

CASCADE SCHOOL DISTRICT 3 & B

Meeting of the Board of Trustees



APPENDICES

February 15, 2022 Regular Board Meeting

APPENDIX A

Staff Reports

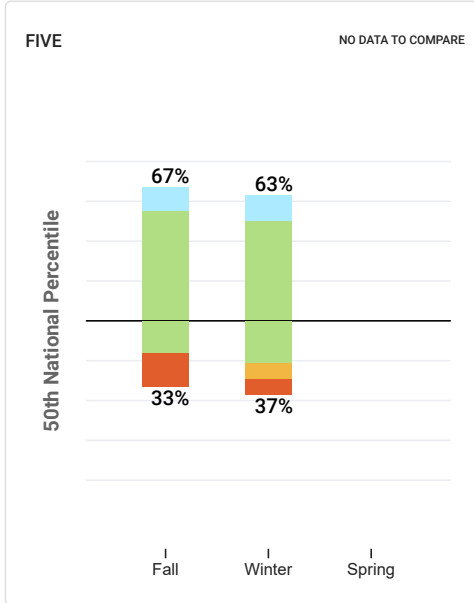
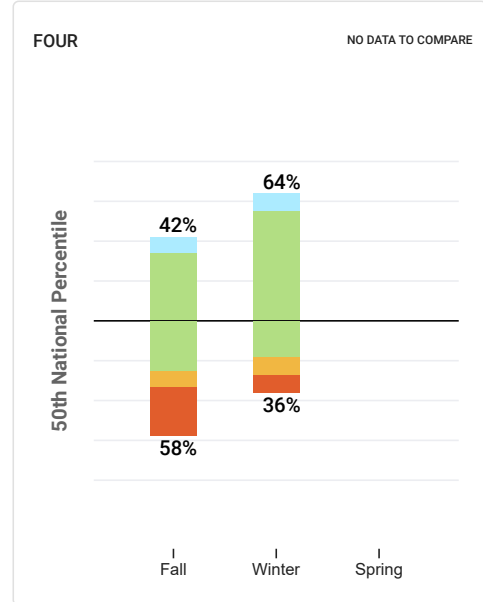
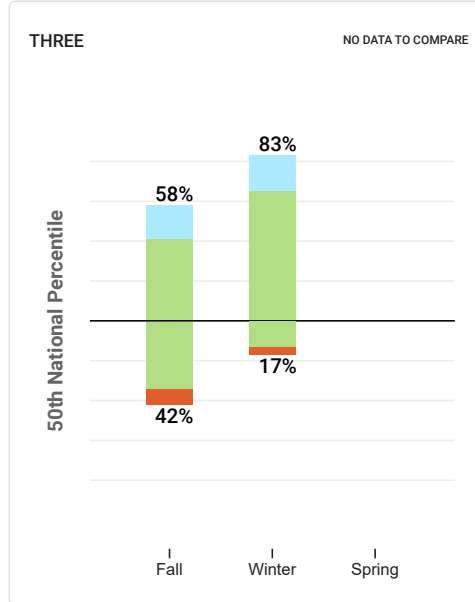
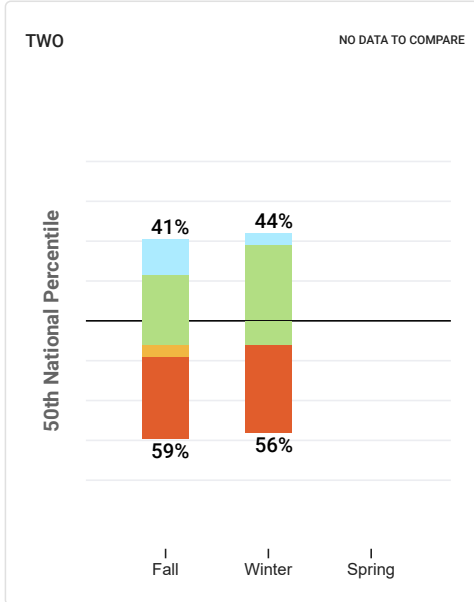
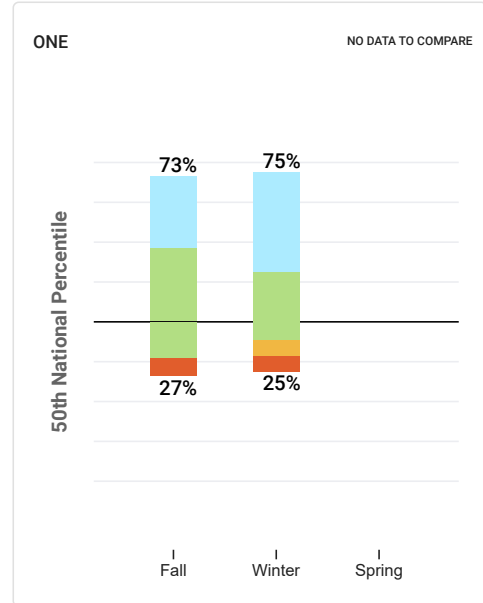
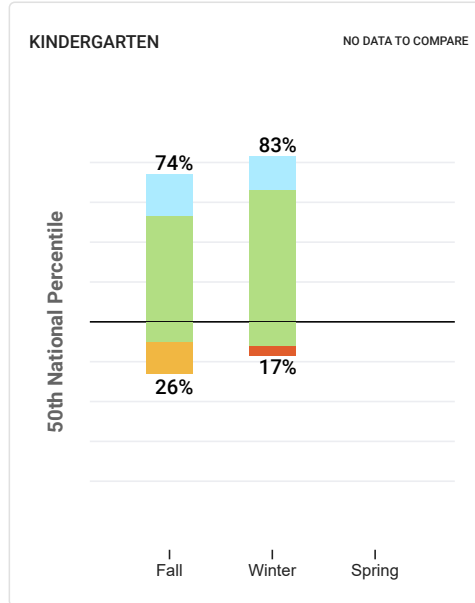
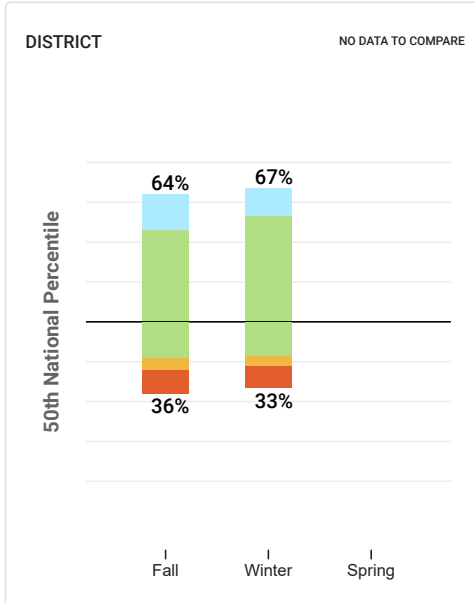
Section I – Elementary Principal

Section II – JH/HS Principal

Section III – Athletic Director

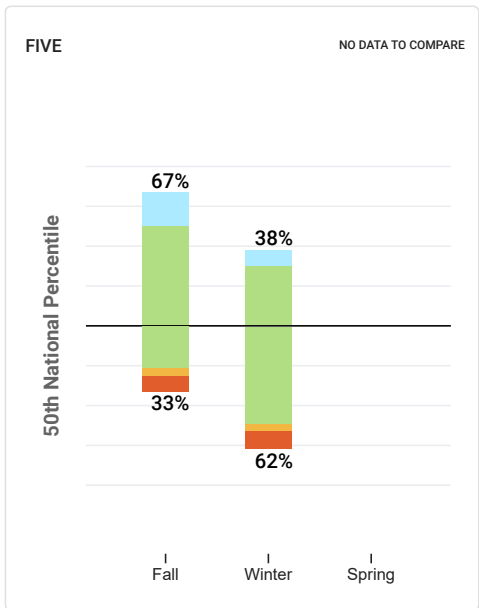
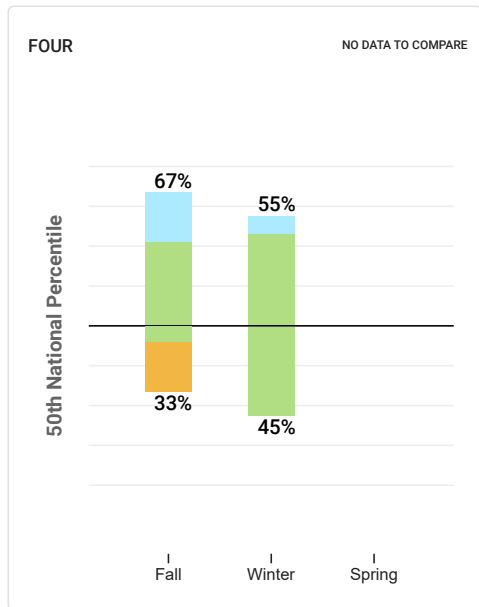
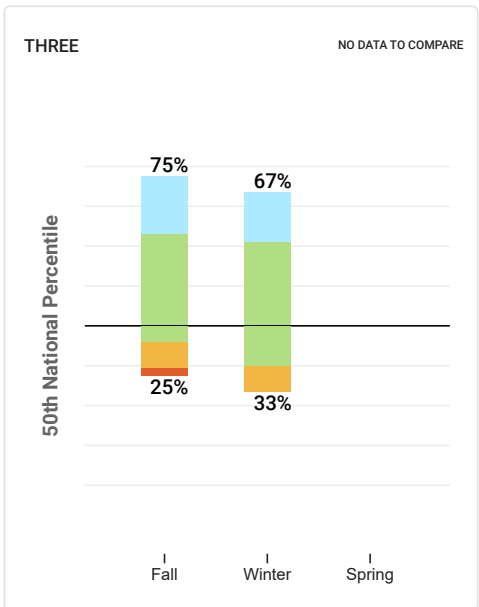
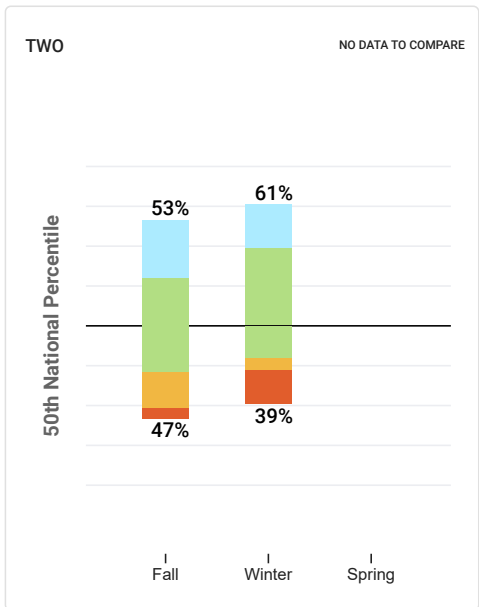
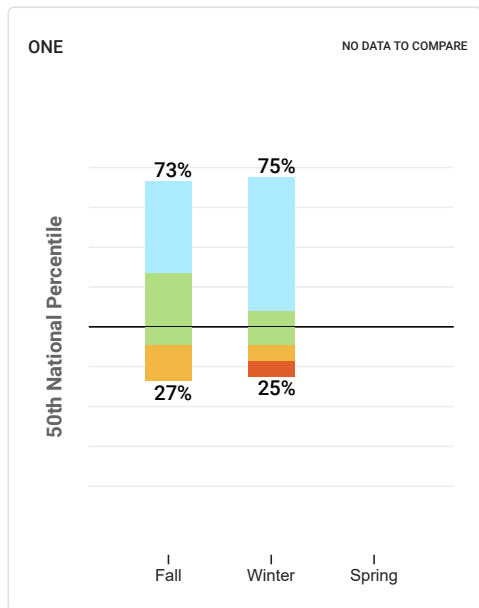
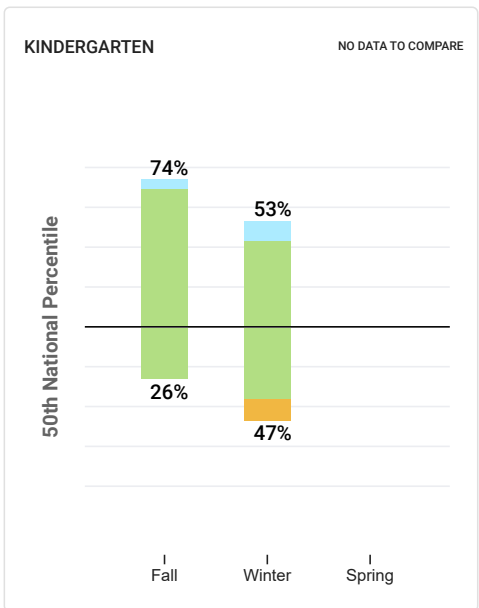
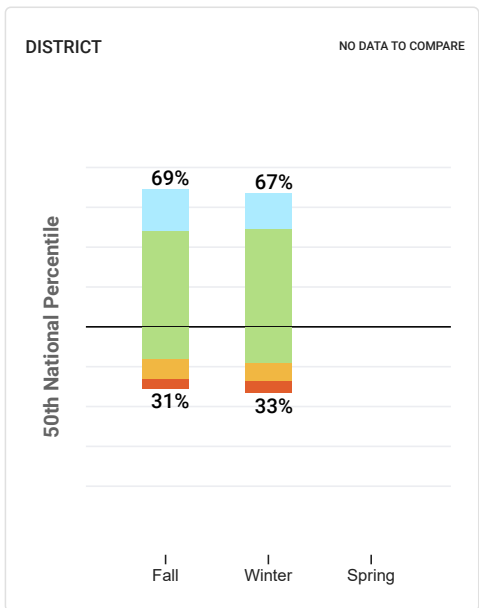
Section IV – Superintendent

Section V – Business Manager



Group of Students	Percentile	Fall 2021		Winter 2021		Spring 2021		Change	
		%	Students	%	Students	%	Students	%	of Students
District	85-99th percentile	18	47	14	36	0	0	-18%	-47
	30-84th percentile	64	164	70	178	0	0	-64%	-164
	20-29th percentile	6	16	5	13	0	0	-6%	-16
	1-19th percentile	12	30	11	27	0	0	-12%	-30
Kindergarten	85-99th percentile	21	4	17	3	0	0	-21%	-4
	30-84th percentile	63	12	78	14	0	0	-63%	-12
	20-29th percentile	16	3	0	0	0	0	-16%	-3
	1-19th percentile	0	0	5	1	0	0	0%	0
One	85-99th percentile	36	4	50	6	0	0	-36%	-4
	30-84th percentile	55	6	34	4	0	0	-55%	-6
	20-29th percentile	0	0	8	1	0	0	0%	0
	1-19th percentile	9	1	8	1	0	0	-9%	-1
Two	85-99th percentile	18	3	6	1	0	0	-18%	-3
	30-84th percentile	35	6	50	9	0	0	-35%	-6
	20-29th percentile	6	1	0	0	0	0	-6%	-1
	1-19th percentile	41	7	44	8	0	0	-41%	-7
Three	85-99th percentile	17	4	18	4	0	0	-17%	-4
	30-84th percentile	75	18	78	18	0	0	-75%	-18
	20-29th percentile	0	0	0	0	0	0	0%	0
	1-19th percentile	8	2	4	1	0	0	-8%	-2
Four	85-99th percentile	8	1	9	1	0	0	-8%	-1
	30-84th percentile	59	7	73	8	0	0	-59%	-7
	20-29th percentile	8	1	9	1	0	0	-8%	-1
	1-19th percentile	25	3	9	1	0	0	-25%	-3

Group of Students	Percentile	Fall 2021		Winter 2021		Spring 2021		Change	
		%	Students	%	Students	%	Students	%	of Students
Five	85-99th percentile	12	3	13	3	0	0	-12%	-3
	30-84th percentile	71	17	71	17	0	0	-71%	-17
	20-29th percentile	0	0	8	2	0	0	0%	0
	1-19th percentile	17	4	8	2	0	0	-17%	-4



Group of Students	Percentile	Fall 2021		Winter 2021		Spring 2021		Change	
		%	Students	%	Students	%	Students	%	of Students
District	85-99th percentile	21	53	18	46	0	0	-21%	-53
	30-84th percentile	64	166	67	172	0	0	-64%	-166
	20-29th percentile	10	26	9	22	0	0	-10%	-26
	1-19th percentile	5	12	6	16	0	0	-5%	-12
Kindergarten	85-99th percentile	5	1	10	2	0	0	-5%	-1
	30-84th percentile	95	18	79	15	0	0	-95%	-18
	20-29th percentile	0	0	11	2	0	0	0%	0
	1-19th percentile	0	0	0	0	0	0	0%	0
One	85-99th percentile	46	5	67	8	0	0	-46%	-5
	30-84th percentile	36	4	17	2	0	0	-36%	-4
	20-29th percentile	18	2	8	1	0	0	-18%	-2
	1-19th percentile	0	0	8	1	0	0	0%	0
Two	85-99th percentile	29	5	22	4	0	0	-29%	-5
	30-84th percentile	47	8	55	10	0	0	-47%	-8
	20-29th percentile	18	3	6	1	0	0	-18%	-3
	1-19th percentile	6	1	17	3	0	0	-6%	-1
Three	85-99th percentile	29	7	25	6	0	0	-29%	-7
	30-84th percentile	54	13	62	15	0	0	-54%	-13
	20-29th percentile	13	3	13	3	0	0	-13%	-3
	1-19th percentile	4	1	0	0	0	0	-4%	-1
Four	85-99th percentile	25	3	9	1	0	0	-25%	-3
	30-84th percentile	50	6	91	10	0	0	-50%	-6
	20-29th percentile	25	3	0	0	0	0	-25%	-3
	1-19th percentile	0	0	7	0	0	0	0%	0

Group of Students	Percentile	Fall 2021		Winter 2021		Spring 2021		Change	
		%	Students	%	Students	%	Students	%	of Students
Five	85-99th percentile	17	4	8	2	0	0	-17%	-4
	30-84th percentile	71	17	79	19	0	0	-71%	-17
	20-29th percentile	4	1	4	1	0	0	-4%	-1
	1-19th percentile	8	2	9	2	0	0	-8%	-2

Absence Coverage Data

	Days with Absences	Days with Unfilled Absences	# Filled	# Unfilled	Total #
August	6	5	2	10	12
September	17	13	19	39	58
October	13	11	13	17	31
November	14	10	19	21	41
December	9	3	9	6	15
January	17	11	28	21	49
February	6	2	7	4	11

Specialists and paraprofessionals are pulled to cover unfilled absences.

