

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

NOTICE OF REGULAR SCHOOL BOARD MEETING

Tuesday—June 16, 2026, 6:30 PM

PREVIEW BILLS.....6:20 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. May 19, 2026 (Special Board Meeting)
 - b. May 19, 2026 (Technology Committee Meeting)
 - c. May 19, 2026 (May Board Meeting)
 - d. May 26, 2026 (Transportation Committee Meeting)

FINANCE REPORT

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

REPORTS

- 07. Information, Student Representative Report—None
- 08. Information, Teacher Report—None
- 09. Information, Activities Director Report—None
- 10. Information, Technology Systems Administrator Report—None
- 11. Information, JH/HS Principal Report—None
- 12. Information, Elementary Principal Report—None
- 13. Information, District Clerk Report
- 14. 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

15. Action, Approve 2024 Audit
16. Action, Second Reading Policy
Job Descriptions for Extra-curricular Contracts
Policy 5321-P(3) Sick Leave Bank

NEW BUSINESS

17. Action, 2026-2027 Coaching Recommendations
18. Action, Extra-Curricular Contracts
19. Action, MTSBA Membership
20. Action, MSGIA Property and Liability Renewal
21. Action, Interquest Detection Canines
22. Action, Open Activities Account
23. Action, Foreign Language Contract
24. Action, Classified Contracts
25. Action, Updated Health Curriculum Materials
26. Action, Annual Review of Policy 7231
27. Action, Teacher Apprenticeship Program
28. Action, Out of District Attendance Agreements
29. Action, Activities Handbook Recommendations
30. Action, Student Handbook Recommendations
31. Action, First Reading Policy
 - 3431-NF(1): Accident Report Form
 - 2050: Innovative Student Instruction
 - 2151: Interscholastic Activities
 - 3110: Entrance, Placement, and Transfer
 - 3231: Searches and Seizures
 - 3225-P(1): Sexual Harassment of Students-Procedure
 - 5012-P(1): Sexual Harassment of Employees
 - 5120-P(1) Hiring Process & Criteria-Federal Background Check...
 - 5321: Sick Leave
 - 5322: Military Leave
 - 5323: Personal & Emergency Leave
 - 5324: Civic Duty Leave

PUBLIC COMMENT FOR NON-AGENDA ITEMS

- 32.

REPORTS (Continued)

33. Information, Trustees Reports/Requests

DATE/TIME FOR NEXT MEETING

34. Date: Tuesday, July 21, 2026
Time: 6:20 Preview Bills, 6:30 mtg.
Potential Conflicts:
Suggested Changes:

ADJOURNMENT

34. Time of adjournment: _____

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.

Culbertson Public School

Totals Report for May 2026 through May 2026
2025-2026

06/05/2026
11:08:55 AM

Checking
Savings
Investments

Account	Beginning	+ Receipts	- Expenditures	+ Transfers	= Ending
1 - ANNUAL	4,616.53	585.00	57.98	0.00	5,143.55
2 - ATHLETICS	3,505.06	934.56	2,101.88	-750.85	1,586.89
3 - FRESHMAN CLASS 2029	7,044.26	0.00	0.00	0.00	7,044.26
4 - 6TH GRADE CLASS 2032	1,770.25	0.00	0.00	0.00	1,770.25
5 - GRADUATED SENIOR CLASS 2025	0.00	0.00	0.00	0.00	0.00
6 - SENIOR CLASS 2026	4,639.23	0.00	3,018.77	0.00	1,620.46
7 - SOPHOMORE CLASS 2028	3,914.47	0.00	0.00	0.00	3,914.47
8 - CHEERLEADER	1,222.76	0.00	0.00	0.00	1,222.76
9 - FFA	15,236.73	0.00	2,292.43	0.00	12,944.30
10 - BAND/CHOIR	5,185.14	0.00	104.58	0.00	5,080.56
11 - STUDENT COUNCIL	5,515.50	0.00	186.32	0.00	5,329.18
12 - SPEECH AND DRAMA	1,283.14	0.00	0.00	0.00	1,283.14
13 - VO-AG REVOLVING	1,895.49	0.00	0.00	0.00	1,895.49
14 - JUNIOR CLASS 2027	8,183.20	0.00	393.56	0.00	7,789.64
15 - PLAY	2,433.93	0.00	0.00	0.00	2,433.93
16 - Golf	488.61	0.00	0.00	125.85	614.46
17 - BPA	2,721.18	1,415.50	4,800.17	0.00	-663.49
18 - EXPLORE AMERICA	30,981.03	1,244.50	1,583.31	625.00	31,267.22
19 - MUSIC PARENTS	2,680.02	0.00	0.00	0.00	2,680.02
20 - ART	2,933.68	0.00	0.00	0.00	2,933.68
21 - LIBRARY	2,387.73	0.00	0.00	0.00	2,387.73
22 - 7TH GRADE CLASS 2031	875.83	0.00	0.00	0.00	875.83
23 - 8TH GRADE CLASS 2030	3,345.75	20.00	83.04	0.00	3,282.71
24 - SCIENCE OLYMPIAD	5,487.56	0.00	146.95	0.00	5,340.61
	118,347.08	+ 4,199.56	- 14,768.99	+ 0.00	= 107,777.65

Waiting for donation
Check from oil company and track
meal payments.

Next page shows current as of
6/5/26



Activity Report for June through June
2025-2026

17 - BPA

Update for
Board Meeting

06/09/2026
12:05:15 PM

Checking		Savings		Investments	
Beginning	Ending	Beginning	Ending	Beginning	Ending
-663.49	-82.49	0.00	0.00	0.00	0.00

Transaction	Number	From Whom	Check	Amount	Deposit	Purpose	Date	Running
Receipt	70031	MEDICINE LAKE-FROID CO-OP	6185	143.00	2278	Meal Served @ School Event	06/02/2026	-520.49
Receipt	70033	WESTBY SCHOOL	9451	126.00	2280	Meal Served @ School Event	06/05/2026	-394.49
Receipt	70035	BPA		250.00	2282	DONATION RECEIVED	06/09/2026	-144.49
Receipt	70036	BPA		62.00	2283	Vending Machine Sales	06/09/2026	-82.49
				581.00	Overall			

Waiting on Lambert School
to pay for Track meals
\$133.⁰⁰

Once rec'd - + \$50.51



Culbertson School Board Meeting

Superintendent's Report

June 16, 2026

Staff shoutouts this month go to the following:

***Mrs. Manning**—Congratulations to Mrs. Manning who will complete her final 2 classes on June 26th to receive her Master's in Education degree for FCS! What an awesome accomplishment! We are grateful to have her on our team delivering FCS curriculum and opportunities for our students!

A. Events that I plan to attend for June & July:

June 16	June Board Meeting of the Culbertson School Trustees 6:30pm
June 22	Meeting with CTE specialist, Ethan Igo
June 21	July Board Meeting of the Culbertson School Trustees
July 26	SAM Administrators' Institute in Helena
July 27	SAM Administrators' Institute in Helena
July 28	SAM Administrators' Institute in Helena
July 29	SAM Administrators' Institute in Helena

B. Other updates and items for your review:

1. Bus Routes—A call for bids continues to be advertised for the Birch Bus Route. There have not been any bids submitted at this time. Our transportation committee met for the first time on May 26th. There were suggestions of how to potentially absorb the Birch route by rearranging riders on multiple routes. Lisa and I plotted these suggestions on the route maps. I have emailed the Josh Johnson, the Richland County Transportation Director, to review roads that are not currently approved parts of our routes. He has asked me to use his map, which is easier to read for his blade operators. I intend to send his map back to him with our suggestions on Monday.
2. Transportation Committee—Before we leave the meeting, we would like to set the date for the next transportation committee meeting. The intent remains to present route maps for approval at the July board meeting so that they can then be presented at both the Roosevelt and Richland County transportation committees for approval.
3. Open Positions—Currently we are still on the hunt for 2 certified elementary teachers and a K-12 art teacher for next school year. All other positions are filled currently. There is a possibility that we may need an additional paraprofessional in Mrs. Ator's room.
4. Evaluation Tool—The end of the year was too chaotic to give a proper review of the teacher evaluation tools. CEA requested we wait until next year so we have adequate time to review and I agree. We will begin review of the teacher evaluation tool in the fall when we return to school with the goal of finding a tool that we mutually agree upon for the 2027-2028 school year.

5. BASC Consortium—The Bakken Area Skills Center (BASC) in Watford City has met with 6 area schools in northeast Montana to offer their help in creating a consortium for our schools. This would mirror the consortium in North Dakota that assembles a variety of trunks that rotate between their consortium schools for different CTE units. The trunks include options for all 3 CTE departments, for example: embroidery, graphic design, CNC welding etc. The schools in our northeast corner looking to participate are Culbertson, Froid, Bainville, Westby, Medicine Lake, and Plentywood. Sheridan Electric is willing to assist in grant writing for the initial costs of all the materials to build the trunk units. This is a place we can utilize our Pekins grant money, which I will continue pursuing if the consortium is formed and funding comes through from Sheridan Electric's efforts in grant writing.
6. Here are a few items that will be part of the next regular Board meeting agenda:
 - 2nd Reading Policy
 - Recommendations from Transportation Committee
 - 2026-2027 Class Schedule
 - Options to build the Athletics' Account

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), 787-5211 (home), 404-774-4088 (cell), or by email at simonsenna@culbertson.k12.mt.us at any time. I believe in an open door, so please feel free to drop in my office anytime to visit.

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

MEETING DATE: 6-16-2026

AGENDA ITEM #: 15

AGENDA TITLE: 2024 Audit Review/Approval

SUMMARY: We need formal board action to approve the 2024 audit if it is available.

BOARD ACTION

	Motion	Second	Aye	Nay	Abstain
Petersen					
Newbill					
L. Steppler					
Fox					
V. Steppler					

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.

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

MEETING DATE: 6-16-2026

AGENDA ITEM #: 16

AGENDA TITLE: Second Reading of Policy

SUMMARY: The following policy update and new policy are being presented for the second reading for approval. Both were posted for the required amount of time and received no comments. Amendments, additions, substitutions etc. can still be made during this action item.

Job Descriptions for Extra-curricular Contracts: I have a sample for the FFA and BPA advisor positions and a sample for coaches as requested earlier this year.

Policy 5321-P(3) Sick Leave Bank: We are simply striking September and changing it to May to reflect action we took last April on policy 5334-P(1). Staff prefer to donate in May if they have unused sick leave.

BOARD ACTION

	Motion	Second	Aye	Nay	Abstain
Petersen					
Newbill					
L. Steppler					
Fox					
V. Steppler					

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.

BPA and FFA Advisors

REPORTS TO: HS Principal and/or Superintendent

UNIVERSAL OBLIGATIONS/EXPECTATIONS OF EACH STAFF MEMBER

It is the expectation of the District that each staff member will: (1) put the safety, health and well-being of students at the forefront of all actions, job responsibilities and decisions, and (2) undertake all duties in alignment with the District's Strategic Plan.

ESSENTIAL FUNCTIONS:

Plans and attends trips to local, regional, state, and national competitions/conventions.

Integrates employability skills (e.g., communication, teamwork, professionalism, leadership, and digital citizenship) into the workings of FFA and BPA.

Helps student officers schedule, plan, and prepare for FFA or BPA meetings.

Maintains order in the extra-curricular organization and, in conjunction with administrative staff, administers discipline when necessary to achieve proper behavior.

Supports Career and Technical Student Organizations participation and will plan, prepare, and lead participation in FFA or BPA activities/competitions as assigned.

Clearly communicates plans for events, competitions, and travel to involved students (and parents when necessary).

Coordinates or supports work-based learning activities (e.g., job shadows, internships, school-based enterprises) in collaboration with district staff and community/business partners, consistent with district procedures when possible.

Reports cases of suspected child abuse according to state law.

Complies with Board policies, rules, regulations, and directives.

Only minimum duties are listed. Other functions may be required as given or assigned.

DESIRED MINIMUM QUALIFICATIONS:

- For CTE assignments, may include a Montana Career & Technical (Class 4) license with an appropriate endorsement area aligned to the teaching assignment.
- Ability to timely submit and maintain required CTE program documentation (as applicable to the assignment), including participation in audits/reviews and compliance reporting as directed by the District.
- CTE Class 4 licensure:
 - Class 4A: Holds a Montana Class 1 or Class 2 teaching license and submits verification of at least 5,000 hours of related industry work experience/skills in each endorsement area requested.
 - Class 4B: Holds a certificate of completion from an apprenticeship program or an associate's, bachelor's, or master's degree and submits verification of at least 5,000 hours of related industry work experience/skills in each endorsement area requested.
 - Class 4C: Holds a high school diploma or GED (no degree required) AND submits verification of at least 5,000 hours of related industry work experience/skills in each endorsement area requested.

- Demonstrated knowledge of business and/or marketing content, computer applications, and related industry practices relevant to BPA and FFA.
- Ability to write reports and business correspondence.
- Ability to effectively present information and respond to questions from students, parents, staff, and the community.
- Ability to handle stressful situations.
- Ability to maintain confidentiality of employment and student matters.
- Ability to effectively manage time and responsibilities.

For additional CTE program and industry-area resources (including Industrial Trades & Technology), see OPI: <https://opi.mt.gov/Educators/Teaching-Learning/Career-Technical-Education/Industrial-Technology>

EQUIPMENT USED:

A variety of electronic and technology devices, copier, telephone/voice mail, fax.

WORK ENVIRONMENT:

While performing the duties of this job, the employee regularly works inside and outside. The employee must be able to meet deadlines with severe time constraints. The employee frequently will work irregular or extended work hours while performing the duties of this job. The employee is directly responsible for the safety, well-being, and work output of students.

The noise level in the work environment is usually moderate.

PHYSICAL DEMANDS:

While performing the duties of this job, the employee is frequently required to sit, walk, and stand; twist at neck and waist; kneel. Specific vision abilities required by this job include close vision, distance vision, depth perception, and the ability to adjust focus. The employee is required to be able to hear conversations in quiet environments. May be required to lift or move up to 20 pounds.

MENTAL/MOTOR DEMANDS:

While performing the duties of this job, the employee rarely performs routine work. The employee frequently exercises flexibility (ability to shift from one task to another). Guidance and reinforcement are infrequently available. The employee frequently works within time constraints and maintains attentiveness intensity. The employee is frequently involved in social interactions which require oral and written communications.

The physical demands, work-environment characteristics, and mental/motor demands described within this job description are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations shall be made to enable individuals with disabilities to perform the essential functions.

