

**Terry School District #5**  
**Board Agenda: Monday, November 18, 2019**  
High School Science Room – 7:00PM

*The Board Chair is authorized to adjust the order of non-action agenda items to accommodate scheduling needs of interested parties.*

- I. Call to Order
  - a. Welcome
  - b. Pledge of Allegiance
- II. Consent Agenda
  - a. Minutes
  - b. Review of Claim List by Board
  - c. Activity Account
  - d. Investment Authorization
  - e. Budget Line Item Balances
- III. Public Comment - Limit of Three Minutes - No Personnel – No exceptions
- IV. Teacher Spotlight: Rikki Frank and Meriah Smith
- V. Policy Review
  - 1. Second reading
    - a. 1520 Board Communications
    - b. 1521 Board-Administer Relationship
    - c. 1332 The Board of Trustees Signatures
  - 2. First Reading
    - a. 2140 Guidance and Counseling
    - d. 2151F Assumption of Risk Form
    - e. 2150 Suicide Awareness
    - f. 2158 Instruction: Family Engagement Policy
    - g. 2160 Instruction: Title I Parent Involvement
    - h. 2161 Instruction: Special Education
    - i. 2161P Instruction: Special Education
    - j. 2162 Instruction: Section 504 of the Rehabilitation Act of 1973 (“Section 504”)
    - k. 2162P Instruction: Section 504 of the Rehabilitation Act of 1973 (“Section 504”)
- VI. Board Member Reports
- VII. Old Business
  - a. Strategic Planning: Meeting scheduled for 1/11/20 @ 10AM.
- VIII. New Business
  - a. P-card presentation by Susan Edwards
  - b. Add Susan Edwards as a signer on the activities checking account.
  - c. Superintendent Evaluation Procedural Discussion
  - d. Superintendent Credentials- Class 5 Discussion
- IX. Personnel
- X. Superintendent Report
  - a.
- XI. Board Calendar
- XII. Adjourn

*Citizens may comment on items appearing on the agenda when invited to participate during that agenda item by the Board Chair. Citizens may comment on items related to School District business not appearing on this agenda during the public comment portion of the meeting.*

*Information about this agenda, including the Board packet and supplemental documents, is available at the School District office. Please contact the office if you have any questions.*

October 2, 2019

UNOFFICIAL

I. CALL TO ORDER

The regular meeting of the Board of Trustees was held in the Bolin Multi-Purpose Room and called to order at 7:05 p.m. by Chairman Cindy Tusler with members Kathy Meidinger in person and Laura Fuhrman was present via telephone. Brock Tibbetts arrived at approximately 7:30. Tyson Browning was not in attendance.

Also, in attendance were Supt. Joseph Krause, Clerk Cathy Kalmbach, Paige Ingram, Loni Kortum, and Jessica Thomason.

The Pledge of Allegiance was recited.

II. CONSENT AGENDA

Kathy Meidinger made a motion to approve the consent agenda. Second by Laura Fuhrman. Motion carried 3-0. (Tibbetts not yet in attendance.)

- A. Minutes
  - 1. September 23 regular meeting
- B. Claim List
  - 1. 64062-64104
  - 2. 64105-64163 including direct deposit
- C. August Activity Account
- D. Investment Authorization 03FY20SEPT
- E. Budget Line Item Balances

III. PUBLIC COMMENT—NONE

IV. TEACHER SPOTLIGHT

Miss Paige Ingram told the Board about her music program at THS. Her students will be participating in the Veteran's Day Parade, Christmas programs, pep band, and she will also be doing a K-4 pep squad. The pep band will be performing with the DCC pep band at a game tomorrow (9/24). She thought the biggest challenge she faces is scheduling.

V. POLICY REVIEW

A. Kathy Meidinger made a motion to approve the 1<sup>st</sup> reading of policy 1332 which includes changing the amount the Superintendent is authorized to sign, on behalf of the Board, contracts, leases, and/or contracts for goods and services for amounts under TWENTY FIVE THOUSAND Dollars (\$25,000). Second by Laura Fuhrman. Motion carried 3-0.

B. The following policies as reviewed:

- 1. 2000
- 2. 2100
- 3. 2105
- 4. 2110
- 5. 2120
- 6. 2130
- 7. 2132

8. 7320 which was only included in order that the wording for 1332 matches the amount for Authorization and Control.

VI. BOARD MEMBER REPORTS

Cindy and Kathy both attended the legal seminar that was held the day prior to MCEL. Both thought it was very informative and suggested that in the future, the other board members try to attend. Kathy attended the MCEL meetings on Thursday and Friday. A short clip of the key-note speaker, Jamie Vollmer was presented to the Board. She also attended workshops on running a meeting more efficiently and ways to present agenda items.

VII. OLD BUSINESS

- A. Strategic Planning: Mr. Krause has looked through the materials. The Board would like a January date with a follow-up in the spring. Mr. Krause will contact Debra Silk. Kathy Meidinger thinks a Saturday meeting is critical so that more members of the public could attend. It is also suggested that Ms. Silk could to Terry during the same time she meets with a neighboring school in order to save on mileage.
- B. Laura Fuhrman made a motion to approve the second reading of the Weight Room Waiver 4330f as presented. Second by Brock Tibbetts. Motion carried 4-0.

VIII. NEW BUSINESS

- A. Kathy Meidinger made a motion to approve an Individual Transportation Contract for Whitney's. Second by Brock Tibbetts. Motion carried 4-0.
- B. Brock Tibbetts made a motion to approve an out of district attendance agreement for a student attending Billings Public School District 2. Second by Kathy Meidinger. Motion carried 4-0.
- C. Kathy Meidinger made a motion to add Susan Edwards as an authorized user for Stockman Bank's E-Biz. Second by Brock Tibbetts. Motion carried 4-0.

IX. PERSONNEL

- A. Mr. Krause reported he has accepted the resignation of Tylene Eaton as the JH GBB coach.
- B. Mr. Krause made the recommendation to hire Sam McCrone as the JH GBB coach. Kathy Meidinger said this position needs to be advertised. There was discussion regarding the timeframe for advertising, interviews and backgrounds checks as the season is set to start. Kathy Meidinger made a motion to approve Mr. McCrone as interim coach and to advertise the position, and the deadline to apply set for October 28. Second by Brock Tibbetts. Motion carried 4-0.

Kathy Meidinger made a motion to hold a special meeting on October 29, 2019, at 7:00 a.m. in the HS Office for the purpose of hiring a JH GBB coach. Second by Brock Tibbetts. Motion carried 4-0.

- C. Superintendent's Informal Evaluation: Mr. Krause elected to have the evaluation in open session. The Board members commented that over-all he is doing a good job, they like the visibility in the community, and communication with the trustees and the public. They would like to see more communication with staff, especially new teachers.

Mr. Krause responded that it is too early to have a plan for the school, and that is a board/superintendent thing. His self-evaluation S.A.T. or Support; show Appreciation, and Teamwork. Areas he'd like to sustain: visibility in the community; at least three columns a month in The Terry Tribune; attend home and away games; take tickets so that he can visit with members of the public.

X. SUPERINTENDENT UPDATE

- Website is being redone by Luci's Websites. There will be three domains making it much easier to navigate. It will be ADA compliant. It can be easily updated and capable to put videos on it. All of this will be for about the same amount of money that we are currently paying IES.
- Doors will soon be done.
- There are five cameras up in the high school. There is no sound; however, there is good night vision.

XI. BOARD CALENDAR

- A. Board Goals: tabled until after the Strategic Planning meeting.
- B. Next regular meeting will be November 18 @ 7:00 p.m.

XII. ADJOURN

There being no further business, Brock Tibbetts made a motion to adjourn at 9:05 pm. Second by Laura Fuhrman. Unanimous vote.

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CINDY TUSLER, BOARD CHAIRMAN

CATHY KALMBACK, DISTRICT CLERK

UNOFFICIAL

October 29, 2019

I. CALL TO ORDER

This special meeting of the Trustees of Terry Schools was called to order by Chairman Cindy Tusler at 7:04 a.m. with members Brock Tibbetts and Tyson Browning present. Kathy Meidinger and Laura Fuhrman were in attendance via telephone.

Also in attendance were Superintendent Joseph Krause.

II. PERSONNEL

Mr. Krause presented the two applicants: Sam McCrone and Katie Holden. Sam has worked with Marty Sackman to cover JH Girls' BB practice when he's not available due to other obligations. Katie doesn't want the position if someone else wants it, and she would need Abe Smith's help for his basketball knowledge. Mr. Krause's recommendation is Sam McCrone because of continuity, and that he has knowledge of basketball. He also has the help of Marty Sackman as a volunteer coach. Upon the recommendation of Mr. Krause, Laura Fuhrman made a motion to hire Sam McCrone as the Jr. High Girls' Basketball Coach. Second by Tyson Browning. Motion carried 5-0.

There being no further business, Tyson Browning made a motion to adjourn at 7:09 a.m. Second by Brock Tibbetts. Unanimous decision.

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CINDY TUSLER, BOARD CHAIRMAN

\_\_\_\_\_  
JOSEPH KRAUSE, ACTING SECRETARY

TERRY PUBLIC SCHOOLS

Expenditure List - November.  
2019-2020

11/15/2019  
11:42:18

Select All (All Transactions).