SECTION II: S PRINCIPAL REPORT

JH/HS February Board Report

MT Principals' Conference Highlights:

- 1st Main Theme of the Conference was Social Emotional Learning. Ruby Payne was a keynote speaker and discussed brain development and strategies for supporting people emotionally with her book *Emotional Poverty in All Demographics*. This further reinforced by Matt Johnson, MT Principal, speaking about Trauma Informed Practices and Restorative Practices.
- 2nd Main Theme was Grading and Assessment. Rick Wormeli, author of *Fair Isn't Always Equal*, spoke about responsible grading practices, particularly standards-based grading. Other speakers with experience in this area were Big Sky HS.
- Ted Talk video by MT Teacher, Craig Messerman, on Standards-Based Grading
https://www.youtube.com/watch?v=bn_sCLoQNVs

Response to MS Science Teacher Vacancy

- Administration reached out to all Montana colleges with an education program. We recruited Mrs. Lane to reach out to local science teachers in the community (it is believed we have around 7 community members with science teaching degrees in the area). We only had applications from individuals in the Philippines.
- Mrs. Johnson has taken over Science instruction.
- Mrs. Price is teaching 8th grade Personal Learning.
- Mrs. Pieper is teaching 6th and 7th grades Personal Learning.

PIR

- MTSS focus is Language Arts. Interventions are in full swing for students needing extra instruction.
- Teachers are analyzing standards progression from K-12th grades. This is extremely important because most subject areas group together 6-8th, 9-10th, and 11-12th grades. Teachers need to know what standards are being taught in each grade level so all are covered.

Textbook Fair

- Teachers are working with materials two decades old; books are duck taped together.
- A lot of our materials are not aligned with the standards. Teachers have to spend personal time planning to enhance materials so standards are incorporated.
- First priority is to replace English materials. Then, as budget allows, science and social studies.
- Golden Triangle Textbook Fair allowed Michelle and I to speak with multiple vendors and bring back samples.

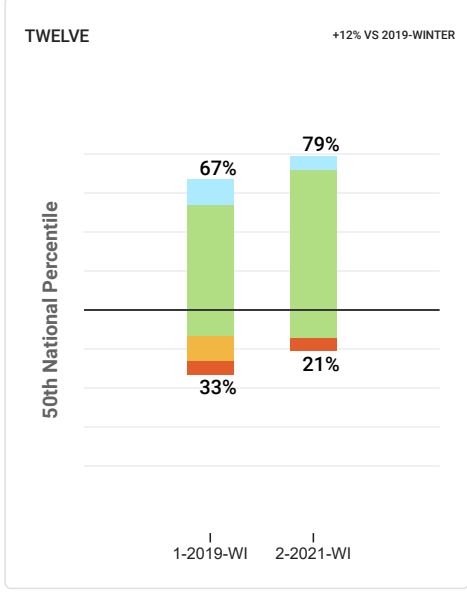
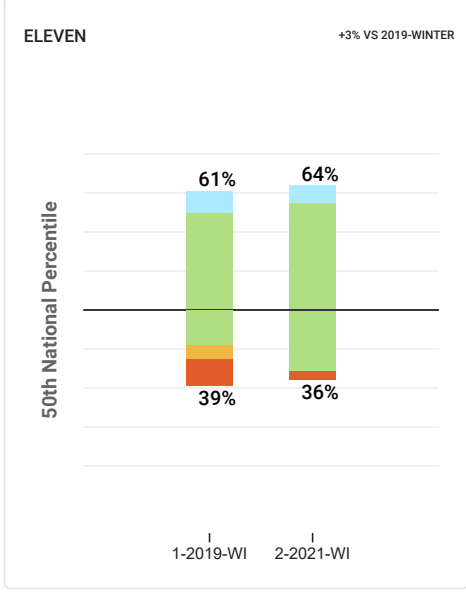
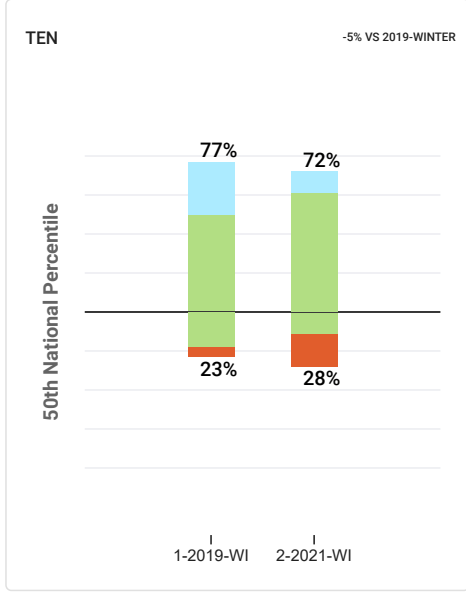
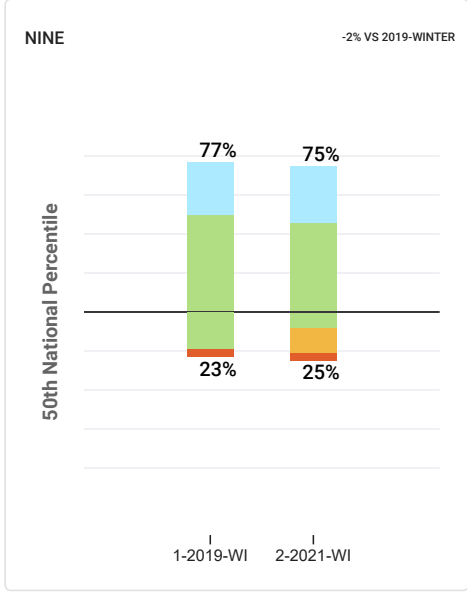
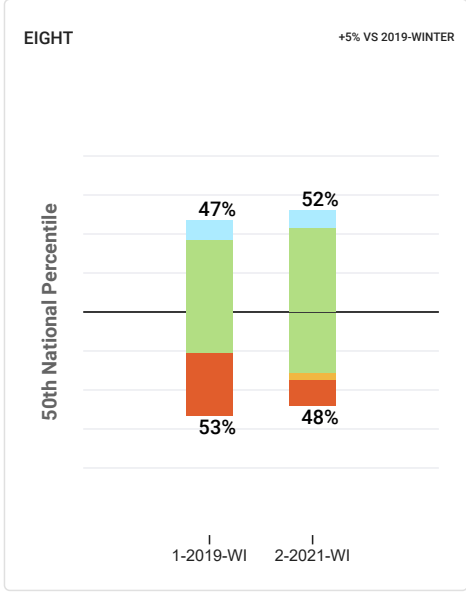
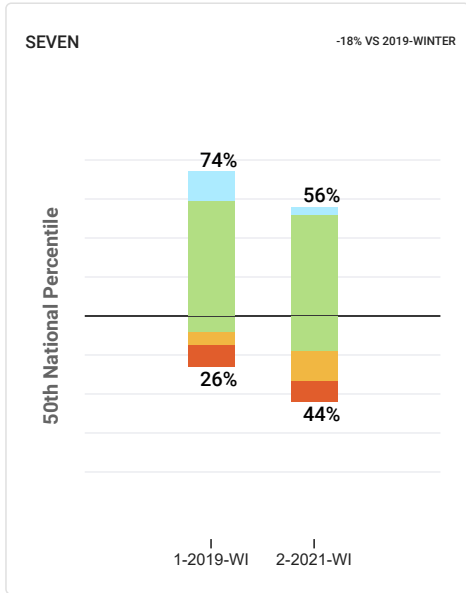
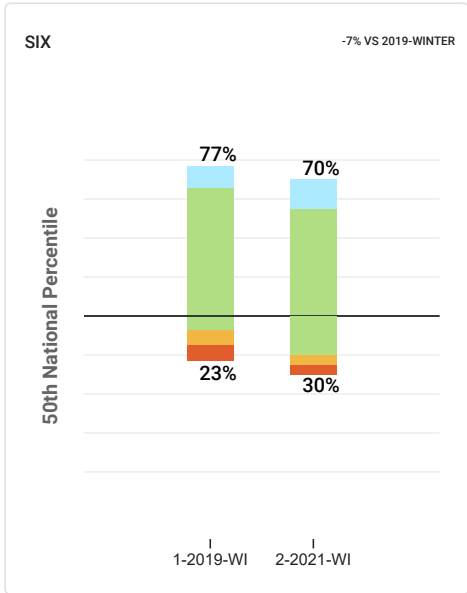
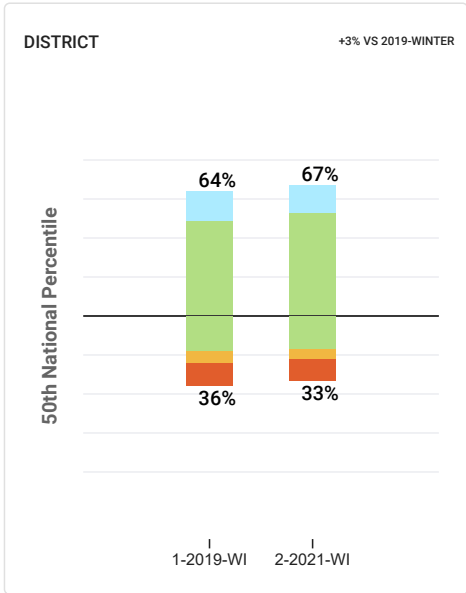
FastBridge Report

- Compares scores of Winter 2019 to Winter 2021.
- To compare growth of the same group of students you must look at the Winter 2019 scores and jump two grade levels ahead. Ex. 7th Grade Winter 2019 and 9th Grade Winter 2021 are relatively the same students.

Student Movement Over the Years for the Current Senior Class

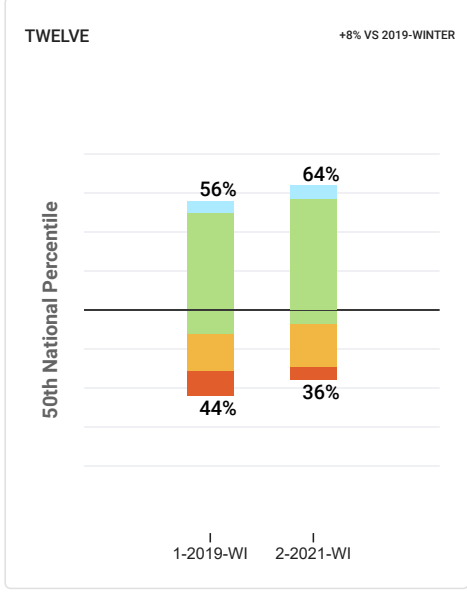
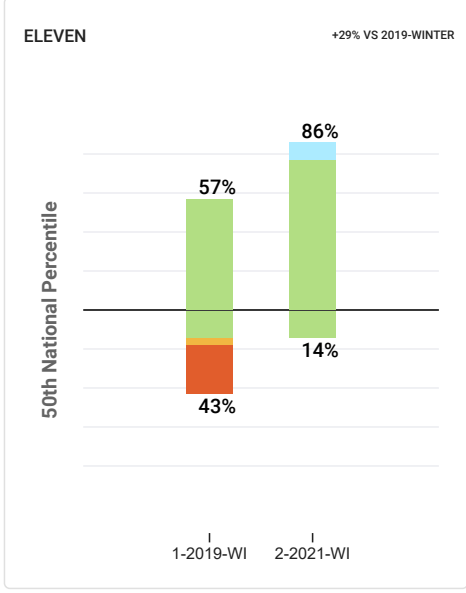
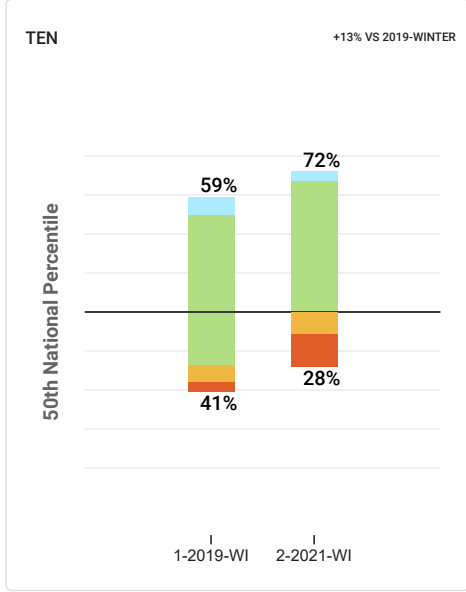
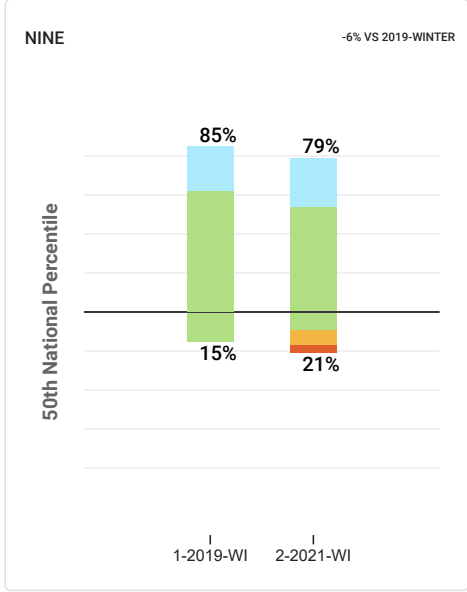
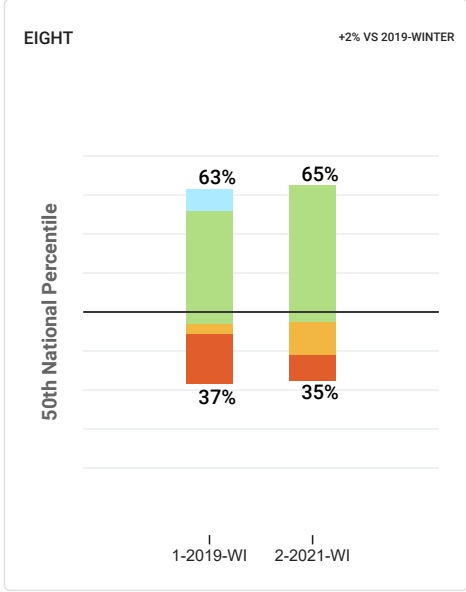
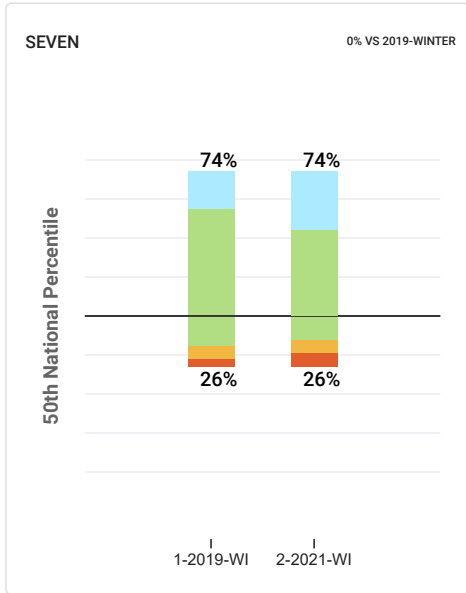
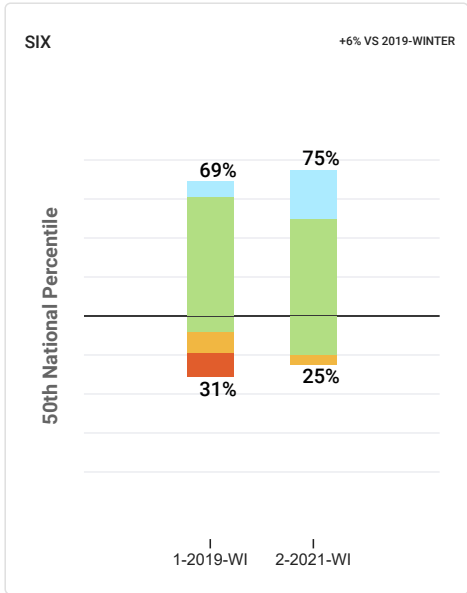
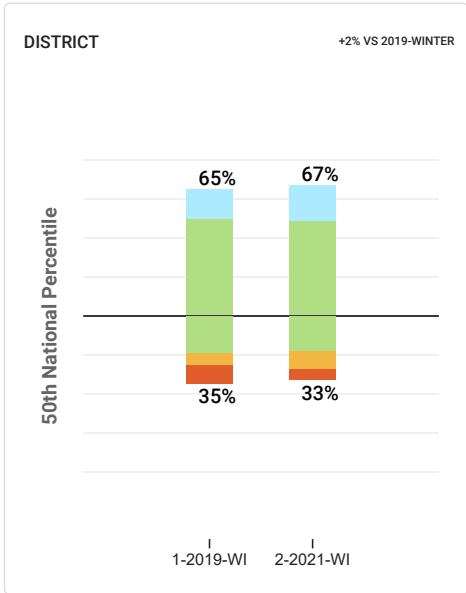
Grade	Starting Students	Students Moved Out From Previous Year	Students Moved In From Previous Year
K	15	X	X
1	16	2	3
2	12	5	1
3	16	2	6
4	14	4	2
5	18	1	5
6	16	3	1
7	13	3	1
8	12	3	2
9	17	1	6
10	18	2	3
11	18	3	3
12	14	5	1

From Junior to Senior year, one student left because he was a foreign exchange student and his time was over, one decided distance learning was a better option and is not homeschooled, one transferred to Paris Gibson to graduate a semester earlier, one moved because of transportation, and one is now deceased. We have three seniors graduating that have spent all their public school years at Cascade.