COACH

REPORTS TO: Activities Director and/or HS Principal and Superintendent

UNIVERSAL OBLIGATIONS/EXPECTATIONS OF EACH STAFF MEMBER

It is the expectation of the District that each staff member will: (1) put the safety, health and well-being of students at the forefront of all actions, job responsibilities and decisions, and (2) undertake all duties in alignment with the District's Strategic Plan.

ESSENTIAL FUNCTIONS:

Coaches participants in the skills necessary for the sport/activity assigned.

Must maintain competency in rules, regulations, and coaching techniques for the sport/activity.

Establishes a schedule of practices.

Maintains discipline and sportsmanlike conduct of all participants and enforces the policies of the District uniformly when disciplining participants

Follows the established MHSA rules/regulations, Board policy, and handbook rules for eligibility.

Responsible for the inventory of equipment and supplies.

Responsible for making recommendations to the administration for equipment and supplies needed for the ensuing season.

Works with the activities director in scheduling practices.

In team activities, teaches/coaches the importance of team work.

Supervises participants and assistant coaches.

Only minimum duties are listed. Other functions may be required as given or assigned.

DESIRED MINIMUM QUALIFICATIONS:

- Meets MHSA requirements (if applicable).
- Holds a currently valid American Red Cross First Aid card (for those coaching athletics).
- Ability to read and interpret documents such as safety rules, operating and maintenance instructions, and procedure manuals.
- Ability to write routine reports and correspondence.
- Ability to effectively communicate, orally and in writing, with students, parents, staff, and the community in general.
- Ability to handle stressful situations.
- Ability to maintain confidentiality of employment and student matters.
- Ability to perform duties with an awareness of all District requirements and Board policies.
- Ability to effectively manage time and responsibilities.

EQUIPMENT USED:

Stopwatch, Score clock, a variety of electronic and technology devices, copy machine, fax machine, telephone/voice mail, score-keeping equipment or other equipment germane to the sport/activity.

WORK ENVIRONMENT:

The employee constantly works around others, works with the public, and works inside and outside. The noise level in the work environment varies, but is frequently loud. The employee must be able to meet deadlines with severe time constraints.

PHYSICAL DEMANDS:

The employee is frequently required to walk and continuously required to stand. The employee will frequently bend or twist at the neck and waist while performing the duties of this position. The employee will occasionally be required to reach with hands and arms and stoop, kneel, crouch, or crawl. The employee continuously uses hand strength to grasp tools. The employee must occasionally lift and/or move up to 50 pounds. Specific vision abilities required by this position include close vision, depth perception, and peripheral vision.

MENTAL/MOTOR DEMANDS:

While performing the duties of this job, the employee rarely performs routine work. The employee exercises flexibility (ability to shift from one task to another). Guidance and reinforcement are infrequently available. The employee frequently works within time constraints and must maintain attentiveness intensity. The employee is frequently involved in social interactions which require oral and written communication. Reasoning and exercising judgment are used/required on the job.

The physical demands, work-environment characteristics, and mental/motor demands described within this job description are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations shall be made to enable individuals with disabilities to perform the essential functions.

For those classified employees employed under a written contract for a specified term, nothing contained in this job description shall create a property right beyond the specified duration of the employment contract.

Procedure 5321-P(3): Sick Leave - Sick Leave Bank

Status: ADOPTED

Original Adopted Date: 03/19/2002 | **Last Revised Date:** 04/15/2025 | **Last Reviewed Date:** 04/15/2025

Sick Leave Bank

Any Culbertson School District employee may donate sick leave to the bank to be used by any employee in emergency situations. Each employee, upon filing a Contribution of Sick Leave Form and approval from the Culbertson School Board of Trustees, may voluntarily place a maximum of five (5) of their individual emergency/sick days per year into the Culbertson School Employees' Sick Leave Bank. The application for contribution must be submitted for approval at the regular ~~September~~ ^{May} School Board Meeting each year. Upon approval by the Board, all contributions are irrevocable.

Conditions and decisions for granting such use are as follows:

1. Any employee of the Culbertson School system may apply to the Culbertson School Board for approval to use sick leave from the Bank by filing a Sick Leave Bank Request Form, if and when, they have exhausted all individual accumulated emergency, sick, personal, comp., and vacation leaves.
2. Once an employee has exhausted all accumulated leave and all granted Bank leave, the salary for that employee shall cease to be paid until such a time as the employee returns to duty.
3. Applications for days from the Bank will be granted for medical emergencies. Maternity leave will not be considered unless the extended absence is for medical complications as a result of birth, or complications with the child's health after birth.
4. The maximum number of days in the Culbertson School Employees' Sick Leave Bank shall not exceed one hundred (100) days.
5. The maximum number of days that may be granted to any employee will be half the number of days available in the Sick Leave Bank at the time of approval by the Board.
6. At the completion of the budget year, June 30th, any unused Bank days shall be carried completion over of the into the new year.

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

MEETING DATE: 6-16-2026

AGENDA ITEM #: 17

AGENDA TITLE: 2026-2027 Coaching Recommendations

SUMMARY: The following coaches are being recommended for hire from the activities' director:

Head HS Track: David Solem

Assistant HS Track: Mike Olson and Logan Nickoloff

JH/Elementary Head Track: Terri Sansaver

JH/Elementary Assistant Track:

Head Golf: Jimie Lou Morris

Assistant Golf: Eddie Morris

Head Elementary BBB: Shawn Larsen

BOARD ACTION

	Motion	Second	Aye	Nay	Abstain
Petersen					
Newbill					
L. Steppler					
Fox					
V. Steppler					

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.

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

MEETING DATE: 6-16-2026

AGENDA ITEM #: 18

AGENDA TITLE: 2026-2027 Extra-Curricular Recommendations

SUMMARY: The recommendations for extra-curricular positions are attached. The positions that have a purple asterisk are positions you have already taken action on for the 2026-2027 school year.

Currently there are only 2 class advisors needed. There are 2 staff members considering filling these positions and I hope to be ready to make a recommendation on these at the July meeting.

BOARD ACTION

	Motion	Second	Aye	Nay	Abstain
Petersen					
Newbill					
L. Steppler					
Fox					
V. Steppler					

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.

EXTRACURRICULAR

2026-2027

Advisor-12th (GRADUATION)	Chelsi Flinn
Advisor-11th (PROM)	
Advisor-10th	Shelby Manning
Advisor-9th	Jimie Lou Morris
Advisor-8th	Amy Berwick
Advisor-7th	April Wills
Advisor-6th	
Advisor-Drug & Alcohol	Brad Nielsen
Advisor-HS Student Council	Elizabeth Standley
Advisor-NHS	Shelly Salvevold
Advisor-BPA	Janelle Ator
Advisor-Title IX	Nicole Simonsen
Annual	Jimie Lou Morris
Band	Jennesy Taberna
* Basketball Boys	Milt Apple
* Basketball Girls	David Anderson
* Cheerleader Coach	Tiffany Nielsen
Chorus	Russell Pfeifer
* Cross Country	Chance Hyatt
FFA	Khrista Corpron
* Football	Brian Manning
Golf	JimieLou Morris
* Speech & Drama	Jeri Gustafson
Track	David Solem
* Volleyball	Tiffany Nielsen
MCT	Ashlee Anderson

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

MEETING DATE: 6-16-2026

AGENDA ITEM #: 19

AGENDA TITLE: MTSBA Membership

SUMMARY: The additional 2 bills came from MTSBA: Indian School Board Caucus (\$2,483) and Strategic Plan Maintenance (\$1,000). Both are presented to you for your discussion. Action is necessary if you choose to approve them. No action is needed if you do not wish to approve these 2 pieces.

BOARD ACTION

	Motion	Second	Aye	Nay	Abstain
Petersen					
Newbill					
L. Steppler					
Fox					
V. Steppler					

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.



INVOICE

Invoice Number	0020818
Invoice Date	6/15/2026
Invoice Term	30
Due Date	7/15/2026

Culbertson Public Schools
Lora Finnicum
Box 459
Culbertson, MT 59218
United States

Memberships

Membership Renew for
Membership Type: Indian School Board Caucus
Membership Term: 7/1/2026 - 6/30/2027

Item	Quantity	Price	Total
Indian School Board Caucus	1	\$2,483.00	\$2,483.00

Total: \$2,483.00
Tax Total: \$0.00
Shipping Total: \$0.00
Grand Total: \$2,483.00
Payment: \$0.00
Balance: \$2,483.00

Thank you for your business!

Please detach the portion below and return it with your payment.

REMITTANCE

Please make checks payable to:
Montana School Boards Association

863 Great Northern Blvd Ste 301
Helena, MT 59601 United States
(406) 442-2180

Invoice Number	Order 0020818
Name	Culbertson Public Schools
Due Date	7/15/2026
Balance	\$2,483.00
Amount Enclosed	\$



INVOICE

Invoice Number	0020551
Invoice Date	6/15/2026
Invoice Term	30
Due Date	7/15/2026

Culbertson Public Schools
Lora Finnicum
Box 459
Culbertson, MT 59218
United States

Memberships

Membership Renew for
Membership Type: Strategic Planning Maintenance Services
Membership Term: 7/1/2026 - 6/30/2027

Item	Quantity	Price	Total
Strategy Maintenance	1	\$1,000.00	\$1,000.00

Total: \$1,000.00
Tax Total: \$0.00
Shipping Total: \$0.00
Grand Total: \$1,000.00
Payment: \$0.00
Balance: \$1,000.00

Thank you for your business!

Please detach the portion below and return it with your payment.

REMITTANCE

Please make checks payable to:
Montana School Boards Association

863 Great Northern Blvd Ste 301
Helena, MT 59601 United States
(406) 442-2180

Invoice Number	Order 0020551
Name	Culbertson Public Schools
Due Date	7/15/2026
Balance	\$1,000.00
Amount Enclosed	\$

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

MEETING DATE: 6-16-2026

AGENDA ITEM #: 20

AGENDA TITLE: MSGIA Property & Liability Renewal

SUMMARY: MSGIA has been our provider for property and liability insurance for many years. The rates have increased 0.3% this year, adding \$331 to our premium from last year. In addition, they provide our workman's compensation coverage. I recommend renewal with MSGIA.

BOARD ACTION

	Motion	Second	Aye	Nay	Abstain
Petersen					
Newbill					
L. Steppler					
Fox					
V. Steppler					

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.

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

MEETING DATE: 6-16-2026

AGENDA ITEM #: 21

AGENDA TITLE: Interquest Detection Canines

SUMMARY: This agreement is attached. Beth and Storm have been coming to our school for many years. I recommend the renewal of this contract for services.

BOARD ACTION

	Motion	Second	Aye	Nay	Abstain
Petersen					
Newbill					
L. Steppler					
Fox					
V. Steppler					

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.

National Headquarters
21900 Tomball Parkway
Houston, Texas 77070
800-481-7768

Interquest Detection Canines of Montana
Beth Kendall, Owner
PO Box 62
Joplin, Montana 59531
406-673-7925

INTERQUEST DETECTION CANINES

Culbertson Public Schools

This shall serve as an agreement by and between Interquest Detection Canines and the District for substance awareness and detection services for the period of August 2026 through July 2027.

It is understood that the District has established and communicated a policy clearly defining contraband as all drugs of abuse (in the broadcast terms), alcoholic beverages, firearms and ammunition, prescription and over-the-counter medication and that this policy has been disseminated to all campus locations. Violations are considered initial to the welfare of students/employees and contrary to the District's desire to foster an atmosphere conducive to safety education. It is also recommended that the District publicly that it has a service agreement with Interquest Detection Canines to provide random contraband inspections on its campus.

Interquest shall provide contraband inspection service utilizing non-aggressive contraband Detection canines. Such inspections may be conducted on an unannounced basis under the auspices and direction of the District administration with Interquest acting as an agent of the District conducting such inspections. Communal areas, lockers, gym areas, classrooms, parking lots(vehicles), grounds and other selected areas as directed by the District officials, shall be subject to inspection. Contraband detected on District property is the responsibility of the District. Suspected drugs of abuse may be field-tested to provide presumptive identification of the drug.

Interquest agrees to provide 3 #half-day/full-day visits during the contract period. The service rate is \$400.00 per half-day(2.5 hours +paperwork time) or \$700.00 per full-day(5 hours +paperwork time) inspection during the contract period. The District may increase the total number of visits by notifying Interquest in writing. Multiple canine teams will be charged on a per team basis.

Interquest will invoice for service to the District's business office during or end of the service month. The District agrees to pay for services within thirty (30) days of receipt of such invoice.

Interquest will schedule District visits in conjunction with days designated by the District as appropriate for visits. The District will provide a school calendar indicating dates that are inappropriate for service noted. This calendar will serve as an addendum to the agreement. All other dates will be considered acceptable for visits.

Interquest is licensed and registered by the U.S. Department of Justice, Drug Enforcement Administration, and regional agencies as required.

FOR THE SCHOOL:

Administrator Signature.

Date

Beth Kendall
J.D.C.
6/3/26

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

MEETING DATE: 6-16-2026

AGENDA ITEM #: 22

AGENDA TITLE: Open Activities Account

SUMMARY: Mrs. Taberna has requested permission to open an activities account for District 12 Music. Currently the financials for our District 12 music festivals are being housed elsewhere, which makes operating difficult for Mrs. Taberna and Mr. Pfiefer when they run the music festivals. Kaylynn agrees that this should have its own account rather than running through our music accounts.

BOARD ACTION

	Motion	Second	Aye	Nay	Abstain
Petersen					
Newbill					
L. Steppler					
Fox					
V. Steppler					

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.

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

MEETING DATE: 6-16-2026

AGENDA ITEM #: 23

AGENDA TITLE: Foreign Language Contract

SUMMARY: Nepotism has been properly posted for Stefanie Newbill to be offered a certified contract for 1 period a day to teach HS German. During pre-registration, we had 2 students sign up for German.

It is allowable for the board to make the contract conditional based on enrollment numbers for the class. Example: This contract is pending a minimum of 3 students enroll in the class. This is allowable because 1 period a day of teaching does not fall under the CBA (contracted bargaining agreement).

Chris Newbill must abstain and the vote from remaining board members must be affirmative in order for the motion to pass.

BOARD ACTION

	Motion	Second	Aye	Nay	Abstain
Petersen					
Newbill					
L. Steppler					
Fox					
V. Steppler					

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.

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

MEETING DATE: 6-16-2026

AGENDA ITEM #: 24

AGENDA TITLE: Classified Contracts

SUMMARY: I recommend Ashtyn Ator for a paraprofessional for the 2026-2027 school year. We are in need of an additional para and Ashtyn will be a great fit!

In addition, Patrick Kjhlesus for year-round, full-time custodial.

