

CULBERTSON SCHOOL DISTRICT #17 J/R/C
RICHLAND/ROOSEVELT COUNTIES
CULBERTSON, MONTANA

NOTICE OF REGULAR SCHOOL BOARD MEETING

Tuesday--August 11, 2020, 6:30 PM

PREVIEW BILLS.....6:15 PM

CALL TO ORDER.....6:30 PM

ROLL CALL

- 01. Action, establish quorum

RECOGNITION OF VISITORS

- 02.

APPROVE AGENDA

- 03. Action, approve agenda

PUBLIC COMMENT FOR AGENDA ITEMS

- 04.

MINUTES OF PREVIOUS MEETINGS

- 05. Action, approve minutes from the following meeting(s)
 - a. July 21, 2020 (Regular Board Meeting)

FINANCE REPORT

- 06. Action, pay bills, approve investments, and note cash & extra-curricular balances

REPORTS

- 07. Information, Student Representative Report
- 08. Information, Teacher Report
- 09. Information, Activities Director Report
- 10. Information, Technology Systems Administrator Report
- 11. Information, Principal Report
- 12. Information, District Clerk Report
- 13. Information, Superintendent Report

* Items listed on the agenda do not necessarily indicate the order in which they will be addressed.

Mission

Culbertson Public Schools are committed to providing opportunities for students in a safe and productive environment, to achieve their personal best, become responsible and productive citizens, and embrace lifelong learning in an ever changing world.

UNFINISHED BUSINESS

14. Action, Board Policy Manual Update – 2nd Reading
 - a. Section 2000 (Instruction)
 - b. Section 7000 (Financial Management)
 - c. Section 8000 (Non-Instructional Operations)
 - d. Section 1900 (COVID-19 Emergency)

NEW BUSINESS

15. Action, Health and Safety Plan
 - a. Pandemic Coordinator and Team
 - b. Emergency Declaration
 - c. Off-Site Instruction Provisions
 - d. Proficiency Learning Declaration
16. Action, 2020-2021 Extra-Curricular Staff Contact(s)
 - a. Junior Class Advisor
 - b. High School Football Assistant Coach
 - c. High School Cross Country Assistant Coach
17. Action, 2020-2021 Classified Staff Contract(s)
 - a. Cook's Helper
18. Action, 2020-2021 Activity Bus Driver(s)
19. Action, 2020-2021 Bus Route Changes
20. Action, Bus Route #6 Contract
21. Action, Board Policy Manual Update – 1st Reading
 - a. Section 3000 (Students)
 - b. Section 5000 (Personnel)
22. Action, Elementary Grade Level Populations/Staff Reassignment(s)
23. Action, 2020-2021 Budgets
24. Action, 2020-2021 School Board Goals

PUBLIC COMMENT FOR NON-AGENDA ITEMS

25.

REPORTS (Continued)

26. Information, Trustees Reports/Requests.

DATE/TIME FOR NEXT MEETING

27. Date: Tuesday, September 15th Time: 6:30 p.m.
Potential Conflicts: None Suggested Changes: None

ADJOURNMENT

28. Time of adjournment: _____

* Items listed on the agenda do not necessarily indicate the order in which they will be addressed.

Mission

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Public Comment

(Agenda Items)

The Culbertson School Board of Trustees would like to encourage public comment on any agenda item during the time that it is presented. If any visitor has any particular agenda item or items on which to comment, we would ask that you please indicate your intentions by raising your hand at that time so that the chair may properly recognize you.

Thank you.

SCHOOL BOARD MINUTES
REGULAR MEETING
July 21, 2020
Tuesday – 6:30 p.m.

The Board met in regular session on Tuesday, July 21, 2020, at 6:30 p.m. Trustees present were: Chair Paul Finnicum, Luke Anderson, Eric Bergum, Mark Colvin, and Gy Salvevold. Representatives were: Larry Crowder, Dave Solem, and Lora Finnicum. Visitors were recognized.

Luke Anderson made motion to approve the agenda. Eric Bergum seconded motion. Motion carries unanimously. Notice for public comment given.

Gy Salvevold made motion to approve the minutes of June 16th (regular board) and July 14, 2020 (special board) meeting(s). Luke Anderson seconded motion. Motion carries unanimously.

Luke Anderson made motion to pay the July bills, approve investments, note cash and extra-curricular balances. Mark Colvin seconded motion. Motion carries unanimously.

Payroll Warrants	169 to 198
Claims Warrants	103 to 149

Reports were presented. Mary Machart attended the virtual JAG summer conference and Culbertson JMG received numerous national awards and recognitions. Congratulations to the group.

Eric Bergum made motion to adopt polices (Sections 1000, 4000, and 6000) as presented. Gy Salvevold seconded motion. No comments were received. Motion carries unanimously.

Mark Colvin made motion to adopt Policy 1-04-115 Indian Education Equal Participation. Luke Anderson seconded motion. Policy modifications were federal recommendations. Motion carries unanimously.

Eric Bergum made motion to renew NFHS and Nemont TV contracts for 2020-21. Gy Salvevold seconded motion. Assurances were given by MHSA to coordinate with Nemont. Motion carries unanimously.

Mark Colvin made motion to hire Karen Eggett as custodian, pending background check. Luke Anderson seconded motion. Motion carries unanimously.

No recommendation for Junior Class Advisor.

Eric Bergum made motion to allocate \$5,000 for Professional Growth for 2020-21. Luke Anderson seconded motion. Motion carries unanimously.

Trustees reviewed the breakfast and lunch program summary. Gy Salvevold made motion to approve meal prices with no change. Mark Colvin seconded motion. Motion carries unanimously.

SCHOOL BOARD MINUTES
REGULAR MEETING
July 21, 2020
Tuesday – 6:30 p.m.

Luke Anderson made motion to approve the 2020-21 bus routes as presented. Gy Salvevold seconded motion. Motion carries unanimously. —

Mark Colvin made motion to approve Cassidy Obergfell for coal delivery at \$107/T for 2020-21. Eric Bergum seconded motion. Motion carries unanimously.

Luke Anderson made motion to approve the 2020-21 student handbook changes as presented. Mark Colvin seconded motion. Motion carries unanimously.

Luke Anderson made motion to post board policy Sections 2000 (Instruction), 7000 (Financial Management), 8000 (Non-Instructional Operations), and 1900 (COVID-19 Emergency). Eric Bergum seconded motion. Motion carries unanimously.

Gy Salvevold made motion to approve the student attendance agreements with Bainville. Luke Anderson seconded motion. Motion carries unanimously.

Luke Anderson made motion to approve the student attendance agreements with Froid. Mark Colvin seconded motion. Motion carries unanimously.

Eric Bergum made motion to accept the Booster Club donation of \$500 towards the purchase of volleyballs for district tournament. Mark Colvin seconded motion. Motion carries unanimously.

Mark Colvin made motion to dispose of 56 sets of football shoulder pads. Luke Anderson seconded motion. Motion carries unanimously. —

Eric Bergum made motion to approve the 2020-21 Guest Teacher Roster as presented. Gy Salvevold seconded motion. Motion carries unanimously.

Mark Colvin made motion to approve the 2020-21 Bus Monitor Roster as presented. Luke Anderson seconded motion. Motion carries unanimously.

Eric Bergum made motion to approve the 2020-21 Activity Bus Driver Roster as presented. Gy Salvevold seconded motion. Motion carries unanimously.

Mark Colvin made motion to approve the 2020-21 Kitchen Substitute Roster as presented. Eric Bergum seconded motion. Motion carries unanimously.

Luke Anderson made motion to approve the 2020-21 activity pass/gate prices with no change from the previous year. Mark Colvin seconded motion. Motion carries unanimously.

Gy Salvevold made motion to approve Student Council for gym cleaning at \$125 per event. Luke Anderson seconded motion. Motion carries unanimously. —

SCHOOL BOARD MINUTES
REGULAR MEETING
July 21, 2020
Tuesday – 6:30 p.m.

Mark Colvin made motion to approve Teri George for Old Armory cleaning at \$62.50 per week. Eric Bergum seconded motion. Motion carries unanimously.

Culbertson School District Health & Safety Plan was presented. The plan was developed in coordination with the Governor's Office, OPI, county and local health officials and the CDC. The plan will be posted for comment and adopted at a later meeting. The plan details proceeding with school as normal as possible while ensuring staff and student safety. Gy Salvevold made motion to approve. Luke Anderson seconded motion. Motion carries unanimously.

Trustees were asked to bring school board goals to the next meeting.

Notice was given for public comment for non-agenda items. Next regular board meeting scheduled for August 18, 2020. Luke Anderson made motion to adjourn. Mark Colvin seconded motion. Motion carries unanimously. Meeting adjourned at 7:11 p.m.

Chairman of the Board



Clerk

CULBERTSON SCHOOL DISTRICT CASH FLOW REPORT
for the month of JULY 31, 2020

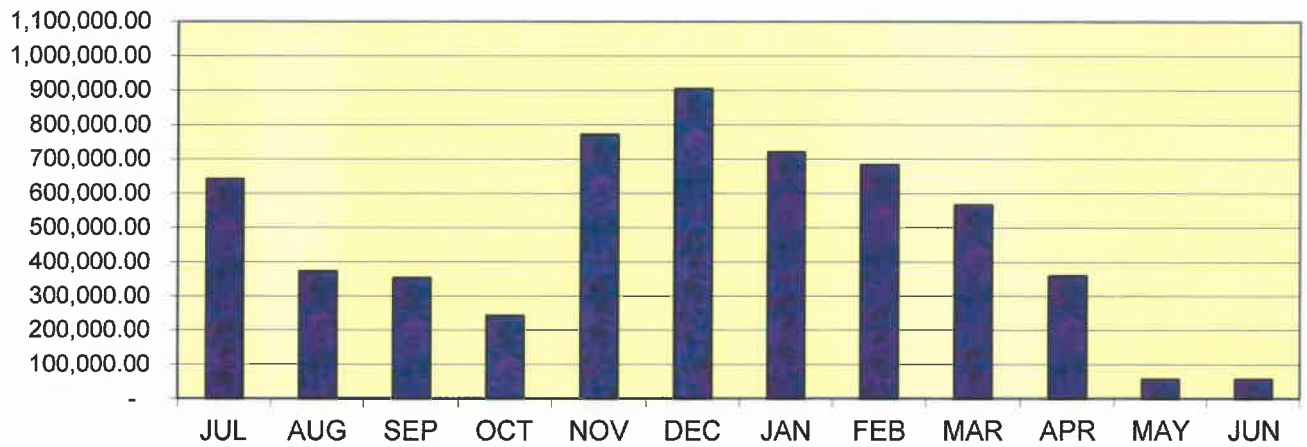
FUND	BEGINNING BALANCE	RECEIPTS	INVESTMENTS IN	INVESTMENTS OUT	DISBURSEMENTS	ENDING BALANCE	TREASURER BALANCE	VARIANCE
GENERAL	25,198.24	42,381.54	-	-	102,503.52	(34,923.74)	(34,923.74)	-
TRANSF	39,589.86	10,832.72	-	42,791.00	4,142.25	3,489.33	3,489.33	-
RETIRED	73,933.21	-	-	10,633.00	3,527.33	59,772.88	59,772.88	-
MISC	7,748.24	-	-	-	9,444.28	(1,696.04)	(1,696.04)	-
Misc	2,156.98	-	-	-	-	2,156.98		
Title	-	-			-	-		
Ind Ed	-	-			-	-		
JMG	405.23	-			-	405.23		
SRS	-	-			9,444.28	(9,444.28)		
JOM	5,186.03				-	5,186.03		
AD ED	4,523.87	430.38	-	4,713.00	96.00	145.25	145.25	-
COMPA	5,264.58	-	-	5,264.00	-	0.58	0.58	(0.00)
IMPACT	18.24	-	-	18.00	-	0.24	0.24	(0.00)
TECH	1.34	-	-	1.00	-	0.34	0.34	-
FLEX	-	-	-	-	-	-	-	-
PR	46,647.56	71,822.86	-	-	106,799.41	11,671.01	11,671.01	-
CL	220,912.36	225,170.95	-	-	297,629.11	148,454.20	148,454.20	-
ELEM	423,837.50	350,638.45	-	63,420.00	524,141.90	186,914.05	186,914.05	(0.00)
GENERAL	51,812.77	33,962.64	-	-	148,652.64	(62,877.23)	(62,877.23)	-
TRANSF	35,617.04	2,835.27	-	33,623.00	1,993.75	2,835.56	2,835.56	-
LUNCH	1,626.85	261.56	-	1,888.00	-	0.41	0.41	(0.00)
RETIRED	120,725.46	-	-	20,844.00	3,619.01	96,262.45	96,262.45	-
MISC	5,745.37	-	-	-	301.09	5,444.28	5,444.28	-
Misc	3,769.27	-	-	-	-	3,769.27		
AG	-	-			-	-		
Adv Ag	-	-			-	-		
BUS	-	-			-	-		
JMG	1,976.10	-			301.09	1,675.01		
Perkins	-	-			-	-		
AD ED	4,663.04	148.66	-	4,663.00	95.99	52.71	52.71	(0.00)
DR ED	409.85	-	-	313.00	-	96.85	96.85	-
COMPA	3,341.03	-	-	3,341.00	-	0.03	0.03	0.00
IMPAC	11.22	-	-	11.00	-	0.22	0.22	0.00
TECH	-	-	-	-	-	-	-	-
FLEX	2.84	-	-	2.00	-	0.84	0.84	-
ENDOW	128,446.78	-	57,668.00	186,114.00	-	0.78	0.78	(0.00)
HS	352,402.25	37,208.13	57,668.00	250,799.00	154,662.48	41,816.90	41,816.90	(0.00)
TOTAL	776,239.75	387,846.58	57,668.00	314,219.00	678,804.38	228,730.95	228,730.95	(0.00)

	JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN
201 General	-	-	-	-	-	-	-	-	-	-	-	-
110 Transport	42,791.00	-	-	-	-	-	-	-	-	-	-	-
114 Retirement	10,633.00	-	-	-	-	-	-	-	-	-	-	-
115 Misc Fed	-	-	-	-	-	-	-	-	-	-	-	-
117 Adult Ed	4,713.00	-	-	-	-	-	-	-	-	-	-	-
121 Comp Abs	5,264.00	-	-	-	-	-	-	-	-	-	-	-
126 Impact Aid	18.00	-	-	-	-	-	-	-	-	-	-	-
128 Technology	1.00	-	-	-	-	-	-	-	-	-	-	-
129 Flex	-	-	-	-	-	-	-	-	-	-	-	-
201 General	-	-	-	-	-	-	-	-	-	-	-	-
210 Transport	33,623.00	-	-	-	-	-	-	-	-	-	-	-
212 Hot Lunch	1,888.00	-	-	-	-	-	-	-	-	-	-	-
214 Retirement	20,844.00	-	-	-	-	-	-	-	-	-	-	-
215 Misc Fed	-	-	-	-	-	-	-	-	-	-	-	-
217 Adult Ed	4,663.00	-	-	-	-	-	-	-	-	-	-	-
218 Drivers Ed	313.00	-	-	-	-	-	-	-	-	-	-	-
221 Comp Abs	3,341.00	-	-	-	-	-	-	-	-	-	-	-
226 Impact Aid	11.00	-	-	-	-	-	-	-	-	-	-	-
228 Technology	-	-	-	-	-	-	-	-	-	-	-	-
229 Flex	2.00	-	-	-	-	-	-	-	-	-	-	-
281 Endow	186,114.00	-	-	-	-	-	-	-	-	-	-	-
TOTAL	314,219.00	-	-	-	-	-	-	-	-	-	-	-
	JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN
201 General	-	-	-	-	88,659.00	130,578.00	2,016.00	28,859.00	-	-	-	-
110 Transport	7,813.00	-	-	-	-	9,129.00	90,599.00	76,640.00	-	-	-	-
114 Retirement	-	-	-	-	-	-	11,691.00	-	-	-	-	-
115 Misc Fed	-	-	-	-	-	-	-	-	-	-	-	-
117 Adult Ed	8,897.00	-	-	-	-	9,512.00	9,384.00	8,866.00	-	-	-	-
121 Comp Abs	11,920.00	-	-	-	-	-	13,908.00	13,716.00	-	-	-	-
126 Impact Aid	1,949.00	-	-	-	-	-	-	-	-	-	-	-
128 Technology	-	-	-	-	-	1.00	1.00	1.00	-	-	-	-
129 Flex	-	-	-	-	-	-	-	-	-	-	-	-
182 Interlocal	315,911.00	242,258.00	203,086.00	193,709.00	294,350.00	240,582.00	206,030.00	220,521.00	239,069.00	161,265.00	-	-
201 General	-	-	-	-	-	11,703.00	-	-	-	-	-	-
210 Transport	29,704.00	-	-	-	63,156.00	133,670.00	59,499.00	51,026.00	38,981.00	-	-	-
212 Hot Lunch	4,752.00	-	-	-	-	13,051.00	10,976.00	11,378.00	10,001.00	-	-	-
214 Retirement	83,857.00	-	-	-	105,068.00	143,022.00	107,018.00	143,079.00	131,068.00	-	-	-
215 Misc Fed	-	-	-	-	-	-	-	-	-	-	-	-
217 Adult Ed	10,053.00	-	-	-	10,492.00	10,116.00	9,806.00	9,226.00	7,467.00	-	-	-
218 Drivers Ed	1,513.00	-	-	-	2,489.00	2,489.00	2,490.00	2,298.00	2,059.00	789.00	-	-
221 Comp Abs	11,969.00	5,305.00	-	-	11,974.00	11,974.00	11,976.00	11,980.00	11,791.00	11,578.00	-	-
226 Impact Aid	40.00	-	-	-	-	-	-	-	26,060.00	4.00	-	-
228 Technology	-	-	-	-	-	-	-	-	-	-	-	-
229 Flex	2.00	-	-	-	2.00	2.00	2.00	2.00	2.00	2.00	-	-
281 Endow	153,929.00	125,000.00	150,000.00	48,928.00	195,846.00	189,715.00	185,893.00	106,470.00	100,063.00	186,026.00	57,668.00	57,668.00
TOTAL	642,309.00	372,563.00	353,086.00	242,637.00	772,036.00	905,544.00	721,289.00	684,062.00	566,561.00	359,664.00	57,668.00	57,668.00
	JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN
201 General	-	-	-	-	-	93,446.00	72,439.00	174,830.00	47,673.00	-	-	-
110 Transport	-	-	-	-	-	44,579.00	16,383.00	7,081.00	19,300.00	-	-	19,575.00
114 Retirement	-	-	-	-	-	31,328.00	-	-	-	-	-	111,732.00
115 Misc Fed	-	-	-	-	-	-	-	-	-	-	-	-
117 Adult Ed	-	-	-	-	-	-	5,477.00	5,310.00	5,319.00	-	-	8,568.00
121 Comp Abs	-	-	-	-	-	-	1.00	1.00	1.00	-	-	1.00
126 Impact Aid	-	-	-	-	-	-	47,315.00	10,752.00	10,767.00	-	-	1,949.00
128 Technology	-	-	-	-	-	-	-	-	-	-	-	-
129 Flex	-	-	-	-	-	-	-	-	-	-	-	-
182 Interlocal	-	470,668.00	207,404.00	207,015.00	254,997.00	268,432.00	219,599.00	239,435.00	265,417.00	216,063.00	222,520.00	196,113.00
201 General	-	-	-	-	-	8,755.00	-	7,909.00	-	-	-	-
210 Transport	-	-	-	-	-	39,194.00	34,574.00	27,811.00	15,605.00	-	-	20,363.00
212 Hot Lunch	-	-	-	-	-	7,623.00	3,222.00	-	842.00	-	-	2,960.00
214 Retirement	-	69,218.00	-	-	32,660.00	44,627.00	-	16,884.00	-	-	-	-
215 Misc Fed	-	-	-	-	-	-	-	-	-	-	-	-
217 Adult Ed	-	-	-	-	6,348.00	6,890.00	5,034.00	7,032.00	7,082.00	-	-	9,923.00
218 Drivers Ed	-	-	-	-	2,140.00	2,140.00	2,140.00	2,141.00	2,142.00	-	-	1,853.00
221 Comp Abs	-	-	-	-	2.00	2.00	2.00	2.00	2.00	-	-	2.00
226 Impact Aid	-	-	-	-	9,579.00	21,075.00	21,078.00	56,786.00	6,040.00	-	-	40.00
228 Technology	-	-	-	-	-	-	-	-	-	-	-	-
229 Flex	-	-	-	-	-	2.00	2.00	2.00	2.00	-	-	2.00
281 Endow	-	138,355.00	-	-	2.00	130,505.00	110,505.00	110,545.00	59,156.00	59,094.00	65,000.00	153,909.00
TOTAL	-	678,241.00	207,404.00	207,015.00	305,728.00	698,598.00	537,771.00	666,521.00	439,348.00	275,157.00	287,520.00	526,990.00

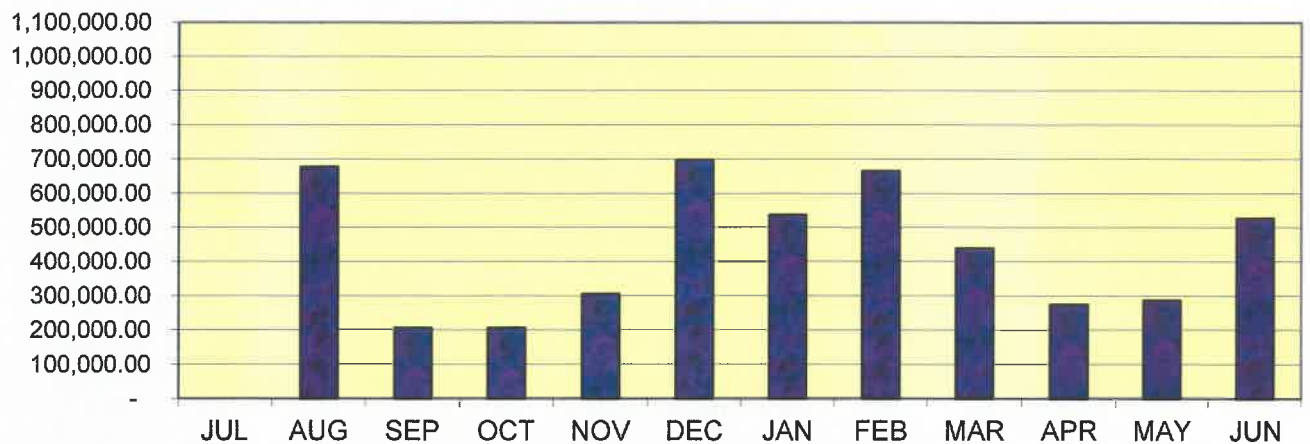
2020-21 INVESTMENTS



2019-20 INVESTMENTS



2018-19 INVESTMENTS



Mr. Olson
Principal Report
School Board Meeting
August 11, 2020

The first day of school will be August 19th. Teacher PIR days will be 17-18. I have begun working with teachers on plans for the school year. Ideas will be finalized once school plan is approved. We will do our best under the circumstances to keep school as normal as possible for the students and staff while accommodating needs. I can speak more about this at the meeting if needed.

The new science curriculum has arrived and elementary teachers have a training on Aug 12 at noon.

Class lists and rosters have been finalized and are being to teachers and students.

Looking forward to a great 2020-2021 school year!

Technology Report

August 11, 2020

There has been a lot of technology upgrades this summer!

By meeting time we should be completely out of the old server and operating on the new one. This has been a long process but the steps put in place have made it a smooth transition.

Innova was here the first week of August and upgraded our camera system. I will be able to talk more about this at the meeting if needed.

The wireless bridge has arrived for the NHSF cameras. This will give us internet access at the football field. Mr. Solem will assist me in getting this and the cameras working.

I have placed my last order for computers which means the school will be all in windows 10.

We have all new chrome books on our google domain and ready for use. The three new smart boards have come in and I will have them ready before school starts.

The desks in the computer lab have been fixed by the company work well.

We were approved for our Category 2 E-rate which means I will be able to order 4 WIFI access points and 2 Dlink 24 port Poe switches at a reduced rate.

Culbertson School Board Meeting

Superintendent's Report

August 11, 2020

A. Events that I plan to attend for August and September.

August 5 th	NEMASS Teleconference Meeting
August 6 th	Roosevelt County Transportation Committee Meeting @ Wolf Point
August 10 th	Culbertson Town Council Meeting
August 11 th	Culbertson School Coaches Meeting
	Culbertson School Board Meeting
	Culbertson Fire Department Meeting
August 25 th	Culbertson Fire Department Training
August 31 st	JV Football vs. MonDak HERE
September 3 rd	HS Volleyball vs. Bainville HERE
September 4 th	HS Football vs. Fairview HERE
September 8 th	Culbertson Fire Department Meeting
September 10 th	HS Volleyball vs. Nashua HERE
September 11 th	HS Football vs. Ekalaka HERE
September 14 th	Culbertson Town Council Meeting
September 15 th	Culbertson School Board Meeting
September 18 th	HS Football vs. Plentywood HERE
September 19 th	HS Volleyball vs. Fairview HERE
September 20 th	MREA Meeting @ Helena
September 21 st	Fall MASS Meeting @ Helena
September 22 nd	Fall MASS Meeting @ Helena
September 28 th	JV Football vs. Scobey HERE

B. Other items for your review and consideration:

1. The second Community-wide School (Strategic) Planning Meeting has been postponed due to the COVID-19 School Closures. I will let you know a date when Debra Silk is able to reschedule.
2. At this time I am working to complete the Federal E-grants applications for our Federal Title I, Title II, and Title IV grant monies plus the Federal Carl Perkins vocational grant.
3. It appears as though the fall MCEL (Montana Council of Educational Leadership) Conference on October 15th and 16th in Missoula will be conducted virtually. I will have more details for the Board members as they become available.
4. Attached please find a copy of the orientation PIR days for staff training prior to the start of school. The orientation PIR days are scheduled for August 17th and 18th. The Google Classroom Training will emphasis remote teaching and learning in the event that schools are required to close in a similar fashion to what was experienced in March, April, and May of 2020.

5. Just so we don't forget, here are a few projects to think about in the short term and long term (in no particular order of importance):
 - Replacement of the oldest section of Playground Equipment
 - Replacement of the Football Field Lights
 - Old Armory: Renovation or Demolition
 - Replacement of the cinder track with an all-weather track.
 - Building or purchasing teacher housing.
 - Building an auditorium for music performances and plays
 - Re-establishment of the Family Consumer Science classroom and the corresponding student organization FCCLA (Family, Career and Community Leaders of America).
6. Here are a few items that might be part of the regular September Board meeting agenda:
 - Discuss/debate/adoption of one or more sections of Board policy, as per MTSBA
 - Remaining Extra-Curricular Contracts for 2020-2021

If you have any questions, comments, or concerns about any item in this report or on the agenda, please feel free to contact me at any time. I can be reached at 787-6246 (school), 787-5779 (home), 478-3330 (cell), or by email at crowderl@culbertson.k12.mt.us at any time.

Culbertson Public Schools

2020-2021

Orientation PIR Day - Monday, August 17th

- | | |
|------------|--|
| 9:00 a.m. | K-12 Staff Meeting in the Lunchroom <ul style="list-style-type: none">• Refreshments• Topics of Discussion Too Numerous to Mention* |
| 10:00 a.m. | K-6 Staff Meeting in the Computer Lab
Room Time for Everyone Else |
| 11:00 a.m. | 7-12 Staff Meeting in the Computer Lab
Room Time for Everyone Else |
| 12:00 p.m. | Lunch on your own |
| 1:00 p.m. | K-12 Teaching Staff & Paras in the Lunchroom:
Google Classroom Training with Jordan O'Donnell |
| 4:00 p.m. | Everyone is free to go |

Orientation PIR Day - Tuesday, August 18th

- | | |
|-----------|---|
| 8:00 a.m. | K-12 Staff Travel to Bainville <ul style="list-style-type: none">• Motivational Speaker Randy Russell |
| 1:00 p.m. | Return from Bainville (Lunch will be in Bainville)
Room Time for Everyone |
| 1:30 p.m. | K-12 Staff Meeting in the Lunchroom - AFLAC |
| 2:00 p.m. | Everyone is free to go |

*Gmail Communications, Title IX Reporting, Website Information, Social Media Use, One Call Now, Policy Access and Updates, SchoolMaster, School Calendar, District Goals, District Financial Outlook, Facility Planning, Bell Schedule Time Changes, and the list just keeps on going.....

**CULBERTSON PUBLIC SCHOOLS
DISTRICTS 17 J/R/C
BOARD AGENDA FACT SHEET**

MEETING DATE: 8-11-2020

AGENDA ITEM #: 14

AGENDA TITLE: Policy Manual Update – 2nd Reading

SUMMARY: Attached please find the 2nd readings of:

- a. Section 2000 (Instruction)
- b. Section 7000 (Financial Management)
- c. Section 8000 (Non-Instructional Operations)
- d. Section 1900 (COVID-19 Emergency)

The Policies have been posted for comment since the July 21st meeting. To date, I have received no comments on the proposed policies.

The Board has the following options:

- 1. Adopt the individual policies as posted;
- 2. Edit and adopt individual policies; or
- 3. Table individual policies for further review.

BOARD ACTION

	Motion	Second	Aye	Nay	Abstain
Finnicum					
Anderson					
Salvevold					
Bergum					
Colvin					

CULBERTSON SCHOOL DISTRICT

R = required

2000 SERIES INSTRUCTION

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	2332	Religion and Religious Activities
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	2410 – 2410P	High School Graduation Requirements
R	2413	Credit Transfer and Assessment for Placement
	2420	Grading and Progress Reports
	2421	Promotion and Retention
	2430	Homework
R	2450	Recognition of Native American Cultural Heritage
	2500	Limited English Proficiency Program

R 2510
2600 – 2600P

School Wellness
Work Experience

INSTRUCTION

2000

Goals

The District's educational program will seek to provide an opportunity for each child to develop to his or her maximum potential in a safe and welcoming learning environment. The objectives for the educational program are:

- To foster self-discovery, self-awareness, and self-discipline.
- To develop an awareness of and appreciation for cultural diversity.
- To stimulate intellectual curiosity and growth.
- To provide fundamental career concepts and skills.
- To help the student develop sensitivity to the needs and values of others and respect for individual and group differences.
- To help each student strive for excellence and instill a desire to reach the limit of his or her potential.
- To develop the fundamental skills which will provide a basis for lifelong learning.
- To be free of any sexual, cultural, ethnic, or religious bias.

The administrative staff is responsible for apprising the Board of the educational program's current and future status. The Superintendent should prepare an annual report that includes:

- A review and evaluation of the present curriculum;
- A projection of curriculum and resource needs;
- An evaluation of, and plan to eliminate, any sexual, cultural, ethnic, or religious bias that may be present in the curriculum or instructional materials and methods;
- A plan for new or revised instructional program implementations; and
- A review of present and future facility needs.

Legal Reference: 10.55.701, ARM Board of Trustees

Policy History:

Adopted on:

Reviewed on:

Revised on:

INSTRUCTION

2100

page 1 of 2

School Year Calendar and Day

School Calendar

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

Commemorative Holidays

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

Saturday School

Pupil instruction may be held on a Saturday at the discretion of a school district for the purpose of providing additional pupil instruction, provided that: (a) Saturday school is not a pupil-instruction day and does not count toward the minimum aggregate hours of pupil instruction; and (b) student attendance is voluntary.

School Fiscal Year

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

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

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

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

- 1. Pre-school staff orientation for the purpose of organization of the school year;
- 2. Staff professional development programs (minimum of three (3) days);

3. Parent/teacher conferences; and
4. Post-school record and report (not to exceed one (1) day, or one-half ($\frac{1}{2}$) day at the end of each semester or quarter).

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

Legal References:	§ 20-1-301, MCA	School fiscal year
	§ 20-1-302, MCA	School term, day and week
	§ 20-1-303, MCA	Conduct of School on Saturday or Sunday prohibited - exceptions
	§ 20-1-304, MCA	Pupil-instruction-related day
	§ 20-1-306, MCA	Commemorative exercises on certain days
	§ 20-9-311, MCA	Calculation of Annual Number Belonging (ANB)
	ARM 10.55.701	Board of Trustees
	ARM 10.65.101, 103	Pupil-Instruction-Related Days
	ARM 10.55.714	Professional Development
	ARM 10.55.906	High School Credit

Policy History:

Adopted on:

Reviewed on:

Revised on:

INSTRUCTION

2105

Grade Organization

The District maintains instructional levels for grades kindergarten (K) through twelve (12). The grouping and housing of instructional levels in school facilities will be according to plans developed by the Superintendent and approved by the Board.

Instructional programs will be coordinated between each grade and between levels of schools.

A student will be assigned to an instructional group or to a classroom which will best serve the needs of that individual while still considering the rights and needs of other students. Factors to be considered in classroom assignments are class size, peer relations, student/teacher relations, instructional style of individual teachers, and any other variables that will affect the performance of the student.

Criteria for grouping will be based on learning goals and objectives addressed and the student's ability to achieve those purposes.

Legal Reference: § 20-6-501, MCA Definition of various schools

Policy History:

Adopted on:

Reviewed on:

Revised on:

INSTRUCTION

2120

Curriculum and Assessment

The Board is responsible for curriculum adoption and must approve all significant changes, including the adoption of new textbooks and new courses, before such changes are made. The Superintendent is responsible for making curriculum recommendations. The District shall ensure their curriculum is aligned to all content standards and the appropriate learning progression for each grade level.

A written sequential curriculum will be developed for each subject area. The curricula will address learner goals, content and program area performance standards, and District education goals and will be constructed to include such parts of education as content, skills, and thinking. The District shall review curricula at least every five (5) years or consistent with the state's standards revision schedule, and modify, as needed, to meet educational goals of the continuous school improvement plan pursuant to ARM 10.55.601.

The staff and administration will suggest materials and resources, to include supplies, books, materials, and equipment necessary for development and implementation of the curriculum and assessment, which are consistent with goals of the education program.

The District shall maintain their programs consistent with the state's schedule for revising standards.

The District shall assess the progress of all students toward achieving content standards and content-specific grade-level learning progressions in each program area. The District shall use assessment results, including state-level achievement information obtained by administration of assessments pursuant to ARM 10.56.101 to examine the educational program and measure its effectiveness. The District shall use appropriate multiple measures and methods, including state-level achievement information obtained by administration of assessments pursuant to the requirements of ARM 10.56.101, to assess student progress in achieving content standards and content-specific grade-level learning progressions in all program areas. The examination of program effectiveness using assessment results shall be supplemented with information about graduates and other student's no longer in attendance.

Cross Reference:	2000	Goals
	2110	Objectives

Legal Reference:	§ 20-3-324, MCA	Powers and duties
	§ 20-4-402, MCA	Duties of district superintendent or county high school principal
	§ 20-7-602, MCA	Textbook selection and adoption
	10.55.603, ARM	Curriculum and Assessment

Policy History:

Adopted on:

Reviewed on:

Revised on:

4
5 Lesson Plan

6
7 To ensure proper planning and continuity of instruction, the Board requires that each teacher
8 prepare lesson plans for daily instruction. To facilitate more effective instruction, the District
9 expects lesson plans to be prepared by the start of the first day of the school week. The format
10 for the lesson plan will be approved by the principal. The principal will review lesson plans on a
11 regular basis. The plan book must be readily available, when a substitute teacher is needed. The
12 lesson plan book for the entire school year will be provided to the principal at the conclusion of
13 each school year.
14
15
16

17 Policy History:

18 Adopted on:

19 Reviewed on:

20 Revised on:

INSTRUCTION

2132

page 1 of 3

Student and Family Privacy RightsSurveys - General

All surveys requesting personal information from students, as well as any other instrument used to collect personal information from students, must advance or relate to the District's educational objectives as identified in Board Policy. This applies to all surveys, regardless of whether the student answering the questions can be identified and regardless of who created the survey.

Surveys Created by a Third Party

Before the District administers or distributes a survey created by a third party to a student, the student's parent(s)/guardian(s) may inspect the survey upon request and within a reasonable time of their request.

This section applies to every survey: (1) that is created by a person or entity other than a District official, staff member, or student, (2) regardless of whether the student answering the questions can be identified, and (3) regardless of the subject matter of the questions.

Surveys Requesting Personal Information

School officials and staff members shall not request, nor disclose, the identity of any student who completes ANY survey containing one (1) or more of the following items:

1. Political affiliations or beliefs of the student or the student's parent/guardian;
2. Mental or psychological problems of the student or the student's family;
3. Behavior or attitudes about sex;
4. Illegal, antisocial, self-incriminating, or demeaning behavior;
5. Critical appraisals of other individuals with whom students have close family relationships;
6. Legally recognized privileged or analogous relationships, such as those with lawyers, physicians, and ministers;
7. Religious practices, affiliations, or beliefs of the student or the student's parent/guardian;
8. Income (other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such program).

