

# **CASCADE SCHOOL DISTRICT 3 & B**

Meeting of the Board of Trustees



## **APPENDICES**

January 18, 2021 Regular Board Meeting

# APPENDIX A

## Staff Reports

Section I – XCELL! Director

Section II – Elementary Principal

Section III – JH/HS Principal

Section IV – Athletic Director

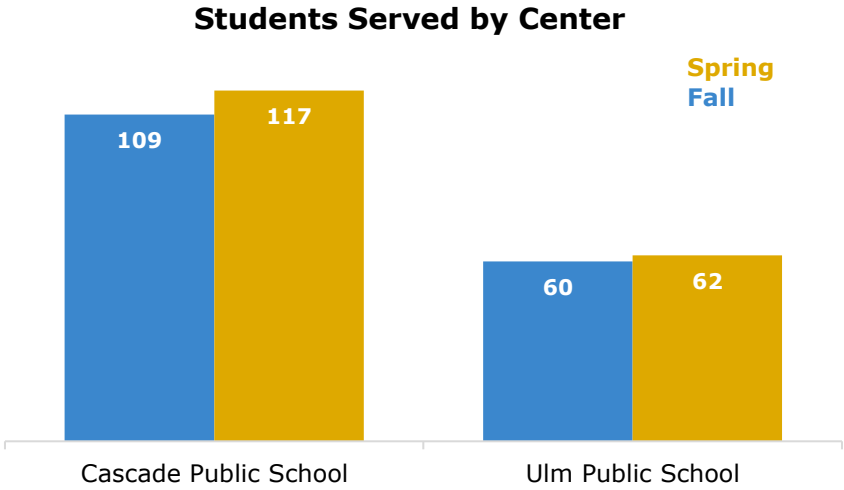
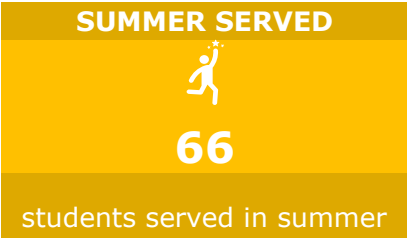
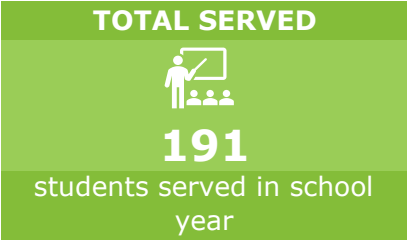
Section V – Business Manager

# SECTION I: XCELL! DIRECTOR

## CASCADE CONSORTIUM 21st Century Community Learning Grant Evaluation Brief: Our 2020-2021 Year in Review

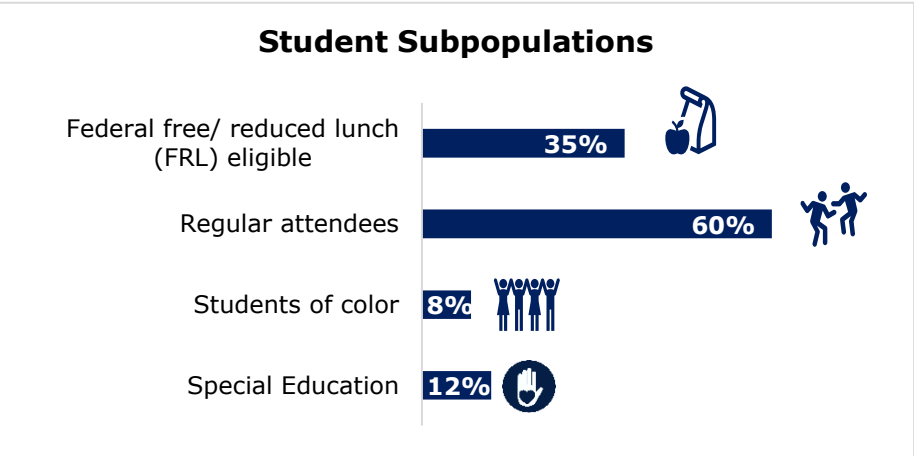
### Who Do We Serve?

**CASCADE CONSORTIUM** served **191** students across **2** centers during the school year and **66** students over the summer. Approximately **69%** were retained from the prior school year. **60%** of students served attended 30 days or more, and **35%** were FRL eligible.



**PROGRAM SUMMARY:**

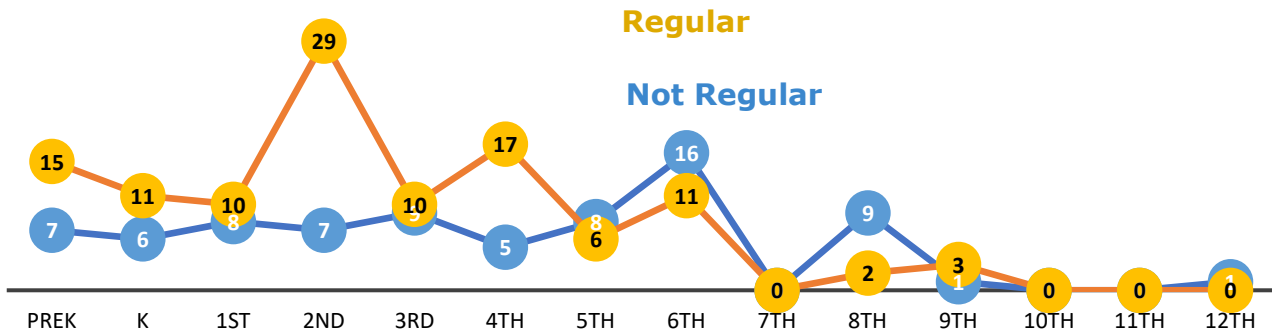
XCELL! after-school program is offered to provide an alternative option for students who need a place to go after the standard school day is out, and for those who need extra help with their schoolwork. We typically serve families who cannot afford after school care, or are unable to arrange care for their children. We provide a safe, entertaining and academically enriching program to an average of 40-50 students a day. The goal of this program is to increase positive student involvement for the entire school.



**21st CCLC programs provide essential supports to students who are often underserved in order to help close educational opportunity and achievement gaps.**

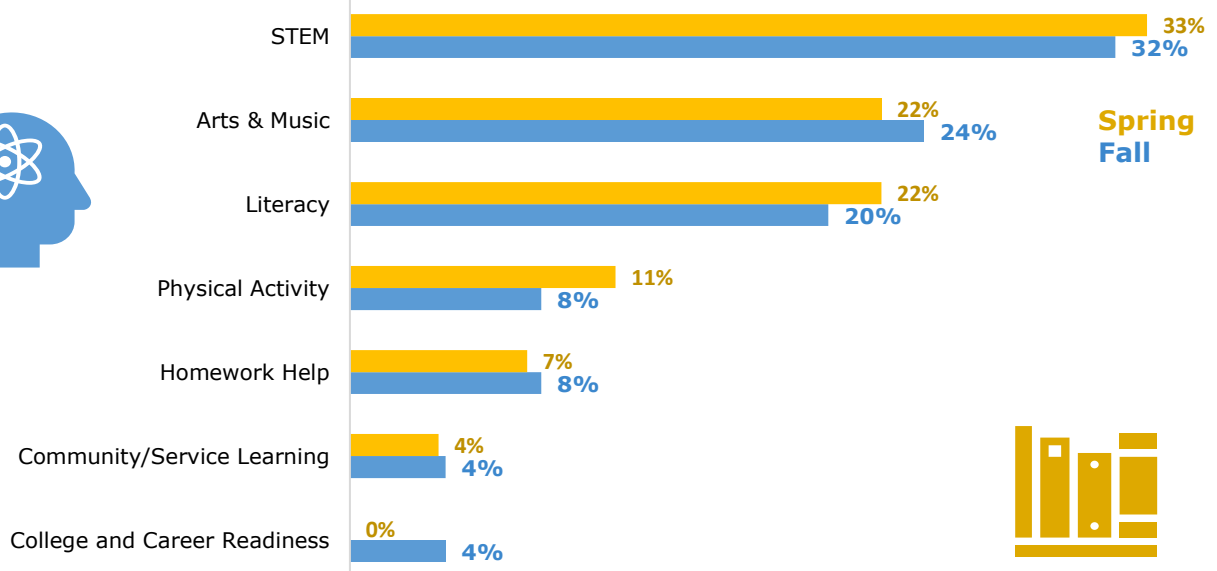
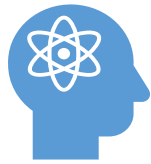
\*Regular attendees refers to students who attended 30 or more days during the program year.

## Total and Regular School Year Attendees by Grade



## STEM and Art & Music were the most offered student activities.

### Student Activities School Year - % Offered



### PARTNERS



6

local partners

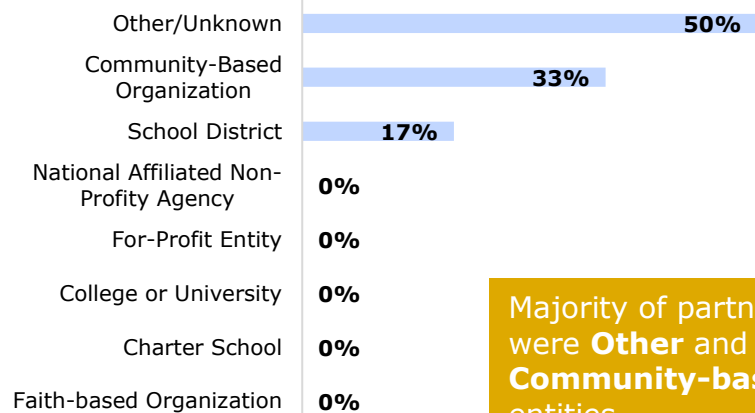
### PARTNER SUPPORTS



67%

provided programming

### Partners by Type



Majority of partners were **Other** and **Community-based** entities

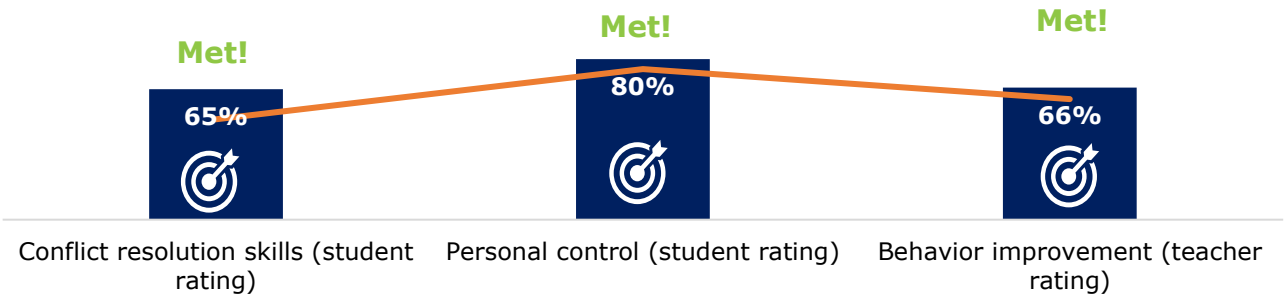
# What Impact are We Having?

Targets were met in **Academic Performance** & **Grade Advancement!**

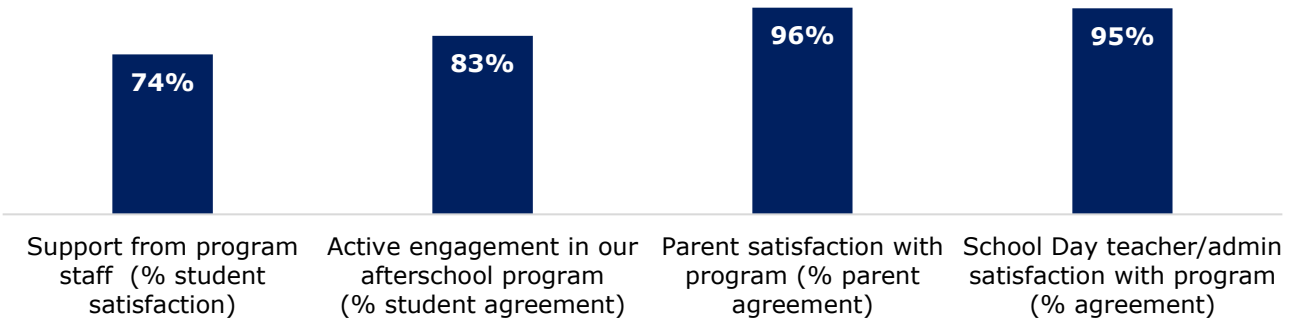
HOMESCHOOL	ACADEMIC PERFORMANCE	GRADE ADVANCEMENT
<b>61%</b>	<b>90%</b>	<b>95%</b>
students improved homework completion	students maintained or increased academically	students advanced to the next grade level



## Socio-Emotional Skills



## Support, Engagement and Satisfaction



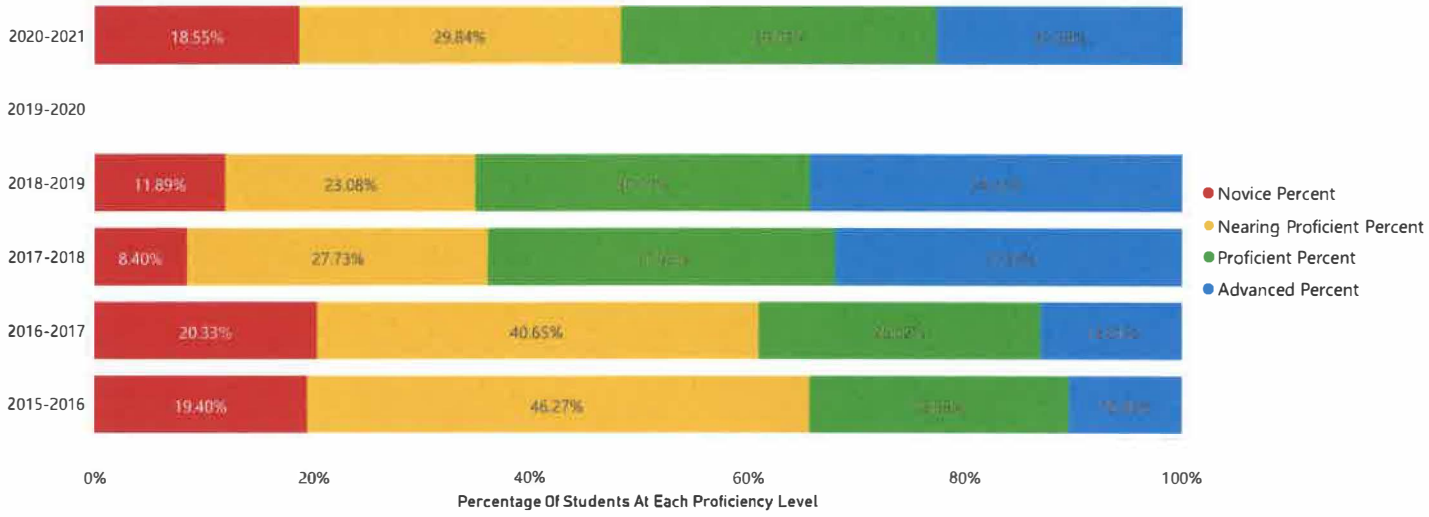
# We are making a difference!

# SECTION II: ELEMENTARY PRINCIPAL

Overview Page   
  Students At Or Above Proficiency   
  Average Score Trends By Percentiles   
  Participation

Select Fiscal Year: 2016  2021    
 Select County/District/School: Montana (State Label) + Cascade (Co)   
 Select Subject Area: Mathematics   
 Select Assessment Taken: All   
 Select Grade Level: All

## Cascade Mathematics Proficiency Levels

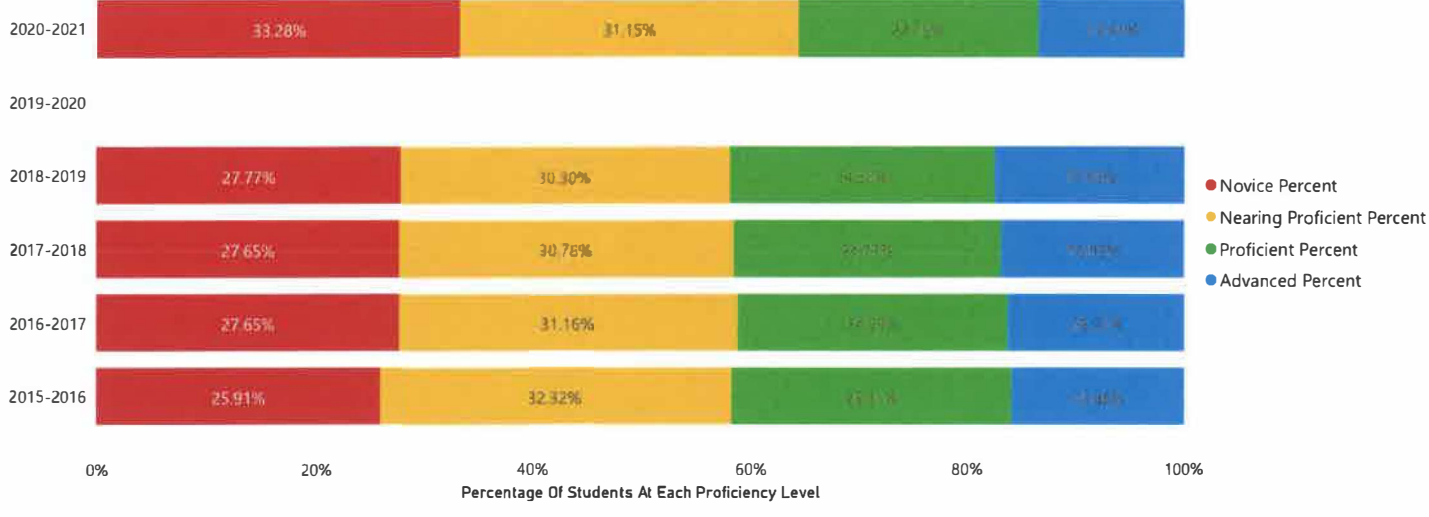


MATH & ELA ASSESSMENT DASHBOARD GUIDE

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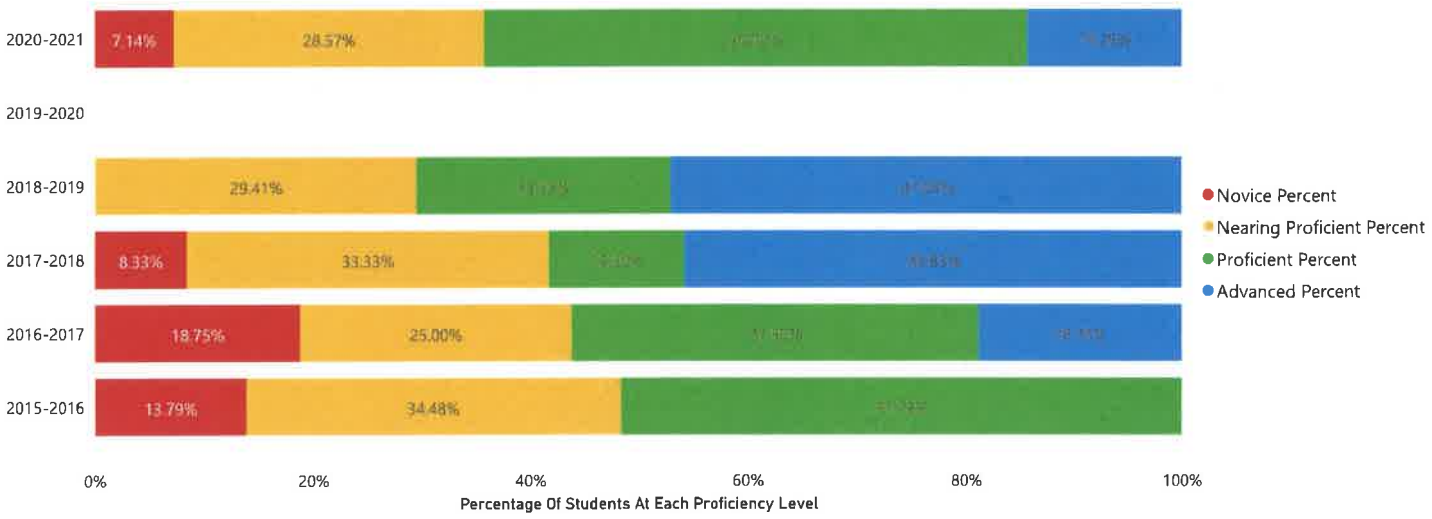
## State Mathematics Proficiency Levels



MATH & ELA ASSESSMENT DASHBOARD GUIDE

Select Fiscal Year: 2016 | 2021  
 Select County/District/School: Montana (State Label) + Cascade (Co...  
 Select Subject Area: Mathematics  
 Select Assessment Taken: All  
 Select Grade Level: 3rd Grade

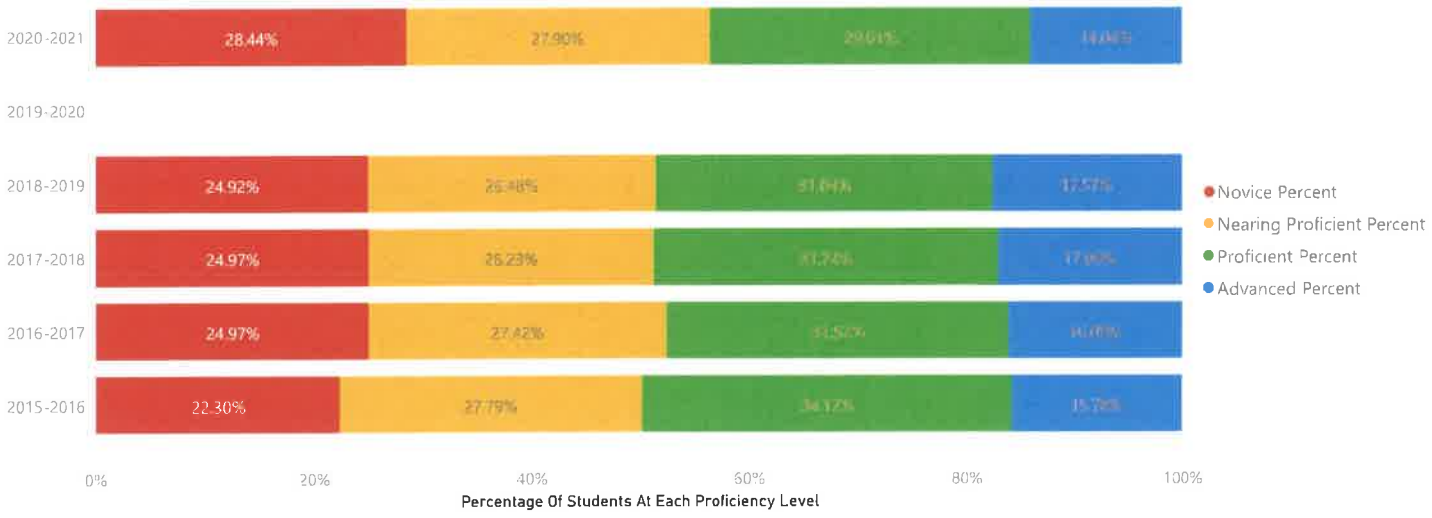
*Cascade*  
 Mathematics Proficiency Levels



MATH & ELA ASSESSMENT DASHBOARD GUIDE

Select Fiscal Year: 2016 | 2021  
 Select County/District/School: Montana  
 Select Subject Area: Mathematics  
 Select Assessment Taken: All  
 Select Grade Level: 3rd Grade

*State*  
 Mathematics Proficiency Levels

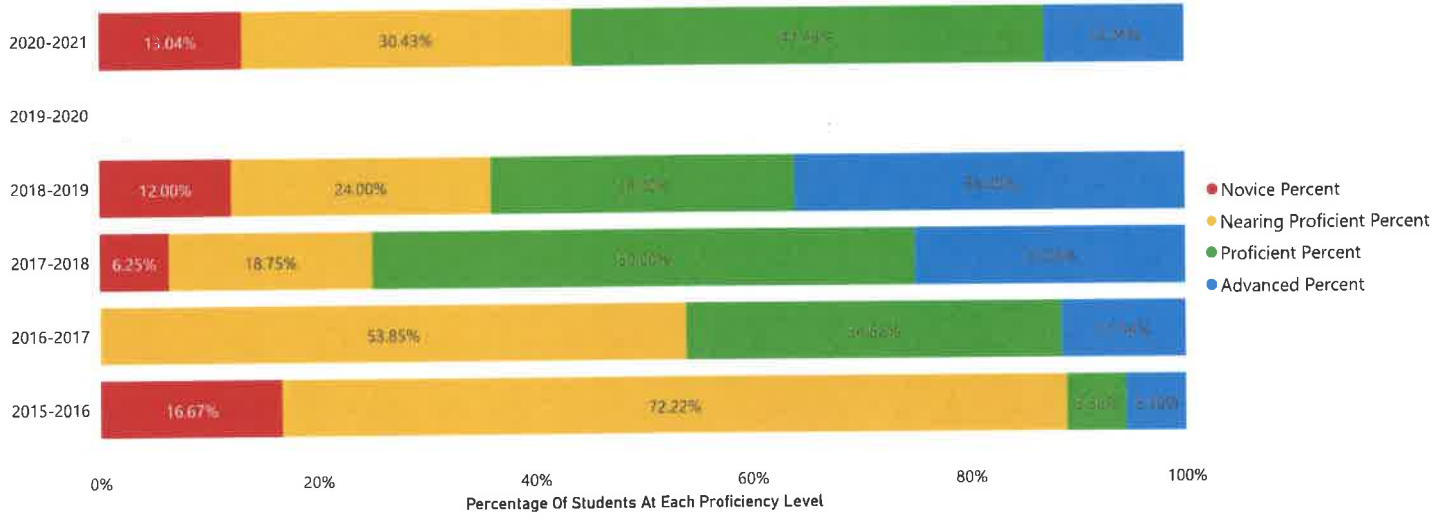


MATH & ELA ASSESSMENT DASHBOARD GUIDE

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Select Fiscal Year: 2016  2021 
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 Select Subject Area: Mathematics
 Select Assessment Taken: All
 Select Grade Level: 4th Grade

*Cascade*  
Mathematics Proficiency Levels

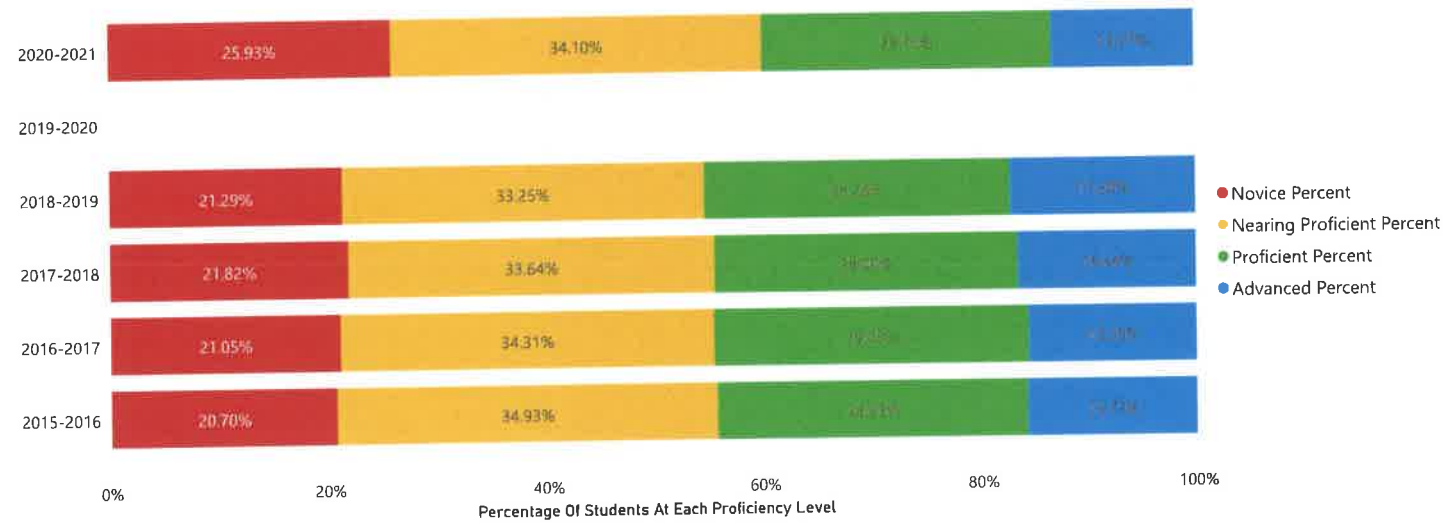


**MATH & ELA ASSESSMENT DASHBOARD GUIDE**

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*State*  
Mathematics Proficiency Levels

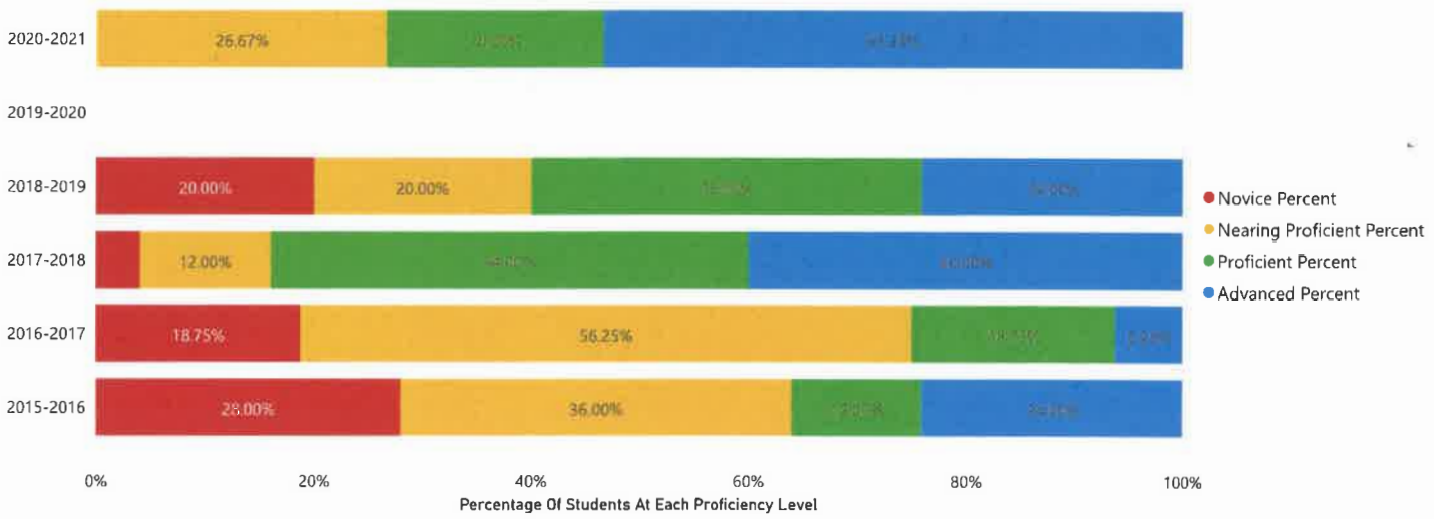


**MATH & ELA ASSESSMENT DASHBOARD GUIDE**



Select Fiscal Year: 2016 | 2021  
 Select County/District/School: Montana (State Label) + Cascade (Co...  
 Select Subject Area: Mathematics  
 Select Assessment Taken: All  
 Select Grade Level: 5th Grade

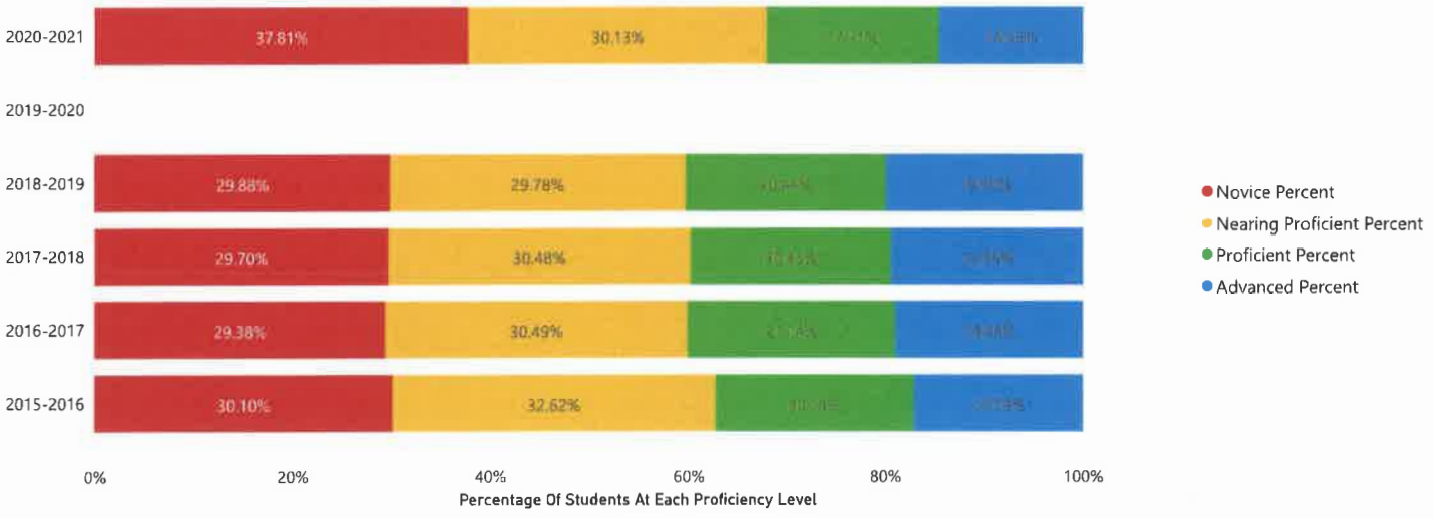
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 Mathematics Proficiency Levels



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 Select Subject Area: Mathematics  
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 Select Grade Level: 5th Grade

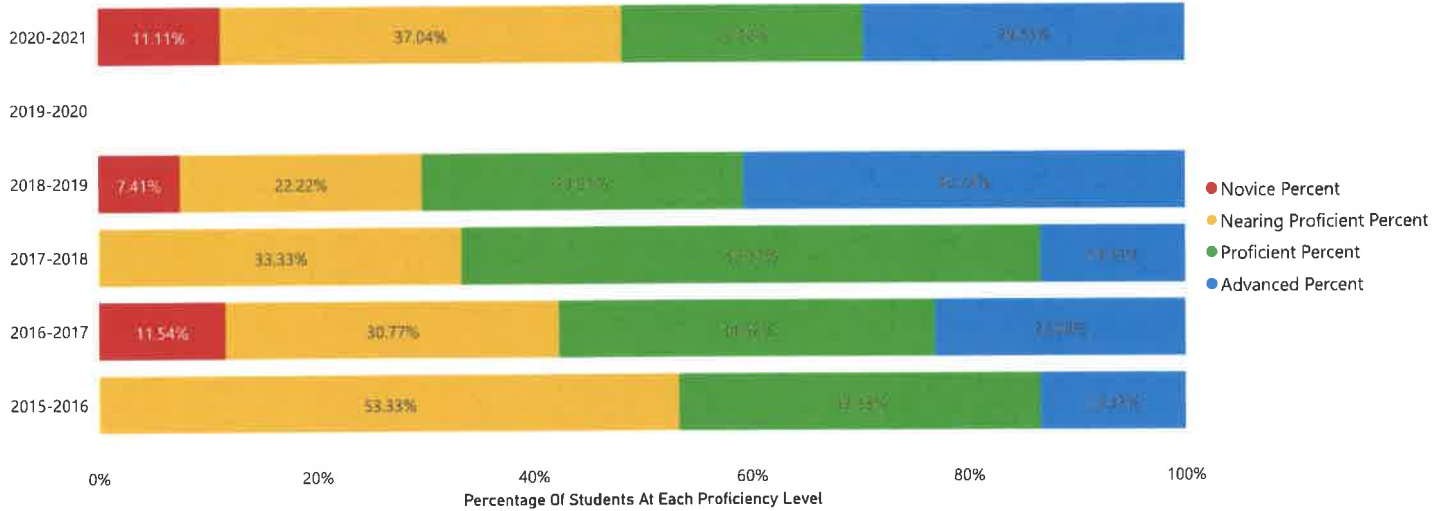
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 Mathematics Proficiency Levels



MATH & ELA ASSESSMENT DASHBOARD GUIDE

Select Fiscal Year: 2016 | 2021  
 Select County/District/School: Montana (State Label) + Cascade (Co...  
 Select Subject Area: Mathematics  
 Select Assessment Taken: All  
 Select Grade Level: 6th Grade

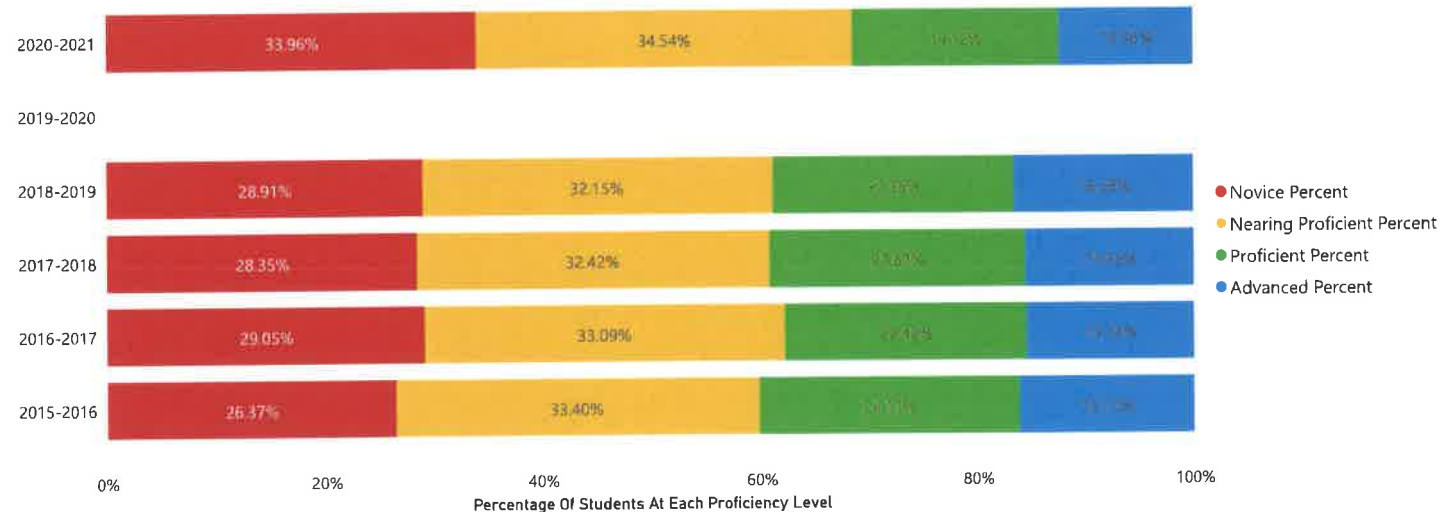
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State  
 Mathematics Proficiency Levels

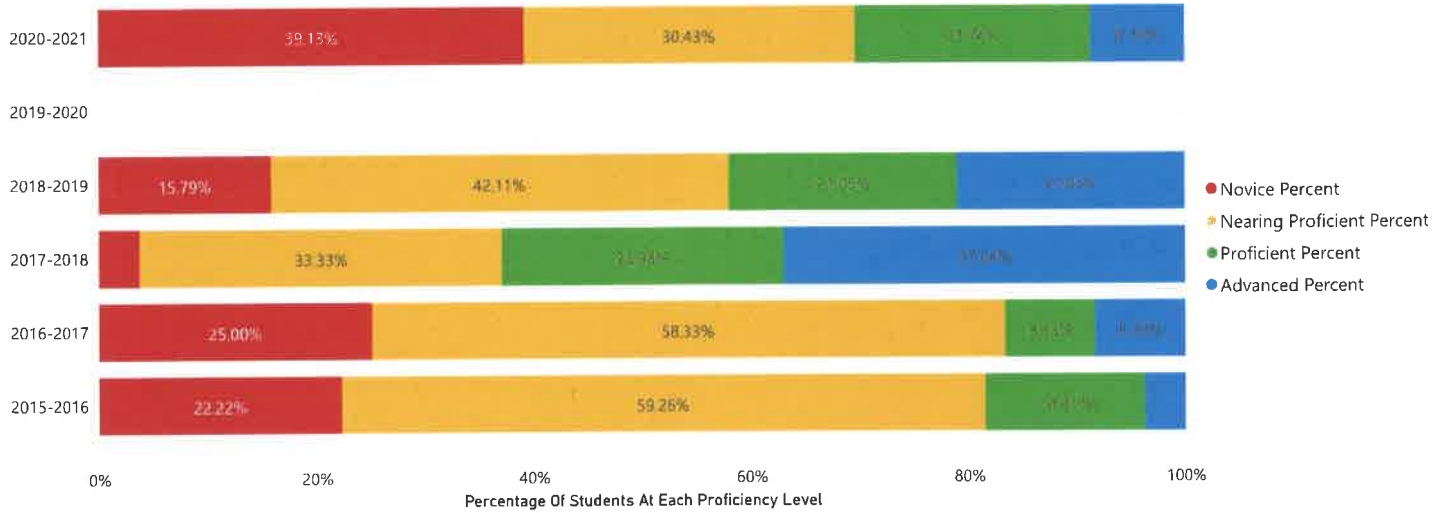


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Select Fiscal Year: 2016 | 2021  
 Select County/District/School: Montana (State Label) + Cascade (Co...  
 Select Subject Area: Mathematics  
 Select Assessment Taken: All  
 Select Grade Level: 7th Grade

Cascade  
Mathematics Proficiency Levels

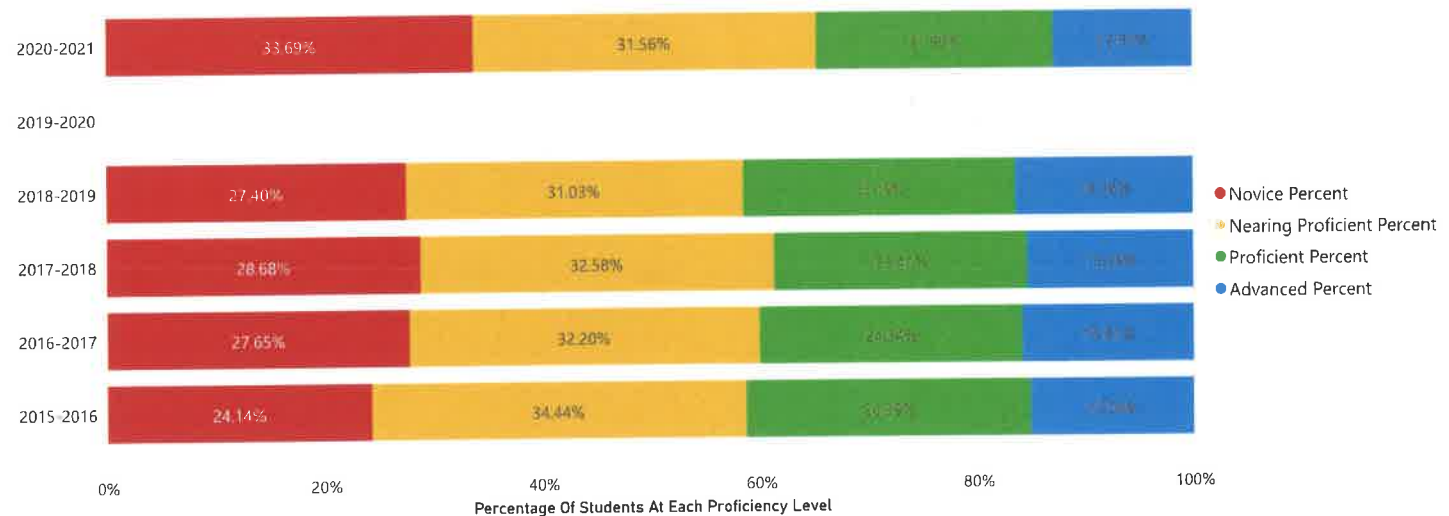


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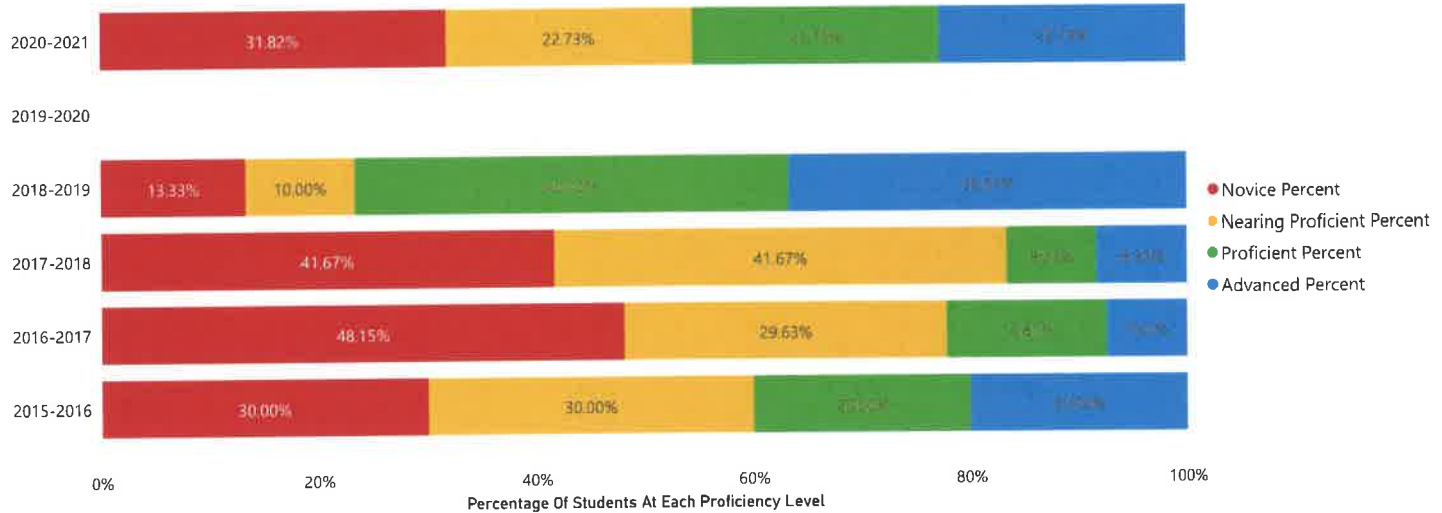
State  
Mathematics Proficiency Levels



MATH & ELA ASSESSMENT DASHBOARD GUIDE

Select Fiscal Year: 2016 | 2021  
 Select County/District/School: Montana (State Label) + Cascade (Co...  
 Select Subject Area: Mathematics  
 Select Assessment Taken: All  
 Select Grade Level: 8th Grade

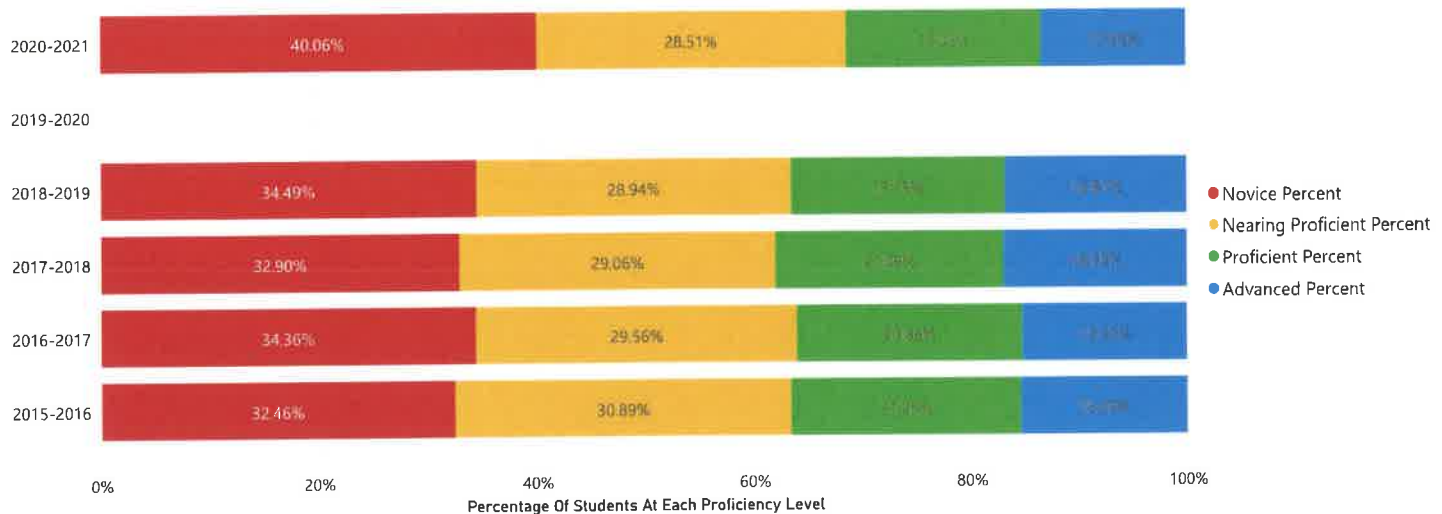
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 Mathematics Proficiency Levels



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 Select Subject Area: Mathematics  
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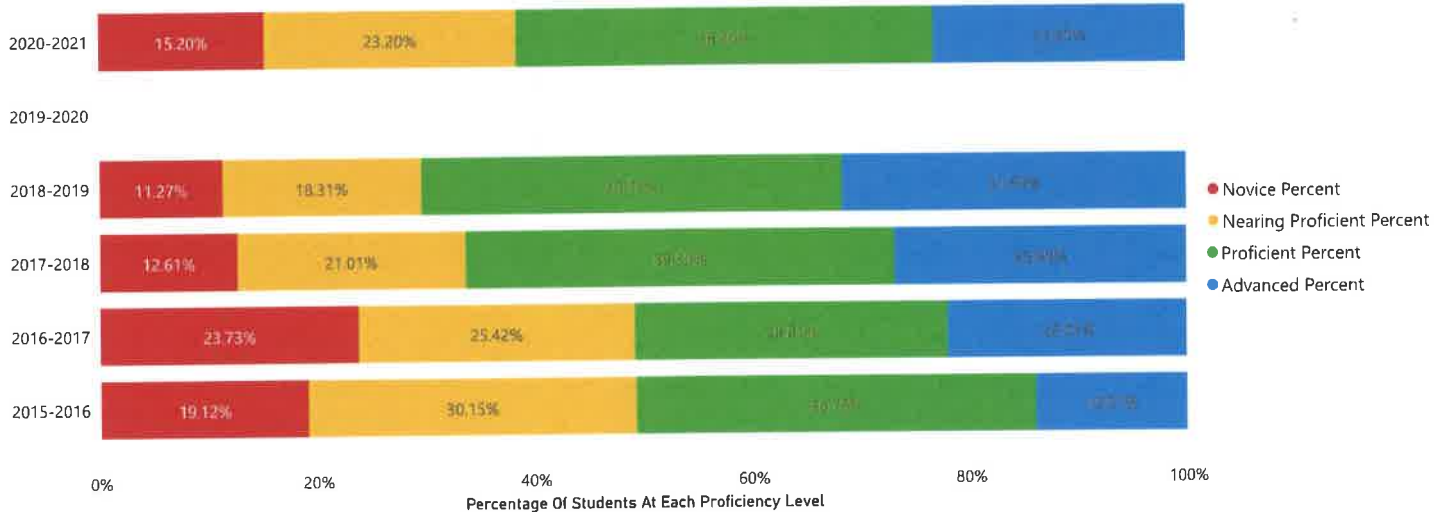
*State*  
 Mathematics Proficiency Levels