BOARD ACTION

	Motion	Second	Aye	Nay	Abstain
Petersen					
Newbill					
L. Steppler					
Fox					
V. Steppler					

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.

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

MEETING DATE: 6-16-2026

AGENDA ITEM #: 25

AGENDA TITLE: Updated Health Curriculum Materials

SUMMARY: The curriculum committee met prior to our meeting tonight to review a proposed HS Health text book and JH Health textbook. Health is up for review this year per policy 2120. If they have a recommendation for tonight, you can take action to approve and we will get the curriculum ordered.

BOARD ACTION

	Motion	Second	Aye	Nay	Abstain
Petersen					
Newbill					
L. Steppler					
Fox					
V. Steppler					

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.

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

MEETING DATE: 6-16-2026

AGENDA ITEM #: 26

AGENDA TITLE: Annual Review of Policy 7231

SUMMARY: Policy 7231 is required in order to apply for and receive federal impact aid funds for students that live on trust lands. Each year the board is required to review this policy.

Currently, I do not see any necessary changes nor has IEC presented any changes for this policy. If the board agrees, there is now action necessary.

BOARD ACTION

	Motion	Second	Aye	Nay	Abstain
Petersen					
Newbill					
L. Steppler					
Fox					
V. Steppler					

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.

Policy 7231: Federal Impact Funds

Status: ADOPTED

Original Adopted Date: 03/20/1984 | **Last Revised Date:** 06/17/2025 | **Last Reviewed Date:** 06/17/2025

Federal Impact Funds

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

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

1. Provide tribal officials and parents of Indian children with relevant applications, evaluations, program plans and information related to the District's education program and activities sufficient advance notice for an opportunity to comment on the participation of Indian children on an equal basis in all programs and activities offered by the District;
2. Annually assess the extent to which Indian students are participating on an equal basis in the educational programs and activities of the District;
3. If and when necessary, modify its educational programs to ensure that Indian children participate on an equal basis with non-Indian children served by the District;
4. 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.
5. Tribes and parents of Indian children claimed shall be:
 - a. afforded an opportunity to present their views with respect to the application, including the opportunity to make recommendations concerning the needs of their children and the ways by which they can assist their children in realizing the benefits to be derived from the educational programs assisted under this paragraph;
 - b. actively consulted and involved in the planning and development of programs assisted under this paragraph; and
 - c. afforded a general opportunity to present their overall views on the educational program, including the operation of such programs, and the degree of parental participation involved.
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 semester 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.

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

MEETING DATE: 6-16-2026

AGENDA ITEM #: 27

AGENDA TITLE: Teacher Apprenticeship Program

SUMMARY: The MT Department of Labor has officially awarded part of the 4-million-dollar grant to WGU to begin the teacher apprenticeship program. We started with 4 paras seeking apprenticeship and are now down to 3: Brianna Evenson, Stefanie Newbill, and Alicia Wilbanks. The grant pays for our paras to get their Bachelor's Degree in Elementary Education for free.

The expectation for participating districts is to keep the paras employed for the next 2 years as paras and provide a mentor. The district is required to pay the mentor stipend which is \$6,000 per year for each mentor (mentors can only have 2 apprentices, so our district will need 2 mentors).

I am asking the board for formal approval for Mike and Janessa to serve as the 2 mentors in our district for apprentices for the 2026-2027 school year with the pay required by the apprenticeship program of \$6,000 for each of them in the upcoming school year.

BOARD ACTION

	Motion	Second	Aye	Nay	Abstain
Petersen					
Newbill					
L. Steppler					
Fox					
V. Steppler					

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.

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

MEETING DATE: 6-16-2026

AGENDA ITEM #: 28

AGENDA TITLE: Out of District Attendance Agreements

SUMMARY: Please see the attached information on the out of district attendance agreements we have received for the 2026-2027 school year and the recommendations. Also attached is policy 3141 that governs the process for handling out of district attendance agreements.

BOARD ACTION

	Motion	Second	Aye	Nay	Abstain
Petersen					
Newbill					
L. Steppler					
Fox					
V. Steppler					

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.

We received the following out of district applications for the 2026-2027 school year. Applications have been assigned a random number below. Application numbers are listed beside the district of their home residence:

Medicine Lake: 5 total

Bainville: 6 total

Lambert:

Sidney:

Froid: 4 total

Poplar: 13 total

Fairview: 13 total

Brockton: 29 total

*Per policy 3141, 1., C., applications 74 & 75 are being recommended for conditional approval, pending we find elementary teachers that will allow us to split their grade levels. If we do not hire elementary teachers, then they will not be able to attend for the 2026-2027 school year.

*Per policy 3141, 2. And 3. C., applications 73 and 2 are being recommended for denial.

*Per policy 3141, 2., application 41 is being held until the August board meeting. If the student meets the requirements laid out by the administration on or before the August 14th deadline, application 41 will be presented at the August board meeting for approval. If the student does not meet requirements the application will be presented at the August board meeting for denial.

Policy 3141: Nonresident Student Enrollment

Status: ADOPTED

Original Adopted Date: 02/01/2021 | **Last Revised Date:** 11/18/2025 | **Last Reviewed Date:** 11/18/2025

Nonresident Student Enrollment

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

Mandatory Nonresident Enrollment for Extenuating Circumstances

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

Applying for Nonresident Enrollment with No Extenuating Circumstances

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

Every nonresident student who seeks to enroll in the District shall apply for admission for the succeeding school year by June 1st. All applications shall be submitted using the form found at Policy 3141F as developed by the Superintendent of Public Instruction. Resident students who become nonresident students during the school year may apply for enrollment in a manner specified in this policy at any time during the school year when a residence is established outside the district as defined in Section 1-1-215, MCA. For planning purposes, late applications shall not be considered. Nonresident students shall reapply for admission each school year. Admission in one school year does not infer or guarantee admission in subsequent years. Each application shall be assigned a unique number distinct from a student identification number that does not disclose a student's personally identifiable information consistent with Policy 3600. Within 10 days of the initial application for an attendance, the District shall notify the parent or guardian of the child and district of residence involved in the out-of-district attendance agreement of application the anticipated date for approval or disapproval of the agreement application by the Board of Trustees.

The Board of Trustees authorizes the District Administrator to review the applications for nonresident enrollment consistent with this policy and Section 20-5-320, MCA. Not more than 30 days following the application deadline or the receipt of an application, the District Administrator shall submit to the Board of Trustees a list of students who are recommended for enrollment and a list of students who are not recommended for enrollment based on the factors established in this policy and the District's integrated strategic action plan. The Board of Trustees shall make the decision to approve or deny requests for nonresident enrollment during a properly noticed meeting of the Board. Each application requiring discussion of confidential student information shall be considered during a closed session consistent with Policy 1400 after giving prior notice to the parents that their application will be considered by the Board of Trustees in a closed session of the Board. Any motion on an application must be made in open session and shall be made referring to the distinct application number.

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

1. The approval would result in exceeding limits of:

- A. building construction standards pursuant to Title 50, chapter 60, MCA;
- B. capacity and ingress and egress elements, either by individual room or by school building, of any fire code authorized by Title 50, chapter 3;
- C. . maximum student contact hours for a teacher of the class or maximum class sizes under accreditation standards of the board of public education; or
- D. evacuation elements of the district's adopted school safety plan.

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

2. The approval would impede meeting goals, standards, or objectives of quality education adopted by the Board in the District's strategic action plan or plan for continuous improvement specified in Policy 1610. The Board finds that expulsion or suspension from this District would impede in meeting goals standards, or objectives of quality education stated in the plan.

3. The approval would risk jeopardizing the educational quality adopted by the Board in the District's strategic action plan or plan for continuous improvement specified in Policy 1610 because the nonresident child who is applying was:

A. truant as defined in Section 20-5-106, MCA, in the last school district attended;

B. expelled by another school district at any time; or

C. suspended in school or out of school in any school district in which the nonresident child was enrolled in any of the 3 school fiscal years preceding the school fiscal year for which attendance is requested. This Subsection C does not apply to a student who is eligible for special education or related services.

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

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

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

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

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

Transportation

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

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

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

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

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

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

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

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

MEETING DATE: 6-16-2026

AGENDA ITEM #: 29

AGENDA TITLE: Activities Handbook Recommendations

SUMMARY: The following changes for the Activities Handbook are being presented for your review and approval:

-pg. 9: updated per diem rates

-pg. 18/19: information to address misbehavior during overnight trips

BOARD ACTION

	Motion	Second	Aye	Nay	Abstain
Petersen					
Newbill					
L. Steppler					
Fox					
V. Steppler					

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.

Meal Policy

Teams and coaches are allowed per diem funds at the state meal rates. The present rate is \$13, \$15, and \$22 for adults and \$13, \$15, and \$22 for students. The head coach will give the Activities Secretary a list of coaches and players/participants 5 days in advance of the activity. The Activity Secretary will then prepare the paperwork.

Meals are to be eaten at the location of the contest when possible. If not possible, meal will be eaten at location en route to Culbertson. Deviations must be made with prior approval from the A.D.

Per Diem is available for all trips 50 miles from Culbertson, or if a student will be out-of-district for longer than 6 hours. During the regular season, the coach will decide whether the team will eat at the game site or stop on the return trip and pass that information onto the players prior to departure. Coaches are asked to be resourceful in determining how to hand the per diem to the participants out.

Overnight Accommodations

Teams requiring overnight accommodations will be berthed in similar clean and comfortable rooms. Teams playing in tournaments of longer than one day in duration and 100 miles away will merit overnight lodging.

Uniform Replacement Policy

Uniforms will be reviewed on a 5 year rotation basis for possible purchase (are purchased on a rotational basis of 3-5 years.) Varsity uniforms are handed down to sub-varsity teams. Individual parts or replacement uniforms are ordered as needed.

Primary destination	County	M&IE total	Breakfast	Lunch	Dinner	Incidental expenses	First and last day of travel
Standard Rate	Big Sky / West Yellowstone/Gardiner	Applies for all locations without specified rates					
	Big Sky / West Yellowstone/Gardiner	\$68	\$16	\$19	\$28	\$5	\$51.00
	Gallatin/Park	\$80	\$20	\$22	\$33	\$5	\$60.00
	Helena	\$74	\$18	\$20	\$31	\$5	\$55.50
	Kalispell/Whitefish	\$80	\$20	\$22	\$33	\$5	\$60.00
	Missoula	\$74	\$18	\$20	\$31	\$5	\$55.50

2020 State meal rates

[Signature]

Nine
Boarding

Hazing/Harassment/ Intimidation/Bullying/Menacing

As per board policy, the Culbertson School District will strive to provide a positive and productive learning and working environment. Hazing, harassment, intimidation, menacing or bullying by student, staff, or third parties is strictly prohibited and shall not be tolerated. Consequences for such action may include but not limited to expulsion, suspension, or detention. **DISCIPLINE** One of the most important lessons education should teach is self-discipline.

Co-Curricular Activity Rules

Co-curricular activities are a privilege extended to the students of this school. Students participating in co-curricular activities shall not use or possess alcohol, tobacco, or drugs. Students who violate this rule will be subject to the following disciplinary actions regarding their participation in co-curricular activities. It is understood that this pertains to all co-curricular activities at Culbertson Public School.

1. First Offense

1. A conference with student, parent(s)/guardian(s), coach, sponsor, counselor, Athletic Director, principal and other concerned staff will be held. A primary reason for this conference shall be to impress upon the student and parent(s)/guardian(s) that this type of behavior (1) will not be allowed by the school of its extra/co-curricular participants, and (2) if it continues, the student jeopardizes his/her future involvement in the school's activities. (3) The idea of counseling will be suggested at this time.
2. A thirty (30) pupil-instruction day suspension of participation will be incurred if a student self-reports suspension may be reduced to a minimum of fifteen (15) pupil-instruction day suspension. The school encourages the parents to enroll their student in an Insight class or private counseling.
 - a. Student will not compete or dress out for any competition during this time.
 - b. Student will not be allowed to travel to any event with the organization.
 - c. Student may attend practices with sponsor or coach's permission.
 - d. Coaches or sponsors may impose other reasonable requirements on the student in addition to the above.

2. Second Offense

- a. Student will be suspended from all further co-curricular participation for ninety (90) pupil instruction days.
- b. Counseling will be strongly suggested to the student.

3. Subsequent Offenses

- a. Offenses are tabulated per the student's elementary (5-8) or high school (9-12) enrollment, and not for the particular calendar or school year.
- b. Any subsequent offenses by a student involved in extra/co-curricular activities will require a board audience should the student desire to participate in any future activities.

4. Sportsmanship

A student will not act in an unsportsmanlike manner. Breaking this rule will result in the student being suspended from the next event of the same activity pending the coach and administration review. Examples of poor sportsmanship include: language, gestures, reactions, etc.)

5. Expectations for Overnight Trips

Students will be expected to follow all rules as stated in handbooks and policy, as well as room curfews and rules set by the advisor, teacher, or coach. Failure to follow these expectations will result in the any of the following consequences or a combination of the following consequences:

calling the parent to come pick up their child; calling law enforcement if needed; a behavior contract for future events; the requirement that a parent will transport their own student, chaperone them, as well as pay for the room in which their child will stay with them for future trips.

6. Appropriate Behavior

A student will act properly in the classroom. A student, who compiles three detentions, or a school suspension, will be suspended from participation in the first activity of the week following the disciplinary action. A detention will be taken away after the student goes three weeks without a detention. Every detention thereafter may result in a suspension unless the student has earned the right to have a detention taken away. Other infractions of behavior may occur that may result in a suspension or dismissal from an activity.

DETENTIONS OVERRIDE ANY AND ALL CO-CURRICULAR PARTICIPATION. YOUR DETENTION MUST BE SERVED BEFORE YOU CAN PARTICIPATE IN PRACTICE, GAMES, TRIPS, ETC.

7. Academic Eligibility

Junior High and High School

Eligibility for co-curricular activities will be determined on a weekly basis. Eligibility will be determined through the use of the most recent deficiency report. Eligibility immediately following the end of a semester will be based on the final grade in a class. Any student wishing to participate in extracurricular activities requiring academic good standing for participation will have no failing grade or incomplete in any class. Grades will be monitored weekly for eligibility. Eligibility will run from 6:00 A.M. on Wednesday to 6:00 A.M. next Wednesday. Students who are ineligible for three weeks in a row will be dropped from that sport for the remainder of the season. Students may appeal to the principal and athletic director if special circumstances warrant.

(7-21-08)

Elementary

Elementary students (Grades 5-6) may be failing one class but must bring the grade up to passing one school day before the competition. Example: Elementary track meet on Saturday, the student must have the grade up by Friday morning.