The student's parent(s)/guardian(s) may:

1. Inspect the survey within a reasonable time of the request; and/or
2. Refuse to allow their child to participate in any survey requesting personal information. The school shall not penalize any student whose parent(s)/guardian(s) exercise this option.

Instructional Material

A student's parent(s)/guardian(s) may, within a reasonable time of the request, inspect any instructional material used as part of their child's educational curriculum.

The term "instructional material," for purposes of this policy, means instructional content that is provided to a student, regardless of its format, printed or representational materials, audio-visual materials, and materials in electronic or digital formats (such as materials accessible through the Internet). The term does not include academic tests or academic assessments.

Collection of Personal Information From Students for Marketing Prohibited

The term "personal information," for purposes of this section only, means individually identifiable information including: (1) a student's or parent's first and last name, (2) a home or other physical address (including street name and the name of the city or town), (3) telephone number, or (4) a Social Security identification number.

The District will not collect, disclose, or use student personal information for the purpose of marketing or selling that information or otherwise providing that information to others for that purpose.

The District, however, is not prohibited from collecting, disclosing, or using personal information collected from students for the exclusive purpose of developing, evaluating, or providing educational products or services for, or to, students or educational institutions such as the following:

1. College or other post-secondary education recruitment or military recruitment;
2. Book clubs, magazines, and programs providing access to low-cost literary products;
3. Curriculum and instructional materials used by elementary schools and secondary schools;
4. Tests and assessments to provide cognitive, evaluative, diagnostic, clinical, aptitude, or achievement information about students (or to generate other statistically useful data for the purpose of securing such tests and assessments) and the subsequent analysis and public release of the aggregate data from such tests and assessments;
5. The sale by students of products or services to raise funds for school-related or education-related activities;
6. Student recognition programs.

Notification of Rights and Procedures

The Superintendent or designee shall notify students' parents/guardians of:

1. This policy as well as its availability from the administration office upon request;

2. How to opt their child out of participation in activities as provided in this policy;
3. The approximate dates during the school year when a survey requesting personal information, as described above, is scheduled or expected to be scheduled;
4. How to request access to any survey or other material described in this policy.

This notification shall be given parents/guardians at least annually at the beginning of the school year and within a reasonable period after any substantive change in this policy.

The rights provided to parents/guardians in this policy transfer to the student, when the student turns eighteen (18) years of age or is an emancipated minor.

NOTE: This policy must be adopted in consultation with parents. 20 U.S.C. § 1232h(c)(1). Therefore, MTSBA recommends that, at a minimum, Boards specifically note this on their meeting agendas and request public comment prior to adoption.

Cross Reference: 2311 Instructional Materials
 3200 Student Rights and Responsibilities
 3410 Student Health/Physical Screenings/Examinations

Legal Reference: 20 U.S.C. 1232h Protection of Pupil Rights

Policy History:

Adopted on:

Reviewed on:

Revised on:

Culbertson School District

INSTRUCTION

2140

Guidance and Counseling

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

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

1. Provide staff with meaningful information which can be utilized to improve educational services offered to individual students.
2. Provide students with planned opportunities to develop future career and educational plans.
3. Refer students with special needs to appropriate specialists and agencies.
4. Aid students in identifying options and making choices about their educational program.
5. Assist teachers and administrators in meeting academic, social, and emotional needs of students or work directly with students to provide support on academic, social, and emotional needs.
6. Provide for a follow-up of students who further their education and move into a career.
7. Solicit feedback from students, staff, and parents, for purposes of program improvement.
8. Assist students in developing a sense of belonging and self-respect.
9. Have information available about nicotine, drugs, and alcohol addiction services and referrals to tobacco cessation programs to students and staff.

All staff will encourage students to explore and develop their individual interests in career and vocational-technical programs and employment opportunities, without regard to gender, race, marital status, national origin, or disability, including reasonable efforts in encouraging students to consider and explore all occupations.

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

Policy History:

Adopted on:

Reviewed on:

Revised on:

1 **Culbertson School District**

2
3 **INSTRUCTION**

2150 – R

4
5 Suicide Awareness and Prevention

6
7 Professional Development

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

11
12 The District will provide at least two (2) hours of youth suicide and prevention training every five (5) All
13 new employees who work directly with any student enrolled in the school district will be provided
14 training the first year of employment.

15
16 Youth suicide and prevention training may include:

- 17
18 A. In-person attendance at a live training;
19 B. Videoconference;
20 C. An individual program of study of designated materials;
21 D. Self-review modules available online; and
22 E. Any other method chosen by the local school board that is consistent with professional
23 development standards.

24
25 Prevention and Response

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

- 28
29 A. Promote collaboration with families and with community providers in all aspects of suicide
30 prevention and response;
31 B. Include high quality intervention services for students;
32 C. Promote interagency cooperation that enables school personnel to identify and access appropriate
33 community resources for use in times of crisis;
34 D. Include reintegration of youth into a school following a crisis, hospitalization, or residential
35 treatment;
36 E. Provide for leadership, planning, and support for students and school personnel to ensure
37 appropriate responses to attempted or completed suicides.

38
39 No cause of action may be brought for any loss or damage caused by any act or admission resulting from
40 the implementation of the provisions of this policy or resulting from any training, or lack of training,
41 related to this policy. Nothing in this policy shall be construed to impose a specific duty of care.

42
43 This policy will be reviewed by the Board of Trustees on a regular basis.

44
45 Legal Reference: § 20-7-1310, MCA Youth suicide awareness and prevention training
46 ARM 10.55.720 Suicide Prevention and Response

47 Policy History

48 Adopted on:

49 Reviewed on:

50 Revised on:

2
3 **INSTRUCTION**

2151

4
5 Interscholastic Activities

6
7 The District recognizes the value of a program of interscholastic activities as an integral part of
8 the total school experience. The program of interscholastic activities will include all activities
9 relating to competitive sport or intellectual contests, games or events, or exhibitions involving
10 individual students or teams of students of this District, when such events occur between schools
11 outside this District.

12
13 All facilities and equipment utilized in the interscholastic activity program, whether or not the
14 property of the District, will be inspected on a regular basis. Participants will be issued
15 equipment which has been properly maintained and fitted.

16
17 An activity coach must be properly trained and qualified for an assignment as described in the
18 coach's job description. A syllabus which outlines the skills, techniques, and safety measures
19 associated with a coaching assignment will be distributed to each coach. All personnel coaching
20 intramural or interscholastic activities will hold a current valid first aid certificate.

21
22 The Board recognizes that certain risks are associated with participation in interscholastic
23 activities. While the District will strive to prevent injuries and accidents to students, each parent
24 or guardian will be required to sign an "assumption of risk" statement indicating that the parents
25 assume all risks for injuries resulting from such participation. Each participant will be required
26 to furnish evidence of physical fitness (physical form) prior to becoming a member of an athletic
27 team. A participant will be free of injury and will have fully recovered from illness before
28 participating in any event.

29
30 Coaches and/or trainers may not issue medicine of any type to students. This provision does not
31 preclude the coach and/or trainer from using approved first aid items.

32
33
34
35 Cross Reference: 3416 Administering Medicines to Students
36 2151F Assumption of Risk Form

37
38 Legal Reference: 10.55.707, ARM Teacher and Specialist Licensure
39 37.111.825, ARM Health Supervision and Maintenance

40
41 Policy History:

42 Adopted on:

43 Reviewed on:

44 Revised on:

CULBERTSON 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 Culbertson 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 or am not willing to provide coverage information and I 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: _____

INSTRUCTION

2158

Page 1 of 2

Family Engagement Policy

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

Parent/Family Involvement Goals and Plan

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

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

The 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(2)(m) Board of Trustees

Policy History:

Adopted on:

Reviewed on:

Revised on:

INSTRUCTION

2160

page 1 of 2

Title I Parent and Family Engagement

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

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

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

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

1. Information about programs provided under Title I;
2. A description and explanation of the curriculum in use, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet;
3. Opportunities to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children; and
4. The opportunity to bring parent comments, if they are dissatisfied with the school's Title I program, to the District level.

2160

page 2 of 2

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

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
20 U.S.C. §§ 6301-6514
§ 1116 Every Student Succeeds Act

Policy History:

Adopted on:

Reviewed on:

Revised on:

INSTRUCTION

2160P

page 1 of 2

Title I – Equivalency/Comparability

A. To assure that state and local services are provided in Title I schools at least equivalent to such services in non-Title I schools, these policies will be observed in the School District.

1. Salary Scales

The District-wide salary scales will be applicable to all staff whether assigned to Title I or non-Title I schools.

2. Assignment of Teachers, Administrators, and Support Personnel

Assignment of teachers, administrators, and support personnel will be made in such a way to assure that the numbers of students per staff person in Title I schools shall be equivalent to the average number of students per staff person in relevant comparison schools (i.e., non-Title I or other Title I schools).

3. Curriculum Materials and Instructional Supplies

Curriculum materials and instructional supplies will be provided to schools with the same grade spans on a per-pupil cost factor to assure that all children have access to the same level of state and local resources regardless of whether they attend a Title I or non-Title I school.

Title I Parent Involvement

In order to achieve the level of Title I parent involvement desired by District policy on this topic, these procedures guide the development of each school's annual plan designed to foster a cooperative effort among parents, school, and community.

Guidelines

Parent involvement activities developed at each school will include opportunities for:

- Volunteering;
- Parent education;
- Home support for the child's education;
- Parent participation in school decision making.

The school system will provide opportunities for professional development and resources for staff and parents/community regarding effective parent involvement practices.

Roles and Responsibilities

Parents

It is the responsibility of the parent to:

- Actively communicate with school staff;
- Be aware of rules and regulations of school;
- Take an active role in the child's education by reinforcing at home the skills and knowledge the student has learned in school;
- Utilize opportunities for participation in school activities.

Staff

It is the responsibility of staff to:

- Develop and implement a school plan for parent involvement;
- Promote and encourage parent involvement activities;
- Effectively and actively communicate with all parents about skills, knowledge, and attributes students are learning in school and suggestions for reinforcement;
- Send information to parents of Title I children (including parents of migrant children if applicable) in a format and, to the extent practicable, in a language the parents can understand.

Community

Community members who volunteer in the schools have the responsibility to:

- Be aware of rules and regulations of the school;
- Utilize opportunities for participation in school activities.

Administration

It is the responsibility of the administration to:

- Facilitate and implement the Title I Parent Involvement Policy and Plan;
- Provide training and space for parent involvement activities;
- Provide resources to support successful parent involvement practices;
- Provide in-service education to staff regarding the value and use of contributions of parents and how to communicate and work with parents as equal partners;
- Send information to parents of Title I children (including parents of migrant children if applicable) in a format and, to the extent practicable, in a language the parents can understand.

Procedure History:

Promulgated on:

Reviewed on:

Revised on:

INSTRUCTION

2161

Special Education

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

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

The District may maintain membership in one or more cooperative associations which may assist in fulfilling the District's obligations to its disabled students.

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

Policy History:

Adopted on:

Reviewed on:

Revised on:

INSTRUCTION

2161P

Page 1 of 6

Special EducationChild Find

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

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

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

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

F. Homeless Children

G. Dyslexia

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

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

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

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

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

Procedures for Evaluation and Determination of Eligibility

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

10.16.3320 - Referral;

10.60.103 - Identification of Children with Disabilities;

10.16.3321 - Comprehensive Educational Evaluation Process;

Procedural Safeguards and Parental Notification

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

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

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

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

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

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

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

Evaluation of Eligibility

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

Individualized Education Programs

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

Least Restrictive Environment

To the maximum extent appropriate, children with disabilities, including children in public or private institutions or other care facilities, are educated with children who are nondisabled, and special classes, separate schooling, or other removal of children with disabilities from the regular class occurs only if the nature or severity of the disability is such that education in regular classes, with the use of supplementary aids and services, cannot be achieved satisfactorily. Educational placement decisions are made in accordance with A.R.M. 10.16.3340 and the requirements of 34 C.F.R. 300.114 - 300.120, and a continuum of alternate placements is available as required in 34 C.F.R. 300.551.

Children in Private Schools/Out-of District Placement

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

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

Impartial Due Process Hearing

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

Special Education Records and Confidentiality of Personally Identifiable Information

A. Confidentiality of Information

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

B. Access Rights

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

C. List of Types and Locations of Information.

A list of the records maintained on disabled students shall be available in the District office. Disabled student records shall be located in the _____, where they are available for review by authorized District personnel, parents, and adult students. Special education teachers will maintain an IEP file in their classrooms. These records will be maintained under the direct supervision of the teacher and will be located in a locked file cabinet. A record-of-access sheet in each special education file will specify the District personnel who have a legitimate interest in viewing these records.

D. Safeguards

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

E. Destruction of Information

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

F. Children's Rights

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

Discipline

Students with disabilities may be suspended from school the same as students without disabilities for the same infractions or violations for up to ten (10) consecutive school days. Students with disabilities may be suspended for additional periods of not longer than ten (10) consecutive school days for separate, unrelated incidents, so long as such removals do not constitute a change in the student's educational placement. However, for any additional days of removal over and

above ten (10) school days in the same school year, the District will provide educational services to a disabled student, which will be determined in consultation with at least one (1) of the child's teachers, determining the location in which services will be provided. The District will implement the disciplinary procedures in accord with the requirements of CFR 300.530-300.537.

Legal Reference:	34 CFR 300.1, et seq.	Individuals with Disabilities Act (IDEA)
	§ 20-1-213, MCA	Transfer of school records
	10.16.3122 ARM	Local Educational Agency Responsibility for Students with Disabilities
	10.16.3220 ARM	Program Narrative
	10.16.3321 ARM	Comprehensive Educational Evaluation Process
	10.16.3340 ARM	Individualized Education Program and Placement Decisions
	10.16.3560 ARM	Special Education Records
	10.60.103 ARM	Identification of Children with Disabilities
	37.85.414 ARM	Maintenance of Records and Auditing (Medicaid)
	Chapter 227 (2019)	Montana Dyslexia Screening and Intervention Act

Policy History:

Adopted on:

Reviewed on:

Revised on:

INSTRUCTION

2162

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

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

Legal Reference:	Rehabilitation Act of 1973, Section 504, 29 U.S.C. § 794
	ADA Amendments Act of 2008
	34 C.F.R. §104.1 <i>et seq.</i> Purpose
	34 C.F.R. §104.35 Evaluation and Placement
	34 C.F.R. §104.36 Procedural safeguards

Policy History:

Adopted on:

Reviewed on:

Revised on:

INSTRUCTION

2162P

page 1 of 2

Section 504 of the Rehabilitation Act of 1973 ("Section 504")

(1) **Impartial Due Process Hearing.** If the parent or legal guardian of a student who qualifies under Section 504 for special instruction or related services disagrees with a decision of the District with respect to: (1) the identification of the child as qualifying for Section 504; (2) the District's evaluation of the child; and/or (3) the educational placement of the child, the parents of the student are entitled to certain procedural safeguards. The student shall remain in his/her current placement until the matter has been resolved through the process set forth herein.

- A. The District shall provide written notice to the parent or legal guardian of a Section 504 student, prior to initiating an evaluation of the child and/or determining the appropriate educational placement of the child, including special instruction and/or related services;
- B. Upon request, the parent or legal guardian of the student shall be allowed to examine all relevant records relating to the child's education and the District's identification, evaluation, and/or placement decision;
- C. The parent or legal guardian of the student may make a request in writing for an impartial due process hearing. The written request for an impartial due process hearing shall identify with specificity the areas in which the parent or legal guardian is in disagreement with the District;
- D. Upon receipt of a written request for an impartial due process hearing, a copy of the written request shall be forwarded to all interested parties within three (3) business days;
- E. Within ten (10) days of receipt of a written request for an impartial due process hearing, the District shall select and appoint an impartial hearing officer who has no professional or personal interest in the matter. In that regard, the District may select a hearing officer from the list of special education hearing examiners available at the Office of Public Instruction, the county superintendent, or any other person who would conduct the hearing in an impartial and fair manner;
- F. Once the District has selected an impartial hearing officer, the District shall provide the parent or legal guardian and all other interested parties with notice of the person selected;
- G. Within five (5) days of the District's selection of a hearing officer, a prehearing conference shall be scheduled to set a date and time for a hearing, identify the issues to be heard, and stipulate to undisputed facts to narrow the contested

factual issues;

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

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

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

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

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

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

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

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

Procedure History:

Promulgated on:

Reviewed on:

Revised on:

Culbertson School District

INSTRUCTION

2163

Traffic Education

Culbertson School District will provide a drivers' training instruction program for students who live within the geographic boundaries of the public school district, whether or not they are enrolled in the public school district and provided that students enrolled in the course will have reached their fifteenth (15th) birthday within six (6) months of course completion and have not yet reached nineteen (19) years of age on or before September 10 of the school year in which the student participates in traffic education.

All eligible students will be treated fairly and without bias in the notification, enrollment, and class administration procedures associated with the traffic education program.

The purpose of the program is to introduce students to a course of study which should lead to the eventual development of skills appropriate for a licensed driver. The traffic education program is designed to meet the criteria established by the Superintendent of Public Instruction. These criteria include requirements for instructional time, for instructor certification, recommendations for course of study, and reimbursement procedures.

The charge for Driver Education shall be:

\$ 0 per student	if the student takes the course as a class during the regular school year.
\$150 per student	if the student attends Culbertson Public Schools, or if the student lives within the Culbertson School District boundaries, or if the student's parents live within the Culbertson School District boundaries
\$300 per student	if the student does not meet one of the conditions listed above

The Driver Education instruction shall be paid at a rate set by the Board each year.

Legal Reference:	§ 20-7-502, MCA	Duties of superintendent of public instruction
	§ 20-7-503, MCA	District establishment of traffic education program
	§ 20-7-507, MCA	District traffic education fund
	10.13.307, ARM	Program Requirements
	10.13.312, ARM	Student Enrollment

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

5 Gifted Program

7 To the extent possible with available resources, the District may provide gifted and talented
8 students the opportunity to participate in appropriate educational programs. “Gifted and talented
9 students” are students of outstanding abilities, who are capable of high performance and who
10 require differentiated educational programs beyond those normally offered in public schools, in
11 order to fully achieve their potential contribution to self and society.

13 If resources are available, the District may:

- 15 • Provide educational services to gifted and talented students that are commensurate to their
16 needs, and foster a positive self-image.
- 18 • Comply with all federal and state laws and regulations regarding addressing gifted education.
- 20 • Provide structured support and assistance to teachers in identifying and meeting the diverse
21 student needs of gifted and talented students, and shall provide a framework for considering a
22 full range of alternatives for addressing student needs.

24 The Superintendent will establish procedures consistent with state guidelines for nominating,
25 assessing, and selecting children of demonstrated achievement, or potential ability in terms of
26 general intellectual ability and academic aptitude.

28 Legal References: §§ 20-7-901 - 904, MCA Gifted and Talented Children
29 10.55.804, ARM Gifted and Talented

31 Policy History:

32 Adopted on:

33 Reviewed on:

34 Revised on:

INSTRUCTION

2168

page 1 of 2

Distance, Online, and Technology-Delivered Learning

For purposes of this policy, “distance learning” is defined as: instruction in which students and teachers are separated by time and/or location with synchronous or asynchronous content, instruction, and communication between student and teacher (e.g., correspondence courses, online learning, videoconferencing, streaming video).

The District may receive and/or provide distance, online, and technology-delivered learning programs, provided the following requirements are met:

1. The distance, online, and technology-delivered learning programs and/or courses shall meet the learner expectations adopted by the District and be aligned with state content and performance standards;
2. The District shall provide a report to the Superintendent of Public Instruction, documenting how it is meeting the needs of students under the accreditation standards, who are taking a majority of courses during each grading period via distance, online, and/or technology-delivered programs;
3. The District will provide qualified instructors and/or facilitators as described in ARM 10.55.907(3)(a)(b)(c);
4. The District will ensure that the distance, online, and technology-delivered learning facilitators receive in-service training on technology-delivered instruction as described in ARM 10.55.907(3)(d); and
5. The District will comply with all other standards as described in ARM 10.55.907(4)(5)(a-e).

The District will permit a student to enroll in an approved distance learning course, in order that such student may include a greater variety of learning experiences within the student’s educational program.

Credit for distance learning courses may be granted, provided the following requirements are met:

1. Prior permission has been granted by the principal; and
 - a. The program fits the education plan submitted by the regularly enrolled student;
 - or

b. The course is needed as credit recovery and cannot fit into the student's schedule;

The District will not be obligated to pay for a student's distance learning courses.

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

Cross Reference:	2410 and 2410P 2100	High School Graduation Requirements School Calendar and Year
Legal Reference:	§ 20-9-311(4)(d), MCA Belonging ARM 10.55.602 ARM 10.55.705 ARM 10.55.906 ARM 10.55.907	Calculation of Average Number Definitions Administrative Personnel; Assignment of School Administrators/Principals High School Credit Distance, Online, and Technology Delivered Learning

Policy History:

Adopted on:

Reviewed on:

Revised on:

Culbertson School District

INSTRUCTION

2171

Significant Writing Program

The Board of Trustees has determined that incorporating an independent significant writing program in the District is not possible given the number of staff employed and the time available within the class schedule. Writing will be incorporated in all aspects of the curriculum.

Legal References:	10.55.701(2) (p) ARM	Board of Trustees
	10.55.713 (4) ARM	Teacher Load and Class Size

Policy History:

Adopted on:

Reviewed on:

Revised on:

Culbertson School District

INSTRUCTION

2221

School Closure

The Superintendent may order closure of schools in the event of extreme weather or other
emergence in accordance with established procedures for notifying parents, students, and staff.

Cross Reference: 8110 Bus Routes and Schedules

Legal Reference: §§ 20-9-801 - 802, MCA Emergency School Closure
§§ 20-9-806, MCA School closure by declaration of emergency

Policy History:

Adopted on:

Reviewed on:

Revised on:

INSTRUCTION

2250

Adult Education

The Board of Trustees authorizes the establishment of an adult education program. The course offerings in such program may include but shall not necessarily be limited to instruction in basic skills, such as reading, writing, arithmetic, and other skills required to function in society, and/or any subject normally offered in the basic high school curricula of the school district.

Course Offerings:

Course offerings under the district's adult education program shall include and be regularly aligned with and focused on the subjects required for graduation under policy 2410, and further aligned with the district's curriculum and assessment requirements, and the content standards of the Board of Public Education. The Administration shall periodically compile, update and publish a list showing the corresponding course equivalency between adult education courses and the district's high school courses required for graduation.

Enrollment Qualifications:

The Board of Trustees authorizes the enrollment of any member of the community who is 16 years of age or older who is not a regularly enrolled, full-time pupil for the purposes of ANB computation as provided in 20-7-701, MCA, including part-time pupils subject to the limitations of this section.

Eligibility for enrollment of any part-time pupil who is 16 years of age or older is subject to the Administration's assurances that the concurrent enrollment in high school and adult education of any part-time pupil claimed as such for ANB computation is, when combined, equal to or less than the equivalent of three-quarter-time enrollment as defined in 20-9-311, MCA.

Primary Purpose 1: Credit Recovery/Improvement of Graduation Rates

A preference for enrollment in specific courses in the district's adult education program shall be accorded to any person:

1. Who has been previously enrolled as a pupil of the district in any of the 4 academic years prior to the year for which enrollment in the district's adult basic education program is sought;
2. Who has failed to previously earn a high school diploma; and
3. Who is seeking to enroll in any course required for graduation under policy 2410 that the person has not yet completed.

Upon the successful completion of all missing course work required for graduation by any person enrolled in the district's adult education program under this section, and provided the person is otherwise qualified, the district shall grant such person a high school diploma in accordance with policy 2410.

Primary Purpose 2: Post-Secondary Success and Readiness

A preference for enrollment in specific courses in the district's adult education program shall be accorded to any person:

1. Who is at least 16 years of age but who is not yet 19 years of age;

2. Who has not yet graduated and is enrolled in the high school district on no more than a part time basis or who has graduated and has been admitted by the trustees as a part time pupil pursuant to 20-5-101(3); and
3. Who is seeking to enroll in any advance placement, dual credit or concurrent credit course offered in collaboration with the Montana university system.

Option 1 on Tuition Cost, Person Pays: Any person enrolled in adult education courses under this section shall be responsible for any third party supplemental fees charged for participation in such courses, including but not limited to tuition charged by a postsecondary institution for courses granting college credit and advanced placement test fees charged by the College Board.

Option 2 on Tuition Cost, District Pays: The district shall pay for any third party supplemental fees charged for participation in such courses, including but not limited to tuition charged by a postsecondary institution for courses granting college credit and advanced placement test fees charged by the College Board

Option 3 on Tuition Cost, District Defrays Cost: Any person enrolled in adult education courses under this section shall be responsible for the first \$100 per credit of any third party supplemental fees charged for participation in such courses, including but not limited to tuition charged by a postsecondary institution for courses granting college credit and advanced placement test fees charged by the College Board. The district shall pay for any third party costs above the first \$100 per credit.

Primary Purpose 3: Additional Offerings for the Community Aligned with Business and Economic Trends

Additional adult education offerings may be developed in collaboration with community representatives, subject to approval and authorization by the Board. Preference in the development of such additional offerings will be provided to course offerings aligned with and designed to address identified community needs for retraining and/or professional development caused by economic or other circumstances unique to the community.

Cross Reference:	Policy 2410 – 2410P	High School Graduation Requirements
Legal Reference:	§ 20-5-101(3), MCA	Admittance of child to school.
	§ 20-7-701, MCA	Definition of adult basic education and adult education.
	§ 20-9-311, MCA	Calculation of average number belonging (ANB) – 3 year averaging
	10.55.906, ARM	High School Credit

Legal Reference: § 20-7-703, MCA Trustees' policies for adult education

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

INSTRUCTION

2309

Library Materials

School library and classroom library books are primarily for use by District students and staff. Library books may be checked out by either students or staff. Individuals who check out books are responsible for the care and timely return of those materials. The building principal may assess fines for damaged or unreturned books.

District residents and parents or guardians of non-resident students attending the District may be allowed use of library books, at the discretion of the building principal. However, such access shall not interfere with regular school use of those books. Use of library books outside of the District is prohibited except for inter-library loan agreements with other libraries.

Any individual may challenge the selection of materials for the library/media center. The Uniform Complaint Procedure will be utilized to determine if challenged material is properly located in the library.

Cross Reference: 1700 Uniform Complaint Procedure
2314 Learning Materials Review

Legal Reference: § 20-4-402(5), MCA Duties of district superintendent or county high school principal
§ 20-7-203, MCA Trustees' policies for school library
§ 20-7-204, MCA School library book selection

Policy History:

Adopted on:

Reviewed on:

Revised on:

INSTRUCTION

2310

Selection of Library Materials

The District has libraries in every school, with the primary objective of implementing and supporting the educational program in the schools. It is the objective of these libraries to provide a wide range of materials on all appropriate levels of difficulty, with diversity of appeal and the presentation of different points of view.

The provision of a wide variety of library materials at all reading levels supports the District's basic principle that the school in a free society assists all students to develop their talents fully so that they become capable of contributing to the further good of that society.

In support of these objectives, the Board reaffirms the principles of intellectual freedom inherent in the First Amendment of the Constitution of the United States and guided by the principles set forth in the American Library Association's Library Bill of Rights and its interpretation for school libraries.

Although the Superintendent is responsible for selection of library materials, ultimate responsibility rests with the Board.

Legal reference:	§ 20-4-402(5), MCA	Duties of district superintendent or county high school principal
	§ 20-7-203, MCA	Trustees' policies for school library
	§ 20-7-204, MCA	School library book selection
	Library Bill of Rights	
	American Library Association	

Policy History:

Adopted on:

Reviewed on:

Revised on:

INSTRUCTION

2310P

Selection of Library Materials

Selection of library materials is a professional task conducted by library staff. In selecting library materials, the librarian will evaluate the existing collection; assess curricula needs; examine materials; and consult reputable, professionally prepared selection aids.

Culling

When materials no longer meet criteria for selection or inclusion, they will be culled. Culling is a necessary aspect of selection, since every library will contain works which may have answered a need at the time of acquisition, but which, with the passage of time, have become obsolete, dated, unappealing, or worn out.

Discarded materials will be clearly stamped or otherwise marked:

“WITHDRAWAL FROM CULBERTSON PUBLIC SCHOOL LIBRARY”

Materials will be discarded in compliance with § 20-6-604, MCA. When the decision to sell or dispose of library materials is made, the Board will adopt a resolution to sell or otherwise dispose of the material because it is or is about to become abandoned, obsolete, undesirable, or unsuitable for the school purposes of the District. The Board will publish a notice of the resolution in the newspaper of general circulation in the local newspaper as identified by the Administration. The resolution may not become effective for fourteen (14) days after notice is published.

Gifts

Gift materials may be accepted with the understanding they must meet criteria set for book selection.

Procedure History:

Promulgated on:

Reviewed on:

Revised on:

INSTRUCTION

2311

Instructional Materials

The Board is legally responsible to approve and to provide the necessary instructional materials used in the District. Textbooks and instructional materials should provide quality learning experiences for students and:

- Enrich and support the curriculum;
- Stimulate growth in knowledge, literary appreciation, aesthetic value, and ethical standards;
- Provide background information to enable students to make intelligent judgments;
- Present opposing sides of controversial issues;
- Be representative of the many religious, ethnic, and cultural groups and their contributions to our American heritage;
- Depict in an accurate and unbiased way the cultural diversity and pluralistic nature of American society.

Basic instructional course material in the fundamental skill areas of language arts, mathematics, science, and social studies should be reviewed at intervals not exceeding five (5) years, or consistent with the state's standards revision schedule that are consistent with the goals of the continuous school improvement plan. All instructional materials must be sequential and must be compatible with previous and future offerings.

Instructional materials may be made available for loan to students when the best interest of the District and student will be served by such a decision. Students will not be charged for normal wear. They will be charged replacement cost, however, as well as for excessive wear, unreasonable damage, or lost materials. The professional staff will maintain records necessary for the proper accounting of all instructional materials.

Cross Reference: 2314 Learning Materials Review

Legal Reference:	§ 20-4-402, MCA	Duties of district superintendent or county high school principal
	§ 20-7-601, MCA	Free textbook provisions
	§ 20-7-602, MCA	Textbook selection and adoption
	10.55.603(4)(b), ARM	Curriculum and Assessment

Policy History:

Adopted on:

Reviewed on:

Revised on:

INSTRUCTION

2311P

Selection, Adoption, and Removal of Textbooks and Instructional Materials

Curriculum committees will generally be responsible to recommend textbooks and major instructional materials purchases. Recommendations will be made to the Superintendent. The function of the committee is to ensure that materials are selected in conformance with stated criteria and established District goals and objectives. A curriculum committee may consist of only those members in a particular department. The same basic selection procedures should be followed as with District-wide committees.

Selection and Adoption

Textbooks shall be selected by a curriculum committee representing the various staff who will likely be using the text. In most, but not all, cases an administrator will chair the committee. Each committee should develop, prior to selection, a set of selection criteria against which textbooks will be evaluated. The criteria should include the following, along with other appropriate criteria. Textbooks shall:

- Be congruent with identified instructional objectives;
- Present more than one viewpoint on controversial issues;
- Present minorities realistically;
- Present non-stereotypic models;
- Facilitate the sharing of cultural differences;
- Be priced appropriately.

Removal

Textbooks may be removed when they no longer meet the criteria for initial selection, when they are worn out, or when they have been judged inappropriate through the Learning Materials Review Process.

Procedure History:

Promulgated on:

Reviewed on:

Revised on:

INSTRUCTION

2312

Copyright

The District recognizes that federal law makes it illegal to duplicate copyrighted materials without authorization of the holder of the copyright, except for certain exempt purposes. Severe penalties may be imposed for unauthorized copying or use of audio, visual, digital, or printed materials and computer software, unless the copying or use conforms to the "fair use" doctrine.

Under the "fair use" doctrine, unauthorized reproduction of copyrighted materials is permissible for such purposes as criticism, comment, news reporting, teaching, scholarship, or research.

Under the fair use doctrine, each of the following four standards must be met in order to use the copyrighted document:

- Purpose and Character of the Use – The use must be for such purposes as teaching or scholarship.
- Nature of the Copyrighted Work – The type of work to be copied.
- Amount and Substantiality of the Portion Used – Copying the whole of a work cannot be considered fair use; copying a small portion may be if these guidelines are followed.
- Effect of the Use Upon the Potential Market for or value of the Copyrighted Work – If resulting economic loss to the copyright holder can be shown, even making a single copy of certain materials may be an infringement, and making multiple copies presents the danger of greater penalties.

While the District encourages its staff to enrich learning programs by making proper use of supplementary materials, it is the responsibility of staff to abide by District copying procedures and obey requirements of law. Under no circumstances will it be necessary for staff to violate copyright requirements in order to properly perform their duties. The District cannot be responsible for any violations of the copyright law by its staff.

Any staff member who is uncertain as to whether reproducing or using copyrighted material complies with District procedures or is permissible under the law should consult the Superintendent. The Superintendent will assist staff in obtaining proper authorization to copy or use protected materials, when such authorization is required.

Legal Reference: 17 USC 101 - 1332 Federal Copyright Law of 1976

Policy History:

Adopted on:

Reviewed on:

Revised on:

INSTRUCTION

2312P

page 1 of 5

Copyright ComplianceAuthorized Reproduction and Use of Copyrighted Material in Print

- Materials on the Internet should be used with caution since they may, and likely are, copyrighted.
- Proper attribution (author, title, publisher, place and date of publication) should always be given.
- Notice should be taken of any alterations to copyrighted works, and such alterations should only be made for specific instructional objectives.
- Care should be taken in circumventing any technological protection measures. While materials copied pursuant to fair use may be copied after circumventing technological protections against unauthorized copying, technological protection measures to block access to materials may not be circumvented.

In preparing for instruction, a teacher may make or have made a single copy of a chapter from a book; an article from a newspaper or periodical; a short story, short essay, or short poem; or a chart, graph, diagram, drawing, cartoon, or picture from a book, periodical, or newspaper. A teacher may make multiple copies, not exceeding more than one (1) per student, for classroom use if the copying meets the tests of “brevity, spontaneity and cumulative effect” set by the following guidelines. Each copy must include a notice of copyright.

1. Brevity

- a. A complete poem, if less than 250 words and two pages long, may be copied; excerpts from longer poems cannot exceed 250 words.
- b. Complete articles, stories or essays of less than 2500 words or excerpts from prose works less than 1000 words or 10% of the work, whichever is less, may be copied; in any event, the minimum is 500 words. (Each numerical limit may be expanded to permit the completion of an unfinished line of a poem or prose paragraph.)
- c. One chart, graph, diagram, drawing, cartoon, or picture per book or periodical issue may be copied. “Special” works cannot be reproduced in full; this includes children’s books combining poetry, prose, or poetic prose.

2. Spontaneity. Should be at the “instance and inspiration” of the individual teacher when there is not a reasonable length of time to request and receive permission to copy.3. Cumulative Effect. Teachers are limited to using copied material for only one (1) course in the school in which copies are made. No more than one (1) short poem, article, story or two (2) excerpts from the same author may be copied, and no more than three (3) works can be copied from a collective work or periodical issue during one (1) class term.

Teachers are limited to nine (9) instances of multiple copying for one (1) course during one (1) class term. Limitations do not apply to current news periodicals, newspapers, and current news sections of other periodicals.

Performances by teachers or students of copyrighted dramatic works without authorization from the copyright owner are permitted as part of a teaching activity in a classroom or instructional setting. All other performances require permission from the copyright owner.

The copyright law prohibits using copies to replace or substitute for anthologies, consumable works, compilations, or collective works. "Consumable" works include: workbooks, exercises, standardized tests, test booklets, and answer sheets. Teachers cannot substitute copies for the purchase of books, publishers' reprints or periodicals, nor can they repeatedly copy the same item from term-to-term. Copying cannot be directed by a "higher authority," and students cannot be charged more than actual cost of photocopying. Teachers may use copyrighted materials in overhead or opaque projectors for instructional purposes.

Authorized Reproduction and Use of Copyrighted Materials in the Library

A library may make a single copy or three digital copies of:

- An unpublished work which is in its collection;
- A published work in order to replace it because it is damaged, deteriorated, lost or stolen, provided the unused replacement cannot be obtained at a fair price.
- A work that is being considered for acquisition, although use is strictly limited to that decision. Technological protection measures may be circumvented for purposes of copying materials in order to make an acquisition decision.