MATH & ELA ASSESSMENT DASHBOARD GUIDE

Select Fiscal Year: 2016 | 2021  
 Select County/District/School: Montana (State Label) + Cascade (Co...  
 Select Subject Area: English Language Arts (ELA)  
 Select Assessment Taken: All  
 Select Grade Level: All

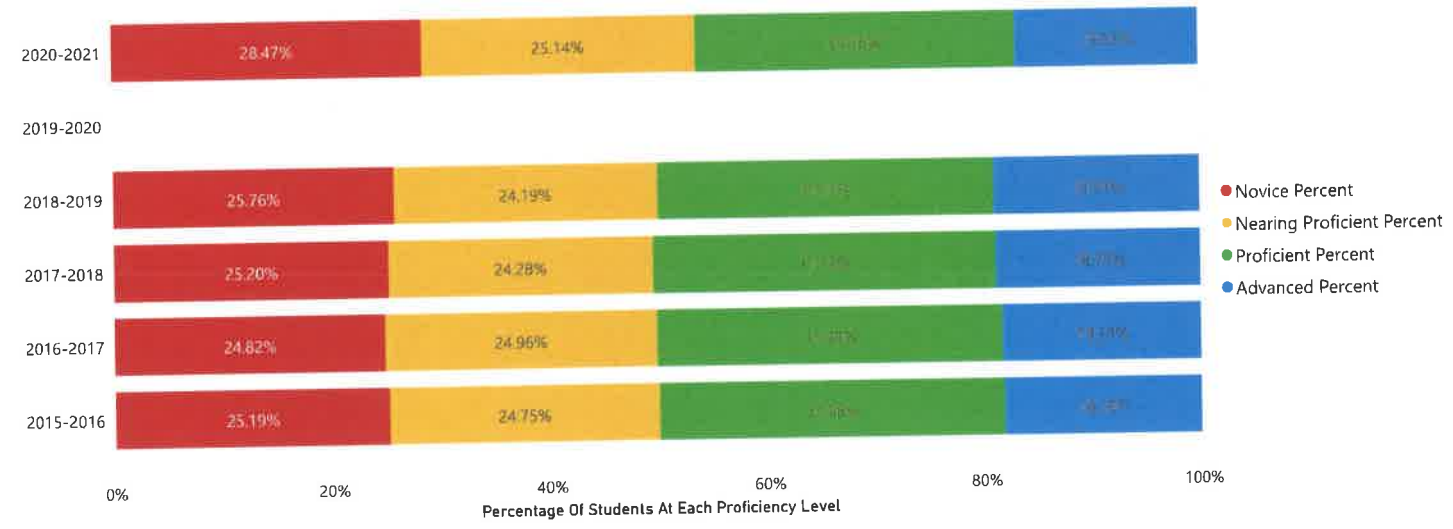
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 English Language Arts (ELA) Proficiency Levels



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 Select Grade Level: All

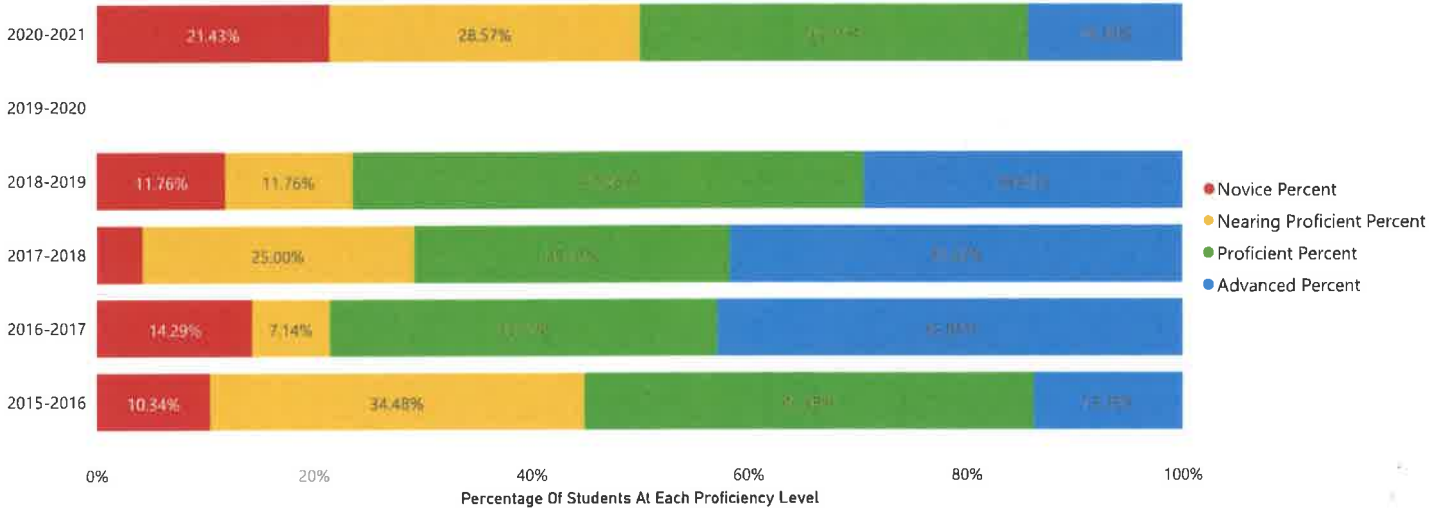
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 English Language Arts (ELA) Proficiency Levels



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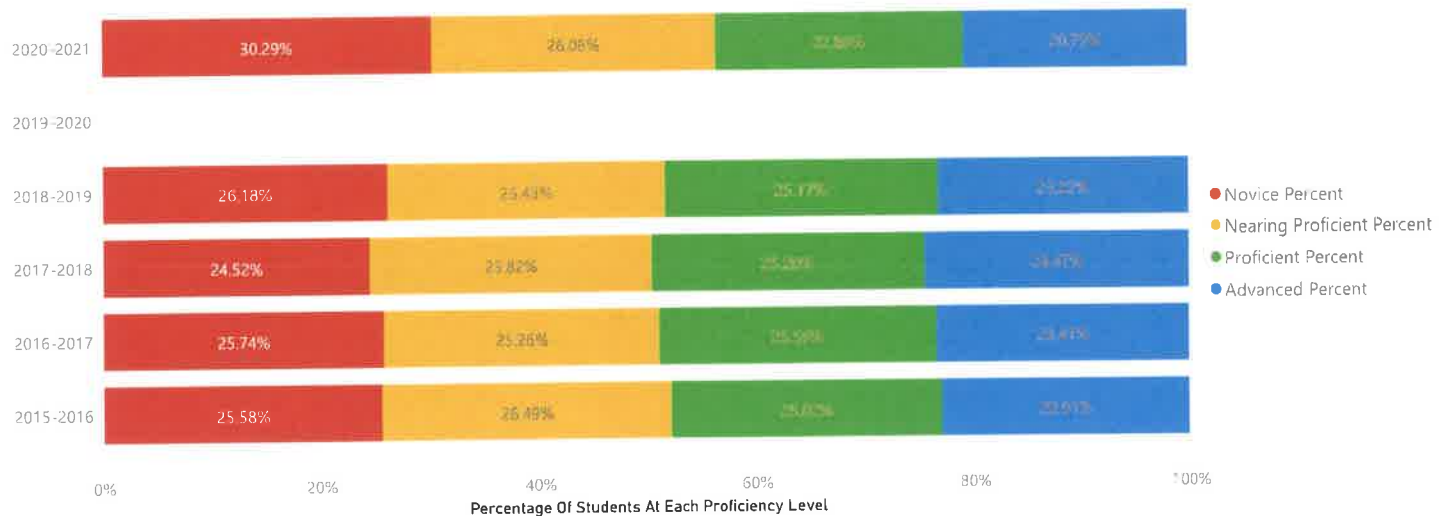
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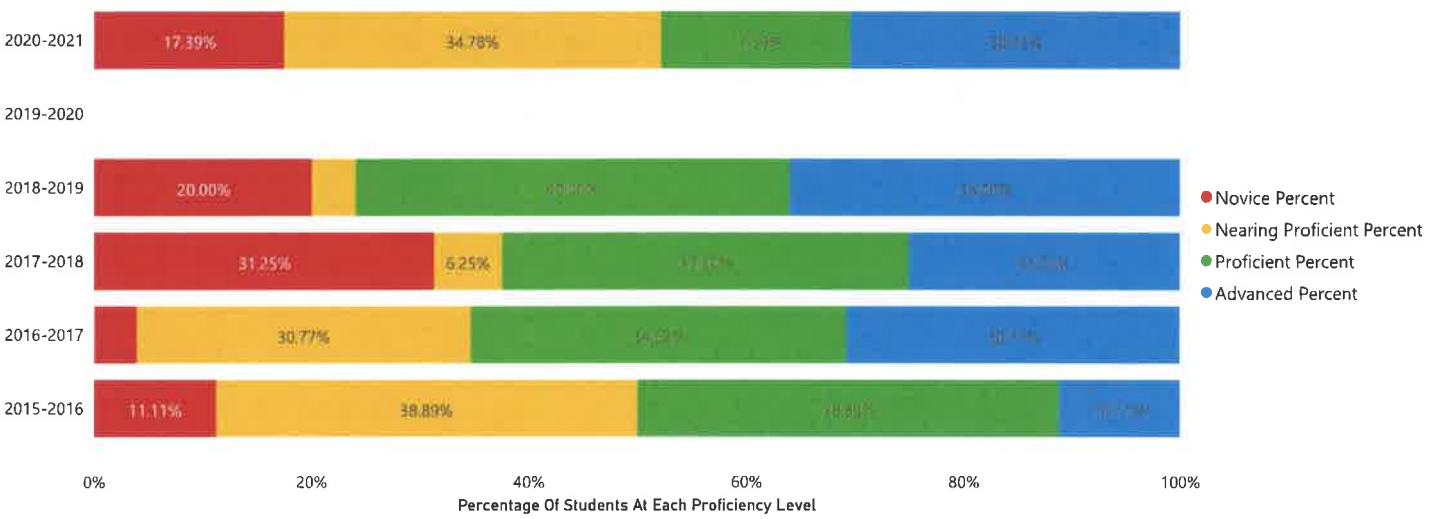
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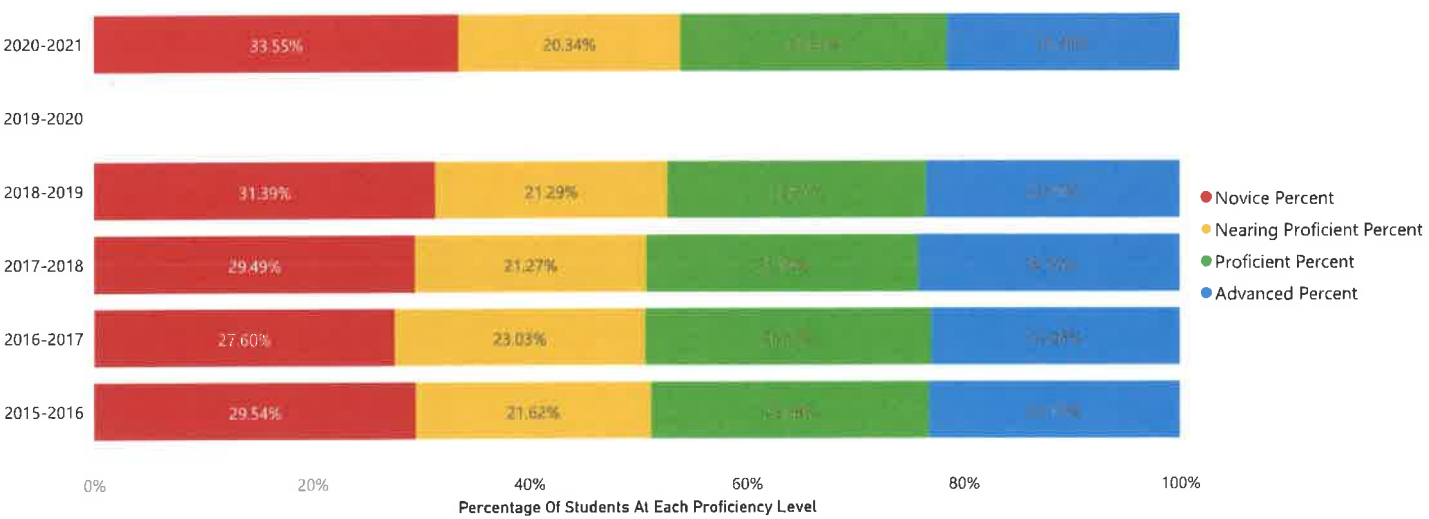
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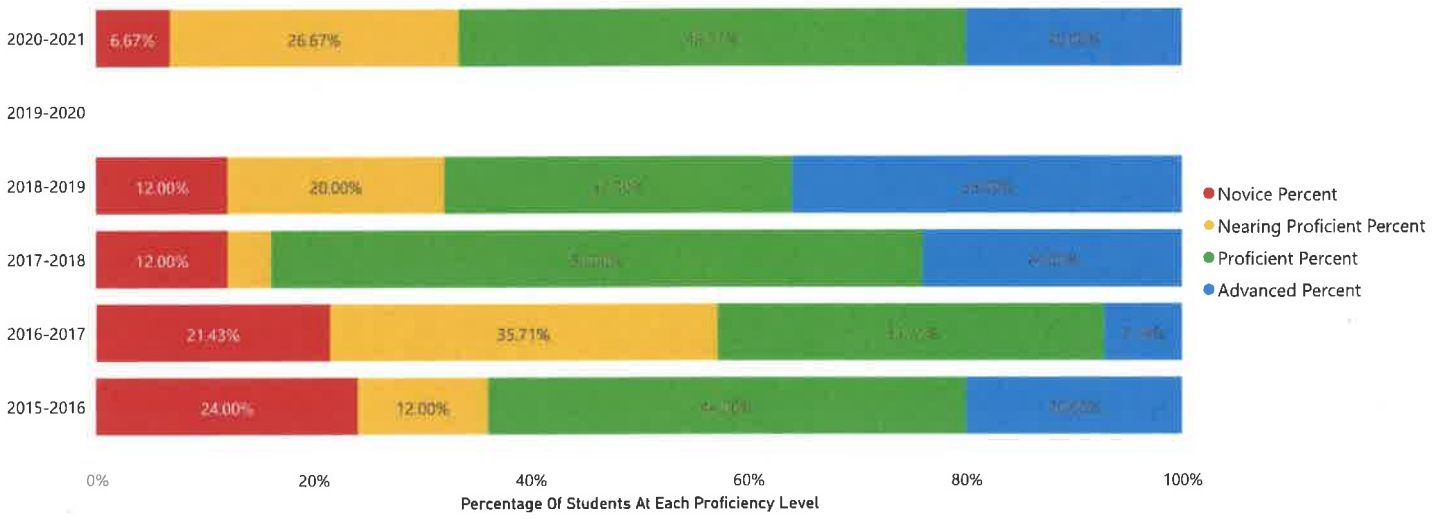
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 Select Grade Level: 5th Grade

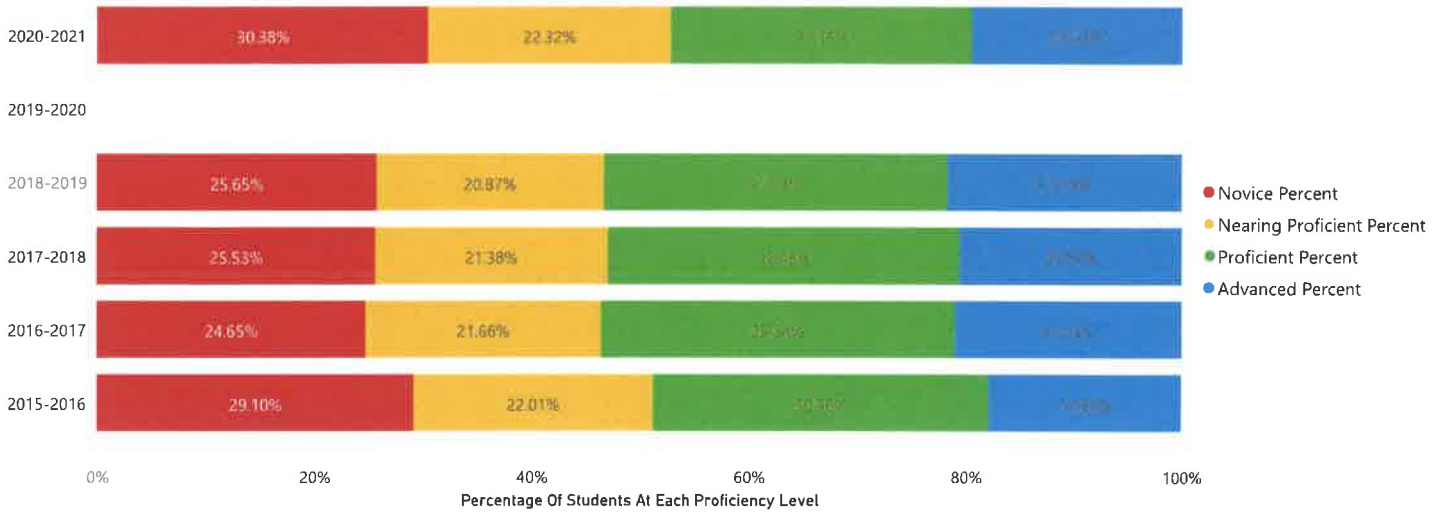
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 English Language Arts (ELA) Proficiency Levels

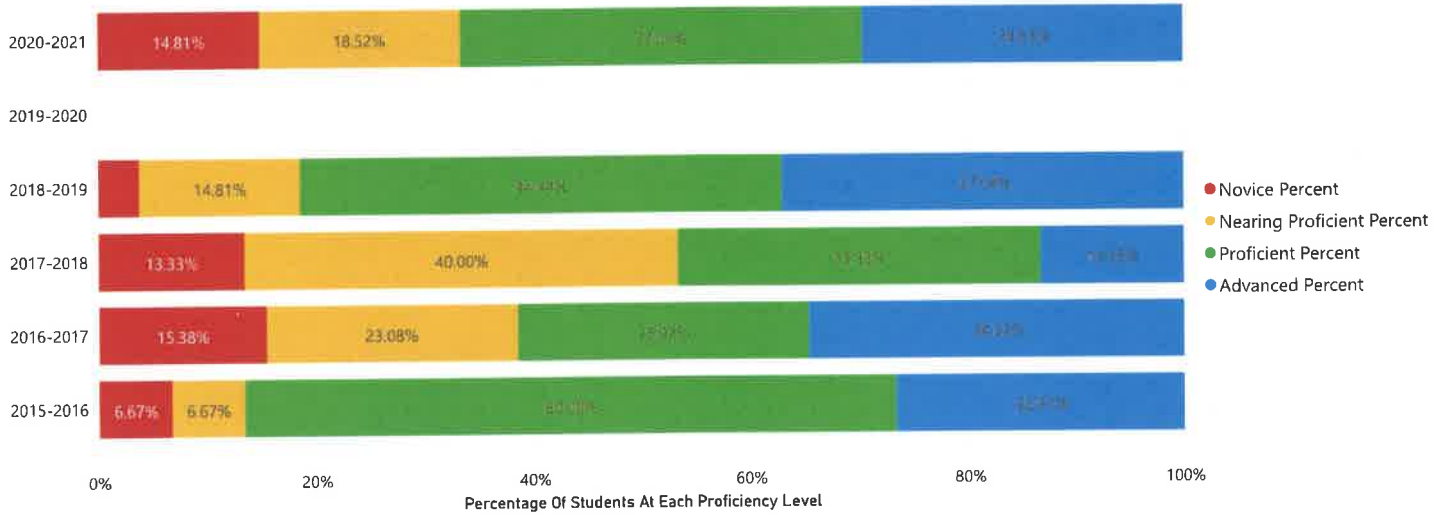


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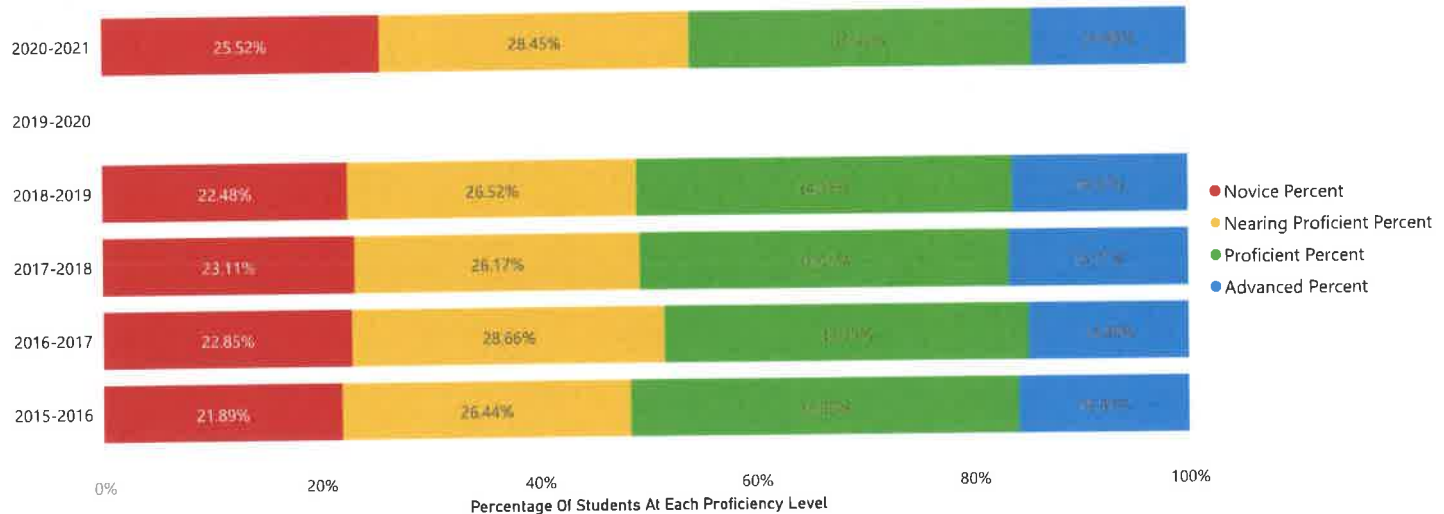
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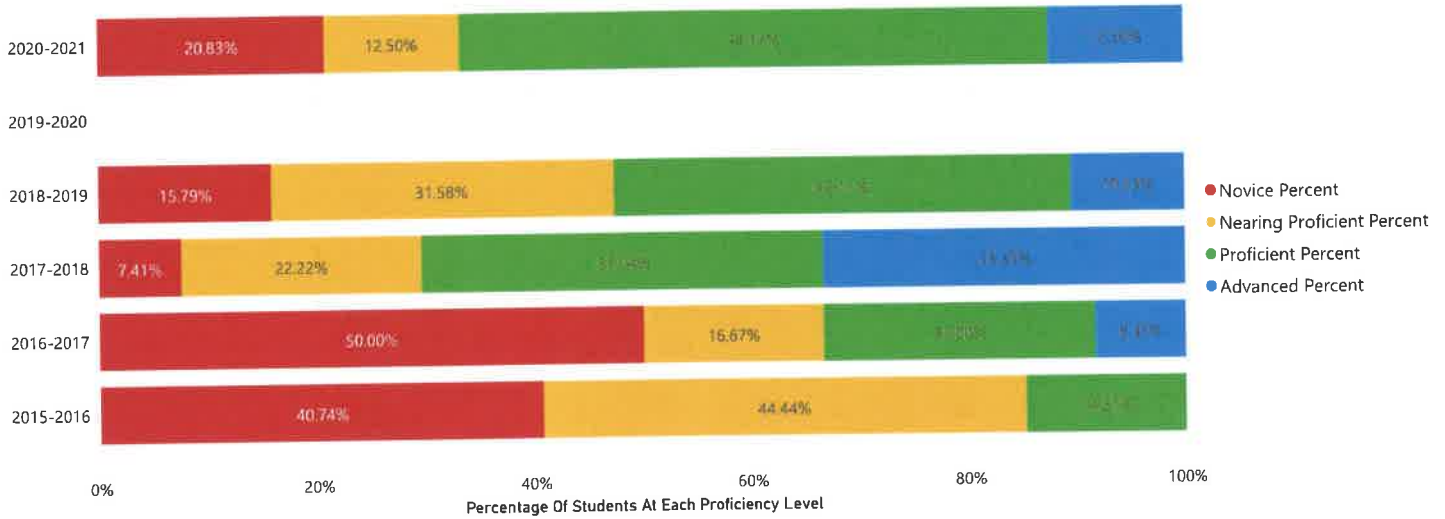
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 Select Subject Area: English Language Arts (ELA)  
 Select Assessment Taken: All  
 Select Grade Level: 7th Grade

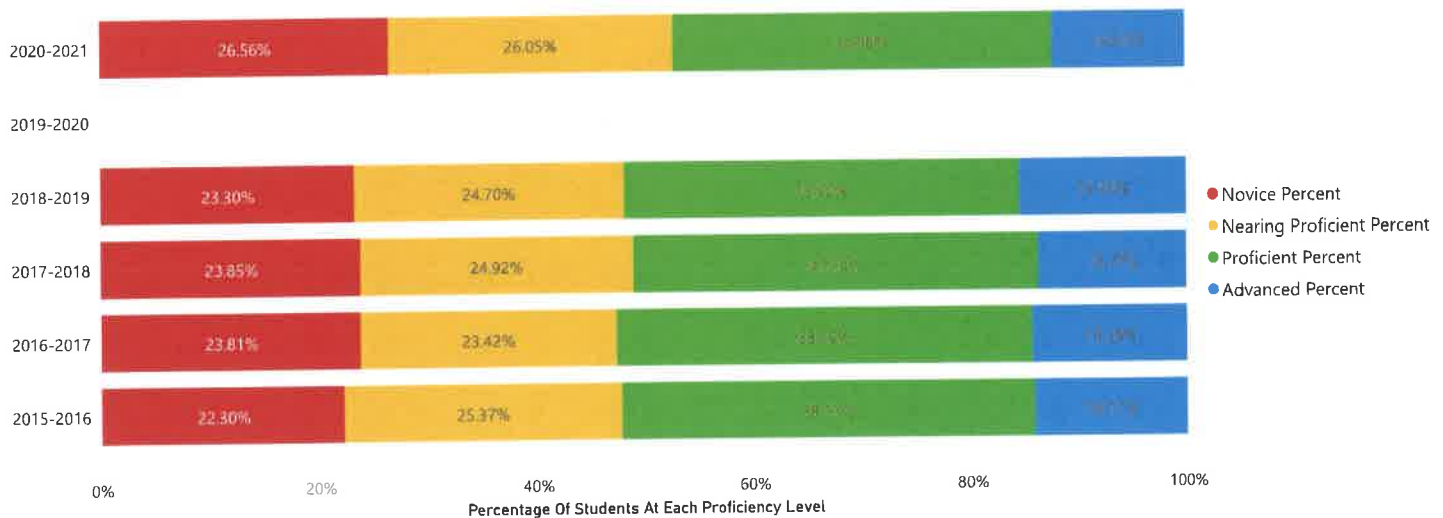
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 English Language Arts (ELA) Proficiency Levels



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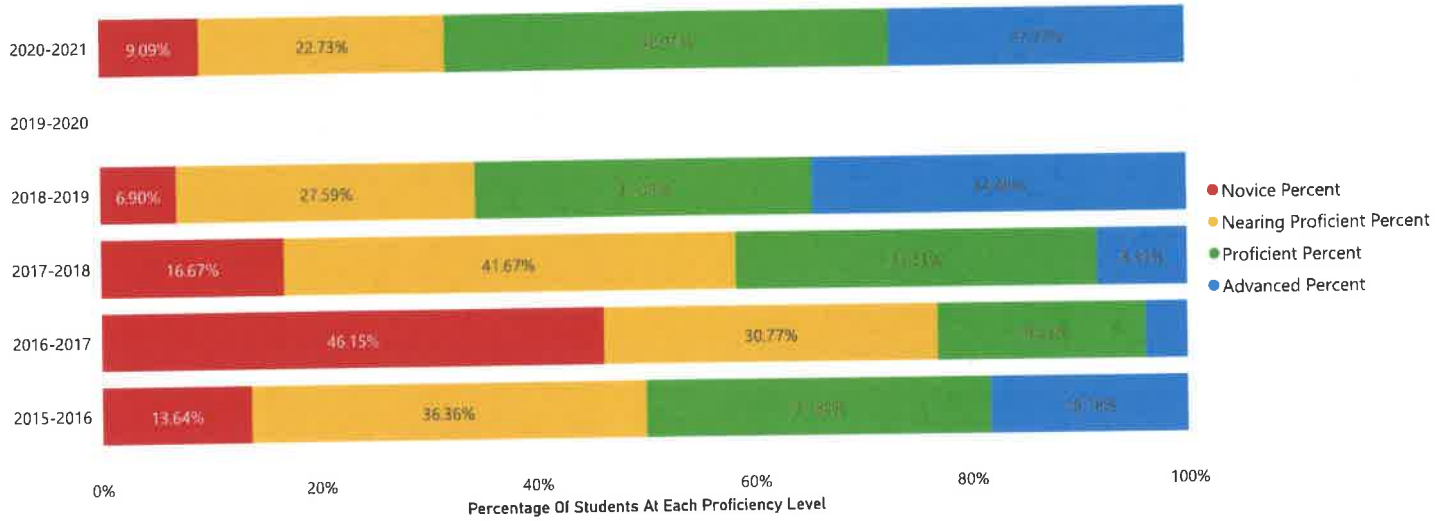
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English Language Arts (ELA) Proficiency Levels



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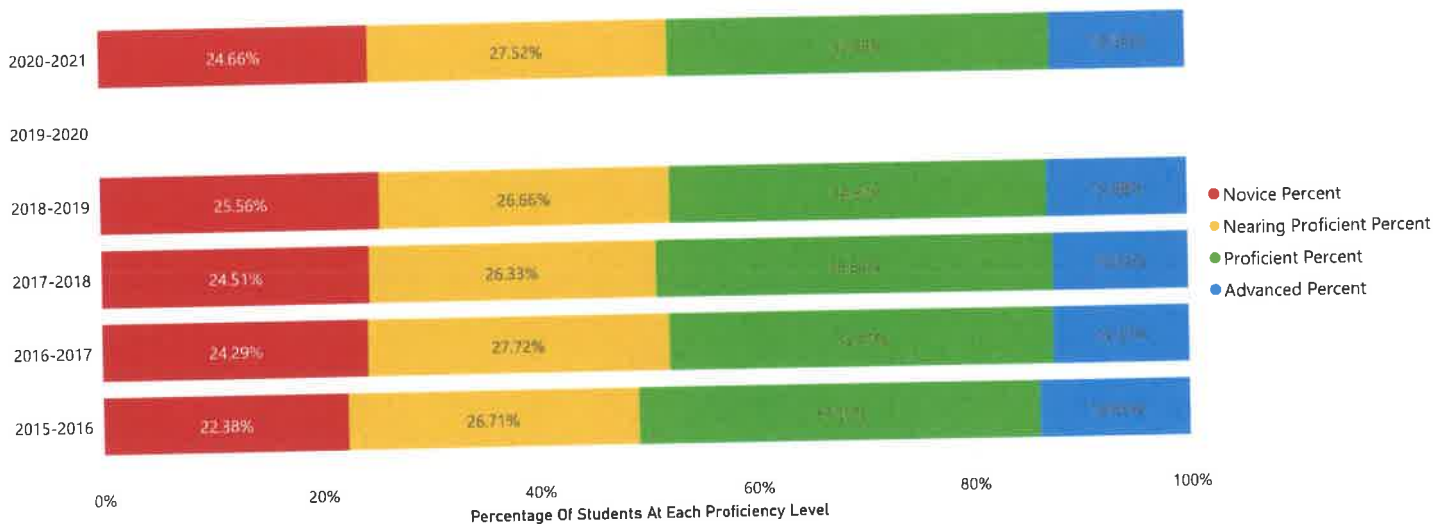
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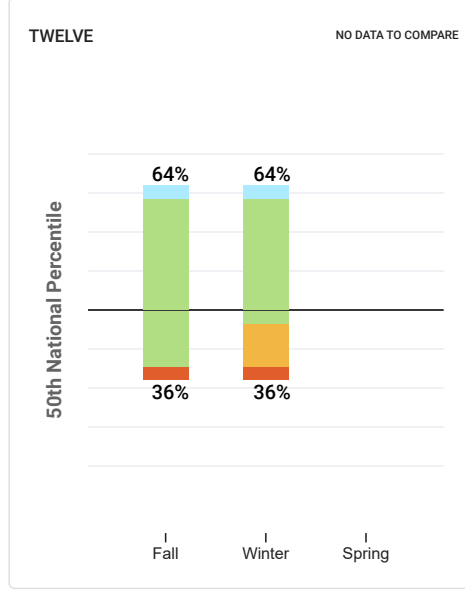
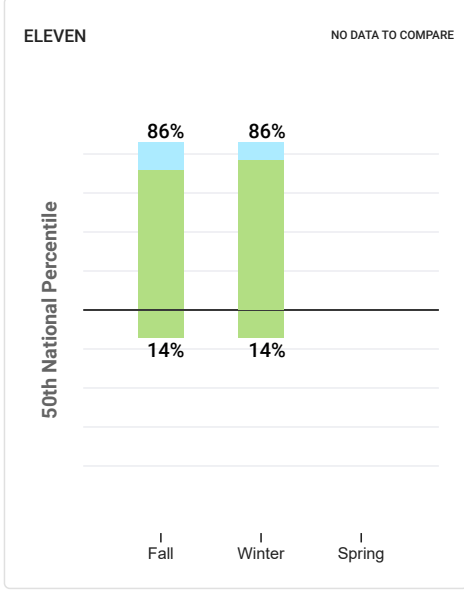
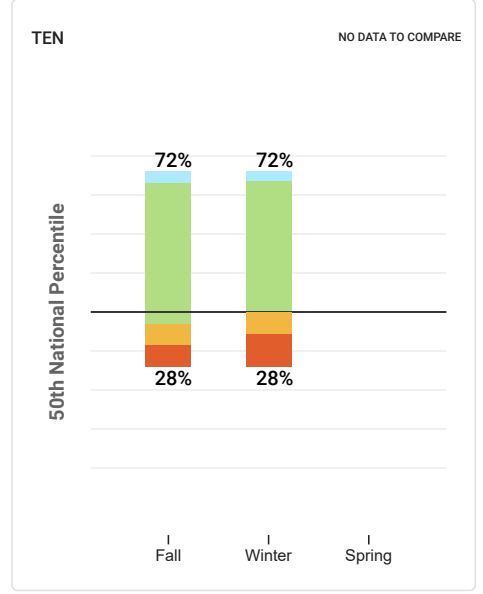
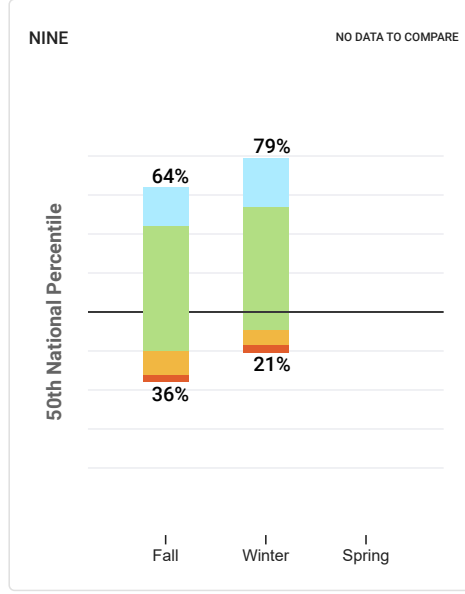
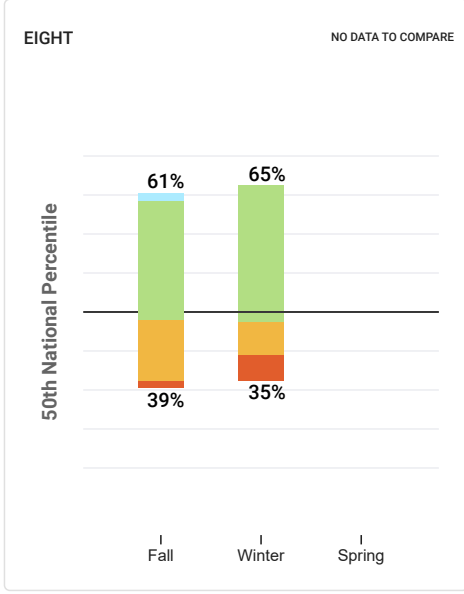
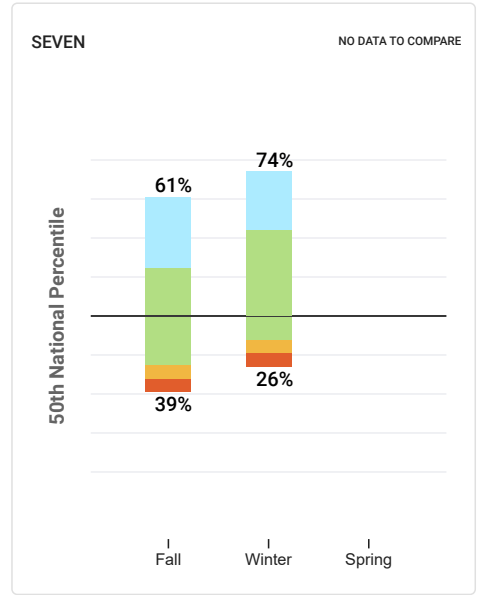
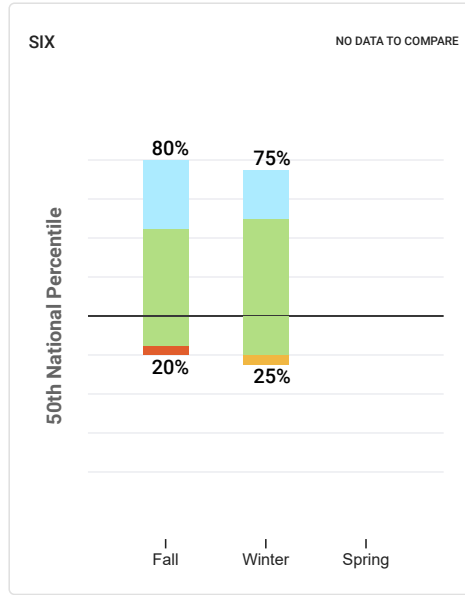
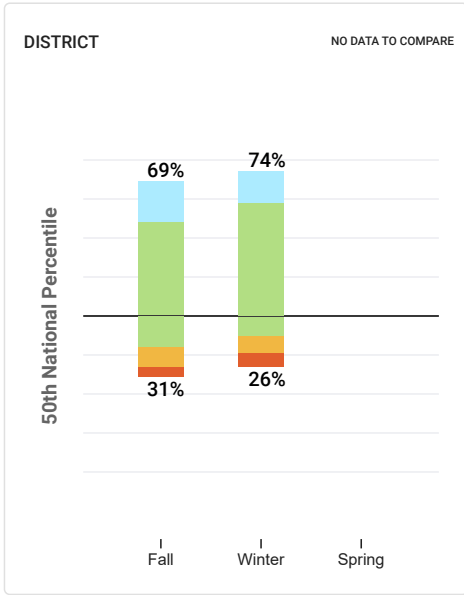
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English Language Arts (ELA) Proficiency Levels



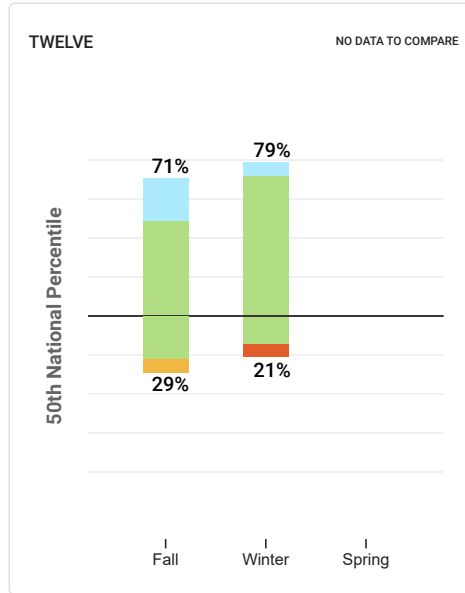
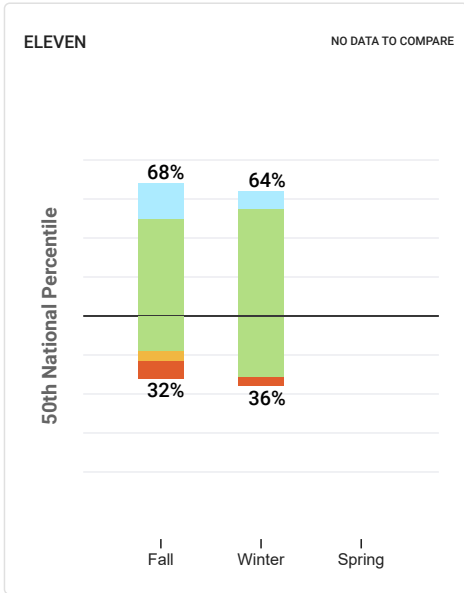
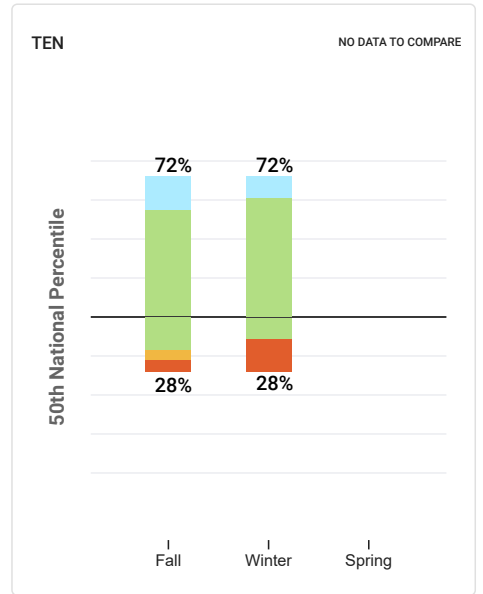
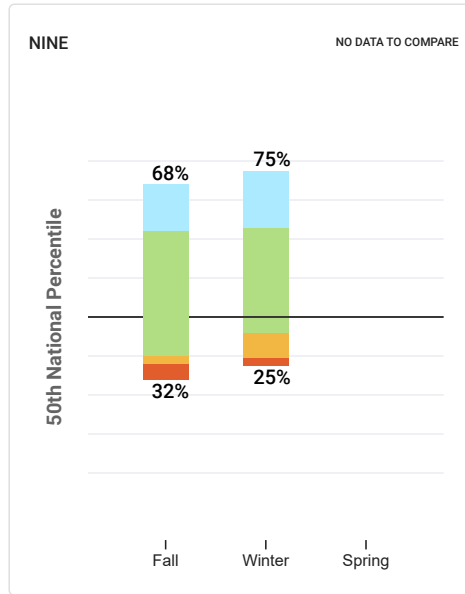
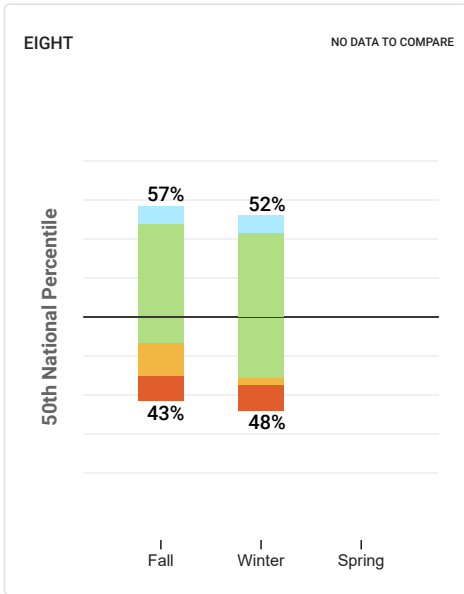
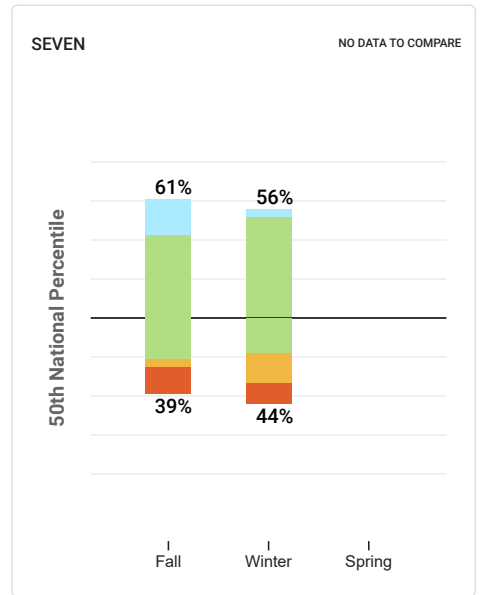
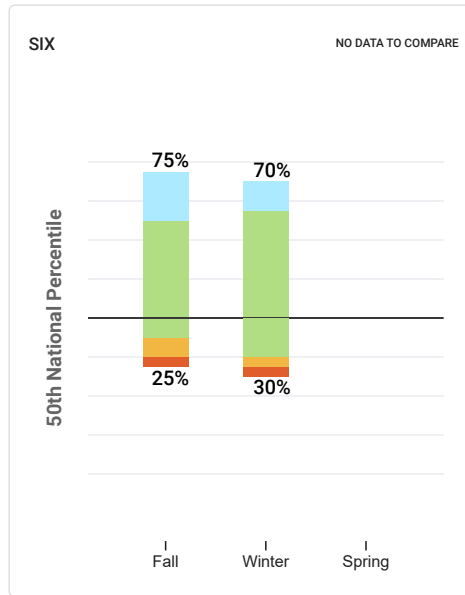
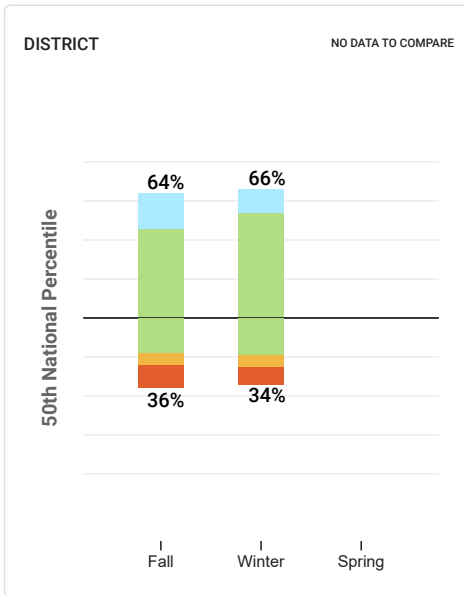
**MATH & ELA ASSESSMENT DASHBOARD GUIDE**

# SECTION III: JH/HS PRINCIPAL



Group of Students	Percentile	Fall 2021		Winter 2021		Spring 2021		Change of Students	
		%	Students	%	Students	%	Students	%	Students
District	85-99th percentile	21	53	16	23	0	0	-21%	-53
	30-84th percentile	64	166	68	101	0	0	-64%	-166
	20-29th percentile	10	26	9	14	0	0	-10%	-26
	1-19th percentile	5	12	7	10	0	0	-5%	-12
Six	85-99th percentile	35	7	25	5	0	0	-35%	-7
	30-84th percentile	60	12	70	14	0	0	-60%	-12
	20-29th percentile	0	0	5	1	0	0	0%	0
	1-19th percentile	5	1	0	0	0	0	-5%	-1
Seven	85-99th percentile	36	10	30	8	0	0	-36%	-10
	30-84th percentile	50	14	56	15	0	0	-50%	-14
	20-29th percentile	7	2	7	2	0	0	-7%	-2
	1-19th percentile	7	2	7	2	0	0	-7%	-2
Eight	85-99th percentile	4	1	0	0	0	0	-4%	-1
	30-84th percentile	61	14	70	16	0	0	-61%	-14
	20-29th percentile	31	7	17	4	0	0	-31%	-7
	1-19th percentile	4	1	13	3	0	0	-4%	-1
Nine	85-99th percentile	20	5	25	6	0	0	-20%	-5
	30-84th percentile	64	16	63	15	0	0	-64%	-16
	20-29th percentile	12	3	8	2	0	0	-12%	-3
	1-19th percentile	4	1	4	1	0	0	-4%	-1
Ten	85-99th percentile	6	1	5	1	0	0	-6%	-1
	30-84th percentile	72	13	67	12	0	0	-72%	-13
	20-29th percentile	11	2	11	2	0	0	-11%	-2
	1-19th percentile	11	2	17 21	3	0	0	-11%	-2

Group of Students	Percentile	Fall 2021		Winter 2021		Spring 2021		Change of Students	
		%	Students	%	Students	%	Students	%	Students
Eleven	85-99th percentile	14	3	9	2	0	0	-14%	-3
	30-84th percentile	86	19	91	20	0	0	-86%	-19
	20-29th percentile	0	0	0	0	0	0	0%	0
	1-19th percentile	0	0	0	0	0	0	0%	0
Twelve	85-99th percentile	7	1	7	1	0	0	-7%	-1
	30-84th percentile	86	12	64	9	0	0	-86%	-12
	20-29th percentile	0	0	22	3	0	0	0%	0
	1-19th percentile	7	1	7	1	0	0	-7%	-1



