the administration.

Motion: Trustee Maus to approve the accepted and rejected student applications for out of district enrollment.

Seconded: Trustee Nickolay

Board Discussion: None

Public Comment: None

For: All

Opposed: None

Motion passed: 3-0

Governing Board Appointments for Title X, IX, VI, Gallatin-Madison SPED Cooperative, Transportation

Superintendent Henderson presented. The Governing Board is charged with appointing representatives to out of district committees and in-district assignments.

Title X (Family Planning/Health) - Counselor

Title IX (Discrimination) - Human Resources

Title VI (Civil Rights) - Human Resources

Gallatin-Madison SPED Cooperative - Superintendent

Transportation - District Clerk

Motion: Trustee Nickolay to approve the Governing Board appointments for committees and responsibilities

Seconded: Trustee Maus

Board Discussion: None

Public Comment: None

For: All

Opposed: None

Motion passed: 3-0

Approved List of District Check Signers

Each year the District reapproves a list of check signers due to incoming and outgoing trustees.

Motion: Trustee Maus to approve the following list of check signers for the 2025-2026 fiscal year:

Aaron Schwieterman

Carissa Paulson

Tim Melton

Brian Nickolay

Lucas Hancox

Kelly Henderson

Hannah Hancox

Mary Thurber

Seconded: Trustee Nickolay

Board Discussion: None

Public Comment: None

For: All

Opposed: None

Motion passed: 3-0

Extra Curricular Staffing Recommendations

Superintendent Henderson presented. These are the recommended extra-curricular assignments:

Mentors: Ashley Davis, Mike Coon, Madeline Barry, Madison Phelps
Student Council: Madeline Barry
DC Advisors: Madison Phelps, Madeline Barry
Mentor Coordinator: Ashley Davis
Butte Trip Advisor: Mariel Warren
Science Olympiad: Madison Phelps
Jobs for MT Grads: Kelly Henderson
Volleyball Headcoach: Hannah Hancox
Cheerleading Coach: Andrea Barham
Wrestling Head Coach: Luke Hancox

Motion: Trustee Nickolay to approve the extra-curricular staffing assignments

Seconded: Trustee Maus

Board Discussion: None

Public Comment: None

For: All

Opposed: None

Motion passed: 3-0

Field Trips for 2025-2026 (Expedition Yellowstone, Washington/NYC, Butte Mining, Jump Time Ninja Course, Whitewater Rafting)

Superintendent Henderson presented. We are proposing the following trips for our students next year.

- Expedition Yellowstone (we are proposing to move this trip to 26-27 as we do not have the required number of students/chaperones. We have to have 15 and we will not have that many students.)
- Washington/NYC
- Butte Mining
- Jump Time Ninja Course (we are proposing this trip for the middle school as the ropes course in West Yellowstone is no longer in business).
- Whitewater Rafting

Motion: Trustee Maus to approve the field trips proposed for the 25-26 school year.

Seconded: Trustee Nickolay

Board Discussion: There was discussion about Spire Climbing being an alternative to Jump Time Ninja Course.

Public Comment: None

For: All

Opposed: None

Motion passed: 3-0

ADJOURNMENT

Vice Chair Aaron Schwieterman adjourned the meeting at 7:06 pm.

Superintendent's Report

August 20, 2025

Strategic Goals

Individual Student Success

- Current Enrollment - 114 GGS/162 Open Ed



Changes for the School Year

We are combining 6th and 7th grade for core academic classes. We currently have only 4 6th graders.

Ms. Davis will be teaching MS Art for one period. The classroom teachers will be including art in their lessons.

We ordered Quaver Music programming for our staff to use with the Pre-K through 5 students. We are offering MTDA for middle school students requesting music.

Back to School Guide- Staff

Day One

- Welcome and Breakfast with the Board
- Team Norms/Expectations
 - Review staff norms – additions/subtractions
 - How to share concerns
 - When to give your feedback, thoughts, and opinions
 - Share positive information about programs, colleagues, etc. If you have concerns, please talk with me about those.
- Sign up for Committees
 - Whole Child
 - Facilities
 - Safety
 - PDAC
 - Sunshine/Staff Wellness
 - Foundation Rep
- Feedback
 - Communication (Not communicating what you want to have communicated. What do you want to know that you aren't?)
 - PDAC (Not meeting their needs – what do you want?)
 - Do we need to do this??? (what things do we do that we don't want to do or that we don't need to do anymore?)
- Conferences Explanation
 - Fall – this is for family. Schedule everyone that is willing to come. This is where we review any assessment data (Classroom, MAST, STAR, IXL) and behavioral issues (classroom behavior and attendance) you see to date. Parents should sign the title I parent permission for intervention.
 - Spring – this is for selected families with students that we have concerns about. Others can schedule a conference time after you have scheduled the students who need further discussion about intervention, progress, behavior, and attendance issues. If we are thinking about retention, please conference with me first and then discuss with the parents. Montana law permits the parent to make the final decision about retention. Give the parents information/tasks/work to help their students over the summer and for the remainder of the year.
- Positives from last year. Assessment/Growth and Improvement
- To Do
 - Safe Schools
 - Assessment Certifications
 - Align dates on your pacing calendars for this school year. Complete the assessment tracker for test windows.
- Classroom Work Time

Day Two

Operations Day

- Manuals GGS Staff Team Drive > District Handbooks > 2025-2026 [District Handbooks](#)
*****Disclaimer – Today, we will hit the highlights of each of these documents. We are going to be learning and using this information all year to improve what we do. Please don't panic that you don't know everything in each of these documents. We'll learn it over the school year. This week will provide you with the resources you'll need during the school year and where they are located. Any changes that were made to each of the handbooks are outlined below.
 - 504 Manual: Coordinator – Marie Welch
 - Assessment Plan: Keeper of the Plan – Kelly Henderson
 - *updated the schedule of assessments for next school year*
 - Athletic Handbook: Athletic Director – Hannah Hancox;
 - *Review attendance and academic requirements*
 - *updated the eligibility guidelines; added dates and schedule for each sport*
 - Behavior Expectations/Behavior Matrix
 - *Changes in behavior matrix*
 - *Updated the reporting form*
 - *Added teacher lunch room procedures*
 - C & I Guide/Standards-based instruction/Standards-based grading:
 - *added proficiency-based learning language - a condition of accreditation,*
 - *added link and information about the scheduling tool for the MAST assessment. Provided a form to obtain this information.*
 - *Updated the Engagement section to fit with the requests of the staff more information and focus on student engagement.*
 - Classroom Management
 - ELL Guide: Assessment – Marie Welch, Instructional Planning – Kelly Henderson
 - Emergency Management Plan
 - HR Handbook: HR is Hannah or Kelly
 - *updated reimbursable per diem process*
 - IEFA Handbook: Ashley Davis
 - *This is a constitutional requirement. Please make sure that you include instruction on IEFA during the school year.*
 - Mentoring Handbook: Ashley Davis
 - MTSS Handbook
 - Staff Handbook
 - *added new calendar, updated the board, updated staffing list, updated master schedule, the annual calendar, and the PDAC Calendar*
 - Student-Parent Handbook
 - *clarified tardies for K-2;*
 - *updated the discipline matrix and processes;*
 - *updated calendar, student email use, updated language about enrolled students in the SPED evaluation process,*
 - *updated language about smart watches,*

- *updated eligibility guidelines for athletics,*
 - *updated the absence policy to reflect standards-based grading requirements and homework completion,*
 - *added anonymous alerts information,*
 - *added information about the Little Gators Preschool.*
- Title IX Handbook
- Volunteer Handbook
 - *updated the supervised and unsupervised descriptions to include either name-based or fingerprint background checks.*
- Wellness Plan
 - *updated the rubrics with progress information*
- Writing Handbook
- Butte Handbook
- Yellowstone Expedition Handbook
- Washington DC/NYC Handbook
- Master Agreement [District Handbooks](#)
 - Look at the leave section for when you can and cannot take leave during the school year.
 - Breaks
 - PIR Days
 - Wednesday meetings
 - *updated the salary matrix, included the STARS information/MOU,*
 - *changes made to the 45-minute duty-free lunch,*
 - *updated the pay schedule for 2025-2027.*
- Office Procedures and Information
 - Field Trip Paperwork [Staff Forms to Print](#)
 - Funding for transportation for each of the field trips is required. Coordinate with Hannah
 - Leave and Office Paperwork [Staff Forms to Print](#)
 - Please make sure that you text Kaitlyn, Hannah and I for sick days or needed leave. Please do not use messenger or email.
 - Business Office Procedures – stipends, reimbursements, purchase orders
 - Sub Folder Contents pg. 38 of the Mentor Handbook [District Handbooks](#)
 - Purchasing Procedures: You will receive a budget of \$500 for the year. Include all the little extras like project needs (rocket materials, unwaxed/bronze museum, butterflies, etc.)
 - Lunch Room Procedures – located in the [Behavior Handbook](#)
- Miscellaneous Information
 - Student Data
 - [Data Spreadsheet](#)
 - PLC Protocols for Collaboration and Data Conversations
 - Intervention/Instructional Planning for Watch List students. Do we have students that could benefit from acceleration or lower grade instruction?

- Do you regularly give students feedback on how to improve their work? This is critical with improvement in learning. Review their assessment scores with them individually. Help them make a plan to improve.
- Grading in IC – standards by content area
- Whitelist updates: [Form](#) if there are websites that you would like your students to have access to for instruction, please complete this form. If you are requesting a website and it is an emergency – please send me an email or come talk to me.
- Title I: Each student receiving intervention services must have a signed [parent acknowledgement](#) and [parent compact](#)
- MEA Days form [Staff Forms to Print](#) October MEA deadline for submitting alternative offerings is September 30th. MEA Days are October 16-17th.
- Locker Cleaning – responsibility of homeroom teachers. Please make sure this is completed monthly, especially before a long break.
- Disclosure Agreements information available in the Mentor Handbook and the Staff Handbook [District Handbooks](#). Please have these available for open house.
- [Teaching of Controversial Issues](#)
- [Maintenance Request](#)
- Reminders:
 - Safe Schools
 - PIR Replacement for MEA Days
 - Schedule your evaluation meetings (Goal Setting, Pre-Observation, Post Observation, and Summative) after the EPAS meeting.

Classroom Management/Behavior Management Guides [District Handbooks](#)

- De-Escalation Strategies [23-24 PIR](#)
- Trauma Informed and Restorative Practices – ACES Information [23-24 PIR](#)

Processes and Procedures

Discipline Matrix – when do I send a student to the office?

Expectations for the first week of school:

- Relationship Building
- Study Skills Basics
- Technology Use – Discuss Bark, Hapara, Digital Citizenship
- Processes/Procedures
- Expectations for Learning – keep your expectations high for students. You are teaching at a higher level, have the same expectations for the students. Convey this to them.
- Student Behavior/Dress Code/Phones
- Plan with engagement in mind – this reduces behavior issues
- Please use the Caught You Being Good cards to reinforce positive behavior.

Expectations for the last two weeks of school:

- [Field Trips](#)
- Instruction
- Classroom Clean Up

Instruction/Curriculum

- Assessment Calendar [Curriculum Guide](#)
- [Assessment and Intervention Tracker](#)
- Special Education/504s with Maddie P and Marie

Inventory Training – bar codes and board approval <https://gallatingateway.goalexandria.com/tt-dashboard> Username: inventory (or you each have your own...let me know if you want to use that instead) Password: Gators1234!

Rules/Expectations for Walls and Bulletin Boards, Upstairs, Downstairs, Garbage, Items for disposal

If there is something in your room that you no longer want and it has an asset tag on it:

1. Scan it to remove from your inventory
2. Do one of two things
 - a. Find someone else that wants it or
 - b. store it in your room until January or May, when we will have a sale

If there is no asset tag on the items you no longer want:

1. Find someone else who wants it
2. Throw it away – do not bring it to the office to see if anyone wants it

Walls/Ceilings/Doors: Use only command hooks, gummy double-stick adhesive, and staples (in your room only). Hanging things on the ceiling is against the fire code in schools, so please don't do that. Use the tack strips or bulletin boards to showcase student work or share information.

Upstairs—If you use something seasonally, you do have one storage shelf upstairs in the attic. Things cannot go on the floor or someone else's shelf.

Downstairs – Please let the custodian know if you need extra desks and chairs. Do not store anything downstairs.

Cafeteria Storage – Please do not store anything in the closets in the cafeteria except for curriculum materials. We cleaned those closets out.

Time Card Approval – Time cards must be submitted on the last day of each month for hourly employees.

Stipend Form – please complete the [stipend form](#). You will receive compensation at the end of your event instead of monthly. Those forms will be in your box by next Friday.

Search and Seizures Procedure:

School authorities are authorized to utilize any reasonable means of conducting searches that includes but is not limited to a pat down of the exterior of students clothing, pockets,

objects/containers used or owned by students or in their possession, devices or tools identified in school district policy or the student handbook or deemed necessary by the superintendent.

- The search can only be conducted by a school official or designee.
- The search should be done privately, not in front of other students or adults.
- A witness must be present of the same gender
- Parents will be contacted immediately following a search with written documentation provided.
- The superintendent is notified immediately.

Food in the Classroom

- Share with parents the importance of healthy snacks and meals

Going outside. There must be a curriculum reason to go outside. If you go outside, please go out behind the school instead of the front.

Showing Videos: [Here is the link](#) to watch a video in your classroom. Please make sure to notify me that you have submitted the request.

Lunch Room Procedures

Attendance Conversation

AI – websites and student use

Goal Setting and EPA's training takes place on September 3rd.

Technology updates

Technology and Programs (Mike/Kelly)

- Chromebook checkout
- Color Printer
- Care and Cleaning of Chromebooks
- Chromebook Repair
- Hapara
 - Hapara is the resource where you can monitor student work on their Chromebooks.
 - Website: [Classroom Management Software for Schools | Hāpara \(hapara.com\)](#)
 - Teacher Login Site: [Classroom Management Software for Schools | Hāpara \(hapara.com\)](#)
 - Log in using your Google sign in.
 - This site offers tutorials on how to use Hapara: [Getting Started with Hāpara | Hāpara \(hapara.com\)](#)
- IXL
 - [IXL | Math, Language Arts, Science, Social Studies, and Spanish](#)

- Mike and Neal are the experts on this program.
- Star Assessments and Freckle
 - Star Reading, Math, Lalilo, and Freckle are available at [Renaissance Home \(renaissance-go.com\)](https://www.renaissance-go.com).
 - Renaissance-U provides online help courses and information should you want to learn more about any of the programs we use. [Renaissance-U](#)
 - You can also look at the Resources tab under each assessment category.
 - For more student information on progress on the standards/concepts/skills, take a look at the Star Record Book. From this tab, you can view reports, manage groupings, and plan instruction/intervention to assist students with making progress in reading and math. [Star Record Book \(renaissance-go.com\)](https://www.renaissance-go.com)
 - You should have received an email from Renaissance Learning. If you didn't, please let me know. I can help you with your username and password.
- Bark: Bark is a web-filtering program that looks for key words/terms. I get a weekly report, or an immediate notification if there is a concern about self-harm, hurting others, or other significant safety issues.
- Keyboarding Without Tears: I have set up the classes on Live Insights. You should be getting an email. Please follow the Getting Started letter to start with KWT. This program requires you to provide instruction on keyboarding. Please make sure this happens each week and students have opportunities to practice. This program is for K-5.
- PreK – 5 FUN HUB with Wilson. All the students will be rostered into the program. This allows you to provide extra practice and support for students using the Fundations curriculum. The teacher resources are FABULOUS!!! They correspond with your lessons in the textbook.
- Education.com – this has TONS of great resources. This is where you will find math fact practice (we aren't going to be purchasing Imagine Learning/Big Brainz).

5:30p Staff BBQ – 2640 Blackwood Road, Bozeman

We are providing meat, plates, silverware. Please bring a side dish (chips, salads, fruit, cookies)
Sign up is available at [Back to School BBQ](#).

Day Three

8:00-3:00 pm Trauma-Informed Teaching with Stacy York

Day Four

8:00-4:00 pm

Dyslexia and Reading PD

Basics and Group Learning with articles and shared reading and information – pictorial representations of dyslexia and the brain

Learning Engagement

Curriculum Handbook

Articles about Student Engagement

Neal's Capstone Project

Data Use and PLC Practices

A Professional Learning Community (PLC) is a group of educators who collaborate regularly to improve their teaching practices and enhance student learning. These communities focus on shared goals, collective inquiry, and continuous improvement to create a positive impact on student outcomes. PLCs are a form of professional development where educators work together to expand their knowledge and refine their skills. [KITE data](#)

Here's a more detailed explanation:

Key Characteristics of a PLC:

- **Collaborative Teams:**

Educators work together in teams, sharing ideas, expertise, and experiences.

- **Focus on Student Learning:**

The primary goal is to improve student achievement and well-being.

- **Collective Inquiry:**

PLCs engage in ongoing inquiry, analyzing data, and reflecting on teaching practices.

- **Continuous Improvement:**

They are committed to ongoing improvement, constantly seeking ways to enhance their teaching and student outcomes.

- **Shared Values and Vision:**

PLCs foster a shared understanding of educational goals and a commitment to student success.

- **Supportive and Shared Leadership:**

Effective PLCs have leadership that is supportive and distributed among members.

- **Action-Oriented:**

PLCs translate their learning into concrete actions and strategies to implement in the classroom.

- **Results-Oriented:**

They set specific, measurable goals and track progress to assess the impact of their work.

- **Evidence-Based Assessment:**

PLCs use data and evidence to inform their decisions and evaluate their effectiveness.

Benefits of PLCs:

- **Improved Teaching Practices:** PLCs provide a space for educators to learn from each other, refine their skills, and adopt new strategies.

Enhanced Student Learning: By improving teaching practices, PLCs ultimately lead to better student outcomes.

Increased Teacher Collaboration and Support: PLCs foster a sense of community and support among educators, reducing isolation and promoting professional growth.

- **Positive School Culture:** When implemented effectively, PLCs can create a positive and collaborative school culture
- **Reduced Teacher Burnout:** The support and collaboration within a PLC can help reduce teacher stress and burnout.

Prep for Open House

4:30 pm Title I Parent Meeting – Review Title I Plan, Parent Compact, and Parent Permission for Intervention Tier II and III.

4:30 pm Fall Sports Meeting

5:00 pm – 7pm Open House

Parent sign-ups for volunteering

Day Five –
CPI De-escalation Strategies

[Curriculum and Assessment](#)

Standards-based instruction, instructional model, grading, assessments

[MAST](#) and Assessment Training (Star, [ELL](#), MSAA, MAST)

Complete the MAST Assessment Schedule for the upcoming testing windows. DUE AUGUST 29th.

- Assessment training, giving the assessment, changes in procedures for enrollment accommodations and modifications, and testing protocols and allowances. [Checklists](#) ensure compliance with testing requirements.
- Who is organizing and who can you contact:
- MAST, STAR – Superintendent
- ELL – Counselor
- MSSA/Alternate Assessments – Special Education Teacher

Study Skills [Study Skills Materials](#)

Student Data

- [Data Spreadsheet](#)
- Data Conversation and collaboration
- Intervention/Instructional Planning for Watch List students. Do we have students that could benefit from acceleration or lower grade instruction?

PD Evaluation: [PD Evaluation](#)

Old Business
DISCUSSION ITEM

Committee Information

Presented by: Kelly Henderson

Background: (Include funding sources as appropriate)

Facilities Committee	Meet quarterly Board Members: Aaron Schwieterman, Tim Melton Committee Makeup: Two GGS Board Trustees, Superintendent, District Clerk, Two staff members, Two parents/guardians, Two community members (facility or construction background encouraged)
PDAC Committee	Three meetings (review current year PD, survey of needs, development of topics based on need). Board Member: Luke Hancox Committee Makeup: One GGS Board Trustee, Superintendent, At least one K-2 certified staff member, At least one 3-5 certified staff member, At least one 6-8 certified staff member, At least one specialist
Safety Committee	Meet August, December, April Board Member: Brian Nickolay Committee Makeup: Board Member, Superintendent, Three staff members, Community member, if possible.
Whole Child	Meet four times per year Board Member: Carissa Maus Committee Makeup: One GGS Board Trustee, Superintendent, School Counselor, Student Support Specialist, Classroom Teacher, Administrative Secretary, Two parents/guardians

The report from each committee meeting should be presented to the board the following month.

Old Business
DISCUSSION ITEM

Board Activities

Presented by: Kelly Henderson

Background: (Include funding sources as appropriate)

Thank you so much for Breakfast and spending time with our staff.

Thursday, August 21, 2025 is Open House

Old Business
DISCUSSION ITEM

School Finance Roles and Responsibilities

Presented by: Kelly Henderson

Background: (Include funding sources as appropriate) During the Work Study Session for the Board's orientation, we discussed the roles and responsibilities of the employees and board for the school's finances.

Montana Association of School Business Officials

This document is intended to serve as a communication tool to assist the school district administrative team with collaboration, planning and agreement on how certain duties and responsibilities can be most efficiently and effectively carried out to ensure compliance with board policy and state and federal rules and regulations. The School Business Official (SBO), district superintendent, and board chair are encouraged to review this list each year following the organizational meeting in May. It is not conclusive and many other duties may be added. Links to state law are provided where applicable.

Board Policies	Superintendent	SBO (District Clerk, Business Manager, HR, etc.)	Principal or Supervising Teacher	Other/Name	Comments
Advise on financial and budgetary policies	X	X			
Evaluate business related policies	X				
Maintain policy manual	X				
Annual review of policy manual	X				
Board Meetings	Superintendent	SBO (District Clerk, Business Manager, HR, etc.)	Principal or Supervising Teacher	Other/Name	Comments
Attend all board meetings	X	X			20-3-325, MCA
Notify trustees of meetings		X			20-3-325, MCA
Record the minutes of all meetings and transactions		X			
Provide orientation for new trustees	X	X		MTSBA	
Develop the board agenda	X	X		Board Chair	
Distribute board agenda		X			
Provide appropriate data for agenda	X	X			
Provide minutes for media		X			
Inform staff of board procedures	X	X		Board	
Provide notice for all meetings of the board including committee meetings		X			
Schedule the budget meeting	X	X		Board	20-9-115, MCA
Prepare & Submit TFS on Behalf of the Board to the OPI		X			
Public Relations	Superintendent	SBO (District Clerk, Business Manager, HR, etc.)	Principal or Supervising Teacher	Other/Name	Comments

Assist the trustees in interpreting, presenting and planning school financial programs	x	x			
Prepare materials for distribution		x			
Release information to press, radio & other media	x	x			
Address civic organizations, parent, faculty, and employee groups	x	x			
Participate in service organizations and activities	x	x		Board	
Recommend written policy for process in communicating with the media	x				
Student Data	Superintendent	SBO (District Clerk, Business Manager, HR, etc.)	Principal or Supervising Teacher	Other/Name	Comments
Maintain permanent record of all students				Secretary	
Maintain register of all pupil attendance				Secretary	
Complete enrollment reports				Secretary	
AIM Reporting				Secretary	
Elections (see OPI website)	Superintendent	SBO (District Clerk, Business Manager, HR, etc.)	Principal or Supervising Teacher	Other/Name	Comments
Serve as election administrator		x			Use OPI Election Calendar and Election Handbook
Appoint assistant election administrator, if needed					
Schedule meeting for trustees to pass resolution calling for an election		x			
Prepare ballots for elections		x			
Notify election judges		x			
Publish notice of Trustee and/or levy election(s)		x			
Provide financial information for levy and bond elections		x			
Provide supplies for elections		x			
Compile information to provide for certification of election returns		x			
Maintain the OPI Board of Trustees Repository		x			

Human Resource Management	Superintendent	SBO (District Clerk, Business Manager, HR, etc.)	Principal or Supervising Teacher	Other/Name	Comments
Recruit personnel for positions in business functions	X	X		Board	
Order background checks				Secretary	
Perform reference checks				Secretary	
Provide information relative to working conditions, benefits, policy and procedures		X		Secretary	
Maintain permanent records of all district employees		X			
Maintain records of sick leave, vacation, leaves of absence, etc.		X			
Maintain individual earnings records and payroll withholding records		X			
Maintain personnel files following guidelines		X			
Maintain records of teacher certification		X			
Obtain substitutes and part-time employees as needed				Secretary	
Co-sign personnel contracts	X	X		Board, as necessary	
Provide for in-service training	X				
Perform staff evaluations	X				
Process workers comp issues		X			
Process unemployment issues		X			
Negotiations	Superintendent	SBO (District Clerk, Business Manager, HR, etc.)	Principal or Supervising Teacher	Other/Name	Comments
Serve on management team when needed	X	X			
Prepare pertinent fiscal data for management team	X	X			
Record minutes of negotiation sessions as needed	X				
Share appropriate information with employee unit	X			MFPE Rep	
Financial Planning and Budgets	Superintendent	SBO (District Clerk, Business Manager, HR, etc.)	Principal or Supervising Teacher	Other/Name	Comments
Prepare budget forecasts	X	X			

Prepare Intent to Increase Non-Voted Levy resolution due March 31		x			20-9-116, MCA
Provide financial information for budget preparation	x	x			
Provide receipt estimates - must be knowledgeable in tax levies and other resources		x			
Provide expenditure information	x	x			
Prepare financial and statistical reports for administration and board of trustees		x			
Prepare final budgets		x			
Present budget information to board		x			
Present budget information to staff		x			
Monitor the budget - notify budget directors and trustees of budget balances, etc.	x	x			
Maintain fiscal relationships with other governmental entities (county superintendent, county treasurer, OPI, etc.)		x			
Technology	Superintendent	SBO (District Clerk, Business Manager, HR, etc.)	Principal or Supervising Teacher	Other/Name	Comments
Recommend systems and programs for business functions	x	x			
Prepare forms for use by system		x			
Operate system for payroll	x	x			
Operate system for accounts payable		x			
Operate system for fund accounting		x			
Operate system for inventory and update annually	x	x		Secretary & Tech Director	
Accounting Management	Superintendent	SBO (District Clerk, Business Manager, HR, etc.)	Principal or Supervising Teacher	Other/Name	Comments
Maintain records of all funds as required by law		x			20-3-325, MCA
Maintain records of all receipts and disbursements		x			20-3-325, MCA
Write warrants for all approved claims		x			20-9-213, MCA
Co-sign all operating fund warrants	x	x			20-9-221, MCA
Prepare claims		x			

Prepare payroll	X	X		Secretary	
Deposit funds		X		Secretary	
Maintain records of student activity funds		X			
Sign student activity fund checks	X	X			
Reconcile county treasurer statements and bank statements		X			
Maintain records of all grant funds	X	X			
Recommend accounting systems and equipment	X	X			
Recommend personnel for accounting	X	X			
Prepare consolidated grant application	X				
Encumber expenditures and liabilities		X			
Reconcile Fund 15 Miscellaneous Programs		X			
Reconcile Student Activity Fund		X			
Prepare Impact Aid application, if applicable		X			
Audits (20-9-213, MCA)	Superintendent	SBO (District Clerk, Business Manager, HR, etc.)	Principal or Supervising Teacher	Other/Name	Comments
Perform pre-audit or internal auditing procedures		X			
Perform post-audit responsibilities	X	X			
Respond to audit findings and recommendations	X	X			
Schedule annual audit		X			
Cash Management and Debt Service	Superintendent	SBO (District Clerk, Business Manager, HR, etc.)	Principal or Supervising Teacher	Other/Name	Comments
Recommend investment of funds		X			20-9-213, MCA
Notify county treasurer of investments		X			
Maintain bond and note register		X			
Maintain register of bond maturities and debt payments		X			
Budget for debt service payments		X			