Group of Students	Percentile	Winter 2019		Winter 2021		Change of Students	
		%	Students	%	Students		
District	85-99th percentile	15	42	14	36	-1%	-6
	30-84th percentile	67	186	70	178	+3%	-8
	20-29th percentile	6	16	5	13	-1%	-3
	1-19th percentile	12	34	11	27	-1%	-7
Six	85-99th percentile	11	3	15	3	+4%	0
	30-84th percentile	73	19	75	15	+2%	-4
	20-29th percentile	8	2	5	1	-3%	-1
	1-19th percentile	8	2	5	1	-3%	-1
Seven	85-99th percentile	15	4	4	1	-11%	-3
	30-84th percentile	67	18	70	19	+3%	+1
	20-29th percentile	7	2	15	4	+8%	+2
	1-19th percentile	11	3	11	3	0%	0
Eight	85-99th percentile	10	2	9	2	-1%	0
	30-84th percentile	58	11	74	17	+16%	+6
	20-29th percentile	0	0	4	1	+4%	+1
	1-19th percentile	32	6	13	3	-19%	-3
Nine	85-99th percentile	27	7	29	7	+2%	0
	30-84th percentile	69	18	54	13	-15%	-5
	20-29th percentile	0	0	13	3	+13%	+3
	1-19th percentile	4	1	4	1	0%	0
Ten	85-99th percentile	27	6	11	2	-16%	-4
	30-84th percentile	68	15	72	13	+4%	-2
	20-29th percentile	0	0	0	0	0%	0
	1-19th percentile	5	1 13	17	3	+12%	+2

Group of Students	Percentile	Winter 2019		Winter 2021		Change of Students	
		%	Students	%	Students		
Eleven	85-99th percentile	11	3	9	2	-2%	-1
	30-84th percentile	68	19	86	19	+18%	0
	20-29th percentile	7	2	0	0	-7%	-2
	1-19th percentile	14	4	5	1	-9%	-3
Twelve	85-99th percentile	13	2	7	1	-6%	-1
	30-84th percentile	67	10	86	12	+19%	+2
	20-29th percentile	13	2	0	0	-13%	-2
	1-19th percentile	7	1	7	1	0%	0



Group of Students	Percentile	Winter 2019		Winter 2021		Change	
		%	Students	%	Students	of Students	
District	85-99th percentile	15	41	18	46	+3%	+5
	30-84th percentile	69	191	67	172	-2%	-19
	20-29th percentile	6	18	9	22	+3%	+4
	1-19th percentile	10	28	6	16	-4%	-12
Six	85-99th percentile	8	2	25	5	+17%	+3
	30-84th percentile	69	18	70	14	+1%	-4
	20-29th percentile	11	3	5	1	-6%	-2
	1-19th percentile	12	3	0	0	-12%	-3
Seven	85-99th percentile	19	5	30	8	+11%	+3
	30-84th percentile	70	19	56	15	-14%	-4
	20-29th percentile	7	2	7	2	0%	0
	1-19th percentile	4	1	7	2	+3%	+1
Eight	85-99th percentile	11	2	0	0	-11%	-2
	30-84th percentile	58	11	70	16	+12%	+5
	20-29th percentile	5	1	17	4	+12%	+3
	1-19th percentile	26	5	13	3	-13%	-2
Nine	85-99th percentile	23	6	25	6	+2%	0
	30-84th percentile	77	20	63	15	-14%	-5
	20-29th percentile	0	0	8	2	+8%	+2
	1-19th percentile	0	0	4	1	+4%	+1
Ten	85-99th percentile	9	2	5	1	-4%	-1
	30-84th percentile	77	17	67	12	-10%	-5
	20-29th percentile	9	2	11	2	+2%	0
	1-19th percentile	5	1 16	17	3	+12%	+2

Group of Students	Percentile	Winter 2019		Winter 2021		Change	
		%	Students	%	Students	of Students	
Eleven	85-99th percentile	0	0	9	2	+9%	+2
	30-84th percentile	71	20	91	20	+20%	0
	20-29th percentile	4	1	0	0	-4%	-1
	1-19th percentile	25	7	0	0	-25%	-7
Twelve	85-99th percentile	6	1	7	1	+1%	0
	30-84th percentile	62	10	64	9	+2%	-1
	20-29th percentile	19	3	22	3	+3%	0
	1-19th percentile	13	2	7	1	-6%	-1

SECTION III: S PERINTEN ENT REPORT



Program Overview

- [BridgeUSA](#) is a US Department of State program that allows foreign teachers to teach in the US for up to 5 years while sharing their culture and international teaching perspectives with their US students and colleagues.
- [International Teacher Exchange Services](#) (ITES) has been a designated sponsor organization of BridgeUSA since 2008. Our role is to support, manage and oversee the teacher's participation in the program.
- We work with schools and districts all across the US sponsoring teachers from all over the world - each highly qualified and experienced in their field. Our unique expertise in this area makes it very easy for you to hire international teachers. The ITES Program is a fast, efficient and cost-effective way to bring highly qualified, hard to find teachers to your school or district.
- You will benefit from substantial federal and local payroll tax savings, retirement and even health insurance premiums associated with the regulations of the program. ***For example: Employers pay no FICA taxes (7.65%) on exchange teacher salaries for 2 calendar years. Based on a [US median salary for high school teachers of \\$62,870](#) this would save over \$4,800 in the teachers first year alone.***
- ***Effective SY 22/23, the annual ITES visa sponsorship fee for schools is \$1,700 per new teacher*** which includes required regulatory coverage for medical repatriation and evacuation insurance for teachers, and country specific payroll and tax treaty related documentation preparation.
- The teacher is responsible for any costs associated with bringing their family members with them.
- Partner school reference contacts are provided [HERE](#).

We look forward to working with you!

International Teacher Exchange Services
(704) 817-9742

HOST SCHOOL RESPONSIBILITIES

Inviting an international teacher to work in a US school involves more than the financial commitment to pay the teacher sponsorship fee for a J-1 exchange visa. There are responsibilities involving a deeper commitment.

A specific staff person needs to be assigned to personally assist every international teacher. Accompany them to the Driver License and Social Security offices, as well as to the local bank, to assist them in opening a checking accounts. Of course, you need to help them find a place to live and buy a car. It is part of your responsibility.

It is the public school district's duty to get information about the requirements for foreign teacher licensure in the state and assist the teachers through the process. Urge international teachers to travel to the US early enough to process their Social Security numbers. In Oregon, the teaching license is issued after the social security number is on file.

Most established international, immersion, and public schools with foreign language /immersion programs offer some or all of the services described here. This article is geared toward steps to take for schools accepting their first foreign teacher into the fold, or review if you already sponsor foreign teachers.

Providing relocation orientation and direct support to new foreign hires is essential to help quickly familiarize themselves with the new community, school, and feel welcome, softening the severity of Culture Shock. The importance of creating an atmosphere of good will and support for a smooth and successful exchange experience cannot be underestimated. School staff may not realize that the challenges ahead for the teacher may be overwhelming. A few simple steps can help avoid bewilderment and do much to help orient a new hire not familiar with the area to life in the United States in general.

Successful employers usually appoint 1-2 buddy or mentor teachers for each new foreign exchange teacher before and immediately after the foreign exchange teacher's arrival. Much of the following information is covered in the Cordell Hull Foundation Pre-Arrival and Orientation Manual. A few important points are summarized briefly in this checklist.

1. Social Security Card

Provide practical assistance and transportation. Applying for a SSN should be one of the first tasks for the foreign teacher. The nearest Social Security office is easily identified via Internet by navigating to <http://www.socialsecurity.gov> and inputting the school zip code. Immediately after the teacher arrives, s/he must inform the Cordell Hull Foundation first to “validate” the arrival in the SEVIS database.

2. State Driver’s License

Ensure the foreign national is familiar with your state’s driver’s license rules and laws which may be accessed on DMV (Department of Motor Vehicle) websites. The template is “www.dmv.__.gov” Insert the two-letter abbreviation for the state to find the driving laws that pertain to your state, i.e.

California: www.dmv.ca.gov. Explain that a driver’s license serves as the main ID in the US for opening bank accounts, renting housing, and other tasks that are difficult or impossible without it. If a teacher does not plan to drive, s/he can also apply for a US ID card at the same DMV location.

3. Accommodations

Think about options to house the exchange visitor for the first few days after arrival. Of course, a host family is an ideal temporary solution so that foreign nationals have someone familiar with the area to ask for advice. Simple, inexpensive motels are one option. Extended stay hotel/apartments may be worth considering if finding a suitable apartment is expected to take some time. Some former exchange teachers receive excellent help from their schools or hiring districts such as a current list of nearby apartment offices (with respective business hours), lease range and deposit amount or real estate offices. It is helpful to point out and write down convenient neighborhoods as far as prices, distance to your institution, transportation routes, plus also possible areas to avoid.

It is crucial to help the foreign teacher in locating decent living space. Schools and districts must understand that, while finding a place to live seems like the teacher’s sole personal business, it will backfire on the school’s work and success if it remains unsolved for too long. Inform the new hire about possible furniture leasing businesses, inexpensive furniture stores (i.e. IKEA), and explain garage sales as one alternative.

4. Phone, Cable, Internet options as well as other utilities

Provide the address and business hours of Public Utilities Boards where the new teacher can apply for gas, water, and electricity hookup. It is extremely helpful to give your new colleague an overview of existing carriers in your area, price plans, and inexpensive alternatives. While most exchange teachers are familiar with Skype for long-distance calling, you may have to point out the benefits (and possible implications) of cell-phone contracts and pay-as-you-go options (Net10 offering international calling).

5. Car and transportation alternatives

A list of trustworthy second-hand dealers is incredibly valuable. Some school districts work with their local teachers' credit unions to help foreign exchange teachers finance cars. Explain all transportation alternatives, especially during the first few days and weeks.

6. Bank account

Inform foreign exchange visitors about options, and ideally assign a staff member to accompany them to a bank to fill out the application. Some banks have special offers and packages and may even reward you for bringing in new customers. Not all foreign teachers are fully familiar with the U.S. system of debit vs. credit cards, personal checks, and online banking. Let teachers know that establishing credit in the US can take up to six months, and advise them of local department stores or businesses that may give them credit to start the ball rolling. Ensure that direct deposit is an option for bank accounts.

7. Tax exemption

Exchange teachers should know whether or not they are tax exempt. Make sure they complete Form 8233 and give it to the school when they first arrive, then in January of each subsequent year, in order to qualify for a J-1 visa tax exemption. All new J-1 teachers are eligible for exemption from Social Security and Medicare taxes for the first two years in the US. Some countries have tax treaties with the US exempting J-1 visaholders for 2-3 years from federal (not state) income tax. Detailed charts are provided in the Cordell Hull Foundation Orientation and Pre-Arrival Manual link provided in your initial J-1 visa instruction letter: cordellhull.net/PW10
Also see CHF's FAQs page on tax exemption:

<https://cordellhull.com//are-teachers-sponsored-on-a-j-1-exchange-visitor-visa-tax-exempt/>

8. Health Insurance

J-1 visa Federal regulations require all exchange teachers to be insured. See the first article in this blog on how to obtain this insurance and the specific requirements. <http://j1visateachexc.blogspot.com> Some teachers are from countries that offer free medical coverage to all citizens but teachers must buy an international rider for this insurance to be valid in the U.S.

9. Social Security, Teacher Retirement System, other deductions

Please make sure that the foreign teacher understands all of these. In many cases, contributions to state teacher systems can be refunded at the end of the exchange (after the three-year J-1 visa tenure). Try to send a staff member who is a native speaker of English to accompany the teacher to apply for their social security card, as they sometimes get impatient with people who speak slowly or with an accent (!) which is not welcoming.

10. Paychecks

Provide information on cut-off days, and, most importantly, the new employee's first pay day. Be prepared to answer questions regarding your school's relocation assistance if a stipend is offered as part of the contract.

11. Sick Days / Personal Business Days

Ensure that your new colleague understands your school and/or district policies on absences and tardiness. Be sure to give the employee handbook to the foreign teachers when they first arrive or during orientation.

12. Clubs, Pastime options, Ways to get involved in the community

CHF asks foreign exchange teachers to participate actively, get to know the U.S., its way of life, and people. Try to put yourself in the foreign visitor's place and come up with some interesting offers of "meet-up" clubs, inside and outside the school community, and invite them to activities giving them a chance to mingle with American people. Most foreign exchange visitors are eager to share with others information on their home countries and schools, beyond the scope of your school. They realize it is one of the purposes of the teacher exchange

program but need your support and guidance on venues to share this valuable and enriching information.

13. Setup of school work

Buddy teachers should also introduce the foreign national to important aspects of school life: School administration hierarchy, school districts, unions, role of the principal, daily routines, paperwork, professional development, classroom management rules, and grading system. While this info is usually provided in an official manner by the institution's administrators, it is not necessarily easy to follow and understand for speakers of other languages. When the appointed buddy teacher revisits these facts and regulations on a more casual, informal level through personal stories, explanations, and examples, it proves extremely helpful.

14. Contact with the Cordell Hull Foundation

The new exchange teacher must know how to contact the J-1 visa sponsor, the Cordell Hull Foundation, and requirements for keeping J-1 visa status in good standing. The email address is: pro@cordellhull.org After they participate in the required CHF orientation seminar for new teachers, encourage teachers to talk about their adjustment to life in the U.S., and to ask for help with culture shock.

Taking some of these steps involves additional work but will pay off. New teachers can almost immediately focus attention on their work for the school rather than feel overwhelmed by filling out forms and other tasks connected to relocating and not understanding how to take the necessary next steps.

15. Work Permit for J-2 Spouse

The Form I-e765 can be quite complicated for a non-native speaker of English. Refer teachers to the Cordell Hull Foundation list of Instruction Videos, www.cordellhull.com/instruction-videos and encourage the spouse to watch the Work Permit video to explain the process in any of four languages. Then assign a school staff person to help the spouse fill out the form online. Having this permit delayed is one of the biggest sources of distress for foreign teacher couples. If they do not include every single document and fill in every blank correctly, Homeland Security will return the application and they will have to correct the errors or omissions, send them in again, and wait longer to receive approval. In some states it can now take four months to obtain an EAD (Employment Authorization Document) card. J-2 spouses also need this card in order to apply for a Social Security number.

You can imagine that it is advisable for a spouse to obtain a job as soon as possible so that they feel their own personal connection to the American way of life. It helps open outlets for them to form their own friendships and to expand objectivity for the couple beyond the school.

School Board Norms

Be Student-Centered

- Be prepared
- Be engaged
- Be visible (Attend School Events)
- Attend all regularly scheduled Board meetings insofar as possible, and become informed concerning the issues to be considered at those meetings
- Support the employment of those persons best qualified to serve as school staff, and insist on the regular and impartial evaluation of staff
- Remember always that our first and greatest concern must be the educational welfare of the students.

Be Professional

- Work on individual board hours and education
- Limit distractions during meetings
- Strive toward efficient board meetings
- Stay informed about current educational issues by individual study and through participation in programs providing needed information, such as those sponsored by Montana and National School Board Associations
- Avoid being placed in a position of conflict of interest, and refrain from using a Board position for personal or partisan gain;

Be Transparent

- Appoint citizens and staff to serve on special Board committees as needed
- Recognize that we should endeavor to make policy decisions only after full discussion at publicly held Board meetings
- Render all decisions based on the available facts and independent judgment, and refuse to surrender that judgment to individuals or special interest groups

Be Respectful

- Encourage the free expression of opinion by all Board members, and seek systematic communications between the Board and students, staff, and all elements of the community

Be Supportive

- Authorize the ongoing professional enrichment of the administrative leader
- Approve appropriate District expenditures recommended by the Superintendent for the purpose of ongoing District operations
- Communicate to the Superintendent expression of public reaction to Board policies, school programs, or staff
- Support the employment of those persons best qualified to serve as school staff, and insist on the regular and impartial evaluation of staff

Be United

- Avoid compromising the Board or administration by inappropriate individual action or comments, and respect the confidentiality of information that is privileged under applicable law
- Work with other Board members to establish effective Board policies and to delegate authority for the administration to the Superintendent
- Once the board has made a decision, accept and support the decision

SECTION I : BUSINESS MANAGER REPORT

PRIOR YEARS

CASCADE PUBLIC SCHOOLS

Statement of Expenditure - Budget vs. Actual Report
For the Accounting Period: January 2018, 2019, 2020, 2021

Month	Year	Fund		Committed Current Month	Committed YTD	Original Appropriation	Current Appropriation	Available Appropriation	% Committed
Jan	2021	101	General	\$103,886.42	\$ 602,474.49	\$1,445,690.00	\$1,445,690.00	\$ 843,215.51	42%
Jan	2021	201	General	\$ 71,784.16	\$ 410,020.25	\$1,014,350.00	\$1,014,350.00	\$ 604,329.75	40%
Jan	2020	101	General	\$ 19,366.10	\$ 680,850.56	\$1,415,556.00	\$1,415,556.00	\$ 734,705.44	48%
Jan	2020	201	General	\$132,460.98	\$ 498,336.98	\$ 989,292.00	\$ 989,292.00	\$ 490,955.02	50%
Jan	2019	101	General	\$101,182.19	\$ 552,502.17	\$1,339,509.00	\$1,339,509.00	\$ 787,006.83	41%
Jan	2019	201	General	\$ 82,289.54	\$ 453,376.27	\$1,022,939.00	\$1,022,393.00	\$ 569,562.73	44%
Jan	2018	101	General	\$ 91,257.40	\$ 550,852.65	\$1,312,763.00	\$1,312,763.00	\$ 761,910.35	42%
Jan	2018	201	General	\$ 77,898.30	\$ 478,848.61	\$1,063,555.00	\$1,063,555.00	\$ 585,070.39	45%
4 YR AVERAGE									44%

CURRENT YEAR

CASCADE PUBLIC SCHOOLS

Statement of Expenditure - Budget vs. Actual Report
For the Accounting Period: January 2022

Month	Year	Fund		Committed Current Month	Committed YTD	Original Appropriation	Current Appropriation	Available Appropriation	% Committed
Jan	2022	101	General	\$111,620.15	\$ 601,442.62	\$1,430,304.03	\$1,430,304.03	\$ 828,861.41	42%
Jan	2022	201	General	\$ 84,343.43	\$ 455,020.91	\$1,017,084.98	\$1,017,084.98	\$ 562,064.07	45%
Grand Total:				\$195,963.58	\$1,056,463.53	\$2,447,389.01	\$2,447,389.01	\$1,390,925.48	44%



Spring Student Count For ANB Summary By District

February 7, 2022 Enrollment

FY2022-23 INDIAN EDUCATION FOR ALL(\$23.28/ANB)

Level	Based On Current Year ANB		Based On 3-Year Avg ANB	
	ANB	Entitlement	ANB	Entitlement
EL	200	4,656.00	205	4,772.40 *

DETERMINING ANB USED TO CALCULATE FY2022-23 BUDGET LIMITS

Below is the calculation used to determine whether the FY2022-23 budget limits are based on the current year ANB or the 3-year average ANB. The ANB that generates the highest ANB-based funding will be used for most FY2022-23 budgeting purposes.

