

**AGENDA for the REGULAR MEETING**  
**OF THE TRUSTEES OF JEFFERSON HIGH SCHOOL DISTRICT # 1**

**\* 6:30 p.m. Tuesday, March 20, 2018 \***

**Jefferson High School Library**

(Board packet available upon request at the Central Office.)

This agenda is subject to changes until the Friday preceding the meeting. Please check the school website at [www.jhs.k12.mt.us](http://www.jhs.k12.mt.us) for the most current agenda and the packet of associated materials for the meeting.

**A. Call to order-Chairperson**

1. Pledge of Allegiance

**B. Announcements and Public Comment.** *Please see information printed on the back of the agenda and in the brochure at the entrance to the meeting about speaking to the board during this time.*

**C. Student Report**

**D. Staff Report**

**E. Committee Reports - brief review**

**F. Administration Reports** – *The board briefly reviews the written reports provided in board packet. Some specific, anticipated items are listed below. The Board will not take action on items in a report unless the item appears as an action item in the new or unfinished business sections of the agenda.*

1. Clerk/Business Manager
2. Principal/A.D.
3. Superintendent
  - a. Purple and Gold freshman courses
  - b. Math curriculum changes
  - c. FTE expansion
  - d. Montana Comprehensive Literacy Project

**G. Unfinished Business- Action is always possible for Unfinished Business items.**

1. Transportation Survey review/approve -update on progress
2. Sports and activities program survey

**H. New Business – Action is always possible for New Business items.**

1. Personnel – Action
  - a. Substitute applications –
  - b. Resignations – L. Butler
  - c. Superintendent evaluation - possible closed session Policy 6110
  - d. Principal position – update on process and costs
  - e. Classified personnel – Policy maintenance employee
  - f. Coaching recommendations/evaluations – possible closed session
  - g. Winter sports program review
2. Approval of Attendance Agreements – AYA/Elk Park/North end
3. Scheduling request – CTE
4. Literacy Grant Update
5. Art trip – discussion and possible approval
6. Instructional plan and evaluation Policy 2130
7. Discussion and possible approval of 2018-19 calendar
8. Discussion of Bus Contract
9. JHS Policy document dated January 15, 2018 Resolution
10. Approval of notice of intent to increase/decrease non-voted levies (HB307)
11. 1<sup>st</sup> Reading Policies
  - a. 3121 Enrollment and Attendance ESSA language added
  - b. 3300 Suspension and Expulsion – Corrective Action and Punishment (Committee did not recommend)
  - c. 4330f School Facilities/Grounds Use and Liability Release Agreement
  - d. 5330 Maternity Leave
  - e. 5329 and 5329P Long-Term Illness/Temporary Disability/Maternity Leave
  - f. 8100 Transportation
  - g. 3126FE Proficiency-Based ANB Required new policy
  - h. 2150 Suicide Awareness – Required Policy
  - i. 4600 Removal due to repeal of NCLB
  - j. 5120 Removal of NCLB reference
  - k. 5220 Recommended policy to adopt ESSA language
  - l. 5420 Corrected terminology due to repeal of NCLB
  - m. 5420 ESSA Qualification Notifications

n. Flexible Instructor Licensing

12. 2<sup>nd</sup> Reading Policies

- a. 2333 added language to allow Native American expression at graduation
- b. 3110 ESSA language added
- c. 3125, 3125f added cross TB test removed
- d. 1531 added “upon request” line 16 after “must” line 24 “then current”
- e. 4210 different wording for the same effect
- f. 5010 added retaliation sentence and reference, no other changes
- g. 3413F1 statement referencing DPHHS form Medical Ex add title
- h. 3413F2 statement referencing DPHHS form Religious Exemption add title
- i. 7535FE Required new policy
- j. 5445FE Required policy
- k. 3224 required language
- l. 3416 required language
- m. 5122F New form required, old form replaced
- n. 7540FE & 7540FE-F1 New policy and form required for HB307
- o. 3124 New policy required #4 just “entrance age”

**B. Communication and Comments**

- 1. Letters to the Board – L. Butler

**C. Commendations and Recognition**

**D. Consent Agenda**

- 1. Approval of Previous Minutes and High School Claims and Accounts – action

**E. Follow-up/Adjournment – upcoming three months**

- 1. Chair/Superintendent article for paper
- 2. April – Certified retirement intentions, risk management program, special education application

**NEXT REGULARLY SCHEDULED HIGH SCHOOL BOARD MEETING: April 17, 2018 6:30 P.M. Board chair-approved agenda items are due in the district office by the last Friday of the month prior to the board meeting.**

*All board meetings are generally held in the Jefferson High School Library, on the third Tuesday of each month at 6:30 p.m. (Exceptions often occur in May and August to follow legal requirements.) For updates, call the district office at 225-3740.*

**Jefferson High School Board Members**

Sabrina Steketee, chair (Boulder area position)

Pat Lewis, (At-Large 1 position)

Stacy Hale (Basin area position)

Travis Pierce vice-chair (At-Large 2 position)

Terry Street (Clancy area position)

Denise Brunett (MT City area position)

Larry Rasch (At-Large 3 position)

**Mission Statement**

*The Jefferson High School District #1’s mission is to provide the best possible education for our youth for whatever path of life they choose; to be the school of choice for students, teachers, and staff; and to be the heart of the communities we serve.*

**Our vision for the future, second draft:**

**Students:**

- Achieve high test scores and graduation rates that are competitive nationally;
- Graduate with a plan for life that they feel well equipped to pursue;
- Choose our school over others because of our solid reputation;
- Feel happy, challenged, safe and supported throughout their time

*here;*

- Appreciate and fully engage in our activities that augment our core curriculum; and
- Have access to technology that enhances their learning opportunities.

**Teachers:**

- Actively support students with their time, attention and obvious commitment;
- Have the tools and resources necessary to do optimal work;
- Are proud to work here and of their contribution to the school;

- Are committed to continuing education and the use of best practices;
- Look at our District as a long-term career commitment; and
- Feel confident about the Board’s decisions and plans.

**Our Administration and Board**

- Commit to be knowledgeable about best practices
- Establish, devote themselves to, and evaluate their priority goals on a regular basis; and
- Work as a collaborative team to make decisions that always focus on what’s best for students, teachers and our communities.

**Our communities:**

- Are knowledgeable of and highly respect our commitment to excellence; and
- Support our work in many ways – their time, funds, levy votes, ideas, and enthusiasm about our students and their activities.

**Announcements and Public Comment.** The board welcomes and encourages public comment and wishes the public comment process to be fair and orderly. Written comments may be submitted to the board through the District Clerk’s office. Individuals wishing to address the board at the board meeting must sign in on the sheet provided. The clerk will collect the sheet when the meeting begins.

Comments on topics that are on the agenda may be made when the meeting reaches that item's point on the agenda. Comments on non-agenda items may be made during the "Public Comment" agenda item. The Board would like to remind everyone in attendance that to avoid violations of individual rights of privacy, a member of the public wishing to address the Board during this time will not be allowed to make comments that would infringe upon the privacy rights of any student, staff member, or member of the general public during his/her designated time to speak. Abusive or obscene comments will not be allowed. Time allowed for comments may be limited. Individuals will only be called upon twice for the same topic after all persons have been called upon and as time permits. The Board may not respond to and will not take action on non-agenda topics at this meeting but may schedule the topic on the agenda of a subsequent meeting.

From the desk of:



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March 2018

## **GENERAL REPORT ITEMS**

### PAYROLL REPORT

Payroll warrants from 40482 to 40518 and direct deposits from -88910 to -88883 were approved by the superintendent and paid in March.

### DISTRICT OFFICE PROCEDURES

I plan to streamline processes for day-to-day operations such as the issuance of purchase orders, completion of new employee files, arrangement of furniture and equipment for ease of use, and a few other items. While the way I have completed many of these tasks works, I believe that there can be additional efficiency gained with careful thought.

### MASBO REGION 4

March 5 & 6 I attended the MASBO board of directors' meeting in Helena. The directors reviewed the summary of the strategic planning session held in January.

### MD&A

The MD&A has been submitted. It will be put with the rest of the financial statements and audit report to be submitted to OPI.

### HB 307 NOTICE OF INTENT TO INCREASE/DECREASE NON-VOTED LEVIES

A spreadsheet and draft language will be available at the meeting.

**Principal's Report 3/20/2018**

- JHS BPA has two National Qualifiers!
- All Juniors will take the ACT 3/20/2018.
- Sophomores will take the Science CRT 3/22/2018.
- At the late arrival 3/21/18 Pam Hanna and Barb Reiter will present the ACES training to our staff.
- The third quarter ended 3/15/18.
- JHS Night for incoming Freshmen is 3/27/18.
- JHS Day for incoming Freshmen is in April.

**AD's Report**

- Winter sports finished up and we are into Spring sports.
- Track has about 42 students out, Golf about 20 and Tennis about 15.
- The Winter sports survey may not be ready tonight as we had a couple of hiccups. If it is not ready tonight it will certainly be ready in April.
- Winter sports Coach's evaluations are ready.

## **Transportation Survey:**

42 responses, 23 anonymous

**Students are:** Freshman 10= 26.32% Sophomore 15= 39.47% Junior 8= 21.05% Senior 5= 13.16%

**Primary way to school:** School Bus 26= 65% Own car 7= 17.5% Ride with others 1= 2.5% Ride with parent(s) 2= 5% Walk 4= 10%

**Activities in which your student participates:** Art Club 3= 7.5% Band 14= 35% Basketball-boys 14= 35% Basketball-girls 12= 30% BPA 7= 17.5% Cheer 9= 22.5% Choir 7= 17.5% Cross Country 5= 12.5% FCCLA 3= 7.5% Football 15= 37.5% Golf 4= 10% MUN 2= 5% NHS 11= 27.5% Skills USA OSpeech and Debate OStudent Council 3= 7.5% Tennis 6= 15% Thespians/Drama 9= 22.5% Track 11= 27.5% Volleyball 15= 37.5% Wrestling 4= 10% Yearbook 1= 2.5% Youth Legislature 3= 7.5%

**If your student does not participate in activities, does transportation prevent them from participating?** Yes 4= 11.43% No 31= 88.57% Comments: But at times it's troubling to have to drive to/from on bad roads. Transportation is very much appreciated. Although it can be painful if transportation is not provided for specific trips for activities.

**If your student uses the school bus to get to/from school for the school day, does the bus service work well for you?** Yes 31= 96.88% No 1= 3.13% Comments: but not after games. MT City bus is extremely reliable-thank you!!! Too crowded. Too many students on the bus.

**If your child(ren) use the Activities bus to get to/from school, does the Activities bus service work well for you?** Yes 31= 91.18% No 3= 8.82% Comments: I need to get information on activities bus. But there is not great communication sometimes and then we are left wondering if we missed the bus or it's just running late. After school activity bus is extremely appreciated! Wish it ran for Friday practices.

**What additional information would you like us to know about student transportation at JHS?** There are times when a bus should run to get kids from the N side- like early morning practice for BB. Also when trips are to Missoula coming through the N end to pick up and drop off would be nice. Also on Homecoming day this year there was no bus so kids who didn't drive or had parents to drive could not come over for the activities that day. I think the safety of our kids needs to come first. Whenever we can provide a bus to prevent groups of kids from driving over the hill we should

I know this would be additional expense to JHS, but I would like to see the bus run over the hill on game days--for pickup AND drop off. Thanks for considering this.

Again, the transportation provided is very much appreciated and works well for our family. Thank you.

I have always felt comfortable with my children on the bus, over boulder pass. I appreciate that they have always been on time weather permitting. My only trouble is finding out snow delays and cancellations but the information is out there, I just didn't see it.

Have two students, Junior and Sophomore that participate in different activities. One has a license but we don't like her to drive over the pass, esp in bad weather or middle of the night (to/from tournaments that drop at JHS) Would love to see a move to organized car pool if/when activity bus isn't able to transport to/from JHS for early departure, late arrival for tournaments or games.

The bus drivers take a great interest in the Panthers. They do a nice job for our kids.

Having a bus go north after it if town activities would be fantastic!

AN EFFICIENT WAY TO NOTIFY IF MONTANA CITY BUSES ARE RUNNING OR NOT DUE TO ROAD CONDITIONS.

**Jefferson High School District #1**  
**Board of Trustees**

**Superintendent's Report**

Date: March 20, 2018

Agenda Item: F-3

3a-Montana Math Matters

On March 10<sup>th</sup>, I attended the Montana Math Matters workshop in Whitehall with Nicole Strozewski and Nancy Bailey. The main component for the workshop was Growth Mindset and its function in providing mechanisms for improving math learning. There was a ton of great resources provided that can be shared across all curriculums. I have enclosed some of the material used.

3b-MASS Spring Conference

I will be attending the 2018 MASS Spring Conference in Helena March 19-20<sup>th</sup>. There are a number of quality Breakout Sessions and guest presenters. I will provide follow up feedback after the conference. I have enclosed a copy of the conference agenda so you can see what is being offered.

3c-iGraduation

JHS will be applying for the new iGraduation grant. This grant is replacing the former Graduation Matters grants that JHS received. This is a competitive grant and is due in early April. The new grant is again being funded through the Dennis and Phylis Washington Foundation.

4d-Insurance Information

PayneWest representatives met with JHS administration and union members Thursday March 15<sup>th</sup> regarding the insurance options and premium increases for next year. These numbers are exact and no changes will occur. This information will now allow the district to decide insurance details and apply those numbers to the 2018-19 budget. We are much earlier in the process than previous years. I have provided the numbers in the packet.



## Growth Mindset Feedback

*As students begin to work on their learning objectives, growth-minded language guides and motivates them to ensure that they remain persistent, resilient, and focused on the process of learning. It is important to give learners feedback about their progress and their results so they can specifically see their growth.*

*Use these language frames when interacting with your students in the following situations.*

### When they struggle despite strong effort

- OK, so you didn't do as well as you wanted to. Let's look at this as an opportunity to learn.
- What did you do to prepare for this? Is there anything you could do to prepare differently next time?
- You are not there/here *yet*.
- When you think you can't do it, remind yourself that you can't do it *yet*.
- I expect you to make some mistakes. It is the kinds of mistakes that you make along the way that tell me how to support you.
- Mistakes are welcome here!
- You might be struggling, but you are making progress. I can see your growth (in these places).
- Look at how much progress you made on this. Do you remember how much more challenging this was (yesterday/last week/last year)?
- Of course it's tough - school is here to make our brains stronger!
- If it were easy, you wouldn't be learning anything!
- You can do it - it's tough, but you can; let's break it down into steps.
- Let's stop here and return tomorrow with a fresher brain.
- I admire your persistence and I appreciate your hard work. It will pay off.

### When they struggle and need help with strategies

- Let's think about how to improve (the accuracy of) this section/paragraph/sentence/word choice/logic/description/problem/calculation.
- Let me add new information to help you solve this....
- Here are some strategies to figure this out.
- Describe your process for completing this task.
- Let's do one together, out loud.
- Let's practice (skill) so we can move it from our short-term to our long-term memory.
- Just try - we can always fix mistakes once I see where you are getting held up.
- Let me explain in another way with different words.
- What parts were difficult for you? Let's look at them.
- Let's ask \_\_\_\_\_ for advice-s/he may be able to explain/suggest some ideas/recommend some strategies.
- Let's write a plan for practicing and/or learning.
- If you make \_\_\_\_\_ changes, we can reassess your score. Let's discuss a plan for you.



**When they are making progress**

- Hey that's a tough problem/task/concept that you've been working on for a while. What strategies are you using?
- I can see a difference in this work compared to \_\_\_\_\_. You have really grown (in these areas).
- I see you using your strategies/tools/notes/etc. Keep it up!
- Hey! You were working on this for awhile and you didn't quit!
- Your hard work is clearly evident in your process/project/essay/assignment.

**When they succeed with strong effort**

- I am so proud of the effort you put forth to/in/with\_\_\_\_\_.
- I am very proud of you for not giving up, and look what you have to show for it!
- Congratulations - you really used great strategies for studying, managing your time (behavior, etc.).
- I want you to remember for a moment how challenging this was when you began. Look at how far you have come!
- All that hard work and effort paid off!
- The next time you have a challenge like this, what will you do?
- What choices did you make that you think contributed to your success?
- It's exciting to see the difference in your work now when I compare it to your earlier work.
- I can see you really enjoyed learning.\_\_\_\_\_.

**When they succeed easily without effort**

- It's great that you have that down. Now we need to find something a bit more challenging so you can grow.
- It looks like your skills weren't really challenged by this assignment. Sorry for wasting your time!
- I don't want you to be bored because you're not challenging yourself.
- We need to raise the bar for you now.
- You're ready for something more difficult.
- What skill would you like to work on next?
- What topic would you like to learn more about next?

# Principles to Actions

## Ensuring Mathematical Success for All



NATIONAL COUNCIL OF  
TEACHERS OF MATHEMATICS

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## Support Productive Struggle in Learning Mathematics

*Effective teaching of mathematics consistently provides students, individually and collectively, with opportunities and supports to engage in productive struggle as they grapple with mathematical ideas and relationships.*

Effective mathematics teaching supports students in struggling productively as they learn mathematics. Such instruction embraces a view of students' struggles as opportunities for delving more deeply into understanding the mathematical structure of problems and relationships among mathematical ideas, instead of simply seeking correct solutions. In contrast to productive struggle, unproductive struggle occurs when students "make no progress towards sense-making, explaining, or proceeding with a problem or task at hand" (Warshawer 2011, p. 21). A focus on student struggle is a necessary component of teaching that supports students' learning of mathematics with understanding (Hiebert and Grouws 2007). Teaching that embraces and uses productive struggle leads to long-term benefits, with students more able to apply their learning to new problem situations (Kapur 2010).

### Discussion

In comparisons of mathematics teaching in the United States and in high-achieving countries, U.S. mathematics instruction has been characterized as rarely asking students to think and reason with or about mathematical ideas (Banihowar et al. 2006; Hiebert and Stigler 2004). Teachers sometimes perceive student frustration or lack of immediate success as indicators that they have somehow failed their students. As a result they jump in to "rescue" students by breaking down the task and guiding students step by step through the difficulties. Although well intentioned, such "rescuing" undermines the efforts of students, lowers the cognitive demand of the task, and deprives students of opportunities to engage fully in making sense of the mathematics (Reinhart 2000; Stein et al. 2009). As teachers plan lessons, key components for them to consider are the student struggles and misconceptions that might

arise. Thinking about these in advance allows teachers to plan ways to support students productively without removing the opportunities for students to develop deeper understanding of the mathematics.

Mathematics classrooms that embrace productive struggle necessitate rethinking on the part of both students and teachers. Students must rethink what it means to be a successful learner of mathematics, and teachers must rethink what it means to be an effective teacher of mathematics. Figure 20 summarizes one such effort to redefine success in the mathematics classroom (Smith 2000), including expectations for students in regard to what it means to know and do mathematics, and actions for teachers with respect to what they can do to support students' learning, including acknowledging and using struggles as opportunities to learn.