Group of Students	Percentile	Fall 2021		Winter 2021		Spring 2021		Change of Students	
		%	Students	%	Students	%	Students	%	Students
District	85-99th percentile	18	47	12	18	0	0	-18%	-47
	30-84th percentile	64	164	73	108	0	0	-64%	-164
	20-29th percentile	6	16	6	9	0	0	-6%	-16
	1-19th percentile	12	30	9	13	0	0	-12%	-30
Six	85-99th percentile	25	5	15	3	0	0	-25%	-5
	30-84th percentile	60	12	75	15	0	0	-60%	-12
	20-29th percentile	10	2	5	1	0	0	-10%	-2
	1-19th percentile	5	1	5	1	0	0	-5%	-1
Seven	85-99th percentile	18	5	4	1	0	0	-18%	-5
	30-84th percentile	64	18	70	19	0	0	-64%	-18
	20-29th percentile	4	1	15	4	0	0	-4%	-1
	1-19th percentile	14	4	11	3	0	0	-14%	-4
Eight	85-99th percentile	9	2	9	2	0	0	-9%	-2
	30-84th percentile	61	14	74	17	0	0	-61%	-14
	20-29th percentile	17	4	4	1	0	0	-17%	-4
	1-19th percentile	13	3	13	3	0	0	-13%	-3
Nine	85-99th percentile	24	6	29	7	0	0	-24%	-6
	30-84th percentile	64	16	54	13	0	0	-64%	-16
	20-29th percentile	4	1	13	3	0	0	-4%	-1
	1-19th percentile	8	2	4	1	0	0	-8%	-2
Ten	85-99th percentile	17	3	11	2	0	0	-17%	-3
	30-84th percentile	72	13	72	13	0	0	-72%	-13
	20-29th percentile	5	1	0	0	0	0	-5%	-1
	1-19th percentile	6	1	17 24	3	0	0	-6%	-1



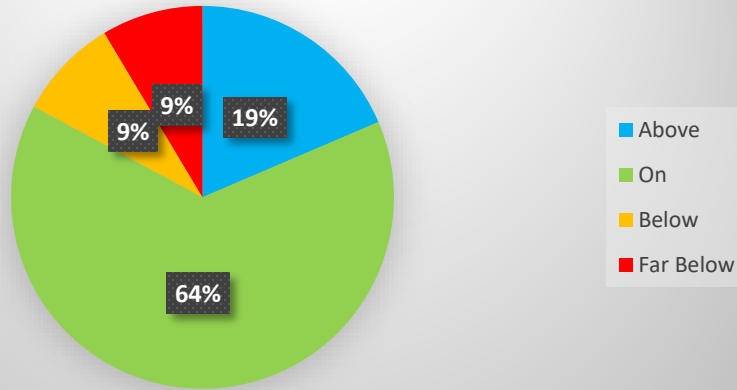
Group of Students	Percentile	Fall 2021		Winter 2021		Spring 2021		Change of Students	
		%	Students	%	Students	%	Students	%	Students
Eleven	85-99th percentile	18	4	9	2	0	0	-18%	-4
	30-84th percentile	68	15	86	19	0	0	-68%	-15
	20-29th percentile	5	1	0	0	0	0	-5%	-1
	1-19th percentile	9	2	5	1	0	0	-9%	-2
Twelve	85-99th percentile	22	3	7	1	0	0	-22%	-3
	30-84th percentile	71	10	86	12	0	0	-71%	-10
	20-29th percentile	7	1	0	0	0	0	-7%	-1
	1-19th percentile	0	0	7	1	0	0	0%	0

## JH/HS Winter Data Report

### Math JH

Grade	Above	On	Below	Far Below
6 <sup>th</sup>	5	14		1
7 <sup>th</sup>	8	15	2	2
8 <sup>th</sup>		16	4	3
Total	13	45	6	6

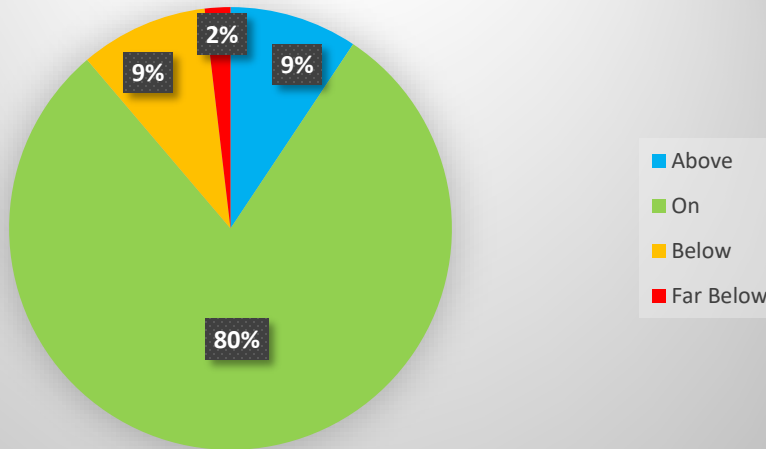
### 6th-8th Math



### Reading JH

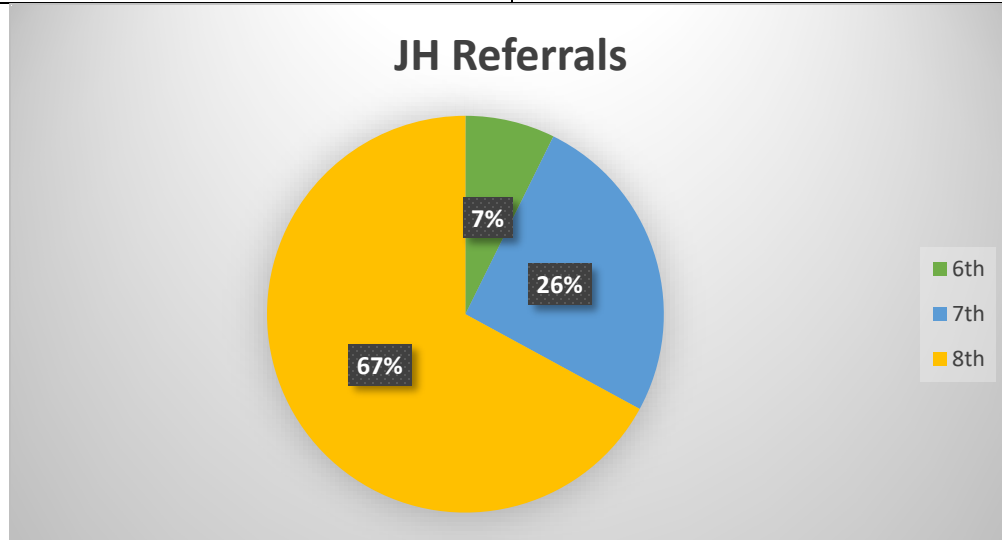
Grade	Above	On	Below	Far Below
6 <sup>th</sup>	3	15	1	1
7 <sup>th</sup>	1	19	4	3
8 <sup>th</sup>	2	17	1	3
Total	6	51	6	7

### 6th-8th Reading



## Behavior Referral Report JH

Grade	Number of Behavioral Referrals
6 <sup>th</sup> (20 students)	6
7 <sup>th</sup> (28 students)	21
8 <sup>th</sup> (22 students)	55



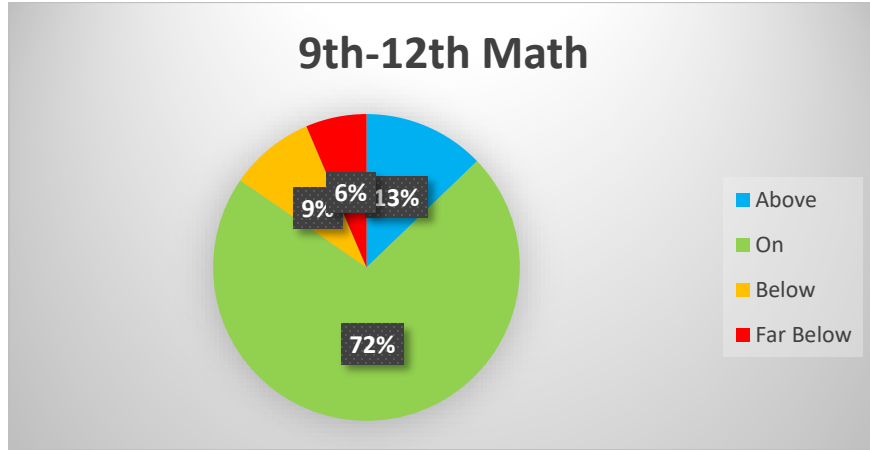
### Applying Multi-Tiered System of Support (MTSS)s:

- 8<sup>th</sup> Grade has the lowest reading and math scores and the most behavioral referrals. Teachers are spending more time dealing with behavior and less time teaching standards. 8<sup>th</sup> Grade needs a whole group behavior plan. More structure. More routines. More predictability for students. Until the behavior is no longer interfering with instruction, this group will continue to struggle academically.
- 6<sup>th</sup> Grade is our highest performing class with the fewest referrals. They need to be challenged, enriched, and advanced beyond the typical grade level standards.
- When you have more than 25% of a class not meeting Tier 1 (whole group) expectations, you need to change your Tier 1 instruction to accommodate for the group's needs. Behavioral programs we currently have at our disposal include *CHAMPS*, *Early Stage Interventions*, *Interventions*, *The Tough Kid Tool Box*, *The Tough Kid Toolbox: Bully Blockers*. Academic programs we have to support students include IXL, MobyMax, EdReady, and *Step Up To Writing*. These programs are great at supporting students when used consistently and progress is monitored.

**Math HS**

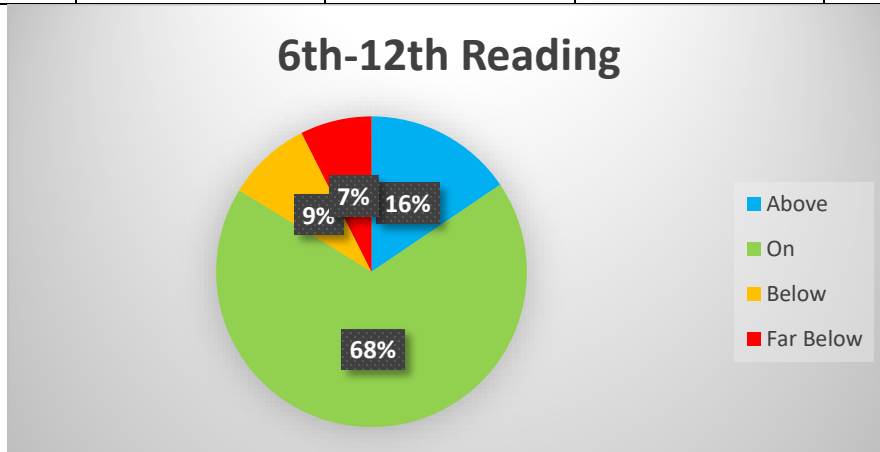
Grade	Above	On	Below	Far Below
9 <sup>th</sup>	6	15	2	1
10 <sup>th</sup>	1	12	2	3
11 <sup>th</sup>	2	20		
12 <sup>th</sup>	1	9	3	1
Total	10	56	7	5

\*8 out of 14 seniors are enrolled in a math class for first semester.



**Reading HS**

Grade	Above	On	Below	Far Below
9 <sup>th</sup>	7	13	3	1
10 <sup>th</sup>	2	13		3
11 <sup>th</sup>	2	19		1
12 <sup>th</sup>	1	12		1
Total	12	57	3	6



### Fall 2021 Dual Credit Summary

12 students were enrolled in 39 Dual Credit classes for the Fall Semester.

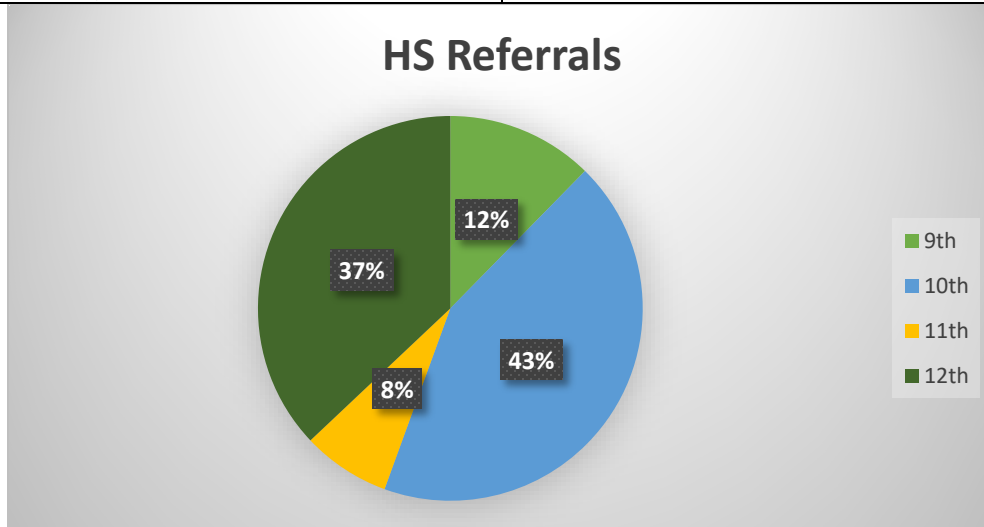
The following classes were taken: Criminal Justice, Philosophy, Communication, Nutrition, Anthropology, Business, Visual Arts, Medical Terminology, Economics, Writing, Psychology, Native American Studies, Computer Science, Sociology, History, Biology, Art History, Chemistry, Literature, and Statistics.

Grades:

A	20	B-	1
A-	4	C	4
B+	3	D	1
B	6		

### Behavioral Referral Report HS

Grade	Number of Behavioral Referrals
9 <sup>th</sup> (25 students)	10
10 <sup>th</sup> (19 students)	35
11 <sup>th</sup> (27 students)	6
12 <sup>th</sup> (14 students)	30



### Applying MTSS:

- Which grade levels are losing instructional time because of behavior (analysis)?
- Do their benchmark scores support this data (analysis)?
- What other data do we need to come up with a plan to rectify the problem (diagnostic)?
- What resources do we have to help? (teacher time and programs – intervention plan)
- What tool will we use, and how often, to measure progress (progress monitoring)?
- Does class size matter? Are smaller classes more successful than larger ones?

## **SECTION IV: ATHLETIC DIRECTOR**

Board Agenda  
Activities  
January 18, 2022

The annual MHSA meeting was held in Butte on January 17, 2022. Some of the topics on the agenda to be voted on included adding baseball as an MHSA sanctioned sport; allowing 8th graders to participate in all sports with the exception of football and eliminating MHSA approval for schools to do so, leaving the decision up to individual districts; adding a shot clock to basketball; and various amendments to the MHSA transfer rule.

As many have already heard, our football division has changed going into the 2022-23 school year. We are moving to the south central division. We will be playing Simms, Deer Lodge, Lone Peak, Choteau, Flint Creek, Seeley Swan, Ennis, and Sherridan.

District Basketball will be held in Conrad February 16, 17, 18, and 19th. Divisional Basketball will be held in Great Falls.

District, Divisional, and State track will be held in Great Falls this year.

We will be hosting the divisional volleyball tournament in 2023.

Basketball is starting its second round of conference play next week. After week 5, the boys are sitting in 7th seed and the girls are sitting in 5th seed.

The wrestling team recently attended the Cut Bank Invitational. We had a few wrestlers place at the tournament. Lily Grismer placed 2nd, Skye Smith placed 2nd, Izaak Munski placed 2nd, Nic Deshayes placed 5th, Nate Wadlow placed 3rd and Connor Sawyer placed 4th.

The Zero K fun run will be held on Feb 5th.

Junior high wrestling will be starting up in a few weeks.

This past week we were visited by two State FFA officers. They ran a workshop and visited with our students.

FFA will be traveling in the upcoming weeks.  
January 22 - KMON Agronomy and Livestock judging  
January 28 - 29 - Fergus Mechanics and Livestock Judging.  
February 2 - FFA will be heading to Simms.

We are already lining up camps for this summer. We have Breakthrough basketball coming for two sessions and Gold Medal Squared volleyball camp coming for a week. We will also be hosting our own football and volleyball camps for the younger students.

# SECTION V: BUSINESS MANAGER

## DECLARATION OF INTENT AND OATH OF CANDIDACY FOR TRUSTEE CANDIDATES

To the School District Clerk of School District No. 3 & B, Cascade County, State of Montana:

Filing for the office of School District Trustee: For a 3-year term at the Annual Regular School District Election to be held on the 3rd day of May, 2022.

Candidate Name (Print, as it should appear on the ballot):

\_\_\_\_\_

Mailing address: \_\_\_\_\_

City and State: \_\_\_\_\_ Zip Code: \_\_\_\_\_

Residence address: \_\_\_\_\_

City and State: \_\_\_\_\_ Zip Code: \_\_\_\_\_

Contact Phone: \_\_\_\_\_ Email Address: \_\_\_\_\_

*I hereby affirm that I possess, or will possess, within the constitutional and statutory deadlines, the qualifications prescribed by the Constitution and law of the United States and the State of Montana.*

DATED this \_\_\_\_\_ day of \_\_\_\_\_, 20\_\_\_\_

\_\_\_\_\_  
(Signature of Candidate)

Candidate must sign and acknowledge this Declaration of Intent before a Notary Public, if mailed, or before the Election Administrator or Deputy, if delivered in person.

State of Montana, County of \_\_\_\_\_

Signed and sworn to before me this \_\_\_\_ day of \_\_\_\_\_, 20\_\_\_\_, by \_\_\_\_\_  
*Printed Name of Candidate*

\_\_\_\_\_  
Signature of Notary or Public Official

\_\_\_\_\_  
Printed name of Notary or Public Official

Notary Public for the State of Montana (include stamp/seal)

Residing at: \_\_\_\_\_

My Commission Expires: \_\_\_\_\_, 20\_\_\_\_

## DECLARATION OF INTENT AND OATH OF CANDIDACY FOR TRUSTEE CANDIDATES

Candidate Name (Print): \_\_\_\_\_

This Declaration of Intent for a trustee position must be submitted to the school district clerk no later than 40 days before the election. **20-3-305, MCA**

Pursuant to **13-37-206, MCA**, all candidates for trustee positions in first-class districts located in counties with populations of 15,000 or more OR in county high school districts having student enrollments of 2,000 or more must report their campaign finance activities to the Montana Commissioner of Political Practices. Current forms are available at: [Link to the MT Political Practices webpage](#)

**Please return this form to:**

District Clerk: Karsen Drury

District: Cascade School District 3 & B

Address: P.O. Box 529, 321 Central Ave W, Cascade, MT 59421

Fax: (406) 468-2212 Email: [karsen.drury@cascade.k12.mt.us](mailto:karsen.drury@cascade.k12.mt.us)



**DECLARATION OF INTENT AND OATH OF CANDIDACY FOR TRUSTEE CANDIDATES**

To the School District Clerk of School District No. B, Cascade County, State of Montana:

Filing for the office of School District Trustee: For a 3-year term at the Annual Regular School District Election to be held on the 3rd day of May, 2022.

Candidate Name (Print, as it should appear on the ballot):

\_\_\_\_\_

Mailing address: \_\_\_\_\_

City and State: \_\_\_\_\_ Zip Code: \_\_\_\_\_

Residence address: \_\_\_\_\_

City and State: \_\_\_\_\_ Zip Code: \_\_\_\_\_

Contact Phone: \_\_\_\_\_ Email Address: \_\_\_\_\_

*I hereby affirm that I possess, or will possess, within the constitutional and statutory deadlines, the qualifications prescribed by the Constitution and law of the United States and the State of Montana.*

DATED this \_\_\_\_\_ day of \_\_\_\_\_, 20\_\_\_\_

\_\_\_\_\_  
(Signature of Candidate)

Candidate must sign and acknowledge this Declaration of Intent before a Notary Public, if mailed, or before the Election Administrator or Deputy, if delivered in person.

State of Montana, County of \_\_\_\_\_

Signed and sworn to before me this \_\_\_\_ day of \_\_\_\_\_, 20\_\_\_\_, by \_\_\_\_\_

*Printed Name of Candidate*

\_\_\_\_\_  
Signature of Notary or Public Official

\_\_\_\_\_  
Printed name of Notary or Public Official

Notary Public for the State of Montana (include stamp/seal)

Residing at: \_\_\_\_\_

My Commission Expires: \_\_\_\_\_, 20\_\_\_\_

## DECLARATION OF INTENT AND OATH OF CANDIDACY FOR TRUSTEE CANDIDATES

Candidate Name (Print): \_\_\_\_\_

This Declaration of Intent for a trustee position must be submitted to the school district clerk no later than 40 days before the election. **20-3-305, MCA**

Pursuant to **13-37-206, MCA**, all candidates for trustee positions in first-class districts located in counties with populations of 15,000 or more OR in county high school districts having student enrollments of 2,000 or more must report their campaign finance activities to the Montana Commissioner of Political Practices. Current forms are available at: [Link to the MT Political Practices webpage](#)

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## SCHOOL ELECTION CALENDAR 2022

Days From Election	Deadlines	Event (Special Instances Identified in Green)	MCA Citation
No earlier than 145 days, or later than 40 days before	<b>Thursday, December 9 through Thursday, March 24</b>	<p><b>Trustee candidates file for election.</b> A Declaration of Intent and Oath of Candidacy must be filed with district clerk (regardless of who is running the election). <b>NO CANDIDATE MAY APPEAR ON THE BALLOT UNLESS THE CANDIDATE MEETS THIS DEADLINE.</b></p> <p><i>Candidate should be registered to vote at the time the Oath is filed.</i></p>	<a href="#">13-10-201</a>  <a href="#">20-3-305</a>
At least 70 days before	<b>Tuesday, February 22</b>	<p><b>Trustees call for an election.</b> The trustees must pass a resolution stating: 1) the date of the election; 2) the purpose of the election; 3) whether the election will be by mail or poll; 4) the voting locations and boundaries for each location, if there are multiple locations within a district (if changed from a previous school election the new locations must be specifically noted); and 5) the time the polls will open, if before noon. The trustees do NOT have to set levy amounts at this time; however, they must be set in time for the clerk to certify the ballot (not less than 30 days before the election). The resolution must be delivered to the county election administrator within 3 days of passage, but it need NOT be posted. The trustees must also appoint three election judges per precinct.</p> <ul style="list-style-type: none"> <li>• <b>Bond Elections</b> are subject to additional requirements (see <a href="#">20-9-422</a>, MCA).</li> <li>• <b>Request for a mail ballot election</b> must be sent from trustees to the election administrator. Exception: Even if no request is received, the election administrator could decide to request a mail ballot election.</li> </ul>	<a href="#">13-19-202</a> <a href="#">13-19-203</a> <a href="#">20-9-422</a> <a href="#">20-20-201</a> <a href="#">20-20-203</a>
At least 67 days before (within 3 days of passage of the election resolution)	<b>Friday, February 25</b>	<p><b>Last day to file resolutions for school election with county election administrator.</b> To assist with the provisions of late registration, include the name and best contact number for the district's election administrator with the resolution.</p>	<a href="#">20-20-201(2)(a)</a>
At least 60 days before	<b>Friday, March 4</b>	<p><b>Election administrator sends mail ballot election plan/timetable/sample instructions</b> to the Secretary of State's Office so that it is received by this deadline (e.g., fax, mail, or e-mail to SOS office (not post marked)). One plan must be submitted for each election. As soon as the plan (and any amendments are approved), forward a copy of the mail ballot plan to the county election administrator. Link to instructions: <a href="#">Mail Ballot Plan Timetable and Instructions</a></p>	<a href="#">13-19-205</a>
4 weeks preceding the close of regular registration	<b>Monday, March 7</b>	<p><b>Notice of close of regular registration.</b> The county election administrator publishes the notice of close of regular registration for school districts at least 3 times in the 4 weeks preceding the close of regular registration. Contact the county election administrator to coordinate that publication.</p>	<a href="#">13-2-301</a>
Not later than 5pm the day before ballot certification	<b>Thursday, March 31 (by 5 p.m.)</b>	<p><b>Last day trustee candidates may withdraw from the election.</b> Any candidate that has already filed for election, but wishes to withdraw their name, may do so by sending a statement of withdrawal to the election administrator.</p>	<a href="#">20-3-305(3)(a)</a>
Not later than 5pm the day before ballot certification	<b>Thursday, March 31 (by 5 p.m.)</b>	<p><b>Deadline for write-in candidate for a trustee position on a school board to file Declaration of Intent</b> (must be filed with the district clerk, regardless of who is running the election).</p>	<a href="#">20-3-305(2)(b)</a>
No later than the 30th day before	<b>Friday, April 1</b>	<p><b>Deadline to notify election judges of appointment.</b></p>	<a href="#">13-4-101</a>

Days From Election	Deadlines	Event (Special Instances Identified in Green)	MCA Citation
Not less than 30 days before	<b>Friday, April 1</b>	<b>Election administrator certifies ballot.</b> The election administrator prepares the final ballot form, listing all candidates and propositions to be voted upon. The ballot must then be delivered to the election administrator, if other than the clerk. <i>Trustees must pass a resolution stating exact levy amounts by this date for the clerk to certify the ballot.</i> This resolution must include the durational limit, if any, on the levy.	<a href="#">20-20-401</a> <a href="#">15-10-425</a>
Not less than 30 days before	<b>Friday, April 1</b>	<b>Election by Acclamation and Cancellation of Election - Notice.</b> If the number of candidates filing a nomination petition or filing a declaration of intent to be a write-in candidate is equal to or less than the number of open trustee positions to be elected, the trustees may cancel the election. They must then give notice that a trustee election will not be held. The trustee election may not be declared by acclamation until all candidate filing deadlines have passed. <b>Send a copy to the county election administrator to aid with the provisions of late registration.</b>  <i>**A trustee election held in single-member or trustee nominating district is considered a separate trustee election for declaring the election by acclamation.</i>	<a href="#">20-3-313</a>
30 days before any election	<b>Monday, April 4</b>	<b>Close of regular voter registration.</b> Registration forms postmarked by this date and received within 3 days are accepted for regular registration. Late registration must be completed at the county election office.	<a href="#">13-2-301</a>
Not more than 30 days before	<b>Monday, April 4</b>	<b>Contact your county election administrator</b> for the absentee ballot list.	<a href="#">13-13-212</a> <a href="#">20-20-312</a>
Day after Close of Regular Registration	<b>Tuesday, April 5</b>	<b>Start of Late Registration.</b> Late voter registration starts and continues through noon on the day before the election. Late registration must be completed at the office of the county election administrator.	<a href="#">13-2-304</a>
Not less than 10 days, or more than 40 days before	<b>Thursday March 24 Through Saturday, April 23</b>	<b>Notice of election is posted.</b> The election notice must be published in a newspaper of general circulation in the district, if available, posted in at least three public places in the district AND posted on the district's website for the 10 days prior to the election, if the district has an active website. Notice using any other recognized media may be used to supplement the posting. The notice must include: 1) the date and voting locations for the election; 2) voting location hours; 3) each proposition to be considered by the electorate; 4) the number of trustee positions, if any, subject to election and the length of the terms for those positions; 5) where and how absentee ballots may be obtained; and 6) where and how late registrants may obtain a ballot on election day. <ul style="list-style-type: none"> <li>• If the polling place has changed from the previous school election, that change must be referred to in the notice.</li> <li>• If more than one proposition will be considered in the same district, each proposition must be set apart and identified, or placed in separate notices.</li> </ul>	<a href="#">20-20-204</a>
At least 20 days before	<b>Wednesday, April 13</b>	<b>Absentee ballots available.</b> The election administrator prepares ballots for absentee voters. Remember to enclose four things in the absentee package. <ul style="list-style-type: none"> <li>• The ballot (with stubs removed);</li> <li>• Instructions for voting and returning the ballot;</li> <li>• A secrecy envelope, free of marks that would identify the voter; and</li> <li>• A self-addressed, return envelope with affirmation printed on the back.</li> </ul>	<a href="#">13-13-214</a> <a href="#">20-20-401</a>
Not before the 20 <sup>th</sup> day nor later than the 15 <sup>th</sup> day	<b>Wednesday, April 13 through Monday, April 18</b>	<b>Mail ballots mailed.</b> If mail ballot election is used, all ballots must be mailed on the same day (the day noted in the district's mail ballot plan), except that if an inactive elector reactivates after the ballots are mailed, the elector should be provided with or mailed a ballot. If the elector reactivates after noon on the day before election day, the elector must come in on election day to receive a ballot.	<a href="#">13-19-207</a>

Days From Election	Deadlines	Event (Special Instances Identified in Green)	MCA Citation
Not more than 10 days or less than 2 days before	<b>Saturday, April 23 through Sunday, May 1</b>	<b>Absentee/Mail Ballot Counting Notice.</b> Districts must publish in a newspaper of general circulation in the county a notice indicating the method that will be used for counting absentee/mail ballots and the place and time that the absentee/mail ballots will be counted on election day. <i>If the district publishes their notice of election on the 10<sup>th</sup> day prior to the election, in a newspaper of general circulation in the county, this information may be included in that notice.</i>	<a href="#">13-15-105</a>
Not more than 10 days or less than 2 days before	<b>Saturday, April 23 through Sunday, May 1</b>	<b>Polling Location Accessibility Notice.</b> Districts must publish in a newspaper of general circulation in the county a statement of the location of the polling places and whether each location is accessible or inaccessible. <i>This notice may be combined with the notice above, and with the notice of election if the notice is published on the 10<sup>th</sup> day prior to the election.</i>	<a href="#">13-3-105</a> <a href="#">13-3-207</a>
Day before (by Noon)	<b>Monday, May 2</b>	<b>Deadline for absentee ballot requests.</b> Voters who wish to vote absentee may request an absentee ballot in writing or in person until noon the day before the election.	<a href="#">13-13-211</a> <a href="#">13-13-214</a>
Day before	<b>Monday, May 2</b>	<b>Deliver certified copy of the lists of registered electors.</b> Before the day of election, the county election administrator shall deliver a certified copy of the lists of registered electors for each voting location to the district. The district shall deliver them to the election judges prior to the opening of a voting location.	<a href="#">20-20-313</a>
Day before (at noon)	<b>Monday, May 2 (by noon)</b>	<b>Late registration closed.</b> Late registration is closed at noon the day before the election. Electors must late register at the office of the county election administrator by noon and return their certificate of late registration to the election administrator (the school district clerk if the school district is running the election) by 8:00 pm on election day.	<a href="#">13-2-304</a>
Election Day 	<b>Tuesday, May 3</b>	<b>ELECTION DAY.</b> The election administrator must prepare the polling places, printed ballots, ensure election judges are present, and conduct a fair and unbiased election.  <b>Notify election judges of the names of write-in candidates</b>	<a href="#">Title 13</a> <a href="#">20-20-105</a> <a href="#">20-20-401</a> <a href="#">20-20-411</a>
No sooner than 3pm on the 6 <sup>th</sup> day after the election	<b>Monday, May 9</b>	<b>The first date that provisional ballots may be counted.</b> Following the election, unresolved provisional ballots are sealed. These ballots may not be opened until after 3pm on the 6 <sup>th</sup> day after election. The election judges convene, and a determination is made as to whether the ballots are counted. If there are provisional ballots in a school election, the canvass may not occur until after all provisional ballots are resolved.	<a href="#">13-15-107</a>
Following receipt of the tally sheets from all polls and within 25 days after the election	<b>By Friday, May 27</b>	<b>Trustees canvass the votes, issue certificates of election, and publish results.</b> Trustees review the tally sheets compiled by the election judges to ascertain their accuracy. Recounts are ordered, if necessary. If tally is complete and accurate, trustees issue certificates of election to successful candidates. The canvassed results shall be published immediately in a newspaper that will give notice to the largest number of people in the district. <i>If the election was called by acclamation the trustees should still canvass results and issues certificates of election at this time.</i>	<a href="#">20-20-415</a> <a href="#">20-20-416</a>
Within 5 days after the official canvass	<b>Monday, May 9 through Wednesday, June 1</b>	<b>Deadline for filing a petition for recount.</b> When a question submitted to a vote of the people is decided by a margin not exceeding ¼ of 1% of the total votes cast for and against the question, a petition for recount must be filed within 5 days after the official canvass.	<a href="#">13-16-201</a>
Within 5 days of receipt of notice from the election administrator	<b>Monday, May 9 through Monday, June 6</b>	<b>Deadline for convening the School Recount Board.</b> When a tie vote has been certified to the election administrator or conditions have been met for filing a recount petition, the board shall convene at its usual meeting place to perform a recount. The recount must be completed within 5 days of receipt of official canvass or recount petition.	<a href="#">13-16-204</a> <a href="#">20-20-420</a>

Days From Election	Deadlines	Event (Special Instances Identified in Green)	MCA Citation
Within 25 days of election	<b>By Friday, May 27</b>	<b>Deadline for trustees to hold organizational meeting</b> to elect chair and appoint clerk.	<a href="#">20-3-321</a>
June 1	<b>Wednesday, June 1</b>	<b>Deadline for trustees to request county election administrator to conduct school elections for next year.</b> The school district clerk/election administrator is designated the election administrator for school elections. However, the trustees of any district may request the county election administrator to become the election administrator for school elections. The request must be made by a resolution of the board of trustees. If the county accepts, then the county must perform all the duties the school clerk would have. The school district must assume all costs of the election.	<a href="#">20-20-417</a>
Within 15 days after receipt of certificate of election	<b>By Friday, June 10</b>	<b>Candidate completes and files Oath of Office</b> with the County Superintendent. *Newly elected trustees may not be seated until the oath is filed. The issuance and the oath may be administered at the organizational meeting but must be completed within 15 days of issuance. **In the event of a recount, the deadline for a candidate to complete and file the oath is 15 days from receipt of the certificate of election.	<a href="#">20-3-307</a> <a href="#">20-1-202</a> <a href="#">1-6-101</a>

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

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

**Additional References:**

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

Election Manual: [School Election Handbook](#)

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

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

**PRIOR YEARS**

CASCADE PUBLIC SCHOOLS  
Statement of Expenditure - Budget vs. Actual Report  
For the Accounting Period: December 2017, 2018, 2019, 2020

Month	Year	Fund		Committed Current Month	Committed YTD	Original Appropriation	Current Appropriation	Available Appropriation	% Committed
Dec	2020	101	General	\$ 97,400.40	\$ 498,917.45	\$ 1,445,690.00	\$ 1,445,690.00	\$ 946,772.55	35%
Dec	2020	201	General	\$ 66,860.85	\$ 338,190.48	\$ 1,014,350.00	\$ 1,014,350.00	\$ 676,159.52	33%
Dec	2019	101	General	\$ 14,935.89	\$ 487,184.46	\$ 1,415,556.00	\$ 1,415,556.00	\$ 928,371.54	34%
Dec	2019	201	General	\$ 12,119.08	\$ 365,876.00	\$ 989,292.00	\$ 989,292.00	\$ 623,416.00	37%
Dec	2018	101	General	\$ 10,200.83	\$ 451,319.98	\$ 1,339,509.00	\$ 1,339,509.00	\$ 888,189.02	34%
Dec	2018	201	General	\$ 5,955.95	\$ 371,086.73	\$ 1,022,939.00	\$ 1,022,939.00	\$ 651,852.27	36%
Dec	2017	101	General	\$ 101,674.70	\$ 459,595.25	\$ 1,312,763.00	\$ 1,312,763.00	\$ 853,167.75	35%
Dec	2017	201	General	\$ 84,604.73	\$ 400,586.31	\$ 1,063,555.00	\$ 1,063,555.00	\$ 662,968.69	38%
<b>4 YR AVERAGE</b>									<b>35%</b>

**CURRENT YEAR**

CASCADE PUBLIC SCHOOLS  
Statement of Expenditure - Budget vs. Actual Report  
For the Accounting Period: December 2021

Month	Year	Fund		Committed Current Month	Committed YTD	Original Appropriation	Current Appropriation	Available Appropriation	% Committed
Dec	2021	101	General	\$ 100,288.98	\$ 489,780.80	\$ 13,430,304.03	\$ 1,430,304.03	\$ 940,523.23	34%
Dec	2021	201	General	\$ 74,207.08	\$ 370,695.83	\$ 1,017,084.98	\$ 1,017,084.98	\$ 646,389.15	36%
<b>Grand Total:</b>				<b>\$ 174,496.06</b>	<b>\$ 860,476.63</b>	<b>\$ 14,447,389.01</b>	<b>\$ 2,447,389.01</b>	<b>\$ 1,586,912.38</b>	<b>35%</b>

CASCADE PUBLIC SCHOOLS  
Statement of Expenditure - Budget vs. Actual Report  
For the Accounting Period: 12 / 21

Fund	Committed Current Month	Committed YTD	Original Appropriation	Current Appropriation	Available Appropriation	% Committed
101 General Fund	100,288.98	489,780.80	1,430,304.03	1,430,304.03	940,523.23	34 %
110 Transportation	11,338.96	85,142.52	235,000.00	235,000.00	149,857.48	36 %
111 Bus Depreciation	0.00	0.00	262,043.67	262,043.67	262,043.67	0 %
112 Food Services	16,819.45	86,061.15	170,000.00	170,000.00	83,938.85	51 %
113 Tuition	0.00	28,078.20	97,000.00	97,000.00	68,921.80	29 %
114 Retirement	14,695.22	61,650.58	222,500.00	222,500.00	160,849.42	28 %
128 Technology	239.43	23,867.96	82,928.20	82,928.20	59,060.24	29 %
161 Building Reserve	0.00	13,338.00	108,678.39	108,678.39	95,340.39	12 %
201 General Fund	74,207.08	370,695.83	1,017,084.98	1,017,084.98	646,389.15	36 %
210 Transportation	11,405.79	86,786.21	235,000.00	235,000.00	148,213.79	37 %
211 Bus Depreciation	0.00	0.00	260,811.50	260,811.50	260,811.50	0 %
213 Tuition	0.00	14,539.43	30,000.00	30,000.00	15,460.57	48 %
214 Retirement	10,896.28	44,337.28	145,600.00	145,600.00	101,262.72	30 %
217 Adult Education	0.00	164.99	20,000.00	20,000.00	19,835.01	1 %
228 Technology	246.91	36,206.95	209,095.75	209,095.75	172,888.80	17 %
261 Building Reserve	0.00	9,270.00	76,181.66	76,181.66	66,911.66	12 %
282 Interlocal Agreement	0.00	54,134.51	813,686.51	813,686.51	759,552.00	7 %
Grand Total:	240,138.10	1,404,054.41	5,415,914.69	5,415,914.69	4,011,860.28	26 %



# **APPENDIX B**

## **Board Report**

Section I – Policy Committee Report

Section II – Board Training Hours

Section III – Board Evaluation

# SECTION I: POLICY COMMITTEE MINUTES

## Policy Committee Meeting

January 10, 2022

6:00 p.m.

Board Room

### **Attendees:**

John Rumney, Val Fowler(virtual), Ruth Mortag, Rick Miller, Karsen Drury

### **Topics of Discussion:**

- ICU:
  - Admin conducted a teacher survey in regards to ICU - most want it changed in some way.
  - Board members speaking out against the program.
  - ISSUES:
    - Students won't come to Friday school
    - Teachers won't contact parents
    - Misconceptions on program
    - Parent responsibility
  - POTENTIAL SOLUTIONS:
    - Lower to 60%
    - Change to 0% if students don't come to Friday school
    - Use it only as a communication tool and/or discipline
    - Need support from board
  - The Policy Committee does not want to make any changes to the ICU program this year. Administration will evaluate the ICU and make a plan for next year.
- School Board Self-Evaluation:
  - The Board recently adopted Policy 1620 which requires the Board to do an annual self-evaluation.
  - Several sample forms were provided to the committee - Mr. Miller presented a final draft; the Committee would like to bring evaluation to the Board for vote.
  - Possibly look at the policy to set a deadline to conduct the annual review - possibly November. Separate meeting for evaluation or break process over 3 months.

Adjourned 7:08 p.m.

## SECTION II: BOARD HOURS

<b>Cascade Board Hours 2021-2022</b>			
<b>NAME</b>	<b>DATE</b>	<b>DESCRIPTION</b>	<b>CREDIT RECEIVED</b>
<b>Chris Wilson</b>	11/4/21	MCEL Videos	<b>30</b>
		<b>TOTAL</b>	<b>30</b>
<b>Iain McGregor</b>			
		<b>TOTAL</b>	<b>0</b>
<b>John Rumney</b>			
		<b>TOTAL</b>	<b>0</b>
<b>Rick Cummings</b>			
		<b>TOTAL</b>	
<b>Ruth Mortag</b>			
		<b>Total</b>	<b>0</b>
<b>Val Fowler</b>		MTSBA Think Tank Thursdays	14
	7/2021	2021 Summer Series	6
	12/2021	MCEL	30
		<b>TOTAL</b>	<b>50</b>

# SECTION III: BOARD MEETING EVALUATION



## Board Meeting Evaluation

Questions **Responses** 5 Settings

5 responses



Accepting responses

Summary

Question

Individual

### Who has responded?

#### Email

rick.cummings@cascade.k12.mt.us

chris.wilson@cascade.k12.mt.us

john.rumney@cascade.k12.mt.us

iain.mcgregor@cascade.k12.mt.us

val.fowler@cascade.k12.mt.us

Waiting for 1 response

[Send email reminder](#)

ruth.mortag@cascade.k12.mt.us

## Board Meeting Date

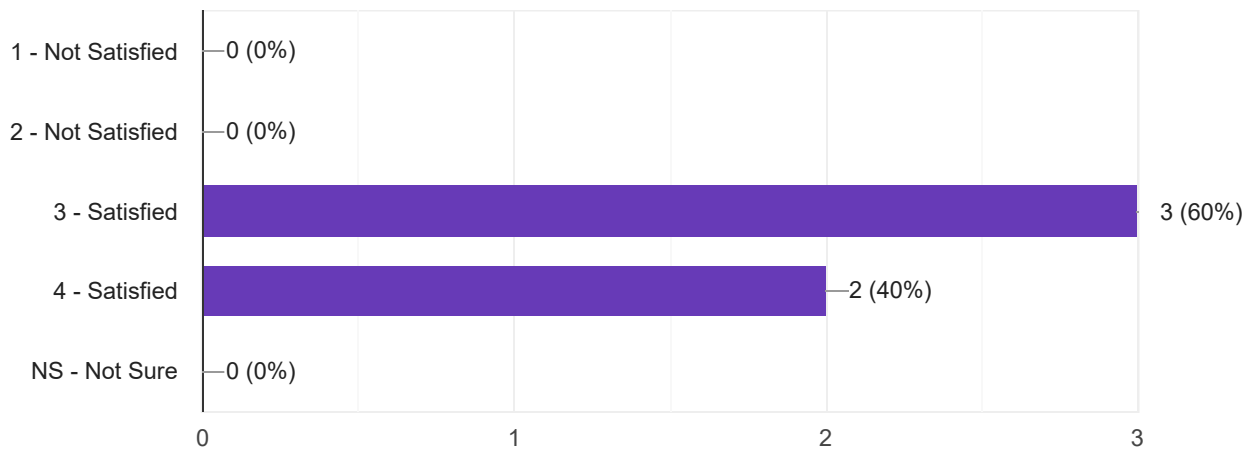
5 responses

Dec 2021 | 14 5

## Focus

We conducted the meeting with an emphasis on outward vision, rather than internal preoccupation?

5 responses



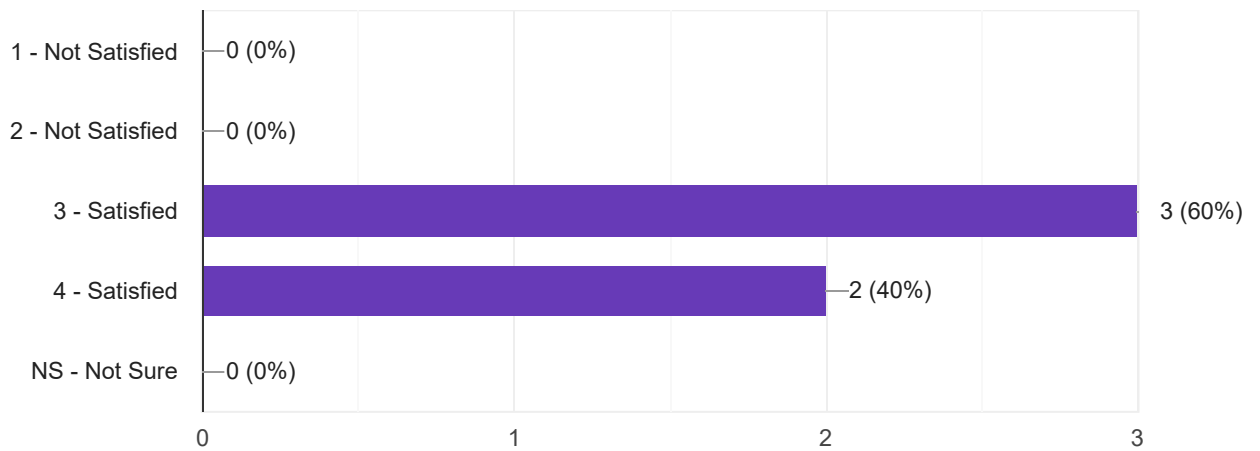
## Comment

0 responses

No responses yet for this question.

### We focused our thinking at a strategic level?

5 responses



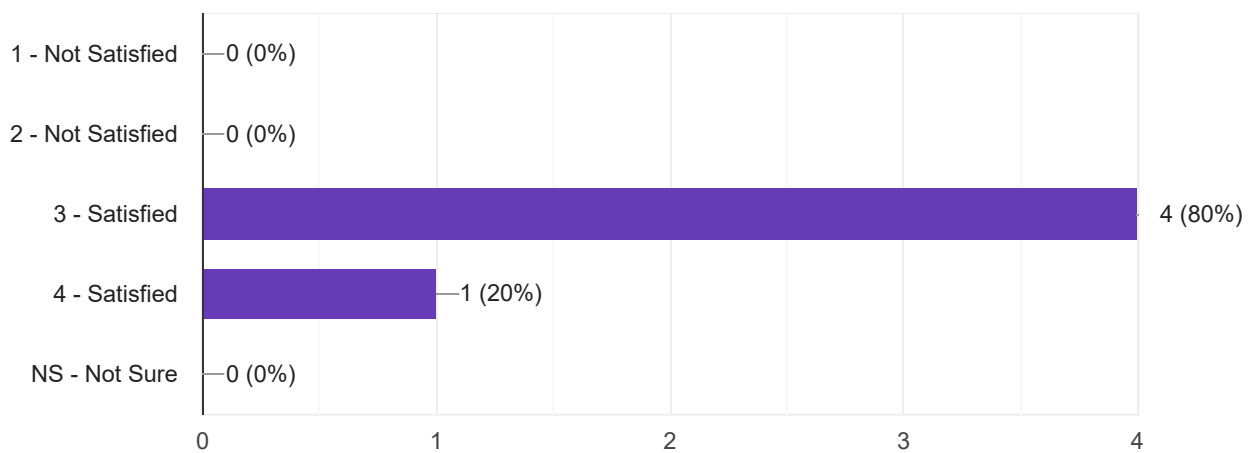
### Comment

0 responses

No responses yet for this question.

### We focused on the future, rather than the past or the present?

5 responses



## Comment

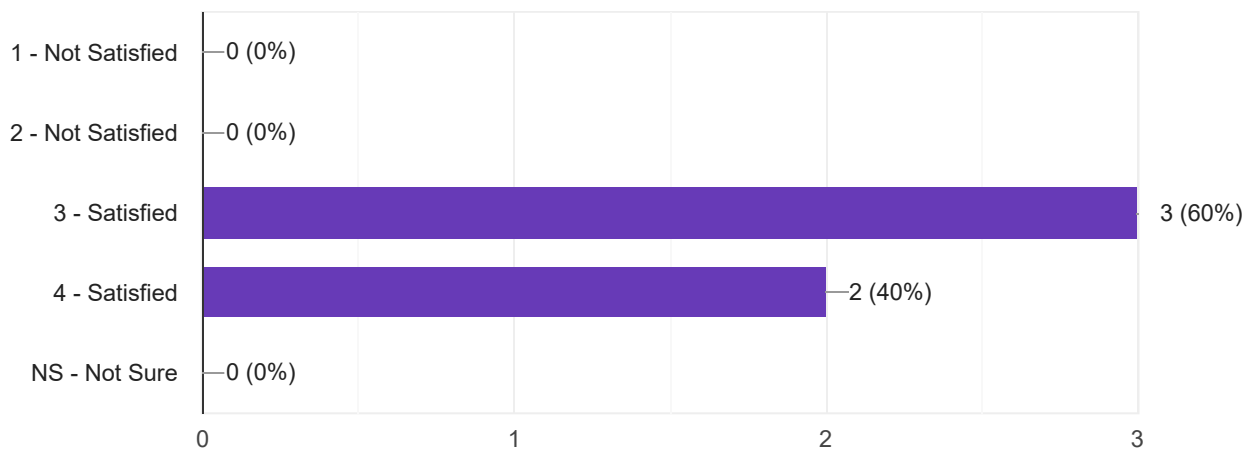
0 responses

No responses yet for this question.

## Respect

We made collective rather than individual decisions?

5 responses



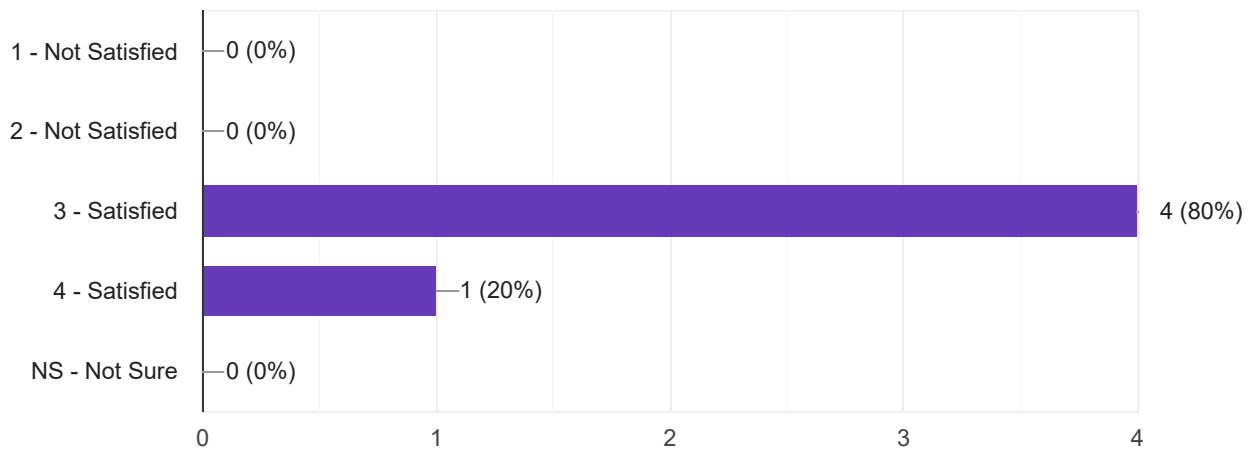
## Comment

0 responses

No responses yet for this question.