ANB-Based Funding - Current Year ANB				ANB-Based Funding - 3-Year Avg ANB				
	Basic Entitlement	Per ANB Entitlement	Ind Ed For All	Total	Basic Entitlement	Per ANB Entitlement	Ind Ed For All	Total
EL	167,224.00	1,276,505.40	4,656.00	1,448,385.40	167,224.00	1,304,488.30	4,772.40	1,476,484.70 *
				Highest ANB-Based Funding	1,476,484.70			
				ANB for FY2023 budget	E1	154		
					M1	51		

FY2022-23 PAYMENTS

DSA	657,855.40
Indian Education For All	4,772.40

Student Achievement Gap

American Indian Students Counted For The FY2023 American Indian Achievement Gap Payment 6

* Used to calculate FY2022-2023 budget limits



Spring Student Count For ANB Summary By District

February 7, 2022 Enrollment

County: 07 Cascade School Year: 2021-2022
 District: 0102 Cascade H S Budget Unit: H1

SCHOOLS IN THIS DISTRICT

0157 Cascade High School

TOTAL STUDENT COUNT FOR ANB BY GRADE - DISTRICT

Grade	Fall Students	Winter Students	Spring Students
9th Grade H1	25	0	22
10th Grade H1	19	0	19
11th Grade H1	26	0	26
12th Grade H1	14	0	14
H1 Total	84	0	81
District Total:	84	0	81

FY2022-23 BASIC & PER-STUDENT ENTITLEMENTS

Budget Unit	Based on Current Year ANB			Based on 3-Year Avg ANB		
	ANB	Basic Entitlement	Per ANB Entitlement	ANB	Basic Entitlement	Per ANB Entitlement
H1	86	334,453.00	654,696.50	92	334,453.00	700,235.00 *
HS Level Total		334,453.00	654,696.50		334,453.00	700,235.00 *

FY2022-23 INDIAN EDUCATION FOR ALL(\$23.28/ANB)

Level	Based On Current Year ANB		Based On 3-Year Avg ANB	
	ANB	Entitlement	ANB	Entitlement
HS	86	2,002.08	92	2,141.76 *

DETERMINING ANB USED TO CALCULATE FY2022-23 BUDGET LIMITS

Below is the calculation used to determine whether the FY2022-23 budget limits are based on the current year ANB or the 3-year average ANB. The ANB that generates the highest ANB-based funding will be used for most FY2022-23 budgeting purposes.

* Used to calculate FY2022-2023 budget limits



Spring Student Count For ANB Summary By District

February 7, 2022 Enrollment

ANB-Based Funding - Current Year ANB				ANB-Based Funding - 3-Year Avg ANB				
	Basic Entitlement	Per ANB Entitlement	Ind Ed For All	Total	Basic Entitlement	Per ANB Entitlement	Ind Ed For All	Total
HS	334,453.00	654,696.50	2,002.08	991,151.58	334,453.00	700,235.00	2,141.76	1,036,829.76 *
	Highest ANB-Based Funding			1,036,829.76				
	ANB for FY2023 budget			H1	92			

FY2022-23 PAYMENTS

DSA	462,505.54
Indian Education For All	2,141.76

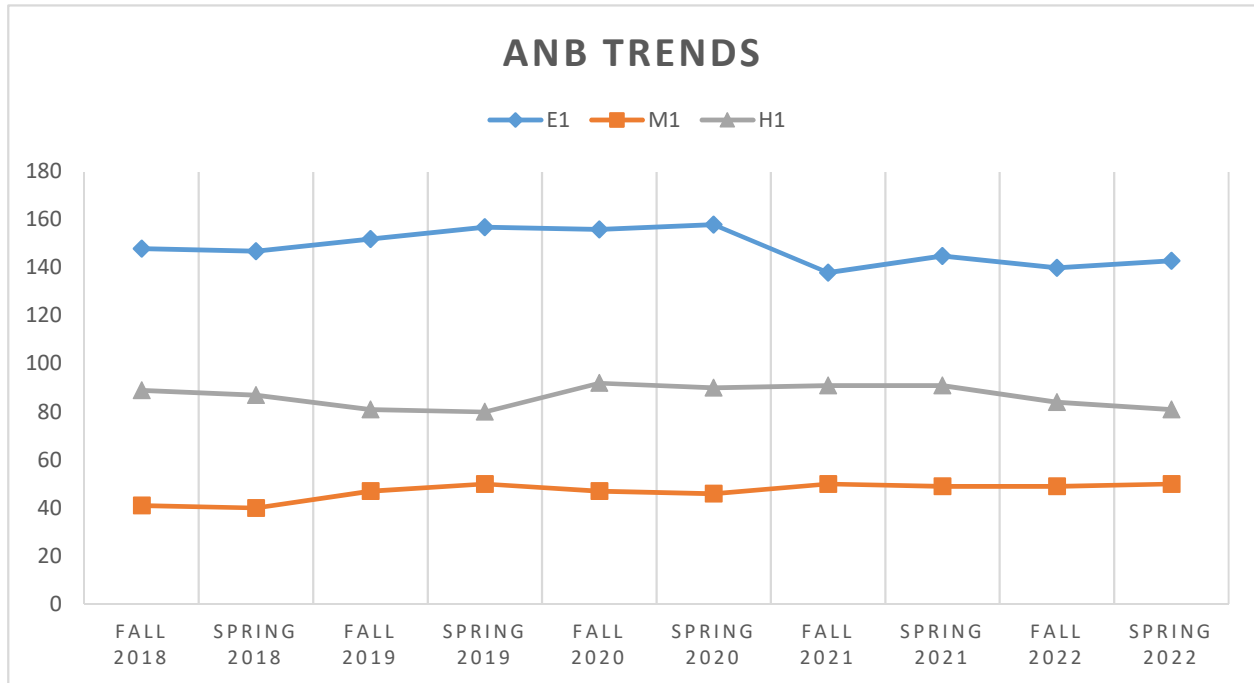
Student Achievement Gap

American Indian Students Counted For The FY2023 American Indian Achievement Gap Payment 2

* Used to calculate FY2022-2023 budget limits

ANB Historical Data

Year	School	Fall	Spring	Budget ANB
2022	E1	140	143	3 Year Avg
	M1	49	50	
	H1	84	81	3 Year Avg
2021	E1	138	145	3 Year Avg
	M1	50	49	3 Year Avg
	H1	91	91	
2020	E1	156	158	Actual ANB
	M1	47	46	Actual ANB
	H1	92	90	
2019	E1	152	157	Actual ANB
	M1	47	50	3 Year Avg
	H1	81	80	
2018	E1	148	147	3 Year Avg
	M1	41	40	3 Year Avg
	H1	89	87	



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____

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

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____

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

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

Days From Election	Deadlines	Event (Special Instances Identified in Green)	MCA Citation
Not less than 30 days before	Friday, April 1	Election administrator certifies ballot. The election administrator prepares the final ballot form, listing all candidates and propositions to be voted upon. The ballot must then be delivered to the election administrator, if other than the clerk. <i>Trustees must pass a resolution stating exact levy amounts by this date for the clerk to certify the ballot.</i> This resolution must include the durational limit, if any, on the levy.	20-20-401 15-10-425
Not less than 30 days before	Friday, April 1	Election by Acclamation and Cancellation of Election - Notice. If the number of candidates filing a nomination petition or filing a declaration of intent to be a write-in candidate is equal to or less than the number of open trustee positions to be elected, the trustees 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. Send a copy to the county election administrator to aid with the provisions of late registration. <i>**A trustee election held in single-member or trustee nominating district is considered a separate trustee election for declaring the election by acclamation.</i>	20-3-313
30 days before any election	Monday, April 4	Close of regular voter registration. Registration forms postmarked by this date and received within 3 days are accepted for regular registration. Late registration must be completed at the county election office.	13-2-301
Not more than 30 days before	Monday, April 4	Contact your county election administrator for the absentee ballot list.	13-13-212 20-20-312
Not more than 30 days before	Monday, April 4	Performance Testing and Certification of Voting System. The election administrator must publicly test and certify that the system is performing properly.	13-17-212
Day after Close of Regular Registration	Tuesday, April 5	Start of Late Registration. 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.	13-2-304
Not less than 10 days, or more than 40 days before	Thursday March 24 Through Saturday, April 23	Notice of election is posted. The election notice must be published in a newspaper of general circulation in the district, if available, posted in at least three public places in the district AND posted on the district's website for the 10 days prior to the election, if the district has an active website. Notice using any other recognized media may be used to supplement the posting. The notice must include: 1) the date and voting locations for the election; 2) voting location hours; 3) each proposition to be considered by the electorate; 4) the number of trustee positions, if any, subject to election and the length of the terms for those positions; 5) where and how absentee ballots may be obtained; and 6) where and how late registrants may obtain a ballot on election day. <ul style="list-style-type: none"> • If the polling place has changed from the previous school election, that change must be referred to in the notice. • If more than one proposition will be considered in the same district, each proposition must be set apart and identified, or placed in separate notices. 	20-20-204
At least 20 days before	Wednesday, April 13	Absentee ballots available. The election administrator prepares ballots for absentee voters. Remember to enclose four things in the absentee package. <ul style="list-style-type: none"> • The ballot (with stubs removed); • Instructions for voting and returning the ballot; • A secrecy envelope, free of marks that would identify the voter; and • A self-addressed, return envelope with affirmation printed on the back. 	13-13-214 20-20-401
Not before the 20 th day nor later than the 15 th day	Wednesday, April 13 through Monday, April 18	Mail ballots mailed. If mail ballot election is used, all ballots must be mailed on the same day (the day noted in the district's mail ballot plan), except that if an inactive elector reactivates after the ballots are mailed, the elector should be provided with or mailed a ballot. If the elector reactivates after noon on the day before election day, the elector must come in on election day to receive a ballot.	13-19-207

Days From Election	Deadlines	Event (Special Instances Identified in Green)	MCA Citation
Not more than 10 days or less than 2 days before	Saturday, April 23 through Sunday, May 1	Absentee/Mail Ballot Counting Notice. Districts must publish in a newspaper of general circulation in the county a notice indicating the method that will be used for counting absentee/mail ballots and the place and time that the absentee/mail ballots will be counted on election day. <i>If the district publishes their notice of election on the 10th day prior to the election, in a newspaper of general circulation in the county, this information may be included in that notice.</i>	13-15-105
Not more than 10 days or less than 2 days before	Saturday, April 23 through Sunday, May 1	Polling Location Accessibility Notice. Districts must publish in a newspaper of general circulation in the county a statement of the location of the polling places and whether each location is accessible or inaccessible. <i>This notice may be combined with the notice above, and with the notice of election if the notice is published on the 10th day prior to the election.</i>	13-3-105 13-3-207
Not more than 10 days or less than 2 days before	Saturday, April 23 through Sunday, May 1	Publication of Information Concerning Voting Systems. Districts shall broadcast on radio or television or publish in a newspaper of general circulation in the county a diagram showing the voting system to be used by voters and a sample ballot (newspaper only), a statement of location of where the voting system to be used is on public display, and instructions on how to vote. <i>This notice may be combined with the notices above, and with the notice of election if the notice is published on the 10th day prior to the election.</i>	13-17-203
Day before (by Noon)	Monday, May 2	Deadline for absentee ballot requests. Voters who wish to vote absentee may request an absentee ballot in writing or in person until noon the day before the election.	13-13-211 13-13-214
Day before	Monday, May 2	Deliver certified copy of the lists of registered electors. Before the day of election, the county election administrator shall deliver a certified copy of the lists of registered electors for each voting location to the district. The district shall deliver them to the election judges prior to the opening of a voting location.	20-20-313
Day before (at noon)	Monday, May 2 (by noon)	Late registration closed. 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.	13-2-304
Election Day 	Tuesday, May 3	ELECTION DAY. The election administrator must prepare the polling places, printed ballots, ensure election judges are present, and conduct a fair and unbiased election. Notify election judges of the names of write-in candidates	Title 13 20-20-105 20-20-401 20-20-411
No sooner than 3pm on the 6 th day after the election	Monday, May 9	The first date that provisional ballots may be counted. Following the election, unresolved provisional ballots are sealed. These ballots may not be opened until after 3pm on the 6 th day after election. The election judges convene, and a determination is made as to whether the ballots are counted. If there are provisional ballots in a school election, the canvass may not occur until after all provisional ballots are resolved.	13-15-107
Following receipt of the tally sheets from all polls and within 25 days after the election	By Friday, May 27	Trustees canvass the votes, issue certificates of election, and publish results. Trustees review the tally sheets compiled by the election judges to ascertain their accuracy. Recounts are ordered, if necessary. If tally is complete and accurate, trustees issue certificates of election to successful candidates. The canvassed results shall be published immediately in a newspaper that will give notice to the largest number of people in the district. <i>If the election was called by acclamation the trustees should still canvass results and issues certificates of election at this time.</i>	20-20-415 20-20-416

Days From Election	Deadlines	Event (Special Instances Identified in Green)	MCA Citation
Within 5 days after the official canvass	Monday, May 9 through Wednesday, June 1	Deadline for filing a petition for recount. When a question submitted to a vote of the people is decided by a margin not exceeding ¼ of 1% of the total votes cast for and against the question, a petition for recount must be filed within 5 days after the official canvass.	13-16-201
Within 5 days of receipt of notice from the election administrator	Monday, May 9 through Monday, June 6	Deadline for convening the School Recount Board. When a tie vote has been certified to the election administrator or conditions have been met for filing a recount petition, the board shall convene at its usual meeting place to perform a recount. The recount must be completed within 5 days of receipt of official canvass or recount petition.	13-16-204 20-20-420
Within 25 days of election	By Friday, May 27	Deadline for trustees to hold organizational meeting to elect chair and appoint clerk.	20-3-321
June 1	Wednesday, June 1	Deadline for trustees to request county election administrator to conduct school elections for next year. The school district clerk/election administrator is designated the election administrator for school elections. However, the trustees of any district may request the county election administrator 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.	20-20-417
Within 15 days after receipt of certificate of election	By Friday, June 10	Candidate completes and files Oath of Office with the County Superintendent. <i>*Newly elected trustees may not be seated until the oath is filed. The issuance and the oath may be administered at the organizational meeting but must be completed within 15 days of issuance.</i> <i>**In the event of a recount, the deadline for a candidate to complete and file the oath is 15 days from receipt of the certificate of election.</i>	20-3-307 20-1-202 1-6-101

[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](#).

APPENDIX B

Board Report

Section I – Facility Committee Report

Section II – Board Training Hours

Section III – Board Evaluation

SECTION I: FACILITY COMMITTEE REPORT

Facilities Committee Meeting

January 26, 2022

6:00 p.m.

Attendees:

John Rumney

Iain McGregor

Chris Wilson

Rick Miller

Karsen Drury

Topics of Discussion:

- Windows
 - Received 1 bid from TC Glass
 - Glass color options: Solar Cool Solar Gray for bathrooms, solar gray for all others
 - Bring to board for approval
- Air conditioning & circulation
 - HVAC/AC products in elementary are working good - good company (MacDonald heating and cooling)
 - 21 classrooms left to add AC units to
 - Could split project into 2 or 3 phases
 - Call for bid - board approval
- Lead testing
 - Completed first testing - no lead in our water
 - DPHHS mandated
- Snow removal blade
 - Look into box plow 8 ft for front of skid steer - snow pusher
 - Look into building an awning out gym entrance to provide cover from snow and keep sidewalks clear
- Shot clocks
 - MHSA mandated starting next season.
 - Need shot clocks for both gyms - new gym capable of shot clock
 - Possibly separate the 4 in the new gym - put 2 in the old gym, mount 2 on the wall in the new gym.

Adjourned 6:45 p.m.

SECTION II: OAR 0 RS

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

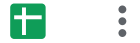
SECTION III: BOARD MEETING EVALUATION



Board Meeting Evaluation

Questions **Responses** 4 Settings

4 responses



Accepting responses

Summary

Question

Individual

Who has responded?

Email

ruth.mortag@cascade.k12.mt.us

rick.cummings@cascade.k12.mt.us

john.rumney@cascade.k12.mt.us

val.fowler@cascade.k12.mt.us

Waiting for 2 responses

[Send email reminder](#)

chris.wilson@cascade.k12.mt.us

iain.mcgregor@cascade.k12.mt.us

Board Meeting Date

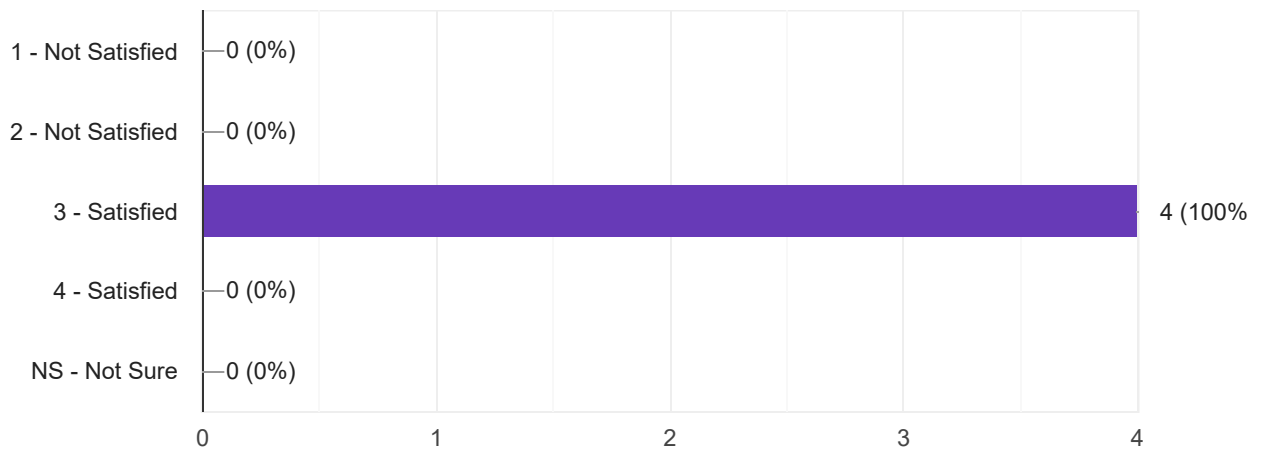
4 responses

Jan 2022 | 17 18 3

Focus

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

4 responses



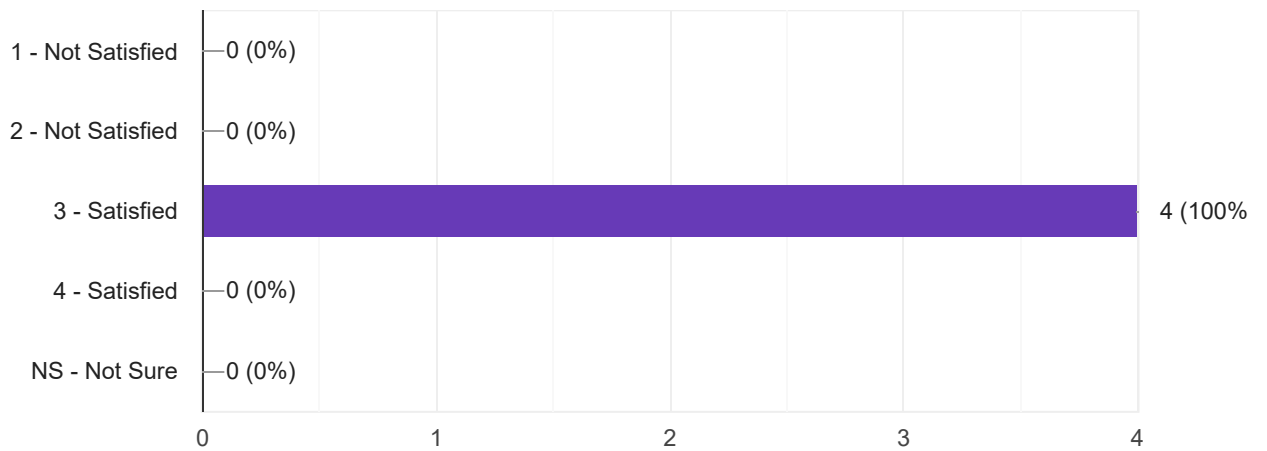
Comment

0 responses

No responses yet for this question.