A library may provide a single copy of copyrighted material to a student or staff member at no more than the actual cost of photocopying. The copy must be limited to one (1) article of a periodical issue or a small part of other material, unless the library finds that the copyrighted work cannot be obtained elsewhere at a fair price. In the latter circumstance, the entire work may be copied. In any case, the copy shall contain the notice of copyright, and the student or staff member shall be notified that the copy is to be used only for private study, scholarship, or research. Any other use may subject the person to liability for copyright infringement.

At the request of a teacher, copies may be made for reserve use. The same limits apply as for single or multiple copies designated in "Authorized Reproduction and Use of Copyrighted Material in Print."

Authorized Reproduction and Use of Copyrighted Music or Dramatic Works

Teachers may:

- Make a single copy of a song, movement, or short section from a printed musical or dramatic work that is unavailable except in a larger work for purposes of preparing for instruction;
- Make multiple copies for classroom use of an excerpt of not more than 10% of a printed musical work if it is to be used for academic purposes other than performance, provided that the excerpt does not comprise a part of the whole musical work which would constitute a performable unit such as a complete section, movement, or song;
- In an emergency, a teacher may make and use replacement copies of printed music for an imminent musical performance when the purchased copies have been lost, destroyed or are otherwise not available.
- Make and retain a single recording of student performances of copyrighted material when it is made for purposes of evaluation or rehearsal;

- Make and retain a single copy of excerpts from recordings of copyrighted musical works for use as aural exercises or examination questions; and,
- Edit or simplify purchased copies of music or plays provided that the fundamental character of the work is not distorted. Lyrics shall not be altered or added if none exist.

Performance by teachers or students of copyrighted musical or dramatic works is permitted without the authorization of the copyright owner as part of a teaching activity in a classroom or instructional setting. The purpose shall be instructional rather than for entertainment.

Performances of nondramatic musical works that are copyrighted are permitted without the authorization of the copyright owner, provided that:

- The performance is not for a commercial purpose;
- None of the performers, promoters or organizers are compensated; and,
- Admission fees are used for educational or charitable purposes only.

All other musical and dramatic performances require permission from the copyright owner. Parents or others wishing to record a performance should check with the sponsor to ensure compliance with copyright.

Recording of Copyrighted Programs

Television programs, excluding news programs, transmitted by commercial and non-commercial television stations for reception by the general public without charge may be recorded off-air simultaneously with broadcast transmission (including simultaneous cable retransmission) and retained by a school for a period not to exceed the first forty-five (45) consecutive calendar days after date of recording. Upon conclusion of this retention period, all off-air recordings must be erased or destroyed immediately. Certain programming such as that provided on public television may be exempt from this provision; check with the *[principal, teacher or teacher librarian – choose all that apply or add others]* or the subscription database, e.g. united streaming.

USE OF INFORMATION RESOURCES REGULATION

Off-air recording may be used once by individual teachers in the course of instructional activities, and repeated once only when reinforcement is necessary, within a building, during the first 10 consecutive school days, excluding scheduled interruptions, in the 45 calendar day retention period. Off-air recordings may be made only at the request of and used by individual teachers, and may not be regularly recorded in anticipation of requests. No broadcast program may be recorded off-air more than once at the request of the same teacher, regardless of the number of times the program may be broadcast. A limited number of copies may be reproduced from each off-air recording to meet the legitimate needs of teachers. Each additional copy shall be subject to all provisions governing the original recording.

After the first ten consecutive school days, off-air recordings may be used up to the end of the 45 calendar day retention period only for evaluation purposes, i.e., to determine whether or not to include the broadcast program in the teaching curriculum. Permission must be secured from the publisher before the recording can be used for instructional purposes after the 10 day period.

Off-air recordings need not be used in their entirety, but the recorded programs may not be altered from their original content. Off-air recordings may not be physically or electronically combined or merged to constitute teaching anthologies or compilations. All copies of off-air recordings must include the copyright notice on the broadcast program as recorded.

Authorized Reproduction and Use of Copyrighted Computer Software

Schools have a valid need for high-quality software at reasonable prices. To assure a fair return to the authors of software programs, the school district shall support the legal and ethical issues involved in copyright laws and any usage agreements that are incorporated into the acquisition of software programs. To this end, the following guidelines shall be in effect:

- All copyright laws and publisher license agreements between the vendor and the school district shall be observed;
- Staff members shall take reasonable precautions to prevent copying or the use of unauthorized copies on school equipment;
- A back-up copy shall be purchased, for use as a replacement when a program is lost or damaged. If the vendor is not able to supply a replacement, the school district shall make a back-up copy that will be used for replacement purposes only;
- A copy of the software license agreement shall be retained by the, *[board secretary, technology director or teacher-librarian - choose all that apply or add others]*; and,
- A computer program may be adapted by adding to the content or changing the language. The adapted program may not be distributed.

Fair Use Guidelines for Educational Multimedia

Students may incorporate portions of copyrighted materials in producing educational multimedia projects such as videos, Power Points, podcasts and web sites for a specific course, and may perform, display or retain the projects.

USE OF INFORMATION RESOURCES REGULATION

Educators may perform or display their own multimedia projects to students in support of curriculum-based instructional activities. These projects may be used:

- In face-to-face instruction;
- In demonstrations and presentations, including conferences;
- In assignments to students;
- For remote instruction if distribution of the signal is limited;
- Over a network that cannot prevent duplication for fifteen days, after fifteen days a copy may be saved on-site only; or,
- In their personal portfolios.

Educators may use copyrighted materials in a multimedia project for two years, after that permission must be requested and received.

The following limitations restrict the portion of any given work that may be used pursuant of fair use in an educational multimedia project:

- Motion media: ten percent or three minutes, whichever is less;
- Text materials: ten percent or 1,000 words, whichever is less;
- Poetry: an entire poem of fewer than 250 words, but no more than three poems from one author or five poems from an anthology. For poems of greater than 250 words, excerpts of up to 250 words may be used, but no more than three excerpts from one poet or five excerpts from an anthology;
- Music, lyrics and music video: Up to ten percent, but no more than thirty seconds. No alterations that change the basic melody or fundamental character of the work;
- Illustrations, cartoons and photographs: No more that five images by an artist, and no more than ten percent or fifteen images whichever is less from a collective work;
- Numerical data sets: Up to ten percent or 2,500 field or cell entries, whichever is less;

Fair use does not include posting a student or teacher's work on the Internet if it includes portions of copyrighted materials. Permission to copy shall be obtained from the original copyright holder(s) before such projects are placed online. The opening screen of such presentations shall include notice that permission was granted and materials are restricted from further use.

Procedure History:

Promulgated on:

Reviewed on:

Revised on:

2
3 **INSTRUCTION**

2314

4
5 Learning Materials Review

6
7 Citizens objecting to specific materials used in the District are encouraged to submit a complaint
8 in writing using the Uniform Complaint Procedure (Policy 1700) and discuss the complaint with
9 the building principal prior to pursuing a formal complaint.

10
11 Learning materials, for the purposes of this policy, are considered to be any material used in
12 classroom instruction, library materials, or any materials to which a teacher might refer a student
13 as part of the course of instruction.

14
15
16
17 Cross Reference: 1700 Uniform Complaint Procedure

18
19 Policy History:

20 Adopted on:

21 Reviewed on:

22 Revised on:

4
5 Field Trips, Excursions, and Outdoor Education

6
7 The Board recognizes that field trips, when used as a device for teaching and learning integral to
8 the curriculum, are an educationally sound and important ingredient in the instructional program
9 of the schools. Such trips can supplement and enrich classroom procedures by providing
10 learning experiences in an environment beyond the classroom. The Board also recognizes that
11 field trips may result in lost learning opportunities in missed classes. Therefore, the Board
12 endorses the use of field trips, when educational objectives achieved by the trip outweigh any
13 lost in-class learning opportunities.

14
15 The Board shall approve all field trips in advance. Staff will submit requests for field trips to the
16 principal for Board consideration. Building principals will develop procedures with respect to
17 Board approved field trips, excursions, and outdoor education related to student code of conduct,
18 insurance, chaperones and enforcement of District policy.

19
20 Staff members may not solicit students during instructional time for any privately arranged field
21 trip or excursion without Board permission.

22
23 The presence of a person with a currently valid first aid card is required during school-sponsored
24 activities including Board approved field trips.

25
26 Legal Reference: ARM 37.111.825 Health Supervision and Maintenance

27
28 Policy History:

29 Adopted on:

30 Reviewed on:

31 Revised on:

1 **Culbertson School District**

2
3 **INSTRUCTION**

2322

4
5 Contests for Students

6
7 Contests may be made available to students by outside organizations through the schools, subject
8 to certain limitations. The administrator shall determine that the contest is not in conflict with
9 nor will it diminish the primary educational aims of the schools and that it meets the needs and
10 interests of students.

11
12 The schools shall confine their participation to those national contests which are currently placed
13 on the approved list published annually by the Committee on National Contests and activities of
14 the National Association of Secondary School Principals.

15
16 A state or local contest in which students participate shall be:

- 17
18 1. One that supplements and does not interfere with the regular school program.
19
20 2. One that is beneficial to youth in education, civic, social, or ethical development.
21
22 3. One that makes it possible for individual students to work out contributions by their own
23 efforts and does not invite dishonest collaboration.
24
25 4. One whose subject is not commercial, controversial, sectarian, or concerned with
26 propaganda. It must emphasize high moral standards, good citizenship, and intellectual
27 competence.
28
29 5. One from which no contestant shall be excluded because of race, color, creed, sex, or
30 payment of entry fee.
31
32 6. One which does not place an undue burden on students, teachers, or the school nor
33 require frequent or lengthy absence of participants from the school.
34
35 7. One sponsored by an organization engaged in a creditable or acceptable enterprise,
36 regardless of kind or amount of prizes offered. The contest or activity must not be used
37 as a "front" for advertising a company name or product.
38

39 Contests will not be allowed unless they further the educational goals of the District.
40
41
42

43 Policy History:

44 Adopted on:

45 Reviewed on:

46 Revised on:

INSTRUCTION

2330

Controversial Issues and Academic Freedom

The District will offer courses of study which will afford learning experiences appropriate to levels of student understanding. The instructional program respects the right of students to face issues, to have free access to information, to study under teachers in situations free from prejudice, and to form, hold, and express their own opinions without personal prejudice or discrimination.

Teachers will guide discussions and procedures with thoroughness and objectivity to acquaint students with the need to recognize various points of view, importance of fact, value of good judgment, and the virtue of respect for conflicting opinions.

The Board encourages and supports the concept of academic freedom, recognizing it as a necessary condition to aid in maintaining an environment conducive to learning and to the free exchange of ideas and information.

In a study or discussion of controversial issues or materials, however, the Board directs teaching staff to take into account the following criteria:

1. Relative maturity of students;
2. District philosophy of education;
3. Community standards, morals, and values;
4. Necessity for a balanced presentation; and
5. Necessity to seek administrative counsel and guidance in such matters.

Legal Reference: Article X, Sec. 8, Montana Constitution - School district trustees
§ 20-3-324(16) and (17), MCA Powers and duties

Policy History:

Adopted on:

Reviewed on:

Revised on:

Culbertson School District

INSTRUCTION

2332
page 1 of 3

Religion and Religious Activities

In keeping with the United States and Montana Constitutions and judicial decisions, the District may not support any religion or endorse any religious activity. At the same time, the District may not prohibit private religious expression by students. This policy provides direction to students and staff members about the application of these principles to student religious activity at school.

Student Prayer and Discussion

Students may pray individually or in groups and may discuss their religious views with other students, as long as they are not disruptive or coercive. The right to engage in voluntary prayer does not include the right to have a captive audience listen, to harass other students, or to force them to participate. Students may pray silently in the classroom, except when they are expected to be involved in classroom instruction or activities.

Staff Members

Staff members are representatives of the District and must navigate the narrow channel between impairing intellectual inquiry and propagating a religious creed. They may not encourage, discourage, persuade, dissuade, sponsor, participate in, or discriminate against a religious activity or an activity because of its religious content. They must remain officially neutral toward religious expression.

Graduation Ceremonies

Graduation is an important event for students and their families. In order to assure the appropriateness and dignity of the occasion, the District sponsors and pays for graduation ceremonies and retains ultimate control over their structure and content.

District officials may not invite or permit members of the clergy to give prayers at graduation. Furthermore, District officials may not organize or agree to requests for prayer by other persons at graduation, including requests by students to open or deliver a prayer at graduation. The District may not prefer the beliefs of some students over the beliefs of others, coerce dissenters or nonbelievers, or communicate any endorsement of religion.

Baccalaureate Ceremonies

Students and their families may organize baccalaureate services, at which attendance must be entirely voluntary. Organizers of baccalaureate services may rent and have access to school facilities on the same basis as other private groups and may not receive preferential treatment. The District may not be identified as sponsoring or endorsing baccalaureate services. District

funds, including paid staff time, may not be used directly or indirectly to support or subsidize any religious services.

Assemblies, Extracurricular and Athletic Events

District officials may not invite or permit members of the clergy, staff members, or outsiders to give prayers at school-sponsored assemblies and extracurricular or athletic events. District officials also may not organize or agree to student requests for prayer at assemblies and other school-sponsored events. Furthermore, prayer may not be broadcast over the school public address system, even if the prayer is nonsectarian, nonproselytizing, and initiated by students.

Student Religious Expression and Assignments

Students may express their individual religious beliefs in reports, tests, homework, and projects. Staff members should judge their work by ordinary academic standards, including substance, relevance, appearance, composition, and grammar. Student religious expression should neither be favored nor penalized.

Religion in the Curriculum

Staff members may teach students about religion in history, art, music, literature, and other subjects in which religious influence has been and continues to be felt. However, staff members may not teach religion or advocate religious doctrine or practice. The prohibition against teaching religion extends to curricular decisions which promote religion or religious beliefs.

School programs, performances, and celebrations must serve an educational purpose. The inclusion of religious music, symbols, art, or writings is permitted, if the religious content has a historical or independent educational purpose which contributes to the objectives of the approved curriculum. School programs, performances, and celebrations cannot promote, encourage, discourage, persuade, dissuade, or discriminate against a religion or religious activity and cannot be oriented to religion or a religious holiday.

Student Religious Clubs

Students may organize clubs to discuss or promote religion, subject to the same constitutionally acceptable restrictions the District imposes on other student-organized clubs.

Distribution of Religious Literature

Students may distribute religious literature to their classmates, subject to the same constitutionally acceptable restrictions the District imposes on distribution of other non-school literature. Outsiders may not distribute religious or other literature to students on school property, consistent with and pursuant to the District policy on solicitations at Policy 4321.

Religious Holidays

Staff members may teach objectively about religious holidays and about religious symbols, music, art, literature, and drama which accompany the holidays. They may celebrate the historical aspects of the holidays but may not observe them as religious events.

Family Night Policy

There shall be no school events or activities (other than practices or rehearsals) scheduled on any Wednesday after school hours. Any student who is taking part in an activity of his or her family's choosing will be excused from practice to:

1. Come to practice late, and/or
2. Leave practice early, and/or
3. Miss practice entirely.

There shall be no punishment for the above, and participation in a family night endeavor shall not jeopardize a student's status on any team or in any organization.

Policy History:

Adopted on:

Reviewed on:

Revised on:

INSTRUCTION

2333

Participation in Commencement Exercises

A student's right to participate in a commencement exercise of the graduating class at Culbertson High School is an honor. As such, participation in this ceremony is reserved for those members of the graduating class who have completed all state and local requirements for graduation before the date of the ceremony. Students who complete their requirements after the date of commencement exercises will receive their diplomas at that time.

Organization and Content of Commencement Exercises

The school district will permit students to honor their American Indian heritage through the display of culturally significant tribal regalia at commencement ceremonies as an accessory to District-approved ceremony attire after consultation with the principal. Any item that promotes drug use, weapon use, threats of violence, sexual harassment, bullying, or other intimidation, or violates another district policy, state, or federal law may not be worn during graduation.

The school administration may invite graduating students to participate in high school graduation exercises according to academic class standing or student government status. Any student who, because of academic class standing, is requested to participate may choose to decline the invitation.

The school administrators will review presentations and specific content and may advise participants about appropriate language for the audience and occasion. Students selected to participate may choose to deliver an address, poem, reading, song, musical presentation, or any other pronouncement of their choosing.

The printed program for a commencement exercise will include the following paragraphs:

Any presentation by participants of graduation exercises is the private expression of an individual participant and does not necessarily reflect any official position of the District, its Board, administration, or employees, nor does it necessarily indicate the views of any other graduates.

The Board recognizes that at graduation time and throughout the course of the educational process, there will be instances when religious values, religious practices, and religious persons will have some interaction with the public schools and students. The Board, while not endorsing any religion, recognizes the rights of individuals to have the freedom to express their individual political, social, or religious views.

Legal Reference:	Art. II, Sec. 5, Montana Constitution - Freedom of religion
	Art. X, Sec. 1(2), Montana Constitution – Educational Goals and Duties
	Art. X, Sec. 7, Montana Constitution - Nondiscrimination in education
	§ 20-5-201(3), MCA Duties and Sanctions
	§ 20-1-308, MCA Religious instruction released time program
	§ 20-7-112, MCA Sectarian publications prohibited and prayer permitted

Policy History:

Adopted on:

- 1 Reviewed on:
- 2 Revised on:

2
3 **INSTRUCTION**

2335

4
5 Health Enhancement

6
7 Health, family life, and sex education, including information about parts of the body,
8 reproduction, and related topics, will be included in the instructional program as appropriate to
9 grade level and course of study. An instructional approach will be developed after consultation
10 with parents and other community representatives. Parents may ask to review materials to be
11 used and may request that their child be excluded from sex education class sessions without
12 prejudice.

13
14 The Board believes HIV/AIDS and other STD/STI instruction is most effective when integrated
15 into a comprehensive health education program. Instruction must be appropriate to grade level
16 and development of students and must occur in a systematic manner. The Board particularly
17 desires that students receive proper education about HIV and other STD/STI's, before they reach
18 the age when they may adopt behaviors which put them at risk of contracting the disease.

19
20 In order for education about HIV and other STD/STI's to be most effective, the Superintendent
21 will require that faculty members who present this instruction receive continuing in-service
22 training which includes appropriate teaching strategies and techniques. Other staff members not
23 involved in direct instruction, but who have contact with students, will receive basic information
24 about HIV/AIDS and other STD/STI's and instruction in use of universal precautions when
25 dealing with body fluids.

26
27 In accordance with Board policy, parents will have an opportunity to review the HIV/STD/STI
28 education program, before it is presented to students.

29
30
31
32 Legal Reference: §§ 50-16-1001, et seq., MCA

AIDS Education and Prevention
(AIDS Prevention Act)

33
34
35 Policy History:

36 Adopted on:

37 Reviewed on:

38 Revised on:

1 **Culbertson School District**

2
3 **INSTRUCTION**

2410

4
5 High School Graduation Requirements

6
7 The Board will award a regular high school diploma to every student enrolled in the District who
8 meets graduation requirements established by the District. The official transcript will indicate
9 the specific courses taken and level of achievement.

10
11 The Board will establish graduation requirements which, at a minimum, satisfy those established
12 by the Board of Public Education (A.R.M. 10.55.904 and 905). Generally, any change in
13 graduation requirements promulgated by the Board will become effective for the next class to
14 enter ninth (9th) grade. Exceptions to this general rule may be made, when it is determined by
15 the Board that proposed changes in graduation requirements will not have a negative effect on
16 students already in grades nine (9) through twelve (12). The Board will approve graduation
17 requirements as recommended by the Superintendent.

18
19 To graduate from Culbertson High School, a student must have satisfactorily completed the last
20 quarter prior to graduation as a Culbertson High School student. Highly unusual exceptions may
21 be considered by the principal, such as a student exchange program in a recognized school.

22
23 A student with a disabling condition will satisfy those competency requirements incorporated
24 into the individualized education program (IEP). Satisfactory completion of the objectives
25 incorporated in the IEP will serve as the basis for determining completion of a course.

26
27 No junior high or high school student will be allowed to participate in graduation exercises who
28 has not met the requirements as outlined in the Culbertson High School Student Handbook and
29 the District Policy Manual (3-04-103, 3-04-104), or as outlined in an Individual Education Plan
30 approved by the District. All work must be completed before graduation ceremonies. At the time
31 of graduation, any incomplete course required for graduation will be viewed as a failing grade
32 for seniors or eighth graders.

33
34
35
36 Legal Reference: § 20-5-201, MCA Duties and sanctions
37 § 20-3-322 (3), MCA Meetings and Quorum
38 10.55.904, ARM Basic Education Program Offerings: High School
39 10.55.905, ARM Graduation Requirements
40 10.55.906, ARM High School Credit

41
42 Policy History:

43 Adopted on:

44 Reviewed on:

45 Revised on:

1 **Culbertson School District**

2
3 **INSTRUCTION**

2410P
page 1 of 2

4
5 High School Graduation Requirements

6
7 Publication of Graduation Requirements

8
9 Prior to registering in high school, each student will be provided with a copy of the current
10 graduation requirements. Graduation requirements shall also be included in the student
11 handbook.

12
13 Credits

14
15 Students shall be expected to earn a total of 24 units in order to complete graduation
16 requirements. Special education students who have successfully completed their IEP leading to
17 completion of high school will be awarded a diploma.

18
19 Graduation requirements generally will not be waived under any circumstances. However, in
20 rare and unique hardship circumstances, the principal may recommend the Board approve minor
21 deviation from the graduation requirements in accordance with state law.

22
23 Credit toward graduation requirements may be granted for planned learning experiences from
24 accredited programs including university courses and distance learning courses.
25 Credit for work experience may be offered when the work program is a part of and supervised by
26 the school.

27
28 All classes attempted at Culbertson High School and all acceptable transfer credits shall be
29 recorded on the transcript. All grades earned, including failures and retakes, shall be recorded as
30 such and utilized in the calculation of Grade Point Average and class rank. Credit shall be
31 awarded only once regardless of repetition of the course.

32
33 Dual Credit

34
35 Dual credit allows high schools students to simultaneously earn credit toward both a high school
36 diploma and college coursework that can lead to a postsecondary degree or certificate, or toward
37 transfer to another college. As noted in the Student Handbook, the District will assign the grade
38 given by the college professor to the student's report card. The primary purpose of offering dual
39 credit courses is to deliver high quality, introductory, college level courses to high-performing
40 high school students. The School District has dual credit partnerships with various post-
41 secondary institutions. Students interested in dual credit opportunities must meet with their
42 building administration to determine available options.

43
44 Students should be aware of Montana High School Association on-campus attendance eligibility
45 requirements for activity participation.
46

Honor Roll

A student must have a minimum grade-point average of 3.00 to be placed on the honor roll. Specific information regarding honors at graduation are included in the student handbook.

Class Rank (Grade Point Average)

Class Rank is compiled from semester grades. Courses not eligible for GPA are designated with an asterisk on the report card.

Early Graduation

In accordance with provisions of Section 20-9-313, MCA, the ANB of a school may be increased when a high school district provides early graduation for a student who completes graduation requirements in less than eight semesters or the equivalent amount of secondary school enrollment. The increase must be established by the trustees as though the student had attended to the end of the school fiscal year and must be approved, disapproved, or adjusted by the superintendent of public instruction.

The Board hereby authorizes the administration to recommend to the Board for early graduation students who have completed the minimum requirements for graduation in less than eight semesters.

Legal Reference:	§ 20-9-313, MCA	Circumstances under which regular average number belonging may be increased
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Procedure History:

Promulgated on:

Reviewed on:

Revised on:

2
3 **INSTRUCTION**

2413

page 1 of 2

4
5 Credit Transfer and Assessment for Placement

6
7 Grades 9-12

8
9 Requests for transfer of credit or grade placement from any non-accredited, nonpublic school
10 will be subject to examination and approval before being accepted by the District. This will be
11 done by the school counselor or principal or, in the case of home schools, by a credit evaluation
12 committee consisting of a counselor, a staff member from each subject area in which credit is
13 being requested, and a school principal.

14
15 The credit evaluation committee will:

- 16
17 1. Document that a student has spent approximately the same number of classroom hours in
18 home school as would have been spent in a regular class in the District;
19
20 2. Document that a student followed a curriculum essentially similar to that of a course for
21 which credit is requested;
22
23 3. Document that in the event of a credit request in a lab, industrial arts, or music course,
24 equipment and facilities were sufficient to meet required learning activities of the course;
25
26 4. Require that a student has satisfactorily passed, in all courses in which a final exam
27 normally is given, a final exam prepared and administered by a staff member in the
28 District.
29
30 5. For evaluation purposes, a transcript of student progress must be supplied to include the
31 following information:
32 1. The names and location of the program or school,
33 2. A listing of courses and subjects studied with periodic evaluation of student
34 progress, including student marks,
35 3. The name and qualifications of the instructor,
36 4. The period of instruction listing the hours for recitation and study,
37 5. The materials used for study, and
38 6. The scope and sequence of the curriculum
39

40 The District will give credit only for home schools which have met all requirements as specified
41 in Montana law. Credit from home schools will be accepted only when a like course is offered
42 in the District.

43
44 The school transcripts will record courses taken in home schools or non-accredited schools by
45 indicating title of the course, school where the course was taken, and grade.
46

For the purpose of calculation of class rank, only those courses taken in an accredited school will be used.

Provided that conditions listed above, are satisfactory and the period of instruction is equivalent to that of the Culbertson School course or class for which credit is desired, the student will be given a competency examination prepared and administered by the Culbertson School staff. Upon receiving an acceptable score with proficiency comparable with the average of the students in the Culbertson Public Schools at the specific grade level of course level concerned, grade placement or course credit will be granted as warranted by the administration.

Grades 1-8

Requests from parents of students in non-accredited, nonpublic schools for placement in the District school system will be evaluated by an assessment-for-placement team. That team will include:

1. A school principal;
2. One (1) teacher of the grade in which the student is being considered for enrollment; and
3. One (1) counselor (grades 6-8 only) (OPTIONAL).

The assessment-for-placement team will cause the District-adopted norm-referenced test and/or the end-of-the-year subject-matter test to be administered and scored. The assessment-for-placement team will take into account the following in its recommendation for grade placement:

1. Documentation that the non-accredited, nonpublic school has provided a comparable number of hours as the child would have attended in a public or private school;
2. That the child followed a similar curriculum as would have been provided in an accredited public or private school;
3. That the result of the end-of-the-year test indicates the student has mastered most prerequisite skills; and
4. That the child achieved an NCE score of forty (40) or above on the Standard Achievement Test.

Parents of students in home schools are encouraged to maintain a log documenting dates of instruction, content of instruction, amount of time spent on that instruction, scores on tests, and grades in all activities.

The District is not obligated to provide instructional materials for other public or private schools.

If a parent or guardian is not in agreement with the placement of the child, he/she may request a hearing before the Board.

Legal Reference: § 20-5-110, MCA School district assessment for placement of a child who enrolls from a nonaccredited, nonpublic school

Policy History:

Adopted on:

Reviewed on:

Revised on:

1 **Culbertson School District**

2
3 **INSTRUCTION**

2420

4
5 Grading and Progress Reports

6
7 The Board believes cooperation of school and home is a vital ingredient in the growth and
8 education of students and recognizes its responsibility to keep parents informed of student
9 welfare and progress in school.

10
11 The issuance of grades and progress reports on a regular basis serves as a basis for continuous
12 evaluation of student performance and for determining changes that should be made to effect
13 improvement. These reports will be designed to provide information helpful to the students,
14 teachers, counselors, and parents.

15
16 The Board directs the Superintendent to establish a system of reporting student progress and will
17 require all staff to comply with such a system as part of their teaching responsibility. Staff and
18 parents will be involved in developing the system. The Board of Trustees will approve the
19 grading and progress report system.

20
21
22
23 Policy History:

24 Adopted on:

25 Reviewed on:

26 Revised on:

2
3 **INSTRUCTION**

2421

4
5 Promotion and Retention

6
7 Student placement, promotion, or retention will be determined after a careful evaluation of the
8 advantages and disadvantages of alternatives.

9
10 The Board recognizes that the rate of physical, emotional, and academic growth will vary among
11 individual students. Since each student grows at his/her own rate, these individual growth
12 characteristics shall be considered by teaching staff in the determination of promotion or
13 retention.

14
15 A. General criteria for promotion or retention.

- 16 1. To serve the child's long-term welfare.
17 2. To have no student repeat more than one grade in primary school (K-3).
18 3. To ensure that no student will be retained under the tutelage of the same
19 instructor, unless no other teacher is available at that grade level.
20 4. To provide that no student repeat a grade after leaving 3rd grade except in cases
21 of:
22 a. chronic absenteeism
23 b. failure to do required academic assignments, and/or
24 c. questionable records for transfer students.

25
26 B. Specific criteria for retention.

- 27 1. Physical size and maturity of student.
28 2. Chronological age.
29 3. Basic skills/competencies.
30 4. Scores on standardized achievement tests and criterion-referenced tests.
31 5. Report card marks for the present year.
32 6. Academic potential as measured by standardized achievement tests.
33 7. Chronic absenteeism.
34 8. Social, emotional, and personality characteristics as determined by teacher,
35 counselor, and building principal.
36 9. Family factors such as:
37 a. geographical moves,
38 b. immigrant status,
39 c. attitude toward retention,
40 d. sibling status, and/or
41 e. family physician.
42 10. Student placement in resource room.
43 11. Availability of special services such as Title I, tutoring, counseling, summer
44 school, and having kindergarten students attend both sessions when available if
45 the teacher feels it would be beneficial.

12. Junior High students who fail two core curriculum classes (Math, Science, Language Arts, or Social Studies) may be retained at that grade level. Passing core curriculum classes for the year shall be achieved by receiving a passing mark at both semester grading periods. Students may make up the credits by attending an approved summer school or through approved correspondence courses. Credits must be made up prior to the start of the next school year.

C. Action timeline for retention.

1. Student progress reports, orally or written, reported to parents in a timely and appropriate manner.
2. Teacher discussion of possible retention with parents no later than March 15th.
3. Principal and teacher meeting with parents no later than May 1st.
4. Teacher's recommendation to principal by May 15th.
5. Final decision by the principal as soon after May 15th as is practical.
6. Final decision on retention remains with the administration.
7. Notification of student retention to parents by certified letter to include appeal process, will be done immediately after the decision is made to retain.

The building principal will make final decisions respecting promotion or retention.

Policy History:

Adopted on: April 19, 1988

Reviewed on:

Revised on: January 16, 1996

May 16, 2000

August 11, 2003

August 23, 2004

4
5 Homework

6
7 Homework is a constructive tool in the teaching/learning process when geared to the needs and
8 abilities of students. Purposeful assignments not only enhance student achievement, but also
9 develop self-discipline and associated good working habits. As an extension of the classroom,
10 homework must be planned and organized, must be viewed as purposeful to the students, and
11 should be evaluated and returned to students in a timely manner.

12
13 Teachers may give homework to students to aid in the students' educational development.
14 Homework should be an application, extension, or adaption of a classroom experience and
15 should not be assigned for disciplinary purposes.

16
17
18
19 Policy History:

20 Adopted on:

21 Reviewed on:

22 Revised on:

INSTRUCTION

2450

Recognition of Native American Cultural Heritage

The District recognizes the distinct and unique cultural heritage of Native Americans and is committed in the District's educational goals to the preservation of such heritage.

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

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

The Board may require certified staff to satisfy the requirements for instruction in American Indian studies, set forth in § 20-1-503, MCA.

Legal Reference:	Art. X, Sec. 1(2), Montana Constitution
	§§ 20-1-501, et seq., MCA
	10.55.603 ARM
	10.55.701 ARM
	10.55.803 ARM
	Indian Education for All
	Curriculum and Assessment
	Board of Trustees
	Learner Access

Policy History:

Adopted on:

Reviewed on:

Revised on:

2
3 **INSTRUCTION**

2500
page 1 of 2

4
5 Limited English Proficiency Program

6
7 In accordance with the Board's philosophy to provide a quality educational program to all
8 students, the District shall provide an appropriate planned instructional program for identified
9 students whose dominant language is not English. The purpose of the program is to increase the
10 English proficiency of eligible students, so they can attain academic success. Students who have
11 limited English proficiency (LEP) will be identified, assessed, and provided appropriate services.

12
13 The Board shall adopt a program of educational services for each student whose dominant
14 language is not English. The program shall include bilingual/bicultural or English as a second
15 language instruction.

16
17 The Superintendent or his/her designee shall implement and supervise an LEP program which
18 ensures appropriate LEP instruction and complies with applicable laws and regulations.

19
20 The Superintendent or his/her designee, in conjunction with appropriate stakeholders, shall
21 develop and disseminate written procedures regarding the LEP program, including:

- 22
23 1. Program goals.
24
25 2. Student enrollment procedures.
26
27 3. Assessment procedures for program entrance, measurement of progress, and program
28 exit.
29
30 4. Classroom accommodations.
31
32 5. Grading policies.
33
34 6. List of resources, including support agencies and interpreters.

35
36 The District shall establish procedures for identifying students whose language is not English.
37 For students whose dominant language is not English, assessment of the student's English
38 proficiency level must be completed to determine the need for English as a Second Language
39 instruction.

40
41 Students whose dominant language is not English should be enrolled in the District, upon proof
42 of residency and other legal requirements. Students shall have access to and be encouraged to
43 participate in all academic and extracurricular activities of the District.

44
45 Students participating in LEP programs shall be required, with accommodations, to meet
46 established academic standards and graduation requirements adopted by the Board.

The LEP program shall be designed to provide instruction which meets each student's individual needs based on the assessment of English proficiency in listening, speaking, reading, and writing. Adequate content-area support shall be provided while the student is learning English, to assure achievement of academic standards.

The LEP program shall be evaluated for effectiveness as required, based on the attainment of English proficiency, and shall be revised when necessary.

At the beginning of each school year, the District shall notify parents of students qualifying for LEP programs about the instructional program and parental options, as required by law. Parents will be regularly apprised of their student's progress. Whenever possible, communications with parents shall be in the language understood by the parents.

The District shall maintain an effective means of outreach to encourage parental involvement in the education of their children.

Legal Reference: Title VI, Civil Rights Act of 1964
Equal Education Opportunities Act as an amendment to the Education
Amendments of 1974 Bilingual Education Act
20 U.S.C. §§ 7401, et seq., as amended by the English Language
Acquisition, Language Enhancement, and Academic Achievement Act

Policy History:

Adopted on:

Reviewed on:

Revised on:

INSTRUCTION

2510

page 1 of 2

School Wellness

The School District is committed to providing school environments that promote and protect children's health, well-being, and ability to learn by supporting healthy eating and physical activity. Therefore, it is the policy of the School District that:

The development of the school wellness policy, at a minimum, will include:

1. *Community involvement*, including input from teachers of physical education and school health professionals, parents, students, school food service, the school Board, school administrators, educators, and the public. Training of this team of people on the components of a healthy school nutrition environment is recommended.
2. *Goals for nutrition education, nutrition promotion, physical activity, and other school-based activities* that are designed to promote student wellness in a manner that the local education agency determines appropriate.
3. *Implementation, Periodic Assessment, and Public Updates*, including expanding the purpose of the team of collaborators beyond the development of a local wellness policy to also include the implementation of the local wellness policy with periodic review and updates, inform and update the public every three years, at a minimum, (including parents, students, and others in the community) about the content and implementation of the local wellness policies, and to measure periodically and make available to the public an assessment of the local wellness policy, including:
 - The extent to which schools are in compliance with the local wellness policy;
 - The extent to which the LEA's local wellness policy compares to model local school wellness policies; and
 - The progress made in attaining the goals of the local wellness policy.
4. *Nutrition guidelines* for all foods available on each school campus under the local education agency during the school day, with the objectives of promoting student health and nutrient-rich meals and snacks. This includes food and beverages sold in a la carte sales, vending machines, and student stores; and food and beverages used for classroom rewards and fundraising efforts.
5. *Guidelines for reimbursable school meals* to ensure that the District offers school meal programs with menus meeting the meal patterns and nutrition standards established by the U.S. Department of Agriculture.
6. *A plan for measuring implementation* of the local wellness policy, including designation of one or more persons within the local education agency or at each school, as appropriate, charged with operational responsibility for ensuring that each school fulfills the District's local wellness policy.

The suggested guidelines for developing the wellness policy include:

Nutrition Education and Nutrition Promotion

All students K-12 shall receive nutrition education that teaches the knowledge and skills needed to adopt healthy eating behaviors and is aligned with the *Montana's Health Enhancement Society of Health and Physical Educators (SHAPE) Health Education and Physical Education Content Standards*. Nutrition education shall be integrated into the curriculum. Nutrition information and education shall be offered and promoted throughout the school campus and based on the U.S. Dietary Guidelines for Americans. Staff who provide nutrition education shall have the appropriate training, such as in health enhancement or family

and consumer sciences.