Provide for payment of principal and interest		X			
Maintain petty cash and stamps		X		Secretary	
Provide in-service training on cash procedures	X	X			
Purchasing and Supply Management	Superintendent	SBO (District Clerk, Business Manager, HR, etc.)	Principal or Supervising Teacher	Other/Name	Comments
Serve as purchasing agent for district		X		Secretary	
Develop specifications for supplies and equipment	X			Appropriate Personnel	
Call for bids per legal requirements		X			
Provide purchase order forms	X				
Maintain central stores					
Approve purchase orders to determine budget authorization	X				
Develop purchase order procedures	X	X			
Organize staff committees to develop specifications and standards	X				
Dispense general supplies				Secretary	
Maintain warehousing, receiving, storage and delivery services		X		Secretary	
Conduct and maintain inventory records and fixed assets		X			
Deal with vendors		X		Secretary	
Provide in-service training on purchasing procedures	X				
Operation and Maintenance of School Buildings	Superintendent	SBO (District Clerk, Business Manager, HR, etc.)	Principal or Supervising Teacher	Other/Name	Comments
Recommend maintenance policies and standards	X			Facilities	
Schedule and allocate funds and personnel	X	X			
Recommend replacement and remodeling	X			Facilities	
Inspect and evaluate services	X			Facilities	
Recruit personnel	X			Facilities	
Provide for in-service training	X			Facilities	

Maintain record of utilities		X			
Maintain record of construction		X			
Negotiate with contractors and engineering services	X			Facilities	
Conduct and update facility condition inventory	X				20-9-525, MCA
Maintain current Material Safety Data Sheets (MSDS)	X			Facilities	
Facility Use Management	Superintendent	SBO (District Clerk, Business Manager, HR, etc.)	Principal or Supervising Teacher	Other/Name	Comments
Maintain records of leases, rights-of-way and easements		X		Secretary	
Manage rental of school owned facilities, gyms, classrooms, etc.				Secretary	
Collect fees for rentals				Secretary	
Notify appropriate school personnel of building use				Secretary	
Manage auditorium stage crews				Secretary	
Maintain record of after-school use of buildings				Secretary	
Develop procedures for use of buildings, rental fees, etc.	X			Secretary	
Recommend and manage disposal of obsolete equipment	X			Secretary	
Risk Management	Superintendent	SBO (District Clerk, Business Manager, HR, etc.)	Principal or Supervising Teacher	Other/Name	Comments
Determine insurable values of building and contents		X			
Recommend policies for casualty, liability, fidelity and school indemnity		X			
Maintain register of all insurance policies		X			
Call for bids or negotiate with insuring agencies		X			
File loss claims and accident reports		X			
Arrange for facilities and equipment safety inspections	X			Facilities	
Maintain records for facilities and equipment safety inspections				Facilities	
Safety Committee (Safety Culture Act)	X			Facilities	
Inform public requesting use of school facilities of insurance limitation		X			

Respond to claims against school		X			
Office emergency preparedness	X				
Chain of command for emergencies	X				EMP Plan
Food Service Management	Superintendent	SBO (District Clerk, Business Manager, HR, etc.)	Principal or Supervising Teacher	Other/Name	Comments
Recommend policies and procedures	X			Food Serv	
Maintain records				Food Serv	
Sell lunch tickets				Food Serv	
Provide for fund collections		X			
File reports with state agency		X			
Provide cost analysis		X			
Provide for in-service training	X	X		Food Serv	
Purchase supplies and equipment				Food Serv	
Pupil Transportation	Superintendent	SBO (District Clerk, Business Manager, HR, etc.)	Principal or Supervising Teacher	Other/Name	Comments
Recommend policies and procedures for home to school transportation	X	X		Transport	
Recommend policies and procedures for activity transportation		X		Secretary	
Prepare individual transportation contracts		X		Secretary	
Supervise bus maintenance	X			Transport	
Develop bus routes and schedules		X		Secretary	
Negotiate contracted bus service					
Recruit personnel	X				
Schedule bus inspections				Transport	
Provide for driver in-service training	X			Transport	
Collect fees				Secretary	
Complete and file reports to state agencies		X			
Oversee compliance with drug testing mandates		X		Transport	

Financial Records and Reports	Superintendent	SBO (District Clerk, Business Manager, HR, etc.)	Principal or Supervising Teacher	Other/Name	Comments
Provide security and preservation of records and documents		X			
Maintain storage files		X			
Recommend disposal of records		X		Secretary	
Prepare required legal advertisements & public notices		x			
Comply with laws regarding records disposal		X			
Office Management	Superintendent	SBO (District Clerk, Business Manager, HR, etc.)	Principal or Supervising Teacher	Other/Name	Comments
Supervise clerical and accounting staff in business office	X				
Recruit staff	X				
Provide for in-service training	X				
Coordinate central business office with clerical staff in other departments or buildings	X				
Establish procedures for record keeping		X		Policy	
Purchase supplies and equipment within budgetary allocation	X			Secretary	
Provide for security of records		X			

References

[MASBO](#) (home page)

[Monthly Newsletters](#)

[Montana Code Annotated](#) (table of contents)

[20-3-324](#) Power and duties (School District Trustees)

[20-9-213](#) Duties of trustees

[20-3-325](#) Clerk of district

[20-9-235](#) Authorization for school district investment account

[20-4-402](#) Duties of district superintendent or county high school principal

[20-4-403](#) Powers and duties of principal

[20-3-205](#) Powers and duties (county superintendent of schools)

[20-3-207](#) Assist trustees with school supervision (county superintendent of schools)

[Administrative Rules of Montana](#)

[Title 10 Education](#)

[Office of Public Instruction](#) (home page)

Monthly Compass Releases & Information
School Finance Division
Pupil Transportation

Old Business
ACTION ITEM

Policy Review

Presented by: Kelly Henderson

Background: (Include funding sources as appropriate) MTSBA provided us with policy updates from the previous legislative session. We completed the first reading of the policies on June 18, 2025 board meeting.

Recommendation: Administration recommends approval of the recommended policies with the discussed changes.

Policy 1007FE: Multidistrict Agreements

Status: ADOPTED

Original Adopted Date: 09/09/2022 | **Last Revised Date:** 06/06/2023 | **Last Reviewed Date:** 06/06/2023

Multi-District Agreements

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

Montana law (Sec.-20-3-363, MCA) allows the boards of trustees of any two or more school districts to enter into a multidistrict agreement to create a multidistrict cooperative to perform any services, activities, and undertakings of the participating districts including full funding and operation of all programs and services ~~in support of the schools of the districts and to provide for the joint funding and operation and maintenance~~ of all participating districts upon the terms and conditions as may be mutually agreed to by the districts .

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

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

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

Expenditures from the interlocal cooperative fund ~~are limited to those expenditures that are permitted by law and that are within the final budget for the budgeted fund from which the transfer was made~~ may include any expenditures that are considered by the Board to be reasonable and necessary to efficiently and effectively finance the expenditures pursuant to the terms of the multidistrict agreement, not to exceed the total expenditures approved by the board of trustees for the budgeted fund from which the transfer was made, including expenditures pursuant to any budget amendment adopted pursuant to § 20-9-165, MCA.

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

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

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

It is additionally the goal of the District to meet the legislative goals set forth in § 20-3-363(5), MCA, prior to school fiscal year 2027, as follows:

The legislative goal for countywide resource sharing is for each school district with a majority of its territory in a county to participate in a countywide multidistrict agreement. In order to receive the enhanced quality educator payment incentive set forth in the statute, the countywide multidistrict agreement executed by the participating districts must:

- (i) include at least all school districts with a majority of their territory within the boundaries of the same county;
- (ii) provide for the joint funding and operation of the participating districts as described herein;
- (iii) contractually allocate an amount at least equal to each district's general fund direct state aid for the support of joint funding and operations among all participating districts as described below; and
- (iv) to the extent of the funds committed, jointly and mutually establish, maintain, budget, and finance the programs of the participating districts described herein.

Activities must be in compliance with the accreditation standards of the Board of Public Education and may include the sharing of staff among the participating districts when that is consistent with collective bargaining, if applicable, and when that is determined by the Board of Trustees of each participating school district to be the most efficient and effective use of district staff. The programs of the participating districts that are mutually administered must include, at a minimum:

- (A) administration functions, including budgeting, payroll, human resources, elections, and services provided in support of the board of trustees;
- (B) custodial services;
- (C) instructional services and support, including remote instruction, selection of textbooks, library and media services and curriculum development and implementation;
- (D) K-12 career and vocational/technical education and work-based learning;
- (E) school food services;
- (F) software licensing and other information technology;
- (G) extracurricular activities; (H) special education programs; and
- (I) transportation for instruction and school activities.

Montana Code Annotated	Description
20-3-363	Multidistrict agreements – fund transfers
20-9-703	District as prime agency
20-9-704	District as cooperating agency

Cross References

Code	Description
1332	<u>Authorization of Signatures</u>

Policy 1009FE: Recruitment and Retention - Flexible Instructor Licensing

Status: ADOPTED

Original Adopted Date: 09/09/2022 | Last Revised Date: 06/06/2023 | Last Reviewed Date: 06/06/2023

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
- Retired Educators
 - School district must certify to OPI and TRS that the district has been unable to fill the position due to no qualified applications or no acceptance of offer by a non-retired teacher.
 - A retired teacher with a date of termination through December 31, 2023, may not be employed under this provision until the retired teacher has a break in service of 150 calendar days unless the retired teacher is employed as a substitute classroom teacher to carry on the duties of a regular, licensed teacher who is temporarily absent or is employed to mentor a newly hired teacher. A retired teacher with a date of termination of January 1, 2024, or later, may not be employed under this provision until the employee has a break in service of 120 calendar days unless the retired teacher is employed as a substitute classroom teacher to carry on the duties of a regular, licensed teacher who is temporarily absent or is employed to mentor a newly hired teacher.
 - Limited to employment in a second or third class elementary district or a second or third class high school district.
 - Retired teacher must have 27 years of experience in TRS.
 - There is a 3-year lifetime limit on the retired individual going to work under this provision.
- Class 3 Administrative License
 - Valid for a period of 5 years
 - Appropriate administrative areas include: elementary principal, secondary principal, K-12 principal, K-12 superintendent, and supervisor.
 - Must be eligible for an appropriately endorsed Class 1,2 or 5 license to teach in the school(s) in which the applicant would be an administrator or would supervise, and qualify as set forth in ARM 10.57414 through 10.57.418
 - An applicant for a Class 3 administrative license who completed an educator preparation program which does not meet the definition in ARM 10.57.102(2), who is currently licensed in another state at the same level of licensure, may be considered for licensure with verification of five years of successful administrative experience as defined in ARM 10.57.102 as documented by a recommendation from a state accredited P-12 school employer on a form prescribed by the Superintendent of Public Instruction and approved by the Board of Public Education. The requirements of ARM 10.57.414(1)(c)(i-iii) must be met by an applicant seeking a superintendent endorsement.

- Class 4 for CTE
 - Valid for a period of 5 years
 - Renewable pursuant to the requirements of 10.57.215, ARM and the requirements specific to each type of Class 4 license.
 - 4A – for licensed teachers without a CTE endorsement
 - 4B – for individuals with at least a bachelor's degree
 - 4C – for individuals with a minimum of a high school diploma or GED
- Class 5 alternatives
 - Good for a maximum of 3 years
 - Requirements dependent upon the alternative the district is seeking
- 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 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 a critical quality educator shortage area outlined in Section 20-4-503, 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.

Montana Code Annotated	Description
19-20-72	Reemployment of Certain Teachers
19-20-732	Reemployment of certain retired teachers, specialists and administrators – procedure –
20-4-120	Alternative Teacher Credentialing
20-4-501	Educator Loan Repayment Assistance
20-4-504	Quality Educator Loan Assistance Program
Administrative Rules of Montana	Description
10.55.607	Internships
10.55.716	Substitute Teachers
10.57.107	Emergency Authorization of Employment
10.57.215	Renewal Requirements
10.57.420	Class 4 Career and Technical Education License
10.57.424	Class 5 Provisional License

Cross References

Code	Description
1635	<u>Internships</u>
5440	<u>Student Teachers</u>

Policy 1015FE: Personalized Learning Opportunities

Status: ADOPTED

Original Adopted Date: 09/09/2022 | Last Reviewed Date: 09/09/2022

Personalized Learning Opportunities

It is the policy of the District to create an environment and culture that supports and meets the individual needs, skills and interests of each student, provides advanced opportunities for students and supports transformational learning. As a result of the collective efforts of Trustees, Administrators, and Educators, the District ensures equality of educational opportunity for each student and have fully developed the potential of each student in District schools. In addition to other initiatives/strategies, the District is committed to the following:

1. Expanding the personalized learning opportunities for each student to accelerate in their career and college readiness, reduce the out-of-pocket costs for families and empower students to actively engage in forming successful post-secondary pathways by:
 - a. developing an advanced opportunity plan for students in grades 6-12 that
 - i. fosters individualized pathways for career and postsecondary educational opportunities and that honors individual interests, passions, strengths, needs, and culture and is supported through relationships among teachers, family, peers, the business community, postsecondary education officials, and other community stakeholders; and
 - ii. embeds community-based, experiential, online, and work-based learning opportunities and foster a learning environment that incorporates both face-to-face and virtual connections.
2. Supporting and embracing a culture of transformational learning by:
 - a. developing a transformational learning plan for each participating student that
 - i. honors individual interests, passions, strengths, needs, and culture, and that is rooted in relationships with teachers, family, peers, and community members;
 - ii. embeds community-based, experiential, online, and work-based learning opportunities and foster a learning environment that incorporates both face-to-face and virtual connections; and
 - iii. provide effective professional development to assist employees in transitioning to a transformational learning model.

“Transformational learning” means a flexible system of pupil-centered and proficiency-based learning that is designed to develop the full educational potential of each pupil that:

- (i) is customized to address each pupil's strengths, needs, and interests; and
- (ii) actively engages each pupil in determining what, how, when, and where each pupil learns.

Montana Code Annotated	Description
20-7-1501	Advanced Opportunity Act
20-7-1601	Transformational Learning - Legislative Intent

Cross References

Code	Description
2158	<u>Parent and Family Engagement and Educational Involvement</u>

Policy 1015FE: Personalized Learning Opportunities

Status: ADOPTED

Original Adopted Date: 09/09/2022 | **Last Reviewed Date:** 09/09/2022

Personalized Learning Opportunities

It is the policy of the District to create an environment and culture that supports and meets the individual needs, skills and interests of each student, provides advanced opportunities for students, and supports transformational learning. ~~As a result of the collective efforts of Trustees, Administrators, and Educators, the District ensures and equality of educational opportunity for each student and have fully developed the potential of each student in District schools.~~ In addition to other initiatives/strategies, the District is committed to the following:

1. Expanding the personalized learning opportunities for each student to accelerate in their career and college readiness, reduce the out-of-pocket costs for families and empower students to actively engage in forming successful post-secondary pathways by:
 - a. developing an advanced opportunity plan for students in grades 6-12 that
 - i. fosters individualized pathways for career and postsecondary educational opportunities and that honors individual interests, passions, strengths, needs, and culture and is supported through relationships among teachers, family, peers, the business community, postsecondary education officials, and other community stakeholders; and
 - ii. embeds community-based, experiential, online, and work-based learning opportunities and foster a learning environment that incorporates both face-to-face and virtual connections.
2. Supporting and embracing a culture of transformational learning by:
 - a. developing a transformational learning plan for each participating student that
 - i. honors individual interests, passions, strengths, needs, and culture, and that is rooted in relationships with teachers, family, peers, and community members;
 - ii. embeds community-based, experiential, online, and work-based learning opportunities and foster a learning environment that incorporates both face-to-face and virtual connections; and
 - iii. provide effective professional development to assist employees in transitioning to a transformational learning model.

We currently do not have the funding to create this position.

③ Creating and filling the job position of "advanced opportunity facilitator" as defined in § 20-7-1503, MCA, or assigning the duties of the "advanced opportunity facilitator" to a current employee of the District. The primary duties of the advance opportunity facilitator shall be

I don't recommend approval. KH

to coordinate between the District, a qualifying student and the student's family, postsecondary institutions, employers, industry associations, community organizations, and/or any other individual or entity that provides an advanced opportunity for students of the District.

Montana Code Annotated

20-7-1501 – 20-7-1510

20-7-1601

Description

Advanced Opportunity Act

Transformational Learning - Legislative Intent

Cross References**Code**

2158

Description

Parent and Family Engagement and Educational Involvement

Policy 2050: Innovative Student Instruction

Status: ADOPTED

Original Adopted Date: 09/09/2022 | **Last Revised Date:** 06/06/2023 | **Last Reviewed Date:** 06/06/2023

Innovative Student Instruction

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

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

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

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

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

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

Remote Instruction Delivered by District Staff

The Board of Trustees authorizes remote instruction of students by District staff in a manner that satisfies the aggregate number of instructional hours outlined in the School District's adopted or revised calendar for a school year. Remote instruction is pupil instruction that occurs through virtual learning processes incorporating distance and online learning methods that best prepare pupils to meet desired learning outcomes. Remote Instruction shall include a complete range of educational services offered by the School District and shall comply with the requirements of applicable statutes. Students completing course work through a remote instructional setting shall be treated in and have their hours of instruction calculated in the same manner as students attending an onsite institutional setting.

Remote instruction is available to students:

- meeting the residency requirements for that district as provided in 1-1-215;
- living in the district and eligible for educational services under the Individuals With Disabilities Education Act or under 29 U.S.C. 794; or
- enrolled in the district and physically attending a school or offsite instructional setting of the district under an attendance agreement pursuant to Title 20, chapter 5, part 3, MCA; or
- seeking remote instruction in the nearest another district when the pupil's district of residence does not provide remote or in-person instruction in an equivalent course. A course is not equivalent if the course does not provide the same level of advantage on successful completion, including but not limited to dual credit, advanced placement, and career certification. The District is not required to provide remote instruction to a nonresident student if, because of class size restrictions, the accreditation of the school would be adversely impacted by providing remote instruction to the pupil.

A district providing remote instruction shall include pupils in enrollment counts for ANB calculation purposes as described in 20-9-311. Unless a student receiving remote instruction is enrolled under an attendance agreement pursuant to Title 20, chapter 5, part 3, MCA, the provisions of out-of-district attendance and tuition laws under Title 20, chapter 5, part 3, MCA, do not apply to remote instruction.

Equivalency is defined by providing the same level of advantage on successful completion as provided in law. The superintendent or designee is authorized to collaborate with the student's district of residence on the question of equivalency, review course offerings and policies of the requesting student's district of residence to complete the comparison, and report to the Board of Trustees. In the event the student's district of residence asserts in writing its course offerings are equivalent to the District's, the Board of Trustees shall not enroll the student.

A school of a district providing remote instruction shall provide remote instruction to an out-of-district pupil under number 3 above unless, because of class size restrictions, the accreditation of the school would be adversely impacted by providing remote instruction to the pupil.

Equivalency is defined by providing the same level of advantage on successful completion as provided in law. The superintendent or designee is authorized to collaborate with the student's district of residence on the question of equivalency, review course offerings and policies of the

requesting student's district of residence to complete the comparison, and report to the Board of Trustees. In the event the student's district of residence asserts in writing its course offerings are equivalent to the District's, the Board of Trustees shall not enroll the student.

A school of a district providing remote instruction shall provide remote instruction to an out-of-district pupil under number 3 above unless, because of class size restrictions, the accreditation of the school would be adversely impacted by providing remote instruction to the pupil.

The Board of Trustees authorizes the supervising teacher or district administrator to permit students to utilize remote instruction delivered by District staff - when circumstances require. Inquiries about correspondence courses shall be governed by Policy 2167, distance learning provided by non-District staff shall be governed by Policy 2168, and Montana Digital Academy shall be governed by Policy 2170.

Offsite Instruction

Offsite instructional setting is an instructional setting that is an extension of a school of the district, located apart from the school, but within the boundaries of the district, where a school district provides for in-person pupil instruction to a student who is enrolled in the district. The Board of Trustees authorizes the supervising teacher or district administrator to utilize an offsite instructional setting at when circumstances require consistent with Board of Public Education standards. Inquiries about correspondence courses shall be governed by Policy 2167, distance learning provided by non-District staff shall be governed by Policy 2168, and Montana Digital Academy shall be governed by Policy 2170.

Proficiency-Based Learning

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

The Board of Trustees waives the minimum number of instructional hours for students who demonstrate proficiency in a course area using district assessments that include, but are not limited to, the course or class teacher's determination of proficiency as defined by the Board of Trustees. This determination shall be based on a review of the student's completed coursework, participation in course delivery, and other methods applicable to the specific course or class. The Board of Trustees authorizes the use of the proficiency determination process for students who have selected this method of delivery, students for whom the School District is unable to document satisfaction of the required minimum aggregate number of hours through the offsite or onsite methods outlined in this policy, or other students whom School District personnel determine satisfy the definition of proficient or meeting proficiency.

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

Montana Code Annotated	Description
20-1-101	Definitions
20-1-301	School Fiscal Year
20-6-101	Definition of elementary and high school districts
20-7-118	Offsite Provision of Educational Services
20-7-1601	Transformational Learning - Legislative Intent
20-9-311	Remote Instruction
20-9-311	Calculation of Average Number Belonging
Montana Constitution	Description
Article X, section 1	Educational Goals and Duties
Cross References	
Code	Description
1005FE	Proficiency-Based ANB
2100	School Calendar and Day
2158	Parent and Family Engagement and Educational Involvement
2161	Special Education
2161-P(1)	Special Education - Procedure
2162	Section 504
2162-P(1)	Section 504 - Procedure
2162-P(2)	Section 504 - Procedures
2166	Gifted Program
2167	Correspondence Courses
2168	Remote Instruction from Non-District Sources
2170	Digital Academy Classes
2170-P(1)	Digital Academy Classes
2221	School Emergency and Closure
2221-P(1)	School Emergency and Closure - Procedure
2375	Advancement Requirements (9-12)
2410	High School Graduation Requirements

2410-P(1)	<u>High School Graduation Requirements</u>
2410-P(2)	<u>High School Graduation Requirements - Graduate Profile</u>
2410-NF(1)	<u>High School Graduation Requirements - Commitments and Intentions</u>
2420	<u>Grading and Progress Report</u>
2421	<u>Promotion and Retention</u>
2600	<u>Work Based Learning</u>
2600-P(1)	<u>Work Based Learning - Insurance</u>
2600-NF(1)	<u>Work Based Learning - Affiliation Agreement</u>
3121	<u>Enrollment and Attendance Records</u>
3121-P(1)	<u>Enrollment and Attendance Records</u>
3150	<u>Part-Time Enrollment</u>
3612	<u>School-Provided Access to Electronic Information, Services, Equipment, and Networks</u>
3612-P(1)	<u>School-Provided Access to Electronic Information, Services, Equipment, and Networks</u>
3612-NF(1)	<u>School-Provided Access to Electronic Information, Services, Equipment, and Networks - Student Internet Access and Equipment Use Conduct Agreement</u>

Policy 2100: School Calendar and Day

Status: ADOPTED

Original Adopted Date: 09/09/2022 | **Last Reviewed Date:** 09/09/2022

School Calendar

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

Commemorative Holidays

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

The Superintendent or his or her designee shall develop for Board approval appropriate exercises and observances the purpose of which shall be to educate students regarding the commemorated person or occasion on the following designated commemorative days:

- (a) Lincoln's Birthday (February 12);
- (b) Washington's Birthday (February 22);
- (c) Arbor Day (last Friday in April);
- (d) Flag Day (June 14);
- (e) Citizenship Day (September 17);
- (f) American Indian Heritage Day (fourth Friday in September);
- (g) Columbus Day (October 12);
- (h) Pioneer Day (November 1);
- (i) Freedom Week (last full week of September), to educate students about the sacrifices made for freedom in the founding of the United States and the values on which the United States was founded;
- (j) other days designated by the legislature or governor as legal holidays.

Saturday School

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

Pupil instruction may be held on a Saturday at the discretion of a school district for the purpose of providing additional pupil instruction beyond the minimum aggregate hours of instruction required

in Section 20-1-301, MCA, provided student attendance is voluntary.

School Fiscal Year

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

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

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

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

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

The Board of Trustees, in collaboration with the Superintendent, has established an advisory committee to develop, recommend, and evaluate the school district's yearly professional development plan. Each year the Board of Trustees shall adopt a professional development plan for the subsequent school year based on the recommendation of the advisory committee.

Extended School Year

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

Montana Code Annotated	Description
20-1-301	School Fiscal Year
20-1-302	School Term, Day, Week

20-1-303	Conduct of School on Saturday or Sunday Prohibited - Exceptions
20-1-304	Pupil Instruction Related Day
20-1-306	Commemorative Exercises on certain days
20-9-311	Calculation of Average Number Belonging

Administrative Rules of Montana

	Description
10.55.701	Board of Trustees
10.55.714	Professional Development
10.55.906	High School Credit
10.65.101	PIR Days for Base Funding
10.65.103	Program for PIR Days

Cross References

Code	Description
1005FE	<u>Proficiency-Based ANB</u>
2050	<u>Innovative Student Instruction</u>
2140	<u>Guidance and Counseling</u>
2221	<u>School Emergency and Closure</u>
2221-P(1)	<u>School Emergency and Closure - Procedure</u>

Policy 2150: Suicide Awareness and Prevention

Status: ADOPTED

Original Adopted Date: 09/09/2022 | **Last Reviewed Date:** 09/09/2022

Professional Development

The District will provide on an annual basis professional development on youth suicide awareness and prevention to each employee of the district who work directly with any students enrolled in the school district. At a minimum, each employee of the District who works directly with students must receive 1 hour of youth suicide awareness and prevention training every 3 years.

The training materials will be approved by the Office of Public Instruction (OPI), meet the standards for professional development in the state, and be periodically reviewed by a qualified person or committee for consistency with generally accepted principles of youth suicide awareness and prevention training.

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

Youth suicide and prevention training may include:

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

Prevention and Response

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

- A. Promote collaboration with families and with community providers in all aspects of suicide prevention and response;
- B. Include high quality intervention services for students;
- C. Promote interagency cooperation that enables school personnel to identify and access appropriate community resources for use in times of crisis;

- D. Include reintegration of youth into a school following a crisis, hospitalization, or residential treatment;
- E. Provide for leadership, planning, and support for students and school personnel to ensure appropriate responses to attempted or completed suicides.

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

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

Montana Code Annotated	Description
20-7-1310	Youth suicide awareness and prevention training
Administrative Rules of Montana	Description
10.55.720	Suicide prevention and response

Cross References

Code	Description
2140	<u>Guidance and Counseling</u>

**Policy 2158: Parent and Family Engagement and Educational
Involvement**

Status: ADOPTED

Original Adopted Date: 09/09/2022 | **Last Revised Date:** 06/06/2023 | **Last Reviewed Date:**
06/06/2023

Parent/Family Engagement and Involvement in Education

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

This policy shall be made available to all interested individuals upon request and posted on the District's website.

Parent/Family Involvement Goals and Plan

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

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

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

The Board of Trustees, in consultation with parents, teachers administrators, and students has adopted this District plan for meeting these parent/family involvement goals

1. Provide activities that will educate parents regarding the intellectual and developmental needs of their children at all age levels. This will include promoting cooperation between the district and other agencies or school/community groups (such as parent-teacher groups, Head Start, etc.) to furnish learning opportunities and disseminate information regarding parenting skills and child/adolescent development.
2. Implement strategies to involve parents/families in the educational process, and laws regarding parent/family rights including:
 - Keeping parents/families informed of opportunities for involvement and encouraging participation in various programs.
 - Providing access to all District policies, District handbooks, Board and Committee meeting agendas, the District grievance procedure and contact methods for District administrators and Trustees on the District's website.
 - Providing access to educational resources for parents/families to use together with their children.
 - Keeping parents/families informed of the objectives of district educational and activity programs their child's participation and progress within these programs and methods to opt out of such programs and instruction consistent with parent/family rights.
 - Promoting parents/families and teacher cooperation in homework, attendance, and discipline.
 - Providing information about the nature and purpose of student clubs and groups meeting at the school in accordance with Policy 3233 and 3550 and methods to consent to participation or opt out of participation consistent with parent/family rights.
 - Providing explanation of rights regarding student name and pronoun use consistent with Family Educational Rights and Privacy Act and Policy 3600.
3. Enable families to participate in the education of their children through a variety of roles. For example, parents/family members should be given opportunities to provide input into district policies and volunteer time within the classrooms and school programs.
4. Provide professional development opportunities for teachers and staff to enhance their understanding of effective parent/family involvement strategies.
5. Perform regular evaluations of parent/family involvement at each school and at the district level.
6. Provide access, upon request, to any instructional material used as part of the educational curriculum.