### We encouraged diversity of viewpoints?

5 responses



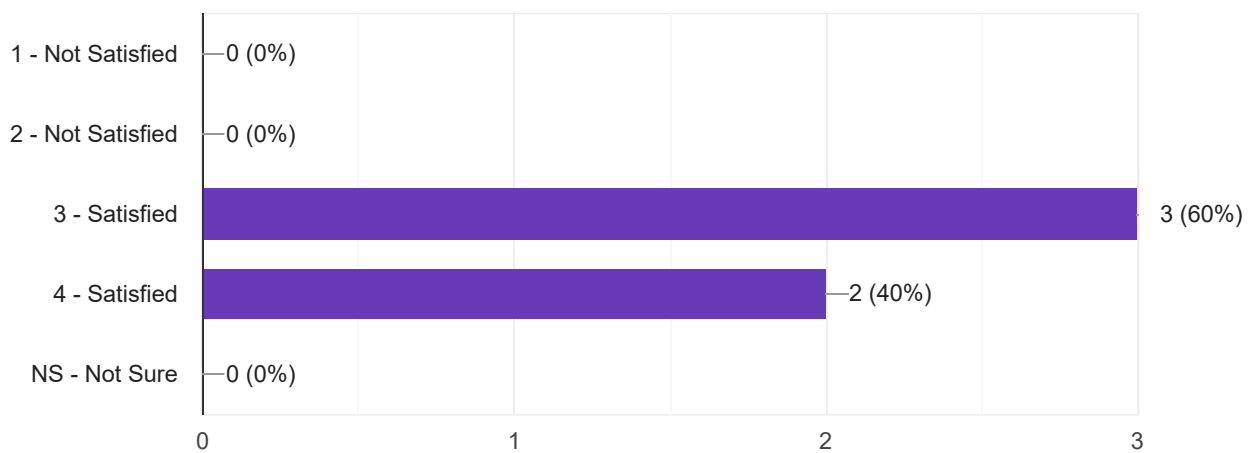
### Comment

0 responses

No responses yet for this question.

### We were sensitive to our stakeholder's needs?

5 responses





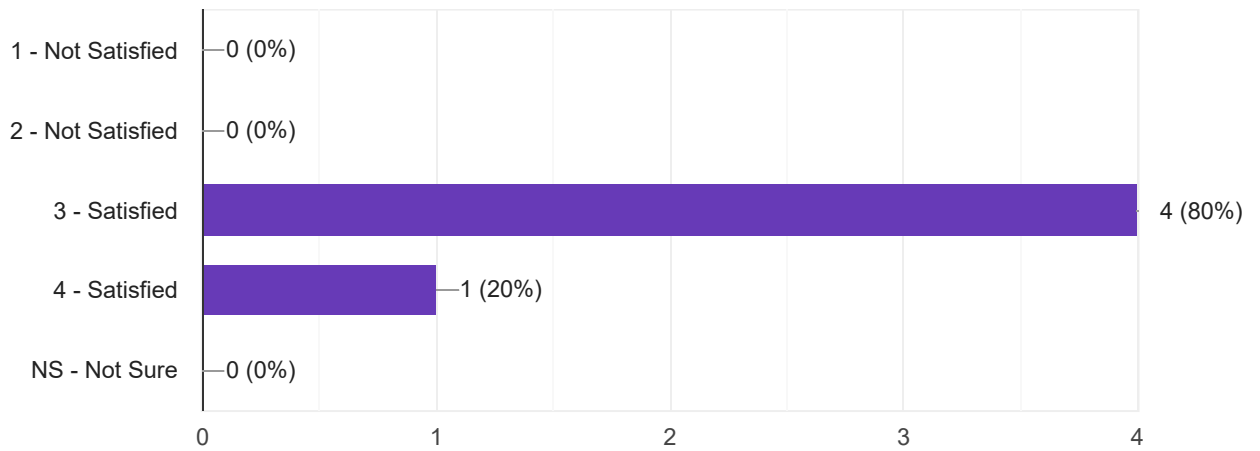
## Comment

0 responses

No responses yet for this question.

## We gave adequate emphasis to the ethics of each issue?

5 responses



## Comment

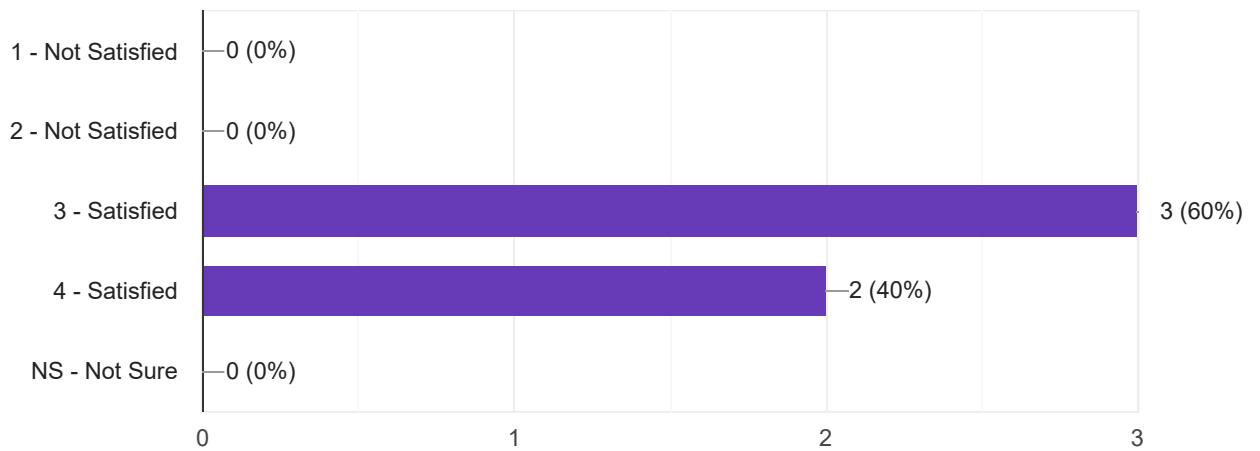
0 responses

No responses yet for this question.

## Information

### We had the right information to make wise decisions?

5 responses



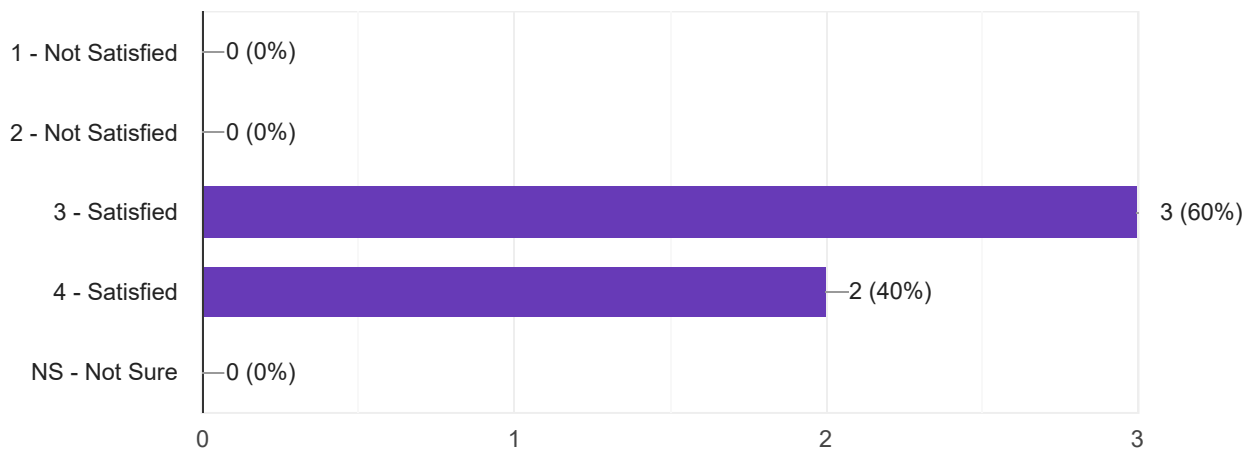
### Comment

0 responses

No responses yet for this question.

### We acknowledged those times when we lacked information or knowledge and made plans to get what we needed?

5 responses



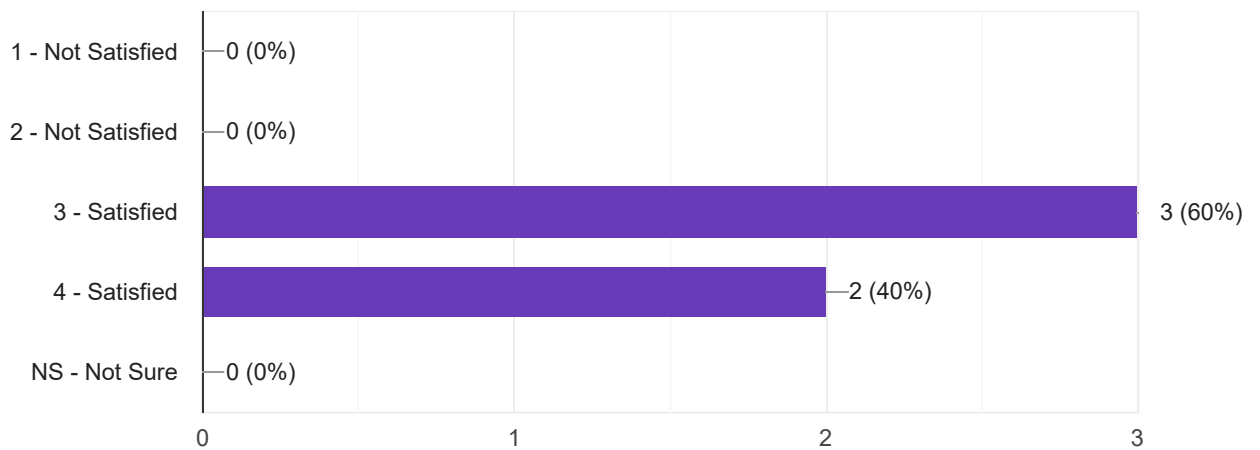
## Comment

0 responses

No responses yet for this question.

## We used the presence of staff appropriately?

5 responses



## Comment

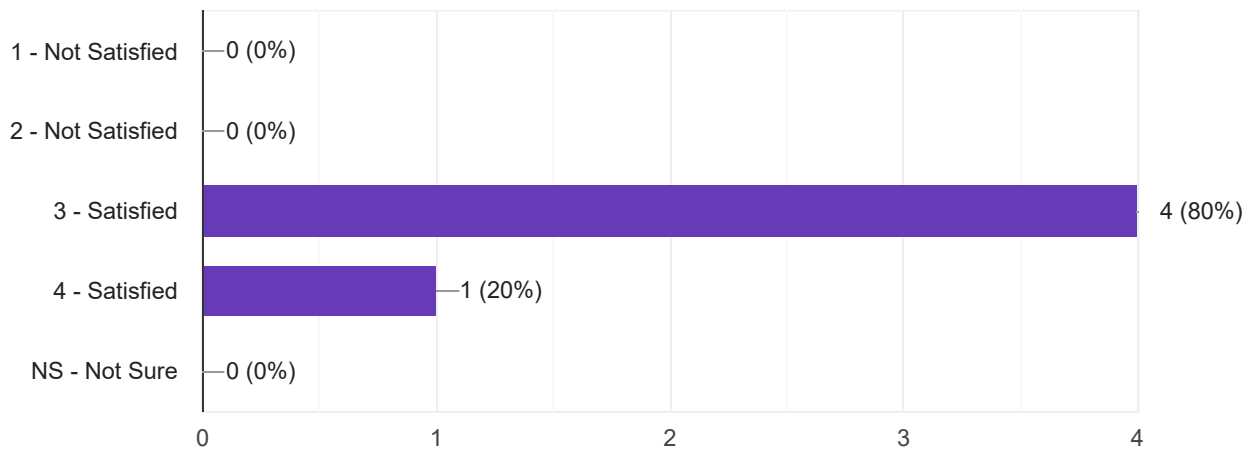
0 responses

No responses yet for this question.

## Agenda

### The agenda was structured in a way that enhanced our ability to focus strategically?

5 responses



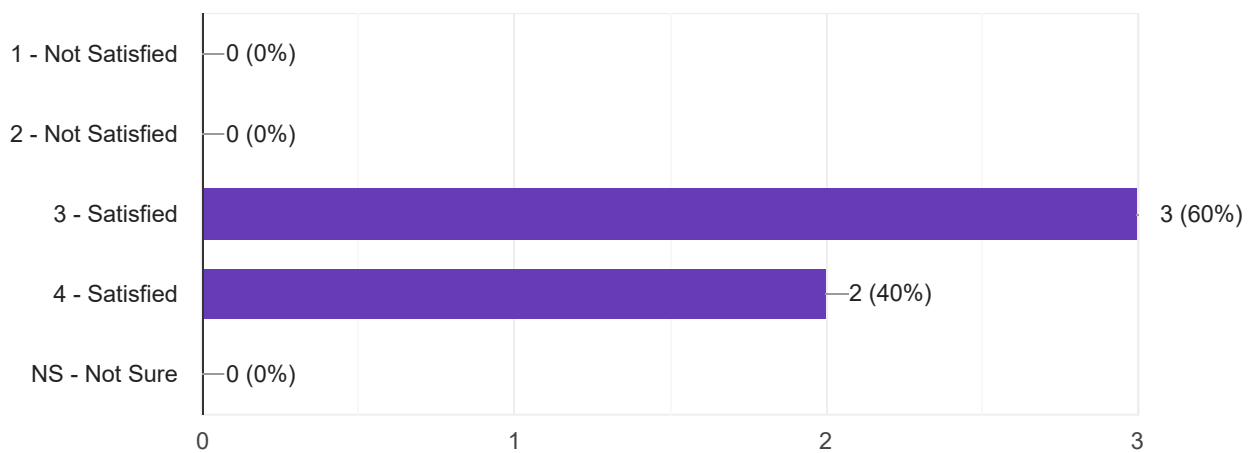
### Comment

0 responses

No responses yet for this question.

### We spent the right amount of time on most issues?

5 responses



## Comment

0 responses

No responses yet for this question.

# APPENDIX C

## New Business

Section I – Teacher Request for Approval of Credits for Salary Advancement

Section II – School Calendars SY2022-2023

Section III – Trustee-Community Cross-Over Documents

Section IV – Required Policy Updates & Revisions

Section V – Required Policy Adoptions

Section VI – Recommended Policy Adoptions

Section VII – Termination of Obsolete Policies

Section VIII – Policy 1620 – Board Self-Evaluation

# SECTION I: TEACHER REQUEST FOR APPROVAL OF SALARY ADV.

Appendix "F"

Cascade Public School District 3&B  
Teacher Request for Approval of Credits for Salary Advancement  
*Note: Incomplete request forms will be returned.*  
*Form approved 2008 Collective Bargaining Agreement*

**Employee Information:**

Name Amanda Brown Date of Request 12/9/21

Current Teaching Assignment High School Social Studies & Computer Science

Number of Years in District 1 Date hired 8/1/2021

Current Placement (Steps and Lanes) BA 2

**Class or Workshop Information:**

Class or Workshop Title Library Media Endorsement

Class or Workshop Number \_\_\_\_\_ Start Date 01/21 End Date 05/22

Class Dates \_\_\_\_\_ Class Times \_\_\_\_\_

Instructor Name Anne Kish College or University University of Montana Western

Number of Semester Credits requested 21

How is this class designed to enhance your ability to plan and implement your curriculum to fit the needs of the district?  
(please explain on reverse or attach) attached.

**Type of Approval Requested:**

College Credit for movement on salary schedule: This credit, if approved, will apply towards my movement

From BA2 To B.A. + 20

Is there any special circumstance in this request? Yes  No  (please explain on reverse or attach)

Are additional information sheets attached or materials on reverse side? Yes  No

Teacher signature verifying the above and attached materials are correct.

Signature Amanda Brown Date 12/9/21

**Administrative Determination:**

Superintendent's Determination. Check if additional comments or materials are attached  yes

Comments: Transcript on the way.

Signature [Signature] Date \_\_\_\_\_

This application will be processed no more than three (3) working days from the date of request.

I am obtaining my Library Endorsement through the University of Montana Western. With this endorsement I am able to teach and continue teaching computer science classes, coding classes, fill in when the librarian is gone, teach computers to ages K-12, and step in for other areas as needed throughout the school. I believe I am helping fit the need of the school district by creating more opportunities for students to have more elective classes.



APPENDIX "E"

Cascade Public School District 3&B  
Teacher Request for Approval of Credits for Salary Advancement  
Note: Incomplete request forms will be returned.  
Form approved 2008 Collective Bargaining Agreement

Employee Information:  
Name Rebecca Cooper Date of Request 8-18-21  
Current Teaching Assignment 1st Grade  
Number of Years in District 4 Date hired 7/2017  
Current Placement (Steps and Lanes) MA, 6  
Class or Workshop Information:  
Class or Workshop Title Ethical and Professional Issues  
Career and Lifestyle Development  
Class or Workshop Number 504 & 507 Start Date 9-6-21 End Date \_\_\_\_\_  
Class Dates 9-6-21 Class Times \_\_\_\_\_  
Instructor Name \_\_\_\_\_ College or University MSU Billings  
Number of Semester Credits requested 6

How is this class designed to enhance your ability to plan and implement your curriculum to fit the needs of the district?  
(please explain on reverse or attach) \_\_\_\_\_

Type of Approval Requested:

College Credit for movement on salary schedule: This credit, if approved, will apply towards my movement

From MA, 6 To MA 10, 6

Is there any special circumstance in this request? \_\_\_\_\_ Yes \_\_\_\_\_ No (please explain on reverse or attach)

Are additional information sheets attached or materials on reverse side?  Yes \_\_\_\_\_ No

Teacher signature verifying the above and attached materials are correct.

Signature Rebecca Cooper Date 8-18-21

Administrative Determination:

Superintendent's Determination. Check if additional comments or materials are attached. Bm yes

Comments: For 2022-2023 school year

Signature [Signature] Date 8/25/21

This application will be processed no more than three (3) working days from the date of request.

These two classes will allow me to assist students in making career and lifestyle choices. I will be able to help students gain skills in becoming more organized, develop occupational, education, personal, and social skills. Also, I will gain knowledge of current legal, ethical, and professional issues in regards to school counseling. I can use these skills in my current classroom, and will be able to assist others should the opportunity arise.

## SECTION II: SCHOOL CALENDARS 2022-2023

### Draft Calendars

All have 150 instructional days.

All have Labor Day off and February 16<sup>th</sup> off for District Basketball.

Fall sports start August 12<sup>th</sup>.

#### Calendar A

12 teachers voted for this calendar

Starts on August 15<sup>th</sup>.

Wednesday and Thursday for Thanksgiving.

Two weeks for Christmas.

Thursday and Monday off for Easter Break.

Memorial Day off.

Ends June 1<sup>st</sup> for students and June 2<sup>nd</sup> for staff.

#### Calendar B

9 teachers voted for this calendar

Starts on August 15<sup>th</sup>.

Wednesday and Thursday for Thanksgiving.

Six days off for Christmas (December 21-29).

Only Monday off for Easter Break.

School ends before Memorial Day for students and staff.

#### Calendar C

4 teachers voted for this calendar

Starts on August 22<sup>nd</sup>.

Thursday only for Thanksgiving.

One week for Christmas.

No Easter Break.

School ends before Memorial Day for students and staff.

## 2022-2023 Cascade School Event Calendar (150 Instructional Days)

July 2022						
Su	M	Tu	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

August 2022						
Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

September 2022						
Su	M	Tu	W	Th	F	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

October 2022						
Su	M	Tu	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

November 2022						
Su	M	Tu	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

December 2022						
Su	M	Tu	W	Th	F	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

July	
4	Independence day
	<div style="display: flex; gap: 5px;"> <div style="width: 15px; height: 15px; background-color: #FFD700; border: 1px solid black;"></div> School Day - Students           <div style="width: 15px; height: 15px; background-color: #90EE90; border: 1px solid black;"></div> Vacation day - No School           <div style="width: 15px; height: 15px; background-color: #00CED1; border: 1px solid black;"></div> Full Day PIR           <div style="width: 15px; height: 15px; background-color: #FFFF00; border: 1px solid black;"></div> Half Day PIR         </div>

August	
12	1st Day Fall Sports
15-16	PIR
17	First Day of School

September	
5	Labor Day (NO SCHOOL)

October	
20-21	MEA Conference-NO SCHOOL

November	
23-25	Thanksgiving Break-NO SCHOOL

December	
19-29	Christmas Break-NO SCHOOL

January 2023						
Su	M	Tu	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

February 2023						
Su	M	Tu	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28				

March 2023						
Su	M	Tu	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

April 2023						
Su	M	Tu	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

May 2023						
Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

June 2023						
Su	M	Tu	W	Th	F	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

January	
2	Classes Resume

February	
16	District Basketball (NO SCHOOL)

March	
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April	
6-10	Easter Break-NO SCHOOL
9	Easter Sunday

May	
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June	
1	Last Day for Students
2	PIR (Staff Check-out)-NO SCHOOL

\*Calendar subject to change due to weather related emergencies

## 2022-2023 Cascade School Event Calendar (150 Instructional Days)

July 2022						
Su	M	Tu	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
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31						

August 2022						
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September 2022						
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October 2022						
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30	31					

November 2022						
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27	28	29	30			

December 2022						
Su	M	Tu	W	Th	F	Sa
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11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

July	
4	Independence day

August	
12	1st Day Fall Sports
15-16	PIR Training
17	First Day of School

September	
5	Labor Day (NO SCHOOL)

October	
20-21	MEA Conference-NO SCHOOL

November	
23-25	Thanksgiving Break-NO SCHOOL

December	
21-29	Christmas Break-NO SCHOOL

January 2023						
Su	M	Tu	W	Th	F	Sa
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February 2023						
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March 2023						
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May 2023						
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June 2023						
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11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

January	
2	Classes Resume

February	
16	District Basketball (NO SCHOOL)

March	
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April	
9	Easter Sunday
10	Easter Break-NO SCHOOL

May	
25	Last day for Students-End of 4th Quarter
26	PIR (Staff Check-out)-NO SCHOOL
29	Memorial Day

June	
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\*Calendar subject to change due to weather related emergencies

## 2022-2023 Cascade School Event Calendar (150 Instructional Days)

July 2022						
Su	M	Tu	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
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31						

August 2022						
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28	29	30	31			

September 2022						
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October 2022						
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November 2022						
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December 2022						
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11	12	13	14	15	16	17
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25	26	27	28	29	30	31

July	
4	Independence day
	<div style="display: flex; gap: 5px;"> <div style="width: 15px; height: 15px; background-color: #FFD700; border: 1px solid black;"></div> School Day - Students           <div style="width: 15px; height: 15px; background-color: #90EE90; border: 1px solid black;"></div> Vacation day - No School           <div style="width: 15px; height: 15px; background-color: #00CED1; border: 1px solid black;"></div> Full Day PIR           <div style="width: 15px; height: 15px; background-color: #FFFF00; border: 1px solid black;"></div> Half Day PIR         </div>

August	
12	1st Day Fall Sports
22-23	PIR Training
24	First Day of School

September	
5	Labor Day (NO SCHOOL)

October	
20-21	MEA Conference-NO SCHOOL

November	
6	Daylight Saving Time Ends
10	Veterans Day Program, 9:00 AM
24	Thanksgiving Break-NO SCHOOL

December	
26-29	Christmas Break-NO SCHOOL

January 2023						
Su	M	Tu	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
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29	30	31				

February 2023						
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26	27	28				

March 2023						
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April 2023						
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May 2023						
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28	29	30	31			

June 2023						
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11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

January	
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2	Classes Resume
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February	
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16	District Basketball (NO SCHOOL)
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March	
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April	
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9	Easter Sunday
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May	
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25	Last day for Students-End of 4th Quarter
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26	PIR (Staff Check-out)-NO SCHOOL
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29	Memorial Day
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June	
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\*Calendar subject to change due to weather related emergencies

## SECTION III: COMMUNITY CROSS-OVER DOCUMENTS

# Trustee-Community Cross-Over



Cascade Elementary – 2021 National Blue Ribbon

## Connections to Community Needs

December 7 & 8, 2021

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Report Prepared by: Dr. Daniel T. Farr, December 2021

DTF Educational Consulting



# **INTRODUCTION**

## **Preface**

On December 7<sup>th</sup> and 8<sup>th</sup>, 2021, thirty-nine (39) members of the Cascade school community met over a two-day period to participate in a community cross-over activity. The focus of the two-day work session was to update the 2016 strategic plan and evaluate current and future goals. The community cross-over process provided trustees and members of the school community with a forum that considered the ten primary functions of a school district ranging from curriculum and instruction to human resources. Community members engaged in a formal process where they were asked to think about needs, concerns, and issues related to the ten functions and the District's current programs. Specifically, to identify the District's strengths, to identify areas of needed improvement, and to establish goals based on areas identified as needing improvement. The outcome of this community input session serves as an initial step for developing future strategic action plans in support of student instruction and learning based on identified goals prioritized by participants.

Cascade Public Schools (CPS) is a central part of the Cascade community and for the outlying communities of Ulm, Deep Creek, Craig, and Wolf Creek. Like most schools in rural Montana, CPS is the heart of the community providing a center for academic excellence for students in Pre-K through 12<sup>th</sup> grade, and a host for numerous school and community activities. Cascade Elementary School was one of two Montana Schools identified as a 2021 National Blue Ribbon School (325 Nationally), and the U.S. Department of Education awards recognition based on efforts by a District's staff to advance overall academics and close achievement gaps for all students. From the December 7-8, 2021, planning session, It came as no surprise that CPS' success results from "BIG Community Involvement" and "Strong Community Involvement"—language used by participants in describing school-community strengths.

## **School Information**

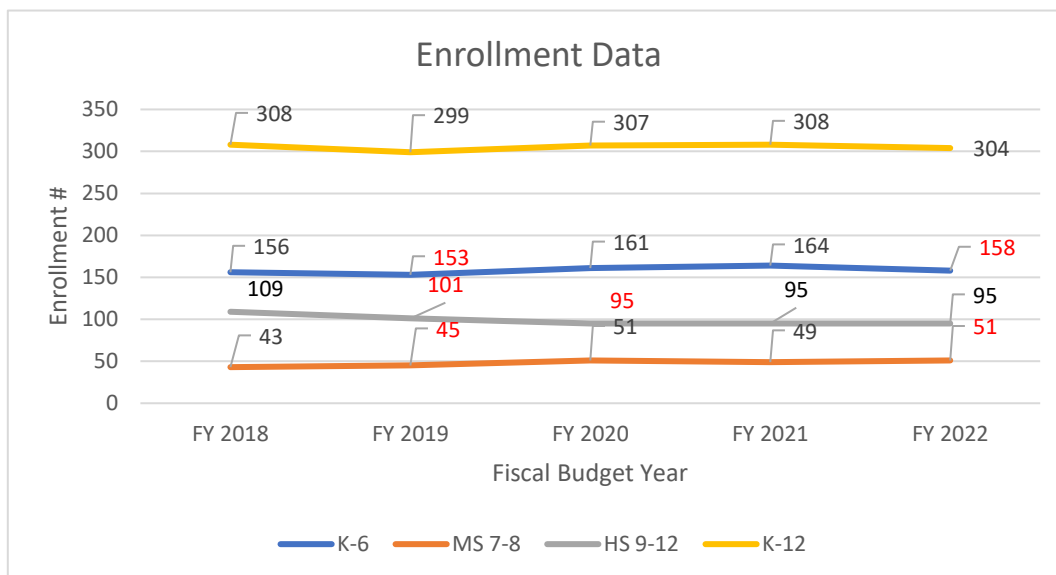
Cascade Public Schools and the town of Cascade is part of the Great Falls, Montana Metropolitan Statistical area (Cascade County). U.S. Census data for 2020 lists Cascade's population at 600, a 12.4% drop from 2010 (N=685), and a 16.4% decrease from 2000 (N=819). Census data for all of Cascade County reflects a 3.66% growth, an increase of 3,087 residents, and 62.74 percent (N=1937) of the population growth is in the principal city of Great Falls, Montana.

Population demographics help understand future needs or concerns, especially for school districts. Average Number Belonging (ANB), a student count used for school funding is one of two basic entitlements used in school budgeting on an annual basis. The second major component of direct state aid is the basic entitlement and both entitlements receive inflationary increases each legislative session. The following data and tables provide a five-year look at K-12 enrollment and general fund revenue.

Cascade Public Schools serves students enrolled in grades K-12 and provides a preschool program supporting school readiness. Utilizing fiscal year (FY) 2022 ANB (Average Number Belonging) enrollment information, the K-6 current FY ANB enrollment using a three-year average is 158 ANB (Prior year ANB=148)) and the 7-8 FY ANB enrollment is 51 students (Prior year ANB=52). The 2022 FY ANB enrollment for grades 9-12 CPS is 95 students, same as prior year enrollment. In a look back to the 2010 fiscal year-census year ANB, the K-6 ANB count was 142 (3-year ANB average=153), the 7-8 ANB was 63 (3-year ANB average=64), and the high school ANB was 151 (3-year ANB average=152).

Total school enrollment or the Average Number Belonging (ANB) is relatively flat for the five-year period presented below (Table I) and this is reflective of demographic data for the region.

**Table I: Five Year OPI ANB Fiscal Year Enrollment**



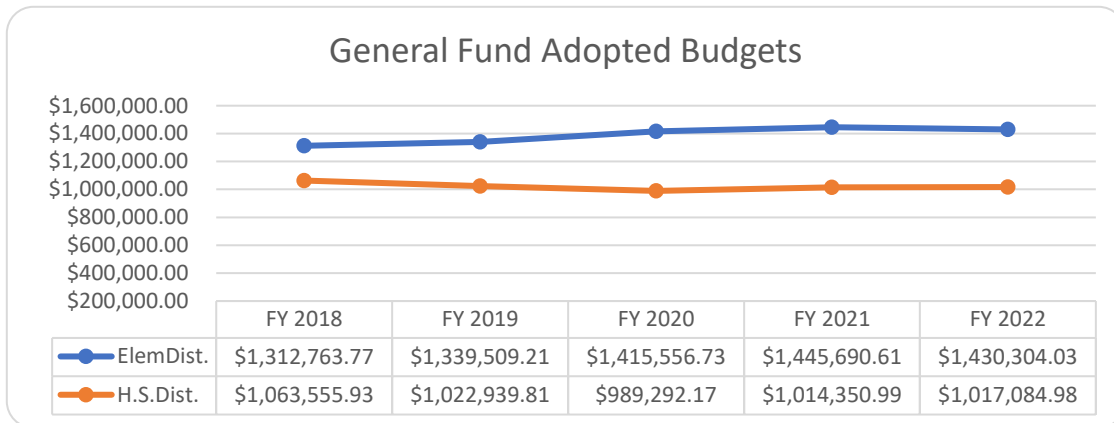
\* Data obtained from OPI Preliminary Budget Data Sheets for all Fiscal Years

\*\* Enrollment ANB reported in "Red" indicates District used 3-year average to maximize budget authority

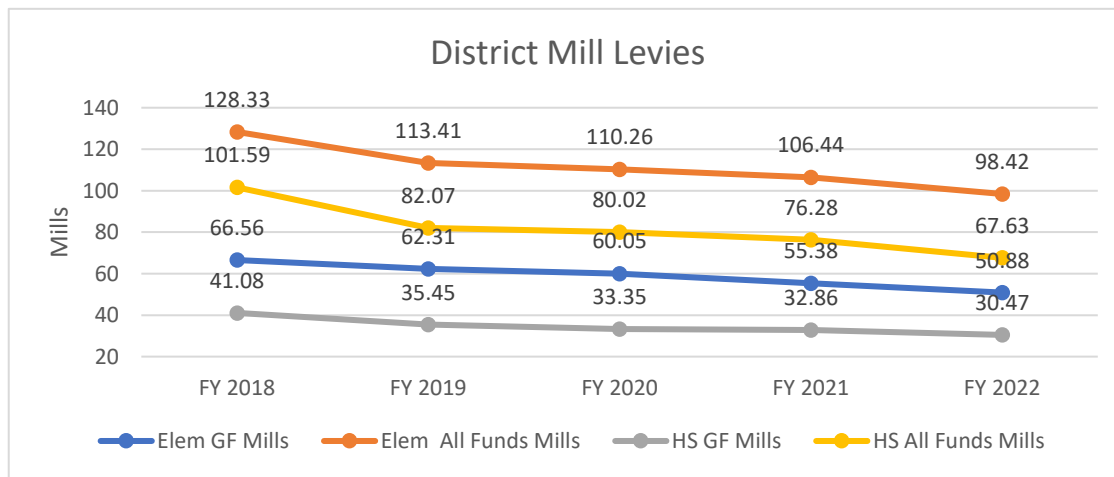
Actual K-12 enrollment from FY 2018 to FY 2022 reflects a loss of thirteen (13) students K-12 (- 4.22%). Average Number Belonging for CPS based on the October 2022 student count date is reported as: K-6 ANB=140, JH ANB=49, HS ANB=84. Total K-12 ANB reported for the October 2022 student count date is 273, representing twenty-two fewer students K-12 from the prior year without feeder school ANB enrollment numbers considered at this time for fiscal year 2023. It is more likely than not that the district will use the 3-year average ANB for each budget unit which will generate the greatest maximum budget authority.

The follow series of tables (2, 3, and 4) provide an overview of the fiscal efforts taken by trustees to maximize budgets with declining enrollment K-12. It is noted that the increase in the general fund (Table 2) is due to legislative inflationary increases to the ANB and Basic entitlements passed each of the past legislative sessions. District mill levies have decreased as well, and this is due to loss of ANB budget authority and also due to increases in District taxable valuation (Table 3).

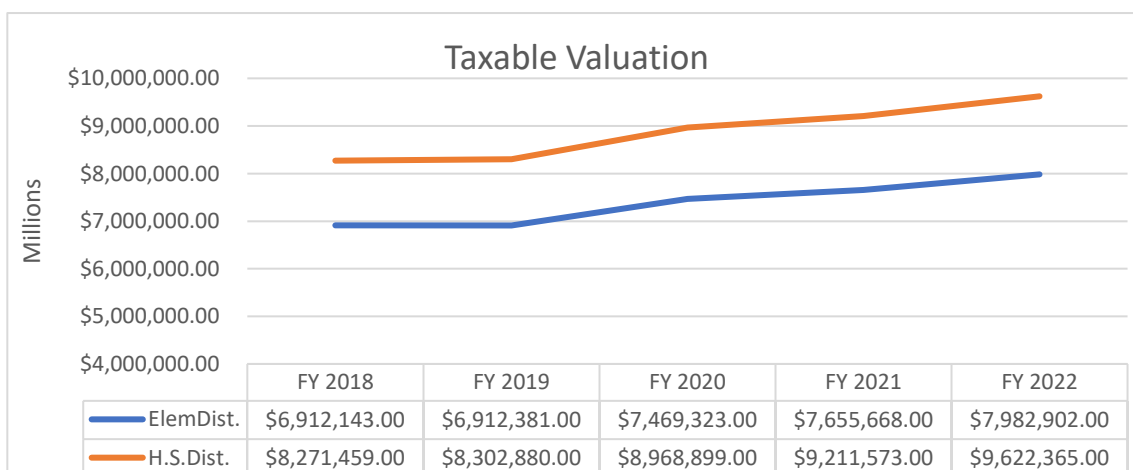
**Table 2: Five Year General Fund Adopted Budgets for Elementary and High School**



**Table 3: Five Year District Mill Levies for Elementary and High School (General Fund & Budgeted Funds)**



**Table 4: Five Year Taxable Valuation for Elementary and High School Districts**



As noted in the *Montana Economic Development Report 2019*, Montana’s economy is strong and two of the highlighted areas of growth are in technology and manufacturing. The downside is that rural communities do not often benefit as these opportunities develop in urban areas causing younger individuals to leave rural areas for these opportunities and associated amenities. The upside is that agriculture production, tourism, and recreation are areas of potential growth and are important parts of Montana’s economy on an annual basis.

With an overall positive outlook on Montana’s economy and in spite of the slight impacts due to Covid-19, Montana’s economy weathered the pandemic. Inflationary increases to school funding should remain stable going forward barring the unexpected. The 2017 legislative session resulted in school funding cuts that have been fully corrected with increases to guaranteed tax base (GTB) aid and funding for core areas that were cut temporarily. A second positive for the District’s budgeting is that gradual increases to the District’s taxable valuation have resulted in an increase in the value of a mill which may keep overall mill levy assessment flat. The downside is that the District’s overall budget authority does not change with increases in taxable valuation and trustees and administration will continue to deal with increasing fixed costs with no new real dollars and loss of budget authority if enrollment continues to decline.

The snapshot provided on enrollment, community population totals, and the economy are variables that the District does not control, but these variables have considerations for budgeting and school operations, and for developed goals that have fiscal costs. As noted in the strengths reported by participants, Cascade Public Schools and the community of Cascade has many strengths and as one group reported out, “Make Cascade the wanted destination, [don’t] make it an easy place to leave.”

## **Professional Standards for Educational Leaders**

The role of the educational leaders and trustees has changed and the demands of school governance at all levels and in all areas has a much greater focus on instruction and student well-being. The 2015 Standards provide a clear emphasis on student learning and help guide the daily work of superintendents and principals. The revised Standards encompass 10 Domains (below) and contain 83 actions or performance areas for school leaders to manage with support from the school board. The 2015 Standard Domains are:

High Reliability Organizations  
“monitor the effectiveness of  
critical factors” and “take action  
to contain the Negative Effects.”

Marzano, Warrick, Simms (2014)

1. **Mission, Vision and Core Values**-effective educational leaders develop, advocate, and enact a shared mission, vision and core values of high-quality education and academic success and well-being of each student.
2. **Ethics and Professional Norms**-effective educational leaders act ethically and according to professional norms to promote each student’s academic success and well-being.
3. **Equity and Cultural Relevance**-effective educational leaders strive for equity of educational opportunity and culturally responsive practices to promote each student’s academic success and well-being.

4. **Curriculum, Instructions, and Assessment**-effective educational leaders develop and support intellectually rigorous and coherent systems of curriculum, instruction, and assessment to promote each student’s academic success and well-being.
5. **Community of Care and Support for Students**-effective educational leaders cultivate an inclusive, caring, and supportive school community that promotes the academic success and well-being of each student.
6. **Professional Capacity of School Personnel**-effective educational leaders develop the professional capacity and practice of school personnel to promote each student’s academic success and well-being.
7. **Professional Community for Teachers and Staff**-effective educational leaders foster a professional community of teachers and other professional staff to promote each student’s academic success and well-being.
8. **Meaningful Engagement of Families and Community**-effective educational leaders engage families and the community in meaningful, reciprocal, and mutually beneficial ways to promote each student’s academic success and well-being.
9. **Operations and Management**-effective educational leaders manage school operations and resources to promote each student’s academic success and well-being.
10. **School Improvement**-effective educational leaders function as agents of continuous improvement to promote each student’s academic success and well-being.

Source: National Policy Board for Educational Administration (2015). *Professional Standards for Educational Leaders*. Reston, VA: Author.

### **Best Practice for Effective School Governance:**

Consistent with the revised educational standards are school board best practices aligned to each student’s achievement and well-being. Trustees in cooperation with the superintendent are both accountable for student achievement and through strong collaboration within and between the school community, improved academic achievement is possible. For this reason, it is imperative that trustees and the superintendent team hold a “*who does what*” conversation as roles and responsibilities overlap. Best practices result in governing boards engaging in:

- ▶ **Board Governance that is strongly tied to Student Achievement**—high achieving boards have student achievement aligned to district priorities and goals, and efforts to these ends are not negotiable.
- ▶ **Board Governance that is strongly tied to building positive Community Relations**—high levels of collaboration exist with the community and is developed through factual and consistent messaging, and a recognition of the diversity that exist within a community.

- ▶ **Board Governance that is proactive in Urban [Rural] Districts**—superintendents and boards must be very proactive with the school community/public on any strategy to be implemented in order to gain the support of the community.
- ▶ **Board Governance that is informed and organized when Navigating Politics**—boards must understand and be unified when confronted with various political hurdles and maintain an objectivity while adhering to student goals and priorities.
- ▶ **Board Governance that is focused on policy and long-range planning**—boards work collectively with an understanding of the trustees’ roles with a focus on student achievement. Working as a collective group focuses decision-making while seeking common ground versus a group of individuals working independently.

Awareness of standards and best practices in school governance, the clarification of “*who does what*” will allow the school leadership—superintendent and principals to focus on district operations and management and for the trustees to focus on how the school district operates (Balch and Adamson, 2018) with a unified approach to decision-making and the setting of goals focused on the learning needs of students.

Source: Hanover Research (2014). Effective Board and Superintendent Collaboration. Adapted from Iowa Association of School Boards. 2014.

## **Cascade Public School District 3 & B**

### **The Mission of Cascade Public Schools:**

*Promoting Excellence For All Students Through...*

- Engaging Curriculum with Rigor and Relevance
- High Quality Instruction
- 21st Century Technology
- Personal & Academic Pride

### **The Vision Statement of Cascade Public Schools:**

Through collective efforts of our community and school, we strive to be an innovative educational system committed to excellence and focused on developing responsible citizens.

The remainder of this working document will present strengths of the school system as identified by the community (Appendix A-full list), identified needs/concerns/opportunities (Appendix B), and prioritized goals as developed by the community cross-over participants.

## COMMUNITY CROSS-OVER RESULTS

Perceptions of the school community are valid in identifying strengths of the school community and the complete list generated from participants is found in Appendix A. Participant stated strengths were coded to one of the ten functions of school districts. The ten functions include: 1) Curriculum and Instruction, 2) Elementary and Secondary School Operations, 3) Instructional Support Services, 4) Human Resources, 5) Operations Support—Safety, Transportation, Food Services, 6) Accountability, Information Management, and Technology, 7) External and Internal Communications, 8) Facilities, 9) Administrative-Finance and Business Operations, and 10) Governance Operations. The following themes are based on coding of responses.

### District Strengths--Primary thematic areas of strengths include:

- **Human resources:** relationships between teachers and students, and between students is supportive, collaborative, and cohesive.
- **Intervention and support services:** low student to teacher ratio that is supported by individualization, adapting of curriculum, and supportive services (i.e., ICU, EXCELL, and classroom interventions).
- **Governance Operations:** strong sense of community care and support for students.
- **Curriculum and Instruction:** vocational programs, dual credit opportunities, and class options provide academic opportunity while co-curriculars provide for early engagement and opportunity to be involved in a variety of activities (i.e., athletics, BPA, FFA).
- **Operations support-Safety, Transportations and Food Services:** school is viewed as a welcoming, safe, and secure environment for students. Transportation and Food Service both serve the needs of students well.
- **Elementary and secondary school operations:** four-day school week is viewed positively as well as the separate instructional areas provided for middle and high school students.
- **Facilities:** Trustees and community have supported several improvements that contribute to learning environments and for co-curricular activities.
- **Accountability, information management, and technology:** District support of 1:1 technology for students as well as updates to school infrastructure supports instruction and student learning.
- **Administrative, finance and business operations:** Trustees have been fiscally responsible to taxpayers and the district carries no debt on bonds.

### District Needs-District Goals



The connection exercise held December 7 and 8, 2021, focused on bringing to the forefront the thoughts, concerns, needs of the school community utilizing a cross-section of the community—parents, students, teachers, business owners, senior citizens, farmers/ranchers, and others. The following eight (8) goal areas were identified through consensus represent areas needing actions and improvement. Participants (N=39) were asked to prioritize areas of needed improvement and areas are listed in order of priority (Note: some participants on December 8<sup>th</sup> left early due to other commitments and did not participate in prioritization of goals).

The consensus process resulted in the development of eight (8) goals. The following three (3) goals represent the top three priorities identified by participants.

Priority	N=39	District Needs – District Goal Areas
1	19	<ol style="list-style-type: none"> <li>1. Preparing students for post-secondary success through:               <ol style="list-style-type: none"> <li>a. Incorporation of strong vocational ed programs.</li> <li>b. Pursue &amp; incorporate real world technology.</li> <li>c. Apprenticeship opportunities and life skills courses.</li> <li>d. Curriculum and consistent schedules that prepare our students for the ACTs and post-secondary education.</li> <li>e. Career and educational counselling and planning, feeder schools included.</li> <li>f. Holding students accountable for their learning.</li> <li>g. Enhancement of extracurriculars</li> </ol> </li> </ol>
2	16	<ol style="list-style-type: none"> <li>2. Develop a recruitment, retention, and mentorship program that will result in the highest quality staff and students.               <ol style="list-style-type: none"> <li>a. Providing and/or identifying housing options</li> <li>b. Mentorship</li> <li>c. Actively pursuing quality teachers from other districts</li> <li>d. Develop relationship with teacher colleges</li> <li>e. Specialization of subject matter, smaller class sizes, and quality curriculum</li> <li>f. Develop a competitive compensation package</li> <li>g. Co-op teachers between districts</li> <li>h. Demonstrated values</li> <li>i. Implementing exit interviews</li> </ol> </li> </ol>
3	14	<ol style="list-style-type: none"> <li>3. Engagement: pride, morale, and trust               <ol style="list-style-type: none"> <li>a. Making school and work enjoyable and fun</li> <li>b. Teachers &amp; students feeling ownership</li> <li>c. Teacher &amp; classroom autonomy</li> <li>d. Discretionary effort</li> <li>e. Opinions count</li> <li>f. Materials &amp; equipment to succeed at job</li> <li>g. Someone at work and school cares about my development</li> <li>h. Best friend at work</li> </ol> </li> </ol>



The following four (4) goals received fewer than ten votes and are presented in rank order.

Priority	N=38	District Needs – District Goal Areas
4	9	<p>4. Implementation of rigorous and relevant curriculum in all content areas that aligns with state standards.</p> <ul style="list-style-type: none"> <li>a. Consistent, updated, technology driven curriculum program that challenges students through all grade levels, including new students.</li> <li>b. Program evaluation of core curriculum that covers SBAC and ACT</li> <li>c. Recognizing and celebrating academic achievements</li> <li>d. Evaluation of 4-day school week</li> </ul>
5	8	<p>5. Mental Health &amp; Wellness for the entire school community</p> <ul style="list-style-type: none"> <li>a. Led by qualified professionals</li> <li>b. On-going, proactive staff training</li> <li>c. Resources available to the staff and students</li> <li>d. Identify alternative programs</li> <li>e. Technology based programs and/or applications</li> <li>f. Maintaining confidentiality</li> <li>g. Safe place for students to go during the day</li> <li>h. Quality professional development for high needs students</li> </ul>
6	7	<p>6. Develop a communication plan that creates consistent communication and transparency.</p> <ul style="list-style-type: none"> <li>a. Facilitate an open and respectful line of communication following the hierarchy structure on all levels.</li> <li>b. Consistent communication platforms between all school constituents.</li> <li>c. Need for disciplinary consistency</li> </ul>
7	5	<p>7. ICU Program evaluation that considers:</p> <ul style="list-style-type: none"> <li>a. 70% Rule</li> <li>b. Treatment of missing assignments vs failed assignments</li> <li>c. Conflicting ideas of excellence and citizenship</li> <li>d. Survey teacher's response</li> <li>e. Development of student accountability</li> <li>f. Educating the community and consistency of implementation</li> <li>g. Bridge gap between ideal and practical application -staffing resources</li> <li>h. Utilization of resources for rework</li> <li>i. Utilization of ICU data for higher level interventions</li> <li>j. Necessity of program</li> <li>k. ACT/FastBridge data aligning with grades</li> <li>l. Resources spent on ICU hindering focus on vocational and other educational opportunities.</li> <li>m. Analyzation of effectiveness of ICU on test scores and missing assignments</li> </ul>

The following goal received no votes, and this may result from “facilities” being a reported strength and the ongoing efforts to maintain and improve school facilities through annual projects by trustees.

Priority	N=39	District Needs – District Goal Areas
8	0	1. Improvement and enhancements of school facilities

The essence of the Cross-Over activity with community members was to have Trustees select members from the community at large—individuals that brought to the table perspectives about the school system that may be the same or different from other members of the school community. The Community Cross-Over process allowed school leadership to connect with identified needs of the school community and establish baselines for future discussion about needs, concerns, and issues of the school district. The aforementioned areas were prioritized with participants and identified areas of need will require further development into actionable goals that school leadership can begin to discuss and address with the school community.

### RECOMMENDATIONS For Goal Development:

Goals developed by the Cascade cross-over participants result in a process that may utilize both short- and long-term S.M.A.R.T. goal formation to accomplish each prioritized goal. Appendix C provides a beginning point for identifying current reality, key activities, recommended personnel, time-lines, and evaluation/measurement. It is recommended that the template be developed as it becomes a tool of communicating the overall plan with the school community minus all of the specifics.

**Step 1:** Development of a general plan for accomplishing each goal. Appendix C provides a sample general plan for initial development of the first prioritized goal. Step 1 requires development of each element in the table.

- **Our Reality:** A simple statement that acknowledges the district’s current reality in comparison to standards. As example, current Reading and Math data has greater than 50% of students not performing at a proficient level based on state test data.
- **Key Activities:** A list of what items need to be evaluated and used to develop recommendations/actions need to address the goal. Key Activities are not static and may be added to as teams begin working on S.M.A.R.T. goals.
- **Team Responsible:** Identify potential number of teams and personnel who can be assigned to on S.M.A.R.T. goals. In certain instances, only one person may be needed to complete a key activity.
- **Target Date/Timeline:** Establish tentative timelines for key activity completion. Again, these may be adjusted as needed but time specific as possible.
- **Evaluation Measurement:** What needs to be accomplished—a comprehensive audit, a new policy developed, a recommendation for professional development, et cetera.

**Step 2:** Appendix D provides a sample S.M.A.R.T template worksheet modified from *Learning by Doing* (2006, 2010).

What is S.M.A.R.T.? S.M.A.R.T. is an acronym which stands for Specific, Measurable, Relevant, and Time-Bound. The setting of SMART goals fosters a collective effort focused on needs of the district in any of the Ten Functional areas of the district.

S.M.A.R.T. Goals---

- **Specific**-stands for a clear description of what needs to be accomplished—the who, what, where, when, and why?
- **Measurable**-provides a metric, or number, which identifies when the goal objectives has been achieved—it identifies how you are going to measure goal objectives.
- **Attainable:** The objective must be achievable within the timeframe and resources allocated—ask yourself, “Can you accomplish the goal?”
- **Relevant:** Meaningful, significant, and aligned with school district priorities—is it relevant to (instruction, recruitment, \_\_\_\_\_)?
- **Time-Bound:** The goal is not subject to procrastination—one establishes realistic and challenging deadlines for accomplishment of the goal.