Expectations for students	Teacher actions to support students	Classroom-based indicators of success
Most tasks that promote reasoning and problem solving take time to solve, and frustration may occur, but perseverance in the face of initial difficulty is important.	Use tasks that promote reasoning and problem solving; explicitly encourage students to persevere; find ways to support students without removing all the challenges in a task.	Students are engaged in the tasks and do not give up. The teacher supports students when they are "stuck" but does so in a way that keeps the thinking and reasoning at a high level.
Correct solutions are important, but so is being able to explain and discuss how one thought about and solved particular tasks.	Ask students to explain and justify how they solved a task. Value the quality of the explanation as much as the final solution.	Students explain how they solved a task and provide mathematical justifications for their reasoning.
Everyone has a responsibility and an obligation to make sense of mathematics by asking questions of peers and the teacher when he or she does not understand.	Give students the opportunity to discuss and determine the validity and appropriateness of strategies and solutions.	Students question and critique the reasoning of their peers and reflect on their own understanding.
Diagrams, sketches, and hands-on materials are important tools to use in making sense of tasks.	Give students access to tools that will support their thinking processes.	Students are able to use tools to solve tasks that they cannot solve without them.
Communicating about one's thinking during a task makes it possible for others to help that person make progress on the task.	Ask students to explain their thinking and pose questions that are based on students' reasoning, rather than on the way that the teacher is thinking about the task.	Students explain their thinking about a task to their peers and the teacher. The teacher asks probing questions based on the students' thinking.

Fig. 20. Redefining student and teacher success. Adapted from Smith (2000, p. 382).

Teachers greatly influence how students perceive and approach struggle in the mathematics classroom. Even young students can learn to value struggle as an expected and natural part of learning, as demonstrated by the class motto of one first-grade math class: "If you are not struggling, you are not learning" (Carter 2008, p. 136). Teachers must accept that struggle is important to students' learning of mathematics, convey this message to students, and provide *time* for them to try to work through their uncertainties. Unfortunately, this may not be enough, since some students will still simply shut down in the face of frustration, proclaim "[don't know," and give up. Dweck (2006) has shown that students with a fixed mindset—that is, those who believe that intelligence (especially math ability) is an innate trait—are more likely to give up when they encounter difficulties because they believe that learning mathematics should come naturally. By contrast, students with a growth mindset—that is, those who believe that intelligence can be developed through effort—are likely to persevere through a struggle because they see challenging work as an opportunity to learn and grow.

The fixed mindset appears to be more prevalent in mathematics than in other subject areas (Dweck 2008). Mindsets, however, can be changed when students realize that they are in control of how they approach and view their own abilities to learn (Blackwell, Trzesniewski, and Dweck 2007). It is important to note that even students who have always gotten good grades may have a fixed mindset. These higher-achieving students are often concerned about how smart they appear to be, so they prefer tasks that they can already do well and try to avoid tasks in which they may make mistakes. Dweck (2008, p. 8) offers important words of caution:

For the last few decades many parents and educators have been more interested in making students feel good about themselves in math and science than in helping them achieve. Sometimes this may take the form of praising their intelligence or talent and sometimes this may take the form of relieving them of the responsibility of doing well, for example, by telling them they are not a "math person." Both of these strategies can promote a fixed mindset.

A key message from this research is that teachers must acknowledge and value students for their perseverance and effort in reasoning and sense making in mathematics and must provide students with specific descriptive feedback on their progress related to these efforts (Clarke 2003; Hattie and Timperley 2007). This behavior by teachers may include giving feedback to students that values their efforts at trying varied strategies in solving problems, their willingness to ask questions about specific aspects of the task, or their attempts to be precise in explanations and use of mathematical language. For example, if students need to be more precise in their written or verbal explanations, the teacher could provide feedback that details how their explanations either are, or are not, precise. The result will be the development of students who are more likely to embrace difficulties and uncertainties as natural opportunities in solving problems and maintain engagement and persistence in their mathematics learning. (For an example of a warm-up routine that engages students in an eighth-grade classroom in productive struggle, view "My Favorite No: Learning from Mistakes" [<https://www.teachingchannel.org/videos/class-warm-up-routine>].)



## Illustration

Figure 21 illustrates how two teachers, Ms. Flahive and Ms. Ramirez, present a real-world task related to fractions to two classes of fifth-grade students. In both classrooms, some students are immediately at a loss, upset, and vocal about their feeling that they don't know what to do. The two teachers respond to their students' discomfort in different ways.

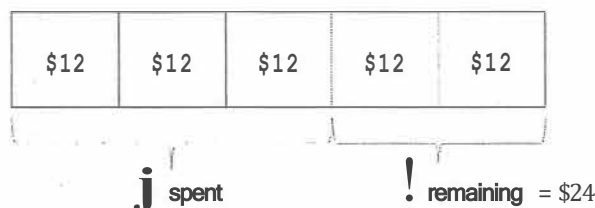
Ms. Flahive and Ms. Ramirez teach fifth grade and plan their lessons collaboratively. Their current instructional unit focuses on fractions. They have selected the Shopping Trip task shown below because they think it will be accessible to their students yet provoke some struggle and challenge, since a solution pathway is not straightforward. The mathematics goal for students is to draw on and apply their understanding of how to build non-unit fractions from unit fractions and to use visual representations to solve a multi-step word problem:

### Shopping Trip Task

Joseph went to the mall with his friends to spend the money that he had received for his birthday. When he got home, he had \$24 remaining. He had spent  $\frac{3}{5}$  of his birthday money at the mall on video games and food. How much money did he spend? How much money had he received for his birthday?

When Ms. Flahive and Ms. Ramirez present the problem in their classrooms, both teachers see students struggling to get started. Some students in both classrooms immediately raise their hands, saying, "I don't get it," or "I don't know what to do."

Ms. Flahive is very directive in her response to her students. She tells them to draw a rectangle and shows them how to divide it into fifths to represent what Joseph had spent and what he had left. She then guides her students step by step until they have labeled each one-fifth of the rectangle as worth \$12, as shown below. Finally, she tells the students to use the information in the diagram to figure out the answers to the questions.



Ms. Ramirez approaches her students' struggles very differently. After she sees them struggling, she has them stop working on the problem and asks all the students to write down two things that they know about the problem and one thing that they wish they knew because it would help them make progress in solving the problem. Then Ms. Ramirez initiates a short class discussion in which several ideas are offered for what to do next. Suggestions include drawing a tape diagram or number line showing fifths, or just picking a number, such as \$50 and proceeding through trial and error. Ms. Ramirez encourages the students to consider the various ideas that have been shared as they continue working on the task.

Fig. 21. Two teachers' responses to students' struggles to solve a multi-step word problem involving fractions

Ms. Flahive wants the students to be successful in figuring out the answer, so she begins to direct their work. Ms. Ramirez resists the temptation to step in but instead supports the students in considering what they know and what they need to figure out. As a result of these different approaches by the teachers to supporting struggling students, the students have very different opportunities to learn. Ms. Flahive's students learn that if you struggle and are vocal about your confusion, the teacher will ultimately tell you what to do; Ms. Ramirez's students learn that if you struggle and are at an impasse, the teacher will provide some assistance-but in the end you have to figure things out for yourself.

## Teacher and student actions

Effective mathematics teaching uses students' struggles as valuable opportunities to deepen their understanding of mathematics. Students come to realize that they are capable of doing well in mathematics with effort and perseverance in reasoning, sense making, and problem solving. Teachers provide supports for students, individually and collectively, to work through uncertainties as they grapple with representing a mathematical relationship, explaining and justifying their reasoning, or finding a solution strategy for a mathematical problem. The table below summarizes teacher and student actions that embrace struggle as a natural aspect of learning in the mathematics classroom.

What are <i>teachers</i> doing?	What are <i>students</i> doing?
<p>Anticipating what students might struggle with during a lesson and being prepared to support them productively through the struggle.</p> <p>Giving students time to struggle with tasks, and asking questions that scaffold students' thinking without stepping in to do the work for them.</p> <p>Helping students realize that confusion and errors are a natural part of learning, by facilitating discussions on mistakes, misconceptions, and struggles.</p> <p>Praising students for their efforts in making sense of mathematical ideas and perseverance in reasoning through problems.</p>	<p>Struggling at times with mathematics tasks but knowing that breakthroughs often emerge from confusion and struggle.</p> <p>Asking questions that are related to the sources of their struggles and will help them make progress in understanding and solving tasks.</p> <p>Persevering in solving problems and realizing that is acceptable to say, "I don't know how to proceed here," but it is not acceptable to give up.</p> <p>Helping one another without telling their classmates what the answer is or how to solve the problem.</p>

# MASS Spring Conference 2018 Agenda

## Monday, March 19

**7:30 - 8:00 Continental Breakfast & Registration**

**8:00 - 8:10 MASS/METAtchED Welcome, Introduction & Program Overview**  
*Tobin Novasio, President, MASS & Rich Lawrence, President, META*

**8:10 - 9:10 Lessons Learned and Best Practices when faced with Cyber Attacks - "Dark Overlord"**

*Laurie Barron, Superintendent, Evergreen (moderator)*  
*Steve Bradshaw, Superintendent, Columbia Falls*  
*Heather Davis Schmidt, Superintendent, Whitefish*  
*Matt Jensen, Superintendent, Bigfork*  
*Cal Ketchum, Superintendent, West Valley*  
*Rich Lawrence, Technology Director, Kalispell*  
*Nathan Mielke - Data Security Expert, COSN*

**9:10-9:20 Break & Visit with Exhibitors**

**9:20 Announcement of the META Empowered Superintendent of the Year Award**

**9:20 - 10:20 Nathan Mielke - Data Security Keynote**

Cybersecurity is constantly moving. It is impossible for a pre-written description for a keynote to explain what we'll talk about together during this time together in March. When's the next Spectre? What is the next Heartbleed? None of us know the answer to that until it smacks the world between the eyes. One of my friends loves to say - "your data breach is coming, are you ready for it?" Does your school have a business continuity plan? Has your organization done a risk assessment? Are procedures in place to handle emergencies? Do you have discussions in your leadership team about IT governance? Data Security in Today's World will focus on what's going on right now and what are the basic things that all IT teams can do to put their organization in the best possible stance to defend itself from what's next.

**10:20 -10:35 Trusted Learning Environment CLN Update**

*Kirk Miller, SAM Executive Director, Mark Brajcich, SAMLPLP TLE CLN Lead Provider & SAMLPLP TLE CLN Members: Tom Herring, Paul Kozlowitz, Luke Carr, Mark Branger & Shiela Chouinard*

What is the TLE CLN? What has the TLE CLN done? How is this beneficial to Montana School Districts.

**10:35 - 10:50 Break & Visit with Exhibitors**

**10:50 - 11:40 Breakout Session 1**

**1. How to Conduct a Defensible Investigation**

*Marilee Duncan, Felt-Martin*

This presentation will give you guidance on complying with federal laws, state laws and your collective bargaining agreement when investigating an employee; including making sure you have what you need for termination of an employee. Additionally, there will be information on the investigation of students. The speaker will also provide guidance on when to retain an outside investigator.



## **2. Strengthening the General Fund through School Breakfast**

*Lisa Lee, No Child Hungry*

With district budgets continuously being stretched, learn about sustainable revenue generating programs utilized by MASS members across the state.

## **3. A Coaching/Evaluation Tool To Use With Principals and Administrators**

*Darlene Schottle, SAMLPLP EPAS CLN Lead Provider, Linda Peterson, EPAS CLN Connection, Tom Unwin, EPAS CLN Manager*

Are you are looking for a more effective tool to coach your principals and other members of your administrative team? This new EPAS rubric and coaching process was developed jointly by SAM and OPI and incorporates the ten national standards for Educational Leadership. Come and gather information and discuss the process, tool and rubrics.

### **11:45 - 1:15 Lunch Presentation**

#### **Keynote: The Country Way**

*Jason DeShaw*

*Introduction by Elsie Arntzen, Superintendent, Montana Office of Public Instruction*

Jason is a musician from Montana who is also a motivational speaker discussing mental health and suicide prevention. He has been working with OPI to tour Montana schools.

### **1:15 - 1:30 Break & Visit with Exhibitors**

### **1:30 - 2:20 Breakout Session II**

#### **1. Superintendent Evaluation and Contract**

*Dan R. Martin, Rocky Mountain Evaluations*

The presentation will discuss a procedure for Superintendent Evaluation. Including - expectations the Superintendent should share With the School Board, process for constructive feedback, considerations for Contract language and Board Policy, mechanisms that promote constructive feedback/remediation.

#### **2. Trauma-informed Implementation in the Classroom**

*Erin Butts, Student Mental Health Coordinator, Great Falls Public Schools*

This session will highlight how Great Falls Public Schools staff has implemented trauma research into practice in the classroom setting. We will also discuss application for self-care in the professional workplace.

#### **3. "Personalized Learning": A Tool for Transforming Education**

*Joel Voytoski, SAMLPLP Personalized Learning CLN Lead Provider & SAMLPLP Personalized Learning Members: Sharyl Allen and Joe Steele*

An update on Personalized Learning in Montana from the perspective of the administrators and schools doing the work, and a look at the future of PL in our state.

### **2:20-2:30 Break & Visit with Exhibitors**

### **2:30 - 3:20 Breakout Session III**

#### **1. Establishing An Academic Framework For ACT Excellence**

*Greg Upham, Assistant Superintendent; and Joan Meyer, Helena Public Schools*

This presentation will look at the entire K-12 system, using the PLC process to implement academic support systems that are designed to prepare students for high academic achievement. This includes course patterns attached to ACT content and composite scores.

## **2. Putting the "Agreement" Back Into Collective Bargaining**

*Presenters: Tobin Novasio, Superintendent, Lockwood Schools; Rob Watson, Superintendent, Bozeman, Schools; Michael Redburn, Facilitator & Retired Superintendent*

Traditional oppositional collective bargaining can often result in more disagreement than mutual problem solving. This session will describe a nontraditional approach to negotiations that is highly collaborative, yet structured. This facilitated process can help move the conversation from arguments over predetermined positions to the collaborative development of solutions with 100% consensus. Presenters will describe the process and their experiences with it in the collective bargaining process.

## **3. Social Emotional Learning**

*Presenters: Jeff Blessum, SAMLPLP SEL CLN Lead Provider, Melissa Toivas, SEL CLN Member, Jon Konen, SEL CLN Member & Adrian Advincula, SEL CLN Member*

There are many approaches to integrating social and emotional learning (SEL) into our schools and classrooms. Let's build some common language around SEL, examine how it fits in with the bigger picture of supporting the whole child, and learn from different examples and approaches in Montana schools and beyond.

**3:20 - 3:30 Break & Visit with Exhibitors**

**3:30 - 4:00 Advocacy Update**

*Kirk Miller, SAM Executive Director & Rick Duncan, Superintendent, Powell County High School District*

**4:00 - 4:45 Professional Learning and Services Update**

*SAM LPLP 2018-19 - Kirk Miller, SAM*

*MREA/MCS Product Development Presentation - Dennis Parman, MREA Executive Director, Dave Puyear, MCS Director*

**4:45 Reception Hosted by D.A. Davidson**

## **Tuesday, March 20**

**7:00 - 8:00 Hot Breakfast Available**

**8:00 - 8:20 Ending Childhood Hunger in Montana**

*Governor Steve Bullock*

Governor Bullock will highlight revenue generation and improvements in academics/attendance in schools implementing Breakfast after the Bell models through providing examples of school districts in Montana that are currently reaping the benefits.

**8:20 - 9:20 MASS Business Meeting**

*Presiding - MASS President, Tobin Novasio*

*1. President's Report - Tobin Novasio*

2. *AASA National Conference on Education 2018 Report - Tiffani Anderson, Medicine Lake and Thom Peck, Lewistown*
3. *Future AASA National Conference on Education February 14-16, Los Angeles - Cal Ketchum*
4. *AASA Governing Board/Executive Committee Report - Ron Whitmoyer, Julie Walker & Leland Stocker*
5. *AASA/MASS Federal Relations Report- Rick Duncan, MASS Federal Relations Coordinator*
6. *SAM Delegate Assembly Steering Committee Report - Rick Duncan, DA Steering Committee Chair & MASS Representative*
7. *SAM Update - Kirk Miller, SAM Executive Director*
8. *President-Elect Candidate Forum - Cal Ketchum*
9. *Retiree Recognition Celebration - Cal Ketchum*
10. *MASS Years of Service Pins - Cal Ketchum*
11. *Outgoing President Award - Presented to Tobin Novasio by Cal Ketchum*

**9:20-10:30 School Size Caucus**

AA/A Schools – Facilitated by Heather Davis-Schmidt, Whitefish

B Schools – Facilitated by Scott Chauvet, Manhattan

C Schools – Facilitated by Dr. Mike Perry, Hot Springs

K-8 Schools – Facilitated by Dale Olinger, Lolo

Native American School Leaders Caucus – Facilitated by Ivan Small, St. Labre

**10:30 - 10:45 Break & Visit with Exhibitors**

**10:45 -12:15 "Loving Teachers: Wisdom, Beauty, and Blessings"**

*Gerry Nolan, Superintendent, Anaconda*

Dr. Ashley Montagu once wrote, "Love is, without any question, the most important experience in the life of a human being." This simple truth is the basis of the workshop provided by Dr. Gerry Nolan. In this highly interactive workshop participants will explore the indispensable, universal, and timeless power of love in the educational setting. Dr. Nolan draws from current educational and scientific research regarding the human condition as well as philosophical and spiritual traditions from around the world. Participants will be challenged to reflect on their professional walk from a unique paradigm that is not always a topic of serious discussion in our profession. Participants will also be affirmed in the many practices that are a part of their professional practice that may not be prominent in current educational research.