Health Enhancement and Physical Activity Opportunities

The District shall offer health enhancement opportunities that include the components of a quality health enhancement program taught by a K-12 certified health enhancement specialist.

Health enhancement shall equip students with the knowledge, skills, and values necessary for lifelong physical activity. Health enhancement instruction shall be aligned with the *Montana's Health Enhancement Society of Health and Physical Educators (SHAPE) Health Education and Physical Education Content Standards*.

All K-12 students of the District shall have the opportunity to participate regularly in supervised, organized or unstructured, physical activities, to maintain physical fitness, and to understand the short- and long-term benefits of a physically active and healthy lifestyle.

Nutrition Standards

The District shall ensure that reimbursable school meals and snacks meet the program requirements and nutrition standards found in federal regulations. The District shall encourage students to make nutritious food choices through accessibility, advertising and marketing efforts of healthful foods.

The District shall monitor all food and beverages sold or served to students, including those available outside the federally regulated child nutrition programs (i.e., a la carte, vending, student stores, classroom rewards, fundraising efforts), by meeting the United States Department of Agriculture (USDA) Smart Snacks in Schools nutrition standards. Snacks provided to students during the school day without charge (e.g. class parties) will meet standards set by the district. The Superintendent shall continually evaluate vending policies and contracts. Vending contracts that do not meet the intent and purpose of this policy shall be modified accordingly or not renewed.

Other School-Based Activities Designed to Promote Student Wellness

The District may implement other appropriate programs that help create a school environment that conveys consistent wellness messages and is conducive to healthy eating and physical activity, such as staff wellness programs, non-food reward system and fundraising efforts.

Maintaining Student Wellness

The Superintendent shall develop and implement administrative rules consistent with this policy. Input from teachers, parents/guardians, students, school food service program, the school Board, school administrators, and the public shall be considered before implementing such rules. A sustained effort is necessary to implement and enforce this policy. The Superintendent shall measure how well this policy is being implemented, managed, and enforced. The Superintendent shall report to the Board, as requested, on the District's programs and efforts to meet the purpose and intent of this policy.

Legal Reference:	PL 108-265	The Child Nutrition and WIC Reauthorization Act of 2004
	PL 111-296	The Healthy, Hunger-Free Kids Act of 2010

Policy History:

Adopted on:

Reviewed on:

Revised on:

Culbertson School District

INSTRUCTION

2600P

Work-Experience/Internship Program - Insurance

The School District work experience coordinator will work with School District administration to identify the appropriate insurance coverage for a student's tailored work-experience opportunity. A student will not commence a work-experience opportunity until the appropriate insurance option has been identified and implemented by all parties. The option selected will be noted as part of the student's work-experience plan.

Option 1

Employer pays the student to work for them in a paid internship. Student learns from the employer like a newly hired employee and skill sets are acquired through doing actual work for the employer. Student may or may not earn school credit for work-experience. Employer is required to show proof of workers compensation coverage for the student via a copy of a current workers compensation policy. Medical costs and other related workers compensation claim expenses for accepted workers compensation claims due to injury to the student while working in the course and scope as part of the work-experience shall be covered by the employer's workers compensation coverage.

Option 2

Employer does not pay the student. Student does not earn school credit for work-experience. Employer has a volunteer endorsement added to their workers compensation policy and pays that premium to their carrier. School District requires the employer to show proof of workers compensation coverage with the volunteer endorsement added via a copy of a current workers compensation policy. Medical costs and other related workers compensation claim expenses for accepted workers compensation claims due to injury to the student while working in the course and scope as part of the work-experience shall be covered by the employer's workers compensation coverage.

Option 3

Employer does not pay student. Student earns school credit for work-experience opportunity. School district adds a school to work endorsement onto the school workers' compensation policy. School District pays the workers compensation premium costs for the endorsement and other required insurance coverage. Parent liability risk waiver forms should be signed in advance to recognize the inherent risks present with this learning opportunity and to clearly state the student has personal medical insurance coverage in place. Medical costs and other related workers compensation claim expenses for accepted workers compensation claims due to injury to the student while working in the course and scope as part of the work-experience shall be covered by the School District's workers compensation coverage.

1
2
3
4 Option 4

5 School District provides a work-based learning opportunity off school grounds. Opportunity
6 takes place during school period hours, awards school credit hours toward graduation
7 requirements, and is led by a teacher of the school district and/or co-taught by a trade person or
8 general contractor. No workers compensation coverage being provided. School District is
9 responsible for general liability coverage for the students and parent liability risk waiver forms
10 should be signed in advance to recognize the inherent risks present with this learning opportunity
11 and to clearly state the student has personal medical insurance coverage in place.
12

13 Policy History:

14 Adopted on:

15 Reviewed on:

16 Revised on:
17

Culbertson School District

INSTRUCTION

2600

Work Experience/Student Internships

The Culbertson School District supports student internship opportunities for training in specific job skills for the job activities selected as well as the vocational and social skills related to the job.

The duties and responsibilities of the Culbertson School District are:

1. Coordinate and oversee the implementation of the student internship with the student, the student's parents, and the employer participant.
2. Communicate regularly with the employer participant to ensure the student internship is proceeding as specified in the student internship plan.
3. Guard the confidentiality of student records and information.
4. The Guidance Counselor will meet every six weeks with the employer participant for the purpose of evaluating the student internship.
5. Provide volunteer workers compensation coverage for the student while they are on the job site as a student intern.

The duties and responsibilities of the Employer Participant are:

1. Meet with the Guidance Counselor to outline the student's responsibilities in completing the internship.
2. Provide a safe working environment.
3. Provide adequate training for any appropriate work experience.
4. Provide a copy of their certificate of coverage for liability to the school.
5. Communicate any areas of concern promptly to the Guidance Counselor.

The duties and responsibilities of the Student are:

1. Exhibit appropriate work attitudes and behaviors.
2. Be on time and display good attendance habits.
3. Dress appropriately for the workplace.
4. Exhibit courtesy and respect to the employer, to the public, and to the workplace and its equipment.
5. Complete any tasks and necessary paperwork as specified in the internship plan.

The Parent/Guardian agrees to:

1. Assume responsibility for transportation to and from to work site.
2. Provide the school with a copy of the parent and/or student's driver's license and certificate of automobile insurance.
3. Communicate any problems that may arise to the school supervisor.

Legal reference: Title 41, Chapter 2, MCA

Fair Labor Standards Act 29 U.S.C. 212 and 213, et seq.

Policy History:

Adopted on:

Reviewed on:

Revised on:

CULBERTSON SCHOOL DISTRICT

R = required

7000 SERIES FINANCIAL MANAGEMENT

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1 **Culbertson School District**

2
3 **FINANCIAL MANAGEMENT**

7000

4
5 Goals

6
7 Because educational programs are dependent on adequate funding and the proper management of
8 those funds, District goals can best be attained through efficient fiscal management. As trustee
9 of local, state, and federal funds allocated for use in public education, the Board shall fulfill its
10 responsibility to see that funds are used to achieve the intended purposes.

11
12 Because of resource limitations, fiscal concerns often overshadow the educational program.
13 Recognizing this, the District must take specific action to ensure that education remains primary.
14 This concept shall be incorporated into Board operations and into all aspects of District
15 management and operation.

16
17 The Board seeks to achieve the following goals in the District's fiscal management:

- 18
19 1. Engage in advance planning, with staff and community involvement, to develop budgets
20 which will achieve the greatest educational returns in relation to dollars expended.
21
22 2. Establish levels of funding which shall provide superior education for District students.
23
24 3. Provide timely and appropriate information to staff who have fiscal responsibilities.
25
26 4. Establish efficient procedures in all areas of fiscal management.
27
28
29

30 Legal Reference: Title 20, Chapter 9, MCA Finance

31
32 Policy History:

33 Adopted on:

34 Reviewed on:

35 Revised on:

Culbertson School District

FINANCIAL MANAGEMENT

7008

Nonresident Student Attendance Agreement and Tuition/Transportation Costs

Whenever a nonresident student is to be enrolled in the District, either by choice or by placement, an attendance agreement must be filed with the Board. Terms of the agreement must include tuition rate, the party responsible for paying tuition and the schedule of payment, transportation charges, if any, and the party responsible for paying transportation costs.

Tuition rates shall be determined annually, consistent with Montana law and approved by the Board.

Cross Reference: 3141 Discretionary Nonresident Student Attendance Policy

Legal Reference:	§ 20-5-314, MCA	Reciprocal attendance agreement with adjoining state or province
	§ 20-5-320, MCA	Attendance with discretionary approval
	§ 20-5-321, MCA	Attendance with mandatory approval – tuition and transportation
	§ 20-5-322, MCA	Residency determination – notification – appeal for attendance agreement
	§ 20-5-323, MCA	Tuition and transportation rates
	10.10.301, ARM	Calculating Tuition Rates

Policy History:

Adopted on:

Reviewed on:

Revised on:

1 **Culbertson School District**

2
3 **FINANCIAL MANAGEMENT**

7110

4
5 Budget and Program Planning

6
7 The annual budget is evidence of the Board's commitment to the objectives of the instruction
8 programs. The budget supports immediate and long-range goals and established priorities within
9 all areas – instructional, noninstructional, and administrative programs.

10
11 Before presentation of a proposed budget for adoption, the Superintendent and business
12 manager/district clerk will prepare, for the Board's consideration, recommendations with
13 supporting documentation designed to meet the needs of students, within the limits of anticipated
14 revenues.

15
16 Program planning and budget development may provide for staff participation and the sharing of
17 information with patrons before any action by the Board.

18
19
20
21 Policy History:

22 Adopted on:

23 Reviewed on:

24 Revised on:

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7121

Adopted on:
Reviewed on:
Revised on:

1 **Culbertson School District**

2
3 **FINANCIAL MANAGEMENT**

7210

4
5 Revenues

6
7 The District will seek and utilize all available sources of revenue for financing its educational
8 programs, including revenues from non-tax, local, state, and federal sources. The District will
9 properly credit all revenues received to appropriate funds and accounts as specified by federal
10 and state statutes and accounting and reporting regulations for Montana school districts.

11
12 The District will collect and deposit all direct receipts of revenues as necessary but at least once
13 monthly. The District will make an effort to collect all revenues due from all sources, including
14 but not limited to rental fees, bus fees, fines, tuition fees, other fees and charges. Uncollectible
15 checks may be turned over to the county attorney for collection.

16
17
18
19 Legal Reference: Title 20, Chapter 9, MCA Finance
20 Title 10, Chapter 10, ARM Special Accounting Practices

21
22 Policy History:

23 Adopted on:

24 Reviewed on:

25 Revised on:

1 **Culbertson School District**

2
3 **FINANCIAL MANAGEMENT**

7215

4
5 Obligations and Loans

6
7 The District may, without a vote of the electors of the District, secure loans from or issue and sell
8 to the board of investments or a bank, building and loan association, savings and loan
9 association, or credit union that is a regulated lender under Montana law, obligations for the
10 purpose of financing all or a portion of:

- 11
12 A. the costs of vehicles and equipment and construction of buildings used primarily
13 for the storage and maintenance of vehicles and equipment;
14 B. the costs associated with renovating, rehabilitating, and remodeling facilities,
15 including but not limited to roof repairs, heating, plumbing, electrical systems,
16 and cost-saving measures as defined in Montana law;
17 C. the costs of nonpermanent modular classrooms necessary for student instruction
18 when existing buildings of the district are determined to be inadequate by the
19 trustees;
20 D. any other expenditure that the district is otherwise authorized to make including
21 the payment of settlements of legal claims and judgments; and
22 E. the costs associated with the issuance and sale of the obligations.

23
24 Before seeking to secure a loan or issue and sell obligations to a regulated lender, the District
25 shall first offer the board of investments a written notice of the board's right of first refusal. If
26 the board of investments accepts the offer to issue a loan or purchase obligations, the board shall
27 provide a written response to the trustees by the later of:

- 28
29 A. 120 days following delivery of the trustees' offer to the board; or
30 B. the day after the next meeting of the board of investments.

31
32 If the trustees have not received a written acceptance by the deadline the District may seek to
33 secure a loan or issue and sell an obligation to a regulated lender as outlined in this policy and
34 Montana law.

35
36 The District may access its major maintenance aid account for school facility projects, including
37 the payment of principal and interest on obligations issued in accordance with this policy and
38 Montana law for school facility projects,

39
40 Legal Reference: Section 20-9-471, MCA - Issuance of obligations
41 Section 20-9-525, MCA - School major maintenance aid account

42 Policy History:

43 Adopted on:

44 Reviewed on:

45 Revised on:

4
5
6 Crowdfunding Proposals

7
8 _____ School District professional may submit a proposal to benefit the _____ District
9 Schools by raising funds or acquiring materials via a crowdfunding platform that has been approved by
10 the Superintendent of the _____ District Schools. The individual proposal shall first be submitted
11 to the [building principal] [school administrator] for approval. Once approved by the [building
12 principal] [school administrator], the Superintendent or her/his designee will then review the proposal.
13 A decision on the application will be made within _____ [business] [school] days. A list of approved
14 crowdfunding platforms will be maintained by the Superintendent; in addition, the Superintendent will
15 post, on the school district Website, the appropriate form through which a _____ 12 District
16 School professional may seek approval for a proposal.

17
18 If the proposal is denied by the Superintendent or her/his designee, s/he will communicate, on the above
19 referenced form, the reason for denial. Reasons for denial may include:

- 20
21 • The proposal requests the purchase or use of technology that is not compatible with the
22 _____ District school's current or future plans for the purchase and/or use of technology.
23 • The proposal requests the purchase and/or use of technology not supported by the _____
24 Network Administrator.
25 • The proposal requests the purchase of curriculum materials and supplies that are not standards
26 based.
27 • The proposal requests materials that could be substituted by similar materials that are already
28 supplied by the district or will be supplied by the district.
29 • The proposal seeks to start a program that would require the continued use of materials or funding
30 beyond what is obtained through the proposal.
31 • The proposal will result in demands on staff not involved in the proposal.
32 • The proposal is in conflict with or takes away from adequate instructional time and/or established
33 foci of the District Improvement Plan or the School Improvement Plans.
34 • The proposal requests athletic equipment or donations not consistent with or in direct conflict
35 with the athletic programs of the _____ School District.
36 • The proposal is in conflict with current and/or planned curriculum and instruction initiatives,
37 School policy, one or more of the _____ Collective Bargaining Agreements, regulations of
38 the Office of Public Instruction and/or Montana General Laws.

39
40 A file is to be maintained at the school for any crowd funding request. This file should include: the
41 principal's/administrator's fundraising approval form, the written detail of the projects as well as what is
42 posted on the platform website, any photos or images posted with the project and a copy of all agreements
43 and permission forms.

44
45 Only district related/approved groups are permitted to operate under this policy and that non-District
46 groups may not use the District's name, network or infrastructure to conduct online fundraising.

47
48 As public employees, staff members are subject to Montana public employees ethics laws. Staff members
49 may not solicit or accept material, cash, or equipment intended for personal use from individuals or
50

through a crowd source effort that could be considered a gift of substantial value or that otherwise violates the ethics statutes.

Cross Reference: 7260 Endowments, Gifts, and Investments

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

Policy History:

Adopted on:

Reviewed on:

Revised on:

1 **Culbertson School District**

2
3 **FINANCIAL MANAGEMENT**

7231

Page 1 of 2

4
5
6 Federal Impact Funds

7
8 It is the intent of the District that all American Indian children of school age have equal access to
9 all programs, services, and activities offered in the District.

10
11 It is also the intent of the District to fully comply with the requirements of Title VII of the
12 Elementary and Secondary Education Act (ESEA) and regulations relating thereto. It shall also
13 be the policy of the District to establish policy and comply with procedures established by Public
14 Law 95-561. To that end, the District shall:

- 15
16 1. Provide tribal officials and parents of Indian children with relevant applications,
17 evaluations, program plans and information related to the District's education program
18 and activities sufficient advance notice for an opportunity to comment on the
19 participation of Indian children on an equal basis in all programs and activities offered by
20 the District;
21
22 2. Annually assess the extent to which Indian students are participating on an equal basis in
23 the educational programs and activities of the District;
24
25 3. If and when necessary, modify its educational programs to ensure that Indian children
26 participate on an equal basis with non-Indian children served by the District;
27
28 4. Respond at least annually in writing to comments and recommendations made by tribes
29 or parents of Indian children, and disseminate the responses to the tribe and parents of
30 Indian children prior to the submission of the IPP's.
31
32 5. Tribes and parents of Indian children claimed shall be:
33
34 a. afforded an opportunity to present their views with respect to the
35 application, including the opportunity to make recommendations
36 concerning the needs of their children and the ways by which they can
37 assist their children in realizing the benefits to be derived from the
38 educational programs assisted under this paragraph;
39
40 b. actively consulted and involved in the planning and development of
41 programs assisted under this paragraph; and
42
43 c. afforded a general opportunity to present their overall views on the
44 educational program, including the operation of such programs, and the
45 degree of parental participation involved.
46

6. Provide a copy of the IPP's annually to the affected tribe or tribes.

Assessments

Tribal officials and parents of Indian children are encouraged to assess the effectiveness of their input regarding the participation of Indian children in the District's educational programs and activities and the development and implementation of the District's Indian policies and procedures and share the results of such assessment with the District.

It is the intent of the Culbertson School District that all Indian children of school age have equal access to all programs, services, and activities offered within the school district. To this end, the Culbertson School District will consult with local tribal officials and parents/guardians of Indian children in the planning and development of Indian Policies and Procedures (IPPs), general education programs, and activities. These policies and procedures will be reviewed annually and revisions will be made within 90 days of the determination that requirements are not being adequately met.

ATTESTATIONS

The Culbertson School District attests that it has established Indian Policies and Procedures (IPPs) as required in section 7004 of the Impact Aid law for any children claimed who reside on eligible Indian lands. The IPPs have been adequately disseminated to the tribes and parents/guardians of children residing on eligible Indian lands. A copy of the current policies and procedures will be attached to the annual Impact Aid application.

The Culbertson School District attests that it has provided a copy of written responses to comments, concerns, and recommendations received from tribal leaders and parents/guardians of Indian children through the Indian policies and procedures consultation process and disseminated these responses to tribal leaders and parents/guardians of Indian children prior to the submission of their annual Impact Aid application.

Indian Policies and Procedures

The following Indian policies and procedures become effective upon School Board approval.

Policy 1: The Culbertson School District will disseminate relevant applications, program plans, and information related to the district's education program and activities with sufficient advance notice to allow tribes and parents/guardians of Indian children the opportunity to review and make recommendations. [34CFR222.94(a)(1)]

Procedure 1: The Culbertson School District will disseminate information and seek timely input regarding the following education programs (including, but not limited to): Title I, Part A, Title I, Part C, Title I, Part D, Title II, Part A, Title III, Part A, Title IV, Part A, Title IV, Part B,

Title V, Part B subpart 2, Title VI, Part A, subpart 1, Title VII-Impact Aid programs, Johnson O'Malley programming.

The completed applications, evaluations, and program planning will be made available to parents/guardians of Indian children, Tribal officials, and the Indian Education Committee and a summary will be prepared and disseminated two weeks in advance of public school board meetings held prior to the submission of these federal program grants to afford all interested parties the opportunity to review the documents with sufficient time to provide 1-04-115. **Indian Education Equal Participation.** (page 2)

thoughtful input at the public meetings. These school board meetings will be publically advertised via the Culbertson School District website and emails to allow all interested parties to attend. In addition, representatives from the District will schedule meetings with the Indian Education Committee to seek input.

Parents/guardians of Indian children, tribal officials, the Indian Education Committee, and any other interested persons can review assessment data to help develop or modify educational programs and services allowing for the participation of Indian students on an equal basis in the district.

Minutes from the Indian Education Committee meetings will be posted on the District's website for all patrons and Tribal officials to review. This will allow for ongoing dissemination of information.

Policy 2: The Culbertson School District will provide an opportunity for the Fort Peck Tribe and parents/guardians of Indian children to provide their views on the District's educational program and activities, including recommendations on the needs of their children and on how the District may help those children realize the benefits of the educational programs and activities. [34CFR222.94(a)(2)]

Procedure 2: The Indian Education Committee (Parent Advisory Committee) of the Culbertson School District will meet each trimester of the school year for the purpose of addressing comments and concerns of parents/guardians of Indian children regarding the District's educational programs and activities. The meeting agendas are posted and all meeting are open to the public allowing for tribal officials as well as parents/guardians of Indian children the opportunity to submit comments and recommendations for consideration.

A school board representative is a non-voting member of the Indian Education Committee (Parent Advisory Committee). This representation allows for the discussion of the needs of the students and ideas to be brought forward to both the Indian Education Committee, as well as the School Board.

At each of the Culbertson School Board meetings, a section of time is set aside for communications from the public. This is a time to offer comments and suggestions regarding programming for Indian students. In addition, two school board meetings are scheduled in June and July which are specifically devoted to addressing questions regarding federal programs. Based upon suggestions, preferred methods of communication as well as maximized participation from tribal officials as well as parents/guardians of Indian children will be seriously considered.

Information will be included in student handbooks/enrollment packets regarding opportunities to provide input to the District.

1-04-115. Indian Education Equal Participation. (page 3)

The District and Indian Education Committee representatives will schedule meetings with the Fort Peck Tribe to discuss ongoing programming goals.

Policy 3: The Culbertson School District will annually assess the extent to which Indian children participate on an equal basis with non-Indian children in the District's education program and activities. [34CFR222.94(a)(3)]

Procedure 3: The Culbertson School District will take the following measures to annually assess the extent to which Indian children participate on an equal basis with non-Indian children in the District's education program and activities.

- A. The Culbertson School District will monitor Indian student participation in all academic and co-curricular activities.
- B. School district administration will review school data to assess the extent on Indian children's participation in the District's educational programs on an equal basis.
- C. The Culbertson School District will share its assessments of district funding, Indian participation, related academic achievements, and other related data will be shared with the parents/guardians of Indian children and tribal officials by email.
- D. Parents/guardians of Indian children, tribal officials, and other interested parties may express their views on participation through direct communications with the school district, at any school board meeting, or to the Indian Education Committee (Parent Advisory Committee).
- E. Copies of the annual reports will be provided to tribal officials.

Policy 4: The Culbertson School District will modify the IPPs if necessary, based upon the results of any assessment or input described in this document. [34CFR222.94(a)(4)]

Procedure 4: During the organization meeting of the Indian Education Committee (Parent Advisory Committee), the Indian Policies and Procedures will be reviewed and revised if necessary. Once this has happened, the document will be forwarded to the Culbertson School

Board as well as the tribal officials and the parents/guardians of Indian children for review and consideration. If necessary, the Indian Education Committee may suggest revisions at other times of the year as appropriate. Any updates will be sent to parents/guardians of Indian children and tribal officials within two weeks of adoption by the Culbertson School Board.

Policy 5: The Culbertson School District will respond at least annually in writing to comments and recommendations made by tribal officials or parents/guardians of Indian children, and disseminate the responses to the tribal officials and parents/guardians of Indian children prior to the submission of the IPPs by the LEA. [34CFR222.94(a)(5)]

1-04-115. **Indian Education Equal Participation.** (page 4)

Procedure 5: The Culbertson School District will at least annually respond in writing to comments and recommendations made by the Indian Education Committee (Parent Advisory Committee), tribal officials, or parents/guardians of Indian children, and disseminate the responses to all parties by email prior to the submission of the IPPs by the District.

Policy 6: The Culbertson School District will provide a copy of the IPPs to the Fort Peck Tribe. [34CFR222.94(a)(6)]

Procedure 6: The Culbertson School District will annually provide a copy of the current Indian Policy and Procedures to the Fort Peck Tribe by email within two weeks of being adopted by the Culbertson School Board.

Legal Reference:	20 U.S.C.S. 7701, et seq.	The Impact Aid Program Statute (Title VIII of the Elementary and Secondary Education Act of 1965)
	Title VII of the ESEA as amended January 31, 2017	
	34 CFR 222.94	What provisions must be included in a local educational agency's Indian policies and procedures?

Policy History:

Adopted on: March 20, 1984

Reviewed on:

Revised on:	June 21, 1988	January 18, 2000	October 24, 2005
	June 25, 2008	June 23, 2009	August 19, 2010
	August 16, 2011	June 19, 2012	June 17, 2013
	June 17, 2014	June 17, 2015	June 23, 2016
	June 20, 2017	January 16, 2018	June 21, 2018
	June 19, 2019		

1 **Culbertson School District**

2
3 **FINANCIAL MANAGEMENT**

7231P
page 1 of 2

4
5 Federal Impact Funds

6
7 The Board adopts the following procedures as required by Title VII of the Elementary and Secondary
8 Education Act (ESEA):
9

- 10 1. The Superintendent and/or his/her designee will disseminate information and seek timely input
11 regarding the following programs on its educational program (including but, not limited to): Title
12 I, Part A, Title I, Part C, Title I, Part D, Title II, Part A, Title III, Part A, Title IV, Part A, Title
13 IV, Part B, Title V, Part B subpart 2, Title VI, Part A, subpart 1, Title VII-Impact Aid programs,
14 Johnson O'Malley programming.
15

16 The completed applications, evaluations, and program planning will be made available to parents
17 of Indian children, Tribal officials, and the Indian Education Committee and a summary will be
18 prepared and disseminated _____ days/weeks in advance of public meetings held in _____
19 and _____ (enter months of meetings) to afford all interested parties the opportunity to
20 review the documents with sufficient time to provide thoughtful input at the meetings. These
21 meetings will be publicly advertised by _____ (describe how they are advertised) to allow
22 all interested parties to attend.
23

24 Parents of Indian children, tribal officials, the Indian Education Committee and any other
25 interested person can review assessment data to help develop or modify educational programs and
26 services allowing for the participation of Indian students on an equal basis in the district.
27

28 Minutes from the Indian Education meetings will be posted on the District's website for all
29 patrons and Tribal officials to review. This will allow for ongoing dissemination of information.
30

- 31
32 2. The _____ School District will take the following measures to annually assess the extent to
33 which Indian children participate on an equal basis with non-Indian children in the District's
34 education program and activities.

- 35 A. The District will monitor Indian student participation in all academic and co-
36 curricular activities.
37 B. School district officials will review school data to assess the extent of Indian
38 children's participation in the District's education programs on an equal basis.
39 C. The District will share its assessment of district funding, Indian student
40 participation, related academic achievements and other related data will be
41 shared with the parents of Indian children and tribal officials by (mail,
42 email, posting at tribal offices, etc.).
43 D. Parents of Indian children, tribal officials and other interested parties may
44 express their views on participation through direct communication with the
45 school district, at any school board meeting or to the Indian Education
46 Committee (Parent Advisory Committee).
47 E. Copies of annual reports will be provided to tribal officials.
48
49
50

- 3.
- During the organization meeting of the Indian Education Committee (Parent Advisory Committee), the Indian Policies and Procedures (Policies 7231-7231P) will be reviewed and revised if necessary. Once this has happened, the document will be forwarded to the _____ School Board as well as the tribal officials and parents of Indian children for review and consideration. If necessary, the Indian Education Committee (Parent Advisory Committee) may suggest revisions at other times of the year as appropriate. Any updates will be sent to parents of Indian children and tribal officials with _____ (days/weeks) of adoption by the _____ School Board.
- 4.
- The _____ School District will respond at least annually in writing to comments and recommendations made by tribes or parents of Indian children, and disseminate the responses to the tribe and parents of Indian children prior to the submission of the IPP's by the District.
- 5.
- The Indian Education Committee (parent Advisory Committee) of the District will meet _____ (monthly, quarterly, etc.) for the purpose of addressing comments and concerns of parents of Indian children regarding the District's educational programs and activities. The meeting agendas are posted and all meetings are open to the public allowing for tribal officials as well as parents of Indian children the opportunity to submit comments and recommendations for consideration.
- A school board representative is a non-voting member of the Indian Education Committee (Parent Advisory Committee). This representation allows for the discussion of the needs of the students and ideas to be brought forward to both the Indian Education Committee (Parent Advisory Committee) as well as the School Board.
- At an annual board meeting held in _____ (month), members of the Indian community will be afforded the opportunity to provide comments and suggestions regarding programming for Indian students.
- 6.
- The District will annually provide a current copy of Policies 7231 and 72131P to the _____ tribe by _____ (mail, email, posting at tribal offices, etc.).

Legal Reference:	20 U.S.C.S. 7701, et seq.	The Impact Aid Program Statute (Title VIII of the Elementary and Secondary Education Act of 1965)
	34 CFR 222.94	What provisions must be included in a local educational agency's Indian policies and procedures?

Procedure History:

Promulgated on:

Reviewed on:

Revised on:

[illegible]

7251

Without a Vote of the Electors

The Board is authorized to dispose of a site, building, or any other real or personal property of the District, that is or is about to become abandoned, obsolete, undesirable, or unsuitable for school purposes.

To effect proper disposal, the trustees shall pass a resolution stating their decision concerning property disposal. The resolution will not become effective until fourteen (14) days after the resolution is published in a newspaper of general circulation in the District.

Should any taxpayer properly protest the resolution during the fourteen (14) days after the date of publication, the trustees shall submit testimony to the court with jurisdiction.

Once the resolution is effective, or if appealed the decision has been upheld by the court, the trustees shall sell or dispose of the real or personal property in a reasonable manner determined to be in the best interests of the District. Proceeds from the sale of fixed assets can be deposited to the general, debt service, building, or any other appropriate fund.

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

The money realized from the sale or disposal of real or personal property of the district must be credited to the debt service fund, building fund, general fund, or other appropriate fund, at the discretion of the trustees.

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

Adopted on:
Reviewed on:
Revised on:

1 **Culbertson School District**

2
3 **FINANCIAL MANAGEMENT**

7310

4
5 Budget Implementation and Execution

6
7 Once adopted by the Board, the operating budget shall be administered by the Superintendent's
8 designees. All actions of the Superintendent/designees in executing programs and/or activities
9 delineated in that budget are authorized according to these provisions:

- 10
11 1. Expenditure of funds for employment and assignment of staff shall meet legal
12 requirements of the state of Montana and adopted Board policies.
13
14 2. Funds held for contingencies may not be expended without Board approval.
15
16 3. A listing of warrants describing goods and/or services for which payment has been made
17 must be presented for Board ratification each month.
18
19 4. Purchases will be made according to the legal requirements of the state of Montana and
20 adopted Board policy.
21
22
23

24 Legal Reference: § 20-3-332, MCA Personal immunity of trustees
25 § 20-9-213, MCA Duties of trustees
26

27 Policy History:

28 Adopted on:

29 Reviewed on:

30 Revised on:

1 **Culbertson School District**

2
3 **FINANCIAL MANAGEMENT**

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page 1 of 2

4
5 Purchasing

6
7 Authorization and Control

8
9 The Superintendent is authorized to direct expenditures and purchases within limits of the
10 detailed annual budget for the school year. The Board must approve purchase of capital outlay
11 items, when the aggregate total of a requisition exceeds Eighty Thousand Dollars (\$80,000),
12 except the Superintendent shall have the authority to make capital outlay purchases without
13 advance approval when necessary to protect the interests of the District or the health and safety
14 of staff or students. The Superintendent will establish requisition and purchase order procedures
15 to control and maintain proper accounting of expenditure of funds. Staff who obligate the
16 District without proper authorization may be held personally responsible for payment of such
17 obligations.

18
19 Bids and Contracts

20
21 Whenever it is in the interest of the District, the District will execute a contract for any building
22 furnishing, repairing, or other work for the benefit of the District. If the sum of the contract or
23 work exceeds Eighty Thousand Dollars (\$80,000), the District will call for formal bids by issuing
24 public notice as specified in statute. Specifications will be prepared and made available to all
25 vendors interested in submitting a bid. The contract shall be awarded to the lowest responsible
26 bidder, except that the trustees may reject any or all bids as per § 18-4-307, MCA. The Board, in
27 making a determination as to which vendor is the lowest responsible bidder, will take into
28 consideration not only the amount of each bid, but will also consider the skill, ability, and
29 integrity of a vendor to do faithful, conscientious work and to promptly fulfill the contract
30 according to its letter and spirit. Bidding requirements do not apply to a registered professional
31 engineer, surveyor, real estate appraiser, or registered architect; a physician, dentist, pharmacist,
32 or other medical, dental, or health care provider; an attorney; a consulting actuary; a private
33 investigator licensed by any jurisdiction; a claims adjuster; or an accountant licensed under Title
34 37, Chapter 50.

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

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

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

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

Cooperative Purchasing

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

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

Policy History:

Adopted on:

Reviewed on:

Revised on:

1 **Culbertson School District**

2
3 **FINANCIAL MANAGEMENT**

7325

4
5 Accounting System Design

6
7 The District accounting system will be established to present, with full disclosure, the financial
8 position and results of financial operations of District funds and account groups in conformity
9 with generally accepted accounting principles. The accounting system must be in compliance
10 with accounting system requirements established by legislative action. The accounting system
11 shall be able to demonstrate compliance with finance-related legal and contractual provisions.
12
13
14

15 Policy History:

16 Adopted on:

17 Reviewed on:

18 Revised on:

1 **Culbertson School District**

2
3 **FINANCIAL MANAGEMENT**

7326

4
5 Documentation and Approval of Claims

6
7 All financial obligations and disbursements must be documented in compliance with statutory
8 provisions and audit guidelines. Documentation will specifically describe acquired goods and/or
9 services, budget appropriations applicable to payment, and required approvals. All purchases,
10 encumbrances and obligations, and disbursements must be approved by the administrator
11 designated with authority, responsibility, and control over budget appropriations. The
12 responsibility for approving these documents cannot be delegated.

13
14 The District business office is responsible for developing procedures and forms to be used in the
15 requisition, purchase, and payment of claims.

16
17
18
19 Policy History:

20 Adopted on:

21 Reviewed on:

22 Revised on:

1 **Culbertson School District**

2
3 **FINANCIAL MANAGEMENT**

7329

4
5 Petty Cash Funds

- 6
7 A. The use of petty cash funds shall be authorized for specific purchases only. The petty
8 cash fund is to be used for postage, freight, miscellaneous expenses that the District
9 incurs. The petty cash fund is for postage due on all of the District's mailing
10 requirements. Freight will be reimbursed only when due upon receipt of delivered goods.
11 Miscellaneous expenses will be reimbursed when the total amount due is less than
12 \$20.00.
13
14 B. No more than \$300.00 shall be kept in the petty cash fund at any one time.
15
16 C. Payments shall be made by District check.
17
18 D. Each expenditure from this fund will be recorded on a District voucher stating the
19 purpose and amount of payment.
20
21 E. All District checks must be signed by at least one of the following persons:
22 1. Clerk
23 2. Assistant Clerk
24 3. Administrative Secretary
25 4. Activities Secretary
26
27 F. Once the petty cash fund has diminished to approximately \$50.00, the Assistant Clerk
28 and/or Administrative Secretary will prepare a District voucher along with documentary
29 proof of the expenditures and shall submit the voucher to the District Clerk for payment.
30 The Board will waive prior approval for the payments inasmuch as the petty cash fund is
31 a revolving account.
32
33 G. Each administrator of a school or department with a petty cash fund account may appoint
34 and designate a fund custodian to carry out bookkeeping and security duties. Moneys not
35 specifically designated as petty cash will not be comingled with the petty cash fund. At
36 the conclusion of each school year, all petty cash funds must be closed out and the petty
37 cash vouchers and cash on hand returned to the business office for processing.
38
39 H. The District business office is responsible for establishing procedures for use and
40 management of petty cash funds.
41
42

43 Policy History:

44 Adopted on: November 21, 1995

45 Reviewed on:

46 Revised on: February 22, 2000

1 **Culbertson School District**

2
3 **FINANCIAL MANAGEMENT**

7330

4
5 Payroll Procedures/Schedules

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

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

19
20
21
22 Cross Reference: 5500 Payment of Wages upon Termination

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

25
26 Policy History:

27 Adopted on:

28 Reviewed on:

29 Revised on:

1 **Culbertson School District**

2
3 **FINANCIAL MANAGEMENT**

7330F

4
5 **PAYROLL PROCEDURES/SCHEDULES**
6 **(Deferred Wage Payment Election Form)**
7

8 By my signature I hereby acknowledge that I have read and understand the School District's
9 policy on deferred wages. Furthermore, by my signature on this form, I am electing to defer
10 payment of my wages on an annualized basis consisting of _____ payments.
11 I understand that any change from an annualized election of payment requires that I notify the
12 District prior to the beginning of duty for the fiscal year in which the change is being given.
13
14
15

16
17 _____
18 Signature

Position

19
20 _____
21 Printed name

Date signed

22
23
24 Form History:

25 Adopted on:

26 Reviewed on:

27 Revised on:

1 **Culbertson School District**

2
3 **FINANCIAL MANAGEMENT**

7332
page 1 of 2

4
5 Advertising in Schools/Revenue Enhancement

6
7 Revenue enhancement through a variety of District-wide and District-approved marketing
8 activities, including but not limited to advertising, corporate sponsorship, signage in or on
9 District facilities, is a Board-approved venture. The Board may approve such opportunities
10 subject to certain restrictions in keeping with the community standards of good taste.