Unlike the overarching goal template (Appendix C), the S.M.A.R.T. goal worksheets refine specific planning while focusing on results through the collective efforts of the TEAM assigned.

**Step 3** (Optional): Appendix D presents information on Program Evaluation as this process aligns with S.M.A.R.T. goal development and certain items within a goal may benefit from a more formal evaluation/audit (i.e., ICU program, evaluation of core curriculum that covers SBAC and ACT). The resource, *Effective Program Evaluation*, by Dunsworth and Billings provides a useful tool for conducting program evaluation in a systematic way.

On a final note, samples developed are samples and are not intended to reflect actual direction or actions the District or Teams will or should take in developing district-level strategic action plans. They are provided as examples only -- setting a structural format for processes that can be used and managed.

*When it is obvious that the goals cannot be reached, don't adjust the goals, adjust the actions steps. -- Confucius*

Appendix A

Community Identified District Needs/Concerns List

## COMMUNITY STRENGTHS

\*\*\*\*

- Teacher to student ratio
- Vocational programs
- Homework & afterschool programs
- Variety of extracurricular opportunities
- Technology: 1 to 1
- Intervention programs
- Facility—The School
- Welcoming & Safe Environment
- Communication between staff members
- Transportation
- Adapting curriculum to fit needs students
- Staff relationships

\*\*\*\*

- Elementary principal
- Passionate community
- Cohesive elementary team
- Fiscally responsible
- Math curriculum elementary
- XCEL
- Summer food program
- Early involvement in athletics
- Adaptability with Covid
- 4-Day school week
  - Fridays use for development
  - Decrease in absences
- ICU—support, accountability, proficiency
- Food Service
- Maintenance
- Facility improvements
- Transportation/miles
- 2 Gyms\*
- School Board
- Parent support

\*\*\*\*

- Elementary principal does a great job
- Elementary staff does a great job
- Great facilities
- Community that cares

- Great equipment – bus, AG department
- Separate Middle School, HS and Elementary
- Pushed-Covid very well
- Some staff are here for a career
- Dual Credit Courses
- No Debt

\*\*\*\*

- Support for students
- Community support
- Listening to parent input
- Student-first decisions
- Facilities
- Fiscally responsible
- 1:1 Technology
- Safety
- Two big gyms
- Class options—in person
- MTDA & Dual Credit
- 4-Day school week
- Friday PIR
- Athletics miss less school

\*\*\*\*

- Student friendships
- Staff/student relationships
- Safe place and secure
- Afterschool activities
  - EXCEL
  - Sports
  - Organizations (BPA/FFA/etc.
  - Homework Club
- Cafeteria Food-personnel are top notch
- Technology
- Blue Ribbon School Elementary
- Elementary Teachers develop deep relationships with students
- High school role models for elementary

## COMMUNITY STRENGTHS

\*\*\*\*

- Fiscally responsible
- Good facilities
- Good Teachers
- Strong Community Involvement
- Security
- K-12 Integration in one building
- Technology
- Patriotic Core Values
- Extracurricular opportunities and events
- Covid Management

\*\*\*\*

- Excellent teacher collaboration
- Positive family interactions
- Proficient/effective use of technology
- Meeting individual students' needs well
- Nice facility
- Good use of behavioral, academic, & social data
- Excellent teacher buy in – LOVE THOSE TEACHERS!
- Great principal leadership
- Strong feeder school students
- BIG community involvement
- Generational enrollment (legacy graduates)
- New students welcomed from other districts, races, cultures
- Excellent school size & student cohesion
- 4-Day school week/ICU as needed

Appendix B

Community Identified District Needs/concerns/Opportunities List

## COMMUNITY NEEDS/CONCERNS/OPPORTUNITIES

\*\*\*\*

- Staffing for Title I-at all levels
- Communication internally & externally
- Utilization of community resources
- A team for social/emotional support
- Define Rigor & Relevance & how we are addressing it
- Is having the technology really learning the technology
- Utilize vocational tech
- Career Counseling
- Support Science Fair
- Drug Awareness in Community
- Stay focused on Safety & Security of building
- 70% policy

\*\*\*\*

- Use of Friday School—punishment
- ICU—7-%--missing assignment support/not academics + implementation, communication, & lack of consistency
- Staff Retention
- Communication—all parties\*\*\*\*
- Professionalism\*\*\*
- School Spirit (fun)
- Positive staff to student interactions – Both Ways
- Teacher morale
- Separate “What is best for me” from “What is best for the district
- Academics
- College Ready? Trades?
- Society Ready?
- Ketchikan
- Bus Barn
- Cleanliness of School
- Track
- Website
- Utilization of Community
- Make Cascade the wanted destination, not make it an easy place to leave

### Reminder-3 sides to every story

\*\*\*\*

- Mental Health
- Website design/content
- Larger classes
- Communication w/families & community
- School being fun
- Update Curriculum & Supplies
- Technology—public Wi-Fi, Chromebook restrictions/accessibility
- Staffing
- Exit interviews—staff, students, parents
- Improve teacher support
- Personal accountability
- Consistency

\*\*\*\*

- Mentorship for Teachers
- Servant Leadership
- School Spirit/Pride
- Transparency/communication @ all levels
- Student accountability programs
- Promote fun
- Bus Driver recruitment/retention
- College prep/Challenge students
- Consistent Curriculum/Class Offering
- Teacher recruitment/retention/qualification—quality over quantity
- Additional Staff where needed
- Shorter class periods
- Feeder Schools—student integration
- Student Retention/Family Retention
- Mutual Respect
- Leadership Development for ALL—students, teachers, administration
- Academic Implementation w/teachers—parent & student buy in
- Interventions
- Staff and Student engagement
- Support for Behavioral Management
- Reassess ICU & 4-Day school week



## COMMUNITY NEEDS/CONCERNS/OPPORTUNITIES

\*\*\*\*

- Communication breakdown in administration-secretarial
- Low morale for JH and HS—Low School Spirit (No Pride) (No Fun)
- Repercussions if opinion is voiced
- No choice of electives because of staffing
- Loss of families & students in JH/HS (exit interviews)
- Wi-Fi/tech improvement and availability
- Weak Ag Program – ( Not Jens fault)
- Weak science programs (MS/HS) & math programs in (HS)
- Lack of professionalism and confidentiality with administration/JH&HS principal
- Poor recruiting (all employees) of staff and coaches
- We need balance among extracurricular activities
- More active, meaningful participation from community members
- ICU – lack of flexibility
- Favoritism, bias or discrimination between staff & students, staff & administration, and school & community
- Equality through discipline & reward (and pay)
- Compliance in transportation department

\*\*\*\*

- To keep facilities progressive, Bonds are needed (STEM, STEAM, etc.)
- Workforce housing a problem in attracting new hires
- Kids need to be pushed academically
- Communication
- Parent Support
- More substitutes
- Curriculum
- Mentor Program

\*\*\*\*

- Fix poor HS student buy in for ICU
- ICU needs retooling with consistent implementation/uniformity of procedures
- Also, change ICU acronym to something less intimidating (pandemic vibe)
- Community perception of feeder students' needs to improve
- Increase feeder school communication, collaboration, and improve—strengthen the relationships
- Create “the pipeline” for feeder students
- Create stronger teacher recruitment program
- Academics and sports need to be held to the same standard of support
- School lunch program could participate in the MT Farm to School Program
- Need to create a better “WE” identity—*Badgers Do This...or Badgers Don't Behave Like That*
- Improve “TEAM” mentally in school
- Promote the advancement of the classroom as a whole while keeping the individual as a priority
- Annually train staff on MTSS (Multi-Tiered Systems of Support)

## Appendix C

### Overview Strategic Action Plan - Goal Template

## Cascade Public School District Strategic Action Plan-Overview of Top Priorities SAMPLE

District Goal	Our Reality	Key Activities	Team Responsible	Target Date/Timeline	Evaluation - Measurement
<p>1. Preparing students for post-secondary success through:</p> <ul style="list-style-type: none"> <li>a. Incorporation of strong vocational ed programs.</li> <li>b. Pursue &amp; incorporate real world technology.</li> <li>c. Apprenticeship opportunities and life skills courses.</li> <li>d. Curriculum and consistent schedules that prepare our students for the ACTs and post-secondary education.</li> <li>e. Career and educational counselling and planning, feeder schools included.</li> <li>f. Holding students accountable for their learning.</li> <li>g. Enhancement of extracurriculars</li> </ul>	<p>Cascade Public School needs to prepare students fully for the 21<sup>st</sup> Century and ensure students possess the skills necessary, and this requires results in strong vocational and core academics, integration of real-world application of technology, career guidance and counseling that helps students explore fully life-options, and access to extracurricular opportunities that enhance personal leadership.</p>	<ul style="list-style-type: none"> <li>1. Evaluate the current usage and effectiveness of vocational programs in providing students access to apprenticeships, post-secondary vocational programs, and immediate access to the world of work.</li> <li>2. Evaluate K-12 career exploration, education, and planning for Cascade students and students from feeder schools</li> <li>3. Review current academic policies, interventions, and expectations for the degree to which they hold students accountable for their learning.</li> <li>4. Audit extracurricular programs to assess access by students and needed enhancements to strengthen programs.</li> </ul>	<p>1&amp;2. Counselor, vocational staff, advisory parents, and students.</p> <p>3. Building principals, teachers, and parent representatives.</p> <p>4. Building Principal, AD, club advisors, and coaches</p>	<p>TBD</p>	<p>1&amp;2. Program evaluation with options and recommendations.</p> <p>3. Report on effectiveness/fairness of policies, effectiveness of interventions (growth data), and student data associated with all areas of review.</p> <p>4. Report on access-participation in co-curriculars and recommendations for enhancements.</p>
<p>2. Develop a recruitment, retention, and mentorship program that will result in the highest quality staff and students.</p> <ul style="list-style-type: none"> <li>a. Providing and/or identifying housing options</li> <li>b. Mentorship</li> <li>c. Actively pursuing quality teachers from other districts</li> <li>d. Develop relationship with teacher colleges</li> <li>e. Specialization of subject matter, smaller class sizes, and quality curriculum</li> <li>f. Develop a competitive compensation package</li> <li>g. Co-op teachers between districts</li> <li>h. Demonstrated values</li> <li>i. Implementing exit interviews</li> </ul>					

<p>3. Engagement: pride, morale, and trust</p> <ul style="list-style-type: none"> <li>a. Making school and work enjoyable and fun</li> <li>b. Teachers &amp; students feeling ownership</li> <li>c. Teacher &amp; classroom autonomy</li> <li>d. Discretionary effort</li> <li>e. Opinions count</li> <li>f. Materials &amp; equipment to succeed at job</li> <li>g. Someone at work and school cares about my development</li> <li>h. Best friend at work</li> </ul>					
<p>4. Implementation of rigorous and relevant curriculum in all content areas that aligns with state standards.</p> <ul style="list-style-type: none"> <li>a. Consistent, updated, technology driven curriculum program that challenges students through all grade levels, including new students</li> <li>b. Program evaluation of core curriculum that covers SBAC and ACT</li> <li>c. Recognizing and celebrating academic achievements</li> <li>d. Evaluation of 4-day school week</li> </ul>					
<p>5. Mental Health &amp; Wellness for the entire school community</p> <ul style="list-style-type: none"> <li>a. Led by qualified professionals</li> <li>b. On-going, proactive staff training</li> <li>c. Resources available to the staff and students</li> <li>d. Identify alternative programs</li> <li>e. Technology based programs and/or applications</li> <li>f. Maintaining confidentiality</li> <li>g. Safe place for students to go during the day</li> <li>h. Quality professional development for high needs students</li> </ul>					

<p>6. Develop a communication plan that creates consistent communication and transparency.</p> <ul style="list-style-type: none"> <li>a. Facilitate an open and respectful line of communication following the hierarchy structure on all levels</li> <li>b. Consistent communication platforms between all school constituents.</li> <li>c. Need for disciplinary consistency</li> </ul>					
<p>7. ICU Program evaluation that considers:</p> <ul style="list-style-type: none"> <li>a. 70% Rule</li> <li>b. Treatment of missing assignments vs failed assignments</li> <li>c. Conflicting ideas of excellence and citizenship</li> <li>d. Survey teacher's response</li> <li>e. Development of student accountability</li> <li>f. Educating the community and consistency of implementation</li> <li>g. Bridge gap between ideal and practical application - staffing resources</li> <li>h. Utilization of resources for rework</li> <li>i. Utilization of ICU data for higher level interventions</li> <li>j. Necessity of program</li> <li>k. ACT/FastBridge data aligning with grades</li> <li>l. Resources spent on ICU hindering focus on vocational and other educational opportunities.</li> <li>m. Analyzation of effectiveness of ICU on test scores and missing assignments</li> </ul>					

8. Improvement and enhancements of school facilities					
Future Objective/Goal	In Progress		Completed		

Appendix D

SMART Goal Sample Template

# S.M.A.R.T Goal Worksheet-SAMPLE TEMPLATE

<b>S.M.A.R.T Goal Worksheet-SAMPLE TEMPLATE</b>				
Team Members		Team Leader		
Smart Goal # 1	Strategies and Action Steps	Who Is Responsible	Target Date or Timeline	Evidence of Effectiveness
<b>Our Reality:</b>				
<b>Our SMART Goal/Purpose:</b>				



# S.M.A.R.T Goal Worksheet-SAMPLE TEMPLATE Example

Team Members	To Be Determined	Team Leader	Superintendent	
Smart Goal # 1	Strategies and Action Steps	Who Is Responsible	Target Date or Timeline	Evidence of Effectiveness
<b>Our Reality: Quality employees are one of the most important factors in the overall success of the school district and as a rural Class C District, recruitment, retention, and replacement of veteran staff is becoming a challenge with the current availability of certified and non-certified staff.</b>				
<b>1. Our SMART Goal/Purpose: Develop a recruitment, retention, and mentorship program that will result in the highest quality staff and students.</b>				
1. Providing and/or identifying housing options	1. Inventory with local realtor/s and community available housing for purchase and/or rent. 2. Inventory available land parcels/lots that could be purchased for housing development. 3. Identify comparable size school districts with staff housing to determine how they funded upfront costs and to understand benefits, negatives, and challenges.	1. Superintendent and Trustees	1-3. May 2022 Board meeting-report out on items 1-3	1. Executive summary report of findings and options available to trustees.
Recruitment 2. Actively pursuing quality teachers from other districts 3. Develop relationship with teacher colleges 4. Co-op teachers between districts	1. Review HR selection/hiring processes, procedures, and policies 2. Evaluate effectiveness of current processes—use of technology, promotion of district, representation-electronic sources, job fairs, college networking, out-of-state venues. 3. Consult with area schools to explore options for job-sharing between districts. 4. Consider job-sharing implications—CBA's, travel, scheduling, ...	1. Superintendent, Trustees, Staff to effected by job-sharing between districts, union representation.	1-2. Date for HR Review of 1-2 3. Job-sharing Review by Date 4. Assessment of Job-Sharing implications by Date	1-2. Update and implementation of HR process/procedures 3-4. Executive report of findings and options available to trustees.
Retention 5. Develop a competitive compensation package 6. Implementing exit interviews [stay interviews]				
Fostering Teacher/Staff Development 7. Mentorship 8. Specialization of subject matter, smaller class sizes, and quality curriculum 9. Demonstrated values				

## Appendix E

### Program Evaluation Process

# Program Evaluation/Audits

Dunsworth & Billings (2012)

Dunsworth and Billings (2012) provide a useful process for reviewing the effectiveness of school programs, practices and strategies and the process can be used to help answer District questions such as:

- How effective is our ICU program for students?
- Are our HR recruitment, selection, supervision, and mentoring programs effective in securing and retaining high quality staff in all areas?
- To what degree do our academic and vocational programs prepare graduates for post-secondary opportunities (i.e., vocational schools, apprenticeships) and the world-of-work?

**This process aligns with and can support the SMART goal process, and within certain goals, the program evaluation process can help focus on the original goal.**

## Steps

1. Creating a BLUEPRINT—purpose and scope of evaluation
2. Gathering Data
3. Analyzing Data for STRENGTHS and WEAKNESSES
4. Using results to plan next steps
5. Communicating/Reporting out – Board, Staff, Community

## Program Evaluation Report Outline

- Abstract: key finding & recommendation
- Purpose and Research Questions
- Participants
- Brief Description of Data Collected
- Data Analysis
- Answers to Research Questions
- Determination of Program Effectiveness
- Recommendations
- Decisions
- Next Step and Timelines

Recommended Resource: Dunsworth, M. and Billings, D., 2012. *Effective Program Evaluation (2<sup>nd</sup> Edition)*. Solution Tree Press.

## SLE District Long-Term Strategic Plan K-8 Reading-SAMPLE

Define Purpose/Goal	Select Program Evaluation Team	Determine Program Evaluation Research Questions	Identify Data Collection Methods	Establish Timelines	Assign Responsibilities	Identify Resources

Template Resource: Effective Program Evaluation, Dunsworth and Billings (2012)

# Community Crossover Feedback Questions.

**What do you think went well during the presentation? What information was useful or helpful?**

**In what way do you think the presentation could have been improved? What information may have been helpful?**

**What went well during the small group work? What were some strengths of this area of the community outreach?**

**How could the small group work been improved? What were some challenges of this area of the community outreach?**

**What do you think went well when all of the groups came together to set goals? What were some strengths of this area of the community outreach?**

**How could the large group process have been improved? What were some challenges of this area of the community outreach?**

**Please share with the district any additional thoughts concerning the community outreach.**

## **What do you think went well during the presentation? What information was useful or helpful?**

It was helpful to hear from different people in the community. I liked that we lead with strengths. My table had great conversation, and I am glad that we had a high school student with us as a perspective.

I really thought that Dr. Farr did an excellent job communicating to the group and was extremely good at helping the group with the written portion needed for the presentation.

I also was impressed with the turnout and the diversity of the group selected.

We were able to identify that there are areas that need to be improved and acted upon quickly in order assure that our students are getting a college ready education and that a better informed community will help the school function better.

I thought the gentleman in charge of the presentation was inciteful and helped to lead us in the right direction. I think it was useful to know what our strengths and weaknesses are but there is a flip side to that.

It was helpful to see that the community has a common goal of preparing our students for college and their future. A large weakness in our school was identified.

The positives. Good to hear what's working

The information presented was helpful in that it covered a broad area of the school and how it has been run.

I liked how the community came together for the benefit of the school.

Hopefully, anytime that information is shared, people learn more about how the school functions. All facts are always useful and helpful. Participants' opinions, not so much... Fact-informed decisions are always better for a school. Also, people need to celebrate all of the accomplishments of the school.

The small group work enabled people to discuss topics in a meaningful way, with less opportunity for one person or group of people dominating.

Dr. Farr offered some valuable insight.

During things that went well were that we were able to set up our goals for the future.

The most helpful information for me was what post high school students could see success in the future and the cost of their education.

The presentation was well organized and informative.

The ability of the participants to express their views went well during the meetings. There was not a lot of information provided to us so I don't believe the second question is relevant.

Many people were honest about things that are going on in the district. We need this type of honesty to continue improving the district for current students and future generations.

The presenter was professional and knowledgeable about the presentation.

The presentation of broad format ideas and statements. The information about what might lacking in our schools and the strengths we have was useful, the community input is always valuable.

I appreciate that we were able to voice our concerns and talk openly about the strengths and weaknesses of our school

The opportunity to openly talk through challenges our school is facing was appreciated. There is significant room for improvement to change the morale and reputation of our school. If we sit idle and let the trend continue will be failing our children and the community. I hope the school board, the administration, teachers and parents have a seat at the table through the "improvement" process. Engagement is the most important piece of the picture. Individuals who enjoy their "job" whether it is teaching or learning are more productive, gone less and have a greater impact. Imagine a school where teachers do a great job because they love their job and the people and students they work with...Imagine what we could accomplish!

Positive feedback about the school was useful. The community was willing to bring up issues and concerns.

## **In what way do you think the presentation could have been improved? What information may have been helpful?**

I think that the timing of each exercise could have been enforced better. At a certain point, the conversation was unproductive because people were just complaining to complain. I also think that it would have been nice for each board member to introduce (extremely briefly-name only even) each person at their table to the whole group.

We were given time limits on the task, but were given extra time and that put us getting out of the meeting a little late.

Narrow the goals down. Let's get some specific goals that the community has input on and then can keep accountable to.

The flip side to knowing what our strengths and weaknesses are is that it should not become a bash session on particular people or items. It also shouldn't be that board members got people they knew would be like minded to bash specific ideas and people. I think every one needed reminders that it's not about you, it's about the students. I think that got lost at times.

It would have been nice to have a plan and know the objective from the start.

Thought it was presented well!

I'm not sure what information would have been helpful but it didn't look like some of the attendees received all of the information they would have liked to see.

I think the presentation was educational and informative. I enjoyed listening to others and what they felt the goals should be concerning the school.

There could have been more emphasis on test scores reflecting cumulative teacher instruction. The scores are not a picture of just a current teacher's influence. A new teacher's impact will not be seen for years.

How grades are not always a representation of a student's knowledge or mastery of a subject, and that newer teachers' effects on scores aren't immediate and won't be truly seen for sometime.

It would have been helpful to have a brief go out to participating members before the meeting, highlighting our data, explaining expectations of programs, and reviewing rules to be followed (such as privacy rights).

The presentation could have been improved by people looking past the things that need improvements and look at what good our school has done.

Fastbridge and ACT test scores

During the preview more information on ICU would have been helpful. How it works, what is discretionary, etc.

I think an explanation of how the feedback from the participants will be used in the future would have been helpful. I also think an overview of some of the challenges and concerns of the board and administration may have been helpful and interesting.

It was very long and having it on a week night after work/school made it difficult to dedicate the appropriate time to it

I felt like there may have needed to be a little more guidance from the presenter to stay on task/topic and not staying so focused on the “microscopic” details of the “goals” each group felt was important. Verbiage is important, but I felt like we lost sight of what our goals were during the session without a redirect from anyone.

I feel the presentation could have encompassed a little more background and history, trends, and past performance of the school. It might have been useful to emphasize how covid has affected functionality of our school and others in our area. It would have been helpful to spend more time on our testing trends and to explain to the community socioeconomic factors involved with our area. More on accreditation and education standards would have been useful.

He did a good job and never put words int peoples mouth!

Ground rules needed to be set up front by the facilitator. We were told what to do but not how it needed to be done or how it needs to be said. More time needed to be allocated to identifying and analyzing the challenges as it always takes longer than the same process on strengths. Unfortunately the 3 areas we identified are issues that need to be addressed immediately and aren't 3-5 year goals. We will need to repeat this process annually for a few years until we have the current issues addressed to really be able to create a 3-5 year plan and be futuristic.

It would be nice to address the issues, but I don't feel that it was productive to discuss in detail. Insulting staff was way out of line and inappropriate.

## **What went well during the small group work? What were some strengths of this area of the community outreach?**

The small group work went really well overall. Our group was direct and to-the-point, so we were able to finish the exercise and make our poster lists quickly. I liked that our group was made up of a good balance of different perspectives.

Our facilitator of our group did a great job in keeping us on task. The people even in the group came from different areas and I really thought that was helpful. The handouts from the first night came in handy to look back on as we were working.

It facilitated specific conversation and provided all people an opportunity to be heard.

Some really good honest conversations happened in our group work. I feel the strengths that people were able to get some frustrations out.

It was nice to hear everybody's thoughts. Our group had common values and goals.

Face to face discussions and being open to others Input

The provided an opportunity for everyone to be heard and contribute.

During the small group assignment. Each group member was actively working together for a common purpose.

The sharing of ideas should be helpful in improving any good school. It was fun and useful to have different perspectives at the table.

It was a discussion where everyone could be heard.

Great conversations.

Some things that went well during the small group work was that everybody was able to agree with each other what we needed to improve on.

The most helpful thing for me was having the chance to talk with a teacher in the small group setting. Their insight and first hand experience with ICU, interaction with students and with administration, curriculum and discipline problems, was definitely the most valued.

Strengths was getting perspective of our school from different people and people with different educational and career



backgrounds.

It all was good. Everyone was given a chance for input and opinions were valued.

It was a good way to hear what other people in the community were thinking and how they felt the district could improve.

My small group was made almost entirely of teachers. Their views of the district were very different than some of the issues I've seen and been experiencing.

Each person in the group brought different options and ideas especially having a student involved in the group. Some strengths were also having people involved that had gone to and graduated from this same school

Good interaction, lots of compliments and concerns voiced. It was organized and structured. The groups represented different members of the education process. Lots of great ideas.

Bringing the weaknesses out in the open and discussing how to improve them. Again being able to speak openly and honestly about what's going on in the school

Significant professional experience in this group allowed for sound communication and idea sharing.

Willingness to share and listen to ideas was productive.

## **How could the small group work been improved? What were some challenges of this area of the community outreach?**

Our group was direct and to-the-point, which meant that we were finished much earlier than the other groups. After we had all said our piece and talked about the reasons behind them, we had to waste time until the other groups finished.

The goal setting portion was really challenging. At times I felt unsure if we were heading in the right direction.

Guidance on SMART goal setting.

I think it was great that each board member was able to get people. The minute everyone walked in the groups should have been mixed up. For some people there was a reason they chose individuals and it would have been great to mix groups up to get different thought and ideas flowing. We also had a board member leave out small group work often and wasn't apart of a majority of the discussion. I am not sure how you learn from that when you aren't present.

There was not enough time to summarize at the end and make sure the important points were presented.

Strong personalities

The facilitators could have done better leading the groups. One group was there just to bash the school and employees. Another group had the board members wife in the group. Who wears the pants in that family?

The only challenges was trying to come up with accurate goals to keep, change, or improve on.

Some people spent too much time grinding their own axes. I think every group should have a teacher who knows the facts of how the school is currently functioning at their table. Also, it would be more productive if family members were not in the same small group, especially board members.

Some of the groups were not diverse enough, and they were too "like-minded" for meaningful discussion. Family members in the same group should be discouraged.

I spent much of the conversation educating my group about policies and other school expectations and challenges. It would have been more productive if community members knew the constraints the school operates under so they could be better prepared to share workable solutions.

Small group work could have been improved by making sure people could speak there opinions.

perhaps we do not reach the lower income families that are not as involved with their kids

Time allotted was hard to stick to.
I think it went well, I don't have any improvements.
A small group that was more of a composite sample of the district would have given more accurate feedback.
I feel like the small groups could have been improved by having a better diversified group of participants. I know there were several husbands/wives present as well as members of the same family present. I also felt like education as to what is required and acceptable expectations of teachers/schools and classrooms based on federal standards etc would be helpful.
Small groups veered into personal concerns and experiences. The challenges are that this mentality takes away from community goals.
More time to work in individual groups
Moving the groups out of the cafeteria into "breakout rooms" so that ideas could be shared freely. Having "supervisors" walking around listening to discussions created challenges for open communication. This format would also reduce the interruptions from other groups.
I think it would be helpful to have a more mixed grouping for the small group work.

## **What do you think went well when all of the groups came together to set goals? What were some strengths of this area of the community outreach?**

I think that it was helpful to hear from each group about what was working and what there was frustration over in the district.
It was interesting to hear from the groups, especially on their concerns.
It fleshed out a definitive community stance on specific school curriculum.
NA
There were honest discussions.
Wasn't there
The purpose of this was good.
Each and every group was able to come together and discuss strengths and improvements that they wanted to see. Each group let the other discuss what they felt needed to happen. The strength was working together for new and improve goals.
It was beneficial to see more ideas.
Each group was asked to provide a topic that they felt was important.
Organizing responses into like categories. This helped move the process along.
Things that went well when all groups came together and were able to see what we needed to improve on.
I think it was good to see that most of the groups had the same concerns and goals. Everyone one of us understands the concept of ICU and in a perfect world proficiency for all students, in all subject matters within the school sounds wonderful but it is not realistic and it is causing the rest of the students, staff and community to lost respect and confidence in the leaders of our school.
This involved lots of discussion. I'm not saying this is bad, but it was hard to keep thing short.
It was interesting to hear what each group had concerns with or liked.

The large group process was good. It allowed for everyone to present their views of strengths and weaknesses.

To see that most groups had many of the same positives and concerns

They realization of common concerns and goals. The highlighting of our areas of excellence and our areas that need work. It is obvious that the attendees want what is best for the district.

It presented how the community and students feel and brought many areas to light that the administration has ignored

Appreciated the time that was spent and the listening ear that eventually prevailed.

The highlights of the school was awesome, and was truly a foundation to build upon.

## **How could the large group process have been improved? What were some challenges of this area of the community outreach?**

Setting explicit expectations for a respectful and productive conversation. Maybe some increased info about what teachers and admin do and deal with so that the community actually understands their job and how complex it is before the exercise.

Sometimes it was a little overwhelming with each group reporting what was on the individual group sheets. Also, some groups, were a little long presenting their ideas.

Our finished product was too broad.

NA

The majority of the points posted at the end were not goals. That makes it feel like the time spent was not productive.

What was shared wasn't what was discussed.

It degenerated into a big complaint session. One group used this to attach an employee and this should never have been allowed to happen.

I think the large group was a good way for people to feel involved in the task at hand.

Some of the spokespeople for some of the groups rambled or had topics that were not well explained. What they lacked in clarity, they made up for in their confidence in what they were saying...

Some board members need more training to understand their fiduciary and policy making roles better.

Some topics were not broad enough for general goals, and were rather specific to complaints from certain community members. This led to some of the goals being what's best for certain community members, but not the district as a whole.

If people would have known more facts before the meeting, it would have cut down on a lot of debating and conversation.

Some of the lists were large so there needs to be specific things we need to work on.

I think that it is very hard to say names and say exact problems when the people the community has the most problem with are in the group.

See above. This issue is both a strength but it also meant the meeting was very long.

I thought it went well except I think it was a little long.

There were definitely issues that should have been addressed prior the this meeting. Feelings of issues not being takes care of lead to some of the discussions that took a long time.

Same as previous answer

Improve the flow and direction of the meeting. The challenge was that certain individuals were focused on specific community circle hot topics that should have addressed and informed at the board and staff level.

Agin more time to hear everyone out

This time period also felt rushed as we are working on big goals and ideas to fix issues and improve our school.

The negativity was apparent without a total understanding of the functions of education.

## **Please share with the district any additional thoughts concerning the community outreach.**

It was good to hear from people about their perceptions about the school. I wouldn't necessarily call it a positive or negative experience, but it was extremely revealing to hear community members speak about the school in this way...

I am still not sold on the ICU delivery system for assessment. I found out that there are only a few schools in the state that have implemented that program. It will be interesting to see how students test as they progress through program and will it be something that we will continue.

People want to make sure that the community thrives. We may see different ways to get there, but all need to be heard.

I understand that there are many frustrations with several things within the school. From my perspective looking in I see a lot of blame being put on 2 people and I just don't see that being reasonable. I have never felt anything but complete support, kindness, encouragement, and positivity from them. This school is never going to be strong until we start supporting each other even when we don't agree. The students see and feel it and it affects them greatly. Whether we agree or don't we have to start supporting our Superintendent and Principals and their programs.

NA

Such a wonderful community. I am hoping and feel very confident problems can be solved moving forward.

There wasn't much diversity in the small groups. Some of the board members used their groups to push their personal agendas. There was very little discussion on what is actually best for the students. I think overall the meetings missed the mark.

I think it was a great way for the community to come together for the good of the school.

Both evenings ran long. It should be described as a three hour per night commitment and stick to the small group schedule closely. It was a very worthwhile event.

One topic dominated the second night, and that topic was dominated by only a few people. The topic was not goal oriented, and the discussion devolved to a "gripe session" that did not accomplish anything. Some participants treated the sessions as an opportunity to attack people or policies that they don't agree with, rather than approaching it as a goal setting exercise.

It was the same people that are always making decisions about the school. There should not have been two or more people from the same family represented at the meeting. If we truly want input from the community, the community needs to be represented appropriately. Most of the parents there had very high achieving students. The students that struggle in school were grossly under-represented. The students that need extra support from the school were not represented. When making decisions for the whole school, the community needs to advocate for those that don't have anyone there for them.

I cannot think of any additional thoughts I think we covered it in the crossover.

I was glad to have a mediator with experience conduct the community meeting and I appreciate that Mr. Miller took the time to find someone with experience and wisdom in this area. Now it is important to move forward with excellence.

Next time you involve a large group of people and the project could become lengthy I would suggest not using the cafeteria. The seats are very uncomfortable for adults over several hours. Either set up tables and chairs or use another

venue like the Methodist Church right next door. They have comfortable chairs! 😊

I thought it was a good exercise for the community. Sometimes I feel its a little hard to express your opinion to the board and superintendent without an outreach event like this. There should probably be event like this once a year so that the community can get ideas to the administration and board.

I appreciate being invited to participate. It is important to refocus the needs of the district to stay current with where the world currently is.

None at this time

I like the idea that we are seeking to improve the school through community and staff interaction. These meetings have been held in the past (mission statement, strategic plan etc) and if there is no way to make these goals measurable, transitional (new staff, admin, board), applicable, and maintainable, then there is just words on paper that gradually become a forgotten plan.

It is clear through this meeting that communication should be at the front of our list of goals.

Also, the idea that we are going to improve our district without ALL involved parties being a little less comfortable needs to come to pass.

Even though the Icu didn't make the top 3 you need to address the frustration people are having with it. It needs to be reworked or just gotten rid of.

Our school, teachers, students and board are all in a challenging position. Lack of communication and transparency has created trust issues from top to bottom. Teachers are doing things because they "have to" not because they "need to" and it is taking away from teaching time and learning time. Students see teachers doing the bare minimum to get by each day and learn to do the same. I have students with As and Bs and am looking at adding extra curriculum at home to make sure they are ready for college and challenged to do their best every day. I am asking the question if this is the right school for our kids in a community we "chose" to live in. Our school is working so hard to bring the bottom up that we don't have time or resources to challenge the top and make them better. All of our teachers need resources that allow them to develop, grow and lead in a fun environment that challenges them to be better every day!

Cascade has all the makings for a top-notch school district, great kids, great families, great school. What is possibly lacking from my perspective is an inability to be reflective in certain situations.

# SECTION IV: REQUIRED POLICY UPDATES & REVISIONS

## Cascade School District

### PERSONNEL

5120

#### Hiring Process and Criteria

The Superintendent is responsible for recruiting personnel, in compliance with Board policy, and for making hiring recommendations to the Board. The principal will initially screen applicants for educational support positions. The District will hire personnel appropriately licensed and endorsed in accordance with state statutes and Board of Public Education rules, consistent with budget and staffing requirements, and will comply with Board policy and state law on equal employment opportunities and veterans' preference. All applicants must complete a District application form to be considered for employment.

Every applicant must provide the District with written authorization for a criminal background investigation. The Superintendent will keep any conviction record confidential as required by law and District policy. The district will create a determination sheet from the criminal history record. The determination sheet will be kept on file at the District Office. The Criminal History Record with no disqualifiers will be shredded on site immediately after review. The Criminal History Record with disqualifiers will be retained on file at the District Office according to law. Every newly hired employee must complete an Immigration and Naturalization Service form, as required by federal law.

#### Certification

The District requires its contracted certified staff to hold valid Montana teacher or specialist-certificates endorsed for the roles and responsibilities for which they are employed. Failure to meet this requirement shall be just cause for termination of employment. No salary warrants may be issued to a staff member unless a valid certificate for the role to which the teacher has been assigned has been registered with the County Superintendent within sixty (60) calendar days after a term of service begins. Every teacher and administrator under contract must bring their current, valid certificate to the personnel office at the time of initial employment, as well as at the time of each renewal of certification.

The personnel office will register all certificates, noting the class and endorsement of certificates, and will update permanent records as necessary. The personnel office also will retain a copy of each valid certificate of a contracted certified employee in that employee's personnel file.

#### Reference Checks

The Board authorizes the Superintendent or the Superintendent's designee to inquire of past employers about an applicant's employment on topics including but not limited to: title, role, reason for leaving, work ethic, punctuality, demeanor, collegiality, putting the interests of students first, and suitability for the position in the District. Responses to these inquiries should be documented and considered as part of the screening and hiring process.

Cross Reference: 5122 Fingerprinting and Criminal Background Investigations

Legal Reference: ~~10-55-302, ARM~~ Certificates  
§ 20-4-202, MCA Teacher and specialist certification registration  
§ 39-29-102, MCA Point preference or alternative preference in initial hiring for certain applicants - - substantially equivalent selection procedure

#### Policy History:

Adopted on: May 15, 2001

1 **Cascade School District**

2  
3 **PERSONNEL**

5121

4  
5 Applicability of Personnel Policies

6  
7 Except where expressly provided to the contrary, personnel policies apply uniformly to the  
8 employed staff of the District. However, where there is a conflict between terms of a collective  
9 bargaining agreement and District policy, the terms of the collective bargaining agreement shall  
10 prevail for staff covered by that agreement.

11  
12 Board policies will govern when a matter is not specifically provided for in an applicable  
13 collective bargaining agreement.

14  
15 Each personnel position in the District will be directed by a position description that delineates  
16 the responsibilities of the employee. The employee will receive the position description with the  
17 employment contract. Position descriptions are available upon request. The Board of Trustees  
18 will regularly review the position descriptions.

19  
20  
21  
22 Legal Reference: § 39-31-102, MCA Chapter not limit on legislative authority  
23 ARM 10.55.701(d) Board of Trustees  
24  
25

26 Policy History:

27 Adopted on:

28 Reviewed on:

29 Revised on:

1 **Cascade School District**

2  
3 **PERSONNEL**

5122

4  
5 Fingerprints and Criminal Background Investigations

6  
7 It is the policy of the Board that any finalist recommended for hire to a paid or volunteer position  
8 with the District involving regular unsupervised access to students in schools, as determined by the  
9 Superintendent, shall submit to a name-based and fingerprint criminal background investigation  
10 conducted by the appropriate law enforcement agency prior to consideration of the recommendation  
11 for employment or appointment by the Board.  
12

13 The results of the name-based check will be reviewed by the designated officials specified in  
14 Policy 5120P. Criminal justice information will not be presented to the Board unless all trustees  
15 have completed necessary training. Notification of an applicant's satisfactory completion of the  
16 background check will be provided to the trustees by the designated official. ~~concurrent with the~~  
17 recommendation for employment or appointment. Any subsequent offer of employment or  
18 appointment will be contingent on results of the fingerprint criminal background check, which  
19 must be acceptable to the Board, in its sole discretion.  
20

21 Any requirement of an applicant to submit to a fingerprint background check shall be in compliance  
22 with the Volunteers for Children Act of 1998 and applicable federal regulations. If an applicant has  
23 any prior record of arrest or conviction by any local, state, or federal law enforcement agency for an  
24 offense other than a minor traffic violation, the facts must be reviewed by the Superintendent, who  
25 shall decide whether the applicant shall be declared eligible for appointment or employment in a  
26 manner consistent with the expectations and standards set by the board.  
27

28 The following applicants for employment, as a condition for employment, will be required, as a  
29 condition of any offer of employment, to authorize, in writing, a name-based and fingerprint criminal  
30 background investigation:  
31

- 32 • A certified employee seeking full- or part-time employment with the District;
- 33 • A non-certified or classified employee seeking full- or part-time employment with the  
34 District;
- 35 • An employee of a person or firm holding a contract with the District, if the employee is  
36 assigned to the District;
- 37 • A volunteer assigned to work in the District, who has regular unsupervised access to  
38 students; and
- 39 • Substitute teachers.

40  
41 Any requirement of an applicant to submit to a fingerprint background check will be in  
42 compliance with the Volunteers for Children Act of 1998 and applicable federal regulations. If  
43 an applicant has any prior record of arrest or conviction by any local, state, or federal law  
44 enforcement agency for an offense other than a minor traffic violation, the facts must be  
45 reviewed by the Superintendent, who will decide whether the applicant will be declared eligible  
46 for appointment or employment. Arrests resolved without conviction will not be considered in  
47 the hiring process, unless the charges are pending.  
48



1 ~~\*The requirement to fingerprint non-licensed substitutes may be waived in whole or in part by~~  
2 ~~the trustees, if the substitute has previous teaching or substitute teaching experience in an~~  
3 ~~accredited public school in Montana prior to November 28, 2002.~~  
4  
5

6 Legal Reference: § 44-5-301, MCA Dissemination of public criminal justice information  
7 § 44-5-302, MCA Dissemination of criminal history record information  
8 that is not public criminal justice information  
9 § 44-5-303, MCA Dissemination of confidential criminal justice  
10 information – procedure for dissemination through  
11 court  
12 10.55.716, ARM Substitute Teachers  
13 Public Law 105-251, Volunteers for Children Act

14 Policy History:

15 Adopted on:

16 Reviewed on:

17 Revised on:

1            **School District**

2  
3 **PERSONNEL**

4  
5 Staff Health

6  
7 Medical Examinations

8  
9 Through its overall safety program and various policies pertaining to school personnel, the Board  
10 will promote the safety of employees during working hours and assist them in the maintenance  
11 of good health. The Board will encourage all its employees to maintain optimum health through  
12 the practice of good health habits.

13  
14 The Board may require physical examinations of its employees, under circumstances defined  
15 below. The District will maintain results of physical examinations in medical files separate from  
16 the employee’s personnel file and will release them only as permitted by law.

17  
18 Physical Examinations

19  
20 The District participates in a Pre-Placement Physical Program for all custodial and maintenance  
21 personnel and other positions deemed inclusive of this policy as determined by specific Board  
22 action. Subsequent to a conditional offer of employment in a position for which the District may  
23 require participation in a pre-placement physical but before commencement of work, the District  
24 may require an applicant to have a medical examination and to meet any other health  
25 requirements which may be imposed by the state. The District may condition an offer of  
26 employment on the results of such examination, if all employees who received a conditional  
27 offer of employment in the applicable job category are subject to such examination. The report  
28 shall certify the employee’s ability to perform the job-related functions of the position for which  
29 the employee is being considered. Such examination shall be used only to determine whether the  
30 applicant is able to perform with reasonable accommodation job-related functions.

31  
32 All bus drivers, whether full-time, regular part-time, or temporary part-time, are required by state  
33 law to have a satisfactory medical examination before employment.

34  
35 Communicable Diseases

36  
37 The term “communicable disease” refers to the diseases identified in 37.114.203, ARM,  
38 Reportable Diseases, with the exception of common colds and flu.

39  
40 If a staff member has a communicable disease, the staff member must notify the school nurse or  
41 other responsible person designated by the Board of the communicable disease which could be  
42 life threatening to an immune-compromised person. The school nurse or other responsible  
43 person designated by the Board must determine, after consultation with and on the advice of  
44 public health officials, if the immune-compromised person needs appropriate accommodation to  
45 protect their health and safety.

An employee with a communicable disease shall not report to work during the period of time in which the employee is infectious. An employee afflicted with a communicable disease capable of being readily transmitted in the school setting (e.g., airborne transmission of tuberculosis) shall be encouraged to report the existence of the illness so that precautions may be taken to protect the health of others. The District reserves the right to require a statement from an employee's primary care provider, before the employee may return to work.

Confidentiality

In all instances, District personnel will respect an individual's right to privacy and treat any medical diagnosis as confidential information. Any information obtained regarding the medical condition or history of any employee will be collected and maintained on separate forms and in separate medical files and will be treated as confidential information. Only those individuals with a legitimate need to know will be provided necessary medical information.

Supervisors and managers may be informed of necessary restrictions on the work or duties of an employee and necessary accommodations. First aid and safety personnel may be informed, when appropriate, if a staff member with a disability might require emergency treatment.

Cross Reference:	5005	Section 504 of the Rehabilitation Act
Legal Reference:	29 U.S.C. § 794, <i>et seq.</i> 42 U.S.C. § 12101, <i>et seq.</i> 29 CFR, Part 1630.14(c) Title 49, Chapter 2, MCA Title 49, Chapter 4, MCA § 20-10-103(4), MCA 37.111.825, ARM	Section 504 of the Rehabilitation Act Americans with Disabilities Act Examination of employees Illegal Discrimination Rights of Persons With Disabilities School bus driver qualifications Health Supervision and Maintenance

Policy History:

Adopted on:  
Reviewed on:  
Revised on:

1 \_\_\_\_\_ **School District**

2  
3 **PERSONNEL**

5210

4  
5 Assignments, Reassignments, Transfers

6  
7 The Superintendent may assign, reassign, and/or transfer positions and duties of all staff.  
8 Teachers will be assigned at the levels and in the subjects for which they are licensed and  
9 endorsed, or for which they are enrolled in an internship as defined in ARM 10.55.602 and meet  
10 the requirements of ARM 10.55.607. The Superintendent will provide for a system of  
11 assignment, reassignment, and transfer of classified staff, including voluntary transfers and  
12 promotions. Nothing in this policy prevents reassignment of a staff member during a school  
13 year.

14  
15 Classified Staff

16  
17 The District retains the right of assignment, reassignment, and transfer.

18  
19 Teaching

20  
21 Notice of their teaching assignments relative to grade level, building, classroom or work space,  
22 and subject area will be given to teachers before the beginning of the school year.

23  
24 Provisions governing vacancies, promotions, and voluntary or involuntary transfers may be  
25 found in negotiated agreements or employee handbooks.

26  
27  
28  
29 Legal Reference: *Bonner School District No. 14 v. Bonner Education Association, MEA-*  
30 *MFT, NEA, AFT, AFL-CIO, (2008) 2008 MT 9*  
31 § 20-4-402, MCA Duties of District Superintendent or County High  
32 School Principal  
33 10.55.602, ARM Definition of Internship  
34 10.55.607, ARM Internships

35  
36 Policy History:

37 Adopted on:  
38 Reviewed on:  
39 Revised on:

1 \_\_\_\_\_ **School District**

2

3 **PERSONNEL**

5213

4

5 Vacancies

6

7 When the District determines that a vacancy exists:

8

9 Option 1: The vacancy must be posted according to the terms of the current collective  
10 bargaining agreement.

11

12 Option 2: The Superintendent has the discretion to advertise a vacancy. [Choose option]

13

14

15

16

17 Policy History:

18

Adopted on:

19

Reviewed on:

20

Revised on:

21

1 **Cascade School District**

2  
3 **PERSONNEL**

5220

4  
5 Prohibition on Aiding Sexual Abuse

6  
7 The district prohibits any employee, contractor or agent from assisting a school employee,  
8 contractor or agent in obtaining a new job if the individual or district knows or has probable  
9 cause to believe that such school employee, contractor or agent engaged in sexual misconduct  
10 regarding a minor or a student in violation of the law. This prohibition does not include the  
11 routine transmission of administrative and personnel files.

12  
13 This prohibition does not apply under certain conditions specified by Every Student Succeeds  
14 Act (ESSA) such as:

- 15  
16 1. The matter has been reported to law enforcement authorities and it has been officially closed  
17 or the school officials have been notified by the prosecutor or police after an investigation  
18 that there is insufficient information to establish probable cause, or;  
19  
20 2. The individual has been acquitted or otherwise cleared of the alleged misconduct, or;  
21  
22 3. The case remains open without charges for more than 4 years after the information was  
23 reported to a law enforcement agency.

24  
25  
26 Legal Reference: ESSA section 8038. § 8546  
27 Section 45-2-302, MCA When accountability exists

28  
29  
30 Policy History:

31 Adopted on:  
32 Reviewed on:  
33 Revised on:

1 **Cascade School District**

2  
3 **PERSONNEL**

**R**  
5222

4  
5  
6 Evaluation of Certified Staff

7  
8 Each certified staff member’s job performance will be evaluated by the staff member’s direct  
9 supervisor. Non-tenured certified staff shall be evaluated, at a minimum, on at least an annual  
10 basis. Tenured certified staff members may be evaluated according to the terms stated in the  
11 current collective bargaining agreement if applicable or once per year. The evaluation model  
12 shall be aligned with applicable district goals, standards of the Board of Public Education, and  
13 the district’s mentorship and induction program. It shall identify what skill sets are to be  
14 evaluated, include both summative and formative elements, and include an assessment of the  
15 educator’s effectiveness in supporting every student in meeting rigorous learning goals through  
16 the performance of the educator’s duties.

17  
18 The supervisor will provide a copy of the completed evaluation to the staff member and will  
19 provide opportunity to discuss the evaluation. The original should be signed by the staff member  
20 and placed in the personnel file. If the staff member refuses to sign the evaluation, the  
21 supervisor should note the refusal and submit the evaluation to the Superintendent.

22  
23 Evaluation of Classified Staff

24  
25 Each classified staff member’s job performance will be evaluated by the staff member’s direct  
26 supervisor. The supervisor will provide a copy of the completed evaluation to the staff member  
27 and will provide opportunity to discuss the evaluation. The original should be signed by the staff  
28 member and placed in the personnel file. If the staff member refuses to sign the evaluation, the  
29 supervisor should note the refusal and submit the evaluation to the Superintendent.

30  
31  
32 Cross Reference: 5231-5231P Personnel Records

33  
34 Legal Reference: 10.55.701(4)(a)(b), ARM Board of Trustees

35  
36  
37 Policy History:

38 Adopted on:

39 Reviewed on:

40 Revised on:

41

1 **Cascade School District**

2  
3 **PERSONNEL**

5224

4  
5 Political Activity

6  
7 The Board recognizes its employees' rights of citizenship, including but not limited to engaging  
8 in political activities. A District employee may seek an elective office, provided the employee  
9 does not campaign on school property during working hours, and provided all other legal  
10 requirements are met. The District assumes no obligation beyond making such opportunities  
11 available. An employee elected to office is entitled to take a leave of absence without pay, in  
12 accordance with the provisions of § 39-2-104, MCA.

13  
14 No person, in or on District property, may attempt to coerce, command, or require a public  
15 employee to support or oppose any political committee, the nomination or election of any person  
16 to public office, or the passage of a ballot issue.

17  
18 No District employee may solicit support for or in opposition to any political committee, the  
19 nomination or election of any person to public office, or the passage of a ballot issue, while on  
20 the job or in or on District property.

21  
22 Nothing in this policy is intended to restrict the right of District employees to express their  
23 personal political views.

24	25	26	27	<u>Legal Reference:</u>	<u>5 U.S.C. § 7321</u>	<u>Hatch Act</u>
28			28		<u>§ 39-2-104, MCA</u>	<u>Mandatory leave of absence for employees holding</u>
29			29			<u>public office</u>
30			30		<u>§ 13-35-226, MCA</u>	<u>Unlawful acts of employers and employees</u>
31			31		<u>Title 2, Chapter 2, Part 1</u>	<u>Standards of Conduct</u>

32  
33 Policy History:

34 Adopted on:

35 Reviewed on:

36 Revised on:

37



1 **Cascade School District**

2  
3 **PERSONNEL**

5226  
page 1 of 2

4  
5 Drug-Free Workplace

6  
7 All District workplaces are drug- and alcohol-free. All employees are prohibited from:

- 8  
9 • Unlawfully manufacturing, dispensing, distributing, possessing, using, or being under the  
10 influence of a controlled substance while on District premises or while performing work  
11 for the District, or;  
12 • Distributing, consuming, using, possessing, or being under the influence of alcohol while  
13 on District premises or while performing work for the District.