Print by Transaction by Check by Fund

| Transaction  | Number | Fund | Fund Title   | To Whom                  | Amount    | Status    | Date       |
|--------------|--------|------|--------------|--------------------------|-----------|-----------|------------|
|              |        | 201  | GENERAL      | Employee                 | 55,581.12 | Unwritten | 11/14/2019 |
|              |        | 213  | TUITION      | Employee                 | 629.48    | Unwritten | 11/14/2019 |
|              |        | 215  | MISC FUNDS   | Employee                 | 2,525.38  | Unwritten | 11/14/2019 |
|              |        | 229  | FLEX FUND    | Employee                 | 1,988.41  | Unwritten | 11/14/2019 |
|              |        |      |              |                          | 60,724.39 | Total     |            |
| Claims Check | 64202  | 215  | MISC FUNDS   | ACTE                     | 165.00    | Written   | 11/05/2019 |
|              |        |      |              |                          | 165.00    | Total     |            |
| Claims Check | 64203  | 201  | GENERAL      | BOSS OFFICE PROD         | 1,407.60  | Written   | 11/05/2019 |
| Claims Check | 64203  | 229  | FLEX FUND    | BOSS OFFICE PROD         | 149.99    | Written   | 11/05/2019 |
|              |        |      |              |                          | 1,557.59  | Total     |            |
| Claims Check | 64204  | 201  | GENERAL      | CROSS PETROLEUM SERVICE  | 2,543.08  | Written   | 11/05/2019 |
|              |        |      |              |                          | 2,543.08  | Total     |            |
| Claims Check | 64205  | 229  | FLEX FUND    | EDWARDS, SUSAN           | 96.98     | Written   | 11/05/2019 |
|              |        |      |              |                          | 96.98     | Total     |            |
| Claims Check | 64206  | 201  | GENERAL      | KNOLLS READY MIX         | 603.75    | Written   | 11/05/2019 |
|              |        |      |              |                          | 603.75    | Total     |            |
| Claims Check | 64207  | 228  | TECH ED FUND | LUCIS OFFICE INC         | 1,557.00  | Written   | 11/05/2019 |
|              |        |      |              |                          | 1,557.00  | Total     |            |
| Claims Check | 64208  | 212  | SCHOOL FOOD  | MEADOW GOLD BILLINGS     | 1,013.47  | Written   | 11/05/2019 |
|              |        |      |              |                          | 1,013.47  | Total     |            |
| Claims Check | 64209  | 201  | GENERAL      | MID-RIVERS TELEPHONE     | 561.28    | Written   | 11/05/2019 |
|              |        |      |              |                          | 561.28    | Total     |            |
| Claims Check | 64210  | 201  | GENERAL      | SMITH, ELIZABETH         | 43.98     | Written   | 11/05/2019 |
|              |        |      |              |                          | 43.98     | Total     |            |
| Claims Check | 64211  | 201  | GENERAL      | STATE SUPPLY COMPANY     | 152.98    | Written   | 11/05/2019 |
|              |        |      |              |                          | 152.98    | Total     |            |
| Claims Check | 64212  | 201  | GENERAL      | TERRY HARDWARE CO LLC    | 87.93     | Written   | 11/05/2019 |
|              |        |      |              |                          | 87.93     | Total     |            |
| Claims Check | 64213  | 201  | GENERAL      | TERRY TRIBUNE            | 92.80     | Written   | 11/05/2019 |
|              |        |      |              |                          | 92.80     | Total     |            |
| Claims Check | 64214  | 212  | SCHOOL FOOD  | DPHHS                    | 115.00    | Written   | 11/06/2019 |
|              |        |      |              |                          | 115.00    | Total     |            |
| Claims Check | 64215  | 201  | GENERAL      | J.W. PEPPER & SON, INC   | 3.90      | Written   | 11/06/2019 |
|              |        |      |              |                          | 3.90      | Total     |            |
| Claims Check | 64216  | 201  | GENERAL      | KRAUSE, JOE              | 585.22    | Written   | 11/06/2019 |
|              |        |      |              |                          | 585.22    | Total     |            |
| Claims Check | 64217  | 201  | GENERAL      | PRAIRIE COUNTY TREASURER | 4,305.95  | Written   | 11/06/2019 |
|              |        |      |              |                          | 4,305.95  | Total     |            |
| Claims Check | 64218  | 215  | MISC FUNDS   | SUPERIOR WATER TREATMENT | 27.00     | Written   | 11/06/2019 |
|              |        |      |              |                          | 27.00     | Total     |            |
| Claims Check | 64219  | 201  | GENERAL      | TUSLER, VICKY            | 18.46     | Written   | 11/06/2019 |
|              |        |      |              |                          | 18.46     | Total     |            |
| Claims Check | 64220  | 201  | GENERAL      | WRIGHT, BRUCE            | 72.77     | Written   | 11/06/2019 |
|              |        |      |              |                          | 72.77     | Total     |            |
| Claims Check | 64221  | 201  | GENERAL      | BUILDING CODES BUREAU    | 310.00    | Written   | 11/13/2019 |
|              |        |      |              |                          | 310.00    | Total     |            |
| Claims Check | 64222  | 201  | GENERAL      | DACOTAH PAPER CO         | 786.63    | Written   | 11/13/2019 |
| Claims Check | 64222  | 212  | SCHOOL FOOD  | DACOTAH PAPER CO         | 350.02    | Written   | 11/13/2019 |
|              |        |      |              |                          | 1,136.65  | Total     |            |
| Claims Check | 64223  | 201  | GENERAL      | ENERGY LAB INC           | 1,950.00  | Written   | 11/13/2019 |
|              |        |      |              |                          | 1,950.00  | Total     |            |
| Claims Check | 64224  | 228  | TECH ED FUND | MONTANA SOFTWORKS        | 937.95    | Written   | 11/13/2019 |
|              |        |      |              |                          | 937.95    | Total     |            |



TERRY PUBLIC SCHOOLS

Expenditure List - November.  
2019-2020

11/15/2019  
11:42:18

Print by Transaction by Check by Fund

| Transaction  | Number | Fund | Fund Title     | To Whom                          | Amount   | Status  | Date       |
|--------------|--------|------|----------------|----------------------------------|----------|---------|------------|
| Claims Check | 64225  | 201  | GENERAL        | PRAIRIE UNIQUE                   | 14.51    | Written | 11/13/2019 |
|              |        |      |                |                                  | 14.51    | Total   |            |
| Claims Check | 64226  | 212  | SCHOOL FOOD    | REYNOLDS WAREHOUSE GROCERY       | 173.16   | Written | 11/13/2019 |
|              |        |      |                |                                  | 173.16   | Total   |            |
| Claims Check | 64227  | 201  | GENERAL        | STATE SUPPLY COMPANY             | 511.83   | Written | 11/13/2019 |
|              |        |      |                |                                  | 511.83   | Total   |            |
| Claims Check | 64228  | 201  | GENERAL        | STEADMANS ACE HARDWARE           | 11.57    | Written | 11/13/2019 |
|              |        |      |                |                                  | 11.57    | Total   |            |
| Claims Check | 64229  | 212  | SCHOOL FOOD    | STICKEL, KIM                     | 681.98   | Written | 11/13/2019 |
|              |        |      |                |                                  | 681.98   | Total   |            |
| Claims Check | 64230  | 201  | GENERAL        | ECOLAB PEST ELIMINATION DIVISION | 641.11   | Written | 11/14/2019 |
|              |        |      |                |                                  | 641.11   | Total   |            |
| Claims Check | 64231  | 212  | SCHOOL FOOD    | QUAD-K SUPPLY                    | 303.75   | Written | 11/14/2019 |
|              |        |      |                |                                  | 303.75   | Total   |            |
| Claims Check | 64232  | 215  | MISC FUNDS     | Employee                         | 188.25   | Written | 11/20/2019 |
|              |        |      |                |                                  | 188.25   | Total   |            |
| Claims Check | 64233  | 201  | GENERAL        | Employee                         | 1,278.60 | Written | 11/20/2019 |
|              |        |      |                |                                  | 1,278.60 | Total   |            |
| Claims Check | 64234  | 215  | MISC FUNDS     | Employee                         | 134.00   | Written | 11/20/2019 |
|              |        |      |                |                                  | 134.00   | Total   |            |
| Claims Check | 64235  | 215  | MISC FUNDS     | Employee                         | 145.75   | Written | 11/20/2019 |
|              |        |      |                |                                  | 145.75   | Total   |            |
| Claims Check | 64236  | 201  | GENERAL        | Employee                         | 217.64   | Written | 11/20/2019 |
|              |        |      |                |                                  | 217.64   | Total   |            |
| Claims Check | 64237  | 201  | GENERAL        | Employee                         | 386.34   | Written | 11/20/2019 |
|              |        |      |                |                                  | 386.34   | Total   |            |
| Claims Check | 64238  | 201  | GENERAL        | Employee                         | 249.17   | Written | 11/20/2019 |
| Claims Check | 64238  | 210  | TRANSPORTATION | Employee                         | 93.50    | Written | 11/20/2019 |
|              |        |      |                |                                  | 342.67   | Total   |            |
| Claims Check | 64239  | 201  | GENERAL        | Employee                         | 971.81   | Written | 11/20/2019 |
|              |        |      |                |                                  | 971.81   | Total   |            |
| Claims Check | 64240  | 201  | GENERAL        | Employee                         | 304.60   | Written | 11/20/2019 |
|              |        |      |                |                                  | 304.60   | Total   |            |
| Claims Check | 64241  | 201  | GENERAL        | Employee                         | 379.87   | Written | 11/20/2019 |
|              |        |      |                |                                  | 379.87   | Total   |            |
| Claims Check | 64242  | 201  | GENERAL        | Employee                         | 699.14   | Written | 11/20/2019 |
|              |        |      |                |                                  | 699.14   | Total   |            |
| Claims Check | 64243  | 201  | GENERAL        | Employee                         | 2,489.43 | Written | 11/20/2019 |
|              |        |      |                |                                  | 2,489.43 | Total   |            |
| Claims Check | 64244  | 201  | GENERAL        | Employee                         | 3,089.32 | Written | 11/20/2019 |
| Claims Check | 64244  | 210  | TRANSPORTATION | Employee                         | 772.34   | Written | 11/20/2019 |
|              |        |      |                |                                  | 3,861.66 | Total   |            |
| Claims Check | 64245  | 215  | MISC FUNDS     | Employee                         | 199.75   | Written | 11/20/2019 |
|              |        |      |                |                                  | 199.75   | Total   |            |
| Claims Check | 64246  | 201  | GENERAL        | Employee                         | 55.41    | Written | 11/20/2019 |
|              |        |      |                |                                  | 55.41    | Total   |            |
| Claims Check | 64247  | 201  | GENERAL        | Employee                         | 1,253.22 | Written | 11/20/2019 |
|              |        |      |                |                                  | 1,253.22 | Total   |            |
| Claims Check | 64248  | 201  | GENERAL        | Employee                         | 23.09    | Written | 11/20/2019 |
|              |        |      |                |                                  | 23.09    | Total   |            |
| Claims Check | 64249  | 201  | GENERAL        | Employee                         | 537.02   | Written | 11/20/2019 |
|              |        |      |                |                                  | 537.02   | Total   |            |
| Claims Check | 64250  | 201  | GENERAL        | Employee                         | 283.15   | Written | 11/20/2019 |
|              |        |      |                |                                  | 283.15   | Total   |            |
| Claims Check | 64251  | 201  | GENERAL        | Employee                         | 353.69   | Written | 11/20/2019 |
|              |        |      |                |                                  | 353.69   | Total   |            |