7. If practical, provide information in a language understandable to parents.
8. Provide annual notification of educational opportunities of the District consistent with Section 20-3-326, MCA, in the form of the student handbook, the District policy manual as posted on the District website, or other accessible format on topics which include:
 - The District's options for delivery of personalized instruction to students consistent with Policies 1015FE and 2050, the legislature's findings at Section 20-7-1601, MCA, and Article X, Section 1 of the Montana Constitution.
 - Evaluation, identification, and services provided to students with disabilities consistent with Section 20-7-411, MCA, Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act, and Policies 2161 and 2162.
 - Admission of students to kindergarten consistent with Sections 20-5-101 and 20-7-117, MCA, and Policy 3110.
 - Proficiency based learning and other forms of personalized learning including course equivalency waiver consistent with Section 20-3-324, MCA and Policies 1005FE, 1015FE, 2050, 2410, and 3121.
 - Participation in extracurricular activities, including participation by nonpublic and home school students consistent with Section 20-5-112, MCA, and Policy 3150.
 - Access to remote instruction, including through the Montana Digital Academy pursuant to Title 20, chapter 7, part 12, non-District sources, and through other school districts as provided in Section 20-7-118, MCA, and Policies 2050, 2168, 2170, and 2167;
 - Out-of-district attendance consistent with Title 20, chapter 5, part 3 MCA and Policies 3110, 3121, and 3141.
 - early literacy targeted interventions in accordance with Title 20, MCA and Policy 1010FE.
 - Part-time enrollment of a student who is otherwise enrolled at a nonpublic or home school consistent with Section 20-5-101, MCA and Policy 3150.
 - Availability of funding to support student access to advanced opportunities, if applicable to a district consistent with Section 20-7-1506, MCA and Policy 1015FE;
 - Career and technical education pursuant to Title 20, chapter 7, part 3, including the attainment of industry-recognized credentials and work-based learning, consistent with Section 20-7-1510, MCA, and Policies 2050, 2410, and 2600.
 - Early college, dual enrollment, and running start opportunities, consistent with Section 20-9-706, MCA, and District Policy 2168 and 2410.
 - Other opportunities for school-age children through Montana public schools which parents/families and students may rely upon as specified in Policy 2140 which:
 - support the development of a child's full educational potential;
 - assist in reducing the costs of postsecondary education and workforce preparation; and
 - foster life success.

Innovations and Choices in Montana's Public Schools

Forms of Personalized Learning Protected Under 20-7-1601

Advanced Opportunity Act
HB 387, 2019 Session, Rep. Jones, Codified at Title 20, Chapter 7, Part 15, MCA

Expand Funding for Advanced Opportunity
HB 257, 2023 Session, Rep. Springer, Codified at Section 20-7-1506, MCA

Equal Credit and Funding for Work-Based Learning
Section 8, HB 246, 2021 Session, Rep. Bertoglio, Codified at Section 20-7-1510, MCA

Innovative Education Tax Credits with Roll-over Funding for Advanced Opportunities
HB 408, 2023 Session, Rep. Vinton, Codified at Part 15, Chapter 30, Part 31, MCA

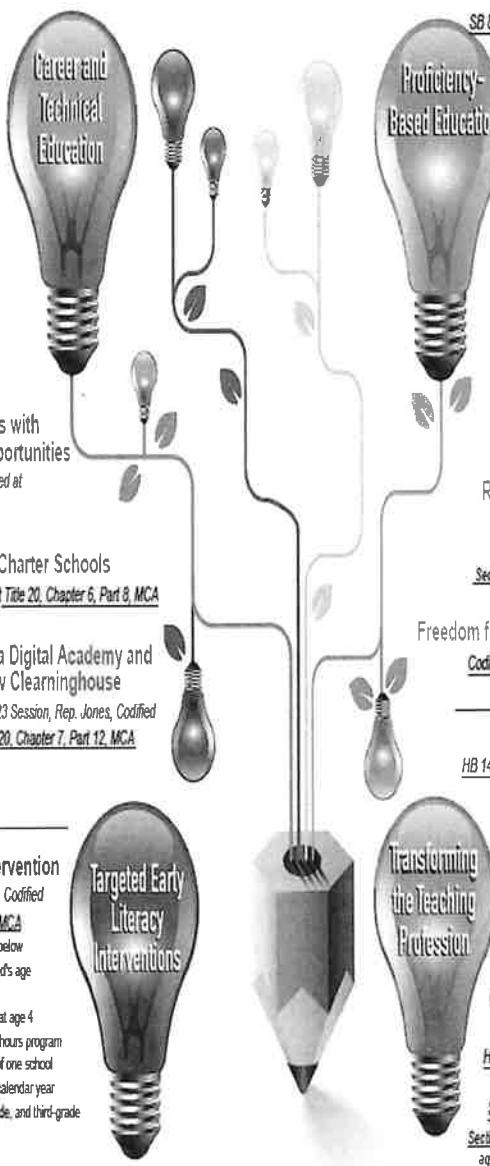
Constitutionally-Compliant Charter Schools
HB 549, 2023 Session, Rep. Anderson, Codified at Title 20, Chapter 6, Part 8, MCA

Align Labor Laws with Work-Based Learning
SB 444, 2023 Session, Senator Small, Codified at Title 20, Chapter 7, Part 3, MCA

Early Literacy Targeted Intervention
HB 352, 2023 Session, Rep. Barker, Codified at Title 20, Chapter 7, Part 18, MCA

Available upon request of a parent of any child who is below trajectory for third-grade reading proficiency for the child's age or grade level. 125% ANB + \$1,000:

- Classroom-Based Program up to full time ANB at age 4
- Summer Jump Start Program, 14 ANB for 120 hours program to take place during the time between the end of one school calendar year, and the start of the next school calendar year preceding kindergarten, first-grade, second-grade, and third-grade
- Home-Based Program - \$1,000 per student



Defining and Protecting Proficiency-Based Learning
SB 8, 2023 Session, Senator O'Brien, Codified at Title 20, Chapter 7, Part 16, MCA

Multi-District Agreements - Fund Transfers
HB 214, 2023 Session, Rep. Bertoglio, Codified at Title 20, Chapter 3, Part 363

Course Waivers and Proficiency Determinations
HB 246, 2021 Session, Rep. Bertoglio, Codified at Section 20-7-1510, MCA, Section 20-3-324, MCA, 10.55.906, ARM

Transformational Learning
HB 351, 2019 Session, Rep. McNamee, Codified at Title 20, Chapter 7, Part 16, MCA

Open Enrollment
HB 203, 2023 Session, Rep. Bedey, Codified at Title 20, Chapter 5, Part 3, MCA

Continued Opportunities for Graduates Until Age 19
Codified at Section 20-5-101(3), MCA

Remote and Offsite Instruction

Codified at Section 20-7-118 and Section 20-9-311(10)(11), MCA
Section 20-1-101(14)(b)(8), MCA - Definitions of Remote and Offsite Instruction

Freedom from Seat Time Requirements

Codified at Section 20-1-301, MCA and Section 20-9-311(4), MCA

Incentives for Beginning Teacher Pay
HB 143, 2021 Session, Rep. Jones, Codified at Section 20-3-324, MCA

Quality Educator Loan Assistance Program Enhancements
SB 70, Senator O'Brien, 2023 Session, Codified at Title 20, Chapter 4, Part 5, MCA

Expanded Definition of Pupil Instruction
HB 246, 2021 Session, Rep. Bertoglio, Codified at Section 20-1-101(18), MCA
Section 20-3-363(1)(b), Multidistrict agreements - fund transfers for immersion programs

Teacher Residency Programs
HB 833, 2023 Session, Rep. Barker, Codified at Title 20, Chapter 4, Part 7, MCA

School Health Trust Incentives
HB 332, 2023 Session, Rep. Bedey, Codified at Section 20-3-366, MCA
Section 20-3-363(1)(b), Multidistrict agreements - fund transfers for immersion programs

Alternative Teacher Credentialing
SB 373, 2023 Session, Senator Salomon, Codified at Title 20, Chapter 4, Part 1, MCA

Montana Code Annotated

20-3-324

20-3-326

20-5-101

Description

Powers and duties

Information On Educational Opportunities -- Duties Of Trustees

Admittance of child to school

20-5-112	Participation in extracurricular activities
20-5-314	Reciprocal attendance agreement with adjoining state or province
20-5-320	Attendance with discretionary approval
20-5-321	Attendance with mandatory approval – tuition and transportation
20-5-322	Residency determination – notification – appeal for attendance agreement
20-7-117	Kindergarten and preschool programs
20-7-118	Offsite Provision of Educational Services
20-7-1510	Credit for participating in work based learning partnerships
20-7-1601	Transformational Learning - Legislative Intent
20-9-706	Running start program
40-6-701	Interference with fundamental parental rights restricted
40-6-702	Fundamental Parental Rights
40-6-703	Increase parental involvement in education
Title 20, Chapter 7, part 12	Montana digital academy
Title 20, chapter 7, part 3	Vocational and Technical Education

Administrative Rules of Montana

10.55.601	Accreditation Standards: Procedures
10.55.701	Board of Trustees
10.55.722	Family and Community Engagement
10.55.723	Integrated Strategic Action Plan

United States Code

20 U.S.C. § 1232g, et seq.	Family Education Rights and Privacy Act
20 USC 6318	Parent and Family Engagement

Cross References

Code	Description
1005FE	<u>Proficiency-Based ANB</u>
1015FE	<u>Personalized Learning Opportunities</u>

1700	<u>Uniform Complaint Procedure</u>
2050	<u>Innovative Student Instruction</u>
2132	<u>Student and Family Privacy Rights</u>
2140	<u>Guidance and Counseling</u>
2160	<u>Title I Parent Involvement</u>
2160-P(1)	<u>Title I Parent Involvement - Title I - Equivalency/Comparability</u>
2168	<u>Remote Instruction from Non-District Sources</u>
2170	<u>Digital Academy Classes</u>
2170-P(1)	<u>Digital Academy Classes</u>
2335	<u>Health Enhancement</u>
2335-NF(1)	<u>Health Enhancement - Annual Notice</u>
2335-NF(2)	<u>Health Enhancement - Special Notice</u>
2410	<u>High School Graduation Requirements</u>
2410-P(1)	<u>High School Graduation Requirements</u>
2410-P(2)	<u>High School Graduation Requirements - Graduate Profile</u>
2410-NF(1)	<u>High School Graduation Requirements - Commitments and Intentions</u>
2600	<u>Work Based Learning</u>
2600-P(1)	<u>Work Based Learning - Insurance</u>
2600-NF(1)	<u>Work Based Learning - Affiliation Agreement</u>
3110	<u>Entrance, Placement, and Transfer</u>
3110-NF(1)	<u>Entrance, Placement, and Transfer - Education Authorization Affidavit</u>
3120	<u>Compulsory Attendance</u>
3121	<u>Enrollment and Attendance Records</u>
3121-P(1)	<u>Enrollment and Attendance Records</u>
3141	<u>Nonresident Student Enrollment</u>
3141-F(1)	<u>Nonresident Student Enrollment - Application Form</u>
3150	<u>Part-Time Enrollment</u>

3226	<u>Bullying</u>
3233	<u>Student Use of Buildings</u>
3305	<u>Seclusion and Restraint</u>
3310	<u>Student Discipline</u>
3310-P(1)	<u>Student Discipline - Student Risk Assessments</u>
3310-P(2)	<u>Student Discipline - Academic Honesty and Responsible Use of Resources</u>
3310-F(1)	<u>Student Discipline - Discipline of Students with Disabilities</u>
3410	<u>Student Health</u>
3410-NF(1)	<u>Student Health</u>
3413	<u>Student Immunization</u>
3413-F(1)	<u>Student Immunization - Medical Exemptions</u>
3413-F(2)	<u>Student Immunization - Religious Exemptions</u>
3431	<u>Emergency Treatment</u>
3431-NF(1)	<u>Emergency Treatment - Accident Report</u>
3510	<u>School-Sponsored Activities</u>
3550	<u>Student Clubs</u>
3550-NF(1)	<u>Student Clubs - School District Student Club Application</u>
3600	<u>Student Records</u>
3600-P(1)	<u>Student Records - Maintenance of School Student Records</u>
3600-NF(1)	<u>Student Records - Notification to Parents and Students of Rights Concerning a Student's School Records</u>
3600-F(1)	<u>Student Records</u>

adds Math to the pre-K program

**K-12 School District
MTSBA Policy Management Console**

Policy 2165: Early Literacy Targeted Intervention

Status: ADOPTED

Original Adopted Date: 03/19/2024 | **Last Reviewed Date:** 03/19/2024

Early Literacy Targeted Interventions

Purpose and Goals

The Board of Trustees finds ~~the ability to read~~ proficiency in reading and math at or above grade level to be is essential for educational success. The purposes of this policy are to:

- a. provide parents with voluntary early literacy interventions for their children;
- b. increase the number of children in the District who are reading and math proficient at the end of 3rd grade and in so doing help those children develop their full educational potential pursuant to Article X, section 1(1), of the Montana Constitution; and
- c. foster a strong economic return for the state on early literacy and math investment through enhancing the District's skilled workforce and decreasing future reliance on social programs and the criminal justice system.

The Board of Trustees intends to collaborate with the Board of Public Education and Office of Public Instruction to achieve the purposes of this policy by gathering, analyzing, and making available outcome data and by continually refining the interventions to increase the efficacy and efficiency of each intervention.

Compliance

The early literacy targeted intervention strategies, programs, and services established, authorized, and implemented by this policy shall be in accordance with early childhood education standards at Title 10 Chapter 63 ARM. The early literacy targeted intervention strategies, programs, and services established, authorized, and implemented by this policy shall include, at minimum:

- a. ongoing evaluation of student progress used to tailor instruction to specific student needs;
- b. strategies to encourage, enhance, and honor parental involvement;
- c. methods to employ and assign qualified staff to deliver programming who have completed a fingerprint based criminal background check in accordance with Policy 5120 and Policy 5122 and receive regular professional development in accordance with Policy 5121;
- d. adherence to eligibility standards;
- e. organization, when applicable, of classrooms which satisfy physical, supervision, safety, and capacity standards; and
- f. dedicated Trustee and administrative leadership in accordance with Policy 6110.

Child Evaluation

An eligible child is defined as a child who has been determined, through evaluation methodologies selected by the Board of Public Education, to be below a trajectory leading to reading or math proficiency at the end of 3rd grade. An eligible child may receive early literacy targeted intervention provided by the District for the subsequent school year in accordance with this policy.

The Board of Trustees authorizes the District staff to administer evaluation methodologies in April, May, or June of each year to a child who will be 4 years of age or older on or before the following September 10 and who has not yet entered 3rd grade.

A child shall not be evaluated to determine eligibility for early targeted literacy intervention without written parental consent.

OPTIONAL Classroom Based Programming

The Board of Trustees has established a (select option) full time or half time classroom based early literacy targeted intervention program. The Board of Trustees authorizes the District staff to admit, enroll, and serve an eligible child who is 4 years of age or older on or before September 10 of the year in which the child is to participate in the program and who is not entering and who has not completed kindergarten in the District's classroom-based early literacy targeted intervention program. If a full-time program is established the District will allow a parent or guardian to enroll their child on a half-time basis. The classroom based program shall foster parental engagement and be research-based and proven effective at developing early literacy and math skills in populations at risk of not being reading or math proficient at the end of 3rd grade

OPTIONAL Home-Based Programming

The Board of Trustees has established a home-based early literacy targeted intervention program. The Board of Trustees authorizes the District staff to serve an eligible child who is 4 years of age or older on or before September 10 of the year in which the child is to participate in the program and who has not yet completed 2nd grade in the District's home-based program.

Any home-based program available in the District shall be operated by a non-profit entity previously selected by the Board of Public Education. The home based program shall foster parental engagement and be research-based and proven effective at developing early literacy and math skills in populations at risk of not being reading or math proficient at the end of 3rd grade. The home-based program shall have a cost of no more than \$1,000 a year for each child.

OPTIONAL Jumpstart Programming

The Board of Trustees has established a jumpstart early literacy targeted intervention program. The Board of Trustees authorizes the District staff to admit, enroll, and serve an eligible child who is 5 years of age or older on or before September 10 of the year in which the child is to participate in the program and who has not yet completed 3rd grade.

An eligible child participating in a jumpstart program provided by a district other than the child's resident school district does not require an out-of-district attendance agreement and is not subject to the tuition laws under 20-5-320 through 20-5-324.

The District's jumpstart program shall take place during the time between the end of one school calendar year and the start of the next school calendar year, as set by the Board of Trustees in accordance with Policy 2100, preceding a child's entry into kindergarten, 1st grade, 2nd grade, or 3rd grade. The jumpstart program shall be at least 4 weeks in duration and provide at least 120 instructional hours. The jumpstart program shall be designed in a manner to increase the likelihood of a child being evaluated at the end of the ensuing school year to be at or above a trajectory leading to reading and math proficiency at the end of 3rd grade.

Reporting and Funding (SELECT PROVISIONS CONSISTENT WITH ABOVE SECTION)

The Board of Trustees authorizes the District administration to include an eligible child participating in a classroom-based program in accordance with this policy in enrollment counts for the purpose of ANB calculations in the manner described in Policy 3121.

The Board of Trustees authorizes the District administration to report the number of eligible children participating in a home-based program to superintendent of public instruction for purposes of receiving payment for provided programming.

The Board of Trustees authorizes the District administration to include an eligible child participating in a jumpstart program in accordance with this policy in enrollment counts on a quarter-time basis for the purpose of ANB calculations in the manner described in Policy 3121.

The Board of Trustees shall monitor the early literacy intervention programs and authorizes the District administration to report annually to the superintendent of public instruction on the efficacy of the program no later than July 15 of each year.

Montana Code Annotated	Description
20-9-311	Calculation of Average Number Belonging
Title 20, Chapter 7, Part 18	Early Literacy Targeted Intervention
Administrative Rules of Montana	Description
Title 10, Chapter 63	Early Childhood Standards

**K-12 School District
MTSBA Policy Management Console**

**Notice Form 2165-NF(1): Early Literacy Targeted Intervention -
Evaluation Consent Form**

Status: ADOPTED

Original Adopted Date: 03/19/2024 | **Last Reviewed Date:** 03/19/2024

Policy 2165F – Early Literacy Targeted Intervention Consent

Dear Parent/Guardian,

The School District is providing notice required under the provisions of District Policies 2132, 2158, and 2165; Title 20, Chapter 7, Part 18, MCA; and Title 40, Chapter 6, Part 7, MCA. Copies of these provisions are available upon request. This notice is being provided to inform you of the opportunity to have your child evaluated for an early literacy targeted intervention programs and services which will be provided to children as described in Policy 2165 whose parents who provide written consent.

Notice of Your Rights

This notice is intended to inform parents that the following early literacy targeted intervention evaluation will be provided at the school: _____. This evaluation will be provided on ____ at ____ in _____.

As a parent/guardian of a student, you have the right to authorize your child to attend or receive the evaluation in accordance with Montana law and District policy by completing, signing, and submitting the attached form prior to the date identified in the above notice.

Early Literacy Targeted Evaluation Consent Form

A family who wants their student to receive an early literacy evaluation offered at the school may provide consent to such evaluation by completing this form.

I, _____, Parent or Guardian of, _____, request my child receive an early literacy targeted intervention evaluation for _____ to be held at the above noted date and time. This request will be handled in a manner consistent with the methods identified by the School District as specified in of District Policies 2132, 2158, and 2165; Title 20, Chapter 7, Part 18, MCA; and Title 40, Chapter 6, Part 7, MCA. The results of the evaluation will be provided to the parent.

I understand my student will receive the early literacy targeted intervention evaluation. I also understand my student may be eligible receive any services from school district staff based on the results of the evaluation. I understand I will be provided information about those services prior to my child receiving any literacy services. I agree to accept responsibility for my student's participation in the evaluation and services. Participation is strictly voluntary.

A student seeking such services whose parents have not completed this form will not receive the evaluation.

I acknowledge I have received notification of my rights in this area under District Policies 2132, 2158, and 2165; Title 20, Chapter 7, Part 18, MCA; and Title 40, Chapter 6, Part 7, MCA and have been provided an opportunity to review related information and materials on this topic.

I provide consent for my student to receive the evaluation described above at the School District.

Parent

Date

Received by:

School Official

Date

Montana Code Annotated
20-9-311

Description
Calculation of Average Number Belonging

Title 20, Chapter 7, Part 18

Early Literacy Targeted Intervention

Administrative Rules of Montana
Title 10, Chapter 63

Description
Early Childhood Standards

Policy 2334: Release Time for Religious Instruction

Status: ADOPTED

Original Adopted Date: 09/09/2022 | Last Reviewed Date: 09/09/2022

~~The District may provide for a religious instruction released time program, under which a student may be released, on written request of a parent(s) or guardian(s), except that no such program will take place in public school property. Such release will not adversely affect a student's attendance.~~

OR:

~~No student will be released during the school day for religious instruction.~~

Upon written request of a student's parent or guardian, renewed at least annually, a student must be released from regular school attendance for the purpose of receiving off campus religious instruction for a period of ____ hours per week. [NOTE: Must be at least one hour per week]

Early release of a student for the purposes of religious instruction will not adversely affect the student's enrollment status or attendance record.

[OPTIONAL] The District may award credit for completion of a religious instruction released time course and recognize the credits of an independently accredited provider of released time courses. Prior to awarding credit, the District will evaluate the course based on secular criteria that are substantially the same criteria used to evaluate similar courses to determine how much credit to award. The decision to award credit for a released time course must be neutral and may not involve any test for, religious content or denominational affiliation.

For the purposes of this Policy, secular criteria may include but are not limited to the following:

- (a) the number of hours of classroom instruction time;
- (b) a review of the course syllabus that reflects course requirements and materials used;
- (c) the methods of assessment used in the course; and
- (d) the qualifications of the course instructor."

Montana Code Annotated

20-1-308

Description

Religious instruction released time program

20-7-112

Sectarian publications prohibited and prayer permitted

Montana Constitution

Article, Section 5

Description

Freedom of Religion

Cross References

Code

Description

2330

Controversial Issues and Academic Freedom

Policy 2335: Health Enhancement Human Sexuality Instruction and Identity Instruction **Status: ADOPTED**

Original Adopted Date: 09/09/2022 | **Last Reviewed Date:** 09/09/2022

Health Enhancement

Health, family life, and sex education, including information about parts of the body, reproduction, and related topics, will be included in the instructional program as appropriate to grade level and course of study. An instructional approach will be developed after consultation with parents and other community representatives. Parents and guardians may ask to review materials to be used and may request that their child be excluded from human sexuality education or instruction class sessions without prejudice in accordance with Policy 3120. The District will notify parents and guardians 48 hours prior to any event, assembly, or introduction of materials for instructional use on the topic of human sexuality. Notification of parent or guardian rights under this policy will be issued on an annual basis.

For purposes of this Policy, "human sexuality education or instruction" means teaching or otherwise providing information about human sexuality, including intimate relationships, human sexual anatomy, sexual reproduction, sexually transmitted infections, sexual acts, sexual orientation, gender identity, abstinence, contraception, or reproductive rights and responsibilities.

AIDS Education and Prevention

The Board believes HIV/AIDS and other STD/STI instruction is most effective when integrated into a comprehensive health education program. Instruction must be appropriate to grade level and development of students and must occur in a systematic manner. The Board particularly desires that students receive proper education about HIV and other STD/STI's, before they reach the age when they may adopt behaviors which put them at risk of contracting the disease.

In order for education about HIV and other STD/STI's to be most effective, the Superintendent will require that faculty members who present this instruction receive continuing in-service training which includes appropriate teaching strategies and techniques. Other staff members not involved in direct instruction, but who have contact with students, will receive basic information about HIV/AIDS and other STD/STI's and instruction in use of universal precautions when dealing with body fluids.

In accordance with Board policy, parents will have an opportunity to review the HIV/STD/STI education program, before it is presented to students.

Definitions:

The following definitions apply for the purposes of this policy:

(a) "Human sexuality instruction" means instruction that has the goal or purpose of studying, exploring, or informing students about any of the following human sexuality topics: intimate relationships, sexual anatomy, sexual reproduction, sexually transmitted infections, sexual acts, sexual orientation, gender identity, abstinence, contraception, or reproductive rights and responsibilities.

(b) "Identity instruction" means instruction that has the goal or purpose of studying, exploring, or informing students about gender identity or gender expression, or sexual orientation.

(c) "Instruction" means the conduct of organized learning activities, including the provision of materials, for students in a public school, whether conducted by a teacher or other school staff or guests invited at the request of the school or district and regardless of the duration, venue, or method of delivery.

Neither "human sexuality instruction" nor "identity instruction" includes or applies to a teacher's response to an unexpected student-initiated inquiry related to the topics under each term to the extent necessary to resolve the inquiry or to maintain civility and decorum in the classroom.

Annual Notice to Parents:

1. Using contact information most recently provided by the parent or guardian, the District shall annually notify in advance the parent or guardian of each student scheduled to be enrolled in a course that includes units or lessons on human sexuality instruction or identity instruction of:

(a) the basic content of the district's or school's human sexuality instruction or identity instruction intended to be taught to the student and the option to review all curriculum materials related to human sexuality instruction or identity instruction; and

(b) the parent's or guardian's right to withdraw the student from the District's human sexuality instruction; and

(c) the requirement that the parent or guardian provide written permission to allow the child to attend identity instruction.

The annual notice shall include an electronic link to materials or summaries of materials consistent with copyright laws for the District's health enhancement curriculum including lesson plans or other materials used for human sexuality instruction or identity instruction and a calendar of events or assemblies at which human sexuality instruction or identity instruction will be provided.

Additional Notice to Parents:

In addition to the annual notice required above, the District will provide notice to parents no fewer than 5 school days or more than 14 school days prior to holding an event or assembly or first introducing materials for instructional use.

Parental Permission

The District will not require or permit a student to attend or participate in identity instruction without the prior written permission of the parent or guardian. Written permission may be provided by the parent following the annual notice to parents, but parents or guardians shall have the right to cancel or rescind permission by providing written notice to the Superintendent at any time.

Excused Absence

Any student whose parent or guardian has withdrawn the student from human sexuality instruction or has not provided prior written permission for participation in identity instruction

will be excused from attending such instruction, and the absence will be an excused absence in accordance with § 20-5-103, MCA.

Summary of Curriculum

The District shall prepare a summary of the district's health enhancement curriculum and shall review and prepare any updates to the summary each year. The summary is public information and is subject to the public's right to access information pursuant to § 2-6-1003, MCA.

Montana Code Annotated	Description
20-5-103	Compulsory Attendance and Excuses
20-7-120	Excused Absences from Curriculum Requirements
50-16-1001	AIDS Prevention Act

Cross References

Code	Description
2132	<u>Student and Family Privacy Rights</u>
2158	<u>Parent and Family Engagement and Educational Involvement</u>
3120	<u>Compulsory Attendance</u>

Policy 2450: Indian Education for All

Status: ADOPTED

Original Adopted Date: 09/09/2022 | **Last Revised Date:** 06/06/2023 | **Last Reviewed Date:** 06/06/2023

Recognition of Native American Cultural Heritage

The District recognizes the distinct and unique cultural heritage of Native Americans and is committed in the District's educational goals to the preservation of such heritage consistent with Article X, Section 1 (2) of the Montana Constitution.

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

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

The Board may require certified staff to satisfy the requirements for instruction in American Indian studies, set forth in § 20-1-503, MCA, if an Indian Education for All payment is issued to the District under Section 20-9-329, MCA.