We focused our thinking at a strategic level?

4 responses



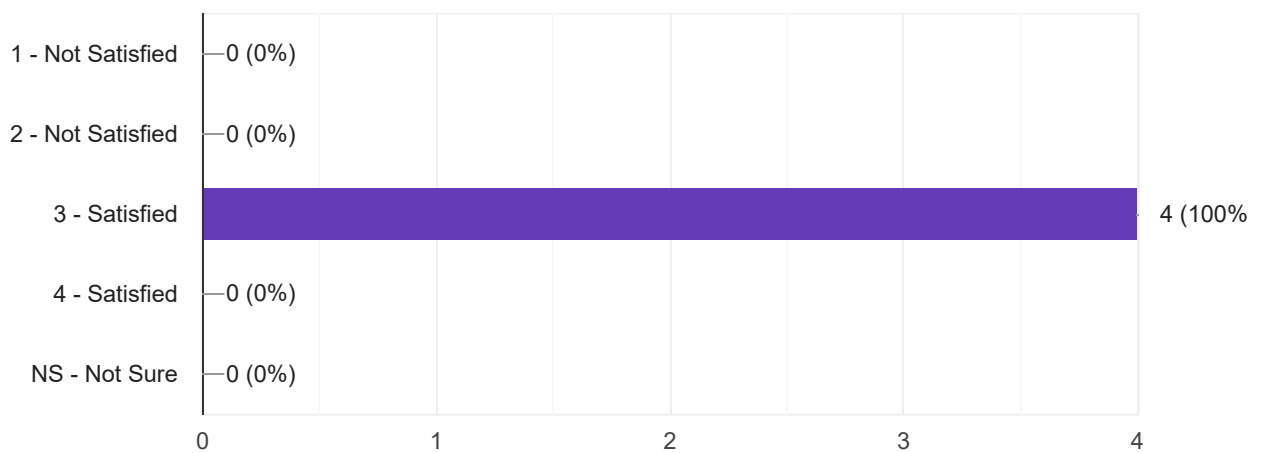
Comment

0 responses

No responses yet for this question.

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

4 responses



Comment

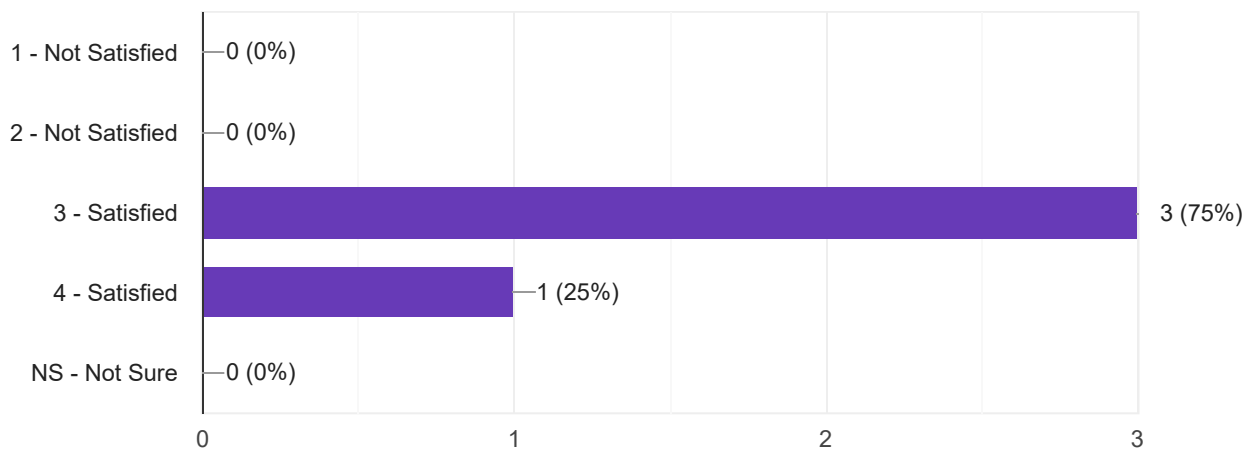
0 responses

No responses yet for this question.

Respect

We made collective rather than individual decisions?

4 responses



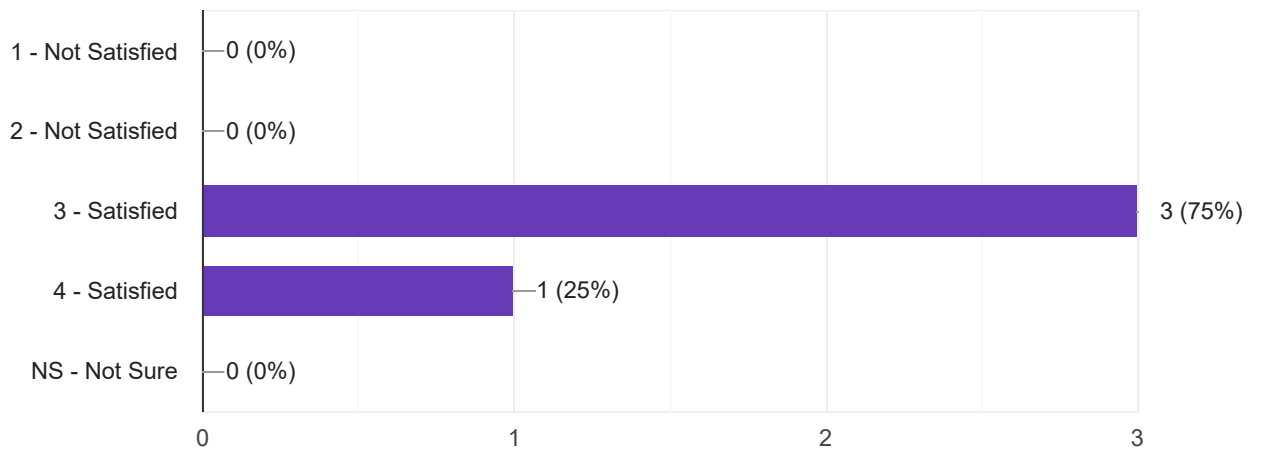
Comment

0 responses

No responses yet for this question.

We encouraged diversity of viewpoints?

4 responses



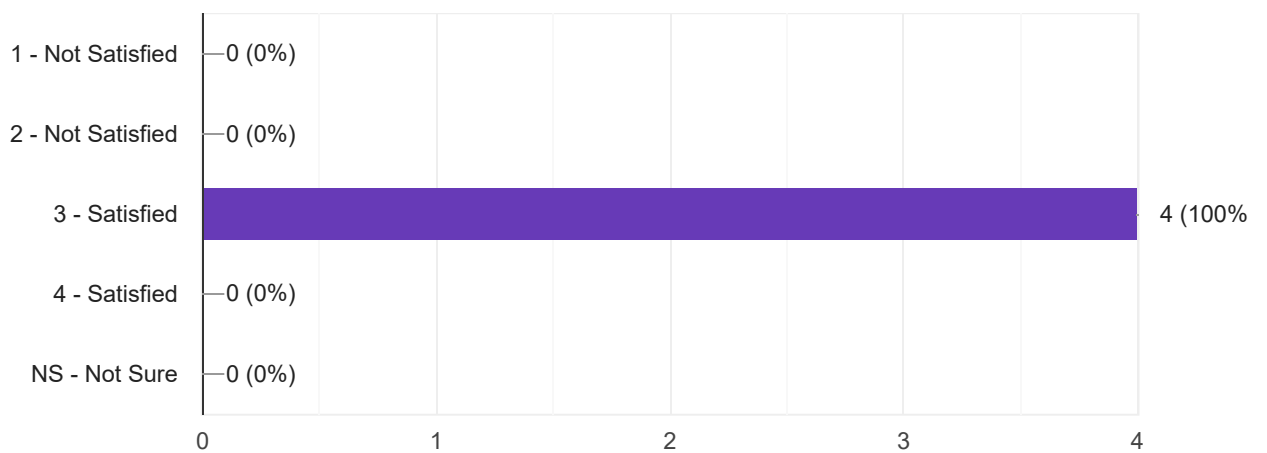
Comment

0 responses

No responses yet for this question.

We were sensitive to our stakeholder's needs?

4 responses



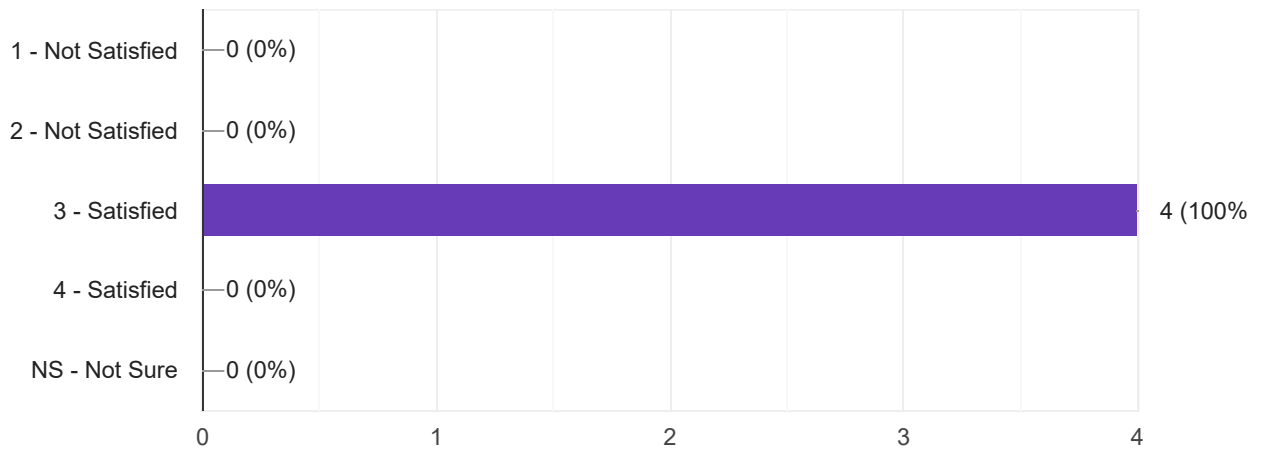
Comment

0 responses

No responses yet for this question.

We gave adequate emphasis to the ethics of each issue?

4 responses



Comment

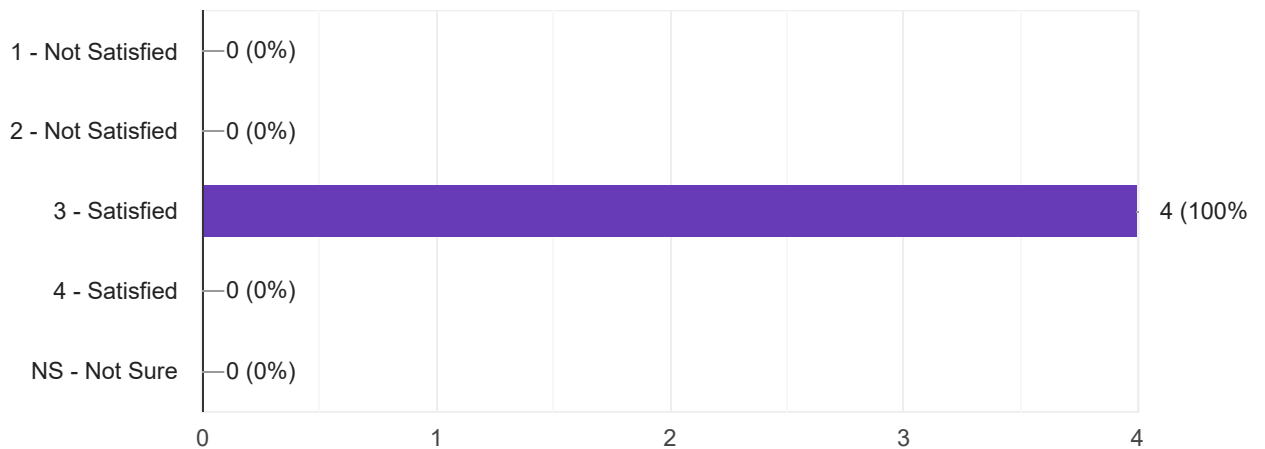
0 responses

No responses yet for this question.

Information

We had the right information to make wise decisions?

4 responses



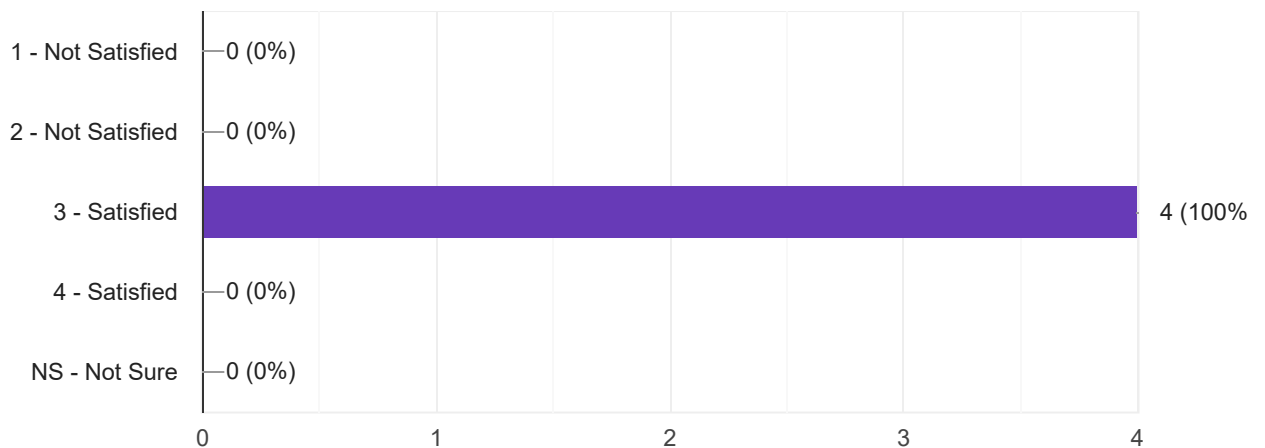
Comment

1 response

I feel like the board was indecisive on the calendar issue. We should have been able to choose one of the three options during the meeting. There is no way to make everyone happy, and that is not our top priority.

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

4 responses



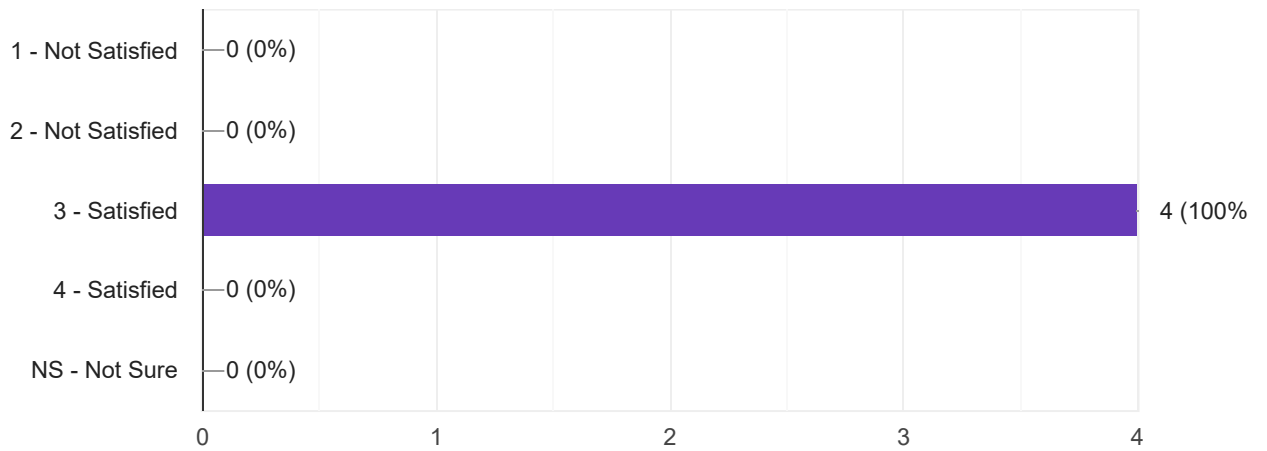
Comment

0 responses

No responses yet for this question.

We used the presence of staff appropriately?

4 responses



Comment

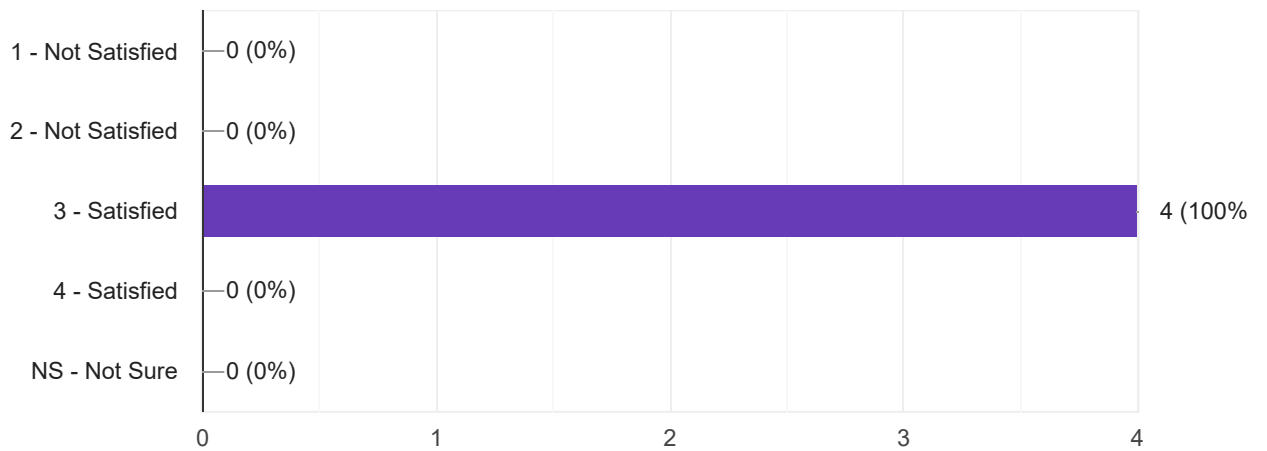
0 responses

No responses yet for this question.