11 Advertising will model and promote positive values for District students through proactive
12 educational messages and not be simply traditional advertising of a product. Preferred
13 advertising includes messages encouraging student achievement and establishment of high
14 standards of personal conduct.

15
16 All sponsorship contracts will allow the District to terminate the contract on at least an annual
17 basis, if it is determined that it will have an adverse impact on implementation of curriculum or
18 the educational experience of students.

19
20 The revenue derived should:

- 21
22 1. Enhance student achievement;
23 2. Assist in maintenance of existing District athletic and activity programs; and
24 3. Provide scholarships for students participating in athletic, academic, and activity
25 programs, who demonstrate financial need and merit.

26
27 Appropriate opportunities for marketing activities include but are not limited to:

- 28
29 1. Fixed signage.
30 2. Banners.
31 3. District-level publications.
32 4. Television and radio broadcasts.
33 5. Athletic facilities, including stadiums, high school baseball fields, and high school
34 gymnasiums.
35 6. District-level projects.
36 7. Expanded usage of facilities beyond traditional uses (i.e., concerts, rallies, etc.).
37 8. The interior and exterior of a limited number of District buses, if the advertising is
38 associated with student art selected by the District. The only advertising information
39 allowed will note sponsorship of the student art by the participant. Maintenance for these
40 buses will include but not exceed normal maintenance costs.
41 9. Individual school publications (when not in conflict with current contracts).

42
43 Advertising will not be allowed in classrooms, other than corporate-sponsored curriculum
44 materials approved subject to Board policy. The School District marquee will only be used for
45 school purposes that do not include revenue enhancement.

The following restrictions will be in place when seeking revenue enhancement. Revenue enhancement activities will not:

1. Promote hostility, disorder, or violence;
2. Attack ethnic, racial, or religious groups;
3. Discriminate, demean, harass, or ridicule any person or group of persons on the basis of gender;
4. Be libelous;
5. Inhibit the functioning of the school and/or District;
6. Promote, favor, or oppose the candidacy of any candidate for election, adoption of any bond/budget issues, or any public question submitted at any general, county, municipal, or school election;
7. Be obscene or pornographic, as defined by prevailing community standards throughout the District;
8. Promote the use of drugs, alcohol, tobacco, firearms, or certain products that create community concerns;
9. Promote any religious or political organization;
10. Use any District or school logo without prior approval.

Cross Reference: 2120 Curriculum Development and Assessment
 2309 Library Materials
 2311 Instructional Materials

Policy History:

Adopted on:

Reviewed on:

Revised on:

1 **Culbertson School District**

2
3 **FINANCIAL MANAGEMENT**

7335

4
5 Personal Reimbursements

6
7 While it is recommended that all purchases of goods or services be made within established
8 purchasing procedures, there may be an occasional need for an employee to make a purchase for
9 the benefit of the District from personal funds. In that event, an employee will be reimbursed for
10 a personal purchase under the following criteria:

- 11
12 1. It is clearly demonstrated that the purchase is of benefit to the District;
13
14 2. The purchase was made with the prior approval of an authorized administrator;
15
16 3. The item purchased was not available from District resources; and
17
18 4. The claim for personal reimbursement is properly accounted for and documented with an
19 invoice or receipt.
20

21 The District business office is responsible for developing procedures and forms to be used in
22 processing claims for personal reimbursements.
23
24
25

26 Policy History:

27 Adopted on:

28 Reviewed on:

29 Revised on:

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7336

The District will reimburse employees and trustees for travel expenses while traveling outside the District and engaged in official District business. District employees who are not exempted by another policy will be reimbursed according to the current [state/federal] levels pursuant to [Montana/Federal] law. All travel expenses must be reported on the established travel expense and approved by the employee's supervisor and the Superintendent.

Legal Reference:	§ 2-18-501, MCA	Meals, lodging, and transportation of persons in state service
	§ 2-18-502, MCA	Computation of meal allowance
	§ 2-18-503, MCA	Mileage – allowance
	IRS.gov	

Adopted on:
Reviewed on:
Revised on:

1 **Culbertson School District**

2
3 **FINANCIAL MANAGEMENT**

7400

4
5 Credit Card Use

6
7 The Board of Trustees permits the use of District credit cards by certain school officials on an as-needed
8 basis for necessary expenses incurred in the performance of work-related duties for the District. A list of
9 those individuals that will be issued a District credit card will be maintained in the business office and
10 reported to the Board. All credit cards will be preapproved by the Board and will be in the name of the
11 District.

12
13 The District shall establish a credit line not to exceed \$ _____ (e.g., \$2,500) for each card issued and
14 an aggregate credit limit of \$ _____ (e.g., \$25,000) for all cards issued to the District.

15
16 Credit cards may only be used for legitimate District business expenditures. The use of credit cards is not
17 intended to circumvent the District's policy on purchasing.

18
19 Users must take proper care of District credit cards and take all reasonable precautions against damage,
20 loss, or theft. Any damage, loss, or theft must immediately be reported to the business office and to the
21 appropriate financial institution. Failure to take proper care of credit cards or failure to report damage,
22 loss, or theft may subject the employee to financial liability.

23
24 Purchases that are unauthorized, illegal, represent a conflict of interest, are personal in nature, or violate
25 the intent of this policy may result in credit card revocation and discipline of the employee.

26
27 Users must submit detailed documentation, including itemized receipts for commodities, services, travel,
28 and/or other actual and necessary expenses which have been incurred in connection with school-related
29 business for which the credit card has been used.

30
31 The Superintendent shall establish regulations governing the issuance and use of credit cards. Each
32 cardholder shall be apprised of the procedures governing the use of the credit card, and a copy of this
33 policy and accompanying regulations shall be given to each cardholder.

34
35 The District Clerk shall monitor the use of each credit card every month and report any serious problems
36 and/or discrepancies directly to the Superintendent and the Board.

37
38
39
40 Cross Reference: 7320 Purchasing
41 7335 Personal Reimbursements
42 7336 Travel Allowances and Expenses

43
44
45 Legal Reference: § 2-7-503, MCA Financial reports and audits of local government entities

46
47 Policy History:

48 Adopted on:

49 Reviewed on:

50 Revised on:

1 **Culbertson School District**

2
3 **FINANCIAL MANAGEMENT**

7405

4
5 Procurement Card Use

6
7 The Board of Trustees permits the use of procurement cards for actual and necessary expenses
8 incurred in the performance of work-related duties for the District. A list of those individuals that
9 will be issued a District procurement card will be maintained in the business office and reported
10 to the Board each year at its meeting in June.

11
12 The District has () procurement card(s), with a credit limit not to exceed \$ _____.

13
14 Any non-local purchases may be made by school personnel using their procurement cards within
15 the established budget limits. The use of procurement cards will only be authorized after the
16 employee completes the Procurement Card use Agreement.

17
18 Procurement (pcards) cards may only be used for legitimate District expenditures. Purchases
19 that are unauthorized, personal in nature or violate the intent of this policy may result in
20 procurement card revocation and discipline of the employee. The use of procurement cards is not
21 intended to circumvent the District's policy on purchasing.

22
23 Users must take proper care of District pcards and take all reasonable precautions against
24 damage, loss, or theft. Any damage, loss, or theft must immediately be reported to the Business
25 Office. Failure to take proper care of pcards may subject the employee to financial liability.

26
27 Users must submit detailed documentation, including itemized receipts or invoices, accompanied
28 by a completed, signed Procurement Card-Claim Form immediately or no later than within one
29 week of purchase to the Superintendent for approval and signatures. Users must complete a Lost
30 Receipt Declaration Form if unable to produce a receipt or invoice. Failure to produce a receipt
31 or invoice may result in procurement card revocation and discipline of the employee.

32
33 The Superintendent will forward the claim forms to the Business Office for processing.

34
35 The Superintendent shall establish regulations governing the issuance and use of procurement
36 cards. Each cardholder shall be apprised of the procedures governing the use of the procurement
37 card, and a copy of this policy and accompanying regulations shall be given to each cardholder.

38
39 The District Clerk shall monitor the use of each procurement card every month and report any
40 serious problems and/or discrepancies directly to the Superintendent and the Board.

41
42 Cross Reference: 7320 Purchasing
43 7335 Personal Reimbursement
44 7336 Travel Allowances and Expenses
45
46

Legal Reference: §2-7-503, MCA Financial reports and audits of local government entities

Policy History:

Adopted on:

Reviewed on:

Revised on: November 1989
January 18, 2000
August 11, 2003
August 11, 2008
April 17, 2018
December 17, 2018

1 **Culbertson School District**

2
3 **FINANCIAL MANAGEMENT**

7425

4
5 Extra- and Co-Curricular Funds

6
7 The Board is responsible for establishment and management of student extra- and co-curricular
8 funds. The purpose of student extra- and co-curricular funds is to account for revenues and
9 disbursements of those funds raised by students through recognized student body organizations
10 and activities. The funds shall be deposited and expended by check, in a bank account
11 maintained by the District for student extra- and co-curricular funds. The use of the student
12 extra- and co-curricular funds is limited to the benefit of the students. Students will be involved
13 in the decision-making process related to use of the funds.

14
15 The Board shall follow the *Student Activity Fund Accounting* (published by the Montana
16 Association of School Business Officials (MASBO)) in establishing accounting procedures for
17 administration of student extra- and co-curricular funds and will appoint a fund administrator.

18
19 Specific procedures are available in the Clerk's office.
20
21
22

23	Legal Reference:	§ 2-7-503, MCA	Financial reports and audits of local government
24			entities
25		§ 20-9-504, MCA	Extracurricular fund for pupil functions

26
27 Policy History:

28 Adopted on:

29 Reviewed on:

30 Revised on:

1 **Culbertson School District**

2
3 **FINANCIAL MANAGEMENT**

7430

4
5 Financial Reporting and Audits

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

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

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

21
22
23
24 Legal Reference: §§ 2-7-501, et seq., MCA Audits of Political Subdivisions
25 § 2-7-503, MCA Financial Reports and Audits of local
26 government entities
27 § 20-9-212, MCA Duties of county treasurer
28 § 20-9-213, MCA Duties of trustees
29

30 Policy History:

31 Adopted on:

32 Reviewed on:

33 Revised on:

1 **Culbertson School District**

2
3 **FINANCIAL MANAGEMENT**

7500

4
5 Property Records

6
7 Property and inventory records will be maintained for all land, buildings, and physical property
8 under District control and will be updated annually.

9
10 For purposes of this policy, "equipment" means a unit of furniture or furnishings, an instrument,
11 a machine, an apparatus or a set of articles which retains its shape and appearance with use, is
12 nonexpendable, and does not lose its identity when incorporated into a more complex unit. The
13 Superintendent will ensure inventories of equipment are systematically and accurately recorded
14 and updated annually. Property records of facilities and other fixed assets will be maintained on
15 an ongoing basis. No equipment will be removed for personal or non-school use except in
16 accordance with Board policy.

17
18 Property records will show, appropriate to the item recorded, the:

- 19
20 1. Description and identification
21 2. Manufacturer
22 3. Date of purchase
23 4. Initial cost
24 5. Location
25 6. Serial number, if available
26 7. Model number, if available

27
28 Equipment may be identified with a permanent tag providing appropriate District and equipment
29 identification.

30
31
32
33 Cross Reference: 7510 Capitalization Policy for Fixed Assets

34
35 Legal Reference: § 20-6-602, MCA Trustees' power over property
36 § 20-6-608, MCA Authority and duty of trustees to insure district
37 property
38

39 Policy History:

40 Adopted on:

41 Reviewed on:

42 Revised on:

1 **Culbertson School District**

2
3 **FINANCIAL MANAGEMENT**

7510

4
5 Capitalization Policy for Fixed Assets

6
7 School districts are required to establish and maintain fixed asset inventory records in accordance
8 with ARM 10.10.407 consisting of an asset recording and a non-fund account group for financial
9 reporting (GFAAG). The Board recognizes the importance of fixed asset controls of the district's
10 assets to provide management control over safeguarding a significantly valuable investment.

11
12 "Fixed assets" are defined as:

- 13 1. tangible property items,
14 2. of a relatively permanent nature,
15 3. of significant value, and
16 4. used in conducting the district's activities.

17
18 Those assets are recorded in four categories:

- 19 1. land and improvements,
20 2. buildings and improvements,
21 3. machinery and equipment, and
22 4. construction work in progress.

23
24 "Infrastructure" assets, such as sidewalks, streets, parking lots, and fences, etc. are not required to
25 be capitalized. "Capitalization" is the process of recording an item as a fixed asset.

26
27 Any asset which costs \$5,000 or more and has a useful life of three (3) or more years may be
28 recorded as a fixed asset and capitalized. However, if an item costs under \$5,000 but has a useful
29 life of three or more years, capitalization of that asset is discretionary. The schedule of asset
30 classes and their useful life, in years, is attached.

31
32 Fixed assets should be accounted for at cost or, if the cost is not practically determinable, at
33 estimated cost. Donated fixed assets should be recorded at their estimated fair market value at the
34 time received. Items to be used as one system, which total \$5,000 in aggregate should also be
35 capitalized. Intangible property, such as computer software for example, is usually not, but may
36 be, capitalized. Depreciation is not normally recorded for assets accounted for in the GFAAG.

37
38 The clerk's office shall be responsible for the establishment and maintenance of the fixed asset
39 control system. Assets shall be recorded on the inventory records when they are received and
40 tagged during the annual inventory count. Inventory for capitalized fixed assets will be made
41 recording such information as: description, identification number, building, location, cost, vendor
42 and purchase date, make/model/serial number and revenue source. When assets are grouped in
43 aggregate, the entire system may be listed as a collection. Non-capitalized assets will be recorded
44 in an inventory database sorted by staff. The physical count and the inventory records shall be
45 brought into agreement at least once a year according to established policies and procedures.

Retirement or disposal of fixed assets shall be made in accordance with section 20-6-604, M.C.A. Disposal shall occur only upon authorization of the Board. Assets purchased using federal and state grants shall be disposed of under the guidelines of their receipt. Records of fixed assets which are retired from use, sold or traded should be adjusted to show the reduction to zero value but should be retained for audit purposes.

Asset Class	Examples	Est. Useful Life in Years
Land		N/A
Site Improvements	Paving, flagpoles, retaining walls, sidewalks, fencing, outdoor lighting	20
School Buildings		50
Portable Classrooms		25
HVAC Systems	Heating, ventilation, and air conditioning systems	20
Roofing		20
Interior Construction		25
Carpet Replacement		7
Electrical/Plumbing		30
Sprinkler/Fire System	Fire suppression systems	25
Outdoor Equipment	Playground, radio towers, fuel tanks, pumps	20
Machine & Tools	Shop and maintenance equipment, tools	15
Kitchen Equipment	Appliances	15
Custodial Equipment	Floor scrubbers, vacuums, other	15
Science & Engineering	Lab equipment, scientific apparatus	10
Furniture & Accessories	Classroom and office furniture	20
Business Machines	Fax, duplicating and printing equipment	10
Copiers		5
Communication Equipment	Mobile, portable radios, non-computerized	10
Computer Hardware	PCs, printers, network hardware	5
Computer Software	Instructional, other short-term	5 to 10
Computer Software	Administrative or long-term	10 to 20
Audio Visual Equipment	Projectors, cameras (still and digital)	10
Athletic Equipment	Track, football, weight machines	10
Musical Instruments	Pianos, string, bass, percussion	10
Library Books	Collections	5 to 7
Licensed Vehicles	Buses, other on-road vehicles	8
Contractors Equipment	Major off-road vehicles, front-end loaders, large	10

Objectives, policies, and procedures are referenced in the Culbertson School Internal Control Procedures.

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Policy History:

Adopted on:

Revised: January 18, 2000
 September 12, 2000
 August 11, 2003
 December 17, 2018

1 **Culbertson School District**

2
3 **FINANCIAL MANAGEMENT**

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Page 1 of 3

4
5
6 Fund Balances

7
8 **I. PURPOSE**

9
10 The fund balance policy establishes a framework for the management of all excess funds managed by
11 the Culbertson School District. The policy is in accordance with GASB Statement 54; management
12 of fund balance. It also provides guidance and direction for elected and appointed officials as well as
13 staff in the use of excess funds at year-end.

14
15 **II. SCOPE**

16
17 This fund balance policy applies to all funds in the custody of the School District Business
18 Manager/Clerk of the Culbertson School District, Culbertson, Montana. These funds are accounted
19 for in the District's annual audited financial reports and include, but are not limited to, the following:

- 20
 - General Fund
 - 21 • Special Revenue Funds
 - 22 • Capital Project Funds
 - 23 • Enterprise Funds
 - 24 • Any new funds created by the District, unless specifically exempted by the governing body;
25 in accordance with state law or GASB pronouncements.

26
27 **III. CLASSIFICATION OF FUND BALANCES**

28
29 The school district shall classify its fund balances in its various funds in one or more of the following
30 five classifications: nonspendable, restricted, committed, assigned, and unassigned.

31
32 **IV. DEFINITIONS**

33
34 A. *Fund balance*---means the arithmetic difference between the assets and liabilities reported in a
35 school district fund.

36
37 B. *Committed fund balance*—amounts constrained to specific purposes by the District itself,
38 using its highest level of decision-making authority; to be reported as committed, amounts
39 cannot be used for any other purpose unless the District takes the same highest-level action to
40 remove or change the constraint

41
42 C. *Assigned fund balance*—amounts a school district *intends* to use for a specific purpose; intent
43 can be expressed by the District or by an official to which the Board of Trustees delegates the
44 authority

45
46 D. *Nonspendable fund balance*—amounts that are not in a spendable form (such as inventory) or
47 are required to be maintained intact (such as the corpus of an endowment fund)

E. *Restricted fund balance*—amounts constrained to specific purposes by their providers (such as grantors, bondholders, and higher levels of government), through constitutional provisions, or by enabling legislation

F. *Unassigned fund balance*—amounts that are available for any purpose; these amounts are reported only in the general fund.

V. MINIMUM FUND BALANCE

The school district will strive to maintain a minimum unassigned general fund balance of [____ percent of the annual budget.] [____ months of operating expenses.]

[Note: School districts need to select one of the bracketed choices above and fill in the blank. The other bracketed choice should be deleted. If a minimum fund balance is specified, a stabilization arrangement such as that specified in Part IX below that sets aside specific stabilization amounts may not be necessary.]

VI. ORDER OF RESOURCE USE

If resources from more than one fund balance classification could be spent, the school district will strive to spend resources from fund balance classifications in the following order (first to last): restricted, committed, assigned, and unassigned.

[Note: The school board determines this order.]

VII. COMMITTING FUND BALANCE

A majority vote of the school board is required to commit a fund balance to a specific purpose and subsequently to remove or change any constraint so adopted by the board.

VIII. ASSIGNING FUND BALANCE

The school board, by majority vote, may assign fund balances to be used for specific purposes when appropriate. The board also delegates the power to assign fund balances to the following:

_____. *[Specify individual(s), such as the superintendent, business manager, etc., or an entity, such as the finance committee, authorized to make these assignments.]*

Assignments so made shall be reported to the school board on a monthly basis, either separately or as part of ongoing reporting by the assigning party if other than the school board.

An appropriation of an existing fund balance to eliminate a projected budgetary deficit in the subsequent year's budget in an amount no greater than the projected excess of expected expenditures over expected revenues satisfies the criteria to be classified as an assignment of fund balance.

IV. STABILIZATION ARRANGEMENTS

[Note: If the school board has established any arrangement(s) for emergencies and other contingencies, the description(s) should be included in this section. The school board needs to specifically define the circumstances or conditions when these amounts may be used, which must be unanticipated adverse financial or economic circumstances. These circumstances or conditions cannot be situations that are expected to or which occur routinely. Stabilization arrangements should be reported as restricted or committed if they meet the criteria or, otherwise, should be reported as unassigned. They should not be reported as assigned. If the school board does not have any such arrangements, this section should be deleted.]

IX. REVIEW

The school board will conduct, at a minimum, an annual review of the sufficiency of the minimum unassigned general fund balance level.

Legal References: Statement No. 54 of the Governmental Accounting Standards Board

Policy History:

Adopted on:

Reviewed on:

Revised on:

1 **Culbertson School District**

2
3 **FINANCIAL MANAGEMENT**

7520

4
5 Independent Investment Accounts

6
7 The Board may establish independent investment accounts separate and apart from those funds
8 maintained by the county treasurer. The Board may transfer cash into an independent investment
9 account from any budgeted or non-budgeted funds. A separate account shall be established for
10 each fund from which transfers are made. The principal and any interest earned must be
11 reallocated to the fund from which the deposit was originally made. Unless otherwise provided
12 by law, all other revenue may be sent directly to a participating district's investment account.
13

14 The District may either:

- 15
16 1. Establish and use the account as a non-spending account, returning sufficient funds to the
17 county treasurer in time to pay all claims against the applicable fund; or
18
19 2. Establish a subsidiary checking account and make expenditures from the investment
20 account, provided all transactions are accounted for and reported, as required by
21 applicable accounting principles. If the District desires to establish a subsidiary checking
22 account for purposes of paying for expenditures directly from an investment account, the
23 District must enter into a written agreement with the county treasurer, in accordance with
24 § 20-9-235, MCA.
25
26
27

28 Legal Reference: § 20-9-235, MCA Authorization for school district investment account
29

30 Policy History:

31 Adopted on:

32 Reviewed on:

33 Revised on:

1 **Culbertson School District**

2
3 **FINANCIAL MANAGEMENT**

7525

4
5 Leases and Lease-Purchase Agreements

6
7 The trustees of a district can lease property with an option to purchase.

8
9 Personal property -- the lease cannot be more than seven (7) years.

10
11 Real property -- the lease cannot be more than fifteen (15) years.

12
13 The terms of the lease must comply with Section 20-6-625, MCA. If real property is acquired,
14 the trustees shall comply with Section 20-6-603, MCA.

15
16 The trustees of any district may lease buildings or land suitable for school purposes when it is
17 within the best interests of the district to lease the buildings or land from the county,
18 municipality, another district, or any person. The term of the lease may not be for more than
19 fifteen (15) years unless prior approval of the qualified electors of the district is obtained in the
20 manner prescribed by law for school elections, in which case the lease may be for a term
21 approved by the qualified electors, but not exceeding ninety-nine (99) years. Whenever the lease
22 is for a period of time that is longer than the current school fiscal year, the lease requirements for
23 the succeeding school fiscal years shall be an obligation of the final budgets for such years.

24
25
26 Cross Reference: Policy 7251 Disposal of school district property without
27 a vote.

28
29
30 Legal Reference: § 20-6-603, MCA Trustees' authority to acquire or dispose of
31 sites and buildings – when election required.
32 § 20-6-609, MCA Trustees' authority to acquire property by
33 lease-purchase agreement.
34 § 20-6-625, MCA Authorization to lease buildings or land for
35 school purposes.

36
37 Policy History:

38 Adopted on:

39 Reviewed on:

40 Revised on:

1 **Culbertson School District**

2
3 **FINANCIAL MANAGEMENT**

7530

4
5 Procurement of Supplies or Services

6
7 The Board adopts the following provisions of the Montana Procurement Act:

- 8
9
10 1. § 18-4-303(8), MCA – Competitive sealed bidding. With the exception of construction
11 contracts, allows the District to negotiate an adjustment of the bid price with the lowest
12 responsible and responsive bid in order to bring the bid within the amount of available
13 funds, if, and only if, all bids exceed available funds and the lowest responsible bid does
14 not exceed available funds by more than five percent (5%).
15
16 2. § 18-4-306, MCA – Sole source procurement. A contract may be awarded for a supply or
17 service item without competition when, the District determines in writing that:
18 (a) there is only one source for the supply or service item;
19 (b) only one source is acceptable or suitable for the supply or service item; or
20 (c) the supply or service item must be compatible with current supplies or
21 services.
22
23 3. § 18-4-307, MCA - Cancellation of invitations for bids or requests for proposals. An
24 invitation for bids, a request for proposals, or other solicitation may be cancelled or any
25 or all bids or proposals may be rejected in whole or in part, as may be specified in the
26 solicitation, when it is in the best interests of the state. The reasons therefor must be
27 made part of the contract file.
28
29

30 Legal Reference:	§ 18-4-121, et seq., MCA	Montana Procurement Act
31	§ 18-4-303, MCA	Competitive Sealed Bidding
32	§ 18-4-306, MCA	Sole Source Procurement--records
33	§ 18-4-307, MCA	Cancellation of invitations for bids or
34		requests for proposals
35	2.5.604, ARM	Sole Source Procurement
36		
37		

38 Policy History:

39 Adopted on:

40 Reviewed on:

41 Revised on:

4
5
6 Electronic Signatures

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

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

15
16 District Use of Electronic Signatures

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

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

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

36
37 The District shall maintain District electronically signed records in a manner consistent with the
38 District’s document retention policies yet also capable of accurate and complete reproduction of
39 the electronic records and signatures in their original form. Such retention should include a
40 process whereby the District can verify the attribution of a signature to a specific individual,
41 detect changes or errors in the information contained in the record submitted electronically and
42 protect and prevent access and/or manipulation or use access/use by an unauthorized person.

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

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

Parent/Student Use of Electronic Signatures

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

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

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

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

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

Legal Reference: 30-18-102(9), MCA
30-18-106(4), MCA

42.8.106, ARM

Definitions
Legal recognition of electronic records,
electronic signatures, and electronic
contracts
Electronic submission of documents and
electronic signatures

Policy History:

Adopted on:
Reviewed on:
Revised on:

Culbertson School District

FINANCIAL MANAGEMENT

7550

Indirect Cost Reimbursement

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

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

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

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

Additional Reference: Indirect Cost Rates, OPI

Policy History:

Adopted on:

Reviewed on:

Revised on:

CULBERTSON SCHOOL DISTRICT

R = required

8000 SERIES NONINSTRUCTIONAL OPERATIONS

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8550	Cyber-Incident Response

1 **Culbertson School District**

2
3 **NONINSTRUCTIONAL OPERATIONS**

8000

4
5 Goals

6
7 In order for students to obtain the maximum benefits from their educational program, a complex
8 set of support services must be provided by the District. These services are essential to the
9 success of the District, and the staff that provides them is an integral part of the educational
10 enterprise. Because resources are always scarce, all assets of District operations, including
11 noninstructional support services, shall be carefully managed in order to obtain maximum
12 efficiency and economy. To that end, the goal of the District is to seek new ways of supporting
13 the instructional program, which shall maximize the resources directly available for students'
14 learning programs.
15
16
17

18 Policy History:

19 Adopted on:

20 Reviewed on:

21 Revised on:

1 **Culbertson School District**

2
3 **NONINSTRUCTIONAL OPERATIONS**

8100
Page 1 of 2

4
5 Transportation

6
7 The District may provide transportation to and from school for a student who:

- 8
9 1. Resides three (3) or more miles, over the shortest practical route, from the nearest operating
10 public elementary or public high school;
11 2. Is a student with a disability, whose IEP identifies transportation as a related service; or
12 3. Has another compelling and legally sufficient reason to receive transportation services with Board
13 approval.
14

15 The District may elect to reimburse the parent or guardian of a student for individually transporting any
16 eligible student.
17

18 The District may provide transportation by school bus or other vehicle or through individual
19 transportation such as paying the parent or guardian for individually transporting the student. The Board
20 may pay board and room reimbursements, provide supervised correspondence study, or provide
21 supervised home study. The Board may authorize children attending an approved private school to ride a
22 school bus, provided that space is available and a fee to cover the per-seat cost for such transportation is
23 collected. The District may transport and charge for an ineligible public school student, provided the
24 parent or guardian pays a proportionate share of transportation services. Fees collected for transportation
25 of ineligible students shall be deposited in the transportation fund. Transportation issues that cannot be
26 resolved by the trustees may be appealed to the county transportation committee.
27

28 Homeless students shall be transported in accordance with the McKinney Homeless Assistance Act and
29 state law.
30

31 In-Town Busing

32
33 In-town busing is defined as the busing of students within three (3) miles of their school with approval of
34 the Board. In-town busing is a privilege the District can discontinue at any time. The Superintendent will
35 establish guidelines under which a student may request in-town busing.
36

37 Children in Foster Care

38
39 The Superintendent will appoint a Point of Contact (POC) to coordinate activities relating to the District's
40 provisions of services to children placed in foster care, including transportation services. The
41 Superintendent, or designee, will inform the Department of Health and Human Services who is the POC
42 for the District. The District will collaborate with the Department of Health and Human Services when
43 transportation is required to maintain children placed in foster care in a school of origin outside their
44 usual attendance area or District when in the best interest of the student. Under the supervision of the
45 Superintendent/designee, the POC will invite appropriate District officials, the Department of Health and
46 Human Services POC, and officials from other districts to consider how such transportation is to be
47 arranged and funded in a cost-effective manner.
48
49
50
51

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

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

Definitions

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

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

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

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

Policy History:

Adopted on:

Reviewed on:

Revised on:

1 **Culbertson School District**

2
3 **NONINSTRUCTIONAL OPERATIONS**

8102

4
5 Contracting for Transportation Services

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

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

21 No money shall be expended, unless a contract with a private carrier has been executed. The
22 Board Chairperson will sign such contracts on behalf of the District.
23

24 The District reserves the right to own, operate, and to choose with respect to any other form of
25 transportation, whether it be regular school, co-curricular, extracurricular, or District business
26 programs, the means of transportation which best fits District needs at that particular time, as
27 determined by the Board.
28
29
30

31 Legal Reference:	§ 20-10-102, MCA	School bus requirements
	§ 20-10-107, MCA	Power of trustees
	§ 20-10-125, MCA	Bid letting for contract bus – payments under
		transportation contract
	10.7.108, ARM	Bus Contracts

36

37 Policy History:

38 Adopted on:

39 Reviewed on:

40 Revised on:

4
5 Bus Routes and Schedules

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

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

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

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

41
42 Bus Stops

43
44 Buses should stop only at designated places approved by school authorities. Exceptions should
45 be made only in cases of emergency and inclement weather conditions.
46

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

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

Delay in Schedule

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

Responsibilities - Students

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

Responsibilities - Parents

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

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

Safety

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

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

The bus driver is responsible for the use of the warning and stop signaling systems and the consequent protection of his/her passengers. Failure to use the system constitutes negligence on the part of the driver.

Inclement Weather

The Board recognizes the unpredictability and resulting dangers associated with weather in Montana. In the interest of safety and operational efficiency, the Superintendent is empowered to make decisions as to emergency operation of buses, cancellation of bus routes, and closing of school, in accordance with his or her best judgment. The Board may develop guidelines in cooperation with the Superintendent to assist the Superintendent in making such decisions.

NOTE: To receive full state/county reimbursement, budgets must have enough funds to cover the costs of any changes to the route.

NOTE: The county transportation committee has authority to establish transportation service areas, should circumstances and/or geography (demographics) warrant.

Legal Reference:	§ 20-10-106, MCA	Determination of mileage distances
	§ 20-10-121, MCA	Duty of trustees to provide transportation – types of transportation – bus riding time limitation
	§ 20-10-132, MCA	Duties of county transportation committee

Policy History:

Adopted on:

Reviewed on:

Revised on:

4
5 Transportation of Students With Disabilities

6
7 Transportation shall be provided as a related service, when a student with a disability requires
8 special transportation in order to benefit from special education or to have access to an
9 appropriate education placement. Transportation is defined as:

- 10
11 (a) Travel to and from school and between schools;
12
13 (b) Travel in and around school buildings or to those activities that are a regular part of the
14 student's instructional program;
15
16 (c) Specialized equipment (such as special or adapted buses, lifts, and ramps) if required to
17 provide special transportation for a student with disabilities.
18

19 The Evaluation Team that develops the disabled student's Individualized Education Program will
20 determine, on an individual basis, when a student with a disability requires this related service.
21 Such recommendations must be specified on the student's IEP. Only those children with
22 disabilities who qualify for transportation as a related service under the provisions of the IDEA
23 shall be entitled to special transportation. All other children with disabilities in the District have
24 access to the District's regular transportation system under policies and procedures applicable to
25 all District students. Utilizing the District's regular transportation service shall be viewed as a
26 "least restrictive environment."
27

28 Mode of Transportation

29
30 One of the District's special education buses will be the preferred mode of transportation.
31 Exceptions may be made in situations where buses are prohibited from entering certain
32 subdivisions due to inadequate turning space, or when distance from school may seriously
33 impact bus scheduling. In such situations other arrangements, such as an individual
34 transportation contract, may be arranged with parents. Such voluntary agreement will stipulate
35 in writing the terms of reimbursement.
36
37

38 Cross Reference: 3300 Corrective Actions and Punishment

39
40 Legal Reference: 10.16.3820, ARM Transportation for Special Education Students with
41 Disabilities
42

43 Policy History:

44 Adopted on:

45 Reviewed on:

46 Revised on:

1 **Culbertson School District**

2
3 **NONINSTRUCTIONAL OPERATIONS**

8121

4
5 District-Owned Vehicles

6
7 The District owns and maintains certain vehicles. Included among them are pickups, school
8 buses, and vans. These are for use by properly authorized personnel of the District for District
9 business purposes.

10
11 Any driver who receives a citation for a driving violation while operating a District vehicle shall
12 personally pay all fines levied. All citations received while the driver is a District employee,
13 whether operating a District vehicle or not, must be reported and may result in disciplinary action
14 up to and including termination.

15
16 The Activity Buses/School Vans are contracted/purchased for the exclusive use of transporting
17 students and staff to District-approved events, such as intra-curricular activities, extra-curricular
18 activities, professional development workshops, and administrative meetings. Only authorized
19 activity participants, professional staff, and chaperones assigned by the administration may ride
20 on the buses or in the school vans. In addition, only authorized professional staff may drive the
21 school vans.

22
23 Bus and Vehicle Maintenance, District

24
25 Buses used in the District's transportation program shall be in safe and legal operating condition.
26 All buses shall be inspected by the Department of Justice, Montana Highway Patrol, before the
27 beginning of each semester. The Superintendent will establish a specific list of tasks bus drivers
28 will perform on a daily basis. All other District vehicles shall be maintained following
29 established programs developed by the Superintendent.

30
31 Liability Insurance

32
33 The District shall maintain a comprehensive liability insurance program which shall provide
34 adequate coverage, as determined by the Board, in the event of a loss or damage to school
35 buildings and/or equipment, including motor vehicles.

36
37 The comprehensive liability insurance program shall maximize the District's protection and
38 coverage while minimizing the costs for insurance. This program may include alternatives for
39 sharing the risk between the District and the insurance carrier, and through self-insurance plans.