Montana Code Annotated	Description
20-1-501	Indian Education For All
20-1-503	Indian Education for All
Montana Constitution	Description
Article X, section 1	Educational Goals and Duties
Administrative Rules of Montana	Description
10.55.603	Curriculum and Assessment
10.55.701	Board of Trustees

Cross References

Code	Description
	<u>Goals</u>
2000	

Policy 2600: Work Based Learning

Status: ADOPTED

Original Adopted Date: 09/09/2022 | **Last Revised Date:** 06/06/2023 | **Last Reviewed Date:** 06/06/2023

Work Based Learning Program

The Board recognizes that education should be making classroom experiences a meaningful process of learning about all practical aspects of life. The Board believes that the inclusion of career education in the basic curriculum will provide students with information about the many career opportunities available and will establish a relationship between what is taught in the classroom and the world of work.

Work-based learning must provide all participating students with on-the-job experience and training along with career and complimentary vocational/technical classroom instruction to contribute to each student's employability. The students' classroom activities and on-the-job experiences must be planned and supervised by the school and the employer to ensure that both activities contribute to the student's employability. Students enrolled in a work-based learning program must receive credit for related classroom instruction and on-the-job training. In the absence of a proficiency model, the time requirement for students in work-based learning must be converted and is equivalent to the time requirement for credit to be earned.

Students may submit a proposal for a tailored Work Based Learning program that divides their time between instruction in school and specific learning at a job. Each proposed program will be planned by Work Based Learning coordinators and the employer (or employer groups) and shall be in accordance with state and federal laws and regulations governing employment of students under age 18. The Work Based Learning coordinators will communicate with employers on a monthly basis and will visit work sites to determine if the placement is appropriate for student employment.

The particular program designed for each student shall be set forth in a written protocol approved by the student, his or her parents or guardians, the work-experience coordinator and the employer. This shall stipulate the terms of employment and the provision for academic credit, the student's work-based experience goals, prioritizing the student's academic commitments, assessment of the work-based learning experience goals..

The Work Based Learning coordinator shall make such arrangements as necessary with employers for evaluating the student's on-the-job performance and for keeping records of job attendance.

The employer or supervisor shall complete District volunteer agreement form and satisfy a name-based and fingerprint criminal background check in accordance with District Policies 5120 and 5122. The employee and District shall also complete workers compensation insurance and general liability insurance requirements in accordance with the attached procedure in a manner consistent with the Work Based Learning opportunity provided to student.

Credit for Employment at Congregate Care Facilities, Child Care Facilities, and School-Age Programs

A student of the District who is 16 years of age or older and who is employed on a paid or voluntary basis at a congregate-care facility, child-care facility, or school-age program may earn one unit of credit for graduation for every 8,100 minutes worked at the congregate-care facility, childcare facility, or school-age program.

The Superintendent or his or her designee shall develop conditions and requirements on the type of work the student is performing that the student shall satisfy to earn credit toward graduation and a process for verification of the number of minutes the student works at the congregate-care facility, child-care facility, or school-age program.

To be eligible to receive credit towards graduation, an application must be received by the District on an annual basis prior to [DATE]. Applications will be accepted at a later date in the event the student begins employment with a facility during the school year. Credits will be granted for work performed after the application is received and approved by the District.

For the purposes of this Policy, the following definitions apply:

(a) "Child-care facility" means a day-care center, group day-care home, or family day-care home licensed or registered under the provisions of Title 52, chapter 2, part 7.

(b) "Congregate-care facility" has the same meaning as:

- (i) "community residential facility" as defined in 76-2-411;
- (ii) "developmental disabilities facility" as defined in 53-20-202;
- (iii) "long-term care facility" as defined in 50-5-101; and
- (iv) "residential care facility" as defined in 50-5-101.

(c) "School-age program" means a program serving children 5 years of age or older during the school year or summer.

Montana Code Annotated	Description
20-1-101	Definitions
20-7-1510	Credit for participating in work based learning partnerships
39-3-406	Work Based Learning
39-71-118	Employee, worker, volunteer, volunteer firefighter, and volunteer emergency care provider defined --election of coverage.
Title 41, Chapter 2	Child Labor
United States Code	Description
29 USC 212	Fair Labor Standards Act

Cross References

Code	Description
1005FE	<u>Proficiency-Based ANB</u>
2050	<u>Innovative Student Instruction</u>
2158	<u>Parent and Family Engagement and Educational Involvement</u>
2410	<u>High School Graduation Requirements</u>
2410-P(1)	<u>High School Graduation Requirements</u>
2410-P(2)	<u>High School Graduation Requirements - Graduate Profile</u>
2410-NF(1)	<u>High School Graduation Requirements - Commitments and Intentions</u>
3121	<u>Enrollment and Attendance Records</u>
3121-P(1)	<u>Enrollment and Attendance Records</u>

Policy 3110: Entrance, Placement, and Transfer

Status: ADOPTED

Original Adopted Date: 09/09/2022 | **Last Revised Date:** 03/19/2024 | **Last Reviewed Date:** 03/19/2024

Entrance, Placement, and Transfer

Entrance, Date, and Age

The trustees will enroll and admit a child to a school in the district when the child is 5 years of age or older on or before the tenth (10th) day of September of the school year in which the child is to enroll but is not yet 19 years of age who is a resident of the District. Parents may request a waiver of the age requirement. All waivers are granted in the sole discretion of the Trustees.

Non-resident students may be admitted at the discretion of the Trustees. Children will be enrolled in the grade identified in accordance with District policy or at the discretion of the administration in consultation with the student's parents or guardians. The District requires proof of identity and an immunization record for every child to be admitted to District schools.

The Trustees may at their discretion assign and admit a child to a school in the district who is under 5 years of age or an adult who is 19 years of age or older if there are exceptional circumstances that merit waiving the age provision. Students enrolled by the Trustees under this provision shall find the student's exceptional circumstances:

- (a) the child under 5 is determined by the trustees to be ready for kindergarten and the child's parents have requested early entry into the district's regular 1-year kindergarten program;
- (b) the child under 5 is being admitted into an early literacy targeted intervention classroom or jumpstart program pursuant to Title 20, chapter 7, part 18 and Policy 2165; or
- (c) the adult is 19 years of age or older and in the trustees' determination would benefit from educational programs offered by a school of the district.

The trustees may also admit an individual who has graduated from high school but is not yet 19 years of age even though no special circumstances exist for waiver of the age provision of this Policy.

The trustees shall assign and admit a child who is enrolled in a nonpublic or home school and who meets the age and residency requirement of this policy on a part-time basis at the request of the child's parent or guardian consistent with the provisions of Policy 3150. A part time enrollee shall be calculated for purposes of ANB consistent with Policy 3121.

School Entrance

1. . The District requires that a student's parents, legal guardian, or legal custodian present proof of identity of the child to the school within forty (40) days of enrollment, as well as proof of residence in the District. Students who are not residents of the District may apply

for admission pursuant to Policy 3141. 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.

2. To be admitted to District schools, in accordance with the Montana Immunization Law, a child must have been immunized against varicella, diphtheria, pertussis, tetanus, poliomyelitis, rubella, mumps, and measles in the manner and with immunizing agents approved by the department. Immunizations may not be required if a child qualifies for conditional attendance or an exemption is filed as provided by Montana law.

3. The above requirements are not to serve as barriers to immediate enrollment of students designated as homeless or foster children as required by the Every Student Succeeds Act (ESSA) and the McKinney-Vento Act as amended by ESSA. The District shall work with the local child welfare agency, the school last attended, or other relevant agencies to obtain necessary enrollment documentation and ensure a student receives education services in the best interests of the child. The Superintendent or designee shall serve as point of contact with all applicable agencies to review records, facilitate services and resolve disputes.

Placement

The District goal is to place students at levels and in settings that will increase the probability of student success. Developmental testing, together with other relevant criteria, including but not limited to health, maturity, emotional stability, and developmental disabilities, may be considered in the placement of all students. Final disposition of all placement decisions rests with the principal, subject to review by the Superintendent or the Board.

Children of Relocated Military Families

The Board shall assign and admit a child whose parent or guardian is being relocated to Montana under military orders to a school in the district and allow the child to preliminarily enroll in classes and apply for programs offered by the District prior to arrival and establishing residency.

The student will be placed in student data management system as soon as enrolled under this provision. The student will attend classes during preliminary enrollment and the Board authorizes the administration to provide offsite instruction to the student if not present in the District. The District will include a student enrolled under this provision as part of the calculation of ANB.

Transfer

District policies regulating the enrollment of students from other accredited elementary and secondary schools are designed to protect the educational welfare of children.

Elementary Grades (K-8)

A student transferring into the District will be admitted and placed subject to observation by appropriate teachers and a building principal during a probation period of two (2) weeks. Thereafter, should doubt arise as to initial grade and level placement of a student, school personnel will conduct an educational assessment to determine appropriate grade and level

placement.

Secondary Grades (9-12) Credit Transfer

A transfer of credits from any secondary school is subject to a satisfactory examination of the following:

1. Appropriate certificates of school accreditation;
2. Length of course, school day, and school year;
3. Content of applicable courses;
4. School building as it relates to credit earned (i.e., lab areas for appropriate science or vocational instruction);
5. Appropriate evaluation of student performance leading toward credit issuance.

The District will follow Montana Accreditation Rules and Standards, along with local alternate procedures for earning credit, in reviewing requests for transfer of credits. High school principals have authority for approving credit transfers, subject to review by the Superintendent or the Board.

Montana Code Annotated	Description
20-1-101	Definitions
20-5-101	Admittance of child to school
20-5-403	Immunization required – release and acceptance of immunization records
20-5-404	Conditional Attendance
20-5-405	Medical or religious exemption
20-5-406	Immunization record
44-2-511	School enrollment procedure
Title 20, Chapter 5, Part 5	Enrollment of Pupil by Caretaker Relative
Administrative Rules of Montana	Description
10.16.3122	Local Educational Agency Responsibility for Students with Disabilities
10.55.712	Class Size Elementary
10.55.713	Teacher load and class size
Title 10, Chapter 55	Accreditation Standards

Cross References

Code	Description
2158	<u>Parent and Family Engagement and Educational</u>

	<u>Involvement</u>
2413	<u>Credit Transfer and Assessment for Placement</u>
3121	<u>Enrollment and Attendance Records</u>
3121-P(1)	<u>Enrollment and Attendance Records</u>
3124	<u>Military Compact Waiver</u>
3125	<u>Education of Homeless Children</u>
3125-NF(1)	<u>Education of Homeless Children - McKinney-Vento Homeless Education Assistance Dispute Resolution Form</u>
3141	<u>Nonresident Student Enrollment</u>
3141-F(1)	<u>Nonresident Student Enrollment - Application Form</u>
3150	<u>Part-Time Enrollment</u>
3413	<u>Student Immunization</u>
3413-F(1)	<u>Student Immunization - Medical Exemptions</u>
3413-F(2)	<u>Student Immunization - Religious Exemptions</u>
3520	<u>Student Fees, Fines, and Charges</u>
3600	<u>Student Records</u>
3600-P(1)	<u>Student Records - Maintenance of School Student Records</u>
3600-NF(1)	<u>Student Records - Notification to Parents and Students of Rights Concerning a Student's School Records</u>
3600-F(1)	<u>Student Records</u>
8100	<u>Transportation</u>

Policy 3121: Enrollment and Attendance Records

Status: ADOPTED

**Original Adopted Date: 09/09/2022 | Last Revised Date: 03/19/2024 | Last Reviewed Date:
03/19/2024**

Enrollment and Attendance Records

Since accurate enrollment and attendance records are essential both to obtain state financial reimbursement and to fulfill the District's responsibilities under the attendance laws, staff shall be diligent in maintaining such records.

A district may only include, for ANB purposes, any student who participates in pupil instruction as defined in Section 20-1-101(17), MCA and for whom ANB may be claimed under Title 20, including but not limited to an enrolled student who is:

- A resident of the district or a nonresident student admitted by trustees under a student attendance agreement and who is attending a school of the district, offsite instructional setting or remote instruction from the public schools of the district;
- Unable to attend school due to a medical reason certified by a medical doctor and receiving individualized educational services supervised by the district, at district expense, at a home or facility that does not offer an educational program;
- Unable to attend school due to the student's incarceration in a facility, other than a youth detention center, and who is receiving individualized educational services supervised by the district, at district expense, at a home or facility that does not offer an educational program;
- Living with a caretaker relative under Section 1-1-215, MCA;
- Receiving special education and related services, other than day treatment, under a placement by the trustees at a private nonsectarian school or private program if the student's services are provided at the district's expense under an approved individual education plan supervised by the district;
- Participating in the Running Start Program at district expense under Section 20-9-706, MCA;
- Receiving education services, provided by the district, using appropriately licensed district staff at a private residential program or private residential facility licensed by the Department of Public Health and Human Services;
- Enrolled in an educational program or course provided at district expense using remote instruction consistent with Policies 2050, 2168, and 2170. The student:
 - must meet the residency requirements for that district as provided in 1-1-215;

- shall live in the district and must be eligible for educational services under the Individuals With Disabilities Education Act or under 29 U.S.C. 794; or
- attend school in the district must be enrolled in the educational program or course under a mandatory attendance agreement as provided in 20-5-321; or
- must be receiving remote instruction under 20-7-118(1)(c).

- A student enrolled on a part time basis consistent with Policy 3110, 3150, 3121P;

- A student of the district completing work on a proficiency basis in accordance with Sections 20-9-311(4)(d) and 20-9-324(18)(b), MCA;

- A student enrolled by the Board for exceptional circumstances as defined in applicable District policies and in accordance with Section 20-5-101, MCA.

- A student ~~the child is being~~ admitted into an early literacy targeted intervention classroom or jumpstart program pursuant to Title 20, chapter 7, part 18 and Policy 2165 in a manner consistent with Section 20-9-311(3)(e), MCA. A district providing a jumpstart program shall add one-quarter enrollment for a pupil who participated in the district's early literacy jumpstart program to the pupil's regular enrollment count in both the October and February enrollment counts following the student's participation in the jumpstart program.

- ;

- A student gaining credit for participating in a work-based learning program pursuant to Section 20-7-1510, MCA, and Policy 2600;

- A student participating in an "innovative educational program" as defined in Section 15-30-3102, MCA;

- A resident of the district attending a Montana job corps program under an interlocal agreement with the district under Section 20-9-707, MCA; or

- A resident of the district attending a Montana Youth Challenge Program under an interlocal agreement with the district under Section 20-9-707, MCA.

- A student with a disability who is over 19 years old but under 21 years of age, has been enrolled by the Board of Trustees in accordance with Policy 3110, and qualifies in accordance with Section 20-9-311(7), MCA, to remain enrolled and be served by schools, if the following criteria are satisfied:
 - the student has not graduated;
 - the student is eligible for special education services and is likely to be eligible for adult services for individuals with developmental disabilities due to the significance of the student's disability; and
 - the student's individualized education program has identified transition goals that focus on preparation for living and working in the community following high school graduation since age 16 or the student's disability has increased in significance after age 16.

In order for a student who is served through distance learning or offsite delivery methods to be included in the calculation of average number belonging, the student must meet one or more of the conditions for participating in offsite instruction pursuant to Section 20-7-118, MCA.

Enrollment for Purposes of Participation in Extracurricular Activities By an Unenrolled Child or Part Time Enrolled Student

The District shall include for ANB purposes a child who during the prior school year:

- a. resided in the District;
- b. was not enrolled in the District or was not enrolled full time; and
- c. completed an extracurricular activity with a duration of at least 6 weeks in accordance with Policy 3510.

Each completed extracurricular activity that, inclusive of practices and post-season tournaments, lasts 6 weeks or longer shall be counted as one-sixteenth enrollment. Each completed extracurricular activity lasting longer than 18 weeks may be counted as one-eighth enrollment. A child may not be counted as more than one full-time enrollment for ANB purposes.

For purposes of calculating ANB under this section, "extracurricular activity" means:

- a. a sport or activity sanctioned by an organization having jurisdiction over interscholastic activities, contests, and tournaments;
- b. an approved career and technical student organization, pursuant to Section 20-7-306, MCA; or
- c. a school theater production.

Homeless Youth and Foster Children

Assignment to schools shall be subject to modification when federal law applicable to students placed in foster care or students who are homeless requires that such students be educated in a "school of origin" that differs from the assigned school.

Montana Code Annotated	Description
1-1-215	Residence - rules for determining
20-1-101	Definitions
20-3-324	Powers and duties
20-5-101	Admittance of child to school
20-5-112	Participation in extracurricular activities
20-7-118	Offsite Provision of Educational Services
20-7-1510	Credit for participating in work based learning partnerships
20-9-311	Calculation of Average Number Belonging

20-9-706	Running start program
20-9-707	Agreement with Montana youth challenge program or accredited Montana job corps program
Title 20, Chapter 7, Part 18	Early Literacy Targeted Intervention
Administrative Rules of Montana	Description
10.20.102	Calculation of Average Number Belonging
Code of Federal Regulations	Description
34 CFR 300.1, et seq.	Individuals with Disabilities Education Act

Cross References

Code	Description
2050	<u>Innovative Student Instruction</u>
2158	<u>Parent and Family Engagement and Educational Involvement</u>
2168	<u>Remote Instruction from Non-District Sources</u>
2170	<u>Digital Academy Classes</u>
2170-P(1)	<u>Digital Academy Classes</u>
2600	<u>Work Based Learning</u>
2600-P(1)	<u>Work Based Learning - Insurance</u>
2600-NF(1)	<u>Work Based Learning - Affiliation Agreement</u>
3110	<u>Entrance, Placement, and Transfer</u>
3110-NF(1)	<u>Entrance, Placement, and Transfer - Education Authorization Affidavit</u>
3122	<u>Attendance Policy</u>
3123	<u>Attendance Policy Procedure-Truancy</u>
3150	<u>Part-Time Enrollment</u>

Policy 3141: Nonresident Student Enrollment

**Status:
ADOPTED**

Original Adopted Date: 09/09/2022 | Last Revised Date: 07/19/2024 |

Last Reviewed Date: 07/19/2024

Nonresident Student Enrollment

For the purposes of this policy, except as provided in Section 20-9-707, MCA, a student's district of residence must be determined on the basis of the provisions of Section 1-1-215, MCA.

Mandatory Nonresident Enrollment for Extenuating Circumstances

The District shall enroll a student who resides outside of the District whenever the extenuating circumstances listed in Section 20-5-321, MCA, exist.

Applying for Nonresident Enrollment with No Extenuating Circumstances

Whenever the extenuating circumstances listed in Section 20-5-321, MCA do not exist and mandatory enrollment of a student who resides outside the District is not required, the District may enroll the nonresident student at the request of the student's parent or guardian as specified in this policy. The District shall serve children who are residents of the district and nonresident children seeking mandatory enrollment for extenuating circumstances prior to enrolling nonresidents students seeking to apply when extenuating circumstances do not exist.

Every nonresident student who seeks to enroll in the District shall apply for admission for the succeeding school year by (date). All applications shall be submitted using the form found at Policy 3141F as developed by the Superintendent of Public Instruction. (Optional) For planning purposes, late applications shall not be considered. (End Optional Language) (Optional) Late applications may be considered. (End Optional Language) Nonresident students shall reapply for admission each school year. Admission in one school year does not infer or guarantee admission in subsequent years. Each application shall be assigned a unique number distinct from a student identification number that does not disclose a student's personally identifiable information consistent with Policy 3600. Within 10 days of the initial application for an attendance, the District shall notify the parent or guardian of the child and district of residence involved in the out-of-district attendance agreement of application the anticipated date for approval or disapproval of the agreement application by the Board of Trustees.

The Board of Trustees authorizes the District Administrator to review the applications for nonresident enrollment consistent with this policy and Section 20-5-320, MCA. Not more than 30 days following the application deadline or the receipt of an application, the District Administrator shall submit to the Board of Trustees a list of students who are recommended

for enrollment and a list of students who are not recommended for enrollment based on the factors established in this policy and the District's integrated strategic action plan. The Board of Trustees shall make the decision to approve or deny requests for nonresident enrollment during a properly noticed meeting of the Board. Each application requiring discussion of confidential student information shall be considered during a closed session consistent with Policy 1400 after giving prior notice to the parents that their application will be considered by the Board of Trustees in a closed session of the Board. Any motion on an application must be made in open session and shall be made referring to the distinct application number.

In reviewing and determining whether to approve an application for attendance by a nonresident child, the District Administrator shall recommend for approval and Board of Trustees shall approve the application unless the Board of Trustees find that the impact of approval of the application will negatively impact the quality of education for resident pupils by grade level, by school, or in the District in the aggregate in one or more of the following ways:

1. The approval would result in exceeding limits of:
 - A. building construction standards pursuant to Title 50, chapter 60, MCA;
 - 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. maximum student contact hours for a teacher of the class or maximum class sizes under accreditation standards of the board of public education; or
 - C.D evacuation elements of the district's adopted school safety plan.

The Board authorizes the District Administrator to coordinate with the local fire marshal, law enforcement, health department, and first responders when developing standards under this Subsection 1. Findings shall be adopted by the Board in the District's strategic action plan or plan for continuous improvement specified in Policy 1610.

2. The approval would impede meeting goals, standards, or objectives of quality education adopted by the Board in the District's strategic action plan or plan for continuous improvement specified in Policy 1610. The Board finds that expulsion or suspension from this District would impede in meeting goals standards, or objectives of quality education stated in the plan.
3. The approval would risk jeopardizing the educational quality adopted by the Board in the District's strategic action plan or plan for continuous improvement specified in Policy 1610 because the nonresident child who is applying was:
 - A. truant as defined in Section 20-5-106, MCA, in the last school district attended;
 - B. expelled by another school district at any time; or
 - C. suspended in another school or out of school in any school district in which the nonresident child was enrolled in any of the 3 school fiscal years preceding the school fiscal year for which attendance is requested. This Subsection C does not apply to a student who is eligible for special education or related services.

Review and consideration of applications and the records of applicants as well as decisions regarding admission shall be consistent with District policies regarding nondiscrimination.

In the event the District receives more applications than the District can accommodate, the District shall prioritize applications on the basis of the quality of education for students

who are residents of the district of attendance and the obligations of resident taxpayers. This priority may include applications from children of District employees, applications from previously enrolled students with demonstrated good behavior, and children with siblings who have previously enrolled in the District as nonresident students. This priority is specifically established and shall be implemented on a rational basis to provide a quality education to students enrolled in the District.

Within 10 days of approval or disapproval of an application for non-resident enrollment, District shall provide copies of the approved or disapproved attendance agreement application to the parent or guardian and to the district of residence. In the case of a disapproval, the District shall provide the specific allowable reason for the disapproval consistent with this policy and supporting documentation.

For an approved application and out-of-district attendance agreement application the District shall provide a copy of the completed agreement to the county superintendent of schools of the county of residence, county superintendent of schools of the county of attendance, and the Superintendent of Public Instruction. Whenever a student enrolls in and attends a school outside of the student's district of residence under the provisions of this policy, by July 15 following the year of attendance, the district of attendance shall notify the district of residence of an obligation under Section 20-5-323, MCA.

If an out-of-district attendance agreement application is disapproved or no action is taken, the parent or guardian may appeal the disapproval or lack of action in accordance with Montana law.

Transportation

Unless otherwise agreed by the district of residence and the district of attendance, the family of a nonresident child whose application for attendance has been approved is responsible for transportation of the child and the child is not an eligible transportee as defined in Section 20-10-101, MCA. The district of attendance may discretionarily provide transportation pursuant to Section 20-10-122, MCA.

(a) An attendance agreement established under 20-5-320 or 20-5-321 must set forth the financial obligations, if any, for costs incurred for transportation as provided in § 20-5-323 (6), MCA and Title 20, chapter 10, MCA.

(b) If the attendance agreement is for a child with a disability who has transportation included in the child's individualized education program, transportation or the costs of transportation must be paid by the child's district of residence.

(c) Unless the attendance agreement is for a child with a disability who has transportation included in the child's individualized education program and unless otherwise agreed to in the out-of-district attendance agreement:

(i) when a child has approval to attend a school outside the child's district of residence because of a parent's or guardian's request under the provisions of §§ 20-5-320 or 20-5-321(1)(c), MCA, the parent or guardian of the child is responsible for transportation and the child is not an eligible transportee as defined in § 20-10-101, MCA. The district of attendance may discretionarily provide transportation for a child who is not an eligible transportee pursuant to § 20-10-122, MCA.

(ii) when a child attends a school outside the child's district of residence under the provisions of § 20-5-321(1)(a) or (1)(b), MCA, the district of residence is responsible for transportation; and

(iii) when a child attends a school outside the child's district of residence under the provisions of § 20-5-321(1)(d) or (1)(e), MCA, the district of attendance is responsible for transportation consistent with and subject to the provisions of 20 U.S.C. 6312(c)(5).

(d) The amount, if any, charged for transportation may not exceed the lesser of the average transportation cost for each student in the child's district of residence or 35 cents a mile. The average expenditures for the district transportation fund for the preceding school fiscal year must be calculated by dividing the transportation fund expenditures by the October 1 enrollment count for the preceding fiscal year.

Montana Code Annotated	Description
1-1-215	Residence - rules for determining
20-5-314	Reciprocal attendance agreement with adjoining state or province
20-5-320	Non-Resident Enrollment
20-5-320	Attendance with discretionary approval
20-5-321	Attendance with mandatory approval – tuition and transportation
20-5-322	Residency determination – notification – appeal for attendance agreement
20-5-323	Tuition and transportation rates
Administrative Rules of Montana	Description
10.10.301B	Out-of-District Attendance Agreements
10.55.712	Class Size Elementary
10.55.713	Teacher load and class size

Cross References

Code	Description
2158	<u>Parent and Family Engagement and Educational Involvement</u>
2161	<u>Special Education</u>
2161-P(1)	<u>Special Education - Procedure</u>
2413	<u>Credit Transfer and Assessment for Placement</u>
3110	<u>Entrance, Placement, and Transfer</u>
3110-NF(1)	<u>Entrance, Placement, and Transfer - Education Authorization Affidavit</u>

3125 [Education of Homeless Children](#)

3125-NF(1) [Education of Homeless Children - McKinney-Vento](#)
[Homeless Education Assistance Dispute Resolution](#)
[Form](#)

3150 [Part-Time Enrollment](#)

Policy 3310: Student Discipline

Status: ADOPTED

Original Adopted Date: 09/09/2022 | **Last Revised Date:** 06/06/2023 | **Last Reviewed Date:** 06/06/2023

Student Discipline

The Board grants authority to a teacher or principal to hold a student to strict accountability for disorderly conduct in a school building, on property owned or leased by a school district, on a school bus, on the way to or from school, or during intermission or recess.

Disciplinary action may be taken against any student guilty of gross disobedience or misconduct, including but not limited to instances set forth below:

- Using, possessing, distributing, purchasing, or selling tobacco products, and alternative nicotine and vapor products as defined in 16-11-302, MCA.
- Using, possessing, distributing, purchasing, or selling alcoholic beverages, including powdered alcohol. Students who may be under the influence of alcohol will not be permitted to attend school functions and will be treated as though they had alcohol in their possession.
- Using, possessing, distributing, purchasing, or selling drug paraphernalia, illegal drugs, marijuana, controlled substances, or any substance which is represented to be or looks like a narcotic drug, hallucinogenic drug, amphetamine, barbiturate, marijuana, alcoholic beverage, stimulant, depressant, or intoxicant of any kind, including such substances that contain chemicals which produce the same effect of illegal substances including but not limited to Spice and K2. Students who may be under the influence of such substances will not be permitted to attend school functions and will be treated as though they had drugs in their possession.
- Using, possessing, controlling, or transferring a firearm or other weapon in violation of Policy 3311.
- Using, possessing, controlling, or transferring any object that reasonably could be considered or used as a weapon as referred to in Policy 3311.
- Disobeying directives from staff members or school officials or disobeying rules, violating state or federal law, or not honoring regulations governing student conduct.
- Using violence, force, noise, coercion, threats, intimidation, fear, or other comparable conduct toward anyone or urging other students to engage in such conduct unless such force is determined, following investigation, to be for self-defense or defense of others as defined by law.
- Causing or attempting to cause damage to, or stealing or attempting to steal, school property or another person's property.