# Jefferson High School

## Group Major Medical Plan Analysis

June 1, 2018

	Current		Renewal		Option 1	
	PacificSource PSN Gold 1000		PacificSource PSN Gold 1000		Blue Cross Blue Shield Montana G932PFR	
Benefits	In-Network	Out-of-Network	In-Network	Out-of-Network	In-Network	Out-of-Network
Plan Features	Unlimited		Unlimited		Unlimited	
Lifetime Maximum						
Deductible						
Individual	\$1,000	\$2,000	\$1,000	\$2,000	\$1,000	\$2,000
Family	\$2,000	\$4,000	\$2,000	\$4,000	\$2,000	\$4,000
Do the In & Out of Network Deductibles Coordinate?	No		No		No	
Coinsurance	80/20%	Varies	80/20%	Varies	80/20%	50/50%
Out-of-Pocket Maximum						
Individual	\$4,000	\$8,000	\$5,000	\$10,000	\$4,700	\$9,400
Family	\$8,000	\$16,000	\$10,000	\$20,000	\$9,400	\$18,800
Deductible included in OOP?	Yes		Yes		Yes	
Do the In & Out of Network OOP Coordinate?	No		No		No	
Emergency Room	Deductible/Coinsurance		Deductible/Coinsurance		Deductible/Coinsurance	
Urgent Care	\$20 copay	Deductible/Coinsurance	\$20 copay	Deductible/Coinsurance	\$75 copay	Deductible/Coinsurance
Ambulance	Deductible/Coinsurance		Deductible/Coinsurance		Deductible/Coinsurance	
Routine Services						
Adult Preventive Care	100% per DHHS guidelines		100% per DHHS guidelines		100% per DHHS guidelines	
Office Visit Copay	PCP: \$20; Specialist: \$50	Deductible/Coinsurance	PCP: \$20; Specialist: \$50	Deductible/Coinsurance	PCP: \$30; Specialist: \$60	Deductible/Coinsurance
Well Baby Care	100% per DHHS guidelines		100% per DHHS guidelines		100% per DHHS guidelines	
Outpatient Services						
Lab and X-Ray						
Inpatient Stays	Deductible/Coinsurance		Deductible/Coinsurance		Deductible/Coinsurance	
Outpatient Surgery						
Prescription Drugs						
Deductible	N/A		N/A		N/A	
Generic	\$10 copay		\$10 copay		\$0 Preferred; \$10 Non-preferred	
Preferred Brand	\$35 copay		\$35 copay		\$35 copay	
Non-Preferred Brand	\$60 copay		\$60 copay		\$75 copay	
Specialty Drug	\$250 (30 day supply only)		\$250 (30 day supply only)		\$150 Preferred; \$250 Non-preferred	
Mail-Order	3x Retail copay		3x Retail copay		3x Retail copay	
Rates	Counts					
Employee Only	1	\$701.00		\$759.79		\$735.80
Employee/Spouse	0	\$1,401.99		\$1,519.57		\$1,471.59
Employee/Child(ren)	0	\$1,472.09		\$1,595.55		\$1,545.17
Employee/Family	0	\$2,173.09		\$2,355.34		\$2,280.97
Estimated Monthly Premium		\$701.00		\$759.79		\$735.80
Estimated Annual Premium		\$8,412.00		\$9,117.48		\$8,829.60
\$ Change From Current		N/A		\$705.48		\$417.60
% Change From Current		N/A		8.39%		4.96%



# Jefferson High School

## Group Major Medical Plan Analysis

June 1, 2018

	Current PacificSource PSN Silver HSA 3600			Renewal PacificSource PSN Silver HSA 3600			Option 1 Blue Cross Blue Shield Montana S933PFR		
Benefits	In-Network		Out-of-Network	In-Network		Out-of-Network	In-Network		Out-of-Network
Plan Features									
Lifetime Maximum	Unlimited			Unlimited			Unlimited		
Deductible									
Individual	\$3,600		\$7,200	\$3,600		\$7,200	\$3,700		\$7,400
Family	\$7,200		\$14,400	\$7,200		\$14,400	\$7,400		\$14,800
Do the In & Out of Network Deductibles Coordinate?		No			No			No	
Coinsurance	100%		100%	100%		100%	100%		100%
Out-of-Pocket Maximum									
Individual	\$3,600		\$7,200	\$3,600		\$7,200	\$3,700		\$7,400
Family	\$7,200		\$14,400	\$7,200		\$14,400	\$7,400		\$14,800
Deductible included in OOP?		Yes			Yes			Yes	
Do the In & Out of Network OOP Coordinate?		No			No			No	
Emergency Room									
Urgent Care	Deductible/Coinsurance			Deductible/Coinsurance			Deductible/Coinsurance		
Ambulance									
Routine Services									
Adult Preventive Care	100% per DHHS guidelines			100% per DHHS guidelines			100% per DHHS guidelines		
Office Visit Copay	Deductible/Coinsurance		Deductible/Coinsurance	Deductible/Coinsurance		Deductible/Coinsurance	Deductible/Coinsurance		Deductible/Coinsurance
Well Baby Care	100% per DHHS guidelines			100% per DHHS guidelines			100% per DHHS guidelines		
Outpatient Services									
Lab and X-Ray									
Inpatient Stays	Deductible/Coinsurance			Deductible/Coinsurance			Deductible/Coinsurance		
Outpatient Surgery									
Prescription Drugs									
Deductible									
Generic									
Preferred Brand									
Non-Preferred Brand	Rx subject to Major Medical			Rx subject to Major Medical			Rx subject to Major Medical		
Specialty Drug									
Mail-Order									
Rates	Counts								
Employee Only	6	\$539.85		\$588.65		\$645.05			
Employee/Spouse	5	\$1,079.69		\$1,177.30		\$1,290.10			
Employee/Child(ren)	0	\$1,133.68		\$1,236.17		\$1,354.61			
Employee/Family	0	\$1,673.52		\$1,824.82		\$1,999.66			
Estimated Monthly Premium		\$8,637.55		\$9,418.40		\$10,320.80			
Estimated Annual Premium		\$103,650.60		\$113,020.80		\$123,849.60			
\$ Change From Current		N/A		\$9,370.20		\$20,199.00			
% Change From Current		N/A		9.04%		19.49%			

# Jefferson High School

## Group Major Medical Plan Analysis

June 1, 2018

	Current		Renewal		Option 1	
	PacificSource PSN Bronze HSA 6550		PacificSource PSN Bronze HSA 6550		Blue Cross Blue Shield of Montana B931PFR	
	In-Network	Out-of-Network	In-Network	Out-of-Network	In-Network	Out-of-Network
Benefits	Unlimited		Unlimited		Unlimited	
Plan Features						
Lifetime Maximum						
Deductible						
Individual	\$6,550	\$13,100	\$6,550	\$13,100	\$5,500	\$11,000
Family	\$13,100	\$26,200	\$13,100	\$26,200	\$11,000	\$22,000
Do the In & Out of Network Deductibles Coordinate?	No		No		No	
Coinsurance	100%	100%	100%	100%	70/30%	50/50%
Out-of-Pocket Maximum						
Individual	\$6,550	\$13,100	\$6,550	\$13,100	\$6,550	\$13,100
Family	\$13,100	\$26,200	\$13,100	\$26,200	\$13,100	\$26,200
Deductible included in OOP?	Yes		Yes		Yes	
Do the In & Out of Network OOP Coordinate?	No		No		No	
Emergency Room	Deductible/Coinsurance		Deductible/Coinsurance		Deductible/Coinsurance	
Urgent Care						
Ambulance						
Routine Services						
Adult Preventive Care	100% per DHHS guidelines	Deductible/Coinsurance	100% per DHHS guidelines	Deductible/Coinsurance	100% per DHHS guidelines	Deductible/Coinsurance
Office Visit Copay	Deductible/Coinsurance		Deductible/Coinsurance		Deductible/Coinsurance	
Well Baby Care	100% per DHHS guidelines		100% per DHHS guidelines		100% per DHHS guidelines	
Outpatient Services						
Lab and X-Ray	Deductible/Coinsurance		Deductible/Coinsurance		Deductible/Coinsurance	
Inpatient Stays						
Outpatient Surgery						
Prescription Drugs						
Deductible					N/A	
Generic					90% Preferred & Non-preferred	
Preferred Brand					80%	
Non-Preferred Brand					70%	
Specialty Drug					60% Preferred; 50% Non-preferred	
Mail-Order					3x Retail copay	
Rates	Counts					
Employee Only	6	\$424.37		\$462.27		\$508.13
Employee/Spouse	0	\$848.74		\$924.54		\$1,016.27
Employee/Child(ren)	1	\$891.17		\$970.77		\$1,067.08
Employee/Family	1	\$1,315.54		\$1,433.04		\$1,575.22
Estimated Monthly Premium		\$4,752.93		\$5,177.43		\$5,691.08
Estimated Annual Premium		\$57,035.16		\$62,129.16		\$68,292.96
\$ Change From Current		N/A		\$1,094.00		\$11,257.80
% Change From Current		N/A		8.93%		19.74%

MINUTES

Jefferson High School Dist. 1  
Regular Meeting

February 20, 2017  
JHS Board Meeting

Board members present:

Larry Rasch	Sabrina Steketee	Denise Brunett
Terry Street	Travis Pierce	Stacy Hale

Board members absent: Pat Lewis

Tim Norbeck, Superintendent      Lorie Carey, Business Manager

Visitors: Nancy Bailey, Josh Eckmann, Joe Michaud

CALL TO ORDER	Ms. Steketee called the meeting to order at 6:30. The pledge was said.
PUBLIC COMMENT STUDENT PRESENTATION	None.  Josh Eckmann gave the student council report. Rose sale by cheerleaders was approved. Welcome 9 <sup>th</sup> graders on JHS Day. Prom is April 7. Ms. Brunett asked how many times he had been impacted by the bus being late.
STAFF REPORT	Mr. Norbeck and Mr. Michaud presented some ideas for addressing scheduling issues. One idea was to put several classes together to introduce Freshmen to a taste from several different options. (During the first year, a freshman would take a gold period, a purple period, 4 core classes, and 1 elective.) Gold would be 3 different CTE classes; Purple would be art, health, and intro to computers. Math Curriculum. Ms. Bailey used ALEX, a software that supplements our curriculum, Ms. Carey used IXL and Ms. Strozewski used Ed Ready to see how these programs work for JHS.
COMMITTEE REPORTS	None.
ADMINISTRATIVE REPORTS	Clerk report. Presented in written form. Principal report. Presented in written form. Superintendent report. Presented in written form.
UNFINISHED BUSINESS	Transportation Survey review/approve. Mr. Norbeck will send it out to all in several different manners. Sports and activities program surveys. Wrestlers have taken their survey.
NEW BUSINESS	Personnel: None.. Part-time boiler operator. Mr. Norbeck recommended the school contract with Mr. David Deskins from the elementary school for \$200/month to make sure that JHS has the proper certification until Mr. Pearce finishes his certification. Mr. Pierce moved to accept the recommendation. Mr. Rasch seconded the motion, which passed unanimously. Superintendent evaluation. None. Classified personnel - Policy maintenance employee - when policies finalized. Coaching positions, spring - will address in March. Summer employment contract - counselor. Mr. Norbeck recommended that the board employ Mr. Michaud for 2 days/week for 11 weeks and a total of 154 hours. It will cost \$6553.53 in salary. Mr. Rasch moved to accept that recommendation. Ms. Brunett seconded the motion which passed unanimously.  Attendance Agreements. Mr. Rasch to approve the current attendance agreements from AYA. Mr. Pierce seconded the motion, which passed unanimously.
NEW BUSINESS cont.	Call for election. Mr. Pierce moved to call for the election. Mr. Rasch seconded the motion, which passed unanimously.



Bus contract. Mr. Street has contacted Harlow's for a bid.

1<sup>st</sup> reading of policies

2333 added language to allow Native American expression at graduation

3110 ESSA language added

3121 ESSA language added *DEFERRED*

3125, 3125f added cross TB test removed

1531 added "upon request" line 16 after "must" line 24 "then current"

3300 *DEFERRED* copy not in packet

4210 different wording for the same effect

4330f Have PAYNE WEST review. Facilities use *DEFERRED*

5010 added retaliation sentence and reference, no other changes

5330 *DEFERRED* review CBA add to next agenda 5329 and 5329P

8100 ESSA language foster care transportation, district point-of-contact *DEFERRED*

3413F1 statement referencing DPHHS form Medical Ex add title

3413 F2 statement referencing DPHHS form Religious Exemption add title

3126FE Required new policy *DEFERRED*

7535FE Required new policy

5445FE Required policy

3224 required language

3416 required language

5122F New form required, old form replaced

7231, 7231P NOT APPLICABLE

7540FE & 7540FE-FI New policy and form required for HB307

3124 New policy required #4 just "entrance age"

4350 committee DID NOT RECOMMEND adoption.

Mr. Rasch moved to approve the policies above (except those deferred or not recommended). Mr. Street seconded the motion, which passed unanimously.

2<sup>nd</sup> Reading on Policies. Mr. Rasch moved to accept policies. 7400 - Credit/Procurement Card Use - concerning additional credit limit; 5331 - Insurance Benefits for Employees - anniversary dates of health insurance policy; and 3210 - Equal Education, Non-Discrimination, and Sex Equity on 2<sup>nd</sup> reading. Mr. Pierce seconded the motion, which passed unanimously.

Budget amendment. Ms. Brunette moved to approve the amendment of \$231,978.09. Mr. Pierce seconded the motion, which passed unanimously.

LETTERS

Letters. None.

COMMENDATIONS

Commendations. Wrestlers, BBB, GBB, play, math program work, purple/gold freshmen course offerings, Noah Aanspach,

CONSENT AGENDA

Consent agenda. Mr. Pierce moved to approve the consent agenda. Mr. Rasch seconded the motion, which passed unanimously.

ADJOURNMENT

Follow-up/Adjournment. 9:45 p.m.

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Chair, Jefferson High School Board

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Clerk, Jefferson High School Board

03/16/18  
16:03:43

JEFFERSON HIGH SCHOOL  
Claim Details  
For the Accounting Period: 2/18

Page: 1 of 4  
Report ID: AP100

\* ... Over spent expenditure

Claim	Warrant	Vendor #/Name	Amount				Acct/Source/		
Line#		Invoice #/Inv Date/Description	Line Amount	PO #	Fund Org	Prog-Func	Obj	Proj	
18846	444118	4746 HERTZ	195.00						
1		93320-10 02/04/18 Math Travel	195.00*		201	100-1000	582		
18847	444228	1823 MT BROOM & BRUSH COMPANY	67.02						
1		1264912 01/26/18 safe grip/gt cleaner	67.02*		201	100-2600	610		
18848	444208	1650 MEADOW GOLD GREAT FALLS	109.82						
1		452567 02/15/18 milk	109.82*		201	910-3100	630		
18849	444128	4261 HUMPHREY, TROY	102.93						
1		H13377 02/09/18 State Wrestling Meal	102.93*		201	720-3500	582		
18850	444148	1451 L & P GROCERY	15.98						
1		02-312740 02/13/18 FCS groceries	15.98*	9382	201	390-1710	610		
18852	444468	4935 CITI VISA- BUSINESS-Costco	102.19						
1		23718g 02/13/18 FCS groceries	12.33	9301	201	999			
EO Accounting		(Org/Prog/Func/Obj/Proj: -390-1710-610-							
2		42757g 02/13/18 FCS groceries	89.86	9301	201	999			
EO Accounting		(Org/Prog/Func/Obj/Proj: -390-1710-610-							
18853	44392S	3766 ACADIA MONTANA	4,781.23						
1		1515739 02/21/18 altacare	4,781.23*		215	280-1000	330	524	
18854	444148	1451 L & P GROCERY	7.57						
1		01-457848 01/22/18 Biology supplies	7.57	9295	201	999			
EO Accounting		(Org/Prog/Func/Obj/Proj: -100-1511-610-							
18855	444458	4827 CITI BUSINESS VISA-Costco	131.10						
1		01/12/18 PIR day meal	131.10		201	100-2300	800		
18856	444468	4935 CITI VISA- BUSINESS-Costco	52.56						
1		25639G 02/20/18 Thursday Candy	52.56		201	100-2300	800		
18857	444328	1645 VERIZON WIRELESS	30.02						
1		9801125710 phone charges	30.02*		201	100-2100	531		
18858	444018	626 COLUMBUS HIGH SCHOOL	147.00						
1		1001 02/03/18 Divisional wrestling breakfast	147.00*		201	720-3500	582		
18860	444078	1002 GENERAL DISTRIBUTING	153.14						
1		614876 02/08/18 welding electrodes	153.14	9270	201	999			
EO Accounting		(Org/Prog/Func/Obj/Proj: -390-1640-610-							

03/16/18  
16:03:43

JEFFERSON HIGH SCHOOL  
Claim Details  
For the Accounting Period: 2/18

Page: 2 of 4  
Report ID: AP100

\* ... Over spent expenditure

Claim	Warrant	Vendor #/Name	Amount				Acct/Source/		
Line#		Invoice #/Inv Date/Description	Line Amount	PO #	Fund Org	Prag-Fune	Obj	Proj	
18862	444315	4854 SUNLIFE FINANCIAL	114.51						
1		Mar2018 02/21/18 Ret. vis/dent hohenthal	114.51		289	676			
18863	444185	4637 Mastercard	766.34						
1		13754858 02/03/18 Wrestling Div rooms	74.89*		201	720-3500	582		
2		98503556 02/03/18 Wrestling Div rooms	74.89*		201	720-3500	582		
3		98514076 02/03/18 Wrestling Div rooms	74.89*		201	720-3500	582		
4		98504066 02/03/18 Wrestling Div rooms	74.89*		201	720-3500	582		
5		98502805 02/03/18 Wrestling Div rooms	74.89*		201	720-3500	582		
6		98505743 02/03/18 Wrestling Div rooms	74.89*		201	720-3500	582		
7		98503514 02/03/18 Wrestling Div rooms	74.89*		201	720-3500	582		
8		98503140 02/03/18 Wrestling Div rooms	74.89*		201	720-3500	582		
9		220925 02/03/18 Wrestling Div meal	144.30*		201	720-3500	582		
10		221041 02/03/18 Wrestling Div meal	22.92*		201	720-3500	582		
18864	444185	4637 Mastercard	29.53						
1		170357 02/04/18 Choir meals	29.53		201	710-3400	582		
18865	444185	4637 Mastercard	53.96						
1		143758 01/07/18 Tape rescue	19.98*		201	100-2600	610		
2		204845 01/17/18 concrete screws	25.99*		201	100-2 600	610		
3		214848 01/29/18 thermometer	7.99*		201	100-2600	615		
18866	444185	4637 Mastercard	442.00						
1		568650068 02/02/18 Math rooms	88.40*		201	100-1000	582		
2		568650095 02/02/18 Math rooms	88.40*		201	100-1000	582		
3		568650067 02/02/18 Math rooms	88.40*		201	100-1000	582		
4		568650093 02/02/18 Math rooms	88.40*		201	100-1000	582		
5		568650094 02/02/18 Math rooms	88.40*		201	100-1000	582		
18867	444185	4637 Mastercard	241.54						
1		1048661 01/14/18 Ath MHSA meeting meals	27.00*		201	720-3500	582		
2		67868046 01/15/18 Ath MHSA meeting rooms	102.58*		201	720-3500	582		
3		67868050 01/15/18 Ath MHSA meeting rooms	102.58*		201	720-3500	582		
4		facebook 01/31/18 Advertisement principal	9.38*		201	100-2300	540		
18868	444185	4637 Mastercard	562.72						
1		1249270083 01/13/18 internet security cert.	224.97*		228	100-1000	680		
2		9559416 01/10/18 projector kit/bulb	215.90*		228	100-1000	615		
3		1905824 01/10/18 projector mount	96.85*		228	100-1000	615		
4		01/10/18 transfer fee	25.00*		201	100-1470	680		