14  
15 For purposes of this policy, a controlled substance is defined as:

- 16  
17 • Not legally obtainable;  
18 • Being used in a manner other than as prescribed;  
19 • Legally obtainable but has not been legally obtained;  
20 • Marijuana or marijuana paraphernalia that is possessed or consumed on the grounds of  
21 any property owned or leased by a school district, a public or private preschool, school,  
22 or postsecondary school or in a school bus;  
23 • Marijuana purchased, consumed, transported, possessed, or used of by a person under 21  
24 years of age;  
25 • Marijuana smoked in a location where smoking tobacco is prohibited;  
26 • Marijuana consumed in a manner that endangers others; or  
27 • Referenced in federal or state controlled-substance acts.

28  
29 As a condition of employment, each employee will:

- 30  
31 • Abide by the terms of the District policy respecting a drug- and alcohol-free workplace;  
32 and  
33 • Notify his or her supervisor of his or her conviction under any criminal drug statute, for a  
34 violation occurring on District premises or while performing work for the District, no  
35 later than five (5) days after such conviction.

36  
37 In order to make employees aware of dangers of drug and alcohol abuse, the District will  
38 endeavor to:

- 39  
40 • Provide each employee with a copy of the District drug- and alcohol-free workplace  
41 policy;  
42 • Post notice of the District drug- and alcohol-free workplace policy in a place where other  
43 information for employees is posted;  
44 • Enlist the aid of community and state agencies with drug and alcohol informational and  
45 rehabilitation programs, to provide information to District employees; and

46  
47 5226  
48 page 2 of 2

- 1  
2 • Inform employees of available drug and alcohol counseling, rehabilitation, reentry, and  
3 any employee-assistance programs.  
4

5 District Action Upon Violation of Policy  
6

7 An employee who violates this policy may be subject to disciplinary action; up to and including  
8 termination of employment. Alternatively, the Board may require an employee to successfully  
9 complete an appropriate drug- or alcohol-abuse, employee-assistance rehabilitation program.  
10

11 The Board will take disciplinary action with respect to an employee convicted of a drug offense  
12 in the workplace, within thirty (30) days of receiving notice of a conviction.  
13

14 Should District employees be engaged in the performance of work under a federal contract or  
15 grant, or under a state contract or grant, the Superintendent will notify the appropriate state or  
16 federal agency from which the District receives contract or grant moneys of an employee's  
17 conviction, within ten (10) days after receiving notice of the conviction.  
18  
19  
20

21 Legal Reference: 41 U.S.C. §§ 702, 703, 706 Drug-free workplace requirements for  
22 Federal grant recipients  
23 Initiative 190 – “Montana Marijuana Regulation and Taxation Act.”  
24 January 1, 2021  
25  
26

27 Policy History:

28 Adopted on:

29 Reviewed on:

30 Revised on:  
31  
32

Personnel Records

The District maintains a complete personnel record for every current employee and former employee. The employees' personnel records shall be maintained in the District's administrative office, under the Superintendent's direct supervision. ~~An employee will be given access to his or her personnel records, according to the guidelines developed by the Superintendent.~~  
Employees will be given a copy of their personnel records upon request.

~~In addition to the Superintendent or other designees, the Board may grant a committee or member of the Board access to cumulative personnel files. When specifically authorized by the Board, counsel retained by the Board or the employee shall also have access to a cumulative personnel file.~~

~~In accordance with federal law, the district shall release information regarding the professional qualifications and degrees of teachers and the qualifications of paraprofessionals to parents upon request, for any teacher or paraprofessional who is employed by a school receiving Title I funds, and who provides instruction to their child at that school. Access to information contained in the personnel records of District employees.~~ The District may release public information regarding the professional qualifications, degrees, and experience of teachers and the qualifications of paraprofessionals to parents upon request. Access to other information is governed by Policy 4340.

Personnel records must be kept for 10 years after termination.

Cross Reference: 4340 Public Access to District Records

Legal Reference: Admin. R. Mont. 10.55.701(5) Board of Trustees  
~~No Child Left Behind Act of 2001, (Public Law 107-334)~~  
§ 20-1-212(2), MCA Destruction of records by school officer.  
§ 2-6-1001, MCA Definitions

Policy History:

Adopted on: May 15, 2001

Revised on: May 19, 2009, June 25, 2013

1 **Cascaed School District**

2  
3 **PERSONNEL**

5231P

4  
5 Personnel Records

6  
7 The District shall maintain a cumulative personnel file in the administrative office for each of its  
8 employees, as required by the Office of Public Instruction and current personnel policies. These  
9 records are not to leave the administrative office except as specifically authorized by the  
10 Superintendent, and then only by signed receipt. Payroll records are maintained separately.

11  
12 Contents of Personnel Files

13  
14 A personnel file may contain but is not limited to transcripts from colleges or universities,  
15 information allowed by statute, a record of previous employment (other than college placement  
16 papers for periods beyond active candidacy for a position), evaluations, copies of contracts, and  
17 copies of letters of recommendation requested by an employee. All material in the personnel file  
18 must be related to the employee's work, position, salary, or employment status in the District.  
19 All documents, communications, and records dealing with the processing of a grievance shall be  
20 filed separately from the personnel files of the participants.

21  
22 No material derogatory to an employee's conduct, service, character, or personality shall be  
23 placed in the file, unless such placement is authorized by the Superintendent, as indicated by the  
24 Superintendent's initials, and unless the employee has had adequate opportunity to read the  
25 material. For the latter purpose, the Superintendent shall take reasonable steps to obtain the  
26 employee's initials or signature verifying that the employee has received a copy of the material.  
27 If the employee refuses to sign the document indicating that the employee has had an opportunity  
28 to read it, the Superintendent will place an addendum to the document, noting that the employee  
29 was given a copy but refused to sign. The Superintendent will date and sign the addendum.

30  
31 Disposition of Personnel Files

32  
33 An employee, upon termination, may request transcripts of college and university work. Any  
34 confidential college or university placement papers shall be returned to the sender or destroyed at  
35 the time of employment. All other documents shall be retained and safeguarded by the District  
36 for such periods as prescribed by law.

37  
38 Record Keeping Requirements Under the Fair Labor Standards Act

39  
40 1. ~~Records required for ALL employees:~~

- 41  
42 A. ~~Name in full (same name as used for Social Security);~~  
43 B. ~~Employee's home address, including zip code;~~  
44 C. ~~Date of birth if under the age of 19;~~  
45

- D. ~~Sex (may be indicated with Male/Female, M/F, Mr./Mrs./Miss);~~
- E. ~~Time of day and day of week on which the employee's work week begins;~~
- F. ~~Basis on which wages are paid (such as \$5/hour, \$200/week, etc.);~~
- G. ~~Any payment made which is not counted as part of the "regular rate";~~
- H. ~~Total wages paid each pay period.~~

2. ~~Additional records required for non-exempt employees:~~

- A. ~~Regular hourly rate of pay during any week when overtime is worked;~~
- B. ~~Hours worked in any work day (consecutive twenty-four (24) hour period);~~
- C. ~~Hours worked in any work week (or work period in case of 207{k});~~
- D. ~~Total daily or weekly straight-time earnings (including payment for hours in excess of forty (40) per week, but excluding premium pay for overtime);~~
- E. ~~Total overtime premium pay for a work week;~~
- F. ~~Date of payment and the pay period covered;~~
- G. ~~Total deductions from or additions to wages each pay period;~~
- H. ~~Itemization of dates, amounts and reason for the deduction or addition, maintained on an individual basis for each employee;~~
- I. ~~Number of hours of compensatory time earned each pay period;~~
- J. ~~Number of hours of compensatory time used each pay period;~~
- K. ~~Number of hours of compensatory time compensated in cash, the total amount paid and the dates of such payments;~~
- L. ~~The collective bargaining agreements which discuss compensatory time, or written understandings with individual non-union employees.~~

~~All records obtained in the application and hiring process shall be maintained for at least two years.~~

Policy History:

Adopted on:

Reviewed on:

Revised on:

1 **Cascade School District**

2  
3 **PERSONNEL**

5250

4  
5 Termination from Employment, Non-Renewal of Employment

6  
7 The Board, after receiving the recommendations of the Superintendent, will determine the non-  
8 renewal or termination of certified and classified staff, in conformity with state statutes and  
9 applicable District policy.

10  
11  
12  
13 Cross Reference: 5140 Classified Employment and Assignment  
14 5255 Disciplinary Action

15  
16 Legal Reference: § 20-3-324(2), MCA Trustee Powers and Duties  
17 § 20-4-204, MCA Termination of tenure teacher services  
18 § 20-4-206, MCA Notification of nontenure teacher reelection –  
19 acceptance – termination.  
20 § 20-4-207, MCA Dismissal of teacher under contract  
21 § 39-2-912, MCA Exemptions to Wrongful Discharge from  
22 Employment Act

23  
24 Policy History:

25 Adopted on:

26 Reviewed on:

27 Revised on:

28

1 **Cascade School District**

2  
3 **PERSONNEL**

5255

4  
5 Disciplinary Action

6  
7 District employees who fail to fulfill their job responsibilities or to follow reasonable directions  
8 of their supervisors, or who conduct themselves on or off the job in ways that affect school  
9 operations, may be subject to discipline. Behavior, conduct, or action that may call for  
10 disciplinary action or dismissal includes but is not limited to reasonable job-related grounds  
11 based on a failure to satisfactorily perform job duties, disruption of the District’s operation, or  
12 other legitimate reasons.

13  
14 Discipline will be reasonably appropriate to the circumstance and will include but not be limited  
15 to a supervisor’s right to reprimand an employee and the Superintendent or building principal’s  
16 right to suspend an employee, without pay, or to impose other appropriate disciplinary sanctions.  
17 Disciplinary sanctions, including all forms of reprimands, will be documented and placed in the  
18 employees personnel file accordance with Policy 5231. In accordance with Montana law, only  
19 the Board may terminate an employee or non-renew employment.

20  
21 The Superintendent or building principal is authorized to immediately suspend a staff member,  
22 with pay, in a non-disciplinary manner.

23			
24			
25	Cross Reference	5250	Termination from Employment/Non-Renewal of Employment
26			
27	Legal Reference:	§ 20-3-324, MCA	Powers and duties
28		§ 20-4-204, MCA	Termination of tenure teacher services
29		§ 20-4-207, MCA	Dismissal of teacher under contract
30		§ 39-2-903, MCA	Definitions
31		§ 45-8-361, MCA	Possession or allowing possession of a weapon in school building – exceptions – penalties – seizure and forfeiture or return authorized – definitions.
32			
33			

34  
35 Policy History:

36 Adopted on:

37 Reviewed on:

38 Revised on:

1 **Cascade School District**

2  
3 **PERSONNEL**

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page 1 of 3

4  
5 Leaves of Absence

6  
7 Sick and Bereavement Leave

8  
9 Certified employees will be granted sick leave according to terms of their collective bargaining  
10 agreement.

11  
12 Classified employees will be granted sick leave benefits in accordance with § 2-18-618, MCA.  
13 For classified staff, “sick leave” is defined as a leave of absence, with pay, for a sickness  
14 suffered by an employee or an employee’s immediate family. Sick leave may be used by an  
15 employee when they are unable to perform job duties because of:

- 16  
17 • A physical or mental illness, injury, or disability;  
18  
19 • Maternity or pregnancy-related disability or treatment, including prenatal care, birth, or  
20 medical care for the employee or the employee’s child;  
21  
22 • Parental leave for a permanent employee as provided in § 2-18-606, MCA;  
23  
24 • Quarantine resulting from exposure to a contagious disease;  
25  
26 • Examination or treatment by a licensed health care provider;  
27  
28 • Short-term attendance, in an agency’s discretion, to care for a person (who is not the  
29 employee or a member of the employee’s immediate family) until other care can  
30 reasonably be obtained;  
31  
32 • Necessary care for a spouse, child or parent with a serious health condition, as defined in  
33 the Family and Medical Leave Act of 1993; or  
34  
35 • Death or funeral attendance of an immediate family member or, at an agency’s discretion,  
36 another person.

37  
38 Nothing in this policy guarantees approval of the granting of such leave in any instance. The  
39 District will judge each request in accordance with this policy and governing collective  
40 bargaining agreements.

41  
42 It is understood that seniority will accumulate while a teacher or employee is utilizing sick leave  
43 credits. Seniority will not accumulate, unless an employee is in a paid status. Abuse of sick leave  
44 is cause for disciplinary action up to and including termination of employment.  
45  
46



An employee who has suffered a death in the immediate family will be eligible for bereavement leave. The Superintendent has the authority to grant bereavement leave for up to five (5) days. Bereavement leave longer than five (5) days must be approved by the Board. Such leave will not exceed three (3) months unless prescribed by a physician.

Personal and Emergency Leave

Teachers will be granted personal and emergency leave according to terms of the current collective bargaining agreement. Upon recommendation of the Superintendent, and in accordance with law and District policy, classified staff may be granted personal leave pursuant to the following conditions:

1. Leave will be without pay unless otherwise stated. If leave is to include expenses payable by the District, leave approval will so state.
2. Leave will be granted only in units of half (1/2) or full days.
3. Notice of at least one (1) week is required for any personal leave of less than one (1) week; notice of one (1) month is required for any personal leave exceeding one (1) week.
4. With approval of the Board, the Superintendent has the flexibility, in unusual or exceptional circumstances, to grant personal leave to employees not covered by sick or annual leave. The employee will not receive fringe benefits during any personal leave of greater than fifteen (15) days. During the leave, the employee may pay the District's share of any insurance benefit program in order to maintain those benefits, provided that is acceptable to the insurance carrier. Staff using personal leave will not earn any sick leave or annual leave credits or any other benefits during the approved leave of absence.

Civic Duty Leave

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

ed to jury duty or subpoenaed to serve as a witness may elect to receive regular salary or to take annual leave during jury time. An employee who elects not to take annual leave, however, must remit to the District all juror and witness fees and allowances (except for expenses and mileage). The District may request the court to excuse an employee from jury duty when an employee is needed for proper operation of the school.

An employee who is an official member of one of the Cascade Volunteer Fire Departments may use vacation or unpaid leave during their regular work hours to fight a fire in their jurisdiction or deal with another type of emergency under the following conditions without needing to call a substitute worker:

- 1. There is a fire in the Fire Department’s regular jurisdiction .
  - 2. There is a fire in the other Fire Department’s jurisdiction in a structure.
  - 3. The call-out is for a local highway vehicle accident.
- If feasible, and with permission of the direct supervisor, the lost time may be made up without loss of pay within the next 48 hours.

In the event that assistance is needed for any other type of fire or other emergency in the outlying area one employee may be excused in any employee group so long as the firefighter employee responding calls and obtains a substitute for the remainder of his/her shift.

Legal Reference:	42 U.S.C §2000e	Equal Employment Opportunities
	§ 2-18-601(15), MCA	Definitions
	§ 2-18-618, MCA	Sick leave
	§ 2-18-619, MCA	Jury Duty – Service as Witness
	§ 39-2-104, MCA	Mandatory Leave of Absence for employees
		Holding public office
	§ 49-2-310, MCA	Maternity leave – unlawful acts of employers
	§ 49-2-311, MCA	Reinstatement to job following pregnancy- related leave of absence

Policy History:

Adopted on:

Reviewed on:

Revised on:

1 **Cascade School District**

2  
3 **PERSONNEL**

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4  
5 Conditions for Use of Leave

6  
7 Certified staff may use sick leave for those instances listed in the current collective bargaining  
8 agreement. Classified staff may use sick leave for illness; injury; medical disability; maternity-  
9 related disability, including prenatal care, birth, miscarriage, or abortion; parental leave for a  
10 permanent employee as provided in § 2-18-606, MCA; quarantine resulting from exposure to  
11 contagious disease; medical, dental, or eye examination or treatment; necessary care of or attendance  
12 to an immediate family member or, at the District's discretion, another relative for the above reasons  
13 until other attendants can reasonably be obtained; and death or funeral attendance for an immediate  
14 family member. Leave without pay may be granted to employees upon the death of persons not  
15 included in this list.

16  
17 Accrual and Use of Sick Leave Credits

18  
19 Certified employees will accrue and may use their sick leave credits according to the current  
20 collective bargaining agreement.

21  
22 Classified employees serving in positions that are permanent full-time, seasonal full-time, or  
23 permanent part-time are eligible to earn sick leave credits, which will accrue from the first (1<sup>st</sup>) day  
24 of employment. A classified employee must be employed continuously for a qualifying period of  
25 ninety (90) calendar days in order to use sick leave. Unless there is a break in service, an employee  
26 only serves the qualifying period once. After a break in service, an employee must again complete  
27 the qualifying period to use sick leave. Sick leave may not be taken in advance nor may leave be  
28 taken retroactively. A seasonal classified employee may carry over accrued sick leave credits to the  
29 next season if management has a continuing need for the employee or, alternatively, may be paid a  
30 lump sum for accrued sick leave credits when the season ends.

31  
32 Employees, whether classified or certified, simultaneously employed in two (2) or more positions,  
33 will accrue sick leave credits in each position according to the number of hours worked or a proration  
34 of the contract (in the case of certified) worked. Leave credits will be used only from the position in  
35 which the credits were earned and with approval of the supervisor or appropriate authority for that  
36 position. Hours in a pay status paid at the regular rate will be used to calculate leave accrual. Sick  
37 leave credits will not accrue for those hours exceeding forty (40) hours in a workweek, which are  
38 paid as overtime hours or recorded as compensatory time. A full-time employee will not earn less  
39 than nor more than the full-time sick leave accrual rate provided classified employees.

40  
41 When an employee who has not worked the qualifying period for use of sick leave takes an approved  
42 continuous leave of absence without pay in excess of fifteen (15) working days, the amount of time  
43 an employee is on leave of absence will not count toward completion of the qualifying period. The  
44 approved leave of absence exceeding fifteen (15) working days is not a

45 break in service, and the employee will not lose any accrued sick leave credits nor lose credit for time  
46 earned toward the qualifying period. An approved continuous leave of absence without pay of  
47 fifteen (15) working days or less will be counted as time earned toward the ninety-(90)-day  
48 qualifying period.

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1  
2  
3  
4 Calculation of Sick Leave Credits

5  
6 Certified employees will earn sick leave credits at the rate stated in the current collective bargaining  
7 agreement.

8  
9 Full-time classified employees will earn sick leave credits at the rate of twelve (12) working days for  
10 each year of service. Sick leave credits will be prorated for part-time employees who have worked  
11 the qualifying period. The payroll office will refine this data by keeping records per hour worked.

12  
13 Sick Leave Banks

14  
15 Donation of sick leave credits to and use of sick leave credits in the sick leave bank are governed by  
16 terms of the current collective bargaining agreement.

17  
18 Lump-Sum Payment on Termination of Classified Employees

19  
20 When a classified employee terminates employment with the District, the employee is entitled to  
21 cash compensation for one-fourth (1/4) of the employee's accrued and unused sick leave credits,  
22 provided the employee has worked the qualifying period. The value of unused sick leave is  
23 computed based on the employee's salary rate at the time of termination.

24  
25 Industrial Accident

26  
27 An employee who is injured in an industrial accident may be eligible for workers' compensation  
28 benefits. Use of sick leave must be coordinated with receipt of workers' compensation benefits  
29 on a case-by-case basis, by contacting the Montana Schools Group Workers' Compensation Risk  
30 Retention Program (WCRRP).

31  
32 Sick Leave Substituted for Annual Leave

33  
34 A classified employee who qualifies for use of sick leave while taking approved annual vacation  
35 leave, may be allowed to substitute accrued sick leave credits for annual leave credits. Medical  
36 certification of the illness or disability may be required.

37  
38

39 <u>Legal Reference:</u>	<u>§ 2-18-601(15), MCA</u>	<u>Definitions</u>
	<u>§ 2-18-618, MCA</u>	<u>Sick Leave</u>

40  
41  
42

43 Policy History:

44 Adopted on:

45 Reviewed on:

46 Revised on:

1 **Cascade School District**

2  
3 **PERSONNEL**

5329

4  
5 Long-Term Illness/Temporary Disability Leave

6  
7 Employees may use sick leave for long-term illness or temporary disability, and, upon the  
8 expiration of sick leave, the Board may grant eligible employees leave without pay if requested.  
9 Medical certification of the long-term illness or temporary disability may be required, at the  
10 Board's discretion.

11  
12 Leave without pay arising out of any long-term illness or temporary disability shall commence  
13 only after sick leave has been exhausted. The duration of leaves, extensions, and other benefits  
14 for privileges such as health and long-term illness, shall apply under the same conditions as other  
15 long-term illness or temporary disability leaves.

16  
17 ~~Legal Reference: § 49-2-310, MCA Maternity leave unlawful acts of employers~~  
18 ~~§ 49-2-311, MCA Reinstatement to job following pregnancy-related~~  
19 ~~leave of absence~~

20  
21  
22 Policy History:

23 Adopted on:

24 Reviewed on:

25 Revised on:

1 **Cascade School District**

2  
3 **PERSONNEL**

5331

4  
5 Insurance Benefits for Employees

6  
7 Newly hired employees are eligible for insurance benefits offered by the District for the  
8 particular bargaining unit to which an employee belongs. Other employees will be offered  
9 benefits consistent with the District benefit plan, with exceptions noted below:

- 10  
11 1. Classified employees who are employed less than half (1/2) time (that is, who are regularly  
12 scheduled to work less than twenty (20) hours per week) will not be eligible for group  
13 health, dental, and life insurance and will not be considered to be a member of defined  
14 employee insurance benefit groups.
- 15  
16 2. Any permanent employee who works half (1/2) time or more is eligible for group health  
17 and dental insurance, irrespective of the unit to which the employee belongs. All medical  
18 and dental insurance premiums will be prorated in the amount of the full contract in terms  
19 of full-time equivalency multiplied by the District's maximum contribution as prescribed  
20 by the applicable collective bargaining agreement or Board policy.

21  
22 A medical examination at the expense of the employee may be required, if the employee elects to  
23 join the District health insurance program after initially refusing coverage during the "open  
24 season" (\*July). An eligible employee wishing to discontinue or change health insurance  
25 coverage must initiate the action by contacting the personnel office and completing appropriate  
26 forms.

27  
28 Anniversary dates of the health and dental insurance policies for the District shall be July 1<sup>st</sup>  
29 through June 30<sup>th</sup>.

30  
31  
32  
33 Legal Reference: § 2-18-702, MCA Group insurance for public employees and officers  
34 § 2-18-703, MCA Contributions

35  
36 Policy History:

37 Adopted on:  
38 Reviewed on:  
39 Revised on:  
40

2  
3 PERSONNEL

4  
5  
6 Fair Labor Standards Act

7  
8 Compensatory Time and Overtime for Classified Employees

9  
10 Non-exempt classified employees who work more than forty (40) hours in a given workweek may receive  
11 overtime pay of one and one-half (1½) times the normal hourly rate, unless the District and the employee  
12 agree to the provision of compensation time at a rate of one and one-half (1½) times all hours worked in  
13 excess of forty (40) hours in any workweek. The Superintendent must approve any overtime work of a  
14 classified employee.

15  
16 Under Montana law and the Federal Fair Labor Standards Act, a classified employee may not volunteer to  
17 work without pay in an assignment similar to the employee’s regular work.

18  
19 A non-exempt employee who works overtime without authorization may be subject to disciplinary action.

20  
21 Blended Time

22  
23 Classified Employees working two or more jobs for the District at different rates of pay shall be paid  
24 overtime at a weighted average of the differing wages. This shall be determined by dividing the total  
25 regular remuneration for all hours worked by the number of hours worked in that week to arrive at the  
26 weighted average. One half that rate is then multiplied times the number of hours worked over 40 to  
27 arrive at the overtime compensation due.

28  
29 Example: Employee works one job at 30 hrs./week at 10.00/hr. The same employee works a different job  
30 at 20 hrs./week at \$12.00/hr. (Same district). The employee would get \$300.00 per week for the 30  
31 hr./week job (\$10.00X30) and \$240.00 per week for the 20 hr./week job (\$12.00X20). A total of \$540.00  
32 (regular remuneration). Divide \$540.00 by 50(total hours worked) = \$10.8/hr (weighted average). One-  
33 half that rate (\$10.80/2 = \$5.40)is multiplied by 10 (number of hours over 40). \$54.00 is the amount of  
34 overtime compensation due the employee based on the “blended time”.

35  
36 Record-Keeping Requirements Under the Fair Labor Standards Act

37  
38 I. Records required for ALL employees:

- 39  
40 A. Name in full (same name as used for Social Security);  
41 B. Employee’s home address, including zip code;  
42 C. Date of birth if under the age of nineteen (19);  
43 D. Sex (may be indicated with Male/Female, M/F, Mr./Mrs./Miss/Ms.);  
44 E. Time of day and day of week on which the employee’s workweek begins;  
45 F. Basis on which wages are paid (such as \$5/hour, \$200/week, etc.);  
46 G. Any payment made which is not counted as part of the “regular rate”;  
47 H. Total wages paid each pay period.  
48 I. Occupation  
49 \_\_\_\_\_  
50 \_\_\_\_\_

2. Additional records required for non-exempt employees:

- A. Regular hourly rate of pay during any week when overtime is worked;  
 B. Hours worked in any workday (consecutive twenty-four-(24)-hour period);  
 C. Hours worked in any workweek (or work period in case of 207[k]);  
 D. Total daily or weekly straight-time earnings (including payment for hours in excess of forty (40) per week but excluding premium pay for overtime);  
 E. Total overtime premium pay for a workweek;  
 F. Date of payment and the pay period covered;  
 G. Total deductions from or additions to wages each pay period;  
 H. Itemization of dates, amounts, and reason for the deduction or addition, maintained on an individual basis for each employee;  
 I. Number of hours of compensatory time earned each pay period;  
 J. Number of hours of compensatory time used each pay period;  
 K. Number of hours of compensatory time compensated in cash, the total amount paid, and the dates of such payments;  
 L. The collective bargaining agreements which discuss compensatory time, or written understandings with individual non-union employees.

Legal Reference:	29 U.S.C § 201, <i>et seq.</i> 24.9.805, ARM Title 39, Chapter 3, Part 4 24.16.2501—2581, ARM	Fair Labor Standards Act Employment Records Minimum Wage and Overtime Compensation Overtime Compensation
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Policy History:

Adopted on:

Reviewed on:

Revised on:



1 **Cascade School District**

2  
3 **PERSONNEL**

5338

4  
5 Payment of Interest on Employer Contributions for Workers' Compensation Time

6  
7 An employee absent because of an employment-related injury entitling the employee to workers'  
8 compensation payments may, upon the employee's return to service, contribute to the retirement  
9 system an amount equal to the contributions that would have been made by the employee to the  
10 system on the basis of the employee's compensation at the commencement of the employee's  
11 absence plus regular interest accruing from one (1) year from the date after the employee returns  
12 to service to the date the employee contributes for the period of absence.

13  
14 The District has the option to pay, or not pay, the interest on the employer's contribution for the  
15 period of absence based on the salary as calculated. If the employer elects not to pay the interest  
16 costs, this amount must be paid by the employee.

17  
18 It is the policy of this District to **not pay** the interest costs associated with the employer's  
19 contribution.

20  
21 Cross Reference:      5254F                      Employer Payment Policy Form

22  
23 Legal Reference:      §§ 19-3-504, MCA      Absence due to illness or injury.

24  
25 Policy History:

26 Adopted on:

27 Reviewed on:

28 Revised on:

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1                      **School District**

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**PERSONNEL**

Volunteers

The District recognizes the valuable contributions made to the total school program by members of the community who act as volunteers. By law, a volunteer is an individual who:

1. Has not entered into an express or implied compensation agreement with the District;
2. Is excluded from the definition of “employee” under appropriate state and federal statutes;
3. May be paid expenses, reasonable benefits, and/or nominal fees in some situations; and
4. Is not employed by the District in the same or similar capacity for which he/she is volunteering.

District employees who work with volunteers shall clearly explain duties for supervising children in school, on the playground, and on field trips. An appropriate degree of training and/or supervision of each volunteer shall be administered commensurate with the responsibility undertaken.

Volunteers who have unsupervised access to children are subject to the District’s policy mandating background checks.

Chaperones

The Superintendent may direct that appropriate screening processes be implemented to assure that adult chaperones are suitable and acceptable for accompanying students on field trips or excursions.

When serving as a chaperone for the District, the parent(s)/guardian(s) or other adult volunteers, including employees of the District, assigned to chaperone, shall not use tobacco products in the presence of students, nor shall they consume any alcoholic beverages or use any illicit drug during the duration of their assignment as a chaperone, including during the hours following the end of the day’s activities for students. The chaperone shall not encourage or allow students to participate in any activity that is in violation of District policy during the field trip or excursion, including during the hours following the end of the day’s activities. Chaperones shall be given a copy of these rules and sign a letter of understanding verifying they are aware of and agree to these District rules before being allowed to accompany students on any field trip or excursion.

Any chaperone found to have violated these rules shall 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 be responsible for their own

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4 transportation back home. Employees found to have violated these rules may be subject to  
5 disciplinary action.  
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8

9 Cross Reference: 5122 Fingerprints and Criminal Background Investigations  
10 5430F Volunteer/Chaperone Letter of Understanding  
11

12 Policy History:

13 Adopted on:

14 Reviewed on:

15 Revised on:

1 **Cascade School District**

2  
3 **PERSONNEL**

5450  
Page 1 of 2

4  
5 Employee use of Electronic Mail, Internet, Networks, and District Equipment

6  
7 E-mail is an electronic message that is transmitted between two (2) or more computers or  
8 electronic terminals, whether or not the message is converted to hard-copy format after receipt,  
9 and whether or not the message is viewed upon transmission or stored for later retrieval. E-mail  
10 includes all electronic messages that are transmitted through a local, regional, or global computer  
11 network.

12  
13 The District e-mail and Internet systems are intended to be used for educational purposes only,  
14 and employees have no expectation of privacy. Employees have no expectation of privacy in  
15 district owned technology equipment, including but not limited to district-owned desktops,  
16 laptops, memory storage devices, and cell phones.

17  
18 Users of District e-mail and Internet systems are responsible for their appropriate use. All illegal  
19 and improper uses of the e-mail and Internet system, including but not limited to network  
20 etiquette violations including mail that degrades or demeans other individuals, pornography,  
21 obscenity, harassment, solicitation, gambling, and violating copyright or intellectual property  
22 rights, are prohibited. Abuse of the e-mail or Internet systems through personal use, or use in  
23 violation of the law or District policies, will result in disciplinary action, up to and including  
24 termination of employment.

25  
26 All e-mail/Internet records are considered District records and should be transmitted only to  
27 individuals who have a need to receive them. If the sender of an e-mail or Internet message does  
28 not intend for the e-mail or Internet message to be forwarded, the sender should clearly mark the  
29 message "Do Not Forward."

30  
31 In order to keep District e-mail and Internet systems secure, users shall not leave the terminal  
32 "signed on" when unattended and may not leave their password available in an obvious place  
33 near the terminal or share their password with anyone except the system administrator. The  
34 District reserves the right to bypass individual passwords at any time and to monitor the use of  
35 such systems by employees.

36  
37 Additionally, District records and e-mail/Internet records are subject to disclosure to law  
38 enforcement or government officials or to other third parties through subpoena or other process.  
39 Consequently, the District retains the right to access stored records in cases where there is  
40 reasonable cause to expect wrongdoing or misuse of the system and to review, store, and disclose  
41 all information sent over the District e-mail systems for any legally permissible reason, including  
42 but not limited to determining whether the information is a public record, whether it contains  
43 information discoverable in litigation, and to access District information in the employee's  
44 absence. Employee e-mail/Internet messages may not necessarily reflect the views of the  
45 District.

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All District employees should be aware that e-mail messages can be retrieved, even if they have been deleted, and that statements made in e-mail communications can form the basis of various legal claims against the individual author or the District.

All e-mail/Internet records are considered District records and should be transmitted only to individuals who have a need to receive them. E-mail sent or received by the District or the District's employees may be considered a public record subject to public disclosure or inspection. All District e-mail and Internet communications may be monitored.

Policy History:

Adopted on:

Reviewed on:

Revised on:

1 **Cascade School District**

2  
3 **PERSONNEL**

5460  
Page 1 of 2

4  
5  
6 Electronic Resources and Social Networking

7  
8 The School District recognizes that an effective public education system develops students who  
9 are globally aware, civically engaged, and capable of managing their lives and careers. The  
10 District also believes that students need to be proficient users of information, media, and  
11 technology to succeed in a digital world.

12  
13 Public school employees are held to a high standard of behavior. The Montana Department of  
14 Education *Professional Educators of Montana Code of Ethics* requires District staff to maintain a  
15 professional relationship with each student, both in and outside the classroom. The District  
16 encourages all staff to read and become familiar with the Code of Ethics.

17  
18 The school district staff shall not socialize with students on social networking websites (during  
19 school or out-of-school) in a manner contrary to this policy. Staff are reminded that the same  
20 relationship, exchange, interaction, information, or behavior that would be unacceptable in a  
21 non-technological medium, is unacceptable when done through the use of technology. In fact,  
22 due to the vastly increased potential audience digital dissemination presents, extra caution must  
23 be exercised by staff to ensure they don't cross the line of acceptability.

24  
25 Specifically, the following forms of technology-based interactivity or connectivity are expressly  
26 forbidden when used in a manner not related to the delivery of educational services or district  
27 operations. **(DISTRICT SELECT WHICH BULLETS ARE FORBIDDEN. IF AN ITEM IS**  
28 **PERMITTED IT CAN BE INCLUDED IN A SEPARATE PARAGRAPH)**

- 29  
30
- 31 • Sharing personal landline or cell phone numbers with students for non-educational  
32 purposes;
  - 33 • Text messaging students for non-educational purposes;
  - 34 • Emailing students other than through and to school controlled and monitored accounts;
  - 35 • Soliciting students as friends or contacts on social networking sites for non-educational  
36 purposes;
  - 37 • Accepting the solicitation of students as friends or contacts on social networking sites for  
38 non-educational purposes;
  - 39 • Creation of District-approved and sanctioned groups or pages on social networking sites  
40 that permit the broadcast of information without granting students access to staff  
41 member's personal information;
  - 42 • Sharing with student's access information to personal websites or other media through  
43 which the staff member would share personal information and occurrences.

44 Accessing social networking websites for individual use during school hours is prohibited, unless  
45 asked to do so by administration. Except in an emergency, staff shall not access social  
46 networking sites using district equipment or personal equipment, including during breaks or

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preparation periods. All school district employees who participate in social networking websites, shall not post any school district data, documents, photographs, logos, or other district owned or created information on any website. Further, the posting of any private or confidential school district material on such websites is strictly prohibited.

The Board directs the Superintendent or his/her designee to create strong electronic educational systems that support innovative teaching and learning, to provide appropriate staff development opportunities and to develop procedures to support this policy.

Staff should contact the administration if they would like to establish an educational related social media presence.

Cross Reference:	5015	Bullying/Harassment/Intimidation
	5223	Personal Conduct
	5255	Disciplinary Action
		<i>Professional Educators of Montana Code of Ethics</i>

Policy History:

Adopted on:

Reviewed on:

Revised on:

**ADMINISTRATION**

Superintendent

<b>The Board will:</b>	<b>The Superintendent will:</b>
Select the Superintendent and delegate to him/her all necessary administrative powers.	Serve as chief executive officer of the District.
Adopt policies for the operations of the school system and review administrative procedures.	Recommend policies or policy changes to the Board and develop procedures which implement Board policy.
Formulate a statement of goals reflecting the philosophy of the District.	Provide leadership in the development, operation, supervision, and evaluation of the educational program.
Adopt annual objectives for improvement of the District.	Recommend annual objectives for improvement of the District.
Approve courses of study.	Recommend courses of study.
Approve textbooks.	Recommend textbooks.
Approve the annual budget.	Prepare and submit the annual budget.
Employ certificated and classified staff, in its discretion, upon recommendation of the Superintendent.	Recommend candidates for employment as certificated and classified staff.
Authorize the allocation of certificated and classified staff.	Recommend staff needs based on student enrollment, direct and assign teachers and other employees of the schools under his/her supervision; shall organize, reorganize, and arrange the administrative and supervisory staff, including instruction and business affairs, as best serves the District, subject to the approval of the Board.
Approve contracts for major construction, remodeling, or maintenance.	Recommend contracts for major construction, remodeling, or maintenance.
Approve payment of vouchers and payroll.	Recommend payment of vouchers and payroll.
Approve proposed major changes of school plant and facilities.	Prepare reports regarding school plant and facilities needs.



<b>The Board will:</b>	<b>The Superintendent will:</b>
Approve collective bargaining agreements.	Supervise negotiation of collective bargaining agreements.
Assure that appropriate criteria and processes for evaluating staff are in place.	Establish criteria and processes for evaluating staff.
Appoint citizens and staff to serve on special Board committees, if necessary.	Recommend formation of <i>ad hoc</i> citizens' committees.
Conduct regular meetings.	As necessary, attend all Board meetings and all Board and citizen committee meetings, serve as an ex-officio member of all Board committees, and provide administrative recommendations on each item of business considered by each of these groups.
Serve as final arbitrator for staff, citizens, and students.	Inform the Board of appeals and implement any such forthcoming Board decisions.
Promptly refer to the Superintendent all criticisms, complaints, and suggestions called to its attention.	Respond and take action on all criticism, complaints, and suggestions, as appropriate.
Authorize the ongoing professional enrichment of its administrative leader, as feasible.	Undertake consultative work, speaking engagements, writing, lecturing, or other professional duties and obligations.
Approve appropriate District expenditures recommended by the Superintendent for the purpose of ongoing District operations.	Diligently investigate and make purchases that benefit the most efficient and functional operation of the District.

NOTE: A copy of the Superintendent's evaluation tool and job description may be included.

Legal Reference:      ARM 10.55.701      Board of Trustees

Policy History:

Adopted on:  
Reviewed on:  
Revised on:

1 **Cascade School District**

2  
3 **FINANCIAL MANAGEMENT**

7121

4  
5 Budget Adjustments

6  
7 When any budgeted fund line item is in excess of the amount required, the Board may transfer any of  
8 the excess appropriation to another line item(s) within the same fund.

9  
10 The Board authorizes the administration to transfer line items within the same budgeted fund to  
11 adjust line item overdrafts or to meet special line item needs. Line item budget transfers to adjust line  
12 item overdrafts are at the discretion of the administrators.

13  
14 Total budget expenditures for each fund as adopted in the final budget shall constitute the  
15 appropriations of the District for the ensuing fiscal year. The Board will be limited in the incurring  
16 of expenditures to the total of such appropriations.

17  
18 With timely notice of a public meeting, trustees, by majority vote of those present, may declare by  
19 resolution that a budget amendment (in addition to the final budget) is necessary. Budget  
20 amendments are authorized for specified reasons by § 20-9-161, MCA. The resolution must state the  
21 facts constituting the need for the budget amendment, the funds affected by the budget amendment,  
22 the anticipated source of financing, the estimated amount of money required to finance the budget  
23 amendment, and the time and place the trustees will meet for the purpose of considering and adopting  
24 the budget amendment for the current school fiscal year.

25  
26 The meeting to adopt a budget amendment will be open and will provide opportunity for any  
27 taxpayer to appear and be heard. Budget procedures will be consistent with statutory requirements.  
28 When applicable, the District will apply for state financial aid to supplement the amount to be  
29 collected from local taxes.

30		
31	Legal Reference:	§ 20-9-133, MCA Adoption and expenditure limitations of final budget
32		§ 20-9-161, MCA Definition of budget amendment for budgeting
33		purposes
34		§ 20-9-162, MCA Authorization for budget amendment adoption
35		§ 20-9-163, MCA Resolution for budget amendment – petition to
36		superintendent of public instruction
37		§ 20-9-164, MCA Notice of budget amendment resolution
38		§ 20-9-165, MCA Budget amendment limitation, preparation, and
39		adoption procedures
40		§ 20-9-166, MCA State financial aid for budget amendments
41		§ 20-9-208, MCA Transfers among appropriation items of fund –
42		transfers from fund to fund

43  
44 Policy History:

45 Adopted on:

46 Reviewed on:

47 Revised on:

48

1 **Cascade School District**

2  
3 **FINANCIAL MANAGEMENT**

7320  
page 1 of 2

4  
5 Purchasing

6  
7 Authorization and Control

8  
9 The Superintendent is authorized to direct expenditures and purchases within limits of the  
10 detailed annual budget for the school year. The Board must approve purchase of capital outlay  
11 items, when the aggregate total of a requisition exceeds \$ \_\_\_\_\_, except the Superintendent  
12 shall have the authority to make capital outlay purchases without advance approval when  
13 necessary to protect the interests of the District or the health and safety of staff or students. The  
14 Superintendent will establish requisition and purchase order procedures to control and maintain  
15 proper accounting of expenditure of funds. Staff who obligate the District without proper  
16 authorization may be held personally responsible for payment of such obligations.

17  
18 Bids and Contracts

19  
20 Whenever it is in the interest of the District, the District will execute a contract for any building  
21 furnishing, repairing, or other work for the benefit of the District. If the sum of the contract or  
22 work exceeds Eighty Thousand Dollars (\$80,000). The District will call for formal bids by  
23 issuing public notice as specified in statute. Specifications will be prepared and made available  
24 to all vendors interested in submitting a bid. The contract shall be awarded to the lowest  
25 responsible bidder, except that the trustees may reject any or all bids as per § 18-4-307, MCA as  
26 stated below in the legal reference. The Board, in making a determination as to which vendor is  
27 the lowest responsible bidder, will take into consideration not only the amount of each bid, but  
28 will also consider the skill, ability, and integrity of a vendor to do faithful, conscientious work  
29 and to promptly fulfill the contract according to its letter and spirit. Bidding requirements do not  
30 apply to a registered professional engineer, surveyor, real estate appraiser, or registered architect;  
31 a physician, dentist, pharmacist, or other medical, dental, or health care provider; an attorney; a  
32 consulting actuary; a private investigator licensed by any jurisdiction; a claims adjuster; or an  
33 accountant licensed under Title 37, Chapter 50.

34  
35 Advertisement for bid must be made once each week for two (2) consecutive weeks, and a  
36 second (2<sup>nd</sup>) publication must be made not less than five (5) nor more than twelve (12) days  
37 before consideration of bids.

38  
39 The Superintendent will establish bidding and contract-awarding procedures. Bid procedures  
40 will be waived only as specified in statute. Any contract required to be let for bid shall contain  
41 language to the following effect:

42  
43 *In making a determination as to which vendor is the lowest responsible bidder, if*  
44 *any, the District will take into consideration not only the pecuniary ability of a*  
45 *vendor to perform the contract, but will also consider the skill, ability, and*  
46

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5 *integrity of a vendor to do faithful, conscientious work and promptly fulfill the*  
6 *contract according to its letter and spirit. References must be provided and will*  
7 *be contacted. The District further reserves the right to contact others with whom*  
8 *a vendor has conducted business, in addition to those listed as references, in*  
9 *determining whether a vendor is the lowest responsible bidder. Additional*  
10 *information and/or inquiries into a vendor’s skill, ability, and integrity are set*  
11 *forth in the bid specifications.*

12  
13 Cooperative Purchasing

14  
15 The District may enter into cooperative purchasing contracts with one or more districts for  
16 procurement of supplies or services. A district participating in a cooperative purchasing group  
17 may purchase supplies and services through the group without complying with the provisions of  
18 20-9-204(4), MCA if the cooperative purchasing group has a publicly available master list of  
19 items available with pricing included and provides an opportunity at least twice yearly for any  
20 vendor, including a Montana vendor, to compete, based on a lowest responsible bidder standard,  
21 for inclusion of the vendor's supplies and services on the cooperative purchasing group's master  
22 list.

23		
24		
25		
26		
27	Legal Reference:	§§ 18-1-101, et seq., MCA Preferences and General Matters
28		§§ 18-1-201, et seq., MCA Bid Security
29		§ 18-4-307, MCA Cancellation of invitations for bids or
30		requests for proposals
31		§ 20-9-204, MCA Conflicts of interests, letting contracts, and
32		calling for bids - exceptions
33		<u>§ 20-10-110, MCA School Bus Purchases – contracts- bids</u>
34		<i>Debcon v. City of Glasgow, 305 Mont. 391 (2001)</i>
35		

36 Policy History:

37 Adopted on:

38 Reviewed on:

39 Revised on:

1 **Cascade School District**

2  
3 **FINANCIAL MANAGEMENT**

7430

4  
5 Financial Reporting and Audits

6  
7 The Board directs that financial reports of all District funds be prepared in compliance with  
8 statutory provisions and generally accepted accounting and financial reporting standards. In  
9 addition to reports required for local, state, and federal agencies, financial reports will be  
10 prepared monthly and annually and presented to the Board. Financial reports shall reflect  
11 financial activity and status of District funds.

12  
13 Appropriate interim financial statements and reports of financial position, operating results, and  
14 other pertinent information will be prepared to facilitate management and control of financial  
15 operations.

16  
17 The Board directs that District audits be conducted in accordance with Montana law. Each audit  
18 shall be a comprehensive audit of the affairs of the District and District funds. The audits shall  
19 comply with all statutory provisions and generally accepted governmental auditing standards.  
20 Each audit may be made every two (2) years and cover the immediately preceding two (2) fiscal  
21 years, or it may be conducted annually.

22		
23		
24		
25	Legal Reference:	§§ 2-7-501, et seq., MCA      Audits of Political Subdivisions
26		§ 2-7-503, MCA <u>Financial Reports and Audits of local</u>
27		<u>government entities</u>
28		§ 20-9-212, MCA                      Duties of county treasurer
29		§ 20-9-213, MCA                      Duties of trustees
30		

31 Policy History:

32 Adopted on: May 15, 2001

33 Reviewed on:

34 Revised on:

If there are additional costs to be incurred in providing transportation to maintain a student in the school of origin, the District will provide transportation to such school if:

- The Department agrees to reimburse the District for the cost of such transportation;
- The District agrees to pay for the cost of such transportation; or
- The District and the Department agree to share the cost of such transportation.

Definitions

“Foster Care” means 24-hour care for children placed away from their parents, guardians, or person exercising custodial control or supervision and for whom the Department has placement care and responsibility.

“School of origin” means the school in which a child is enrolled at the time of placement in foster care.

While “Best Interest” is not defined in ESSA, that determination shall take into account all relevant factors, including consideration of the appropriateness of the current educational setting, and the proximity to the school in which the child is enrolled at the time fo foster care placement.

Legal Reference:	§ 20-10-101, MCA	Definitions
	§ 20-10-121, MCA	Duty of trustees to provide transportation – types of transportation – bus riding time limitation
	§ 20-10-122, MCA	Discretionary provision of transportation and payment for this transportation
	§ 20-10-123, MCA	Provision of transportation for nonpublic school children
	10.7.101, et seq., ARM	Introduction
	10.64.201, 301, 304, 342., ARM	Transportation
	10.64.701, ARM	Criteria for Establishing Transportation Areas

Policy History:

Adopted on:  
Reviewed on:  
Revised on:

1 **Cascade School District**

2  
3 **NONINSTRUCTIONAL OPERATIONS**

8110  
page 1 of 3

4  
5 Bus Routes and Schedules

6  
7 The Superintendent’s designee is responsible for scheduling bus transportation, including  
8 determination of routes and bus stops. Such routes are subject to approval of the county  
9 transportation committee. The purpose of bus scheduling and routing is to achieve maximum  
10 service with a minimum fleet of buses consistent with providing safe and reasonably equal  
11 service to all bus students.

12  
13 In order to operate the transportation system as safely and efficiently as possible, the following  
14 factors shall be considered in establishing bus routes:

- 15  
16 1. A school bus route shall be established with due consideration of the sum total of local  
17 conditions affecting the safety, economic soundness, and convenience of its operation,  
18 including road conditions, condition of bridges and culverts, hazardous crossings,  
19 presence of railroad tracks and arterial highways, extreme weather conditions and  
20 variations, length of route, number of families and children to be serviced, availability of  
21 turnaround points, capacity of bus, and related factors.
- 22  
23 2. The District may extend a bus route across another transportation service area, if it is  
24 necessary in order to provide transportation to students in the District’s own  
25 transportation service area. The District may not transport students from outside its  
26 transportation service area.
- 27  
28 3. No school child attending an elementary school shall be required to ride the school bus  
29 under average road conditions more than one (1) hour without consent of the child’s  
30 parent or guardian.
- 31  
32 4. School bus drivers are encouraged to make recommendations in regard to establishing or  
33 changing routes.
- 34  
35 5. Parents should be referred to the Superintendent for any request of change in routes,  
36 stops, or schedules.

37  
38 The Board reserves the right to change, alter, add, or delete any route at any time such changes  
39 are deemed in the best interest of the District, subject to approval by the county transportation  
40 committee.

41  
42 Bus Stops

43  
44 Buses should stop only at designated places approved by school authorities. Exceptions should  
45 be made only in cases of emergency and inclement weather conditions.

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4 Bus stops shall be chosen with safety in mind. Points shall be selected where motorists  
5 approaching from either direction will have a clear view of the bus for a distance of at least three  
6 hundred (300) to five hundred (500) feet.

7  
8 School loading and unloading zones are to be established and marked to provide safe and orderly  
9 loading and unloading of students. The principal of each building is responsible for the conduct  
10 of students waiting in loading zones.

### 11 12 Delay in Schedule

13  
14 The driver is to notify the administration of a delay in schedule. The administration will notify  
15 parents on routes and radio stations, if necessary.

### 16 17 Responsibilities - Students

18  
19 Students must realize that safety is based on group conduct. Talk should be in conversational  
20 tones at all times. There should be no shouting or loud talking which may distract the bus driver.  
21 There should be no shouting at passersby. Students should instantly obey any command or  
22 suggestions from the driver and/or his/her assistants.

### 23 24 Responsibilities - Parents

25  
26 The interest and assistance of each parent is a valued asset to the transportation program.  
27 Parents' efforts toward making each bus trip a safe and pleasant experience are requested and  
28 appreciated. The following suggestions are only three of the many ways parents can assist:

- 29  
30 1. Ensure that students are at the bus stop in sufficient time to efficiently meet the bus.  
31 2. Properly prepare children for weather conditions.  
32 3. Encourage school bus safety at home. Caution children regarding safe behavior and  
33 conduct while riding the school bus.