- Engaging in any activity that constitutes an interference with school purposes or an educational function or any other disruptive activity.
- Unexcused absenteeism. Truancy statutes and Board policy will be utilized for chronic and habitual truants.
- Intimidation, harassment, sexual harassment, sexual misconduct, hazing or bullying; or retaliation against any person who alleged misconduct under Policy 3225 or 3226 or participated in an investigation into alleged misconduct under Policy 3225 or 3226.
- Defaces or damages any school building, school grounds, furniture, equipment, or book belonging to the district.
- Forging any signature or making any false entry or attempting to authorize any document used or intended to be used in connection with the operation of a school.
- Records or causes to be recorded a conversation by use of a hidden electronic or mechanical device which may include any combination of audio or video that reproduces a human conversation without the knowledge of all parties to the conversation.
- Engaging in academic misconduct which may include but is not limited to: cheating, unauthorized sharing of exam responses or graded assignment work; plagiarism, accessing websites or electronic resources without authorization to complete assigned coursework, and any other act designed to give unfair academic advantage to the student.

These grounds stated above for disciplinary action apply whenever a student's conduct is reasonably related to school or school activities, including but not limited to the circumstances set forth below:

- On school grounds before, during, or after school hours or at any other time when school is being used by a school group.
- Off school grounds at a school-sponsored activity or event or any activity or event that bears a reasonable relationship to school.
- Travel to and from school or a school activity, function, or event.
- Anywhere conduct may reasonably be considered to be a threat or an attempted intimidation or bullying of a staff member or student, or an interference with school purposes or an educational function.

Exceptions: A student may not be subject to a disciplinary action for declining to: (a) identify the student's pronouns; or (b) address a person by using a name other than the person's legal name or a derivative of the person's legal name or by using a pronoun or a title that is inconsistent with the person's sex.

Disciplinary Measures

Disciplinary measures include but are not limited to:

- Expulsion
- Suspension

- Detention, including Saturday school
- Clean-up duty
- Loss of student privileges
- Loss of bus privileges
- Notification to juvenile authorities and/or police
- Restitution for damages to school property

No District employee or person engaged by the District may inflict or cause to be inflicted corporal punishment on a student. Corporal punishment does not include reasonable force District personnel are permitted to use as needed to maintain safety for other students, school personnel, or other persons or for the purpose of self-defense.

Non-Disciplinary Measures

The Superintendent or designee is authorized to assign a student to non-disciplinary offsite instruction pending the results of an investigation or for reasons related to the safety or well-being of students and staff. During the period of non-disciplinary offsite instruction, the student will be permitted to complete all assigned schoolwork for full credit. The assignment of non-disciplinary offsite instruction does not preclude the Superintendent or designee from disciplining a student who has, after investigation, been found to have violated a School District policy, rule, or handbook provision.

Delegation of Authority

The Board grants authority to any teacher and to any other school personnel to impose on students under their charge any disciplinary measure, other than suspension or expulsion, corporal punishment, or in-school suspension, that is appropriate and in accordance with policies and rules on student discipline. The Board authorizes teachers to remove students from classrooms for disruptive behavior.

Montana Code Annotated	Description
16-11-302	Definition of tobacco and vapor products
16-12-108	Limitations of Marijuana Regulation Act
20-3-324	Powers and duties
20-4-302	Discipline and punishment of pupils – definition of corporal punishment – penalty – defense
20-5-202	Suspension and expulsion
20-7-118	Offsite Provision of Educational Services
20-9-205	Self-defense in schools

40-6-701	Interference with fundamental parental rights restricted
45-5-624	Possession of intoxicating substance
45-5-637	Possession of tobacco products
45-8-213	Privacy in communications
45-8-361	Possession of weapon in a school building
Administrative Rules of Montana	
10.16.3346	Description Aversive Treatment Procedures
United States Code	
20 U.S.C. § 1232g, et seq.	Description Family Education Rights and Privacy Act
20 USC 1232h	Protection of pupil rights
29 USC 701, et seq	Section 504 of the Rehabilitation Act

Cross References

Code	Description
2158	<u>Parent and Family Engagement and Educational Involvement</u>
3225	<u>Sexual Harassment of Students</u>
3225-P(1)	<u>Sexual Harassment of Students - Procedure</u>
3225-NF(1)	<u>Sexual Harassment of Students - Sexual Harassment Reporting/Intake Form for Students</u>
3226	<u>Bullying</u>
3300	<u>Suspension and Expulsion</u>
3305	<u>Seclusion and Restraint</u>
3330	<u>Use of Alcohol Sensor Device</u>
3340	<u>Extra- and Co-Curricular Alcohol, Drug, and Tobacco Use</u>
3630	<u>Cell Phone and Other Electronic Devices</u>
4410	<u>Relations With Law Enforcement and Child Protective Agencies</u>
4411	<u>Interrogation and Investigations Conducted by School Officials</u>
8124	<u>Student Conduct on Buses</u>
8225	<u>Tobacco Free Policy</u>

Policy 3416: Administering Medicines to Students

Status: ADOPTED

Original Adopted Date: 09/09/2022 | **Last Revised Date:** 11/26/2024 | **Last Reviewed Date:** 11/26/2024

Administering Medication to Students

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

"Medication" means a medicine, including inhaled bronchodilators, inhaled corticosteroids, and autoinjectable epinephrine, and epinephrine nasal spray, prescribed by a licensed physician as defined in 37-3-102, a physician assistant who has been authorized to prescribe medications as provided in 37-20-404, or an advanced practice registered nurse with prescriptive authority as provided in 37-8-202(1)(h).

Diagnosis and treatment of illness and the prescribing of drugs are never the responsibility of a school employee and should not be practiced by any school personnel.

Administering Medication

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

Emergency Administration of Medication

In the event of an emergency, a school nurse or trained staff member, exempt from the nursing license requirement under § 37-8-103(1)(c), MCA, may administer emergency medication to any student in need thereof on school grounds, in a school building, at a school function, or on a school bus according to a standing order of an authorized physician or a student's private physician. In the event that emergency medication is administered to a student, the school nurse or staff member shall call emergency responders and notify the student's parents/guardians. A building administrator or school nurse shall enter any medication to be administered in an emergency on an individual student medication record and retain the documentation.

Assisting Students with Self-Administration of Medication

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

- To assist in self-administration of any drug that may lawfully be sold over the counter without a prescription to a student in compliance with the written instructions and with the written consent of a student's parent or guardian; and
- To assist in self-administration of a prescription drug to a student in compliance with written instructions or standing order of an authorized physician or a student's private physician and with the written consent of a student's parent or guardian.

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

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

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

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

- ~~A written and signed authorization from the parents, an individual who has executed a caretaker relative educational authorization affidavit, or guardians for self-administration of medication, acknowledging that the District or its employees are not liable for injury that results from the student self-administering the medication.~~

~~A parent or guardian or individual who has executed a caretaker relative educational authorization affidavit has submitted a signed authorization for self-administration of medication, acknowledging that the District and its employees are not liable for injury resulting from the student self-administration of medication.~~

- The student shall have the prior written approval of his/her primary healthcare provider. The written notice from the student's primary care provider shall specify the name and purpose of the medication, the prescribed dosage, frequency with which it may be administered, and the circumstances that may warrant its use.

- Documentation that the student has demonstrated to the healthcare practitioner and the school nurse, if available, the skill level necessary to use and administer the medication.
- Documentation of a doctor-formulated written treatment plan for managing asthma, severe allergies, or anaphylaxis episodes of the student and for medication use by the student during school hours.

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

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

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

Emergency Use of Stock Albuterol

The District may maintain a supply of stock albuterol and single-use disposable holding chambers to be administered by a school nurse or other authorized personnel to a student or nonstudent as needed for respiratory distress. This Policy may not be interpreted to relieve a student's parent or guardian of providing a student's medication or create an expectation that a school will have stock albuterol available.

Definitions

"Stock albuterol" means quick-relief asthma medication that is approved by the United States food and drug administration for the treatment of respiratory distress. The term includes albuterol medication delivered through a metered dose inhaler or dry-powder inhaler that includes a spacer or holding chamber that attaches to a metered dose inhaler to improve the delivery of medication.

"Authorized personnel" means an employee or agent identified by the District who is approved by the District administration to administer a stock medication in a school setting or at a related activity.

"Respiratory distress" means a person's inability to breathe adequately, including the perceived or actual presence of associated symptoms such as coughing, wheezing, or shortness of breath.

Additional Requirements

The Superintendent or his or her designee shall develop a protocol related to the training of school employees, the maintenance and location of the stock albuterol, and the immediate and long-term follow-up to the administration of the medication, including determining when to make a 9-1-1 emergency call.

The stock albuterol must be prescribed by a physician, advanced practice registered nurse, or physician assistant. The school must be designated as the patient and each prescription for stock albuterol must be filled by a licensed pharmacy.

The District may enter into an agreement with a manufacturer of bronchodilators or spacers, a third-party supplier of bronchodilator or spacers, or a health care office to obtain bronchodilators or spacers at no charge, at market price, or at a reduced price, and may accept gifts, grants, or donations to purchase bronchodilators or spacers for emergency use.

Authorized personnel shall complete an annual asthma education program approved by the department of public health and human services. The training must include causes of respiratory distress, recognition of signs and symptoms of respiratory distress, indications for the administration of albuterol, administration techniques, and the need for immediate access to a certified emergency responder.

The stock albuterol must be kept in a secure and easily accessible location.

The District will inform parents or guardians about the potential use of stock albuterol in a respiratory distress emergency and will shall make the protocol available on request.

The District will document the use of stock albuterol following an event and report this use to the department of public health and human services within 3 days in a reporting format determined by the department.

The District will submit an annual report to the department of public health and human services summarizing the use of stock albuterol during each school year in a reporting format determined by the department.

Self-Administration of Other Medication

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

- A physician, dentist, or other licensed health care provider provides a written order for self-administration of said medication;
- Written authorization for self-administration of medication from a student's parent, an individual who has executed a caretaker relative educational authorization affidavit, or guardian is on file; and
- A principal and appropriate teachers are informed that a student is self-administering prescribed medication.

Administration of Glucagon

~~School employees may voluntarily agree to administer glucagon to a student pursuant to § 20-5-412, MCA, only under the following conditions: (1) the employee may administer glucagon to a diabetic student only in an emergency situation; (2) the employee has filed the necessary designation and acceptance documentation with the District, as required by § 20-5-412(2), MCA, and (3) the employee has filed the necessary written documentation of training with the District, as~~

required by § 20-5-412(4), MCA. Designation of staff is to be made by a parent, and individual who has executed a caretaker relative authorization affidavit, or guardian of a diabetic student, and school employees are under no obligation to agree to designation. Glucagon is to be provided by the parent or guardian. All documentation shall be kept on file.

A parent, an individual who has executed a caretaker relative educational authorization affidavit pursuant to § 20-5-503, MCA, an individual who has executed a caretaker relative medical authorization affidavit pursuant to § 40-6-502, MCA, or a guardian of a diabetic student may designate an adult to administer glucagon to their child in an emergency situation. Written proof of the designation and acceptance of the designation by the parent-designated adult must be filed with the school district.

"Parent-designated adult" means a school district employee, selected by a parent, an individual who has executed a caretaker relative educational authorization affidavit pursuant to § 20-5-503, MCA, an individual who has executed a caretaker relative medical authorization affidavit pursuant to § 40-6-502, MCA, or a guardian of a diabetic student, who voluntarily agrees to administer glucagon to the student.

The parent-designated adult must be trained in recognizing hypoglycemia and the proper method of administering glucagon. Training must be provided by a health care professional, as defined in § 33-36-103, MCA, or a recognized expert in diabetic care selected by the parent, an individual who has executed a caretaker relative educational authorization affidavit, an individual who has executed a caretaker relative medical authorization affidavit, or a guardian. Written documentation of the training received by the parent-designated adult must be filed with the school district.

The glucagon must be provided by the parent, an individual who has executed a caretaker relative educational authorization affidavit, an individual who has executed a caretaker relative medical authorization affidavit, or a guardian of the diabetic student.

Handling and Storage of Medications

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

- Shall examine any new medication to ensure it is properly labeled with dates, name of student, medication name, dosage, and physician's name;
- Shall develop a medication administration plan, if administration is necessary for a student, before any medication is given by school personnel;
- Shall record on the student's individual medication record the date a medication is delivered and the amount of medication received;
- Shall store medication requiring refrigeration at 36° to 46° F;
- Shall store prescribed medicinal preparations in a securely locked storage compartment; and

- Shall store controlled substances in a separate compartment, secured and locked at all times.
- All non-emergency medication shall be kept in a locked, nonportable container, stored in its original container with the original prescription label. Epinephrine, naloxone, and student emergency medication may be kept in portable containers and transported by the school nurse or other authorized school personnel.
- Food is not allowed to be stored in refrigeration unit with medications.
- Shall notify the building administrator, school district nurse, and parent or guardian of any medication error and document it on the medication administration record.

The District shall permit only a forty-five-(45)-school-day supply of a medication for a student to be stored at a school; and all medications, prescription and nonprescription, shall be stored in their original containers.

The District shall limit access to all stored medication to those persons authorized to administer medications or to assist in the self-administration of medications. The District requires every school to maintain a current list of those persons authorized by delegation from a licensed nurse to administer medications.

The District may maintain a stock supply of auto-injectable epinephrine to be administered by a school nurse or other authorized personnel to any student or nonstudent as needed for actual or perceived anaphylaxis. If the district intends to obtain an order for emergency use of epinephrine in a school setting or at related activities, the district shall adhere to the requirements stated in law.

The District may maintain a stock supply of an opioid antagonist to be administered by a school nurse or other authorized personnel to any student or nonstudent as needed for an actual or perceived opioid overdose in compliance with § 20-5-426, MCA. A school that intends to obtain an order for emergency use of an opioid antagonist in a school setting or at related activities shall adhere to the requirements in law.

If the District stocks a supply of an opioid antagonist, the following requirements apply:

- (a) The Superintendent or his or her designee shall develop a protocol related to the training of school employees, the maintenance and location of the opioid antagonist, and immediate and long-term follow-up to the administration of the medication, including making a 9-1-1 emergency call.
- (b) The opioid antagonist must be prescribed by a physician, advanced practice registered nurse, or physician assistant. The school must be designated as the patient, and each prescription for an opioid antagonist must be filled by a licensed pharmacy.
- (c) The school shall provide training to authorized personnel. The training must include causes of opioid overdose, recognition of signs and symptoms of opioid overdose, indications for the administration of an opioid antagonist, administration technique, and the need for immediate access to a certified emergency responder. Training must be provided by a school nurse, certified emergency responder, or other health care professional.
- (d) The opioid antagonist must be kept in a secure and easily accessible location.

- (e) A school nurse or other authorized personnel may, in good faith, administer the opioid antagonist to any student or nonstudent who is experiencing a potential life-threatening opioid overdose based on the protocol developed by the school.
- (f) If a school stocks an opioid antagonist that has been prescribed to the school, that school shall inform parents or guardians about the potential use of the opioid antagonist in an opioid overdose emergency. The school shall make the protocol available upon request.
- (g) Neither the District, nor its employees and agents, are liable as a result of any injury arising from the administration of an opioid antagonist, including an expired opioid antagonist, to a student or nonstudent unless an act or omission is the result of gross negligence, willful or wanton misconduct, or an intentional tort.

Disposal of Medication, Medical Equipment, Personal Protective Equipment

The District requires school personnel either to return to a parent, an individual who has executed a caretaker relative educational authorization affidavit, or guardian or, with permission of the parent, an individual who has executed a caretaker relative educational authorization affidavit, or guardian, to destroy any unused, discontinued, or obsolete medication. A school nurse, in the presence of a witness, shall destroy any medicine not repossessed by a parent or guardian within a seven-(7)-day period of notification by school authorities.

Medical sharps shall be disposed of in an approved sharps container. Building administrators should contact the school nurse or designated employee when such a container is needed. Sharps containers are to be kept in a secure location in the school building. Disposal of sharps container, medical equipment, and personal protective equipment is the responsibility of the school nurse or designated employee in accordance with the Montana Infectious Waste Management Act and the manufacture guidelines specific to the container or equipment.

Montana Code Annotated	Description
20-5-412	Definition – parent-designated adult administration of glucagons
20-5-420	Self-administration or possession of asthma, allergy, anaphylaxis medication
20-5-421	Emergency use of epinephrine in school setting
20-5-426	Emergency use of an opioid antagonist in
37-8-103(1)(c)	Exemptions – limitations on authority
40-6-701	Interference with fundamental parental rights restricted
75-10-1001, et seq	Infectious Waste Management Act
Administrative Rules of Montana	Description
24.159.1601, et seq	Delegation of Nurse Duties
37.111.812	Safety Requirements

Cross References

Code	Description
3431	<u>Emergency Treatment</u>
3431-NF(1)	<u>Emergency Treatment - Accident Report</u>

Policy 3650: Montana Pupil Online Personal Information Protection Act **Status: ADOPTED**

Original Adopted Date: 09/09/2022 | **Last Reviewed Date:** 09/09/2022

Compliance

The School District will comply with the Montana Pupil Online Personal Information Protection Act. The School District shall execute written agreements with operators who provide online applications for students and employees in the school district. The School District will execute written agreements with third parties who provide digital educational software or services, including cloud-based services, for the digital storage, management, and retrieval of pupil records. The written agreements will require operators and third parties to the School District for K-12 purposes or the delivery of student or educational services to comply with Montana and federal law regarding protected student information. All pupil records accessed by the operator or third party during the term of the agreement or delivery of service to the application will continue to be the property of and under the control of the school district.

Operators of Online Applications

Operators providing online applications to the School District shall not target advertising to students, sell student information, or otherwise misuse student information. Operators shall not use information to amass a profile about a pupil, except in furtherance of K-12 school purposes. Operators shall not sell a pupil's information, including protected information unless authorized by law. Operators shall not disclose protected information unless the disclosure is made in accordance with School District policy, state or federal law, or with parent consent. Operators shall implement and maintain reasonable security procedures and practices appropriate to the nature of the protected information and safeguard that information from unauthorized access, destruction, use, modification, or disclosure. Operators shall delete a pupil's protected information if the school or district requests the deletion of data under the control of the school or district.

Definitions

"K-12 school purposes" means activities that customarily take place at the direction of a school, teacher, or school district or aid in the administration of school activities, including but not limited to instruction in the classroom or at home, administrative activities, and collaboration between pupils, school personnel, or parents, or that are for the use and benefit of a school. The term does not include courses that are provided for the purpose of postsecondary credit or work-based learning courses provided by a work-based learning partner pursuant to 20-7-1510.

Third Parties Providing Software and Services

Third parties providing digital education software and services to the School District shall certify that pupil records will not be retained or available to the third party upon completion of the terms

of the agreement. Furthermore, third parties shall not use any information in pupil records for any purpose other than those required or specifically permitted by the agreement with the operator. Third parties shall not use personally identifiable information in pupil records to engage in targeted advertising.

Third parties providing digital education software and services to the School District shall provide a description of the means by which pupils may retain possession and control of their own pupil-generated content. Third parties shall provide a description of the procedures by which a parent, legal guardian, or eligible pupil may review personally identifiable information in the pupil's records and correct erroneous information. Third parties shall provide a description of the actions the third party will take, including the designation and training of responsible individuals, to ensure the security and confidentiality of pupil records. Third parties shall provide a description of the procedures for notifying the affected parent, legal guardian, or pupil if 18 years of age or older in the event of an unauthorized disclosure of the pupil's records;

Failure to Comply and Legal Review

An operator's or third party's failure to honor the law, agreement or School District policy will result in termination of services. The School District will report any operator who fails to honor the law to the appropriate authorities for criminal prosecution.

All contracts and agreements executed under this agreement will be reviewed by the School District's legal counsel.

Montana Code Annotated

Title 20, Chapter 7, Part 13

Description

Montana Pupil Online Personal Information Protection Act

United States Code

20 U.S.C. § 1232g, et seq.

Description

Family Education Rights and Privacy Act

Cross References

Code

3235

Description

Video Surveillance

3612

School-Provided Access to Electronic Information, Services, Equipment, and Networks

3612-P(1)

School-Provided Access to Electronic Information, Services, Equipment, and Networks

3612-NF(1)

School-Provided Access to Electronic Information, Services, Equipment, and Networks - Student Internet Access and Equipment Use Conduct Agreement

Policy 3655: Student Safety

In order to ensure the safety and welfare of students, no individual, regardless of employment status with the District, shall have unsupervised contact with students while in school, at a school-sponsored activity, or in transit to a school-sponsored activity unless the individual has:

- (a) completed a fingerprint-based national criminal history background check pursuant to the educator licensure policies of the board of public education; or
- (b) the individual has provided to the Montana department of justice information and material sufficient to obtain a fingerprint-based national criminal history background check; and the trustees, the superintendent of the district, or another individual designated by the trustees has reviewed the results of the background check.

For the purposes of this Policy, the term “unsupervised contact” shall mean any interaction with students that does not involve direct supervision by an employee of the District. Additionally, any employee or volunteer who is responsible for supervising another employee's or volunteer's contact with children is considered to have unsupervised contact with children by virtue of their oversight responsibilities. Therefore, they must also undergo a background check prior to employment or assignment.

The District may designate certain employees and volunteers who will never have unsupervised contact with students and are therefore exempt from the background check requirement. Such designations may include, but are not limited to:

[List specific positions, titles, or roles that will not require background checks, e.g., administrative staff, maintenance workers, etc.]

Policy 5122: Fingerprints and Criminal Background Investigations

Status: ADOPTED

Original Adopted Date: 09/09/2022 | **Last Reviewed Date:** 09/09/2022

It is the policy of the Board that any finalist recommended for hire to a paid or volunteer position with the District involving regular unsupervised access to students in schools, as determined by the Superintendent, shall submit to a name-based and fingerprint criminal background investigation [federal fingerprint-based criminal history record check] conducted by the appropriate law enforcement agency prior to consideration of the recommendation for employment or appointment by the Board.

Any requirement of an applicant to submit to a fingerprint background check shall be in compliance with the Volunteers for Children Act of 1998 and applicable federal regulations. If an applicant has any prior record of arrest or conviction by any local, state, or federal law enforcement agency for an offense other than a minor traffic violation, the facts must be reviewed by the Superintendent, who shall decide whether the applicant shall be declared eligible for appointment or employment in a manner consistent with the expectations and standards set by the board.

The following applicants for employment, as a condition for employment, will be required, as a condition of any offer of employment, to authorize, in writing, a name-based and fingerprint criminal background investigation:

- A certified employee seeking full- or part-time employment with the District;
- A non-certified or classified employee seeking full- or part-time employment with the District;
- An employee of a person or firm holding a contract with the District, if the employee is assigned to the District;
- A volunteer assigned to work in the District, including a chaperone, who has regular unsupervised access to students; and
- Substitute teachers.

Montana Code Annotated	Description
44-5-301	Dissemination of public criminal justice information
44-5-302	Dissemination of criminal history record information that is not public criminal justice information
44-5-303	Dissemination of confidential criminal justice information – procedure for dissemination through court
20-3-323	District Policy and Record of Acts

Administrative Rules of Montana

10.55.716

United States Code

Public Law 105-251

Description

Substitute Teachers

Description

Volunteers for Children Act

Cross References**Code**

1000

DescriptionLegal Status, Operation and Organization

1521

Board/Superintendent Relationship

5120

Hiring Process and Criteria

5120-P(1)

Hiring Process and Criteria - Federal Background Check, Fingerprint, and Information Handling Procedure

5120-F(1)

Hiring Process and Criteria - Determination Form

5120-F(2)

Hiring Process and Criteria - Privacy Act Statement

5120-F(3)

Hiring Process and Criteria - Determination Of Eligibility for Hire

5120-F(4)

Hiring Process and Criteria - Notice of Federal Background Check Determination

5120-F(5)

Hiring Process and Criteria - Dissemination Log

5120-F(6)

Hiring Process and Criteria - Re-dissemination of Criminal History to the Individual

5430

Volunteers

5430-NF(1)

Volunteers - Volunteer Agreement Form

8300

Risk Management

8301

School Safety

Policy 5123 – Employer Verification of Employee

Within three business days of hiring a new employee, the District shall request and maintain a copy of either of the following:

- (a) the citizenship or work authorization status that has been verified by the United States citizenship and immigration services' E-Verify program; or
- (b) a completed form I-9 with corresponding documents that establish both identity and employment authorization.

The books, records, and payrolls of the District pertinent to the administration of Title 39, Chapter 2, MCA, must be open to inspection by the Montana Department of Labor and Industry on 3 business days' notice for the purpose of ascertaining adherence to the above requirements.

Policy 5255: Disciplinary Action

Status: ADOPTED

Original Adopted Date: 09/09/2022 | **Last Reviewed Date:** 09/09/2022

District employees who fail to fulfill their job responsibilities or to follow reasonable directions of their supervisors, or who conduct themselves on or off the job in ways that affect school operations, may be subject to discipline. Behavior, conduct, or action that may call for disciplinary action or dismissal includes but is not limited to reasonable job-related grounds based on a failure to satisfactorily perform job duties, disruption of the District's operation, or other legitimate reasons.

No employee, regardless of the scope of the employee's official duties, may be subjected to an adverse employment action for declining to: (a) identify the employee's pronouns while acting within the scope of employment; or (b) address a person by using a name other than the person's legal name or a derivative of the person's legal name or by using a pronoun or a title that is inconsistent with the person's sex.

Discipline will be reasonably appropriate to the circumstance and will include but not be limited to a supervisor's right to reprimand an employee and the Superintendent or building principal's right to suspend an employee, without pay, or to impose other appropriate disciplinary sanctions. Disciplinary sanctions, including all forms of reprimands, will be documented and placed in the employee's personnel file in accordance with Policy 5231. In accordance with Montana law, only the Board may terminate an employee or non-renew employment.

The Superintendent or building principal is authorized to immediately suspend a staff member, with pay, in a non-disciplinary manner.

Montana Code Annotated	Description
20-3-324	Powers and duties
20-4-204	Termination of tenure teacher services
20-4-207	Dismissal of teacher under contract
39-2-903	Definitions
39-2-904	Elements of wrongful discharge – presumptive probationary period
39-2-912	Exemptions
Title 39, Chapter 31	Collective bargaining for public employees

Policy 5252: Notice of Nonrenewal of Nontenured Teacher for Financial Reasons

When the Superintendent or other District Administrator proposes to nonrenew a nontenured teacher for financial reasons, the Board of Trustees shall include the proposed nonrenewal for financial reasons on the agenda of a meeting on or before June 1. A nonrenewal of a nontenured teacher for financial reasons is a nonrenewal without cause as provided in § 20-4-206, MCA.

The proposed nonrenewal is an action of significant interest to the public within the meaning of § 2-3-103, MCA.

The provisions of this policy do not override provisions negotiated and agreed to in a collective bargaining agreement executed by the district and the teacher's exclusive representative pursuant to Title 39, chapter 31, MCA.

**K-12 School District
MTSBA Policy Management Console**

Notice Form 5430-NF(1): Volunteers - Volunteer Agreement Form **Status: ADOPTED**

Original Adopted Date: 09/09/2022 | **Last Revised Date:** 04/14/2025 | **Last Reviewed Date:** 04/14/2025

VOLUNTEER AGREEMENT FORM

COACH/HELPER/AIDE/CHAPERONE

I, _____ (the Volunteer) hereby agree to serve the District on a volunteer basis as a _____.

Please initial next to each statement:

_____ The Volunteer understands any volunteer services will not be compensated now or in the future.

_____ The Volunteer has been informed and understands that volunteer services rendered do not create an employee-employer relationship between the Volunteer and the District for the position stated above.

_____ The Volunteer understands that the District may not carry worker's compensation insurance and does not carry medical insurance for a person serving as a volunteer in the position stated above.

_____ The Volunteer understands that the mutually established schedule of services for the position stated above carries no obligation for either party and maybe adjusted at any time.

_____ The Volunteer understands that services as a volunteer may be terminated at any time.

_____ The Volunteer understands that they are under the direction of the school district at all times during their service as a volunteer and must follow directives given by district employees.