40
41
42 Policy History:

43 Adopted on:

44 Reviewed on:

45 Revised on:

1 **Culbertson School District**

2
3 **NONINSTRUCTIONAL OPERATIONS**

8123
Page 1 of 2

4
5
6 Driver Training and Responsibility

7
8 Bus drivers shall observe all state statutes and administrative rules governing traffic safety and
9 school bus operation. At the beginning of each school year, the District will provide each driver
10 with a copy of the District's written rules for bus drivers and for student conduct on buses.
11

12 School bus drivers must hold a valid Montana school bus certificate for a district to receive state
13 reimbursement for that driver's bus routes. Qualifications for bus drivers are prescribed by 20-
14 10.103, MCA, and by the board of Public Education in ARM 10.64.201. The first aid certificate
15 required by ARM 10.64.201 must include instruction in adult and pediatric CPR, be signed by a
16 certified instructor, and be received after an initial in-person training of at least four hours. The
17 certificate must be renewed every two years.
18

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

- 21 (1) During an emergency situation;
22 (2) To call for assistance if there is a mechanical breakdown or other mechanical
23 problem;
24 (3) When the school bus is parked.
25

26 A driver may not operate a school bus without a valid, current certificate.
27

28 A teacher, coach, or other certified staff member assigned to accompany students on a bus will
29 have primary responsibility for behavior of students in his or her charge. The bus driver has final
30 authority and responsibility for the bus. The Superintendent will establish written procedures for
31 bus drivers.
32

33 Maximum Driving Time

34
35 The district recognizes from a risk management and student safety standard the importance of
36 driver safety while transporting students. Therefore, the district will meet the federal standard on
37 maximum driving time for drivers.
38

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

41
42 Legal Reference: § 20-10-103, MCA School bus driver qualifications
43 10.7.111, ARM Bus Drivers Certification Requirement for
44 Reimbursement
45 10.64.201, ARM School Bus Driver Qualifications
46 National Highway Traffic Safety Administration

1		CFR 49, Part 395	Transportation - Hours of Service for Drivers
2	<u>Policy History:</u>		
3	Adopted on:		
4	Reviewed on:		
5	Revised on:		

Culbertson School District

NONINSTRUCTIONAL OPERATIONS

8124

Student Conduct on Buses

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

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

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

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

Cross Reference:	3310	Student Discipline
	8111	Transportation of Students With Disabilities

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

Policy History:

Adopted on:

Reviewed on:

Revised on:

1 **Culbertson School District**

2
3 **NONINSTRUCTIONAL OPERATIONS**

8125

4
5 School Bus Emergencies

6
7 In the event of an accident or other emergency, the bus driver shall follow the emergency
8 procedures developed by the Superintendent. A copy of the emergency procedures will be
9 located in every bus. To ensure the success of such emergency procedures, every bus driver will
10 conduct an emergency evacuation drill as early as possible within the first six (6) weeks of each
11 school semester. The District will conduct such other drills and procedures as may be necessary.
12
13
14

15 Policy History:

16 Adopted on:

17 Reviewed on:

18 Revised on:

1 **Culbertson School District**

2
3 **NONINSTRUCTIONAL OPERATIONS**

8130

4
5 Air Quality Restrictions on Outdoor Activities, Practice and Competition

6
7 Each school district is responsible for ensuring the safety of its students and student athletes
8 when participating in physical education, recess, practices or athletic contests.

9
10 The Culbertson School District Board of Trustees and Administration will use the
11 Recommendations for Outdoor Activities Based on Air Quality for Schools guidelines,
12 developed by the Montana Department of Environmental Quality (DEQ) and the DEQ's Air
13 Data Map, as the determining factor when making a decision to allow or not allow students to
14 participate in outdoor activities and contests.

15
16
17 References: 10.55.701(q), ARM Board of Trustees
18 www. todaysair.mt.gov
19 <http://svc.mt.gov/deq/todaysair/smokereport/mostRecentUpdate.aspx>
20

21 Policy History:

22 Adopted on:

23 Reviewed on:

24 Revised on:

4
5 Activity Trips

6
7 The use of school buses is strictly limited to school activities. Buses may not be loaned or leased
8 to non-school groups, unless permission is specifically granted by the Board. Buses will be
9 operated by a qualified bus driver on all activity runs, and only authorized activity participants,
10 professional staff, and chaperones assigned by the administration may ride the bus.

11
12 A duplicate copy of the passenger list will be made for all activity trips. One (1) copy will
13 remain with the professional staff member in charge on the bus, and one (1) copy will be given
14 to the Secretary before the bus departs.

15
16
17
18 Policy History:

19 Adopted on:

20 Reviewed on:

21 Revised on:

NONINSTRUCTIONAL OPERATIONS

8200

Food Services

The District supports the philosophy of the National School Lunch Program and will provide wholesome, appetizing, and nutritious meals for children in District schools. The Board may authorize a portion of federal funds received in lieu of taxes to be used to provide free meals for federally connected indigent students.

Because of the potential liability of the District, the food services program will not accept donations of food without approval of the Board. Should the Board approve a food donation, the Superintendent will establish inspection and handling procedures for the food and determine that provisions of all state and local laws have been met before selling the food as part of school meals.

Commodities

The District will use food commodities made available under the Federal Food Commodity Program for school meals.

Free and Reduced-Price Food Services

The District will provide free and reduced-price meals to students, according to the terms of the National School Lunch Program and the laws, rules, and regulations of the state. The District will inform parents of the eligibility standards for free or reduced-price meals. Identity of students receiving free or reduced-price meals will be confidential, in accordance with National School Lunch Program guidelines. A parent has the right to appeal to a designated hearing official any decision with respect to his or her application for free or reduced-price food services.

The Board may establish programs whereby meals may be provided in the District in accordance with National School Lunch Program guidelines.

The amount charged for such meals shall be sufficient to cover all costs of the meals, including preparation labor and food, handling, utility, and equipment depreciation costs.

Legal Reference:	§ 20-10-204, MCA	Duties of trustees
	§ 20-10-205, MCA	Allocation of federal funds to school food services fund for federally connected, indigent pupils
	§ 20-10-207, MCA	School food services fund

Policy History:

Adopted on:

Reviewed on:

Revised on:

1 **Culbertson School District**

2
3 **NONINSTRUCTIONAL OPERATIONS**

8205

4
5 Meal Charge Policy

6
7 *Note: For the purpose of this policy, parent includes guardian, caretaker relative, and any adult*
8 *responsible for the care of the child.*
9

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

14
15 The District complies with Federal USDA policies on meal charging and debt collection. All meal
16 charges must be paid directly to the Culbertson School District.

17
18 If a student is without meal money, the administration will take action deemed necessary to collect unpaid
19 meal charges while ensuring the nutritional needs of the student are met in providing the student with a
20 regular meal. If financial hardship exists, parents and families will be encouraged to apply for free or
21 reduced price lunches for their child(ren).
22

23 **Below are examples that could be incorporated into the district meal charge policy.**

24
25 Meal Charges

26
27 Students/Parents pay for meals in advance via [enter website address if applicable] or with a check
28 payable to _____. Further details are available on our webpage at [enter web address]. Funds
29 should be maintained in accounts to minimize the possibility that a child may be without meal money on
30 any given day. Any remaining funds for a particular student will be carried over to the next school year.
31

32 If there are no available funds in the student's account, he/she will be given a breakfast or lunch on
33 account. A notice and/or letter will be sent home with the child requesting payment. A regular meal will
34 be served until the account is balanced or if the student has money in hand for the current meal.
35

36 Zero-Balance Prevention

37
38 Parents are responsible for meal payment to the food service program. Notices of low or deficit balances
39 will be sent to parents at regular intervals during the school year.
40

41 Parents can track balances themselves online [insert web address], sign up for meal notification for free,
42 and set up an auto payment low-balance threshold by following the links to the [insert web address].
43

44 The student may check with the [cashiers, lunch supervisor] to see the balance of their account at any
45 time.
46
47
48
49
50

Refunds

A departing student may submit a written request for a refund of any money remaining in their account must be submitted. An e-mail request is also acceptable. Students who are graduating at the end of the year will be given the option to transfer to a sibling's account with a written request.

Unclaimed Funds must be requested within one school year. Unclaimed funds will become the property of the Culbertson School District Food Service Program.

Uncollected meal debt will be sent to collections per state and/or federal guidelines.

Legal Reference: <https://www.fns.usda.gov/school-meals/policy>
Child Nutrition and WIC Reauthorization Act of 2004, PL 108-265
Child Nutrition Act 1966, 42 United States Code (USC) Section 1771 et seq.
Section 504 of the Rehabilitation Act of 1973, 29 United States Code (USC)
Section 794 et seq.
Individuals with Disabilities Education Act (IDEA), 20 United States Code
(USC) Sections 1400-1485
7 Code of Federal Regulations (CFR) Parts 15B, 210 and 220

Policy History:

Adopted on:

Reviewed on:

Revised on:

NONINSTRUCTIONAL OPERATIONS

8210

Page 1 of 2

Procurement Policy for School Food Purchases

The Culbertson School District will adhere to the following requirements for any procurement related to food service:

Purchases:

- Purchases greater than \$80,000:
 - If the aggregate amount exceeds eighty thousand dollars (\$80,000), the contract must be awarded through a formal bid process and a call for bids or request for proposals shall be published according to 20-9-204, MCA. No contract shall be divided for the purpose of avoiding the formal procurement process.
 - The District may enter into a cooperative purchasing contract for procurement of supplies with one or more districts or a Cooperative Services Program. This allows the District to participate in a cooperative purchasing group to purchases supplies through the group without bidding if the cooperative purchasing group has a publicly available master list of items available with pricing included and provides an opportunity at least twice yearly for any vendor, including a Montana vendor, to compete, based on a lowest responsible bidder standard.
- Purchases greater than \$10,000 and less than \$80,000:
 - The Culbertson School District will obtain two or more estimates when any purchase will cost more than ten thousand dollars (\$10,000 and less than eighty thousand dollars (\$80,000).
 - The District may enter into a cooperative purchasing contract for procurement of supplies with one or more districts or a Cooperative Services Program. This allows the District to participate in a cooperative purchasing group to purchases supplies through the group without bidding if the cooperative purchasing group has a publicly available master list of items available with pricing included and provides an opportunity at least twice yearly for any vendor, including a Montana vendor, to compete, based on a lowest responsible bidder standard.
- Purchases less than \$10,000
 - Any purchase greater than ten thousand dollars (\$10,000) is a micro-purchase. Micro-purchases may be awarded without soliciting competitive quotes if the price is considered reasonable. To the extent feasible, the District must distribute micro-purchases equitably among qualified suppliers.

Buy American

The District will adhere to “Buy American” for the food service program. Therefore, Food Service is required to purchase, to the maximum extent possible, domestic products for use in meals served in our Child Nutrition Program. However, exceptions are allowed when:

- Food preferences can only be met with foreign goods
- Insufficient quantity and/or quality is available in the USA
- Domestic cost is significantly higher

Standards of Conduct for District Employees

- The Culbertson School District maintains the following code of conduct for any employees engaged in award and administration of contracts supported by Federal Funds:
- No District employee will engage in any procurement when there is a conflict of interest, real or perceived, and District employees cannot solicit or accept any gratuities, favors or anything of monetary value from prospective vendors. This shall not preclude district personnel from serving on boards or participating in organizations that support the district's need to obtain quality services and supplies.
- No District employee shall participate in the selection, award or administration of a contract when any of the following persons have a financial interest in the firm selected for award:
 - The employee
 - Any member of his/her immediate family
 - People with whom there is an intimate personal relationship
 - An organization which employs or is about to employ any of the above
- The District would like all employees to behave with the utmost integrity and never be self-serving, be fair in all aspects of the procurement process, be alert to conflicts of interest, and avoid any compromising situations.
- Employees found to be in violation of this policy are subject to disciplinary action, up to and including termination.

Policy History:

Adopted on:

Reviewed on:

Revised on:

Culbertson School District

NON-INSTRUCTIONAL OPERATIONS

8225

Tobacco and Nicotine Free Policy

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

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

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

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

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

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

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

Policy History:

Adopted on:

Reviewed on:

Revised on:

1 **Culbertson School District**

2
3 **NONINSTRUCTIONAL OPERATIONS**

8300

4
5 Risk Management

6
7 The Board believes that the District must identify and measure risks of loss which may result
8 from damage to or destruction of District property or claims against the District by persons
9 claiming to have been harmed by action or inaction of the District, its officers or staff. The
10 District will implement a risk management program to reduce or eliminate risks where possible
11 and to determine which risks the District can afford to assume. Such program will consider the
12 benefits, if any, of joining with other units of local government for joint purchasing of insurance,
13 joint self-insuring, or joint employment of a risk manager. The Board will assign primary
14 responsibility for administration and supervision of the risk management program to a single
15 person and will review the status of the risk management program each year.

16
17 The District will purchase surety bonds for the Clerk, and such other staff and in such amounts as
18 the Board shall from time to time determine to be necessary for honest performance of the staff
19 in the conduct of the District's financial operations.
20
21

22
23 Legal Reference: § 20-6-608, MCA Authority and duty of trustees to insure
24 § 20-3-331, MCA district property
25 §§ 2-9-101, et seq., MCA Purchase of insurance – self-insurance plan
26 § 2-9-211, MCA Liability Exposure
27 § 2-9-501, MCA Political subdivision insurance
28 Application – bonds excepted
29

30 Policy History:

31 Adopted on:

32 Reviewed on:

33 Revised on:

NONINSTRUCTIONAL OPERATIONS

8301

District Safety

For purposes of this policy, “disaster” means the occurrence or imminent threat of damage, injury, or loss of life or property.

The Board recognizes that safety and health standards should be incorporated into all aspects of the operation of the District. Rules for safety and prevention of accidents will be posted in compliance with the Montana Safety Culture Act and the Montana Safety Act. Injuries and accidents will be reported to the District office.

The board of trustees has identified the following local hazards that exist within the boundaries of its school district: Fire, High Winds, Tornadoes, Intruders, Firearms, Hazardous Materials.

The principal shall design and incorporate drills in its school safety or emergency operations plan to address the above stated hazards. The trustees shall certify to the office of public instruction that a school safety or emergency operations plan has been adopted. This plan and procedures will be discussed and distributed to each teacher at the beginning of each school year. There will be at least eight (8) disaster drills a year in a school. All teachers will discuss safety drill procedures with their class at the beginning of each year and will have them posted in a conspicuous place next to the exit door. Drills must be held at different hours of the day or evening to avoid distinction between drills and actual disasters. A record will be kept of all fire drills.

The trustees shall review the school safety or emergency operations plan periodically and update the plan as determined necessary by the trustees based on changing circumstances pertaining to school safety. Once the trustees have made the certification to the office of public instruction, the trustees may transfer funds pursuant to Section 2, 20-1-401, MCA to make improvements to school safety and security.

The Superintendent will develop safety and health standards which comply with the Montana Safety Culture Act.

Legal Reference: § 20-1-401, MCA

Disaster drills to be conducted regularly
– districts to identify disaster risks and
adopt school safety plan

§ 20-1-402, MCA

Number of disaster drills required –
time of drills to vary

§§ 39-71-1501, et seq., MCA

Montana Safety Culture Act

Policy History:

Adopted on:

Reviewed on:

Revised on:

1 **Culbertson School District**

2
3 **NONINSTRUCTIONAL OPERATIONS**

8310

4
5 Memorials

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

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

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

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

30
31
32 Cross Reference: BP 4330 Community Use of School Facilities
33 BP 4330P Rules and Regulations for Building Use
34
35

36
37 Policy History:

38 Adopted on:

39 Reviewed on:

40 Revised on:

1 **Culbertson School District**

2
3 **NONINSTRUCTIONAL OPERATIONS**

8320

4
5 Property Damage

6
7 The District will maintain a comprehensive insurance program which will provide adequate
8 coverage, as determined by the Board, in the event of loss or damage to school buildings and/or
9 equipment, including motor vehicles. The comprehensive insurance program will maximize the
10 District's protection and coverage while minimizing costs for insurance. This program may
11 include alternatives for sharing the risk between the District and an insurance carrier and through
12 self-insurance plans.

13
14 Privately Owned Property

15
16 The District will not assume responsibility for maintenance, repair, or replacement of any
17 privately owned property brought to a school or to a District function, unless the use or presence
18 of such property has been specifically requested in writing by the administration.
19
20
21

22 Legal Reference: § 20-6-608, MCA Authority and duty of trustees to insure district
23 property
24

25 Policy History:

26 Adopted on:

27 Reviewed on:

28 Revised on:

1 **Culbertson School District**

2
3 **NONINSTRUCTIONAL OPERATIONS**

8410

4
5 Operation and Maintenance of District Facilities

6
7 The District seeks to maintain and operate facilities in a safe and healthful condition. The
8 facilities manager, in cooperation with principals, fire chief, and county sanitarian, will
9 periodically inspect plant and facilities. The facilities manager will develop a program to
10 maintain the District physical plant by way of a continuous program of repair, maintenance, and
11 reconditioning. Budget recommendations will be made each year to meet these needs and any
12 such needs arising from an emergency.

13
14 The facilities manager will formulate and implement energy conservation measures. Principals
15 and staff are encouraged to exercise other cost-saving procedures in order to conserve District
16 resources in their buildings.

17
18
19
20 Legal Reference: 10.55.908, ARM School Facilities

21
22 Policy History:

23 Adopted on:

24 Reviewed on:

25 Revised on:

1 **Culbertson School District**

2
3 **NONINSTRUCTIONAL OPERATIONS**

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4
5 District-Wide Asbestos Program

6
7 It is the intent of the District that the Asbestos Hazard Emergency Response Act (AHERA) and
8 all of its amendments and changes be complied with by all District employees, vendors, and
9 contractors.

10
11
12
13 Legal Reference: 15 USC § 2641 Congressional findings and purpose

14
15 Policy History:

16 Adopted on:

17 Reviewed on:

18 Revised on:

1 **Culbertson School District**

2
3 **NONINSTRUCTIONAL OPERATIONS**

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Page 1 of 2

4
5 Lead Renovation

6
7 In accordance with the requirements of the Environmental Protection Agency (EPA), the
8 Culbertson School District has this Lead Renovation Policy that is designed to recognize, control
9 and mitigate lead hazards at all District owned facilities and grounds.

10
11 The Lead-based paint renovation, repair and painting program (RRP) is a federal regulatory
12 program affecting contractors, property managers, and others who disturb painted surfaces. It
13 applies to child-occupied facilities such as schools and day-care centers built prior to 1978.

14
15 “Renovation” is broadly defined as any activity that disturbs painted surfaces and includes most
16 repair, remodeling, and maintenance activities, including window replacement.

17
18 The District has implemented this policy to identify, inspect, control, maintain and improve the
19 handling of lead related issues across the district facilities and grounds. In an effort to reduce
20 potential hazards, the District through training has put together maintenance programs that will
21 not only better protect the environment, but the students and employees of the District as well.

22
23 The District’s Lead Renovation Policy shall apply too not only employees of the maintenance
24 department but to outside contractors as well. No outside painting contractor will be permitted to
25 work for the District after April 22, 2010 unless they can show proof of training relative to lead
26 renovation or maintenance from an accredited training institution.

27
28 Information Distribution Requirements

29
30 No more than 60 days before beginning renovation activities in any school facility of the District,
31 the company performing the renovation must:

- 32 1. Provide the Superintendent with EPA pamphlet titled *Renovate Right: Important Lead*
33 *Hazard Information for Families, Child Care Providers and Schools*.
34 2. Obtain, from the District, a written acknowledgement that the District has received the
35 pamphlet.
36 3. Provide the parents and guardians of children using the facility with the pamphlet and
37 information describing the general nature and locations of the renovation and the
38 anticipated completion date by complying with one of the following:
39 (i) Mail or hand-deliver the pamphlet and the renovation information to each parent or guardian of
40 a child using the child-occupied facility.
41 (ii) While the renovation is ongoing, post informational signs describing the general nature and
42 locations of the renovation and the anticipated completion date. These signs must be posted in
43 areas where they can be seen by the parents or guardians of the children frequenting the child-
44 occupied facility. The signs must be accompanied by a posted copy of the pamphlet or information
45 on how interested parents or guardians can review a copy of the pamphlet or obtain a copy from
46 the renovation firm at no cost to the parents or guardians.
47 4. The renovation company must prepare, sign, and date a statement describing the steps
48

performed to notify all parents and guardians of the intended renovation activities and to provide the pamphlet.

Recordkeeping Requirements *

All documents must be retained for three (3) years following the completion of a renovation.

- Records that must be retained include:
- Reports certifying that lead-based paint is not present.
- Records relating to the distribution of the lead pamphlet.
- Documentation of compliance with the requirements of the Lead-Based Paint Renovation, Repair, and Painting Program.

**Note: The MTSBA recommends that districts follow the same record retention schedule as they do for Asbestos abatement (forever).*

Legal Reference:	40 CFR Part 745, Subpart E	Lead-based paint poisoning in certain residential structures
	15 U.S.C. 2682 and 2886	Toxic Substances Control Act, Sections 402 and 406

Policy History:

Adopted on:

Reviewed on:

Revised on:

1 **Culbertson School District**

2
3 **NONINSTRUCTIONAL OPERATIONS**

8425

4
5 Service Animals

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

10
11 The District shall permit the use of a miniature horse by an individual with a disability,
12 according to the assessments factors as outlined in Policy 8425P, if the miniature horse has been
13 individually trained to do work or perform tasks for the benefit of the individual with a disability.

14
15 The Culbertson School District will permit the use of service animals by an individual with a
16 disability according to state and federal regulations. The School District will honor requests for
17 service animals in accordance with the applicable Section 504 or Special Education policy
18 adopted by the Board of Trustees. The work or tasks performed by a service animal must be
19 directly related to the handler's disability.

20
21 Examples of work or tasks performed by the service animal to accommodate an identified
22 disability include, but are not limited to, assisting individuals who are blind or have low vision
23 with navigation and other tasks, alerting individuals who are deaf or hard of hearing to the
24 presence of people or sounds, providing nonviolent protection or rescue work, pulling a
25 wheelchair, assisting an individual during a seizure, alerting individuals to the presence of
26 allergens, retrieving items such as medicine or the telephone, providing physical support and
27 assistance with balance and stability to individuals with mobility disabilities, and helping persons
28 with psychiatric and neurological disabilities by preventing or interrupting impulsive or
29 destructive behaviors.

30
31 The crime deterrent effects of an animal's presence and the provision of emotional support, well-
32 being, comfort, or companionship do not constitute work or tasks for the purposes of this
33 definition.

34
35 The District may ask an individual with a disability to remove a service animal from the
36 premises if:

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

40
41 The District is not responsible for the care or supervision of the service animal.

42
43 Individuals with disabilities shall be permitted to be accompanied by their service animals in all
44 areas of the District's facilities where members of the public, participants in services, programs
45 or activities, or invitees, as relevant, are allowed to go.

1 Cross Reference: Policy 8425P Procedure for allowance of service animals
2 Policy 2161 Special Education
3 Policy 2162 Section 504 of the Rehabilitation Act of 1973
4
5 Legal Reference: 28 CFR 35.136 Service Animals
6 28 CFR 35.104 Definitions
7 49-4-203(2), MCA Definitions
8
9 Policy History:
10 Adopted on:
11 Reviewed on:
12 Revised on:

4
5 Service Animal Allowance Procedure

6
7 The School District will honor requests for service animals by students or staff in accordance
8 with the applicable Section 504 or Special Education policy adopted by the Board of Trustees.
9 The following procedures have been developed which will help guide the administration when a
10 request for the use of a service animal has been presented by an individual with a disability.

11
12 Inquiries: The administration shall not ask about the nature or extent of a person's disability, but
13 may make two inquiries to determine whether an animal qualifies as a service animal. The
14 administration may ask if the animal is required because of a disability and what work or task the
15 animal has been trained to perform. The administration shall not require documentation, such as
16 proof that the animal has been certified, trained, or licensed as a service animal. Generally, the
17 administration may not make these inquiries about a service animal when it is readily apparent
18 that an animal is trained to do work or perform tasks for an individual with a disability (e.g., the
19 dog is observed guiding an individual who is blind or has low vision, pulling a person's
20 wheelchair, or providing assistance with stability or balance to an individual with an observable
21 mobility disability).

22
23 Exclusions: The administration may ask the individual to remove the service animal from the
24 premises if the animal is out of control and the handler does not take effective action to control
25 it, or if the animal is not housebroken. If the administration properly excludes the service
26 animal, it shall give the individual the opportunity to participate in the service, program, or
27 activity without having the service animal on the premises.

28
29 Surcharges: The administration shall not ask or require the individual to pay a surcharge, even if
30 people who are accompanied by pets are required to pay fees, or to comply with other
31 requirements generally not applicable to people without pets. If the District normally charges
32 individuals for the damage they cause, the individual may be charged for damage caused by his
33 or her service animal.

34
35 Miniature horses assessment factors: In determining whether reasonable modifications can be
36 made to allow a miniature horse into a specific facility, the District shall consider:

- 37
38
 - The type, size, and weight of the miniature horse
 - Whether the miniature horse is housebroken, and
 - Whether the miniature horse's presence in a specific facility compromises legitimate

40 safety requirements that are necessary for safe operation.

41
42
43 Policy History:

44 Promulgated on:

45 Reviewed on:

NONINSTRUCTIONAL OPERATIONS

8430

page 1 of 2

Records Management

The District will retain, in a manner consistent with applicable law and the state's *Rules for Disposition of Local Government Records*, such records as are required by law or regulations to be created and/or maintained, and such other records as are related to students, school personnel, and the operations of the schools.

For the purpose of this policy, "records" are all documentary materials, regardless of media or characteristics, made or received and maintained by the school unit in transaction of its business. Records include email and other digital communications sent and received.

Records may be created, received, and stored in multiple formats, including but not limited to print, microfiche, audio and videotapes, and various digital forms (on hard drives, computer disks and CDs, servers, flash drives, etc.).

The Superintendent will be responsible for developing and implementing a records management program for the cataloging, maintenance, storage, retrieval, and disposition of school records. The Superintendent will also be responsible for developing guidelines to assist school employees in understanding the kinds of information that must be saved and those which can be disposed of or deleted. The Superintendent may delegate records-management responsibilities to other school personnel at his/her discretion to facilitate implementation of this policy.

All personnel records made or kept by an employer, including, but not necessarily limited to, application forms and other records related to hiring, promotion, demotion, transfer, layoff or termination, rates of pay or other terms of compensation and selection for training or apprenticeship, shall be preserved for 2 years from the date the record is made or from the date of the personnel action involved, whichever occurs later.

Student records must be permanently kept, and employment records must be kept for 10 years after termination.

Litigation Holds for Electronic Stored Information (ESI)

The School District will have an ESI Team. The ESI Team is a designated group of individuals who implement and monitor litigation holds, a directive not to destroy ESI that might be relevant to a pending or imminent legal proceeding. The ESI Team will include a designated school administrator, an attorney, and a member from the Technology Department. In the case of a litigation hold, the ESI Team shall direct employees and the Technology Department, as necessary, to suspend the normal retention procedure for all related records.

Inspections of ESI

Any requests for ESI records should be made in writing and will be reviewed by the Superintendent or designee, in consultation with an attorney if needed, and released in accordance with Montana public records law.

Delegated Authority

The Board delegates to the Superintendent or designees the right to implement and enforce additional procedures or directives relating to ESI retention consistent with this policy, as needed.

Information Security Breach

Information security breaches shall be handled in accordance with 30-14-1704, MCA, Computer Security Breach, including, but not limited to, investigations and notifications.

Cross Reference:	1402	School Board Use of Electronic Mail
	3600, 3600P	Student Records
	5231, 5231P	Personnel Records
	5450	Employee Electronic Mail and On-Line Services Usage

Legal Reference:	Montana Secretary of State (Rules for Disposition of Local Government Records)
	Federal Rules of Civil Procedure (FRCP)
	§ 20-1-212, MCA Destruction of records by school officer
	§ 20-9-215, MCA Destruction of certain financial records
	24.9.805 (4), ARM Employment Records
	§ 30-14-1704, MCA Computer Breach Security

Policy History:

Adopted on:

Reviewed on:

Revised on:

1 **Culbertson School District**

2
3 **NONINSTRUCTIONAL OPERATIONS**

8440

4
5 Computer Software

6
7 Unauthorized copying of any computer software licensed or protected by copyright is theft.
8 Failure to observe software copyrights and/or license agreements may result in disciplinary
9 action by the District and/or legal action by a copyright owner.

10
11 No District-owned computing resources should be used for unauthorized commercial purposes.

12
13
14
15 Policy History:

16 Adopted on:

17 Reviewed on:

18 Revised on:

4
5 Automated External Defibrillators (AED)

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

- 11
- 12 1. Establish a program for the use of an AED that includes a written plan that must specify:
 - 13 • Where the AED will be placed;
 - 14 • The individuals who are authorized to operate the AED;
 - 15 • How AED use will be coordinated with an emergency medical service providing
16 services in the area where the AED is located;
 - 17 • The medical supervision that will be provided;
 - 18 • The maintenance that will be performed on the AED;
 - 19 • Records that will be kept by the program;
 - 20 • Reports that will be made of AED use;
 - 21 • The name, location, and telephone number of a Medical Supervisor designated to
22 provide medical supervision of the AED program; and
 - 23 • Other matters as specified by the Department of Public Health and Human
24 Services;
 - 25 2. Adhere to the written plan required by subsection (1);
 - 26 3. Ensure that before using the AED, an individual authorized to operate the AED receives
27 appropriate training approved by the DPHHS in cardiopulmonary resuscitation and the
28 proper use of an AED;
 - 29 4. Maintain, test, and operate the AED according to the manufacturer's guidelines and
30 maintain written records of all maintenance and testing performed on the AED;
 - 31 5. Each time an AED is used for an individual in cardiac arrest, require that an emergency
32 medical service is summoned to provide assistance as soon as possible and that the AED
33 use is reported to the supervising physician or the person designated by the physician and
34 to the District as required by the written plan;
 - 35 6. Before allowing any use of an AED, provide the following to all licensed emergency
36 services and any public safety answering point or emergency dispatch center providing
37 services to the area where the AED is located:
 - 38 a. A copy of the plan prepared pursuant to this section; and
 - 39 b. Written notice, in a format prescribed by the DPHHS rules, stating:
 - 40 i. That an AED program has been established by the District;
 - 41 ii. Where the AED is located; and
 - 42 iii. How the use of the AED is to be coordinated with the local
43 emergency medical service system.
- 44
45
46

Liability Limitations

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

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

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

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

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

Policy History:

Adopted on:

Reviewed on:

Revised on:

CULBERTSON SCHOOL DISTRICT
AUTOMATIC EXTERNAL DEFIBRILLATOR
INCIDENT REPORT

Name of person completing report: _____

Date report is being completed: _____ Date of Incident: _____

Name of patient on which AED was applied: _____ Age _____

Known status of patient

Student

Parent of Student

Other, explain _____

Describe incident: _____

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

Your Signature: _____

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

Operational Services

Exhibit - School Staff AED Notification Letter

On District letterhead

Date:

To: Staff members

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

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

Building	Location
<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>

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

The following information is posted with each AED:

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

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

Sincerely,

Superintendent

CULBERTSON SCHOOL DISTRICT
Culbertson, Montana

AUTOMATIC EXTERNAL DEFIBRILLATOR
SERVICE LOG

Date	Inspected and In-Service	Inspected and Out-of-Service	Signature of Designee

Once per month or more often the designee will inspect the AED. If the AED is out-of-service or does not have the appropriate equipment, the designee will contact the Superintendent of Schools or designee immediately.

1 **Culbertson School District**

2
3 **NONINSTRUCTIONAL OPERATIONS**

8460

4
5 Naming School District Facilities

6
7 Recognizing that the name for a school building, facility, or ground or field reflects on its public
8 image, the Board's primary consideration will be to select a name that enhances the credibility
9 and stature of the school or facility. In selecting a name, the Board will give higher preference to
10 names that have a special significance to the area or to the people who have made a significant
11 contribution to education or to the school or the school system.

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

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

1 f. Architect and contractor names.

2
3 F. Once a building or facility has been named, that name will remain with the building or
4 facility unless changed by the Board.
5
6
7
8
9

10 Policy History:

11 Adopted on:

12 Reviewed on:

13 Revised on:
14

4
5
6 School Siting

7
8 It is the policy of [*insert name of school board or district*] (District) that school siting
9 determinations will support the overall needs of students, their families, and the broader
10 community, including the ability of students to easily walk or bicycle to school. “School siting
11 determinations” include decisions about new school locations, about maintaining, renovating, or
12 expanding existing schools, and about closing or consolidating existing schools.

13
14 The District acknowledges the importance of schools’ locations for the entire community: their
15 ability to serve as centers of the community, as landmarks or historic sites, as anchors for
16 neighborhoods, and as emergency centers. Locating schools near residential neighborhoods and
17 in central locations has important benefits for students’ health, allowing students to use school
18 grounds for play and physical activity when school is not in session, enabling students to walk or
19 bicycle to school, and making it possible for families to be more easily involved in school
20 activities.

21
22 In making school siting determinations, District will strive to:

- 23
24 1. Work toward meaningful coordinated planning with [local government/s].
25 2. Engage in long-term planning, based on data regarding current and projected future
26 student enrollment, demographics, residential density of children in new and existing
27 development, anticipated development, student transportation costs and trends, and so on.
28 Provide a substantial role for public input into short- and long-term school facilities
29 planning in order to ensure community buy-in and achieve better results.
30 3. Consider co-location of facilities (e.g. libraries, gymnasiums, parks, exercise fields, etc.)
31 for use both by students and by the larger community, either by locating facilities near to
32 each other, or through more formal intergovernmental contracts or joint use agreements
33 spelling out how use and responsibility will be shared.
34 4. Consider renovating existing facilities before building new, especially where historic
35 facilities are in question.
36 5. Provide schools in locations that allow students to walk or bicycle to school safely and
37 conveniently and provide the community with easy access to school facilities.
38 6. Provide schools in locations serving a student body that represents the racial, ethnic, and
39 socioeconomic diversity of District’s students and families.
40 7. Design school attendance zones and school assignment policies to support walkability
41 and diversity.
42 8. Consider all health impacts of proposed sites (either through a health impact assessment
43 (HIA) or another method of methodically analyzing health impacts), including the
44 location’s supportiveness and safety for physical activity; past or present toxic
45 contamination of site or nearby areas; nearby sources of pollution or toxic contaminants,
46

such as highways, industrial facilities, or pesticide applications; air pollution levels and asthma; and so on.

9. Consider equity of school facilities to avoid providing some students with an inferior learning environment to that provided to others. Take steps to ensure that inequitable facilities do not disproportionately house students of color and low income students. Evaluate impact of school siting determinations on students and communities from an equity standpoint, including where the burden of lengthy school transportation journeys is placed. Consider facility and transportation equity for students and families with disabilities.
10. Support Safe Routes to School encouragement and education programs in schools as well as infrastructure projects to improve safety of school routes:
 - Work with local government to ensure that the areas surrounding schools allow students to safely travel to school through different modes of transportation.
 - To protect children from vehicle injuries, prioritize safe access for children who are bicycling or walking (including those walking after drop offs from cars or buses) over vehicle access.
 - Ensure that site design safely accommodates students arriving and departing by all modes of transportation, including walking, bicycling, public transportation, school bus, and private vehicles.

Long-Term Coordinated Planning

The District shall engage in long-term facilities planning by creating and [regularly/annually/ every five years] updating a [School Facilities Plan], setting out an overall [5/10/20] year plan for school facilities. The School Facilities Plan shall include an assessment of enrollment capacity, an analysis of community growth and change factors, and an inventory of facilities and assessment of their condition, utilization, and adequacy. [District shall also establish a capital improvement program and a facilities maintenance plan.] The School Facilities Plan shall draw on the considerations and factors set forth in this policy, as well as those set out in Board Policy []: School Siting Determinations, to plan and project regarding future site renovations, closures, and new locations.

The District shall base its short and long-term facilities planning on data regarding current student enrollment and projected long-term future student enrollment, demographics, residential density, and other relevant factors. The District shall [annually] obtain and assess such data.

Student enrollment projections shall be based on:

- Estimates based on the population of children aged zero to five
- Current student enrollment and registration figures
- Local government growth projections, as well as proposed or adopted changes in planning or zoning
- Current and planned residential development projects

- Other relevant factors that may affect the number of children within District boundaries and attending District schools.

The District shall [annually] compile maps that show the residential density of current and future students, with particular attention to the density of students within half a mile, one mile, and two miles of existing and proposed school sites. The District shall also compile maps that overlay or show the distribution of students by racial, ethnic, and socioeconomic group.

The District shall regularly coordinate with [the planning department/s of local jurisdiction/s] (“[Planning Department/s]”) through regular meetings and assigned staff liaisons. The District shall provide [Planning Department/s] with District’s projections regarding changes in student population numbers and District’s long-term and short-term plans for facilities. The District shall seek to [annually] obtain from [Planning Department/s] information about anticipated residential development or other factors that may affect student population.

The District shall seek to work with [Planning Department/s] to identify opportunities for possible joint use or co-location of city and school facilities. The District shall seek to coordinate District’s long-term planning with [jurisdiction/s]’s [long-term planning/comprehensive planning] process, with the goal of ensuring that school siting determinations contribute to the livability, sustainability, and health of the community, as well as ensuring that [jurisdiction/s]’s zoning, development, and street design decisions contribute to making it safe and healthy for students to travel to school and learn and grow there.

The District shall also encourage [Planning Department/s] to engage in comprehensive planning, master planning, zoning amendments, and development approvals that support increased residential racial, ethnic, and socioeconomic integration, particularly near schools. The District shall encourage [Planning Department/s] to prioritize development projects that yield denser multi-income housing near schools, particularly where likely to increase residential integration.

The District shall encourage [local jurisdiction/s] to review or revise subdivision codes and regulations to ensure that residential neighborhoods provide safe pedestrian and bicycling access to schools as well as connectivity to schools and other important destinations.