### 34 35 Safety

36  
37 The Superintendent will develop written rules establishing procedures for bus safety and  
38 emergency exit drills and for student conduct while riding buses.

39  
40 If the bus and driver are present, the driver is responsible for the safety of his/her passengers,  
41 particularly for those who must cross a roadway prior to loading or after leaving the bus. Except  
42 in emergencies, no bus driver shall order or allow a student to board or disembark at other than  
43 his/her assigned stop unless so authorized by the Superintendent. In order to assure the safety of  
44 all, the bus driver may hold students accountable for their conduct during the course of  
45 transportation and may recommend corrective action against a student. Bus drivers are expressly  
46 prohibited from using corporal punishment.





1 **Cascade School District**

2  
3 **NONINSTRUCTIONAL OPERATIONS**

8123  
Page 1 of 2

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6 Driver Training and Responsibility

7  
8 Bus drivers shall observe all state statutes and administrative rules governing traffic safety and  
9 school bus operation. At the beginning of each school year, the District will provide each driver  
10 with a copy of the District’s written rules for bus drivers and for student conduct on buses.

11  
12 School bus drivers must hold a valid Montana school bus certificate for a district to receive state  
13 reimbursement for that driver’s bus routes. Qualifications for bus drivers are prescribed by 20-  
14 10.103, MCA, and by the board of Public Education in Arm 10.64.201. The first aid certificate  
15 required by ARM 10.64.201 must include instruction in adult and pediatric CPR, be signed by a  
16 certified instructor, and be received after an initial in-person training of at least four hours. The  
17 certificate must be renewed every two years.

18  
19 A school bus driver is prohibited from operating a school bus while using a cellular phone,  
20 including hands free cellular phone devices, except:

- 21 (1) During an emergency situation;  
22 (2) To call for assistance if there is a mechanical breakdown or other mechanical  
23 problem;  
24 (3) When the school bus is parked.

25  
26 A driver may not operate a school bus without a valid, current certificate.

27  
28 A teacher, coach, or other certified staff member assigned to accompany students on a bus will  
29 have primary responsibility for behavior of students in his or her charge. The bus driver has final  
30 authority and responsibility for the bus. The Superintendent will establish written procedures for  
31 bus drivers.

32  
33 Maximum Driving Time

34  
35 The district recognizes from a risk management and student safety standard the importance of  
36 driver safety while transporting students. Therefore, the district will:

- 37 1. Meet the federal standard on maximum driving time for drivers [OPTION]  
38 2. Require the following maximum driving time standards:  
39 a. No driver will be required to drive more than 8 hours following 6 consecutive  
40 hours off duty. [OPTION]  
41 b. No driver will be required to drive more than 5 hours following 3 consecutive  
42 hours off duty. [OPTION]  
43 c. No driver will be required to drive more than 6 hours following 4 consecutive  
44 hours off duty. [OPTION]

Cross Reference: 2018 Montana School Bus Standards, Page 138, Bus use for School Activity Trips

Legal Reference:	§ 20-10-103, MCA	School bus driver qualifications
	10.7.111, ARM	Bus Drivers Certification Requirement for Reimbursement
	10.64.201, ARM	School Bus Driver Qualifications
		National Highway Traffic Safety Administration
	CFR 49, Part 395	Transportation - Hours of Service for Drivers

Policy History:

Adopted on:

Reviewed on:

Revised on:

1 **Cascade School District**

2  
3 **NONINSTRUCTIONAL OPERATIONS**

8124

4  
5 Student Conduct on Buses

6  
7 The general student code of conduct is applicable to conduct on school buses.

8  
9 The Superintendent may establish written rules of conduct for students riding school buses.  
10 Such rules will be reviewed annually by the Superintendent and revised if necessary. If rules are  
11 substantially revised, they will be submitted to the Board for approval.

12  
13 At the beginning of each school year, a copy of the rules of conduct for students riding buses will  
14 be provided to students, and the classroom teacher and bus driver will review the rules with the  
15 students. A copy of the rules will be posted in each bus and will be available upon request at the  
16 District office and in each building principal’s office.

17  
18 The bus driver is responsible for enforcing the rules and will work closely with a parent and  
19 building principal to modify a student’s behavior. Rules shall include consistent consequences  
20 for student misbehavior. A recommendation for permanent termination of bus privileges,  
21 accompanied by a written record of the incident(s) that led to the recommendation, shall be  
22 referred to the Superintendent for final determination. The student’s parent or guardian may  
23 appeal a termination to the Board. No further appeal shall be allowed.

24  
25  
26  
27 Cross Reference: 3310 Student Discipline  
28 8111 Transportation of Students With Disabilities

29  
30 Legal Reference: § 20-4-302, MCA Discipline and punishment of pupils – definition of  
31 corporal punishment – penalty – defense  
32 § 20-5-201, MCA Duties and sanctions

33  
34 Policy History:

35 Adopted on:  
36 Reviewed on:  
37 Revised on:  
38

1 **Cascade School District**

2  
3 **NON-INSTRUCTIONAL OPERATIONS**

8225

4  
5 Tobacco Free Policy

6  
7 The District maintains tobacco-free buildings and grounds. Tobacco includes but is not limited to  
8 cigarettes, cigars, snuff, pipe smoking tobacco, smokeless tobacco, vapor product, alternative  
9 nicotine product or any other tobacco or nicotine delivery innovation.

10  
11 Use of tobacco or nicotine products in a public school building or on public school property is  
12 prohibited, unless used in a classroom or on other school property as part of a lecture,  
13 demonstration, or educational forum sanctioned by a school administrator or faculty member,  
14 concerning the risks associated with using tobacco products or in connection with Native  
15 American cultural activities.

16  
17 For the purpose of this policy, “public school building or public school property” means:

- 18  
19 • Public land, fixtures, buildings, or other property owned or occupied by an institution for  
20 the teaching of minor children, that is established and maintained under the laws of the  
21 state of Montana at public expense; and
- 22  
23 • Includes playgrounds, school steps, parking lots, administration buildings, athletic  
24 facilities, gymnasiums, locker rooms, and school vehicles.

25  
26  
27 Violation of the policy by students and staff will be subject to actions outlined in District  
28 discipline policies.

29  
30 Use of FDA-approved cessation devices may be permitted at school buildings and on school  
31 grounds with the approval of the building administrator.

32	33 Legal Reference:	§ 20-1-220, MCA	Use of tobacco product in public school building or on public school property prohibited
34		§ 50-40-104(4)(e), MCA	Smoking in enclosed public places prohibited – notice to public - place where prohibition inapplicable
35		ARM 37.111.825(5)	Health Supervision and Maintenance
36		42 U.S.C. 1996, 1996a	American Indian Religious Freedom Act

37  
38  
39  
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41  
42 Policy History:

43 Adopted on:

44 Reviewed on:

45 Revised on:

4  
5  
6 Service Animals

7 For the purposes of this policy, state law defines a service animal as a dog or any other animal  
8 that is individually trained to do work or perform tasks for the benefit of an individual with a  
9 disability. Federal law definition of a disability includes a physical, sensory, psychiatric,  
10 intellectual, or other mental disability.

11  
12 The District shall permit the use of a miniature horse by an individual with a disability,  
13 according to the assessments factors as outlined in Policy 8425P, if the miniature horse has been  
14 individually trained to do work or perform tasks for the benefit of the individual with a disability.

15  
16 The School District will permit the use of service animals by an individual with a disability  
17 according to state and federal regulations. The School District will honor requests for service  
18 animals in accordance with the applicable Section 504 or Special Education policy adopted by  
19 the Board of Trustees. The work or tasks performed by a service animal must be directly related  
20 to the handler's disability.

21  
22 Examples of work or tasks performed by the service animal to accommodate an identified  
23 disability include, but are not limited to, assisting individuals who are blind or have low vision  
24 with navigation and other tasks, alerting individuals who are deaf or hard of hearing to the  
25 presence of people or sounds, providing nonviolent protection or rescue work, pulling a  
26 wheelchair, assisting an individual during a seizure, alerting individuals to the presence of  
27 allergens, retrieving items such as medicine or the telephone, providing physical support and  
28 assistance with balance and stability to individuals with mobility disabilities, and helping persons  
29 with psychiatric and neurological disabilities by preventing or interrupting impulsive or  
30 destructive behaviors.

31  
32 The crime deterrent effects of an animal's presence and the provision of emotional support, well-  
33 being, comfort, or companionship do not constitute work or tasks for the purposes of this  
34 definition.

35  
36 The District may ask an individual with a disability to remove a service animal from the  
37 premises if:

- 38 • The animal is out of control and the animal's handler does not take effective action to  
39 control it; or
- 40 • The animal is not housebroken

41  
42 The District is not responsible for the care or supervision of the service animal.

43  
44 Individuals with disabilities shall be permitted to be accompanied by their service animals in all  
45 areas of the District's facilities where members of the public, participants in services, programs  
46 or activities, or invitees, as relevant, are allowed to go.

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<u>Cross Reference:</u>	<u>8425P</u>	<u>Procedure for allowance of service animals</u>
	<u>2161</u>	<u>Special Education</u>
	<u>2162</u>	<u>Section 504 of the Rehabilitation Act of 1973</u>
<u>Legal Reference:</u>	<u>28 CFR 35.136</u>	<u>Service Animals</u>
	<u>28 CFR 35.104</u>	<u>Definitions</u>
	<u>49-4-203(2), MCA</u>	<u>Definitions</u>

Policy History:  
Adopted on:  
Reviewed on:  
Revised on:

1 **Cascade School District**

2  
3 **NONINSTRUCTIONAL OPERATIONS**

8450  
page 1 of 2

4  
5 Automated External Defibrillators (AED)

6  
7 The Board of Trustees of the School District recognizes that from time to time emergencies may arise that justify the  
8 use of an Automated External Defibrillator (AED). The Board has purchased one or more of these units for use by  
9 qualified personnel. The Board of Trustees approves the use of AED units, subject to the following conditions:

- 10  
11 1. Establish a program for the use of an AED that includes a written plan that must specify:
- 12 • Where the AED will be placed;
  - 13 • The individuals who are authorized to operate the AED;
  - 14 • How AED use will be coordinated with an emergency medical service providing services in the  
15 area where the AED is located;
  - 16 • The medical supervision that will be provided;
  - 17 • The maintenance that will be performed on the AED;
  - 18 • Records that will be kept by the program;
  - 19 • Reports that will be made of AED use;
  - 20 • The name, location, and telephone number of a Medical Supervisor designated to provide medical  
21 supervision of the AED program; and
  - 22 • Other matters as specified by the Department of Public Health and Human Services;
- 23 2. Adhere to the written plan required by subsection (1);
- 24 3. Ensure that before using the AED, an individual authorized to operate the AED receives appropriate  
25 training approved by the DPHHS in cardiopulmonary resuscitation and the proper use of an AED;
- 26 4. Maintain, test, and operate the AED according to the manufacturer’s guidelines and maintain written  
27 records of all maintenance and testing performed on the AED;
- 28 ~~5. Ensure that the physician or other individual designated by the physician to supervise the AED program  
29 supervises the AED program to ensure compliance with the written plan, this part, and rules adopted by the  
30 District and reviews each case in which the AED is used;~~
- 31 6. Each time an AED is used for an individual in cardiac arrest, require that an emergency medical service is  
32 summoned to provide assistance as soon as possible and that the AED use is reported to the supervising  
33 physician or the person designated by the physician and to the District as required by the written plan;
- 34 7. Before allowing any use of an AED, provide the following to all licensed emergency services and any  
35 public safety answering point or emergency dispatch center providing services to the area where the AED  
36 is located:
- 37 a. A copy of the plan prepared pursuant to this section; and
  - 38 b. Written notice, in a format prescribed by the DPHHS rules, stating:
    - 39 i. That an AED program has been established by the District;
    - 40 ii. Where the AED is located; and
    - 41 iii. How the use of the AED is to be coordinated with the local emergency medical  
42 service system.
- 43  
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5 Liability Limitations  
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7 An individual who provides emergency care or treatment by using an AED in compliance with this policy and an  
8 individual providing cardiopulmonary resuscitation to an individual upon whom an AED is or may be used are  
9 immune from civil liability for a personal injury that results from that care or treatment.  
10

11 An individual who provides emergency care or treatment by using an AED in compliance with this policy and an  
12 individual providing cardiopulmonary resuscitation to an individual upon whom an AED is or may be used are  
13 immune from civil liability as a result of any act or failure to act in providing or arranging further medical treatment  
14 for the individual upon whom the AED was used, unless the individual using the AED or the person providing CPR,  
15 as applicable, acts with gross negligence or with willful or wanton disregard for the care of the person upon whom  
16 the AED is or may be used.  
17

18 The following individuals or entities are immune from civil liability for any personal injury that results from an act  
19 or omission that does not amount to willful or wanton misconduct or gross negligence, if applicable provisions of  
20 this part have been met by the individual or entity:  
21

- 22 a. A person providing medical oversight of the AED program, as designated in the plan;
- 23 b. The entity responsible for the AED program, as designated in the plan;
- 24 c. An individual providing training to others on the use of an AED.  
25  
26  
27

28 Legal Reference:	Title 37, Chapter 104, subchapter 6, ARM – Automated External
	Defibrillators (AED)
29	
30	§50-6-501, MCA Definitions
31	§50-6-502, MCA AED program – requirements for AED use
32	§50-6-503, MCA Rulemaking
33	§50-6-505, MCA Liability limitations 34

35 Policy History:

36 Adopted on:

37 Reviewed on:

38 Revised on:  
39

**SECTION V: REQUIRED POLICY ADOPTIONS**

1 \_\_\_\_\_ **School District**

2  
3 **FINANCIAL MANAGEMENT**

7330

4  
5 Payroll Procedures/Schedules

6  
7 The District will establish one (1) or more days in each month as fixed paydays for payment of  
8 wages in accord with the current collective bargaining agreement or District practice. Employees  
9 may choose to have their salaries paid in full upon the last pay date following completion of their  
10 assignments or may annualize their pay. Employees who choose to receive payment of wages  
11 beyond the period in which the wages were earned (deferred payment) will be subject to Internal  
12 Revenue Service (IRS) penalties unless they provide a written election of such deferral prior to  
13 (the first (1<sup>st</sup>) duty day) (July 1)<sup>1</sup> of the year of deferral. Forms for such deferral shall be made  
14 available. Any change to the election must be made prior to the first (1<sup>st</sup>) duty day of the fiscal  
15 year of the deferment.

16 When a District employee quits, is laid off, or is discharged, wages owed will be paid on the next  
17 regular payday for the pay period in which the employee left employment or within fifteen (15)  
18 days from the date of separation of employment, whichever occurs first.

19  
20  
21

22 Cross Reference: 5500 Payment of Wages upon Termination

23  
24 Legal Reference: § 409A, Internal Revenue Code, Deferred Compensation

25

26 Policy History:

27 Adopted on:

28 Reviewed on:

29 Revised on:

1 \_\_\_\_\_ School District

2  
3 FINANCIAL MANAGEMENT

7330F

4  
5 **PAYROLL PROCEDURES/SCHEDULES**  
6 **(Deferred Wage Payment Election Form)**

7  
8 By my signature I hereby acknowledge that I have read and understand the School District's  
9 policy on deferred wages. Furthermore, by my signature on this form, I am electing to defer  
10 payment of my wages on an annualized basis consisting of \_\_\_\_\_ payments.  
11 I understand that any change from an annualized election of payment requires that I notify the  
12 District prior to the beginning of duty for the fiscal year in which the change is being given.

13  
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27

Signature \_\_\_\_\_

Position \_\_\_\_\_

Printed name \_\_\_\_\_

Date signed \_\_\_\_\_

Policy History:  
Adopted on:  
Reviewed on:  
Revised on:

**SECTION VI: RECOMMENDED POLICY ADOPTIONS**

1 \_\_\_\_\_ School District

2

3 **PERSONNEL**

5125

4

Page 1 of 2

5

6 Whistle Blowing and Retaliation

7

8 When district employees know or have reasonable cause to believe that serious instances of  
9 wrongful conduct (e.g., mismanagement of district resources, violations of law and/or abuse of  
10 authority) have occurred, they should report such wrongful conduct to the Superintendent or Board  
11 Chairperson.

12

13 For purposes of this policy, the term “wrongful conduct” shall be defined to include:

14

- 15 • theft of district money, property, or resources;
- 16 • misuse of authority for personal gain or other non-district purpose;
- 17 • fraud;
- 18 • violations of applicable federal and state laws and regulations; and/or
- 19 • serious violations of district policy, regulation, and/or procedure.

20

21 The Board of Trustees will not tolerate any form of reprisal, retaliation or discrimination against:

22

- 23 • Any employee, or applicant for employment, because he/she opposed any practice that he/she  
24 reasonably believed to be made unlawful by federal or state laws prohibiting employment  
25 discrimination on the basis of sex, sexual orientation, race, color, national origin, age, religion,  
26 height, weight, marital status, handicap or disability.
- 27
- 28 • Any employee, or applicant for employment, because he/she filed a charge, testified, assisted  
29 or participated, in any manner, in an investigation, proceeding or hearing under federal or state  
30 laws prohibiting employment discrimination on the basis of sex, sexual orientation, race, color,  
31 national origin, age, religion, height, weight, marital status, handicap or disability or because  
32 he/she reported a suspected violation of such laws according to this policy; or,
- 33
- 34 • Any employee or applicant because he/she reported, or was about to report, a suspected  
35 violation of any federal, state or local law or regulation to a public body (unless the employee  
36 knew that the report was false) or because he/she was requested by a public body to participate  
37 in an investigation, hearing or inquiry held by that public body or a court.

38

39 An employee or applicant for employment who believes that he/she has suffered reprisal,  
40 retaliation or discrimination in violation of this policy shall report the incident(s) to the  
41 Superintendent or his/her designee. The Board of Trustees guarantees that no employee or  
42 applicant for employment who makes such a report will suffer any form of reprisal, retaliation or  
43 discrimination for making the report. Individuals are forbidden from preventing or interfering with  
44 whistle blowers who make good faith disclosures of misconduct.

45

46

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4 The Board or its agents will not discharge, discipline or otherwise penalize any employee because  
5 the employee or someone acting on the employee's behalf, reports, verbally or in writing, a  
6 violation or suspected violation of any state or federal law or regulation or any town/city ordinance  
7 or regulation to a public body, or because an employee is requested by a public body to participate  
8 in an investigation, hearing or inquiry held by that public body, or a court action. Further, the  
9 Board or its agents will not discharge, discipline or otherwise penalize any employee because the  
10 employee, or a person acting on his/her behalf, reports, verbally or in writing, to a public body, as  
11 defined in the statutes, concerning unethical practices, mismanagement or abuse of authority by  
12 the employer. This section does not apply when an employee knowingly makes a false report.

13 The District will exercise reasonable efforts to:

- 14  
15 • investigate any complaints of retaliation or interference made by whistle blowers;  
16 • take immediate steps to stop any alleged retaliation; and  
17 • discipline any person associated with the District found to have retaliated against or interfered  
18 with a whistle blower.

19  
20 The Board of Trustees considers violations of this policy to be a major offense that will result in  
21 disciplinary action, up to and including termination, against the offender, regardless of the  
22 offender's position within the District.

23  
24 The Board shall make this policy available to its staff by posting it on its website with its other  
25 District policies.

26  
27  
28 Legal References: Title VII of the Civil Rights Act of 1964, 42 U.S.C. §2000e-3(a)  
29 Age Discrimination in Employment Act, 29 U.S.C. §623 (d)  
30 Americans with Disabilities Act, 42 U.S.C. §12203(a) and (b)  
31 Fair Labor Standards Act, 29 U.S.C. §215(a)(3)  
32 Occupational Safety and Health Act, 29 U.S.C. §6660(c)  
33 Family and Medical Leave Act, 29 U.S.C. §2615  
34 National Labor Relations Act, 29 U.S.C. §158(a)  
35  
36

37 Policy History:

38 Adopted on:

39 Reviewed on:

40 Revised on:

1 \_\_\_\_\_ School District

2  
3 **FINANCIAL MANAGEMENT**

7225

4  
5 Crowdfunding Proposals

6  
7 All crowd funding requests and receivables are governed and supervised by board policy. Crowd funding  
8 endeavors are generally viewed as beneficial when coordinated with district goals, initiatives, and existing  
9 plans. Proposals, products, and resources generated through crowd funding must receive prior approval  
10 from the Superintendent or designee. Approvals for proposals or gifted resources may be denied based  
11 upon but not limited to: technology, curricular, and/or activities incompatibility; long term sustainability  
12 concerns regarding materials, service, and/or staffing; conflicts with district initiatives, state or federal  
13 law.

14  
15 If a proposal is successfully funded:

- 16
- 17 • The author(s) shall immediately notify the Superintendent.
- 18 • A check should be requested to be mailed to the school in the name of the school, not to an individual
- 19 person.
- 20 • All gifts, grants, bequests, and contributions must be officially accepted in accordance Policy 7260
- 21 (Endowments, Gifts, and Investments).
- 22 • All non-monetary items (supplies, equipment, etc.) obtained are the property of the Rosebud School
- 23 District and all inventory procedures apply, and, if applicable, will remain in the school where the author(s)
- 24 was (were) located at time of the grant award.
- 25 • All monetary donations should be recorded by the business manager/clerk in the Schools Funds accounting
- 26 system at each school.
- 27

28 A file is to be maintained at the school for any crowd funding request. This file should include: the  
29 principal's/administrator's fundraising approval form, the written detail of the projects as well as what is  
30 posted on the platform website, any photos or images posted with the project and a copy of all agreements  
31 and permission forms.

32  
33 Only district related/approved groups are permitted to operate under this policy and that non-District  
34 groups may not use the District's name, network or infrastructure to conduct online fundraising.

35  
36 As public employees, staff members are subject to Montana public employee's ethics laws. Staff  
37 members may not solicit or accept material, cash, or equipment intended for personal use from  
38 individuals or through a crowd source effort that could be considered a gift of substantial value or that  
39 otherwise violates the ethics statutes.

40  
41 Cross Reference: 7260 Endowments, Gifts, and Investments

42	Legal Reference:	§20-6-601, MCA	Power to accept gifts
43		§20-6-604, MCA	Sale of property when resolution passed after
44			hearing – appeal procedure
45			Definitions
46		§2-2-102(3), MCA	Rules of conduct for public officers, legislators,
47		§2-2-104, MCA	and public employees
48			

49 Policy History:

50 Adopted on:

51 Reviewed on:

52 Revised on:

1 \_\_\_\_\_ School District

2  
3 **FINANCIAL MANAGEMENT**

7425F

4  
5 Class Fundraising Notice

6  
7 The class of \_\_\_\_\_ is raising funds for their class operations, projects, and trips. The school district is  
8 sponsoring that effort through coordination of donations and the sale of goods, with the portion of the  
9 sales price above cost being treated as a donation. In order to ensure that your contribution to this effort  
10 is spent as intended and to provide you with information regarding how the funds will be spent, please  
11 know:

- 12  
13 1. The funds raised through donations will be public funds in accordance with Policy 7260 and  
14 Section 20-6-604, MCA. The funds will be deposited in the class's account as part of the School  
15 District's Extra- and Curricular Fund procedure outlined in Policy 7425 and Section 20-9-504,  
16 MCA. Funds will be spent in accordance with the authority of the Board of Trustees.
- 17 2. Class operations and projects that will be funded through these fundraising efforts include  
18 decorating and hosting class events that include but are not limited to the commencement  
19 ceremony, dances and prom, awards ceremonies, and graduation gatherings. Other projects may  
20 include but are not limited to class memorials, school spirit campaigns, parade floats, or support  
21 for class service projects in the community. Excess funds may be donated to another class in the  
22 district to help support events or projects in accordance with this form, School District policy and  
23 Montana law.
- 24 3. Class trips supported through this fundraising effort will include but are not limited to a school  
25 sponsored educationally focused senior trip for the class of \_\_\_\_\_ as approved by the Board of  
26 Trustees in accordance with Policy 2320. The trip is currently planned for  
27 \_\_\_\_\_ (insert description of the trip if one has been identified, or, if the details  
28 have not been mapped out, "a senior trip, the details of which have not yet been finalized and  
29 which will depend on the amount of funds raised."
- 30 4. There are events, unanticipated at this time, that could render the planned senior trip infeasible,  
31 inadvisable, commercially impracticable, illegal, or impossible. Illustrative examples include but  
32 are not limited to terrorism or threats of terrorism, a pandemic, weather events, other acts of God,  
33 or any other unforeseen event beyond the control of the school district.
- 34 5. If the school board determines that the primary purpose for this fundraising effort meets one or  
35 more of the contingencies in (4) above, the funds donated will be used for one or more of the  
36 following purposes authorized in or consistent with (2) above. Funds will not be used for cash  
37 payments or other gifts to students.
- 38 6. By donating funds and/or purchasing goods for the purpose of fundraising, those contributing to  
39 this fundraising effort acknowledge that their contribution will be treated as including the donor's  
40 direction to spend the funds according to the conditions specified in paragraphs 1 through 5  
41 above, with the school board directed to exercise its full discretion regarding these matters in  
42 determining the best use of contributed funds consistent with any of the purposes specified above.

43  
44  
45 Policy History:

46 Adopted on:

47 Reviewed on:

48 Revised on:

1 \_\_\_\_\_ School District

2  
3 **FINANCIAL MANAGEMENT**

7535  
Page 1 of 2

4  
5  
6 Electronic Signatures

7  
8 “Electronic signature” means an electronic sound, symbol, or process attached to or logically  
9 associated with a record and executed or adopted by a person with the intent to sign the record.

10  
11 Electronic signatures or digital signatures can take many forms and can be created using many  
12 different types of technology. For the purpose of this policy an electronic signature means any  
13 electronic identifier intended by the person using it to have the same force and effect as a manual  
14 signature.

15  
16 District Use of Electronic Signatures

17  
18 When not practical or possible to have an approved individual physically sign a document, and  
19 not otherwise prohibited by applicable laws, electronic signatures may satisfy the requirement of  
20 a written signature when transacting business with and/or for the District and/or with  
21 parents/guardians when the authenticity and reliability of such electronic signature(s) meets the  
22 provisions of this policy. In such instances, the electronic signature shall have the full force and  
23 effect of a manual signature.

24  
25 In order to qualify for acceptance of an electronic signature the following additional  
26 requirements are applicable:

- 27
- 28 1. The electronic signature identifies the individual signing the document by his/her  
29 name and title;
  - 30 2. The identity of the individual signing the document with an electronic signature is  
31 capable of being validated through the use of an audit trail;
  - 32 3. The electronic signature, as well as the documents to which it is affixed, cannot be  
33 altered once the electronic signature is affixed. If the document needs to be  
34 altered, a new electronic signature must be obtained; and
  - 35 4. The electronic signature conforms to all other provisions of this policy.
- 36

37 The District shall maintain District electronically signed records in a manner consistent with the  
38 District’s document retention policies yet also capable of accurate and complete reproduction of  
39 the electronic records and signatures in their original form. Such retention should include a  
40 process whereby the District can verify the attribution of a signature to a specific individual,  
41 detect changes or errors in the information contained in the record submitted electronically and  
42 protect and prevent access and/or manipulation or use access/use by an unauthorized person.

43  
44 The District shall maintain a hardcopy of the actual signature of any District employee  
45 authorized to provide an electronic signature in connection with school board business.  
46



Abuse of the electronic signature protocols by any District employee serves as grounds for disciplinary action up to and including termination.

Parent/Student Use of Electronic Signatures

With regard to documentation received by the District with an electronic signature from a parent/legal guardian, so long as the following provisions are met, the District may receive and accept such electronic signature as an original document:

1. Such communication with signature, of its face, appears to be authentic and unique to the person using such signature;
2. The District is unaware of any specific individualized reason to believe that the signature has been forged;
3. The District is unaware of any specific reason to believe the document has been altered subsequent to the electronic signature; and
4. The signature is capable of verification.

The District's Superintendent or designee may, at his or her discretion, request that an original of the electronic communication, signed manually by hand, be forwarded to the District in a timely manner.

District personnel may periodically audit the authenticity of such signature via a security procedure including such acts as making follow-up inquiry to the individual/entity who has submitted such electronic signature.

Should it be discovered that a student has falsified a parent's electronic signature on an official District document, the student may be subjected to discipline and the Administrators of the District are authorized, at their discretion, to thereafter only accept manual signatures associated with any submitted school document.

Legal Reference:	30-18-102(9), MCA	Definitions
	30-18-106(4), MCA	Legal recognition of electronic records, electronic signatures, and electronic contracts
	42.8.106, ARM	Electronic submission of documents and electronic signatures

Policy History:

Adopted on:

Reviewed on:

Revised on:

1 \_\_\_\_\_ **School District**

2  
3 **FINANCIAL MANAGEMENT**

7550

4  
5 Indirect Cost Reimbursement

6  
7 Occasionally the \_\_\_\_\_ School District will receive indirect cost reimbursements from the  
8 Office of Public Instruction. Montana Code Annotated, 20-9-507, provides indirect costs  
9 reimbursements be spent at the discretion of the trustees.

10  
11 The indirect cost reimbursements are not usually accumulated year-to-year without purpose and  
12 are normally used for general administrative expenses.

13  
14 Prior to the end of each budget year the Superintendent or Business Manager will present to the  
15 Board of Trustees, at a regular or special meeting, information regarding the amount of indirect  
16 cost reimbursement received along with a recommendation of expenditure for the amount. The  
17 Board of Trustees must approve the indirect costs reimbursement each year.

18  
19  
20 Legal Reference: § 20-9-507, MCA Miscellaneous programs fund

21  
22 Additional Reference: Indirect Cost Rates, OPI

23  
24  
25 Policy History:

26 Adopted on:

27 Reviewed on:

28 Revised on:

4  
5 Contracting for Transportation Services

6  
7 If the Board enters into a contract for transportation services, the contractor shall operate such  
8 equipment in accordance with District policy and the rules and regulations of the Board of Public  
9 Education. The contract shall be in effect for not more than five (5) years. Before entering into  
10 the first (1<sup>st</sup>) such contract, the District shall determine that the cost of contracting for the  
11 ensuing term will not exceed projected costs of operating its own system. Before any  
12 transportation contract is awarded to a private party or contractor, the trustees shall:

- 13
- 14 1. Secure bids by advertising for a twenty-one-(21)-day period (three (3) consecutive
- 15 weeks); or
- 16
- 17 2. Negotiate a new contract with the current contractor, provided the new contract does not
- 18 exceed by more than twelve percent (12%) per year the basic costs of the previous
- 19 contract.
- 20

21 No money shall be expended, unless a contract with a private carrier has been executed. The  
22 Board Chairperson will sign such contracts on behalf of the District.

23  
24 The District reserves the right to own, operate, and to choose with respect to any other form of  
25 transportation, whether it be regular school, co-curricular, extracurricular, or District business  
26 programs, the means of transportation which best fits District needs at that particular time, as  
27 determined by the Board.

28		
29		
30		
31	Legal Reference:	§ 20-10-102, MCA School bus requirements
32		§ 20-10-107, MCA Power of trustees
33		§ 20-10-125, MCA Bid letting for contract bus – payments under
34		transportation contract
35		10.7.108, ARM Bus Contracts
36		

37 Policy History:

38 Adopted on:  
39 Reviewed on:  
40 Revised on:

1 \_\_\_\_\_ **School District**

2  
3 **NONINSTRUCTIONAL OPERATIONS**

8310

4  
5 Memorials

6  
7 The School Board recognizes that the death of a student, member of the staff, or community  
8 members is deeply felt by the school community. As places designed primarily to support  
9 learning, school sites should not serve as the main venue for permanent memorials for students,  
10 staff, or community members.

11  
12 Permanent memorials for deceased students, staff, or community members shall be limited in  
13 form to perpetual awards or scholarships. [Contributions may be made to a general scholarship  
14 fund established by the district memorializing a student, staff member, or member of the school  
15 community.] [Memorial scholarships may be accepted and awarded under criteria approved by  
16 the administration in honor of persons who have special significance to the students, district and  
17 community. All such offers will be submitted to the Superintendent with pertinent information  
18 concerning the purpose of the memorial scholarship. Funds will be administered by the District.]  
19 Items may be accepted by the district in memory of an individual or event with Superintendent  
20 approval. The Superintendent will consider any maintenance costs to the district of such gifts.  
21 Items received become the property of the district and will be used for the purpose for which  
22 they were donated.

23  
24 Any permanent memorials in existence before this policy was adopted can only be removed by a  
25 vote of the Board of Trustees.

26  
27 The Board recognizes the use of district property for memorial services is generally  
28 inappropriate. Any such request will be considered in accordance with Board Policy 4330 and  
29 4330P.

30  
31  
32 Cross Reference:                   BP 4330                   Community Use of School Facilities  
33   BP 4330P                   Rules and Regulations for Building Use

34  
35  
36  
37 Policy History:

38 Adopted on:

39 Reviewed on:

40 Revised on:

\_\_\_\_\_ **SCHOOL DISTRICT**  
**AUTOMATIC EXTERNAL DEFIBRILLATOR**  
**INCIDENT REPORT**

Name of person completing report: \_\_\_\_\_

Date report is being completed: \_\_\_\_\_ Date of Incident: \_\_\_\_\_

Name of patient on which AED was applied: \_\_\_\_\_ Age \_\_\_\_\_

Known status of patient

- Student
- Parent of Student
- Other, explain \_\_\_\_\_

Describe incident: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

List series of events from the start of the emergency until its conclusion: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Your Signature: \_\_\_\_\_

Please forward to the Superintendent of Schools no later than forty-eight (48) hours after the incident.

**Operational Services**

**Exhibit - School Staff AED Notification Letter**

*On District letterhead*

Date:

To: Staff members

Re: Notification to School Staff of the Physical Fitness Facility Medical Emergency Response Instructions and AED Availability

We would like to notify you about our plan for responding to medical emergencies that might occur in our gymnasium or other indoor physical fitness facility. This plan includes access to an Automatic External Defibrillator (AED) in the following locations in these buildings:

Building	Location
_____	_____
_____	_____
_____	_____

The AEDs are strategically placed and readily accessible to predetermined AED users to maximize rapid use. The AED is available during school hours and after school during on-site school activities. The predetermined AED users are school nurses and any other person who has received AED training (American Heart Association, American Red Cross, or equivalent training) and has a completion card on file with the Superintendent.

The following information is posted with each AED:

1. Instructions to immediately call 9-1-1 and instructions for emergency care.
2. A statement that the AED is to be used only by trained users.
3. Instructions for using an AED.

Please contact me if you would like information on becoming a trained AED user. We appreciate your support.

Sincerely,

Superintendent



1 \_\_\_\_\_ **School District**

2  
3 **NONINSTRUCTIONAL OPERATIONS**

8460  
Page 1 of 2

4  
5  
6 Naming School District Facilities

7  
8 Recognizing that the name for a school building, facility, or ground or field reflects on its public  
9 image, the Board's primary consideration will be to select a name that enhances the credibility  
10 and stature of the school or facility. In selecting a name, the Board will give higher preference to  
11 names that have a special significance to the area or to the people who have made a significant  
12 contribution to education or to the school or the school system.

13  
14 The naming of a school or facility shall take place in the following manner:

- 15  
16 A. The Superintendent shall select a committee of, whose purpose it shall be to submit to the  
17 Board a list of not less than three, nor more than five, names for the new school or  
18 facility. The list shall briefly state, along with each name, why the committee nominated  
19 each name. The committee may solicit nominations from students and the community.  
20 B. The committee shall, whenever possible, follow these guidelines:  
21 a. Each name shall be known to, and significant to, the people of the district.  
22 b. The names submitted shall not conflict with the names of other schools or  
23 facilities in the district or surrounding districts.  
24 c. The use of names of living persons shall be avoided unless the circumstances  
25 warrant an exception.  
26 C. Major facilities (non-buildings), such as athletic complexes, are eligible to be named  
27 according to the following guidelines:  
28 a. The name should be easily identifiable with the facility;  
29 b. The name should not conflict with similar names of other facilities within the  
30 district or surrounding school districts; and  
31 c. In selecting a name of a person, the Board will give higher preference to persons  
32 who have made a significant contribution to education within the district.  
33 D. The Board shall make the final selection of the new school or facility from the list. All  
34 names submitted may be rejected, if, in the opinion of the Board, the use of the name  
35 would not reflect the ideals and philosophy of the school district.  
36 E. In recognition of the efforts of those involved in the project, a plaque containing the  
37 following information shall be attached to a new building or facility:  
38 a. School or facility name;  
39 b. Board-approved construction date;  
40 c. Completion or dedication date;  
41 d. Name of Board members as of the board-approved construction date in the  
42 following order:  
43 i. Chairman  
44 ii. Vice-Chairman  
45 iii. Members (alphabetically)  
46 e. Superintendent as of board-approved construction date; and



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12

f. Architect and contractor names.

F. Once a building or facility has been named, that name will remain with the building or facility unless changed by the Board.

Policy History:

Adopted on:

Reviewed on:

Revised on:

# **SECTION VII: TERMINATION OF OBSOLETE POLICIES**

## **Cascade School District**

### **PERSONNEL**

5000

#### Board Goal/Personnel

District staff are invaluable in creating an effective educational program and vibrant learning environment. The Board seeks always to employ highly qualified individuals for all positions in the District. The Board realizes opportunities for staff development should be provided periodically.

The Board expects supervision and evaluation of staff to be conducted in a positive and helpful manner, with the intent of improving staff performance. The Board looks to staff to promote a positive school climate in all educational endeavors, so students may work toward their greatest potential, and the community will be proud of its investment.

Nothing contained in the policies or administrative procedures included herein is intended to limit the legal rights of the Board or its agents except as expressly stated.

Should any provision of Board policy or administrative procedure be held to be illegal by a court of competent jurisdiction, all remaining provisions shall continue in full force and effect.

#### Policy History:

Adopted on: May 15, 2001

Reviewed on: February 9, 2009

Revised on:

## Cascade School District

### PERSONNEL

5001

#### Employee Assistance Program Policy

Cascade Public Schools recognizes that a wide range of problems not directly associated with one's job can have an effect on an employee's job performance. In most instances, the employee will overcome personal problems independently and the effect on job performance will be negligible. In other instances, normal supervisory assistance will serve either as motivation or guidance by which problems can be resolved so the employee's job performance will return to an acceptable level. In some cases, however, neither the efforts of the employee's job performance will return to an acceptable level. In some cases, however, neither the efforts of the employee nor the supervisor have the desired effect of resolving the employee's problems and unsatisfactory performance persists over a period of time, either constantly or intermittently.

Cascade Public Schools believes it is in the interest of the employee, the employee's family and the District to provide an Employee Assistance Program (EAP) which deals with persistent problems. Therefore, it is our policy to handle such problems within the following framework:

1. The District recognizes that almost any human problem can be successfully treated provided it is identified in its early stages and referral is made to an appropriate modality of care. This applies whether the problem is one of physical illness, mental or emotional illness, finances, marital or family distress, alcohol or other drug issues, legal problems or other concerns.
2. When an employee's job performance or attendance is unsatisfactory and the employee is unable or unwilling to correct the situation either alone or with normal supervisory assistance, this is an indication that there may be some cause outside of the realm of his/her job responsibilities which is the basis of the problem.
3. The purpose of this policy is to assure employees that if such personal problems are the cause of unsatisfactory job performance they will receive careful consideration and an offer of assistance to help resolve such problems in an effective and confidential manner.
4. Employees are assured that their job, future, and reputation will not be jeopardized by utilizing the Employee Assistance Program.
5. Employee's problems causing unsatisfactory job performance will be handled in a forthright manner within the established employer's health and personnel administrative procedures and all records will be preserved in the highest degree of confidence.

6. In instances where it is necessary, sick leave may be granted for treatment or rehabilitation on the same basis as is granted for ordinary health problems.
7. Employees who have a problem which they feel may affect work performance are encouraged to voluntarily seek counseling and information on a confidential basis by contacting the EAP.
8. Employees referred through the program by their supervisor may be required by the District to secure adequate medical, rehabilitative counseling or other services as may be necessary to resolve the problem.
9. It will be the responsibility of the employee to comply with the referrals for Diagnosis and treatment will be handled in the same way that similar refusals or treatment failures are handled for other employee problems when the results of such refusals or failures continue to affect job performance or attendance.
10. Since employee work performance can be affected by the problems of an employee's spouse or other dependents, the Employee Assistance Program is available to the families of our employees as well.

Policy History

Adopted on: September 12, 2002

Revised on:

Reviewed on: February 9, 2009

**Cascade School District**

**PERSONNEL**

5232F

**Cascade School District  
Report of Suspected Child Abuse or Neglect  
Hot Line Number – 866-820-5437**

*Original to: Department of Public Health and Human Services  
Copy to: Building Principal*

From: \_\_\_\_\_ Title: \_\_\_\_\_

School: \_\_\_\_\_ Phone: \_\_\_\_\_

Persons contacted:  Principal  Teacher  School Nurse  Other \_\_\_\_\_

Name of Minor: \_\_\_\_\_ Date of Birth: \_\_\_\_\_

Address: \_\_\_\_\_ Phone: \_\_\_\_\_

Date of Report: \_\_\_\_\_ Attendance Pattern: \_\_\_\_\_

Father: \_\_\_\_\_ Address: \_\_\_\_\_ Phone: \_\_\_\_\_

Mother: \_\_\_\_\_ Address: \_\_\_\_\_ Phone: \_\_\_\_\_

Guardian or  
Stepparent: \_\_\_\_\_ Address: \_\_\_\_\_ Phone: \_\_\_\_\_

Any suspicion of injury/neglect to other family members: \_\_\_\_\_

Nature and extent of the child's injuries, including any evidence of previous injuries, and any other information which may be helpful in showing abuse or neglect, including all acts which lead you to believe the child has been abused or neglected: \_\_\_\_\_

\_\_\_\_\_  
Previous action taken, if any: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

Follow-up by Department of Public Health and Human Services (DPHHS to complete and return copy to the Building Principal):

Date Received: \_\_\_\_\_ Date of Investigation: \_\_\_\_\_

## Cascade School District

### PERSONNEL

5240

#### Resolution of Staff Complaints/Problem-Solving

As circumstances allow, the District will attempt to provide the best working conditions for its employees. Part of this commitment is encouraging an open and frank atmosphere in which any problem, complaint, suggestion, or question is answered quickly and accurately by District supervisors or administration.

The District will endeavor to promote fair and honest treatment of all employees. Administrators and employees are all expected to treat each other with mutual respect. Each employee has the right to express his or her views concerning policies or practices to the administration in a businesslike manner, without fear of retaliation. Employees are encouraged to offer positive and constructive criticism.

Each employee is expected to follow established rules of conduct, policies, and practices. Should an employee disagree with a policy or practice, the employee can express his or her disagreement through the District's grievance procedure. No employee shall be penalized, formally or informally, for voicing a disagreement with the District in a reasonable, businesslike manner, or for using the grievance procedure. **An employee filing a grievance under a collective bargaining agreement is required to follow the grievance procedure for that particular agreement.**

Cross Reference: 1700 Uniform Complaint Procedure

#### Policy History:

Adopted on: May 15, 2001

Revised on:

Reviewed on: April 6, 2009

**Cascade School District**

**PERSONNEL**

5253

Retirement Programs for Employees

All District employees shall participate in retirement programs under the Federal Social Security Act and either the Teachers' Retirement System or the Public Employees' Retirement System in accordance with state retirement regulations.

Certified employees who intend to retire at the end of the current school year should notify the Superintendent in writing prior to April 1.

Those employees intending to retire, who are not contractually obligated to complete the school year, should notify the Superintendent as early as possible and no less than sixty (60) days before their retirement date.

The relevant and most current negotiated agreements for all categories of employees shall specify severance stipends and other retirement conditions and benefits.

The District will contribute to the PERS whenever a classified employee is employed for more than the equivalent of one hundred twenty (120) full days (960 hours) in any one (1) fiscal year. Part-time employees who are employed for less than 960 hours in a fiscal year may elect PERS coverage, at their option and in accordance with § 19-3-412, MCA.

Legal Reference:	Title 19, Chapter 1, MCA	Social Security
	Title 19, Chapter 3, MCA	Public Employees' Retirement System
	Title 19, Chapter 20, MCA	Teachers' Retirement

Policy History:

Adopted on: May 15, 2001  
Reviewed on: April 6, 2009  
Revised on:

**Cascade School District**

**FINANCIAL MANAGEMENT**

7410

Fund Accounting System

The accounts of the District are organized on the basis of funds, each of which is considered to be a separate accounting entity. The operations of each fund are accounted for by providing a separate set of self-balancing accounts. The accounts of the District are maintained on the modified accrual basis of accounting. The following funds are maintained by the District:

<u>Cascade Elementary</u>	<u>Cascade High School</u>
General	General
Retirement	Retirement
Transportation	Transportation
Building	Building
Bond & Interest	Bond & Interest
Tuition	Tuition
Lunch	Drivers Education
Bus Depreciation	Payroll
Fund 21	Bus Depreciation
Interest	Fund 21
Health Insurance	Adult Ed
Technology	Accounts Payable
Rebates	Technology
Federal Programs	Rebates
	Federal Programs

Legal Reference: § 20-9-201, MCA Definitions and application

Policy History:

Adopted on: May 15, 2001

Revised on:



**Cascade School District**

**NONINSTRUCTIONAL OPERATIONS**

8230

Nutrition

The District will provide school meals which meet or exceed nutritional standards required by state and federal school lunch programs.

The Superintendent will establish rules for the sale of foods during the school day. To encourage students to eat nutritious lunches, competitive food services will not be permitted to operate anywhere on school premises during or for a period of one (1) hour before and after the lunch period.

The principal must give prior approval to any food sales of an occasional nature.

Legal Reference: § 20-10-204, MCA Duties of trustees

Policy History:

Adopted on: May 15, 2001

Reviewed on: October 5, 2009

Reviewed on: November 21, 2016

*Remove*

**NONINSTRUCTIONAL OPERATIONS**

8400

Sale of Real Property

Unless the property can be disposed of without a vote, the Board has the power to dispose of all District property, only when the qualified electors of the District approve of such action at an election called for such approval or when the trustees adopt a resolution stating their intention to dispose of the property. When the trustees adopt such a resolution, they shall schedule a meeting to consider a resolution to authorize the sale of the real property. The conduct of the meeting and any such subsequent appeals shall be in accord with § 20-6-604, MCA.

Receipts from a sale of real property shall be placed in the debt service fund, building fund, general fund, or in any combination of these three (3) funds, at the Board's discretion.

Legal Reference:	§ 20-6-603, MCA	Trustees' authority to acquire or dispose of sites and buildings – when election required
	§ 20-6-604, MCA	Sale of property when resolution passed after hearing – appeal procedure

Policy History:

Adopted on: May 15, 2001

Reviewed on: November 21, 2016

# SECTION VIII: POLICY 1620 - BOARD SELF-EVALUATION

1 Cascade School District

2

3 THE BOARD OF TRUSTEES

1620

4

5 Evaluation of Board

6

7 At the conclusion of each year, the Board may evaluate its own performance in terms of  
8 generally accepted principles of successful Board operations.

9

10 The Board may choose to evaluate the effectiveness of the processes it employs in carrying out  
11 the responsibilities of the District. Those processes include but are not limited to: team building,  
12 decision making, functions planning, communications, motivation, influence, and policy.

13

14

15

16 Policy History:

17 Adopted on:

18 Reviewed on:

19 Revised on:

## **WHY ADOPT AND UTILIZE A SCHOOL BOARD SELF-EVALUATION?**

### **The overall purposes of a board self-evaluation is to:**

Help increase the effectiveness of governing boards, and

Raise parent, public and media awareness about the critical role of governing boards.

### **Why should boards adopt and utilize a school board self-evaluation? Because local governance teams are critical to positive, sustained public school reform, and because the school board self-evaluation will:**

Help keep governance teams focused on learning and achievement for all students.

Promote dialogue about governance, which leads to a greater understanding among members of the governance team about roles and expectations.

Help establish a common vocabulary about governance and serve as a framework for building or maintaining a district culture focused on effective governance.

Publicly affirm the board's commitment to effective governance.

Demonstrate the willingness of board members to be accountable to each other and to the public.

Provide a tool for governance teams to evaluate their effectiveness.

Help governance teams identify areas where continuing education would be useful.

Help formalize a positive governance culture for when new board members or superintendents join the governance team.

Promote a greater awareness and understanding among parents, the media and the public about what boards do and how they can operate most effectively.

Help build trust and foster greater participation by parents and the public in the schools.

Provide parents, the media and the public with a meaningful basis for assessing the effectiveness of their local governance teams.

Help promote the value of local governance in our democracy.

Provide a way for effective governance teams to receive recognition.

Help educate future candidates and voters about the critical jobs of boards.

# USING THE SCHOOL BOARD SELF-EVALUATION

## SIX STEPS •••

<b>Step 1</b>	<b>4</b>
Board members meet to agree on norms for the board's self-evaluation process.	
<b>Step 2</b>	<b>7</b>
Individually complete The School Board Self-Evaluation Survey Section 1- <i>The Board</i> .	
<b>Step 3</b>	<b>11</b>
Individually complete The School Board Self-Evaluation Survey Section 2 - <i>The Board's Jobs</i> .	
<b>Step 4</b>	<b>16</b>
Board members meet to discuss the responses to Survey Sections 1 and 2, and to identify the Board's Governance Goals, Success Indicators and a timeline for attainment.	
<b>Step 5</b>	<b>18</b>
Individually complete The School Board Self-Evaluation Survey Section 3 - <i>The Individual Trustee</i> .	
<b>Step 6</b>	<b>21</b>
Individually identify personal Governance Goals, Success Indicators and a timeline for attainment.	

## STEP ONE

### AGREE ON NORMS FOR THE SELF-EVALUATION PROCESS

To ensure the self-evaluation process is productive, it is important to agree on the guidelines or norms that will frame the conversation - for instance setting a respectful, collaborative tone. The standards, as levels of excellence we strive to achieve, are tools to help us become increasingly effective. Understanding this will reinforce the concept of taking personal and collective responsibility for continuous improvement. Taking time to discuss how we should act toward each other as we review our collective effectiveness is an important first step in a healthy process.

### DEVELOPING NORMS

Excerpted from: *Manager's Guide: Creating Group Expectations and Norms, Johns Hopkins Health System, The Johns Hopkins Hospital*

Group expectations, also called group norms, are created to set the standards of appropriate team behavior. The norms help a group work together not only to address difficult issues in an objective and consistent way, but also to confirm what each member will do in the normal course of business to help the team succeed. The team gains in two ways. One way is that the exercise serves to confirm desired behaviors. The second way is that clear group norms provide guidance for orienting future new members to the team.

### CREATING BEHAVIORAL EXPECTATIONS

Key Point: "We all didn't share the same dinner table."