_____ The Volunteer understands that they are to follow all laws, policies, and rules regarding student and employee confidentiality during their service as a volunteer.

_____ The Volunteer understands that they are to follow district policy as well as local, state, federal and other applicable law during their service as a volunteer.

_____ The Volunteer understands that they are not to use alcohol, tobacco or other drugs around students at any time whether on school property or not.

_____ The Volunteer understands that they are not to encourage students to violate district

policy. The Volunteer further understands that if they observe a student violating district policy they are to report the behavior to the supervising district employee immediately.

_____ The Volunteer understands that any violation of this agreement, district policy or any local, state, federal or other applicable law can result in permanent termination of volunteer privileges and possible legal action.

_____ The Volunteer is 18 years of age or older.

_____ The Volunteer understands that his authorization only applies to the ____/____ school year.

_____ The Volunteer understands that if the position stated above involves ~~regular~~ unsupervised access to students in schools they shall submit to a name-based and fingerprint criminal background investigation conducted by the appropriate law enforcement agency prior to consideration of this agreement.

I understand that should I have been found to have violated these rules, I will not be used again as a chaperone for any District-sponsored field trips or excursions and may be excluded from using District-sponsored transportation for the remainder of the field trip or excursion and that I will be responsible for my own transportation back home.

DISTRICT REPRESENTATIVE

DATE

VOLUNTEER SIGNATURE

DATE

United States Code
Public Law 105-251

Description
Volunteers for Children Act

Cross References

Code
5122

Description
[Fingerprints and Criminal Background Investigations](#)

5122-F(1)

[Fingerprints and Criminal Background Investigations -](#)
[Applicants Rights and Consent to Fingerprints](#)

Policy 8560: Display of Flags and Banners on District Property

Definitions

"Flag" means any physical or digital material designed for display on a flagpole, building, wall, vehicle, or other structure.

"District property" means buildings, grounds, vehicles, uniforms, and any other property owned, leased, or controlled by the District.

Display of Flags and Banners

No flag or banner may be displayed in or on District property other than the following flags and banners:

- (a) the United States flag;
- (b) the official flag of the state of Montana, or any county, municipality, special district, or other political subdivision within the state;
- (c) the official flag of a school district, public university, or community college;
- (d) the official flag of any state in the United States;
- (e) the official flag of any federally recognized tribal nation;
- (f) the official flag of any federally recognized foreign nation;
- (g) the official flag of any of the branches and units of the United States military;
- (h) official historical flags of the United States and the state of Montana, including but not limited to the Betsy Ross flag, Gadsden flag, and other flags of historical significance;
- (i) the POW/MIA flag, as provided in § 1-1-541, MCA;
- (j) flags or banners representing official school mascots and colors; and
- (k) official law enforcement flags, including but not limited to flags honoring law enforcement officers and fallen officers.

No flags or banners may be displayed on District property that represent a political viewpoint, including but not limited to flags or banners regarding a political party, race, sexual orientation, gender, or political ideology. This restriction does not apply to flags recognizing official government entities, law enforcement agencies, military branches, or public service organizations.

Nothing in this policy may be construed to limit the private speech of individuals, and nothing in this policy may be interpreted to restrict expressions of personal belief outside of official government displays.

The restrictions in this policy do not apply to personal clothing, jewelry, or accessories worn by government employees, except where specific uniform policies or official dress codes apply.

New Business
DISCUSSION ITEM

Open Education Allocation Planning

Presented by: Kelly Henderson

Background: (Include funding sources as appropriate)

We have recently enrolled 162 students from Open Education. Here is the breakdown of the funding:

139 K-6 Students, ANB for Elementary is $\$6,496 \times 139 = \$902,944$

24 7-8 Students, ANB for MS is $\$8,317 \times 24 = \$199,608$

Per law, we only receive 80% of this funding (-\$220,511). This leaves us with \$882,041. Open Ed receives 80% of this funding \$705,632 for our total of \$176,409.

The Auditor suggests that we put this money into Compensated Absences, Technology, Food Service and

New Business
ACTION ITEM

Discuss MTBA Poll

Presented by: Tim Melton and Kelly Henderson

Background: (Include funding sources as appropriate)

Included in your packet is the poll information requested by MTSBA. We will complete it for you, but your feedback on each of the items is requested.

Recommendation: Administration recommends approval of the poll responses by the Governing Board for MTSBA.

Principles and Guidelines

Approved by the MTSBA Membership: July 2024

Proposed for Further Approval in July 2025

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 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

Alignment of efforts and activities with the Peoples' 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.

Relevant Guidelines for School Boards:

School boards should:

1. Embrace excellence in the governance 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.
2. School boards should remain focused on the success of each child 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 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 potential of each child.
3. Employ staff who are highly qualified and engaging.
4. Embrace the concept of personalized learning for all students embracing individualized, applied, work-based and distance learning opportunities to meet each child on 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 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

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 embrace and advocate for the preservation of locally-made decisions within our communities.
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 developing the full educational potential of each child.

Relevant Guidelines for MTSBA Activities:

MTSBA must:

1. Advocate for 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 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 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

Equality of educational opportunity for each person of the state.

Relevant Guidelines for School Boards:

School boards should:

1. Ensure that all resident children have full access to the programs and resources of their local public schools.
2. Ensure the opportunity to succeed for each child.

Relevant Guidelines for MTSBA Activities:

MTSBA must:

1. Work to provide adequate and equitable funding so that local boards can provide each child's access to programs and services.
2. Protect the equal right to respect, dignity, and opportunity for each child.

Principle IV

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 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

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.

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.
2. Advocate for continued support of student and family religious freedom.

Principle VI

Collaboration among and with our locally-elected school boards.

Relevant Guidelines for Trustees:

School boards should:

1. Recognize the shared bond among and autonomous authority of locally-elected school boards in exercising supervision and control of their respective public schools pursuant to Article X, Section 8 of the Montana Constitution;
2. Recognize the value of outreach to and collaboration among 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;
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 representing local school boards and their staff.

Relevant Guidelines for MTSBA Activities:

MTSBA must:

1. Understand, respect and equitably balance the interests of our member school boards while ensuring that the voices of all 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 our members. When issues of limited statewide impact involve division among our members, MTSBA advocacy must be limited to providing information to all of our affected members on an equitable and neutral basis.
3. Identify and attempt to resolve division within 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 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-Elected Trustees
- 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 –

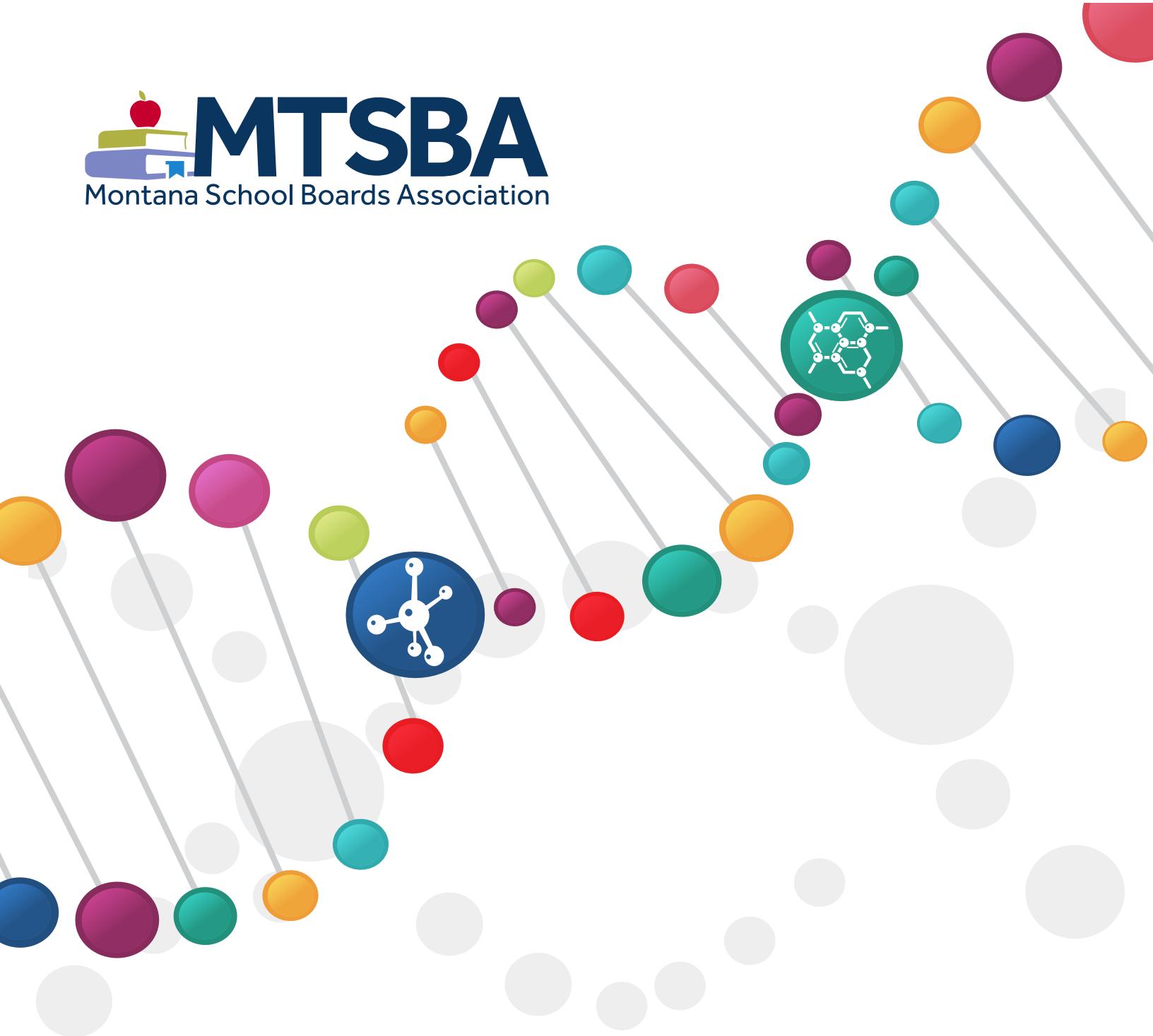
- Montana Constitution, Article X, Section 1(2)
- MTSBA Core Values
- K-12 Vision Project Core Values

Principle V –

- MCA, 20-5-109
- *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: "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 *Each Child in Every Public School*



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;
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".

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.

"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.

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.

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**.

FY27 Dues Revenue Estimate

Obligation: As per our bylaws, the Executive Director must estimate dues revenue and present it to the Board of Directors for approval before a vote of the membership. The MTSBA Board of Directors approved the FY27 Dues Revenue Estimate.

Background: Dues were frozen for FY26, resulting in a \$60,000 reduction in revenue compared to what would have been generated by the formula. This freeze was the first of its kind since implementation of the formula in 2004.

Recommendation for FY27: Restore dues in line with spending-sensitive formulas, estimating an increase in dues as follows:

- Current Average Member Spending from FY20-23: \$1,792,230,040
- Current Average Member Spending from FY21-24: \$1,850,301,527
- Percentage increase in Member Spending of 3.24%
- Projected Increase in Dues Revenue:
 - Total Estimated MTSBA Dues Revenue for FY27: \$1,159,292
 - Total Estimated Increase in Dues Compared to FY26: \$30,318
 - Percentage Increase in Dues Revenue: 2.69%



Rick Cummings, President Elect

Rick Cummings has served as a trustee on the Cascade School Board for over 20 years. Dates served include 2002-2018 and 2020 to present. He has served on the MTSBA board from 2014 to 2018 and from 2022 to present and is the acting President-Elect, subject to membership approval.

Rick is a farmer/rancher on a family farm East of Cascade. Along with his wife, Nanette, they continue to farm the same land Rick's great-grandfather homesteaded in 1906.

Rick is a graduate of Montana State University - Bozeman with a degree in agricultural business and minors in economics and philosophy.

Rick and his wife are proud parents of two grown children. Their son Cory lives in Washington, DC with his wife Katherine and their five-year-old daughter Margaret. Cory works for FEMA and Katherine works for the USDA. Their daughter Kacie recently moved to Oakland, CA to begin her general surgery residency.



Jennifer Hoffman, Vice President

Jennifer Hoffman, a lifelong resident of Billings, proudly serves as a trustee for Billings Public Schools since 2019. Jennifer currently holds the position of board chair. In addition to her role on the local board, she has been a member of the Montana School Boards Association (MTSBA) Board since 2022, where she currently serves as acting Vice President, subject to membership approval.

Outside of her professional commitments, Jennifer is a dedicated mother to two teenagers, Payton and Mason. In her leisure time, she enjoys a variety of hobbies, including baking delicious treats, tending to her garden, diving into a good book, and cherishing moments with her family and their two adorable Golden Doodles, Charlie and Simon.

2025 MTSBA Membership Electronic Vote

Introduction

Dear MTSBA Member:

Given our lack of registrations to meet our quorum requirements, the 2025 Annual Meeting in June was cancelled. 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. Confirmation of MTSBA current Principles and Guidelines;**
- 2. Confirmation of the current foundational elements of MTSBA's DNA;**
- 3. FY27 Dues Revenue Estimate: NOTE: You are not voting on your District's FY27 Dues; rather, this is the FY27 Dues Revenue Estimate that is calculated pursuant to the MTSBA Bylaws;**
- 4. Nomination of Rick Cummings (MTSBA Region 5 Director and Cascade Trustee) as MTSBA President-Elect; and**
- 5. Nomination of Jennifer Hoffman (MTSBA Municipal Director from Billings Public Schools) 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 MTSBA Principles & Guidelines as presented.

- Our School District **approves** the MTSBA Principles & Guidelines as presented.
- Our School District **opposes** the MTSBA Principles & Guidelines as presented.
- Our School District **abstains** from voting on this issue.

* 4. 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.

* 5. Please indicate whether your School District supports or opposes the FY27 Dues Revenue Estimate. *NOTE: You are not voting on your District's FY27 Dues; rather, this is the FY27 Dues Revenue Estimate that is calculated pursuant to the member-adopted MTSBA Bylaws.*

- Our School District **approves** the FY27 Dues Revenue Estimate
- Our School District **opposes** the the FY27 Dues Revenue Estimate
- Our School District **abstains** from voting on this issue.

* 6. Please indicate whether your School District supports or opposes the nomination of Rick Cummings (MTSBA Region 5 Director and Cascade Trustee) as MTSBA President-Elect (and unanimously nominated by the MTSBA Board of Directors).

- Our School District **approves** Rick Cummings as MTSBA President-Elect.
- Our School District **opposes** Rick Cummings as MTSBA President-Elect.
- Our School District **abstains** from voting on this issue.

* 7. Please indicate whether your School District supports or opposes the nomination of Jennifer Hoffman (MTSBA Municipal Director from Billings Public Schools) as MTSBA Vice-President (and unanimously nominated by the MTSBA Board of Directors).

- Our School District **approves** Jennifer Hoffman as MTSBA Vice-President.
- Our School District **opposes** Jennifer Hoffman as MTSBA Vice-President.
- Our School District **abstains** from voting on this issue.

* 8. 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

New Business
ACTION ITEM

Trustees Financial Summary for 2024-2025

Presented by: Hannah Hancox and Kelly Henderson

Background: (Include funding sources as appropriate) The District is required to complete, review, adopt and submit the Trustee's Financial Summary annually.

Recommendation: Administration recommends approval of the 24-25 Trustees Financial Summary.



Trustees' Financial Summary

FY2024-25

Submit ID:

16 Gallatin County

0364 Gallatin Gateway Elem

Due Date:

Board of Trustees transmits to County Supt. not later than August 15th (MCA 20-9-213)

County Supt. transmits to the Office of Public Instruction no later than September 15th. (MCA 20-3-209)

This report is the school district's official submission of annual financial information to the county superintendent and state superintendent under section 20-9-213, MCA.

- Trustees are responsible for ensuring the accuracy and prompt submission of this report.*
- Subsequent amendments to this report made by the clerk of the district as a result of the desk audit process are considered officially made on behalf of the trustees.*
- Amendments initiated by OPI to correct coding or to comply with GAAP as a result of the desk audit process and which are communicated in writing to the clerk will be assumed to be accepted by the trustees unless the district notifies OPI in writing of their objection by December 10.*
- This report and any amendments initiated by the district through December 10 are binding for use in determining various allocations of state and federal grants and in monitoring maintenance of effort for state and federal programs.*

Certification

Business Manager/Clerk:

Mary Thurber

Phone #: (406) 763-4415

(Signature)

(Date)

Chair, Board of Trustees:

Timothy Melton

(Signature)

(Date)

County Superintendent

John Nielson

(Signature)

(Date)

Software

Accounting Package: Black Mountain

For FY25 did the district employ a certified special education director? No

As reported through Infinite Campus, the district does not employ a certified special education director meeting the requirements of having a class III Administrator's certificate with a principal's endorsement or a supervisor's endorsement in special education. Administrative rules provide expenditures coded to program 280, function 24XX and Object 1XX and 2XX in Funds 01, 13, 24, 25, or 26 to be included in the calculation of reversion and disproportionate costs only if the district employs a certified special education director.

Electronic filers are not required to send the cover page to OPI.



Trustees' Financial Summary

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Project Reporter Codes

PRC	Title	Program Type	Project Number	CFDA#
110	Medicaid Rimbursment	STATE	110	
145	Misc.	LOCAL	145	
160	Library	LOCAL	160	
163	Federal Child Nutrition	FEDERAL	163	
166	Nurse	LOCAL	166	
170	Technology	LOCAL	170	
173	Enhancing Mental Health and Resiliency (AWARE) Mini Grant	STATE	173	
193	Music	LOCAL	193	
207	Excess Sale Proceeds	LOCAL	207	
223	JMG	STATE	223	
360	Gifted and Talented Grant	STATE	360	
365	Indian Ed.	STATE	365	
433	Reap ('25)	FEDERAL	433	
435	Title I (FY25)	FEDERAL	435	
710	Field Trips	LOCAL	710	
785	State School Emergency Relief	STATE	785	
910	Budget Amendment			
911	Budget Amendment			



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Balance Sheet

		General Fund	Transportation Fund	Bus Depreciation Reserve Fund	School Food Services Fund
ASSETS, LIABILITIES, AND FUND BALANCE		(01)	(10)	(11)	(12)
ASSETS AND OTHER DEBITS					
01	Cash & Investments (101-119) Less Warrants Payable (620)	19,028.91	(29,469.83)	180,846.82	6,757.33
02	Taxes Receivable - Real and Personal (120-149)	27,529.87	692.12	1,087.20	
03	Taxes Receivable - Protested (150-159)				
04	Receivables from Other Funds (160-179)				
05	Due From Other Governments (180)				
06	Other Current Assets (190-210)				
07	Inventories (220 & 230)				
08	Prepaid Expenses (240)				
09	Deposits (250)				
20	TOTAL ASSETS AND OTHER DEBITS	46,558.78	(28,777.71)	181,934.02	6,757.33
DEFERRED OUTFLOWS					
21	Deferred Outflows (501)				
LIABILITIES					
22	Payable to Other Funds (601-606)				
23	Due to Other Governments (611)	59,116.22			
25	Other Current Liabilities (621-679)				
27	Other Liabilities (690 - 699)				
35	TOTAL LIABILITIES	59,116.22			
DEFERRED INFLOWS					
36	Deferred Inflows (680)	27,529.87	692.12	1,087.20	
FUND BALANCE/EQUITY					
37	Reserve for Inventories (951)				
38	Reserve for Encumbrances (953)				
47	TIF Fund Balance For Budget				
48	Fund Balance for Budget	(40,087.31)	(29,469.83)	180,846.82	6,757.33
52	TOTAL FUND BALANCE/EQUITY	(40,087.31)	(29,469.83)	180,846.82	6,757.33
53	TOTAL LIABILITIES AND FUND BALANCE	46,558.78	(28,777.71)	181,934.02	6,757.33



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Balance Sheet

		Tuition Fund	Retirement Fund	Miscellaneous Programs Fund	Adult Education Fund
ASSETS, LIABILITIES, AND FUND BALANCE		(13)	(14)	(15)	(17)
ASSETS AND OTHER DEBITS					
01	Cash & Investments (101-119) Less Warrants Payable (620)	23,342.11	74,688.96	9,444.84	18,557.50
02	Taxes Receivable - Real and Personal (120-149)	7.28			1,075.72
03	Taxes Receivable - Protested (150-159)				
04	Receivables from Other Funds (160-179)				
05	Due From Other Governments (180)			8,065.00	
06	Other Current Assets (190-210)			15,938.72	
07	Inventories (220 & 230)				
08	Prepaid Expenses (240)				
09	Deposits (250)				
20	TOTAL ASSETS AND OTHER DEBITS	23,349.39	74,688.96	33,448.56	19,633.22
DEFERRED OUTFLOWS					
21	Deferred Outflows (501)				
LIABILITIES					
22	Payable to Other Funds (601-606)				
23	Due to Other Governments (611)				
25	Other Current Liabilities (621-679)				
27	Other Liabilities (690 - 699)				
35	TOTAL LIABILITIES				
DEFERRED INFLOWS					
36	Deferred Inflows (680)	7.28			1,075.72
FUND BALANCE/EQUITY					
37	Reserve for Inventories (951)				
38	Reserve for Encumbrances (953)				
48	Fund Balance for Budget	23,342.11	74,688.96	33,448.56	18,557.50
52	TOTAL FUND BALANCE/EQUITY	23,342.11	74,688.96	33,448.56	18,557.50
53	TOTAL LIABILITIES AND FUND BALANCE	23,349.39	74,688.96	33,448.56	19,633.22



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Balance Sheet

	Traffic Education Fund	Non-Operating Fund	Lease-Rental Fund	Compensated Absence Fund
ASSETS, LIABILITIES, AND FUND BALANCE	(18)	(19)	(20)	(21)
ASSETS AND OTHER DEBITS				
01 Cash & Investments (101-119) Less Warrants Payable (620)				590.33
02 Taxes Receivable - Real and Personal (120-149)				
03 Taxes Receivable - Protested (150-159)				
04 Receivables from Other Funds (160-179)				
05 Due From Other Governments (180)				
06 Other Current Assets (190-210)				
07 Inventories (220 & 230)				
08 Prepaid Expenses (240)				
09 Deposits (250)				
20 TOTAL ASSETS AND OTHER DEBITS				590.33
DEFERRED OUTFLOWS				
21 Deferred Outflows (501)				
LIABILITIES				
22 Payable to Other Funds (601-606)				
23 Due to Other Governments (611)				
25 Other Current Liabilities (621-679)				
27 Other Liabilities (690 - 699)				
35 TOTAL LIABILITIES				
DEFERRED INFLOWS				
36 Deferred Inflows (680)				
FUND BALANCE/EQUITY				
37 Reserve for Inventories (951)				
38 Reserve for Encumbrances (953)				
48 Fund Balance for Budget				590.33
52 TOTAL FUND BALANCE/EQUITY				590.33
53 TOTAL LIABILITIES AND FUND BALANCE				590.33



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Balance Sheet

	Metal Mines Tax Reserve Fund	State Mining Impact Fund	Impact Aid Fund	Litigation Reserve Fund
ASSETS, LIABILITIES, AND FUND BALANCE	(24)	(25)	(26)	(27)
ASSETS AND OTHER DEBITS				
01 Cash & Investments (101-119) Less Warrants Payable (620)				
04 Receivables from Other Funds (160-179)				
05 Due From Other Governments (180)				
06 Other Current Assets (190-210)				
07 Inventories (220 & 230)				
08 Prepaid Expenses (240)				
09 Deposits (250)				
20 TOTAL ASSETS AND OTHER DEBITS				
DEFERRED OUTFLOWS				
21 Deferred Outflows (501)				
LIABILITIES				
22 Payable to Other Funds (601-606)				
23 Due to Other Governments (611)				
25 Other Current Liabilities (621-679)				
27 Other Liabilities (690 - 699)				
35 TOTAL LIABILITIES				
DEFERRED INFLOWS				
36 Deferred Inflows (680)				
FUND BALANCE/EQUITY				
37 Reserve for Inventories (951)				
38 Reserve for Encumbrances (953)				
48 Fund Balance for Budget				
52 TOTAL FUND BALANCE/EQUITY				
53 TOTAL LIABILITIES AND FUND BALANCE				



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Balance Sheet

		Technology Fund	Flexibility Fund	Permanent Endowment Fund	Debt Service Fund
ASSETS, LIABILITIES, AND FUND BALANCE		(28)	(29)	(45)	(50)
ASSETS AND OTHER DEBITS					
01	Cash & Investments (101-119) Less Warrants Payable (620)	(10,807.84)	4,435.73		
02	Taxes Receivable - Real and Personal (120-149)	818.39			77.40
03	Taxes Receivable - Protested (150-159)				
04	Receivables from Other Funds (160-179)				
05	Due From Other Governments (180)				
06	Other Current Assets (190-210)				
07	Inventories (220 & 230)				
08	Prepaid Expenses (240)				
09	Deposits (250)				
20	TOTAL ASSETS AND OTHER DEBITS	(9,989.45)	4,435.73		77.40
DEFERRED OUTFLOWS					
21	Deferred Outflows (501)				
LIABILITIES					
22	Payable to Other Funds (601-606)				
23	Due to Other Governments (611)				
25	Other Current Liabilities (621-679)				
27	Other Liabilities (690 - 699)				
35	TOTAL LIABILITIES				
DEFERRED INFLOWS					
36	Deferred Inflows (680)	818.39			77.40
FUND BALANCE/EQUITY					
37	Reserve for Inventories (951)				
38	Reserve for Encumbrances (953)				
39	Reserve for Endowments (954)				
47	TIF Fund Balance For Budget				
48	Fund Balance for Budget	(10,807.84)	4,435.73		
52	TOTAL FUND BALANCE/EQUITY	(10,807.84)	4,435.73		
53	TOTAL LIABILITIES AND FUND BALANCE	(9,989.45)	4,435.73		77.40



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Balance Sheet

	Building Fund	Building Reserve Fund	Day Care Enterprise Fund	Industrial Arts Fund
ASSETS, LIABILITIES, AND FUND BALANCE	(60)	(61)	(70)	(71)
ASSETS AND OTHER DEBITS				
01 Cash & Investments (101-119) Less Warrants Payable (620)	860.24	63,758.33		
02 Taxes Receivable - Real and Personal (120-149)		3,903.21		
03 Taxes Receivable - Protested (150-159)				
04 Receivables from Other Funds (160-179)				
05 Due From Other Governments (180)				
06 Other Current Assets (190-210)				
07 Inventories (220 & 230)				
08 Prepaid Expenses (240)				
09 Deposits (250)				
10 Land and Land Improvements (311-322)				
11 Buildings and Building Improvements (331 & 332)				
12 Machinery and Equipment (341 & 342)				
13 Construction Work in Progress (351)				
20 TOTAL ASSETS AND OTHER DEBITS	860.24	67,661.54		
DEFERRED OUTFLOWS				
21 Deferred Outflows (501)				
LIABILITIES				
22 Payable to Other Funds (601-606)				
23 Due to Other Governments (611)				
25 Other Current Liabilities (621-679)				
27 Other Liabilities (690 - 699)				
29 Notes Payable - Noncurrent (720)				
30 Lease Obligations Payable (730)				
32 Compensated Absences Payable (760)				
33 Net Pension Liability (770)				
35 TOTAL LIABILITIES				
DEFERRED INFLOWS				
36 Deferred Inflows (680)		3,903.21		
FUND BALANCE/EQUITY				
37 Reserve for Inventories (951)				
38 Reserve for Encumbrances (953)				
41 Unrestricted Net Assets (940)				
47 TIF Fund Balance For Budget				
48 Fund Balance for Budget	860.24	63,758.33		
50 Invested in Capital Assets, Net of Related Debt				
52 TOTAL FUND BALANCE/EQUITY	860.24	63,758.33		
53 TOTAL LIABILITIES AND FUND BALANCE	860.24	67,661.54		