03/16/18  
16:03:43

JEFFERSON HIGH SCHOOL  
Claim Details  
For the Accounting Period: 2/18

Page: 3 of 4  
Report ID: AP100

\* ... Over spent expenditure

Claim	Warrant	Vendor #/Name	Amount				Acct/Source/		
Line#		Invoice #/Inv Date/Description	Line Amount	PO #	Fund Org	Prog-Func	Obj	Proj	
18869	444283	259 RED LION HOTEL AND CONVENTION	394.36						
1		29445 02/10/18 Wrestling state rooms	100.73*		201	720-3500	582		
2		29444 02/10/18 Wrestling state rooms	100.73*		201	720-3500	582		
3		29373 02/10/18 Wrestling state rooms	96.45*		201	720-3500	582		
4		29374 02/10/18 Wrestling state rooms	96.45*		201	720-3500	582		
18870	44414S	1451 L & P GROCERY	52.18						
1		01-472498 02/14/18 lab groceries	6.27	9289	201	999			
	PO Accounting	(Org/Prog/Func/Obj/Proj: -100-1512-610-							
2		02-309821 02/06/18 FCS groceries	45.91*	9382	201	390-1710	610		
18871	444063	5123 EZ FLEX	9,871.00						
1		42860 01/09/18 wrestling mat	9,871.00*	9421	201	720-3500	730		
18872	443973	2152 CENTURY LINK	381.18						
1		Feb 18 02/13/18 Phone charges	381.18*		201	100-2400	531		
18873	444463	4935 CITI VISA- BUSINESS-Costco	181.83						
1		34639g 02/27/18 FCS groceries	29.36	9301	201	999			
	PO Accounting	(Org/Prog/Func/Obj/Proj: -390-1710-610-							
2		42140g 02/21/18 FCS groceries	142.50	9301	201	999			
	PO Accounting	(Org/Prog/Func/Obj/Proj: -390-1710-610-							
3		96725g 02/27/18 towels	9.97*		201	720-3500	610		
18875	44447S	5021 PACIFIC SOURCE HEALTH PLANS	1,079.69						
1		1804500009 02/20/18 Ret Prem Hoh	694.44*		201	100-1000	260		
2		1804500009 02/20/18 Ret Prem Hoh	385.25		289	675			
# of Claims		26	Total:	20,066.40					
				20,066.40					

03/16/18  
16:03:44

JEFFERSON HIGH SCHOOL  
Fund Summary for Claims  
For the Accounting Period: 2/18

Page: 4 of 4  
Report ID: AP110

Fund/Account	Amount
201 HIGH SCHOOL GENERAL FUND	
101	\$14,247.69
215 HIGH SCHOOL MISC PROGRAMS FUND	
101	\$4,781.23
228 TECHNOLOGY FUND	
101	\$537.72
289 RETIREE/COBRA INSURANCE FUND	
101	\$499.76
Total:	\$20,066.40

03/16/ 18  
16:04:00

JEFFERSON HIGH SCHOOL  
Claim Details  
For the Accounting Period: 3/18

Page: 1 of 4  
Report ID: AP100

\* ... Over spent expenditure

Claim	Warrant	Vendor #/Name	Amount				Acct/Source/		
Line#		Invoice #/Inv Date/Description	Line Amount	PO #	Fund Org	Prog-Func	Obj	Proj	
1887	6	4854 SUNLIFE FINANCIAL	114.51						
1		for April 03/05/18 Ret prem. hoh	114.51		289	67 6			
18879		1002 GENERAL DISTRIBUTING	146.25						
1		617124 02/21/18 gasses	0.86	9271	201	999			
		FO Accounting (Org/Prog/Func/Obj/Proj: -390-1640-610-							
2		617134 02/21/18 gasses electrodes nozzels	82.89	9271	201	999			
		FO Accounting (Org/Prog/Func/Obj/Proj: -390-1640-610-							
3		617133 02/21/18 gasses wheel	62.50	9271	201	999			
		FO Accounting (Org/Prog/Func/Obj/Proj: -390-1640-610-							
18880		463 9 WEX BANK	5,022.83						
1		53341506 02/28/18 Bball band cheer	144.87*		201	720-3500		582	
2		53341506 02/28/18 BBB	312.89*		201	720-3500		582	
3		53341506 02/28/18 BBB C game	35.41*		201	720-3500		582	
4		53341506 02/28/18 GBB C game	35.41*		201	720-3500		582	
5		53341506 02/28/18 GBB	304.10*		201	720-3500		582	
6		53341506 02/28/18 Wrestling	444.81*		201	720-3500		582	
7		53341506 02/28/18 Drama	144.87		201	710-3400		582	
8		53341506 02/28/18 Admin 4 Rivers meeting	39.03*		201	100-2300		582	
9		53341506 02/28/18 Custodial	39.21*		201	100-2600		624	
10		53341506 02/28/18 Wrestling AD	180.82*		201	720-3500		582	
11		53341506 02/28/18 AD general meetings	96.12*		201	720-3500		582	
12		53341506 02/28/18 Choir	20.44		201	710-3400		582	
13		53341506 02/28/18 Math	65.03*		201	100-1000		582	
14		53341506 02/28/18 Drama	58.56		201	710-3400		582	
15		53341506 02/28/18 Drivers ed	14.52*		218	100-1000		624	
16		53341506 02/28/18 school foods	63.15*		201	910-3100		624	
17		53341506 02/28/18 route fuel	3,023.59*		210	100-2700		624	
18881		1183 HARLOW'S SCHOOL BUS SERVICE, INC.	11,481.10						
1		8412 03/01/18 Bball band/cheer	538.36*		201	720-3500		582	
2		8412 03/01/18 Bball band/cheer downtime	120.00*		201	720-3500		582	
3		8412 03/01/18 BBB	1,162.72*		201	720-3500		582	
4		8412 03/01/18 BBB downtime	240.00*		201	720-3500		582	
5		8412 03/01/18 GBB	1,130.04*		201	720-3500		582	
6		8412 03/01/18 GBB downtime	320.00*		201	720-3500		582	
7		8412 03/01/18 Drama to Missoula	538.36		201	710-3400		582	
8		8412 03/01/18 Drama downtime	140.00		201	710-3400		582	
9		8412 03/01/18 Bball shared	263.16*		201	720-3500		582	
10		8412 03/01/18 Bball shared downtime	60.00*		201	720-3500		582	
11		8412 03/01/18 wrestling	1,652.92*		201	720-3500		582	
12		8412 03/01/18 wrestling downtime	360.00*		201	720-3500		582	
13		8412 03/01/18 route	4,955.54*		210	100-2700		513	

03/16/18  
16:04:00

JEFFERSON HIGH SCHOOL  
Claim Details  
For the Accounting Period: 3/18

Page: 2 of 4  
Report ID: AP100

\* ... Over spent expenditure

Claim	Warrant	Vendor #/Name	Amount				Acct/Source/		
Line#		Invoice #/Inv Date/Description	Line Amount	PO #	Fund	Org	Prog-Func	Obj	Proj
18883		1002 GENERAL DISTRIBUTING	302.38						
1		38140 01/24/18 gasses	105.70	9271	201		999		
	FO Accounting	(Org/Prog/Func/Obj/Proj: -390-1640-610-							
2		38140 01/10/18 gasses	196.68	9271	201		999		
	FO Accounting	(Org/Prog/Func/Obj/Proj: -390-1640-610-							
18884		3424 PHIL & TIM'S	80.00						
1		03/08/18 Bowling/PE	80.00*		201		100-1000	582	
18885		1650 MEADOW GOLD GREAT FALLS	284.47						
1		60206894 03/08/18 Milk	109.75*		201		910-3100	630	
2		453258 02/22/18 Milk	109.82*		201		910-3100	630	
3		454136 03/01/18 Milk	64.90*		201		910-3100	630	
18886		3866 BLICK ART MATERIALS	110.16						
1		9033461 02/23/18 prismacolor clr. pencil	7.84	9261	201		999		
	FO Accounting	(Org/Prog/Func/Obj/Proj: -100-1140-610-							
2		9033461 02/23/18 academy wa	14.34	9261	201		999		
	FO Accounting	(Org/Prog/Func/Obj/Proj: -100-1140-610-							
3		9033461 02/23/18 pencil sharpener	36.48	9261	201		999		
	FO Accounting	(Org/Prog/Func/Obj/Proj: -100-1140-610-							
4		9033461 02/23/18 liquitex fluid med	51.50	9261	201		999		
	FO Accounting	(Org/Prog/Func/Obj/Proj: -100-1140-610-							
18888		3766 ACADIA MONTANA	4,175.15						
1		1421564 01/29/18 altacare	4,175.15*		215		280-1000	330	524
18889		2717 CITY OF BOULDER	1,409.97						
1		311-00 03/25/18 water/sewer	1,312.00*		201		100-2600	421	
2		622-00 03/25/18 water	15.97*		201		100-2600	421	
3		617-00 03/25/18 water/sewer	82.00*		201		100-2600	421	
18890		1451 L & P GROCERY	19.86						
1		01-486647 03/08/18 eggs/flour	11.88*	9382	201		390-1710	610	
2		03/07/18 milk/flour	7.98*	9382	201		390-1710	610	
18891		1086 GIULIO DISPOSAL SERVICES, INC.	155.00						
1		598 02/28/18 Disposal	155.00*		201		100-2600	431	
18892		2607 MCGRAW-HILL SCHOOL EDUCATION	399.60						
1		1021145650 02/23/18 ALEKS add on 1 year	399.60*	9439	215		474-1000	680	244



03/16/ 18  
16:04:00

JEFFERSON HIGH SCHOOL  
Claim Details  
For the Accounting Period: 3/18

Page: 3 of 4  
Report ID: AP100

\* ... Over spent expenditure

Claim Warrant	Vendor #/Name	Amount				Acct/Source/		
Line#	Invoice #/Inv Date/Description	Line Amount	PO #	Fund Org	Prog-Func	Obj	Proj	
18893	321 BRUCO, INC	264.22						
1	368624 02/23/18 vac bags supercoach	104.90*		201	100-2600	610		
2	368624 02/23/18 vac bags supercoach	139.90*		201	100-2600	610		
3	shipping/handling	19.42*		201	100-2600	610		
18894	385 BOULDER MONITOR & JEFFERSON CO.	30.00						
1	00022678 01/09/18 agenda ads/through june 18	30.00*		201	100-2500	540		
18895	3766 ACADIA MONTANA	1,784.54						
1	1589615 03/05/18 altacare	1,784.54*		215	280-1000	330	524	
18896	4852 MT DEPT OF JUSTICE	54.50						
1	105432 02/02/18 background/miller	27.25		201	100-2300	800		
2	105433 02/02/18 background/lyon	27.25		201	100-2300	800		
18897	4538 ALTEMP HEATING AND COOLING, INC.	608.60						
1	6578 01/30/18 labor walk in cooler down	608.60*		201	100-2600	440		
18898	1377 JOHNSON CONTROLS	4,104.00						
1	1-61855628 03/02/18 service agreement	4,104.00*		201	100-2600	440		
18899	4326 ACELLUS LEARNING SERVICES	1,200.00						
1	56416 02/14/18 acellus a la carte license	1,200.00*		215	494-1000	680	251	
18901	2226 ROTO ROOTER	125.00						
1	25287 12/18/17 consulting	125.00*		201	100-2600	440		
18904	1250 INDEPENDENT RECORD	1,156.00						
1	20414312 02/04/18 prinicpal	1,151. 00*		201	100-2300	540		
2	02/25/18 paper stmt free	5.00*		201	100-2300	540		
18905	3766 ACADIA MONTANA	4,680.23						
1	1560065 02/26/18 altacare	4,680.23*		215	280-1000	330	524	
18906	1002 GENERAL DISTRIBUTING	105.70						
1	608623 01/24/18 gasses	105.70	9271	201	999			
FO Accounting	(Org/Prog/Func/Obj/Proj: -390-1640-610-							
18907	1002 GENERAL DISTRIBUTING	196. 68						
1	606072 01/10/18 ar co2 /hazmat charge	196.68	9271	201	999			
FO Accounting	(Org/Prog/Func/Obj/Proj: -390-1640-610-							

# of Claims 25 Total: 38,010.75

38,010.75

03/16/18  
16:04:00

JEFFERSON HIGH SCHOOL  
Fund Summary for Claims  
For the Accounting Period: 3/18

Page: 4 of 4  
Report ID: AP110

Fund/Account	Amount
201 HIGH SCHOOL GENERAL FUND	
101	\$17,663.07
210 HIGH SCHOOL TRANSPORTATION FUN	
101	\$7,979.13
215 HIGH SCHOOL MISC PROGRAMS FUND	
101	\$12,239.52
218 HIGH SCHOOL TRAFFIC EDUCATION	
101	\$14.52
289 RETIREE/COBRA INSURANCE FUND	
101	\$114.51
Total:	\$38,010.75

STUDENTS

2150

Page 1 of 1

Suicide Awareness and Prevention

The Administration shall develop and implement a youth suicide prevention program meeting minimum requirements set forth in 10.55.719, ARM.

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

The District will provide at least two (2) hours of youth suicide and prevention training beginning the 2017-18 school year. The District will provide, at a minimum, two (2) hours of youth suicide awareness and prevention training every five (5) years thereafter. All new employees who work directly with any student enrolled in the school district will be provided training the first year of employment.

Youth suicide and prevention training may include:

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

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

Legal Reference: § 20-7-1310, MCA Youth suicide awareness and prevention training

Policy History:

Adopted on:

Revised on:

*Revision Note:*

STUDENTS

Enrollment and Attendance Records

Since accurate enrollment and attendance records are essential both to obtain state financial reimbursement and to fulfill the District's responsibilities under the attendance laws, staff shall be diligent in maintaining such records.

A district may only include, for ANB purposes, an enrolled student who is:

- A resident of the district or a nonresident student admitted by trustees under a student attendance agreement and who is attending a school of the district;
- Unable to attend school due to a medical reason certified by a medical doctor and receiving individualized educational services supervised by the district, at district expense, at a home or facility that does not offer an educational program;
- Unable to attend school due to the student's incarceration in a facility, other than a youth detention center, and who is receiving individualized educational services supervised by the district, at district expense, at a home or facility that does not offer an educational program;
- Living with a caretaker relative under § 1-1-215, MCA
- Receiving special education and related services, other than day treatment, under a placement by the trustees at a private nonsectarian school or private program if the student's services are provided at the district's expense under an approved individual education plan supervised by the district;
- Participating in the Running Start Program at district expense under § 20-9-706, MCA;
- Receiving education services provided by the district, using appropriately licensed district staff at a private residential program or private residential facility licensed by the Department of Public Health and Human Services;
- Enrolled in an educational program or course provided at district expense using electronic or offsite delivery methods, including but not limited to tutoring, distance learning programs, online programs, and technology delivered learning programs, while attending a school of the district or any other nonsectarian offsite instructional setting with the approval of the trustees of the district; or
- A resident of the district attending a Montana job corps program under an interlocal agreement with the district under § 20-9-707, MCA.
- A resident of the district attending a Montana Youth Challenge Program under an 8 interlocal agreement with the district under § 20-9-707, MCA

STUDENTS

- Meets the Criteria for Proficiency based ANB under policy 3126FE

In order for a student who is served through distance learning or offsite delivery methods to be included in the calculation of average number belonging, the student must meet the residency requirements for that district; live in the district, and must be eligible for educational services under the Individuals with Disabilities Education Act or under 29 U.S.C. 794; or attend school in the district under a mandatory attendance agreement as provided in § 20-9-707, MCA.

Homeless Youth and Foster Children

Assignment to schools shall be subject to modification when federal law applicable to students placed in foster care or students who are homeless requires that such students be educated in a “school of origin” that differs from the assigned school.

Legal Reference:	§ 1-1-215, MCA	Residence – Rules for determining
	§ 20-9-311, MCA	Calculation of average number belonging (ANB)
		--three-year averaging.
	§ 20-9-706, MCA	Running Start Program
	§ 20-9-707, MCA	Agreement with accredited Montana job corps
		program
	29 U.S.C. 794	Nondiscrimination under Federal grants
		and programs
	34 CFR 300.1, et seq.	Individuals with Disabilities Education Act

Policy History:

Adopted on: February 2007

Revised on:

**SECTION STUDENTS**

**Policy#3126FE**

Page 1 of 1

**Proficiency-Based ANB**

It is the policy of the District to increase the flexibility and efficiency of the District's resources by utilizing the provision of law allowing proficiency-based ANB.

[OPTION] The District may include in its calculation of ANB a pupil who is enrolled in a program providing fewer than the required aggregate hours of pupil instruction required under Montana law if the pupil has demonstrated proficiency in the content ordinarily covered by the instruction as determined by the school board using district assessments. The ANB of a pupil who demonstrates proficiency in any content/subject matter will be converted to an hourly equivalent based on the hours of instruction ordinarily provided for the content over which the student has demonstrated proficiency.

[OPTION] The District may, on a case-by-case basis, provide fractional credit for partial completion of a course for a student who is unable to attend class for the required amount of time.

[OPTION] The District may waive specific course requirements based on individual student needs and performance levels. Waiver requests shall also be considered with respect to age, maturity, interest, and aspirations of the students and shall be in consultation with the parents or guardians.

[RECOMMENDED] At the discretion of the District, a student may be given credit for a course satisfactorily completed in a period of time shorter or longer than normally required and, provided that the course meets the District's curriculum and assessment requirements, which are aligned with the content standards stated in the education program. Examples of acceptable course work include, but are not necessarily limited to, those delivered through correspondence, extension, and distance learning courses, adult education, summer school, work study, specially designed courses, and challenges to current courses.

<u>Legal Reference:</u>	<u>School fiscal year</u>
<u>20-1-301, MCA</u>	<u>Calculation of average number belonging</u>
<u>20-9-311(4)(a)(b)(d), MCA</u>	<u>(ANB) – 3-year averaging</u>
<u>20-3-324, MCA</u>	<u>Powers and duties</u>
<u>10.55.906 ARM</u>	<u>High School Credit</u>

~~Legal Reference:~~

Policy History:

Adopted on:

Revised on:

Revision Note:

**SCHOOL FACILITIES/GROUNDS USE AND LIABILITY RELEASE AGREEMENT**

**Jefferson High School District #1**

Organization or Individual Requesting Facility Use: \_\_\_\_\_

Facility Requested: \_\_\_\_\_

Date and Hours of Requested Use: \_\_\_\_\_

Purpose of Use: \_\_\_\_\_

Will there be an admission fee? \_\_\_\_\_

If so, how much? \_\_\_\_\_

**Premises and Conditions**

Conditions of Facilities Use - Use of District facilities is conditioned upon the following covenants:

1. That no alcoholic beverages, tobacco, nicotine products, or other drugs are sold or consumed on the premises by the requesting organization or individual or any of its employees, patrons, agents, or members.
2. That no illegal games of chance or lotteries will be permitted.
3. That no functional alteration of the premises or functional changes in the use of such premises shall be made without specific written consent of the District.
4. That adequate supervision is provided by the requesting organization or individual to ensure proper care and use of District facilities.
5. The presence of weapons, including firearms, must be previously reviewed and approved by the Board of Trustees in accordance with Montana law.