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

MEETING DATE: 6-16-2026

AGENDA ITEM #: 30

AGENDA TITLE: Student Handbook Recommendations

SUMMARY: The following changes for the Student Handbook are being presented for your review and approval:

- pg. 9:** credit recovery of HS classes
- pg. 10:** updated to reflect the GPA on the NHS application
- pg. 13:** work release/work-based learning
- pg. 19:** information to address misbehavior during overnight trips (exact same as language in the activities handbook)
- pg. 23:** addition of Kratom to other listed substances banned from the school and all school functions

BOARD ACTION

	Motion	Second	Aye	Nay	Abstain
Petersen					
Newbill					
L. Steppler					
Fox					
V. Steppler					

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.

GRADING SYSTEM

Following is a reference guide for teachers, students and parents:

A+	98-100	4.0
A	93-97	4.0
A-	90-92	3.67
B+	87-89	3.33
B	83-86	3.0
B-	80-82	2.67
C+	77-79	2.33
C	73-76	2.0
C-	70-72	1.67
D+	67-69	1.33
D	63-66	1.0
D-	60-62	0.67
F	59 and below	0

I=Incomplete with no credit. Students must complete unfinished work within two weeks to remove the I or a 59% or less is recorded for the semester grade.

The following is the minimum number of credits a student must earn in order to be considered a member of a particular grade:

Sophomore..... 6 1/2 credits Junior..... 13 credits Senior..... 19 1/2 credits

HONOR ROLL

An honor roll will be maintained for students who excel in academic achievement. The honor roll is calculated by averaging the semester's grades for all classes except Student Aide. Students with a GPA of 3.50 - 4.00 and no failing grades are listed on **the Principal's Honor Roll**. Those students having a 3.00-3.49 and no failing grades are listed as "*Honorable Mention*" to the Honor Roll. An academic letter is earned by any student who makes the "Principal's Honor Roll both semesters of the school year.

CREDIT RECOVERY

When a high school student fails a course required for graduation, the following steps will be taken:

Failure #1: Failed class will be retaken in the classroom with the teacher.

Failure #2: Credit recovery paid for by the parent/guardian will be done online through Edgenuity.

Any alterations to this plan will require administration approval from the high school principal and superintendent.

NATIONAL HONOR SOCIETY

Selection to the National Honor Society (NHS) is a privilege, not a right. Students do not apply for membership in NHS; instead, they provide information to be used by the local selection committee to support their candidacy for membership. Membership is granted only to those students selected by the Faculty Council. This is not an election, nor is membership automatically conveyed simply because a student has achieved a specified level of academic performance. Criteria to be considered for selection to NHS is listed below.

- ☐ Only those students who attended the school the equivalent of one semester may be considered for membership. This period is necessary for students to establish themselves and for the faculty to get to know them.
- ☐ Membership is open to **Juniors and Seniors**.
- ☐ **Scholarship:** Required cumulative grade point average of **3.33** or higher.
- ☐ **Leadership:** Leadership criterion is considered highly important for membership selection. Leadership roles in both the school and community may be considered, provided they can be verified.
- ☐ **Service:** Those actions undertaken by the student which are done with or on behalf of others without any direct financial or material compensation to the individual performing the service.
- ☐ **Character:** A person of character demonstrates the following six qualities: respect, responsibility, trustworthiness, fairness, caring and citizenship.
- ☐ **Student Activity Forms:** Must be received by the appropriate deadline.

NOTE: A member may be dismissed if they fail to maintain NHS standards.

SEMESTER TESTS

All junior high and high school students will take final exams for each class at the end of the semester. The final assessment will be calculated as 20% of the final semester grade. In addition, students with excessive absences or tardies of 10 or more per semester must earn a passing grade on the final assessment for the final grade to be calculated for achieving credit in that class.

During the final semester seniors will follow the guidelines listed in the Senior Test Exemptions section of the handbook.

PLAGIARISM

Individual knowledge is achieved through one's own effort. Plagiarism is the use of another person's work (including generative AI) without proper documentation. Students must properly acknowledge the use of another person's work.

Video surveillance cameras and their recordings are used by the school to ensure the health, welfare, and safety of all students, staff and visitors to the district and to safeguard district buildings, grounds and equipment.

INDIVIDUAL GAMING DEVICES

Students are not to use individual gaming devices (i.e. Game Boys, PSPs) during school hours.

HALL PASSES

Hall passes will only be given out in case of emergency. Students will be expected to come to class prepared and use the restroom during the break between classes. Students must ask for permission before leaving the classroom. Students will present an appropriate hall pass when requested by any staff member.

Student Aides

Students who are aides for staff members must remain with the staff member they are assigned to until the bell for the period rings. Student aides are to do the various tasks assigned to them by the staff member they are working under. Students found not to be doing what they are assigned or not being in their assigned classroom may lose the privilege of being an aide. Students may only aide for one period a day and teachers may not have more than 1 aide during the day. They will receive .25 elective credit per semester.

Work Release or Work Based Learning

Students interested in work release during the junior or senior year must follow the policy and procedures outlined in Board Policy 2600, 2600-NF(1), and 2600-P(1). Students may have two periods maximum a day of work release/work based learning. They will receive .25 elective credit per semester per period of work release. Students that need credit recovery to be on track for graduation are not eligible for work release/work based learning.

STUDENT BEHAVIOR

Each student's cooperation is needed to make Culbertson School a pleasant place to study. The rules that are found here were established to expedite the main purpose of school, which, of course, is learning. We need and expect your compliance to the rules at all times. These regulations apply to all students regardless of age.

Students are expected to conduct themselves in a proper manner and use appropriate language at all times. **No attempt is made to list a rule covering every single possibility.**

Hazing/Harassment/ Intimidation/Bullying/Menacing

enrollment, and not for a particular calendar or school year.

- b. Any subsequent offenses by a student involved in extra/co-curricular activities will require a board audience should the student desire to participate in any future activities.

4. SPORTSMANSHIP

A student will not act in an unsportsmanlike manner. Breaking this rule will result in the student being suspended from the next event of the same activity pending the coach and administration review. (examples of poor sportsmanship include: language, gestures, reactions, etc...)

5. Expectations for Overnight Trips

Students will be expected to follow all rules as stated in handbooks and policy, as well as room curfews and rules set by the advisor, teacher, or coach. Failure to follow these expectations will result in the any of the following consequences or a combination of the following consequences: calling the parent to come pick up their child; calling law enforcement if needed; a behavior contract for future events; the requirement that a parent will transport their own student, chaperone them, as well as pay for the room in which their child will stay with them for future trips.

USE OF BUILDING

The school building is for your use at times when you are scheduled to be in it. Do not enter the building at times not within your own schedule. Students are to leave the building immediately after school unless under the direct supervision of a faculty member. **Students entering the school with a rental key without being accompanied by the key renter may cause the key rental agreement to be terminated.**

ALL SCHOOL SPONSORED ACTIVITIES

School sponsored events are defined as any activity associated with Culbertson Public Schools. Every rule and guideline in the student handbook in force during the day is in force during the events. Students are especially advised to read and understand the following guidelines.

1. Students are encouraged to **stay in the building** when attending a school function. Students leaving the building will not be allowed back in unless prior arrangements have been made with the person at the ticket gate or the principal.
2. No roaming the school or you will be asked to leave.
3. **No bike riding** near the gym.
4. No skateboards, roller blades, or scooters are allowed at school during school hours (8 a.m. - 4:00 p.m.).
5. Stay away from the opposing team's bus at all times.
6. Students that attend school activities are expected to sit and watch the event. **Running in and out of the gym will not be allowed.** Students may use the bathrooms or buy from the concession stands at half-times or between games. **Unruly students may be asked to sit with parents or be removed from school property.**

SAFE SCHOOL AND DRUG FREE SCHOOL RULES

The use or possession of tobacco, electronic cigarettes/devices, alternative nicotine products, alcohol beverages, marijuana, **Kratom** or other dangerous drugs on school premises or at school activities is **positively prohibited**. **Any student who violates this regulation will be suspended from school for five (OSS) days for the first offense and may be recommended**

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

MEETING DATE: 6-16-2026

AGENDA ITEM #: 31

AGENDA TITLE: First Reading of Policy

SUMMARY: The following policy changes are recommended from MTSBA. They are presented for the first reading. After the comment period is honored, they will be presented for a second reading at the July board meeting.

-3431-NF(1): Accident Report Form: The old form will be taken out of the policy manual and the new forms (student and athletic) will be added.

-2050: Innovative Student Instruction: These changes are intended to improve clarity and organization.

-2151: Interscholastic Activities: Correction to the assumption of risk language.

-3110: Entrance, Placement, and Transfer: Updates to provide greater consistency with the statute.

-3231: Searches and Seizures: Eliminates “pat down” language to minimize liability.

-3225-P(1): Sexual Harassment of Students-Procedure: Simply eliminates 60 day timeline on page 4, giving the district more time to process.

-5012-P(1): Sexual Harassment of Employees: Simply eliminates 60 day timeline on page 4, giving the district more time to process.

-5120-P(1) Hiring Process & Criteria-Federal Background Check, Fingerprints, and Information Handling: Clarifies the process and requirements by law.

-5321: Sick Leave: This policy governs sick leave for classified staff, clerk, and superintendent. Recommendations make it far more concise.

-5322: Military Leave: This aligns the policy more clearly and consistently with the Montana statute.

-5323: Personal & Emergency Leave: All leave policies used to be lumped together, this breaks out personal and emergency leave into its own policy.

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.

-5324: Civic Duty Leave: All leave policies used to be lumped together, this breaks out civic duty leave into its own policy.

BOARD ACTION

	Motion	Second	Aye	Nay	Abstain
Petersen					
Newbill					
L. Steppler					
Fox					
V. Steppler					

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.

old form:

TAKE OUT

**Board Policy Manual
Culbertson Public Schools**

Notice Form 3431-NF(1): Emergency Treatment - Accident Report Form

Status: ADOPTED

Original Adopted Date: 02/01/2021 | Last Reviewed Date: 02/01/2021

Accident Report

This form is to be completed by the appropriate employee(s) as soon as possible after an accident occurs. Please Print or Type.

District Name _____ School Name _____

Principal's Name _____ School Phone _____

Date of Accident: _____ Time: _____ am pm Supervising Employee _____

Claimant's Name _____

Last Name First Name Middle Initial

Claimant's Address _____

City State ZIP Code

Home Phone Number (____) _____

Claimant's Age _____ Date of Birth _____ Sex _____ Grade _____

Parent's Name (if student) _____ Work Phone Number (____) _____

Nature of Injury	
Scratch	Concussion
Fracture	Head Injury
Bruise	Sprain/Strain
Burn	Cut/Puncture
Dislocation	Bite
Other _____	

Place of Accident	
Classroom	Gymnasium
Hallway	Parking Lot
Bathroom	Sidewalk
Cafeteria	Stairs
Playground	Athletic Field
Other _____	

Body Part Injured		
Ankle	Foot	Leg
Arm	Face	Nose
Back	Finger	Teeth
Neck	Hand	Wrist
Eye	Knee	Shoulder
Other _____		

Describe accident and injury in detail (attach additional description as necessary): _____

Were efforts made to contact the parent/guardian about the accident? Yes No

Was first aid administered? Yes No By whom? _____

Was the student Sent home Sent to physician Sent to hospital

Is student covered by Student Accident Insurance? Yes No If "yes," please list Company Name, address, and phone number _____

If medical or hospital treatment was required, please complete the following information. (Attach a copy of medical bills, if available.)

Name and address of doctor or hospital _____

Witnesses (Name, Address, and Phone) _____

INJURY REPORT: ATHLETIC

1. Notify the Athletic Director as soon as possible when injury occurs, but no later than the date injury occurred.
2. The following injury report MUST be completed by the coach on the date of the practice/game when injury occurred.
3. The completed report MUST be turned into the Athletic Director no later than noon the following day.

School Name: Culbertson School District #17 School Address: 423 1st Ave. W. Culbertson, MT 59218
 School Phone #: (406) 787-6241

Was AD advised? Yes/No (circle one)

If yes:

Date and Time: _____

Sport: _____ Level: Ele/JH/HS (circle one) Grade: _____

Athlete's Name (First, Last): _____ Male/Female (circle one)

Date Injured: _____ Time (approx.): _____ Practice/Game (circle one)

Location/Address injury took place: _____

Specific Details of Injury/How it occurred:

Part of body injured: _____ Athlete's L/R side of body (circle one)

Type of injury: (circle all that apply)

Concussion/Contusion/Dislocation/Strain/Sprain/Fracture/

Avulsion/Abrasion/Laceration/Puncture

Was first aid administered?: Yes/No (circle one)

If yes, by whom: _____

CONTINUE TO NEXT SIDE

Were parents/guardians notified of injury and course of treatment?: Yes/No (circle one)

If yes:

Parent/Guardian's Name: _____

Spoke in person/Spoke over phone/Messaged over phone (circle one)

Did you advise parent or athlete to seek medical attention?: Yes/No (circle one)

Was treatment by a physician or hospital required for injury?: Yes/No (circle one)

If yes:

X-Ray: Yes/No (circle one) Stitches: Yes/No (circle one)

Hospital/Dr. Office: _____

Location: _____

Name of Physician: _____

Date: _____

Was a physician's release form to return to athletic activities provided?: Yes/No (circle one)

If yes:

Release Date: _____

*****PHYSICIAN'S NOTE REQUIRED BEFORE ATHLETE MAY RETURN TO ATHLETIC ACTIVITIES*****

Coach completing form (print name): _____ Phone #: _____

Signature of Coach completing form: _____

Date of report: _____

BUSINESS OFFICE USE ONLY

Date report was turned in: _____

Date report was mailed to guardians: _____

Retention Date: _____

ACCIDENT REPORT: STUDENT

1. Notify the Principal as soon as possible when an accident occurs, but no later than the date the accident occurred.
2. The following accident report MUST be completed by the teacher/aide/staff on the date when the accident occurred.
3. The completed report MUST be turned into the office no later than noon the following day.