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Balance Sheet

	Miscellaneous Enterprise Fund	Data Processing Internal Service Fund	Purchasing Internal Service Fund	Central Transportation Internal Service Fund
ASSETS, LIABILITIES, AND FUND BALANCE	(72)	(73)	(74)	(75)
ASSETS AND OTHER DEBITS				
01 Cash & Investments (101-119) Less Warrants Payable (620)				
04 Receivables from Other Funds (160-179)				
05 Due From Other Governments (180)				
06 Other Current Assets (190-210)				
07 Inventories (220 & 230)				
08 Prepaid Expenses (240)				
09 Deposits (250)				
10 Land and Land Improvements (311-322)				
11 Buildings and Building Improvements (331 & 332)				
12 Machinery and Equipment (341 & 342)				
13 Construction Work in Progress (351)				
20 TOTAL ASSETS AND OTHER DEBITS				
DEFERRED OUTFLOWS				
21 Deferred Outflows (501)				
LIABILITIES				
22 Payable to Other Funds (601-606)				
23 Due to Other Governments (611)				
25 Other Current Liabilities (621-679)				
27 Other Liabilities (690 - 699)				
29 Notes Payable - Noncurrent (720)				
30 Lease Obligations Payable (730)				
32 Compensated Absences Payable (760)				
33 Net Pension Liability (770)				
35 TOTAL LIABILITIES				
DEFERRED INFLOWS				
36 Deferred Inflows (680)				
FUND BALANCE/EQUITY				
38 Reserve for Encumbrances (953)				
41 Unrestricted Net Assets (940)				
50 Invested in Capital Assets, Net of Related Debt				
52 TOTAL FUND BALANCE/EQUITY				
53 TOTAL LIABILITIES AND FUND BALANCE				



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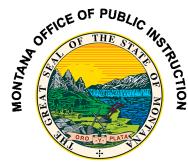
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Balance Sheet

	Instructional Materials Ctr Internal Service Fund	Miscellaneous Internal Service Fund	Self Insurance Fund - Health	Self Insurance Fund - Liability
ASSETS, LIABILITIES, AND FUND BALANCE	(76)	(77)	(78)	(79)
ASSETS AND OTHER DEBITS				
01 Cash & Investments (101-119) Less Warrants Payable (620)				
04 Receivables from Other Funds (160-179)				
05 Due From Other Governments (180)				
06 Other Current Assets (190-210)				
07 Inventories (220 & 230)				
08 Prepaid Expenses (240)				
09 Deposits (250)				
10 Land and Land Improvements (311-322)				
11 Buildings and Building Improvements (331 & 332)				
12 Machinery and Equipment (341 & 342)				
13 Construction Work in Progress (351)				
20 TOTAL ASSETS AND OTHER DEBITS				
DEFERRED OUTFLOWS				
21 Deferred Outflows (501)				
LIABILITIES				
22 Payable to Other Funds (601-606)				
23 Due to Other Governments (611)				
25 Other Current Liabilities (621-679)				
27 Other Liabilities (690 - 699)				
29 Notes Payable - Noncurrent (720)				
30 Lease Obligations Payable (730)				
32 Compensated Absences Payable (760)				
33 Net Pension Liability (770)				
35 TOTAL LIABILITIES				
DEFERRED INFLOWS				
36 Deferred Inflows (680)				
FUND BALANCE/EQUITY				
38 Reserve for Encumbrances (953)				
39 Reserve for Endowments (954)				
41 Unrestricted Net Assets (940)				
48 Fund Balance for Budget				
50 Invested in Capital Assets, Net of Related Debt				
52 TOTAL FUND BALANCE/EQUITY				
53 TOTAL LIABILITIES AND FUND BALANCE				



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Balance Sheet

	Private Purpose Trust (spend interest only)	Interlocal Agreement Fund	Student Extracurricular Activities Fund	Private Purpose Trust (spend principal & interest)
ASSETS, LIABILITIES, AND FUND BALANCE	(81)	(82)	(84)	(85)
ASSETS AND OTHER DEBITS				
01 Cash & Investments (101-119) Less Warrants Payable (620)	1,622.91		52,596.66	
04 Receivables from Other Funds (160-179)				
05 Due From Other Governments (180)				
06 Other Current Assets (190-210)				
07 Inventories (220 & 230)				
08 Prepaid Expenses (240)				
09 Deposits (250)				
20 TOTAL ASSETS AND OTHER DEBITS	1,622.91		52,596.66	
DEFERRED OUTFLOWS				
21 Deferred Outflows (501)				
LIABILITIES				
22 Payable to Other Funds (601-606)				
23 Due to Other Governments (611)				
25 Other Current Liabilities (621-679)				
27 Other Liabilities (690 - 699)				
35 TOTAL LIABILITIES				
DEFERRED INFLOWS				
36 Deferred Inflows (680)				
FUND BALANCE/EQUITY				
37 Reserve for Inventories (951)				
38 Reserve for Encumbrances (953)				
39 Reserve for Endowments (954)				
45 Assets Held in Trusts	1,622.91		52,596.66	
52 TOTAL FUND BALANCE/EQUITY	1,622.91		52,596.66	
53 TOTAL LIABILITIES AND FUND BALANCE	1,622.91		52,596.66	



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Balance Sheet

		Payroll Clearing Fund	Claims Clearing Fund	Investment Earnings Clearing Fund	Retirement/COBRA Insurance Fund
ASSETS, LIABILITIES, AND FUND BALANCE		(86)	(87)	(88)	(89)
ASSETS AND OTHER DEBITS					
01	Cash & Investments (101-119) Less Warrants Payable (620)	36,446.41	18,427.99		
04	Receivables from Other Funds (160-179)				
05	Due From Other Governments (180)				
06	Other Current Assets (190-210)				
20	TOTAL ASSETS AND OTHER DEBITS	36,446.41	18,427.99		
LIABILITIES					
22	Payable to Other Funds (601-606)				
23	Due to Other Governments (611)				
24	Warrants Payable (620)	15,691.02	18,427.99		
25	Other Current Liabilities (621-679)	20,755.39			
35	TOTAL LIABILITIES	36,446.41	18,427.99		
FUND BALANCE/EQUITY					
52	TOTAL FUND BALANCE/EQUITY				
53	TOTAL LIABILITIES AND FUND BALANCE	36,446.41	18,427.99		



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Balance Sheet

	Custodial Fund - A	Custodial Fund - B	Custodial Fund - C	Custodial Fund - D
ASSETS, LIABILITIES, AND FUND BALANCE	(90)	(91)	(92)	(93)
ASSETS AND OTHER DEBITS				
01 Cash & Investments (101-119) Less Warrants Payable (620)				
04 Receivables from Other Funds (160-179)				
05 Due From Other Governments (180)				
06 Other Current Assets (190-210)				
20 TOTAL ASSETS AND OTHER DEBITS				
LIABILITIES				
22 Payable to Other Funds (601-606)				
23 Due to Other Governments (611)				
24 Warrants Payable (620)				
25 Other Current Liabilities (621-679)				
35 TOTAL LIABILITIES				
FUND BALANCE/EQUITY				
52 TOTAL FUND BALANCE/EQUITY				
53 TOTAL LIABILITIES AND FUND BALANCE				



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Balance Sheet

	Custodial Fund - E	Cafeteria/Flex Plan Fund		
ASSETS, LIABILITIES, AND FUND BALANCE	(94)	(95)		
ASSETS AND OTHER DEBITS				
01 Cash & Investments (101-119) Less Warrants Payable (620)				
04 Receivables from Other Funds (160-179)				
05 Due From Other Governments (180)				
06 Other Current Assets (190-210)				
20 TOTAL ASSETS AND OTHER DEBITS				
LIABILITIES				
22 Payable to Other Funds (601-606)				
23 Due to Other Governments (611)				
24 Warrants Payable (620)				
25 Other Current Liabilities (621-679)				
35 TOTAL LIABILITIES				
FUND BALANCE/EQUITY				
52 TOTAL FUND BALANCE/EQUITY				
53 TOTAL LIABILITIES AND FUND BALANCE				



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Schedule of Revenues, Expenditures and Changes in Fund Balance

01 - General Fund

Current Revenues, Other Financing Sources and Residual Equity Transfers In:		Fund Code 01	
PRC	Revenue	2024 Value	2025 Value
1110	District Tax Levy	552,116.12	355,672.85
1117	District Levy - Distribution of Prior Year Protested/Delinquent Taxes	0.00	247,683.90
1310	Individual Tuition	0.00	682.50
1510	Interest Earnings	0.00	748.28
1900	Other Revenue from Local Sources	22.00	11,650.33
1910	Rentals	0.00	3,510.00
1920	Contributions/Donations from Private Sources	20.00	182.30
3110	Direct State Aid	542,614.37	534,513.80
3111	Quality Educator	58,375.42	78,969.50
3112	At Risk Student	2,412.30	2,120.71
3113	Indian Education For All	3,801.69	3,743.76
3114	American Indian Achievement Gap	940.00	1,210.00
3115	State Special Education Allowable Cost Payment to Districts	23,285.71	22,395.03
3116	Data For Achievement	3,639.51	3,584.16
3120	State - Guaranteed Tax Base Aid	100,408.50	84,496.08
6100	Material Prior Period Revenue Adjustments	40,337.19	-48,242.47
9710	Residual Equity Transfers In	0.00	6,233.08
Total Current Revenues, Other Financing Sources and Residual Equity Transfers In:		1,327,972.81	1,309,153.81

Current Expenditures, Other Financing Uses and Residual Equity Transfers Out:				Fund Code 01	
PRC	Program	Function	Object	2024 Value	2025 Value
1XX	Regular Education Programs - Elementary/Secondary				
	1XXX Instruction				
	1XX Personal Services - Salaries			580,230.54	700,499.94
	2XX Personal Services - Employee Benefits			107,425.59	99,092.57
	3XX Purchased Professional and Technical Services			1,042.12	1,786.12
	5XX Other Purchased Services			116.59	11.84
	6XX Supplies and Materials			83,730.16	23,723.69
	810 Dues and Fees			704.79	800.38
	21XX Support Services - Students				
	1XX Personal Services - Salaries			21,889.87	78,585.29
	2XX Personal Services - Employee Benefits			2,616.35	8,602.20
	6XX Supplies and Materials			422.21	0.00
	810 Dues and Fees			0.00	52.63
	8XX Other Expenditures			277.70	0.00
	221X Improvement of Instruction Services				
	1XX Personal Services - Salaries			0.00	12,456.35
	2XX Personal Services - Employee Benefits			0.00	1,087.11



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Current Expenditures, Other Financing Uses and Residual Equity Transfers Out:				Fund Code 01	
PRC	Program	Function	Object	2024 Value	2025 Value
		6XX	Supplies and Materials	0.00	249.94
		810	Dues and Fees	5,292.04	311.11
		222X Educational Media Services			
		3XXX	Purchased Professional and Technical Services	3,683.78	2,062.93
		6XXX	Supplies and Materials	3,202.96	3,363.35
		23XX Support Services - General Administration			
		1XXX	Personal Services - Salaries	157,671.60	42,399.00
		2XXX	Personal Services - Employee Benefits	23,869.01	0.00
		3XXX	Purchased Professional and Technical Services	16,595.45	11,138.14
		5XXX	Other Purchased Services	15,494.97	13,553.77
		6XXX	Supplies and Materials	13,853.97	17,467.79
		7XXX	Property and Equipment Acquisition	10,529.15	0.00
		810	Dues and Fees	9,597.40	13,041.93
		8XXX	Other Expenditures	0.00	650.00
		24XX Support Services - School Administration			
		1XXX	Personal Services - Salaries	251.68	0.00
		2XXX	Personal Services - Employee Benefits	1.07	0.00
		3XXX	Purchased Professional and Technical Services	0.00	40.00
		5XXX	Other Purchased Services	0.00	274.70
		6XXX	Supplies and Materials	91.24	0.00
		25XX Support Services - Business			
		1XXX	Personal Services - Salaries	15,478.90	66,645.47
		2XXX	Personal Services - Employee Benefits	608.70	2,233.41
		3XXX	Purchased Professional and Technical Services	47,794.79	35,877.82
		4XXX	Purchased Property Services	334.50	0.00
		5XXX	Other Purchased Services	16.64	1,050.63
		6XXX	Supplies and Materials	7,527.08	4,877.73
		810	Dues and Fees	1,915.80	0.00
		8XXX	Other Expenditures	0.00	4,635.22
		26XX Operation and Maintenance of Plant Services			
		1XXX	Personal Services - Salaries	672.00	71,561.65
		2XXX	Personal Services - Employee Benefits	38.84	12,280.26
		3XXX	Purchased Professional and Technical Services	343.80	594.40
		4XXX	Purchased Property Services	59,398.12	41,116.88
		5XXX	Other Purchased Services	57,041.00	30,486.00
		6XXX	Supplies and Materials	18,246.19	1,234.88
		7XXX	Property and Equipment Acquisition	0.00	599.80
		810	Dues and Fees	0.00	144.00
		8XXX	Other Expenditures	548.30	0.00
		27XX Student Transportation Services			
		5XXX	Other Purchased Services	43.48	0.00



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Current Expenditures, Other Financing Uses and Residual Equity Transfers Out:				Fund Code 01	
PRC	Program	Function	Object	2024 Value	2025 Value
	280 Special Education - Local and State				
		1XXX Instruction			
		1XX Personal Services - Salaries		48,955.88	64,681.68
		2XX Personal Services - Employee Benefits		7,963.33	8,996.12
		6XX Supplies and Materials		0.00	2,125.82
		62XX Resources Transferred to Other School Districts, Cooperatives or ESA			
		920 Resources Transferred to Other School Districts or Cooperatives		1,280.63	2,463.30
	360 State - Gifted & Talented Reimbursement				
		1XXX Instruction			
		1XX Personal Services - Salaries		600.00	0.00
	365 Indian Education for All				
		222X Educational Media Services			
		6XX Supplies and Materials		2,060.00	0.00
		27XX Student Transportation Services			
		5XX Other Purchased Services		210.38	0.00
	430 Title II, Part A, Supporting Effective Instruction (Improving Teacher Quality)				
		221X Improvement of Instruction Services			
		5XX Other Purchased Services		334.50	0.00
	710 School Sponsored Extracurricular Activities				
		34XX Extracurricular - Activities			
		1XX Personal Services - Salaries		600.00	0.00
		2XX Personal Services - Employee Benefits		2.52	0.00
	720 School Sponsored Athletics				
		35XX Extracurricular - Athletics			
		1XX Personal Services - Salaries		6,200.00	0.00
		2XX Personal Services - Employee Benefits		268.44	0.00
	910 Food Services				
		31XX Food Services			
		1XX Personal Services - Salaries		11,440.00	6,338.93
		2XX Personal Services - Employee Benefits		692.63	415.97
		6XX Supplies and Materials		26,763.38	1,562.84
	163 Federal Child Nutrition				
	910 Food Services				
		31XX Food Services			
		6XX Supplies and Materials		0.00	2,337.17
	193 Music				
		1XX Regular Education Programs - Elementary/Secondary			
		1XXX Instruction			
		3XX Purchased Professional and Technical Services		0.00	200.00
		6XX Supplies and Materials		0.00	295.37



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Current Expenditures, Other Financing Uses and Residual Equity Transfers Out:				Fund Code 01	
PRC	Program	Function	Object	2024 Value	2025 Value

223	JMG	1XX Regular Education Programs - Elementary/Secondary			
		1XXX Instruction			
		5XX Other Purchased Services		0.00	350.00
365	Indian Ed.	365 Indian Education for All			
		1XXX Instruction			
		6XX Supplies and Materials		0.00	68.63
710	Field Trips	710 School Sponsored Extracurricular Activities			
		34XX Extracurricular - Activities			
		5XX Other Purchased Services		0.00	749.15
		6XX Supplies and Materials		0.00	436.88
		Total Current Expenditures, Other Financing Uses and Residual Equity Transfers Out:		1,375,970.07	1,395,610.79

Schedule Of Changes Worksheet				Fund Code 01	
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Beginning Fund Balance				46,369.67	(1)
Total Current Revenues, Other Financing Sources and Residual Equity Transfers In				1,309,153.81	(2)
Total Current Expenditures, Other Financing Uses and Residual Equity Transfers Out				1,395,610.79	(3)
Increase/Decrease of Reserve for Inventories					
This Year	0.00	Less Last Year	0.00	(4a)	0.00
Increase/Decrease of Reserve for Encumbrances					
This Year	0.00	Less Last Year	0.00	(4b)	0.00
					0.00 (4)
Ending Fund Balance (1 + 2 - 3 + 4)				-40,087.31	(5)



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Schedule of Revenues, Expenditures and Changes in Fund Balance

10 - Transportation Fund

Current Revenues, Other Financing Sources and Residual Equity Transfers In:			Fund Code 10		
PRC	Revenue		2024 Value	2025 Value	
1110	District Tax Levy		103,126.87	1,182.67	
1117	District Levy - Distribution of Prior Year Protested/Delinquent Taxes		0.00	1,282.88	
1410	Individual Transportation Fees		1,111.42	1,438.46	
1510	Interest Earnings		3,006.44	2,654.68	
1920	Contributions/Donations from Private Sources		0.00	500.63	
3210	State - On-Schedule Transportation Reimbursement		2,044.14	0.00	
Total Current Revenues, Other Financing Sources and Residual Equity Transfers In:			109,288.87	7,059.32	
Current Expenditures, Other Financing Uses and Residual Equity Transfers Out:			Fund Code 10		
PRC	Program	Function	Object	2024 Value	2025 Value
1XX	Regular Education Programs - Elementary/Secondary				
	23XX	Support Services - General Administration			
	1XX	Personal Services - Salaries		38,180.80	22,791.74
	2XX	Personal Services - Employee Benefits		1,807.25	512.44
	5XX	Other Purchased Services		2,677.53	2,426.53
	25XX	Support Services - Business			
	1XX	Personal Services - Salaries		2,488.91	16,362.40
	2XX	Personal Services - Employee Benefits		13.75	426.46
	26XX	Operation and Maintenance of Plant Services			
	4XX	Purchased Property Services		3,530.03	2,708.62
	6XX	Supplies and Materials		27.99	182.12
	27XX	Student Transportation Services			
	1XX	Personal Services - Salaries		96.82	31,483.75
	2XX	Personal Services - Employee Benefits		7.81	4,003.53
	3XX	Purchased Professional and Technical Services		0.00	3,137.00
	4XX	Purchased Property Services		756.12	151.06
	5XX	Other Purchased Services		38,163.17	5,405.07
	6XX	Supplies and Materials		5,411.27	3,617.05
	8XX	Other Expenditures		0.00	5.97
Total Current Expenditures, Other Financing Uses and Residual Equity Transfers Out:			93,161.45	93,213.74	



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Schedule Of Changes Worksheet

Fund Code 10

Beginning Fund Balance					56,684.59 (1)
Total Current Revenues, Other Financing Sources and Residual Equity Transfers In					7,059.32 (2)
Total Current Expenditures, Other Financing Uses and Residual Equity Transfers Out					93,213.74 (3)
Increase/Decrease of Reserve for Inventories					
This Year	0.00	Less Last Year	0.00	(4a)	0.00
Increase/Decrease of Reserve for Encumbrances					
This Year	0.00	Less Last Year	0.00	(4b)	0.00
					0.00 (4)
Ending Fund Balance (1 + 2 - 3 + 4)					-29,469.83 (5)



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Schedule of Revenues, Expenditures and Changes in Fund Balance

11 - Bus Depreciation Reserve Fund

Current Revenues, Other Financing Sources and Residual Equity Transfers In:			Fund Code 11	
PRC	Revenue		2024 Value	2025 Value
	1110 District Tax Levy		29,685.28	22,313.67
	1117 District Levy - Distribution of Prior Year Protested/Delinquent Taxes		0.00	369.95
	1510 Interest Earnings		3,976.74	5,236.51
	Total Current Revenues, Other Financing Sources and Residual Equity Transfers In:		33,662.02	27,920.13
Current Expenditures, Other Financing Uses and Residual Equity Transfers Out:			Fund Code 11	
PRC	Program	Function	2024 Value	2025 Value
	1XX	Regular Education Programs - Elementary/Secondary		
	27XX	Student Transportation Services		
	6XX	Supplies and Materials	0.00	8,996.46
	Total Current Expenditures, Other Financing Uses and Residual Equity Transfers Out:		0.00	8,996.46
Schedule Of Changes Worksheet			Fund Code 11	
Beginning Fund Balance			161,923.15	(1)
Total Current Revenues, Other Financing Sources and Residual Equity Transfers In			27,920.13	(2)
Total Current Expenditures, Other Financing Uses and Residual Equity Transfers Out			8,996.46	(3)
Increase/Decrease of Reserve for Inventories				
This Year	0.00	Less Last Year	0.00	(4a)
				0.00
Increase/Decrease of Reserve for Encumbrances				
This Year	0.00	Less Last Year	0.00	(4b)
				0.00 (4)
Ending Fund Balance (1 + 2 - 3 + 4)			180,846.82	(5)



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Schedule of Revenues, Expenditures and Changes in Fund Balance

12 - School Food Services Fund

Current Revenues, Other Financing Sources and Residual Equity Transfers In:			Fund Code 12		
PRC	Revenue		2024 Value	2025 Value	
1510	Interest Earnings		387.64	0.00	
1611	National School Lunch Program		22,190.63	50.00	
1621	Lunch Sales		350.00	27,895.48	
1632	Daily Adult Sales		5.00	0.00	
1634	Daily Ala Carte Sales		989.00	0.00	
1900	Other Revenue from Local Sources		1,150.00	328.65	
1920	Contributions/Donations from Private Sources		183.02	1,000.00	
4550	Federal School Nutrition Reimbursement		31,498.62	15,629.32	
Total Current Revenues, Other Financing Sources and Residual Equity Transfers In:			56,753.91	44,903.45	
Current Expenditures, Other Financing Uses and Residual Equity Transfers Out:			Fund Code 12		
PRC	Program	Function	Object	2024 Value	2025 Value
910	Food Services				
	31XX	Food Services			
	1XX	Personal Services - Salaries		31,544.47	20,861.88
	2XX	Personal Services - Employee Benefits		2,868.53	1,537.75
	4XX	Purchased Property Services		0.00	182.67
	6XX	Supplies and Materials		10,271.21	12,528.22
	810	Dues and Fees		182.00	478.29
	8XX	Other Expenditures		1,042.99	2,557.31
Total Current Expenditures, Other Financing Uses and Residual Equity Transfers Out:			45,909.20	38,146.12	
Schedule Of Changes Worksheet			Fund Code 12		
Beginning Fund Balance			0.00	(1)	
Total Current Revenues, Other Financing Sources and Residual Equity Transfers In			44,903.45	(2)	
Total Current Expenditures, Other Financing Uses and Residual Equity Transfers Out			38,146.12	(3)	
Increase/Decrease of Reserve for Inventories					
This Year	0.00	Less Last Year	0.00	(4a)	
Increase/Decrease of Reserve for Encumbrances					
This Year	0.00	Less Last Year	0.00	(4b)	
			0.00	(4)	
Ending Fund Balance (1 + 2 - 3 + 4)			6,757.33	(5)	



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Schedule of Revenues, Expenditures and Changes in Fund Balance

13 - Tuition Fund

Current Revenues, Other Financing Sources and Residual Equity Transfers In:			Fund Code 13	
PRC	Revenue		2024 Value	2025 Value
	1110 District Tax Levy		0.86	2.96
	1117 District Levy - Distribution of Prior Year Protested/Delinquent Taxes		0.00	1.61
	1510 Interest Earnings		648.33	454.84
	1900 Other Revenue from Local Sources		0.00	7,306.39
Total Current Revenues, Other Financing Sources and Residual Equity Transfers In:			<u>649.19</u>	<u>7,765.80</u>
Current Expenditures, Other Financing Uses and Residual Equity Transfers Out:			Fund Code 13	
PRC	Program	Function	Object	2024 Value
	1XX Regular Education Programs - Elementary/Secondary			
	1XXX Instruction			
	5XX Other Purchased Services		<u>0.00</u>	<u>246.00</u>
Total Current Expenditures, Other Financing Uses and Residual Equity Transfers Out:			<u>0.00</u>	<u>246.00</u>
Schedule Of Changes Worksheet				Fund Code 13
Beginning Fund Balance				15,822.31 (1)
Total Current Revenues, Other Financing Sources and Residual Equity Transfers In				7,765.80 (2)
Total Current Expenditures, Other Financing Uses and Residual Equity Transfers Out				246.00 (3)
Increase/Decrease of Reserve for Inventories				
This Year	0.00	Less Last Year	0.00	(4a) 0.00
Increase/Decrease of Reserve for Encumbrances				
This Year	0.00	Less Last Year	0.00	(4b) 0.00
				0.00 (4)
Ending Fund Balance (1 + 2 - 3 + 4)				23,342.11 (5)



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Schedule of Revenues, Expenditures and Changes in Fund Balance

14 - Retirement Fund

Current Revenues, Other Financing Sources and Residual Equity Transfers In:			Fund Code 14
PRC	Revenue	2024 Value	2025 Value
1510	Interest Earnings	4,216.45	2,022.21
2240	County Retirement Distribution	178,754.51	205,737.17
	Total Current Revenues, Other Financing Sources and Residual Equity Transfers In:	182,970.96	207,759.38
Current Expenditures, Other Financing Uses and Residual Equity Transfers Out:			Fund Code 14
PRC	Program Function Object	2024 Value	2025 Value
1XX	Regular Education Programs - Elementary/Secondary		
	1XXX Instruction		
	2XX Personal Services - Employee Benefits	118,797.02	142,225.55
	21XX Support Services - Students		
	2XX Personal Services - Employee Benefits	3,048.11	10,880.31
	23XX Support Services - General Administration		
	2XX Personal Services - Employee Benefits	29,494.69	9,055.92
	24XX Support Services - School Administration		
	2XX Personal Services - Employee Benefits	20.01	0.00
	258X Admin. Tech. - Technology Coordinator		
	2XX Personal Services - Employee Benefits	1,501.61	1,562.95
	25XX Support Services - Business		
	2XX Personal Services - Employee Benefits	1,991.46	12,496.51
	26XX Operation and Maintenance of Plant Services		
	2XX Personal Services - Employee Benefits	10,937.09	12,269.17
	27XX Student Transportation Services		
	2XX Personal Services - Employee Benefits	7.71	5,173.14
280	Special Education - Local and State		
	1XXX Instruction		
	2XX Personal Services - Employee Benefits	8,528.06	11,275.22
610	Adult Continuing Education Programs		
	1XXX Instruction		
	2XX Personal Services - Employee Benefits	144.31	153.04
	23XX Support Services - General Administration		
	2XX Personal Services - Employee Benefits	880.00	591.51
	25XX Support Services - Business		
	2XX Personal Services - Employee Benefits	0.00	1,229.74
710	School Sponsored Extracurricular Activities		
	34XX Extracurricular - Activities		
	2XX Personal Services - Employee Benefits	46.21	0.00



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Current Expenditures, Other Financing Uses and Residual Equity Transfers Out:				Fund Code 14	
PRC	Program	Function	Object	2024 Value	2025 Value

720	School Sponsored Athletics	35XX	Extracurricular - Athletics	2XX Personal Services - Employee Benefits	492.92	834.69
910	Food Services	31XX	Food Services	2XX Personal Services - Employee Benefits	7,113.18	4,981.12
					183,002.38	212,728.87

Schedule Of Changes Worksheet

Fund Code 14

Beginning Fund Balance					79,658.45	(1)
Total Current Revenues, Other Financing Sources and Residual Equity Transfers In					207,759.38	(2)
Total Current Expenditures, Other Financing Uses and Residual Equity Transfers Out					212,728.87	(3)
Increase/Decrease of Reserve for Inventories						
This Year	0.00	Less Last Year		0.00	(4a)	0.00
Increase/Decrease of Reserve for Encumbrances						
This Year	0.00	Less Last Year		0.00	(4b)	0.00
						0.00 (4)
Ending Fund Balance (1 + 2 - 3 + 4)						74,688.96 (5)