Agenda

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

4 responses



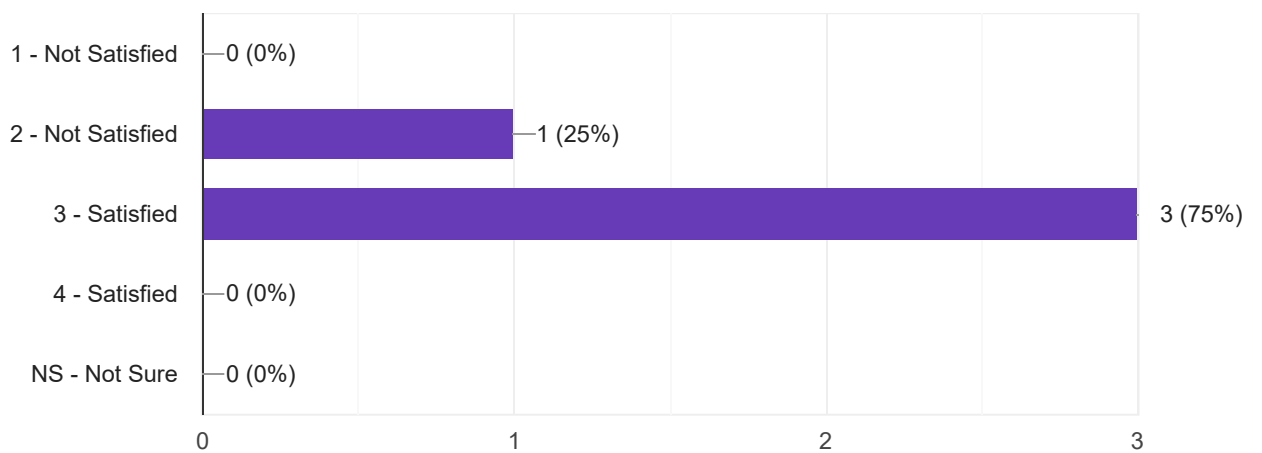
Comment

0 responses

No responses yet for this question.

We spent the right amount of time on most issues?

4 responses



Comment

2 responses

I, Rick Cummings, need to realize that not everyone is a policy junkie like me.

We have committee's to go over everything in detail...at the committee meetings.

I recommend that the minutes of the committee meetings are sent out to the committee members as soon after the meeting as possible. Then the committee members can review them and add things that may have been missed.

Then for our regular board meeting an excellent set of minutes from the committee meeting is all that we need. Board members can read the minutes on their own time and then ask questions during the regular board meeting if clarification is needed.

Discussion is important, and "calling the question" should be used sparingly.

APPENDIX C

New Business

Section I – Resolutions Calling for Election

Section II – SY2023 Calendars

Section III – Invitation to Bid, HVAC Project

Section IV – Window Replacement Bid, TC Glass

Section V – Recommended Policies, 2nd Reading

Section VI – Policy 1620 – Board Self-Evaluation

SECTION I: RESOLUTIONS CALLING FOR ELECTION

TRUSTEE RESOLUTION CALLING FOR AN ELECTION

BE IT RESOLVED, the Board of Trustees for School District No. #3 & B, Cascade County, State of Montana, will hold the Annual School Election on Tuesday, the 3rd day of May, 2022, which date is not less than seventy (70) days after the passage of this resolution.

The election will be conducted by:

X Mail Ballot

The purpose of the election is to:

X Elect one (1) trustees for a three-year term, Cascade School District #3&B

X Approval of additional levy to operate and maintain the Elementary, District #3, General Fund for FY23

If it is later determined that any portion of the election is not required, the Board of Trustees authorizes Karsen Drury, election administrator, to cancel that portion of the election in accordance with 13-1-304 and 20-3-313, MCA.

The following voting locations will be used for the election and the three electors of this district who are qualified to vote at such election are hereby appointed to act as judges at the election at each voting place as follows:

Election Location and Address: Cascade School Board Room, 321 Central Ave W, Cascade MT

Election Judge

Address

Niki Thaut

321 Third Ave. North, Cascade

Cindy McKamey

11 Grassland Lane, Cascade

Shellie Creveling

512 1st St N, Cascade

BE IT FURTHER RESOLVED, that the clerk of this school district is hereby directed to notify the above named election judges of their appointment and to notify the county election administrator of the date of holding said election, and request the clerk to close regular registration and to prepare and furnish election materials as required by law. If any of these judges should not be able to serve, the election administrator will choose a replacement from certified judges.

No further proceedings were conducted relating to the election.

John Rumney
Print Name of Board Chair

Signature of Board Chair

Karsen Drury
Print Name of District Clerk

Signature of District Clerk

DATED this 15th day of February, 2022.

TRUSTEE RESOLUTION CALLING FOR AN ELECTION

BE IT RESOLVED, the Board of Trustees for School District No. #3 & B, Cascade County, State of Montana, will hold the Annual School Election on Tuesday, the 3rd day of May, 2022, which date is not less than seventy (70) days after the passage of this resolution.

The election will be conducted by:

X Mail Ballot

The purpose of the election is to:

X Elect one (1) trustees for a three-year term, Cascade School District B, representing Ulm School District

X Approval of additional levy to operate and maintain the Elementary, District B, General Fund for FY23

If it is later determined that any portion of the election is not required, the Board of Trustees authorizes Karsen Drury, election administrator, to cancel that portion of the election in accordance with 13-1-304 and 20-3-313, MCA.

The following voting locations will be used for the election and the three electors of this district who are qualified to vote at such election are hereby appointed to act as judges at the election at each voting place as follows:

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No further proceedings were conducted relating to the election.

John Rumney

Print Name of Board Chair

Signature of Board Chair

Karsen Drury

Print Name of District Clerk

Signature of District Clerk

DATED this 15th day of February, 2022.

SECTION II: SY2023 CALENDAR

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

School Day - Students
 Vacation day - No School
 Full Day PIR
 Half Day PIR

August	
12	1st Day Fall Sports
17-18	PIR Training
22	First Day of School & Dual Credit Classes

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
23-24	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
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	
-------	--

April	
9	Easter Sunday
10	Easter Break

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

June	
------	--

*Calendar subject to change due to weather related emergencies

SECTION III: INVITATION TO BID

INVITATION TO BID CASCADE SCHOOL DISTRICT 3 & B CASCADE, MONTANA HVAC INSTALLATION PROJECT

NOTICE IS HEREBY GIVEN that the Board of Trustees for the Cascade School District No. 3 & B will receive sealed bids for the HVAC INSTALLATION PROJECT, as specified in the Contract Documents. This is a construction bid to furnish and/or install windows throughout school building. The scope of work includes furnishing and/or installing windows throughout school building and all associated work, as required within the Contract Documents.

Sealed bids will be accepted at Cascade Schools, P.O. Box 529, Cascade MT 59421, Attn: Rick Miller, until the 11th day of April, 2022, at 5:00 PM current Mountain Time, at which time they will be opened and publicly read aloud. Bidders shall clearly mark the envelope “SEALED BID – HVAC INSTALLATION PROJECT.”

A pre-bid conference and site inspection will be allowed the week of March 14, 2022 – March 18, 2022 by appointment. Potential bidders can contact Bryan Smith, Maintenance Supervisor at 406-468-9383 x 150.

Bids must be accompanied by a bidder’s bond equal to ten percent (10%) of the total bid, as defined by state law. No bidder may withdraw his bid for at least thirty (30) days after the scheduled time of bid receipt. The successful bidder will furnish an approved Performance Bond and Labor and Material Payment Bond in the amount of one hundred percent (100%) of the contract. The Contractor shall comply with all fair labor practices and must meet the requirements of all local, state, and federal statutes include prevailing wage and hiring preferences. Each bidder and Contractor is required to have a current and valid Montana Contractor’s Registration and Montana Contractor’s License, as applicable, in the proper classification for the work bid, and such registration and license must remain valid throughout the period of the contract. Bids must fully comply with all requirements indicated in the Contract Documents.

The Cascade School District No. 3 & B reserves the right to reject any and/or all bids, to waive any and/or all informalities or technicalities, and to act in the best interest of the Cascade School District No. 3 & B.

Board of Trustees
Cascade School District No. 3 & B
321 Central Ave W
P.O. Box 529
Cascade, MT 59421

Invitation to Bid is published: March 3, 2022, March 10, 2022, March 24, 2022, April 1, 2022

SECTION IV: BID



Cascade School Window Replacement

9/9/2021

Notes

Addendums: None
Specifications: None
Plans Dated: None

*Job bid as 12 windows @ ~ 8.25' x 4.83'

Scope of Work:

- Demo existing windows
- Furnish and install commercial grade thermal window
- Provided windows are AW100 high end product intended for heavy use.
- Vents included to be awning style
- No vents in obscured windows
- Includes flashing on all 4 sides.
- Above metal to be clear anodized
- Above glass to be high performance 1" insulated glass in standard gray tint or obscured glass.
- See below for pricing on alternate tint
- Warranty to be 1 year workmanship, 20 year finish, and 10 year on glass
- Tempered glass used only in locations to comply with 2018 IBC Standards.

Notes:

- Existing furniture, window treatments, and objects to be removed from affected area by others.
- Bid excludes paint patch and repair.
- Bid excludes any and all abatement. If required to be by others
- Bid excludes furnish and install of all window treatments.
- Job bid as one phase, additional mobilizations will be at added cost.
- Approval of shop drawings to be guaranteed rough opening.
- Bid Excludes interior glass, cabinet glass, and mirrors that were not stated in Scope of Work
- Bid Excludes any window dressings
- Temporary enclosures excluded in stated price can be provided for time and materials.
- Lead time for shops 3 to 5 weeks upon execution of contract and confirmed window schedule dimensions
- Lead time 8 to 10 weeks upon approved shop drawings
- Work to be performed during regular business hours
- Overtime is not included in this bid



Cascade School Window Replacement

9/9/2021

- Bid Excludes window awnings
- Final cleaning and protection by others
- Warranty included per manufacturer standards.
- Due to volatility material subject to repricing at 30 days from date of quote.

Base Bid Total = \$81,399.00

Approximate add for Solar Cool Tint = \$ 3,165.00

Approximate add for Graylite Tint = \$ 5,175.00

*Glass tint options provided with bid, bid reflects gray tinted glass.

Add Option for TC Glass to supply window Mock Up

---Window to be installed if project moves forward

---Add to be deducted from base bid total if project is awarded

Add for Mock Up = \$6,620.00

Thank you,
Eric Rindal
TC Glass
(406) 403-7227

SECTION : RECOMMEN E POLICY A OPTIONS

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.

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

The District will exercise reasonable efforts to:

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

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

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

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

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

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

49 Policy History:

50 Adopted on:

51 Reviewed on:

52 Revised on:

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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 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 donated 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:

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 (1st) 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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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:

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 •••

Step 1	4
Board members meet to agree on norms for the board's self-evaluation process.	
Step 2	7
Individually complete The School Board Self-Evaluation Survey Section 1- <i>The Board</i> .	
Step 3	11
Individually complete The School Board Self-Evaluation Survey Section 2 - <i>The Board's Jobs</i> .	
Step 4	16
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.	
Step 5	18
Individually complete The School Board Self-Evaluation Survey Section 3 - <i>The Individual Trustee</i> .	
Step 6	21
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.					
Total					

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.					
Total					

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 ...

What we will do...

How and when we will measure improvement or success ...

Goal 2:

To us this means ...

What we will do...

How and when we will measure improvement or success...

Goal 3:

To us this means ...

What we will do...

How and when we will measure improvement or success ...

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.					
Total					

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 ...

What we will do...

How and when we will measure improvement or success ...

Goal 2:

To us this means ...

What we will do...

How and when we will measure improvement or success...

Goal 3:

To us this means ...

What we will do...

How and when we will measure improvement or success ...

APPENDIX D

Consent Agenda

Section I – January 18, 2021 Regular Meeting Minutes

Section II – Business Claims

Section III – Student Activity Account

Section IV – Sub List

SECTION I: MINUTES

DRAFT

Regular Meeting

Cascade School District 3B
Board of Trustees
January 18, 2021 - 6:00 pm

Board Members Present

High School Board

John Rumney - Chair
Iain McGregor - Vice Chair (virtual)
Ruth Mortag
Rick Cummings
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, Nichole Pieper, Michelle Price, Sonja Mazaira, Brittany Hruska, Ray Castellanos, Kendra Lane, Jeremy Butcher, Becca Cooper, Andrea Ethridge, Heather Wilson, Jason Raether, Pam Marquis, Enrico Baker, Kim Boettger, Mr. Boettger

John Rumney - Board Chair, called the Board of Trustees meeting to order at 6:09 pm. The Board said the Pledge of Allegiance. Mr. Rumney asked for public comment on non-agenda items.

Informational

Correspondence

Public Comment on Non-Agenda Items

There was no public comment.

Staff Reports

- A. Brittany Hurksa, XCELL Director
 - a. XCELL! Program Evaluation
- B. Michelle Price, Elementary Principal
 - a. Christmas program, Christmas activities
 - b. PTA - helped out a lot and provided treats
 - c. SBAC results from 2020-2021
- C. Nichole Pieper, JH/HS Principal
 - a. Started second semester
 - b. Fastbridge assessments finished before break
 - c. Behavioral data & MTSS
- D. Sonja Mazaira, AD
 - a. Annual MHS A Meeting:

- i. 8th grade rule: leaving it up to individual school to whether 8th graders can play HS sports
 - ii. Shot clocks - next season. Need to buy for next year.
 - iii. Baseball was approved as MHSAA sanctioned sport
 - b. Football Division change - South/Central Division - travel comparison is similar to current - looking into JH & JV games
 - c. District basketball in Conrad; divisional basketball in Great Falls
 - d. District, Divisional, & State track in Great Falls
 - e. Hosting Divisional VB tourney in 2023
 - f. Basketball Standings: Boys - 4th; Girls - 5th
 - g. Elementary ski trips
- E. Rick Miller, Superintendent
 - a. COVID - staying open regardless of illness
 - b. Alluvion - room set up and ready to go, starting to move in, list of staff members, walk in clinic every Thursday.
- F. Karsen Drury, Business Manager
 - a. 2022 Election Information
 - b. General Fund Budgets - sitting at 35% expended at the end of November, compared to the 4-year average of 35%.

Board Report

- A. Policy Committee Report
 - a. Ruth Mortag presented the minutes of the Policy Committee Meeting.
- B. Board Training Hours
- C. Board Evaluation
 - a. December Board Evaluation

New Business

- A. Consideration of Recommendation for Salary Lane Changes
 Rick Cummings moved, seconded by Chris Wilson to approve the requests for salary lane changes for Amanda Brown and Becca Cooper for SY2022-2023.
 Passed unanimously.
- B. Consideration of Recommendation for XCELL Aides
 Ruth Mortag moved, seconded by Rick Cummings to approve the recommendation to hire Cassidy Sewak and Ellie Ward as XCELL Aides for SY2021-2022.
 Passed unanimously.
- C. Consideration of Recommendation for Coaches
 Iain McGregor moved, seconded by Chris Wilson to approve the recommendation to hire the coaches as listed for SY2021-2022.
 Passed unanimously.

D. Consideration of Adoption for SY2022-2023 Calendar

Ruth Mortag moved, seconded by Rick Cummings to approve and adopt the calendar A for SY2022-2023.

The Board discussed all calendar options and decided they'd like to see a calendar with a later start date in August, a shorter winter break, and the school year ending before Memorial Day. Requested the Calendar Committee meet again to make changes.

Ruth Mortag moved, seconded by Iain McGregor to table the calendar until the February 15, 2022 meeting.

Passed unanimously.

E. Consideration of Adoption of Community Cross-Over Goals

Rick Cummings moved, seconded by Val Fowler to approve and adopt the Community Cross-Over Goals.

Wilson commented that he expected a report from Dr. Farr on the findings and some guidance on how to accomplish the goals. He is not in favor of adopting the goals and dislikes the layout and structure of the strategic plan. Fowler & McGregor agreed.

Fowler believes 8 goals is too many and would like to see them refined into fewer.

Rumney proposed to send a report to the policy committee to fine tune the strategic plan with Dr. Farr.

Fowler and Wilson reiterated that they expected a post-meeting wrap up to sit down and fine tune a strategic plan, discuss the findings and receive feedback and suggestions from Dr. Farr.

Rumney stated the Board worked on the goals and realities sections; administration finished activities, teams, date & evaluation sections.

Wilson stated the plan should be condensed; Cummings agreed and proposed adopting only the top 3-4 goals.

Fowler stated she was hoping for experiential feedback and guidance and analysis from Dr. Farr.

Public comment:

Jeremy Butcher made a public comment.

Kendra Lane made a public comment.

Rumney stated that the Board should take the info he provided and do the work to create and complete the remaining sections of the strategic plan. Fowler disagreed; wanted more expertise and advice.

Cummings moved to amend the motion to approve and adopt the top 3 goals of the Community Cross-Over, with the caveat that the Board will revisit all of the goals after progress is made on the top 3 goals. Val Fowler seconded the motion.

Passed unanimously to amend the motion.

Question called by Chris Wilson. Rick Cummings seconded.

Passed unanimously.

F. Required Policy Updates & Revisions from MTSBA Review

Ruth Mortag moved, seconded by Chris Wilson to approve and adopt the updates and revisions as proposed by MTSBA to the policies, as listed.

Policies: 5120, 5121, 5122, 5130, 5210, 5213, 5220, 5222, 5224, 5226, 5231, 5231P, 5250, 5255, 5321, 5321P, 5329, 5331, 5336, 5338, 5430, 5450, 5460, 6110P, 7121, 7320, 7430, 8100, 8110, 8123, 8124, 8225, 8425, 8450.

Passed unanimously.

G. Required Policy Adoptions from MTSBA Review

Ruth Mortag moved, seconded by Chris Wilson to approve and adopt the required policies, as listed.