TERRY PUBLIC SCHOOLS

Expenditure List - November.  
2019-2020

11/15/2019  
11:42:18

Print by Transaction by Check by Fund

| Transaction  | Number | Fund | Fund Title     | To Whom                              | Amount     | Status  | Date       |
|--------------|--------|------|----------------|--------------------------------------|------------|---------|------------|
| Claims Check | 64252  | 201  | GENERAL        | Employee                             | 184.70     | Written | 11/20/2019 |
|              |        |      |                |                                      | 184.70     | Total   |            |
| Claims Check | 64253  | 201  | GENERAL        | Employee                             | 1,847.64   | Written | 11/20/2019 |
|              |        |      |                |                                      | 1,847.64   | Total   |            |
| Claims Check | 64254  | 201  | GENERAL        | Employee                             | 769.54     | Written | 11/20/2019 |
|              |        |      |                |                                      | 769.54     | Total   |            |
| Claims Check | 64255  | 201  | GENERAL        | Employee                             | 535.34     | Written | 11/20/2019 |
| Claims Check | 64255  | 215  | MISC FUNDS     | Employee                             | 111.58     | Written | 11/20/2019 |
|              |        |      |                |                                      | 646.92     | Total   |            |
| Claims Check | 64256  | 201  | GENERAL        | SOCIAL SECURITY                      | 13,851.90  | Written | 11/20/2019 |
| Claims Check | 64256  | 210  | TRANSPORTATION | FEDERAL TAXES                        | 250.61     | Written | 11/20/2019 |
| Claims Check | 64256  | 213  | TUITION        | SOCIAL SECURITY                      | 57.19      | Written | 11/20/2019 |
| Claims Check | 64256  | 214  | RETIREMENT     | SOCIAL SECURITY                      | 7,854.91   | Written | 11/20/2019 |
| Claims Check | 64256  | 215  | MISC FUNDS     | SOCIAL SECURITY                      | 872.85     | Written | 11/20/2019 |
| Claims Check | 64256  | 229  | FLEX FUND      | FEDERAL TAXES                        | 280.64     | Written | 11/20/2019 |
|              |        |      |                |                                      | 23,168.10  | Total   |            |
| Claims Check | 64257  | 201  | GENERAL        | DEARBORN LIFE INSURANCE CO           | 1.10       | Written | 11/20/2019 |
| Claims Check | 64257  | 229  | FLEX FUND      | DEARBORN LIFE INSURANCE CO           | 89.10      | Written | 11/20/2019 |
|              |        |      |                |                                      | 90.20      | Total   |            |
| Claims Check | 64258  | 201  | GENERAL        | MEA DUES                             | 648.38     | Written | 11/20/2019 |
| Claims Check | 64258  | 215  | MISC FUNDS     | MEA DUES                             | 64.80      | Written | 11/20/2019 |
|              |        |      |                |                                      | 713.18     | Total   |            |
| Claims Check | 64259  | 201  | GENERAL        | MUST                                 | 16,887.91  | Written | 11/20/2019 |
| Claims Check | 64259  | 210  | TRANSPORTATION | MUST-TAXED                           | 311.00     | Written | 11/20/2019 |
| Claims Check | 64259  | 215  | MISC FUNDS     | MUST                                 | 668.09     | Written | 11/20/2019 |
| Claims Check | 64259  | 229  | FLEX FUND      | MUST                                 | 524.00     | Written | 11/20/2019 |
|              |        |      |                |                                      | 18,391.00  | Total   |            |
| Claims Check | 64260  | 201  | GENERAL        | VALIC                                | 525.00     | Written | 11/20/2019 |
|              |        |      |                |                                      | 525.00     | Total   |            |
| Claims Check | 64261  | 201  | GENERAL        | AFLAC                                | 1,551.87   | Written | 11/20/2019 |
| Claims Check | 64261  | 215  | MISC FUNDS     | AFLAC                                | 203.95     | Written | 11/20/2019 |
|              |        |      |                |                                      | 1,755.82   | Total   |            |
| Claims Check | 64262  | 201  | GENERAL        | Health Savings Account HEALTH EQUITY | 1,076.00   | Written | 11/20/2019 |
|              |        |      |                |                                      | 1,076.00   | Total   |            |
| Claims Check | 64263  | 201  | GENERAL        | PERS                                 | 1,420.10   | Written | 11/20/2019 |
| Claims Check | 64263  | 210  | TRANSPORTATION | PERS                                 | 8.84       | Written | 11/20/2019 |
| Claims Check | 64263  | 214  | RETIREMENT     | PERS                                 | 1,743.57   | Written | 11/20/2019 |
| Claims Check | 64263  | 229  | FLEX FUND      | PERS NEW HIRE 7/1/2011               | 210.85     | Written | 11/20/2019 |
|              |        |      |                |                                      | 3,383.36   | Total   |            |
| Claims Check | 64264  | 201  | GENERAL        | STATE TAXES                          | 3,729.55   | Written | 11/20/2019 |
| Claims Check | 64264  | 210  | TRANSPORTATION | STATE TAXES                          | 58.30      | Written | 11/20/2019 |
| Claims Check | 64264  | 215  | MISC FUNDS     | STATE TAXES                          | 169.15     | Written | 11/20/2019 |
| Claims Check | 64264  | 229  | FLEX FUND      | STATE TAXES                          | 93.00      | Written | 11/20/2019 |
|              |        |      |                |                                      | 4,050.00   | Total   |            |
| Claims Check | 64265  | 201  | GENERAL        | TEACHERS RETIREMENT                  | 6,212.44   | Written | 11/20/2019 |
| Claims Check | 64265  | 210  | TRANSPORTATION | TEACHERS RETIREMENT                  | 95.08      | Written | 11/20/2019 |
| Claims Check | 64265  | 213  | TUITION        | TEACHERS RETIREMENT                  | 60.93      | Written | 11/20/2019 |
| Claims Check | 64265  | 214  | RETIREMENT     | TEACHERS RETIREMENT                  | 7,087.36   | Written | 11/20/2019 |
| Claims Check | 64265  | 215  | MISC FUNDS     | TEACHERS RETIREMENT                  | 682.16     | Written | 11/20/2019 |
|              |        |      |                |                                      | 14,137.97  | Total   |            |
| Claims Check | 64266  | 214  | RETIREMENT     | TRS - Working Retiree                | 71.56      | Written | 11/20/2019 |
|              |        |      |                |                                      | 71.56      | Total   |            |
|              |        |      |                |                                      | =====      |         |            |
|              |        |      |                |                                      | 165,917.12 |         |            |





TERRY PUBLIC SCHOOLS

Expenditure List - November.  
2019-2020

11/15/2019  
11:42:18

| Overall Fund Totals |                    | ESSA Totals by Fund |                        |
|---------------------|--------------------|---------------------|------------------------|
| 132,099.44          | 201-GENERAL        | 126,865.73          |                        |
| 1,589.67            | 210-TRANSPORTATION |                     |                        |
| 2,637.38            | 212-SCHOOL FOOD    |                     |                        |
| 747.60              | 213-TUITION        | 747.60              |                        |
| 16,757.40           | 214-RETIREMENT     | 15,800.66           |                        |
| 6,157.71            | 215-MISC FUNDS     | 6,157.71            |                        |
| 2,494.95            | 228-TECH ED FUND   | 2,494.95            |                        |
| 3,432.97            | 229-FLEX FUND      | 3,432.97            | 165,917.12 High School |
| =====               |                    |                     |                        |
| 165,917.12          | Overall Total      |                     |                        |

| ESSA Totals by School Code   |                |                     |  |
|--|----------------|---------------------|--|
| Overall Operating Unit / Legal Entity (LE) / School Code (SC) Totals |                |                     |  |
| 42,859.68  | 20 - 0726-0000 | District Wide       |  |
| 48,481.59  | 21 - 0726-0954 | Terry School        |  |
| 46,088.53  | 22 - 0726-0958 | Terry High School   |  |
| 18,069.82  | 23 - 0726-1752 | Terry Middle School |  |
| =====  |                |                     |  |
| 155,499.62   | Overall Total  |                     |  |



## Terry School District Activity Account

CHECKBOOK BAL \$ 81,760.71

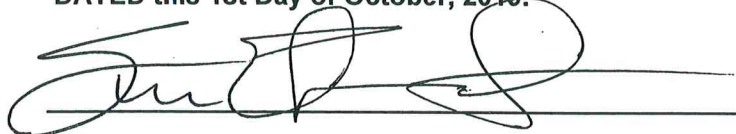
STATEME \$ 88,686.58  
less outstand. Cks 6,925.87  
ADJUSTE \$ 81,760.71

OUTSTANDING per attached list: \$6,925.87

### CASH ON HAND

|                      |          |           |               |
|----------------------|----------|-----------|---------------|
| Basketball Cash Box  | Cash Box | \$        | 200.00        |
| Concessions Cash Box | Cash Box | \$        | 200.00        |
| <b>TOTAL</b>         |          | <b>\$</b> | <b>400.00</b> |

DATED this 1st Day of October, 2019.



11/1/2019

Stockman Bank | Home

Home

Accounts

ACTIVITY ACCOUNT

\*1065

Current balance

**\$88,686.58**

Terry Public Schools

Totals Report for October 2019  
2019-2020

11/13/2019  
9:59:41

Checking  
Savings  
Investments

| Account                      | Beginning + | Receipts -  | Expenditures + | Transfers = | Ending    |
|------------------------------|-------------|-------------|----------------|-------------|-----------|
| 1 - FOOTBALL                 | 3,913.57    | 295.21      | 0.00           | 0.00        | 4,208.78  |
| 2 - CLOSE UP                 | 13,879.10   | 680.71      | 668.32         | 0.00        | 13,891.49 |
| 3 - BASKETBALL               | 3,990.95    | 0.21        | 0.00           | 0.00        | 3,991.16  |
| 4 - VOLLEYBALL               | 2,614.51    | 2,336.20    | 792.88         | 0.00        | 4,157.83  |
| 5 - TRACK                    | 3,885.36    | 0.21        | 265.00         | 0.00        | 3,620.57  |
| 6 - CLASS 2018               | 0.00        | 0.00        | 0.00           | 0.00        | 0.00      |
| 7 - KEY CLUB                 | 426.13      | 0.03        | 235.00         | 0.00        | 191.16    |
| 8 - CLASS 2022               | 628.61      | 0.03        | 0.00           | 0.00        | 628.64    |
| 9 - MATHCOUNTS               | 705.27      | 0.04        | 0.00           | 0.00        | 705.31    |
| 10 - FCCLA STUDENT ACCOUNTS  | 654.34      | 0.04        | 0.00           | 0.00        | 654.38    |
| 11 - SPEECH/DRAMA            | 1,889.24    | 0.10        | 0.00           | 0.00        | 1,889.34  |
| 12 - ART CLUB                | 313.39      | 0.02        | 0.00           | 0.00        | 313.41    |
| 13 - BIG CHAMPS              | 95.75       | 0.01        | 0.00           | 0.00        | 95.76     |
| 14 - FCCLA                   | 94.39       | 37.51       | 0.00           | 0.00        | 131.90    |
| 15 - CLEARING ACCOUNT        | 3.12        | 1,055.94    | 1,055.94       | 0.00        | 3.12      |
| 16 - ACTIVITY/BOOK FEES      | 3,321.75    | 0.18        | 0.00           | 0.00        | 3,321.93  |
| 17 - JR HIGH STUDENT COUNCIL | 3,079.15    | 0.16        | 0.00           | 0.00        | 3,079.31  |
| 18 - INDUSTRIAL ARTS         | 0.00        | 0.00        | 0.00           | 0.00        | 0.00      |
| 19 - MUSIC                   | 5,790.57    | 0.31        | 75.47          | 0.00        | 5,715.41  |
| 20 - YOUNG THESPIANS         | 398.21      | 0.02        | 0.00           | 0.00        | 398.23    |
| 21 - ANNUAL                  | 6,289.34    | 255.21      | 0.00           | 0.00        | 6,544.55  |
| 22 - ALUMNI                  | 466.96      | 0.03        | 85.00          | 0.00        | 381.99    |
| 23 - LETTERPERSONS           | 1,000.16    | 0.05        | 0.00           | 0.00        | 1,000.21  |
| 24 - SCIENCE CLUB            | 1,785.52    | 0.09        | 0.00           | 0.00        | 1,785.61  |
| 25 - CLASS 2020              | 2,364.44    | 0.13        | 8.00           | 0.00        | 2,356.57  |
| 26 - CONCESSIONS             | 1,164.44    | 4,728.14    | 4,221.08       | 0.00        | 1,671.50  |
| 27 - CLASS 2021              | 1,827.85    | 297.50      | 0.00           | 0.00        | 2,125.35  |
| 28 - CLASS 2019              | 0.02        | 0.00        | 0.00           | 0.00        | 0.02      |
| 29 - NATIONAL HONOR SOCIETY  | 725.61      | 0.04        | 0.00           | 0.00        | 725.65    |
| 30 - MATH MEET               | 71.09       | 0.00        | 0.00           | 0.00        | 71.09     |
| 32 - CLASS OF 2023           | 0.00        | 0.00        | 0.00           | 0.00        | 0.00      |
| 33 - LIFTATHON               | 175.50      | 0.01        | 0.00           | 0.00        | 175.51    |
| 34 - STUDENT COUNCIL         | 808.72      | 0.04        | 624.55         | 0.00        | 184.21    |
| 36 - FCCLA TRAVEL            | 166.44      | 0.01        | 0.00           | 0.00        | 166.45    |
| 43 - ACC READING             | 4,407.31    | 0.23        | 500.00         | 0.00        | 3,907.54  |
| 49 - THE STUDENT STORE       | 3,796.88    | 446.95      | 0.00           | 0.00        | 4,243.83  |
| 50 - FFA                     | 11,045.40   | 112.50      | 188.00         | 0.00        | 10,969.90 |
| -----                        | 81,779.09 + | 10,247.86 - | 8,719.24 +     | 0.00 =      | 83,307.71 |