**Rent and Deposit**

The requesting organization or individual agrees to pay the District, as rent for the premises and as payment for special services (if any) provided by the District, the sum of \$ \_\_\_\_\_, and this shall be due \_\_\_\_\_ days in advance. The requesting organization or individual shall be responsible for the actual cost of repair or replacement, including costs, disbursements, and expenses, resulting while it has use of the premises.

**Indemnification**

The requesting organization or individual, by signature below, hereby guarantees that the organization shall indemnify, defend, and hold harmless the District and any of its employees or agents, from any liability, expenses, costs (including attorney's fees), damages, and/or losses arising out of injury or death to any person or persons or damage to any property of any kind in connection with the organization or individual's use of the District facility, which are not the result of fraud, willful injury to a person or property, or willful or negligent violation of a law on the part of the School District. The undersigned organization or individual accepts and assumes all such risks and hazards and does hereby release the School District from any and all liability including, but not limited to bodily injury, personal injury, and/or property damage which are not the result of fraud committed, willful injury to a person or property, or willful or negligent violation of a law on the part of the School District.

**Insurance**

The user of the facility shall provide the District with a certificate of insurance and endorsement to their property and liability policy. Said certificate and policy endorsement shall name the District as an additional insured. The certificate and policy shall show coverage for comprehensive general liability insurance for injuries to or death of any person or damage to or loss of property arising out of or in any way resulting from the described use of the facility. The insurance shall provide for amounts not less than \$1,000,000 for bodily injury or death to any one person or resulting from any one accident, and \$1,000,000 for property damage in any one accident or the policy may provide a combined single limit for bodily injury and property damage for \$1,000,000. The certificate shall contain a provision that the



insurer not cancel or refuse to renew without giving the District written notice at least 10 days before the effective date of the cancellation or non-renewal.

**Special Events Coverage**

The district requires the event holder to purchase a special event liability policy for the event, and to name the district as an additional insured on the policy. The event holder should provide the district with a certificate insurance outlining the coverage limits and that the district has been named as an additional insured on the policy. Minimum coverage limits of \$1,000,000 per occurrence and \$2,000,000 aggregate should be purchased.

**Non-Discrimination**

The District will consider requests for use of district facilities for political purposes and activity in accordance with Montanan law. The requesting organization or individual agrees to abide by non-discrimination clauses as contained in the Montana Human Rights Act and the Governmental Code of Fair Practices.

**District's Rights**

The District reserves the right to cancel this Agreement, when it is determined by the District that the facilities are needed for school purposes.

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

**Jefferson High School District**

**Requesting Organization or Individual:**

By _____	By _____
_____	Address _____
_____	Phone _____

**Additional Obligations**

Legal Reference:

**Policy History:**

Adopted on:

Revised on:

*Revision Note:*

## COMMUNITY RELATIONS

4600

Page 1 of 5

Notice to Parents Required by No Child Left Behind Act of 2001 ("NCLB")Improving Basic Programs Operated by Local Educational Agencies

1. ~~As required by NCLB § 1111(h)(6)(A): At the beginning of each school year, a district that receives Title I funds shall notify the parents of each student attending any school receiving Title I funds that the parents may request, and the district will provide the parents on request, information regarding the professional qualifications of the student's classroom teachers, including, at a minimum, the following:~~

- ~~a. Whether the teacher has met the state qualifications and licensing criteria for the grade levels and subject areas in which the teacher provides instruction.~~
- ~~b. Whether the teacher is teaching under emergency or other provisional status.~~
- ~~c. The teacher's baccalaureate degree major and any other graduate certifications or degrees.~~
- ~~d. Whether paraprofessionals provide services to the student and, if so, their qualifications.~~

2. ~~As required by NCLB § 1111(h)(6)(B)(i): Districts must provide parents information on the level of achievement of the parent's child in each of the state academic assessments.~~

3. ~~As required by NCLB § 1111(h)(6)(B)(ii): Districts must provide parents timely notice that the parent's child has been assigned, or has been taught for four (4) or more consecutive weeks by, a teacher who is not highly qualified.~~

Limited English Proficient Students

1. ~~As required by NCLB § 1112(g)(1)(A) and (g)(2) and § 3302(a): Districts must inform a parent of a limited English proficient child identified for participation or participating in such a program, of the reasons for their child being identified, their child's level of English proficiency, instructional method, how their child's program will meet the child's needs, how the program will help the child learn English, exit requirements for the program to meet the objectives of any limited English proficiency, and information regarding parental rights.~~

2. ~~As required by NCLB § 1112(g)(1)(B) and § 3302(b): Each district using Title I funds to provide a language instruction educational program, that has failed to make progress on the annual measurable achievement objectives described in § 3122 for any fiscal year for which part A is in effect, shall separately inform the parents of a child identified for participation or participating in such a program, of such failure not later than thirty (30) days after such failure occurs.~~

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~~3. As required by NCLB § 1112(g)(4) and § 3302(e): Each district shall implement an effective means of outreach to parents of limited English proficient students to inform the parents regarding how they can be involved in their child's education and be active participants in assisting their child to attain English proficiency, achieve at high levels in core academic subjects, and meet challenging state academic achievement standards and state academic content standards expected of all students. In addition, the outreach shall include holding and sending notice of opportunities for regular meetings for formulating and responding to parent recommendations.~~

Academic Assessment and Local Education Agency and School Improvement

~~1. As required by NCLB § 1116(b)(6): Districts shall promptly provide to parents of each student enrolled in an elementary school or a secondary school identified for school improvement under § 1116(b)(1)(E)(I), for corrective action under § 1116(b)(7)(C)(I), or for restructuring under § 1116(b)(8)(A)(I):~~

~~a. An explanation of what the identification means and how the school compares in terms of academic achievement to other district schools and the state educational agency;~~

~~b. The reasons for the identification;~~

~~c. An explanation of what the school identified for school improvement is doing to address the problem;~~

~~d. An explanation of what the district or state educational agency is doing to help the school address the achievement problem;~~

~~e. An explanation of how the parents can become involved in addressing the academic issues that caused the school to be identified for school improvement; and~~

~~f. An explanation of the parents' option to transfer their child to another public school under paragraphs (1)(E), (5)(A), (7)(C)(i), (8)(A)(i), and subsection (e)(10)(C)(vii) (with transportation provided by the agency when required by paragraph (9)) or to obtain supplemental educational services for the child in accordance with subsection (e).~~

~~2. As required by NCLB § 1116(b)(8)(c): Whenever the school fails to make adequate yearly progress and/or is restructured, the district shall provide the teachers and parents with an adequate opportunity to comment and participate in developing any plan.~~

~~3. As required by NCLB § 1116(e)(2)(A): The district shall provide annual notice to parents of:~~

~~a. The availability of supplemental education services;~~

~~b. The identity of approved providers of those services within the district or whose services are reasonably available in neighboring districts; and~~

## COMMUNITY RELATIONS

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~~e. A brief description of those services, qualifications, and the demonstrated effectiveness of each such provider.~~

Parental Involvement

~~1. As required by NCLB § 1118(b): Parents shall be notified of the parental involvement policy, in an understandable and uniform format and, to the extent practicable, in a language the parents can understand. Such policy shall be made available to the local community and updated periodically to meet the changing needs of parents and the school.~~

~~2. As required by NCLB § 1118(c): Each school shall:~~

- ~~a. Convene an annual meeting at a convenient time, to which all parents of participating children shall be invited and encouraged to attend, to inform parents of their school's participation and to explain the requirements of the NCLB and the right of the parents to be involved;~~
- ~~b. Offer a flexible number of meetings;~~
- ~~c. Involve parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs, including the planning, review, and improvement of the school parental involvement policy and the joint development of the school-wide program plan under § 1114(b)(2);~~
- ~~d. Provide parents of participating children:~~
  - ~~• Timely information about programs under this part;~~
  - ~~• A description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet; and~~
  - ~~• If requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible.~~

Education of Homeless Children and Youths

~~1. As required by NCLB § 722(e)(3)(C): The district shall provide written notice, at the time any homeless child or youth seeks enrollment in the school and at least twice annually while the child or youth is enrolled in the school, to the parent or guardian of the child or youth (or, in the case of an unaccompanied youth, the youth) that:~~

- ~~a. Shall be signed by the parent or guardian;~~
- ~~b. Sets forth the general rights provided under this subtitle;~~
- ~~c. Specifically states:~~

## COMMUNITY RELATIONS

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- ~~• The choice of schools homeless children and youths are eligible to attend;~~
- ~~• That no homeless child or youth is required to attend a separate school for homeless children or youths;~~
- ~~• That homeless children and youths shall be provided comparable services, including transportation services, educational services, and meals through school meals programs;~~
- ~~• That homeless children and youths should not be stigmatized by school personnel;~~

~~d. Includes contact information for the local liaison for homeless children and youths.~~

~~2. As required by NCLB § 722(g)(2)(B)(iii): In the case of an unaccompanied homeless youth, the district shall ensure that the homeless liaison assists in placement or enrollment decisions, considers the views of such unaccompanied youth, and provides notice to such youth of the right to appeal.~~

~~3. As required by NCLB § 722(g)(6)(A)(iv): Each district shall ensure that public notice of the educational rights of homeless children is disseminated where such children and youths receive services under this Act, such as schools, family shelters, and soup kitchens.~~

### Persistently Dangerous Schools

~~If the district is identified as a persistently dangerous school,<sup>1</sup> the district must, in a timely manner:~~

- ~~1. Notify parents of each student attending the school that the state has identified the school as persistently dangerous.~~
- ~~2. Offer all students the opportunity to transfer to a safe public school within the district. If there is not another school in the district, the district is encouraged, but not required, to~~

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<sup>1</sup> ~~“Persistently dangerous public elementary school or secondary school,” in the context of the No Child Left Behind Act of 2001 (ESEA), a Montana public elementary or secondary school is considered to be persistently dangerous if each of the following two conditions exist:~~

~~(1) In each of three consecutive years, the school has a federal or state gun free schools violation or a violent criminal offense has been committed on school property, and~~

~~(2) In any two years within a three year period, the school has experienced expulsions for drug, alcohol, weapons or violence that exceed one of the following rates—~~

- ~~(a) more than five expulsions for a school of less than 250 students,~~
- ~~(b) more than 10 expulsions for a school of more than 250 students but less than 1000 students, or~~
- ~~(c) more than 15 expulsions for a school of more than 1,000 students.~~

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~~explore other options such as an agreement with a neighboring district to accept transfer students.~~

~~3. For those students who accept the offer, complete the transfer.~~

~~In addition a district must also:~~

~~1. Develop a corrective action plan; and~~

~~2. Implement the plan in a timely manner.~~

~~Parental notification regarding the status of the school and the offer to transfer students may be made simultaneously.~~

Student Privacy

~~1. As required by NCLB § 1061(c)(2)(A): The student privacy policies developed by the district shall provide for reasonable notice of the adoption or continued use of such policies directly to the parents of students enrolled in schools served by the district. At a minimum, the district shall:~~

~~a. Provide such notice at least annually at the beginning of the school year and within a reasonable period of time after any substantive change in such policies; and~~

~~b. Offer an opportunity for the parent to opt the student out of the activity.~~

~~2. As required by NCLB § 1061(c)(2): All districts shall provide reasonable notice of such existing policies to parents and guardians of students, e.g., “The Board has adopted and continues to use policies regarding student privacy, parental access to information, and administration of certain physical examinations to minors. Copies of those policies are available on request.”~~

Policy History:

~~Adopted on: February 2007~~

~~Revised on:~~

~~Repealed on:~~

Note: Repealed due to the repeal of federal No Child Left Behind Act.



PERSONNEL

5120

Hiring Process and Criteria

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

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

~~Every newly hired employee must provide the school district documentation of the results of a tuberculin skin test done within the year prior to initial employment, along with the name of the tester and the date and type of test administered, unless the person provides written medical documentation that he/she is a known tuberculin reactor.~~

Certification

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

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

Cross Reference: 5122 Fingerprints and Criminal Background Investigations

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

~~No Child Left Behind Act of 2001 (P.L. 107-110)  
37.114.1010, DPHHS Employee of School: Day Care Facility  
Care Provider~~

Policy History:

## **Jefferson High School District #1**

### **PERSONNEL**

5120

- 1 Adopted on: February 2007
- 2 Revised on:

Prohibition on Aiding Sexual Abuse

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

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

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

Legal Reference: ESSA section 8038, § 8546

Policy History:

Adopted on:

Revised on:

*Revision Note:*

PERSONNEL

5329

Long-Term Illness/Temporary Disability/~~Maternity Leave~~

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

~~Long-term illness or temporary disability shall be construed to include pregnancy, miscarriage, childbirth and recovery therefrom. Maternity leave includes only continuous absence immediately prior to delivery, absence for delivery, and absence for post-delivery recovery, or continuous absence immediately prior to and in the aftermath of miscarriage or other pregnancy-related complications. Such leave shall not exceed six (6) weeks unless prescribed by a physician.~~

Leave without pay arising out of any long-term illness or temporary disability, ~~including pregnancy, miscarriage, childbirth and recovery therefrom,~~ shall commence only after sick leave has been exhausted. The duration of leaves, extensions, and other benefits for privileges such as health and long-term illness ~~or temporary disability plans in the event of maternity leave,~~ shall apply under the same conditions as other long-term illness or temporary disability leaves.

The Superintendent shall devise procedures within the intent of Title VII of the 1964 Civil Rights Act as amended in 1978 by the Pregnancy Discrimination Act, and within the scope of applicable law and court rulings in the state of Montana.

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

Policy History:

Adopted on: February 2007

Revised on:

Revision Note: Removes Maternity Leave which becomes it's own policy number 5330

PERSONNEL

5329P

Long-Term Illness/Temporary Disability~~/Maternity Leave~~

The following procedures will be used when an employee has a long-term illness or temporary disability, including maternity:

1. When any illness or temporarily disabling condition is “prolonged,” an employee will be asked by the administration to produce a written statement from a physician, stating that the employee is temporarily disabled and is unable to perform the duties of his/her position until such a time.

~~2. Maternity leave will be treated as any other disability. Generally, unless mandated otherwise by a physician, maternity leave does not exceed six (6) weeks. As a disabling condition, maternity leave is not available to fathers.~~

32. In the case of any other extended illness, procedures for assessing the probable duration of the temporary disability will vary. The number of days of disability will vary according to different conditions, individual needs, and the assessment of individual physicians. Normally, however, the employee should expect to return on the date indicated by the physician, unless complications develop which are further certified by a physician.

Procedure History:

Promulgated on: February 2007

Revised on:

Revision Note: Removed Maternity which became its own policy number 5330

Maternity Leave

Long-term illness or temporary disability shall be construed to include pregnancy, miscarriage, childbirth and recovery therefrom. Maternity leave includes only continuous absence immediately prior to delivery, absence for delivery, and absence for post-delivery recovery, or continuous absence immediately prior to and in the aftermath of miscarriage or other pregnancy-related complications.

It is unlawful for an employer to refuse to grant an employee a reasonable leave of absence for pregnancy. In determining the reasonableness which shall apply to a request for a leave of absence for a pregnancy, an employer shall apply standards at least as inclusive as those which have been applied to requests for leave of absence for any other valid medical reason. Jefferson High School will follow the language in the current collective bargaining agreement as it relates to maternity leave unless mandated otherwise by the employee's physician.

It is also unlawful for an employer to deny to the employee who is disabled as a result of pregnancy any compensation to which the employee is entitled as a result of the accumulation of disability or leave benefits accrued pursuant to plans maintained by the employer, provided that the employer may require disability as a result of pregnancy to be verified by medical certification that the employee is not able to perform employment duties.

As a disabling condition, maternity leave is not available to fathers.

An employee who has signified her intent to return at the end of her maternity leave of absence shall be reinstated to her original job or an equivalent position with equivalent pay and accumulated seniority, retirement, fringe benefits, and other service credits.

Legal Reference:	§ 49-2-310, MCA	Maternity leave – unlawful acts of employers
	§ 49-2-311, MCA	Reinstatement to job following pregnancy-related leave of absence
	Admin. R. Mont. 24.9.1201—1207	Maternity Leave

Legal Reference:

Policy History:

Adopted on:

Revised on:

*Revision Note:*



## PERSONNEL

5420

Teachers' Aides/ParaeducatorParaprofessionalsParaprofessionals

~~Teachers' aides/paraeducatorParaprofessionals~~, as defined in the appropriate job descriptions, are under the supervision of a principal and a teacher to whom the principal may have delegated responsibility for close direction. The nature of the work accomplished by ~~paraeducatorparaprofessional~~s will encompass a variety of tasks that may be inclusive of "limited instructional duties."

~~ParaeducatorParaprofessionals~~ are employed by the District mainly to assist the teacher. A ~~paraeducatorparaprofessional~~ is an extension of the teacher, who legally has the direct control and supervision of the classroom or playground and responsibility for control and the welfare of the students.

~~In compliance with applicable legal requirements, the Board shall require all paraeducators with instructional duties, that are newly hired in a Title I school wide program, to have:~~

- ~~1. Completed at least two (2) years of study at an institution of higher education;~~
- ~~2. Obtained an Associate's or higher degree; or~~
- ~~3. Met a rigorous standard of quality, and can demonstrate through a formal state or local academic assessment the knowledge of and ability to assist in the instruction of reading, writing, or mathematics or the instruction of readiness of these subjects.~~

It is the responsibility of each principal and teacher to provide adequate training for a ~~paraeducatorparaprofessional~~. This training should take into account the unique situations in which a ~~paraeducatorparaprofessional~~ works and should be designed to cover the general contingencies that might be expected to pertain to that situation. During the first thirty (30) days of employment, the supervising teacher or administrator shall continue to assess the skills and ability of the ~~paraeducatorparaprofessional~~ to assist in reading, writing, and mathematics instruction.

The Superintendent shall develop and implement procedures for an annual evaluation of teachers' aides/~~paraeducatorparaprofessionals~~. Evaluation results shall be a factor in future employment decisions.

If the school receives Title I funds, the District shall notify parents of students attending the school annually that they may request the District to provide information regarding the professional qualifications of their child's paraprofessionals, if applicable.