School Name: Culbertson School District #17 School Address: 423 1st Ave. W. Culbertson, MT 59218
School Phone #: (406)787-6241

Was Principal informed? Yes/No (circle one)

If yes:

Which Principal?: Elementary/JH-HS (circle one)

Date and Time informed: _____

Student's Name (First & Last): _____

Student's Grade: _____ Male/Female (circle one)

Date accident occurred: _____ Time (approx.): _____

Location accident took place at: _____

Specific Details of accident/How it occurred:

Part of body injured: _____ Student's L/R side of body (circle one)

Type of injury: (circle all that apply)

Concussion/Contusion/Dislocation/Strain/Sprain/Fracture/

Avulsion/Abrasion/Laceration/Puncture/Burn/Bite/Other

Name of supervising employee (print): _____

Signature of supervising employee: _____

Date of report: _____

TO BE COMPLETED BY OFFICE

Student's Name (First & Last): _____

Student's DOB: _____

Was first aid administered?: Yes/No (circle one)

If yes, by whom: _____

Were parents/guardians notified of the accident and course of treatment?: Yes/No (circle one)

If yes:

Parent/Guardian's Name: _____

Spoke in person/Spoke over phone/Messaged over phone (circle one)

Was student: Sent Home/Sent to Physician/Sent to Hospital (circle one)

Was treatment by a physician or hospital required for injury?: Yes/No (circle one)

If yes:

Hospital/Dr. Office: _____

Location: _____

Name of Physician: _____

Date: _____

Name of office employee (print): _____

Signature of office employee: _____

Date of report: _____

BUSINESS OFFICE USE ONLY

Date report was turned in: _____

Date report was mailed to guardians: _____

Retention Date: _____

Policy 2050: Innovative Student Instruction

Status: ADOPTED

Original Adopted Date: 07/17/2023 | Last Revised Date: 06/23/2025 | Last Reviewed Date: 06/23/2025

Innovative Student Instruction

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

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

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

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

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

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

Remote Instruction Delivered by District Staff

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

Remote instruction is available to students:

1. meeting the residency requirements for that district as provided in 1-1-215;
2. living in the district and eligible for educational services under the Individuals With Disabilities Education Act or under 29 U.S.C. 794;
3. enrolled in the district and physically attending a school or offsite instructional setting of the district under an attendance agreement pursuant to Title 20, chapter 5, part 3, MCA; or
4. seeking remote instruction in another district when the pupil's district of residence does not provide remote or

in-person instruction in an equivalent course. A course is not equivalent if the course does not provide the same level of advantage on successful completion, including but not limited to dual credit, advanced placement, and career certification. The District is not required to provide remote instruction to a nonresident student if, because of class size restrictions, the accreditation of the school would be adversely impacted by providing remote instruction to the pupil.

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

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

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

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

Offsite Instruction

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

Proficiency-Based Learning

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

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

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

** recommended **

Policy 2050: Innovative Student Instruction

Status: ADOPTED

Original Adopted Date: 09/09/2022 | **Last Revised Date:** 05/19/2026 | **Last Reviewed Date:** 05/19/2026

Student Instruction

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

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

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

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

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

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

Remote Instruction Delivered by District Staff

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

Remote instruction is available to students:

1. meeting the residency requirements for that district as provided in 1-1-215;
2. living in the district and eligible for educational services under the Individuals With Disabilities Education Act or under 29 U.S.C. 794;
3. enrolled in the district and physically attending a school or offsite instructional setting of the district under an attendance agreement pursuant to Title 20, chapter 5, part 3, MCA; or
4. seeking remote instruction in another district when the pupil's district of residence does not provide remote or

in-person instruction in an equivalent course.

Equivalency is defined by providing the same level of advantage on successful completion as provided in law. The Superintendent or designee is authorized to collaborate with the student's district of residence on the question of equivalency, review course offerings and policies of the requesting student's district of residence to complete the comparison, and report to the Board of Trustees. A course is not equivalent if the course does not provide the same level of advantage on successful completion, including, but not limited to, dual credit, advanced placement, and career certification. In the event the student's district of residence asserts in writing that its course offerings are equivalent to the District's, the Board of Trustees shall not enroll the student.

The District is not required to provide remote ~~instruction~~ ^{instruction to} a nonresident student if, because of class size restrictions, the accreditation of the school would be adversely impacted by proving remote instruction to the student.

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

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

Offsite Instruction

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

Proficiency-Based Learning

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

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

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

current

Policy 2151: Interscholastic Activities

Status: ADOPTED

Original Adopted Date: 02/01/2021 | **Last Reviewed Date:** 02/01/2021

Interscholastic Activities

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

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

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

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

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

★ recommended ★

Policy 2151: Interscholastic Activities

Status: ADOPTED

Original Adopted Date: 09/09/2022 | **Last Revised Date:** 05/19/2026 | **Last Reviewed Date:** 05/19/2026

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

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

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

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

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

** recommended **

**Board Policy Manual
MTSBA Policy Management
Console**

Policy 3110: Entrance, Placement, and Transfer

Status: ADOPTED

Original Adopted Date: 09/09/2022 | **Last Revised Date:** 05/19/2026 | **Last Reviewed Date:** 05/19/2026

Entrance, Placement, and Transfer
Entrance, Date, and Age

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

In accordance with Sec. 20-7-411, MCA, the Trustees shall provide or establish and maintain a special education program for each preschool child with a disability who is 3 years of age or older and under 7 years of age, and will enroll and admit into the special education program a child with a disability, as that term is defined at Sec. 20-7-401, MCA, if the child with a disability is at least 3 years of age.

In accordance with Title 20, Chapter 7, Part 18 of the MCA and Policy 2165, the Trustees may enroll a child under the age of 5 into an early targeted intervention classroom or home-based program if the child is 4 years of age or older on or before September 30 of the year in which the child is to participate in the program and the child is an "eligible child" as that term is defined in Sec. 20-7-1802, MCA.

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

The Trustees may at their discretion assign and admit a child to a school in the district who is under 5 years of age or an adult who is 19 years of age or older if there are exceptional circumstances that merit waiving the age provision. As used in this policy, "exceptional circumstances" means any of the following:

- (a) the child is being admitted into a preschool program established by the Trustees pursuant to Sec. 20-7-117, MCA;
- (b) the child under 5 is determined by the trustees to be ready for kindergarten and the child's parents have requested early entry into the district's regular 1-year kindergarten program;
- (c) the child under 5 is being admitted into an early targeted intervention classroom or jumpstart program pursuant to Title 20, chapter 7, part 18 and Policy 2165;
- (d) the child is a child with a disability and is being admitted into a special education program pursuant to Sec. 20-7-411, MCA; or
- (e) the adult is 19 years of age or older and in the trustees' determination would benefit from educational programs offered by a school of the district.

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

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

The Trustees shall assign and admit to a school of the District or otherwise provide special education services to an adult with a disability residing in the District who has neither reached the age of 22 nor previously graduated from high school by earning a regular high school diploma based on the school district's graduation requirements and that was not based upon a lesser credential.

School Entrance

1. The District requires that a student's parents, legal guardian, or legal custodian present proof of identity of the child to the school within forty (40) days of enrollment, as well as proof of residence in the District. Students who are not residents of the District may apply for admission pursuant to Policy 3141. For the purposes of this section "proof of identity" means a certified copy of a birth certificate, a certified transcript or similar student records from the previous school, or any documentary evidence that a school district considers

to be satisfactory proof of identity.

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

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

Placement

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

Children of Relocated Military Families

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

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

Transfer

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

Elementary Grades (K-8)

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

Secondary Grades (9-12) Credit Transfer

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

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

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

*current

Policy 3231: Searches and Seizure

Status: ADOPTED

Original Adopted Date: 02/01/2021 | **Last Revised Date:** 11/16/2021 | **Last Reviewed Date:** 11/16/2021

Searches and Seizure

The goal of search and seizure with respect to students is meeting the educational needs of children and ensuring their security. The objective of any search and/or seizure is not the eradication of crime in the community. Searches may be carried out to recover stolen property, to detect illegal substances or weapons, or to uncover any matter reasonably believed to be a threat to the maintenance of an orderly educational environment. The Board authorizes school authorities to conduct reasonable searches of school property and equipment, as well as of students and their personal effects, to maintain order and security in the schools.

The search of a student, by authorized school authorities, is reasonable if it is both: (1) justified at its inception, and (2) reasonably related in scope to the circumstances which justified the interference in the first place.

School authorities are authorized to utilize any reasonable means of conducting searches, including but not limited to the following:

1. A "pat down" of the exterior of the student's clothing;
2. A search of the student's clothing, including pockets;
3. A search of any container or object used by, belonging to, or otherwise in the possession or control of a student; and/or
4. Devices or tools identified in school district policy or the student handbook or deemed necessary by the Superintendent or designee.

The "pat down" or "search" of a student, if conducted, will be conducted by a school official or employee of the same gender as the student being searched.

School Property and Equipment and Personal Effects of Students

School authorities may inspect and search school property and equipment owned or controlled by the District (such as lockers, desks, and parking lots).

The Superintendent may request the assistance of law enforcement officials, including their use of specially trained dogs, to conduct inspections and searches of lockers, desks, parking lots, and other school property and equipment for illegal drugs, weapons, or other illegal or dangerous substances or material.

Students

School officials may search any individual student, his/her property, or District property under his/her control, when there is a reasonable suspicion that the search will uncover evidence that he/she is violating the law, Board policy, administrative regulation, or other rules of the District or the school. Reasonable suspicion shall be based on specific and objective facts that the search will produce evidence related to the alleged violation. The types of student property that may be searched by school officials include but are not limited to lockers, desks, purses, backpacks, student vehicles parked on District property, cellular phones, or other electronic communication devices.

Students may not use, transport, carry, or possess illegal drugs or any weapons in their vehicles on school property. While on school property, vehicles may be inspected at any time by staff, or by contractors employed by the District utilizing trained dogs, for the presence of illegal drugs, drug paraphernalia, or weapons. In the event the school has reason to believe that drugs, drug paraphernalia, or weapons are present, including by alert-trained dogs, the student's vehicle will be searched, and the student expressly consents to such a search.

Also, by parking in the school parking lots, the student consents to having his/her vehicle searched if the school authorities have any other reasonable suspicion to believe that a violation of school rules or policy has occurred.

Seizure of Property

When a search produces evidence that a student has violated or is violating either a law or District policies or rules, such evidence may be seized and impounded by school authorities and disciplinary action may be taken. As appropriate, such evidence may be transferred to law enforcement authorities.

** recommended **

Policy 3231: Searches and Seizure

Status: ADOPTED

Original Adopted Date: 09/09/2022 | Last Revised Date: 05/19/2026 | Last Reviewed Date: 05/19/2026

The goal of search and seizure with respect to students is meeting the educational needs of children and ensuring their security. The objective of any search and/or seizure is not the eradication of crime in the community. Searches may be carried out to recover stolen property, to detect illegal substances or weapons, or to uncover any matter reasonably believed to be a threat to the maintenance of an orderly educational environment. The Board authorizes school authorities to conduct reasonable searches of school property and equipment, as well as of students and their personal effects, to maintain order and security in the schools.

The search of a student, by authorized school authorities, is reasonable if it is both: (1) justified at its inception, and (2) reasonably related in scope to the circumstances which justified the interference in the first place.

School authorities are authorized to utilize any reasonable means of conducting searches, including but not limited to the following:

1. A search of the student's clothing by requesting that the student remove any coat, jacket, or other outer wear which can then be searched and by requesting that the student empty their pockets;
2. A search of any container or object used by, belonging to, or otherwise in the possession or control of a student; and/or
3. Devices or tools identified in school district policy or the student handbook or deemed necessary by the Superintendent or designee.

Any search of a student will be conducted by a school official or employee of the same gender as the student being searched.

School Property and Equipment and Personal Effects of Students

School authorities may inspect and search school property and equipment owned or controlled by the District (such as lockers, desks, and parking lots).

The Superintendent may request the assistance of law enforcement officials, including their use of specially trained dogs, to conduct inspections and searches of lockers, desks, parking lots, and other school property and equipment for illegal drugs, weapons, or other illegal or dangerous substances or material.

Students

School officials may search any individual student, his/her property, or District property under his/her control, when there is a reasonable suspicion that the search will uncover evidence that he/she is violating the law, Board policy, administrative regulation, or other rules of the District or the school. Reasonable suspicion shall be based on specific and objective facts that the search will produce evidence related to the alleged violation. The types of student property that may be searched by school officials include but are not limited to lockers, desks, purses, backpacks, student vehicles parked on District property, cellular phones, or other electronic communication devices.

Students may not use, transport, carry, or possess illegal drugs or any weapons in their vehicles on school property. While on school property, vehicles may be inspected at any time by staff, or by contractors employed by the District utilizing trained dogs, for the presence of illegal drugs, drug paraphernalia, or weapons. In the event the school has reason to believe that drugs, drug paraphernalia, or weapons are present, including by alert-trained dogs, the student's vehicle will be searched, and the student expressly consents to such a search.

Also, by parking in the school parking lots, the student consents to having his/her vehicle searched if the school authorities have any other reasonable suspicion to believe that a violation of school rules or policy has occurred.

Seizure of Property

When a search produces evidence that a student has violated or is violating either a law or District policies or rules,

such evidence may be seized and impounded by school authorities and disciplinary action may be taken. As appropriate, such evidence may be transferred to law enforcement authorities.

Procedure 3225-P(1): Sexual Harassment of Students - Procedure

Status: ADOPTED

Original Adopted Date: 08/17/2021 | **Last Reviewed Date:** 08/17/2021

Sexual Harassment Grievance Procedure - Students

The Board requires the following grievance process to be followed for the prompt and equitable resolution of student complaints alleging any action that would be prohibited as sexual harassment by Title IX. The Board directs the process to be published in accordance with all statutory and regulatory requirements.

Definitions

The following definitions apply for Title IX policies and procedures:

"Actual knowledge:" notice of sexual harassment or allegations of sexual harassment to the District's Title IX Coordinator or any official of the District who has authority to institute corrective measures on behalf of the District, or to any employee of an elementary or secondary school.

"Education program or activity:" includes locations, events or circumstances over which the District exercised substantial control over both the individual who has been reported to be the perpetrator of conduct that could constitute sexual harassment, and the context in which the sexual harassment occurs.

"Complainant:" an individual who is alleged to be the victim of conduct that could constitute sexual harassment.

"Respondent:" an individual who has been reported to be the perpetrator of conduct that could constitute sexual harassment.

"Formal complaint:" a document filed by a Complainant or signed by the Title IX Coordinator alleging sexual harassment against a Respondent and requesting that the District investigate the allegation of sexual harassment.

"Supportive measures:" non-disciplinary, non-punitive individualized services offered as appropriate, as reasonably available and without fee or charge to the Complainant or Respondent before or after the filing of a formal complaint or where no formal complaint has been filed.

District Requirements

When the District has actual knowledge of sexual harassment in an education program or activity of the District, the District will respond promptly in a manner that is not deliberately indifferent. When the harassment or discrimination on the basis of sex does not meet the definition of sexual harassment, the Title IX Coordinator will direct the individual to the applicable sex discrimination process, bullying and harassment policy, or public complaint procedure for investigation.