**INVESTMENT AUTHORIZATION NO. 03FY20SEPT**

Noell Martinson  
Prairie County Treasurer  
Terry MT 59349

Dear Mrs. Martinson,

You, the Treasurer of the County of Prairie of the State of Montana, are hereby instructed by the Board of Trustees of School District #5 to adjust our invested funds to make the investment as indicated below on the date stated.

| <u>INVESTMENTS FROM</u> | <u>DATE</u> | <u>INVESTMENT TYPE</u>         | <u>AMOUNT</u>        |
|-------------------------|-------------|--------------------------------|----------------------|
| K-12 FUNDS              | 10/25/2019  | Prairie County Investment Pool | \$ <u>689,000.00</u> |

---

**WITHDRAWAL FROM INVESTED ACCOUNTS  
SURPLUS CASH INVESTMENT**

|            |  |                                |                      |
|------------|--|--------------------------------|----------------------|
| K-12 Funds |  | Prairie County Investment Pool | \$ <u>749,742.24</u> |
|------------|--|--------------------------------|----------------------|

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**CINDY TUSLER**  
Chairperson of the Board of Trustees

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**CATHY KALMBACK**  
Clerk of Terry School District #5

1 **Terry K-12 Schools**

2  
3 **INSTRUCTION**

2140

4  
5 Guidance and Counseling

6  
7 The District recognizes that guidance and counseling are an important part of the total program of  
8 instruction and should be provided in accordance with state laws and regulations, District policies and  
9 procedures, and available staff and program support.

10  
11 The general goal of this program is to help students achieve the greatest personal value from their  
12 educational opportunities. Such a program should:

- 13
- 14 1. Provide staff with meaningful information which can be utilized to improve educational services
- 15 offered to individual students.
- 16
- 17 2. Provide students with planned opportunities to develop future career and educational plans.
- 18
- 19 3. Refer students with special needs to appropriate specialists and agencies.
- 20
- 21 4. Aid students in identifying options and making choices about their educational program.
- 22
- 23 5. Assist teachers and administrators in meeting academic, social, and emotional needs of students.
- 24
- 25 6. Provide for a follow-up of students who further their education and/or move into the world of
- 26 work.
- 27
- 28 7. Solicit feedback from students, staff, and parents, for purposes of program improvement.
- 29
- 30 8. Assist students in developing a sense of belonging and self-respect.
- 31
- 32 9. Have information available about nicotine addiction services and referrals to tobacco cessation
- 33 programs to students and staff.
- 34

35 All staff will encourage students to explore and develop their individual interests in career and vocational-  
36 technical programs and employment opportunities, without regard to gender, race, marital status, national  
37 origin, or handicapping conditions, including reasonable efforts in encouraging students to consider and  
38 explore “nontraditional” occupations.

|    |                    |                 |  |
|----|--------------------|-----------------|--|
| 39 | 40 Legal Reference | § 49-3-203, MCA | Educational, counseling, and training programs |
| 41 |                    | 10.55.710, ARM  | Assignment of School Counseling Staff          |
| 42 |                    | 10.55.802, ARM  | Opportunity and Educational Equity             |

43  
44 Policy History:

45 Adopted on:  
46 Reviewed on: 3/16/09  
47 Revised on: 3/19/10

**TERRY SCHOOL ATHLETICS INFORMED CONSENT AND INSURANCE VERIFICATION FORM**

Extracurricular activities may include physical contact and physical exertion. There is an inherent risk of injury in the activity. By signing this agreement, I acknowledge that the School District staff try to prevent accidents. I agree to accept responsibility for my student's participation in the school activities. The activity is strictly voluntary.

I, the undersigned, hereby acknowledge and understand that, regardless of all feasible safety measures that may be taken by the School District, participation in this event entails certain inherent risks. I certify that my student is physically fit and medically able to participate or have noted an applicable physical or medical diagnosis at the bottom of this form. I further certify that my student will honor all instructions of district staff and failure to honor instructions may result on dismissal from the activity. I have been informed of these risks, understand them, and feel that the benefits of participation outweigh the risks involved. My signature below gives my child permission to participate in a School Activity.

I authorize qualified emergency medical professionals to examine and in the event of injury or serious illness, administer emergency care to my student. I understand every effort will be made to contact the family or contact person noted below to explain the nature of the problem prior to any involved treatment. In the event it becomes necessary for the district staff in charge to obtain emergency care for my student, I understand that neither the district employee in charge of the activity nor the school district assumes financial liability for expenses incurred because of an accident, injury, illness and/or unforeseen circumstances.

The School District DOES NOT provide medical insurance benefits for students who choose to participate in activities programs. Parents or guardians may request information from the school district regarding medical insurance for students. If parents or guardians have their own insurance coverage during the student's participation, that coverage information is provided below. Or parents may notify the School District that they do not have medical insurance.

\_\_\_\_\_ I have personal medical insurance to cover the student's participation:

INSURANCE (Company Name) \_\_\_\_\_

Policy # \_\_\_\_\_

\_\_\_\_\_ I do not have personal medical insurance to cover the student's participation and understand that the School District does not provide medical insurance to cover the students. I understand I will be responsible for any medical costs associated with the student's participation.

Signature Required Regardless of Insurance Coverage:

Student Athlete \_\_\_\_\_  
(Please Print)

Parent/Guardian \_\_\_\_\_  
(Signature)

Date: \_\_\_\_\_

Terry School District

Adopted on:  
Reviewed on:  
Revised on:

2150 - R INSTRUCTION

---

Suicide Awareness and Prevention

Professional Development

The District will provide professional development on youth suicide awareness and prevention to each employee of the district who work directly with any students enrolled in the school district. The training materials will be approved by the Office of Public Instruction (OPI).

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

Youth suicide and prevention training may include:

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

Prevention and Response

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

- A. Promote collaboration with families and with community providers in all aspects of suicide prevention and response;
- B. Include high quality intervention services for students;
- C. Promote interagency cooperation that enables school personnel to identify and access appropriate community resources for use in times of crisis;
- D. Include reintegration of youth into a school following a crisis, hospitalization, or residential treatment;
- E. Provide for leadership, planning, and support for students and school personnel to ensure appropriate responses to attempted or completed suicides.

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

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

Legal Reference: § 20-7-1310, MCA Youth suicide awareness and prevention training  
ARM 10.55.720 Suicide Prevention and Response

2  
3 **INSTRUCTION**

5  
6 Family Engagement Policy

7  
8 The Board of Trustees believes that engaging parents/families in the education process is  
9 essential to improved academic success for students. The Board recognizes that a student's  
10 education is a responsibility shared by the district, parents, families and other members of the  
11 community during the entire time a student attends school. The Board believes that the district  
12 must create an environment that is conducive to learning and that strong, comprehensive  
13 parent/family involvement is an important component. Parent/Family involvement in education  
14 requires a cooperative effort with roles for the Office of Public Instruction (OPI), the district,  
15 parents/families and the community.

16  
17 Parent/Family Involvement Goals and Plan

18  
19 The Board of Trustees recognizes the importance of eliminating barriers that impede  
20 parent/family involvement, thereby facilitating an environment that encourages collaboration  
21 with parents, families and other members of the community. Therefore, the district will develop  
22 and implement a plan to facilitate parent/family involvement that shall include the following six  
23 (6) goals:

- 24
- 25 1. Promote families to actively participate in the life of the school and feel welcomed,  
26 valued, and connected to each other, to school staff, and to what students are learning and  
27 doing in class;
  - 28  
29 2. Promote families and school staff to engage in regular, two-way meaningful  
30 communication about student learning;
  - 31  
32 3. Promote families and school staff to continuously collaborate to support student learning  
33 and healthy development both at home and at school and have regular opportunities to  
34 strengthen their knowledge and skills to do so effectively;
  - 35  
36 4. Empower parents to be advocates for their own and other children, to ensure that students  
37 are treated equitably and have access to learning opportunities that will support their  
38 success;
  - 39  
40 5. Encourage families and school staff to be partners in decisions that affect children and  
41 families and together inform, influence, and create policies, practices, and programs; and  
42
  - 43 6. Encourage families and school staff to collaborate with members of the community to  
44 connect students, families, and staff to expand learning opportunities, community  
45 services, and civic participation.
- 46



The district's plan for meeting these goals is to:

1. Provide activities that will educate parents regarding the intellectual and developmental needs of their children at all age levels. This will include promoting cooperation between the district and other agencies or school/community groups (such as parent-teacher groups, Head Start, , etc.) to furnish learning opportunities and disseminate information regarding parenting skills and child/adolescent development.
2. Implement strategies to involve parents/families in the educational process, including:
  - < Keeping parents/families informed of opportunities for involvement and encouraging participation in various programs.
  - < Providing access to educational resources for parents/families to use together with their children.
  - < Keeping parents/families informed of the objectives of district educational programs as well as of their child's participation and progress within these programs.
3. Enable families to participate in the education of their children through a variety of roles. For example, parents/family members should be given opportunities to provide input into district policies and volunteer time within the classrooms and school programs.
4. Provide professional development opportunities for teachers and staff to enhance their understanding of effective parent/family involvement strategies.
5. Perform regular evaluations of parent/family involvement at each school and at the district level.
6. Provide access, upon request, to any instructional material used as part of the educational curriculum.
7. If practical, provide information in a language understandable to parents.