Policies: 7330, 7330F.

Passed unanimously.

H. Recommended Policy Adoptions from MTSBA Review - 1st Reading

Rick Cummings moved, seconded by Chris Wilson to approve the first reading of the recommended and optional policies, as listed.

Policies: 5125, 7225, 7425F, 7535, 7550, 8102, 8310, 8450F, 8460.

Passed unanimously.

I. Termination of Obsolete Policies

Chris Wilson moved, seconded by Ruth Mortag to approve the recommendation to terminate the obsolete policies, as listed.

Policies: 5000, 5001, 5232F, 5240, 5253, 7410, 8230, 8400.

Passed unanimously.

J. Consideration of Recommendation of Board Self-Evaluation - 1st Reading

Val Fowler moved, seconded by Iain McGregor to approve the first reading of Policy 1620F - Board Evaluation Form.

Passed unanimously.

K. Consent Agenda

- a. Minutes of Regular Board Meeting, December 14, 2021
- b. Minutes of Special Board Meeting, January 4, 2022
- c. Business Claims
- d. Student Activity Account
- e. Sub List

Rick Cummings moved, seconded by Chris Wilson to approve the consent agenda.

Passed unanimously.

Recess 8:23pm - 8:29pm

Annual Superintendent Evaluation (possible executive session)

John Rumney closed the meeting at 8:29 pm. He reopened the meeting at 8:42 pm.

Board Meeting Evaluation (I)

- A. Complete evaluation and turn into Mr. Miller.

Announcements (I)

- A. Regular School Board Meeting, February 15, 2022
- B. Upcoming Trainings

Adjournment (A)

At 8:46 pm Chris Wilson moved, seconded by Rick Cummings 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*

SECTION II: BUSINESS CLAIMS

02/10/22
11:40:48

CASCADE PUBLIC SCHOOLS
Claim Details
For the Accounting Period: 1/22

Page: 1 of 11
Report ID: AP100

* ... Over spent expenditure

Claim	Warrant	Vendor #/Name	Amount						
Line #		Invoice #/Inv Date/Description	Line Amount	PO #	Fund Org	Acct/Source/ Prog-Func	Obj	Proj	
7616	12026S	1809 MUST	793.00						
3		JAN22 01/01/22 Jan Retiree Insurance - CM	755.00*		289	100-1000	260		
4		JAN22 01/01/22 Jan Retiree Insurance - LC	38.00*		289	100-1000	260		
7617	12027S	3994 AWARE	3,931.20						
1		148093 01/03/22 AWARE Services - Oct 2021	1,218.68*		115	100-2100	330	555	
2		148093 01/03/22 AWARE Services - Oct 2021	2,044.22*		115	100-2100	330	555	
3		148093 01/03/22 AWARE Services - Oct 2021	668.30*		115	100-2100	330	555	
7618	12028S	1564 BENEFIS HEALTH SYSTEM	155.92						
1		12/10/21 Physical Therapy - Student	155.92*		113	100-2100	340		
7619	12029S	1157 BUG DOCTOR	163.00						
1		7400 12/07/21 Pest Control	81.50		101	100-2600	340		
2		7400 12/07/21 Pest Control	81.50		201	100-2600	340		
7620	12032S	2163 CENTURY LINK	230.68						
1		12/24/21 Phone Lines - Dec 2021	78.43		101	100-2580	531		
2		12/24/21 Phone Lines - Dec 2021	48.44		110	100-2580	531		
3		12/24/21 Phone Lines - Dec 2021	53.06		201	100-2580	531		
4		12/24/21 Phone Lines - Dec 2021	50.75		210	100-2580	531		
7621	12030S	407 CENTURY LINK	0.20						
1		276352658 01/01/22 Long Distance - Dec 22	0.07		101	100-2580	531		
2		276352658 01/01/22 Long Distance - Dec 22	0.04		110	100-2580	531		
3		276352658 01/01/22 Long Distance - Dec 22	0.05		201	100-2580	531		
4		276352658 01/01/22 Long Distance - Dec 22	0.04		210	100-2580	531		
7622	12031S	1772 CENTURY LINK	1,989.28						
1		255081892 12/20/21 Internet - Jan 2022	994.64		128	100-2580	530		
2		255081892 12/20/21 Internet - Jan 2022	994.64		228	100-2580	530		
7623	12033S	3987 CULLIGAN	136.50						
1		11/30/21 Water Services	62.79		101	100-2600	452		
2		11/30/21 Water Services	73.71		201	100-2600	452		

* ... Over spent expenditure

Claim	Warrant	Vendor #/Name	Amount				Acct/Source/		
Line #		Invoice #/Inv Date/Description	Line Amount	PO #	Fund Org	Prog-Func	Obj	Proj	
7624	12034S	1268 DIAMOND PRODUCTS INC.	185.20						
1		73710 12/08/21 EZ Rinse 5 Gal	110.50		112	910-3100	610		
2		73710 12/08/21 All Temp 5 Gal	74.70		112	910-3100	610		
7625	12035S	1851 DTF EDUCATIONAL CONSULTING	1,141.52						
1		12/17/21 Community Cross-Over Planning	570.76		101	100-2300	330		
2		12/17/21 Community Cross-Over Planning	570.76		201	100-2300	330		
7626	12036S	163 ECKROTH MUSIC CO.	2,535.83						
1		4264160 11/08/21 Essential Elements Band Books	200.83		201	100-1000	640		
3		4283850 11/29/21 Xylophone 3.5 Octave Syntheti	778.32*		101	100-1000	660		
4		4283850 11/29/21 Xylophone 3.5 Octave Syntheti	1,556.68*		201	100-1000	660		
7627	12037S	855 ENERGY WEST	3,959.52						
1		12/28/21 Gas - December 2021	1,940.16		101	100-2600	411		
2		12/28/21 Gas - December 2021	673.12		110	100-2600	411		
3		12/28/21 Gas - December 2021	593.93		201	100-2600	411		
4		12/28/21 Gas - December 2021	752.31		210	100-2600	411		
7628	12038S	206 GENERAL DISTRIBUTING CO.	357.35						
1		0001064083 11/30/21 Welding Gases	135.30		201	300-1000	610		
2		0001066030 12/03/21 Tip, Contact SCR .030 Wire	76.66		201	300-1000	610		
3		0001073970 12/31/21 Welding Gases	145.39		201	300-1000	610		
7629	12039S	1751 HOME DEPOT PRO INSTITUTIONAL	629.19						
1		656452505 12/06/21 Misc Supplies	129.75		101	100-2600	610		
2		656452505 12/06/21 Misc Supplies	124.67		201	100-2600	610		
3		659352496 12/21/21 Misc Supplies	165.71		101	100-2600	610		
4		659352496 12/21/21 Misc Supplies	159.22		201	100-2600	610		
5		657064598 12/08/21 Misc Supplies	25.42		101	100-2600	610		
6		657064598 12/08/21 Misc Supplies	24.42		201	100-2600	610		
7630	12040S	3876 HOME DEPOT PRO INSTITUTIONAL	1,022.18						
1		655759918 12/01/21 Vac Bag	14.67		101	100-2600	610		
2		655759918 12/01/21 Vac Bag	14.09		201	100-2600	610		
3		655200913 11/29/21 Vacuum Proforce 1200XP	194.97		101	100-2600	610		
4		655200913 11/29/21 Vacuum Proforce 1200XP	187.33		201	100-2600	610		
5		655200921 11/29/21 Vac Bag/Vacuum	237.99		101	100-2600	610		
6		655200921 11/29/21 Vac Bag/Vacuum	228.65		201	100-2600	610		
7		657166500 12/08/21 Spray Buff, Kleenex	57.41		101	100-2600	610		
8		657166500 12/08/21 Spray Buff, Kleenex	55.15		201	100-2600	610		
9		657166518 12/08/21 Spray Buff	16.28		101	100-2600	610		

* ... Over spent expenditure

Claim	Warrant	Vendor #/Name	Amount						
Line #		Invoice #/Inv Date/Description	Line Amount	PO #	Fund Org	Acct/Source/ Prog-Func	Obj	Proj	
10		657166518 12/08/21 Spray Buff	15.64		201	100-2600	610		
7631	12041S	1505 IXL SUBSCRIPTION DEPARTMENT	500.00						
1		S423194 11/18/21 IXL Service Site License Upgr	500.00*		115	775-1000	682	33	
7632	12042S	1705 JOHNSON CONTROLS FIRE PROTECTION	849.00						
1		22655038 12/02/21 Annual Inspections	424.50		101	100-2600	340		
2		22655038 12/02/21 Annual Inspections	424.50		201	100-2600	340		
7633	12043S	379 JOSTENS INC.	104.48						
1		27378639 12/02/21 2022 Diplomas	100.90		201	100-2400	610		
2		27343141 11/24/21 Accessory	3.58		201	100-2400	610		
7634	12046S	1863 MONTANA REPERTORY THEATRE	750.00						
2		5522 12/01/21 Performance "The Castle w/ a T	750.00*		201	100-2400	330		
7635	12044S	1630 MARLIN BUSINESS BANK	548.59						
1		19510737 12/19/21 Auto Scrubber Contract	189.83		101	100-2600	350		
2		19510737 12/19/21 Auto Scrubber Contract	189.84		201	100-2600	350		
3		19510737 12/19/21 2020 Property Tax Billing	84.46		101	100-2600	350		
4		19510737 12/19/21 2020 Property Tax Billing	84.46		201	100-2600	350		
7636	12045S	48 MEADOW GOLD GREAT FALLS	1,095.10						
1		609901 12/07/21 Dairy	534.70		112	910-3100	630		
2		610651 12/14/21 Dairy	250.15		112	910-3100	630		
3		40029564 12/31/21 Dairy	310.25		112	910-3100	630		
7637	12047S	1272 NAPA AUTO PARTS	337.04						
1		637951 11/02/21 Black RT, Gorilla Glue, Tape	34.62		110	100-2700	610		
2		637951 11/02/21 Black RT, Gorilla Glue, Tape	34.62		210	100-2700	610		
3		640313 11/08/21 8pcs 38 hx, mm, met, sae	42.83		110	100-2700	610		
4		640313 11/08/21 8pcs 38 hx, mm, met, sae	42.83		210	100-2700	610		
5		643100 11/15/21 Oil Filter, Batteries	58.98		110	100-2700	610		
6		643100 11/15/21 Oil Filter, Batteries	58.98		210	100-2700	610		
7		113021 11/30/21 Misc	32.09		110	100-2700	610		
8		113021 11/30/21 Misc	32.09		210	100-2700	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	
7638	12048S	2788 NATIONAL LAUNDRY	242.13						
1		26706 12/01/21 Supplies	79.34		112	910-3100	610		
2		28594 12/08/21 Supplies	162.79		112	910-3100	610		
7639	12049S	400 NORTHWESTERN ENERGY	6,855.45						
1		12/07/21 Electricity - November 2021	2,056.63		101	100-2600	412		
2		12/07/21 Electricity - November 2021	1,508.20		110	100-2600	412		
3		12/07/21 Electricity - November 2021	1,508.20		201	100-2600	412		
4		12/07/21 Electricity - November 2021	1,782.42		210	100-2600	412		
7640	12050S	2731 PITNEY BOWES	164.97						
1		3314802745 12/04/21 Postage Meter Lease	75.89		101	100-2500	452		
2		3314802745 12/04/21 Postage Meter Lease	89.08		201	100-2500	452		
7641	12052S	1710 REPUBLIC SERVICES	1,222.90						
1		0670000310 11/30/21 Disposal Services	611.45		101	100-2600	431		
2		0670000310 11/30/21 Disposal Services	611.45		201	100-2600	431		
7642	12053S	1645 RUDD & COMPANY	12,350.00						
1		315204 11/30/21 FY2021 Audit Progress Bill	7,200.00		101	100-2300	330		
2		315204 11/30/21 FY2021 Audit Progress Bill	4,800.00		201	100-2300	330		
3		315204 11/30/21 BMS Auditor Access Fee	210.00		101	100-2300	330		
4		315204 11/30/21 BMS Auditor Access Fee	140.00		201	100-2300	330		
7643	12054S	1691 SCHOOLHOUSE IT	3,949.00						
1		2155 01/01/22 Contract Tech Services	1,303.17		128	100-2580	355		
2		2155 01/01/22 Contract Tech Services	2,645.83		228	100-2580	355		
7644	12055S	3734 THE CHEMNET CONSORTIUM	165.00						
1		110781 12/13/21 Drug Screening	82.50		110	100-2700	330		
2		110781 12/13/21 Drug Screening	82.50		210	100-2700	330		
7645	12056S	505 TOWN OF CASCADE	2,451.65						
1		12/23/21 Water/Sewer Services - Dec 202	760.01		101	100-2600	421		
2		12/23/21 Water/Sewer Services - Dec 202	588.40		110	100-2600	421		
3		12/23/21 Water/Sewer Services - Dec 202	490.33		201	100-2600	421		
4		12/23/21 Water/Sewer Services - Dec 202	612.91		210	100-2600	421		

* ... Over spent expenditure

Claim	Warrant	Vendor #/Name	Amount						
Line #		Invoice #/Inv Date/Description	Line Amount	PO #	Fund Org	Acct/Source/ Prog-Func	Obj	Proj	
7646	12057S	2047 US FOODS	2,489.96						
1		3472133 12/04/21 Food	104.04		112	910-3100	630		
2		3533167 12/08/21 Food	790.81		112	910-3100	630		
3		3533169 12/08/21 Food	506.53		112	910-3100	630		
4		3610793 12/10/21 Food	61.02		112	910-3100	630		
5		3937011 12/29/21 Food	1,027.56		112	910-3100	630		
7647	12060S	2726 WHALEN TIRE	231.00						
1		505340 11/18/21 Snow Tire Changeover	35.00		110	100-2700	610		
2		505340 11/18/21 Snow Tire Changeover	35.00		210	100-2700	610		
3		505525 11/29/21 Snow Tire Changeover	40.00		110	100-2700	610		
4		505525 11/29/21 Snow Tire Changeover	40.00		210	100-2700	610		
5		505582 12/01/21 Snow Tire Changeover	40.00		110	100-2700	610		
6		505582 12/01/21 Snow Tire Changeover	41.00		210	100-2700	610		
7649	12058S	1820 WALLFRED, CARRIE	263.55						
1		DEC2021 12/21/21 SpEd Transportation Reimb	263.55*		113	280-2700	514		
7650	12051S	4495 PURCHASE POWER	441.26						
1		01/03/22 Postage	189.74*		101	100-2300	532		
2		01/03/22 Postage	251.52*		201	100-2300	532		
7651	12052S	1710 REPUBLIC SERVICES	1,251.57						
1		0670000315 12/31/21 Disposal Services	625.78		101	100-2600	431		
2		0670000315 12/31/21 Disposal Services	625.79		201	100-2600	431		
7652	12059S	1270 WEX BANK	3,630.00						
1		77289506 12/31/21 Dec Fuel - Route	1,480.85		110	100-2700	624		
2		77289506 12/31/21 Dec Fuel - Route	1,480.86		210	100-2700	624		
3		77289506 12/31/21 Dec Fuel - Athletics	579.84		201	720-3500	624		
4		77289506 12/31/21 Dec Fuel - Activities	88.45		201	710-3400	624		
7653	12062S	2163 CENTURY LINK	114.40						
1		01/01/22 Phone Lines	38.90		101	100-2580	531		
2		01/01/22 Phone Lines	24.02		110	100-2580	531		
3		01/01/22 Phone Lines	26.31		201	100-2580	531		
4		01/01/22 Phone Lines	25.17		210	100-2580	531		

* ... Over spent expenditure

Claim	Warrant	Vendor #/Name	Amount						
Line #		Invoice #/Inv Date/Description	Line Amount	PO #	Fund Org	Acct/Source/ Prog-Func	Obj	Proj	
7654	12061S	3994 AWARE	229.71						
1		110678 11/08/21 AWARE Services - Nov 2021	71.21*		115	100-2100	330	555	
2		110678 11/08/21 AWARE Services - Nov 2021	119.45*		115	100-2100	330	555	
3		110678 11/08/21 AWARE Services - Nov 2021	39.05*		115	100-2100	330	555	
7655	12063S	1268 DIAMOND PRODUCTS INC.	185.20						
1		78710 12/08/21 All Temp 5 Gallon	185.20		112	910-3100	610		
7656	12064S	401 MTSBA	6,000.00						
1		0009197 12/31/21 Superintendent Search Service	3,600.00		101	100-2300	330		
2		0009197 12/31/21 Superintendent Search Service	2,400.00		201	100-2300	330		
7657	12065S	400 NORTHWESTERN ENERGY	6,874.22						
1		01/07/22 Electricity - Dec 2021	2,062.26		101	100-2600	412		
2		01/07/22 Electricity - Dec 2021	1,512.33		110	100-2600	412		
3		01/07/22 Electricity - Dec 2021	1,512.33		201	100-2600	412		
4		01/07/22 Electricity - Dec 2021	1,787.30		210	100-2600	412		
7658	12066S	616 SYSCO MONTANA INC.	3,718.68						
1		343558855 12/08/21 Food	2,031.29		112	910-3100	630		
2		343568607 12/15/21 Food	643.57		112	910-3100	630		
3		343585373 12/29/21 Food	1,043.82		112	910-3100	630		
7659	12067S	1861 THRIVE PASS	26.00						
1		P5805 12/31/21 Pretax Min Charge Diff	26.00		201	100-1000	810		
7660	12069S	1310 BMO HARRIS COMMERCIAL CARD	9,249.68						
1		CC-636 12/13/21 Postage	28.72		101	621			
		US POSTAL SERVICE-CASCADE		CC Accounting:	101-	-100-2500-532			
2		CC-636 12/13/21 Postage	38.08		201	621			
		US POSTAL SERVICE-CASCADE		CC Accounting:	201-	-100-2500-532			
3		CC-636 12/14/21 Great Falls Tribune Subscripti	35.00		201	621			
		GREAT FALLS TRIBUNE		CC Accounting:	201-	-100-1000-640			
4		CC-636 12/15/21 ART - Supplies	52.50		101	625			
		DICK BLICK ART MATERIAL		CC Accounting:	101-	-100-1000-610			
5		CC-636 12/15/21 ART - Supplies	52.49		201	625			
		DICK BLICK ART MATERIAL		CC Accounting:	201-	-100-1000-610			
6		CC-637 12/07/21 KIeenex	34.15		101	625			
		SAMS CLUB		CC Accounting:	101-	-100-2600-610			
7		CC-637 12/07/21 KIeenex	25.77		201	625			
		SAMS CLUB		CC Accounting:	201-	-100-2600-610			
8		CC-637 12/10/21 Amazon Business	3.74		128	625			
		AMAZON.COM		CC Accounting:	128-	-100-2500-682			