The District treats individuals who are alleged to be the victim (Complainant) and perpetrator (Respondent) of conduct that could constitute sexual harassment equitably by offering supportive measures. Supportive measures are designed to restore or preserve equal access to the District's education program or activity without unreasonably burdening the other party, including measures designed to protect the safety of all parties or the District's educational environment, or deter sexual harassment. Supportive measures may include counseling, extensions of deadlines or other course-related adjustments, modifications of work or class schedules, mutual restrictions on contact between the parties, leaves of absence, increased security and monitoring of certain areas of the District's property, campus escort services, changes in work locations and other similar measures.

The Title IX Coordinator is responsible for coordinating the effective implementation of supportive measures. Upon the receipt of a complaint, the Title IX Coordinator must promptly contact the Complainant to discuss the availability of supportive measures, consider the Complainant's wishes with respect to supportive measures, inform the Complainant of the availability of supportive measures with or without the filing of a formal complaint, and explain to the Complainant the process for filing a formal complaint. If the District does not provide the Complainant with supportive measures, then the District must document the reasons why such a response was not clearly unreasonable in light of the known circumstances.

Timelines

The District has established reasonably prompt time frames for the conclusion of the grievance process, including time frames for filing and resolving appeals and informal resolution processes. The grievance process may be temporarily delayed or extended for good cause. Good cause may include considerations such as the absence of a party, a party's advisor, or a witness; concurrent law enforcement activity; or the need for language assistance or accommodation of disabilities. In the event the grievance process is temporarily delayed for good cause, the District will provide written notice to the Complainant and the Respondent of the delay or extension and the reasons for the action.

Response to a Formal Complaint

At the time of filing a formal complaint, a Complainant must be participating in or attempting to participate in the education program or activity of the District with which the formal complaint is filed. A formal complaint may be filed with the Title IX Coordinator in person, by mail, by electronic mail, or other means designated by the District.

The District must follow the formal complaint process before the imposition of any disciplinary sanctions or other actions that are not supportive measures. However, nothing in this policy precludes the District from removing a Respondent from the District's education program or activity on an emergency basis, provided that the District undertakes an individualized safety and risk analysis, determines that an immediate threat to the physical health or safety of any student or other individual arising from the allegations of sexual harassment justifies removal, and provides the Respondent with notice and an opportunity to challenge the decision immediately following the removal. A period of removal may include the opportunity for the student to continue instruction in an offsite capacity. The District may also place a non-student employee Respondent on administrative leave during the pendency of the grievance process. This provision may not be construed to modify any rights under the Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act of 1973, or the Americans with Disabilities Act.

Upon receipt of a formal complaint, the District must provide written notice to the known parties including:

1. Notice of the allegations of sexual harassment, including information about the identities of the parties involved in the incident, the conduct allegedly constituting sexual harassment, the date and location of the alleged incident, and any sufficient details known at the time. Such notice must be provided with sufficient time to prepare a response before any initial interview;
2. An explanation of the District's investigation procedures, including any informal resolution process;
3. A statement that the Respondent is presumed not responsible for the alleged conduct and that a determination regarding responsibility will be made by the decision-maker at the conclusion of the investigation;
4. Notice to the parties that they may have an advisor of their choice who may be, but is not required to be, an attorney, and may inspect and review any evidence; and
5. Notice to the parties of any provision in the District's code of conduct or policy that prohibits knowingly making false statements or knowingly submitting false information.

If, in the course of an investigation, the District decides to investigate allegations about the Complainant or Respondent that are not included in the notice initially provided, notice of the additional allegations must be provided to known parties.

The District may consolidate formal complaints as to allegations of sexual harassment against more than one Respondent, or by more than one Complainant against one or more Respondents, or by one party against the other party, where the allegations of sexual harassment arise out of the same facts or circumstances.

Investigation of a Formal Complaint

When investigating a formal complaint and throughout the grievance process, the District must:

1. Ensure that the burden of proof and the burden of gathering evidence sufficient to reach a determination regarding responsibility rests on the District and not the parties';
2. Provide an equal opportunity for the parties to present witnesses and evidence;
3. Not restrict either party's ability to discuss the allegations under investigation or to gather and present relevant evidence;

4. Allow the parties to be accompanied with an advisor of the party's choice who may be, but is not required to be, an attorney. The District may establish restrictions regarding the extent to which the advisor may participate in the proceedings, as long as the restrictions apply equally to both parties;
5. Provide written notice of the date, time, location, participants, and purpose of any interview or meeting at which a party is expected to participate, with sufficient time for the party to prepare to participate;
6. Provide the parties equal access to review all the evidence collected which is directly related to the allegations raised in a formal complaint and comply with the review periods outlined in this process;
7. Objectively evaluate all relevant evidence without relying on sex stereotypes;
8. Ensure that Title IX Coordinators, investigators, decision-makers and individuals who facilitate an informal resolution process, do not have a conflict of interest or bias for or against Complainants or Respondents generally or an individual Complainant or Respondent;
9. Not make credibility determinations based on the individual's status as Complainant, Respondent or witness;
10. Not use questions or evidence that constitute or seek disclosure of privileged information unless waived.

Dismissal of Formal Complaints

If the conduct alleged in the formal complaint would not constitute sexual harassment even if proved, did not occur in the District's education program or activity, or did not occur against a person in the United States, then the District must dismiss the formal complaint with regard to that conduct for purposes of sexual harassment under this policy.

The Title IX Coordinator also may dismiss the formal complaint or any allegations therein at any time during the investigation or hearing, if applicable, when any of the following apply:

1. a Complainant provides written notification to the Title IX Coordinator that the Complainant would like to withdraw the formal complaint or any allegations therein;
2. the Respondent is no longer enrolled or employed by the District or;
3. specific circumstances prevent the District from gathering evidence sufficient to reach a determination as to the formal complaint or allegations therein.

Upon dismissal, the Title IX Coordinator promptly sends written notice of the dismissal and the reasons for dismissal simultaneously to both parties. The grievance process will close in the event a notice of dismissal is provided to the parties. Support measures may continue following dismissal.

Evidence Review

The District provides both parties an equal opportunity to inspect and review any evidence obtained as part of the investigation so that each party can meaningfully respond to the evidence prior to the conclusion of the investigation. The evidence provided by the District must include evidence that is directly related to the allegations in the formal complaint, evidence upon which the District does not intend to rely in reaching a determination regarding responsibility, and any inculpatory or exculpatory evidence whether obtained from a party or other source. Prior to completion of the investigative report, the Title IX Coordinator must send to each party and the party's advisor, if any, the evidence subject to inspection and review in an electronic format or a hard copy. The parties have 10 calendar days to submit a written response to the Title IX Coordinator, which the investigator will consider prior to completion of the investigative report.

Investigative Report

The investigator must prepare an investigative report that fairly summarizes relevant evidence and send the report to the Title IX Coordinator. The Title IX Coordinator must send to each party and the party's advisor, if any, the investigative report in an electronic format or a hard copy, for their review and written response. The parties have 10 calendar days to submit a written response to the Title IX Coordinator.

Decision-Maker's Determination

The investigative report is submitted to the decision-maker. The decision-maker cannot be the same person(s) as the Title IX Coordinator or the investigator. The decision-maker cannot hold a hearing or make a determination regarding responsibility until 10 calendar days from the date the Complainant and Respondent receive the investigator's report.

Prior to reaching a determination regarding responsibility, the decision-maker must afford each party the opportunity to submit written, relevant questions that a party wants asked of any party or witness, provide each party with the answers, and allow for additional, limited follow-up questions from each party. Questions and evidence about the Complainant's sexual predisposition or prior sexual behavior are not relevant, unless such questions and evidence about the Complainant's prior sexual behavior are offered to prove that someone other than the Respondent committed the conduct alleged by the Complainant, or if the questions and evidence concern specific incidents of the Complainant's prior sexual behavior with respect to the Respondent and are offered to prove consent. Questions must be submitted to the Title IX Coordinator within three calendar days from the date the Complainant and Respondent receive the investigator's report.

The decision-maker must issue a written determination regarding responsibility based on a preponderance of the evidence standard. The decision-maker's written determination must:

1. Identify the allegations potentially constituting sexual harassment;
2. Describe the procedural steps taken, including any notifications to the parties, interviews with parties and witnesses, site visits, methods used to gather evidence, and hearings held;
3. Include the findings of fact supporting the determination;
4. Draw conclusions regarding the application of any District policies and/or code of conduct rules to the facts;
5. Address each allegation and a resolution of the complaint including a determination regarding responsibility, the rationale therefor, any recommended disciplinary sanction(s) imposed on the Respondent, and whether remedies designed to restore or preserve access to the educational program or activity will be provided by the District to the Complainant and
6. The procedures and permissible bases for the Complainant and/or Respondent to appeal the determination.

A copy of the written determination must be provided to both parties simultaneously, and generally will be provided within 60 calendar days from the District's receipt of a formal complaint.

MTSBA recommends striking

The determination regarding responsibility becomes final either on the date that the District provides the parties with the written determination of the result of the appeal, if an appeal is filed, or if an appeal is not filed, the date on which an appeal would no longer be considered timely. Where a determination of responsibility for sexual harassment has been made against the Respondent, the District will provide remedies to the Complainant that are designed to restore or preserve equal access to the District's education program or activity. Such remedies may include supportive measures; however, remedies need not be non-disciplinary or non-punitive and need not avoid burdening the Respondent. The Title IX Coordinator is responsible for effective implementation of any remedies. Following any determination of responsibility, the District may implement disciplinary sanctions in accordance with State or Federal law and or/the negotiated agreement. For students, the sanctions may include disciplinary action, up to and including permanent exclusion.

Appeals

Either the Complainant or Respondent may appeal the decision-maker's determination regarding responsibility or a dismissal of a formal complaint, on the following bases:

1. Procedural irregularity that affected the outcome of the matter;
2. New evidence that was not reasonably available at the time that could affect the outcome and
3. The Title IX Coordinator, investigator, or decision-maker had a conflict of interest or bias for or against Complainants or Respondents generally or an individual Complainant or Respondent that affected the outcome.

The District also may offer an appeal equally to both parties on additional bases.

The request to appeal must be made in writing to the Title IX Coordinator within seven calendar days after the date of the written determination. The appeal decision-maker must not have a conflict of interest or bias for or against Complainants or Respondents generally or an individual Complainant or Respondent and cannot be the Title IX Coordinator, the investigator, or the decision-maker from the original determination.

The appeal decision-maker must notify the other party in writing when an appeal is filed and give both parties a reasonable equal opportunity to submit a written statement in support of, or challenging, the outcome. After reviewing the evidence, the appeal decision-maker must issue a written decision describing the result of the appeal and the rationale for the result. The decision must be provided to both parties simultaneously, and generally will be provided within 10 calendar days from the date the appeal is filed.

Informal Resolution Process

Except when concerning allegations that an employee sexually harassed a student, at any time during the formal complaint process and prior to reaching a determination regarding responsibility, the District may facilitate an informal resolution process, such as mediation, that does not involve a full investigation and determination of responsibility, provided that the District:

1. Provides to the parties a written notice disclosing:
 - A. The allegations;
 - B. The requirements of the informal resolution process including the circumstances under which it precludes the parties from resuming a formal complaint arising from the same allegations, provided, however, that at any time prior to agreeing to a resolution, any party has the right to withdraw from the informal resolution process and resume the Title IX formal complaint process with respect to the formal complaint; and
 - C. Any consequences resulting from participating in the informal resolution process, including the records that will be maintained or could be shared.
2. Obtains the parties' voluntary, written consent to the informal resolution process.

The informal resolution process generally will be completed within 30 calendar days, unless the parties and the Title IX Coordinator mutually agree to temporarily delay or extend the process. The formal grievance process timelines are stayed during the parties' participation in the informal resolution process. If the parties do not reach resolution through the informal resolution process, the parties will resume the formal complaint grievance process, including timelines for resolution, at the point they left off.

Recordkeeping

The District must maintain for a period of seven years records of:

1. Each sexual harassment investigation, including any determination regarding responsibility, any disciplinary sanctions imposed on the Respondent, and any remedies provided to the Complainant designed to restore or preserve equal access to the District's education program or activity;
2. Any appeal and the result therefrom;
3. Any informal resolution and the result therefrom; and
4. All materials used to train Title IX Coordinators, investigators, decision-makers, and any person who facilitates an informal resolution process. The District must make these training materials publicly available on its website.

The District must create, and maintain for a period of seven years, records of any actions, including any supportive measures, taken in response to a report or formal complaint of sexual harassment. In each instance, the District must document the basis for its conclusion that its response was not deliberately indifferent, and document that it has taken measures designed to restore or preserve equal access to the District's education program or activity.

Current

**Procedure 5012-P(1): Sexual Harassment of Employees - Sexual Harassment
Grievance Procedure-Employees**

Status: ADOPTED

Original Adopted Date: 08/17/2021 | **Last Reviewed Date:** 08/17/2021

Sexual Harassment Grievance Procedure - Employees

The Board requires the following grievance process to be followed for the prompt and equitable resolution of employee complaints alleging any action that would be prohibited as sexual harassment by Title IX. The Board directs the process to be published in accordance with all statutory and regulatory requirements.

Definitions

The following definitions apply for Title IX policies and procedures:

"Actual knowledge:" notice of sexual harassment or allegations of sexual harassment to the District's Title IX Coordinator or any official of the District who has authority to institute corrective measures on behalf of the District, or to any employee of an elementary or secondary school.

"Education program or activity:" includes locations, events or circumstances over which the District exercised substantial control over both the individual who has been reported to be the perpetrator of conduct that could constitute sexual harassment, and the context in which the sexual harassment occurs.

"Complainant:" an individual who is alleged to be the victim of conduct that could constitute sexual harassment.

"Respondent:" an individual who has been reported to be the perpetrator of conduct that could constitute sexual harassment.

"Formal complaint:" a document filed by a Complainant or signed by the Title IX Coordinator alleging sexual harassment against a Respondent and requesting that the District investigate the allegation of sexual harassment.

"Supportive measures:" non-disciplinary, non-punitive individualized services offered as appropriate, as reasonably available and without fee or charge to the Complainant or Respondent before or after the filing of a formal complaint or where no formal complaint has been filed.

District Requirements

When the District has actual knowledge of sexual harassment in an education program or activity of the District, the District will respond promptly in a manner that is not deliberately indifferent. When the harassment or discrimination on the basis of sex does not meet the definition of sexual harassment, the Title IX Coordinator will direct the individual to the applicable sex discrimination process bullying and harassment policy, or public complaint procedure for investigation.