Legal Reference: 10.55.701(m), ARM Board of Trustees

Policy History:

Adopted on: 03/19/2014

Reviewed on:

Revised on:

2  
3 **INSTRUCTION**

4  
5 Title I Parent Involvement

6  
7 The District endorses the parent and family engagement goals of Title I and encourages the  
8 regular participation of parents and family members (including parents and families of migrant  
9 students if applicable) of Title I eligible children in all aspects of the program to establish the  
10 agency’s expectations and objectives for meaningful parent and family involvement. The  
11 education of children is viewed as a cooperative effort among the parents, family members,  
12 school, and community. In this policy the word “parent” also includes guardians and other  
13 family members involved in supervising the child’s schools.  
14

15 Pursuant to federal law the District will develop jointly with, agree upon with, and distribute to  
16 parents of children participating in the Title I program a written parent and family engagement  
17 policy. This may include meaningful consultation with employers, business leaders, and  
18 philanthropic organizations, or individuals with expertise in effectively engaging parents and  
19 family members in education.  
20

21 At the required annual meeting of Title I parents and family members (including parents and  
22 families of migrant students if applicable), parents and family members will have opportunities  
23 to participate in the design, development, operation, and evaluation of the program for the next  
24 school year. Proposed activities to fulfill the requirements necessary to address the requirements  
25 of family engagement goals shall be presented.  
26

27 In addition to the required annual meeting, at least three (3) additional meetings shall be held at  
28 various times of the day and/or evening for parents and family members of children (including  
29 parents and families of migrant children if applicable) participating in the Title I program. These  
30 meetings shall be used to provide parents with:

- 31
- 32 1. Information about programs provided under Title I;
  - 33
  - 34 2. A description and explanation of the curriculum in use, the forms of academic assessment  
35 used to measure student progress, and the proficiency levels students are expected to  
36 meet;
  - 37
  - 38 3. Opportunities to formulate suggestions and to participate, as appropriate, in decisions  
39 relating to the education of their children; and  
40
  - 41 4. The opportunity to bring parent comments, if they are dissatisfied with the school’s Title  
42 I program, to the District level.  
43

44 Title I funding, if sufficient, may be used to facilitate parent attendance at meetings, through  
45 payment of transportation and childcare costs.  
46

The parents and family members of children (including parents and families of migrant children if applicable) identified to participate in Title I programs shall receive from the school principal and Title I staff an explanation of the reasons supporting each child’s selection for the program, a set of objectives to be addressed, and a description of the services to be provided. Opportunities will be provided for the parents and family members to meet with the classroom and Title I teachers to discuss their child’s progress. Parents will also receive guidance as to how they can assist at home in the education of their children.

Each school in the District receiving Title I funds shall develop jointly with parents and family members of children served in the program a “School-Parent Compact” outlining the manner in which parents, school staff, and students share the responsibility for improved student academic achievement in meeting state standards. The “School-Parent Compact” shall:

1. Describe the school’s responsibility to provide high quality curriculum and instruction in a supportive and effective learning environment enabling children in the Title I program to meet the state’s academic achievement standards;
2. Indicate the ways in which each parent will be responsible for supporting their child’s learning, such as monitoring attendance, homework completion, and television watching; volunteering in the classroom; and participating, as appropriate, in decisions related to their child’s education and positive use of extracurricular time; and
3. Address the importance of parent-teacher communication on an ongoing basis with, at a minimum, parent-teacher conferences, frequent reports to parents, and reasonable access to staff.

The activities authorized under this policy may include establishing a parent advisory board comprised of a sufficient number and representative group of parents or family members served by the district to adequately represent the needs of the population served by the district for the purposes of developing, revising, and reviewing the parent and family engagement policy.

Legal Reference: Title I of the Elementary and Secondary Education Act of 1965, 20 U.S.C. §§ 6301-6514, as implemented by 34 CFR parts 200, 201, 203, 205, and 212  
Improving America’s Schools Act, P.L. 103-382, § 1112 Local Education Agency Plans  
P.L. 107-110, “No Child Left Behind Act of 2001,” Title I – Improving the Academic Achievement of the Disadvantaged, § 1118

Policy History:

Adopted on:

Reviewed on: 3/16/09

Revised on: 3/18/19

2  
3 **INSTRUCTION**

4  
5 Special Education

6  
7 The District will provide a free appropriate public education and necessary related services to all  
8 children with disabilities residing within the District, as required under the Individuals with  
9 Disabilities Education Act (IDEA), provisions of Montana law, and the Americans with  
10 Disabilities Act.

11  
12 For students eligible for services under IDEA, the District will follow procedures for  
13 identification, evaluation, placement, and delivery of service to children with disabilities, as  
14 provided in the current *Montana State Plan under Part B of IDEA*.

15  
16 The District may maintain membership in one or more cooperative associations which may assist  
17 in fulfilling the District’s obligations to its disabled students.  
18

19  
20  
21 Legal Reference: Americans with Disabilities Act, 42 U.S.C. § 12101, et seq.  
22 Individuals with Disabilities Education Act, 20 U.S.C. § 1400, et seq.  
23 § 20-7-Part Four, MCA Special Education for Exceptional Children  
24

25 Policy History:  
26 Adopted on:  
27 Reviewed on: 3/16/09  
28 Revised on:

2  
3 **INSTRUCTION**

4  
5 Special Education

6  
7 Child Find

8  
9 The District shall be responsible for the coordination and management of locating, identifying,  
10 and evaluating all disabled children ages zero (-0-) through twenty-one (21). Appropriate staff  
11 will design the District’s Child Find plan in compliance with all state and federal requirements  
12 and with assistance from special education personnel who are delegated responsibility for  
13 implementing the plan.

14  
15 The District’s plan will contain procedures for identifying suspected disabled students in private  
16 schools as identified in 34 C.F.R. 530.130 and 530.131(f), students who are home schooled,  
17 homeless children, as well as public facilities located within the geographic boundaries of the  
18 District. These procedures shall include screening and development criteria for further  
19 assessment. The plan must include locating, identifying, and evaluating highly mobile children  
20 with disabilities and children who are suspected of being a child with a disability and in need of  
21 special education, even though the child is and has been advancing from grade to grade. The  
22 District’s Child Find Plan must set forth the following:

- 23  
24 1. Procedures used to annually inform the public of all child find activities, for children zero  
25 through twenty-one;
- 26 2. Identity of the special education coordinator;
- 27 3. Procedures used for collecting, maintaining, and reporting data on child identification;
- 28 4. Procedures for Child Find Activities (including audiological, health, speech/language,  
29 and visual screening and review of data or records for students who have been or are  
30 being considered for retention, delayed admittance, long-term suspension or expulsion or  
31 waiver of learner outcomes) in each of the following age groups:
- 32 A. Infants and Toddlers (Birth through Age 2)  
33 Procedures for referral of infants and toddlers to the appropriate early intervention  
34 agency, or procedures for conducting child find.
- 35 B. Preschool (Ages 3 through 5)  
36 Part C Transition planning conferences; frequency and location of screenings;  
37 coordination with other agencies; follow-up procedures for referral and  
38 evaluation; and procedures for responding to individual referrals.
- 39 C. In-School (Ages 6 through 18)  
40 Referral procedures, including teacher assistance teams, parent referrals, and  
41 referrals from other sources; and follow-up procedures for referral and evaluation.
- 42 D. Post-School (Ages 19 through 21)  
43 Individuals who have not graduated from high school with a regular diploma and  
44 who were not previously identified. Describe coordination efforts with other  
45 agencies.
- 46

1  
2  
3  
4 E. Private Schools (This includes home schools.)  
5 Child find procedures addressing the provisions of A.R.M. 10.16.3125(1); follow-  
6 up procedures for referral and evaluation.

7 F. Homeless Children

8 G. Dyslexia

9 The School District shall establish procedures to ensure that all resident children  
10 with disabilities, including specific learning disabilities resulting from dyslexia,  
11 are identified and evaluated for special education and related services as early as  
12 possible. The screening instrument must be administered to:

13 (A) a child in the first year that the child is admitted to a school of the  
14 district up to grade 2; and

15 (B) a child who has not been previously screened by the district and who  
16 fails to meet grade-level reading benchmarks in any grade;

17  
18 The screening instrument shall be administered by an individual with an  
19 understanding of, and training to identify, signs of dyslexia designed to assess  
20 developmentally appropriate phonological and phonemic awareness skills.

21  
22 If a screening suggests that a child may have dyslexia or a medical professional  
23 diagnosis a child with dyslexia, the child's school district shall take steps to  
24 identify the specific needs of the child and implement best practice interventions  
25 to address those needs. This process may lead to consideration of the child's  
26 qualification as a child with a disability under this policy.

27  
28 Procedures for Evaluation and Determination of Eligibility

29  
30 Procedures for evaluation and determination of eligibility for special education and related  
31 services are conducted in accordance with the procedures and requirements of 34 C.F.R.  
32 300.301-300.311 and the following state administrative rules:

33  
34 10.16.3320 - Referral;

35 10.60.103 - Identification of Children with Disabilities;

36 10.16.3321 - Comprehensive Educational Evaluation Process;

37  
38 Procedural Safeguards and Parental Notification

39  
40 The District implements the procedural safeguard procedures as identified in 34 C.F.R. 300.500 -  
41 300.530.

42  
43 A copy of the procedural safeguards available to the parents of a child with a disability must be  
44 given to the parents only one (1) time a school year, except that a copy also must be given to the  
45 parents:  
46

- 1 • Upon initial referral or parent request for evaluation;
- 2 • Upon receipt of the first state complaint under 34 CFR 300.151 through 300.153 and
- 3 upon receipt of the first due process complaint under 34 CFR 300.507 in a school year;
- 4 • In accordance with the discipline procedures in 34 CFR 300.530(h) (...on the date on
- 5 which the decision is made to make a removal that constitutes a change of placement of a
- 6 child with a disability because of a violation of a code of student conduct, the LEA
- 7 must...provide the parents the procedural safeguards notice); and
- 8 • Upon request by a parent.

9  
10 A public agency also may place a current copy of the procedural safeguard notice on its internet  
11 website, if a website exists. [34 CFR 300.504(a) and (b)] [20 U.S.C. 1415(d)(1)]

12  
13 The referral for special education consideration may be initiated from any source, including  
14 school personnel. To initiate the process, an official referral form must be completed and signed  
15 by the person making the referral. The District shall accommodate a parent who cannot speak  
16 English and therefore cannot complete the District referral form. Recognizing that the referral  
17 form is a legal document, District personnel with knowledge of the referral shall bring the  
18 referral promptly to the attention of the Evaluation Team.

19  
20 The District shall give written notice to the parent of its recommendation to evaluate or not to  
21 evaluate the student. The parent will be fully informed concerning the reasons for which the  
22 consent to evaluate is sought. Written parental consent will be obtained before conducting the  
23 initial evaluation or before reevaluating the student.

24  
25 The recommendation to conduct an initial evaluation or reevaluation shall be presented to the  
26 parents in their native language or another mode of communication appropriate to the parent. An  
27 explanation of all the procedural safeguards shall be made available to the parents when their  
28 consent for evaluation is sought. These safeguards will include a statement of the parents' rights  
29 relative to granting the consent.

### 30 31 Evaluation of Eligibility

32  
33 Evaluation of eligibility for special education services will be consistent with the requirements of  
34 34 C.F.R. 300.301 through 300.311 regarding Procedures for Evaluation and Determination of  
35 Eligibility; and shall also comply with A.R.M. 10.16.3321.

### 36 37 Individualized Education Programs

38  
39 The District develops, implements, reviews, and revises individualized education programs (IEP)  
40 in accordance with the requirements and procedures of 34 C.F.R. 300.320-300.328.

### 41 42 Least Restrictive Environment

43  
44 To the maximum extent appropriate, children with disabilities, including children in public or  
45 private institutions or other care facilities, are educated with children who are nondisabled, and  
46 special classes, separate schooling, or other removal of children with disabilities from the regular

1 class occurs only if the nature or severity of the disability is such that education in regular  
2 classes, with the use of supplementary aids and services, cannot be achieved satisfactorily.  
3 Educational placement decisions are made in accordance with A.R.M. 10.16.3340 and the  
4 requirements of 34 C.F.R. 300.114 - 300.120, and a continuum of alternate placements is  
5 available as required in 34 C.F.R. 300.551.

### 6 7 Children in Private Schools/Out-of District Placement

8  
9 Children with a disability placed in or referred to a private school or facility by the District, or  
10 other appropriate agency, shall receive special education and related services in accordance with  
11 the requirements and procedures of 34 C.F.R. 300.145 through 300.147 and A.R.M. 10.16.3122.

12  
13 As set forth under 34 C.F.R. 300.137, children with a disability placed in or referred to a private  
14 school or facility by parents do not have an individual right to special education and related  
15 services at the District's expense. When services are provided to children with disabilities  
16 placed by parents in private schools, the services will be in accordance with the requirements and  
17 procedures of 34. C.F.R. 300.130 through 300.144, and 300.148.

### 18 19 Impartial Due Process Hearing

20  
21 The District shall conduct the impartial hearing in compliance with the Montana Administrative  
22 Rules on matters pertaining to special education controversies.

### 23 24 Special Education Records and Confidentiality of Personally Identifiable Information

#### 25 26 A. Confidentiality of Information

27  
28 The District follows the provisions under the Family Educational Rights and Privacy Act and  
29 implements the procedures in 34 C.F.R. 300.610-300.627, § 20-1-213, MCA, and A.R.M.  
30 10.16.3560.

#### 31 32 B. Access Rights

33  
34 Parents of disabled students and students eighteen (18) years or older, or their representative,  
35 may review any educational records which are designated as student records collected,  
36 maintained, and used by the District. Review shall normally occur within five (5) school days  
37 and in no case longer than forty-five (45) days. Parents shall have the right to an explanation or  
38 interpretation of information contained in the record. Non-custodial parents shall have the same  
39 right of access as custodial parents, unless there is a legally binding document specifically  
40 removing that right.

#### 41 42 C. List of Types and Locations of Information.

43  
44 A list of the records maintained on disabled students shall be available in the District office.  
45 Disabled student records shall be located in the \_\_\_\_\_, where they are available for review  
46 by authorized District personnel, parents, and adult students. Special education teachers will



1 maintain an IEP file in their classrooms. These records will be maintained under the direct  
2 supervision of the teacher and will be located in a locked file cabinet. A record-of-access sheet  
3 in each special education file will specify the District personnel who have a legitimate interest in  
4 viewing these records.

5  
6 D. Safeguards  
7

8 The District will identify in writing the employees who have access to personally identifiable  
9 information, and provide training on an annual basis to those staff members.  
10

11  
12 E. Destruction of Information  
13

14 The District will inform parents five (5) years after the termination of special education services  
15 that personally identifiable information is no longer needed for program purposes. Medicaid  
16 reimbursement records must be retained for a period of at least six years and three months from  
17 the date on which the service was rendered or until any dispute or litigation concerning the  
18 services is resolved, whichever is later. The parent will be advised that such information may be  
19 important to establish eligibility for certain adult benefits. At the parent's request, the record  
20 information shall either be destroyed or made available to the parent or to the student if eighteen  
21 (18) years or older. Reasonable effort shall be made to provide the parent with notification sixty  
22 (60) days prior to taking any action on destruction of records. Unless consent has been received  
23 from the parent to destroy the record, confidential information will be retained for five (5) years  
24 beyond legal school age.  
25

26 F. Children's Rights  
27

28 Privacy rights shall be transferred from the parent to an adult student at the time the student  
29 attains eighteen (18) years of age, unless some form of legal guardianship has been designated  
30 due to the severity of the disabling condition.  
31

32 Discipline  
33

34 Students with disabilities may be suspended from school the same as students without disabilities  
35 for the same infractions or violations for up to ten (10) consecutive school days. Students with  
36 disabilities may be suspended for additional periods of not longer than ten (10) consecutive  
37 school days for separate, unrelated incidents, so long as such removals do not constitute a change  
38 in the student's educational placement. However, for any additional days of removal over and  
39 above ten (10) school days in the same school year, the District will provide educational services  
40 to a disabled student, which will be determined in consultation with at least one (1) of the child's  
41 teachers, determining the location in which services will be provided. The District will  
42 implement the disciplinary procedures in accord with the requirements of CFR 300.530-300.537.  
43  
44  
45

46 Legal Reference: 34 CFR 300.1, et seq. Individuals with Disabilities Act (IDEA)

|    |                           |  |
|----|---------------------------|--|
| 1  | § 20-1-213, MCA           | Transfer of school records                             |
| 2  | 10.16.3122 ARM            | Local Educational Agency Responsibility for            |
| 3  |                           | Students with Disabilities                             |
| 4  | 10.16.3220 ARM            | Program Narrative                                      |
| 5  | 10.16.3321 ARM            | Comprehensive Educational Evaluation Process           |
| 6  | 10.16.3340 ARM            | Individualized Education Program and Placement         |
| 7  |                           | Decisions  |
| 8  | 10.16.3560 ARM            | Special Education Records                              |
| 9  | 10.60.103 ARM             | Identification of Children with Disabilities           |
| 10 | 37.85.414 ARM             | Maintenance of Records and Auditing (Medicaid)         |
| 11 | <u>Chapter 227 (2019)</u> | <u>Montana Dyslexia Screening and Intervention Act</u> |

12  
13

14 Procedure History:  
 15 Promulgated on:  
 16 Reviewed on:  
 17 Revised on:

2  
3 **INSTRUCTION**

4  
5 Section 504 of the Rehabilitation Act of 1973 (“Section 504”)

6  
7 It is the intent of the District to ensure that students who are disabled within the definition of  
8 Section 504 of the Rehabilitation Act of 1973 are identified, evaluated, and provided with  
9 appropriate educational services. For those students who need or are believed to need special  
10 instruction and/or related services under Section 504 of the Rehabilitation Act of 1973, the  
11 District shall establish and implement a system of procedural safeguards. The safeguards shall  
12 cover students’ identification, evaluation, and educational placement. This system shall include:  
13 notice, an opportunity for the student’s parent or legal guardian to examine relevant records, an  
14 impartial hearing with opportunity for participation by the student’s parent or legal guardian, and  
15 a review procedure.

16  
17  
18  
19 Cross Reference: 2161P Special Education

20  
21 Legal Reference: Rehabilitation Act of 1973, Section 504, 29 U.S.C. § 794  
22 34 C.F.R. 104.36 Procedural safeguards

23  
24 Policy History:

25 Adopted on:

26 Reviewed on:

27 Revised on: 3/16/09

2  
3 **INSTRUCTION**

4  
5 Section 504 of the Rehabilitation Act of 1973 (“Section 504”)

- 6
- 7 (1) Impartial Due Process Hearing. If the parent or legal guardian of a student who qualifies  
8 under Section 504 for special instruction or related services disagrees with a decision of  
9 the District with respect to: (1) the identification of the child as qualifying for Section  
10 504; (2) the District’s evaluation of the child; and/or (3) the educational placement of the  
11 child, the parents of the student are entitled to certain procedural safeguards. The student  
12 shall remain in his/her current placement until the matter has been resolved through the  
13 process set forth herein.
- 14
- 15 A. The District shall provide written notice to the parent or legal guardian of a  
16 Section 504 student, prior to initiating an evaluation of the child and/or  
17 determining the appropriate educational placement of the child, including special  
18 instruction and/or related services;
- 19
- 20 B. Upon request, the parent or legal guardian of the student shall be allowed to  
21 examine all relevant records relating to the child’s education and the District’s  
22 identification, evaluation, and/or placement decision;
- 23
- 24 C. The parent or legal guardian of the student may make a request in writing for an  
25 impartial due process hearing. The written request for an impartial due process  
26 hearing shall identify with specificity the areas in which the parent or legal  
27 guardian is in disagreement with the District;
- 28
- 29 D. Upon receipt of a written request for an impartial due process hearing, a copy of  
30 the written request shall be forwarded to all interested parties within three (3)  
31 business days;
- 32
- 33 E. Within ten (10) days of receipt of a written request for an impartial due process  
34 hearing, the District shall select and appoint an impartial hearing officer who has  
35 no professional or personal interest in the matter. In that regard, the District may  
36 select a hearing officer from the list of special education hearing examiners  
37 available at the Office of Public Instruction, the county superintendent, or any  
38 other person who would conduct the hearing in an impartial and fair manner;
- 39
- 40 F. Once the District has selected an impartial hearing officer, the District shall  
41 provide the parent or legal guardian and all other interested parties with notice of  
42 the person selected;
- 43
- 44 G. Within five (5) days of the District’s selection of a hearing officer, a prehearing  
45 conference shall be scheduled to set a date and time for a hearing, identify the  
46 issues to be heard, and stipulate to undisputed facts to narrow the contested

1  
2  
3  
4 factual issues;

5  
6 H. The hearing officer shall, in writing, notify all parties of the date, time, and  
7 location of the due process hearing;

8  
9 I. Anytime prior to the hearing, the parties may mutually agree to submit the matter  
10 to mediation. A mediator may be selected from the Office of Public Instruction's  
11 list of trained mediators;

12  
13 J. At the hearing, the District and the parent or legal guardian may be represented by  
14 counsel;

15  
16 K. The hearing shall be conducted in an informal but orderly manner. Either party  
17 may request that the hearing be recorded. Should either party request that the  
18 hearing be recorded, it shall be recorded using either appropriate equipment or a  
19 court reporter. The District shall be allowed to present its case first. Thereafter  
20 the parent or legal guardian shall be allowed to present its case. Witnesses may  
21 be called to testify, and documentary evidence may be admitted; however,  
22 witnesses will not be subject to cross-examination, and the Montana Rules of  
23 Evidence will not apply. The hearing officer shall make all decisions relating to  
24 the relevancy of all evidence intended to be presented by the parties. Once all  
25 evidence has been received, the hearing officer shall close the hearing. The  
26 hearing officer may request that both parties submit proposed findings of fact,  
27 conclusions, and decision;

28  
29 L. Within twenty (20) days of the hearing, the hearing examiner should issue a  
30 written report of his/her decision to the parties;

31  
32 M. Appeals may be taken as provided by law. The parent or legal guardian may  
33 contact the Office of Civil Rights, 912 2<sup>nd</sup> Avenue, Seattle, WA 98714-1099;  
34 (206) 220-7900.

35  
36 (2) Uniform Complaint Procedure. If a parent or legal guardian of the student alleges that  
37 the District and/or any employee of the District has engaged in discrimination or  
38 harassment of the student, the parent or legal guardian will be required to proceed  
39 through the District's Uniform Complaint Procedure.

40  
41 Legal Reference: 34 C.F.R. 104.36 Procedural safeguards


42  
43 Procedure History:

44 Promulgated on:


45 Reviewed on: 3/16/09

46 Revised on:


Procurement Cards – p-Cards – have existed in the private and public sectors for many years. They represent an evolution of the credit card brought about by applying new technology to an emerging e-commerce world that now includes schools.



p-Cards for Schools



Streamlining the Process



The purpose of this presentation is to provide information about a unique p-Card application created to maximize the benefits for schools and to describe how p-Cards operate in today's environment to improve the efficiency and effectiveness of the school business office and schools as they go about acquiring products and services needed to support teachers teaching and students learning.



Examining existing business processes to find pain points, bottlenecks and inefficiencies that could be improved is a process that every business can benefit from. The exercise can point to solutions for:

- Streamlining business processes, minimizing redundancy and saving money
- Gaining insight into operational metrics you can't currently see
- Making better decisions on uses of internal resources



With school funding becoming ever more a matter of 'doing more with less', it makes sense to assess our business processes for ways to make them more effective, efficient, and cost effective.