Policy History:

Adopted on:

Reviewed on:

Revised on:

1 **Culbertson School District**

2
3 **NONINSTRUCTIONAL OPERATIONS**

8500P

4
5 School Siting Procedures

6
7 The District shall establish a [process/procedure] to follow for school siting determinations, to include the
8 following components:
9

- 10 1. The Board shall establish a school siting committee (Committee) that is responsible for making
11 recommendations to District regarding a given school siting determination. The committee shall
12 include representatives of District, local elected officials and staff of appropriate jurisdictions and
13 from the departments or agencies including planning, public works, parks, transportation,
14 housing, community services, as well as parents, and school staff. Other members may include:
15 community members; public health, housing, and community development organizations; groups
16 focused on active transportation, smart growth, and education; environmental advocacy and
17 environmental and social justice groups; local trade/building associations, and other community
18 stakeholders.
- 19 2. The Committee shall review the School Facilities Plan and assess how the plan accords with the
20 current issues and the decision in question.
- 21 3. The Committee shall obtain and analyze all relevant data and geospatial mapping regarding
22 projected enrollment, student residential density and demographics, and educational needs, and
23 should consider them in relation to potential sites and options. The committee should assess the
24 effect of different sites or options on walkability, bikability, and diversity, as well as other
25 factors.
- 26 4. The Committee shall assess all potential sites and options via the criteria laid out in Board Policy
27 8501: School Siting Determinations. Assessment of potential sites should include an
28 environmental review, a walk around the site and neighborhood to evaluate safety of travel routes
29 and other factors, and a methodical assessment of the benefits and drawbacks of each site and
30 option.
- 31 5. The Committee or District personnel shall conduct a health impact assessment or otherwise assess
32 community and health impacts when making siting determinations, particularly when considering
33 the closure of a school. The assessment should evaluate likely effects on educational programs,
34 health, other impacts on students, teachers, and families, effect on neighborhood, property values,
35 businesses, community, and other governmental agencies.
- 36 6. The Committee shall provide significant opportunities for public participation at all stages of the
37 process, including forums or comment periods held both before and after recommendations are
38 developed, design review, and public positions on relevant committees.
- 39 7. The Committee shall make a recommendation to the School Board that is consistent with Board
40 Policy 8501: School Siting Determinations.

41
42
43
44
45
46 Policy History:

47 Adopted on:

48 Reviewed on:

49 Revised on:

4
5
6 School Siting Determinations, Designs, Attendance Zones and Assignments

7
8 The District recognizes that it is necessary to balance numerous complex issues in making
9 determinations regarding the location of school educational facilities, including factors such as:
10 the suitability of possible sites for educational needs in question; costs (for land, rehabilitation,
11 reimbursement rates, construction, transportation, and more); ease of obtaining land; proximity
12 of sites to students' residences; ability to coordinate with local jurisdictions to share facilities and
13 resources; safety of sites for student health in terms of potential exposure of students to toxics
14 and other dangerous substances; safety from natural hazards [such as flooding, earthquakes, etc];
15 site conditions and topography [; as well as _____].

16
17 In making school siting determinations (which, as noted above, include selecting new sites,
18 renovating or rebuilding on existing sites, and closing existing schools), the District shall give
19 high priority to locations that:

- 20
21 • Are walkable and bikable and have access to public transportation: A walkable and
22 bikable site is one for which [50]% of the assigned student population lives within a [1/2]
23 mile travel distance of the school. In evaluating travel distance, consider natural or
24 artificial barriers to convenient access, such as highways, streams, railroad tracks, or the
25 like, that may make actual distance traveled further than direct distance.
26
27 • Have safe routes: A site with safe routes has a surrounding neighborhood or area with
28 safe and convenient facilities for walking and bicycling to school. Safe routes for
29 walking require continuous sidewalks, frequent safe street crossings, and few or no wide
30 streets where vehicles exceed 35 mph to cross or travel along. Safe routes for bicycling
31 require bike paths, bike lanes, or narrow streets with low traffic volume and low speeds.
32 The District will seek to avoid locating schools near highways, railroad tracks, or other
33 barriers that significantly impede safe travel.
34
35 • Support racial, ethnic, and socioeconomic diversity: The District shall also prioritize sites
36 that support student racial, ethnic, and socioeconomic diversity through proximity to one
37 or more residential areas that cumulatively reflect the diversity of the larger community.
38
39 • Are near other community resources: The District shall prioritize sites that are within
40 walking distance of community resources of value for students, such as libraries,
41 museums, police or fire stations, athletic facilities, and parks, as well as locations such as
42 senior centers that might benefit from joint use of school facilities. [District shall also
43 prioritize sites that are near public transportation and have existing access to adequate
44 roads, utilities, and other infrastructure.]
45
46

- Will not pose significant risk of exposure to environmental contaminants: The District shall avoid sites that pose a significant risk that students or staff may be exposed to environmental contaminants from nearby or on-site sources.

The District shall develop [administrative regulations/procedures] that set forth a system for comparing potential sites by weighing relevant factors, with an emphasis on the factors noted above.

In comparing and assessing the cost of school siting options, the District will consider the full range of costs of each choice, including the cost of land acquisition, construction, renovation, equipment and furnishings, demolition or mothballing of closed schools, student transportation for school system and for families, financing fees, infrastructure such as new sewers, roads, and utilities, and other life cycle costs. The District shall also consider effects of each option on property values. For each option, the District will assess both the total cost and the portion of the total cost that would be incurred by the District.

[Insofar as possible while complying with state law,] the District will not exercise a preference for new construction over renovation of existing schools. Instead, the District will consider renovating existing facilities before building new, especially where existing facilities have historic or architectural value. Prior to deciding to construct a new school or replace an existing school with a new school, the District will compare the costs and benefits of renovating versus new construction, from a financial, health, and community perspective.

[Insofar as possible while complying with state law,] the District shall make determinations regarding whether a site provides sufficient acreage for a given need based upon an evaluation of the context and flexible design approaches, rather than through adherence to fixed minimum acreage guidelines. The District shall consider obtaining space for recreation and sports facilities through co-location with parks or other facilities. The District shall consider creating smaller building footprints by building multistory buildings.

[Insofar as possible while complying with state law,] the District will not abide by a fixed minimum number of students per school, but will consider all factors flexibly in determining preferred school size.

Site Design

In constructing a school or in renovating an existing school, the District shall design and construct the site to accommodate the safety and convenience of students, including students with disabilities, in arriving and departing by different modes of transportation, including walking, bicycling, public transportation, school bus, and private vehicles. Site design shall minimize conflicts between pedestrians, bicycles, school buses, and private vehicles, and shall provide safe crossings.

The District will ensure that new and renovated sites have ample bicycle parking, and will seek to provide and upgrade bicycle parking at existing schools. To the extent possible, bicycle parking shall be (a) centrally located, for convenient access by students and to provide visual protection from attack, theft, or vandalism, and (b) protected from the elements. The District will ensure that there is a practical route for bicycles through the school campus. If free or subsidized parking for motor vehicles is provided for staff, the District shall provide generally equivalent benefits to staff who use other means of transport to travel to school. [The District shall limit the provision of free and low-cost motor vehicle parking for students.]

The District shall support Safe Routes to School programs and events encouraging students to walk and bicycle to school.

The District will design entrances and exits to site to facilitate convenient access for pedestrians and bicyclists, while protecting safety of students during the school day. The District will [seek to] avoid having entrances and exits on arterials, particularly for elementary schools. The District will seek to integrate schools into the community by providing a number of access points to school grounds from the surrounding neighborhood and by encouraging use of trails, bike paths, and sidewalks to connect neighborhoods to school.

For areas outside of the District's jurisdiction, the District will work with [the appropriate local jurisdiction/s] to improve safety of walking and bicycling routes to school, as well as to separate modes, calm traffic, and ensure safe crossings in the immediate vicinity of the school. As set forth in Board Policy []: Long-Term Coordinated Planning, the District will also work with [local jurisdiction/s] to ensure that new and existing neighborhoods provide direct access to schools and to revise subdivision codes to encourage connectivity and pedestrian and bicycle friendly design.

Attendance Zones & Assignment

In engaging in school siting determinations, the District shall evaluate existing attendance zones and assignment policies with the goal of creating schools that are walkable and bikable and also reflect the racial, ethnic, and socioeconomic diversity of the District's community.

The District shall [consider implementing the following recommendations]:

- As far as possible without compromising the racial, ethnic, and economic representativeness of schools, assign students to schools by neighborhood attendance zones.
- Draw attendance zones to maximize diversity and walkability within each zone, by reference to neighborhood demographics.
- Consider limiting school choice or magnet programs. Design these programs to support and enhance diversity, and to minimize negative effects on walkability.

Consider establishing neighborhood preferences for these and charter school programs.

- As necessary, provide busing to support racial, ethnic, and socioeconomic diversity.

Every [5/10] years, or as needed, the District will reevaluate attendance zones and assignment policies and will propose revisions in light of new demographics, land use patterns, school sites, attendance patterns, or other circumstances.

Policy History:

Adopted on:

Reviewed on:

Revised on:

1 **Culbertson School District**

2
3 **NONINSTRUCTIONAL OPERATIONS**

8550

4
5 Cyber Incident Response

6
7 A cyber incident is a violation or imminent threat of violation of computer security policies,
8 acceptable use policies, or standard computer security practices. An incident response capability
9 is necessary for rapidly detecting incidents, minimizing loss and destruction, mitigating the
10 weaknesses that were exploited, and restoring computing services.

11
12 The School District is prepared to respond to cyber security incidents, to protect District systems
13 and data, and prevent disruption of educational and related services by providing the required
14 controls for incident handling, reporting, and monitoring, as well as incident response training,
15 testing, and assistance.

16
17 Responsibilities of Specific Staff Members

18
19 **Individual Information Technology User:**

20 All users of District computing resources shall honor District policy and be aware of what
21 constitutes a cyber security incident and shall understand incident reporting procedures.

22
23 **District Information Technology Director**

24 Provide incident response support resources that offer advice and assistance with handling and
25 reporting of security incidents for users of School District information systems. Incident
26 response support resources may include, but is not limited to: School District information
27 technology staff, a response team outlined in this policy, and access to forensics services.

28
29 Establish a Cyber Security Incident Response Team (CSIRT) to ensure appropriate response to
30 cyber security incidents. The CSIRT shall consist of _____. CSIRT responsibilities shall
31 be defined in the School District position descriptions.

32
33 **District Superintendent:**

34 Develop organization and system-level cyber security incident response procedures to ensure
35 management and key personnel are notified of cyber security incidents as required.

36
37 Procedures

38
39 Designated officials within the District shall review and approve incident response plans and
40 procedures at least annually. The incident response plans and/or procedures shall:

- 41
42
- Provide the District with a roadmap for implementing its incident response capability
 - Describe the structure and organization of the incident response capability
 - Provide a high-level approach for how the incident response capability fits into the overall organization
- 43
44
45
46

- Meet the unique requirements of the District, which relate to mission, size, structure, and functions
- Define reportable incidents
- Provide metrics for measuring the incident response capability within the organization
- Define the resources and management support needed to effectively maintain and mature an incident response capability

Upon completion of the latest incident response plan, designated officials shall:

- Distribute copies of the incident response plan/procedures to incident response personnel.
- Communicate incident response plan/procedure changes to incident response personnel and other organizational elements as needed.
- Provide incident response training to information system users consistent with assigned roles and responsibilities before authorizing access to the information system or performing assigned duties, when required by information system changes; and annually thereafter.
- Test the incident response capability for the information systems they support at least annually to determine effectiveness.
- Track and document information system security incidents.
- Promptly report cyber security incident information to appropriate authorities in accordance with reporting procedures.

Policy History:

Adopted on:

Reviewed on:

Revised on:

CULBERTSON SCHOOL DISTRICT

1900 SERIES COVID-19 EMERGENCY POLICIES

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Culbertson School District

COVID-19 Emergency Policies

1900

The board of trustees and its staff are operating under unusual, even unprecedented circumstances by virtue of the declaration of a statewide emergency by the Governor and the executive orders related to school closure to address concerns from the COVID-19 Virus and/or the declaration of an unforeseen emergency (community disaster) made by the Board of Trustees. In light of the COVID-19 pandemic, the Board of Trustees has found it necessary to adopt temporary policies related to emergency school closures, the ongoing provision of educational services to students, meetings of the Board, gatherings on school property, health and safety of students, staff and community members, human resource matters and budgetary matters. To ensure clarity and transparency, the board has organized all emergency school policies into a temporary chapter. The Board has also included this introductory section as a heading for each policy to ensure understanding of the purpose and duration of each policy adopted pursuant to this chapter.

Purpose(s) of Policies

1. Ensuring that locally-elected trustees charged with the supervision and control of their local public schools, in collaboration with their staff leadership teams, make decisions that are in the best interests of students, staff and the community served.
2. Ensuring measures to protect the health and safety of students, staff and community members.
3. Addressing issues relating to student instruction and family engagement.
4. Addressing barriers to learning presented by distance.
5. Improvement of instruction in on-site, offsite, and/or on-line settings
6. Ensuring continuity of employment of school district staff and/or continuity of services provided by contract transportation providers.
7. Ensuring accountability to families with children.

Term of COVID-19 Emergency Measures Policies

School District Policies Numbered 1900-1999 are intended to govern during any emergency related to COVID-19 declared by the President, Congress, Montana Legislature, Governor, Montana Department of Public Health and Human Services, County Health Department or the Board of Trustees. The term of School District Policies Numbered 1900-1999 shall run until terminated by a vote of the board of trustees.

Cross Reference: Policy 2221 – 2221P – School Closure
Policy 1400 – Board Meetings
Policy 1310 – Policy and Procedure
Policy 1420 – Meeting Procedure

Legal Reference: Executive Orders – 2-2020 and 3-2020 – Office of the Governor and accompanying Directives

Section 20-9-801-806, MCA – Emergency School Closure
Section 50-1-202-204, MCA – Public Health Laws
Section 10-3-104, MCA – General Authority of Governor
Article X, section 8 – Montana Constitution

Policy History:

Adopted on:

Reviewed on:

Revised on:

Terminated on:

2
3 **COVID-19 Emergency Measures**

1901

4
5 Emergency Policy and Procedures

6
7 Applicability of Emergency Policy Series

8
9 During a state of emergency declared by the Board of Trustees or other local, state or federal agency,
10 official, or legislative body, the provisions in the emergency policies adopted by the Board of Trustees as
11 codified at 1900-1999 in the district policy manual will govern in the event of any conflict or
12 inconsistency between an emergency policy and other provision in the district policy manual. All other
13 aspects of the district policy manual not affected by the provisions in the emergency policy series
14 continue to be in full effect.

15
16 Legal References

17
18 In the absence of a legal reference on an emergency policy adopted by the Board of Trustees, the policy is
19 specifically based on the Board of Trustees authority to supervise and control the schools within the
20 District in accordance with Article X, section 8 of the Montana Constitution.

21
22 Adoption and Amendment of Policies

23
24 New or revised policies that are required or have required language changes based on State or Federal law
25 or directive, required by administrative rule, or are required due to a declaration of emergency issued by
26 the Board of Trustees or other state or federal agency official or legislative body may be adopted after the
27 first (1st) reading if notice has been given through the board agenda provided to the trustees and public.
28 All new or amended policies adopted as part of the emergency policy series shall become effective
29 immediately upon adoption; unless a specific effective date is stated in the motion for adoption.

30
31 Suspension of Policies

32
33 Under circumstances that require waiver of a policy, the policy may be suspended by a majority vote of
34 the trustees present. To suspend a policy, however, all trustees must have received written notice of the
35 meeting, which includes the proposal to suspend a policy and an explanation of the purpose of such
36 proposed suspension.

37
38 Administrative Procedures

39
40 The Superintendent shall develop such administrative procedures as are necessary to ensure consistent
41 implementation of policies adopted by the Board of Trustees.

42
43
44 Legal References: § 20-3-323, MCA District policy and record of acts
45 10.55.701, ARM Board of Trustees
46 Title 20, Chapter 9 Part 8, MCA

47 Policy History:

48 Adopted on:

49 Reviewed on:

50 Revised on:

51 Terminated on:

Culbertson School District

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Alternative Grading

This policy is adopted as a temporary policy in accordance with the framework set by District Policy 1900 – Temporary COVID-19 Policies and is intended to govern School District operations for the period affected by the COVID-19 health and safety measures implemented by the School District in response to an emergency declared by federal, state or local authorities.

Teachers will grade students' work as usual in accordance with established classroom or course practices during the grading period in accordance with District Policy 2420 and the Employee Handbook.

The default option for students and parents/guardians is the grade typically assigned for students in the grade level or class which may include an A-F letter grade. Students and parents/guardians may choose to receive a Proficient/Fail or P/F grade in place of a grade typically assigned for the student's courses. The P/F grade option can be requested by a student and parents/guardians no later than ten calendar days after report cards have been sent to the parents/guardians by submitting a written request to the School District's counselor.

Students earning course grades converted to a Proficient grade in this temporary P/F option for grading periods affected by COVID-19 health and safety measures will be granted credit for the course and the credit will count towards promotion or graduation requirements and extra-curricular eligibility. Students earning a Fail designation in a course will not earn credit, will be subject to retention consideration, and, if applicable, will be subject to extra-curricular eligibility consequences.

Grades converted to P/F will not be counted toward or against class honors or valedictorian status as outlined in Policy 2410P for classes of students graduating during or after 2020.

The School District will include a designation on the students' transcripts indicating the extraordinary circumstances for any grading period affected by COVID-19 health and safety measures.

Cross Reference: Policy 1005FE – Proficiency Based Learning
Policy 2410-2410P – Graduation Requirements
Policy 2420 – Grading and Progress Reports
Policy 2168 – Distance Learning
Policy 2421 - Promotion and Retention

Legal Reference: Section 20-1-301, MCA School fiscal year
Section 20-9-311(4)(a)(b)(d), MCA Calculation of average number
belonging
Section 20-3-324, MCA Powers and duties

Section 20-7-1601.
10.55.906 ARM

Transformational learning
High School Credit

Policy History:

Adopted on:

Reviewed on:

Revised on:

Terminated on:

1 **Culbertson School District**

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3 **COVID-19 Emergency Measures**

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4
5 School District Meetings, Gatherings, Events, and Visitors

6
7 The School District has adopted the protocols outlined in this policy to govern during the term of
8 the declared public health emergency to ensure individuals present at a school facility for events
9 or other operationally related reasons honor safety protocols. The supervising teacher, principal,
10 superintendent or designated personnel are authorized to implement this policy in coordination
11 with state and local health officials.
12

13
14 School District Events

15
16 The School District shall not hold any physical meetings, gatherings, or events in or on school
17 property. The Board of Trustees may authorize meetings, gatherings, and events utilizing
18 electronic means when the meeting, gathering or event is essential to district operations.
19

20 Visitors to Schools

21
22 Visitors to the interior of any school building shall not be permitted without the express approval
23 of the supervising teacher, principal, superintendent or designated. Visitors that are authorized to
24 be present in any school building must adhere to all health and safety guidelines outlined in
25 District Policy 1905.
26

27 Volunteers

28
29 Volunteers utilized by the School District that have been approved in accordance with District
30 Policy 5430 may enter the school building in accordance with the protocols outlined in District
31 Policy 1905.
32

33 Facilities Use Agreements

34
35 The Board of Trustees suspends community use of District facilities. Unless an event is
36 specifically identified as necessary by the Board of Trustees, Facilities Use Agreements and
37 other similar requests submitted in accordance with District Policy 4330 shall not be considered
38 while this policy governs the period of a public health emergency.
39

40 Enforcement

41
42 Visitors to any school building or any attendee at a meeting, gathering, or event authorized by
43 the Board of Trustees in accordance with this policy who fail to honor the requirements of
44 District Policy or the directives of School District officials shall be asked to correct their conduct
45 or leave the meeting, gathering, or event in accordance District Policy 4315.
46

Cross Reference: Policy 1901 – School District Policy and Procedures
Policy 1905 – Student, Staff, and Community Health and Safety
Policy 1400 – Board Meetings
Policy 5430 – Volunteers
Policy 4301 – Visitors to Schools
Policy 4332 – Conduct on School Property
Policy 4315 – Visitor and Spectator Conduct
Policy 4330 – Community Use of School Facilities

Policy History:

Adopted on:

Reviewed on:

Revised on:

Terminated on:

1 **Culbertson School District**

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4
5 School Event and Facility Notice

6
7 The Board of Trustees has adopted the following notice to be posted at the entrance to school
8 buildings and facilities that are holding an event or allowing visitors as authorized by the Board
9 of Trustees in accordance with Policy 1903.

10
11 SCHOOL EVENT AND FACILITY NOTICE

12
13 Culbertson School District has taken the precautionary measures adopted by the Board of
14 Trustees, provided by the Governor of Montana, and directed by the Roosevelt County
15 Health Department to protect against the possible spread of COVID-19 and related
16 illnesses. These measures include but are not limited to cleaning and disinfecting
17 protocols, physical distancing guidance, limitations on the number of people present for
18 events, and use of personal protective equipment. There are no assurances these measures
19 will prevent the spread of COVID-19 or related illnesses at this event or at this
20 facility. By voluntarily entering this event or facility, attendees are acknowledging their
21 specific awareness and knowledge that there are inherent risks of exposure at public
22 gatherings and public facilities. These inherent risks that attendees specifically
23 acknowledge include but are not limited to: injury; illness; hospitalization, chronic health
24 issues arising out of COVID-19, quarantines of an unknown duration to be determined by
25 governing authorities and death. Attendees acknowledge vulnerable individuals as
26 defined by the Centers for Disease Control are at greater risk of serious complications
27 from exposure. Attendees are advised to comply with physical distancing limits
28 consisting of a minimum of 6 feet of distance from others at all times and are further
29 advised to consider the use of masks/face coverings while on school property and to use
30 personal hand sanitizer before, during and after an event. Attendees confirm that they
31 have reviewed, thoroughly understand and agree to comply with all guidance for the
32 phased reopening of Montana issued by the Montana Governor's Office. All School
33 District Policies are in effect when attending this school event or otherwise accessing this
34 facility. Any negligence arising out of your access to this facility or attendance at a
35 school event shall be attributed to you as comparative negligence within the meaning of
36 Section 27-1-702, MCA.

37
38
39 Policy History:

40 Adopted on:

41 Reviewed on:

42 Revised on:

43 Terminated on:

1 **Culbertson School District**

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4
5
6 Use of Transportation Funds During Periods of Emergency Declaration

7
8 Pursuant to guidance issued from the Office of Public Instruction, the Board of Trustees
9 authorizes the following expenditures of its FY20 budgeted transportation funds that are in
10 addition to traditionally authorized expenditures. The expenditures below are, as noted in OPI
11 guidance, transportation services which provide instructional services to students.

- 12
13
 - Transportation of food and meals used in nutritional programs.
 - Purchase of equipment to ensure safety in food transportation.
 - Providing accessibility to student services for remote learning.
 - Providing instructional materials to students, including but not limited to internet service
17 adequate to allow students to effectively access curriculum during periods of school
18 closure.
 - Cost of instructional materials, supplies, and software licenses.
 - Costs of technological equipment needed for offsite instruction/correspondence study
20 purchased by the school district and loaned to students without such equipment.
 - Cost of correspondence study.
 - Costs of providing services to students with an IEP or a plan adopted pursuant to section
24 504 of the 1973 Rehabilitation Act.
 - Costs of time off or repurposed time for staff normally paid from the transportation fund.
 - Costs to contractors of transportation services.

25
26
27
28 Cost Guidelines

29
30 The Board of Trustees authorizes the Superintendent to exercise his/her professional judgment
31 and discretion as to the necessity, quality and amount of all expenses referenced below.
32 Aggregate costs of items below are to remain within the budget limits adopted by the board of
33 trustees for the FY20 transportation budget, including any budget amendments adopted by the
34 board of trustees prior to the completion of FY20.

- 35
36
 - Any costs consistent with costs under normal operation, including costs referenced in any
37 contract to which the district is a party.
 - Actual costs of delivering meals to students at locations authorized by any and all waivers
39 of regular rules for school nutrition programs that have been adopted by the United States
40 Department of Agriculture or the Office of Public Instruction.
 - Any costs consistent with and necessary to comply with an IEP or section 504 plan.
 - Actual costs of equipment, software and service necessary to bridge digital divides or
43 provide a quality learning environment for students, including:

- Equipment necessary to provide wi-fi in a student's home, including any equipment qualifying for discount under the federal E-Rate program.
- Equipment necessary to allow students to effectively participate in offsite instruction with an emphasis on ensuring opportunities for real time interactions, collaboration, and effective engagement in the learning process by students.
 - Equipment purchased under this section may include any combination deemed necessary and appropriate by the Superintendent, including but not limited to mobile devices, tablets and laptops.
 - Equipment purchased under this section shall become and remain the property of the District and shall be provided to students through a loan/checkout service developed by the Superintendent.
- Software to ensure a safe and appropriate online learning experience by students of the district.
- Internet service at an adequate bandwidth to ensure full and effective use of instruction delivery and interaction methods employed by the district as part of its offsite learning program.
 - If there are multiple internet service providers in the community, the board authorizes the Superintendent to choose either a single provider or to allocate/rotate selection from among all providers in the community meeting minimum bandwidth and other safety and quality standards deemed necessary and appropriate by the Superintendent.

Cross Reference: Policy 3612 – District-Provided Access to Electronic Information, Services, and Networks
Policy 3612P - District-Provided Access to Electronic Information, Services, and Networks Procedure
Policy 3612F – Internet Access Agreement
Policy 3650 – Montana Pupil Online Personal Information Protection Act
Policy 3650F – Montana Model Data Privacy Agreement
Policy 2168.- Distance Learning
Policy 2170 – Montana Digital Academy
Policy 2170P – Montana Digital Academy Procedures

Legal Reference: Section 20-10-101(5), MCA – Transportation

Policy History:

Adopted on:

Reviewed on:

Revised on:

Terminated on:

1 **Culbertson School District**

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4
5 Student, Staff, and Community Health and Safety

6
7 The School District has adopted the protocols outlined in this policy during the term of the
8 declared public health emergency to ensure the safe and healthy delivery of education services
9 provided to students on school property in accordance with Policy 1906, and a safe workplace
10 when staff are present on school property in accordance with Policy 1909, and the safety, health
11 and well-being of parents and community members. The supervising teacher, principal,
12 superintendent or designated personnel are authorized to implement the protocols in coordination
13 with state and local health officials.
14

15 Symptoms of Illness

16
17 Students and staff who are ill, feeling ill, diagnosed as ill, or otherwise demonstrating symptoms
18 of illness must not come to school or work. Students who have a fever or are exhibiting other
19 signs of illness must be isolated in a designated area until such time as parents or caregiver may
20 arrive at the school to retrieve the ill student. All surfaces and areas should be thoroughly
21 cleaned and disinfected once the student has vacated the area by staff utilizing safety measures in
22 accordance with state and/or local health standards as applicable. Students may engage in
23 alternative delivery of education services during the period of illness or be permitted to make up
24 work in accordance with District Policy 1906. Staff members will be provided access to leave in
25 accordance with District Policy 1911 or the applicable Master Contract or Memorandum of
26 Understanding.
27

28 Parents, guardians, or caregivers of students who are ill, feeling ill, diagnosed as ill, or otherwise
29 demonstrating symptoms of illness must not be present at the school for any reason including but
30 not limited events or gatherings or to drop off or pick up students excepted as provided by this
31 policy. To avoid exposing others to illness, parents or caregivers who are ill must make
32 arrangements with others to transport students to school or events, if at all practicable. If not
33 practicable, parents, guardians or caregivers must not leave their vehicle during pickup or drop
34 off and must arrange with District staff to supervise students in accordance with physical
35 distancing guidelines in this Policy.
36

37 Physical Distancing

38
39 To the extent possible, elementary school courses will be delivered to the same group of students
40 each day, and the same teachers will remain with the same group in the same separate and
41 designated room each day. If physical distancing is not possible during meal service and courses
42 delivered in a separate area such as the library, gymnasium, and music room, the service or
43 course will be delivered in the designated classroom for each group of students. Recess and use
44 of playgrounds during recess are permitted on an adjusted schedule to maintain appropriate
45 student groupings. Transportation services will be provided in accordance with cleaning and
46 disinfection procedures outlined in this policy.

Secondary school courses will be delivered using a restructured bell system to minimize student interaction in common areas. Upon arriving in a classroom, secondary school students will be provided disinfecting wipes or disinfecting spray and disposable paper towel and time to clean their learning area or desk. Meal service for secondary students will be provided through a grab and go lunch that will be eaten in designated areas.

Parent arrival times to drop-off and pick up students riding with parents and caregivers will be staggered in designated intervals by grade level through a schedule set by the supervising teacher or building administrator.

Drop off and pick up of students will be completed in a manner that limits direct contact between parents and staff members and adhere to social distancing recommendations in the exterior of the building.

Visitors to the school authorized by District Policy 1903 will maintain a six-foot distance between themselves and others. This distancing requirement does not apply to individuals who are a part of the visitor's regular household isolation group when the group is authorized to present at the school facility.

Masks as Personal Protective Equipment

Staff and students may wear a mask while present in any school building. The School District does not require the use of masks and will not provide masks except in cases required by this policy or at the discretion of the administration. The Board of Trustees' decision to not require or provide masks is based on a review of the circumstances in the community and consultation with local health officials on issues including but not limited to the possibility of exposure and availability of masks.

Cleaning and Disinfecting

School district personnel will routinely both clean by removing germs, dirt and impurities and disinfect by using chemicals to kill germs on all surfaces and objects in any school building and on school property that are frequently touched. This process shall include cleaning objects/surfaces not ordinarily cleaned daily.

Personnel will clean with the cleaners typically used and will use all cleaning products according to the directions on the label. Personnel will disinfect with common EPA-registered household disinfectants. A list of products that are EPA-approved for use against the virus that causes COVID-19 is available from the supervising teacher or administrator. Personnel will follow the manufacturer's instructions for all cleaning and disinfection products.

The District will provide EPA-registered disposable wipes to teachers, staff, and secondary students so that commonly used surfaces (e.g., keyboards, desks, remote controls) can be wiped

down before use. Supervising teacher or administrators are required to ensure adequate supplies to support cleaning and disinfection practices.

Student Arrival

Hand hygiene stations will be available at the entrance of any school building, so that children can clean their hands before they enter. If a sink with soap and water is not available, the School District will provide hand sanitizer with at least 60% alcohol. Hand sanitizer will be kept out of elementary students' reach and student use will be supervised by staff.

A District employee will greet children outside the school as they arrive to ensure orderly compliance with the provisions of this policy.

Temperature Screening

Designated School District staff are authorized to test the temperature of students with an approved non-contact or touchless temperature reader. Students who have a fever or are exhibiting other signs of illness must be isolated in a designated area until such time as parents or caregiver may arrive at the school to retrieve the ill student. All surfaces and areas should be thoroughly cleaned and disinfected once the student has vacated the area by staff utilizing safety measures in accordance with state and/or local health standards as applicable.

When administering a temperature check on a possibly ill student, designated staff members will utilize available physical barriers and personal protective equipment to eliminate or minimize exposures due to close contact to a child who has symptoms during screening.

Healthy Hand Hygiene Behavior

All students, staff, and others present in the any school building will engage in hand hygiene at the following times, which include but are not limited to:

- Arrival to the facility and after breaks
- Before and after preparing, eating, or handling food or drinks
- Before and after administering medication or screening temperature
- After coming in contact with bodily fluid
- After recess
- After handling garbage
- After assisting students with handwashing
- After use of the restroom

Hand hygiene includes but is not limited to washing hands with soap and water for at least 20 seconds. If hands are not visibly dirty, alcohol-based hand sanitizers with at least 60% alcohol can be used if soap and water are not readily available.

Staff members will supervise children when they use hand sanitizer and soap to prevent ingestion.

Staff members will place grade level appropriate posters describing handwashing steps near sinks.

Vulnerable Individuals

Vulnerable individuals (defined by the Centers for Disease Control at the time of this policy's adoption as those age 65 or older or those with serious underlying health conditions, including high blood pressure, chronic lung disease, diabetes, obesity, asthma, and those whose immune system is compromised such as by chemotherapy for cancer and other conditions requiring such therapy) are authorized to talk to their healthcare provider to assess their risk and to determine if they should telework during the period of declared public health emergency.

Employees who have documented high risk designation from a medical provider are entitled to reasonable accommodation within the meaning of that term in accordance with the Americans with Disabilities Act and Section 504 as outlined in District Policy 5002. These accommodations may include but are not limited to teleworking in accordance with a work plan developed in coordination with and authorized by the supervising teacher, administrator or other designated supervisor. Such employees may also be eligible for available leave in accordance with the applicable policy or master agreement provision.

Food Preparation and Meal Service

Facilities must comply with all applicable federal, state, and local regulations and guidance related to safe preparation of food.

Sinks used for food preparation must not be used for any other purposes.

Staff and students will wash their hands in accordance with this policy.

Transportation Services

The Board of Trustees authorizes the transportation of eligible transportees to and from the school facility in a manner consistent with the protocols established in this policy. The transportation director and school bus drivers will clean and disinfect each seat on each bus after each use.

Public Awareness

The School District will communicate with parents, citizens, and other necessary stakeholders about the protocols established in this policy and the steps taken to implement the protocols through all available and reasonable means.

Confidentiality

This policy in no way limits or adjusts the School District's obligations to honor staff and student privacy rights. All applicable district policies and handbook provision governing confidentiality of student and staff medical information remain in full effect.

Transfer of Funds for Safety Purposes

The Board of Trustees may transfer state or local revenue from any budgeted or non-budgeted fund, other than the debt service fund or retirement fund, to its building reserve fund in an amount not to exceed the school district's estimated costs of improvements to school and student safety and security to implement this policy in accordance with District Policy 1006FE.

Cross Reference: Policy 1901 – School District Policy and Procedures
Policy 1906 - Student Services and Instructional Delivery
Policy 1907 – Transportation Services
Policy 1006FE – Transfer of Funds for Safety Purposes
Policy 3410 – Student examination and screenings
Policy 3417 – Communicable Diseases
Policy 3431 – Emergency Treatment
Policy 1911 - Personnel Use of Leave
Policy 1910 – Human Resources and Personnel
Policy 4120 - Public Relations
Policy 5002 – Accommodating Individuals with Disabilities
Policy 5130 – Staff Health
Policy 5230 - Prevention of Disease Transmission
Policy 6110 – Superintendent Authority
Policy 6122 - Delegation of Authority

Policy History:

Adopted on:

Reviewed on:

Revised on:

Terminated on:

1 **Culbertson School District**

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3 **COVID-19 Emergency Measures**

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4
5
6 Administrative Procedures for Student, Staff, and Community Health and Safety

7
8 The administrative team of the School District has adopted these procedures in accordance with
9 Policy 1310 in order to implement Policy 1905 during the term of the declared public health
10 emergency to ensure a safe and healthy work and instructional setting. These procedures were
11 developed in accordance with the latest available guidance from the Centers for Disease Control
12 and in coordination with applicable state, tribal, and local health officials. These procedures
13 supplement Policy 1905. All provisions in Policy 1905 remain in effect.
14

15
16 Personnel Cleaning and Disinfecting

17
18 Personnel will evaluate and identify surfaces and objects to be cleaned and disinfected in
19 accordance with their knowledge, experience, and the latest available guidance from the Centers
20 for Disease Control, state, tribal, and local health officials. Personnel will have access to or the
21 opportunity to access the latest available guidance upon request to their supervisor.
22

23 Personnel will coordinate with colleagues and supervisors to develop a plan, schedule, and
24 routine to regularly clean and disinfect identified surfaces and objects. Personnel will honor this
25 plan, schedule, and routine until adjusted. Reasons for adjustment may include but are not
26 limited to change in school schedule, absence of colleagues, availability of equipment and
27 supplies, and federal, state, tribal or local health directives and guidance. If adjustment is
28 necessary, personnel will again coordinate with colleagues and supervisors to improve the plan,
29 schedule, and routine. Personnel will solicit and accept perspectives from colleagues and other
30 school officials when considering improvements to the plan.
31

32 Personnel will prioritize disinfecting frequently touched and indoor surfaces. Hard and non-
33 porous surfaces and objects that are touched daily will be the top priority for disinfection on a
34 daily basis. Hard and non-porous surfaces and objects that are not indoors or have not been
35 occupied for seven days will be routinely cleaned. Personnel will first clean visibly dirty
36 surfaces and objects prior to disinfection by using the appropriate cleaning or disinfecting
37 product for the identified surface, object, or task. Personnel will always use chemicals, products,
38 and substances authorized by Policy 1905 in a manner consistent with the applicable instructions.
39

40 Personnel will thoroughly clean or launder soft, porous, or fabric-based materials as permitted by
41 location and substance. During evaluation and identification of surfaces, personnel will consider
42 removing soft and porous materials in high traffic areas that may increase risk of exposure.
43

44 Personnel will establish and maintain safe work practices in accordance with these procedures
45 and School District policy in order to reduce the risk of exposure.
46

Symptoms of Illness

Personnel who are ill, feeling ill, diagnosed as ill, or otherwise demonstrating symptoms of illness must not come to school or work. Personnel who have a fever or are exhibiting other signs of illness while at work will be authorized to return home. All affected surfaces and areas should be thoroughly cleaned and disinfected once the staff member has vacated the area by staff utilizing safety measures in this procedure in accordance with available standards as applicable. Staff members will be provided access to leave in accordance with District Policy 1911 or the applicable master contract, collective bargaining agreement, or memorandum of understanding.