The District treats individuals who are alleged to be the victim (Complainant) and perpetrator (Respondent) of conduct that could constitute sexual harassment equitably by offering supportive measures. Supportive measures are designed to restore or preserve equal access to the District's education program or activity without unreasonably burdening the other party, including measures designed to protect the safety of all parties or the District's educational environment, or deter sexual harassment. Supportive measures may include counseling, extensions of deadlines or other course-related adjustments, modifications of work or class schedules, mutual restrictions on contact between the parties, leaves of absence, increased security and monitoring of certain areas of the District's property, campus escort services, changes in work locations and other similar measures.

The Title IX Coordinator is responsible for coordinating the effective implementation of supportive measures. Upon the receipt of a complaint, the Title IX Coordinator must promptly contact the Complainant to discuss the availability of supportive measures, consider the Complainant's wishes with respect to supportive measures, inform the Complainant of the availability of supportive measures with or without the filing of a formal complaint, and explain to the Complainant the process for filing a formal complaint. If the District does not provide the Complainant with supportive measures, then the District must document the reasons why such a response was not clearly unreasonable in light of the known circumstances.

Timelines

The District has established reasonably prompt time frames for the conclusion of the grievance process, including time frames for filing and resolving appeals and informal resolution processes. The grievance process may be temporarily delayed or extended for good cause. Good cause may include considerations such as the absence of a party, a party's advisor, or a witness; concurrent law enforcement activity; or the need for language assistance or accommodation of disabilities. In the event the grievance process is temporarily delayed for good cause, the District will provide written notice to the Complainant and the Respondent of the delay or extension and the reasons for the action.

Response to a Formal Complaint

At the time of filing a formal complaint, a Complainant must be participating in or attempting to participate in the education program or activity of the District with which the formal complaint is filed. A formal complaint may be filed with the Title IX Coordinator in person, by mail, by electronic mail, or other means designated by the District.

The District must follow the formal complaint process before the imposition of any disciplinary sanctions or other actions that are not supportive measures. However, nothing in this policy precludes the District from placing a non-student employee Respondent on administrative leave during the pendency of the grievance process. The District may also remove a student Respondent alleged to have harassed an employee Complainant from the education setting. The student may receive instruction in an offsite capacity during the period of removal. This provision may not be construed to modify any rights under the Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act of 1973, or the Americans with Disabilities Act.

Upon receipt of a formal complaint, the District must provide written notice to the known parties including:

1. Notice of the allegations of sexual harassment, including information about the identities of the parties involved in the incident, the conduct allegedly constituting sexual harassment, the date and location of the alleged incident, and any sufficient details known at the time. Such notice must be provided with sufficient time to prepare a response before any initial interview;
2. An explanation of the District's investigation procedures, including any informal resolution process;
3. A statement that the Respondent is presumed not responsible for the alleged conduct and that a determination regarding responsibility will be made by the decision-maker at the conclusion of the investigation;
4. Notice to the parties that they may have an advisor of their choice who may be, but is not required to be, an attorney, and may inspect and review any evidence; and
5. Notice to the parties of any provision in the District's code of conduct or policy that prohibits knowingly making false statements or knowingly submitting false information.

If, in the course of an investigation, the District decides to investigate allegations about the Complainant or Respondent that are not included in the notice initially provided, notice of the additional allegations must be provided to known parties.

The District may consolidate formal complaints as to allegations of sexual harassment against more than one Respondent, or by more than one Complainant against one or more Respondents, or by one party against the other party, where the allegations of sexual harassment arise out of the same facts or circumstances.

Investigation of a Formal Complaint

When investigating a formal complaint and throughout the grievance process, the District must:

1. Ensure that the burden of proof and the burden of gathering evidence sufficient to reach a determination regarding responsibility rests on the District and not the parties;
2. Provide an equal opportunity for the parties to present witnesses and evidence;
3. Not restrict either party's ability to discuss the allegations under investigation or to gather and present relevant evidence;

4. Allow the parties to be accompanied with an advisor of the party's choice who may be, but is not required to be, an attorney. The District may establish restrictions regarding the extent to which the advisor may participate in the proceedings, as long as the restrictions apply equally to both parties;
5. Provide written notice of the date, time, location, participants, and purpose of any interview or meeting at which a party is expected to participate, with sufficient time for the party to prepare to participate;
6. Provide the parties equal access to review all the evidence collected which is directly related to the allegations raised in a formal complaint and comply with the review periods outlined in this process;
7. Objectively evaluate all relevant evidence without relying on sex stereotypes;
8. Ensure that Title IX Coordinators, investigators, decision-makers and individuals who facilitate an informal resolution process, do not have a conflict of interest or bias for or against Complainants or Respondents generally or an individual Complainant or Respondent;
9. Not make credibility determinations based on the individual's status as Complainant, Respondent or witness;
10. Not use questions or evidence that constitute or seek disclosure of privileged information unless waived.

Dismissal of Formal Complaints

If the conduct alleged in the formal complaint would not constitute sexual harassment even if proved, did not occur in the District's education program or activity, or did not occur against a person in the United States, then the District must dismiss the formal complaint with regard to that conduct for purposes of sexual harassment under this policy.

The Title IX Coordinator also may dismiss the formal complaint or any allegations therein at any time during the investigation or hearing, if applicable, when any of the following apply:

1. a Complainant provides written notification to the Title IX Coordinator that the Complainant would like to withdraw the formal complaint or any allegations therein;
2. the Respondent is no longer enrolled or employed by the District; or
3. specific circumstances prevent the District from gathering evidence sufficient to reach a determination as to the formal complaint or allegations therein.

Upon dismissal, the Title IX Coordinator promptly sends written notice of the dismissal and the reasons for dismissal simultaneously to both parties. The grievance process will close in the event a notice of dismissal is provided to the parties. Support measures may continue following dismissal.

Evidence Review

The District provides both parties an equal opportunity to inspect and review any evidence obtained as part of the investigation so that each party can meaningfully respond to the evidence prior to the conclusion of the investigation. The evidence provided by the District must include evidence that is directly related to the allegations in the formal complaint, evidence upon which the District does not intend to rely in reaching a determination regarding responsibility, and any inculpatory or exculpatory evidence whether obtained from a party or other source. Prior to completion of the investigative report, the Title IX Coordinator must send to each party and the party's advisor, if any, the evidence subject to inspection and review in an electronic format or a hard copy. The parties have 10 calendar days to submit a written response to the Title IX Coordinator, which the investigator will consider prior to completion of the investigative report.

Investigative Report

The investigator must prepare an investigative report that fairly summarizes relevant evidence and send the report to the Title IX Coordinator. The Title IX Coordinator must send to each party and the party's advisor, if any, the investigative report in an electronic format or a hard copy, for their review and written response. The parties have 10 calendar days to submit a written response to the Title IX Coordinator.

Decision-Maker's Determination

The investigative report is submitted to the decision-maker. The decision-maker cannot be the same person(s) as the Title IX Coordinator or the investigator. The decision-maker cannot hold a hearing or make a determination regarding responsibility until 10 calendar days from the date the Complainant and Respondent receive the investigator's report.

Prior to reaching a determination regarding responsibility, the decision-maker must afford each party the opportunity to submit written, relevant questions that a party wants asked of any party or witness, provide each party with the answers, and allow for additional, limited follow-up questions from each party. Questions and evidence about the Complainant's sexual predisposition or prior sexual behavior are not relevant, unless such questions and evidence about the Complainant's prior sexual behavior are offered to prove that someone other than the Respondent committed the conduct alleged by the Complainant, or if the questions and evidence concern specific incidents of the Complainant's prior sexual behavior with respect to the Respondent and are offered to prove consent. Questions must be submitted to the Title IX Coordinator within three calendar days from the date the Complainant and Respondent receive the investigator's report.

The decision-maker must issue a written determination regarding responsibility based on a preponderance of the evidence standard. The decision-maker's written determination must:

1. Identify the allegations potentially constituting sexual harassment;
2. Describe the procedural steps taken, including any notifications to the parties, interviews with parties and witnesses, site visits, methods used to gather evidence, and hearings held;
3. Include the findings of fact supporting the determination;
4. Draw conclusions regarding the application of any District policies and/or code of conduct rules to the facts;
5. Address each allegation and a resolution of the complaint including a determination regarding responsibility, the rationale therefor, any recommended disciplinary sanction(s) imposed on the Respondent, and whether remedies designed to restore or preserve access to the educational program or activity will be provided by the District to the Complainant; and
6. The procedures and permissible bases for the Complainant and/or Respondent to appeal the determination.

A copy of the written determination must be provided to both parties simultaneously, and generally will be provided within 60 calendar days from the District's receipt of a formal complaint.

MTSBA recommends striking

The determination regarding responsibility becomes final either on the date that the District provides the parties with the written determination of the result of the appeal, if an appeal is filed, or if an appeal is not filed, the date on which an appeal would no longer be considered timely. Where a determination of responsibility for sexual harassment has been made against the Respondent, the District will provide remedies to the Complainant that are designed to restore or preserve equal access to the District's education program or activity. Such remedies may include supportive measures; however, remedies need not be non-disciplinary or non-punitive and need not avoid burdening the Respondent. The Title IX Coordinator is responsible for effective implementation of any remedies. Following any determination of responsibility, the District may implement disciplinary sanctions in accordance with State or Federal law and or the negotiated agreement. For employees, the sanctions may include any form of responsive discipline, up to and including termination.

Appeals

Either the Complainant or Respondent may appeal the decision-maker's determination regarding responsibility or a dismissal of a formal complaint, on the following bases:

1. Procedural irregularity that affected the outcome of the matter;
2. New evidence that was not reasonably available at the time that could affect the outcome and
3. The Title IX Coordinator, investigator, or decision-maker had a conflict of interest or bias for or against Complainants or Respondents generally or an individual Complainant or Respondent that affected the outcome.

The District also may offer an appeal equally to both parties on additional bases.

The request to appeal must be made in writing to the Title IX Coordinator within seven calendar days after the date of the written determination. The appeal decision-maker must not have a conflict of interest or bias for or against Complainants or Respondents generally or an individual Complainant or Respondent and cannot be the Title IX Coordinator, the investigator, or the decision-maker from the original determination.

The appeal decision-maker must notify the other party in writing when an appeal is filed and give both parties a reasonable equal opportunity to submit a written statement in support of, or challenging, the outcome. After reviewing the evidence, the appeal decision-maker must issue a written decision describing the result of the appeal and the rationale for the result. The decision must be provided to both parties simultaneously, and generally will be provided within 10 calendar days from the date the appeal is filed.

Informal Resolution Process

Except when concerning allegations that an employee sexually harassed a student, at any time during the formal complaint process and prior to reaching a determination regarding responsibility, the District may facilitate an informal resolution process, such as mediation, that does not involve a full investigation and determination of responsibility, provided that the District:

1. Provides to the parties a written notice disclosing:
 - A. The allegations;
 - B. The requirements of the informal resolution process including the circumstances under which it precludes the parties from resuming a formal complaint arising from the same allegations, provided, however, that at any time prior to agreeing to a resolution, any party has the right to withdraw from the informal resolution process and resume the Title IX formal complaint process with respect to the formal complaint; and
 - C. Any consequences resulting from participating in the informal resolution process, including the records that will be maintained or could be shared.
2. Obtains the parties' voluntary, written consent to the informal resolution process.

The informal resolution process generally will be completed within 30 calendar days, unless the parties and the Title IX Coordinator mutually agree to temporarily delay or extend the process. The formal grievance process timelines are stayed during the parties' participation in the informal resolution process. If the parties do not reach resolution through the informal resolution process, the parties will resume the formal complaint grievance process, including timelines for resolution, at the point they left off.

Recordkeeping

The District must maintain for a period of seven years records of:

1. Each sexual harassment investigation, including any determination regarding responsibility, any disciplinary sanctions imposed on the Respondent, and any remedies provided to the Complainant designed to restore or preserve equal access to the District's education program or activity;
2. Any appeal and the result therefrom;
3. Any informal resolution and the result therefrom; and
4. All materials used to train Title IX Coordinators, investigators, decision-makers, and any person who facilitates an informal resolution process. The District must make these training materials publicly available on its website.

The District must create, and maintain for a period of seven years, records of any actions, including any supportive measures, taken in response to a report or formal complaint of sexual harassment. In each instance, the District must document the basis for its conclusion that its response was not deliberately indifferent, and document that it has taken measures designed to restore or preserve equal access to the District's education program or activity.

current

Procedure 5120-P(1): Hiring Process and Criteria - Fingerprint Background Handling Procedure

Status: ADOPTED

Original Adopted Date: 02/01/2021 | Last Reviewed Date: 02/01/2021

Fingerprint Background Handling Procedure

1. Who needs to be fingerprinted: All individuals 18 years of age or older to be volunteers or recommended for hire by the School District need to be fingerprinted.
2. The School District will obtain a signed waiver from all applicants and provide written communication of applicant rights (Applicant Rights and Consent to Fingerprint Form 5122F). The Applicant Rights and Consent to Fingerprint Form will be kept on file for 5 years or for the length of employment, which ever is longer. The form will be filed in the employees Personnel File.

Authority to Fingerprint

The School District will process candidates recommended for hire fingerprints.

Applicants will complete two (2) fingerprint cards following instructions on the card to fill out the information. District office personnel will add information in the box regarding reason to be fingerprinted.

A spreadsheet of those fingerprinted is kept by the School District to identify the individual, position being hired for, date of fingerprint, date print received and date print billed.

The School District staff that have received training by CRISS will process the fingerprints and send them to the DOJ.

Determination Procedures

Personnel staff that have been trained by CRISS and granted access to criminal history record information will receive the background results through their Montana State File Transfer account.

- a. Results are reviewed for determination of eligibility to hire.
- b. Any adverse reports are presented to the appropriate administrator for final approval.
- c. Determination is noted on a determination form and kept in a locked file cabinet.

Storage Procedure

Printed background is stored in a locked file cabinet in a sealed envelope marked "confidential". This file cabinet is only accessible to staff that have received CRISS training.

Dissemination Procedure

The School District will not disseminate any fingerprint information.

Destruction Procedure

- Criminal history record information will be stored with the personnel file in a sealed envelope marked "confidential" for two (2) years or the length of employment, whichever comes first. _____ School District utilizes shredding for destruction of information no longer needed.
- Dissemination logs are destroyed 3 years from date of entry.