This would be one step in a program of continuous improvement (CIP); an ongoing effort to improve products, services, or processes, whose efforts seek

"incremental" improvement over time or "breakthrough" improvement all at once.



One such business practice is purchasing and accounts payable.

Those who have worked in governmental agencies like school districts are very familiar with the process of manually processing the procurement process from beginning to end. We are more than familiar with the delays, bottlenecks, time wasted, duplication and costs associated with the old paper intensive process. Only recently has technology for schools become available that allows for the stream-lining of this

## **FACT:**

In good economic times  
schools spend money!

In bad economic times  
schools spend money!



process and a significant reduction in the paper flow. p-Cards can change the procurement culture. p-Cards will NOT eliminate all

paper NOR will they eliminate the need for and use of purchase orders. They will reduce the paper usage, remove the myth that the more paper we use the better the paper trail and internal control and help the school district identify all the small transactions created each month and consolidate most of those into ONE payment.





## Some basic school business operations “rules of thumb”

- 70 -75% of budget funds employee salaries and benefits.
- 58 – 60% of non payroll checks are for less then \$500.
- 80% of non payroll expenditures are made by 20% of the employees.

What do we know about the checks that are used to pay our monthly bills? There are 3 basic questions that if haven't asked already thought about, you should.

- How many non-payroll checks are written each month?
- What percentage are for less than \$100?
- What percentage are for less than \$500?

## Bench Marking Questions



- How many non-payroll checks are written each month?
- What percentage are for less than \$500?

## Cost Analysis:

September and October, we wrote 143 claims checks of which 86 (60%) were less than \$500.

Including staff and material costs, on average it cost \$6.60 for each of those checks, a total two months cost of \$572. Extrapolated yearly: \$3,431

# Cost Assumptions

|                    | Sep | Oct | Total | Total of all Claims  | 143 |
|--------------------|-----|-----|-------|----------------------|-----|
| Non payroll claims | 49  | 43  | 92    | Total claims < \$500 | 86  |
| Claims <500        | 32  | 30  | 62    | Overall %            | 60% |
| Pct.               | 65% | 70% | 67%   |                      |     |
| Activity Claims    | 26  | 25  | 51    |                      |     |
| Non payroll claims | 7   | 17  | 24    |                      |     |
| Claims <500        | 27% | 68% | 47%   |                      |     |

| Cost Assumptions                          |                      |        |             |
|---|----------------------|--------|-------------|
| Material costs: check, printer, envelope) |                      |        | \$ 0.05     |
| Staff time                                |                      | Hrs/ck |             |
|   | Business office      | 0.08   |             |
|   | Other staff          | 0.25   |             |
|   | Total time           | 0.33   |             |
|   | Avg. @ \$20/hr       |        | \$ 6.60     |
|   | Per individual check |        | \$ 6.65     |
|   | Total two months     |        | \$ 571.90   |
|   | Yearly cost estimate |        | \$ 3,431.40 |



### Key to Consolidating Small Purchases into **one** payment:

- As a **minimum** -  
Get p-Cards into the hands of as many employees as we can who are currently making small purchases/ generating expenses of less than \$1,000.

One must be careful NOT to confuse true p-Cards with a standard credit card or a business card issued by a bank. A p-Card is

not just another fancy name for the credit cards we already use.

True p-Cards – **especially those customized to fit the legal requirements governing public sector spending** – passes these basic characteristics and capabilities:

- They operate like a credit card in that when it is used and the vendor asks whether the card is a credit or debit – the correct response is credit.
- They do not carry a revolving line of credit – the monthly balance must be paid in full each month.
- Each card is customized to limit the purchasing authority and spending levels.
- The p-Card program we propose gives 24/7 access to daily card activity using internet access.

## What are p-Cards? ( P stands for payment)

- They look and operate similar to credit cards.
- They **do not** carry a revolving line of credit.
- Usage and authorization parameters can be reviewed and managed via the internet by district administration.

## Management and Internal control

- Each p-card can be limited
- Amount of individual purchase
- Amount of total purchases per month
- Supervisory approval of purchase above a certain amount
- Limited to type of items purchased or restricted to certain vendors
- Individual cards can have their purchase pre-coded for entry into the accounting system
- One check, once a month, to one vendor.
- Management has 24/7 access and control over every card.

Other controls include:

- Transaction limits per charge
- Monthly limits
- Preferred supplier restrictions

## P-Cards Should Not/Will Not

- Change what we buy
- Who we buy from
- When we buy

We would be joining the State-wide p-Card program under the sponsorship of the Montana Association of School Business Officials (MASBO).

## Advantages of the MASBO Sponsored Program

- Single Contract
- Creates a user group/support network
- Negotiation clout
- Due diligence costs eliminated
- No Costs
- No Fees
- No Charges
- **Rebates**



## Rebate Distribution



- Rebates are calculated in April on the total amount of spend from April 1 – March 31 and the rebate is distributed in May to Montana ASBO.
- Montana ASBO then distributes to each partner their share – 100% of rebate generated by their schools per the Memorandum of Understanding
- For Fiscal year ending 2019 rebates totaling \$276k on \$22.6m of purchases.

While the rebates are calculated individually on each school participant, ONE reimbursement payment is made to Montana ASBO. Our rebate year is May 1 – April 30. During May, the rebate is sent to Montana

ASBO. In June, the state partners receive 100% of their generated share.

But the schools are not the only beneficiaries. This is good

## Vendor Benefits

- Reduces paper processing/billing
- Reduces vendors' time/costs of processing/depositing payments
- Reduces vendor transaction costs
- Vendor paid by BMO within 48 hours of shipment/pick-up
- Reduces the issues of partially filled orders  
Reduces vendors time/costs of processing & depositing of payments

business for vendors. It costs vendors money to process our orders and payments. p-Cards get them paid within 48 hours of shipping or the items being

picked-up. No longer will vendors need to wait until the next board meeting OR later to get paid. Keep in mind that they are also processing our SMALL purchases. The cost to the vendor is in the transaction fee they have already negotiated with MasterCard and MOST OF THE BUSINESSES WE ALREADY DEAL WITH ACCEPT MASTER CARD.





## Benefits of a p-Card Program for Management

### Easier on Accounts Payable

- Submit one monthly payment vs. multiple payments to multiple vendors
- Reduction in paperwork
- Fraud prevention and protection through the Bank and MasterCard
- Detailed reporting available 24 x 7
- Easy online administration and dedicated customer support
- Control on spending limits and accepted vendors

## **What are the two most important qualities that you look for in a school superintendent?**

These are unedited responses from a wide variety of retired and current educators. They represent all sizes of districts and a variety of positions, including board members.

1. Clear communication & visibility in schools (relationship building).
2. The ability to watch and listen to the community and school district needs. Communication with staff too.
3. Community building within and across schools
4. Collaborating with teachers, administrators, and parents to fulfill needs and wants, not just all the mandates.
5. The supt's that I've admired and worked well with believed in and actively tried to support the teachers & students. Also - friendly and treated you as an equal participant for the same cause.
6. Communication with the community. Hearing what the community is telling you they want. Listening to your teachers and administrators. Visibility in the schools, the community and the classrooms.
7. That they get to know and stand beside the amazing teachers and support staff.
8. Communication with community and staff.
9. Leadership- is where people look at you and gain confidence.
10. Rapport- w/ staff, kids & community.
11. The best Sups are the ones who understand that their job is to manage resources in support of classrooms. The worst ones seem to think that classrooms are there to support his/her policies.
12. Being seen within the buildings and classrooms. Getting to know the staff and students and how to support their needs.
13. Aren't resume building
14. A clear plan for the district and community, which can be implemented by the next super, which supports the students who struggle with traditional school.
15. Clear communication with admin and teachers.
16. Putting kids best interests first.
17. Someone who understands the needs of the specific community as a whole, and shows respect and value for each district employee.
18. A strong vision for the district and the leadership skills to guide and facilitate an administrative staff to carry this vision out in the teachers and community.
19. Visionary-lead the district
20. Honesty
21. Connections-staff, community, students, etc.
22. Advocate for staff...don't be a stranger to Special Education...Advocate for Special Education. We shouldn't have the oldest computers in the system. Our kids often depend on technology more than typical students but aren't always the best in libraries...
23. Support/Mandate Training for staff, all SpEd staff, all counseling staff...all crisis staff.
24. Communication and support of teachers, staff and community. Being effective in allocation of spending so it goes directly to programs for students.
25. Be a driven and hardworking person who is not hidden in the DO, but actively seen in schools weekly interacting with students and staff.
26. Be strong enough to say no to state/school board on piling more senseless initiatives or programs on the teachers and district.
27. When making every decision, ask "is this better for our students and staff".
28. Visionary & can describe & reflect that vision in all his/her actions or dealings.

## **What are the two most important qualities that you look for in a school superintendent?**

29. Visible, open, & involved.
30. Delegates, gets out of the way, & cheer leads.
31. Skills to build trusting professional relationships with staff
32. Skills to communicate vision and mission and consistency in pursuit of it.
33. I look for someone relatable and personable with their staff. I don't want to be afraid to talk to my superintendent or superior in general.
34. Someone who talks to the teachers about what will help them in the classroom, not just assume.
35. My two qualities would be trustworthiness (honesty, transparency, telling it like it is whether that's bad or good) and the ability to not only articulate a vision, but to bring others - community, staff, admins - into the formation and re-creation of the vision over time so that it's sustainable and "owned" by all. That's what keeps it going and in the end provides continuity to the community and the whole organization.
36. Clear goals, communicating, and realizing it takes all to make a school run.
37. Superintendents or Higher Ed Presidents that fostered a sense of teamwork among the cabinet and directors/principals. You had each other's back and could fill in during an unexpected absence. Also, a mentor to help direct reports grow professionally.
38. A devoted education visionary with both strong communication skills and a positive work ethic.
39. The ability to do the difficult things and not ask anyone to do something that you wouldn't be willing to do yourself.
40. Be in the classrooms and be active with your teachers, they will follow your clear leadership and vision of education.
41. Laser focus on teaching and learning; growth and achievement for all.
42. A connector of people who can build positive lasting relationships with students, teachers, paraprofessionals, parents, community members and business-partners. At the end of the day; is he/she doing what is truly best for kids
43. In my experience I believe there are two additional items that raise to the top. First the Superintendent/ administrator must put children/ kids first in the decision making and thought processes. Schools exist for the purpose of education our children. Decisions, goals, and intention should be focus on what is aligned to supporting the education of our children. With that vision, staff and community are automatically included in the conversation and decision making.
44. The second is absolute honesty. Regardless of the message. Honesty is key as it will always hold true.
45. I think being able to be visible and work with the teachers and students in schools and communication with the community. Transparency and support :)
46. Exemplary communication with staff and community and across-the-board transparency.
47. Compassion, integrity and doing the right thing even when no one is watching or holding you accountable.
48. Seeing issues from the point of view of the teacher and choosing to do things because they work for the specific community not just because it's the latest and greatest.
49. Trusting your staff to do the right things, having their backs, knowing strengths and shortcomings, and not "reinventing the wheel" for the sake of something to do during staff trainings.

Parenting (<https://www.greatschools.org/gk/>) » Find a school skills (<https://www.greatschools.org/gk/category/find-a-school-skills/>) » What Makes a Great Superintendent?

## What Makes a Great Superintendent?

What does it take to be a great leader of a school district? The superintendent must wear many hats but always keep the focus clear.

by: *GreatSchools Staff* (<https://www.greatschools.org/gk/author/greatschoolsstaff/>) | April 2, 2015

The superintendent of a school district sets the direction and tone while responding to the often competing demands of the board of trustees, administrators, teachers, parents, students and the community.

## What Does the Superintendent Do?

The superintendent is the CEO of the school district. He or she sets the tone, charts the course of the district, and works closely with the board of trustees. The superintendent is also responsible for hiring and supervising the other administrators in the district, including the chief financial officer and the school principals.

Working with the board can pose significant challenges for the superintendent. The board is the superintendent's boss. They are responsible for hiring and firing the superintendent, and evaluating his or her performance on a regular basis. Since it is an elected body, new members might be chosen every few years. This change can create a different dynamic in the relationship with the superintendent from year to year, depending on who is elected.

The principals are the key leaders at each school. It is the superintendent's job to evaluate their performance and see to it that they are effective leaders, working with the teachers at the school to serve the needs of students and meet the district goals.

The superintendent must also respond to the demands of all the other stakeholders in the district: the teachers, students, parents, staff and the community. The superintendent must consider how to allocate the financial and human resources of

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to achieve the best results. While being mindful of all the competing demands, a great superintendent will ultimately be guided by a singular question: What is <sup>(/my-school-list/)</sup> best for all students? (/)

## How Do the Superintendent and the Board of Trustees Work Together?

The board of trustees is responsible for setting the policies of the district, overseeing the budget and hiring/firing the superintendent. The board and superintendent work together to establish goals for the district, and then the superintendent must see to it that the goals are met. In a well-run district, the superintendent is evaluated regularly by the board, based on the goals that they have jointly set. The superintendent takes the broad goals set by the board and translates them into real programs that achieve results.

## When Should a Parent Contact the Superintendent?

If your child is having a problem in his classroom, you should first communicate with the teacher. If you feel that the teacher is not responding adequately, contact the principal. If communication fails with the principal, then take the problem to the superintendent. Most superintendents will want to know that you have attempted to handle a problem in this way before bringing it to their attention.

If you have a concern that applies to the entire school district (such as declining achievement levels throughout the district or mass flight out of the district), then approach the superintendent.

## Signs of an Effective Superintendent

- *A great superintendent has a clear vision for the district.* He or she works with the board of trustees to set the vision, goals and objectives for the district, and then sees to it that the goals are achieved.
- *A great superintendent is an instructional leader.* He or she knows that the most important job of the school district is to make sure students are learning and achieving at high levels. He or she is knowledgeable of the best practices for maximizing student achievement and is supportive of teachers in the district.

- *A great superintendent is an effective communicator.* He or she must make a concerted effort to communicate the needs and accomplishments of the district in a variety of formats: through written reports, communication with the media, public meetings and attendance at school events.
- *A great superintendent is a good manager.* He or she directs the administrators to accomplish the goals of the district, monitors their progress and evaluates their performance.
- *A great superintendent is a good listener.* He or she must listen and take into account differing viewpoints of various constituencies, and then make the best decision.
- *A great superintendent is not afraid to take risks or make a commitment.* An average superintendent might set goals that are either vague or easily achieved but a great superintendent would not be afraid to boldly set goals, such as “The majority of third graders will be able to read by the end of the school year,” and then put the programs and resources in place to achieve those goals.
- *A great superintendent is flexible.* He or she needs to be able to manage the politics of the job – to adapt to new board members, changes in state funding and changes in the school community while not sacrificing the district’s vision. A great superintendent takes a collaborative rather than a confrontational approach.

## Signs of an Ineffective Superintendent

- *An ineffective superintendent gets mired in the details of running the district.* He or she is always busy but doesn’t seem to have a clear agenda and direction for the district.
- *An ineffective superintendent is unavailable.* He or she does not respond to phone calls or answer questions from constituents or the media. He or she is not often seen visiting school campuses or attending school meetings other than school board meetings.
- *An ineffective superintendent is always making excuses.* If he or she begins most sentences with “Well, we can’t do that for a variety of reasons,” or “That is not something we have control of,” your district is not going to move forward. Effective superintendents create solutions, not excuses.
- *An ineffective superintendent agrees with everyone and never takes a stand.* It’s an impossible job in a school district to keep everyone happy all the time. An effective superintendent must take a stand and do what is the best for all students, even if that means offending the teachers union or a group of parents, or any other constituency, on a particular issue.

# What You Should Do If You Think the Superintendent is Ineffective (/my-school-list/)

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If you have concerns about the superintendent's performance, communicate with the board of trustees. As they are elected, they are ultimately responsible to the community who elects them. Ask the following questions:

- Does the board regularly evaluate the superintendent's performance?
- On what basis is the superintendent's performance evaluated?
- Is there an opportunity for public input as part of the evaluation process?

## Two Superintendents Who Have Made a Difference

### **Dr. Frank Till focuses on student achievement**

In 1999 when Dr. Frank Till became superintendent of the Broward County Public Schools in Florida, one of the fastest growing districts in the nation, with an urban/suburban, multicultural mix of 270,000 students and 251 schools, he made it his top priority to focus on improving student achievement. "We were able to improve student achievement by setting specific goals that could be measured," notes Till. "And we focused our resources on meeting those goals."

When Till came to the district, 14 of the schools were designated as low performing. He and the school board set the goal of bringing up the grade of those schools to a passing grade of C. (The 14 schools were all rated by the state as D or F at the time.) By focusing resources on improvement, the district was able to bring 13 of those schools up to a C or above. Another problem in the district was the high dropout rate and low expectations for high school students. Under Till's leadership, a goal was set to raise the number of students taking the PSAT. A target number was set and the district met the goal, raising expectations and achievements.

In 2003 the Council of Great City Schools recognized Till for his work by giving him the Richard R. Green Award, in honor of exceptional contributions to urban schools.

"A great superintendent has to have a real passion for the job," says Till. "He's the one who sets the tone. Whatever the superintendent neglects, that sends a message that it's not a priority. The superintendent has to be the conscience of the district. He has to be

willing to make tough decisions and work with the diverse political forces – parent groups, unions, the community, and make them all work to be part of the solution. (/my-school-list/)

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## **Dr. Laura Schwalm depends on the efforts of a great staff**

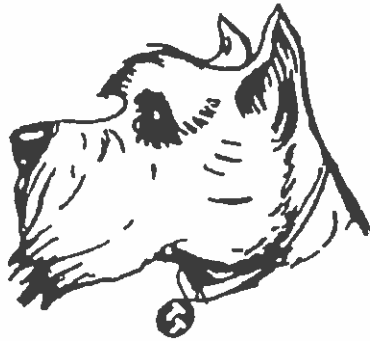
Dr. Laura Schwalm has been superintendent of the Garden Grove Unified School District in Orange County, California since 1999 but knows her district well from serving as a teacher and administrator for 34 years prior to her appointment as superintendent.

Under her tenure, the district has made great strides in improving student achievement among its diverse student population, which includes 80 percent non-native English speakers and 65 percent who receive free or reduced-price lunch. In September 2004 the district received the Broad Prize for Urban Education, a \$1 million award for the most outstanding urban school district in the nation. But Schwalm refuses to take all the credit for leading her district to success. “We are successful because of the great people we have. I am just one cog in the wheel,” she says. “It also takes having a laser-like focus and clearly aligned expectations,” she adds.

The district established two district-wide goals that could be measured at the school, classroom and student level. “Our goals were reasonable as well as ambitious,” notes Schwalm. The goals were that any student who had been in the district for five years would be proficient in reading and math, and that any English language learner would advance by one level each year on the statewide English proficiency test. That meant that students would be focused on improving their English skills while, at the same time, working on their academic skills. Schools and teachers could not make excuses based on student mobility because they would only be held accountable for students who stayed in the district for five years or more.

“The key is setting the focus and staying true to it,” says Schwalm. “We put into place data systems that help us to analyze performance based on facts rather than opinions, and adjust the resources based on where the needs are. It’s not rocket science, but it is hard work.”





## **360 DEGREE FEEDBACK TO HELP BOARD EVALUATE MR. KRAUSE**

### **SUPERINTENDENT 360 DEGREE FEEDBACK**

Your responses will be anonymous and sent directly to Cindy Tusler. Mr. Krause will have an opportunity to see the survey results, but will NOT know how any individual responded.

1. Mr. Krause is visible in the schools.

- Agree
- Somewhat agree
- Neither agree nor disagree
- Somewhat disagree
- Disagree

Other (please specify)

2. Mr. Krause has time for me when I need to speak with him.

- Agree
- Somewhat agree
- Neither agree nor disagree
- Somewhat disagree
- Disagree

Other (please specify)

3. Mr. Krause supports me with what I need in the classroom.

- Agree
- Somewhat agree
- Neither agree nor disagree
- Somewhat disagree
- Disagree

Other (please specify)

4. Mr. Krause has been clear in his communications with me.

- Agree
- Somewhat agree

Neither agree nor disagree

Somewhat disagree

Disagree

Other (please specify)

5. I feel comfortable approaching Mr. Krause to ask for supplies or equipment.

Agree

Somewhat agree

Neither agree nor disagree

Somewhat disagree

Disagree

Other (please specify)

6. I feel comfortable approaching Mr. Krause to ask for support when I have a student-related issue.

Agree

Somewhat agree

Neither agree nor disagree

Somewhat disagree

Disagree

Other (please specify)

7. Mr. Krause is an advocate for Terry Schools.

- Agree
- Somewhat Agree
- Neither agree nor disagree
- Somewhat Disagree
- Disagree

Other (please specify)

8. Mr. Krause is an advocate for Terry School teachers.

- Agree
- Somewhat Agree
- Neither agree nor disagree
- Somewhat Disagree
- Disagree

Other (please specify)

9. Mr. Krause tries to do what's best for Terry's students.

- Agree
- Somewhat agree
- Neither agree nor disagree
- Somewhat disagree
- Disagree

Other (please specify)

10. What are the two most important qualities you think Mr. Krause needs to improve upon?

11. What is your vision for Terry School District?

12. Does Mr. Krause support you when you need a student disciplined? If not, please explain.

- Agree
- Somewhat Agree
- Neither agree nor disagree

Somewhat Disagree

Disagree

Other (please specify)

13. What should an instructional leader at Terry Schools be doing in order to lead?

14. Is Mr. Krause effective at instructional leadership for Terry Schools?

Agree

Somewhat Agree

Neither agree nor disagree

Somewhat Disagree

Disagree

Other (please specify)

15. Mr. Krause appears to effectively manage the school district. If your answer is negative, please comment on how he can improve.

Agree

- Somewhat Agree
- Neither agree nor disagree
- Somewhat Disagree
- Disagree

Other (please specify)

16. Mr. Krause appears to have empathy for the challenges teachers face on a daily basis.

- Agree
- Somewhat agree
- Neither agree nor disagree
- Somewhat disagree
- Disagree

Other (please specify)

17. Mr. Krause has listened to me and followed through with things he said he'd do.

- Agree
- Somewhat Agree
- Neither agree nor disagree
- Somewhat Disagree

Disagree

Other (please specify)

Done

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