Legal Reference: 20 U.S.C. § 6319 Qualifications for teachers and paraprofessionals  
~~Public Law 107-110, No Child Left Behind Act of 2001~~

Policy History:

## **Jefferson High School District #1**

### **PERSONNEL**

5420

- 1 Adopted on: February 2007
- 2 Revised on:

**ESSA Qualification Notifications**

**ANNUAL NOTIFICATION - OPTION TO REQUEST PROFESSIONAL QUALIFICATIONS**

Dear Parent/Guardian,

Because our District receives federal funds for Title I programs as a part of the Every Student Succeeds Act (ESSA), you may request information regarding the professional qualifications of your child's teacher(s) and paraprofessional(s), if applicable.

If you would like to request this information, please contact Tim Norbeck, by phone at (406) 225-3740 or by e-mail at [tim.norbeck@jhs.k12.mt.us](mailto:tim.norbeck@jhs.k12.mt.us)

Sincerely, \_\_\_\_\_

Legal Reference:

Policy History:

Adopted on:

Revised on:

*Revision Note:*

Flexible Instructor Licensing

It is the policy of the District to increase the flexibility and efficiency of the District's resources by utilizing the provision of law allowing flexibility in licensure of instructors and as a means of addressing recruitment and retention of staff. Flexibilities in the following areas are available for the District's enhancement of its programs and services to enhance student achievement.

• Internships

○ Available to anyone with a current license and endorsement in one subject who wants to move to a new licensed role/endorsed area.

○ Requirements must be satisfied within 3 years

○ Must include a plan between the intern, the school district and an accredited preparation program

• Provisionally Certified

○ May be issued to an otherwise qualified applicant who can provide satisfactory evidence of:

▪ The intent to qualify in the future for a class 1 or class 2 certificate and

▪ Who has completed a 4-year college program or its equivalent, and

▪ Holds a bachelor's degree from a unit of the Montana university system or its equivalent.

• Substitutes

○ Must have a GED or high school diploma

○ Will have completed 3 hours of training by the district

○ Will have submitted a fingerprint background check

(All requirements can be waived by the district if the substitute has prior substitute teaching experience in another public school from November 2002 to earlier)

○ May not substitute more than 35 consecutive days for the same teacher, however the same substitute can be used for successive absences of different staff as long as each regular teacher for whom the substitute is covering is back by 35 consecutive teaching days

• Retired Educators

○ School district must certify to OPI and TRS that the district has been unable to fill the position due to no qualified applications or no acceptance of offer by a non-retired teacher

○ No limit on the district

○ Retired teacher must have 30 years of experience in TRS

○ There is a 3 year lifetime limit on the retired individual going to work under this provision

• Class 3 Administrative License

○ Valid for a period of 5 years

○ Appropriate administrative areas include: elementary principal, secondary principal, K-12 principal, K-12 superintendent, and supervisor.

○ Must be eligible for an appropriately endorsed Class 1,2 or 5 license to teach in the school(s) in which the applicant would be an administrator or would supervise, and qualify as set forth in ARM 10.57414 through 10.57.418



Transportation

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

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

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

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

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

In-Town Busing

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

Children in Foster Care

The Superintendent will appoint a Point of Contact (POC) to coordinate activities relating to the District's provisions of services to children placed in foster care, including transportation services. The Superintendent, or designee, will inform the Department of Health and Human Services who is the POC for the District. The District will collaborate with the Department of Health and Human Services when transportation is required to maintain children placed in foster care in a school of origin outside their usual attendance area or District when in the best interest of the student. Under the supervision of the Superintendent/designee, the POC will invite appropriate District officials, the Department of Health and Human Services POC, and officials



NONINSTRUCTIONAL OPERATIONS

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from other districts to consider how such transportation is to be arranged and funded in a cost-effective manner.

If there are additional costs to be incurred in providing transportation to maintain a student in the school of origin, the District will provide transportation to such school if:  
The Department agrees to reimburse the District for the cost of such transportation or;  
The District agrees to pay for the cost of such transportation; or  
The District and the Department agree to share the cost of such transportation.

Definitions

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

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

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

Legal Reference:	§ 20-7-441, MCA	Special education child eligibility for transportation
	§ 20-10-101, MCA	Definitions
	§ 20-10-121, MCA	Duty of trustees to provide transportation – types of transportation – bus riding time limitation
	§ 20-10-122, MCA	Discretionary provision of transportation and payment for this transportation
	§ 20-10-123, MCA	Provision of transportation for nonpublic school children
	10.7.101, et seq., ARM	Pupil transportation
	10.64.101-700, et seq., ARM	Transportation
	<del>No Child Left Behind Act of 2001 (P.L. 107-110)</del>	

Policy History:

Adopted on: February 2007

Revised on:

THE BOARD OF TRUSTEES

1531

Trustee Expenses

Expenses for Board Members - In-District

~~A trustee shall not receive remuneration for service as a trustee. Trustees living more than three (3) miles from the meeting place shall be entitled to be reimbursed for mileage at the rate stipulated in § 2-18-503, MCA, for each mile of travel between their homes and the meeting place for each meeting of the Board or for any meeting called by the county superintendent. Reimbursement may be paid as the travel is assumed or may accumulate until the end of the fiscal year, at the discretion of the trustee.~~

The members of the trustees of any district may not receive compensation for their services as trustees. A trustee is entitled to collect mileage at a rate equal to the mileage allotment allowed by the United States internal revenue service for the current year for the first 1,000 miles and 3 cents less per mile for all additional miles traveled within a given calendar month.

The members of the trustees who reside over 3 miles from the trustees' meeting place must upon request be reimbursed at the rate as provided in 2-18-503 for every mile necessarily traveled between their residence and the meeting place and return in attending the regular and special meetings of the trustees, and all trustees must be similarly reimbursed for meetings called by the county superintendent. The travel reimbursement may be accumulated during the school fiscal year and paid at the end of the fiscal year, at the discretion of each trustee.

A trustee must file a reimbursement for mileage form, prior to July 1 of each year, requesting reimbursement for the then current fiscal year. The form may be obtained from the District Clerk/Business Manager.

Expenses for Board Members at Out-of-District Meetings

Trustees normally attend workshops, training institutes, and conferences at both the state and national levels. The District will pay all legitimate costs for trustees to attend out-of-District meetings, at established rates for reimbursement set by the District:

1. Transportation as approved by the Board;
2. On-site transportation during the course of the meeting, i.e., bus, taxi, or rental car;
3. Hotel or motel costs for trustee, as necessary;
4. Food costs as necessary;
5. Telephone services for necessary communications with business or family, resulting from the trustee being away from Jefferson County;
6. Incidental expenditures for tips and other necessary costs attributable to the trustee's attendance at a meeting; however, the District will not reimburse or pay for such items as liquor, expenses of a spouse, separate entertainment, or other unnecessary expenditures.

Cross Reference: 7336 Travel Allowances and Expenses

**THE BOARD OF TRUSTEES**

1531

- 1 Policy History:
- 2 Adopted on: February 2007
- 3 Revised on:

2nd Reading

## INSTRUCTION

2333

Participation in Commencement ExercisesStatement of Policy

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

Organization and Content of Commencement Exercises

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

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

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

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

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

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

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

INSTRUCTION

2333

- 1 Policy History:
- 2 Adopted on: February 2007
- 3 Revised on: January 20, 2009
- 4
- 5 *Note: Reference to 20-5-201(3) was added.*

2nd Reading

STUDENTS

Entrance, Placement, and Transfer

Entrance, Date, and Age

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 6 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.

School Entrance

1. The District requires that a student's parents, legal guardian, or legal custodian present proof of identity of the child<sup>1</sup> 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. ~~Homeless students shall be admitted pursuant to state and federal law, and Policy 3125.~~
2. To be admitted to the District school, 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 of Health and Human Services or the local county health 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.

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 appeal to the Superintendent or the Board.

Transfer

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

<sup>1</sup> 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. 44-2-511(6)(a), MCA



STUDENTS

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Page 2 of 2

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 Standard, along with local alternate procedures for earning credit, in reviewing requests for transfer of credits. The high school principal has authority for approving credit transfers, subject to review by the Superintendent or the Board.

Legal Reference:	§ 20-5-101, MCA	Admittance of child to school
	§ 20-5-403, MCA	Immunization required – release and acceptance of immunization records
	§ 20-5-404, MCA	Conditional attendance
	§ 20-5-405, MCA	Medical or religious exemption
	§ 20-5-406, MCA	Immunization record
	§ 44-2-511, MCA	School enrollment procedure
	10.55.601 et seq., ARM	Accreditation Standards: Procedures

Policy History:

Adopted on: February 2007

Revised on: April 15, 2008

Revised on: January 2016

*Note: The revisions included the age range acceptance in lines 7-8 Page 1 as well as the footnote defining “proof of identity”.  
January 2016 revisions include addition of varicella and clarification of immunization manner as per 2015 Montana Legislature.*

1 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. 44-2-511(6)(a), MCA

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Military Compact Waiver

The State of Montana is one of numerous states across the country that is a member of the Interstate Compact on Educational Opportunity for Military Children. As a school district within the State of Montana subject to the laws of the State of Montana, the District shall follow the requirements of the Compact for students who enroll at the District for whom the Compact applies.

Purpose

The purpose of the Interstate Compact on Educational Opportunity for Military Children is to remove barriers to educational success for children of military families due to frequent relocation and deployment of their parents. The Compact facilitates educational success by addressing timely student enrollment, student placement, qualification and eligibility for programs (curricular, co-curricular, and extra-curricular), timely graduation, and the facilitation of cooperation and communication between various member states' schools.

Applicability

This Compact applies only to children of:

1. Active duty members of the uniformed services as defined in the Compact, including member of the national guard and reserve on active duty orders pursuant to 10 U.S.C., 12301(d) and 12304;
2. Members of the veterans of the uniformed services who are severely injured and medically discharged or retired for a period of 1 year after medical discharge or retirement; and
3. Members of the uniformed services who die on active duty or as a result of injuries sustained on active duty for a period of 1 year after death.

Educational Records and Enrollment

1. **Hand Carried/Unofficial Educational Records:** In the event that official educational records cannot be released to a parent for the purpose of school transfer, the custodian of records from the sending school shall prepare and furnish to the parent a complete set of unofficial educational records containing uniform information as determined by the Interstate Commission.

Upon receipt of the unofficial educational records, the District shall enroll and appropriately place the student based upon the information the school receives in the unofficial educational records, pending validation by the official records, as soon as possible.

1  
2 **2. Official Educational Records/Transcripts:** At the time of enrollment and conditional  
3 placement of a qualifying student at the District, the District shall request the student's  
4 official educational records from their last school of attendance.

5  
6 A school receiving such a request shall process the official educational records request  
7 and furnish such within a period of ten (10) days, or within the timeline determined to be  
8 reasonable by the Interstate Commission.

9  
10 **3. Immunizations:** The District shall provide a period of thirty (30) days from the date of  
11 enrollment, or such other time frame as determined by the rules of the Interstate  
12 Commission, within which students may obtain any immunizations required by the  
13 District. Where the District's requirements include a series of immunizations, initial  
14 vaccinations must be obtained within thirty (30) days, or within the timeline determined  
15 to be reasonable by the Interstate Commission.

16  
17 **4. Entrance Age:** Students shall be allowed to continue their enrollment at grade level at  
18 the District, commensurate with their grade level from their receiving school, including  
19 kindergarten, at the time of transition. However, the provisions of Montana Code 20-5-  
20 101 regarding trustees enrolling a child in kindergarten or in first grade whose fifth (5<sup>th</sup>)  
21 or sixth (6<sup>th</sup>) birthday occurs on or before the tenth (10<sup>th</sup>) day of September of the school  
22 year in which the child is to enroll but is not yet 19 years of age, shall continue to apply.

23  
24 A student who has satisfactorily completed the prerequisite grade level in the sending  
25 school shall be eligible for enrollment in the next highest grade level in the District, at the  
26 receiving school, regardless of age.

27  
28 A student who is transferring into the District after the start of the school year shall enter  
29 the District on the student's validated grade level from an accredited school in the  
30 sending state.

31  
32 **Placement and Attendance**

33  
34 **1. Course Placement:** Upon transfer of a qualifying student, the receiving District shall  
35 place the student in courses consistent with the student's courses in the sending school  
36 and/or the school's educational assessments.

37  
38 Course placement includes, but is not limited to honors, international baccalaureate,  
39 advanced placement, vocational, technical, and career pathways courses.

40  
41 Continuing the student's academic program from the previous school and promoting  
42 placement in academically and career challenging courses should be paramount when  
43 considering placement. This requirement does not preclude the District from performing

subsequent evaluations to ensure appropriate placement and continued enrollment of the student in the course(s).

**2. Educational Program Placement:** The District shall initially honor placement of the student in educational programs based on current educational assessments conducted at the sending school or participation/placement in similar programs at the sending school.

Educational program placement includes, but is not limited to, gifted and talented programs and English as a second language. This requirement does not preclude the District from performing subsequent evaluations to ensure appropriate placement of the student.

**3. Special Education Services:** In compliance with the federal requirements of the Individuals with Disabilities Education Act, the District, as the receiving school, shall initially provide comparable services to a student with disabilities based on his or her current Individual Education Plan.

In compliance with Section 504 of the Rehabilitation Act and with Title II of the Americans with Disabilities Act, the District, as the receiving school, shall make reasonable accommodations and modifications to address the needs of incoming students with disabilities consistent with his or her existing 504 or Title II Plan.

This does not preclude the District, as the receiving school, from performing subsequent evaluations to ensure appropriate placement and/or accommodations are made for the student.

**4. Placement Flexibility:** The District's Administration shall have the flexibility to waive course/program prerequisites or other preconditions for placement in courses/programs offered by the receiving District.

**5. Absences Relating to Deployment Activities:** A student whose parent/legal guardian is an active duty member of the uniformed services and has been called to duty for, is on leave from, or immediately returned from deployment in a combat zone or combat support position, shall be granted additional excused absences at the discretion of the District's Superintendent to visit with his or her parent/legal guardian relative to such leave or deployment of the parent/guardian.

### Eligibility

**1. Eligibility for Enrollment:** A Special Power of Attorney pertaining to the guardianship of a student of a military family and executed under applicable law shall be sufficient for the purposes of enrollment and all other actions requiring parental participation and consent.

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The receiving District shall not charge tuition to a transitioning military student placed in the care of a noncustodial parent or other person standing in loco parentis who lives in a jurisdiction other than that of the custodial parent.

A transitioning military student, placed in the care of a noncustodial parent or other person standing in loco parentis who lives in a jurisdiction other than that of the custodial parent, may continue to attend the school in which he or she was enrolled when residing with the custodial parent.

**2. Eligibility for Extra-Curricular Activity Participation:** The District shall facilitate the opportunity for transitioning military students' inclusion in extracurricular activities, regardless of application deadlines, to the extent the student is otherwise qualified.

### Graduation

In order to facilitate the on-time graduation of children of military families, the receiving District shall incorporate the following procedure:

**1. Graduation Course Requirements – Waiver:** The receiving District's Administration, through the Superintendent or designee, shall waive specific courses that are required for graduation if similar coursework has been satisfactorily completed at another school.

If the District does not waive the specific course requirement for graduation, the District shall provide a reasonable justification for the denial. This justification shall be provided to the parent/legal guardian in writing.

If the receiving District does not waive the specific course requirement for graduation and the student would have otherwise qualified to graduate from the sending school, the receiving District shall provide an alternative means of acquiring required course work to ensure that the student's graduation will occur on time.

**2. Exit Exams:** In lieu of testing requirements required for graduation at the receiving District, the District and the State of Montana shall accept any or all of the following:

A. Exit exams or end-of-course exams required for graduation from the sending school;

B. National norm-referenced achievement tests; or

C. Alternative testing.

In the event the above alternatives cannot be accommodated by the receiving District for a student transferring during his or her senior year, subsection 3, below, shall apply.

**3. Transfer During Senior Year of High School:** Should a military student transferring at the beginning of or during the senior year be ineligible to graduate from the receiving

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District after all alternatives have been considered, the sending school and the receiving District shall ensure the receipt of a diploma from the sending school if the student meets the graduation requirements of the sending school.

In the event that one of the states in question is not a member of this Compact, the member state shall use best efforts to facilitate the on-time graduation of the student.

Conflicts

All state laws and District policies that conflict with this policy and/or in conflict with the Compact are superseded to the extent of the conflict.

Cooperation

The receiving District, through its administration, shall timely cooperate with all state agency inquiries and other District/school inquiries relating to a student who is covered by the Compact.

<u>Cross Reference:</u>	<u>2333</u>	<u>Participation in Commencement Exercises</u>
	<u>2410 – 2410P</u>	<u>High School Graduation Requirements</u>
	<u>2413</u>	<u>Credit Transfer and Assessment for</u>
		<u>Placement</u>
	<u>3110</u>	<u>Entrance, Placement, and Transfer</u>

<u>Legal Reference:</u>	<u>20-1-230, MCA</u>	<u>Enactment – interstate Compact on</u>
		<u>Educational Opportunity for Military</u>
		<u>Children - provisions</u>

Legal Reference: \_\_\_\_\_

Policy History:

Adopted on:

Revised on:

*Revision Note:*

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Education of Homeless Children

Every child of a homeless individual and every homeless child are entitled to equal access to the same free, appropriate public education as provided to other students. The District must assign and admit a child who is homeless to a District school regardless of residence and irrespective of whether the homeless child is able to produce records normally required for enrollment. The District may not require an out-of-District attendance agreement and tuition for a homeless child.

The Superintendent will review and revise as necessary rules or procedures that may be barriers to enrollment of homeless children and youths. In reviewing and revising such procedures, the Superintendent will consider issues of transportation, immunization, residence, birth certificates, school records, and other documentation.

Homeless students will have access to services comparable those offered to other students, including but not limited to:

1. Transportation services;
2. Educational services for which a student meets eligibility criteria (e.g., Title I);
3. Educational programs for children with disabilities and limited English proficiency;
4. Programs in vocational and technical education;
5. Programs for gifted and talented students; and
6. School nutrition program.

The Superintendent will give special attention to ensuring the enrollment and attendance of homeless children and youths not currently attending school. The Superintendent will appoint a liaison for homeless children.

A “homeless individual” is defined as provided in the McKinney Homeless Assistance Act.

Anyone having a concern or complaint regarding placement or education of a homeless child will first present it orally and informally to the District homeless liaison. Thereafter, a written complaint must be filed in accordance with the District Uniform Complaint Procedure.