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Schedule of Revenues, Expenditures and Changes in Fund Balance 15 - Miscellaneous Programs Fund

Current Revenues, Other Financing Sources and Residual Equity Transfers In:		Fund Code 15
PRC	Revenue	2025 Value
110	Medicaid Rimbursment	
3357	Medicaid - Montana Administrative Claiming Reimbursment	671.78
160	Library	
1920	Contributions/Donations from Private Sources	27.47
163	Federal Child Nutrition	
4550	Federal School Nutrition Reimbursment	30,490.47
170	Technology	
1900	Other Revenue from Local Sources	19.00
173	Enhancing Mental Health and Resiliency (AWARE) Mini Grant	
3290	State - Other State Grants	11,694.79
433	Reap ('25)	
4120	Title V, Part B, Subpart 1, Small Rural Schools Achievement (SRSA)	15,790.00
435	Title I (FY25)	
4200	Title I, Part A, Improving Basic Programs	34,325.00
Total Current Revenues, Other Financing Sources and Residual Equity Transfers In:		93,018.51

Current Expenditures, Other Financing Uses and Residual Equity Transfers Out:				Fund Code 15	
PRC	Program	Function	Object	2024 Value	2025 Value
145	Misc.				
	1XX Regular Education Programs - Elementary/Secondary				
		1XXX Instruction			
		1XX Personal Services - Salaries		2,385.35	
		2XX Personal Services - Employee Benefits		1,851.13	
		5XX Other Purchased Services		5,719.92	
		6XX Supplies and Materials		400.96	
		21XX Support Services - Students			
		1XX Personal Services - Salaries		78.00	
		2XX Personal Services - Employee Benefits		6.56	
		221X Improvement of Instruction Services			
		1XX Personal Services - Salaries		10,879.65	
		2XX Personal Services - Employee Benefits		1,501.29	
		145 Subtotal			22,822.86
160	Library				
	1XX Regular Education Programs - Elementary/Secondary				
		1XXX Instruction			
		1XX Personal Services - Salaries		6,789.08	
		2XX Personal Services - Employee Benefits		994.38	
		160 Subtotal			7,783.46



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Current Expenditures, Other Financing Uses and Residual Equity Transfers Out:			Fund Code 15		
PRC	Program	Function	Object	2024 Value	2025 Value
163	Federal Child Nutrition				
	1XXX Regular Education Programs - Elementary/Secondary				
	25XX Support Services - Business				
		5XX Other Purchased Services			326.15
910	Food Services				
	31XX Food Services				
	1XXX Personal Services - Salaries			12,729.60	
	2XXX Personal Services - Employee Benefits			2,976.84	
	6XXX Supplies and Materials			13,601.55	
		163 Subtotal			29,634.14
166	Nurse				
	1XXX Regular Education Programs - Elementary/Secondary				
	21XX Support Services - Students				
	1XXX Personal Services - Salaries			222.00	
	2XXX Personal Services - Employee Benefits			18.67	
		166 Subtotal			240.67
173	Enhancing Mental Health and Resiliency (AWARE) Mini Grant				
	1XXX Regular Education Programs - Elementary/Secondary				
	23XX Support Services - General Administration				
	6XXX Supplies and Materials			2,467.59	
		173 Subtotal			2,467.59
435	Title I (FY25)				
	1XXX Regular Education Programs - Elementary/Secondary				
	21XX Support Services - Students				
	6XXX Supplies and Materials			159.98	
	23XX Support Services - General Administration				
	1XXX Personal Services - Salaries			28,894.03	
	2XXX Personal Services - Employee Benefits			5,270.99	
		435 Subtotal			34,325.00
Total Current Expenditures, Other Financing Uses and Residual Equity Transfers Out:					97,273.72



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Schedule Of Changes Worksheet					Fund Code 15
Beginning Fund Balance					37,703.77 (1)
Total Current Revenues, Other Financing Sources and Residual Equity Transfers In					93,018.51 (2)
Total Current Expenditures, Other Financing Uses and Residual Equity Transfers Out					97,273.72 (3)
Increase/Decrease of Reserve for Inventories					
This Year	0.00	Less Last Year	0.00	(4a)	0.00
Increase/Decrease of Reserve for Encumbrances					
This Year	0.00	Less Last Year	0.00	(4b)	0.00
					0.00 (4)
Ending Fund Balance (1 + 2 - 3 + 4)					33,448.56 (5)

Project Reporter Summaries

Project Reporter	Revenues	Expenditures	Difference
110 Medicaid Rimbursment	671.78	0.00	671.78
145 Misc.	0.00	22,822.86	-22,822.86
160 Library	27.47	7,783.46	-7,755.99
163 Federal Child Nutrition	30,490.47	29,634.14	856.33
166 Nurse	0.00	240.67	-240.67
170 Technology	19.00	0.00	19.00
173 Enhancing Mental Health and Resiliency (AWARE) Mini Grant	11,694.79	2,467.59	9,227.20
433 Reap ('25)	15,790.00	0.00	15,790.00
435 Title I (FY25)	34,325.00	34,325.00	0.00
Total	93,018.51	97,273.72	-4,255.21



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Schedule of Revenues, Expenditures and Changes in Fund Balance

17 - Adult Education Fund

Current Revenues, Other Financing Sources and Residual Equity Transfers In:			Fund Code 17
PRC	Revenue	2024 Value	2025 Value
1110	District Tax Levy	22,223.76	23,718.27
1117	District Levy - Distribution of Prior Year Protested/Delinquent Taxes	0.00	278.56
1340	Fees for Adult Education	991.09	282.21
1510	Interest Earnings	1,123.92	220.42
1900	Other Revenue from Local Sources	0.00	3.98
Total Current Revenues, Other Financing Sources and Residual Equity Transfers In:		24,338.77	24,503.44
Current Expenditures, Other Financing Uses and Residual Equity Transfers Out:			Fund Code 17
PRC	Program Function Object	2024 Value	2025 Value
610 Adult Continuing Education Programs			
1XXX Instruction			
1XXX	Personal Services - Salaries	1,943.41	1,920.00
2XXX	Personal Services - Employee Benefits	7.61	8.60
6XXX	Supplies and Materials	79.13	0.00
23XX Support Services - General Administration			
1XXX	Personal Services - Salaries	5,155.42	3,400.74
2XXX	Personal Services - Employee Benefits	107.82	28.76
5XXX	Other Purchased Services	1,557.78	1,552.24
24XX Support Services - School Administration			
7XXX	Property and Equipment Acquisition	10,522.50	0.00
25XX Support Services - Business			
1XXX	Personal Services - Salaries	0.00	7,754.61
2XXX	Personal Services - Employee Benefits	0.00	211.19
26XX Operation and Maintenance of Plant Services			
4XXX	Purchased Property Services	3,174.86	2,742.24
650 Adult Education High School Equivalency Programs			
1XXX Instruction			
3XXX	Purchased Professional and Technical Services	1,200.00	0.00
24XX Support Services - School Administration			
3XXX	Purchased Professional and Technical Services	1,389.96	0.00
6XXX	Supplies and Materials	78.60	0.00
145 Misc.			
650 Adult Education High School Equivalency Programs			
24XX Support Services - School Administration			
3XXX	Purchased Professional and Technical Services	0.00	256.32
Total Current Expenditures, Other Financing Uses and Residual Equity Transfers Out:		25,217.09	17,874.70



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Schedule Of Changes Worksheet

Fund Code 17

Beginning Fund Balance					11,928.76 (1)
Total Current Revenues, Other Financing Sources and Residual Equity Transfers In					24,503.44 (2)
Total Current Expenditures, Other Financing Uses and Residual Equity Transfers Out					17,874.70 (3)
Increase/Decrease of Reserve for Inventories					
This Year	0.00	Less Last Year	0.00	(4a)	0.00
Increase/Decrease of Reserve for Encumbrances					
This Year	0.00	Less Last Year	0.00	(4b)	0.00
					0.00 (4)
Ending Fund Balance (1 + 2 - 3 + 4)					18,557.50 (5)



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Schedule of Revenues, Expenditures and Changes in Fund Balance 28 - Technology Fund

Current Revenues, Other Financing Sources and Residual Equity Transfers In:			Fund Code 28
PRC	Revenue	2024 Value	2025 Value
1110	District Tax Levy	18,081.90	17,481.89
1117	District Levy - Distribution of Prior Year Protested/Delinquent Taxes	0.00	225.39
1510	Interest Earnings	818.94	0.00
1900	Other Revenue from Local Sources	0.00	779.65
3281	State - Technology Aid	1,023.28	996.68
Total Current Revenues, Other Financing Sources and Residual Equity Transfers In:			<u>19,924.12</u> <u>19,483.61</u>
Current Expenditures, Other Financing Uses and Residual Equity Transfers Out:			Fund Code 28
PRC	Program Function Object	2024 Value	2025 Value
1XX Regular Education Programs - Elementary/Secondary			
1XXX Instruction			
6XX	Supplies and Materials	9,650.74	4,112.20
7XX	Property and Equipment Acquisition	10,522.50	0.00
222X Educational Media Services			
6XX	Supplies and Materials	0.00	10,621.06
23XX Support Services - General Administration			
5XX	Other Purchased Services	1,947.26	2,555.42
6XX	Supplies and Materials	711.65	1,079.99
258X Admin. Tech. - Technology Coordinator			
1XX	Personal Services - Salaries	8,620.14	8,970.29
2XX	Personal Services - Employee Benefits	1,837.58	1,504.99
25XX Support Services - Business			
6XX	Supplies and Materials	<u>0.00</u>	<u>419.88</u>
Total Current Expenditures, Other Financing Uses and Residual Equity Transfers Out:			<u>33,289.87</u> <u>29,263.83</u>



Trustees' Financial Summary

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Schedule Of Changes Worksheet

Fund Code 28

Beginning Fund Balance					-1,027.62 (1)
Total Current Revenues, Other Financing Sources and Residual Equity Transfers In					19,483.61 (2)
Total Current Expenditures, Other Financing Uses and Residual Equity Transfers Out					29,263.83 (3)
Increase/Decrease of Reserve for Inventories					
This Year	0.00	Less Last Year	0.00	(4a)	0.00
Increase/Decrease of Reserve for Encumbrances					
This Year	0.00	Less Last Year	0.00	(4b)	0.00
					0.00 (4)
Ending Fund Balance (1 + 2 - 3 + 4)					-10,807.84 (5)



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Schedule of Revenues, Expenditures and Changes in Fund Balance 29 - Flexibility Fund

Current Revenues, Other Financing Sources and Residual Equity Transfers In:			Fund Code 29		
PRC	Revenue		2024 Value	2025 Value	
	1510 Interest Earnings		494.27	713.16	
	Total Current Revenues, Other Financing Sources and Residual Equity Transfers In:		494.27	713.16	
Current Expenditures, Other Financing Uses and Residual Equity Transfers Out:			Fund Code 29		
PRC	Program	Function	Object	2024 Value	2025 Value
	1XX Regular Education Programs - Elementary/Secondary				
	1XXX Instruction				
	1XX Personal Services - Salaries		0.00	566.02	
	2XX Personal Services - Employee Benefits		0.00	166.65	
	6XX Supplies and Materials		0.00	4,359.40	
	23XX Support Services - General Administration				
	1XX Personal Services - Salaries		0.00	2,745.56	
	2XX Personal Services - Employee Benefits		0.00	500.86	
	Total Current Expenditures, Other Financing Uses and Residual Equity Transfers Out:		0.00	8,338.49	
Schedule Of Changes Worksheet			Fund Code 29		
Beginning Fund Balance			12,061.06	(1)	
Total Current Revenues, Other Financing Sources and Residual Equity Transfers In			713.16	(2)	
Total Current Expenditures, Other Financing Uses and Residual Equity Transfers Out			8,338.49	(3)	
Increase/Decrease of Reserve for Inventories					
This Year	0.00	Less Last Year	0.00	(4a)	
				0.00	
Increase/Decrease of Reserve for Encumbrances					
This Year	0.00	Less Last Year	0.00	(4b)	
				0.00 (4)	
Ending Fund Balance (1 + 2 - 3 + 4)			4,435.73	(5)	



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Schedule of Revenues, Expenditures and Changes in Fund Balance 50 - Debt Service Fund

Current Revenues, Other Financing Sources and Residual Equity Transfers In:			Fund Code 50	
PRC	Revenue		2024 Value	2025 Value
	1110 District Tax Levy		35.28	45.99
	1117 District Levy - Distribution of Prior Year Protested/Delinquent Taxes		0.00	21.44
	1510 Interest Earnings		241.38	0.00
	Total Current Revenues, Other Financing Sources and Residual Equity Transfers In:		276.66	67.43
Current Expenditures, Other Financing Uses and Residual Equity Transfers Out:			Fund Code 50	
PRC	Program	Function	2024 Value	2025 Value
	1XX	Regular Education Programs - Elementary/Secondary		
	51XX	General Obligation Bonds, Special Assessments and Interest		
	830	Special Assessments	0.00	198.30
	999	Undistributed		
	9999	Undistributed		
	971	Residual Equity Transfers Out	0.00	6,233.08
	Total Current Expenditures, Other Financing Uses and Residual Equity Transfers Out:		0.00	6,431.38
Schedule Of Changes Worksheet			Fund Code 50	
Beginning Fund Balance			6,363.95	(1)
Total Current Revenues, Other Financing Sources and Residual Equity Transfers In			67.43	(2)
Total Current Expenditures, Other Financing Uses and Residual Equity Transfers Out			6,431.38	(3)
Increase/Decrease of Reserve for Inventories				
This Year	0.00	Less Last Year	0.00	(4a)
				0.00
Increase/Decrease of Reserve for Encumbrances				
This Year	0.00	Less Last Year	0.00	(4b)
				0.00 (4)
Ending Fund Balance (1 + 2 - 3 + 4)				0.00 (5)



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Schedule of Revenues, Expenditures and Changes in Fund Balance

61 - Building Reserve Fund

Current Revenues, Other Financing Sources and Residual Equity Transfers In:		Fund Code 61	
PRC	Revenue	2024 Value	2025 Value

612	1110 District Tax Levy	0.00	85,030.09
	1117 District Levy - Distribution of Prior Year Protested/Delinquent Taxes	0.00	1,037.63
	1510 Interest Earnings	0.00	1,800.32
	3283 State - School Major Maintenance Aid (SMMA)	11,574.43	4,956.10
613	1110 District Tax Levy	60,139.77	0.00
	1190 Penalties and Interest on Taxes	40.38	0.00
	1510 Interest Earnings	9,055.25	0.00
	1900 Other Revenue from Local Sources	100.00	0.00
	1110 District Tax Levy	21,795.57	0.00
Total Current Revenues, Other Financing Sources and Residual Equity Transfers In:		102,705.40	92,824.14

Current Expenditures, Other Financing Uses and Residual Equity Transfers Out:		Fund Code 61	
PRC	Program Function Object	2024 Value	2025 Value

612	1XXX Regular Education Programs - Elementary/Secondary		
	26XX Operation and Maintenance of Plant Services		
	3XX Purchased Professional and Technical Services	0.00	1,687.01
	4XX Purchased Property Services	0.00	95,325.07
	6XX Supplies and Materials	0.00	2,866.77
613	1XXX Regular Education Programs - Elementary/Secondary		
	26XX Operation and Maintenance of Plant Services		
	1XX Personal Services - Salaries	68,026.00	0.00
	2XX Personal Services - Employee Benefits	9,992.67	0.00
	4XX Purchased Property Services	40,633.50	0.00
	6XX Supplies and Materials	12,115.70	0.00
	8XX Other Expenditures	674.88	0.00
Total Current Expenditures, Other Financing Uses and Residual Equity Transfers Out:		235,389.74	99,878.85



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Schedule Of Changes Worksheet

Fund Code 61

Beginning Fund Balance					70,813.04 (1)
Total Current Revenues, Other Financing Sources and Residual Equity Transfers In					92,824.14 (2)
Total Current Expenditures, Other Financing Uses and Residual Equity Transfers Out					99,878.85 (3)
Increase/Decrease of Reserve for Inventories					
This Year	0.00	Less Last Year	0.00	(4a)	0.00
Increase/Decrease of Reserve for Encumbrances					
This Year	0.00	Less Last Year	0.00	(4b)	0.00
					0.00 (4)
Ending Fund Balance (1 + 2 - 3 + 4)					63,758.33 (5)



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Schedule of Revenues, Expenditures and Changes in Fund Balance

84 - Student Extracurricular Activities Fund

Current Revenues, Other Financing Sources and Residual Equity Transfers In:			Fund Code 84	
PRC	Revenue		2024 Value	2025 Value
	1510 Interest Earnings		1,792.44	5,190.96
	1700 Student Extracurricular Activity Receipts		15,104.19	67,518.12
	1900 Other Revenue from Local Sources		5,500.00	0.00
710 Field Trips				
	1700 Student Extracurricular Activity Receipts		134.00	0.00
Total Current Revenues, Other Financing Sources and Residual Equity Transfers In:			22,530.63	72,709.08
Current Expenditures, Other Financing Uses and Residual Equity Transfers Out:			Fund Code 84	
PRC	Program	Function	Object	2024 Value
	7XX Extracurricular Athletics and Activities			2025 Value
		3XXX Operation of Non-Educational Services		
		XXX Student Extracurricular	2,916.48	80,435.56
710 Field Trips				
	7XX Extracurricular Athletics and Activities			
		3XXX Operation of Non-Educational Services		
		XXX Student Extracurricular	30.00	0.00
711				
	7XX Extracurricular Athletics and Activities			
		3XXX Operation of Non-Educational Services		
		XXX Student Extracurricular	3,357.00	0.00
Total Current Expenditures, Other Financing Uses and Residual Equity Transfers Out:			6,303.48	80,435.56
Schedule Of Changes Worksheet			Fund Code 84	
Beginning Fund Balance			60,323.14 (1)	
Total Current Revenues, Other Financing Sources and Residual Equity Transfers In			72,709.08 (2)	
Total Current Expenditures, Other Financing Uses and Residual Equity Transfers Out			80,435.56 (3)	
Increase/Decrease of Reserve for Inventories				
This Year	0.00	Less Last Year	0.00	(4a)
				0.00
Increase/Decrease of Reserve for Encumbrances				
This Year	0.00	Less Last Year	0.00	(4b)
				0.00 (4)
Ending Fund Balance (1 + 2 - 3 + 4)			52,596.66 (5)	



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Detail Expenditure

Fund	Account	Description	2024 Value	2025 Value
XX	280 1XXX 112	Certified Teacher Staff Salaries	48,955.88	51,485.36
XX	XXX 1XXX 112	Certified Teacher Staff Salaries	676,478.42	649,383.35
XX	XXX 26XX 41X	Energy Utility Services	40,112.85	27,086.14
XX	XXX XXXX 535	Technology Communication Services	598.99	591.30
XX	XXX XXXX 561	Tuition to Other School Districts Within the State	0.00	246.00
XX	XXX XXXX 682	Technology Supplies	12,845.03	9,512.78
XX	XXX 1XXX 117	Teachers Aids	0.00	0.00
XX	XXX 4XXX 715	Land Improvements	0.00	0.00
XX	XXX XXXX 564	Educational Fees to In-State Treatment Facilities	0.00	0.00
XX	451 1XXX 112	Certified Teacher Staff Salaries	0.00	0.00
XX	457 1XXX 112	Certified Teacher Staff Salaries	0.00	0.00
XX	XXX XXXX 563	Educational Fees to Detention Facilities	0.00	0.00
XX	427 1XXX 112	Certified Teacher Staff Salaries	0.00	0.00
XX	XXX 4XXX 720	Purchase of Existing Buildings	0.00	0.00
XX	39X 1XXX 112	Certified Teacher Staff Salaries	0.00	0.00
XX	432 1XXX 112	Certified Teacher Staff Salaries	0.00	0.00
XX	XXX 4XXX 725	Major Construction Services	0.00	0.00
XX	XXX 4XXX 710	Land	0.00	0.00
XX	458 1XXX 112	Certified Teacher Staff Salaries	0.00	0.00
XX	XXX 1XXX 640	Textbooks and Other Printed Materials - No On-line Services	1,280.00	0.00
XX	XXX 4XXX 74X	Major Equipment-Replacement	0.00	0.00
XX	XXX XXXX 355	Technology Contracted Services	0.00	0.00
XX	456 1XXX 112	Certified Teacher Staff Salaries	0.00	0.00
XX	XXX XXXX 562	Tuition to Other School Districts Outside the State	0.00	0.00
XX	XXX XXXX 735	Technology Equipment and Software	0.00	0.00
XX	XXX XXXX 455	Technology Repairs and Rental	0.00	0.00
XX	210 1XXX 112	Certified Teacher Staff Salaries	0.00	0.00
XX	XXX 4XXX 73X	Major Equipment-New	0.00	0.00
XX	260 1XXX 112	Certified Teacher Staff Salaries	0.00	0.00
XX	XXX 1XXX 650	Periodicals - Not On-Line Subscriptions	0.00	0.00



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Special Education Reversion

Special Education Allowable Cost Payments:

a. Instructional Block Grant Entitlement	22,395.03
b. Related Services Block Grant Entitlement	0.00
c. Total Entitlements Subject to Reversion	22,395.03

Prorated Cooperative Cost Payments:

d. Related Services Block Grant Entitlement (paid to coop)	7,464.54
e. Minimum Special Education Expenditures to Avoid Reversion [(c) * (1.33)] + [(d) * (0.33)]	32,248.69
f. Grand Total Allowable Special Education Expenditures (See attached worksheet)	78,266.92
g. Special Education Reversion Amount If f = 0 then c = reversion ELSE If (e - f) is > 0, then [(e - f) * 0.75] = reversion	0.00

Note to District:

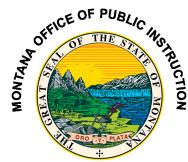
If the amount on Line (g) is greater than zero, revenue source code 3115 State Special Education Allowable Cost Payment to Districts in the General Fund (01) will be reduced automatically. The amount will be used to fund the special education allowable cost entitlement next year. Include the reverted amount on the General Fund (01) balance sheet in Deferred Inflows (680).

Remember:

The Deferred Inflow(680) entry for the reverted amount in the General Fund (01) will need to be removed in the next fiscal year.

Local and state special education resource transfers to the coop must be coded as follows: XXX-280-62XX-920.

Percentage of Special Ed Funding FY2027 Maximum Budget: 100%



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Special Education Reversion

Program	Function	Object	Fund 01	Fund 13	Fund 24	Fund 25	Fund 26
280	1XXX	1XX	64,681.68	0.00	0.00	0.00	0.00
280	1XXX	2XX	8,996.12	0.00	0.00	0.00	0.00
280	1XXX	3XX	0.00	0.00	0.00	0.00	0.00
280	1XXX	4XX	0.00	0.00	0.00	0.00	0.00
280	1XXX	5XX	0.00	0.00	0.00	0.00	0.00
280	1XXX	6XX	2,125.82	0.00	0.00	0.00	0.00
280	1XXX	7XX	0.00	0.00	0.00	0.00	0.00
280	21XX	1XX	0.00	0.00	0.00	0.00	0.00
280	21XX	2XX	0.00	0.00	0.00	0.00	0.00
280	21XX	3XX	0.00	0.00	0.00	0.00	0.00
280	21XX	4XX	0.00	0.00	0.00	0.00	0.00
280	21XX	5XX	0.00	0.00	0.00	0.00	0.00
280	21XX	6XX	0.00	0.00	0.00	0.00	0.00
280	21XX	7XX	0.00	0.00	0.00	0.00	0.00
280	221X	1XX	0.00	0.00	0.00	0.00	0.00
280	221X	2XX	0.00	0.00	0.00	0.00	0.00
280	221X	3XX	0.00	0.00	0.00	0.00	0.00
280	221X	4XX	0.00	0.00	0.00	0.00	0.00
280	221X	5XX	0.00	0.00	0.00	0.00	0.00
280	221X	6XX	0.00	0.00	0.00	0.00	0.00
280	221X	7XX	0.00	0.00	0.00	0.00	0.00
280	222X	1XX	0.00	0.00	0.00	0.00	0.00
280	222X	2XX	0.00	0.00	0.00	0.00	0.00
280	222X	3XX	0.00	0.00	0.00	0.00	0.00
280	222X	4XX	0.00	0.00	0.00	0.00	0.00
280	222X	5XX	0.00	0.00	0.00	0.00	0.00
280	222X	6XX	0.00	0.00	0.00	0.00	0.00
280	222X	7XX	0.00	0.00	0.00	0.00	0.00
280	24XX	1XX	0.00	0.00	0.00	0.00	0.00
280	24XX	2XX	0.00	0.00	0.00	0.00	0.00
280	24XX	3XX	0.00	0.00	0.00	0.00	0.00
280	24XX	4XX	0.00	0.00	0.00	0.00	0.00
280	24XX	5XX	0.00	0.00	0.00	0.00	0.00
280	24XX	6XX	0.00	0.00	0.00	0.00	0.00
280	24XX	7XX	0.00	0.00	0.00	0.00	0.00
280	62XX	920	2,463.30	0.00	0.00	0.00	0.00
Totals			78,266.92	0.00	0.00	0.00	0.00

78,266.92

Be sure costs have been properly allocated between the elementary and high school district, if appropriate. Expenditures in Object 8XX are not allowable. Expenditures in function 24XX and Objects 1XX and 2XX are only allowable if the district employs a certified special education director. ARM 10.16.3136

*Expenditures under 24XX 1XX/2XX are excluded from the total when there is not a certified special education director as reported for FY25 in Infinite Campus.



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Schedule of Changes in Fixed Assets, Depreciation, and Net Fixed Assets

Governmental	Beginning Balance	Adjustments	Additions	Removals	Ending Balance
Land	58,361.00	0.00	0.00	0.00	58,361.00
Land Improvements	123,536.58	0.00	0.00	0.00	123,536.58
Buildings	1,775,830.00	0.00	0.00	0.00	1,775,830.00
Machinery and Equipment	74,137.07	0.00	0.00	0.00	74,137.07
Totals at Historical Cost	2,031,864.65	0.00	0.00	0.00	2,031,864.65
Governmental Activities, Capital Assets, Net of Accumulated Depreciation	2,031,864.65	0.00	0.00	0.00	2,031,864.65

* Governmental activities are usually reported in the general, special revenue, debt service, capital projects, permanent, and internal service funds. These funds are generally financed through taxes, intergovernmental revenues and other non-exchange revenues.

** Business-type activities are usually reported in the enterprise funds. These funds are financed in whole or in part by fees charged to external parties for goods and services.

*** Has comments.



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Schedule of Changes in Long-Term Liabilities

	(a) Beginning Balance 7/1/2024	(b) New Debt & Other Additions	(c) Principal Payments	(d) Refunding & Other Reduction	(e) Ending Balance (6/30/2025) [a+b-c-d]	(f) Current Portion Due FY2026	(g) Long-Term Portion Due FY2027
Governmental Activities *							
Compensated Absences	196,396.20	0.00	0.00	24,005.80	172,390.40	0.00	172,390.40
Total Governmental Activity							
Non-bond Long-Term Liabilities	196,396.20	0.00	0.00	24,005.80	172,390.40	0.00	172,390.40

* Governmental activities are usually reported in the general, special revenue, debt service, capital projects, permanent, and internal service funds. These funds are generally financed through taxes, intergovernmental revenues and other non-exchange revenues.

** Business-type activities are usually reported in the enterprise funds. These funds are financed in whole or in part by fees charged to external parties for goods and services.



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Net Pension Liability FY2025

	Beginning Balance	Additions	Reductions	Ending Balance
Governmental				
Net Pension - PERS	672,003.00	0.00	397,967.00	274,036.00
Net Pension - TRS	1,032,065.00	128,839.00	0.00	1,160,904.00

New Business
ACTION ITEM

2025-2026 Budget Proposal

Presented by: Hannah Hancox and Kelly Henderson

Background: (Include funding sources as appropriate)

The District is required to complete, review, adopt and submit the annual Budget for the 2025-2026 school year.

Recommendation: Administration recommends approval of the 25-26 proposed budget.