* ... Over spent expenditure

Claim Warrant	Vendor #/Name	Amount	Acct/Source/				Obj	Proj
Line #	Invoice #/Inv Date/Description	Line Amount	PO #	Fund	Org	Prog-Func		
9	CC-637 12/10/21 Amazon Business	11.21		228		625		
AMAZON.COM			CC Accounting:	228-		-100-2500-682		
10	CC-637 12/12/21 Tax Forms 2021	98.34		201		625		
AMAZON.COM			CC Accounting:	201-		-100-2500-610		
11	CC-637 12/15/21 JH Novels	610.80		101		625		
Touching Spirit Bear, Tangerine, Maniac Magee			CC Accounting:	101-		-100-1000-640		
BULK BOOKSTORE								
12	CC-637 12/15/21 JH Novels - Out of Stock CR	-148.20		101		625		
Walk 2 Moons			CC Accounting:	101-		-100-1000-640		
BULK BOOKSTORE								
13	CC-637 12/15/21 Weight Room Squat Stands	1,875.00		215		625		90
Black & Gold Committee Donation			CC Accounting:	215-		-100-1000-610-		90
ROUGUE								
14	CC-637 12/15/21 Weight Room Squat Stands	150.00		201		625		
ROUGUE			CC Accounting:	201-		-100-1000-610		
15	CC-637 01/04/21 Display License Annual Plan	297.00		228		625		
RISE VISION			CC Accounting:	228-		-100-2580-682		
16	CC-637 01/04/21 Food Pan	59.56		112		625		
AMAZON.COM			CC Accounting:	112-		-910-3100-610		
17	CC-638 12/06/21 Blue Ribbon Banners	914.70		101		625		
PARTNERS IN LEARNING			CC Accounting:	101-		-100-2400-610		
18	CC-638 01/14/21 Science & Math Lessons	175.00		101		625		
GENERATION GENIUS			CC Accounting:	101-		-100-1000-682		
19	CC-639 12/10/21 Food	26.91		112		625		
WALMART			CC Accounting:	112-		-910-3100-630		
20	CC-639 12/14/21 Food	5.58		112		625		
468 MARKET			CC Accounting:	112-		-910-3100-630		
21	CC-639 01/02/21 Food	32.39		112		625		
WALMART			CC Accounting:	112-		-910-3100-630		
22	CC-640 12/06/21 Furnace Filters	57.48		101		621		
AMAZON.COM			CC Accounting:	101-		-100-2600-610		
23	CC-640 12/06/21 Furnace Filters	55.22		201		621		
AMAZON.COM			CC Accounting:	201-		-100-2600-610		
24	CC-640 12/06/21 Tech Supplies	115.31		128		625		
AMAZON.COM			CC Accounting:	128-		-100-2580-682		
25	CC-640 12/06/21 Tech Supplies	110.78		228		625		
AMAZON.COM			CC Accounting:	228-		-100-2580-682		
26	CC-640 12/08/21 HDMI to VGA adapter	22.92		128		625		
AMAZON.COM			CC Accounting:	128-		-100-2580-682		
27	CC-640 12/08/21 HDMI to VGA adapter	22.03		228		625		
AMAZON.COM			CC Accounting:	228-		-100-2580-682		
28	CC-640 12/12/21 Tech Supplies	50.55		128		625		
AMAZON.COM			CC Accounting:	128-		-100-2580-682		

* ... Over spent expenditure

Claim Warrant	Vendor #/Name	Amount	Acct/Source/			
Line #	Invoice #/Inv Date/Description	Line Amount	PO #	Fund Org	Prog-Func	Obj Proj
29	CC-640 12/12/21 Tech Supplies	48.57		228 625		
AMAZON.COM			CC Accounting:	228-	-100-2580-682	
30	CC-640 12/14/21 Drinking Water	249.89		101 621		
AMAZON.COM			CC Accounting:	101-	-100-2600-610	
31	CC-640 12/14/21 Drinking Water	240.10		201 621		
AMAZON.COM			CC Accounting:	201-	-100-2600-610	
32	CC-640 12/15/21 Cook Vent Fan Motor	58.95		101 621		
AMAZON.COM			CC Accounting:	101-	-100-2600-610	
33	CC-640 12/15/21 Cook Vent Fan Motor	56.63		201 621		
AMAZON.COM			CC Accounting:	201-	-100-2600-610	
34	CC-640 12/16/21 Ice Mel t	382.24		101 621		
AMAZON.COM			CC Accounting:	101-	-100-2600-610	
35	CC-640 12/16/21 Ice Mel t	367.26		201 621		
AMAZON.COM			CC Accounting:	201-	-100-2600-610	
36	CC-640 12/17/21 2Wire DLP Fan	27.28		101 621		
AMAZON.COM			CC Accounting:	101-	-100-2600-610	
37	CC-640 12/17/21 2Wire DLP Fan	26.21		201 621		
AMAZON.COM			CC Accounting:	201-	-100-2600-610	
38	CC-640 12/18/21 Truck Uplif tters, Tire Tube	32.07		110 625		
AMAZON.COM			CC Accounting:	110-	-100-2700-610	
39	CC-640 12/18/21 Truck Uplif tters, Tire Tube	30.82		210 625		
AMAZON.COM			CC Accounting:	210-	-100-2700-610	
40	CC-640 12/03/21 Commons Restrooms	208.27		101 625		
FERGUSON ENTERPRISES, INC			CC Accounting:	101-	-100-2600-610	
41	CC-640 12/03/21 Commons Restrooms	170.40		201 625		
FERGUSON ENTERPRISES, INC			CC Accounting:	201-	-100-2600-610	
42	CC-640 12/06/21 Ball End Hex Key, Worklight	93.73		101 621		
HARBOR FREIGHT			CC Accounting:	101-	-100-2600-610	
43	CC-640 12/06/21 Ball End Hex Key, Worklight	90.05		201 621		
HARBOR FREIGHT			CC Accounting:	201-	-100-2600-610	
44	CC-640 12/06/21 T Post Pul l er	21.99		101 625		
NORTH 40 OUTFI TTERS			CC Accounting:	101-	-100-2600-610	
45	CC-640 12/06/21 T Post Pul l er	18.00		201 625		
NORTH 40 OUTFI TTERS			CC Accounting:	201-	-100-2600-610	
46	CC-640 12/08/21 Postage	12.13		101 621		
US POSTAL SERVICE-CASCADE			CC Accounting:	101-	-100-2500-532	
47	CC-640 12/08/21 Postage	16.07		201 621		
US POSTAL SERVICE-CASCADE			CC Accounting:	201-	-100-2500-532	
48	CC-640 01/03/21 Motor, 1/8 hp, 700 rpm	250.13		101 625		
GRAINGER			CC Accounting:	101-	-100-2600-610	
49	CC-640 01/03/21 Motor, 1/8 hp, 700 rpm	204.63		201 625		
GRAINGER			CC Accounting:	201-	-100-2600-610	
50	CC-640 01/04/21 Strain Relief	13.71		101 625		
USA CLEAN INC			CC Accounting:	101-	-100-2600-610	

* ... Over spent expenditure

Claim Warrant	Vendor #/Name	Amount	Acct/Source/				Obj	Proj
Line #	Invoice #/Inv Date/Description	Line Amount	PO #	Fund	Org	Prog-Func		
51	CC-640 01/04/21 Strain Relief	11.21		201		625		
USA CLEAN INC			CC Accounting:	201-		-100-2600-610		
52	CC-641 12/13/21 After School Snack	29.08		115		625		422
468 MARKET			CC Accounting:	115-		-434-1000-630-422		
53	CC-642 12/13/21 FCS - Groceries	21.36		201		625		
468 MARKET			CC Accounting:	201-		-300-1000-610		
54	CC-642 12/14/21 FCS - Groceries	38.85		201		625		
SAMS CLUB			CC Accounting:	201-		-300-1000-610		
55	CC-642 12/14/21 FCS - Groceries	18.94		201		625		
SMT HS			CC Accounting:	201-		-300-1000-610		
56	CC-642 12/16/21 FCS - Groceries	14.90		201		625		
468 MARKET			CC Accounting:	201-		-300-1000-610		
57	CC-642 01/04/21 FCS - Groceries	41.47		201		625		
468 MARKET			CC Accounting:	201-		-300-1000-610		
58	CC-643 12/10/21 Sharpeners, Deep Fryer, Wisk,	73.45		215		625		322
AMAZON.COM			CC Accounting:	215-		-451-1000-610-322		
59	CC-643 12/12/21 Science Project Supplies	6.61		101		625		
WALMART			CC Accounting:	101-		-100-1000-610		
60	CC-643 12/12/21 Science Project Supplies	15.49		101		625		
WALGREENS			CC Accounting:	101-		-100-1000-610		
61	CC-643 12/13/21 SCI - Supplies	16.21		201		625		
AMAZON.COM			CC Accounting:	201-		-100-1000-610		
62	CC-643 12/14/21 Science Experiment STEM	24.98		115		625		422
AMAZON.COM			CC Accounting:	115-		-434-1000-610-422		
63	CC-643 12/14/21 STEM Projects	29.97		115		625		422
AMAZON.COM			CC Accounting:	115-		-434-1000-610-422		
64	CC-643 12/15/21 Blocks, Folders, Speakers, Env	514.02		115		625		422
AMAZON.COM			CC Accounting:	115-		-434-1000-610-422		
65	CC-643 12/15/21 SCI - Calculators	25.00		201		625		
AMAZON.COM			CC Accounting:	201-		-100-1000-610		
66	CC-643 12/16/21 SCI - Water Test Kit	23.99		201		625		
AMAZON.COM			CC Accounting:	201-		-100-1000-610		
67	CC-643 12/18/21 ACT Prep Guide	31.18		201		625		
AMAZON.COM			CC Accounting:	201-		-100-2100-610		
68	CC-643 12/21/21 Tablet Case, LCD Writing Table	1,548.80		115		625		422
AMAZON.COM			CC Accounting:	115-		-434-1000-610-422		
69	CC-643 01/04/21 SpEd Text	78.09		213		625		
AMAZON.COM			CC Accounting:	213-		-280-1000-610		
70	CC-643 01/04/21 SpEd Text	14.95		213		625		
AMAZON.COM			CC Accounting:	213-		-280-1000-610		
71	01/05/22	-306.27		101		100-2500		810
72	01/05/22	-454.76*		101		100-2300		810

* ... Over spent expenditure

Claim	Warrant	Vendor #/Name	Amount						
Line #		Invoice #/Inv Date/Description	Line Amount	PO #	Fund Org	Acct/Source/ Prog-Func	Obj	Proj	
7661	12068S	2927 A. T. KLEMENS & SONS	42,600.00						
1		CH2495/2 01/14/22 Kitchen Exhaust Hood - Bill #	25,134.00*		161	100-2600	740		
2		CH2495/2 01/14/22 Kitchen Exhaust Hood - Bill #	17,466.00*		261	100-2600	740		
7662	12070S	1157 BUG DOCTOR	163.00						
1		7560 01/11/22 Pest Control	81.50		101	100-2600	340		
2		7560 01/11/22 Pest Control	81.50		201	100-2600	340		
7663	12071S	1327 BURDICK'S LOCKSMITH SERVICES, INC.	90.00						
1		IN14068 01/03/22 Keys	45.90		101	100-2600	610		
2		IN14068 01/03/22 Keys	44.10		201	100-2600	610		
7664	12072S	3271 SAFELITE FULFILLMENT	329.97						
		Transportation Supplies							
1		04277-3771 01/19/22 Rear Access Door	164.98		110	100-2700	610		
2		04277-3771 01/19/22 Rear Access Door	164.99		210	100-2700	610		
7665	12073S	3734 THE CHEMNET CONSORTIUM	150.00						
1		111441 01/19/22 Annual Random Selection - Drug	75.00		110	100-2700	810		
2		111441 01/19/22 Annual Random Selection - Drug	75.00		210	100-2700	810		
		# of Claims 49	Total: 126,854.08						

126,854.08

Fund/Account	Amount
101 General Fund	
101	\$24,915.62
110 Transportation	
101	\$6,473.47
112 Food Services	
101	\$8,040.71
113 Tuition	
101	\$419.47
115 Federal Programs	
101	\$6,807.76
128 Technology	
101	\$2,490.33
161 Building Reserve	
101	\$25,134.00
201 General Fund	
101	\$21,012.58
210 Transportation	
101	\$7,129.59
213 Tuition	
101	\$93.04
215 Federal Programs	
101	\$1,948.45
228 Technology	
101	\$4,130.06
261 Building Reserve	
101	\$17,466.00
289 Retirement/COBRA Insurance Fund	
101	\$793.00
Total :	\$126,854.08

SECTION III: STUDENT ACCOUNTS

02/10/22
11:42:12

CASCADE PUBLIC SCHOOLS
Statement of Activity by Account Name for 01/01/22 to 01/31/22

Page: 1 of 2
Report ID: S100

Account	Opening Balance	Receipts				Invest (+)	Misc.	Misc.	Closing Balance
		Disbursed (-)	in Transit (+)	Deposits (+)	Transfers (+)		Earnings (+)	Charges (-)	
1 ANNUAL	781.73	0.00	0.00	0.00	0.00		0.00	0.00	781.73
36 ART	1203.18	0.00	0.00	0.00	0.00		0.00	0.00	1203.18
2 ATHLETICS	16198.48	5673.10	-1200.00	4342.95	0.00		0.00	0.00	13668.33
5 BAND	2797.34	0.00	-753.00	804.00	0.00		0.00	0.00	2848.34
51 BOOK FAIR	541.08	0.00	0.00	0.00	0.00		0.00	0.00	541.08
3 BPA	8886.64	648.57	-4619.00	4619.00	0.00		0.00	0.00	8238.07
4 CHEER/PEP CLUB	1174.14	0.00	0.00	0.00	0.00		0.00	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	696.27	0.00	0.00	0.00	0.00		0.00	0.00	696.27
61 CLASS OF 2023	1318.39	0.00	0.00	0.00	0.00		0.00	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	457.90	0.00	0.00	0.00	0.00		0.00	0.00	457.90
13 CONCESSIONS	29969.93	2475.32	0.00	1302.20	-953.98		0.00	0.00	27842.83
99 CONVERSION ACCOUNT	6.18	0.00	0.00	0.00	0.00		0.00	0.00	6.18
47 COUNSELING	1676.68	100.00	10.00	200.00	0.00		0.00	0.00	1786.68
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	11546.27	5052.78	0.00	0.00	0.00		0.00	0.00	6493.49
64 FOOD SERVICE CLEARING	2217.12	0.00	0.00	0.00	953.98		0.00	0.00	3171.10
12 HS BOYS' BB	5.12	0.00	0.00	194.80	0.00		0.00	0.00	199.92
46 HS CROSS COUNTRY	867.28	0.00	0.00	0.00	0.00		0.00	0.00	867.28
38 HS FOOTBALL	-441.39	0.00	0.00	0.00	0.00		0.00	0.00	-441.39
40 HS GIRLS' BB	753.99	270.42	0.00	0.00	0.00		0.00	0.00	483.57
66 HS GOLF	262.13	0.00	0.00	0.00	0.00		0.00	0.00	262.13
19 HS HONOR SOCIETY	4158.95	0.00	0.00	0.00	0.00		0.00	0.00	4158.95
29 HS STUDENT COUNCIL/MBI	809.98	0.00	0.00	0.00	0.00		0.00	0.00	809.98
37 HS TRACK	107.29	0.00	0.00	0.00	0.00		0.00	0.00	107.29
10 HS VOLLEYBALL	4421.29	0.00	0.00	0.00	0.00		0.00	0.00	4421.29
34 HS WRESTLING	1328.54	0.00	0.00	0.00	0.00		0.00	0.00	1328.54
57 JH BOYS BB	1361.39	0.00	0.00	0.00	0.00		0.00	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	492.41	0.00	0.00	0.00	0.00		0.00	0.00	492.41
35 JH HONOR SOCIETY	206.08	0.00	0.00	0.00	0.00		0.00	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	785.22	0.00	0.00	0.00	0.00		0.00	0.00	785.22
54 JH VOLLEYBALL	254.69	0.00	0.00	0.00	0.00		0.00	0.00	254.69
55 JH WRESTLING	127.21	0.00	0.00	0.00	0.00		0.00	0.00	127.21
43 JMG	207.07	0.00	0.00	0.00	0.00		0.00	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	3338.70	0.00	0.00	0.00	0.00		0.00	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	6335.08	9.99	272.00	601.50	0.00		0.00	0.00	7198.59
24 ROBOTICS	96.49	0.00	0.00	0.00	0.00		0.00	0.00	96.49
9 SCHOLARSHIP	1707.01	0.00	0.00	0.00	0.00		0.00	0.00	1707.01
33 SHOP FUND	1295.76	0.00	0.00	0.00	0.00		0.00	0.00	1295.76
31 TECHNOLOGY	8529.26	0.00	80.00	40.00	0.00		0.00	0.00	8649.26
17 XCELL	839.39	0.00	0.00	0.00	0.00		0.00	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

SECTION IV: SUB LIST

Substitute Teachers	
Name	
CERTIFIED	
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
NON-CERTIFIED	
Aker, Virginia	FP
Baker, Enrico	FP
Castellanos, Toni Marie	TB/FP
Castellanos-Romero, Amy	FP
Cox-Marez, Dawna*	
Ethridge, Andrea	FP
Moss, Ethan	
Price, Alexi	FP
Rhodes, Leah	FP
Woodend, Justine	FP
Secretarial	
Name	
Skogley, Meolody*	

***Need Approval by the Trustees**

T.B. Approved (No longer required)

C - Some teaching certification

FP - FINGERPRINTED

PH - Physical Approved

****All approval of employment is contingent upon passing background checks****

Bus Drivers	
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	
Custodian	
Name	
Aker, Virginia	FP/PH
Correll, Michele	FP/PH
Hunter, Tina	TB/FP/PH
Johnson, Angela	TB/FP/PH
McDermand, James	
Kitchen	
Name	
Romero, Armondo JR*	
Hickam, Jay	FP/PH
Volunteers	
Name	
Nelsen, Jessica (piano)	
XCELL! Afterschool Program	
Name	
Antonich, Myrtle	ULM
Calvert, Brittney	ULM
Hastings, Angela	ULM
McCullough, Riley	ULM
McKamey, Mattison	
Wilson, Madison	FP