Cross Reference: 1700 Uniform Complaint Procedure  
[3125F McKinney-Vento Homeless Educational Assistance Dispute Resolution Form](#)

Legal Reference: 42 U.S.C. § 11431, et seq. McKinney Homeless Assistance Act  
§ 20-5-101, MCA Admittance of child to school

Policy History:

Adopted on: February 2007

Revised on:





Office of Public  
Instruction Elsie Arntzen  
Superintendent PO Box  
202501  
Helena, MT 59620-2501

## McKinney-Vento Homeless Education Assistance Dispute Resolution Form

1 School District: \_\_\_\_\_ Liaison: \_\_\_\_\_

2 \_\_\_\_\_ Telephone: \_\_\_\_\_

3 Date of first contact by homeless individual, guardian, or representative: \_\_\_\_\_

4 Homeless Student's Name: \_\_\_\_\_

5 Describe the issue(s) in question: \_\_\_\_\_

6 \_\_\_\_\_

7 \_\_\_\_\_

8 \_\_\_\_\_

9 \_\_\_\_\_

10 \_\_\_\_\_

11 School District Contact: \_\_\_\_\_ Telephone: \_\_\_\_\_  
12 (Superintendent / Principal)

13 Date: \_\_\_\_\_ (within 7 business days)  
14 Resolution at the Liaison/School District Level (describe below) \_\_\_\_\_ or  
15 Forwarded to OPI Homeless Coordinator [please contact at (406) 444-2036] \_\_\_\_\_

16 Date: \_\_\_\_\_ (within 15 business days)  
17 Resolution at OPI Homeless Coordinator Level (describe below) \_\_\_\_\_ or  
18 Forwarded to Superintendent of Public Instruction \_\_\_\_\_

19 \_\_\_\_\_  
20 Describe Resolution Results: \_\_\_\_\_

21 \_\_\_\_\_

22 \_\_\_\_\_

23 \_\_\_\_\_

24 \_\_\_\_\_

25 \_\_\_\_\_

26 \_\_\_\_\_  
27 Homeless Coordinator Signature: \_\_\_\_\_

28 \_\_\_\_\_  
29 This form must be filed with \_\_\_\_\_ Heather Denny,  
30 \_\_\_\_\_ Homeless Coordinator  
31 \_\_\_\_\_ Office of Public Instruction  
32 \_\_\_\_\_ P.O. Box 202501  
33 \_\_\_\_\_ Helena, MT 59620-2501

34

35

**STUDENTS**

Student Dress

The District recognizes that a student's choice of dress and grooming habits demonstrate personal style and preference. The District has the responsibility to ensure proper and appropriate conditions for learning, along with protecting the health and safety of its student body. Even though the schools will allow a wide variety of clothing styles, dress and grooming must not materially or substantially disrupt the educational process of the school or create a health or safety hazard for students, staff, or others.

The building administrator shall establish procedures for the monitoring of student dress and grooming in school or while engaging in extracurricular activities. Students attending public events sponsored by the school district are permitted to honor their American Indian heritage through the display of culturally significant tribal regalia at a public event sponsored by the school district. Any item that promotes drug use, weapon use, threats of violence, sexual harassment, bullying, or other intimidation, or violates another district policy, state, or federal law may not be worn at a public event sponsored by the school district. Specific regulations shall be published annually in student handbooks.

Cross Reference: Policy 2333 Participation in Commencement Exercises

Legal Reference: SB 319-Chapter 229 Tribal regalia and objects of cultural significance allowed at public events

Policy History:

Adopted on: February 2007

Revised on:

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3413F1

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This form is managed by Montana Department of Public Health and Human Services and can change without intent or knowledge of the District. Please refer to Montana DPHHS form number IZ HES101A, "Medical Exemption Statement"

Legal Reference:

Policy History:

Adopted on:

Revised on:

*Revision Note:*

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This form is managed by Montana Department of Public Health and Human Services and can change without intent or knowledge of the District. Please refer to Montana DPHHS form number HES-11, "Affidavit of Exemption on Religious Grounds From Montana School Immunization Law and Rules"

Legal Reference:

Policy History:

Adopted on:

Revised on:

*Revision Note:*

Administering Medicines to Students

“Medication” means prescribed drugs and medical devices that are controlled by the U.S. Food and Drug Administration and are ordered by a health care provider. It includes over-the-counter medications prescribed through a standing order by the school physician or prescribed by the student’s health care provider.

The building principal or other administrator may authorize, in writing, any school employee:

To assist in self-administration of any drug that may lawfully be sold over the counter without a prescription to a student in compliance with the written instructions and with the written consent of a student’s parent or guardian; and

To assist in self-administration of a prescription drug to a student in compliance with written instructions of a medical practitioner and with the written consent of a student’s parent or guardian.

Except in an emergency situation, only a qualified health care professional may administer a drug or a prescription drug to a student under this policy. Diagnosis and treatment of illness and the prescribing of drugs are never the responsibility of a school employee and should not be practiced by any school personnel.

Administering Medication

The Board will permit administration of medication to students in schools in its jurisdiction. A school nurse (who has successfully completed specific training in administration of medication), pursuant to written authorization of a physician or dentist and that of a parent, an individual who has executed a caretaker relative educational authorization affidavit, or guardian, may administer medication to any student in the school or may delegate this task pursuant to Montana law.

Emergency Administration of Medication

In case of an anaphylactic reaction or risk of such reaction, a school nurse or delegate may administer emergency oral or injectable medication to any student in need thereof on school grounds, in a school building, or at a school function, according to a standing order of a chief medical advisor or a student’s private physician.

In the absence of a school nurse, an administrator or designated staff member exempt from the nurse license requirement under § 37-8-103(1)(c), MCA, who has completed training in administration of medication, may give emergency medication to students orally or by injection.

The Board requires that there must be on record a medically diagnosed allergic condition that would require prompt treatment to protect a student from serious harm or death.

A building administrator or school nurse will enter any medication to be administered in an emergency on an individual student medication record and will file it in a student's cumulative health folder.

#### Self-Administration of Medication

The District will permit students who are able to self-administer specific medication to do so provided that:

- A physician or dentist provides a written order for self-administration of said medication;
- Written authorization for self-administration of medication from a student's parent, an individual who has executed a caretaker relative educational authorization affidavit, or guardian is on file; and
- A principal and appropriate teachers are informed that a student is self-administering prescribed medication.

A building principal or school administrator may authorize, in writing, any employee to assist with self-administration of medications, provided that only the following may be employed:

- Making oral suggestions, prompting, reminding, gesturing, or providing a written guide for self-administering medications;
- Handing to a student a prefilled, labeled medication holder or a labeled unit dose container, syringe, or original marked and labeled container from a pharmacy;
- Opening the lid of a container for a student;
- Guiding the hand of a student to self-administer a medication;
- Holding and assisting a student in drinking fluid to assist in the swallowing of oral medications;
- and
- Assisting with removal of a medication from a container for a student with a physical disability that prevents independence in the act.

Self-Administration or Possession of Asthma, Severe Allergy, or Anaphylaxis Medication

Students with allergies or asthma may be authorized by the building principal or Superintendent, in consultation with medical personnel, to possess and self-administer emergency medication during the school day, during field trips, school-sponsored events, or while on a school bus. The student shall be authorized to possess and self-administer medication if the following conditions have been met.

- A written and signed authorization from the parents, an individual who has executed a caretaker relative educational authorization affidavit, or guardians for self-administration of medication, acknowledging that the school district or its employees are not liable for injury that results from the student self-administering the medication.
- The student must have the prior written approval of his/her primary health care provider. The written notice from the student's primary care provider must specify the name and purpose of the medication, the prescribed dosage, frequency with which it may be administered, and the circumstances that may warrant its use.
- Documentation that the student has demonstrated to the health care practitioner and the school nurse, if available, the skill level necessary to use and administer the medication.
- Documentation of a doctor-formulated written treatment plan for managing asthma, severe allergies, or anaphylaxis episodes of the student and for medication use by the student during school hours.

Authorization granted to a student to possess and self-administer medication shall be valid for the current school year only and must be renewed annually.

A student's authorization to possess and self-administer medication may be limited or revoked by the building principal or other administrative personnel.

If provided by the parent, an individual who has executed a caretaker relative educational authorization affidavit, or guardian, and in accordance with documentation provided by the student's doctor, backup medication must be kept at a student's school in a predetermined location or locations to which the student has access in the event of an asthma, severe allergy, or anaphylaxis emergency.

Immediately after using epinephrine during school hours, a student shall report to the school nurse or other adult at the school who shall provide follow up care, including making a 9-1-1 emergency call.



Administration of Glucagons

School employees may voluntarily agree to administer glucagons to a student pursuant to § 20-5-412, MCA, only under the following conditions: (1) the employee may administer glucagon to a diabetic student only in an emergency situation; (2) the employee has filed the necessary designation and acceptance documentation with the District, as required by § 20-5-412(2), MCA, and (3) the employee has filed the necessary written documentation of training with the District, as required by § 20-5-412(4), MCA.

Handling and Storage of Medications

The Board requires that all medications, including those approved for keeping by students for self-medication, be first delivered by a parent, an individual who has executed a caretaker relative educational authorization affidavit, or other responsible adult to a nurse or employee assisting with self-administration of medication. A nurse or assistant:

- Must examine any new medication to ensure it is properly labeled with dates, name of student, medication name, dosage, and physician's name;
- Must develop a medication administration plan, if administration is necessary for a student, before any medication is given by school personnel;
- Must record on the student's individual medication record the date a medication is delivered and the amount of medication received;
- Must store medication requiring refrigeration at 36° to 46° F;
- Must store prescribed medicinal preparations in a securely locked storage compartment; and
- Must store controlled substances in a separate compartment, secured and locked at all times.

The District will permit only a forty-five-(45)-school-day supply of a medication for a student to be stored at a school; and all medications, prescription and nonprescription, will be stored in their original containers.

The District will limit access to all stored medication to those persons authorized to administer medications or to assist in the self-administration of medications. The District requires every school to maintain a current list of those persons authorized by delegation from a licensed nurse to administer medications.

The District may maintain a stock supply of auto-injectable epinephrine to be administered by a

school nurse or other authorized personnel to any student or nonstudent as needed for actual or perceived anaphylaxis. If the district intends to obtain an order for emergency use of epinephrine in a school setting or at related activities, the district shall adhere to the requirements stated in 20-5-420, Section 2 MCA.

The District may maintain a stock supply of an opioid antagonist to be administered by a school nurse or other authorized personnel to any student or nonstudent as needed for an actual or perceived opioid overdose. A school that intends to obtain an order for emergency use of an opioid antagonist in a school setting or at related activities shall adhere to the requirements in law.

#### Disposal of Medication

The District requires school personnel either to return to a parent, an individual who has executed a caretaker relative educational authorization affidavit, or guardian or, with permission of the parent, an individual who has executed a caretaker relative educational authorization affidavit, or guardian, to destroy any unused, discontinued, or obsolete medication. A school nurse, in the presence of a witness, will destroy any medicine not repossessed by a parent or guardian within a seven-(7)-day period of notification by school authorities.

Legal Reference: \_\_\_\_\_ § 20-5-412, MCA –Definition – parent-designated adult  
-administration of glucagons training  
8.32.1733, ARM Tasks Which May Be Routinely Assigned to an  
Unlicensed Person in any Setting When a Nurse-  
Patient Relationship Exists  
HB 323, Chapter #154 Emergency use of an opioid antagonist in school  
setting – limit on liability – signed by Governor  
4/4/2017 - (effective July 1, 2017)

#### Policy History:

Adopted on: February 2007

Revised on: April 15, 2008, October, 2011, July 2013

*Note: The revision adds references to caretaker relative. It removed the specification of epipen or asthma inhalers and added severe allergy references. It also defined the administration of glucagons.*

- 1 *Note: The revision re-defined that an employee may administer glucagon ONLY in an*
- 2 *emergency situation.*
- 3 *Note: July 2013 revision adds the ability of the district to have a stock supply of auto-injectable*
- 4 *epinephrine on hand.*
- 5 *Note: 2017 revision adds the ability of the district to have a stock of Opioid antagonist on hand.*

2nd Reading

School-Support Organizations, Boosters and Fundraising

The Board recognizes that parent, teacher, and student organizations are an invaluable resource to District schools and supports their formation and vitality. While parent, teacher, and student organizations have no administrative authority and cannot determine District policy, their suggestions and assistance are always welcome.

School-Support Organizations

Parent or booster organizations are recognized by the Board and permitted to use the District's name, a District school's name, or a District school's team name or any logo attributable to the District, provided they first receive the Board's approval during a duly constituted Board meeting. Unauthorized use of the District school's team name, logo, or imagery is strictly prohibited. The District reserves the right to seek all available legal remedies for unauthorized use of the District school's name, logo, or imagery.

In order for the School District to comply with the federal law, state law and MHSA By-Laws, Rules and Regulations, Board recognition as a parent or booster organization along with consent to use one of the above-mentioned names or logos will be granted if the organization has approved and submitted bylaws containing the following:

1. The organization's name and purpose. Acceptable purposes may include enhancement of students' educational experiences, assistance to meet educational needs of students, support of academic clubs, or enrichment of extracurricular activities.
2. The rules and procedures under which it operates.
3. A statement that the membership will adhere to applicable Board policies and administrative procedures when working on District premises or with District officials or programs.
4. A statement that membership is open and unrestricted and the organization will not engage in discrimination based on someone's innate characteristics or membership in a protected classification.
5. A statement that the District is not, and will not be, responsible for the organization's business or the conduct of its members.
6. A designation of the organization's treasurer. A statement that the organization will maintain finances consistent with General Finance Principles in a manner open to review by any member of the organization or the school district.

~~Parent organizations and booster clubs are recognized by the School Board and permitted to use the District's name, a District school's name, or a District school's team name, or any logo~~

1 ~~attributable to the District provided they first receive the Superintendent or designee's express~~  
2 ~~written consent. Consent to use one of the above mentioned names or logos will generally be~~  
3 ~~granted if the organization or club has by laws containing the following:~~

4  
5 ~~1. The organization's or club's name and purpose, such as, to enhance students'~~  
6 ~~educational experiences, to help meet educational needs of students, to provide extra athletic~~  
7 ~~benefits to students, to assist specific sports teams or academic clubs through financial support,~~  
8 ~~or to enrich extracurricular activities.~~

9  
10 ~~2. The rules and procedures under which it operates.~~

11  
12 ~~3. An agreement to adhere to all Board policies and administrative procedures.~~

13  
14 ~~4. A statement that membership is open and unrestricted, meaning that membership is open to~~  
15 ~~parents/guardians of students enrolled in the school, District staff, and community members.~~<sub>4</sub>

16  
17 ~~5. A statement that the District is not, and will not be, responsible for the organization's or~~  
18 ~~club's business or the conduct of its members.~~

19  
20 ~~6. An agreement to maintain and protect its own finances.~~

21  
22 ~~7. A recognition that money given to a school cannot be earmarked for any particular expense.~~  
23 ~~Booster clubs may make recommendations, but cash or other valuable consideration must be~~  
24 ~~given to the District to use at its discretion. The School Board's legal obligation to comply with~~  
25 ~~Title IX by providing equal athletic opportunity for members of both genders will supersede an~~  
26 ~~organization or club's recommendation.~~<sub>2</sub>

27  
28 ~~Permission to use one of the above mentioned names or logos may be rescinded at any time and~~  
29 ~~does not constitute permission to act as the District's representative. At no time does the~~  
30 ~~District accept responsibility for the actions of any parent organization or booster club~~  
31 ~~regardless of whether it was recognized and/or permitted to use any of the above mentioned~~  
32 ~~names or logos.~~<sub>3</sub> ~~The Superintendent shall designate an administrative staff member to serve~~  
33 ~~as the liaison to parent organizations or booster clubs. The liaison will serve as a resource~~  
34 ~~person and provide information about school programs, resources, policies, problems,~~  
35 ~~concerns, and emerging issues. Building staff will be encouraged to participate in the~~  
36 ~~organizations.~~

37  
38  
39 7. A recognition that money given to a school cannot be earmarked for any particular  
40 expense. Booster organizations may make recommendations, but cash or other valuable  
41 consideration must be given to the District to use at its discretion. The Board's legal

obligation to comply with Title IX by providing equal athletic opportunity for members of both genders will supersede an organizations recommendation.<sup>1</sup>

8. A recognition that the School District reserves the right to reject any and all donations.

Permission to use one of the above-mentioned names, logos or imagery may be suspended by the administration and rescinded by the Board for failure to comply with this policy. Authorization to use one of the above-mentioned names, logos, or imagery does not constitute permission to act as the District's representative. At no time does the District accept responsibility for the actions of any parent or booster organization, regardless of whether it was recognized and/or permitted to use any of the above-mentioned names or logos.<sup>2</sup> The Superintendent shall designate an administrative staff member to serve as the liaison to parent or booster organization. The liaison will serve as a resource person and provide information about school programs, resources, policies, problems, concerns, and emerging issues. Building staff may be encouraged to participate in the organizations.

#### Individual Boosters or Donors

Individual boosters or donors not covered by the bylaws of an organization governed by this policy may still assist in school operations. The Board encourages the involvement of local communities in school activities and operations. In order for the School District to comply with the federal law, state law and MHSA By-Laws, Rules and Regulations, individual boosters or donors must honor the following provisions:

1. The individual must have prior approval must be granted by the Board for use of the District's name, logo, or imagery.
2. The individual must comply with Board policies and administrative procedures when submitting donations.
3. The individual may not violate federal law, state law, District policy or MHSA By-Laws, Rules and Regulations.

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<sup>1</sup> The School District may not accept booster organization assistance that creates vast gender differences or a school board may face claims that it has violated Title IX. Title IX's focus is on equal funding opportunities, equal facility availability, similar travel and transportation treatment, comparable coaching, and comparable publicity (34 C.F.R. Part 106).

<sup>2</sup> Booster organizations present potential liabilities to a school district beyond loss of funds, because they seldom are properly organized (they generally are not incorporated or otherwise legally recognized), carry no insurance, raise and handle large sums of money, and organization members hold themselves out as agents of the school (after all, no funds could be raised but for the school connection). A disclaimer, such as the one presented here, may not be sufficient. A district may take several actions, after discussion with its attorney, to minimize liability, such as adding a requirement to item 6 above that the organization: (1) operate under the school's authority (activity accounts); or (2) be properly organized and demonstrate fiscal responsibility by being a 501(c)(3) organization, obtaining a bond, and/or arranging regular audits. Ultimately, the best way to minimize liability is to be sure that the district's errors-and-omissions insurance covers parent organizations and booster organizations.

4. The individual acknowledges the District is not, and will not be, responsible for the individual booster or donor's business or their conduct.

5. The individual acknowledges that donations cannot be earmarked for any particular expense. Individual boosters or donors may make recommendations, but cash or other valuable consideration must be given to the District to use at its discretion in accordance with applicable laws. The Board's legal obligation to comply with Title IX by providing equal athletic opportunity for members of both genders will supersede any individual's recommendation.

6. The District reserves the right to reject any and all donations.

### Fundraising

All donations completed by recognized organizations are subject to applicable School District policies regarding financial management. Funding endeavors are generally viewed as beneficial when coordinated with district goals, initiatives, and existing plans. The District reserves the right to reject any and all donations.

All funds raised by recognized organizations that are donated to the School District become public funds when placed in a School District account. All public funds must be monitored in accordance with state law. Donations must be reviewed to ensure compliance with equity rules, amateur rules and appropriateness under district policy. Donations may be conditional under state law if conditions are in compliance.