Team members each grow up with different experiences, have different interpretations of common words, have different work ethics and have different personal needs.

Creating behavioral expectations can bridge the gap of various interpretations of what defines desired behavior. The result is a common language of what group members expect from each other. Behavioral expectations, fully articulated, will spell out how team members will communicate and behave in order to effectively work together.

It is important that positive behavioral expectations are identified before entering into discussions that can have significant personal and/or emotional impact on team members, such as the evaluation of the workings of the team. To reach agreement on positive norms for the evaluation process, create a discussion with team members by asking these open-ended questions:

What agreements would help us interact effectively with each other throughout our self-evaluation process?

What agreements will help us maintain honest and open dialogue throughout the self-evaluation process?

What agreements will help us keep our focus on process and away from personalities as we complete our self-evaluation?

## **SAMPLE NORMS TO CONSIDER**

The following list represents norms that various school boards and COEs have developed. Your team should identify six to eight norms (creating your own, or using norms from the list below) that will help each member of your team feel comfortable and able to honestly state his or her own perspective, issues and concerns throughout your board self-evaluation process.

### **WE AGREE TO . . .**

- respect each other's opinions
- listen "actively" to each member's ideas
- acknowledge each member's point of view
- be open to new ideas
- exhibit positive body language
- not interrupt, nor monopolize
- encourage everyone to verbalize
- disagree agreeably
- recognize the positive
- be willing to compromise
- focus on process, not personalities
- act by building on the thought of a fellow governance team member

# WORKSHEET

## NORMS FOR OUR BOARD SELF-EVALUATION PROCESS

Listed below are the norms we agree to follow so that each member of our team feels comfortable and is able to honestly state his or her own perspective, issues and concerns throughout our board self-evaluation process.

1. \_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_
3. \_\_\_\_\_  
\_\_\_\_\_
4. \_\_\_\_\_  
\_\_\_\_\_
5. \_\_\_\_\_  
\_\_\_\_\_
6. \_\_\_\_\_  
\_\_\_\_\_
7. \_\_\_\_\_  
\_\_\_\_\_
8. \_\_\_\_\_  
\_\_\_\_\_



## STEP TWO

### COMPLETE THE SCHOOL BOARD SELF-EVALUATION SURVEY

#### SECTION 1: THE BOARD

School districts are governed by boards, not by individual trustees.

While understanding their separate roles, the board and superintendent work together as a "governance team." This team assumes collective responsibility for building unity and creating a positive organizational culture in order to govern effectively.

**To OPERATE EFFECTIVELY, THE BOARD MUST HAVE A UNITY OF PURPOSE AND:**

**1. Keep the district focused on learning and achievement for all students.**

Recognize that children come to school with diverse educational needs.

Base decisions on the district's vision, student needs, research, empirical data and a balance of community expectations, legal constraints and resources.

Ensure that the district has established academic standards and regularly measures growth in achievement for all students.

Ensure that the district provides opportunities for all students to succeed.

**2. Communicate a common vision.**

Develop and adopt a written statement of the district vision and other direction-setting documents using collaborative processes that involve the staff and community.

Ensure that procedures are in place to periodically review the district vision and other direction-setting documents.

Demonstrate commitment to the vision and goals by regularly communicating them to staff and the community.

Exhibit behaviors and make decisions that support achievement of the district vision.

Keep current on trends and emerging needs in education in order to proactively participate in renewing or reviewing the district's direction and policies.

Support board decisions.

Speak with a common voice.

## **THE BOARD (CONTINUED)**

### **3. Operate openly, with trust and integrity.**

Conduct district business in a fair, respectful and responsible manner.

Consider the concerns and interests of the staff and community.

Encourage thorough debate, seek to engage in dialogue for clarification and withhold judgment until all perspectives are heard.

Ensure that all members of the board have the same information -no secrets or surprises among members of the governance team.

Clearly communicate decisions to all those who are affected by them.

Keep confidential information confidential.

### **4. Govern in a dignified and professional manner, treating everyone with civility and respect.**

Treat the superintendent, staff, students, parents and community with dignity and respect.

Listen openly and respectfully to each other, to staff, students, parents and members of the community.

Welcome open discussion of different points of view.

Demonstrate ability to disagree on issues and still maintain trust, respect and dignity.

Work together to build consensus for decisions.

### **5. Govern within board-adopted policies and procedures.**

Have a policy development, approval and update process in place that is understood and followed.

Understand the distinctions between the role of the board and that of the superintendent and staff and do not become involved in the day-to-day operations of the district.

Have agreed-upon norms and protocols to carry out board responsibilities.

### **6. Take collective responsibility for the board's performance.**

Assume collective responsibility for board conduct, behavior and conflict management.

Function as a governance team with the superintendent.

Demonstrate a commitment to continually improving governance efforts.

Take responsibility for the orientation of all new members.

## **THE BOARD (CONTINUED)**

### **7. Periodically evaluate its own effectiveness.**

Have procedures in place for regular, on-going self-evaluation.

Ensure meeting agendas provide for a sound order of business and facilitate maximum focus on matters related to student achievement.

Have norms and protocols in place to ensure that individual board members do not get involved in the day-to-day management of the district.

### **8. Ensure opportunities for the diverse range of views in the community to inform board deliberations.**

Ensure board policy enables parents, staff and the public to participate in district discussions, school programs and activities in meaningful ways.

Consider the concerns and interests of all segments of the community in deliberations.

# SCHOOL BOARD SELF-EVALUATION SURVEY

## SECTION 1 - THE BOARD

School districts are governed by boards, not by individual trustees.

While understanding their separate roles, the board and superintendent work together as a "governance team." This team assumes collective responsibility for building unity and creating a positive organizational culture in order to govern effectively.

**To operate effectively, the board must have a unity of purpose and meet these standards:**

	WE DO THIS:				
	Strongly Agree	Agree	Disagree	Strongly Disagree	Unsure
1. Keep the district focused on learning and achievement for all students.					
2. Communicate a common vision.					
3. Operate openly, with trust and integrity.					
4. Govern in a dignified and professional manner, treating everyone with civility and respect.					
5. Govern within board-adopted policies and procedures.					
6. Take collective responsibility for the board's performance.					
7. Periodically evaluate its own effectiveness.					
8. Ensure opportunities for the diverse range of views in the community to inform board deliberations.					
<b>Total</b>					

## STEP THREE

### COMPLETE THE SCHOOL BOARD SELF-EVALUATION SURVEY -

#### SECTION 2: THE BOARD'S JOBS

The primary responsibilities of the board are to set a direction for the district, provide a structure by establishing policies, provide support, ensure accountability and provide community leadership on behalf of the district and public education. To fulfill these responsibilities, there are a number of specific jobs that effective boards must carry out. These standards highlight some of the most important ones.

##### **EFFECTIVE BOARDS:**

**I. Involve the community, parents, students and staff in developing a common vision for the district focused on student learning and achievement and responsive to the needs of all students.**

Develop and adopt the district vision and other direction-setting documents using collaborative processes that involve the staff and community.

Ensure that inclusive processes are in place to periodically review the district vision and other direction-setting documents.

See that the district vision and goals are clearly communicated to students, parents, staff and the community.

Base all decisions on the district's vision, student needs, research, empirical data and a balance of community expectations, legal constraints and resources.

Engage in annual planning and regularly review progress toward achievement of the vision and goals.

**2. Adopt, evaluate and update policies consistent with the law and the district's vision and goals.**

Have a working knowledge of district policies.

Establish a clear, understandable process for adopting, updating and communicating district policies.

Ensure policies reflect the needs, wishes and desires of the community.

Recognize it is the board's role to adopt policies and the superintendent's role to implement them and report back to the board as necessary.

Follow a regular schedule for reviewing and updating policies as necessary due to new mandates by law, contract negotiations, emerging community issues or other circumstances.

## THE BOARD'S JOBS (CONTINUED)

### **3. Maintain accountability for student learning by adopting the district curriculum and monitoring student progress.**

Engage the staff and community in order to set the direction for district curriculum.

Articulate the district's goals for student achievement.

Recognize the connection between the implementation of an effective curriculum and the acquisition and allocation of resources.

Provide time to staff for program development, implementation and professional growth.

Ensure that the district maintains reliable internal assessment data to use in making decisions.

Utilize reliable assessment data to adopt and update policies for curriculum, instruction and assessment in alignment with state requirements and local needs.

Establish regular reviews of student performance data and empower the superintendent and staff to monitor performance and develop new strategies.

Regularly report to the community on student performance.

### **4. Hire and support the superintendent so that the vision, goals and policies of the district can be implemented.**

Establish selection criteria for a new superintendent based on the district vision and goals.

Value a long-term relationship between the board and superintendent and conduct all contractual negotiations in a professional manner.

Understand that the superintendent is the board's administrative link to the district.

### **5. Conduct regular and timely evaluations of the superintendent based on the vision, goals and performance of the district, and ensure that the superintendent holds district personnel accountable.**

Ensure that the district evaluation system holds all staff responsible for improving student achievement.

Collaborate in setting goals and priorities as the basis for the superintendent's annual evaluation.

Ensure that the evaluation process supports the professional growth of the superintendent and the continuous improvement of the district.

Ensure that the evaluation process provides opportunities to take timely corrective action to avoid major disagreements between the board and superintendent.

Utilize a clearly defined, ongoing and interactive evaluation process that results in written documentation and is consistent with legal and contractual requirements.

## THE BOARD'S JOBS (CONTINUED)

Have policies and procedures in place for personnel accountability that are consistent with legal requirements and provide for due process.

Perform a judicial role in personnel issues, not an investigative role.

Have policies and procedures in place for recognizing outstanding performance by employees.

### **6. Adopt a fiscally responsible budget based on the district's vision and goals, and regularly monitor the fiscal health of the district.**

Adopt guidelines, policies and procedures for developing the budget that ensure sound financial processes.

Recognize that the superintendent and staff develop the budget, the board adopts the budget, and the superintendent and staff implement the budget.

Understand that budget assumptions may change throughout the year.

Weigh the financial impact of possible changes to the vision and goals against existing programs.

Ensure that state, federal and other fiscal issues that impact the budget are monitored and addressed.

Monitor the external auditing process and ensure that audit recommendations are addressed.

Require that the budget be presented in an understandable and useful format.

See that the budget is utilized as a policy document to enhance student achievement and implement the priorities of the district.

Establish a process to regularly inform the community about the financial health of the district.

### **7. Ensure that a safe and appropriate educational environment is provided to all students.**

Adopt, update and monitor policies pertaining to safety and cleanliness of facilities.

Support a long-range facility management and funding plan that reflects the vision and goals of the district.

Advocate at the local, state and federal levels for appropriate funding for school facilities.

Seek and consider alternative funding sources for facilities (such as bond elections, public-private partnerships or other types of financial instruments and agreements).

### **8. Establish a framework for the district's collective bargaining process and adopt responsible agreements.**

Set parameters for collective bargaining that are linked to the vision and priorities of the district.

Recognize that collective bargaining is an ongoing process, not an isolated activity.

## THE BOARD'S JOBS (CONTINUED)

Support the position of the district throughout the negotiation process.

Adhere to legal, ethical, confidential and contractual requirements of collective bargaining.

Consider the immediate and long-term fiscal, program and personnel impacts of negotiations before adopting the collective bargaining agreement.

### **9. Provide community leadership on educational issues and advocate on behalf of students and public education at the local, state and federal levels.**

Ensure that effective methods are used to gather information and encourage involvement from the entire community.

Adopt a communications plan, which includes a system to report student achievement.

Have a working knowledge of the district's programs and build support for them among the public, community organizations and local agencies.

Communicate with local, state and federal policymakers about matters pertaining to student achievement, district programs and public education.



# SCHOOL BOARD SELF-EVALUATION SURVEY

## SECTION 2: THE BOARD'S JOBS

The primary responsibilities of the board are to set a direction for the district, provide a structure by establishing policies, provide support, ensure accountability and provide community leadership on behalf of the district and public education. To fulfill these responsibilities, there are a number of specific jobs that effective boards must carry out. These standards highlight some of the most important ones.

### Effective boards meet these standards:

	WE DO THIS:				
	Strongly Agree	Agree	Disagree	Strongly Disagree	Unsure
1. Involve the community, parents, students and staff in developing a common vision for the district focused on student learning and achievement and responsive to the needs of <u>all</u> students.					
2. Adopt, evaluate and update policies consistent with the law and the district's vision and goals.					
3. Maintain accountability for student learning by adopting the district curriculum and monitoring student progress.					
4. Hire and support the superintendent so that the vision, goals and policies of the district can be implemented					
5. Conduct regular and timely evaluations of the superintendent based on the vision, goals and performance of the district, and ensure that the superintendent holds district personnel accountable					
6. Ensure that a safe and appropriate educational environment is provided to all students					
7. Adopt a fiscally responsible budget based on the district's vision and goals, and regularly monitor the fiscal health of the district.					
8. Establish a framework for the district's collective bargaining process and adopt responsible agreements.					
9. Provide community leadership on educational issues and advocate on behalf of students and public education at the local, state and federal levels.					
<b>Total</b>					

## **STEP FOUR**

### **DETERMINING THE BOARD'S GOVERNANCE GOALS**

The purpose of the discussion is to identify why the board is not meeting the standard and/or why there is such a wide range of opinions about whether a standard is being met, and to develop ways to improve. Answering the following questions can help direct the conversation.

Can we come to agreement on what this standard means to us?

What would it look like if we were meeting this standard? What would we be doing?

How would others know we are meeting the standard? Do we need to create any norms or protocols to help us attain the standard?

How and when will we measure improvement or successful attainment of the standard?

As a result of the discussion, the board should come to agreement on two to three Standards or Success Indicators from Sections 1 and/or 2 of the Board Self-Evaluation Survey that will become the board's Governance Goals during the next year.

# THE BOARD'S GOVERNANCE GOALS

Based on the board's discussion of team member responses to The Board and The Board's Jobs sections of the self-evaluation survey, choose two to three standards the board agrees to focus on for governance growth over the next year.

## Goal 1:

To us this means ...

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What we will do...

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How and when we will measure improvement or success ...

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## Goal 2:

To us this means ...

---

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What we will do...

---

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How and when we will measure improvement or success...

---

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## Goal 3:

To us this means ...

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What we will do...

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How and when we will measure improvement or success ...

---

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# STEP FIVE

## SECTION 3: THE INDIVIDUAL TRUSTEE

In Montana's education system, a trustee is a person elected or appointed to serve on a school board. Individual trustees bring unique skills, values and beliefs to their board. In order to govern effectively, individual trustees must work with each other and the superintendent to ensure that a high-quality education is provided to each student.

### **To BE EFFECTIVE, AN INDIVIDUAL TRUSTEE:**

#### **1. Keeps learning and achievement for all students as the primary focus.**

Recognizes that children come to school with diverse educational needs.

Seeks to build consensus for decisions based on the district's vision, student needs, research, empirical data and a balance of community expectations, legal constraints and resources.

#### **2. Values, supports and advocates for public education.**

Actively supports the district's educational programs.

Helps create a supportive climate of excellence for the staff.

Seeks to build community support for the district's programs.

Actively supports public education.

#### **3. Recognizes and respects differences of perspective and style on the board and among staff, students, parents and the community.**

Honors each individual's right to express an opinion.

Is able to disagree on issues and still maintain respect and trust.

Listens respectfully to other members of the team, and to staff, students, parents and the community.

Seeks to engage in dialogue for clarification and withholds judgment until all perspectives are considered.

#### **4. Acts with dignity, and understands the implications of demeanor and behavior.**

Performs responsibilities in a manner that reflects service to the community on behalf of students.

Listens to other members of the team and strives to maintain trust.

Demonstrates a commitment to continually improving teamwork and problem-solving skills.

Shares important information with other members of the team.

#### **5. Keeps confidential matters confidential.**

Does not discuss or distribute information about confidential matters outside of closed session.

## **THE INDIVIDUAL TRUSTEE (CONTINUED)**

Understands the legal requirements for confidentiality.

### **6. Participates in professional development and commits the time and energy necessary to be an informed and effective leader.**

Regularly attends meetings, having read the agenda and background materials in advance, and comes prepared to discuss agenda items.

Visits schools and attends school functions in accordance with board protocol.

Has a working knowledge of the district's programs, goals and policies.

Is familiar with general education trends and issues as well as the overall state and federal educational system.

Participates in continuing education and professional development activities and shares knowledge gained with board members, staff, parents and the community as appropriate.

### **7. Understands the distinctions between board and staff roles, and refrains from performing management functions that are the responsibility of the superintendent and staff.**

Clearly understand the roles and responsibilities of board members, the superintendent and the governance team.

Uses performance of governance responsibilities to impact district efforts.

Understands that the superintendent is the board's primary link with the district staff.

Does not become involved with day-to-day management or operations of the district.

### **8. Understands that authority rests with the board as a whole and not with individuals.**

Strives to build consensus for decisions.

Recognizes that the board, not individuals, takes action and gives direction, and only at properly called board meetings.

Promotes district priorities, not a personal agenda.

Supports decisions of the board.

# SCHOOL BOARD SELF-EVALUATION SURVEY

## SECTION 3: THE INDIVIDUAL TRUSTEE

In Montana’s education system, a trustee is a person elected or appointed to serve on the school district board. Individual trustees bring unique skills, values and beliefs to their board. In order to govern effectively, individual trustees must work with each other and the superintendent to ensure that a high-quality education is provided to each student.

**To be effective, an individual trustee meets these standards:**

	WE DO THIS:				
	Strongly Agree	Agree	Disagree	Strongly Disagree	Unsure
1. Keeps learning and achievement for <u>all</u> students as the primary focus.					
2. Values, supports and advocates for public education.					
3. Recognizes and respects differences of perspective and style on the board and among staff, students, parents and the community.					
4. Acts with dignity, and understands the implications of demeanor and behavior.					
5. Keeps confidential matters confidential.					
6. Participates in professional development and commits the time and energy necessary to be an informed and effective leader					
7. Understands the distinctions between board and staff roles, and refrains from performing management functions that are the responsibility of the superintendent and staff.					
8. Understands that authority rests with the board as a whole and not with individuals.					
<b>Total</b>					

# STEP SIX

## DETERMINING MY PERSONAL GOVERNANCE GOALS

As we strive to govern effectively, we have the greatest control over our own actions, behaviors and attitudes. This section of the self-evaluation is an opportunity for board members to set personal goals that will enhance the governance team's collective efforts.

### MY PERSONAL GOVERNANCE GOALS

Based on the discussion and Governance Goals agreed to by the board, and your responses to the Individual Trustee section of the Board Self-Evaluation Survey, choose two to three Standards or Success Indicators you want to focus on for personal growth over the next year.

#### Goal 1:

To us this means ...

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What we will do...

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How and when we will measure improvement or success ...

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#### Goal 2:

To us this means ...

---

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What we will do...

---

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How and when we will measure improvement or success...

---

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#### Goal 3:

To us this means ...

---

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What we will do...

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How and when we will measure improvement or success ...

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# APPENDIX D

## Consent Agenda

Section I – December 14, 2021 Regular Meeting Minutes

Section II – January 4, 2022 Special Meeting Minutes

Section III – Business Claims

Section IV – Student Activity Account

Section V – Sub List

# SECTION I: REGULAR MEETING MINUTES

## Regular Meeting

**DRAFT**

Cascade School District 3B  
Board of Trustees  
December 14, 2021 - 6:00 pm

### Board Members Present

#### High School Board

John Rumney - Chair  
Iain McGregor - Vice Chair  
Ruth Mortag  
Rick Cummings (virtual)  
Chris Wilson  
Val Fowler

#### Elementary Board

John Rumney - Chair  
Iain McGregor - Vice Chair  
Ruth Mortag  
Rick Cummings  
Chris Wilson

**Others Present:** Karsen Drury - District Clerk, Rick Miller - Superintendent, Merrill McKamey, Kendra Lane, Gale Manning, Dave Nelsen

John Rumney - Board Chair, called the Board of Trustees meeting to order at 6:13 pm. The Board said the Pledge of Allegiance. Mr. Rumney asked for public comment on non-agenda items.

### Public Comment on Non-Agenda Items

There was no public comment.

### Informational

- A. Letter of Resignation, Mary Holbrook (Paraprofessional)
- B. Letter of Resignation, Rick Miller (Superintendent)

### Staff Reports

- A. Sonja Mazaira, AD
  - a. Badger Invitational
  - b. Tip-Off Tournament
  - c. Wrestling @ CMR Classic
  - d. Basketball - Augusta & Sunburst
  - e. BPA - Lock-In on Saturday, preparing for Regionals
- B. Rick Miller, Superintendent
  - a. Board Evaluations - researching board self-evaluations, Policy Committee will be proposing a template.
  - b. Working on 4-Day School Week review template.
  - c. Alluvion - meeting on 16th to discuss walk in clinic - hoping to be open after Christmas - may be able to take over CSCT services
  - d. Dr. Farr working on Community Crossover Review & will have report for January

- meeting.
- e. Fastbridge Data will be reported on in January.
- f. Christmas Activities - concerts, dress up days
- g. Black & Gold Committee awarded Mr. Nelson a grant for weight room equipment.
- h. Concessions - Tracy can't find help, may have to cancel during events.
- C. Karsen Drury, Business Manager
  - a. 2022 Election Information
  - b. General Fund Budgets - sitting at 28% expended at the end of November, compared to the 4-year average of 31%.

## Board Report

- A. Community Outreach Report
  - a. Board & community participated in a two night work session, December 7th and 8th, to formulate goals and a strategic plan for the District. A full report will be given at the January meeting.
- B. Transportation Committee Report
  - a. Chris Wilson presented the minutes of the transportation committee meeting.
- C. Policy Committee Report
  - a. Ruth Mortag reported on the policy committee meeting.
- D. Board Training Hours
- E. Board Evaluation
  - a. November Board Evaluation

## New Business

- A. Consideration of Superintendent Search Services
 

Iain McGregor moved, seconded by Ruth Mortag to hire MTSBA to conduct the Superintendent Search for the 2022-2023 school year.

Ruth Mortag inquired of the timeline and structure of the process. Rick Miller explained that the difference between the two services was pricing and that MTSBA handled fingerprinting and background checks, where Dr. Farr does not. Val Fowler stated that she has been involved in this process with MTSBA three times and has been pleased with their services.

Merrill McKamey made a public comment.

Passed unanimously.
- B. Consideration of Recommendation for Bus Driver Sign-On Bonus
 

Iain McGregor moved, seconded by Chris Wilson to approve the Bus Driver Sign-On Bonus.

Dave Nelsen made a public comment.

Merrill McKamey made a public comment.

Passed unanimously.
- C. Consent Agenda
  - a. Minutes of Regular & Annual Budget Board Meeting, November 16, 2021

- b. Minutes of Community Outreach Meeting, December 7, 2021
- c. Minutes of Community Outreach Meeting, December 8, 2021
- d. Business Claims
- e. Student Activity Account
- f. Sub List

Chris Wilson moved, seconded by Iain McGregor to approve the consent agenda.  
Passed unanimously.

### **Board Meeting Evaluation (I)**

- A. Complete evaluation and turn into Mr. Miller.

### **Announcements (I)**

- A. Regular School Board Meeting, January 18, 2022
- B. Upcoming Trainings

### **Adjournment (A)**

At 6:53 pm Iain McGregor moved, seconded by Chris Wilson to adjourn. Passed unanimously.

\_\_\_\_\_  
John Rumney, Board Chair

\_\_\_\_\_  
ATTEST: Karsen Drury, District Clerk

Date Signed \_\_\_\_\_

*For additional details on items presented in the minutes of the meeting, please see coinciding board agenda found on Cascade Public Schools' webpage:*

*[www.cascade.k12.mt.us/District/1141-Board-Agendas-and-Packet.html](http://www.cascade.k12.mt.us/District/1141-Board-Agendas-and-Packet.html)*

# SECTION II: SPECIAL MEETING MINUTES

## Special Meeting

**DRAFT**

Cascade School District 3B  
Board of Trustees  
January 5, 2021 - 6:30 pm

### Board Members Present

#### High School Board

John Rumney - Chair  
Iain McGregor - Vice Chair  
Ruth Mortag  
Rick Cummings (virtual)  
Chris Wilson  
Val Fowler

#### Elementary Board

John Rumney - Chair  
Iain McGregor - Vice Chair  
Ruth Mortag  
Rick Cummings  
Chris Wilson

**Others Present:** Karsen Drury - District Clerk, Kendra Lane, Jeremy Butcher, Merrill McKamey

John Rumney - Board Chair, called the Board of Trustees meeting to order at 6:32 pm. The Board said the Pledge of Allegiance. Mr. Rumney asked for public comment on non-agenda items.

### Public Comment on Non-Agenda Items

- A. Jeremy Butcher made public comment.

### New Business

- A. Consideration of Superintendent Search Services
  1. Community Survey - MTSBA Survey link on the school website - make multiple choice questions without open ended questions. Rating system of attributes of future Sup't. Executive summary from responses by Debra. Board decided yes to the survey.
  2. Need point of contact - designated Karsen Druy.
  3. Salary - current salary at \$96,000. Starting salary \$90-100,000, with housing and no district paid insurance.
  4. Timeline - Wendy working on brochure. The position will be posted between 10th & 14th. Close application on February 9th. Screening date set on the 15th at the regular board meeting. Schedule dates for interviews on the 15th.
  5. Supplemental questions - combination of written and recorded questions.
  6. Qualifications - lower requirements to not required years of superintendent experience.
  7. Board requests for Sup't attributes: Professionalism, flexibility, personnel leadership, communication, active part of community, receptive to feedback, constructive criticism, adaptability.

### Adjournment (A)

At 7:42pm Iain McGregor moved, seconded by Chris Wilson to adjourn. Passed unanimously.

\_\_\_\_\_  
John Rumney, Board Chair

\_\_\_\_\_  
ATTEST: Karsen Drury, District Clerk

Date Signed \_\_\_\_\_

*For additional details on items presented in the minutes of the meeting, please see coinciding board agenda found on Cascade Public Schools' webpage:*

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# SECTION III: BUSINESS CLAIMS

01/13/22  
11:34:11

CASCADE PUBLIC SCHOOLS  
Claim Details  
For the Accounting Period: 12/21

Page: 1 of 6  
Report ID: AP100

\* ... Over spent expenditure

Claim	Warrant	Vendor #/Name	Amount				Acct/Source/		
Line #		Invoice #/Inv Date/Description	Line Amount	PO #	Fund Org	Prog-Func	Obj	Proj	
7607	12017S	1809 MUST	793.00						
3		DEC21 12/01/21 Dec Retiree Insurance - CM	755.00*		289	100-1000	260		
4		DEC21 12/01/21 Dec Retiree Insurance - LC	38.00*		289	100-1000	260		
7608	12018S	855 ENERGY WEST	3,040.77						
1		11/29/21 Gas - Nov 2021	1,489.97		101	100-2600	411		
2		11/29/21 Gas - Nov 2021	516.93		110	100-2600	411		
3		11/29/21 Gas - Nov 2021	456.12		201	100-2600	411		
4		11/29/21 Gas - Nov 2021	577.75		210	100-2600	411		
7609	12019S	48 MEADOW GOLD GREAT FALLS	2,341.12						
1		606240 11/02/21 Dairy	554.38		112	910-3100	630		
2		606958 11/09/21 Dairy	377.06		112	910-3100	630		
3		607692 11/16/21 Dairy	548.38		112	910-3100	630		
4		608555 11/23/21 Dairy	306.92		112	910-3100	630		
5		609083 11/30/21 Dairy	554.38		112	910-3100	630		
7610	12020S	616 SYSCO MONTANA INC.	6,253.67						
1		343509354 11/03/21 Food	1,549.80		112	910-3100	630		
2		343518944 11/10/21 Food	864.11		112	910-3100	630		
3		343524845 11/15/21 Food	21.70		112	910-3100	630		
4		343528489 11/17/21 Food	1,820.50		112	910-3100	630		
6		343548662 12/01/21 Food	1,997.56		112	910-3100	630		
7611	12022S	2047 US FOODS	6,377.61						
1		5904922 11/06/21 CREDIT	-14.34		112	910-3100	630		
2		5697600 11/03/21 Food	1,175.66		112	910-3100	630		
3		5843121 11/10/21 Food	1,407.21		112	910-3100	630		
4		5843122 11/10/21 Food	80.96		112	910-3100	630		
5		3040297 11/12/21 Food	52.02		112	910-3100	630		
6		3117846 11/17/21 Food	1,518.91		112	910-3100	630		
7		3386390 12/01/21 Food	1,880.85		112	910-3100	630		
8		5905474 11/06/21 CREDIT	-2.07*		115	434-1000	630	422	
9		5697596 11/03/21 After School Snack	191.75*		115	434-1000	630	422	
10		3386386 12/01/21 After School Snack	86.66*		115	434-1000	630	422	

\* ... Over spent expenditure

Claim	Warrant	Vendor #/Name	Amount						
Line #		Invoice #/Inv Date/Description	Line Amount	PO #	Fund Org	Acct/Source/ Prog-Func	Obj	Proj	
7612	12021S	2112 UPS	2.05						
1		0000V8551W 11/27/21 Postage	2.05*		101	100-2300	532		
7613	12023S	1270 WEX BANK	4,388.58						
1		76394041 11/30/21 Nov Fuel - Route	1,778.89		110	100-2700	624		
2		76394041 11/30/21 Nov Fuel - Route	1,778.88		210	100-2700	624		
3		76394041 11/30/21 Nov Fuel - Athletics	400.00		101	720-3500	624		
4		76394041 11/30/21 Nov Fuel - Athletics	116.90		201	720-3500	624		
5		76394041 11/30/21 Nov Fuel - Activities	313.91		201	710-3400	624		
7614	12024S	1861 THRIVE PASS	26.00						
1		P5409 11/30/21 Pretax Min Charge Diff	26.00		101	100-1000	810		
7615	12025S	1310 BMO HARRIS COMMERCIAL CARD	6,883.48						
1		CC-627 11/11/21 Clerk Meeting	11.88		101	621			
	MISC RESTAURANTS	OUT-OF-DIST		CC Accounting:	101-	-100-2300-582			
2		CC-627 11/11/21 Clerk Meeting	1.94		110	621			
	MISC RESTAURANTS	OUT-OF-DIST		CC Accounting:	110-	-100-2300-582			
3		CC-627 11/11/21 Clerk Meeting	7.78		201	621			
	MISC RESTAURANTS	OUT-OF-DIST		CC Accounting:	201-	-100-2300-582			
4		CC-627 11/15/21 Great Falls Tribune Subscripti	35.00		201	621			
	GREAT FALLS TRIBUNE			CC Accounting:	201-	-100-1000-640			
5		CC-628 11/10/21 Veterans Day Cake	39.97		101	625			
	SAMS CLUB			CC Accounting:	101-	-100-1000-630			
6		CC-628 11/10/21 Amazon Business	3.74		128	625			
	AMAZON.COM			CC Accounting:	128-	-100-2500-682			
7		CC-628 11/10/21 Amazon Business	11.21		228	625			
	AMAZON.COM			CC Accounting:	228-	-100-2500-682			
8		CC-628 11/16/21 Adobe Acrobat Pro DC	89.94		128	625			
	ADOBE			CC Accounting:	128-	-100-2500-682			
9		CC-628 11/16/21 Adobe Acrobat Pro DC	89.94		228	625			
	ADOBE			CC Accounting:	228-	-100-2500-682			
10		CC-628 12/01/21 Bus Barn Office Supplies	258.10		110	625			
	STAPLES			CC Accounting:	110-	-100-2700-610			
11		CC-628 12/01/21 Bus Barn Office Supplies	258.11		210	625			
	STAPLES			CC Accounting:	210-	-100-2700-610			
12		CC-628 12/02/21 Transportation Supplies	89.72		110	625			
	LOWES			CC Accounting:	110-	-100-2700-610			
13		CC-628 12/02/21 Transportation Supplies	86.20		210	625			
	LOWES			CC Accounting:	210-	-100-2700-610			
14		CC-629 11/05/21 NBRS Trip	42.05		101	621			
	MISC RESTAURANTS	OUT-OF-DIST		CC Accounting:	101-	-100-2300-582			



\* ... Over spent expenditure

Claim Warrant	Vendor #/Name	Amount	Acct/Source/				Obj	Proj
Line #	Invoice #/Inv Date/Description	Line Amount	PO #	Fund	Org	Prog-Func		
15	CC-629 11/05/21 NBRS Trip	34.40		201		625		
MISC RESTAURANTS	OUT-OF-DIST		CC Accounting:	201-		-100-2300-582		
16	CC-629 11/06/21 NBRS Trip	17.60		101		621		
MISC RESTAURANTS	OUT-OF-DIST		CC Accounting:	101-		-100-2300-582		
17	CC-629 11/06/21 NBRS Trip	14.40		201		621		
MISC RESTAURANTS	OUT-OF-DIST		CC Accounting:	201-		-100-2300-582		
18	CC-629 11/06/27 NBRS Trip	27.50		101		625		
MISC. VENDOR.			CC Accounting:	101-		-100-2300-582		
19	CC-629 11/06/27 NBRS Trip	22.50		201		625		
MISC. VENDOR.			CC Accounting:	201-		-100-2300-582		
20	CC-629 11/07/21 NBRS Trip	10.66		101		621		
MISC RESTAURANTS	OUT-OF-DIST		CC Accounting:	101-		-100-2300-582		
21	CC-629 11/07/21 NBRS Trip	8.73		201		621		
MISC RESTAURANTS	OUT-OF-DIST		CC Accounting:	201-		-100-2300-582		
22	CC-630 11/04/21 NBRS Trip - Hotel	244.03		101		625		
MISC HOTELS	OUT-OF-DIST		CC Accounting:	101-		-100-2300-582		
23	CC-630 11/04/21 NBRS Trip - Hotel	199.65		201		625		
MISC HOTELS	OUT-OF-DIST		CC Accounting:	201-		-100-2300-582		
24	CC-630 11/04/21 NBRS Trip - Hotel	244.02		101		625		
MISC HOTELS	OUT-OF-DIST		CC Accounting:	101-		-100-2300-582		
25	CC-630 11/04/21 NBRS Trip - Hotel	199.66		201		625		
MISC HOTELS	OUT-OF-DIST		CC Accounting:	201-		-100-2300-582		
26	CC-630 11/06/21 NBRS Trip - Uber	67.22		101		625		
MISC. VENDOR.			CC Accounting:	101-		-100-2300-582		
27	CC-630 11/06/21 NBRS Trip - Uber	67.21		201		625		
MISC. VENDOR.			CC Accounting:	201-		-100-2300-582		
28	CC-630 11/29/21 Principals Conference	210.00		101		625		
SAM			CC Accounting:	101-		-100-2300-582		
29	CC-630 11/29/21 Principals Conference	140.00		201		625		
SAM			CC Accounting:	201-		-100-2300-582		
30	CC-630 11/29/21 PT Conference Snacks	38.59		101		625		
SAMS CLUB			CC Accounting:	101-		-100-2400-630		
31	CC-630 11/29/21 PT Conference Snacks	29.11		201		625		
SAMS CLUB			CC Accounting:	201-		-100-2400-630		
32	CC-631 11/06/21 Food	41.12		112		625		
SAMS CLUB			CC Accounting:	112-		-910-3100-630		
33	CC-631 11/08/21 Food	5.00		112		625		
468 MARKET			CC Accounting:	112-		-910-3100-630		
34	CC-631 11/09/21 Food	2.50		112		625		
468 MARKET			CC Accounting:	112-		-910-3100-630		
35	CC-631 11/17/21 Food	10.46		112		625		
468 MARKET			CC Accounting:	112-		-910-3100-630		
36	CC-631 11/22/21 Food	3.78		112		625		
468 MARKET			CC Accounting:	112-		-910-3100-630		

\* ... Over spent expenditure

Claim Warrant	Vendor #/Name	Amount	Acct/Source/				Obj	Proj
Line #	Invoice #/Inv Date/Description	Line Amount	PO #	Fund	Org	Prog-Func		
37	CC-631 11/30/21 Food	23.88		112		625		
SUPER 1 FOODS			CC Accounting:	112-		-910-3100-630		
38	CC-631 12/01/21 Food	28.64		112		625		
468 MARKET			CC Accounting:	112-		-910-3100-630		
39	CC-632 11/29/21 Principals Conference	210.00		101		621		
SAM			CC Accounting:	101-		-100-2300-330		
40	CC-632 11/29/21 Principals Conference	140.00		201		621		
SAM			CC Accounting:	201-		-100-2300-330		
41	CC-633 11/15/21 Binder Clips	24.32		101		621		
AMAZON.COM			CC Accounting:	101-		-100-2600-610		
42	CC-633 11/15/21 Binder Clips	23.36		201		621		
AMAZON.COM			CC Accounting:	201-		-100-2600-610		
43	CC-633 11/16/21 Gates 6846 V-Belt	5.09		101		621		
AMAZON.COM			CC Accounting:	101-		-100-2600-610		
44	CC-633 11/16/21 Gates 6846 V-Belt	4.90		201		621		
AMAZON.COM			CC Accounting:	201-		-100-2600-610		
45	CC-633 11/17/21 Furnace Filters	54.87		101		621		
AMAZON.COM			CC Accounting:	101-		-100-2600-610		
46	CC-633 11/17/21 Furnace Filters	52.72		201		621		
AMAZON.COM			CC Accounting:	201-		-100-2600-610		
47	CC-633 11/15/21 Air Filters	178.35		101		621		
AMAZON.COM			CC Accounting:	101-		-100-2600-610		
48	CC-633 11/15/21 Air Filters	171.35		201		621		
AMAZON.COM			CC Accounting:	201-		-100-2600-610		
49	CC-633 11/15/21 Brooks Wired Monthly Inspectio	15.78		101		621		
AMAZON.COM			CC Accounting:	101-		-100-2600-610		
50	CC-633 11/15/21 Brooks Wired Monthly Inspectio	15.16		201		621		
AMAZON.COM			CC Accounting:	201-		-100-2600-610		
51	CC-633 11/18/21 MT Dept of AG	36.67		101		625		
MI SC. VENDOR.			CC Accounting:	101-		-100-2600-810		
52	CC-633 11/18/21 MT Dept of AG	36.66		201		625		
MI SC. VENDOR.			CC Accounting:	201-		-100-2600-810		
53	CC-633 11/24/21 Misc Supplies	9.10		101		625		
GRAINGER			CC Accounting:	101-		-100-2600-610		
54	CC-633 11/24/21 Misc Supplies	9.10		201		625		
GRAINGER			CC Accounting:	201-		-100-2600-610		
55	CC-633 12/01/21 Commercial Doors	1,336.20		101		625		
MI SC. VENDOR.			CC Accounting:	101-		-100-2600-660		
56	CC-634 11/10/21 Education.com Annual Subscript	59.94		115		625		422
MI SC. VENDOR.			CC Accounting:	115-		-434-1000-681-422		
57	CC-634 11/16/21 Christmas Craft Supplies	80.64		115		625		422
ALBERTSONS			CC Accounting:	115-		-434-1000-610-422		
58	CC-634 12/02/21 ART - Glaze	64.20		101		625		
DICK BLICK ART MATERIAL			CC Accounting:	101-		-100-1000-610		

\* ... Over spent expenditure

Claim	Warrant	Vendor #/Name	Amount			Acct/Source/		
Line #		Invoice #/Inv Date/Description	Line Amount	PO #	Fund Org	Prog-Func	Obj	Proj
59		CC-634 12/02/21 ART - Glaze	64.20		201	625		
	DICK BLICK ART MATERIAL			CC Accounting:	201-	-100-1000-610		
60		CC-635 11/08/21 FCS - Groceries	15.62		201	625		
468	MARKET			CC Accounting:	201-	-300-1000-610		
61		CC-635 11/09/21 SCI - Science Fair Supplies	268.15		101	625		
	AMAZON.COM			CC Accounting:	101-	-100-1000-610		
62		CC-635 11/10/21 JH BB Shorts	27.54		101	625		
	AMAZON.COM			CC Accounting:	101-	-720-3500-610		
63		CC-635 11/12/21 Group discussion, Projects, ac	235.57		115	625		422
	AMAZON.COM			CC Accounting:	115-	-434-1000-610-422		
64		CC-635 11/15/21 Planner	36.54		201	625		
	AMAZON.COM			CC Accounting:	201-	-280-1000-610		
65		CC-635 11/15/21 FCS - Groceries	99.21		201	625		
468	MARKET			CC Accounting:	201-	-300-1000-610		
66		CC-635 11/17/21 2nd - Expo, Box Storage	81.83		101	625		
	AMAZON.COM			CC Accounting:	101-	-100-1000-610		
67		CC-635 11/17/21 FCS - Groceries	17.56		201	625		
468	MARKET			CC Accounting:	201-	-300-1000-610		
68		CC-635 11/27/21 ACT Prep Guide	31.19		201	625		
	AMAZON.COM			CC Accounting:	201-	-100-2100-610		
69		CC-635 11/27/21 Amazon	9.99		201	625		
	AMAZON.COM			CC Accounting:	201-	-300-1000-610		
70		CC-635 11/29/21 Snacks	86.90		115	625		422
	SAM'S CLUB			CC Accounting:	115-	-434-1000-630-422		
71		CC-635 11/29/21 Snacks	123.80		115	625		422
	ALBERTSONS			CC Accounting:	115-	-434-1000-630-422		
72		CC-635 12/01/21 K - Construction Paper	31.96		101	625		
	AMAZON.COM			CC Accounting:	101-	-100-1000-610		
73		CC-635 12/01/21 K - Construction Paper	7.78		101	625		
	AMAZON.COM			CC Accounting:	101-	-100-1000-610		
74		CC-635 12/01/21 Art - Paint	61.37		101	625		
	AMAZON.COM			CC Accounting:	101-	-100-1000-610		
75		CC-635 12/03/21 Math Stem, Treasure box	76.11		115	625		422
	AMAZON.COM			CC Accounting:	115-	-434-1000-610-422		
76		CC-635 12/01/21 Art - Supplies	57.24		201	625		
	AMAZON.COM			CC Accounting:	201-	-100-1000-610		
77		12/01/21	306.27*		101	100-2500		810
	# of Claims	9	Total:					30,106.28

30,106.28



# SECTION IV: STUDENT ACTIVITY ACCOUNTS

01/13/22  
11:35:26

CASCADE PUBLIC SCHOOLS  
Statement of Activity by Account Name for 12/01/21 to 12/31/21

Page: 1 of 2  
Report ID: S100

Account	Receipts					Invest	Misc.	Misc.	Closing
	Opening	Disbursed	in Transit	Deposits	Transfers		Earnings	Charges	
	Balance	(-)	(+)	(+)	(+)	(+)	(+)	(-)	Balance
1 ANNUAL	655.20	0.00	0.00	126.35	0.00		0.18	0.00	781.73
36 ART	1202.92	0.00	0.00	0.00	0.00		0.26	0.00	1203.18
2 ATHLETICS	15721.61	9011.74	1412.30	8081.95	0.00		3.10	8.74	16198.48
5 BAND	2545.32	552.41	804.00	0.00	0.00		0.43	0.00	2797.34
51 BOOK FAIR	1732.53	1191.57	-6.00	6.00	0.00		0.12	0.00	541.08
3 BPA	7959.11	4287.19	4619.00	594.80	0.00		0.92	0.00	8886.64
4 CHEER/PEP CLUB	1212.21	38.32	-115.00	115.00	0.00		0.25	0.00	1174.14
7 CHOIR	0.00	0.00	0.00	0.00	0.00		0.00	0.00	0.00
60 CLASS OF 2021	0.56	0.00	0.00	0.00	0.00		0.00	0.00	0.56
16 CLASS OF 2022	696.12	0.00	0.00	0.00	0.00		0.15	0.00	696.27
61 CLASS OF 2023	243.49	0.00	0.00	1074.62	0.00		0.28	0.00	1318.39
62 CLASS OF 2024	0.00	0.00	0.00	0.00	0.00		0.00	0.00	0.00
68 CLASS OF 2025	0.00	0.00	0.00	457.80	0.00		0.10	0.00	457.90
13 CONCESSIONS	25848.58	2841.43	0.00	6956.33	0.00		6.45	0.00	29969.93
99 CONVERSION ACCOUNT	6.18	0.00	0.00	0.00	0.00		0.00	0.00	6.18
47 COUNSELING	1651.32	0.00	0.00	25.00	0.00		0.36	0.00	1676.68
65 DRIVERS EDUCATION	0.00	0.00	0.00	0.00	0.00		0.00	0.00	0.00
32 FCS	0.23	0.00	0.00	0.00	0.00		0.00	0.00	0.23
15 FFA	12819.39	1225.61	-5703.00	5703.00	0.00		2.49	50.00	11546.27
64 FOOD SERVICE CLEARING	2124.64	0.00	0.00	92.00	0.00		0.48	0.00	2217.12
12 HS BOYS' BB	5.12	0.00	0.00	0.00	0.00		0.00	0.00	5.12
46 HS CROSS COUNTRY	867.09	0.00	0.00	0.00	0.00		0.19	0.00	867.28
38 HS FOOTBALL	848.61	1290.00	0.00	0.00	0.00		0.00	0.00	-441.39
40 HS GIRLS' BB	753.83	0.00	0.00	0.00	0.00		0.16	0.00	753.99
66 HS GOLF	262.07	0.00	0.00	0.00	0.00		0.06	0.00	262.13
19 HS HONOR SOCIETY	4175.03	16.98	0.00	0.00	0.00		0.90	0.00	4158.95
29 HS STUDENT COUNCIL/MBI	891.35	81.54	0.00	0.00	0.00		0.17	0.00	809.98
37 HS TRACK	107.27	0.00	0.00	0.00	0.00		0.02	0.00	107.29
10 HS VOLLEYBALL	4420.34	0.00	0.00	0.00	0.00		0.95	0.00	4421.29
34 HS WRESTLING	1328.25	0.00	0.00	0.00	0.00		0.29	0.00	1328.54
57 JH BOYS BB	1879.46	518.36	-500.00	500.00	0.00		0.29	0.00	1361.39
39 JH FOOTBALL	1.72	0.00	0.00	0.00	0.00		0.00	0.00	1.72
56 JH GIRLS BB	1028.05	535.75	-520.00	520.00	0.00		0.11	0.00	492.41
35 JH HONOR SOCIETY	206.04	0.00	0.00	0.00	0.00		0.04	0.00	206.08
27 JH STUDENT COUNCIL	0.00	0.00	0.00	0.00	0.00		0.00	0.00	0.00
53 JH TRACK	785.05	0.00	0.00	0.00	0.00		0.17	0.00	785.22
54 JH VOLLEYBALL	254.64	0.00	0.00	0.00	0.00		0.05	0.00	254.69
55 JH WRESTLING	127.18	0.00	0.00	0.00	0.00		0.03	0.00	127.21
43 JMG	207.03	0.00	0.00	0.00	0.00		0.04	0.00	207.07
6 JUNIOR TIRP	1.43	0.00	0.00	0.00	0.00		0.00	0.00	1.43
18 K-8 MISC EARNINGS	3337.98	0.00	0.00	0.00	0.00		0.72	0.00	3338.70
26 LIVING 2 SERVE	0.16	0.00	0.00	0.00	0.00		0.00	0.00	0.16
25 REVOLVING	6337.30	3.58	0.00	0.00	0.00		1.36	0.00	6335.08
24 ROBOTICS	96.47	0.00	0.00	0.00	0.00		0.02	0.00	96.49
9 SCHOLARSHIP	1706.64	0.00	0.00	0.00	0.00		0.37	0.00	1707.01
33 SHOP FUND	1295.48	0.00	0.00	0.00	0.00		0.28	0.00	1295.76
31 TECHNOLOGY	8487.43	0.00	15.00	25.00	0.00		1.83	0.00	8529.26
17 XCELL	839.21	0.00	0.00	0.00	0.00		0.18	0.00	839.39
898 MISC EARNINGS	119.08	0.00	0.00	0.00	0.00		0.00	0.00	119.08
899 MISC CHARGES	-56.14	0.00	0.00	0.00	0.00		0.00	0.00	-56.14

CASCADE PUBLIC SCHOOLS  
Statement of Activity by Account Name for 12/01/21 to 12/31/21

Account	Opening Balance	Disbursed (-)	Receipts			Invest (+)	Misc.	Misc.	Closing Balance
			in Transit (+)	Deposits (+)	Transfers (+)		Earnings (+)	Charges (-)	
Total for Student Accounts	114732.58	21594.48	6.30	24277.85			23.80	58.74	117387.31
Bank Account Totals	114732.58	21594.48	6.30	24277.85	0.00		23.80	58.74	117387.31
							Bank Balance		117387.31
							Plus Outstanding Checks		7469.88
							Minus Outstanding Deposits		9970.75
									-----
							Balance		114886.44
							Minus Receipts in Transit		7248.00
									-----
							Statement Balance		107638.44

# SECTION V: SUB LIST

<b>Substitute Teachers</b>	
Name	
<b>CERTIFIED</b>	
Burcusa, Michael	C/FP
Eisenzimer, Joann	C/TB/FP
LaLiberty, Frank	C/TB
Manning, Diana	C/TB/FP
McKamey, Jeanne	C/TB/FP
Pieper, Frank	C/FP
Skogley, Melody	C/TB/FP
Strobbe, Peggy	C/FP
<b>NON-CERTIFIED</b>	
Aker, Virginia	FP
Baker, Enrico	FP
Castellanos, Toni Marie	TB/FP
Castellanos-Romero, Amy	FP
Ethridge, Andrea	FP
Moss, Ethan	
Price, Alexi	FP
Rhodes, Leah	FP
Woodend, Justine	FP
<b>Secretarial</b>	
Name	

**\*Need Approval by the Trustees**

**T.B. Approved (No longer required)**

**C - Some teaching certification**

**FP - FINGERPRINTED**

**PH - Physical Approved**

<b>Bus Drivers</b>	
Name	
Aker, Virginia	FP/PH
Grismer, Tina (shuttle only)	
McDermand, James	
Nelson, Dave	FP
Nelsen, Mark	FP/PH
Skogley, Jeff	TB/FP
Tilleman, Eric	TB/FP
Winkowitsch, Daniel	
<b>Custodian</b>	
Name	
Aker, Virginia	FP/PH
Correll, Michele	FP/PH
Hunter, Tina	TB/FP/PH
Johnson, Angela	TB/FP/PH
McDermand, James	
<b>Kitchen</b>	
Name	
Hickam, Jay	FP/PH
<b>Volunteers</b>	
Name	
Nelsen, Jessica (piano)	
<b>XCELL! Afterschool Program</b>	
Name	
Antonich, Myrtle	ULM
Calvert, Brittney	ULM
Hastings, Angela	ULM
McCullough, Riley	ULM
McKamey, Mattison	
Wilson, Madison	FP