Training Procedure

- Local Agency Security Officer (LASO)
 - Signed user agreement between district and CRISS
 - Privacy and Security Training
 - CRISS training on CHRI required to receive background reports
-

** recommended **

**Board Policy Manual
MTSBA Policy Management
Console**

Procedure 5120-P(1): Hiring Process and Criteria - Federal Background Check, Fingerprints, and Information Handling Procedure

Status: ADOPTED

Original Adopted Date: 05/19/2026 | Last Reviewed Date: 05/19/2026

1. Who needs to be fingerprinted: All individuals 18 years of age or older to be volunteers or recommended for hire by the School District who will have unsupervised access to students need to be fingerprinted under the National Child Protection Act and Volunteers for Children's Act (NCPA/VCA) and § 20-3-323, MCA.
2. The School District will obtain a signed waiver from all applicants and provide written communication of Applicant Rights and Consent to Fingerprint Form at 5122F. Applicants shall also be provided the Applicant Privacy statement at 5120F. The Applicant Rights and Consent to Fingerprint Form will be kept on file for 5 years or for the length of employment, which ever is longer. The form will be filed in the employees Personnel File.

Basis to Collect and Submit Fingerprints for Purposes of Federal Background Check - Boards will Select One Option

OPTION 1: Ink fingerprints are captured in house by agency personnel that have completed and passed the certification course provided by CRISS. All applicants must provide a current government issued photo identification at the time of fingerprinting for identification verification. Two ink fingerprint cards are captured for each applicant and all data fields are completed and checked for accuracy. Complete fingerprint cards are then mailed to DOJ/CRISS along with payment.

OR

OPTION 2: Livescan fingerprints are captured in house by agency personnel that have completed and passed the certification course provided by CRISS. All applicants must provide a current government issued photo identification at the time of fingerprinting for identification verification. Fingerprints are then submitted to CRISS via the Livescan.

OR

** OPTION 3:* Fingerprints are obtained via local law enforcement agencies: *mmmm*

A spreadsheet of those fingerprinted is kept by the School District to identify the individual, position being hired for, date of fingerprint, date print received and date print billed.

The School District staff that have received training by CRISS will process the fingerprints and send them to the DOJ.

LASO

Nicole Simonsen *Nicole Simonsen*
(First and last name) has been appointed as the Local Agency Security Officer and acts as the primary point of contact between the School District and CRISS. (Name of LASO) is responsible for ensuring CJIS Policy compliance by all authorized recipients within the School District LASO is also responsible of any Privacy and Security Agreements with those who do not use CHRI on a regular basis. Any change in appointment of the LASO or other authorized personnel will be reported to CRISS immediately.

Access of CHRI

Nicole Simonsen
All background results are received by (first and last name) through the State File Transfer Service. Results are printed and stored in a locked filing cabinet in the business office until a determination for employment is made. Only authorized personnel that have undergone Privacy and Security Information have access to printed criminal history record information. Authorized recipients of CHRI include

Nicole Simonsen
Superintendent (name), Principal (name), and the Business manager (name).

Printed background checks are reviewed by the Business Manager (name) and a determination form is completed. If any adverse results are present on the background check, it is given to the Superintendent, and Principal for final determination of eligibility. (Entity Name) utilizes a determination form but the CHRI is retained in accordance with this procedure.

Determination Procedures

Personnel staff that have been trained by CRISS and granted access to criminal history record information will receive the background results through their Montana State File Transfer account.

- a. Results are reviewed for determination of eligibility to hire.
- b. Any adverse reports are presented to the appropriate administrator for final approval.
- c. Determination is noted on a determination form and kept in a locked file cabinet.

Retention and Storage Procedure (Note: If the School District seeks to store electronically you must contact DOJ's IT department.)

All criminal history record information is stored in a locked filing cabinet within the business office. Only authorized personnel, Superintendent, Principal, and the Business Manager as noted in this policy have access to this information. Only authorized personnel are present during the determination process when the criminal record is being reviewed. Criminal history record information must be maintained for a period of at least two years following creation of the record or the date of the hiring decision, which is later.

Dissemination Logs are maintained for a period of 3 years from the date of dissemination or between audits, and the Applicant Rights and Consent to Fingerprint form is maintained for at least five years or the length of employment, whichever is longer.

Dissemination Procedure Boards will Select One Option:

OPTION 1: Applicants wishing to obtain a copy of their background report may make a request to the LASO. A current government photo identification must be presented at the time of the request. A copy of the background report is made and marked as a "copy" and provided to the applicant. The dissemination is then logged. Dissemination logs include, what record was shared, the date it was shared, the method of sharing, and the agency personnel that shared the record. The dissemination log is stored in a locked filing cabinet for at least 3 years or between audits, whichever is longer.

OR

OPTION 2: The School District does not disseminate criminal history record information with any other agency. A copy of our determination form can be provided to outside agencies upon request.

Destruction Procedure Boards will Select One Option:

OPTION 1: At the end of the retention and storage period outlined in this document, all CHRI and related information is shredded in house by (authorized personnel name).

OR

OPTION 2: At the end of the retention and storage period outlined in this document, all CHRI and related information is shredded on site by a company that come to our location. Authorized personnel witness the shredding of the CHRI.

Applicant procedures for challenging or correcting their record Boards will Select One Option:

All applicants are given the opportunity to challenge or complete their record before a final determination is made.

OPTION 1: Applicants wishing to challenge their record are given a copy of the background report.

OR

OPTION 2: Applicants wishing to challenge their record are advised how to obtain a copy of their background report.

The applicant is then given 10 days to contact the state or agency in which the record was created to make corrections. After the allotted time, the applicant must then provide the School District with a copy of the corrected background report provided by and notarized by the State Identification Bureau. The fee associated for a copy of the

state record provided by the State Identification Bureau will be the responsibility of the applicant.

Policy and procedures for misuse of CHRI

*Nicole
Simonsen* The School District does not allow dissemination of CHRI to persons or agencies that are not directly involved in the hiring and determination process. If CHRI is disseminated outside of the authorized receiving department, ~~agency~~ (LASO) will report this to CRISS immediately and provide CRISS with an incident response form. The incident response form will include the nature of the incident, any internal reprimands that may have resulted from the incident, as well as our agencies plan to ensure that this incident does not get repeated.

Training Procedure

- Local Agency Security Officer (LASO)
 - Signed user agreement between district and CRISS
 - Privacy and Security Training
 - CRISS training on CHRI required to receive background reports
-

Current

Policy 5321: Sick Leave

Status: ADOPTED

Original Adopted Date: 02/01/2021 | Last Revised Date: 05/02/2022 | Last Reviewed Date: 05/02/2022

Leaves of Absence

Sick and Bereavement Leave

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

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

- A physical or mental illness, injury, or disability;
- Maternity or pregnancy-related disability or treatment, including prenatal care, birth, or medical care for the employee or the employee's child;
- Parental leave for a permanent employee as provided in § 2-18-606, MCA;
- Quarantine resulting from exposure to a contagious disease;
- Examination or treatment by a licensed health care provider;
- Short-term attendance, in an agency's discretion, to care for a person (who is not the employee or a member of the employee's immediate family) until other care can reasonably be obtained;
- Necessary care for a spouse, child or parent with a serious health condition, as defined in the Family and Medical Leave Act of 1993; or
- Death or funeral attendance of an immediate family member or, at an agency's discretion, another person.

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

It is understood that seniority will accumulate while a teacher or employee is utilizing sick leave credits. Seniority will not accumulate, unless an employee is in a paid status. Abuse of sick leave is cause for disciplinary action up to and including termination of employment. The administration is authorized to request documentation or evidence supporting a leave request.

Immediate family is defined as an employee's spouse and any member of the employee's

household, or any parent, child, grandparent, grandchild, or corresponding in-law.

Personal and Emergency Leave

Teachers will be granted personal and emergency leave according to terms of the current collective bargaining agreement. Classified staff do not have access to personal and emergency leave.

Civic Duty Leave

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

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

recommended

Policy 5321: Sick Leave

Status: ADOPTED

Original Adopted Date: 09/09/2022 | Last Revised Date: 05/19/2026 | Last Reviewed Date: 05/19/2026

Sick and Bereavement Leave

Classified employees, Business Managers/District Clerks, and Superintendents will be granted sick leave benefits in accordance with § 2-18-618, MCA.

"Sick leave" means a leave of absence with pay for:

- (a) a sickness suffered by an employee or a member of the employee's immediate family; or
- (b) the time that an employee is unable to perform job duties because of:
 - a physical or mental illness, injury, or disability;
 - maternity or pregnancy-related disability or treatment, including prenatal care, birth, or medical care for the employee or the employee's child;
 - quarantine resulting from exposure to a contagious disease;
 - examination or treatment by a licensed health care provider;
 - short-term attendance, in the District's discretion, to care for a relative or household member who is not a member of the employee's immediate family until other care can reasonably be obtained;
 - necessary care for a spouse, child, or parent with a serious health condition, as defined in the Family and Medical Leave Act of 1993; or
 - death or funeral attendance of an immediate family member or, at the District's discretion, another person.

Immediate family is defined as an employee's spouse and any member of the employee's household, or any parent, child, grandparent, grandchild, or corresponding in-law.

Leave will be granted in 15 minute increments.

current

Policy 5322: Military Leave

Status: ADOPTED

Original Adopted Date: 02/01/2021 | **Last Reviewed Date:** 02/01/2021

Military Leave

Pursuant to the Uniformed Services Employment and Reemployment Rights Act (USERRA) and the Montana Military Service Employment Rights, the Superintendent shall grant military leave to employees for voluntary or involuntary service in the uniformed services of the United States, upon receipt of the required notice. Benefits shall be maintained for these employees as required by law and/or collective bargaining agreements. A service member who returns to the District for work following a period of active duty must be reinstated to the same or similar position and at the same rate of pay unless otherwise provided by law.

Time spent in active military service shall be counted in the same manner as regular employment for purposes of seniority or District service unless otherwise provided in a collective bargaining agreement.

The District will not discriminate in hiring, reemployment, promotion, or benefits based upon membership or service in the uniformed services.

All requests for military leave will be submitted to the Superintendent, in writing, accompanied by copies of the proper documentation showing the necessity for the military leave request.

When possible, all requests for military leave will be submitted at least one (1) full month in advance of the date military service is to begin.

Persons returning from military leave are asked to give the Superintendent notice of intent to return, in writing, as least one (1) full month in advance of the return date.

The District shall post notice of the rights, benefits, and obligations of the District and employees in the customary place for notices.

recommended

Policy 5322: Military Leave

Status: ADOPTED

Original Adopted Date: 09/09/2022 | **Last Revised Date:** 05/19/2026 | **Last Reviewed Date:** 05/19/2026

Pursuant to the Uniformed Services Employment and Reemployment Rights Act (USERRA) and the Montana Military Service Employment Rights, the Superintendent shall grant military leave to employees for voluntary or involuntary service in the uniformed services of the United States, upon receipt of the required notice.

Military Leave

A District employee who is a member of the national guard of Montana or any other state or who is a member of the organized or unorganized reserve corps or military forces of the United States and who has been an employee for a period of at least 6 months must be given leave of absence with pay at a rate of 120 hours in a calendar year or academic year if applicable, for performing military service. The full 120 hours of leave must be credited in full to an employee after 6 months of employment and in each successive calendar year, or academic year if applicable.

Military leave may not be charged against the employee's annual vacation time. Unused military leave must be carried over to the next calendar year, or academic year if applicable, but may not exceed a total of 240 hours in any calendar or academic year.

Right to Return to Work

After a leave of absence for state military duty, an employee is entitled to return to employment with the same seniority, status, pay, health insurance, pension, and other benefits as the employee would have accrued had the employee not been absent for state military duty. If an employee was in probationary status when ordered to state military duty, the District may require the employee to resume the probationary period upon returning to employment with the District.

Benefits shall be maintained for these employees as required by law and/or collective bargaining agreements. A service member who returns to the District for work following a period of active duty must be reinstated to the same or similar position and at the same rate of pay unless otherwise provided by law.

Time spent in active military service shall be counted in the same manner as regular employment for purposes of seniority or District service unless otherwise provided in a collective bargaining agreement.

Nondiscrimination

The District will not discriminate in hiring, reemployment, promotion, or benefits based upon membership or service in the uniformed services.

Requests for Leave

All requests for military leave will be submitted to the Superintendent, in writing, accompanied by copies of the proper documentation showing the necessity for the military leave request.

When possible, all requests for military leave will be submitted at least one (1) full month in advance of the date military service is to begin.

Persons returning from military leave are asked to give the Superintendent notice of intent to return, in writing, as least one (1) full month in advance of the return date.

The District shall post notice of the rights, benefits, and obligations of the District and employees in the customary place for notices.

Policy 5323: Personal and Emergency Leave

Status: DRAFT

Original Adopted Date: Pending

Personal and Emergency Leave

Upon recommendation of the Superintendent, and in accordance with District policy and any applicable collective bargaining agreement, employees may be granted personal or emergency leave at the discretion of the Board of Trustees and/or its designees pursuant to the following conditions:

1. Leave will be without pay unless otherwise stated. If leave is to include expenses payable by the District, leave approval will so state.
 2. Leave will be granted in units of 15 minute increments.
 3. Notice of at least one (1) week is required for any personal leave of less than one (1) week; notice of one (1) month is required for any personal leave exceeding one (1) week when feasible.
 4. The Board hereby delegates to the Superintendent the authority, in unusual or exceptional circumstances, to grant immediate personal or emergency leave to employees who have exhausted or are not covered by sick leave or vacation pending Board approval of personal or emergency leave.
-

Policy 5324: Civic Duty Leave

Status: ADOPTED

Original Adopted Date: 05/19/2026 | **Last Reviewed Date:** 05/19/2026

Jury Duty

When an employee is summoned for jury duty, the Superintendent may request that the Court excuse the employee from jury duty if the employee's presence at work is necessary for the proper operation of the District. If the employee is not excused or no request is made to excuse the employee, a leave of absence for jury duty will be granted. The employee may elect to receive regular salary or to take annual leave during jury time. An employee who elects not to take annual leave, however, must remit to the District all juror and witness fees and allowances (except for expenses and mileage).

Witness Subpoena

When an employee is subpoenaed to serve as a witness, the employee may elect to receive regular salary while serving as a witness, or take annual leave. An employee who elects not to take annual leave, however, must remit to the District all witness fees and allowances (except for expenses and mileage).

Public Office

If an employee is elected or appointed to a city, county, or state public office, the District shall grant to the employee a leave of absence while the employee is performing public service, not to exceed 180 days per year. An employee granted a leave of absence shall make arrangements to return to work within 10 days following completion of the service for which the leave was granted. If the District employs 10 or more persons, the employee will be restored to their position with the same seniority, status, compensation, hours, locality, and benefits as existed immediately prior to the leave of absence.

During the leave of absence, the employee cannot be required to perform work or to use leave or benefits without the consent of the employee. If the District provides health care benefits to the employee, the District shall continue offering the employee health care benefits with the same covered benefits and covered persons during the leave of absence.