Funds spent by the School District will be done in accordance with District purchase order policy and spending limits regardless of the source of the donation. All expenditures should be preapproved to ensure equity and auditing standards are met.

<u>Legal Reference:</u>	<u>§ 20-6-601, MCA</u>	<u>Power to accept gifts</u>
	<u>§ 2-2-103-2(3), MCA</u>	<u>Definitions</u>
	<u>§ 2-2-104, MCA</u>	<u>Rules of conduct for public officers, legislators, and public employees</u>

~~*1 An alternative follows:*~~

~~*An agreement not to engage in discrimination based on someone's innate characteristics or membership in a suspect classification.*~~

~~*2 Booster clubs are understandably selective in their support. However, by accepting booster club assistance that creates vast gender differences, a school board may face claims that it has violated Title IX. Title IX's focus is on equal funding*~~



~~opportunities, equal facility availability, similar travel and transportation treatment, comparable coaching, and comparable publicity (34 C.F.R. Part 106).~~

#### Fund Raising by School Support Groups

~~Fund-raising by school support groups is considered a usual and desirable part of the function of such groups. Specific fund-raising activities must be approved in advance by the principal.~~

~~The principal must be consulted before any expenditure of such funds. All such funds raised by school adjunct groups are to be used for direct or indirect support of school programs. Equipment purchased by support groups and donated to the schools becomes the property of the District and may be used or disposed of in accordance with District policy and state law.~~

#### Policy History:

Adopted on: February 2007

Revised on: April 15, 2008

*Note: School-support Organization section was revised to add language on open and unrestricted membership, language regarding parent organizations and booster clubs use of School District logo, and adds language regarding person designated as liaison for these organizations. It also encourages building staff participation.*

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~~<sup>3</sup>Booster clubs present potential liabilities to a school district beyond loss of funds because they seldom are properly organized (they generally are not incorporated or otherwise legally recognized), carry no insurance, raise and handle large sums, and club members hold themselves out as agents of the school (after all, no funds could be raised but for the school connection). A disclaimer, such as the one presented here, may not be sufficient. A district may take several actions, after discussion with its attorney, to minimize liability, such as adding a requirement to item 6 above that the club: (1) operate under the school's authority (activity accounts); or (2) be properly organized and demonstrate fiscal responsibility by being a 501(c)(3) organization, obtaining a bond, and/or arranging regular audits. Ultimately, the best way to minimize liability is to be sure that the district's errors and omissions insurance covers parent organizations and booster clubs.~~

**PERSONNEL**

5010

Equal Employment Opportunity and Non-Discrimination

The District will provide equal employment opportunities to all persons, regardless of their race, color, religion, creed, national origin, sex, age, ancestry, marital status, military status, citizenship status, use of lawful products while not at work, physical or mental handicap or disability, if otherwise able to perform essential functions of a job with reasonable accommodations, and other legally protected categories.

The District will make reasonable accommodation for an individual with a disability known to the District, if the individual is otherwise qualified for the position, unless the accommodation would impose undue hardship on the District.

A person with an inquiry regarding discrimination should direct their questions to the Title IX Coordinator. A person with a specific written complaint should follow the Uniform Complaint Procedure.

Retaliation against an employee who has filed a discrimination complaint, testified, or participated in any manner in a discrimination investigation or proceeding is prohibited.

Cross Reference: 1700 Uniform Complaint Procedure

Legal Reference: Age Discrimination in Employment Act, 29 U.S.C. §§ 621, et seq.  
Americans with Disabilities Act, Title I, 42 U.S.C. §§ 12111, et seq.  
Equal Pay Act, 29 U.S.C. § 206(d)  
Immigration Reform and Control Act, 8 U.S.C. §§ 1324(a), et seq.  
Rehabilitation Act of 1973, 29 U.S.C. §§ 791, et seq.  
Title VII of the Civil Rights Act, 42 U.S.C. §§ 2000(e), et seq., 29 C.F.R., Part 1601  
Title IX of the Education Amendments, 20 U.S.C. §§ 1681, et seq., 34 C.F.R., Part 106  
Montana Constitution, Art. X, § 1 - Educational goals and duties  
§ 49-2-101, et. al., MCA Human Rights Act  
§ 49-3-102, MCA What local governmental units affected  
§ 49-2-303, MCA Discrimination in Employment  
§49-3-201, MCA Employment of state and local government personnel.

Policy History:

Adopted on: February 2007

Revised on:

### Applicant Rights and Consent to Fingerprint

As an applicant who is the subject of a national fingerprint-based criminal history record check for a noncriminal justice purpose (such as an application for employment or a license, an immigration or naturalization matter, security clearance, or adoption), you have certain rights which are discussed below.

- You must be provided written notification<sup>8</sup> by Jefferson High School that your fingerprints will be used to check the criminal history records of the FBI.
- You must be provided, and acknowledge receipt of, an adequate Privacy Act Statement when you submit your fingerprints and associated personal information. This Privacy Act Statement should explain the authority for collecting your information and how your information will be used, retained, and shared.
- If you have a criminal history record, the officials making a determination of your suitability for employment, license, or other benefit must provide you the opportunity to complete or challenge the accuracy of the information in the record.
- The officials must advise you that the procedures for obtaining a change, correction, or updating of your criminal history record are set forth at Title 28, Code of Federal Regulations (CFR), Section 16.34.
- If you have a criminal history record, you should be afforded a reasonable amount of time to correct or complete the record (or decline to do so) before the officials deny you the employment, license, or other benefit based on information in the criminal history record.<sup>9</sup>

You have the right to expect that officials receiving the results of the criminal history record check will use it only for authorized purposes and will not retain or disseminate it in violation of federal statute, regulation or executive order, or rule, procedure or standard established by the National Crime Prevention and Privacy Compact Council.<sup>10</sup>

If agency policy permits, the officials may provide you with a copy of your FBI criminal history record for review and possible challenge. If agency policy does not permit it to provide you a copy of the record, you may obtain a copy of the record by submitting fingerprints and a fee to the FBI. Information regarding this process may be obtained at <http://www.fbi.gov/about-us/cjis/background-checks>.

If you decide to challenge the accuracy or completeness of your FBI criminal history record, you should send your challenge to the agency that contributed the questioned information to the FBI. Alternatively, you may send your challenge directly to the FBI at the same address as provided above. The FBI will then forward your challenge to the agency that contributed the questioned information and request the agency to verify or correct the challenged entry. Upon receipt of an official communication from that agency, the FBI will make any necessary changes/corrections to your record in accordance with the information supplied by that agency.

If a change, correction, or update needs to be made to a Montana criminal history record, or if you need additional information or assistance, please contact Montana Criminal Records and Identification Services at [dojitsdpublicrecords@mt.gov](mailto:dojitsdpublicrecords@mt.gov) or 406-444-3625.

*Your signature below acknowledges this agency has informed you of your privacy rights for fingerprint-based background check requests used by the agency.*

Signed:

\_\_\_\_\_

Name

Date

<sup>8</sup> Written notification includes electronic notification, but excludes oral notification.

<sup>9</sup> See 28 CFR 50.12(b).

<sup>10</sup> See 5 U.S.C. 552a(b); 28 U.S.C. 534(b); 42 U.S.C. 14616, Article IV(c); 28 CFR 20.21(c), 20.33(d) and 906.2(d).

**NCPA/VCA Applicants**

To \_\_\_\_\_:  
You have applied for employment with, will be working in a volunteer position with, or will be providing vendor or contractor services to (write in Agency or Entity name) \_\_\_\_\_ for the position of \_\_\_\_\_ (please be specific)

The National Child Protection Act of 1993 (NCPA), Public Law (Pub. L.) 103-209, as amended by the Volunteers for Children Act(VCA), Pub. L. 105-251 (Sections 221 and 222 of Crime Identification Technology Act of 1998), codified at 42 United States Code (U.S.C.) Sections 5119a and 5119c, authorizes a state and national criminal history background check to determine the fitness of an employee, or volunteer, or a person with unsupervised access to children, the elderly, or individuals with disabilities.

1. Provide your name, address, and date of birth, as appears on a document made or issued by or under the authority of the United States Government, a State, political subdivision of a State, a foreign government, a political subdivision of a foreign government, an international governmental or an international quasi-governmental organization which, when completed with information concerning a particular individual, is of a type intended or commonly accepted for the purpose of identification of individuals. 18 U.S.C. §1028(D)(2).
2. Provide a certification that you (a) have not been convicted of a crime, (b) are not under indictment for a crime, or (c) have been convicted of a crime. If you are under indictment or have been convicted of a crime, you must describe the crime and the particulars of the conviction, if any.
3. Prior to the completion of the background check, the entity may choose to deny you unsupervised access to a person to whom the entity provides care.

The entity shall access and review State and Federal criminal history records and shall make reasonable efforts to make a determination whether you have been convicted of, or are under pending indictment for, a crime that bears upon your fitness and shall convey that determination to the qualified entity. The entity shall make reasonable efforts to respond to the inquiry within 15 business days.

Your Name: \_\_\_\_\_

\_\_\_\_\_  
First Middle Maiden  
Last

Date of Birth: \_\_\_\_\_

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

\_\_\_\_\_  
City State Zip

☐ I have been convicted of, or am under pending indictment for, the following crimes [include the dates, location/jurisdiction, circumstances and outcome]:

☐ I have not been convicted of, nor am I under pending indictment for, any crimes

☐ I authorize Montana Department of Justice, Criminal Records and Identification Services Section to disseminate criminal history record information to Jefferson High School.

\_\_\_\_\_  
Signature of Applicant Date

Legal Reference:

Policy History:

Adopted on:

Revised on:

Revision Note:

Flexible Instructor Licensing

It is the policy of the District to increase the flexibility and efficiency of the District's resources by utilizing the provision of law allowing flexibility in licensure of instructors and as a means of addressing recruitment and retention of staff. Flexibilities in the following areas are available for the District's enhancement of its programs and services to enhance student achievement.

• Internships

- Available to anyone with a current license and endorsement in one subject who wants to move to a new licensed role/endorsed area.
- Requirements must be satisfied within 3 years
- Must include a plan between the intern, the school district and an accredited preparation program

• Provisionally Certified

- May be issued to an otherwise qualified applicant who can provide satisfactory evidence of:
  - The intent to qualify in the future for a class 1 or class 2 certificate and
  - Who has completed a 4-year college program or its equivalent, and
  - Holds a bachelor's degree from a unit of the Montana university system or its equivalent.

• Substitutes

- Must have a GED or high school diploma
- Will have completed 3 hours of training by the district
- Will have submitted a fingerprint background check  
(All requirements can be waived by the district if the substitute has prior substitute teaching experience in another public school from November 2002 to earlier)
- May not substitute more than 35 consecutive days for the same teacher, however the same substitute can be used for successive absences of different staff as long as each regular teacher for whom the substitute is covering is back by 35 consecutive teaching days

• Retired Educators

- School district must certify to OPI and TRS that the district has been unable to fill the position due to no qualified applications or no acceptance of offer by a non-retired teacher
- No limit on the district
- Retired teacher must have 30 years of experience in TRS
- There is a 3 year lifetime limit on the retired individual going to work under this provision

• Class 3 Administrative License

- Valid for a period of 5 years
- Appropriate administrative areas include: elementary principal, secondary principal, K-12 principal, K-12 superintendent, and supervisor.
- Must be eligible for an appropriately endorsed Class 1,2 or 5 license to teach in the school(s) in which the applicant would be an administrator or would supervise, and qualify as set forth in ARM 10.57414 through 10.57.418

1       ○ An applicant for a Class 3 administrative license who completed an educator  
2       preparation program which does not meet the definition in ARM  
3       10.57.102(2), who is currently licensed in another state at the same level of  
4       licensure, may be considered for licensure with verification of five years of  
5       successful administrative experience as defined in ARM 10.57.102 as  
6       documented by a recommendation from a state accredited P-12 school  
7       employer on a form prescribed by the Superintendent of Public Instruction  
8       and approved by the Board of Public Education. The requirements of ARM  
9       10.57.414(1)(c)(i-iii) must be met by an applicant seeking a superintendent  
10       endorsement.

11  
12       • Class 4 for CTE

- 13           ○ Valid for a period of 5 years  
14           ○ Renewable pursuant to the requirements of 10.57.215, ARM and the requirements  
15           specific to each type of Class 4 license.  
16           ○ 4A – for licensed teachers without a CTE endorsement  
17           ○ 4B – for individuals with at least a bachelor's degree  
18           ○ 4C – for individuals with a minimum of a high school diploma or GED

19       • Class 5 alternatives

- 20           ○ Good for a maximum of 3 years  
21           ○ Requirements dependent upon the alternative the district is seeking

22       • Emergency authorization of employment

- 23           ○ Individual must have previously held a valid teacher or specialist certificate or  
24           have met requirements of rule 10.57.107, ARM  
25           ○ Emergency authorization is valid for one year, but can be renewed from year to  
26           year provided conditions of scarcity continue to persist

27  
28       Legal References:       10.55.716, ARM Substitute Teachers  
29                               10.55.607, ARM Internships  
30                               10.27.102, ARM Definitions  
31                               10.57.107, ARM Emergency Authorization of Employment  
32                               10.57.215, ARM Renewal Requirements  
33                               10.57.414, ARM Class 3 Administrative License – Superintendent  
34   Endorsement  
35                               10.57.420, ARM Class 4 Career and Technical Education License  
36                               10.57.424, ARM Class 5 Provisional License  
37                               19-20-732, MCA Reemployment of certain retired teachers,  
38   specialists and administrators – procedure –  
39   definitions

40  
41       Policy History:

42       Adopted on:

43       Revised on:

44  
45       Revision Note:

Transfers for School Safety

It is the policy of the District to increase the flexibility and efficiency of the District's resources by utilizing the provision of law allowing transfers of funds to improve school safety and security.

The District may transfer state or local revenue from any budgeted or non-budgeted fund, other than the debt service fund or retirement fund, to its building reserve fund in an amount not to exceed the school district's estimated costs of improvements to school safety and security

The transfer of such funds can be for:

1. planning for improvements to school safety, including but not limited to the cost of services provided by architects, engineers, and other consultants;
2. installing or updating locking mechanisms and ingress and egress systems at public school access points, including but not limited to systems for exterior egress doors and interior passageways and rooms, using contemporary technologies;
3. installing or updating bullet-resistant windows and barriers; and
4. installing or updating emergency response systems using contemporary technologies.

Any transfers made under this policy and Montana law are not considered expenditures to be applied against budget authority. Any revenue transfers that are not encumbered for expenditures in compliance with the four reasons stated above, within 2 full school fiscal years after the funds are transferred, must be transferred back to the originating fund from which the revenue was transferred.

If transfers of funds are made from a District fund supported by a non-voted levy, the District may not increase its non-voted levy for the purpose of restoring the transferred funds.

<u>Legal Reference:</u>	<u>20-9-503, MCA Budgeting, tax levy, and use of building reserve</u>
	<u>fund.</u>
	<u>20-9-236, MCA Transfer of funds – improvements to school</u>
	<u>safety and security</u>

Policy History:

Adopted on:

Revised on:

*Revision Note:*



Intent to Increase Non-Voted Levy

The trustees shall adopt a resolution no later than March 31 whenever the trustees intend to impose an increase in a non-voted levy in the ensuing school fiscal year for the purposes of funding any of the funds listed below:

- a) Tuition fund under 20-5-324;
- b) Adult education fund under 20-7/705;
- c) Building reserve fund under 20-9-502 and 20-9-503;
- d) Transportation fund under 20-10-143 and 20-10-144; and
- e) Bus depreciation reserve fund under 20-10-147.

The trustees shall provide notice of intent to impose an increase in a non-voted levy for the ensuing school fiscal year by:

- a) Adopting a resolution of intent to impose an increase in a non-voted levy that includes, at a minimum, the estimated number of increased or decreased mills to be imposed and the estimated increased or decreased revenue to be raised compared to non-voted levies under a-e imposed in the current school fiscal year and, based on the district's taxable valuation most recently certified by the department of revenue under 15-10-202, the estimated impacts of the increase or decrease on a home valued at \$100,000 and a home valued at \$200,000, and
- b) Publish a copy of the resolution in a newspaper that will give notice to the largest number of people of the district as determined by the trustees and posting a copy of the resolution to the school district's website.

The resolution and publication of same must take place via form 7545F no later than March 31.

The Superintendent shall keep the trustees informed of any changes that may have occurred, which may have an effect on the estimated change in the mills and revenue, between the adoption of the resolution and the final adoption of the budget.

Legal Reference: SB 307, 2017 Legislative Session

Policy History:

Adopted on:

Revised on:

*Revision Note:*

# Jefferson High School District #1

## FINANCIAL MANAGEMENT

7540FE-F  
Page 1 of 1

### Notice of Intent to Impose an Increase in Levies Form

As an essential part of its budgeting process, the Jefferson High School Board of Trustees is authorized by law to impose levies to support its budget. The Jefferson High School Board of Trustees estimates the following increases/decreases in revenues and mills for the funds noted below for the next school fiscal year beginning July 1, \_\_\_\_\_, using certified taxable valuations from the current school fiscal year as provided to the district:

<u>Fund Supported</u>	<u>Estimated Change in Revenues*</u>	<u>Estimated Change in Mills*</u>	<u>Estimated Impact, Home of \$100,000*</u>	<u>Estimated Impact, Home of \$200,000*</u>
<u>Adult Education</u>	<u>\$ increase/decrease</u>	<u>\$ increase/decrease</u>	<u>\$ increase/decrease</u>	<u>\$ increase/decrease</u>
<u>Bus Depreciation</u>	<u>\$ increase/decrease</u>	<u>\$ increase/decrease</u>	<u>\$ increase/decrease</u>	<u>\$ increase/decrease</u>
<u>Transportation</u>	<u>\$ increase/decrease</u>	<u>\$ increase/decrease</u>	<u>\$ increase/decrease</u>	<u>\$ increase/decrease</u>
<u>Tuition</u>	<u>\$ increase/decrease</u>	<u>\$ increase/decrease</u>	<u>\$ increase/decrease</u>	<u>\$ increase/decrease</u>
<u>Building Reserve</u>	<u>\$ increase/decrease</u>	<u>\$ increase/decrease</u>	<u>\$ increase/decrease</u>	<u>\$ increase/decrease</u>
<u>Total</u>	<u>\$ increase/decrease</u>	<u>\$ increase/decrease</u>	<u>\$ increase/decrease</u>	<u>\$ increase/decrease</u>

**\*Impacts above are based on current certified taxable valuations from the current school fiscal year**

Regarding the increase in the building reserve levy referenced above, the following are school facility maintenance projects anticipated to be completed at this time:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

Legal Reference: SB 307, 2017 Legislative Session

Legal Reference:

Policy History:

Adopted on:

Revised on:

*Revision Note:*