Physical Distancing and Work Areas

Staff members working in the school when no students are present will maintain appropriate physical distance from their colleagues as permitted by their duties and work setting to minimize contact and risk of exposure. Staff members will have access to disinfecting wipes or disinfecting spray and disposable paper towels and time to clean their desk, office, work area or classroom when needed.

Physical Barriers and Guides

Personnel will review school buildings and identify areas where installation of physical barriers, such as sneeze guards and partitions, will assist students and staff when unable to remain at a safe distance from their colleagues and peers. Personnel will coordinate with building or district administrators to complete or install any identified physical barrier. In areas where physical distancing is implemented, personnel are authorized to provide physical guides, such as tape on floors or sidewalks and signs on walls, to ensure that staff and students remain at least 6 feet apart in lines and at other times.

Ventilation

Personnel will review and ensure ventilation systems operate properly and increase circulation of outdoor air as much as possible. Classroom staff are authorized to open windows and doors to increase air flow in a manner that does not pose a safety or health risk to students and staff. Risks to consider include but are not limited to weather, risk of falling, and triggering asthma symptoms.

Water Systems

Personnel will review water systems and features including but not limited to sink faucets, drinking fountains, decorative fountains to ensure they are safe to use after a prolonged facility shutdown. Drinking fountains will be cleaned and sanitized in accordance with this procedure. The administration may provide alternative water sources if available. Staff are students are authorized to bring their own water to minimize use and touching of water fountains.

Report and Revision

These administrative procedures will be reported to the board of trustees upon adoption and implementation by the administration in accordance with Policy 1310. The board of trustees retains the authority to amend policy and procedures. Any revision to these procedures will be reported to the board of trustees.

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4
5 Student Instruction and Services

6
7 The School District has adopted the protocols outlined in this policy to govern during the term of
8 the declared public health emergency to ensure the delivery of education services to students
9 onsite at the school, offsite at other locations using available resources including but not limited
10 to online methods. The supervising teacher, principal, superintendent or designated personnel are
11 authorized to implement this policy.

12
13 As outlined in District Policy 2100, and except for students determined by the School District to
14 be proficient using School District assessments, the adopted calendar has a minimum number of
15 720 aggregate instructional hours for students in kindergarten through third grade; 1,080 hours
16 for students in fourth through eleventh grade and 1,050 hours for students in twelfth grade.

17
18 The School District may satisfy the aggregate number of hours through any combination of
19 onsite, offsite, and online instruction. The District administration is directed to ensure that all
20 students are offered access to the complete range of educational programs and services for the
21 education program required by the accreditation standards adopted by the Montana Board of
22 Public Education.

23
24 For the purposes of this policy and the School District's calculation of ANB and "aggregate
25 hours of instruction" within the meaning of that term in Montana law, the term "instruction"
26 shall be construed as being synonymous with and in support of the broader goals of "learning"
27 and full development of educational potential as set forth in Article X, section 1 of the Montana
28 Constitution. Instruction includes innovative teaching strategies that focus on student
29 engagement for the purposes of developing a students' interests, passions, and strengths. The
30 term instruction shall include any directed, distributive, collaborative and/or experiential learning
31 activity provided, supervised, guided, facilitated or coordinated by the teacher of record in a
32 given course that is done purposely to achieve content proficiency and facilitate the learning of,
33 acquisition of knowledge, skills and abilities by, and to otherwise fulfill the full educational
34 potential of each child.

35
36 Staff shall calculate the number of hours students have received instruction as defined in this
37 policy through a combined calculation of services received onsite at the school or services
38 provided or accessed at offsite or online instructional settings including, but not limited to, any
39 combination of physical instructional packets, virtual or electronic based course meetings and
40 assignments, self-directed or parent-assisted learning opportunities, and other educational efforts
41 undertaken by the staff and students that can be given for grade or credit. Staff shall report
42 completed hours of instruction as defined in this policy to the supervising teacher, building
43 principal, or district administrator for final calculation.

Students shall receive grades for completed coursework in accordance with the grading scale for the individual staff member or the alternative grading procedures outlined in District Policy 1902.

The Board of Trustees may revise the school calendar to adjust the completion of the school year for particular grade levels and groups once students have satisfied the required number of applicable aggregate hours.

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

School Facility as Instructional Setting

In the event the Board of Trustees authorizes instruction of students at the school facility in a manner that satisfies the aggregate number of instructional hours outlined in the School District's adopted or revised calendar for a school year affected by a public health emergency.

All educational and related services provided at the school facility shall be completed in accordance with the health and safety protocols outlined in District Policy 1905.

Offsite and Online Instructional Setting

In the event the Board of Trustees authorizes offsite and online instruction of students in a manner that satisfies the aggregate number of instructional hours outlined in the School District's adopted or revised calendar for a school year affected by a public health emergency. Offsite and online delivery methods shall include a complete range of educational services offered by the School District and shall comply with the requirements of applicable statutes. Students completing course work through an offsite or online instructional setting shall be treated in and have their hours of instruction calculated in the same manner as students attending an onsite institutional setting.

The Board of Trustees authorizes the supervising teacher or district administrator to permit students to utilize an offsite or online instructional setting at parental request if onsite instruction is offered in the School District in accordance with Policy 1908.

Students receiving offsite delivery of education services may be eligible for assistance with accessibility to offsite or remote learning opportunities in accordance with District Policy 1904.

Proficiency-Based Learning

In the event the Board of Trustees authorizes proficiency-based ANB calculation in situations when a student demonstrates proficiency in a course area as determined by the Board of Trustees

1
2
3
4 using district assessments consistent with the School District's adopted Plan of Action, District
5 Policy 1005FE, or other measures approved by the Board of Trustees during the course of a
6 school year affected by a public health emergency.
7

8 The Board of Trustees waives the minimum number of instructional hours for students who
9 demonstrate proficiency in a course area using district assessments that include, but are not
10 limited to, the course or class teacher's determination of proficiency as defined by the Board of
11 Trustees. This determination shall be based on a review of the student's completed coursework,
12 participation in course delivery, and other methods applicable to the specific course or class. The
13 Board of Trustees authorizes the use of the proficiency determination process for students who
14 have selected this method of delivery, students for whom the School District is unable to
15 document satisfaction of the required minimum aggregate number of hours through the offsite or
16 onsite methods outlined in this policy, or other students whom School District personnel
17 determine satisfy the definition of proficient or meeting proficiency.
18

19 This provision is based in the declaration by the Montana Legislature that any regulation
20 discriminating against a student who has participated in proficiency-based learning is
21 inconsistent with the Montana Constitution.
22

23 Special Education and Accommodation of Disabilities or Diagnoses

24

25 Students shall receive services in accordance with the applicable Individualized Education Plan
26 or Section 504 Plan based on methods and locations agreed upon and documented by the
27 applicable team to meet the student's needs and goals. The supervising teacher or building
28 administrator shall coordinate with parents and the special education staff or cooperative to
29 ensure all applicable statutes are followed in accordance with U.S. Department of Education
30 guidelines.
31

32 Student Attendance

33

34 The Board of Trustees authorizes the supervising teacher, building principal or district
35 administration to set an attendance policy for students that takes into account the location of
36 instructional services, the applicability of proficiency-based instruction, the student's grade level,
37 and the health and safety of the student and their household. Students are expected to complete
38 assigned work. If a student is not present for the instructional day, the student shall be permitted
39 to complete all work assigned by the teacher if not present for instruction within a reasonable
40 period of time determined by the teacher. Students shall not lose credit or incur a grade
41 reduction for reasons related to attendance without good reason as determined by the Board of
42 Trustees.
43
44
45
46

Student Safety and Counseling

Students shall have access to regular school counseling services whether their instruction is provided in an onsite, offsite or online setting. Staff shall promptly report any suspected student distress or concern to their supervisor for review and referral. Students receiving instruction in an offsite setting are governed by the staff obligation to report suspected child abuse or neglect.

Homeless Students and Students in Foster Care

This policy in no way limits or adjusts the School Districts obligations to homeless students or students in foster care. Applicable District policies serving these students or this population of students remain in full effect.

Student Discipline

This policy in no way limits or adjusts the School District's expectations for student conduct. All applicable district policies and handbook provisions governing student conduct remain in full effect.

2020/2021 School Schedule and Calendar

It is the objective of the Board of Trustees to ensure the proactive operations of the School District during a public health emergency by: (1) meeting the educational needs of the students; (2) complying with all applicable statutes and rules pertaining to the aggregate hours of instruction; and 3) identifying and implementing innovative methods to meet educational and other needs of each student in the School District.

Summer School

In the event the Board of Trustees authorizes a summer program of instructional offerings for the purpose of remediation of credit, maintenance of skills, and enrichment. All classes offered for credit must meet minimum state requirements for accreditation and may be delivered at the school or at another offsite location. Remediation credit courses shall be offered, grades 9-12, in accordance with District advancement requirements. Credit course offerings must be approved by the Board of Trustees

Extended School Year

In accordance with District Policy 2011, Section 20-1-301, MCA, and any applicable collective bargaining agreement covering the employment of affected employees, the Board of Trustees may establish a school calendar with an earlier start date and a later end date from non-emergency school years to ensure students receive the minimum number aggregate instructional hours. The purpose of an extended school year will be to maximize flexibility in the delivery of

instruction and learning for each student in the School District in in the event of school closures or other impacts to School District operations due to a public health emergency. When setting an extended school year, the School District will collaborate with students, parents, employees and other community stakeholders. When proposing to adopt changes to a previously adopted school term the Board of Trustees will follow the procedures outlined in Policy 2100.

Legal Reference: Article X, Section 1, Montana Constitution
Section 20-1-101, MCA – Definitions
Section 20-1-301, MCA – School Fiscal Year
Section 20-9-311, MCA – Calculation of Average Number Belonging
Section 20-7-118, MCA - Offsite Provision of Educational Services
Section 20-7-1601, MCA – Transformational Learning –Legislative Intent
ARM 10.55.906(4)) – High School Credit

Cross Reference: Policy 1005FE – Proficiency-Based Learning
Policy 1902 – Alternative Grading
Policy 1905 - Staff, Student, and Community Health and Safety
Policy 2100 – School Calendar
Policy 2140 – Guidance and Counseling
Policy 2161 – Special Education
Policy 2168 – Distance Learning
Policy 2410 – Graduation
Policy 2420 – Grading and Progress Reports
Policy 2421 – Promotion and Retention
Policy 2150 – Suicide Training and Awareness
Policy 3125 – Homeless Students
Policy 3122 - Attendance Policy
Policy 3310 - Student Discipline

Policy History:

Adopted on:

Reviewed on:

Revised on:

Terminated on:

4
5 Student Instruction Resources and Best Practices

6
7 In accordance with Policy 1005FE – Proficiency Based Learning and Section 20-9-311(4)(d),
8 MCA, “a school district may include in its calculation of ANB a pupil who is enrolled in a
9 program providing fewer than the required aggregate hours of pupil instruction under subsection
10 (4)(a) or (4)(b) if the pupil has demonstrated proficiency in the content ordinarily covered by the
11 instruction as determined by the school board using district assessments. The ANB of a pupil
12 under this subsection (4)(d) must be converted to an hourly equivalent based on the hours of
13 instruction ordinarily provided for the content over which the student has demonstrated
14 proficiency.”

15
16 Proficiency or satisfying aggregate hours of instruction can be achieved through an on-site, off-
17 site, or blended learning model as outlined in Policy 1906.

18
19 Best practices, including but not limited to those outlined below, will assist districts in
20 facilitating quality learning for each student regardless of background or circumstance.

21
22 Planning & Communication

- 23 • Providing tools for virtual learning will help ensure equity in access to learning
24 opportunities. With Policy 1904, districts may utilize transportation funds to facilitate
25 internet and device access to students currently without.
- 26 • Provide weekly learning agendas communicated to students and parents.
- 27 • Set student meetings, teacher office hours, assignment expectations, and grades available
28 on an established schedule. Districts may consider Policy 1902 – Alternative Grading.
- 29 • Establish whole group virtual “class time” and/or opportunities for small group learning
30 ○ Post assignments online early and for the entire week.
31 ▪ During this time of challenge, providing structure and certainty will
32 support academic, mental and emotional health.
- 33 ○ Students should receive some form of communication from the school community
34 at least once per day.

35 Set Expectations

- 36 • With students and parents/guardians set expectations and acknowledgment of the
37 importance for ownership of student learning.
 - 38 • Expectations can outline due dates for assessments.
 - 39 • Outline how much online participation is required of students.
 - 40 • Include expectation for daily submission of work or review of accomplishments toward
41 goals.
 - 42 • Survey students and parents/guardians to make adjustments to lessons. Remember to be
43 flexible—time learning software, apps, etc. should be considered part of learning.
- 44

Differentiated Instruction & Learning Models

- Embed experiential learning that fosters a learning environment that promotes connections. Districts participating in Transformational Learning funding can utilize their Strategic Plan as a guiding document and adapt to a virtual environment.
- Social Emotional Learning and connections.
 - Begin the day by connecting with students—a Brain Teaser or an exercise for students to share a topic of interest or something from home with others.
- Record lessons
 - Lessons should come with visual substance and multiple types of instruction to facilitate learning—downloads, PowerPoints, videos, readings, audio recordings, etc.
- Honor students interests and passions through experiential learning opportunities.
- Project based learning.
 - Engage the students to do the work through research, developing, and creating a product which encompasses a variety of subject areas.
 - Encourage creativity.
 - Consider pointing students to the right resources (videos, websites, files) and allow them to be contributors to their own learning-- Creation of a science project—writing, demonstration of items needed, YouTube video with the end result being submitted to the teacher and classmates.
 - Wax Museum example: reading about character, writing about individual, dress up and record via YouTube or creation of a Power Point with pictures
 - Project based learning presents opportunities for cross-subject collaboration and flexibility in ways to show student learning.

Demonstrating Learning

- Provide video meeting and messaging capabilities to engage students in multiple mediums to show learning.
- Provide daily feedback to address academic growth and monitor and improve social emotional wellness.
 - Clearly communicate to ensure students and parents are aware of the importance of this mutual feedback.
- Opportunity for MAP testing/Unit testing for subject areas
- Formative assessments can guide instruction and provide multiple opportunities for feedback and identifying gaps in student learning and instruction through a low-stress medium.

Legal Reference: Section 20-1-101, MCA – Definitions
Section 20-1-301, MCA – School Fiscal Year
Section 20-9-311, MCA – Calculation of Average Number Belonging
Section 20-7-118, MCA - Offsite Provision of Educational Services
Section 20-7-1601, MCA – Transformational Learning –Legislative Intent
ARM 10.55.906(4)) – High School Credit

Cross Reference: Policy 1005FE – Proficiency-Based Learning
Policy 1902 – Alternative Grading
Policy 1905 - Staff, Student, and Community Health and Safety
Policy 2100 – School Calendar
Policy 2140 – Guidance and Counseling
Policy 2161 – Special Education
Policy 2168 – Distance Learning
Policy 2410 – Graduation
Policy 2420 – Grading and Progress Reports
Policy 2421 – Promotion and Retention
Policy 2150 – Suicide Training and Awareness
Policy 3125 – Homeless Students
Policy 3122 - Attendance Policy
Policy 3310 - Student Discipline

Policy History:

Adopted on:

Reviewed on:

Revised on:

Terminated on:

Culbertson School District

COVID-19 Emergency Measures

1907

School District Declaration of Emergency

The Board of Trustees is authorized to declare that a state of emergency exists within the community. A declaration issued by the Board of Trustees is distinct from any declaration in effect or previously issued by local, state or federal authorities. An emergency declaration issued by the Board of Trustees authorizes the School District to take extraordinary measures to protect students and staff while delivering education services in a manner authorized by law. The method and location of instruction and related educational services shall be implemented in a manner that serves the needs of students, their families, and staff and preserves the School District's full entitlement of funding.

Legal Reference:	Section 20-9-801 - 802, MCA	Emergency School Closure
	Section 20-9-806, MCA	School closure by declaration of emergency
	Section 20-9-805.	Rate of reduction in annual apportionment entitlement.

Policy History:

Adopted on:

Reviewed on:

Revised on:

Terminated on:

1 **Culbertson School District**

2
3 **COVID-19 Emergency Measures**

1909

page 1 of 2

4
5 Human Resources and Personnel

6
7 The School District has adopted the protocols outlined in this policy to govern during the term of
8 the declared public health emergency to ensure clear expectations for District staff while
9 completing their duties in a safe and healthy workplace. The supervising teacher, principal,
10 superintendent or designated personnel are authorized to implement this policy.
11

12
13 Work Schedule and Assignment for Certified Staff

14
15 The working conditions for the certified staff shall be governed by a Collective Bargaining
16 Agreement and any applicable Memorandum of Understanding between the Unit and the School
17 District or the individual employment contracts between the employee and the School District.
18 Certified staff shall comply with the emergency policies adopted by the Board of Trustees and
19 related directives from the administration unless there is a provision of a Collective Bargaining
20 Agreement or an applicable Memorandum of Understanding that specifically governs instead of
21 the policy.
22

23
24 Work Schedule and Assignment of Duties for Classified Staff

25
26 The working conditions for classified staff are governed by a Collective Bargaining Agreement
27 or any applicable Memorandum of Understanding between the Unit and the School District.
28 Classified staff shall comply with the emergency policies adopted by the Board of Trustees and
29 related directives from the administration unless there is a provision of a Collective Bargaining
30 Agreement or an applicable Memorandum of Understanding that that specifically governs
31 instead of policy.
32

33 Personal Conduct

34
35 This policy in no way limits or adjusts the School District's expectations for staff conduct. All
36 applicable district policies and handbook provision governing staff conduct remain in full effect.
37

38 Student Services

39
40 Students shall have access to regular instructional services whether their instruction is provided
41 in an onsite, offsite, or online setting. Staff shall promptly report any suspected violation of
42 School District Policy or concern about student health, well-being, or safety to their supervisor
43 for review and referral. Students receiving instruction in an offsite or online setting are governed
44 by all applicable laws, including the staff obligation to report suspected child abuse or neglect.
45
46

Compensation and Benefits

Staff shall continue to earn regular compensation and benefits during the period of declared public health emergency. Payroll dates and schedules are not affected by an applicable public health emergency.

Evaluation of Staff

The Board of Trustees authorizes the administration to adjust or waive the schedule for evaluation of staff to accommodate the changes to the school calendar in response to a public health emergency unless there is a Collective Bargaining Agreement or Memorandum of Understanding specifying the evaluation process of a member of a bargaining unit.

Cross Reference: Policy 1905 - Student, Staff and Community Health and Safety
Policy 1906 – Student Instruction
Policy 5140 – Classified Assignment
Policy 5210 – Assignments and Transfers
Policy 5221 – Work Day
Policy 5232 – Abused and Neglected Child Reporting
Policy 5255 – Disciplinary Action
Policy 5223 – Personal Conduct
Policy 5012 – Sexual Harassment
Policy 5015- Bullying and Intimidation
Policy 5130 – Staff Health
Policy 5230 – Prevention of Disease Transmission
Policy 5222 – Evaluation of Certified and Classified Staff

Policy History:

Adopted on:

Reviewed on:

Revised on:

Terminated on:

1 **Culbertson School District**

2
3 **COVID-19 Emergency Measures**

1909P
page 1 of 2

4
5 Administrative Procedures for Employee Telework

- 6
- 7 1. Culbertson School District recognizes telecommuting as a voluntary work plan, agreed
8 upon between the School District, and the employee, in which the employee works at an
9 alternative worksite on a regular basis on a specified schedule.
 - 10
 - 11 2. Telecommuting is an accommodation and not a District-wide benefit; and it in no way
12 changes the terms and conditions of employment.
 - 13
 - 14 3. Not all School District jobs are suitable for telecommuting/teleworking.
 - 15
 - 16 4. The supervisor, in consultation with the Superintendent, will approve or deny
17 telecommuting requests after considering several factors, including, but not limited to:
18
 - 19 a. Is the position suitable for telecommuting?
 - 20 b. Does the employee consistently demonstrate work habits that are well-suited to
21 telecommuting, including, but not limited to self-motivation, self-discipline, the
22 ability to work independently; a demonstrated commitment to effective use of
23 technology; and a demonstrated record of meeting established performance
24 expectations?
 - 25 c. Does the telework plan meet the needs of students and serve School District's
26 business and operational needs?
 - 27 d. Has the employee identified a sufficient basis to require an accommodation
28 through a telework plan?
 - 29 e. Does the employee demonstrate a commitment to and assurance of providing
30 students and colleagues with reliable, high quality and efficient/timely service,
31 commensurate with the School District's strategic plan?
 - 32 f. Does the employee have a plan for overcoming any potential loss of impact on
33 and benefit from personal interactions with colleagues and students?
 - 34 g. Does the employee have a plan for addressing equity and adequacy of workloads
35 among colleagues?
 - 36
 - 37 5. The employment relationship for an employee telecommuting stays the same as for
38 employees not working from an alternative worksite. Compensation does not change, and
39 employees are expected to follow all existing job requirements, School District policies,
40 guidelines and expectations that are in effect in the main office. In addition, the employee
41 shall honor the following guidelines:
 - 42 a. Be available by phone and e-mail during normal work hours. Absences (including
43 unavailability during work hours) must be pre-approved.
 - 44 b. Promptly notify the supervisor when unable to perform work assignments due to
45 illness, equipment failure, or other unforeseen circumstances.
 - 46

- c. Alter their schedule to attend mandatory meetings or other situations needing a physical presence and/or as needed by the supervisor or executive director.
 - d. Assure the alternative worksite is adequate and safe and has sufficient phone service; a secure internet connection with enough speed to perform work; and that confidential information will be safeguarded.
 - e. Use, exclusively, the computer and software provided and configured with security software by the School District.
 - f. Have adequate dependent care arrangements in place to ensure the employee's ability to telecommute.
 - g. Report, at once, to their supervisor any injury that occurs at the alternative site during work hours.
 - h. Refrain from having in-person meetings or instruction at the alternative worksite unless pre-approved by their supervisor.
6. Supervisors will regularly check employee compliance with the telecommuting agreement, relevant policies and guidelines, performance standards, expectations for work products, productivity and time accountability.
 7. Telecommuting plans are subject to change at the discretion of the School District.

1 **Culbertson School District**

2
3 **COVID-19 Emergency Measures**

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page 1 of 2

4
5 Personnel Use of Leave

6
7 The School District has adopted the protocols outlined in this policy to govern during the term of
8 the declared public health emergency to inform School District staff about leave options. The
9 supervising teacher, principal, superintendent or designated personnel are authorized to
10 implement this policy.

11
12 District Leave

13
14 School District staff may utilize accumulated leave granted in accordance with Montana law,
15 District policy, a Collective Bargaining Agreement, or applicable Memorandum of
16 Understanding through the regular procedures governing the type of leave requested.

17
18 Federal Law Controls Federal Leave Provisions

19
20 The Board of Trustees has adopted this policy and related forms on the referenced date based on
21 the law and available federal and state guidance as of the date of such adoption. Federal and
22 state guidance can change following adoption of this policy and forms. To the extent that any
23 subsequently adopted guidance or federal regulation or other controlling interpretation of the law
24 results in a conflict between such guidance, regulation or controlling interpretation and this
25 policy or forms, the provisions of the guidance, regulation or controlling interpretation controls
26 to the extent of any such conflict. The School District shall take reasonable steps to ensure that
27 staff are notified of any change in guidance or federal regulation or other controlling
28 interpretation of the law that creates a conflict with any provision of this policy of forms.

29
30 Emergency Paid Sick Leave

31
32 In accordance with Federal law, employees may be eligible for two weeks of paid sick leave
33 capped at 80 hours paid at the employee's regular rate of pay when the employee is unable to
34 work because the employee is quarantined in accordance with a Federal, State, or local
35 government order or advice of a health care provider, and/or experiencing COVID-19 symptoms
36 and seeking a medical diagnosis.

37
38 Employees may be eligible for two weeks of paid sick leave capped at 80 hours paid at two-
39 thirds the employee's regular rate of pay because the employee is unable to work because of a
40 bona fide need to care for an individual subject to quarantine in accordance with a Federal, State,
41 or local government order or advice of a health care provider, or to care for a child under 18
42 years of age whose school or child care provider is closed or unavailable for reasons related to
43 COVID-19, and/or the employee is experiencing a substantially similar condition as specified by
44 the Secretary of Health and Human Services, in consultation with the Secretaries of the Treasury
45 and Labor.

Eligible employees may request leave available under the Families First Coronavirus Response Act by completing Policy 1910F1 – Emergency Paid Sick Leave

Emergency Family Medical Leave

Employees may be eligible for up to an additional 10 weeks of paid expanded family and medical leave at two-thirds the employee's regular rate of pay when the employee, who has been employed for at least 30 calendar days, is unable to work due to a bona fide need for leave to care for a child whose school or child care provider is closed or unavailable for reasons related to COVID-19.

Eligible employees may request leave available under the Families First Coronavirus Response Act by completing Policy 1910F2 – Emergency Family Medical Leave.

Legal Reference: Families First Coronavirus Response Act

Cross Reference: Policy 1910F1 – Emergency Paid Sick Leave Form
Policy 1910F2 - Emergency Family Medical Leave Form
Policy 1909 – Human Resources and Personnel
Policy 5321 – Leaves of Absence
Policy 5328 – Family Medical Leave Act
Policy 5329 – Long Term Illness
Policy 5330 – Maternity and Paternity Leave
Policy 5334 - Vacations

Policy History:

Adopted on:

Reviewed on:

Revised on:

Terminated on:

CULBERTSON SCHOOL DISTRICT - EMPLOYEE REQUEST FORM - EMERGENCY PAID SICK LEAVE

Employees may be entitled to Emergency Paid Sick Leave in accordance with the Families First Coronavirus Response Act (FFCRA) if the employee satisfies eligibility standards. Employees can complete this form and submit it or any questions to the District Clerk.

Employee Name: _____

Mailing Address: _____ E-mail: _____

Home Phone Number: _____ Alternate Phone Number: _____

Anticipated Begin Date of Leave: _____ Expected Return to Work Date: _____

EMPLOYEE REQUEST FOR LEAVE AT FULL PAY

Employees satisfying one of the three standards noted below are eligible for two weeks of leave capped at 80 hours paid at the employee's full regular compensation rate. For a part-time employee it is the number of hours equal to the average number of hours that the employee works over a typical two-week period. Please select the applicable reason and follow the related instructions.

I am unable to work or telework for the following reasons:

- I am quarantined pursuant to Federal, State, or local government order.
- I am quarantined on the advice of a health care provider.
- I am experiencing COVID-19 symptoms and seeking a medical diagnosis.

Please attach the applicable government order or documentation from medical provider corresponding to the item(s) selected.

EMPLOYEE REQUEST FOR LEAVE AT 2/3 PAY

Employees satisfying one of the three standards noted below are eligible for two weeks of leave capped at 80 hours paid at the 2/3 of the employee's regular compensation rate. For a part-time employee it is the number of hours equal to the average number of hours that the employee works over a typical two-week period. Please select the applicable reason and follow the applicable instructions.

I am unable to work or telework for the following reasons:

- I need to care for an individual subject to quarantine pursuant to Federal, State, or local government order or advice of a health care provider. I represent that no other person will be providing care for the individual during the period for which the I am receiving Emergency Paid Sick Leave.

Name(s) of the individual(s) being cared for: _____

- I am experiencing a substantially similar condition as specified by the Secretary of Health and Human Services, in consultation with the Secretaries of the Treasury and Labor.

Please attach the applicable government order or documentation from medical provider corresponding to the item(s) selected.

- I am unable to work or telework because I need to care for my child under age 18 because my child's elementary or secondary school, childcare provider, or child's place of care has been closed or is unavailable due to a public health emergency. During this period of unavailability or closure, I represent that no other person will be providing care for my child during the period for which I am receiving Emergency Paid Sick Leave.

Section Continued from previous page

Name(s) and Age(s) of Child or Children: _____

If the age of one or more of the child is between 14 and 18, the following special circumstances exist requiring me to care for the child during daylight hours: _____

Please attach notice or documentation related to the unavailability of the school, daycare, place of care or person providing care to the child. The School District reserves the right to request confirmation regarding the nature of the closure or unavailability.

If you are requesting 2/3 paid leave in conjunction with Emergency FMLA to care for a child under the age of 18 affected by school or care closure due to public health emergency, please complete an EFMLA form to submit with this form.

SUPPLEMENT 2/3 PAY WITH ACCRUED DISTRICT LEAVE

An employee on Emergency Paid Sick Leave at 2/3 pay as noted above, may choose to supplement the 2/3 pay provided through Emergency Paid Sick Leave with accrued District leave to earn full compensation. Please indicate if you would like to use paid leave during your Emergency Paid Sick Leave absence to supplement your 2/3 Emergency Paid Sick Leave compensation. Requested leave is subject to availability based on confirmation by the School District.

Vacation: _____Hours

Sick Leave: _____Hours

Personal: _____Hours

EMPLOYEE CERTIFICATION AND SIGNATURE

I certify that the above information is accurate and complete. I understand that if I fail to report for work on or before the scheduled return date indicated above or fail to communicate changes in the schedule with my supervisor, I may be subject to discipline in accordance with School District Policy.

Employee Signature: _____ Date: _____

FOR SCHOOL DISTRICT USE ONLY

Request Received By: _____ Date: _____

Leave Approved By: _____ Date: _____

Period of Leave: _____

Duration and Type of Supplemental Leave to Earn Full Pay Approved: _____

The School District will retain all records related to this leave request for at least 4 years for auditing purposes.

CULBERTSON SCHOOL DISTRICT - EMPLOYEE REQUEST FORM - EMERGENCY FMLA

Employees may be entitled to Emergency FMLA (EFMLA) in accordance with the Families First Coronavirus Response Act (FFCRA) if the employee satisfies eligibility standards. Employees can complete this form and submit it or any questions to the District Clerk.

Employee Name: _____

Mailing Address: _____ E-mail: _____

Home Phone Number: _____ Alternate Phone Number: _____

Employment Start Date: _____ Employees must have worked for School District for 30 days to be eligible for EFMLA.

Expected Begin Date of Leave: _____ Expected Return to Work Date: _____

REASON FOR LEAVE

Employees satisfying the standards noted below are eligible for 12 weeks* of leave. The first two weeks of the leave are unpaid unless the employee selects available options in the next box. The remaining 10 weeks of leave are paid at 2/3 of the employee's regular compensation rate unless other options are selected on this form. Please select the applicable reason and follow the applicable instructions.

I am unable to work or telework because I need to care for my child under age 18 because my child's elementary or secondary school, childcare provider, or child's place of care has been closed or is unavailable due to a public health emergency. During this period of unavailability or closure, I represent that no other person will be providing care for my child during the period for which I am receiving EFMLA.

Name(s) and Age(s) of Child or Children: _____

If the age of one or more of the child is between 14 and 18, the following special circumstances exist requiring me to care for the child during daylight hours: _____

Please attach notice or documentation related to the unavailability of the school, daycare, place of care or person providing care to the child. The School District reserves the right to request confirmation regarding the nature of the closure or unavailability.

** An employee who qualifies for and utilizes the Emergency Paid Sick Leave provisions of the FFCRA, is entitled to an additional 10 weeks of Emergency FMLA. Direct questions about or requests for this leave to the staff member noted above.*

SUBSTITUTION OF PAID LEAVE FOR FIRST TEN DAYS OF EFMLA

In accordance with the FFCRA, the first ten days of EFMLA is unpaid, however you may be eligible to use Emergency Paid Sick Leave provided through the FFCRA to cover this period at 2/3 of full pay. In the event you have already used Emergency Paid Sick Leave, you are permitted to use available District-provided paid leave to cover this period at full pay. Please indicate if you would like to use paid leave during the first 10 days of your absence and how many hours you plan to use. Requested leave is subject to availability based on confirmation by the School District. If requesting Emergency Paid Sick Leave, please complete and submit an Emergency Paid Sick Leave form.

Vacation: _____ Hours Sick Leave: _____ Hours Personal: _____ Hours FFCRA: _____ Hours

SUPPLEMENT 2/3 PAY WITH ACCRUED DISTRICT LEAVE

An employee may choose to supplement the 2/3 pay provided through EFMLA with accrued District leave to earn full compensation. Please indicate if you would like to use paid leave during your EFMLA absence to supplement your 2/3 EFMLA compensation. Requested leave is subject to availability based on confirmation by the School District.

Vacation: _____ Hours Sick Leave: _____ Hours Personal: _____ Hours

CONTINUOUS OR INTERMITTENT LEAVE

After completing the first ten days of EFMLA, an employee may choose to take 10 weeks of continuous leave under EFMLA for the reason indicated above. Continuous leave means the employee will not complete any District duties during this period but will be compensated based on the options selected above.

An employee may also choose to take 10 weeks of intermittent leave. Intermittent leave means an employee will complete some District duties on a modified schedule as approved by the employee's supervisor. When using intermittent leave, the employee will receive full regular pay for hours worked and 2/3 of regular pay during periods on EFMLA unless supplemented in a manner noted above.

I am requesting (choose one): Continuous leave Intermittent leave

If your need for leave is intermittent, please describe the requested schedule for your intermittent leave: _____

EMPLOYEE CERTIFICATION AND SIGNATURE

I certify that the above information is accurate and complete. I understand that if I fail to report for work on or before the scheduled return date indicated above or fail to honor the intermittent EFMLA schedule I may be subject to discipline in accordance with School District Policy.

Employee Signature: _____ Date: _____

FOR SCHOOL DISTRICT USE ONLY

Request Received By: _____ Date: _____

Leave Approved By: _____ Date: _____

Period of Leave: _____

Intermittent Leave Schedule if applicable: _____

Duration and Type of Substituted Leave for First Ten Days Approved: _____

Duration and Type of Supplemental Leave to Earn Full Pay Approved: _____

The School District will retain all records related to this leave request for at least 4 years for auditing purposes.

1 **Culbertson School District**

2
3 **COVID-19 Emergency Measures**

1911

4
5 School District Budget Adoption, Amendment and Audit

6
7 The period of the school fiscal year affected by the declared public health emergency shall be the
8 longer of the portion of the school fiscal year covered by an emergency declared by the
9 President, Congress, Governor, Montana Legislature, State or County Health Department or the
10 portion of the school fiscal year identified in the board's declaration of an emergency. The
11 School District shall avail itself of all flexibilities allowed by law, rule, or regulation and shall be
12 otherwise governed by the school finance laws and rules of the state of Montana. The School
13 District shall comply with auditing requirements and reserves the authority to assert its rights to
14 manage school district funds or seek state and federal funds in a manner consistent with the full
15 flexibility available under all applicable laws.

16
17 Legal Reference: Article X, section 8 Montana Constitution
18 Title 20, Chapter 9, Part 8, Montana Code Annotated

19
20 Policy History:

21 Adopted on:

22 Reviewed on:

23 Revised on:

24 Terminated on:

1 **Culbertson School District**

2
3 **COVID-19 Emergency Measures**

1912

4
5 School District Elections Rescheduled Due to Emergency

6
7 The County Superintendent may cancel the School District's election due to an emergency
8 declared by the Governor. As soon as convenient after the declaration of a state of emergency or
9 disaster is terminated, the trustees of the district shall set a new date for the election. Notice of
10 such election shall be published for 7 consecutive days in a newspaper of general circulation in
11 the district and posted for 7 days at district polling places. All applicable deadlines governing
12 school election procedures in Montana law shall be reset and calculated based on the date of
13 rescheduled election.

14
15 Legal Reference: Section 20-20-108, MCA - Rescheduling Of School Election Canceled
16 Due To Declaration Of State Of Emergency Or Disaster
17 Title 20, Chapter 20, MCA
18

19
20 Policy History:

21 Adopted on:

22 Reviewed on:

23 Revised on:

24 Terminated on: